Schoolwide Positive Behavior Plan

Baltimore County Public Schools

Date Completed: June 30, 2021   Revised July 19, 2022

School Year 2021-2022 <mark>School Year 2022-23</mark>

School: Featherbed Lane

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.
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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)

At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 572 students. For the 2020-21 school year, enrollment is 474, 98 students below the 2019-20 school year.

For the 2021-22 school year the projected enrollment is 474.

For the 2022-23 school year, the projected enrollment is 558.

County-wide: African Americans students are disproportionately identified for special education services within the intellectual disability category and emotional disability category. Suspension rates for African American students are disproportionate as well.

School-wide: The 2019-2020 suspension rate was 4.02% a decrease from 2018-2019. Students were suspended 34 times in 2019-2020 versus 52 times in 2018-2019. The suspension rate for the 2021-21 school year was 0. The suspension rate for the 2021-22 school year increased to for male students was 5.57 and 1.53. This is above the rate for BCPS. 20 students were suspended during the 2021-22 school year, 16 males and 4 females. When identifying unique students suspended 1 or more times, this included 1 EL student, 18 FARMS students and 3 special education students.

Attendance/Chronic Absenteeism: The 2019-2020 attendance rate was 95.57 %, an increase of 2.8 from the previous year. Among special services, the chronic absenteeism rate for the students receiving special education services is 19.67. Among other special services, the rate for the FARMS student group is 13.9, and the rate for the English Learner student group is 11.18. For student group(s) chronic attendance has decreased. It is important to note that attendance was measured through March of 2019 due to Covid-19. Student engagement was then measured for online learning. For student groups, 99.49% of all students were engaged during online learning. African American students averaged 99.60%, Hispanic students averaged 99.16%, Special Education students averaged 99.86%, and ELL students averaged 98.46%.

The attendance/engagement rate for students during the 2020-21 school year was that 40% of students were in-person. All students were accounted for during learning.

During the 2021-22 school year, 237 students were chronically absent. 109 female students and 128 male students. The number of students chronically absent is above the systemwide data. The chronically absent number is measured by students who are absent at least 10 percent or more of school days.

Data Analysis

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

The 2018-2019 Stakeholder Survey domain values were 78.5 for Academic Aspirations, 50.8 for Belonging, and 71.7 for Student Support. These results indicate that student perception has declined for Belonging and remained stable for Academic Aspirations and Student Support since 2017-2018. In 2018-2019, nearly two out of every five students indicated that they were bullied, and approximately two-thirds of students reported witnessing bullying. Students reported most frequently experiencing bullying in the classroom and witnessing bullying on the school bus. Across all domains and measures, where there are data for the non-binary student group, their perception of climate, specifically Belonging, are notably unfavorable than their peers.

The 2018-2019 Academic Aspirations domain results indicate the most favorable results for the Two or More Races student group. In contrast, the Hispanic/Latino student group reported the highest as unfavorable among racial groups.

The 2018-2019 Belonging domain results indicate the most favorable results for the Hispanic/Latino student group. In contrast, the Two or More Races student group reported the highest as unfavorable among racial groups.

The 2018-2019 Student Support domain results indicate the most favorable results for the Two or More Races student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups.

 The 2019-2020 Stakeholder Survey domain values were 80.0 for Academic Aspirations, 56.3 for Belonging, and 72.4 for Student Support. These results indicate that student perception has increased for Belonging, Academic Aspirations, and Student Support since 2018-19. There was a 1.5 increase in Academic Aspirations, a 5.5 increase in Student Belonging, and a.7 increase in Student Support.   In 2019-2020, 43.1 students reported that they were bullied and 75.7 reported that they have witnessed bullying. Of the students reporting being bullied, 23.2 reported the behavior occurring in the classroom, 20.6 reported outside of the classroom, 14.2 reported on the school bus and 11.3 reported online or by text. Of the students reporting witnessing bully behavior 27.0 reported witnessing the behavior in a classroom, 24.8 reported outside of a classroom, 23.3 reported witnessing the behavior on a school bus, and 16.0 reported witnessing the bully behavior online or by text.

The 2019-2020 Academic Aspirations domain results indicate the most favorable results for the Two or More Races and the Hispanic/Latino student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups. Females reported nearly 3 times more Academic Aspirations than males.

The 2019-2020 Belonging domain results indicate the most favorable results for the Hispanic/Latino student group. In contrast, the Two or More Races student group reported the highest as unfavorable among racial groups.

The 2018-2019 Student Support domain results indicate the most favorable results for the Hispanic/Latino student group. In contrast, the American Indian or Alaska Native and Two or More Races student group reported the highest as unfavorable among racial groups.

The 2020-21 Stakeholder Survey domain values were 80.6 for Academic Aspirations, 69.7 for Belonging, and 75.4 for Student Support. These results indicate that student perception has increased for Belonging, Academic Aspirations, and Student Support since 2019-20. There was an 8.2 increase in Academic Aspirations, a 16.4 increase in Student Belonging, and a 3. increase in Student Support.   In 2019-2020, 43.1 students reported that they were bullied and 57.1 reported that they have witnessed bullying. This is a 18.6 decrease from the 2019-20 school year. Of the students reporting being bullied, 25. of students reported that they were bullied on the school bus, 24.8 reported witnessing bully behavior on the school bus. While the overall report of students bullied has significantly decreased, the area of the school bus is an increase from the 2019-2020 school year.

The 2020-21 School Year Suspension Data revealed that 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 Featherbed Lane Elementary is greater than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive trend.

Two or More Races students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for Two or More Races students at Featherbed Lane Elementary is greater 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 Featherbed Lane Elementary is greater than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend.

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 Featherbed Lane Elementary is greater than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend.

The 2021-22 Stakeholder survey domain values were 78.5 for Academic Aspirations, 60.2 for Belonging, and 72.6 for Student Support. These results indicate that student perception has decreased in all areas as students have returned to in person learning and in-person expectations.

The 2021-22 School Year Suspension Data revealed that 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 Featherbed Lane Elementary is greater than the same gap for all BCPS elementary schools. The suspension data has increased over the last school year.

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Climate Goals

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

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. (Special Education-TSI)

Teachers will demonstrate cultural competency in making decisions regarding the students they serve, including their strengths and needs and make accommodations and modifications for exceptional learners. (Special Education-TSI)

SEL Team members will conduct 2 Climate surveys during the 2021-2022 School Year with students in grades 3 through 5.

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.

We can not just recite the Code of Conduct- we believe and live by our Code of Conduct.

The Featherbed Lane Code of Conduct:

As a Featherbed Lane Owls Student, Owls are Safe, Owls are Helpful, and Owls are Kind.

The Featherbed Lane Pledge is...

We are Featherbed Lane.

Today we will be safe, we will be helpful, and we will be kind.

We will work hard, and we will be brave.

We are Featherbed Lane.

This 2022-2023 School Year, Featherbed Lane Elementary School will widen the range of school-wide Tier 1 Interventions to include: all-school meetings, PBIS, positive Postcards, school-wide signals, building communication, classroom management plans, DATA Team, positive home communication and school-wide RTI.

Featherbed Lane Code of Conduct will be reviewed during the announcements, during daily class meetings and weekly faculty meetings.

Posters of the Featherbed Lane Code of Conduct will be placed throughout the building as a reminder to all of how we act with one another. These will assist the teachers and staff as they reinforce the standards with students and staff. Posters that define safe, helpful and kind behavior in the cafeteria are posted and reviewed regularly with students during lunch.

The Code of Conduct will be reviewed during class meetings each day. Students and teachers will share examples of how each aspect of the Code was demonstrated throughout the building. Posters will be provided that specify what exactly it looks like for students to be *Safe, Helpful and Kind. Additionally, fill-in-the-blank posters will be provided for classes to identify and commit to specific ways to show safe, helpful and kind behavior.*

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 utilize the school-wide practice of Conscious Discipline which will include safe spaces, classroom rules and class routines. Each class will practice morning meetings to build connection and relationship between students. This time will also be used to identify, define and commit to safe, helpful and kind behavior. Administrator walk-throughs and teacher-Care/DATA team collaborations will ensure fidelity of implementation in every classroom. Teachers will also have the opportunity to complete a self-evaluation of their own implementation of Conscious Discipline and request more guidance or assistance in implementing practices in their classroom.

Teachers will use the first weeks of school to develop consistent routines that will help establish expectations and boundaries with students.

School-wide hand-signals and call and response "attention signals" will be taught to ensure consistency across the school campus.

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 voices in the initial plan and in evaluating the plan throughout the year.

Introduction of the Schoolwide Positive Behavior Plan will be introduced and shared with families in parent and family engagement practices including Back to School Night and Parent Connection Meetings, PTA meetings Principal Parent check-in meetings

Reflection and evaluation with families will be done through our *Listen and Learn Parent Discussion Series* where we engage families on a monthly basis in timely courageous conversations and culturally based discussions.

Bullying will be explained thoroughly to Family & Community engagement and to students when the behavior handbook is shared. Bully Parent Professional Development will be offered for families. In person and virtually.

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.

Tier 1 supports for students include participation in the school-wide code of conduct, monthly school counseling lessons and celebrations of Bullying Prevention Week and Red Ribbon Week. All tier 1 students also participate in school-wide PBIS behavior tracking and rewards.

Tier 2 supports for students include small-group counseling, mentoring programs, and social skills group. Behavior referrals and school-wide PBIS data will be used to identify students for tier 2 interventions. Data will also be collected in Tier 2 interventions to determine if a student would further benefit from Tier 3 support.

Tier 3 supports include individual counseling, behavior plans and check-in/check-out systems. When a student is suspended, an individualized improvement plan will be completed and implemented to lessen the frequency of future suspensions.

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.

School counseling lessons will be taught in each classroom monthly. These lessons align with Baltimore County standards and the American School Counselor's Association *Mindsets and Behaviors.*

SEL competencies will also be taught in Tier 2 and 3 small-groups. Data will be used to identify which students will benefit from a small-group counseling setting.

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.

Monthly Character Trait education. Teachers will be provided with resources (books, videos) that introduce a character trait to their students. Students can earn "Caught being_____" cards that they can turn into the front office for a prize.

A bulletin board will be dedicated to each trait and will be changed monthly.

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.)

During teacher duty week the Care team will provide Conscious Discipline professional development and be given specific steps for developing conscious-discipline minded classrooms. Specifically taking time to review how Conscious Discipline is implemented and used regularly in the classroom.

Professional development will also be provided to review the Schoolwide Positive Behavior Plan and the school-wide PBIS plan.

August- Conscious Discipline Planning Day (Paid PD for Techers) Conscious Discipline Lessons by Becky Baily.

September- BCPS SSW Powerpoint for School SW Referral and School Social Worker role. CPS Mandatory Training- September

August- CD discussion and school-wide plan for Featherbed Lane

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.

Positive behavior will be celebrated throughout the Featherbed Lane Student of the Month program in which each teacher can nominate a student to be honored. There will also be an Owl of the Month bulletin board featuring each months' winners.

Positive Behavior Post Cards will be provided for teachers to send home in recognition of positive behavior choices. Teachers will also be encouraged to make positive behavior phone calls to parents and families.

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.

Refer to Featherbed Lane Behavior Response Chart

https://drive.google.com/file/d/1vOkYp-UIseoG9SuSDZAIQ4fx11H0LpzG/view?usp=sharing +

Response for Intensive Behaviors

Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis BehaviorResponse.docmanagement/threat assessment/unsafe behaviors) including interventions and supports. Indicate which school staff members will respond as well as procedures and training as needed.

Student threat-to-self and threat-to-others will be evaluated by the School Counselor, School Social Worker or School Psychologist and will be followed-up by the administrator. Supports and interventions will be discussed by the Behavior Threat Assessment Team.

Refer to Featherbed Lane Behavior Response Chart.
https://drive.google.com/file/d/1vOkYp-UIseoG9SuSDZAIQ4fx11H0LpzG/view?usp=sharing

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.)

Behavior Referrals will be made through Focus. Data will be reviewed regularly by the Data and Care Teams.

The Behavior Threat Assessment Team will meet regularly to review new threat assessments and make plans for intervention.

The Attendance Committee will meet Bi-Weekly to evaluate attendance data. Tiered system for evaluating expectations for teachers in following up with attendance.

Section 5: Miscellaneous Content/Components

The Care (Behavior) Team will meet weekly to review student concerns in an effort to proactively plan for students and communicate any needs/concerns schoolwide. Administrators will be included in the meetings and be informed about any students who need consistent support. Families will consistently be included in planning and conversations regarding students.