



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 7/18/2023

School Year 2023-2024

School: Riderwood Elementary 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.

Administration, leadership team, special educators, all teachers, and support staff.

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)

Riderwood Elementary School supports the social emotional needs of all students by learning about the students through building relationships with them and their families. Riderwood Elementary School is becoming a more diverse population where students support and respect each other. Riderwood learns about multicultural, socioeconomic, and developmental differences that exist within our school. Students learn about each other's cultures and celebrate creating one community at Riderwood. We have a growing CLS, special education, program at Riderwood where students are included at lunches, in specials, emergency drills, and arrival/dismissal. Students acknowledge others by waving "hello" with a "silent finger." Students show compassion and understanding for those whose have different abilities. Students include their classmates in performances by leading by example and praising their fellow student for doing a great job.

Data Analysis

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

Riderwood Elementary School is a school where all students are a part of a community. All teachers work with their students to provide positive learning experiences to help students grow academically, socially, and emotionally. Students who are helped socially and emotionally can focus on learning academics in school. Riderwood Elementary School is

going through the trauma of a pandemic while growing our CLS program. The school staff works as a team to assist the students and each other.

Climate Goals

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

Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.

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.

Riderwood Pledge – “As a member of the Riderwood School Community, I promise to be respectful, responsible, safe, and prepared. I will work with purpose, display a sense of urgency, and take pride in my efforts.” The Riderwood Pledge is the school code of conduct. It is on display in classrooms, hallways, and in the cafeteria. Teachers educate students how to follow the code of conduct as they work in school. The code of conduct is referred to when behavioral expectations are or are not being met. Behaviors are discussed individually or as a group based on the circumstances of the situation.

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 display the code of conduct in the classroom to remind students about behavioral expectations. Teachers use songs, poems, and posters to assist in reminding students about more specific behavior expectations in class. Teachers use specific praise to provide positive reinforcement. Teachers use their own positive behavior methods within their class communities to praise student work. Some teachers use marble jars, stickers, class jobs, or “secret walkers” as positive reinforcement tools.

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 PTA and community members follow and support the Riderwood School code of conduct. The SGA is a student government association that provides students a voice in programs

within the school. The SGA and the PTA have partnered together on outdoor movie nights and clothing drives to support charities in the community.

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.

Riderwood Elementary School supports the social emotional needs of all students by providing a community where relationships are built so staff can assist individualized behavioral and social needs when situations need interventions. Teachers work with students in their classes along with parents, administrators, and school counselors to support student growth and learning opportunities at school. Riderwood uses intrinsic motivation, virtues of character, and importance of community to support positive behaviors at the school. The school pledge is stated daily, "As a member of the Riderwood School Community, I promise to be respectful, responsible, safe and prepared. I will work with purpose, display a sense of urgency, and take pride in my efforts." Every morning on the announcements, "Rockin' Raccoon" is a song that is played before and after the announcements. In the song there are examples of how students are "Rockin' Raccoons" at Riderwood. Teachers address student behaviors on an individualized basis. Specific praise is used to provide positive reinforcement for students who are making good choices in the classroom. Teachers calmly redirect poor behavior choices by encouraging students to change their choice for the correct choice. Teachers work with parents, guidance counselors, and students to resolve conflicts. Class meetings take place when the teacher decides they are needed. These are tier 1 supports. Students may need additional social emotional and behavioral supports. Teachers work with parents, the school counselor, administrators, and students to create behavior charts to help students with meeting behavioral goals. The counselor checks in on the well-being of students and meets with them when needed; these are tier two interventions. Tier three interventions are created for kids who need frequent breaks and specific behavior plans in special education. Students are recommended for SST. Special educators, teachers, administrators, parents, the office of special education, behavioral interventionist, and behavioral staff intervene when students are in need of assistance. Relationships are built with the students to understand their specific needs and how to help them learn appropriate behaviors to promote positive growth

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.

Positive reinforcement is used with behavior specific praise, character education, and conscious discipline with the goal of students being intrinsically motivated make good choices.

Character Education
<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>
Conscious discipline, behavior specific praise, and character education within class curriculum are used to support character education. Teachers work with students on coping skills and other strategies to de-escalate situations before they are problems so students can focus on instruction.
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>
Riderwood staff meets to discuss behavioral, social emotional, and academic needs throughout the year. The staff is expected to take ownership of their own professional development with PD University. Staff members are expected to meet the requirements that are explained by the administration in the beginning of the school year and posted on Schoology. The PD University write ups are taken into consideration at the end of the year during teacher evaluations. The administration will add additional professional developments as they are needed for the school community.
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>
Riderwood Elementary School teachers use positive reinforcements like behavior specific praise, in class incentives, and whole grade incentives to promote positive behavioral choices. The administrators have given extra recess to grade levels who have done a great job following the school code of conduct in the cafeteria. Teachers give incentives within their classes like dancing to an extra Go Noodle, doing stations in the class, or choosing a fun educational activity. Teachers are aware of all students in their classes. They work to address the needs of all students at Riderwood Elementary School. Some teachers may mark their seating chart or draw popsicle sticks to provide equal opportunities for all students to participate. Class jobs are used in all classrooms; they build a sense of community while building individual confidence and purpose.
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>
Minor behavior problems are handled by the teacher within the classroom. Redirection, de-escalation, and coping skills are used within the classrooms to resolve conflicts within the classrooms. Major behavior problems are dealt with by administration. Students who have behavior plans are assisted by the behavior interventionist when needed.
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>
The Crisis team will respond when there is a moment of crisis. Administrators, teachers, behavior interventionist, nurse, administrative secretary, and school counselor are members of the crisis team. All staff use radios for communication within the school.
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>
Behavioral data shows that students at Riderwood Elementary School make positive behavior choices most of the time. We analyze the student survey data from the yearly BCPS survey to help shape our goals each year.
Section 5: Miscellaneous Content/Components
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