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

**Date Completed:** 7/29/2022  
**School Year:** 2022-2023  
**School:** Sollers Point Technical 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.*

Sollers Point ILT

#### 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)*

Our data support that students receiving special education services will benefit from additional SEL support during their transition to a ½ day program

#### Data Analysis

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

We have a high number of dismissals due to academic performance and behavior issues.

#### Climate Goals

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

Reduce dismissals from 4.9% to 4.0%

### 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.

**Be Respectful** – to your school, your peers, your teachers, and yourself.
**Be Responsible** – for showing up every day, following directions, doing your work and minding your actions
**Be Accepting** – of new ideas, new people, and new opportunities
**Be Positive** – about your experiences

### 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.*

This information will be posted in all classrooms and throughout the building. Teachers will review these expectations with students during the 1st week back to school and as necessary for student success

### 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.*

Periodic family meetings and developing student talk session with the principal quarterly for feedback

### 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.*
## 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.

Teachers will do daily and weekly check-ins with students. We will also have our counselors train the teachers to support students with stress and time management.

### 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.

NA

### 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.)

Engagement strategies for diverse students, microaggressions, focused note taking, culturally relevant pedagogy

### 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.

Student of the month, perfect attendance, recognizing certification achievement and birthdays, school-wide rally day and tech visits

#### 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.
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.

Counselors will handle threat assessments along with administration. Convening the SEMT for building emergencies – professional development on the evacuation procedures.

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.)

Monthly leadership team meeting to review the data and discuss the results

Section 5: Miscellaneous Content/Components

NA