



**STEMMERS RUN
MIDDLE SCHOOL**
An International Baccalaureate Magnet



2023-2024 Positive Behavior Plan

Climate Goals

To Provide a safe and supportive instructional environment.

- Utilize restorative practice and mentoring to give value to student voice and work proactively to reduce conflict and improve problem solving among our students.

- Fostering an environment where student voice is valued through restorative practice and mentoring students. Utilize International Baccalaureate (IB) principles for character development, including school wide infusion and promotion of the IB Learner Profile, the IB community project, restorative practices and community circles

Expectations Defined

C – Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

O – Open-Minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

R – Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

E – Engaged - We nurture curiosity and develop skills for inquiry. We are prepared and responsible for our own learning. We learn with enthusiasm and sustain our love of learning throughout life.

Examples:

C – Caring

O – Open Minded

R – Reflective

E – **Engaged**



To remain fully engaged in learning at SRMS, **cell phones** must be **turned off** and put **away during instructional time**.

C – Caring

O – Open Minded

R – Reflective

E – Engaged

**To demonstrate caring at
Stemmers Run Middle:**

We will **not participate in bullying**
We will **speak up** when we see bullying
We will **reach out** to others who are bullied
We will **be a friend** when we see bullying

Cafeteria Expectations

| | Stemmers Run students will... | Stemmers Run staff will... |
|--------------------|---|--|
| CARING | <ul style="list-style-type: none">• Move through the hallways quickly and quietly.• Keep the space neat and clean for peers.• Use appropriate speaking voice and language.• Be mindful of the space and other people.• Keep hands, <u>feet</u> and objects to oneself.• When waiting in line, wait your turn and use your manners. | <ul style="list-style-type: none">• Kindly greet students as they enter the cafeteria.• Dismiss students to the cafeteria lines once seated.• Move trashcans around the cafeteria. |
| OPEN MINDED | <ul style="list-style-type: none">• Respect others' personal space when in the classroom.• Engage in quiet discussion with peers.• Be sure to include others in your conversations. | <ul style="list-style-type: none">• Be aware of verbal and body language when interacting with students. |
| REFLECTIVE | <ul style="list-style-type: none">• Work as a table to clean up the space.• Report any concerns to the nearest adult.• Be honest. | <ul style="list-style-type: none">• Be visible and aware of student needs. |
| ENGAGED | <ul style="list-style-type: none">• Report directly to lunch.• Follow cafeteria procedures.• Sit in your assigned space.• Remain seated when instructed. | <ul style="list-style-type: none">• Build positive relationships with students and their adults. |

Classroom Expectations



| | Stemmers Run students will... | Stemmers Run staff will... |
|--------------------|--|--|
| CARING | <ul style="list-style-type: none"> Keep the space neat and clean for peers. Use appropriate speaking voice and language. Be mindful of the space and other people. Keep hands, <u>feet</u> and objects to oneself. | <ul style="list-style-type: none"> Kindly greet students as they enter the classroom. Use appropriate speaking voice and language. Incorporate a whole child approach to lessons. |
| OPEN MINDED | <ul style="list-style-type: none"> Respect others' personal space when in the classroom. Listen to, appreciate and respect different perspectives and be willing to grow from the experience. | <ul style="list-style-type: none"> Be aware of verbal and body language when interacting with students. Engage students in respectful discourse. |
| REFLECTIVE | <ul style="list-style-type: none"> Leave the classroom like you found it (or cleaner!) Report any concerns to the nearest adult. Be honest. | <ul style="list-style-type: none"> Be visible and aware of student needs. Be aware of our own thoughts and feelings and provide each child with a fresh start every day. |
| ENGAGED | <ul style="list-style-type: none"> Arrive on time and prepared to learn. Put forth effort and focus into work. Remain on task. Follow classroom rules. | <ul style="list-style-type: none"> Have lessons and materials prepped ahead of time. Build positive relationships with students and their adults. Utilize <u>best-practices</u> when planning and delivering instruction. Maximize all class time. |

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

Visuals have been developed and are being distributed based on the expectations listed above. We have developed a schedule this year with extended homeroom time every Wednesday to explore content that goes beyond the curriculum. We have built in lessons related to expectations and the code of conduct into our Wednesday lessons.

Family/Community Engagement

As we are working to make our expectations a clear part of our culture, it will be communicated and shared with families at every opportunity. In addition to the typical signage, mailings, and orientation meetings, teachers and administrators will reference these expectations in conference, meetings, and every opportunity where we interact with families. Our initial plan was shared with members of the PTSA, who offered input and insight into the plan.

Resource Mapping of MTSS

- MTSS Tier 1 – Universal Instruction - These are the imbedded lessons in our curriculum, the character development aspects of IB, and the flex day lessons every Wednesday that support school wide positive expectations. Tier one would also include our PBIS steps, with the Buc Store and Buc Bills, as all students participate in this step.
- MTSS Tier 2 – Targeted, Group Interventions – This would include our mentoring groups, our dive into equity data through our equity team, as we look at specific interventions to support groups whose progress is reflected poorly in the data, and BLS advisory program.
- MTSS Tier 3 – Intensive Individualized Interventions – Individualized behavior plans, Response to Intervention documentation, individual mentoring, and student support plans.

Social-Emotional Learning

School wide we have implemented SEL check-ins to lessons in an attempt to imbed some of this work into every classroom lesson. Additionally, using our advisory, with extended homeroom, we have an Advisory Committee of Jason Adams, Rachel Gauthier, Kara Head, and Katie Rice to create the lessons. These lessons include goal setting, self-awareness, self-management, personal responsibility, decision making, and coping strategies.

Character Education

Our character education is promoted and covered at the intersection of IB and PBIS. As an IB school, we have the learner profile, 10 characteristics that we want to foster and see in our learners. The learner profile includes: Reflective, Balanced, Knowledgeable, Communicators, Open Minded, Risk Takers, Principled, Caring, Thinkers, and Inquiries. We have imbedded these traits in our code of conduct, either as one of the code items or in the description:

C – Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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By imbedding the IB learner profile in our code of conduct, we can promote these traits through our PBIS system. Students get rewarded for demonstrating these character traits in everything that they do around Stemmers Run.

Recognitions/Incentives

In addition to the Buc Bills PBIS currency system, we celebrate IB students of the month, where each grade selects a student that best fits each IB profile. This is 30 students honored each month. We also have an awards ceremony after each quarter, to not only honor academic achievements, but also the IB winners from that quarter, and also grade level teams offer the “On a Roll” award to several students in each grade. This is an open award that seeks to recognize positive growth and change in students.

Hierarchy for Behavioral Referrals and Consequences

Teachers are expected to enforce their classroom discipline policy prior to sending students out/removing them.

| LEVELS | STUDENT BEHAVIOR | TEACHER ACTION | MENTOR ACTION | TEAM LEADER ACTION |
|---------|---|---|---|---|
| LEVEL 1 | <ul style="list-style-type: none"> Behavior has not improved after having received <u>all</u> classroom consequences OR Consistently disrupting (excessive noises, bullying other students, inappropriate comments) class within the same class period. | <ul style="list-style-type: none"> Remove student from class Contact home Record incident in SIS Email team leader & student's mentor | <ul style="list-style-type: none"> Debrief incident with student Strategize ways for student to improve behavior. Follow up with teacher and student to check to see if behavior improved. Log meeting in SIS | <ul style="list-style-type: none"> Follow up with/remind teacher to contact home and log incident in SIS Follow up with/remind mentor to reach out to student |
| LEVEL 2 | Sent out of class 3x | Attend team conference | <ul style="list-style-type: none"> Follow up with student about a week after conference. Log meeting in SIS | <ul style="list-style-type: none"> Arrange team conference Follow up with/remind mentor to reach out to student |
| LEVEL 3 | Received consequences from level 1 + 2. | N/A | <ul style="list-style-type: none"> Follow up with student within a week after ALC. Review behavior/academic goals. | <ul style="list-style-type: none"> Work with AP to assign Admin consequent |

Response for Intensive Behaviors

When we have an emergency crisis, we notify team members and mobilize people as quickly as possible to support the student(s) and the situation. The following are our two main crisis related teams, however depending on the issue, we may include more people or work with a smaller group.

Our Threat management team includes: Mr. Lige (chair); Ms. Caudle, Psychologist; Ms. Russell, Social Worker; Ms. Gauthier, Guidance Chair; PPW; Ms. Allan, Principal, and then anyone else involved in the incident or with the student.

Our Crisis Intervention Team includes: Ms. Schneider, Special Ed dept chair, Mr. Carpenter-Gonia, SEL Teacher, Ms. Caudle, Psychologist; Ms. Russell, Social Worker; Ms. Gauthier, Guidance Chair; PPW, Ms. Allan, Principal; and others as needed.