



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



**Date Completed: 8/12/2022**

**School Year 2022-2023**

**School: Overlea High School**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<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><b>Overlea High School Climate Team</b>  <b>Team Lead:</b> Eugene Simmons (Restorative Practices Coordinator) and Phil Williams (Asst RP Coordinator)  Assistant Principal: Michael Silverman  School Psychologist: Tanesha McKeemer  School Social Worker: Kiesha Hawthorne-Jones  Social Emotional Learning Coach: Crystal Edwards  School Counselors: Elizabeth Delvisco (DC), Sarah Andrew, Robert Childs, Laramie Whitehurst, and Lauren Whitehurst  IEP Chairs: Gigi Ayeh-Cartwright and Dr. David Melhorn  Special Education Department Chair: Justin Benedetto  Faculty Council Representative: Dr. Jeffrey Anderson  School Resource Officers: Brian Rawleigh and Melvin Koromah  Magnet Coordinator: Aiesha Trowers  Circles Trainer: Lauren Redfurn</p>
<b>Equity Lens</b>
<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><b>Please see Overlea High School Data Story</b>  School Initiatives:  Latino Family outreach – contacting all Spanish speaking families, so that they have a Spanish speaking contact at school.  LGBTQ PD – Spectrum club, PD on homophobic slurs. PD on Transgender awareness.</p>

Courageous Conversations about Race trainings.  
Equity Handbook  
Equity PDs: Covid and Race, Implicit Bias, Systems and Racism, What Equity looks like in the classroom, Strategies to use in the classroom to create equitable outcomes.  
Special Education PD: Closing gaps, Adapting above strategies to students with SEL and IEP needs.  
Theory to Practice: Practical classroom applications. (Equity Educator – Gorski)

### **Data Analysis**

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

#### **Please see Overlea High School Data Story**

“Students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate gap for students eligible for Special Education at Overlea High is less than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.”

“Black/African American students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for Black/African American students at Overlea High are less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.”

### **Climate Goals**

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

Overlea High will implement a schoolwide positive behavior plan that is aligned to the Restorative Practices model and utilizes the three SEL signature practices.  
The equity team will provide professional development that will allow educators to move from theory to practice to expose students to culturally relevant teaching

## **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.*

Students will not impede the ability of others to learn.  
Students will speak to each other in a restorative manner.  
Students will follow Restorative Circle Guidelines.  
Students will be provided opportunities to participate in Restorative Conferences and Restorative Impromptu Conferences.

<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>
<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 and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.</i>
Overlea High School Behavior Management Plan, Teachers will implement the three SEL signature practices, Restorative Community Building Circles will occur within all classrooms, and Classrooms will have Restorative Practices visuals.
<b>Family/Community Engagement</b>
<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>
Student Voice – SGA, Mentoring groups, RP student leader group, Equity student leader group, Peer mediation group
<b>Section 3: Developing Interventions and Supporting Students</b>
<b>Resource Mapping of MTSS</b>
<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>
Tier 1 – Restorative Practices, Three SEL Signature Practices, School Counseling Classroom Guidance, Suicide SOS Tier 2 – Counseling Groups, Peer Mediation Program, SST Tier 3 – Social Work and School Psychologist Services, Behavior Intervention Plans (SEL Coach, IEP)
<b>Social-Emotional Learning</b>
<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>
School Wide Restorative Practices, Three SEL Signature Practices implemented in all classrooms, School Counseling Classroom Guidance SEL Curriculum, and One Love Foundation Curriculum.
<b>Character Education</b>
<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>

Restorative Practice Coordinator will implement and coordinate school wide community classroom circles using curriculum from <a href="https://characterlab.org/">https://characterlab.org/</a>
<b>Professional Development for Staff</b>
<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>
The equity team will provide monthly PD focused on combating deficit mindset, understanding systems of injustice, self-reflection strategies and implementing culturally relevant instructional strategies. The RP team will provide multiple PDs focused on using restorative techniques, language, and circles.
<b>Section 4: Supporting and Responding to Student Behavior</b>
<b>Recognitions/Incentives</b>
<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>
Student of the Month, Honor Roll Assembly, School Counseling Rewards Program, PTSA Attendance and Academic Achievement Rewards
<b>Hierarchy for Behavioral Referrals and Consequences</b>
<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>
See Overlea High School Behavior Management Plan
<b>Response for Intensive Behaviors</b>
<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>
Overlea High School has an establish Behavior Threat Assessment Team (Assistant Principal, School Counselors, School Social Worker, School Psychologist, Safety Assistant and School Resource Officers) that follow all responses as outlined in the BCPS Comprehensive School Safety Plan. This includes reviewing and establishing procedures for threats to self, threats to others, and suspected cases of student abuse/neglect.
<b>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</b>

*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.)*

School Climate Team will review data available in FOCUS and the Restorative Practice Coordinator will maintain a RP log of interventions/actions throughout the school year. Teacher will document using FOCUS and/or contacting Restorative Practice Coordinator.

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

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