



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 10/10/2023

School Year 2023-2024

School: Lutherville Lab 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.

Jennifer Hyde, school social worker
Michelle Bortmes, school psychologist
Sean McComb, principal
Connee Hart, assistant principal
Theresa Lawler, general educator, 4th grade
Stephanie Miller, general educator, 2nd grade
Ilene Kiewe, school counselor
Jordan Perry, SEL teacher
Eric Sills, SEL teacher
Rebecca Welton, library teacher
Sarah Weisbecker, general educator, 1st grade
Sara Navarro, general educator, 1st grade
Susan Vita, school nurse

The school has an established Climate Team, current members listed above. The team will continue to grow to represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

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)

Suspension data shows that Black/African American male students are suspended at rates higher than their non-Black/African American male peers. The suspension rate risk ratio for Black/African American male students at LLES is wider than the same measures than for all BCPS elementary schools. Students receiving special education services are suspended at

higher rates than their non-special education peers. These data points are intersectional in that all but 2 instances of suspension occurred for students in the RSEL program which is a special education program with a concentration of Black/African American males placed at LLES from across the Central area of BCPS. Additional initiatives and adjustments in practices have been put into place in the RSEL program to better support students' needs.

Black/African American students are chronically absent at higher rates than their non-Black/African American peers. Students receiving special education services are chronically absent at higher rates than their non-special education peers. Students eligible for FARMS services are chronically absent at higher rates than their non-FARMS eligible peers.

A survey of belonging found Black/African American students to feel a lesser sense of belonging than the student body as a whole and less than other racial subgroups. The Climate Team and School Improvement Team will address this through professional learning aimed at interrogating personal bias as well as a book study.

While strides have been made including greater growth in MCAP proficiency for Black/African American and Hispanic students than other subgroups, persistent gaps in academic progress remain. The above disparities are the targeted focus of all the school progress planning efforts.

Data Analysis

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

- In the stakeholders' survey of staff 92.7% feel that adults respect each other and 82.7% feel safe and secure at work.
- In the stakeholders' survey of parents on Community Engagement and Partnership, Learning Accountability and Results, and Safe and Supportive Environment all responses are in the 80th to 90th percentiles. Parent perception of bullying is down by around 20% from the 19-20 school year.
- Tools developed with a grounding in restorative practice including classroom reflection and office reflection tools were effective in meeting the needs of the general education student population and are carried over from 22-23SY to 23-24SY. Additional revisions and practices including the use of the Focus Room, proactive sensory breaks, additional incentive programs, and the development of a mentoring program are changes being made for the RSEL student population.

The Climate Team will also gather and analyze data related to sense of belongingness through understanding if kids are seeing and experiencing things they are uncomfortable with (bullying, other children who are angry or not behaving in an expected manner) and address it through ways of our students feeling like they can come to an adult when those things happen; educate our students in is it conflict or unwanted feelings, or bullying; and to focus on Upstander lessons and verbiage; also continue to collect data on which adults each student has a connection with.

Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>Decrease the percentage of students chronically absent from 24.1% in 2023 to 19% in 2024.</p> <p>EQUITABLE ACCESS Educators 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 that they create for students.</p> <p>Instruction will reflect culturally relevant pedagogy and strategy.</p> <p>CULTURALLY RELEVANT Teachers understand the importance of representation and promote student identities by intentionally selecting curriculum resources and materials.</p> <p>Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.</p>
Section 2: Developing and Teaching Expectations
Expectations Defined
<i>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.</i>
<p>The school has established school-wide expectations that states: Lutherville Leopards are Respectful, On-task, Achieving, and Responsible. There is a chant that is done during morning announcements. The school has developed a matrix of what the schoolwide expectations look like in the various parts of the school building. This can be found at [https://bcps.schoology.com/group/2499771089/materials#/group/2499771089/materials?f=151633038]. All teachers will reference this language and teach the schoolwide expectations to their students.</p>
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<i>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.</i>

Teachers will teach expectations from the first day of school. They will be encouraged to recognize and reinforce expected behavior through behavior specific praise, physical reinforcers, etc. (chosen from a provided menu of options) based on what works best for their classroom and their students. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Morning meeting time should be spent reinforcing and recognizing expectations. ROAR Shout Outs will be written to recognize individuals demonstrating the expectations.

Administration will go into each classroom to conduct a Handbook talk on not only the Code of Conduct, but also for the class to teach them about ROAR expectations and for administration to reinforce and encourage the importance and meaning of ROAR expectations.

Permanent products will be made by students in each class and grade level to represent the expectations and be displayed throughout the building. Intermediate grades may choose to sign a commitment pledge.

Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom (Behavior Resource Bank on LL Lab Book Schoology page link below)
<https://bcps.schoology.com/group/2499771089/materials#/group/2499771089/materials?f=258627943>

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.

Messages from administration will be distributed to families to communicate ROAR (school-wide) expectations and LLES “Way of Being” and “Our Way Forward”.

The Climate Team will communicate with families and the community along with a survey to gather family and student voice on if their values and expectations align with the school’s values and expectations or if we need to adjust.

Students will create permanent products to represent the expectations and engagement.

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.

The Climate Team has a draft (link below) of the Resource Mapping but will be revising and evaluating the effectiveness of our practices and interventions over the course of the year. The team will also be determining if the interventions are culturally responsive to the needs of our students. The school uses the basic principles of Conscious Discipline, Restorative Practices,

other social emotional learning practices, as well as culturally responsive teaching to support all students at Tier 1. The Climate Team, in-house behavior team, and Student Support Team will work collaboratively to address the Tier 2 and Tier 3 interventions for students.

https://bcpscloud-my.sharepoint.com/:w:/g/personal/mbissell_bcps_org/Ee6zdrjf4CFBrI58OBTEAboB3fxQbwg7gukTUr2-vHI36w?e=4%3AU7KoH6&at=9&CID=272517c5-b158-6dd1-75e5-d47235e3be1f

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.

The following practices will be implemented or will be considered over the course of the year by the staff at the various tiers of support as meets the needs of all students. The Climate Team will continue to consider the most appropriate practices for our students.

Conscious Discipline

Growth Mindset

Restorative Practices

Morning meetings

Counseling curriculum – tier 1 lessons from school counselor

Tier II RSEL classroom social skills groups from school social worker

Mindfulness

Zones of Regulation

SuperFlex

Second Step

CICO

Life-Space Crisis ideas

Unstuck and On Target framework and ideas

Trauma informed practices and teaching strategies

Classroom based reflections and office based reflections

CASEL standards are infused and integrated into instruction and interventions across all academic settings and interactions with students. There are varying levels of support provided through mental health staff (school counselor, school social worker, and school psychologist) depending on student need with building and using coping skills and SEL skills and collaboration with all staff members from the mental health staff in supporting students.

The school has clearly defined expectations that are taught, practiced, and reinforced (ROAR matrix and visuals and permanent products created by the students).

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.

The Climate Team will gather student and family input on what character traits they value most in order to infuse them into our instruction to promote positive behavior and ethical decision-making. The Climate Team is also taking steps to determine if this is a possible factor in reduced sense of belongingness.

Character Education will be addressed through Tier 1 school counselor counseling curriculum throughout the year (classroom lessons), morning announcements to have a daily reflection through ideas or quotes to encourage good deeds and positive character traits. ROAR shout outs will also be read on the announcements of recognition.

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.)

Aug	<p>First week back: PL on Conditions 1 & 2: Personal Local Immediate Isolate Race</p> <p>Initial PD for student study and classroom visits will occur during in-service week. Supplemental time to balance visits and interviews and debrief learning will occur on school-based PD days.</p> <p>Schoolwide reads will occur monthly for classroom book initiative.</p>
Sept	<p>9/14: learning team engages in courageous conversations about race and instruction</p> <p>The SIT will lead professional learning to support math teachers with culturally competent instructional interactions.</p>
Oct	<p>10/12: 1st classroom visit debrief -teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs</p> <p>The SIT will lead professional learning designed to support white educators in navigating their journey of racial consciousness so that they can be open to interrogating biases.</p>
Nov	<p>11/09 Learning team conversation 11/13 1st empathy interviews debrief</p> <p>Teachers will engage in professional learning to:</p> <ul style="list-style-type: none"> • Understand how to navigate a “third space” of neo-abolitionist practice (Utt & Tochluk, 2020) as a white educator. • Implement intentional practice for more equitable participation in the classroom. • Understand 5 teacher-moves in response to student contributions and consider how to use them to intentionally support identity-building. <p>Engage in collaborative, monthly learning team meetings to engage in courageous conversations about race, view each other in practice, and engage in targeted debriefing conversations.</p>
Dec	<p>12/07 2nd classroom visit debrief</p> <p>The SIT will collaborate with the DEI Action Team to develop a list of classroom children’s books aligned with national historic and heritage months.</p>

	<p>The SIT will prepare PD and time balancing for teachers to conduct student study interviews 3x during the year.</p> <p>The SIT will prepare PD and time balancing for teachers to conduct classroom visits and debrief with selected peers in their Learning Teams.</p> <p>Teachers will engage in professional through Learning Teams to bring awareness to opportunities to celebrate the contributions of black and brown students and build their identities as independent learners and as resources to their peers.</p> <p>Teachers will conduct a Student Study through using empathy interviews with selected students.</p> <p>Teachers will plan with the intent to bring student traditions and culture into the classroom when opportunities exist.</p>
Jan	<p>1/25 2nd empathy interviews debrief</p> <p>Throughout the year the school social worker and assistant principal will be providing in-services to the Regional SEL program staff around best practices and student needs typically observed within the regional program (e.g. trauma informed instruction and intervention).</p>
Feb	2/8 Learning team conversation
March	<u>3/14</u> Learning team conversation
Apr	<p>4/10 3rd empathy interviews debrief</p> <p>4/11 3rd classroom visit debrief</p>
May	5/9 learning team conversation

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>
Teachers will discuss and review the importance of using positive reinforcement (such as behavior specific praise, class-wide recognition system) to bring about change in behavior,

especially with reference to the schoolwide and classroom expectations. Teachers will be given time with their grade level peers and/or classroom-specific to develop reinforcement systems (praise and/or positive reinforcers) and discuss how they will be used (class-wide and individual). The Regional SEL program classrooms have a ticket reinforcement system to reinforce expected behaviors that is consistent between the grade levels for the students to earn preferred items and activities based on preference assessments that are conducted regularly. Fun Fridays are held monthly as a whole program reward. Explicit and implicit biases are examined to ensure equitable recognition of displaying expected behaviors across all students.

Recognition and incentives should be tied back to ROAR.

A one-pager of Our Way Forward will be disseminated to staff using the 3 Categories of Essential Practices: Safety, Connection, and Problem-Solving to describe the way of being with our students and how to recognize and notice them exhibiting the expectations.

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.

****Learning from Mistakes Repair Plan for general education students.**

The school has defined unexpected (or problematic) behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations. Referral forms have been developed and distributed to the staff.

<https://bcps.schoology.com/group/2499771089/materials#/group/2499771089/materials?f=151633038>

A hierarchy of consequences will be in place for SY 2022-23 to have a consistent response for escalated, repetitive behaviors (specifically secondary hallway).

Teachers will be given additional resources and information to assist them in expanding their classroom management tools (Behavior Resource Bank referenced above). Teachers will be trained and/or encouraged to use Trauma-Informed Practices and Restorative Practices when faced with unexpected behavior in the classrooms.

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.

The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. The BTAT has ongoing communication with administration. The BTAT staff members follow up with each other and with the students who have been assessed because of a threat, address treatment options, and monitor their progress.

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>
The Climate Team reviews data periodically with a specific method for efficient data review (stakeholder survey, in-house surveys, graphed results, analyze and disaggregate). The team will review the data with a lens of equity and will continue to work to improve this practice. The team also will discuss how well the interventions and practices are implemented and if positive outcomes are occurring for all student groups.
Section 5: Miscellaneous Content/Components
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