



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/1/2023

School Year 2023-2024

School: Villa Cresta Elementary School

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.

Culture and Climate Action Team

Co – Chairs: Angela Cigarski and Heather Radebaugh

Members will include representatives from each grade level and will include special area, special education, and SEL teacher.

Team will monitor school climate, plan incentives, partner with PTA on building and maintaining a positive school climate/culture

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)

Data indicates that the MU subgroup indicated a lower occurrence of very favorable responses in the areas of academic aspirations and student support with scores of 20.6 in both categories. In the area of belonging, the White subgroup indicated a lower occurrence of very favorable responses, with a score of 15.8. Data further indicates that males scored lower compared to females in the categories of academic aspirations (23.4 and 32.3 respectively) and belonging (15.3 and 20.9 respectively).

Data Analysis

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

Data indicates that the Black/African American students are suspended at rates higher than their non-Black/African American peers. Students eligible for Special Education services are suspended at rates higher than their non-Special education peers. This gap has narrowed over time, indicating a positive trend.

Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.
Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.
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>
As a member of the Villa Cresta community I promise to be respectful to others, responsible for myself, act safely, and make good choices. The code of conduct is communicated to parents during back-to-school activities and to students during class meetings, through daily routines, and during morning announcements.
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<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>
<ol style="list-style-type: none"> 1) Classroom teachers collaborate with their students to develop and post classroom rules/expectations. 2) Class meetings are utilized to establish relationships, reinforce expectations, and address behaviors both positive and negative. 3) Teachers will work to identify and minimize triggers for negative behaviors and use positive reinforcement to encourage positive behaviors. 4) Parent Communication Logs, behavior incident reports, and student statements will be utilized to communicate with students, parents, and administrators and will serve as a tool to address recurring problem behaviors. 5) Incentives for positive behaviors will be created and utilized daily in individual classrooms, monthly in grade level teams, as well as schoolwide incentives on a quarterly basis.
Family/Community Engagement

<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>Teachers collaborate with their students to develop and post classroom rules/expectations. These expectations will be shared with families during Back-to-School night. Students and parents will be provided with the BCPS behavior handbook. Administration will conduct handbook meetings with individual grade levels during in-school assemblies and signed behavior handbook pages will be collected.</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 interventions include daily classroom, monthly grade level, and quarterly schoolwide incentives and recognitions. Tier 2 interventions include, but are not limited to, additional support from the SEL teacher and/or school counselors, individual behavior chart/point sheet, teacher completion of ABC form. Tier 3 interventions include BIPs and IEP behavioral goals.</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>Teachers will utilize the Conscious Discipline and Restorative Practices programs in daily routines in the classroom and throughout the school building. School counselors will provide monthly guidance lessons using the Elementary School Counseling curriculum. PD will be provided to teachers as needed throughout the school year.</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 education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.</i></p>
<ol style="list-style-type: none"> 1) Teachers will explicitly model and teach the "Virtue of the Month" 2) Monthly virtues will be taught through morning announcements and discussed during daily class meetings. 3) Students who exhibit the monthly virtue will be recognized by classroom teachers and on morning announcements. 4) Culture and Climate action team will present PD throughout the year to support the implementation of the Schoolwide Discipline Plan.

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>
1) August PD Day - Culture and Climate Action Team and AVID Site Team will provide overview training to staff about the Schoolwide discipline plan, best practices for class meetings, and creating norms. 2) September PD – AVID site team will provide training and resources for developing relational capacity with students 3) January PD Culture and Climate Action Team will provide a review on SEL best practices for maintaining a safe a supportive environment.
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>
1) Individual classroom teachers will develop and implement daily classroom behavior incentives/recognitions. 2) Individual grade levels will develop and implement monthly classroom behavior incentives/recognitions. 3). Individual students will be recognized for demonstrating the “Virtue of the Month” during the announcements and on the Villa Cresta website. 4) Schoolwide incentives for positive behavior will be given quarterly. 5) Individual teachers will keep track of and monitor which students are nominated for the “Virtue of the Month”, as well as receiving daily and monthly incentives to ensure equitable recognition is occurring within the classroom. 6) Data will be collected using Behavior Incident Reports to monitor who is/is not being recognized in order to recognize potential bias.
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>
1) Teacher contact parent with behavior concern. Can be face to face or phone contact. Document contact. 2) After 2-3 further incidents, Behavior Incident Report is completed, sent home for signature, and signed/ returned by parent.

3) After 3 BIR's if behavior continues, teacher will schedule a parent conference. Can include support staff if needed. During the conference, a plan for addressing the behavior will be created.

4) If 3 more BIR's are accumulated, the fourth BIR will become an office referral.

5) Office referral will result in one or more of the following: a) a consequence b) a referral to SST c) a referral to other support staff d) parent contact.

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.

If the student's behavior places students and/or staff in imminent danger, the teacher will call for the Support Team. If a student elopes, the teacher will remain with their class but try to keep eyes on the student until someone responds to the walkie talkie call for an elopement. If an additional adult or support staff is in the classroom, the teacher or the support staff should remain with the class while the other keeps eyes on the eloping student. When a student makes a threat to themselves or others, teachers will call for a school counselor, school psychologist, social worker and administration. Threat assessment protocols will be explained to all staff during August PD. When non-emergency support is needed, the teacher will call for support on the walkie talkie and complete a referral form. Support Team includes administration, school counselors, the SEL teacher, and school nurse if needed.

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.)

1) Culture and Climate Action Team will collect and analyze BIR data and referral data to address and identify patterns in challenging behaviors.

2) Classroom teachers will utilize the VCE parent communication document form to log all parent contacts both positive and negative.

3) Teachers and Staff will utilize and retain copies of the Behavior Incident Forms and Office Referral Forms.

4) Teachers and Staff will utilize Student Statement forms to document and address student behaviors between BIR's.

Section 5: Miscellaneous Content/Components

Villa Cresta Elementary School's Student Support Team and IEP team will be prepared and ready to review student cases and support with behavioral goals and Behavior Intervention Plans for students who meet the criteria based on medical diagnosis or formal assessments completed by the team.