



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



**Date Completed: 6/30/2022**

**School Year 2022-2023**

**School: Orem Elementary School**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<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>
Dawn Boudier: School Counselor Rick Brown: School Psychologist Louise Supnick: Assistant Principal Joe Donnelly: Principal Kyle Ann Orvis: Third Grade Teacher Teresa Lee: Second Grade Teacher
<b>Equity Lens</b>
<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>
2022 Stakeholder Survey Results: Sense of Belonging: All Students (50): 96% Favorable and Very Favorable Rating Black Students (11): 81.8% Favorable and Very Favorable  Student Support: All Students (50): 96% Favorable and Very Favorable Rating Black Students: (11): 90% Favorable and Very Favorable
<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
There is a difference between the sense of belonging of our white students and our black students. Survey questions that were not rated as high include: <i>Most students in my school are accepting of other students.</i>

*Most students in my school try to work out their disagreements with other students by talking to them.*

*Most students stop and think before doing anything when they get angry.*

These results are similar to previous years' results.

### **Climate Goals**

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

Teachers will create and sustain safe, welcoming and supportive classroom environments which value inclusivity and diversity.

Educators will examine and interrogate their personal biases to become aware of the ways which their own cultural experiences influence the conditions and learning opportunities that 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.*

Be Respectful

Be Responsible

Be Safe

Be Prepared

It's my job to keep you safe and your job to help keep us safe.

### **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.*

Teaching Strategies:

Recite and Discuss: Code of Conduct

Develop Behavior Matrix of Expectations (Classroom, Café, Playground, Bus, Hallway, Indoor Recess, Bathroom, Nurse, Library)

Conscious Discipline Lessons

PBIS Lessons

Breathing Strategies

Brain and Movement Breaks

Monthly Virtues

Code of Conduct Posters  
Class Dojo for positive points  
Good News Referrals

**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.*

Review at PTA meeting  
Send home in monthly newsletter  
Discuss at Back to School  
Review at SPP planning meeting

**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:

Daily Class Meeting  
SEL Practices  
Class Goal Setting  
Class Celebrations  
Individual Goals

Tier 2:

Break Cards  
Social Skills Groups  
Check In/Check Out  
Staff or Peer Mentor  
Positive Behavior Charts  
Community Mental Health Partners  
SST

Tier 3:

FBA/BIP  
IEP Referral  
Modified Schedule  
Community Mental Health Partners  
Social Work Services

**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.*

Implementation of Conscious Discipline lessons and resources.  
Implementation of PBIS Lessons  
Infused into Daily Class meetings in the morning.  
Infused into End of Day closure activity

### **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.*

Monthly virtue discussed during class meeting

### **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.)*

Teacher Week: Review behavior supports, responsibilities and paperwork  
Monthly PBIS team meetings: open to staff  
Staff survey re: needs in order to plan future PD

## **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.*

System for Acknowledging Appropriate Behavior:  
Class Goals  
Class Rewards  
Individual Rewards  
Positive Behavioral Referral  
Schoolwide Positive Incentives

## **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.*

<b>Teacher/Staff Managed</b>	<b>Office Managed</b>
Calling Out	Aggressive Behavior
Inappropriate Language	Bullying/Harassment
Work Refusal	Aggressive Physical Contact with intent to harm
Noises or Excessive Talking	Threats and Intimidation
Disrespect	Vandalism
Non-compliance	Weapons
Physical Contact	Elopement
Disruption	Dangerous Substances
Property Misuse	Continued disruption of learning despite teacher intervention

## **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.*

Response team will complete PBIS and CPI training  
Teachers use walkie to ask for assistance from School Counselor or Administrators  
Use of Buddy classroom  
Student is removed from class or class is removed from room  
Student goes to Counselor's Office or School Office to calm down and regain composure  
Student is able to process what happened and demonstrate they are able to return to class  
Parent is called

## **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.)*

Monthly PBIS team meetings to review Office Referral Data  
Create data form to track classroom managed behavior. Review monthly at PBIS meeting

## **Section 5: Miscellaneous Content/Components**

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