



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

Date Completed: 7/13/2021

School Year 2021-2022

School: Patapsco High School & Center for the Arts

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| 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> |
| The school will identify a School Climate Team consisting of teachers and students who represent the diversity of our school to review the Schoolwide Positive Behavior Plan, implement interventions suggested by the SWPBP, and monitor its effectiveness. |
| 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> |
| Looking at the school data story from 19-20 it shows that our White students have the least sense of school belonging as well as the lowest academic aspirations. These students also have the lowest graduation rate. Looking at the demographics data the majority of the non-white students enrolled at our school are in the magnet program. This could help increase their sense of belonging. This means that there is work to be done to get our non-magnet students better connected to the building. Looking at the 20-21 Data story it shows that our African American and Hispanic students are suspended at higher rates than their peers. When we will at the causes for the suspensions most of these students are suspended for fighting or drugs. This means that we have work to do on self-regulation and conflict resolution within the building. |
| Data Analysis |
| <i>Summarize what the data tell about the school climate. (Information from School Data Story)</i> |
| Looking at the data it shows that there is work to be done within our building to get the white students more connected to their learning and to see the value of their education. There is also work to be done within our discipline plans and procedures to ensure that all students are being |

treated equally and to ensure that we are giving students the tools to avoid conflict that often leads to suspendable actions.

Climate Goals

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

Increase the Belonging score on the Stakeholder Survey from 49.62% to 70%.

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.

The school has a Moto that states: Work Hard, Be Nice. The School Climate Team will work on developing what these expectations look like in various parts of the building so that students know what adults expect.

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.

Teachers will be encouraged to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to teach these expectations, routines, and procedures. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance.

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.

The Schoolwide Moto is embedded into everything we do and every communication that is sent to families. We do lessons with students on what it means to work hard and be nice. These resources are shared with parents via our weekly newsletters. The moto is also present on our website and signage throughout the building.

Section 3: Developing Interventions and Supporting Students

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| 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> |
| The school has not completed the Resource Mapping yet but the School Climate Team will be doing that this year in order to assess what is in place and what might be needed to support our students. |
| Social-Emotional Learning |
| <i>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.</i> |
| All students have an advisory period each day. During this time the teachers do the daily check in with students. There are also researched based lessons presented in advisory that align with the SEL 3 Signature Practices to build SEL skills amongst students. We are also in the process of developing ways to recognize students who are meeting expectations. |
| Character Education |
| <i>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.</i> |
| Students receive character education as part of the work done in advisory. |
| 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> |
| Teachers will be completing a book study this year on Cultivating Genius by Dr. Gholdy Muhammad as part of the PD plan. This work will help teachers as we work to support our more marginalized students. |
| Section 4: Supporting and Responding to Student Behavior |
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| 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</i> |

is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.

Teachers are encouraged to positively reinforce the students for expected behavior. Teachers can use their own discretion as what methods they want to use. We have also developed a positive school referral so that students can be recognized by their administrators.

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.

Teachers are encouraged to manage their classrooms and follow up with students and parents as needed. Students who present with safety concerns may be referred to the office and the teacher will follow the protocol set by the administrators.

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.

The school has identified members of the Behavior Threat Assessment Team and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or others or property. There are designated individuals who are called up when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified.

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.)

The School Climate Team reviews data quarterly. There is not a specific method developed at this time for efficient data review. The School Climate Team will work this year to improve this component.

Section 5: Miscellaneous Content/Components

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