



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

**Date Completed: 8/12/2022**

**School Year 2022-2023**

**School: Cedarmere Elementary School**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<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>
Regina Matthews – Principal Alicia Cagnolatti – Assistant Principal Shneequa Francis-Smith – Social Emotional Learning Teacher Kelly Venable – 1 <sup>st</sup> Grade Teacher Claire Wollein – 4 <sup>th</sup> Grade Teacher Micaela Powers – 3 <sup>rd</sup> Grade Teacher Bridget Flynn – 4 <sup>th</sup> Grade Teacher
<b>Equity Lens</b>
<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>
School Demographics: 40% Black 30% Latinx 20% White 8% Asian 2% Multiple Race  4 <sup>th</sup> Quarter Student Climate Survey: 84% of primary students feel like they belong at Cedarmere. 56% of intermediate students use a variety of strategies when they are angry or need to calm down. 63% of intermediate students feel safe and comfortable about being themselves at Cedarmere.

<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
We want all of our students at Cedarmere to feel included and feel like they belong to our school community. We want our students at Cedarmere to have the right tools and strategies to safely and appropriately express themselves.
<b>Climate Goals</b>
<i>Identify the school’s goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
Action Step: Teachers will incorporate daily class meetings using the Conscious Discipline Strategies by using an equity lens to ensure all students feel a stronger sense of belonging.
<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<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>
<p>Cedarmere’s code of conduct will reflect The Panther Pledge:</p> <p>As a Cedarmere student I am</p> <p>Respectful- I am respectful to myself, my peers, and the adults in the building.</p> <p>Safe- I am a safe keeper with my feelings, words, and body.</p> <p>Ready- I am on time for school, prepared with my materials, and focused for learning</p> <p>Responsible- I am responsible for my learning, my actions, my materials, and the school’s property.</p> <p>A matrix will be created with examples for each area of the building – can do can’t do</p> <p>School staff will be trained during the first week back (8/23/22)</p> <p>Schedule for teachers to explicitly teach will be provided, including lessons.</p> <p>Visuals will be on display throughout the building – classroom, cafeteria, hallway, bathroom</p> <p>Bus reward/incentive program will be in place.</p>
<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>
<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>

Schedule classes to explicitly teach code of conduct in each area of the building.  
 Continuum of strategies/ common language to use throughout the building.  
 Proactive vs reactive - CHAMPS  
 Reinforcement – Back Panther Paws

**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.*

Students create positive behavior look fors to use while at home (first week) modeled after the CES Code of Conduct.

Parent and community involvement:

- Parent and student surveys each quarter
- Back to school night
- Parent Teacher conferences
- Grade Level Math/Reading Nights
- Book Fair
- PTA Meetings

**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.*

Tier 1: PBIS and normal school wide positive behavior plan in place

Tier 2: Intervention Groups – Zones of Regulation, SuperFlex, Restorative Practice groups, Justice Groups, Lunch Bunches

Tier 3: CICO, SST, Mentors, BIPS

PD for staff to learn about MTSS and the tiered system as well as the data analysis process

**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.*

- Break down Cassel’s definition
- 3 components – Taught through Morning Class Meetings and Guidance Counselor
  - Awareness

- self-awareness
- self-management
- Relationships
  - Social Awareness
  - Relationship Skills
- Decision Making
  - Responsible decision making
- Class meeting expectations/procedures
  - Restorative Practice rituals
- Conscious Discipline
- Staff PD needed for
  - Restorative Practices
  - Conscious Discipline
  - Social Emotional Learning

### **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.*

- Values and Sense of Community – announcements and class meetings
- **Continue Virtues of the Month**
- Continue shoutouts for students and teachers
- Virtues Bulletin Board outside of office – show case students
- Programs (virtues project, character.org, Random Acts of Kindness)
- Incorporate into Morning Meetings (Beginning, middle and end of month)
  - Acknowledge students in class
- Visual Morning Announcements

### **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.)*

- PD – Passport PD – Pre Service Week – Mini-PD's
  - School Wide Expectations/Classroom aligned (Week 1)
  - Recognitions and Consequences - Tangible and Referrals (Week 1)

- Evidence Based Practices (MTSS, CICO, SEL)
  - Schedule to be determined
  - Surveys sent to staff for feedback, reflection, and needs
- Schedule
  - SWPBP Lessons pre planned
  - Scheduled Days for specific lessons
  - Bullet 5 under Guided Questions (pg 73)

## **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.*

- Linking Code of Conduct to Positive consequences, acknowledgments, and incentives
- Immediate and positive feedback
- Behavior specific praise (C.D.)
  - Description of the behavior
  - Specific student
  - Positive Praise statement
- Positive Reinforcement (School Wide)
  - Panther Paw – individual student
  - Grade Level Wide
  - School Wide
  - Use of Rewards Menu
- Group Incentives
  - Resource Games – targeted behavior, student vs teacher

### **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.*

- Staff Members should respond to student behaviors in a predictable way
  - Expected vs unexpected behaviors
  - What can be handled in the classroom vs handled by administration
- Hierarchy:

- Teachers in classroom exhausts teacher interventions
- Teachers call for SEL teacher – SEL exhausts interventions and student still is not ready to return to the classroom.
- SEL teacher calls AP
- If necessary AP calls Principal
- Proactive vs reactive behaviors
  - Consistent
  - Pre-correcting (ex. CHAMPS)
  - Teachers prepared
  - Expectations with students instead of for students
- Reactive behaviors
  - How we're redirecting
  - Minor behavioral difficulties as teaching moments
  - Correct students as soon as possible
  - Engage students in expected behaviors
- Steps to error correction to decrease behavior escalation
  - Address them first
  - Describing behaviors
  - Describing expected behaviors
  - Connect to code of conduct
  - Provide encouragement
  - Allow students to voice or describe why
- Student Handbook resources for teacher and administration interventions
- Recording Data
  - Knowing the process
  - Equity Lens
  - Consequences for number of Major referrals in a specific number of days

### **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.*

- Specific staff members who are trained for high intensive behaviors
- **CPI trained staff member**
  - Staff needs to know is who actively certified
- **All staff learning verbal de-escalation strategies before involving other staff members**
- **Clear, concise protocols for teachers when responding to severe behaviors.**

- Threats management
  - Crisis response team – Millirons, nurse, SEL, admin
- Use of School Resource Officer

### **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 Points: Suspension, Attendance, Referrals (minor vs major)
- Clear Understanding of
  - Minor vs majors
  - Definitions of categories – disruption, disrespect, noncompliance, etc.
  - Recording tracking data and the process
- FOCUS record major (office) and minor (SEL) referrals
- BCPS INFORM – Suspension Data (Admin)
- Spreadsheet for convenience?
- Data Analysis – PDSA
  - What, how, where, who, when, why
  - Equity- disparities
  - Review/alter student interventions
  - Meet Monthly

### **Section 5: Miscellaneous Content/Components**

NA – Not teaching concurrently/hybrid model