



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

**Date Completed: 11/1/2023**

**School Year 2023-2024**

**School: Winand Elementary**

<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>
Administration: Maria Ramos, Garry Day Teachers: Megan Kuehne, Sandra Selby, Janine Failla, Alexis Szkotak, Theresa Taggart, Pamela Quintern, Sonya Lane, Tiffany Higgins, Samantha Knight, Colleen Thurber, Tirrell White, Michelle Kersey, Anat Zirkin
<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>
<b>County-wide:</b> African Americans students are disproportionately identified for special education services within the intellectual disability category and emotional disability category. Suspension rates for African American students are disproportionate as well.
<b>School-wide:</b> The overall enrollment count at Winand Elementary has decreased since 2022-2023. During the same period, the number of Hispanic/Latino students identified as English Learners has increased while the number of American Indian or Alaskan Native, Asian, Black/African American, Native Hawaiian or Other Pacific Islander, White and Two or More Races students and students who are identified as eligible for free and reduced meals and students who are identified as eligible for Special Education services has decreased.
Attendance/Chronic Absenteeism: Winand Elementary’s data story revealed the following in the 2022-2023 school year regarding attendance: 122 students, 32% were chronically absent. The following marginalized groups, Hispanic 69.2% and White 52.9% outweighed the 29.4% of black students.

Among special services, the chronic absenteeism rate for students receiving special education services is 31.2% Among other special services, the FARMS rate is 40.4% and the rate for English Learner student group is 45%. The gaps between black students and the special services are not consistent.

**Suspension:**

Students eligible for Free and Reduced Meals are suspended at rates higher than their non-free and reduced meals peers. The suspension rate risk ratio for Free and Reduced Meals students at Winand Elementary is narrower than the same measure for all BCPS elementary schools.

Students receiving special education services are suspended at rates higher than their non-special education peers. The suspension rate risk ratio for special education students at Winand Elementary is narrower than the same measure for all BCPS elementary schools.

**Data Analysis**

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

**Stakeholder Survey:**

The 2022-2023 Stakeholder Survey domains were 79.3% for Academic Aspirations, 64% for Belonging and 78.4 % for Student Support. These results indicate there is much growth needed for our students at Winand Elementary. Unfortunately, 62% of the students who completed the survey indicated they have been bullied and 38% of the students were witness to the bullying. These numbers are astonishing and there is much work to be done at Winand Elementary, we want all students to feel safe while at school. The trend of the student’s sense of belonging and student support indicated a steady increase through the years while the academic aspirations of the students has declined through the years.

**Climate Goals**

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

**Key Action #1:**

Teachers 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 they create for students.

**Key Action #2:**

Teachers will demonstrate cultural competency in making decisions regarding students, including their strengths and areas of growth. The goal is to modify and accommodate to develop exceptional learners.

Work Towards these goals will take place through the following:

- \*Implement a survey each marking period for staff and students (based on the stakeholder survey)
- \*The staff will participate in a book study to gain insight into equity, *Cultivating Genius*

**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 Winand Way: We Are Working Together, using our Inside Voices, Never Giving Up, Always Acting Responsibly, Using Nice Words and Always Doing Our Best!**

The Winand Way will be reviewed during the announcements, through communications from the PBIS committee, through Winand Way Lessons, and faculty meetings.

Posters of the Winand Way will be placed throughout the building as a reminder to all how we act with one another. These will assist the teachers and staff as they reinforce the standards with students and staff.

Winand Bucks will be given to students who are demonstrating the Winand Way.

The Winand Way will be reviewed during class meetings each day. Students and teachers will share examples of how each aspect of the Code was demonstrated throughout the building. These examples will be highlighted in the announcements.

Theme for the 2023-2024 School Year: Aim High, Get Spotted, Stand Tall...That's the Winand Way!

**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 the expectations of the Winand Way during the first two weeks of school with the Winand Way Lessons. Teachers can refer to those lessons throughout the year. Teachers will also discuss the Winand Way in the morning meetings as well as during the day.

Teachers and staff members will provide directed praise (I really like how you worked together with your classmate to never give up on that hard problem.) to reinforce the code.

Social Stories will be used as needed with students to reinforce behaviors.

The Winand Way will be reviewed after long weekends, winter, and spring breaks.

**Hallway Success-**

I will walk quietly and head to my classroom.

I will stay in line and face forward.

I will respect the personal space of my friends in line and keep my hands and feet to myself.

I will follow the directions and make positive choices.

I will share any concerns with an adult.

**Bathroom Success-**

I will get the teacher's permission and walk carefully.

I will use a quiet voice and make positive choices.

I will remain private.

I will flush, wash my hands with soap and throw away my used paper towels.

I will walk to class after using the bathroom and will report any issues to an adult.

**Cafeteria Success-**

I will walk quietly when I enter and exit the cafeteria.

I will use kind words and my inside voice.

I will follow the directions and make positive choices.

I will use good table manners, control my body and sit in my seat.

I will eat my own food.

I will stay in my assigned area and raise my hand if I need help.

**Classroom Success-**

I will be prepared with my supplies and assignments.

I will follow the directions and accept responsibility for my actions.

I will complete my work and always try my best.

I will use encouraging, polite and kind words.

I will stay in my assigned area.

I will use & clean up my supplies appropriately.

**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.*

The Winand Way will be shared with families at Back-to-School Night, weekly updates with parents and with the PTA. The teachers will have statements to use during conferences, if needed.

The committee will develop surveys to use as a data source on the effectiveness of the plan.

After the analysis of the data, the committee will adjust and refine.

Meet with administration meetings to share thoughts.

## 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.*

Conscious Discipline will be taught:

- Safe spaces
- Morning greetings
- Morning Meetings
- Wish you well.
- Safe Keeper Box
- Optimistic Closure

Professional Development from ESOL, special educators to ensure all students are included. The need to include all cultural groups.

Tier One: Teaching, Modeling, Reinforcement of the Winand Way with verbal praise (announcements as well) and Winand Bucks. Quarterly Fun Days and in class rewards to support the Winand Way.

Tier Two: Lunch bunches, meetings with parents/staff, meetings with support staff, referrals outside of school

Tier Three: FBA with IEP team, counseling services with counselor, psychologist, outside mental health agencies, if needed.

The goal is to be aware of the cultural norms and consulting with others in order to do the best for the student.

### 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.*

Professional development and training on student support strategies with our students in general education. Continue the practice and training with equity practices, analysis of data. Use the opening rituals, conscious discipline, engaging practices, and optimistic closure for all class lessons.

### 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.*

Our school counselor will conduct monthly lessons with students where they will infuse positive behavior techniques. The goal is to help our students interact in society, regulating their feelings, thoughts, and actions into pro-social behaviors.

Character Education has core ethical values that align with the Winand Way. Character education will be used in morning meetings and in lessons from the counselors as well as reinforced with teachers in all areas. Each month the character trait will change. (respect, responsibility kindness, generosity, courage, peace, success, trustworthy, caring, perseverance)

### **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 include character education with our counselor, review of the SEL role, Winand Way scenarios with feedback, equity practices and analysis of data, social emotional learning activities.

Professional Development will be provided on the SST/IEP Process.

## **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.*

Winand Bucks-for every 25, earn a special coupon, once hit 50 coupons earn the quarterly Fun Day!

Fix it tickets for behaviors that go against the Winand Way, Positive notes for students demonstrating the Winand Way

### **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.*

Following the BCPS Student Handbook  
Teachers will refer to the Behavior Management Guide for Winand Elementary.

<p><b>Response for Intensive Behaviors</b></p>
<p><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></p>
<p>Behavior Management Guide Winand Elementary  The Threat Management Team will meet and discuss student concerns.  Counselor/SSW/SEL teacher will meet with students as needed.</p>
<p><b>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</b></p>
<p><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></p>
<p>Monitoring and analyzing data during the climate action team meetings; plan for improved behaviors and response to the Winand Way. The PBIS Tracker is reviewed weekly as well. Monitor the fidelity of the implementation the Winand Way; Use of fix it tickets and positive notes home to share positives and areas of growth for individual students.</p>
<p><b>Section 5: Miscellaneous Content/Components</b></p>
<p>Added family member to the team; families included in the data analysis and refinement Teams, including behavior management and threat team will meet to discuss data and refinement.</p> <p>The school and staff will complete a survey to monitor the school climate and effectiveness of the PBIS plan.</p>