



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



Date Completed: 7/14/2021

School Year 2021-2022

School: Jacksonville 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>
School Climate SPP Team: Jenny Franklin, Anne Marie Allison, Marlana Mathis, Layne Unkle, Paige O'Donnell, Kara Champagne, Debra Miller, Amelia Beever, Laura Barton School Climate Year Long Committee Members:
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>
Underserved Population includes Students Receiving Special Education Services and Hispanic 11.7% of students do not believe students stop and think before doing anything when they get angry. 10.3% of students do not believe students cooperate with one another to complete schoolwork Data was taken from the school survey.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Most students at Jacksonville Elementary 98.9% feel that students help each other. 98.3% of students believe that adults at school treat them with respect. 98.9% of the students indicated they are proud to be a member of the school.
Climate Goals

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

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| 1. Jacksonville will follow the Conscious Discipline model in kindergarten to fifth grade classrooms. |
| 2. Teachers will utilize class meetings daily to help build a sense of belonging in the classroom. Buddy classrooms will be assigned to build a sense of school belonging and community. (One School, One Book, Monthly/Quarterly Meetings) |

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.

Today I will:

Show Self Control

Offer Kindness

Act Responsibly

And Respect Others

I am Ready to Soar!

Students and staff will say the Code of Conduct daily. Students will be provided instruction on the meaning of each of the school code of conduct habits and how they are demonstrated within the building settings. (Cafeteria, Classroom, Playground and Bus)

Teachers will tie in conscious discipline curriculum with SOAR school Code of Conduct.

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.

Teachers will complete classroom activities by grade level to indicate what expectations look like based on the code of conduct.

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.

Parents will receive positive office referrals, as well as Minor Incident Reports for those students who require behavioral warnings. All students who receive direct office referrals will have direct contact from the administration.

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.

Phone calls home
 Home visits: Teacher/Administration/PPW
 Classroom Observations
 Preventative Problem Solving
 SST Meeting
 IEP Meeting
 Review Cumulative Folder
 Positive School/Classroom Activities
 Buddy Student
 Buddy Classrooms
 Lunch Bunches
 Journaling
 Mentor Program
 Peer Tutor
 Behavior Contract
 Fast Pass
 Acceleration Classes
 Positive Office Referrals
 Minor Incident Reports

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.

Morning meetings are required for all grade levels. The Wellness Committee will provide staff with focus topics each month, along with YOGA and Mindfulness practices for students to complete daily. Our school also offers private-in school counseling with 2 companies to provide carry over for parents and the school.
 Monthly stories will be read by Administration with discussion to carry over skills that are deemed necessary through office-referrals and teacher recommendations

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>
Conscious Discipline will be implemented at all grade levels. Additionally, monthly lessons will be provided by classroom teachers, guidance and the administration on the SOAR contract from the school. All staff has been trained on CD, and have the appropriate grade level supplies and student books.
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>
Staff will be offered PD to match CD and the monthly SEL guidelines set out from the Wellness committee.
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>
<ol style="list-style-type: none"> 1. Teachers nominate students for positive office rewards. 2. Students have their name read over the announcements. 3. Students receive the "reward" for the month along with their certificate. 4. Certificates go home to families. 5. Names are posted on the wall in the hallway to indicate which students have been recognized. <p>The expectation is that all students should be nominated. The classrooms teachers and office monitor the students who have/have not received the awards. All classrooms are expected to have their own classroom positive behavior program.</p>
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>

All behaviors should be handled in the classroom, unless they are indicated in the Handbook as a category 2 or 3 situation. All behaviors which are deemed unsafe, or where there is student injury are referred directly to the Administration for handling.
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>
The school has a Crisis team which will respond to all intensive behaviors. This team includes Administration, Guidance, Resource, School Psychologist and Nurse. All staff has been trained on the county emergency response team training and 3 members are CPI trained.
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>
Data will be collected on the number of MIR's completed by the staff. After the 3 rd referral, contact will be made by the administration. The data for Positive Referrals will also be maintained by the administration. Both forms are universal in the building.
Section 5: Miscellaneous Content/Components
None needed