



## Schoolwide Positive Behavior Plan Baltimore County Public Schools

**Date Completed: 7/12/2022**

**School Year 2022-2023**

**School: Perry Hall Middle Schools**

### 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.*

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#### 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)*

2021—2022 Perry Hall Middle Enrollment by Student Group			
Student/Service Group	2020—2021	2021—2022	Difference
<b>All Students</b>	1878	1813	-65
<b>Gender</b>			
Female	949	917	-32
Male	929	896	-33
Non-Binary <sup>4</sup>			
<b>Race/Ethnicity</b>			
American Indian/Alaskan Native	3	8	5
Asian	312	329	17
Black or African American	502	481	-21
Native Hawaiian or Pacific Islander	4	2	-2
White	885	826	-59
Two or More Races	86	88	2
Hispanic/Latino	86	79	-7
<b>Special Services</b>			
English Learners	22	32	10
FARMS	644	455	-189
Special Education	202	186	-16

### Suspension Rate, Grades 6 to 8

#### Suspension Rate Summary Tables

##### 2021-2022 Suspension Rate Overall and by Receipt of Special Service

Perry Hall Middle Data			
Measure	English Learners	FARMS	Special Education
Number of Unique Students Suspended 1 or More Times	2	106	39
Suspension Rate	6.25	23.3	20.97
Suspension Rate Risk Ratio	0.73	6.6	2.97
Days Excluded from Instruction	9	579	331
BCPS Middle Schools Systemwide Data			
Measure			
Suspension Rate	14.32	27.75	24.07
Suspension Rate Risk Ratio	1.02	5.16	1.946
Days Excluded from Instruction	1,192	14,451	4,903

## Data Analysis

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

Baltimore County Public Schools MCAP Yearly Targets by School and Assessment: EAST											2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
INTERNAL USE ONLY															
School #	School Name	School Type	Zone	Area	2019-2020 Title I Status	ATSI Status	Content	MCAP Name	Model Type	Baseline	Yr-2 Target	Yr-3 Target	Yr-4 Target	Yr-5 Target	
1151	Perry Hall MS	M	E	NE	N	N	ELA	ELA06	Linear	46.1	52.1	55.1	58.1	61.1	
1151	Perry Hall MS	M	E	NE	N	N	ELA	ELA07	Linear	50.8	56.8	59.8	62.8	65.8	
1151	Perry Hall MS	M	E	NE	N	N	ELA	ELA08	Linear	48.8	54.8	57.8	60.8	63.8	
1151	Perry Hall MS	M	E	NE	N	N	Math	ALG01	Linear	77.5	83.5	86.5	89.5	92.5	
1151	Perry Hall MS	M	E	NE	N	N	Math	GE001	Linear	75.9	81.9	84.9	87.9	90.9	
1151	Perry Hall MS	M	E	NE	N	N	Math	MATH06	Linear	39.7	45.7	48.7	51.7	54.7	
1151	Perry Hall MS	M	E	NE	N	N	Math	MATH07	Spline	17.0	28.0	33.5	41.7	50.0	
1151	Perry Hall MS	M	E	NE	N	N	Math	MATH08	Spline	0.0	16.7	25.0	37.5	50.0	

Suspension Rate Student Group Summary Statements • 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 Perry Hall Middle is greater than the same gap for all BCPS middle schools. This gap has narrowed over time, indicating a positive trend. • Hispanic/Latino students are suspended at rates higher than their non-Hispanic/Latino peers. The suspension rate gap for Hispanic/Latino students at Perry Hall Middle is greater than the same gap for all BCPS middle schools. This gap has widened over time, indicating a negative trend. • Two or More Races students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for Two or More Races students at Perry Hall Middle is greater than the same gap for all BCPS middle schools. This gap has widened over time, indicating a negative trend. • Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Perry Hall Middle is greater than the same gap for all BCPS middle schools. This gap has narrowed over time, indicating a positive trend. • 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 Perry Hall Middle is greater than the same gap for all BCPS middle 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)

<b>Suspension Rate, Grades 6 to 8</b>			
<u>Suspension Rate Summary Tables</u>			
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<b>Section 2: Developing and Teaching Expectations</b>			
<b>Expectations Defined</b>			
<p><i>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.</i></p> <p><u>Expectations:</u> I will be <b>respectful</b> with my words and actions. I will be <b>responsible</b> by being on time with my materials. I will be <b>safe</b> by walking and keeping my cell phone out of sight and my headphones out of my ears.</p> <p><u>Communication of Identified Rules:</u> Expectations will be posted with specific things that students can do to be <b>respectful, responsible &amp; safe</b> in each area of the building (classroom, hallway, cafeteria, on the bus, and in the bathroom). At the beginning of the 2021-2022 school year, all students will be shown a series of narrated PowerPoints that will outline the policies/procedures and expectations for each area of the building.</p>			
<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>			
<p><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></p> <p>Each teacher will be asked to work collaboratively with their students to create/display a classroom code of conduct that outlines how students can be <b>respectful, responsible &amp; safe</b> in each of their classes. Teachers will be required to have systems in place for common classroom procedures such as sharpening a pencil, using the restroom, distributing/collecting materials, beginning and end of class activities, borrowing materials, requesting to see the nurse, etc.</p>			
<b>Family/Community Engagement</b>			
<p><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></p>			

Student and staff surveys and forums will aid in the drafting of the Code of Conduct. One of the goals of the Climate Committee will be to continue to elicit feedback from various stakeholders to refine the Code of Conduct from year to year. A copy of the most recently updated Perry Hall Middle Code of Conduct will be posted on the Perry Hall Middle website. It will also be included in the Registration Booklet that is distributed to all new students.

### **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: Monthly Grade Level Team meetings, Monthly School Climate Team Meetings, Restorative Practices with Students, SEL activities during CORE weekly, Character Ed Activities during CORE weekly, utilizing daily announcements with information about mental health issues as they arise and positive coping strategies. School climate committee to provide Professional development to staff on positive classroom management strategies, guidance referrals

Tier 2: SST Team Meetings, IEP Team Meetings, Small groups meeting with SEL teacher and Social Worker. Social Skills instruction in OGE classes on all grade levels, mentoring of targeted students by guidance counselors, administrators and department chairs.

Tier 3: IEP and SST Teams to aid with transitions for students with BIPs. Utilizing the SEL Teacher and Social Worker to provide individual interventions for students, Referral to PPW, Guidance department will perform assessments as needed for 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.*

During Advisory, mini-lessons on social emotional well-being and mental health. Small group interventions by guidance office, SEL teacher and social worker. Professional Development for teachers to building positive student-teacher relationships, identify strategies for de-escalation, restorative practices and establishing a positive classroom environment. Small group social skills instruction. Utilizing daily progress reports as needed.

#### **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*

<p><i>education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.</i></p>
<p>During Content classes, teachers will implement character education lessons each month. Professional development for teachers to implement character education lessons. The lessons are on the topics of positive communication, decision making, online safety, healthy relationships, kindness toward others and self, self-discipline, positive attitudes and setting personal boundaries. Professional development will be given to staff to implement the program with fidelity during the content class time. Students will complete monthly surveys to identify needs of the school and to adjust the implementation of the character ed program as needed. This data will be analyzed by the school climate team.</p>
<p><b>Professional Development for Staff</b></p>
<p><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></p>
<p>School-wide Professional Learning Community- Panther University. Through Panther University, targeted professional development will be offered on topics including building positive student-teacher relationships, identify strategies for de-escalation, restorative practices and establishing a positive classroom environment. Teachers will be trained on how to implement Character Education and SEL activities for their CORE classes.</p> <p>Professional development plan from SPP:  CORE (Advisory) Aug-Sept Whole group faculty meeting: introducing CORE time to teachers and presenting schoology course and materials (Mondays: community (getting to know each other and taking care of each other), Tuesdays: organization (w/AVID tie-ins, binder checks, etc.), Wednesdays: reflection (w/AVID and focused notetaking tie-ins), Thursdays: exploration (w/culture, literature and community service tie-ins), Fridays: flexibility and fun) · Reduction of suspensions · Student survey · Faculty survey · Informal observations Oct CORE check-in: surveys with faculty and students and responsive activities Nov CORE observations: teacher committee meets to analyze feedback from surveys and observations, begins to adapt and plan for second semester Dec CORE implementation continues (activities include service-learning projects and first semester reflections) Jan CORE implementation continues (activities include binder checks, book trailers, door decorating)</p> <p>Focused  Note-taking Aug-Sept Whole group session to introduce processes of focused note-taking and complete needs assessment). · Needs assessment results · Meeting agendas and notes · Student assessment scores and grades · Lesson plans · Formal and informal observations Oct AVID office to hold professional development for staff on focused notetaking Nov Department chairs and content leaders incorporate notetaking strategies, skills and analysis into grade-level content planning and monthly department meetings Dec Department chairs and content leaders incorporate notetaking strategies, skills and analysis into grade-level content planning and</p>

monthly department meetings Jan Department chairs and content leaders incorporate notetaking strategies, skills and analysis into grade-level content planning and monthly department meetings

Block

Schedule Aug-Sept Introduce PD for block scheduling (90 minute mods) to staff – teacher leaders and admin team (utilizing information from focus group last year and teacher and community surveys)

## **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.*

Recognitions/Incentives: Administrators distribute string backpacks with prizes to students, PTSA student of the month, positive behavior incentives within individual classrooms (such as laptop stickers, student choice of seat, and other prizes including activity-based/social/tangible/opportunities for recognition), and positive parent contacts.

Monitoring: Collect data on demographics of students earning school-wide incentives.

### **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.*

Teacher-Managed Behaviors: Inappropriate language, minor disruptions to instruction, destruction of property, tardiness, not following teacher directions, cheating on minor assignments, safety violations, 1st-3rd cell phone violations

Behaviors Referred to Resource Staff: Bullying, student-to-student conflicts, student-to-staff conflicts, chronic teacher-managed behaviors, cheating on major assignments, forgery

Behaviors Referred to Administration: Attacks/threats/fighting, 4th cell phone violations, dangerous substances, consistent failure to follow school rules, attendance, academic dishonesty, gambling, unauthorized sale/distribution of items/goods/services, sex offenses, weapons, destruction/vandalism of school property, reckless endangerment resulting in injury, theft, chronic teacher and resource staff-related behaviors.

### **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.*

Responses and supports: 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 school based 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 (classroom based or specialist-facilitated) • School-based or outside facilitated conflict resolution • Student court • Temporary removal from class

Professional development for all staff on interventions and supports that can be used with students to create a positive learning environment.

An emergency response team in the building will consist of the SEL Teacher, Social Worker, Guidance, Administration and Department Chairpersons.

### **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.)*

During informal and formal observations, administrative team will give feedback of viewed patterns as it connected to Domain 2 of the Danielson Rubric. The Climate Team will review referral data at monthly meetings. The Climate team will develop a Behavior Tracking Form for staff to complete to collect data.

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

Returning to the Building for instruction: 6<sup>th</sup> Grade Early Entry Day will have activities relating to school procedures to create a safe and orderly environment. Climate Team will review behavior expectations with the entire staff upon return to the building for the school year.