



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed: 8/15/2023**

**School Year 2023-2024**

**School: Lansdowne Middle 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.*

Koneisha Robinson – AP, Kara Delenick – PBIS Lead, PBIS Team Members: Andreas, Shay, Airey, Nilo, McKay, Stevens, Kurtz, Hudson, Beckel, Briscoe, Spence

#### 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)*

#### Stakeholder Survey 2022-2023

In 2022-2023, 19% of students indicated that they were bullied, and approximately half of the student body reported witnessing bullying. Students reported most frequently experiencing bullying in the classroom and witnessing bullying outside the classroom (cafeteria, gym, hallway).

About 3 of every 4 students expressed they feel welcomed at school.

#### Data Analysis

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

### Attendance/Chronic Absenteeism 2022-23

The 2022-2023 chronic absenteeism rate was 33.6%.

Among special services, the chronic absenteeism rate for the students receiving special education services is 23.1%.

Out of the entire school population of 911 students, 307 had ten or more absences.

### Suspension and Referrals 2022-23

#### Referral Data:

According to the referral data from the past year, the data has shown an increase of specific behaviors. Those behaviors are not following school rules and regulations, not following directions, fighting and horse playing. The data also reflects specific teachers and the locations of referrals.

Moreover, the data shows 80% of all referrals originated from the classroom setting. More specifically, the data identified a noticeable increase of referrals from science and social studies classes. Therefore, the classroom management aspect should be analyzed in more detail.

#### Suspension data:

According to the Suspension data from the past two years, there is a significant increase of suspensions for African American males for the 2022-2023 academic school year. The data also revealed that our African American male students are suspended at a higher rate for fighting and disruptive behaviors that interferes with the school program. This rate is disproportional to the enrollment of students in our school.

The Black/African American students and Hispanic students were suspended at higher rate than peers of other races. However, overall, the data showed that the most common offense that resulted in suspension was fighting.

### Climate Goals

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

Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring of one another.

GOAL: All staff will create and sustain a safe, welcoming and supportive classroom environment characterized by mutual respect and caring by teaching and modeling social emotional learning skills.

## 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.*

ROAR – Schoolwide Code of Conduct.

Posters in all classrooms and around building

R.O.A.R – provide lessons on how ROAR can be found in the hallway, cafeteria, classrooms, busses, etc. for the first 3 weeks of school to be taught in Advisory.

- R- Respectful to others
- O- On time to school and class
- A- Accountable for my work
- R- Responsible for my actions

LMS will be implementing PRIDE as well this school year. Positivity, Respect, Inclusivity, Determination, Empowerment

### **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 have ROAR Posted in classroom and will reference it daily.**

**Teachers will have lessons to teach about each letter of ROAR during the first three weeks of school.**

Teachers will Reference ROAR and PRIDE when awarding students with Positive Behavior LION LOOT.

Teachers will distribute PAWsitive ROARferrals for students that continually show ROAR throughout the school day. The students who receive a Pawsitive Roarferral will be celebrated once each quarter.

Multiple spaces in the school building contain signage showcasing the ROAR code of conduct and PRIDE along with various matrices explaining specific positive behaviors for the different school settings (classrooms, hallways, bathrooms, café, etc.)

The code of conduct and behavior associated with it were developed collaboratively with students. In addition, these items were reviewed for concision, clarity and positive connotation.

At the start of the year, teachers present lessons to teach/review these expected behaviors. The code of conduct is used to develop different initiatives through our PBIS

program. Additionally, the code of conduct is used to introduce principles of restorative action, which are then used to implement corrective procedures.

### **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 PBIS Committee will implement a school wide positive points program. Students will earn Lion Loot to cash in for events and other prizes at the school store.

At the beginning of every school year, information is shared with families at Back-to-School Night via a presentation.

In addition, this is also shared with families during other family events, including Title I nights. Quarterly student feedback meetings are conducted by administration and the school counseling team to gather student input. Information is also readily available on our website and intermittently on community callouts.

## **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 School Climate Team has completed the Resource Mapping of interventions and supports offered by our school at the Tier 1, Tier 2, and Tier 3 levels.

At Tier 1 the school provides Classroom Circles - a proactive and schoolwide component of the Restorative Practices Continuum, SEL 3 Signature Practices, as well as the core principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced.

School staff are also implementing basic principles of the Zones of Regulation for schoolwide consistency in SEL language and terminology.

At Tier 2, there are small group opportunities provided by the school counselor and school social worker. Staff have established a few Mentoring programs that lasts for the duration of the school year, uses data to identify students, and partners with our feeder schools (ES and HS) to develop peer and staff connections. The Team wishes to establish a Check in/Check out program for this year based on behavior data.

At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partners: Villa Maria and The Children's Guild. The Behavior Threat Assessment Team is a multidisciplinary team that meets monthly to monitor and provide for students.

The school Climate team has evaluated and determined the effectiveness and cultural relevancy of these practices for our student body and will utilize the Culturally Responsive Teaching framework.

The School Climate Team will continue to review data throughout the year to determine if these interventions are sufficient or if other practices and interventions would be needed by our students.

The Behavior Support Team will continue to monitor the entrance criteria and exit criteria for Tier 2 and Tier 3 interventions as well as the progress of the students accessing those interventions.

### **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.*

At Tier 1 many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Many of the teachers use Classroom Circles to encourage relationship building. The school is committed to using core components of the Zones of Regulation at all grade levels. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. While the school does have small group counseling opportunities for students provided by the school counselor, and school social worker, the school will adopt the use of WhyTry and CBITS.

### **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 school will continue to implement our Advisory program based on lessons from the Olweus Bullying Prevention Program and Second Step curriculum. We will continue to focus on the Mind Over Matters campaign themes schoolwide.

### **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.)*

The SSE subgroup of the ILT has designed professional development to support staff development of principles of social emotional learning. The PD will include an overview of the Culturally Responsive Teaching and the Brain framework (Ready for Rigor), Restorative Practices continuum, the Zones of Regulation, Olweus Bullying Prevention Program, and review of the CASEL SEL signature practices. The School Climate Team also plans to have quarterly opportunities to obtain student teacher voice.

## **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.*

Teachers will be provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The PBIS committee has developed a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade levels teachers to work together to reinforce the system. The PBIS committee has developed a variety of ways to positively reinforce students for demonstrating expected. Student voice was obtained in developing reinforcers that are meaningful to them

**PAWSitive ROARferrals:** Teachers fill out a form recognizing students for their achievements throughout the school year. Receive a “fun day” each quarter for students who received a ROARferrals

**Lion Loot:** Students received lion loot for positive behavior and showing ROAR . They can use Lion Loot to buy items in the School Store. The school store will be a mobile store that will go around the school by grade levels in the morning. The school store will also be open during 3<sup>rd</sup> period (lunch shifts) on Mondays and Fridays.

**Monthly PBIS events:** for each event students had to demonstrate a portion of ROAR in order to be able to go.

**Student Success Days:** Students are able to participate in enrichment activities based on grade criteria during student success days

### **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.*

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. Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in the continuum of Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classroom

### **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 Behavioral Threat Assessment Team is a multidisciplinary team that meets monthly to monitor intensive student behaviors that may cause harm to self or others. This team has been trained to de-escalate students and respond appropriately to threats to safety.

Members of the BTAT include:

- SEL Teacher
- Counselor
- School Social Worker
- School Psychologist
- Dean of Students
- Administrator
- IEP/Special Education Chair
- Nurse
- School Resource Officer

Several members of the faculty have been trained in CPI de-escalation techniques. Only two members of the faculty are given permission to implement restraint on students. CPI is used primarily as a de-escalation tool.

After an incident, the team debriefs and examines the process to provide information for a write up and make improvements on the process.

For the student, we provide follow up services from a member of the BTAT.

### **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 Student Intervention team reviews data at the scheduled meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented

### **Section 5: Miscellaneous Content/Components**

Teachers will receive booklets of Lion Loot. Each booklet holds 100 Lion Loot cards. PBIS team will track how teachers are distributing lion loot. Teachers will be tasked with a challenge of giving out at least 9-10 Lion Loot per day. This means the booklet should last about two weeks. PBIS team will be in charge of the booklets and handing out to teachers.