

Schoolwide Positive Behavior Plan

Baltimore County Public Schools School Year 2022-2023

School: Randallstown Elementary School



Section 1: Initial Step

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.

- Michelle Valerio, Principal
- Tiffany Harper, Assistant Principal
- Rachel Frieman, Teacher
- Betsy Book, Teacher
- Farrah Connelly, Teacher
- Devin Bowles, Teacher
- Emily Castro, Teacher
- Jamie Fahey, School Counselor

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

Randallstown Elementary Enrollment

The overall enrollment count at Randallstown Elem. has decreased since 2020-2021. During the same period, the number of Two or more Races has increased while the number of Asian, Black/African American, and White students and students who receive English Learner, Free and Reduced Meals, and Special Education has decreased.

Title 1 2022-2023: 70.38%

Randallstown Elementary Attendance/Chronic Absenteeism

Hispanic/Latino students are chronically absent at rates higher than their non-Hispanic/Latino peers. The chronic absenteeism rate risk ratio for Hispanic/Latino students at Randallstown Elementary is greater than the same measure for all BCPS elementary schools.

Randallstown Elementary Suspension

The 2021-2022 Suspension rate was .002%, greater than the 2019-2020 and the 2018-2019 suspension rate, which was 0%. For the 2021-2022 school year, all student group suspensions resulted in the loss of 3 instructional days.

Data Analysis

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

Stakeholder survey results:

Randallstown Elementary student's stakeholder results are greater (positive) than BCPS system results.

Data for Randallstown indicates:

Academic Aspirations- 90.2%

Belonging- 81.1%

Student Support- 89.2%

Bullying subtopic- Randallstown Elementary students responded more favorable than overall system results. Less than 3% of students indicate that they were bullied or experienced bullying.

Climate Goals

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

SAFE AND SUPPORTIVE ENVIRONMENT What steps will you take to provide a safe and supportive instructional environment for identified underserved student groups?	Evidence
Action Steps	Measure of impact on providing a safe and supportive environment (quantitative data point)
Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.	<ul style="list-style-type: none">Informal observations, bi-weekly, that provides feedback and evidenceFormal observation- Domain 2Classroom environment checklistReferral Data
Create a school environment where staff consistently utilizes conscious discipline strategies to build students self-regulation.	
CULTURE How will the leadership team create the conditions that support this environment?	
Action Steps	
1. The staff will participate in ongoing Conscious Discipline professional development throughout the school year.	
2. Responsive and timely feedback, coaching, and modeling will be used to build teacher capacity in this area.	

- Positive Teacher-Student Relationships
- Positive Peer Relationships
- Positive Staff Relationships
- Collaborative feedback from all grade levels
- Positive Family and Community Relationships
- Book studies and authentic conversations that examine implicit and explicit biases

Measurement: Surveys, observation feedback, community surveys, informal and formal observation data

Section 2: Developing and Teaching Expectations

Expectations Defined

Use the School Code of Conduct with 3-5 positively stated school expectations. Focus guidance lessons to explicitly teach and model, “Thinking before acting and working on disagreements by talking to one another.” 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.

- Morning Announcements
- Morning meeting
- Calm down corners
- Posters in classrooms/hallways
- Randallstown Code of Conduct: I am safe. . .
- Principal’s Newsletter

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.
- Teachers plan and deliver the Conscious Discipline with fidelity in all grades
- RES Assemblies will begin with using the CD breathing strategies and recognize students who follow code of conduct and have demonstrated positive peer relationships

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.

- Back to School Night
- Posted on school website
- Newsletters
- Student Handbook
- Discussed during morning meetings
- Family Advisory Council- family input/feedback

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- Frequent breaks, check-ins, re-direction, think about sheet, conference with the teacher
 Tier 2- ABC chart, FBA, individual and visual schedules, mentoring, peer tutoring, Reward System, counselor referral
 Tier 3- Behavior Contract, FBA, BIP, Structured Breaks, Check- in and check out, social work referral

Social-Emotional Learning

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Conscious Discipline and Casel SEL Competencies

Determine the need for any training the staff members may require. SEL training on the 5 SEL Competencies, continuous Conscious Discipline training, Mindfulness. **These will help teachers understand that SEL is needed for them as well.**

5 SEL Competencies

Self-Management
 Self-Awareness
 Social Awareness
 Relationships
 Responsible Decision Making

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? Implementing the Conscious Discipline program that focuses on the SEL 3 signatures practices.

SEL 3 Signature Practices Examples

- Welcoming/Inclusion Activities
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closures

Character Education

- The school will infuse specific education learning to promote positive behavior and ethical decision-making.
- Morning Meetings
- Bulletin Boards/Displays in lobby
- Assemblies
- Announcements
- Conscious Discipline
- Individualized behavior charts for student as needed

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)

- Tiered interventions and levels of support
- Training for positive rewards systems
- Connect to acts of kindness, virtues

-SEL Training Self-awareness...etc...
 -Conscious Discipline differentiated
 -Equity Trainings (Book Study)- “Case Studies on Diversity and Social Justice for Education”

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.

- Student of the week acknowledged in class
- Student of the month for grade levels acknowledge over the announcements
- Class earns rewards for modeling virtues
- Students are acknowledged for handling disagreements between each other
- Individualized behavior charts for student as needed
- Visuals such first then as needed
- Assembly/parade for students who demonstrate climate goals/initiatives

Classroom teachers manage student of the week

Administration and classroom teachers manage student of the months

ILT will evaluate data to ensure that bias is not 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.

Group Managed by	Behaviors in Category	Consequences
Teacher managed behaviors	See presentation	
Administration managed behaviors	See presentation	
Social Worker/counselor (Unsafe behaviors)	Threat assessment Referral to outside providers	

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.

Michelle Valerio and Tiffany Harper	Administrators- Required Parent Conferences, tier 3 level of support
TBD, School Psychologist	Psychologist- Threat Assessment
Tasha Gardner	School Social Worker- Threat Assessment
Jamie Fahey	School Counselor- Threat Assessment

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)
-Referral form- google form -Informal walk-through tool
Miscellaneous Content/Components