



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



**Date Completed: 8/8/2022**

**School Year 2022-2023**

**School: Pine Grove Elementary**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<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>
Kathy Andrzejewski Aryka Benz Paula Cockey Angela Linton Sarah Bittner Erika Conn Keith Pettit Melissa Markle Valerie Lewis
<b>Equity Lens</b>
<i>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)</i>
The 2018-2019 attendance rate was 94.25%; nearly fifteen percent of students were chronically absent, an increase from the previous year. This figure is even greater for the Two or More Races student group. Among special services, the chronic absenteeism rate for the students receiving special education services is 19.64. Among other special services, the rate for the FARMS student group is 21.13, and the rate for the English Learner student group is 20. For the Two or More Races student group and students receiving English Learner, Free and Reduced Meals, and Special Education services, these gaps are persistent. The 2018-2019 suspension rate was 0.84%, similar to 2017-2018. According to MSDE's disproportionate discipline data, Black/African American students were suspended at approximately 4.5 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in

the loss of 22 instructional days. This loss of instructional time particularly affects student groups most often suspended.

The 2019 – 2020 Stakeholder Survey domain values were 80.5 for Academic Aspirations, 69.6 for Belonging, and 74.9 for Student Support. These results indicate that student perception has remained stable for Academic Aspirations and slightly declined for Belonging and Student Support. In 2019 – 2020, almost one-third of students indicated they were bullied, and 45% of students reported witnessing bullying. Students reported most frequently experiencing bullying outside the classroom. Data for the Two or more races student group indicate perception of climate, specifically Belonging and Student Support are notably more unfavorable than their peers.

The student groups underserved in 2021-2022 were: Black students and those of two or more races, English Language Learners, students receiving special education services, and students eligible for Free and Reduced Meals services.

According to the 2021-2022 Data Story Interim Report, Black students are chronically absent at rates higher than their non-Black peers and their chronic absenteeism risk ratio is greater than the same measure for all BCPS elementary schools. Additionally, students receiving Special Education services are chronically absent at rates higher than their non-Special Education peers; and the chronic absenteeism rate risk ratio for students receiving Special Education services at Pine Grove Elementary is greater than the same measure for all BCPS elementary schools.

### **Data Analysis**

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

Our data story tells us that there are still gaps in attendance, and a sense of belonging specifically with our students of two or more races and students receiving special education services.

### **Climate Goals**

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

Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.

## **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.*

I am respectful.  
I am responsible.  
I am safe.  
I am prepared.

### **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.*

**Power point Code of Conduct, visuals in the classrooms, bathrooms, cafeteria, playground, buses,**

### **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.*

Communicate the Code of Conduct with families, Back to School Night, PTA meetings

## **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/establishing routines and expectations with all students, Safe Zone, Conscious Discipline routines/strategies  
Tier 2: Buddy Classroom, iTime Mentoring, Breaks/Walk, Teacher/Child Conference, Reflection Sheet, Consult with Counselor or SEL Teacher, Restorative Conference, Lunch Bunches, SEL Lessons (reoccurring parent must be contacted, record in OneDrive)  
Tier 3: Individualized student plans, SST/IEP, FBA/BIP, Crisis Intervention, Restorative Conference

### **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-*

<i>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.</i>
Conscious Discipline AVID Relational Capacity
<b>Character Education</b>
<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>
Monthly Character Trait—lessons, classroom guidance lessons, read alouds focusing on traits, PANDA PAT Shout-Outs on morning announcements, school-wide display
<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>
August-September: Teacher PD on Behavior Plan and Classroom Expectations, Revisit/Review Conscious Discipline October: Book Study, <i>What Happened to You</i>  September- January: AVID PD
<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>
Panda Pats, individualized classroom incentives (Brag Tags, Wall of Fame, Quarterly Awards Ceremonies, School-Wide Display, "Bean Bag" Cafe
<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>
<b>CLASSROOM LEVEL CONSEQUENCES – Teacher Managed</b>
<ul style="list-style-type: none"> <li>• Conferencing with the student and his/her parent or guardian</li> </ul>

- Limiting recess by allowing alternative gross motor activities separate from peers
- Assigning and facilitating lunch detention
- Assigning and facilitating after school detention
- Providing a reading and reflection writing activity appropriate to the behavior
- Requiring the student to write an apology letter
- Allowing victims to identify ways that harm can be repaired, and relationships can be restored

## **School Counselor/SEL Teacher Referral**

Refer to School Counselor/SEL Teacher when:

- Students are visibly emotional and cannot calm down in a brief amount of time.
- Students requires more support and attention to address or solve a problem.
- Students need more specific and individualized assistance, solutions and plans to address issues.
- Students need more privacy than a teacher can provide in the classroom.

## **OFFICE REFERRALS FOR ADMINISTRATIVE INTERVENTION AND/OR CONSEQUENCES**

Category I offenses that pose a danger to others and Category II and III offenses should be reported immediately to an administrator with a completed office referral.

A separate office referral must be completed for each student because the referral becomes a part of the student's discipline record.

### **PROCEDURE FOR AN OFFICE REFERRAL**

- The teacher or staff member will call the office using a handheld radio or telephone intercom by **dialing #**.
  - If an administrator is not available in the office, one of the office secretaries will page an administrator: AP 3 Beeps; Principal 2 Beeps
  - If an administrator is not available, staff members will be paged in the following order to work with the students:
    - Social Emotional Learning Teacher
    - School Counselor
    - Special Education Inclusion Teacher

- Reading Specialist
  - A staff member will come retrieve the student and escort him/her to the office.

**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.*

If students are demonstrating emergency/crisis behaviors, a phone or walkie call to the classroom identifying an emergency should be initiated. A member of the Crisis Intervention Team will respond and give directions based on the circumstance. Students will be evacuated or the student in crisis will be removed whichever is safest. Members of the Crisis Intervention Team include: Tina Kubala, Sarah Bittner, Keith Pettit, Megan Makris, Erika Conn, Kate Glascock, Melissa Markle, Valerie Lewis

**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.)*

Notes, office referrals, Stakeholder Survey data

**Section 5: Miscellaneous Content/Components**

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