



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

Date Completed: 7/21/2021

School Year 2021-2022

School: Red House Run Elementary School

Section 1: Initial Steps
School Climate Team
<i>Identify members of a School Climate Team (consider a representative selection of members). The team meets initially to examine equity concerns and data and to develop the Schoolwide Positive Behavior Plan. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SWPBP on an ongoing basis.</i>
<p>School Climate and Equity Team</p> <ul style="list-style-type: none"> • Leah Scarafale, Principal • TBD, Assistant Principal • Meg Beasman, Library Media Specialist • Olivia Cawley, 3rd Grade Teacher • Megan Higdon, Kindergarten Teacher • Kelley Hopkins, Staff Development Teacher • Randi Grap, Title I Resource Teacher • Amy Knoerlein, Special Educator Inclusion • Christine Leppert, Reading Specialist • Julie Lurz, Special Educator SEL • Kaitie McGayhey, 4th Grade Teacher • Nicole Pruet, Title I Resource Teacher • Heather Stewart, 5th Grade Teacher
Equity Lens
<i>Through an equity lens, identify what the data indicate about the social-emotional needs of students and the support provided by staff members relative to disproportionality between student groups, especially for African Americans or students receiving special education. Also consider the school’s population with regard to ELL, Latinx, and/or other student groups. (Information may be from School Data Story)</i>
Based on data from the 2018-2019 Stakeholder Survey, 65.6% of students responded favorably on the belonging index. This increased to 79.85% in the 2019-2020 school year. Although we increased by 14.25 % points, there was a gap between our school-wide percentage and those among black students (76.49%) and students of two or more races (72.41%).

The ILT routinely analyzes academic and climate data through an equity lens. Data discussion at monthly grade level meetings. Implement a school-wide code of conduct,

Data Analysis

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

2019-2020 Data Story

- Demographics - 28% AA, 22% HI, 10% AS, 34% W, 4% 2+ races
- Attendance rate - 87.13%
- Suspension rate –
 - 2019-2020 - 5 suspensions (4 students)
 - AA students are suspended at a higher rate than non-AA peers (less than the gap for all of BCPS)
 - Special ed. students are suspended at higher rates than their non- Special ed. peers (more than the gap for all of BCPS).
 - FARMS students are suspended at a higher rate than non-FARMS peers (less than the gap for all BCPS).
- Care Room referrals
 - 2018-2019 - 873 referrals
 - 2019-2020 - 161 referrals (19% referrals from 2nd Grade)
- Stakeholder Survey - Belonging Index
 - 2018-2019 - 65.6%
 - 2019-2020 - 79.85%

Climate Goals

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

2021-2022 Culture Action Steps

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

2021-2022 Safe and Supportive Environment Action Step

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

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.

Wolfpack Pledge/Code of Conduct

1. Act Responsibly
 2. Act Respectfully
 3. Act Safely
- Our three expectations will be included in our Wolfpack Pledge and posted in various settings.

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.

- The Wolfpack Pledge will be read on the announcements each morning.
- The Wolfpack Pledge posters will be displayed in all classrooms.
- The Wolfpack Pledge and setting expectations will be sent home in the summer mailing.
- Role-playing videos explaining our three expectations and will be created by staff and shown to students in the first days back to school.
- Monthly virtues and the Wolfpack Pledge will be incorporated in into morning meetings, morning and afternoon announcements, hallway displays, classroom instruction, and daily conversations.
- A visual display to recognize students of the week demonstrating expected behaviors will be a year-long project (Paw Path).
- Teachers will collaboratively create classroom rules and expectations with their students.

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.

Family/Community Engagement

- Welcome Back Letter
- Title I Compact
- Sneak a Peek Night (August)
- Back to School Night (September)
- Intermediate Math Night (Fall)
- Primary Math Night (TBD)
- School-wide Math and Reading Nights (TBD)
- Title I Family Engagement Events

- Student-centered before and after school clubs
- PTA monthly meetings and events
- Social Media announcements

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

- Virtues Program
- Conscious Discipline
- Morning Meeting
- Attendance Monitoring with PPW
- Family/Community Nights
- After-school clubs
- Paws incentive and recognition
- Quarterly awards / Principal's Breakfast for attendance
- Grade Level Buddy Classrooms
- Monthly classroom guidance lessons
- New student lunch bunch
- Onboarding Process
- Restorative Questions/Reflection Sheets

Tier 2

- Daily/Weekly Check-Ins
- Opportunities for student responsibility
- SST
- School counseling/social work small groups
- Informal behavior plan
- Zones of Regulation for the SEL program

Tier 3

- RPC's
- Family Support, including resources and coaching sessions
- 504/IEP/BIP's
- Crisis Response Plan
- Home visits
- Consult with outside agencies (Family Preservation)
- Referral to outside therapy (Villa Maria)

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.

- Conscious Discipline
 - Use of daily community circles
 - Brain Smart Starts
 - Safe Place
- Virtues Language
 - Monthly lessons and activities
- Zones of Regulation within the SEL program
- Staff PD on Trauma Informed Instruction
- Monthly Guidance lessons and opportunities for small groups
- Peer Mediation with Counselor to teach problem solving and social skills

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.

- Virtues Language
 - Monthly lessons and activities provided to teachers and differentiated for primary and intermediate
- School-wide recognition of the virtue of the month
- Bullying Prevention Week
- Red House Run Schoology Group to share resources

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.)

- Faculty Meetings
- Menu PD's with SEL options
- Actions Teams (Climate and Equity)
- PD Inservice Week - Vision/Mission, SPP, SWPP

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.

- Weekly PAWS recognition that includes an ongoing hallway display and announcements. (Monitored on school-based data workbook and analyzed quarterly)
- Monthly virtues acknowledgements and activities.
- Classroom-based incentives and activities (lunch bunch, extra recess, etc...)
- Quarterly Principal's breakfast
- Social Media / Good News Announcements

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.

Classroom managed behaviors

- inappropriate language
- calling out
- noncompliance
- put downs / name calling
- disrespect
- physical contact
- peer conflict

Office managed

- physical aggression
- elopement from the school building
- weapons / look-a-like weapons
- chronic disruption
- unsafe behaviors

Possible Responses to Behavior

- inform, describe, and model expected behavior
- planned ignoring
- verbal warning
- error correction

- provide choice
- conferencing with individual student or peer mediation
- reflection sheet / restorative questions
- incentives
- consequences
- parent contact
- restorative conference with staff or student
- The Crisis Response Team will be contacted in the event of unsafe behavior.

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.

- Call for appropriate crisis team member. (Link Crisis Response Team flow chart)
- Removal (student or class)
- Investigation
- Outcome and consequence
- Possible parent phone call or conference
- Consult with SRO
- Referral to PPW or Villa
- Consult with Office of Special Education
- Suspension

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.)

Insert Referral

- Attendance Data
- Suspension Data
- Behavior Referral
- Care Room Logs
- Workbook Data
- Climate Survey Data

Section 5: Miscellaneous Content/Components

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