



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

Date Completed: 8/2/2023

School Year 2023-2024

School: Hampton Elementary

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>
Lead – Allison Dyer, Counselor Scott Conway, Principal Pamela Crosell, Assistant Principal Jennifer Conrad, Assistant Principal Emily Pfeifer, MRT Carrie Eickelberg, Reading Specialist Kerry Pawliske, Special Area Teacher Becky Mazur, Classroom Teacher
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>
Black/African American male students are suspended at rates HIGHER than their non-Black/African American male peers. The suspension rate risk ratio for Black/African American male students at Hampton Elementary is NARROWER than the same measure for all BCPS elementary schools. Students who are Two or More Races male are suspended at rates HIGHER than their non-Two or More Races male peers. The suspension rate risk ratio for Two or More Races male students at Hampton Elementary is WIDER than the same measure for all BCPS elementary schools.

It should be noted that only two students were suspended during the year. However, the data shows that there is an extensive gap academically between the Black/African American student group when compared to peers.

Data Analysis

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

Black/African American students are chronically absent at rates **HIGHER** than their non-Black/African American peers. The chronic absenteeism rate risk ratio for Black/African American students at Hampton Elementary is **WIDER** than the same measure for all BCPS elementary schools.

Hispanic/Latino students are chronically absent at rates **HIGHER** than their non-Hispanic/Latino peers. The chronic absenteeism rate risk ratio for Hispanic/Latino students at Hampton Elementary is **WIDER** than the same measure for all BCPS elementary schools.

Students eligible for Free and Reduced Meals services are chronically absent at rates **HIGHER** than their non-Free and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at Hampton Elementary is **WIDER** than the same measure for all BCPS elementary schools.

Climate Goals

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

Key Action #1:

Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.

Key Action #2:

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 that they create for students.

Work towards these goals will take place through:

- Implement a quarterly school survey for students and staff to assess school culture.
- Staff will participate in monthly equity discussions in order to reflect on Culturally Responsive Teaching
- School wide procedures for behavior management will be used by the school.

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.

I am kind, respectful, and treat everyone as a member of the Hampton school family.

The Code of Conduct will be embodied by every member of the school community. It will be taught to students by all staff members. The Code of Conduct will be reviewed every morning on the TV announcements.

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.

- **Daily morning meetings**
- **Implementation of Conscious Discipline Strategies**
- **PBIS (monthly recognition for positive behavior and demonstrating the monthly virtue during grade level family days)**
- **Social stories about kindness and respect**
- **Monthly student ambassadors**
- **Virtue of the month**

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.

- Presentation will be provided during back-to-school event
- Monthly virtual Q&A parent workshops with the principal will be offered

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-Conscious Discipline; Zones of Regulation; classroom guidance lessons; morning meetings

Tier 2-small group sessions with the guidance counselors; one-on-one support; SST plan

Tier 3-SST resulting in FBA, BIP, or IEP; support from Balance Point Wellness Community Services for consultation, therapy, and/or medical management; 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.

School counselors implement the Elementary School Counseling Curriculum across grade levels focusing on monthly SEL topics.
Classroom teachers will implement Conscious Discipline lessons.
Professional developments on mental health challenges for youth are available through the guidance counselors.

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.

Selected virtues will be explicitly taught, reinforced, and recognized throughout each month. Grade levels will participate in team building exercises based on the virtues. Class families will recognize the virtues within everyday instruction and daily meetings..

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.)

Teachers will receive formal training the first day of school to implement a behavior plan
Teachers will receive training on changing
Monthly Equity meetings

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 select students each month that demonstrate the monthly virtue. Those names will be submitted to administration to determine the primary and intermediate ambassador of the month. The ambassadors will speak with students on the morning announcements about the virtue of the month.

Students will receive positive office referrals from the teacher and a phone call will be made by the administration to celebrate.

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.

Daily: When an unwanted behavior is demonstrated, teachers will provide students with two warnings. On the third warning, a phone call will be made by the teacher to the child's parent. The fourth incident will require a visit to the administration where the parent will be contacted by administration. A fifth incident will result in an administrative consequence.

Specific behaviors that will result in automatic administrative intervention: fighting, behaviors resulting in significant safety concerns, or any Category 3 offenses. Administrators will investigate the incident and determine an appropriate/logical consequence in line with the BCPS Student Handbook.

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 Crisis Team consisting of the principal, assistant principal, school counselors, and a para-educator who are all CPI trained will respond to crisis situations. Initial intervention will be made by a team member who has rapport with the student. Team members may remove the child from the situation to a neutral location or need to evacuate the classroom. Additional steps may be necessary dependent upon the situation.

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.)

Data will be collected using:

- *Positive Office Referrals
- *HES Referral Data
- *Suspension Data

The School Climate Team will meet monthly to review referrals/reports and analyze the data.

Section 5: Miscellaneous Content/Components

Staff and student culture survey will be administered quarterly and will monitor school climate and the effectiveness of the Schoolwide Positive Behavior Plan.

