



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

Date Completed: 8/8/2022

School Year 2022-2023

School: Lutherville Lab Elementary

Section 1: Initial Steps
School Climate Team
<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>
Jennifer Hyde, school social worker Michelle Bortmes, school psychologist Sean McComb, principal Connee Hart, assistant principal Theresa Lawler, special educator SEL program Stephanie Miller, general educator, 2 nd grade
The school has identified a 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
<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>
Application of an equity lens reveals disproportionality in suspension data disadvantaging Black/African American students. When applied to Stakeholder Survey Data, Black students had a marginally more unfavorable sense of belonging of other groups, but that this gap had closed over previous years. Achievement data viewed with an equity lens finds that there are achievement gaps affecting the following groups of students: Black/African American, Hispanic/Latino, English Learners, Special Education.
The Climate Team and School Improvement Team will address this through professional

learning aimed at interrogating personal bias as well as a book study of Culturally Responsive Teaching and the Brain.

Data Analysis

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

- Student, staff survey- observed or experienced bullying is high for students when looking at reporting. Family and staff survey results indicate that bullying is less of a concern than student survey results. Administration reported that there were only two Bullying & Harassment forms submitted to prompt investigations last year and both found conflict but no bullying based on the investigation. The Climate Team will dive deeper to uncover the root of these numbers and address the issue.
- Staff concerns entering last year (SY 21-22) about the school wide discipline plan (expectations, moving forward, what happens and when to send to the office, responding to walkies, responding to behaviors with consistency across classrooms and programs) have been addressed and staff survey indicates improvement with these processes as well as staff favorably reporting about having more time to collaborate with their colleagues.
- In SY 2019-20 when students were in the building the majority of the year, 25% of black students (7 out of 28) and 14.5% of white students (14 out of 96) did not have a sense of belonging. This past year, SY 2021-22, 16.6% of black students (5 out of 30) and 14.1% of white students (11 out of 78) did not have a sense of belonging. SY 2020-21 showed an increase for percentage of white students and a decrease for percentage of black students feeling a sense of belonging, but was based on virtual learning. The Climate Team will address this concern by targeting questions on student and family surveys to rule in or out if the schoolwide expectations (ROAR) resonate with our students and families and if this is potentially a source of not feeling a sense of belonging.
- 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.
- Staff felt an increased sense of safety (100% for SY 2021-22 on staff perception survey) over previous year. Staff also reported increased consistency in response to escalated, repetitive behaviors and an increased use of restorative practices among staff who intervene following an incident.

Climate Goals

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

- 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.

-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.

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.schoolology.com/group/2499771089/materials#/group/2499771089/materials?f=151633038>]. All teachers will reference this language and teach the schoolwide expectations to their students.

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 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.

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.

A one-pager explaining the initial steps taken to implement SPBP will be re-distributed to families through the Friday Message from the principal and through the PTA in August 2022.

The schoolwide expectations (Code of Conduct) will be shared with families in the beginning of the school year. The Climate Team will obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan, one-pager (Our Way Forward) and the schoolwide expectations during the school year.

After the first week back and finalizing the one-pager of Our Way Forward and ROAR matrix of behavior expectations, then the Climate Team will create a communication to share 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

Mindfulness

Zones of Regulation

SuperFlex

Second Step

CICO

Life-Space Crisis ideas

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	8/25: PL on Conditions 1 & 4: Personal Local Immediate Use a Working Definition for Race
Sept	9/26: PL on Conditions 3 & 2: Normalize Social Construction & Multiple Perspectives Isolate Race
Oct	10/5: PL on Conditions 5 & 6: Examine the Role and Presence of Whiteness Monitor Agreements, Conditions, and Establish Parameters
Nov	<u>CRT & Brain</u> Small Group Book-study: Building Awareness and Knowledge
Dec	<u>CRT & Brain</u> Small Group Book-study: Building Learning Partnerships
Jan	1/22: Panel Discussion and Response
Feb	<u>CRT & Brain</u> Small Group Book-study: Building Learning Partnerships
March	<u>CRT & Brain</u> Small Group Book-study: Building Intellectual Capacity
Apr	4/21: Panel Discussion and Response
May	<u>CRT & Brain</u> Small Group Book-study: Building Intellectual Capacity

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 SEL classrooms will have a more structured reinforcement system. 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
<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>

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

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.)

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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