



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



Date Completed: 7/23/2021

School Year 2021-2022

School: Maiden Choice School

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>	
Katie Wess Meghan Maher Peter Schmidt Elizabeth Kartal Derrick Watts Tina Howard Matt Mahony Debra Strong Jody Herpin Wayne Kern Maria Jackson Kris Powell Christina Jackson	
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>	
2020-2021 School Enrollment Demographics Black/African American 59.7% White 23.5% Hispanic 7.5% 2+ Races 9.4% Asian 14.3%	

FARM %
Special Education 100%

2021-2022 Behavior Intervention Plan Data
Total BIPs 30
Male 23 (63.6%)
Female 7 (36.3%)

Black/African American 22 (73.3%)
White 5 (6.6%)
Hispanic 3 (10%)
2+ Races 2 (7%)
Asian 3 (3%)

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)
Higher BIP rates among Black/African American students.

Climate Goals

Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)
Staff will create and sustain a safe, welcoming and supportive school environment which utilizes the Zones of Regulation to support students in calming techniques that are self-selected as a communication method.

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.

Students: 5 to be Ready: 1. Ears listening. 2. Eyes watching. 3. Safe bodies 4. Quiet mouth. 5. Ready to participate. First/Then and Zones of Regulation

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.

Students: (Visuals)

1. 5 to be Ready: Ears listening. 2. Eyes watching. 3. Safe bodies 4. Ready to Communicate. 5. Ready to participate.
2. First/Then: student will engage in work then PAT for each lesson/rotation to encourage positive behaviors in a proactive manner.
3. Zones of Regulation: Students will engage in regular check-ins to identify their zone of regulation and if de-escalation techniques are necessary

Adults: Adult Rubric

1. Read behavioral expectations with each student.
2. Support students in the identification of PAT choice.
3. Engage students in the identification of their zone and selection of de-escalation activity if necessary

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 were presented this information in the virtual format through direct teaching with the SEL team. Individual boards were sent to parent for use/replication at home.

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

Tier 2: Zones of Regulation

Tier 3: Behavior Intervention Plans

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.

Conscious Discipline and Zones of Regulation

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.

Conscious Discipline and Zones of Regulation
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>
Conscious Discipline Tiered strategies for SEL support De-escalation techniques for Zones of Regulation BIP development
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>
Phone calls to parents, student of the week/month, positive office visit Individualized based upon student needs. Breaks, walks, time with SEL or preferred staff, edibles
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>
General student defiance is handled in the classroom. Unsafe or high intensity behaviors should involve SEL and administration in problem solving and planning for support.
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>
Team meeting with classroom staff. Arrange coverage so SEL can meet with all staff together.
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</i>

<i>to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)</i>
PLC and bi-weekly data meetings
Section 5: Miscellaneous Content/Components
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