



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

Date Completed: 8/3/2022

School Year 2022-2023

School: Loch Raven Technical Academy

Section 1: Initial Steps
<p>School Climate Team</p> <p><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></p> <p>Initial Implementation Stage: The school has identified a School Climate Team which is composed of an administrator, grade level teachers/various content teachers, a special educator, a special area teacher, and a member of the student support services staff, such as our school counselor, school social worker, school psychologist, and/or PPW. The teachers and staff both represent the diversity within 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.</p> <p>Response at the Full Operation/Elaboration Stage- The members of the School Climate Team represent the diversity of our school. There are students who have been identified as members of our Principal’s Cabinet who will consult with members of the School Climate Team to provide student voice and feedback about the interventions, the climate of the school building, and the social-emotional supports provided. The School Climate Team has discussed how previous data (pre-ransomware) was collected. The plan is to collect and monitor current data at their monthly meetings to monitor the effectiveness of the practices and interventions as well as to use available information to make informed choices about modifying current practices and/or selecting other evidence-based practices to support students’ social-emotional needs. The team will also discuss which professional development sessions are warranted for staff to implement the practices with fidelity. The team will invite our Resource MTSS teacher to attend a meeting and provide constrictive and coaching feedback.</p>
<p>Equity Lens</p> <p><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</i></p>

consider the school's population with regard to ELL, Latinx, and/or other student groups. (Information may be from School Data Story)

Response at the Initial Implementation Stage-Through an equity lens, we have disaggregated data to indicate the social-emotional needs of our students and the support provided by various staff members. This information will lend itself to identifying the disproportionately between student groups, especially African Americans or students receiving special education services. Our staff will also include our population of students regarding ELL, Latinx, and/or other student groups.

Response at the Full Operation/Elaboration Stage- The obtained and analyzed will be based on the data provided by DRAA as well as the data provided by our school. The School Data Story should be referenced, and all information should be evaluated through the equity lens. Discussion and decisions about how to address disproportionality between student groups is crucial.

Data Analysis

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

Response at the Initial Implementation Stage-**A summary of our school climate indicates....**

Response at the Full Operation/Elaboration Stage- The data was lost during the ransomware attack. The team will collect data based off of enrollment, schedule of classes (both Magnet and Non-Magnet), FARMS, SpEd, ELL, and Title 1.

Climate Goals

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

Response at the Initial Implementation Stage-Implement tailored school wide program focused on conflict resolution for all students and specific supports for our African American, ELL and Special Education subgroups. For Special Education Students (TSI) – Administrators will ensure that students have the appropriate social emotional supports in place to ensure that students receiving special services are engaged in learning daily.

Response at the Full Operation/Elaboration Stage- The leadership team will create and monitor the school wide program focused on conflict resolution. The leadership team will monitor the implementation of IEP's for all students receiving special.

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.

Response at the Initial Implementation Stage-The school has a Code of Conduct that states: We are respectable, responsible, safe, and prepared. The School Climate Team will work on developing what expectations look like in various parts of the building so that students will know what the adults expect.

Response at the Full Operation/Elaboration Stage- The school has a Code of Conduct that states: We are respectable, responsible, safe, and prepared. These schoolwide expectations have been reviewed to assure cultural relevance and sensitivity to the needs of our students and staff. The school has developed a visual representation (PowerPoint slide/teacher-made poster) of what the schoolwide expectations look like in the various parts of the school building. All teachers will reference the specific language of the expectations and will 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.

Response at the Initial Implementation Stage-Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. 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. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom.

Response at the Full Operation/Elaboration Stage- Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Examples of reinforcers will be provided as part of schoolwide initiative and/or teachers will be encouraged to develop their own menu of reinforcers. 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. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom.

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.

Response at the Initial Implementation Stage-The schoolwide expectations, as mentioned in the Code of Conduct, will be shared with families. It will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The School Code of Conduct will also be placed on our school website with information about our Schoolwide Positive Behavior Plan. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

Response at the Full Operation/Elaboration Stage-The schoolwide expectations (Code of Conduct) will be shared with families. It will be described and explained in the school newsletter and teachers will explicitly explain the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The behavioral expectations will also be explained to parent in numerous ways (BCPS Student Handbook, conferences, etc.) While the school has made a deliberate effort to be culturally responsive, the School Climate Committee will obtain parent and guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations through collaboration with PTSA. The school will also encourage parent/guardian feedback when families have opportunities to engage with school staff. The information obtained from students and families will help to inform any changes that may need to be made mid-year and/or will be considered for next year's Schoolwide Positive Behavior Plan. The school will make a concerted effort to engage families in the shared decision-making process.

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.

Response at the Initial Implementation Stage- The School Climate Team has completed the Resource Mapping but will be 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. At Tier 1 the school provides Classroom Circles, SEL 3 Signature Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and school psychologist. At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partner (TBD). The school is in the process of developing a SEL Team that will address the Tier 2 and Tier 3 interventions for students

Response at the Full Operation/Elaboration Stage-The School Climate Team has completed the Resource Mapping (reviewed and discussed as a team) 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, SEL Signature Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, modeled, practiced, and reinforced. At Tier 2, there are small group opportunities provided by the school counselor, school social worker, administrator for each grade level, and school psychologist. At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partner [TBD]. The team has discussed, evaluated, and determined the appropriateness, effectiveness and cultural relevancy of these practices for our entire student body. The School Climate Team will continue to review data throughout the year to determine if these interventions are appropriate, sufficient or if other practices and interventions would be needed by our students. The SEL 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. Parents will also be a collaborative partner in the supports provided to their child for academic and social success.

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.

Response at the Initial Implementation Stage- At Tier 1 many of the teachers use the SEL Signature Practices (welcoming ritual, engaging practices, and optimistic closure) to foster supportive environments and build SEL skills. Many of the teachers use Classroom Circles to encourage relationship building. The school 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, school social worker, and/or school psychologist, the school is also implementing Restorative Circles.

Response at the Full Operation/Elaboration Stage-At Tier 1, the staff have been trained in the use of Community Circles/Restorative Circles to encourage relationship building and the administration encourages and supports all teacher to use Community Circles/Restorative Circles. The staff have been trained in the use of the SEL 3 Signature Practices (welcoming ritual, engaging practices, and optimistic closure) to foster supportive environments and build SEL skills. The administration encourages and supports all teachers to use the SEL 3 Signature Practices. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced as well as Behavior Specific Praise. At Tier 2 the school counselor, school social worker, and/or school psychologist provide small group counseling (support from grade level administrators, when applicable).

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.

Response at the Initial Implementation Stage-The school will implement Courageous Conversation Lessons where the school has identified three lead teachers creating lessons for the entire school staff. They will identify a specific current topic each week and/or month. There will be lessons and follow up activities to promote learning and application.

Response at the Full Operation/Elaboration Stage-The school has been implementing and will continue to implement the Courageous Conversation Lessons where the school has identified three lead teachers creating lessons for the entire school staff. They will identify a specific current topic each week and/or month. There will be lessons and follow up activities to promote learning and application. Student voice is encouraged in the selection of current events to be discussed. Lessons are provided to the teachers, announcements are made, and there are follow up activities. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities Random Acts of Kindness, Bullying Prevention Week and World Gratitude Day.

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.)

Response at the Initial Implementation Stage-

Math- Effective Backwards Mapping and Meaningful Data Analysis – Two Tiers PD Seminar 1 -Reading IEP Snapshots and Implement Accommodations and Modifications; High Expectations for General Education and Special Education Students; High Level Questioning PD Seminar 2 - Effective Small Group Instruction; Incorporating AVID Strategies; Growth Mindset For All; Effective Teacher Collaboration. Effectively Using Technology To Enhance Instruction. What does effective first instruction look like?

Literacy- Effective Backwards Mapping and Meaningful Data Analysis – Two Tiers PD Seminar 1 -Reading IEP Snapshots and Implement Accommodations and Modifications; High Expectations for General Education and Special Education Students; High Level Questioning PD Seminar 2 - Effective Small Group Instruction; Incorporating AVID Strategies; Growth Mindset For All; Effective Teacher Collaboration. Effectively Using Technology To Enhance Instruction. What does effective first instruction look like?

Safe and Supportive Environment- PD Seminar 1 – Proactive Conflict Resolution PD Seminar 2 - Restorative Circles Refresher, Aligning our beliefs and expectations. Board Policy and COMAR & Training on Implicit Bias

Response at the Full Operation/Elaboration Stage- The School Climate Team discussed the results of a survey to obtain teacher voice about topics for which they would like more information and instruction. The School Climate Team plans to develop a coaching support system for teachers who would like more behavioral support and guidance in classroom management. The teachers will also be able to take learning walks with their Department Chairs and/or Administrators to observe their peer’s pedagogy for the implementation of behavioral and academic strategies to encourage rigor and high-level questioning strategies.

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.

Response at the Initial Implementation Stage-Teachers are encouraged to positively reinforce the students for expected behavior. The School Climate team supports and models for teachers how to implement appropriate methods in ways to effectively provide praise and/or concrete positive reinforcement for students.

Response at the Full Operation/Elaboration Stage- Teachers will be trained and/or provided a refresher session on the importance of using positive reinforcement to bring about positive and effective change in behavior, especially with reference to the schoolwide and classroom expectations. The School Climate Team will develop a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade level/content area teachers to work together to reinforce the system. The School Climate Team will develop a variety of ways to positively reinforce students for demonstrating expected behavior (e.g., Behavior Specific Praise, positive call home, Student of the Month, etc.). Student voice was obtained in developing reinforcers that are meaningful to them.

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.

Response at the Initial Implementation Stage-The school has defined unexpected behaviors and clear procedures have been developed 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.

Response at the Full Operation/Elaboration Stage- The school has defined unanticipated 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 are easily accessible. Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in Restorative Practices and are encouraged to use these strategies 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.

Response at the Initial Implementation Stage-The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members are encouraged to 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 meets monthly and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

Response at the Full Operation/Elaboration Stage- The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. The BTAT meets monthly and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress. The school has developed a plan that could be implemented should a serious situation occur, and the students need to vacate a classroom due to a specific student's excessive behavior. The school has developed a good working relationship with their Safety Manager. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play when dealing with student disruptions (i.e., discipline vs. law enforcement).

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.)

Response at the Initial Implementation Stage- The School Climate 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 appropriate interventions and practices are implemented and practiced.

Response at the Full Operation/Elaboration Stage-The School Climate Team discusses data, practices, and systems at the monthly meetings. There is an efficient method for reviewing data and this occurs regularly at the meetings. The School Climate Team has identified a process for collecting data (suspension data, office referral data, classroom referral, teacher writing referrals by occurrences, where applicable]. A specific member of the team has been designated to provide the data at the team meetings. Additionally, the team reviews the interventions and practices and discusses their implementation. They discuss the fidelity of implementation and if data need to be collected to determine fidelity. The team also discusses if there are systems that need to be put in place to support staff to implement the practices more effectively.

Section 5: Miscellaneous Content/Components

Administrators and teachers understand the importance of providing a safe, predictable, and positive remote learning experience for students. Regular communication with students and families can build positive relationships and enable collaboration throughout the year. It is also crucial to provide opportunities for students to communicate and collaborate with each other to develop and/or enhance positive peer relationships during the entire school day.

It is encouraged that all staff members use asset-based language that highlights student strengths in ways that promote physical, cultural, intellectual, social, and emotional safety and inclusion. Defining, teaching, and practicing schoolwide and classroom expectations is an evidence-based practice and should be considered a first step in designing a nurturing and rigorous classroom environment.