



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



**Date Completed: 8/5/2022**

**School Year 2022-2023**

**School: Western School of Technology and Environmental Science**

<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>The school has identified a School Climate Team which is composed of an administrator, grade level teachers, a special educator, a special area teacher, and a member of the student support services staff. The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions. The team consist of the following individuals:</p> <p>Jewell Ralph  Jennifer Martinez  Tarah Kutch  Andrea Taverea  Karl Fleischer  Joanna Durham  Samatha Powell  Kaci Haxel  Mark Stigliano  Ruth Gould  Jill Monahan  Kimberly Bickerstaff  Nicole Streets  Melissa Mikula  Torey Webber  Jenifer Rowe</p>
<b>Equity Lens</b>

*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)*

DRAA has provided the following data for Western School of Technology. According to the data story, Black/African American students are suspended at rates higher than their non-Black/African American peers.

### **Data Analysis**

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

#### **Suspension Rate Student Group Summary Statements:**

The information is taken from the school's discipline data. The data suggests the following:

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 Western School of Technology & Env. Science is less than the same gap for all BCPS high schools.

This gap has widened over time, indicating a negative trend.

### **Climate Goals**

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

- Identification of the school's goals in improving the social-emotional climate of the building is reflected in the Climate Goals of the School Progress Plan.
- Implement a 9<sup>th</sup> Grade Team that aids in the transition of students and families to high school
- Implement a 9<sup>th</sup> and 10<sup>th</sup> grade mentoring program that supports the SEL and academic needs of identified students
- Facilitate an Advanced Placement (AP) professional learning community to analyze data and establish critical supports for AP students
- Implement, morning tutoring, lunchtime math tutoring, Saturday school, and NHS tutoring to provide academic supports for acceleration.

## **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 Code of Conduct that states:

### **Students will adhere to the Wolverine Way CPR<sup>2</sup>**

#### **Courteous**

- Use manners, calm tone and school appropriate language with peers and adults

#### **Punctual**

- Be on time to school and class

#### **Respectful**

- Be an active listener (eye contact, listen while others are speaking), keep hands to self

#### **Responsible**

- Be prepared, accountable and productive

The school has developed a visual representation and this representation is given to the teachers and students. This visual is also posted on the school's website. All teachers will reference this language and teach the schoolwide expectations to their students.

### **Students will also be reminded of the following:**

#### **Academic Integrity**

- Trust the value of your own intellect. Undertake research honestly and credit others for their work. View group assignments as opportunities to learn from your peers and demonstrate leadership. Understand that your performance is a direct result of your attitude and effort towards learning. Recognize that undesirable outcomes are opportunities to review and adjust learning. Demonstrate your own achievement.

#### **Prepare to Learn**

- Engage in learning with by using technology appropriate to the learning process.

#### **Prepare for Success**

- Dress, Act, and Lead for your future

## **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.

Classroom posters of CPR<sup>2</sup> will be displayed throughout the school and classrooms. Students will be expected and reminded to adhere to the Wolverine Way! All students will receive an academic planning calendar. Teachers will consistently reinforce the use of the planner during every class in order to promote organization and positive routines.

### **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.*

Communication for Western will occur through Schoology, SchoolMessenger, Email, PTA meetings, Back to School Night, Climate Survey's and GoogleMeet meetings throughout the year. 9<sup>th</sup> grade newsletter will be sent out monthly to include schoolwide expectations, 9<sup>th</sup> grade curriculum announcements, and important school dates.

## **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.*

The School Climate Team will determine if the interventions are culturally responsive to the needs of our students.

At Tier 1 the school provides classroom supports, SEL, Signature School Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced.

At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and school psychologist.

At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partner, T.H.R.I.V.E. and Lighthouse.

#### **Tier 1**

1. Schoolwide positive behavior expectations  
CPR2/Success Guide/staff development: building positive relationships and getting to know our students
2. Positive reinforcement (celebrate all successes)  
Student of the month celebrations/Most improved
3. Effective supervision in classroom and transitions  
(duty schedule/professional development)
4. High quality instruction focused on student engagement
5. Clear and consistent communication with families

**Tier 2**

1. Target social skills
2. Behavior plans
3. Bi-weekly meetings with counselors/social worker
4. Increase academic support
5. Mentors
6. Reinforce club involvement
7. 9<sup>th</sup> grade team
8. Collaborate with parents/guardians

**Tier 3**

1. Team meetings to discuss more intense academic support
2. Collaborate with parents/guardians and mental health professionals when appropriate
3. Referral to Student support team
4. Administer assessments if appropriate or requested
5. Work through the IEP/504 process if appropriate

**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.*

The school will apply the basic principles of PBIS. The school will utilize small group counseling opportunities for students. This information will be provided by the school counselor, school social worker, and/or school psychologist. The school will implement Wolverine Wednesdays to help reach all students socially, emotionally, and academically.

**Western has established Tuesday Tutoring and Clubs**

Implement Tutoring and Clubs, to provide academic supports for acceleration and SEL.

**Goal / Purpose:** to provide academic and social support to students throughout the quarter

**Details:**

- At the end of the school day – use the one-hour early dismissal schedule
- Students return to their homeroom
- Prior to a scheduled “Wolverine Wednesday” students should make contact with a teacher they need help from and receive a pass
- Passes will be distributed at the teacher discretion
- If a student doesn’t need help or make up work with a particular teacher, they will stay in homeroom and use it as a study hall/social emotional support

**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.*

Character Education will be done for 9<sup>th</sup> grade. The 9<sup>th</sup> grade committee is composed of teachers and student support members such as counselors, PPWs, Psychologist, nurse, and administrators.

The teams will do the following:

- Monitor student grades, behavior, and social emotional well-being
- Provide opportunities for counseling and SEL
- Provide opportunities to celebrate student success
- Create SEL resources and character education resources

**Advanced Placement Boot Camp**

All students registered for an AP course will participate in team building activities. Building critical thinking skills during the activities will foster positive relationships.

**Students will work on the Wolverine SOS (Skills of Success)**

**August: Professionalism**

What is professionalism? How to be professional in classroom by following CPR<sup>2</sup>

**September: Professional Communication**

Students will explore how to effectively communicate with teachers

**October: Organization**

How can students be digitally organized? Flash drives, 365, Schoology

**November: Note taking**

Different Note taking options will be presented. Students will choose their favorite and practice

**December: Study Skills**

Tools-Techniques, Time management, resources, location/atmosphere

**January: Goal Setting**

Why do we set goals? Why are they important? What is a goal?

**February: Review and Reflect**

Review the SOS lessons from the year and complete an online survey

**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.)*

Staff development will occur throughout the year. During the SIT meetings, members will plan PDs to implement to staff for students. Effectiveness of meeting and PDs will occur through survey's discussions, student perception, grades, and student behavior.

**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.*

• Teachers will be trained and/or provided with ongoing sessions on the importance of using positive reinforcement to bring about change in behavior. Teachers will work with their grade level peers to develop reinforcement systems and discuss how they will be used.

Students will be recognized by the protocols and procedures set up by the 9<sup>th</sup> grade and 10<sup>th</sup> grade team.

Student recognitions will occur in the following ways:

- Student of the Month- receive a certificate, personal letter and video from the nominating teacher, and a prize.
- Most improved student selected by teacher for individual classes – student will receive a certificate and prize

- Post Card from team to students with straight A's
- 9<sup>th</sup> Grade Team Wall to honor student of the month, and most improved.
- College acceptance announcements and wall for seniors
- SAT wall for juniors and seniors

### **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.*

The school has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. The school will use the student handbook to guide referrals and consequences.

Most category 1 offenses, such as insubordination, disrespect, or refusal to do work will be handled by the teacher unless the behavior makes the classroom unsafe. Once the teacher identifies the behavior as unsafe, the administrator and SRO are involved.

Repeated category 1 offenses will go straight to the administrator once the teacher has made contact with the student's parent/guardian and counselor. If the repeated category 1 offense happens during the same class period, the teacher may reach out to the administrator for support since the repeated behavior will cause distraction for other students.

Category 2 and 3 offenses will be referred to the administrator immediately and SRO involved if appropriate.

Unsafe behaviors will be reported immediately by a walkie or cell phone. Communication usually will go to the front office secretary first and then directly to the appropriate AP or Principal.

### **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 (BTAT) 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 threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. The BTAT will meet monthly and have ongoing communication with administration. The BTAT staff members will follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

Please see below is an example of Western Tech's process.



**Student in crisis:** counselor or social worker will intervene, and situation is communicated to the administrative team. The administrative team will monitor progress of the student and communicate with parent/guardian as needed. If the situation becomes physical or dangerous for staff members, the administrative team and SRO are involved immediately.

**Threats and assessments:** Once identified as not an immediate threat, the counselor, social worker, and psychologist are involved, and assessed. Parent/guardian communication is made by administrative team.

**Immediate threats:** Administrative team and SRO are involved immediately, and decision making is completed based on the specific threat. BCPS training protocols will be followed.

### **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 at the scheduled meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.

A universal logging system for student behaviors and interventions will be implemented this school year. This system will be used to collect data and identify behavioral patterns for students. Administrators will identify patterns with student referrals. This can help identify teachers who may need support with classroom management strategies and identify students who could benefit from behavioral plans or meeting with their counselors on a regular basis. Parent/guardian communication and building relationships are critical this year. The leadership team will complete some professional development on handling classroom distractions, documenting student behaviors, and how to respond in a timely manner to our Western Tech families. Timely communication with families and working collaboratively with the parents and guardians will help clarify our expectations and support positive changes when needed.

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

Western Tech will continue to follow PBIS by looking at the following:

**Outcomes**—Western will set observable and measurable goals which will help the school to be accountable. The school’s outcomes are based on data that is found to be meaningful, culturally equitable, and centered on students’ achievements or school-level implementation.

**Data**—Western will collect and use data to guide the implementation of PBIS and to evaluate outcomes.

**Practices**—Western will use data to drive decisions and select evidence-based practices that are targeted to address the school’s needs and identified outcomes.

**Systems**— Staff will be trained in the practices and strategies that will be implemented and ongoing encouragement, monitoring, and assessment of the implementation of the practices will be provided.