



## Schoolwide Positive Behavior Plan

### Baltimore County Public Schools

Date Completed: 9/9/2022

School Year 2022-2023

School: Prettyboy 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.*

Prettyboy Elementary School has three committees that meet throughout the school year. The School Climate Team is one of these committees. The School Climate team meets monthly. During the monthly meetings of the 2022-2023 school year, the team will revisit and monitor the Schoolwide Positive Behavior Plan (SWPBP). Mrs. Norris, Principal, and Mrs. Pappas, School Counselor, will co-chair this responsibility and will support climate team members with this responsibility.

##### 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)*

Student Suspension Rate 21-22 – 0%

Suspension Rate by Student Subgroup – 0%

Prettyboy Elementary Staff have engaged in ongoing equity training since August of 2018.

School staff analyze data by students groups and SPP Key Actions regarding equity are below:

## Data Analysis

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

**2021—2022 Prettyboy Elementary Enrollment by Student Group**

| <i>Student/Service Group</i>        | <i>2020—2021</i> | <i>2021—2022</i> | <i>Difference</i> |
|-------------------------------------|------------------|------------------|-------------------|
| <b>All Students</b>                 | 385              | 402              | 17                |
| <b>Gender</b>                       |                  |                  |                   |
| Female                              | 190              | 206              | 16                |
| Male                                | 195              | 196              | 1                 |
| Non-Binary*                         |                  |                  |                   |
| <b>Race/Ethnicity</b>               |                  |                  |                   |
| American Indian/Alaskan Native      |                  | 1                | 1                 |
| Asian                               | 7                | 5                | -2                |
| Black or African American           | 2                | 1                | -1                |
| Native Hawaiian or Pacific Islander |                  |                  |                   |
| White                               | 360              | 374              | 14                |
| Two or More Races                   | 7                | 8                | 1                 |
| Hispanic/Latino                     | 9                | 13               | 4                 |
| <b>Special Services</b>             |                  |                  |                   |
| English Learners                    | 2                | 3                | 1                 |
| FARMS                               | 26               | 23               | -3                |
| Special Education                   | 51               | 55               | 4                 |

2022 Stakeholder Survey Student Response:

89.2% Agree or Strongly Agree: Most students in my school are accepting of others.

91.4% Agree or Strongly Agree: I feel welcome at school.

91.9% Agree or Strongly Agree: I feel safe at my school.

51.7% Agree or Strongly Agree: Most students in my school stop and think before doing anything when they get angry.

35.0% Agree or Strongly Agree: My teachers talk to me about college and career choices.

Student response on Stakeholder Survey:

76.0% Students were bullied outside the classroom (cafeteria, hallway, gym, or stairs – once or twice)

I was bullied outside the classroom

23.8% never, 44.7% once or twice, 19.4% once a month, 11.9% every day

Parent response on Stakeholder Survey (39 parent responses)

Bullying is a problem at this school – 33.3%

## Climate Goals

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

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

Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.

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| <b>Section 2: Developing and Teaching Expectations</b>  |
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| <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>The Prettyboy Pledge was created by students and staff during the 2016-2017 school year and has been used as our School Code of Conduct. It is below:</p> <p>As a part of the Prettyboy community, I will:</p> <ul style="list-style-type: none"> <li>• Be safe</li> <li>• Be kind</li> <li>• Be respectful</li> <li>• Be responsible</li> <li>• And will lead by my actions</li> </ul> <p>The Prettyboy Pledge is recited schoolwide each day during morning announcements. Teachers connect classroom expectations to the expectations of the pledge. Classroom, hallway, cafeteria, recess, and bus expectations are connected to these expectations and are posted in all areas for students to see and for teachers to use as a teaching tool. The School Counselor uses the morning announcements weekly to highlight ways students can be kind, respectful, responsible, and demonstrate leadership in their school community and beyond.</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>  |
| <p>All classroom teachers at Prettyboy follow the Conscious Discipline program and develop classroom commitments with their students. Commitments are posted and are reviewed each day. Our teachers explicitly teach and provide time for students to practice expectations, routines and procedures. Expected and positive behavior are recognized through praise, positive comments to students and classes when following expectations, and recognition through the Pride of Prettyboy program.</p> <p>Our School Counselor hosts the Pride of Prettyboy program in which classroom teachers recognize students for kindness, respect, responsibility, and for leading by their actions. The school counselor recognizes students weekly on the morning announcements, provides students with a certificate, takes a picture of the group being recognized, and hangs the picture on a bulletin board near the cafeteria entrance.</p>              |

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| <b>Family/Community Engagement</b>  |
| <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>  |
| The SPBP, schoolwide expectations, and interventions will be shared with families at Back-To-School Night, through school newsletters, and through parent and student focus groups. Parents and students will be asked for their input during focus group sessions.   |
| <b>Section 3: Developing Interventions and Supporting Students</b>  |
|   |
| <b>Resource Mapping of MTSS</b>   |
| <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>The School Climate Team has completed the Resource Mapping but will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will also be determining if the interventions are culturally responsive to the needs of our students.</p> <p>Tier 1:</p> <ul style="list-style-type: none"> <li>• Morning meetings</li> <li>• Greetings</li> <li>• Brain Start Smart</li> <li>• Safe spaces in each classroom</li> <li>• Classroom commitments</li> <li>• Teaching of self-regulation strategies and breathing strategies</li> <li>• Building school and classroom community</li> <li>• Core counseling curriculum</li> <li>• Lessons from the school counselor on a monthly basis</li> <li>• Pride of Prettyboy character education and recognition</li> <li>• Use of culturally responsive texts</li> </ul> <p>Tier 2:</p> <ul style="list-style-type: none"> <li>• Short term individual and group interventions with school counselor <ul style="list-style-type: none"> <li>○ Zones of Regulations with selected students</li> <li>○ Super Flex with selected students</li> <li>○ Second Step with selected students</li> <li>○ School counselor check-in-check-out</li> <li>○ Connect new students with someone in the building to support acclimation and start of the year new students groups</li> </ul> </li> <li>• Group interventions with resource team</li> <li>• Student focus groups</li> <li>• Teacher check-in and individualized behavior interventions for selected students</li> <li>• SST/IEP Team</li> <li>• Targeted classroom counseling lessons, based on need, such as social skills, organization, stress management, etc.</li> </ul> |

Tier 3:

- Flash Passes – allowing students to seek support during the day, as needed
- 504s, IEPs, FBAs – specific plans for students who need individualized supports
- Individual counseling through school social worker and school psychologist
- Informal, regular, individual check-ins with the school counselor for select students
- Referrals to school-community mental health partners, such as Thrive Behavioral Health and Balance Point Wellness
- Case Management meetings
- Behavior Threat Assessment Team (administration, school counselor, school psychologist, school nurse, SROs)– threat assessments and as-needed supports
- Behavior Support Team

### **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 all of the teachers use Conscious Discipline to foster supportive environments. Teachers have received professional development on the use of Universal Design for Learning (UDL) in which many create learning environments which minimize threats and distractions, teach students self-regulation strategies and embed supports for executive functions within the learning environment. Many of the teachers use morning meetings to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced.

### **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.*

The School Climate Committee will discuss how the school will address the character education learning for our students and propose a plan to administration and faculty. The school will integrate the Virtues Project with the Pride of Prettyboy Program announcements to relate virtues to the Prettyboy Pledge. The school celebrates with instructional activities and engages in district activities during Bullying Prevention Week.

### **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.)*

- Staff will engage in modules (one time a month) titled Powers of Resilience: Adult Social Emotional Learning from Conscious Discipline. Staff will view videos, engage in discussion, and apply Conscious Discipline language and strategies during the school day.
- Staff will engage in Equity Professional Development.

## **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.*

The Pride of Prettyboy program is used to celebrate students whose teachers recognize that they are being kind, respectful, responsible, and are leading by their actions. The Climate Committee will review the students who are recognized each month.

### **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 addresses behaviors first in the classroom- individual meetings with students, restorative circles, practicing apologies, repairing damage. Staff may utilize school administration, school counselor, or other resource staff for support.
- When behaviors are repeated or increase in severity, staff may refer a student to an administrator with a referral. Administration investigates and follows BCPS Student Handbook guidelines.
- Office and Bus Referrals are monitored through FOCUS- BCPS Online Data Collection Tool.

### **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.*

Prettyboy has a structured Behavior Threat Assessment Team in which all members (administration, school counselor, school psychologist, school nurse, and SROs) assist in responding to a threat or an emergency. The team discusses interventions and supports for identified students and communicates with students and families.

### **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.)*

A uniform referral process will be used for all staff. Teachers document classroom-managed behaviors. All office referrals will be documented in FOCUS for the 2022-2023 school year and the notes component will be used to document communication with families.

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

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