



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

**Date Completed: 8/21/2023**

**School Year 2023-2024**

**School: Halstead Academy**

<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>
Jenifer Noll, Principal Amanda Bull, Assistant Principal Tracy Burley, Character Coach Bryan Bowman, School Counselor Sarah Stinchcomb, School Counselor Camille Latture, Social Worker Zari Press, School Psychologist Dominique Willis, Community School Liaison Hannah Krug, Instructional Support Teacher Shelby Wood, MTSS Resource 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>
<i>See the School Data Story</i>
<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
<i>See the School Data Story</i>
<b>Climate Goals</b>

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

Teachers will sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Educators will embrace and offer feedback to and from peers on teaching practices through job-embedded professional learning opportunities (i.e. instructional rounds, lesson studies)

## **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.*

Halstead's Code of Conduct is a chant between staff and students. The focus is on persevering, being kind, and practicing self-discipline, with each virtue explained. The chant ends with everyone saying in unison:

I persevere. I'm kind. I practice self-discipline. I am an important part of our Halstead family.

A visual representation will be created in classrooms with students as routines are established and virtues are introduced, schoolwide.

Other activities designed to reinforce the Code of Conduct include:

- The Brain Smart Start
- Daily Personal and Class Commitments
- Schoolwide Morning Announcements
- Visuals Posted (classrooms, hallways, cafeteria)

### **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.*

- Utilize teacher lessons from Schoology.
- Teachers will develop and teach culturally relevant expectations for their classrooms that include routines and procedures based on the schoolwide expectations. Consideration for behavior expectations should be given to all components of

instruction, such as small group, special area, etc. Teachers will teach these expectations from the first day of school.

- Visual representations will be used to reinforce expectations. Teachers will recognize and reinforce expected behaviors through praise and/or reinforcers. Conscious Discipline and CHAMPS will be utilized by teachers to develop clear structures and predictable routines. Resource materials will be provided to assist teachers in expanding their toolbox of strategies.
- Core virtues will be presented, reinforced and unpacked in each classroom.

### **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.*

Priorities and Plans will be shared at Sneak a Peek, Back to School Night, and through Family Events focused on social emotional learning. Monthly newsletters will also include information for families.

## **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:** Conscious Discipline including Class Meetings and Morning Meetings (Brain Smart Start), Virtues Program, CHAMPS, Restorative Practices, School Counseling Lessons, Team Collaboration

**Tier 2:** Class Meetings, Mentoring, Small Group Interventions (*clubs, lunch bunch, small group counseling supports*), CARE Team Collaboration to develop plans for individual students, Check In/Check Out, Counseling-small group, Restorative Circles, SST Referral, Mentoring

**Tier 3:** FBA/BIP, IEP Referral, Crisis Response Team, CARE Team Collaboration to develop plans for individual students, Social Work Referral, School Mental Health Partnerships

### **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.*

Brain Smart Starts are used at the beginning of the day in all classes to build relationships and foster supportive environments. The school is committed to Conscious Discipline at all grade levels. Clearly defined expectations are also taught and reinforced.

The CARE Team meets weekly to review progress and to monitor plans for students in need of additional supports, including Tier 2 and Tier 3 interventions.

### **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.*

- Teaching mindfulness, self-regulation, and effective problem solving using Conscious Discipline and other resources
- School Counseling Lessons
- Morning Announcements Monthly Virtue
- Empowerment/Leadership Groups (Girls Empowerment Group, Safeties, etc.)

### **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.)*

- Equity Meetings

-Conscious Discipline PD

- Revisit Conscious Discipline
- Supporting SEL
- Supporting Self-Regulation
- Reconnecting

-Family Engagement

- Create Home/School Connections with Conscious Discipline Tools to provide continuity with strategies utilized at school and that can be reinforced at home (monthly newsletters)

## **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.*

- Classroom Celebrations will be utilized to recognize the achievement of personal/classroom commitments.
- Morning Announcement Recognition
- Virtues display recognizing students who are displaying the virtue of the month
- Virtue bracelets for students demonstrating virtues
- Bullying Prevention Week Activities; World Gratitude Day; Random Acts of Kindness
- Quarterly school wide celebrations to promote unity and connections and to recognize achievements.
- Perfect attendance certificate each month and recognize students on the announcements.
- School wide lanyards with success pins
- Cafeteria golden spatula

### **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.*

*Refer to the BCPS Student Handbook*

- Teacher: Conflicts between students, noncompliance, minor disruptions
- Character Coach/Mental Health Team/Administrator: Unsafe behavior, continued/extreme disruptions, breaks for students

### **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.*

- School Counselor/School Social Worker/School Psychologist (*suicidal ideation, threat to harm self*)
- Behavior Support
- Administrators (*threat to harm others/property*)
- CPI training
- CARE Team and SST to develop an individual plan to meet the needs of the student

### **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.)*

- Quarterly student survey

- CARE Team log and data
- Use of referral data

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