



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

Date Completed: 7/9/2021

School Year 2021-2022

School: Deep Creek Elementary

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> <p>Laura Kelly, Principal Meghan Davis, Assistant Principal Joe Donnelly, Assistant Principal Zach Colgan, School Counselor Samantha Lutters, School Counselor Heidi Bell, Community School Liaison Hannah Bailey, School Social Worker Brianna Hopkins, MTSS Resource Teacher Zelig Joffe, School Psychologist</p> <p>The school will identify a School Climate Team to review the Schoolwide Positive Behavior Plan, implement the interventions suggested by the SWPBP, and monitor its effectiveness. The School Climate Team will meet monthly.</p>
<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>Deep Creek is using a researched based trauma informed practices in all grades. Teachers will teach, and model social emotional learning skills and embed strategies into all academic areas. Two or more races were suspended at two times the rate of their peers. Half of the student population indicated that they have been bullied. Non-binary students felt less belonging than their peers. Regarding the sense of student support, students of Two or More races rated support as the most favorable, yet White students rated student support as the most unfavorable.</p>

Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
<p>Enrollment has decreased since the 2017-2018 school year with an overall attendance rate of 91.35%. Approximately two out of five students were chronically absent, which is considerably higher when looking at the chronic absentee rate for students receiving special education services (51.39%). The rate of chronic absenteeism for students receiving Free and Reduced Meals was 39.09% and the rate for the English Learner student was 14.29%. Suspensions are highest amongst Black Students, and the gap between suspension rate for Black/African American students and their peers is greater than the same gap for BCPS Elementary schools, yet the gap has narrowed over time. The rate of suspension of White students and students receiving FARMS at Deep Creek is greater than the rate of suspension for the same gap in BCPS schools, but the gap has widened over time. prevalent with students of Two or More Races, who are suspended at a rate of two times their peers. Students participating in the stakeholder survey reflect a domain value of 49.8 for Belonging and 69.1 for Student support. Belonging results were most favorable for White students and most unfavorable results were from the Two or More Races student group.</p> <p>Data indicates that student attendance and sense of belonging appears to be a barrier for students. The chronic attendance rate for students receiving special education services is 51.39%, students receiving FARMS is 39.09% and ELLs is 14.29%.</p> <p>Regarding suspension rates, the suspension rate in 2018-2019 was 5%, with students of Two or More Races being suspended at approximately 2 times the rate of their peers.</p>
Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>Teachers will teach and model social emotional learning skills and strategies and integrate them into the academic content. Teachers will focus on the use of encouraging and boundary-setting language to improve the social emotional climate of the building. Teachers will examine and interrogate their own personal bias to become more aware of how cultural experience influence conditions for learning.</p>
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>
<ol style="list-style-type: none"> 1. Stakeholders will contribute to support a safe and secure environment, develop the ability to make constructive and respectful choices about personal behaviors and social interactions. 2. Stakeholders will connect with their school family to support and govern behavior. Conflict is an opportunity to teach replacement skills.

3. Stakeholders will learn to change their response from conflict and upgrade our social emotional skills to allow for children to adapt and build resiliency.

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 visually post routines throughout the school and classroom. Teachers will use the MAP (conscious discipline) strategy to teach new skills and routines. Teacher will use the Name, Verb, and Paint strategy when using assertive commands. Teachers will use the skill of composure and assertiveness to set limits respectfully. Teachers will encourage positive behavior by using conscious discipline language and specific models.

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.

The school compact will be communicated with families to share expectations. 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 as well. Family conscious discipline nights will be held for families to learn strategies to support their family at home. Communication with families is ongoing. The school climate committee will identify options to obtain students and parent/guardian voice regarding the Schoolwide Positive Behavior Plan.

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.

The School Climate Team has completed the Resource Mapping of interventions and supports offered by our school at the Tier 1, Tier 2, and Tier 3 levels. At Tier 1 the school provides morning meetings, SEL 3 Signature Practices, as well as providing clearly defined routines and expectations that are taught, practiced, and reinforced through the schoolwide use of Conscious Discipline. At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and MTSS teacher. At Tier 3, some students have FBA/BIPs and some students are seen individually to support social-emotional learning. The team has evaluated and determined the effectiveness and cultural relevancy of these practices for our student body. The School Climate Team will continue to review data throughout the year to

determine if these interventions are sufficient or if other practices and interventions would be needed by our students. The staff will continue to monitor students who meet criteria for Tier 2 and Tier 3 interventions as well as the progress of the students accessing those interventions.

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.

At tier 1, teachers will model and build social emotional skills. Brain start smart meetings will be used in every classroom. Deep Creek is committed to Conscious Discipline at all grade levels and tiers of students. Conscious Discipline will teach defined expectations that are practiced and reinforced daily.

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.

All students will be provided character education monthly. This instruction will be provided by the school counselors and supported with the classroom teacher.

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.)

Setting up a classroom environment for reading

First week back-

- Expectation of the coaching model and what to expect?
- Setting routines and expectations while having meaningful small group activities (Screeners etc).-Grade Level Meeting
- Model Classroom- Topper/Noppinger
- Phonological Awareness/Phonics review for all staff- Whole staff
- Grade Level Meetings for OC Screeners, Dibels & Flexible grouping (Individual Meetings for small group flexible and data analysis/grade level meetings- amp)
- Daily writing opportunities-provide feedback-strategies to build stamina (typed vs written)
- Grade Level Planning for unit mapping-Grading
- Explicit teacher modeling (think-alouds, phonics, phonological awareness)
 - Planning for grade level, model, and then follow-up

- OC Checklists- Where to find them? What are they? How to implement and provide feedback to teachers?
- Learning walks and lesson studies
- First month back full staff ELLevation and use of language line-look into ELL guides for OC
- Use of resource book for phonics small group

Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives

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.

Deep Creek will be using intrinsic motivation as much as and will begin to remove the incentives. Conscious Discipline language will help to encourage and recognize positive behaviors.

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.

Teacher managed behaviors are minor classroom disruption, minor peer conflict, non-compliance, disrespect, work refusal and foul language. Behaviors referred to resource staff will be physical aggression, significant/repetitive disruption, and verbal threats. Behaviors referred to administration will be category II and III offenses. Unsafe behaviors will be address through a conversation revolving around the antecedent to the behavior and instruction on replacement behaviors. Follow-up support on building skills and practicing replacement behaviors will be provided by support staff.

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.

Teachers will be trained and provided a refresher session for using conscious discipline strategies. The school climate team will develop a session to review non-negotiables and a consistently reinforce positive behavior strategies such as jobs, greetings, language, brain start smart meetings, etc. Students will learn replacement behaviors and practice the skills so they can successfully use the new strategies in a time of upset. Staff will support students in time of upset and coach students.

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 has defined unexpected behaviors and clear procedures as to what behaviors are classroom managed and what behaviors will require more social emotional support. Procedures for support will be revised during pre-service week and as needed. Referrals have been created, shared, and delivered to staff. Teachers have been given a toolbox of conscious discipline strategies to support students.

Section 5: Miscellaneous Content/Components

The school has identified members of the Behavior Threat Assessment Team (BTAT) and will meet to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. The team will have ongoing communication with administration. The BTAT staff member will 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. Additionally, the school and the School Resource Officer have clear understanding about the roles each play when dealing with student disruptions.