



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

Date Completed: 7/26/2022

School Year 2022-2023

School: Perry Hall High School

Section 1: Initial Steps
<p>School Climate Team</p> <p><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> <p>Craig Reed – Principal David Soler – Assistant Principal Mark Baikauskas – Assistant Principal Roderick Harden – Assistant Principal Tephany Ortiz – Assistant Principal Melissa Hatcher – Assistant Principal Kersten Freda – School Psychologist Matt Ferenschak – School Counseling Department Chair John Pusateri – Equity Lead/Department Chair/Teacher Susie Swindell – MTSS Resource Teacher Jennie Strauss – Social Worker Steven Szymanski – Pupil Personnel Worker Ben Gitelson – Social Emotional Learning (SEL) Teacher Patricia Panageotou - Teacher Steve Shatzer – Teacher - Parent</p> <p>School climate is the “feel” or “spirit” of the school that either encourages teachers and students to engage with school and want to be a part of it or to reject the school and disengage from it. School climate is the outcome or product of the school’s culture, the way things are done at the school and the underlying norms, values, policies and procedures that shape patterns of behavior, attitudes, and expectations. How students and staff perceive the quality of the environment impacts their success and satisfaction. Perry Hall High School wants staff and students to feel safe, supportive, and inclusive.</p> <p>The rationale for the School Climate Team is to develop, implement, and monitor a schoolwide positive behavior plan, review school-level data and trends, and ensure there is a timely, relevant, and appropriate multi-tiered system of supports in place.</p>

Meetings will take place quarterly (scheduled via Outlook) to assess data, review progress, and use available information to make informed choices about selecting evidence-based practices to support students' needs as well as identify the staff supports needed to implement those practices.

Stage on rubric: Installation/Initial Installation (Year 2 of 3-year phased-in model)

Next steps: Add more diversity to the School Climate Team and consider ways to obtain student/community input. Meetings should include an agenda and the use of a problem-solving approach when reviewing data and making recommendations for 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)

Data stories and School Progress Plans (SPPs) are aligned with a 3-year cycle. We are currently in Year 3 of the SPP.

The 2021-2022 Stakeholder Survey and the 2021-2022 Perry Hall High School Interim Data Story were examined. The Interim Data Story provided data on suspension, graduation, and drop-out rate gaps.

The suspension rate data indicates that FARMS students and Black students are more likely to be suspended. FARMS students have the highest suspension risk ratio of 6.05, followed by Black female students with a suspension risk ratio of 4.13 and Black male students with a suspension risk ratio of 2.71.

The graduation rate data indicates a gap between female and male students; females have approximately a 7.5% higher rate of graduation than males (89.16%). Black and Hispanic students are less likely to graduate with their peers as are students receiving special education services. The lowest graduation rate is for FARMS students at 86.92% (113 students graduated out of 130), followed by Hispanic students at 88.89, special education students at 89.09%, and Black students at 89.77%.

The drop-out rate data indicates gaps by gender, race/ethnicity, and special service. The drop-out rate data indicates that FARMS students are more likely to drop out than their peers at a rate of 5.35, followed by Black students at a rate of 5.11, male students at a rate of 4.90, Hispanic students at a rate of 3.70, special education students at a rate of 3.64, and two or more race students at a rate of 3.45.

The Stakeholder Survey has 3 sections: Academic Aspirations, Belonging, and Student Support.

It is noted that the student response rate for the 2021-2022 Stakeholder Survey was 40.8%, which is higher than the previous year, but much lower than usual may not accurately reflect most of the Perry Hall High School student population. Students that are two or more races had the highest response rate on the survey at 84.7% (72 out of 85 students responded).

Students responded to a series of positively phrased statements with “strongly agree, agree, disagree, and strongly disagree.” Answers that were “strongly agree” or “agree” were labeled as “Very Favorable” and “Favorable” results. Answers that were “strongly disagree” or “disagree” were labeled as “Very Unfavorable” and “Unfavorable” results.

63.3% of BCPS high school students responded “Favorable” or “Very Favorable” to the positively phrased Belonging survey items but only 50.7% of Perry Hall High School students responded “Favorable” or “Very Favorable.” The subgroups are shown in the chart below. The subgroups are not disaggregated by ELL, special education, etc, and there is no way to disaggregate the data further, such as “white female” responses.

Compared to the BCPS high school average, every group at Perry Hall High School had lower reporting rates except for Hispanic students (low sample size).

2021-2022 Stakeholder Survey Responses to “Belonging:”

Student Group	Number of Students at PHHS w/ Survey Responses	Favorable/Very Favorable BCPS High School Students (Percent)	Favorable/Very Favorable PHHS Students (Percent)	Difference Between PHHS and BCPS
All students	816 (40.8%)	63.9	50.7	-13.2
American Indian or Alaska Native	0	47.0	--	--
Asian	126	75.4	60.3	-15.1
Black or African American	207	62.5	47.3	-15.2
Native Hawaiian or Other Pacific Islander	0	50.0	--	--
White	373	63.9	50.6	-13.3
Two or More Races	72	54.2	37.5	-16.7
Hispanic/Latinx	29	66.1	75.9	9.8
Female	407	63.7	50.4	-13.3
Male	373	65.1	52.8	-12.3
Another Gender Identity	35	51.3	34.3	17

Stage on rubric: Installation/Initial Installation

Next steps: The team will identify interventions or practices to address the disproportionalities that exist.

Data Analysis

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

Belonging encompasses all aspects of school life. Students who report high levels of belonging get suspended less often and graduate on time at higher rates. Students who repeatedly engage in behavior that places them in conflict with peers or adults are at risk for school failure – office referrals that lead to removal from class, suspensions that lead to lost instructional time, and drop-out or decreased graduation rates (not graduating with their cohort).

Belonging is a critical area for improvement, especially as students return to a school building after many students have not stepped inside with peer and staff interactions in a year and a half. We want to build relationships through meaningful communication and engagement to create welcoming, safe, and inclusive communities.

The two Belonging survey items from the 2021-2022 Stakeholder Survey that students most disagreed with were: “Most students in my school stop and think before doing anything when they get angry,” and “Most students in my school try to work out their disagreements with other students by talking to them.”

This indicates a culture where students would benefit from de-escalation strategies and peer to peer mediation and/or problem solving. Students may also lack competencies in the SEL Framework: self-awareness, self-management, relationship skills, and responsible decision making.

Stage on rubric: Installation/Initial Installation

Next steps: The team will consider what factors contribute to disparities in belonging and exclusionary discipline among student groups and consider other school-level data. The team will continue to identify interventions or practices to consider along with CCEIS and MTSS supports. Factors to consider: isolation, absence of supports/interventions, attendance and extracurricular policies, implicit or explicit bias in beliefs about discipline, educator/administrator stress, de-escalation strategies, instructional disengagement, academic frustration, etc.

Climate Goals

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

The data for students responding favorably to the belonging questions on the Stakeholder Survey for 2021-2022 was 48%; however, the response rate to the survey was low. Our goal for 2022-2023 for students responding favorably to the belonging questions on the Stakeholder Survey is 51%, an increase of 3%. This goal is also listed in the Perry Hall High School SPP for 2022-2023.

Stage on rubric: Full Operation/Elaboration/Continuous Improvement

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 Perry Hall High School Code of Conduct will be collaboratively developed in 2022-2023 that is culturally relevant to our population and speaks to our school's vision and mission. In the interim, the BCPS Code of Conduct in the Student Handbook will be followed: All students will attend school daily unless there is a lawful reason for being absent. They will engage in the learning process. They will bring to school only those approved items and materials that are appropriate for their educational program. They will demonstrate positive behavior and language and respect the personal, civil, and property rights of others. They will accept responsibility for their actions and education while abiding by established Board policies, superintendent's rules, and procedures.

Stage on rubric: Initial Installation

Next steps: Consider what we can do so that students feel like they are seen, valued, and heard. Without these supports, students will not want to buy in to a larger code of conduct or way of being a "Gator" or "HALL together." Staff need to remember that behavior is communication. Focusing on why the behavior occurred and not what occurred is key. The code of conduct needs to be written with student/community input to ensure it is culturally responsive and include expectations/how they apply to various settings within the classroom and the building.

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.

Two re-engagement camps in August 2021 will review schoolwide expectations and procedures. The first camp is for rising 9th graders identified as needing more support, while

the second camp is for current 9th graders (rising 10th graders) who struggled to thrive in 2020-2021.

All students will participate in a Student Handbook presentation at the beginning of the school year and be given the opportunity to ask clarifying questions from grade-level administrators.

An extended homeroom model will also be utilized at the beginning of the school year to communicate and reinforce expectations, routines, and procedures.

Teachers will continue to utilize restorative practices within their classrooms with administration support and follow-up. Suggestions for positive reinforcement are included later in this plan.

Stage on rubric: Adoption/Installation

Next steps: Once the Perry Hall High School Code of Conduct is written, collaboratively developed visuals will also be created.

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.

Components of the Schoolwide Positive Behavior Plan will be shared with parents at Back to School and in teacher syllabi. Expectations will be frequently reinforced through the weekly school newsletter (CommuniGator), monthly special education newsletter and PTSA meetings/distribution list. Parent University support and workshops will also be considered. Student input and reinforcement may also occur via the Morning Announcement crew.

Stage on rubric: Adoption/Installation

Next steps: Consider how to communicate expectations so accessible by all families – i.e. translated newsletters, alternate means of communication other than the Internet, etc.

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 – supports for all students/staff (universal prevention):

- restorative practices, suicide prevention (Grade 9) via counselor lessons, mental health – anxiety, depression (Grade 10) via counselor lessons, SEL lessons, SEL staff strategies of the week, grade-level team meetings (PPW, administrator, counselor), BCPS Calming Room, food, hygiene and school supply pantry, CTE speaker series, SAFE program w/sexual harassment speaker (Grade 12), NHS tutoring, PSAT preparation classes, athletic coaches behavior plans/point sheets, SEL strategies of the week, weekly attendance emails, weekly grade emails for those that have Ds/Es, welcoming rituals, Gatoraide Days (scheduled schoolwide days to help students make-up work), multiple student recognition program, monthly school spirit events (Gator Bowl).

Tier 2 – supports for small groups of students/staff (targeted group/early intervention):

- suicide awareness and prevention program (Health curriculum), SST/IEP process, Why Try, Skill Streaming, and Superflex curriculum with SEL classes and via social worker counseling, counselors have SEL groups (trauma, grief, social skills and substance use), peer mentoring (Just Us groups for Black students (males and females), Effective Learning Habits class for social skills, AVID, additional student support in technical education classes, Teen Screen, 9th grade BARR program.

Tier 3 – supports for individual students/staff (individual/intensive intervention):

- 1:1 ongoing counseling sessions, Head Space – meditation app (psychologist), Pure Edge – mindfulness based curriculum (social worker), Youth Mental Health First Aid, Crisis Prevention Intervention (CPI), Psychological Assessments, Functional Behavior Assessments, BIP and Crisis Intervention check-ins from SEL teacher, Response to Interventions by SEL teacher/case manager assist, community resource list and list for students who are identified under the McKinney Vento Act, Thrive Behavioral Health – counseling/school partnership. Comprehensive Coordinated Early Intervention Services (CCEIS), critical reading class for students with IEPs that have phonological that have decoding needs, SEL course for students with IEPs, IEP/504 meetings, routine ongoing case management meetings, 3rd party billing interactions.

See BCPS MTSS Schoology Group for further resources.

Stage on rubric: Adoption/Installation

Next steps: Consider whether staff need training in understanding the teaming/referral process for more intensive supports and place in Faculty Handbook. The School Climate Team will evaluate the cultural responsiveness of the 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.

Teachers will implement the SEL Signature Practices – Welcoming Ritual, Engaging Practices, and Optimistic Closure. The school's SEL teacher will use various strategies as outlined in the attached document to engage students, staff, and families in the 5 SEL competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. For example, SEL instruction as the teacher of record for 2 classes, lunchtime symposiums, push in model, SEL strategies in staff weekly newsletter, mini-residency model with departments for PD, contributions to the monthly Special Education newsletter, etc.

[SEL plan](#)

Stage on rubric: Adoption/Installation

Next steps: Consider widening the mentoring program and/or adding other affinity groups. Consider if there is an EDA for a mentorship coordinator. Determine if further training is needed in trauma-informed care.

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.

A Character Education program will be collaboratively developed in 2021-2022. The original "Cornerstones of Character" for Perry Hall were civility, integrity, responsibility, and respect.

Stage on rubric: Adoption/Installation

Next steps: Consider the Virtues Project. Discuss how a character education program could be embedded within our code of conduct and developed into school lessons. The program should address character education, virtues, decision-making, and/or ethical values. See Character Education description in Student Handbook.

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.)

This will be collaboratively developed in 2021-2022 and will align with the Climate Action steps on the School Progress Plan.

Staff will receive initial professional development regarding the SWPBP and Behavior Intervention Plan during Teacher Pre-Service Week in August 2021.

Stage on rubric: Adoption/Installation

Next steps: Develop a process/system where new teachers are trained on the Resource Mapping of Tier 1, Tier 2, and Tier 3 supports. Booster/follow-up sessions offered. All staff need to know what interventions exist and how to refer students for those interventions.

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.

Staff will make positive phone calls home (Take5). Kudos may be given to identified students, along with potential student or athlete of the week/month in weekly newsletters. The school's professional development teacher will maintain a positive presence on social media.

Teachers will reinforce positive behavior in the classroom (i.e. 4 praise statements:1 correction statement or Behavior Specific Praise model). The PTSA offers incentives for academic achievement through the honor roll (Golden Gators).

Stage on rubric: Adoption/Installation

Next steps: Incentives may be considered such as earning free tickets to an extra-curricular event. Consider field trips that are paid for (possibly having the Principal praise the group before they leave). Don't discount "trinkets" – even high school students like stickers, fancy school supplies, etc. Develop a "menu of reinforcers."

Teachers can nominate students who raised their grade, etc. Admin and/or teacher can email a positive report home to students. Consider postcards, coupon book, etc – the format must be easy, do-able and quick. Invite the parents to school for recognition/ceremony. FOOD!!!! See folder 4 in the Schoology Group – the "ultimate list" of PBIS reinforcers.

Consider tying to an academic or behavior contract or demonstrating character or exemplifying the code of conduct. Reward baby steps and moments of goodness.

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.

This section will be developed by Administration and shared with Faculty Council prior to the start of the 2021-2022 school year and will be aligned with the Teacher-Led and Administrator-Led Interventions and Responses outlined in the Student Handbook. A model of progressive discipline will be followed. Referral forms and procedures for addressing class cuts, lateness, insubordination, etc. will be addressed.

Click on the link to the Perry Hall High School [Behavior Intervention Plan](#).

Stage on rubric: Adoption/Installation

Next steps: Develop a visual representation/flow chart:

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.

Perry Hall has a Behavior Threat Assessment Team (BTAT - chaired by school counseling department chair). Referrals may be made to the Conflict Resolution Center of Baltimore County. Additionally, resources are available through the Baltimore County Crisis Response System (BCCRS). The hotline number is 410-931-2214.

The Threat Assessment team is comprised of the school counselors, social worker, school psychologist, SROs, SEL teacher, the nurse, and an administrator. Counselors have been trained in Signs of Suicide (SOS). The social worker is trained in Pure Edge. The psychologist can assist with an emergency petition.

The team works collaboratively to develop procedures for responding to students in crisis that have made threats to themselves or others. The plan has tiers of responses depending on the level of threat. An SST or IEP team may follow interventions.

Stage on rubric: Adoption/Installation

Next steps: Ensure BTAT meets regularly to review incidents, follow-up, and ensure appropriate staff have been trained in BCPS approved methodologies.

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 and ILT will meet quarterly to review data. Data dashboards (BCPS Inform) are still being restored from the November 2020 ransomware attack. Data points to

consider include, but are not limited to, athletic eligibility, attendance, grades/GPA, suspensions, graduation rate, referrals from Focus, suspensions, etc.

Stage on rubric: Adoption/Installation

Next steps: Consider how to get referral data from the new Focus system. The team should engage in a Plan, Do, Study, Act cycle.

Section 5: Miscellaneous Content/Components

Consider triggers that make students act out and their allostatic load. Teachers need to be able to surrender the one up. Sometimes teachers take misbehavior personally.

Showing up is a huge step for some students, so teachers need to acknowledge effort. Small steps turn into big steps. It stems from relationship building with a trusted adult.

Student Council/Homecoming may be a way to re-engage school spirit. Classes will take “ownership” of a hallway and decorate it with a theme with athlete support. Consider an award/trophy for best decorated hallway (week of October 8).

Consider how to increase buy-in for pep rallies and class vs. class competition.

First Marking Period Data Review/Meeting – 11/3/21

In Attendance: Cohee, Watkins, Harden, Ferenschak, Freda, Shatzer, Strauss

Brief minutes:

- discussed use of Gator postcards to send positive message home and finding strengths in students, not their dysfunction
- discussed possible book review with Ms. Strauss and staff using For White Folks who Teach in the Hood. . . by Christopher Emdin
- reviewed first marking period data that showed highest number of referrals for 9th graders and disproportionate referrals for Black/African-American students; many of which were related to Black girl fights
- discussed the effects of isolation during the pandemic and frustration with lack of control that seems to be exhibiting itself through students asserting their own autonomy and not following basic school rules or treating other people civilly
- reviewed areas for growth in the plan but acknowledged that students will not follow a PHHS Code of Conduct or buy into being a Gator if they do not feel like they belong (some students may feel like that is just for white students)
- discussed how many students view staff as just people there to enforce rules they think do not apply to them or are unnecessary and talked about starting a volunteer, school-wide mentoring program where staff who think they have connected with a specific student will volunteer to mentor him/her

Mentoring updates:

- Ms. Lacks-Brown: “Right now, TIA is not currently active as a group; however, the sorority maintains its partnership with the school by advertising college/career-based

workshops for all students to participate in. However, typically TIA mentors young women looking to excel academically and build character, leadership, participate in civics engagement, and explore college and career opportunities. The primary audience generally appeals to students with a GPA of 3.0 or higher.”

- Mr. Morris: “Just Us reaches 9th grade African American young men mentees with 12th grade African American young men mentors. I have 8 mentors and am looking at matching 8-12 mentees, depending on the mentors’ feelings about doubling up.”
- We are looking into the possibility of an EDA for a staff member who would head up a school-wide mentoring program, possibly through SST meetings and an interest survey, that would match up good mentors/mentees.

Second Marking Period Data Review/Meeting – 1/19/22

In Attendance: Cohee, Reed, Watkins, Freda, Swindell

Brief minutes:

- Ms. Freda shared her MTSS document/One Note that she has been working on based off the example shared in the training from Woodholme Elementary. She will message Ms. Cohee about interventions for which she needs more information/descriptions.
- Marking period 2 discipline data will be reviewed at an upcoming ILT meeting when more people are present.
- Ms. Swindell shared the importance of school-wide expectations and communicating them in common language. Ms. Watkins shared that the “original” cornerstones of character were civility, integrity, respect, and responsibility. Students designed the bracelet and contract students signed in order to get the bracelet. The athletics program uses CHOMP – character, honesty, optimism, mentality, and purpose. Any code of conduct must have input from all aspects of the community. Some ideas to start will be shared with ILT, Student Council, etc.

Third Marking Period Data Review/Meeting – 4/7/22

In Attendance: Cohee, Reed, Baikauskas, Harden, Swindell, Strauss, Gitelson, Shatzer, Szymanski

Brief minutes:

- A Data Driven Dialogue protocol from SRI was used to examine marking period 3 data provided by Ms. Swindell. Participants engaged in making predictions, reviewing the data, stating facts/observations, and making inferences with dialogue about what additional data or resources are needed to affect climate in the building.
- It is important to note that climate data is not complete; some referrals may not be logged or be logged incorrectly. The data set provided did not address if the restorative detention we offer is improving behavior for those individuals or whether students with alternative lifestyles feel a greater sense of belonging than when the year began.
- Some positives are that 1,659 students have never had a major referral and that most students with referrals only have 1 referral. 52 students were responsible for 442 major referrals, which means 3% of enrollment is responsible for 55% of the referrals. For these students, Tier 2 interventions are needed. A request was made for evidence-based Tier 2 interventions that work along with evidence that supports PBIS in high

schools. Dialogue centered on whether too many resources are being used for CCEIS versus other students who need direct support, even those who do not have a BIP.

- Many of our referrals occurred in February and March when other interventions haven't worked and/or we have not received the program review support we have requested for specific students that need something different. We also had a larger than normal number of special education staff absent that could impact student choices. March is a long month with no days off for students.
- Attendance is below the state standard of 94% at 90%. There is a need for evidence-based attendance interventions that work. There are also concerns about the accuracy of attendance taking/recording in Focus.
- Truancy/refusing to follow school rules dominates the referral category.
- There is a disproportionate amount of Black suspensions at 55% compared to the demographic of 33%.
- Is the PPW suspension something that could be reintroduced to the BCPS discipline matrix?
- Ms. Swindell volunteered to spend a few days "in residency" at Perry Hall to assist with support/data collection.