



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 9/21/2023

School Year 2023-2024

School: Padonia International 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.

D. Pizzo (Principal), A. Goldbloom (AP), A. Cole (Counselor), K. Casto (Counselor), K. Brackeen (SEL Teacher), additional members of Climate Committee – L. Saracino (Special Educator) N. Machulcz (Art Teacher), T. Gardner (Library), K. Leary (SCLS 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)

Chronic Absenteeism (Schoolwide rates) – 36.62%
African American rate- 52.24%
Multiracial rate- 61.54%
Special Education rate- 46.99%

Data Analysis

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

Students need to feel that they have a safe, welcoming and supportive classroom environment which values inclusivity and diversity. Chronic absenteeism rates displayed that certain student groups may have not felt valued or part of the school community due to a 10% increase in the African American rate and a 20% increase in the multiracial student rate. Teachers need continued and expanded professional development to support direct instruction for social emotional strategies into all content areas, as well as building and sustaining relationships, while also ensuring students feel a part of the school community, and that their attendance is crucial for

their own learning. Teachers need to continue equity work in regard to identifying biases and continuing to build positive relationships with families demonstrating approachability.

Climate Goals

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

Padonia will decrease the percentage of students who are chronically absent from 36.62 % in 2023 to 31% in 2024. We will decrease the African American rate to 40%, the multiracial rate to 40% and the Special Education rate to 36%.

Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity. In order to do so, students will feel as if they belong, and teachers will focus on building positive relationships with students and their families.

Teachers will focus on family communication and students feeling a sense of belonging within the classroom family. Quarterly call logs will be maintained by all homeroom teachers to ensure positive family calls are made once per quarter. Ongoing family outreach will occur through monthly family engagement workshops run by the CARE liaison.

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.

We are responsible.

We are respectful.

We are safe.

Expectations will be shared in classroom rules and at Behavior Handbook meetings. The code of conduct is also stated on the morning/Padonia TV announcements.

Padonia expectations have been created and shared with all staff members via the shared OneDrive and through Grade Level Meetings.

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.

Through the use of daily restorative practice strategies, community meetings, and culturally relevant teaching, teachers will implement procedures to meet student needs. Classroom teachers and support staff will follow a behavioral protocol, will make safe-spaces available, and will have access to coaching and PD regarding culturally relevant instruction. Support from ESOL and other colleagues within the building will ensure that students of color and differing cultural background will be respected and planned for.

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.

Through the Community Schools initiative, and support from the Padonia Community School Facilitator, the school will continue to expand our partnerships and impact within Cockeysville. Current partnerships are nearing 50, which will be displayed through monthly parent events, community resources, a community cottage/center, and through responding to parent/family needs as they arise. The CARE liaison will continue to build and foster positive relationships with new and current families to Padonia.

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- Restorative Practices and Conscious Discipline included in all content, class circles, regular review of the code of conduct, and teaching and reinforcing expectations/procedures/routines.

Tier 2- Restorative Justice Circles, behavior charts, one on one conferences, Check In Check Out, small group counseling, SST referral, behavioral consultation by psychologist/social worker/counselors/etc

Tier 3- FBA/BIP, social work counseling, community mental health partners, case management, IEP referrals and review

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 our teachers use Conscious Discipline and Restorative Practices to foster supportive environments and build SEL skills. Teachers use Classroom Circles 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. Small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, as well as outside mental health agencies.

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.

Padonia International has been implementing and will continue to implement Conscious Discipline and Restorative Practices including meetings and restorative circles. School counselors also provide character education lessons to classes and small group support as needed.

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.)

The 2023-24 Padonia International professional development plan includes direct PD to teachers pertaining to: Total Participation Techniques/Every Pupil Response, co-teaching models, SIOP strategies, and building positive relationships with students and their families. PD will continue to be a focus in areas regarding the classroom environment, review and support for attendance support and curbing chronic absenteeism, PD on family engagement, supports for increased teacher-to-parent communication (PocketTalk), and support for teacher communication/conferencing with parents through positive communication and ongoing quarterly call log.

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 on the importance of using the MTSS tiers of support to ensure they are meeting the needs of each student. During teacher week back the process for moving to Tier 2 and 3 support was reviewed along with the progressive discipline referral process. Teachers will work with their grade level team to develop reinforcement systems (praise and/or concrete positive reinforcers) and discuss how they will be used. Teachers will be supported during grade level meetings and through individual support as need with examples and options for reinforcement programs.

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 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. Teacher Request Referral Form has been developed and will be distributed via email 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 Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms

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. 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. The school has developed a plan that could be implemented should a serious situation occur, and the students need to vacate a classroom due to a specific student's extreme behavior. The school has developed a good working relationship with their Safety Manager. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play

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 to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)</i>
The School Climate Committee reviews data during committee meetings. The team will be focused on using an equity lens when reviewing the data and culturally responsive strategies. The team also discusses how well the interventions and practices are implemented and provides recommendations and next steps for staff as needed through ongoing professional learning.
Section 5: Miscellaneous Content/Components
N/A