



Schoolwide Positive Behavior Plan



Baltimore County Public Schools

Date Completed: 9/7/23

School Year 2023-2024

School: Oakleigh 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.

We have agreed that all parts of Oakleigh should have a voice on our school climate committee. We want to be intentional in including multiple perspectives and diversities.

SEL Teacher: Chrissy Schiech
MTSS Teacher: Anna Gaskill
Community Schools Facilitator: Becky Yackley
Librarian: Doriene Varounis
Primary Special Educator: Ryley Montgomery
Occupational Therapist: Laurie Landry
1st Grade Educator: Kim Powers
5th Grade Educator: Lora Holloway
Elementary Para-Educator: Deb Rohlwing
1st Grade Educator: Emily Van Blargan
ISDM Educator: Marlee Scherlag
3rd Grade Educator: Arianna Bock
Assistant Principal: Gina DiLegge
Social Worker: Sheila Bryant
Nurse: Madeline Shapiro
Psychologist: Sandra Aguirre

This group of people will be included in the maintenance of this plan to ensure that their input is included...

*2023/24 reviews and revisions will be made by ILT and SEL team

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)

Based on the 22/23 School Year Data:

A disproportional number of referrals given to African American students (188 African American/ 251 Total Referrals). Therefore, 75% of the referrals were for African American students, while African American students only make up 57%.

The majority of students referred were male (193/251; 77%).

The majority of students referred received Special Education services (140/251; 60%). Students receiving special education services make up 19% of the schools' population.

At Oakleigh Elementary School, we are committed to equity by consistently interrogating our practices, building positive relationships within our school community, holding ourselves and each other accountable for equitable practices and decision-making, and ensuring accessibility to resources.

Data Analysis

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

School Year Referral Data from 2021/2022:

There was a disproportionate number of referrals given to African American students (188 African American/ 251 Total Referrals). Therefore, 75% of the referrals were for African American students, while African American students only make up 57%.

A significant number of referrals taking place in the classroom (181/251; 72%)

Majority of the referrals were for 3rd grade students (66/251; 26%)

Most of the referrals were for "Self-Management- Impulse Control" (166/251; 66%) and "Relationship Skills- Communication) (109/251; 43%)

School Year Stakeholder Survey Information from 2021/2022:

Oakleigh Students have a low sense of belonging when compared to the county average - About 53.8% of students felt a favorable (or greater) sense of belonging at Oakleigh – compared to 67% in BCPS as a whole

Highlights

69% of students agree/strongly agree that they are proud to be a student at this school.

86.1% of students agree/strongly agree that adults at Oakleigh care about them as a person.

86.8% of students agree/strongly agree that there is an adult at Oakleigh they can go to if they have a problem.

92.9% of students agree/strongly agree that getting good grades is important to them.

79.6% of students agree/strongly agree that they feel safe at Oakleigh.

74.6% of students agree/strongly agree that they feel welcome at Oakleigh.

83% of students agree/strongly agree that their teachers have high expectations for them to do well at school.

Areas to Improve

78% of disagree/strongly disagree that students stop and think before doing anything when they get angry

51.4% of students disagree/strongly disagree that students in my school try to work out their disagreements with other students by talking to them

42% of students disagree/strongly disagree that they feel like they can be themselves when they are at school.

41% of students disagree/strongly disagree that students at Oakleigh treat them with respect

Oakleigh students reported that they were bullied (31%) or have witnessed bullying (53.9%) which is similar/slightly higher than BCPS averages (30.7% and 45.2% respectively)

53.9% of students have witnessed students being bullied at Oakleigh.

31% of students reported they have been bullied at Oakleigh.

32.6% of students reported that students were bullied in the classroom every day

23.9% of students reported they were bullied outside of the classroom every day

80.6% of students completed the stakeholder survey

Only 13 parents/caregivers completed the stakeholder survey

Only 25 staff members completed the stakeholder survey

Climate Goals

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

Reduction in the number of referrals and more proportionate referral numbers for Black students, students receiving Special Education services, and males as measured by communication form data

Increase in sense of belonging for students, staff, and families as measured by stakeholder surveys

Increase in parent inclusion and participation in schoolwide activities and student learning through engagement nights and increased teacher-parent communication and contact as measured by parent engagement night attendance, parent surveys, and teacher

Increase in student and staff use of coping strategies through explicit and consistent teaching of coping strategies to manage “big” emotions on a schoolwide level as measured by documentation on behavior referrals

Increase in student involvement and acknowledgement of student voice through creation and maintenance of student council, involving students in classroom activities, and involving student in school-wide activities as much as possible as measured by student surveys

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.

Self-Control
Offer Kindness
Act Responsibly
Respect Others

Teaching what these characteristics look like in all parts of the building (i.e., classroom, bathroom, hallway) based on the staff- designed matrix

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.

Teachers will be responsible for working with students to determine how the schoolwide SOAR standards will manifest in their classrooms. Teachers will also be expected to model these principles for students as a means of teaching. Teachers will also be responsible for appropriately utilizing Conscious Discipline routines (Class Meetings, Wish You Well ritual, Safekeeper Ritual, Your Space, etc.), Hallway Expectations, and classroom management techniques to emphasize positive behavior. Teachers will utilize schoolwide positive affirmations provided by the SEL teacher. Special Area teachers will be responsible for identifying four SOAR students each week that exemplified our code of conduct during Special Area times.

SEL and MTSS Teachers will be responsible for consultation with classroom teachers regarding SEL practices, routines, and procedures

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 positive behavior plan will be communicated and shared with families via the school newsletter and back to school night

Family voices were included in the creation of the plan based on the data from the Parent/Family section of the stakeholder surveys. Families will be involved with evaluating the plan through periodic parent surveys and end of year stakeholder surveys

Each grade level will be responsible for hosting a community engagement opportunity for families to attend (i.e., lunch bunch, author's tea, reader's theater).

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: 2 class meetings per day; SOAR; Conscious Discipline practices; regular revisiting of expectations and affirmations within the classroom setting; Counseling lessons; Hallway Heroes; Visual Cards, Special Area SOAR award

Tier 2: student check in/check out with adult; restorative (justice) circles; counseling groups; analysis of communication form data to understand how students need to be supported

Tier 3: SST/IEP processes including FBA/BIP; crisis response plan

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.

Teachers will use the Conscious Discipline program to incorporate relationship building, self-awareness, conflict resolution, and additional SEL skills throughout the day. The counselor will teach monthly lessons to explicitly teach SEL skills. Teachers will utilize schoolwide positive affirmations provided by the SEL teacher. Explicit SEL skill-building will be taught in small group based on communication form data.

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.

Classroom lessons to discuss affirmations and implementing them as students and teachers; Monthly Character Education Counseling Lessons; Monthly Second Step curriculum lessons

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.)

Professional Development regarding identifying bias, how to build belonging (specifically for students receiving ESOL services), and Conscious Discipline structures will be provided for staff skill development. Additionally, staff surveys show an interest in professional development on how to support students with challenging behaviors. This professional development will be delivered in the form of book studies, coaching, and staff/grade-level meetings.

Resources will be provided at the end of PDs to help teachers retain and make applicable use of the information; PDs will have an applicable component so that teachers will ideally walk away knowing how to implement the information in their classroom settings

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.

Teachers will recognize students when they are demonstrating the positive affirmations throughout the school day – a reward provided.

Cafeteria Incentive - When classes show five cafeteria expectations, they earn points towards a reward and shout out on announcements.

Hallway Heroes - A class will be chosen each week that has exemplified the SOAR hallway expectations and will awarded the Hallway Heroes of the week.

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.

Teacher Managed:

Minor classroom disruption (i.e., throwing a pencil, inappropriate language)
Calling out
Unsafe play / running around
Non-compliance
Poor attitude

Refusal to do work

Support Staff:

Elopement from classroom

Tantrums

Destruction of property

Frequent and consistent disruption

Abusive language or behavior

Threats

Altercations

Elopement from building or repeated elopement (responding to)

Physical fighting / assault (responding to)

Administration:

Elopement from building or repeated elopement (providing consequences for)

Physical fighting / assault (providing consequences for)

Possession of a weapon

Consistent threats

*2023/24 school year will utilize communication sheets as opposed to traditional behavior referrals

*Consequences/ Management may vary based on details of the incident

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.

Classroom teachers should consult with the SEL teacher, school counselors, school psychologist, and other support staff and/or administration (if necessary) to help determine an appropriate response based on the child's needs

School support staff should be the first person to contact if the behaviors cannot be managed within the classroom setting – Administration should not be responding to behaviors unless deemed absolutely necessary

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 school climate team will meet on a regular basis to collect and analyze data and will also be responsible for presenting that data to the staff

communication forms

belonging survey
stakeholder survey
PD survey
Hallway Heroes Data
Affirmation Data
Community Event Sign-In Sheets/Surveys

Section 5: Miscellaneous Content/Components