



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/12/2022

School Year 2022-2023

School: Relay 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 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.

Lisa Grace, Principal
Chara Pitarra, Assistant Principal
Jillian Attanasio, SEL Teacher
Brittany Kipp, Counselor
April Lewis, Social Worker
Dr. Patterson, School Psychologist

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)

- Students eligible for Free and Reduced Meals services are chronically absent at rates higher than their non-Free and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at Relay Elementary is less than the same measure for all BCPS elementary schools.
- Students receiving Special Education services are chronically absent at rates higher than their non-Special Education peers. The chronic absenteeism rate risk ratio students receiving Special Education services at Relay Elementary is greater than the same measure for all BCPS elementary schools.
- The overall enrollment count at Relay Elementary has decreased since 2020-2021. During the same period, the number of Black/African American, Hispanic/Latino, and Two or More Races students and students who receive English Learner services has increased while the number of Asian and White students and students who receive Free and Reduced Meals and Special Education has decreased.

Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Students of color do not feel the same level of sense of belonging as their white peers at Relay.
Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
By 2023, 100% of African American students will indicate a favorable or very favorable sense of belonging as indicated by surveys. <ol style="list-style-type: none"> 1. Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs. 2. Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity allowing for student voice and choice where appropriate, including multiple options for demonstrating learning.
Section 2: Developing and Teaching Expectations
Expectations Defined
<i>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.</i>
Relay code of conduct: -I am respectful -I am responsible -I am safe. -I am an important part of the Relay School Family. The Relay Code of conduct will be explicitly taught in the beginning of the year and will be reviewed daily during the morning announcements. We will have visual representation of the Code of Conduct and the defined behavioral expectations displayed throughout the school. For example, in the hallway, it will list the behavior expectations for what being respectful, responsible, safe and trustworthy look/sound like in a hallway setting.
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<i>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</i>

<i>and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.</i>
Teachers will teach both the schoolwide expectations, routines and procedures, their expectations within their classroom the first week back and review daily
Family/Community Engagement
<i>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.</i>
<p>Sneak a Peek</p> <p>Back to school night</p> <p>School social media pages/Schoology</p> <p>School newsletters</p> <p>Translation services through language line if needed</p> <p>American Education Week</p> <p>Parent teacher conferences</p> <p>Student focus groups</p> <p>Math night</p> <p>Reading night</p> <p>PTA</p> <p>Surveys</p> <p>Recorded phone messages and emails sent to families regarding important school information</p> <p>Targeted Assistance family nights</p>
Section 3: Developing Interventions and Supporting Students
Resource Mapping of MTSS
<i>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.</i>
<p>Tier 1:</p> <p><i>Teaming-</i> The School Climate Team, meets bi-weekly to review, analyze and monitor school wide disciplinary</p> <p><i>All Aboard the Relay Express to Success-</i> Students are recognized for their positive choices with a “ticket” The ticket is handed to the students and paired with specific positive praise to reinforce the positive behavior. Students trade in their tickets monthly. They have the option to get either a tangible item or an experience.</p> <p><i>Conscious Discipline-</i> evidence based program used in Prek-5th grade</p> <p><i>SEL-</i> teachers implement the 3 signature practices in each lesson throughout the school day.</p> <p><i>Mental Health Prevention and Promotion Activities-</i> Counselors/teachers/social worker/ psych services promote character education. Counselors/social worker also focus on teaching of Suicide prevention, bullying prevention and social skills.</p> <p><i>Teacher Consultations:</i> SEL teacher, social worker, school counselors provide teachers support with behavior needs, classroom management. School resource team also provides teachers with academic support.</p>

Tier 2:

Teaming- SST and IEP teams, School Climate Team

Group or individual interventions- Counselors/SEL teacher/ social worker provide small groups to focus on specific needs using evidence-based practices such as second step and super flex.

Brief Individual Support- students have an opportunity to meet with Counselor, SEL teacher, social work, mental health supports, point sheets for positive reinforcement

Mentoring- Skittles program

Tier 3-

Teaming- The School Climate team, IEP/SST process for identified students

Individual Interventions- students have an opportunity to meet with Counselor, SEL teacher, social work, mental health supports, point sheets for positive reinforcement

Mental Health Supports: Villa and Thrive

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.

-Teachers will integrate CASEL's 3 signature practices across all academic settings. They are Welcoming Rituals, Engaging Practices, and Optimistic Closer

-Coaching Sessions for teachers

-Social Thinking Curriculum- Counselor/Social Worker/SEL teacher run small groups for students to teach SEL skills such as self-awareness, self-regulation, executive functioning, perspective thinking and social emotional learning

-Monthly Counselor Lesson from the school counseling curriculum

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.

Our school counselor(s) will promote the Inch and Miles monthly character traits on the morning announcement

Teachers have access to monthly lesson on the school's schoology page

Monthly Character Traits

September: Hard Work and Enthusiasm

October: Friendship

November: Loyalty and Cooperation

December: Self -Control

January: Alertness and Action

February: Determination

March: Fitness and Skill

April: Team Spirit

May: Poise and Confidence

June: Personal Best

Professional Development for Staff
<i>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.)</i>
PD to inform teachers of the All Aboard the Relay Express to Success SWPBP and School Code of Conduct during Teacher Preparation Week PD for classroom expectations Individual coaching sessions with SEL teacher Survey for teachers to provide feedback on SWPBP PD from social work
Section 4: Supporting and Responding to Student Behavior
Recognitions/Incentives
<i>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.</i>
Character Education All Aboard the Relay Express to Success
Hierarchy for Behavioral Referrals and Consequences
<i>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.</i>
Behaviors that are teacher-managed: Disrespect, Insubordination: failure to follow direction, refusing to cooperate with school rules and or regulations, refusing to do assigned work, using obscene or abusive language or gestures, disruptive behavior that results in the interference with the normal school program Other- use of electronic devices for non- educational purposes Behaviors referred to resource staff: Disrespect, Insubordination: repeat offenders of teacher managed behaviors, conspiracy or planning between two or more persons to commit an offense, harassment, interfering with another student's right to attend school or classes Arson, Fire, Explosives: Possession and/or igniting of matches or lighter Attacks, Threats, fighting: Fighting, threats on individuals, extortion/taking possessions from another by causing fear/intimidation

<p>Elopement</p> <p>Dangerous Substances- Tobacco use, misuse of prescription medicine</p> <p>Personal Health- When a student knowingly uses his or her state of health to threaten the health of others</p> <p>Behaviors referred to administration:</p> <p>Disrespect, Insubordination- repeat offenders of resource staff managed behaviors, participating in and/or inciting a school disruption, refusing to cooperate with transportation regulations</p> <p>Other- exchange of money for an illegal purpose, trespassing, destruction and/or vandalism, theft and or knowingly possessing stolen property</p> <p>Personal Health- When a student knowingly uses his or her state of health to threaten the health of others</p> <p>Weapons- possession/use of a look-alike weapon, possession/use of a pocketknife, possession or use of a real weapon of any kind.</p> <p>Attacks, Threats, fighting: Fighting, threats on individuals, extortion/taking possessions from another by causing fear/intimidation, physical attack on a student or staff member, violent behavior that creates a substantial behavior</p>
<p>Response for Intensive Behaviors</p>
<p><i>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.</i></p>
<p>In the event of a threat assessment the following will respond:</p> <p>School Counselors</p> <p>Social Worker</p> <p>Villa Marie Health Care worker</p> <p>School Psychologist</p> <p>Administration</p> <p>In the event of crisis management or emergency:</p> <p>SEL teacher</p> <p>School Counselors</p> <p>CPI trained staff</p> <p>The staff on the threat assessment team will have additional training to identify the level of response needed and have threat assessment training. They will meet monthly or as needed to review any new updates</p>
<p>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</p>
<p><i>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</i></p>

<i>to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)</i>
Data will be collected by grade level and teacher with specific student information including race and gender. This data will be collected and analyzed for patterns and trends by the School Climate team.
Section 5: Miscellaneous Content/Components
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