Schoolwide Positive Behavior Plan
Baltimore County Public Schools

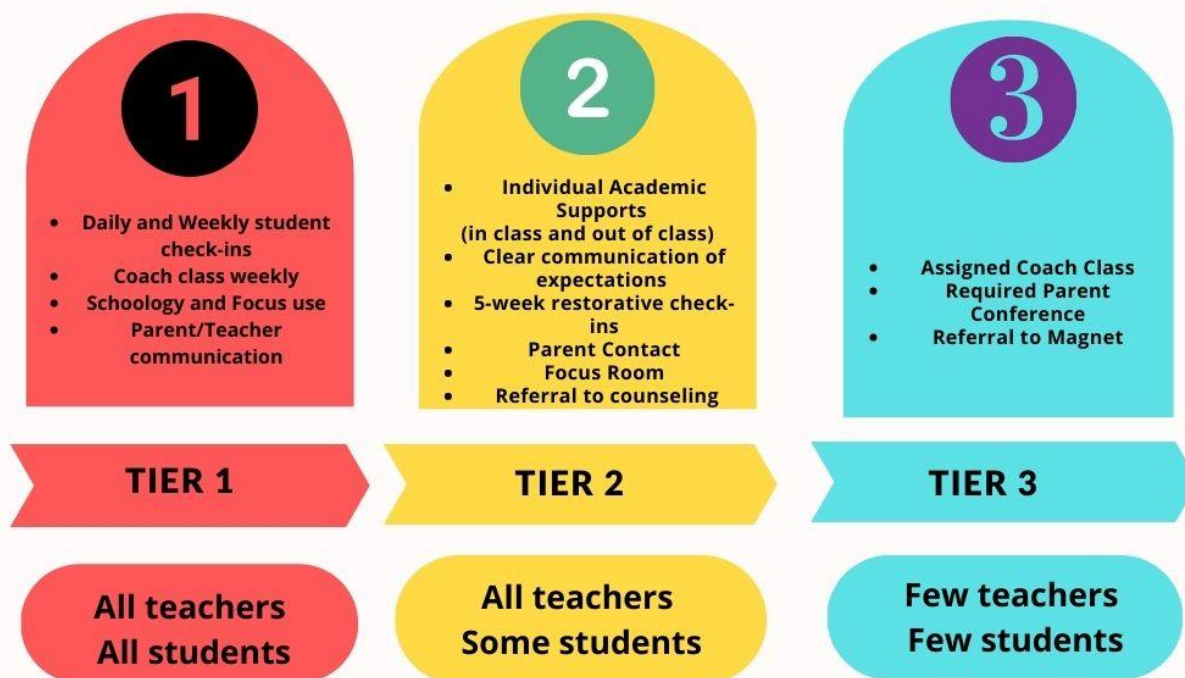**Date Completed: 7/29/2022**   **School Year 2022-2023**
School: Sollers Point Technical High School

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.

Sollers Systems of Support (MTSS)

TIER 1 — ❶
- Daily and Weekly student check-ins
- Coach class weekly
- Schoology and Focus use
- Parent/Teacher communication

All teachers
All students

TIER 2 — ❷
- Individual Academic Supports (in class and out of class)
- Clear communication of expectations
- 5-week restorative check-ins
- Parent Contact
- Focus Room
- Referral to counseling

All teachers
Some students

TIER 3 — ❸
- Assigned Coach Class
- Required Parent Conference
- Referral to Magnet

Few teachers
Few 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.

BCPS Student Code of Conduct Quick Reference Guide 2022-23
Discipline Levels for Students

1	Teacher-Led Response	• Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Check in with school counselor/resource specialist • Community circle • Detention • Informal and/or preventative school based mentoring parent outreach (contact parent via telephone, e-mail or text) Referral to appropriate substance abuse counseling service • Referral to health/mental health services • Restorative practices
2	Teacher-Led/Administrator-Led Response	• Classroom-based responses (e.g. verbal correction, written reflection/apology,reminders/redirection, role play, daily progress sheet) • Behavioral contract • Check-in with school counselor/resource staff • Restorative conferencing • Classroom community service • Detention • Functional Behavior Assessment/Behavioral Intervention Plan • Informal and/or preventative schoolbased mentoring • Loss of privileges • Parent/guardian and student conference (with teacher) • Parent outreach (contact parent via telephone, e-mail or text) • Peer mediation • Referral to appropriate substance abuse counseling services • Referral to community-based organization • Referral to health/mental health services • Referral to IEP team (student not currently eligible for special education services) • Referral to IEP team (student currently receiving special education services) • Referral to Student Support Team • Referral to Student Support Team for review of 504 Plan • Removal from extracurricular activities • Restitution • Restorative practices (classroombased or specialist-facilitated) • School-based or outside facilitated conflict resolution • Student court • Temporary removal from class
3	Administrator-Led Response	Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Community service • Community conferencing • Detention • Functional Behavior Assessment/Behavioral Intervention Plan • Informal and/or preventative schoolbased mentoring • In-school suspension • Loss of privileges • Parent/guardian and student conference (with administrator) • Referral to appropriate substance abuse counseling services • Referral to community-based organization • Referral to health/mental health services • Referral to IEP team (student not currently eligible for special education services) • Referral to IEP team (student currently receiving special education services) • Referral to Student Support Team • Referral to Student Support Team for review of 504 Plan • Removal from extracurricular activities • Restitution • Restorative practices (classroombased or specialist-facilitated) • School-based or outside facilitated conflict resolution • Student court • Temporary removal from class
4	Administrator-Led Response (Possible SCHO)	• Formal mentoring program • Functional Behavior Assessment/Behavioral Intervention Plan • In-school suspension • Loss of privileges • Parent/guardian and student Conference (with administrator) • Referral to IEP team (student not currently eligible for special education services) • Referral to IEP Team (student currently receiving special education services) • Referral to Student Support Team Referral to Student Support Team for review of 504 Plan • Removal from extracurricular activities • Restitution • Restorative practices (classroombased or specialist- facilitated) • Short-term out-of-school suspension • Student court • Temporary removal from class
5	Administrator-Led Response (Probable SCHO)	• Expulsion • Extended suspension • Long-term suspension • Recommend for further action • Referral to alternative education • Referral to IEP Team (student not currently eligible for special education services) • Referral to IEP Team (student currently receiving special education services) • Referral to Student Support Team • Referral to Student Support Team for review of 504 Plan • Restorative practices (classroombased or specialist- facilitated)

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