



**Schoolwide Positive Behavior Plan
Baltimore County Public Schools**



Date Completed: 10/1/2021

School Year 2021-2022

School: Holabird STEM/Middle School

Section 1: Initial Steps
School Climate Team
<i>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.</i>
V. Melanie Kearns, Erik Evanosky, Claudette Davis, Karen Ballard, Dylan Charrin, Erica Miller, Sherry Schwarz
Equity Lens
<i>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)</i>
White/Caucasian=43% Hispanic=33% Black/AA=14% MU=5% Other=<1%
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Click or tap here to enter text.
Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
To continue to improve the school climate and culture through restorative practices that are based in social emotional learning through staff making positive and meaningful connections with students and fellow staff.
Section 2: Developing and Teaching Expectations

Expectations Defined
<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>
Code of Conduct: Success is Obtained through Achievement Respect and Responsibility SOAR Tickets are rewarded to students who show respect or responsibility. Signs are posted throughout the school and in each classroom for students and teachers to understand how to show respect and responsibility within those spaces.
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<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>
PBIS Program SOAR tickets Students of the Month School store Monthly incentives including movies and popcorn, lunch bunches, and other events students are able to use SOAR tickets for.
Family/Community Engagement
<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>
Back To School Night ALL STUDENTS Schoology page Title One events (such as Coffee & Chat) Student Voice through assistance of Student Council
Section 3: Developing Interventions and Supporting Students
Resource Mapping of MTSS
<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>
Click or tap here to enter text.
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.

[Click or tap here to enter text.](#)

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.

Virtue of the Month Program

Counseling lessons offered in-class by elementary counselor (ex: Empathy)

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.)

Monday rotation to include Full Faculty, Content, Choice, Committee, Team
PD specifically designed for paraprofessionals, delivered by SEL Lead Teacher
Equity Team PD provided to full faculty

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.

SOAR tickets

Brown-bag incentives

Shout-outs

Expanding this year to include such acknowledgements and recognitions for staff

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.

Holabird Schoolwide Behavior Guidelines Chart that has been addressed and provided for each staff member

Response for Intensive Behaviors
<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>
Behavioral Threat Assessment Team (Cosgrove, Ferges, Beckmann, Schwarz, Olsen) SEL Lead Teacher (Salaris)
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>
SOAR tickets are counted that are turned in. Behavior is documented on FOCUS including student contacts home and discipline. Referrals are reviewed quarterly. Data is collected on the locations of negative behaviors.
Section 5: Miscellaneous Content/Components
Click or tap here to enter text.