



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/9/2021

School Year 2021-2022

School: Hereford Middle 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.

Department Chairs
School Counselors
Social Worker
SRO
Social Emotional Learning Teacher
Team Leaders
Interdisciplinary Team Members
PTA
All teachers
Grade Level Student Groups

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)

Adults treat me with respect 98.5 from 94.7
School Prepares me for College Career 82.8 from 80.6
Connections between what I am doing and actual life 75.6 from 64.1
Students respect each other 88.9 from 68.5
Analysis of SPP data-attendance, discipline and climate data with interdisciplinary teams, content and PTA

Data Analysis

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

Students identify a need for an increase in student to student respect. (improved 20-21 but based on 19-20)

Special Education students and FARMS have gaps in attendance, suspension (based on 19-20)

Climate Goals

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

The gap in attendance and suspension for students receiving special education and FARMS services will be closed.

The percentage of students who feel a sense of belonging and academic aspirations will increase.

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.

Respect
Kindness
Responsibility

HMS School Code of Conduct

Our students are unBULLievable

Bulls show:

Respect

Kindness

Responsibility

I, You, We Belong

All teachers review the school code of conduct in classes and discuss how these expectations look in their specific content areas.



HMS Teaching Matrix

| | All Areas | Classroom | Hallway | Cafeteria | Outdoor Lunch Break | Bathroom | Gymnasium and Lockers | Bus | Bus Loop |
|-----------------------|--|--|---|--|---|---|--|--|--|
| Respect | Be kind Respect Property and Personal Space Use appropriate language and volume | Raise your hand for permission to speak or get out of seat Listen when others are speaking Use appropriate language and volume | Walk Respect Property and Personal Space Use appropriate language and volume | Observe silence when directed Respect Property and Personal Space Use appropriate language and volume | Walk Line up quickly and quietly Respect Property and Personal Space Use appropriate language and volume | Respect the privacy of others Respect Property and Personal Space Use appropriate language and volume | Treat lockers and equipment appropriately Respect Property and Personal Space Use appropriate language and volume | Follow the rules of the bus driver Respect Property and Personal Space Use appropriate language and volume | Walk Respect others' personal space and property Use appropriate language and volume |
| Responsibility | Make good choices Be prepared and on time Report bullying | Enter quietly and report to assigned seat Come to class prepared and on time. Complete assigned work | Use bathroom between classes Walk on right side of hall Move to class promptly | Keep your area clean Raise hand to leave seat Food remains in the cafeteria at all times Remain in assigned seats | Food remains in the cafeteria Keep area clean Stay in the designated area | Keep bathrooms neat and clean Use bathrooms in an appropriate and timely manner Flush | Lock all belongings in the lockers assigned to YOU Work with a teacher to solve a problem you are having Have your uniform every class | Be prepared and on time Report bullying Keep bus clean | Be on time Report to designated bus stop Keep area clean |
| Kindness | Be mindful of your words and actions Positively encourage others Appreciate each other's differences | Be mindful of your words and actions Positively support your teacher Encourage your peers to do and be their best | Be mindful of your words and actions Be mindful of personal space Assist fellow peers if needed | Be mindful of your words and actions Everyone will be included at the tables Be respectful to all staff members during lunch | Be mindful of your words and actions Include everyone Follow safety guidelines and awareness of your surroundings | Be mindful of your words and actions Keep everyone safe by washing your hands Use the bathroom in an appropriate manner | Be mindful of your words and actions Positively encourage peers during activities Locker rooms are a judgement free zone | Be mindful of your words and actions Be courteous to all transportation staff Be courteous to peers | Be mindful of your words and actions Be mindful of others' time Be aware and follow all dismissal procedures |

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.

Teachers will collaboratively review and define “what the expectations look like in their classroom”. Teachers will reference connections to expectations during each lesson. Supports and guidance for teachers provided during weekly content and interdisciplinary meetings. Schoolwide disciplinary procedures defined on the Student Behavior Management Process document may be found in the HMS faculty handbook.

HMS MATRIX

| As you travel through your classes today, take notes about what respect, kindness and responsibility mean in each of your classes. | | | |
|--|---------|----------|----------------|
| Pd/ CLASS | RESPECT | KINDNESS | RESPONSIBILITY |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |

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.

Open dialogue at monthly PTA meeting. Review of matrix with student focus groups for feedback and review of data. Parent information packet is sent to all families at the start of the year with details regarding procedures and expectations. Regular use of school messenger to communicate updates.

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.

HEREFORD MIDDLE MTSS



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.

Classroom lessons on coping skills, positive decision making, being an upstander, completing strengths explorer, sign of suicide (SOS) as well as career inventories and goal setting.

Morning announcements on respect, responsibility and kindness, taking care of yourself and others, SEL check ins as well as academic support for with students who are absent.

SEL trainings for staff

Quarterly climate survey to assess the climate of the school building as well as to determine students who lack connections with an adult in the building

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.

School-wide focus on identified topics as represented in data. Class meetings around topics

BCPS Mind Over Matters-Kindness Matters

Belonging

Acceptance

Mutual Respect

Strengths

Areas of Growth

School Counseling Lessons

Bullying Prevention

Social Worker Lesson- Signs of Suicide-grade 8

Digital Citizenship-ELA

PTA Social Media Safety Awareness

Infused in ELA/SS Curriculum

SEL, Social Worker, Counselor restorative circles

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| Professional Development for Staff |
| <i>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.)</i> |
| As indicated on SPP. To be job embedded when possible. Facilitated in weekly interdisciplinary team meetings, monthly faculty meeting and content meetings. |
| Section 4: Supporting and Responding to Student Behavior |
| Recognitions/Incentives |
| <i>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.</i> |
| Hereford Has Heart -directed toward school expectations As specified based on needs as represented on HMS MTSS triangle. . |
| Hierarchy for Behavioral Referrals and Consequences |
| <i>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.</i> |
| As identified in HMS Behavior Management Process document. |
| 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> |
| Follow Baltimore County Public Schools Emergency Procedures as well as HMS emergency manual (located in faculty handbook) As identified in HMS Behavior Management Process document (located in faculty handbook) |

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| 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> |
| Review of SPB Data in interdisciplinary team meetings weekly, use of HMS office referral, regular check ins with teachers about behavior concerns with counselors, team leaders, department chair, admin |
| Section 5: Miscellaneous Content/Components |
| See all related documents in SPP and Faculty Handbook |