



## Schoolwide Positive Behavior Plan Baltimore County Public Schools

**Date Completed: 8/1/2025**

**School Year 2025-2026**

**School: Red House Run Elementary School**

Section 1: Initial Steps	
School Climate Team	
<p><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>	
<p>Scarafale, Leah- Principal  Manger, Ashley- Assistant Principal  Taylor, Chenece- Assistant Principal  Knoerlein, Amy- IEP Facilitator  Harvey, Trina- Counselor  Christino, Ellen- Kindergarten Teacher  McGayhey, Kaitie- 4<sup>th</sup> Grade Teacher  Baker, Kevin- 4<sup>th</sup> Grade Teacher  Burt, Kristina- Counselor  Plunkett, Kailin- Behavior Interventionist  Flowers, Zack- Behavior Interventionist  Bell, Heidi- Social Worker  Weaver, Jess- Physical Education  Vanik, Bryce- Physical Education  Brown, Jane- Music  Nehus, Cara- Art  Dowell, Jamie- Art/STEM  Kirk, Russell- Instrumental Music</p>	
Equity Lens	
<p><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></p>	

Based on data from the 2024-2025 Stakeholder Survey, 71.5% of students responded favorably to the quality and characteristics of school life on the Student School Climate Index. Specifically, 77.4% of students reported that they are engaged in the learning process and feel supported by adults and 65.7% feel safe and supported by peers. Please know this is slightly lower than the district average. 81.7% of parents responded favorably. 75.5% of staff responded favorably to feeling supported in the work environment. Multi-race students responded the most unfavorably with 14.8% in the learning environment domain. In the school connection domain, 42.9% of multi-race students responded unfavorably and 3.6% responded very unfavorably in the school connection domain. 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)*

### 2024-2025 Data Story

- Demographics- 30% AA, 30% HI, 9% AS, 27%W, 5% MU
- Attendance rate- 92.74% (Chronic absenteeism 24.43%)
- Suspension Rate- 4.6%, 41 suspensions, including bus suspensions (30 students). Disproportionality with black students accounting for 50.0%, males 73.3%, non-Special Education 70.0% and non-ML 93.3%
- Office Referrals- 324
- Climate Survey- 71.8% climate index (77.6% learning environment, 65.7% school connection)

## Climate Goals

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

### 2025-2026 Culture Action Steps

- Teachers will create and sustain a safe, welcoming and supportive environment which values inclusivity and diversity.

### 2025-2026 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.

### 2025-2026 Safe and Supportive Environment Goal

- Decrease the percentage of students chronically absent from 24.43% in 2024-25 to 20% in 2025-26.

## 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 Respectfully
  2. Act Responsibly
  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.
- Monthly virtues and the Wolfpack Pledge will be incorporated into morning meetings, morning and afternoon announcements, hallway displays, classroom instruction, and daily conversations and quarterly virtues assemblies.
- Recognize students of the week demonstrating expected behaviors.
- Teachers will collaboratively create classroom rules and expectations with their students.
- CHAMPS criteria taught and reinforced throughout day in classrooms, special area, and hallway. CHAMPS visuals posted in instructional spaces.

### **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
- Student Handbook sent home for parent signature
- Title I Compact
- Back to School Night (September)
- Family Engagement Nights
- Community School Family Engagement Events

- Attendance meetings and monitoring for target families
- PTA monthly meetings and events
- Shared Decision Making Team (Community Schools)
- 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
- CHAMPS
- Attendance Monitoring with PPW
- Family/Community Nights
- After-school clubs
- Student of the week incentive and recognition
- Quarterly awards / Alpha's Honorees for attendance and effort
- 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 conflict resolution

### **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 virtues assemblies
- 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, CHAMPS, Revised Behavior Flowchart developed from teacher feedback
- PLC monthly

## 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 Student of the Week recognition
- Monthly virtues activities and quarterly virtues assemblies.
- Classroom-based incentives and activities (lunch bunch, extra recess, etc.)
- CHAMPS reinforcement/incentives
- Quarterly Alpha's Honorees
- Social Media / Good News Announcements
- Mystery class announcement and recognition

### 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
- 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.)*

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

## **Section 5: Miscellaneous Content/Components**