



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed: 8/1/2022**

**School Year 2022-2023**

**School: Honeygo 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.*

Honeygo Elementary School will identify a Schoolwide Positive Behavior Team to review the plan, implement the interventions and monitor its effectiveness. The designated administrator will work with the team, which is composed of an administrator, school counselor, grade level teachers, special educator, special area teacher and member of the student support staff. These members will meet monthly. The following are members of this team:

Melissa Adler- Assistant Principal  
Emily Rickelton- School Counselor  
Ann Murk- Classroom Teacher

#### 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)*

**The 2021-2022 Stakeholder Survey domain values went up from 80.8 to 81.9 for Academic Aspirations, went down from 75.6 to 71.6 for Belonging, and down from 83.2 to 77.7 for Student Support. However, these results are higher than the county averages. These results indicate that student perception has remained stable. In 2021-2022, 15.6% of students indicated that they were bullied, up from 7.5% the previous year. In addition, 29.3% of students reported witnessing bullying which is also an increase from the previous year. Students reported most frequently experiencing bullying outside the classroom with the highest percentage on the bus.**

**The 2021-2022 Academic Aspirations domain results indicate the most favorable results the Asian students with 49.2% responding very favorably. Responding very favorably identifies students who are engaged and feel academically prepared for the future. In contrast, the Black student group reported the highest as unfavorable among racial groups. Students identified as female showed the least favorable level of engagement.**

The 2021-2022 Belonging domain results indicate for a second year, the most favorable results for the Asian student group. In contrast, the multi-Race student group reported the highest as unfavorable among racial groups. Students at the high end of the domain experience students helping each other and students feeling welcome. 97.2% stated they feel safe and secure at Honeygo.

The 2020-2021 Student Support domain results indicate the most favorable results for the Asian and White groups. In contrast, for a third year, the Black/African American student group reported the highest as unfavorable among racial groups with 27.3 responding as unfavorable compared to just 11.1 white students responding that way. At the high end of this domain: Students experience relationships with adults that are characterized by trust, care, and respect. Positive, two-way communication occurs between teachers and students, with students feeling as though teachers listen to their opinions and provide useful feedback. At the low end of the domain: Students do not feel they provide feedback on classwork, tests, or homework assignments. Students perceive challenges in having their teachers communicate regarding college and career choices. In addition, students do not stop and think before doing anything when they are angry.

### **Data Analysis**

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

At our school, the Preschool through Grade 5 2020-2021 end of year enrollment indicates that we have 713 students and our demographics are as follows: 348 males and 298 females, 18.2% Black/African American, 50.9% White, 3.9% Hispanic, 21.3% Asian, .02% Native Hawaiian American Indian, and 5.3% Multi-racial. The proportion of students eligible for receipt of special services are as follows: 4.9% English Learner and 10.8% Special Education. The Data Story analysis will focus on the student groups with populations that comprise at least 5% of the system level enrollment. .

### **Climate Goals**

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

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students. (equitable access)

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**

*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.*

Honeygo Elementary School has a code of conduct that states “We demonstrate self-discipline. We are kind in every way. We keep each other safe, each and every day. We are Honeygo Learners...on the run.”

### **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.*

**Conscious Discipline will be implemented schoolwide. Teachers will utilize the resources through Schoology to introduce routines, expectations and procedures during Smart Start. Staff will use the Conscious Discipline components, such as daily greeting, welcoming rituals, brain breaks, optimistic closure, etc. Visuals will be displayed throughout classrooms, hallways and cafeteria.**

### **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 schoolwide expectations (Code of Conduct) will be shared with families. It will be described and explained in the school newsletter and teachers will explicitly explain 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 with information about our Schoolwide Positive Behavior Plan. The behavioral reinforcement system will also be explained to parent in numerous ways (school newsletter, teacher newsletter, conferences, etc.) While the school has made a deliberate effort to be culturally responsive, the School Climate Committee will obtain parent and guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations through surveys during the school year. The school will also encourage parent/guardian feedback when families have opportunities to engage with school staff. The School Climate Committee will also develop informal surveys to obtain student voice about the practices and interventions that the school has initiated. The information obtained from students and families will help to inform any changes that may need to be made mid-year and/or will be considered for next year's Schoolwide Positive Behavior Plan. The school will make a concerted effort to engage families in the shared decision-making process.

## **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 Conscious Discipline lessons, Behavior expectations created by students, Morning Meetings, Restorative Practices and Justice Circles, Honeygo High 5's, monthly School Counseling lessons, and Morning announcements with examples of breathing strategies. At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and school psychologist, Check-in/Check-out with assigned staff mentors, Skittles Program, and Zone of Regulation Color Chart for students to show and explain emotions. At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partner Children's Guild Mental Health Services Provider, Crisis Response available to support students and teachers, Behavior Contracting to individually goal set with students. The team has evaluated and determined the effectiveness and cultural relevancy of these practices for our student body. The Conscious Discipline 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 Conscious Discipline Team will continue to monitor the entrance criteria and exit 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 many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Many of the teachers use Morning Meetings/Classroom Circles to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. While the school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, the school is considering adopting the evidence-based 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.*

Honeygo Elementary School will implement the Seven Skills of Discipline from Conscious Discipline. There will be lessons and follow up activities to promote learning and application of the skill/value.

### **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*

<i>feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)</i>
Attached is our School Progress Plan Professional Development plan. Additionally, this year, we will implement professional development on a variety of topics related to positive behaviors including, Conscious Discipline, Community Circles, etc. The Conscious Discipline team also plans to have a mid-year survey to obtain teacher voice about topics for which they would like more information and instruction.
<b>Section 4: Supporting and Responding to Student Behavior</b>
<b>Recognitions/Incentives</b>
<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>
Teachers will be trained and/or provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The Conscious Discipline team will develop a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade levels teachers to work together to reinforce the system. The Conscious Discipline team will develop a variety of ways to positively reinforce students for demonstrating expected behavior (e.g., Behavior Specific Praise, positive note home, Honeygo High 5's, Honeygo High 5's Student of the Week, etc.). Student voice was obtained in developing reinforcers that are meaningful to them.
<b>Hierarchy for Behavioral Referrals and Consequences</b>
<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>
The school has defined unexpected (or problematic) behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations. Referral forms have been developed and distributed to the staff. Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in Trauma-Informed Practices and Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms.
<b>Response for Intensive Behaviors</b>
<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>
The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members are encouraged to meet on a regular basis to address procedures regarding

students who present with threats to harm themselves or threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. The BTAT meets monthly and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

### **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 Conscious Discipline Team discusses data, practices, and systems at the monthly meetings. There is an efficient method for reviewing data and this occurs regularly at the meetings. The Conscious Discipline Team has identified a process for collecting data [suspension data, office referral data, and classroom referral data where applicable]. A specific member of the team has been designated to provide the data at the team meetings. Additionally, the team reviews the interventions and practices and discusses their implementation. They discuss the fidelity of implementation and if data need to be collected to determine fidelity. The team also discusses if there are systems that need to be put in place to support staff to implement the practices more effectively.

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

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