



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



Date Completed: 7/26/2022

School Year 2022-2023

School: Hampton Elementary

Section 1: Initial Steps

School Climate Team

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.

The school has identified a School Climate Team which is composed of administrators, grade level teachers, a special area teacher, and a member of the student support services staff. The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

Patricia Kaiser-Principal

Pamela Crosell-Assistant Principal

Allison Dyer- School Counselor

Anjie Henry-Reading Specialist

Carrie Eickelberg: Reading Specialist

Becky Mazur: Classroom teacher

Becky Engel: Classroom teacher

Equity Lens

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)

Currently the preliminary data for the 2022-2023 school year indicate that there are: 24.80% African American; 9.70% Asian, 57.60% Caucasian; 6.7% Hispanic, 67.20% Multiracial, 5.96 LEP

Data Analysis

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

The 2018-2019 attendance rate was 95.72%; fewer than ten percent students were chronically absent, a decrease from the previous year. This figure is even greater for the Black/African American student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 14.04. Among other special services, the rate for the FARMS student group is 21.05, and the rate for the English Learner student group is 5.26. For the Black/African American student group(s), these gaps are persistent.

Climate Goals

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

Teachers explicitly teach and model social-emotional learning skills using Conscious Discipline and Zones of Regulation strategies and integrate them into academic content. Classroom routines and expectations promote cooperative learning, teacher-to-student interactions, and student-to-student interactions characterized by mutual respect and caring.

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 respectful and kind in my words and actions.
I am responsible for trying my personal best.
I am prepared to learn.
I make good choices to keep everyone safe.

A behavior expectation chart will be posted in classrooms and common areas to include classroom, hallways, cafeteria, bathrooms, and bus, and playground.

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.

All teachers will explicitly teach the expectations of each statement in our Code of Conduct during the first month of school.
Students will be recognized for positive behaviors with a “Dazzling Dolphin” (positive office referral).
Teachers will incorporate self-regulation strategies such as movement missions, if...then language, calming corners, and breathing techniques.

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>
Expectations and interventions will be shared with families at Back to School Night and through teacher and school newsletters. Communication with families will occur through “Dazzling Dolphin” positive referrals, phone calls, and/or incident reports. Morning announcements will address positive behavior expectations.
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-Conscious Discipline; Zones of Regulation; classroom guidance lessons; morning meetings Tier 2-small group sessions with the guidance counselors; one-on-one support; SST plan Tier 3-SST resulting in FBA, BIP, or IEP; support from Balance Point Wellness Community Services for consultation, therapy, and/or medical management; crisis response plan
Social-Emotional Learning
<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>
School counselors implement the Elementary School Counseling Curriculum across grade levels focusing on monthly SEL topics. Classroom teachers will implement Conscious Discipline lessons. Professional developments on mental health challenges for youth are available through the guidance counselors.
Character Education
<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>
HES will initiate The Virtues Project.
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</i>

<p><i>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>Training on The Virtues Project. PD on procedures for inputting incident referrals Refresher PD on Zones of Regulation. Survey from Guidance Counselors on areas of need for PD (Zones of Regulation, Conscious Discipline, trauma, etc.) Select and discuss resources from the BCPS Division of School Climate and Safety (listed under Social-Emotional Support).</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>Students will receive a “Dazzling Dolphin” sticker (positive behavior referral) from administrators. Students will receive a phone call home and be recognized on the announcements. A spreadsheet will be kept monitoring who is being recognized.</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>Classroom teachers will teach behavior expectations (as listed on the HES Behavior poster) to students and will implement self-regulation strategies, contact/involve parents in the problem-solving process, and seek assistance from school counselors and/or administrators. For chronic behaviors, teachers should seek advice from school counselors, social worker, and/or administrators. Student behavior plans could be developed by classroom teachers, school counselors, and parents. Behaviors that put a student or their teachers/peers at risk will be immediately referred to the administration using the Discipline Office Referral. Referrals will be documented in FOCUS.</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>The Crisis Team consisting of the principal, assistant principal, school counselors, and a para-educator who are all CPI trained will respond to crisis situations. Initial intervention will be made by a team member who has rapport with the student. Team members may remove the</p>

child from the situation to a neutral location or need to evacuate the classroom. Additional steps may be necessary dependent upon the situation.

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.)

Data will be collected using:

- *Positive Office Referrals

- *HES Incident Reports

- *Discipline Office Referrals

The School Climate Team will meet monthly to review referrals/reports and analyze the data.

Section 5: Miscellaneous Content/Components

The Hampton Elementary PTA has developed a Diversity, Equity, and Inclusion Committee. Hampton Staff will share resources from the BCPS Division of School Climate and Safety (listed under Social-Emotional Support) with the PTA committee.