



## Schoolwide Positive Behavior Plan Baltimore County Public Schools

**Date Completed:** [Click or tap to enter a date.](#)

**School Year 2025-2026**

**School: Patapsco High School and Center for the Arts**

### 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.*

Patapsco High School identified a School Climate Team which is composed of an administrator, grade level teachers, special education teachers, school counselor, school social worker, and school psychologist. We are working to improve the diversity and representation of the School Climate Team. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of interventions, and suggest changes or modifications to those interventions.

#### 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)*

The School Climate Team will use data identified from the School Data Story and ILT to determine the social-emotional needs of our students, including evaluating the data through an equity lens.

Information from Patapsco High School's Data Story indicates that students identifying as male, multiracial students, and students with IEP's are graduating at a lower rate than their peers. Additionally, economically disadvantaged students are chronically absent at a higher rate than their peers. Finally, economically disadvantaged students, students with IEP's, black female students, and multiracial students are more likely to be suspended than their same-aged peers, based on the Data Story risk-ratio data.

<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
The 2024-2025 school year data suggest that the highest number of behavior referrals are related to defiance, disrespect, noncompliance, tardiness, and truancy. 42% of students attending Patapsco High School were considered chronically absent. This school year, we will target improving attendance and decreasing behavior referrals by increasing school connectedness.
<b>Climate Goals</b>
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
The School Progress Plan indicates that our goal is to decrease chronic absenteeism to 35%. Improving the school climate and social-emotional climate will increase student attendance.
<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<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>
The current expectations at Patapsco High School are “Work Hard, Be Nice”.
During the initial staff training week, staff will discuss these expectations and determine how to teach them within the classroom. This information will be disseminated during student handbook presentations.
Students and staff will be reminded to “Work Hard, Be Nice” by reinforcing expectations in various locations of the building. All staff will reference this language when speaking with students.
<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>
<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>
Teachers will be provided with time and guidance during staff development to implement behavioral expectations in their classrooms, routines, and procedures based on the schoolwide

expectations. They will be encouraged to teach these expectations from the first day of school and have a visual representation posted in their classroom. Teachers will be encouraged to write positive behavior referrals and refer students to “student of the month” for following the expectations.

### **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.*

The schoolwide expectations will be shared in the student handbook. It will be shared in a newsletter. The Patapsco High School Community School Facilitator will identify additional ways to share behavioral information and school-wide expectations with staff and students over the course of the school year and beyond.

## **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.*

Patapsco High School has not yet completed Resource Mapping. The School Climate Team will complete Resource Mapping by January 2026 and include the information in the updated SWPBP. The purpose of Resource Mapping will be to assess what is currently in place and what might be needed to support our 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.*

At Tier 1, staff are encouraged to teach and reinforce schoolwide expectations, and to follow all classroom procedures. Patapsco High School has clearly defined expectations that are taught, practiced, and reinforced with students. The Signs of Suicide are taught within health classes. Restorative practices are used at a community circle level in some classrooms, along with the Three SEL Signature Practices. Additionally, school counselors provide classroom lessons periodically throughout the year to address Tier 1 learning. At Tier 2, students are referred to the Student Support Team or consult with the school social worker, school counselors, and school psychologist to implement interventions such as check-in/check-out or a behavior contract. At Tier 3, students are referred to additional meetings and plans to create an individualized behavior plan.

### **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>
In the 2025-2026 school year, the School Climate Team will discuss how Patapsco High School will address character education learning for our students and propose a plan to administration and faculty.
<b>Professional Development for Staff</b>
<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>
The School Progress Plan outlines that the leadership team will ensure dedicated, collaborative times for PLC across content areas and grade levels to meet to examine and interrogate biases and how they show up in planning, implementing, assessing, and grading learning.
<b>Section 4: Supporting and Responding to Student Behavior</b>
<b>Recognitions/Incentives</b>
<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>
Teachers are encouraged to use behavior-specific praise and feedback aligned to the schoolwide expectations. Additionally, staff are encouraged to write positive behavior referrals and nominate students for Student of the Month. The School Climate Team will continue to develop a variety of ways to positively praise students for demonstrating expected behaviors.
<b>Hierarchy for Behavioral Referrals and Consequences</b>
<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>
Patapsco High School has defined problematic behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. Staff are provided with a discipline flow chart that outlines behaviors that should be outlined in the classroom and behaviors that should be referred to administration. There are specific procedures outlined for how students will access bathroom passes and cafeteria passes. There is a specific cell phone policy that will be outlined and refined in the 2025-2026 school year. All staff have access to this information in the Patapsco High School Schoology resource page. This information is reviewed annually and periodically as needed throughout the year.

<b>Response for Intensive Behaviors</b>
<i>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.</i>
<p>Patapsco High School has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members 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 meets multiple times per year and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.</p> <p>Patapsco High School has a plan that could be implemented should a serious situation occur. Patapsco High School collaborates with two school resource officers to ensure safety of all students and staff in the building. Information is shared to the school community and community at large on an as-needed basis.</p>
<b>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</b>
<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>
The School Climate Team identified monthly meetings to review data. These meetings will include a discussion of data, practices, and equity through monthly meetings. Data reviewed include discipline data, suspension data, and attendance data. The School Psychologist is responsible for collecting and disseminating data prior to the team meeting.
<b>Section 5: Miscellaneous Content/Components</b>
Updates will be made as the School Climate Team meets monthly. Any updates will be communicated to the community as soon as possible.