



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

Date Completed: 7/30/2021

School Year 2021-2022

School: Sollers Point Technical High School

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>
Dr. Kathleen Setzer , Principal Ms. Leah Warble, Assistant Principal Kandice Schroeder, Department Chairperson, School Counseling
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>
Implement strategies from the culturally relevant pedagogy and the brain to support identified student gaps through poverty, race, and gender. These strategies will support all groups especially our special education population.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
NA
Climate Goals
<i>Identify the school’s goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
Reduce percent of students dismissed from their program of study 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.

Students will attend classes on time every day.
Students will actively participate in classes positively.
Students will wear uniforms daily for their program classes.
Students will take accountability for their actions

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 teach routines on model expectations for students’ .
Expectations will be posted in the classroom for students
Teaches will increase praise of students for on-task and positive behavior

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.

Families will receive communications through messenger, Schoology and robocalls.

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 – increase positive praise in classrooms.; assist students with smart goals and teaching the student contract, email parent positive notes about students, following the scope and sequence and standards

Tier 2 – Individual academic support, small group instruction, restorative conferences, counseling small groups parent-teacher conference, student contract monitoring

Tier 3 – Counselor referral, magnet referral, PPW referral, RPC and SST

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-

<i>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>
Counselor presentations to staff and students
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>
Counselor presentations to staff and students
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>
Collaborative work groups by grade level and program to discuss student progress Equity discussions and the impact of CRT in the classroom Counseling presentation on Social Media and Students Counseling presentation on restorative practices Documenting
Section 4: Supporting and Responding to Student Behavior
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 is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.</i>
Monthly student of the month recognition
Hierarchy for Behavioral Referrals and Consequences
<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>
Refer to the student handbook posted on www.bcps.org
Response for Intensive Behaviors
<i>Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports.</i>

<i>Indicate which school staff members will respond as well as procedures and training as needed.</i>
All staff members
Monitoring the Schoolwide Positive Behavior Plan/Data Analysis
<i>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.)</i>
Leadership team
Section 5: Miscellaneous Content/Components
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