



Schoolwide Positive Behavior Plan
Baltimore County Public Schools
Sussex Elementary School

Date Completed: 7/30/2022

School Year: 2022-2023

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> <ul style="list-style-type: none"> • Jen Szymanski, Principal • Molly Bissell, Assistant Principal • Sharon Childs, MTSS Teacher • Jen Felter, Math Resource Teacher/Grade 5 Teacher • Jessica Kirk, Special Educator • Michelle Johnson, Grade 3 Teacher • Lauren Leslie, Kindergarten Teacher • Catherine McCullough, Reading Specialist/Grade 4 Teacher • Barbara Parker, School Counselor • Sarah Tate, School Counselor • Annette Pizzini, School Social Worker
<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>Based on enrollment data, our student population identify accordingly:</p> <ul style="list-style-type: none"> • White (W): 34.5% • African American(AA)/Black (B): 27.8% • Hispanic (H): 24.4% • Multi-racial (MU): 11.5% • Asia (AS): 1.1% • Students receiving special education services: 14.3% • Students receiving ESOL services: 14.0% • Students qualifying for a 504 Plan: 2.8% <p>Suspension rate by grade level (2021-2022 SY):</p> <ul style="list-style-type: none"> • Kindergarten: 2 incidents • First grade: 0 incidents • Second grade: 0 incidents • Third grade: 2 incidents • Fourth grade: 8 incidents • Fifth grade: 6 incidents <p>During the 2021-2022 SY, Sussex had an increase in overall enrollment. During this time, the number of African American/Black students, Hispanic students, and students receiving ESOL</p>

services increased, while our number of Multi-racial students, white students, students receiving Free and Reduced Meals, and students receiving special education services decreased.

African American/Black students are receiving a greater number of referral supports based on behavior referral data available during the 2021-2022 SY. This same group of students has the greatest chronic absenteeism rate.

Data Analysis

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

Based on the Student Climate Survey Feedback, the results showed 10 that 9 of our grades 3-5 students responded.

- 84.4% of students felt a sense of belonging
- 26.9% of Multi-racial students did not feel a sense of belonging
- 15.8% of White students did not feel a sense of belonging
- 19.6% of girls did not feel a sense of belonging
- 65.3% of our students (overall) felt a sense of belonging
- 70.1% of our students shared they have witnessed bullying
- 44.9% of our students shared they have been bullied

Based on the Parent Survey Feedback, the results showed that 11 parents responded:

- 27.3% of parents shared that bullying is a problem at school
- 81.8% of parents disagree that the school is safe and secure
- 54.5% of parents disagree that their child is treated with respect at school

Climate Goals

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

Climate Goal:

Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Culture Goal:

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that create for students.

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.

Community Promise

We are a QUACK-tastic community!

We are safe.

We are respectful.

We are responsible.

We are kind!

In the first week of school, teachers will unpack the meaning of safe, respect, responsibility and kindness with students and create an anchor chart that will be displayed in the classroom.

Matrix- Visible in areas around the building with Quack-tastic posters visible around the building.

Students will work to earn 'quacks' by demonstrating virtues in the Community Promise. Classes will work collaboratively to earn 100 quacks to participate in a schoolwide (School Family) celebration each month. Celebrations will be held on the 'final Friday' of each month. A new virtue focus will be launched the following Monday.

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.

Beginning of the school year

- Lessons to anchor each component of the Community Promise
- Anchor chart developed with students of Community Promise in every classroom
- Review Positive Office Referrals for students

Expectations in the classroom for Conscious Discipline

- Safe Place
- Brain SMART Start
- Morning greetings- ways to connect
- Friends and Family Board
- Classroom jobs
- Community Promise unpacked and visible

School-wide Problem-Solving Routine

1. What happened?
2. What were you thinking of at the time? /What were you hoping to get?/What did you want?
3. What have you thought about since?
4. How could things have been done differently?

5. What do you think needs to happen next?

Problem solving in the classroom

1. Steps for a teacher to support a student in the classroom- Problem Subbing
2. Plans for a conversation with students for the teachers- What does that look like for teachers?
Problem-subbing
3. Professional Development in Conscious Discipline to support positive relationships and supporting out students' social-emotional well being
4. What is your trigger as a teacher?

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.

1. Student Survey for feedback on Community Promise
2. Parent Survey- Knowledge and understanding of the Community Promise
3. Newsletter- 'What's Quackin at Sussex?', aligned to information for families and parents about Community Promise
4. Back-to-school night presentation both by administration and classroom teachers for parents Providing updates to parents at PTA Meetings and followed up with a School Messenger for all families
5. Parent information nights for Conscious Discipline

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.

SES Mapping of MTSS Supports

Tier I- Supports & Interventions

- Conscious Discipline components:
 - Morning greetings
 - Morning meetings with Brain Smart Start
 - Brain States
 - Classroom jobs for every student
 - Safe Space
 - Brain Breaks
- Guidance monthly meetings
- Lessons on Safe, Respect, Responsibility, and Kindness
- School-wide problem-solving routine
- Schoolwide expectation of Community Promise
- Community promise poster with the acronym in each classroom and throughout the building.

Tier II- Supports & Interventions

- Check in/check out
- Customized breaks
- Use of personalized visuals
- Peer buddy
- MTSS coaching
- Social stories
- Visual schedules
- Personalized, non-verbal cues and signals
- Goals/success charts
- Referral to social skills group with counselor or school social worker
- Sensory tools
- Behavior contracts
- Personalized working space
- Referral to outside therapeutic partnerships
- Staff mentor
- Organizational tool/supports
- Increased home-school communication

Tier III- Supports & Interventions

- Referral to Student Support Team (SST)
- Referral to IEP Team
- Functional Behavior Assessment
- Behavior Intervention 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.

- Conscious Discipline- Review during the pre-service week, provide resources for classroom teachers (posters, charts, etc), morning meetings
- Schoolwide expectation of what a Sussex scholar is: QUACKTASTIC- Respectful, Responsible, Safe, and Kind
- Guidance lessons
- Tier II support (listed above)
- Tier III support (listed above)

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.

- Lessons on respect, responsibility, kindness, and safety during the first week of school and throughout the school year
- Matrices that align to each area of the building for the first week and then throughout the school year by the classroom teachers
- Conscious Discipline lessons for each grade level
- Books that align to respect, responsibility, kindness, and safety for read aloud
- Parent Newsletter for Community Promise- What's Quackin' at Sussex?
- Positive office referrals
- Students earning Quacks for showing the Community Promise

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.)

- Conscious Discipline refresher with administration during teacher week back and during faculty meetings throughout the year; MTSS teacher will provide professional development throughout the year
- Professional Development with teachers on SWPBP and Matrices
- Faculty meetings to receive feedback and make changes to the SWPBP by using a survey
- Teachers will be provided Professional Development on the SST and IEP team documents and process

Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives

Identify a variety of positive consequences, acknowledgments, recognitions, and/or incentives that are linked to the behavioral expectations and rules. Develop a system for implementing positive acknowledgments 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 and staff members will provide students with Quacks every day for demonstrating the Community Promise.
- Classes will work collectively to earn 100 Quacks to participate in a schoolwide celebration
- Students providing updates on the morning announcements about examples of QUACK on notes and respect, responsible, safety and kindness.

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.

Aligned to the [2022-2023 BCPS Student Handbook](#).

Teachers will manage behavior and problem solve within the classroom to preserve relationships with students to the fullest extent possible. When behaviors become unsafe and/or an excessive disruption to the learning environment, support will be called to the room. The administration will be the first responders for behavior support calls. Other staff members that may assist with behavior support calls when both administrators are unavailable include: MTSS Teacher, School Counselor(s), School Social Worker, School Psychologist, Special Educators, other adults in building that may have a relationship with the student(s).

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.

- Weekly student talks and feedback for SWPBP as a team to discuss students, interventions, groups, and next steps.
- Quarterly Threat Assessment team meetings- to include school social worker, guidance counselors, MTSS teacher, and administration to discuss student behaviors and social emotional needs

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.)

- Weekly student talks and feedback for SWPBP with a guidance counselor, school psychologist, MTSS resource teacher, school social worker, and administration to analyze school data, identify interventions and determine the next steps.
- Analyze office referrals and implications for SWPBP and interventions
- Analyze survey results and implications for SWPBP

Section 5: Miscellaneous Content/Components

- Quarterly survey for parents, staff, and students on Community Promise and SWPBP
- Quarterly Survey for a sense of belonging for Sussex Scholars