Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 8/13/2022   **School Year 2022-2023**
School: Hereford High 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.

Robert Covert – Principal
Cyndi Greenberg – Assistant Principal
Amanda Coburn – Math Teacher
Molly Esworthy – School Social Worker
Geoffrey Grace – Art Teacher
Edward Martin – Social Studies Teacher
John Spencer – Social Emotional Learning Teacher
Tina Wachter – School Psychologist
Tanya Zegers – 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)

Relevant and recent data unavailable due to ransomware attack and pandemic school year. Below is data from School Data Story in SY 2019-2020.

Attendance:
The 2018-2019 attendance rate was 93.97%; nearly fifteen percent students were chronically absent, an increase from the previous year. This figure is even greater for the Black/African American, Hispanic/Latino, and Two or More Races student group(s). For the Hispanic/Latino student group(s) and students receiving Free and Reduced Meals services, these gaps are persistent.

Suspension:
The 2018-2019 suspension rate was 3.15%, similar to 2017-2018. According to MSDE's disproportionate discipline data, Black/African American students were suspended at approximately 4.5 times the rate of their peers. In addition, Hispanic/Latino students were suspended at approximately 3 times the rate of their peers. Students receiving special education services were suspended at 3 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in the loss of 135 instructional days. This loss of instructional time particularly affects student groups most often suspended.

Stakeholder Survey:
The 2018-2019 Academic Aspirations domain results (67.36) indicate the most favorable results for the Asian student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups.

The 2018-2019 Belonging domain results (58.28) indicate the most favorable results for the White student group. In contrast, the Two or More Races student group reported the highest as unfavorable among racial groups.

The 2018-2019 Student Support domain results (64.2) indicate the most favorable results for the White student group. In contrast, the Two or More Races student group reported the highest as unfavorable among racial groups

Data Analysis

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

See data in section above.

Climate Goals

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

The number of students from underserved student groups (Black and Two or More Races) that received a final grade of D or E on their report card will decrease from 40%/19% in 2021-2022 to 20%/10% in 2022-2023, respectively. Also, decrease overall %D/E rate from 21% in 2021-2022 for all students to 12% in 2022-2023.

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.

Hardworking
Engaged

Respectful
Enriched
Flexible
Open-minded
Responsible
Developing

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.

Main Focus: Student voice as the method to communicate "HEREFORD" code of conduct

-Posters – initial poster will be produced by staff for the beginning of the school year; students can make different versions throughout the school year

-Announcements- weekly by students

-Enrichment- student produced video to define each of the 8 expectations

-Teachers and administrators will reinforce HEREFORD behaviors and attributes in meetings with students and parents.

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.

-Students make posters and share in school and via website

-Students create videos for announcements

-Present to Parents at Back to School Night

-Refer to HEREFORD behaviors and attributes at events and activities with parents present.

-Post on School Website

-Post on Social Media via PTSA

-Stakeholder survey

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:
- Professional Development for all staff – related to Executive Functioning, Suicide Awareness, Extended Absences, SEL needs and strategies, Gender Identity
- School Climate Team – professional development for all staff, which benefits students?
- Hereford University – workshops for parents/students/teachers
- ADAP/SOS – suicide prevention health curriculum
- Counselors' classroom lessons about SEL, digital footprint and social media
- Teacher consultations – with SEL teacher, administrators, Special Education teachers, school psychologist, school social worker, and school counselors
- Needs assessment: Google forms to all kids, asking them if they wanted/needed support with organization, etc.
- Attendance Committee – screening for attendance issues and problem solving
- Grade level lists to screened for academic difficulties
- Articulation with middle school to identify needs, conducted between Special Education teachers and School Counselors and the School Nurses
- Enrichment Program – opportunity to meet with teachers for extra support (academic and social-emotional needs) offered to all students
- Student groups that do activities that benefit all, such as OneLove, Best Buddies, Active Minds, Student Council, Spirit Club, Acts of Kindness Club
- Freshman Orientation events before school starts
- Words of Wisdom program
- Daily SEL check-ins in homerooms and classes.

Tier 2:
- SST – discuss individual students who need support
- Organizational support lessons with the counselors
- Targeted lessons, with needs assessment, through the school counseling office, such as communication, stress management, and grief
- Social Skills Group, managed by SEL teacher, School Social Worker, Speech Pathologist, School Psychologist
- Brief Individual Support—Short-term support can be provided by a teacher, social-emotional learning teacher, school counselor, school social worker, or school psychologist to students requiring this level of support.
- Peer tutoring offered by honor societies provides opportunity for social connections in addition to the academic support
- Connect new students with someone in the building to support acclimation

- Conflict Resolution – mediation as needed, through meetings with school counselors, SEL teacher, school social worker, school psychologist, etc.

Tier 3:
- Flash Passes – allowing students to seek support during the day, as needed
- Care Team – mental health professionals talk about students they are concerned about so they all know and brainstorm supports
- 504s, IEPs, FBAs – specific plans for students who need individualized supports
- Individual counseling through school social worker and school psychologist
- Informal, regular, individual check-ins with the school counselor for select students
- Referrals to school-based therapy agencies, such as Thrive and Balance Point
- Crisis response – threat assessments and as-needed supports
- Teen Screen – substance abuse program that was supposed to come into the school buildings right before the pandemic
- Case Management meetings
- MTSS Resource Teacher

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.

Included above:

- Consultation with the counselors, psychologist, social worker, and SEL teacher

New: SEL Lessons presented to and accessible to faculty and staff, using the CASEL framework. Resources might include CASEL, Understood, Edtopia, and 6-minute SEL. Lessons to students may be pre-recorded and presented during morning announcements a few times per year.

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.

Included above:

- Student groups that do activities that benefit all, such as OneLove, Best Buddies, Active Minds, Student Council, Spirit Club, Acts of Kindness Club

Brief announcements relative to character, such as acceptance, kindness, and supporting others, self-discipline, responsibility, and resilience.

Theme dress days for Character Counts week (est. Oct. 18) – coordinate with the Sprit Club for points and increased participation.

Schedule of one week per month and ask clubs to sign-up to prepare at least one announcement (and activity – such as dress-up day) for the theme.

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.)

Included above:

- Professional Development for all staff – related to Executive Functioning, Suicide Awareness, Extended Absences, SEL needs and strategies, Gender Identity
- SOS – suicide prevention health curriculum

Presentation to staff about tiers of resources and supports available, including strategies that are being used by colleagues in the building.

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.

Classroom Based Options:
-Student of the Month – 1 per period
-Class-based Incentives/Rewards
-Teacher for a Day
-Bulletin Boards Celebrating Students
-Preferred Seating Choices
-Enrichment Recognitions/Celebrations
-Alternative Activity Opportunities
-Content Specific Rewards/Recognitions
-Posting Student Work in Class/hallways

School-wide:
-Students of the Month – 1 per grade
**Teachers/Staff will make recommendations based on the Code of Conduct in Section 2.
**Celebrated on Morning Announcements, Twitter, and Website.

-Attendance Recognitions/Celebrations

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.

See Teacher Behavior Management Chart

Teacher Managed: See attachments

Administrator Managed: See attachments

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.

Intensive Behavior Response Procedures:
-Teacher should contact Front Office via phone and use verbiage like "I have a student in Room ## that needs immediate assistance"
-Front Office calls on walkie for assistance to classroom.
-Available staff members from list below should respond and talk with teacher in the hallway about the situation.
-If needed, staff member will remove student from situation, assess their needs, and then provide support or take student to appropriate staff member for support.
-Supporting staff member will later follow with and update the teacher and other involved staff members.

If event happens after hours or on the weekend
-Teacher should immediately contact Department Chair or Supervising Administrator via phone.
-Department Chair or Administrator will contact correct support personnel and notify principal.

Interventions to Supports
-See Section 3 of document for Tiers of Supports and Interventions.

Intensive Behavior Response Staff Members:
Robert Covert – Principal
Timothy Arrington – Assistant Principal
Emily Book – Assistant Principal
Cyndi Greenberg – Assistant Principal
Officer Rich Croft – School Resource Officer
Molly Esworthy – School Social Worker
Maryellen Beck – School Counseling Chair
Kristen Kovack – School Counselor
Amanda Sanacore – School Counselor
Hope Slezak – School Counselor
Tanya Zegers – School Counselor
Leslie Perry – School Nurse
John Spencer – Social Emotional Learning Teacher
Tina Wachter – School Psychologist

Current Faculty Training:
-First AID / CPR Training
-Suicide Prevention Training
-Bullying and Harassment Training
-Emergency Response Plan Training
-Child Abuse/Neglect Training

Suggested Trainings:
-Support of Students in Crisis (What to say, do, etc).
-De-escalation Strategies
-Continued Equity Training

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.)

Data To Collect:
-Student Contacts
-Parent Contacts
-Teacher Behavior Logs
-Referrals
-Suspension
-Enrichment Usage

Data Sources:

-AllTimely
-Teacher intervention logs
-Teacher referrals
-Focus Data (referrals and suspension)

Section 5: Miscellaneous Content/Components

N/A