



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed: 10/26/2021**

**School Year 2021-2022**

**School: Vincent Farm Elementary**

### 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.*

Stephen Bender(principal), Mark Taylor(Assistant Principal), Jessi Parks(Assistant Principal), Melanie McHale(Counselor), Stacey Mizrahi(Counselor), Joseph Pulvino(SELT), Michael Ruppenkamp(teacher), Katie Walker(Teacher), Sara Maglov(Special Educator), Kelly Brady(BOS)

#### 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)*

At our school, the Kindergarten through Grade 5 2019-2020 September 30<sup>th</sup> enrollment indicates that we have 757 students and our demographics are as follows: 62% students of color that further breaks down to 53.2% Black/African American, 39.6% White, 8.3% Hispanic, 5.2% Two or More Races, 9.1% Asian. The proportion of students eligible for receipt of special services are as follows: 5.2% English Learner, 37.2% Free and Reduced Meals, and 11% Special Education, and 2.1% students with 504. The overall enrollment count has decreased since 2017-2018 due to multiple boundary changes. The school is currently engaged in its 3<sup>rd</sup> boundary change in 5 years. During the same time period, the proportion of White students has decreased. The Data Story analyses will focus on the student groups with populations that comprise at least 5% of the system level enrollment.

#### Attendance/Chronic Absenteeism

The 2018-2019 attendance rate was 95.01%; fewer than ten percent of the students were chronically absent, a decrease from the previous year. This figure is even greater for the Black/African American and Two or More Races student group(s). Among special services, the chronic absenteeism rate for the students receiving special education

services is significantly higher. When doing a data analysis, much of the attendance concerns are coming from our regional program. Many of the students have legitimate medical concerns and parents often keep them home. Among other special services, the rate for the FARMS student group is 18.73%. This is a reduction from 2017-18, but an increase over 2018-19.

### **Suspension**

Black/African American students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for Black/African American students at Vincent Farm Elementary is less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend. Suspension rates for FARMS student group has indicated an increase over the past 2 years. This is a negative trend.

### **Stakeholder Survey**

The 2020-21 Stakeholder Survey domain values were 92.25 for Academic Aspirations, 87.9 for Belonging, and 85.8 for Student Support. These results indicate that student perception has continued to increase in the following areas for Academic Aspirations, Belonging, and Student Support since 2017-2018. In 2020-21, 22.6% indicated that they were bullied. This represents a decrease of greater than 20% from previous surveys. 29% of students indicated that they witnessed bullying. Students reported most frequently experiencing bullying or witnessing bullying on the buses.

## **Data Analysis**

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

The committee will develop a data collection process that will allow for relevant data analysis. This data will tell the Vincent Farm community a story of the school's discipline policies and its effectiveness. This data will help the committee understand why a student engages in specific behaviors, identify the causes and then put in place interventions/supports to bring about positive changes in the students' behavior. The data indicates that our student subgroup Black/African American lacks a sense of belonging and academic aspirations as compared to white peers. Even though we have seen an increase, there is a need to continue our work with our non-white students and specifically black students. Since the make-up of our staff a majority of white teachers and a majority female, our Black/African American students do not see many teachers who look like them.

## **Climate Goals**

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

Educators will continue to 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.

Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs. Both of these goals will be accomplished through our book study and a revisiting of last year's book study. It will also be a major component in our appraisal process with teachers.

## **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 Vincent Farm Code of Conduct(HAWK): will continue to be reinforced with students. The code of conduct will recited each morning during morning announcements. Posters throughout the building provide examples of what respectful, responsible and safe looks like in different school environments such as the classroom, hallway, cafeteria, bathroom, playground, and bus.

### **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.*

The teachers will teach, model and practice the VFES code of conduct. This will be done at the beginning of the school year, during class meetings and reinforced throughout the day. Staff will reinforce expectations by providing positive reinforcement to all students. Teachers will strive for a 6:1 ratio of praise to correction. After extended breaks (i.e. winter holiday) the expectations will be retaught. Students who are exemplifying HAWK like behavior, will receive positive calls home and shout outs on the announcements.

### **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.*

Parents will receive a weekly newsletter from the school sharing important information and celebrating successes. Additionally, teachers and front office will maintain contact logs to examine trends and determine underserved families. Quarterly principal chats will be held via Google Meet. Once metrics allow, in person chats will resume. Chats will create an open line of communication with families.

| Section 3: Developing Interventions and Supporting Students   |
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| Resource Mapping of MTSS  |
| <p><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></p>  |
| <p>The multi-disciplinary team reviews the data, looks at problem solving interventions and progress monitors behaviors in order to create a positive school climate and address the needs of all children.</p> <p>Tier 1- Teaching and reinforcing code of conduct through positive reinforcement.</p> <p>Tier 2- Consultation with staff/parents, referral to outside mental health provider or community partner.</p> <p>Tier 3- Referral to SST to possibly create an SST plan to help increase success.</p> <p>Tier 1-3: awareness of cultural norms consulting with parents/guardians of cultural groups when considering interventions or consequences.</p>  |
| Social-Emotional Learning   |
| <p><i>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.</i></p>  |
| <p>Vincent Farm is committed to social-emotional learning. The staff will continue their study of Conscious Discipline and continue implementing Conscious Discipline strategies to help students learn to regulate emotions. All teachers will have a safe space/calm down area in the classroom and will provide instruction to students on how to utilize the safe space/calm down area. During daily class meetings, teachers will implement brain smart start activities and Wish You Well. Staff will continue to develop understanding of how social-emotional competency enhances the child's ability to integrate their skills, attitudes and behaviors to deal with the challenges of daily life. Teachers will incorporate to their curriculum by promoting several learning strategies into their classroom. Ongoing training for the staff will be planned and implemented; possible ideas: more training of student support strategies, equity practices, school store (21-22 new initiative, continue work with Conscious Discipline</p> |
| Character Education   |
| <p><i>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.</i></p>  |
| <p>Vincent Farm teachers and staff will emphasize character education within their curriculum through-out the school day. The faculty and staff will teach and model to the students, core values of respect, citizenship, personal and community responsibility and safety. Each month the school focuses on a different value. The school counselor provides teachers with resources</p>  |

for each value that teachers introduce during class meetings and reinforce throughout the month.

### **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.)*

Professional development will be ongoing and adjusted to the needs of the staff. We will use grade level meetings as well as designed professional development days to provide staff with necessary professional learning. Starting in November, staff will engage in a book study geared toward culturally responsive instruction

## **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.*

Staff will use the student handbook to identify and implement positive consequences for students. These may include, but not limited to, lunch bunches, pajama days, theme days, or extra recess/free time. Additionally, students will be recognized through shout outs and we will monitor to ensure that various students are recognized.

### **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.*

Teachers will address minor classroom behaviors while more intense behaviors will be referred to the administration. Teachers will be consistent regarding how they will respond and document classroom behaviors. The referral sheet will be used to document behavior. .

### **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.*

There is a hierarchy of response for more severe behaviors in place. They have identified who in the building will respond to the student when needed. This includes a team that responds to crisis situations and threat assessments. These staff members include (but are not limited to), the administration, the school counselor, school psychologist, social worker, special educator, the nurse, SELT, the parent and the teacher. If necessary, the Mobile Crisis Team may be called as an intervention to de-escalate the situation. Other resources within the community may be utilized such as the use of our SRO.

### **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 administration/committee will identify and collect and analyze the data consistently. This is important to assist the team in the decision-making process. The committee will review the behavior trends and if needed make appropriate suggestions and modifications that will address the problems identified. The team will focus on any inequities that may occur. The team will share the successes noted as well as the areas that need improvement with the staff. The school has a referral form that is completed by the teacher when students are sent to the administration. The office secretary keeps track each time the office is called to come to a classroom for a student needing support.

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

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