



Schoolwide Positive Behavior Plan Baltimore County Public Schools

Date Completed: 7/26/2023

School Year 2023-2024

School: Meadowood Education Center

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.

Meadowood Education Center's Student Support Team will meet to discuss the effectiveness of our SWPBP and will examine its implementation/progress monthly at our designated weekly meetings. The Student Support Team consists of School Administrators, School Counselors, School Psychologist, School Social Worker, Teacher of Social & Emotional Learning, Staff Development Teacher, School Nurse, Department Chair, Special Educator, & General Educator. The identified team represents the diversity of service providers and educators within our building

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)

Meadowood Education Center is a school for middle-school children (6th-8th grade) who are assigned from a comprehensive school. Students can be assigned by the Student Conduct Hearing Officer for behavioral reasons or as a result of a program review. The former are limited to 44 days at MEC; but, all arrive with diverse academic, behavioral, and social/emotional needs. Meadowood Education Center school staff are continuously engaged in professional learning of equitable practices to better serve our ever-changing student population. We strive to provide our students with rigorous instruction based on the BCPS curriculum and modified to meet the needs of the individual learners; furthermore, we have a robust character development program, both of which are relevant to our students' interests, cultures, diverse backgrounds, and lived experiences. Our incentive program and positive behavioral supports are geared towards student interest, while seeking to provide meaningful and rewarding character and morality-building experiences. We strive to meet the diverse

needs of our students through a variety of targeted interventions and character enrichment programs provided by our therapeutic staff, as well as our academic staff. .

Data Analysis

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

Meadowood Education Center utilizes an “ACES” model and intervention survey to better understand our students’ needs, to help us to know how our program is impacting their overall academic and social/emotional development and to allow students to gauge their own progress. The ACES model is laced and interwoven throughout our program, and it utilizes daily point sheets. The model is as follows:

ACADEMIC ACHIEVEMENT: Academic achievement is correlated with virtually every quality-of-life indicator and its importance cannot be understated. To support students’ academic needs, MEC has a profound emphasis on literacy (verbal and numerical). Ensuring our students are literate is the single most important aspect of the program, and it is the greatest means of true equity.

CHARACTER STRENGTH: Respect, Responsibility, and Empathy are our main character strengths, and we know, unequivocally, these traits are necessary for student success both inside and outside of school. As students develop these character strengths, they will become well-adjusted young adults poised to grow into productive citizens.

EMOTIONAL REGULATION: Helping students to regulate their emotions and their responses to situations and circumstances is crucial to helping them develop into responsible adults. Often times, our thoughts, guide our emotions, which in turn guide our actions. To ensure positive actions, we must help students develop the habits of mind needed to regulate their emotions

SOCIAL DEVELOPMENT: Akin to sound character and academic achievement, success in the 21st century requires social intelligence in the form of effective collaboration and constructive social interactions

To understand the growth and development of our students, we aligned our daily student point sheet based on these components to assess our program effectiveness and overall reach/progress made with our students. Behavioral point sheet data will assist us in tracking student growth/development in the following areas:

Meadowood ACES Model with Student Expectations

Academic Achievement:

I actively participated and was committed to learning.

I followed directions and completed all classwork.

Character Strength:

I demonstrated respect for myself, others, and all school property.

I showed responsibility by transitioning appropriately.

Emotional Regulation:

I was prepared for learning and used technology appropriately.

I demonstrated effective coping skills when faced with a problem or stress.

Social Skills:

I used effective communication, collaboration, and cooperation skills (The 3Cs).

Climate Goals

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

Our Culture goals in the areas Mathematics are as follows:

CULTURE How will the leadership team create the conditions that support this instruction?	
Action Steps	
Our	<ul style="list-style-type: none">Teachers will incorporate the use of word problems to provide opportunities for all students to demonstrate independence.
	<ul style="list-style-type: none">Teachers will implement system programs with fidelity while being responsive to learner variability within the parameters of the programs and resources.
	<ul style="list-style-type: none">Math teachers will perform formative assessments to determine the impact of providing additional instruction time.
<ul style="list-style-type: none">Instruction will reflect culturally relevant pedagogy and strategies.Staff members will explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.	

Culture goals in the areas of are as follows:

CULTURE How will the leadership team create the conditions that support this instruction?	
Action Steps	

<ul style="list-style-type: none">Teachers will employ written expression components to provide opportunities for all students to demonstrate independence.Teachers will implement system programs with fidelity while being responsive to learner variability within the parameters of the programs and resources.ELA teachers will perform formative assessments to determine the impact of providing additional instruction time.
<ul style="list-style-type: none">Instruction will reflect culturally relevant pedagogy and strategies.Staff members will explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.

Our Climate Goal is as follows:

SAFE AND SUPPORTIVE ENVIRONMENT
What steps will you take to provide a safe and supportive instructional environment for identified underserved student groups?
Action Steps
<ul style="list-style-type: none">Homebase will serve as an advisory period where Restorative Practices and Character Education can be integrated into students schedule.
<ul style="list-style-type: none">Teachers will include opportunities for student voice and choice where appropriate, including multiple options for demonstrating learning, creating personal goals, and developing enrichment activities.
CULTURE
How will the leadership team create the conditions that support this environment?
Action Steps
<ul style="list-style-type: none">Teachers will create and sustain a safe, welcoming, and supportive classroom environment which uses Restorative Practices and Character Education lessons to demonstrate the values inclusivity and diversity.
<ul style="list-style-type: none">Therapeutic Staff will identify and with teachers will help students progress on personal goals for academic and social success.

Evidence
Measure of impact on providing a safe and supportive environment (quantitative data point)
Homebase Advisory ACES Point Sheets Informal Observations Formal Observations Student Referral/Removal Data Character Education Counseling Sessions Knight Enrichment Activity New Knights Success Plan Goals

Our school's goals for improving the social-emotional and positive climate in the building is reflected in the culture and climate goals of our School Progress Plan. This includes providing a safe and supportive environment with opportunity for student voice and socially rich activities.

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 MEC ACES MODEL frames our comprehensive approach to supporting the growth and development of our students. The program components which include character strengths, academic growth, social development, and emotional regulation, are critical to student success in school and in life. As such, our mission, goals, and indicators of program success are grounded by the combination of these components.

Students have a daily point sheet that is carried by each student, completed by staff members, and sent home every day. A copy can be found on our school's website:

https://meadowoodms.bcps.org/for_students/school_documents

Based on overall point average the students will be able to achieve Knight Status. Our point sheet is aligned directly to our ACES Model components. Data can be analyzed based on achievements in all areas, or individual areas. We can also determine levels in which students may need further support, development, or intervention

As an alternative school our code of conduct is more robust than that of most comprehensive schools and as explicit as possible. Our point sheet covers each ACES category, and the expected behaviors are as follows:

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I demonstrated effective coping skills when faced with a problem or stress.

Social Skills:

I used effective communication, collaboration, and cooperation skills (The 3Cs).

When a student's behavior does not demonstrate the desired conduct, points are deducted from their point sheet and their overall behavioral point average is impacted. When they engage in desired behaviors their point average can increase. All teachers and school staff will reference this language and teach the schoolwide expectations to their students and encourage students to reflect on their behaviors in order to assist them in becoming self-sufficient in behavior monitoring and adjustment

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.

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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.

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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.

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Social-Emotional Learning
<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>
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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>
Click or tap here to enter text.
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>
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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>
Click or tap here to enter text.
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>
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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.

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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.)

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Section 5: Miscellaneous Content/Components

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