



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 7/14/2021

School Year 2021-2022

School: Sandalwood ES

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.

The school has identified a School Climate Team which is composed of an administrator, grade level teachers, a special educator, a special area teacher, and a member of the student support services staff [e.g., school counselor, school social worker, school psychologist, and/or PPW]. The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

Sandalwood School Climate Team:

Classroom Teachers: Caitlin Price, Catherine Bonaparte, Lindsay Schulz, Ashley Robart, Kelly Burns

Special Area Teacher: Melissa Hawkins

Special Educator: Lauren Protzman

Resource Teachers: Michele Giguere, Brian Stahl, Adel Boyd, Wanda Willoughby, Lancy Cash

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)

Our suspension rate has decreased over the past years. The majority of students suspended are black males receiving special education services. Student responses from the stakeholder survey report that students belonging to two or more races feel like they belong the least. Underserved groups remain two or more races and free and reduced meals.

Data Analysis

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

School attendance rate saw an increase in 19/20. There is disproportionality between student groups and attendance: Chronically Absent: Special Ed Services- 18.52%, FARMS-21.76%, ELL-15.91%.

Climate Goals

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

Identification of the school's goals in improving the social-emotional climate of the building is reflected in the Climate Goals of the School Progress Plan. The climate goal from the SPP is 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 they create for students.

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.

The school has a Code of Conduct that states: I am a Sandalwood stallion. I am brave, I am smart, I am proud. I come to school to learn and grow, to show each virtue that I know. I work hard and persevere, and show kindness to all those near. The school has developed a visual representation of what the schoolwide expectations look like in the various parts of the school building. This can be found at [Sandalwood Schoolwide Expectations](#). All teachers will reference this language and teach the schoolwide expectations to their students.

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 provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Resource materials will be provided for

teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the 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.

The schoolwide expectations (Code of Conduct) will be shared with families. For example, it will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The School Code of Conduct is posted in our school lobby and will also be placed on our school website with information about our Schoolwide Positive Behavior Plan. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

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 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.

At Tier 1, the school is utilizing conscious discipline including teaching and using the safe space, conflict resolution strategies, and morning meetings to set goals. Student conferencing will be available. Students will have the opportunity to visit the school store with Stallion bucks earned through positive reinforcement.

At Tier 2, Sandalwood will offer 5th grade peer mediation, small group counseling, SST/Social work/TIME referral, mentor check-in and check-out, and afternoon reflection.

At Tier 3, students will have individual behavior checklists, IEP team referral, intensive student behavior plans (BIP/FBA), individual student counseling, and a referral to TIME.

The school has created a SEL Team that consists of two social workers, two school counselors, and a MTSS teacher.

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/classroom circles to foster supportive environments and build SEL skills. All teachers use Classroom Circles to encourage

relationship building. The school is committed to Conscious Discipline at all grade levels. Our school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist. We also have family counseling services provided through TIME organization.

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 has implemented and will continue to implement the Virtues Project where the school counselor will take the lead to identify a specific virtue each week. There will be lessons and follow up activities to promote learning and application of that virtue.

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.)

[Back to School PD: SEL practices, Morning/Closing circles
Monthly PD topics: Conflict resolution, TIME information for staff/families.]

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 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. All staff members will use the economy system to reinforce positive behaviors. Students will receive Sandalwood Stallion Bucks which can be spent on various items including special events.

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.

The school has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. A

flowchart has been developed to detail the expectations [insert link to school's flowchart]. Referral forms have been developed and distributed to the staff.

Teacher managed: verbal arguments (student to student, student to teacher), language, minor insubordination, minor throwing, nonperformance/refusal to complete work, dishonesty, disrespect, minor disruption (doesn't interfere with the learning of other students), attitude, minor theft (low value)

Resource staff: verbal threats (harm to self or others), emotional outburst/regulation

Administration: aggressive physical contact, weapon, harassment, bullying, drugs/alcohol, vandalism/destruction of school property, major theft (purse, cell phone, etc.)

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.

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.

Teacher will call the office to report the behavior and indicate the level of urgency. The office will notify the appropriate staff to respond. Staff member will decide if the response can be handled in the classroom or if the student needs to be removed. Office referral form and conference with administration needs to be completed by the referring staff member by the end of the school day.

Students removed from the classroom will be returned once they have deescalated and processed their emotions.

After 5-7 office referrals within a 30 day period will be moved to tier 2 interventions.

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 review data monthly at scheduled meetings. SEL team reviews data at the scheduled biweekly meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.

Teachers will be given individual referral data monthly along with suggestions and recommendations to support students in their class who appear on the referral data. Referral data will be shared with entire staff by grade level/special area monthly as well.

Section 5: Miscellaneous Content/Components

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