



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

Date Completed: 7/17/2024 **School Year** 2024-2025
School: Watershed Public Charter 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 SWBP on an ongoing basis.

The Watershed School Climate Team reviews referral data on a bi-weekly basis to continually assess the effectiveness of the practices and interventions that comprise the Watershed Way and Helpful Habits. The team will make changes as needed based on analysis conducted in cooperation with school leadership. Changes made to policies and/or procedures are shared with staff regularly through our Staff News, Interschool Leadership Team (ILT), Faculty Meetings, Grade Level Meetings, and as appropriate. Referral data will also be used to determine the professional learning needs of staff.

The school climate team is comprised by Lori Widney, (Principal) KEM Price, (Assistant Principal) Alecia Hennessy, (School Counselor) Jasmine Hogan, (Equity Liaison and Specials Teacher) Aislinn Taylor, School Social Worker) Brittany Turner, (Behavior Interventionist) Amber Clark, (General Educator) |

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)

In the 2023-24 school, Watershed Public Charter School served a diverse student body of 327 students in grades K-6, comprising 55% Black or African American, 22% White, 13% two or more races, and 8% Hispanic/Latinx students. Among them, 15% receive special education services, and 20% were designated as economically disadvantaged.

The school community faced challenges related to suspension rates, particularly among Black/African American females and male students identifying as two or more races, who

experienced higher suspension rates compared to their peers. Additionally, students who were designated as economically disadvantaged and who were receiving special education services experienced higher suspension rates.

Attendance

Watershed's overall attendance rate for the 2023-2024 school year is 94.54% with a chronic absenteeism rate of 10%. Students identified as Hispanic/ Latinx, economically disadvantaged and receiving Special Education services are chronically absent at higher rates than their peers.

Data Analysis

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

Two student demographic bodies were identified as being at a higher risk ratio for suspension and chronic absenteeism. Black females were at a higher risk ratio for suspension. Students who receive economically disadvantaged services were chronically absent at higher rates than their peers.

Climate Goals

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

Our climate goal for the 2024-2025 school year will be to increase the number of proactive instances in which students at Watershed are provided with conflict resolution skills (alternative consequence) in order to decrease the amount of suspensions for black and economically disadvantaged students.

Conflict resolution skills will also be taught to decrease the number of referrals (2023-24 120 referrals) made for physical attack on a student, disruptive behavior interfering with school activities, and fighting.

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.

Watershed Way (code of conduct based on mission and vision)

Protecting and preserving our environment

Taking responsibility for your actions and their impact on others.

Resolving conflicts in a way that honors the experience of self and others
Maintaining positive interactions with each other

Students will follow the Watershed Way which were developed to focus on self regulation and intrinsic motivation. Direct instruction will be provided on specific skills such as conflict resolution, virtues and climate expectations in each area of the Watershed Way.

Commented [LW1]: @Hennessy, Rhiannon A. @Hogan, Jasmine PD

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.

Students will follow the Watershed Way which was developed to focus on self-regulation and intrinsic motivation. Direct instruction will be provided on specific skills such as conflict resolution, virtues and climate expectations in each area of the Watershed Way. Teachers will provide direct opportunities for students to apply the Watershed Way in their classroom setting(s) throughout the school year. Teachers will create and manage classroom routines and procedures based on student needs and strengths while applying an equity lens to methods.

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 SWPBP will be shared at Watershed Board meetings, our bi weekly turtle talk community newsletters, Back to School night, PTO meetings, and on the Watershed website.

The SWPBP will be shared with the Watershed Board Equity committee through staff-directed collaboration and evaluated through whole school surveys each semester.

A Student focus group will hold monthly meetings during the school day to evaluate school climate, discuss ideas for reinforcing positive behavior, and communicate information to classmates.

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- Teaching and reinforcing the Watershed Way (code of conduct), instructional practices related to a meta-cognition-oriented response to student behaviors (ie. Restorative question protocol.) Teacher-student collaboration within development of routines and procedures.

Tier 2-Not limited to, and may include: SST referral, consultations with parents, consultations with support staff, collaboration between teachers, referral to outside mental health provider or community stakeholder, minor incident reports. Teachers will utilize methods of self-regulation (safe space, Move This World emogers, etc) and conflict resolution protocols as a response to student behavior.

Tier 3- Referral for functional behavior assessment, referral to IEP team, individualized counseling services, referral to outside mental health provider or community provider.

*Awareness of cultural norms through collaboration with parents and community members when considering interventions.

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.

- Develop routines and procedures in the classroom and throughout the school day that practice cohesive SEL practices which resonate with students across the Watershed campus.
- Integrate SEL competencies through welcoming ritual, engaging practices, optimistic closures
- Safe spaces in classrooms for students
- Brain Breaks
- Sensory experiences

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.

Watershed uses Move This World as a social emotional learning curriculum which provides direct instruction in emotional regulation and conflict resolution strategies. Additional character education will occur through supplemental lessons from Conscious Discipline and Virtues Project.

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.)

Commented [JH3]: @Hennessy, Rhiannon A. @Widney, Lori A. Can we create a focus group of teachers or students to pull out MTW "fave resources" that they feel are suitable/fun and go over basic intro MTW video during PD

Professional development will be given on SEL learning practices, the Watershed Way (code of conduct), and on Equity. Specifically, norming equitable language across Watershed experiences that is inclusive of our diverse culture.
Trauma-informed instruction, De-escalation, and Restorative Practices training through BCPS Mental Health Services.

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.

Students will be incentivized schoolwide through various acknowledgements and celebrations for demonstrating the Watershed Way and for making progress relative to their personal potential to show growth and demonstrate socio-emotional skills.

Schoolwide initiatives such as EOU showcases, spirit weeks and other positive, celebratory events will incorporate opportunities for students to celebrate themselves and their learning. Students will have the opportunity to earn various community leadership roles based on their demonstration of the Watershed Way and the Virtues Project.

Monthly, students will be positively identified from each class based on the “virtue of the month,” to culminate in a special invitation to an admin and parent-facilitated breakfast reward. There will be quarterly progress and achievement celebrations, based on academic and SEL progress (AKA “honor roll,” but based on “Watershed Way.”)

School incentives will be incorporated into individualized behavior intervention plans (BIP: Tier 3 Intervention.) Incentives will also be co-created through student and teacher-led classroom experiences. Positive behavior will be incentivized in the classroom by community acknowledgements and experiences which will co-created by teacher and student.

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.

[Flowchart for referrals](#)

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.

Tier 2 and Admin support, access to self-regulation

See attached Incident Reporting Form.

Student Crisis Team will report: Lori Widney, KEM Price, Alecia Hennessy, B. Turner, School Psychologist, School PPW, School Nurse, Aislinn Taylor

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.)

Referral data, MTW access, student attendance and achievement, Virtue Project recognition, and teacher/stakeholder feedback

Section 5: Miscellaneous Content/Components

SPP [Attach when complete]

PBIS References

“Watershed Way” Poster

Watershed PBIS Student Guide? (to be co-created this year by middle school?)

Schoolwide PBP References

- Behavior Flow Chart [Attach when complete]
- Watershed Tiered Interventions (to be created this year?)
- Restorative Practices Resources