

# Schoolwide Positive Behavior Plan

Baltimore County Public Schools

School Year 2022 – 2023

School: \_\_\_\_\_Lyons Mill Elementary 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. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SPBP on an ongoing basis.

The LMES School Climate Team/PBIS Team is comprised of a combination of the Instructional Leadership Team, the Social Emotional Learning (SEL) Support Team, Administration, and the PTA

Linda Macleod, Principal, Erica Lundy, AP, Samantha Maile. AP, Fatima Samha and Brittney Kittrell, School Counselors, our TBD School Psychologist, Julia Haymon-Hamilton, Social Worker, Samantha Williamson, Grade 4/TABCO Rep., Alicia Cagnolatti, PTA representative, TBD Staff Development Teacher, Lauren Sager, Reading Specialist, Chelsea Leonard, Special Educator, Sonja Sugarman, ESOL

### 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)

**County wide-** African American students are disproportionately identified for special education services within the intellectual disability category and emotional disability category, suspension rates for African American students are also disproportionate

**School wide:** At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 656 students, and our demographics are as follows: 82% Black/African American, 4% White, 3% Hispanic, 4% Two or More Races, 7% Asian. The proportion of students eligible for receipt of special services are as follows: 5% English Learner, 38% Free and Reduced Meals, and 8% Special Education. The overall enrollment count has decreased since 2020-21. During the same time period, the proportion of Hispanic/Latino students has slightly increased. The Data Story analyses will focus on the student groups with populations that comprise at least 5% of the system level enrollment.

Attendance/Chronic Absenteeism

The overall Chronic Absenteeism rate in 2021-22 was 26.02%; This figure is even greater for the Hispanic/Latino, Two or More Races, and White student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 30.26. Among other special services, the rate for the FARMS student group is 36.42, and the rate for the English Learner student group is 30.77.

For the Hispanic/Latino, Two or More Races, and White student group(s) and students receiving English Learner, Free and Reduced Meals, and Special Education services, these gaps are persistent.

### Suspension

The 201-22 suspension rate was 3.5 %, similar to 2018-19. According to MSDE's disproportionate discipline data, Black/African American students were suspended at approximately 2.5 times the rate of their peers. Students receiving special education services were suspended at 5.5 times the rate of their peers. For the 20-22 school year, all student group suspensions resulted in the loss of 54 instructional days. This loss of instructional time particularly affects student groups most often suspended.

### Stakeholder Survey

The 2018-2019 Stakeholder Survey domain values were 80.3 for Academic Aspirations, 56.9 for Belonging, and 71.9 for Student Support.

The 2021-22 Stakeholder Survey domain values were 80.9 for Academic Aspirations, 74.3 for Belonging, and 74.3 for Student Support.

These results indicate that student perception has remained the same for Academic Aspirations and has increased for Belonging and Student Support since 2018-2019.

In 2018-2019 and again in 2021-22 nearly two out of every five students indicated that they were bullied, and approximately three out of every five students reported witnessing bullying. Students reported most frequently experiencing and witnessing bullying in the classroom.

## Data Analysis

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

The impact on data availability due to the COVID-19 global pandemic has created specific factors that should be considered when examining suspension data in your school's Interim Data Story.

- Suspension Gap Analysis: Gaps identified in the bar graph and inequities articulated in the Suspension Rate Summary Statements were determined using official 2018-2019 and 2019-2020 suspension data submitted to MSDE. While 2018-2019 suspension data were collected during a typical school year, 2019-2020 suspension data were collected during a school year in which schools transitioned to the Continuity of Learning Plan in March 2020 due to COVID-19. Despite these differences, important information can still be gleaned regarding trends in disproportionate suspension rates.

	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
	AS		BL		HI		MU		WH		FARMS-Y		SE-Y		EL-Y	
Lyons Mill Elementary	-3.28	-0.68	0.81	0.97	-2.94	-2.15	3.11	1.27	3.49	-2.21	2.42	1.27	6.65	8.84	-0.82	-2.25
BCPS	-1.69	-1.12	2.32	1.51	-1.14	-0.72	0.19	0.49	-1.37	-0.95	1.86	1.44	3.48	2.54	-1.34	-0.95

In 2021-22, the overall suspension rates were 3.5% slightly higher than the district average for elementary schools. Black students were suspended at rates slightly higher than the district average. In all other subgroups less than 10 students were suspended. Students in the FARMS and Special Education student groups were suspended at rates slightly higher than the district average.

### Suspension Rate Student Group Summary Statements

- Black/African American students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for Black/African American students at Lyons Mill Elementary is less than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend.

- Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Lyons Mill Elementary is greater than the same gap for all BCPS elementary schools. This gap has increased over time.
- Students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate gap for students eligible for Special Education at Lyons Mill Elementary is greater than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend.

## Climate Goals

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

- Decrease the Chronic Absenteeism rate for students with an IEP and student eligible for FARMS. (Decrease the chronic absent rate from 30% to 20.0% and 36.4% to 20% respectively) to 20%), by implementing an SEL/attendance team that meets twice a month to monitor and support students who are not "engaged" or attending.]
- Increase the number of minutes students are engaged in learning by decreasing the amount of time students are out of the classroom due to behavioral concerns.
  - Black/African American
  - FARMS
  - Students with IEPs
- Decrease the perception of students experiencing or witnessing bullying.

## 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 faculty and staff at Lyons Mill Elementary School are committed to the success of every student. Student success is achieved through effective, quality instruction in a productive, safe, healthy, and nurturing environment. At Lyons Mill Elementary, parents and teachers collaborate on a regular basis. Our staff is dedicated to teaching and reinforcing appropriate student behavior to provide a growth-minded learning experience for every child. Students will engage in daily morning meetings to foster a sense of belonging. We are committed to implementing our plan with fidelity and revisiting it frequently to meet the needs of our students. All learning spaces utilize the same concepts to increase the consistency of behavior management at Lyons Mill. As a result of the consistent implementation of this plan, there will be:

- An increase in positive behavior schoolwide
- Consistency following our schoolwide Student Support Management Referral Process
- Appropriate support (consequences) will be assigned based on individual student behavior
- A transformational mindset shift using Conscious Discipline practices

To meet the needs of all learners, there will be a process for planning implementing and reflecting upon accessible instruction that promotes equity for students and their learning irrespective of the background and abilities of the student.

- Teachers will center student's identities, strengths, interests, and needs in order to make instruction accessible.

- Teachers 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.

### **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. Teachers explicitly teach expectations, routines, and procedures. Teachers recognize and reinforce expected and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

The staff and PTA at Lyons Mill Elementary collaboratively developed our school-wide plan.

The guiding principles adapted, are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand- in- hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to as our Code of Conduct) are:
  - **Safe**
  - **Responsible**
  - **Respectful**
  - **Kind**
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach
- How we, the adults in the school, work together is as important as our individual competence: Lasting change begin with the staff in the building.

In order to align our plan with these principles, staff have been involved in professional development and are using conscious discipline and restorative techniques in their practice. Some important components that are being incorporated throughout the school include:

- **Morning Meeting:** gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation:** helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling:** teaching children to notice and internalize expected behaviors through modeling
- **Positive Teacher Language:** using words and tone as a tool to promote children's active learning, sense of

community and self-discipline

- **Logical Consequences:** responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery:** introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice:** increasing student leaning by allowing students teacher-structured choices in their work
- **Classroom Organization:** setting up a physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families:** creating avenues for hearing parents' insights and helping them understand that school's teaching approaches
- **Collaborative Problem Solving:** using conferencing, role playing, and other strategies to resolve problems
- **Schedule:** Every classroom begins the day with morning meeting.
- **Teaching, modeling and positively reinforcing the LMES Code of Conduct:** first six weeks devoted to building classroom community including teaching and modeling the LMES Code of Conduct.
- **Positive family contacts:** all staff are encouraged to make positive phone calls or other personal contact
- **Classroom behavior plans:** classrooms plans must be submitted and on file in the office

### 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 LMES Student Support Plan is shared with families via newsletter, and at back-to-school nights, weekly grade level updates, on LMES website. The ILT monitors the implementation of the plan and collaborates with the PTA to evaluate the overall effectiveness.

See attached Student Support Plan for Parents

## 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.

**Beginning of School Year Expectations-** All classrooms are expected to explicitly teach and interactively model (i.e., Looks like, sounds like, feels like) the following common areas:

- Morning Routines
  - Exiting the bus
  - Entering the school
  - Entering the classroom or breakfast
- Recess
- Hallways and Stairways
- Bathroom
- Cafeteria (all school signal), requesting lunch

- Small and Large Playground Zones and Line up signal (pages 8 and 9)
  - Structures (swings, large structure, web)
  - Blacktop area
  - Court area
  - Playing fields including playground games
  - Coming in from recess
- Safety Procedures (evacuation, fire drill, lock downs)
- Switching classes
- Specials
- Assemblies
- Dismissal Procedures (exiting the school)
- Bus expectations/procedures

### Schoolwide Implementation Tier 1:

**Positive Behavior Explorer Tickets:** students receive tickets for positive behaviors staff notice. These are collected by the teacher and can be exchanged for classroom rewards

**Positive Postcards:** staff write positive postcards to students detailing specific positive behaviors noticed. Postcards are available in the office and will go home with students in backpack

**Positive Office Referrals:** staff write positive office referrals detailing specific positive behaviors noticed that exemplify the Code of Conduct and improve the overall school community.

**Building Communication:** poster creation, publication of plan in parent handbook, newsletters, websites

**Classroom Management Plans:** all classrooms will complete classroom management plans that provide specific information about each classroom's plan for teaching expectations and supporting student behavior

**DATA Monitoring:** The principal and members of the ILT and SEL team will use Code of Conduct implementation data and SEL call for support data to discuss appropriate supports and interventions for students and staff.

**School Counselor Lessons:** Monthly school counseling lesson on character education.

**Positive Home Communication:** telephone calls or emails to all families for positive and information-gathering contact

**SEL Team** creating school-wide interventions based on data.

### Supports for Small Groups of Students Tier 2:

Based on data collected the following supports and interventions may be implemented for small groups of students:

- Check in, check-out – to support classroom support plans
- Student support plans
- Small group social skills training,
- Counseling/Social Worker small groups
- Student Support Team referral
- PPW or social worker home visit
- Parent teacher conferences
- Class meetings with support from school counselor
- Attendance monitoring and support

### Supports for Individual Students Tier 3:

Based on data collected, observations, and/or parent and teacher referrals, the following supports and interventions may be implemented for individual students:

- Crisis Response Plan
- Functional Behavioral Assessment
- Behavior Intervention Plans
- IEP
- Counseling – Outside Family Supports
- School Social Worker Services

## **Social-Emotional Learning**

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Determine the need for any training the staff members may require. Consider the importance of trauma-informed care, mental health awareness, students' coping skills, etc. How will the social-emotional learning and the SEL competencies be integrated into the school's programming?

The Code of Conduct is essential in providing a foundation for expected behavior at Lyons Mill Elementary. These expectations encourage students to be **KIND, RESPONSIBLE, RESPECTFUL and SAFE**. The Code of Conduct will be posted throughout the building and will be recited every day. Teachers will teach lessons to support the Code of Conduct. See Code of Conduct Matrix.

### **School-wide Reward System**

Students have the ability to earn tickets throughout the school day by exhibiting the behaviors that are indicated in our Code of Conduct. Each classroom teacher will determine a redemption process for the tickets.

### **Conscious Discipline**

Conscious Discipline is an evidence-based program that supports self-regulation and integrates social-emotional learning and discipline. Conscious Discipline will provide an opportunity for Lyons Mill Elementary School's staff and students to establish a culture of family and learning. As a result, each family member, including adults and students will be provided with the necessary tools to manage life skills, including learning, building relationships, communicating effectively and being culturally sensitive to the needs of others.

As stated in the Conscious Discipline Implementation Framework, Conscious Discipline is about transformational change. It asks adults to:

- See misbehavior as a call for help instead of disrespect
- See conflict as a teaching opportunity rather than a disruption to learning
- See children as capable of self-regulation instead of needing to be controlled
- See connection as the most powerful motivating force for achievement
- Understand that the only person we can truly make change is ourselves
- Understand that interdependence is the basis for problem solving
- Understand that internal state dictates external behavior
- Understand that what you focus on you get more of

### **Safe Place**

In each learning space there will be a Safe Place. The Safe Place is used by children to learn how to change their internal state from upset to calm in order to maximize their learning potential. The Safe Place will include the Five Steps to Self-Regulation: I Am, I Calm, I Feel, I Choose, I Solve. The Safe Place is student-selected and/or teacher selected for the purpose of problem solving and/or emotional regulation.

## **Morning Meetings**

Morning meetings are part of our culture at Lyons Mill. Morning meetings celebrate individual and class successes, address classroom issues, set goals, discuss virtues and expectations and problem-solve as a classroom community. Students are empowered to voice their ideas, to lead, and to hold each other accountable. This welcoming ritual supports our students' social emotional learning.

As a class, students & teachers will focus on:

- Strengthening relationships and creating a classroom environment that feels like family
- Taking ownership and reflecting on our behaviors
- Working to understand the impact of our behaviors and the effect that our choices have on others

## **3 SEL Signature Practices**

1. Begin with a welcoming inclusion activity, routine, or ritual that builds community and connects to the work ahead
2. Implement engaging strategies throughout the day
  - Intentionally build SEL skills
  - Foster relationships, cultural humility and cultural responsiveness.
  - Promote empowerment and collaboration.
3. Provide opportunities for an optimistic closure
  - End the day with reflection
  - Have students name something that helps them leave on an optimistic note
  - Create a moment that makes students look forward to returning tomorrow

In addition to the system-wide professional development provided on Conscious Discipline, the LMES Instructional Leadership Team in collaboration with the SEL Team have developed on-going professional development on all of the topics listed above. Additionally, a new teacher PLC has been developed to support new teachers with establishing positive classroom rules and supports.

## **Character Education**

The school will infuse specific evidence-based character education learning to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders.

School counselor monthly class lessons, homeroom morning meetings

The school counselor's Character Education lessons are purposeful and sequential, incorporating creative and engaging instructional strategies each month:

Sept -Resilience

Oct. - Bullying

Nov. - Relationship skills

Dec. - Personal safety

Jan. - Character

Feb. - Celebrating differences

March - Mindfulness

April - Coping skills

May Careers

The school counselor will apply knowledge of the students beyond the classroom.

## **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. 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)

PBIS team will provide on-going coaching and professional development on the following:

- Ways to include and activities for welcoming ritual, engaging practices, and optimistic closures
- Fostering Resilient Learners
- Code of Conduct – Teaching, modeling, and reinforcing positive behavior
- Culturally Responsive Teaching
- SEL support process and look fors

## **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 positives 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.

Based on the LMES Code of Conduct, students have the ability to earn tickets throughout the school day by exhibiting the behaviors that are indicated in our Code of Conduct. Each classroom teacher will determine a redemption process for the tickets.

During the 2022-23 school year the PBIS team will:

- Identify a variety of positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules.
- Consider how to monitor who is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.

### **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 administration-led interventions. Consider how unsafe behaviors will be addressed.

**Lyons Mill Elementary  
Student Support Referral Process**



Behaviors that affect only the student:	Behaviors that interfere with the learning of others:	Behaviors that affect the wellbeing of our community:	Behaviors that cause harm or are illegal:
<ul style="list-style-type: none"> <li>-Not prepared</li> <li>-Out of seat</li> <li>-Damaging or breaking materials</li> <li>-Not following directions</li> <li>-Playing in desk</li> <li>-Not completing work</li> <li>-Refusing to complete work</li> <li>-Not listening</li> <li>-Not taking responsibility for actions</li> <li>-Sitting unsafely in chair</li> <li>-Dishonesty/Cheating</li> <li>-Hoods on in school</li> <li>-Talking in hallways</li> </ul>	<ul style="list-style-type: none"> <li>-Calling out</li> <li>-Talking during instruction or independent work time</li> <li>-Inappropriate/disruptive noises</li> <li>-Out of seat interfering with others learning</li> <li>-Standing on furniture</li> <li>-Teasing</li> <li>-Taking others materials/things</li> <li>-Arguing/Talking back</li> <li>-Cell phone use</li> <li>-Not respecting personal space</li> </ul>	<ul style="list-style-type: none"> <li>-Throwing materials</li> <li>-Leaving the classroom/elopeing</li> <li>-Pattern of inappropriate language</li> <li>-Major chronic disruption (i.e. behaviors from columns 1 &amp; 2 that persist)</li> <li>-Harassment of students/teachers</li> <li>-Property destruction</li> <li>-Throwing furniture</li> <li>-Stealing/theft</li> <li>-Minor aggressive physical contact with peers</li> <li>-Bus referrals</li> <li>-Threatening to cause harm to persons or property</li> </ul>	<ul style="list-style-type: none"> <li>-Fighting (major)</li> <li>-Drugs</li> <li>-Weapons</li> <li>-Indecent Exposure</li> <li>-Credible threats</li> <li>-Bullying</li> <li>-Physical attack</li> <li>-Leaving school property</li> <li>-Refusal to wear mask</li> </ul> <p>*Office referral must be completed for all of these behaviors</p>
<b>Teacher Managed</b>	<b>Teacher Managed</b>	<b>Teacher Managed with SEL support</b>	<b>SEL Team/Administrator Managed</b>

Responses may include:	Responses may include:	Responses may include:	Responses may include:
<ul style="list-style-type: none"> <li>-Non-verbal cues (i.e. the look, visual cues, pointing/gesturing)</li> <li>-Proximity</li> <li>-Use of Assertiveness to pivot attention to positive expectation</li> <li>-Private conference with the student</li> <li>-Offer Safe Space, Buddy Room, or movement break</li> </ul>	<ul style="list-style-type: none"> <li>-Use verbal and non-verbal de-escalation strategies</li> <li>-Non-verbal cues (i.e. the look, visual cues, pointing/gesturing)</li> <li>-Proximity</li> <li>-Verbal reminder</li> <li>-Use of breathing techniques</li> <li>-Hold private conversation to gather information</li> <li>-Failure to earn tokens/tickets</li> <li>-Parent contact</li> <li>-Parent picks up cell phone</li> <li>-Consult with coworkers to brainstorm strategies (Grade Chair, Counselors, SST, Admin.)</li> </ul>	<ul style="list-style-type: none"> <li>-Use verbal and non-verbal de-escalation strategies</li> <li>-Referral to SST</li> <li>-Private conference with student</li> <li>-Failure to earn tokens/tickets</li> <li>-Parent contact/call/meeting</li> <li>-SEL push-in support</li> <li>-SEL support referral</li> <li>-Call for tap-in/tap-out</li> <li>-Teacher assigned detention</li> <li>-Parent/Teacher conference</li> <li>-Discussion within class meeting</li> <li>-Administrator assigned detention</li> <li>-Office referral</li> </ul>	<ul style="list-style-type: none"> <li>-Student meeting with mentors or tiered support person</li> <li>-Loss of activity</li> <li>-Discussion within class meeting</li> <li>-SEL support referral</li> <li>-Student support/crisis call</li> <li>-Parent contact/call/meeting</li> <li>-Consult with counselor, Social Worker, nurse, PPW, school psychologist</li> <li>-Administrator assigned detention</li> <li>-Office referral</li> <li>-In-school detention/virtual instruction</li> <li>-Out of school detention</li> </ul>

See attached for reminders to support.

### Minor Incident (Teacher) Referrals

Minor Incident Referrals will be used when students exhibit minor inappropriate behaviors such as refusing to follow directions, use inappropriate language, etc. The minor referral form will require an appropriate teacher response, parent contact and parent signature.

### Major Incident (Office) Referrals

Students will be referred to office when the safety/security of themselves or others is compromised. The following incidences outlined in the *BCPS Student Handbook* that require an immediate office referral are: destruction of property, fighting, harassment, bullying and/or intimidation, indecent exposure/language, leaving classroom or school grounds without permission, physical attack on staff or students, theft, physical or verbal threat of staff or students, weapons violation.

### Bullying/Harassment/Intimidation

Bullying, harassment, and/or intimidation are considered serious and will not be tolerated. The Board of Education of Baltimore County prohibits students engaging in intentional conduct involving bullying, harassment, and/or intimidation that substantially interfere with a student's educational opportunities. In addition, any reprisal or retaliation against an individual who reports an act of bullying, harassment and/or intimidation will be handled in accordance with the *BCPS Student Behavior Handbook*. It is important to report alleged bullying, harassment, and/or intimidation that occurred on school property; at a school-sponsored activity; on a school bus; or on the way to and/or from school. The student victim, the parent/guardian of a student victim, close adult relative of a student victim, or a

school staff member may report an incident of alleged bullying, harassment, and/or intimidation, by completing the *Bullying/Harassment/Intimidation Reporting Form*. This form can be obtained at the school office or at the following link: [2020-2021 Bullying Harrassment or Intimidation Reporting Form \(1\).doc \(sharepoint.com\)](#)

### **Student Handbook**

Administration and School Counselors will hold beginning of the year student handbook orientations. Follow up handbook orientations are held at the beginning of each month for newly enrolled students. The handbook is discussed and signed by parents and students then returned to the school in order to ensure both parties understand the school expectations. The Student Handbook can be found online through Baltimore County Public School's website [https://scs.bcps.org/UserFiles/Servers/Server\\_31979837/File/PPS/BCPS\\_2021-2022\\_Student\\_Handbook.pdf](https://scs.bcps.org/UserFiles/Servers/Server_31979837/File/PPS/BCPS_2021-2022_Student_Handbook.pdf)

### **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.

Area of need for professional development and plan development:

Developing a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports.

### **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/behavior/difficulties. (Information from School Progress Plan)

The fidelity of implementation of the school-wide Code of Conduct is monitored by the Instructional Leadership team. Classroom observations and short student interviews are conducted. The data are collected electronically through Microsoft forms. This allows for accurate data collection by ILT members and ease of data monitoring and analysis:

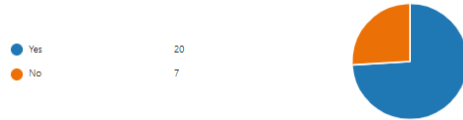
Link to the data collection tool:

[https://forms.office.com/Pages/ResponsePage.aspx?id=3cPDSRs\\_gOGOdLONSDpa\\_VWsMHIYHD9LnvbLG7O5CS9UOUIFWTAzVVJNUjZRTVFES1IKRkM3WEIzSi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=3cPDSRs_gOGOdLONSDpa_VWsMHIYHD9LnvbLG7O5CS9UOUIFWTAzVVJNUjZRTVFES1IKRkM3WEIzSi4u)

Sample of results:

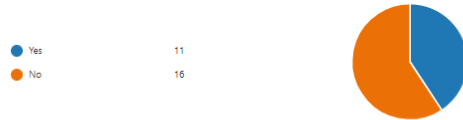
3. Do you see the Code of Conduct posted in the room (expectations/virtues that have been taught)?

[More Details](#)



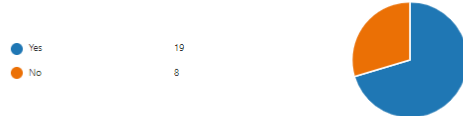
4. Do you see staff reinforcing the Code of Conduct (handing out tickets/dojo point)?

[More Details](#)



5. Do you hear staff using the language of positive reinforcement (I see you being \_\_\_ by being/doing \_\_\_)?

[More Details](#)



6. What are the four expectations/virtues for the Lyons Mill Code of Conduct?

Select all options the students have selected.

[More Details](#)



All SEL calls for support and SEL referrals are collected electronically through Microsoft Forms. This allows for accurate data collection and ease of data monitoring and analysis.

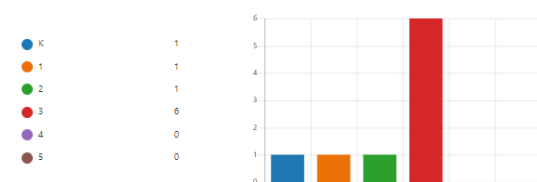
Link to SEL referral form:

[https://forms.office.com/Pages/ResponsePage.aspx?id=3cPDSRs\\_gOGOdLONSDpa\\_VWsMHIYHD9LnvbLG7O5CS9URENYSTIOV1QzWFZMQ1JXVVhYSFNXTk5DVi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=3cPDSRs_gOGOdLONSDpa_VWsMHIYHD9LnvbLG7O5CS9URENYSTIOV1QzWFZMQ1JXVVhYSFNXTk5DVi4u)

Sample of data reporting:

2. Grade Level

[More Details](#)



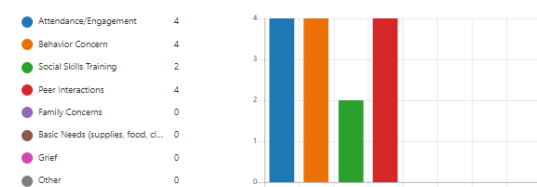
3. Teacher Last Name

[More Details](#)



4. Purpose of Referral (select all that apply)

[More Details](#)



Link to form utilized to document SEL call for support:

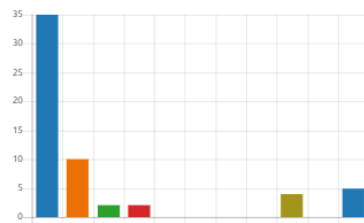
[https://forms.office.com/Pages/ResponsePage.aspx?id=3cPDSRs\\_gOGOdLONSDpa\\_aR1St2uKuINjNx5H202-FRUQldMSDcxWlIR1pYS09ENkVRSFJPMzZMNi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=3cPDSRs_gOGOdLONSDpa_aR1St2uKuINjNx5H202-FRUQldMSDcxWlIR1pYS09ENkVRSFJPMzZMNi4u)

## Sample of data reporting:

### 7. Location

[More Details](#)

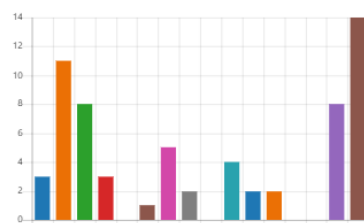
Classroom	35
Hallway	10
Cafeteria	2
Office	2
Outside	0
Gym	0
Bathroom	0
Nurse	0
Library	4
Bus	0
Other	5



### 8. Subject/Activity

[More Details](#)

Home Room	3
Math	11
ELA	8
Social Studies	3
Science	0
Reading Group (Pull-Out)	1
Library	5
Art	2
PE	0
Music	4
Lunch/Cafeteria	2
Arrival	2
Dismissal	0
Assembly	0
Transition/Lining Up	8
Other	14



Monitoring and analyzing SEL referral data bi-monthly at SEL team meeting

Monitoring and analyzing SEL crisis support data bi-monthly at SEL team meeting

Student surveys/fidelity checks regarding implementation of Schoolwide Positive Behavior Plan and code of conduct teaching and reinforcing

## Miscellaneous Content/Components

### LMES SEL Team Members Roles and Responsibilities

Roles	Responsibilities		
	Before the meeting	During the meeting	After the meeting
<b>Facilitator</b>  School Counselors	Confirm & communicate meeting date/time/location  Solicit new agenda items from team members  Develop and distribute agenda	Coordinate “flow” of meeting, by initiating and managing discussions based on the agenda	Follow-up with team members as needed  Communicate with School Leadership Team/Principal
<b>Minute Taker</b>  Aps – Ms. Maile	Review previous meeting minutes	Use agenda to take notes and document decisions & action plans  Review status of previous action plans/tasks and records current status of those items (complete, in process, not started)	Share minutes with all team members

<b>Time Keeper</b> <b>Lauren Sager</b>	Support the team in beginning on time	Prompt team to assign time limits to each agenda item  Warn team when they are approaching the agreed upon time limits for each agenda item	Provide feedback to team on adherence to agreed upon start and end times and time limits for discussion
<b>Data Analyst</b> <b>Principal</b>	Make sure all team members have access to the data reports that will be analyzed	Present an overview of each data report to the team  Fields questions regarding data interpretation	Communicate any data issues (e.g., data system issues, concerns validity of scores) to School Leadership Team/Principal
<b>Reporter/Communicator</b> <b>AP – Ms. Lundy</b>		Reports back to Attendance Team feedback from faculty/team/smaller groups	Reports/Communicates back to the faculty/teams/smaller groups
<b>Team Members</b>	Review the data reports that will be discussed in the meeting	Honor established norms  Engage in problem solving process	Complete To-dos  Implement Instructional Plan  Monitor implementation of plan  Monitor student progress

\*\*\*Persons in **blue** are primary for role and persons in **orange** are support and back-up.