Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 8/28/2023   **School Year 2023-2024**
School: Pinewood ES

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.
The school has identified a Climate Team which is composed of an administrator, grade level teachers, a special educator, a special area teacher, our school counselors, and school psychologist. Team members represent the diversity of our school. The team will meet at least once every quarter to examine, discuss, and monitor the implementation and effectiveness of our SWPBP and suggest changes or modifications as necessary to ensure that the plan is addressing the needs of our school community.
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 Climate Team was established and met over the summer to review the School Data Story and stakeholder survey results. The team created a survey to be given to students quarterly to identify any disproportionality between student groups and/or individuals and to determine where support will be needed. The data collected by the SEL team during 22-23 SY identified less engagement and lower attendance rates among the Hispanic Black/African American student groups. Attendance and engagement will be monitored when re-entering school. Survey data continues to indicate a lower sense of belonging among students of color. The School Data Story will continue to be referenced along with our internal survey, and all information will be evaluated through the equity lens.
Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)
19-20 SY Belongingness favorable and very favorable responses- all students – 98%, Asian – 97.1%, black – 100%, white – 98.6%, multiracial – 95.7%, female – 98.4%, male – 97.6% Academic aspirations – all students – 100%, Asian – 100%; black – 100%, white – 100%, multiracial – 100%, female – 100%, male – 100% Student Support – all students – 99.2%, Asian – 98.6%; black - 100%; white – 99.3%; multiracial – 100%, female – 99.2%, male – 99.2% 20-21 SY Belongingness favorable and very favorable responses- all students – 98%, Asian – 99.2%, black – 100%, white – 97.4%, multiracial – 100%, female – 98.2%, male – 98.3% Academic aspirations – all students – 97.2%%, Asian – 98.2%; black – 100%, white – 96.7%, multiracial – 100%, female – 97%, male – 98.4% Student Support – all students – 96.8%, Asian – 96.4%; black - 100%; white – 96.7%; multiracial – 95.2%, female – 96.9%, male – 97.5% 21-22 SY Belongingness favorable and very favorable responses- all students – 95%, Asian – 93%, black – 92%, white – 96%, multiracial – 100%, female – 94.3%, male – 96.7% Academic aspirations – all students – 98.7%, Asian – 100%; black – 100%, white – 98.5%, multiracial – 96.6%, female – 100%, male – 97.5% Student Support – all students – 95.3%, Asian - 95.7%; black - 92.3%; white – 96.1%; multiracial – 96.6%, female – 94.3%, male – 95.9%

Climate Goals

Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)
Teachers will examine and interrogate their personal bias to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students. Continue and expand our Virtues Project work in all grade levels to increase our students' sense of belonging. The team will examine how the Virtues Project can become a way of being in our school and connect to our Pledge and climate/culture as opposed to just an instructional tool for Character Education (i.e., talk about Virtues during morning meeting time, virtues in journaling, recognition related to virtues, expectations related to virtues). The Climate Team will explore culturally responsive teaching and implicit bias training will be provided to ensure all our students see themselves in the instruction and have opportunities to demonstrate their knowledge in different ways and celebrate their strengths. The Climate Team will encourage the increased use of behavior specific praise and utilizing Virtues Language as a common, consistent language across grade levels and school-wide. Increase visual depictions and increase frequency of introducing virtues and recognition (one every 2 weeks). Continue with student certificates and announcements.

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 Pinewood Pledge along with an added virtue/value character trait statement is recited aloud in every classroom along with the morning announcements each day. The pledge includes being Polite, Prepared and Persistent and treat others with respect and kindness.

The Climate Team will work on assuring that the schoolwide expectations remain culturally relevant and sensitive to the needs of our students and staff from the last time student voice was acquired to create the pledge. All teachers will reference the specific language of the expectations and will teach the schoolwide expectations to their students. Visual representations will be created that depict the pledge and what it looks like with pictures of our students demonstrating Polite, Prepared, Persistent, treating others with respect, and treating others with kindness.

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.

Teachers will work with students during the first week back to school to identify the classroom expectations, routines, and procedures based on grade-level team discussions. Teachers will work in their grade level teams to establish expectations that students can expect of them.

The Climate Team will establish a SCHOOLWIDE minimum expectation of how to recognize and reinforce expected and positive behavior. This will include but is not limited to the use of delivery of high frequency of behavior specific praise. A GRADE LEVEL-WIDE menu of possible reinforcers and recognition options will be provided to allow for autonomy among grade level teams to choose what works best for their students after teachers solicit student voice.

Recognition should be provided student to student, teacher to teacher, student to teacher, teacher to student to build a climate of mutual respect and appreciation.

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 positive behavior initiatives, expectations, and/or interventions will be communicated and shared with families through the Family Newsletter, during Back to School Night, and on the School website. Communication will include suggestions for families of how to carryover and reinforce initiatives we are doing at school (i.e. Virtues Project).

The Climate Team will solicit feedback (i.e. during American Education Week) from families on how their children are responding to and feel about the positive behavior initiatives and make adjustments accordingly.

The team will continue to analyze how to engage all families, which may look different across families so multiple options for communication will be provided to identify what works best for each family. This may be but not limited to journaling back and forth, quick notes on work that goes home that does not necessarily need a response. Communication of what is happening with their student will be prioritized whether a response from the family is warranted or not.

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.

The school has not completed the Resource Mapping yet but the Climate Team will be doing that this year in order to assess what is in place and what might be needed to support our students. Initial discussion included:

Tier 1: Conscious Discipline including signature practices of morning meeting/well wishes/optimistic closure/time machine reflection, Safe Space in every classroom, counseling curriculum through school counselor, Virtues Project, conflict resolution language, teacher consultations, mental health and promotion activities, character education week, bullying prevention week activities

Tier 2: targeted reteaching and reinforcing of Conscious Discipline principles and practices, SST, zones of regulation language, consideration of purchasing Coping Cat and Superflex interventions.

Tier 3: FBA/BIP, SST/IEP, referral process for community-based supports, crisis response protocol

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.

The school utilizes Conscious Discipline, Safe Space in every classroom, counseling curriculum through school counselor, conflict resolution language, and mental health and promotion activities for Social-Emotional Learning for all students.

The school will explore identifying evidence-based practices at the Tier 2 and Tier 3 levels.

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.

The school has been implementing and will continue to implement the Virtues Project with a comprehensive programming for kindergarten through 5th grade. The Climate team discussed increasing the number of virtues covered within a month. Lessons and/or activities will be pushed out to be shared in the classrooms. This year, teachers and students will provide more ownership over displaying and recognizing the virtues. The virtue will be included at the end of the pledge each morning on the announcements. Additionally, there are other activities during the year that support Character Education. The school also has instructional activities during Bullying Prevention Week.

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.)

PD Plan:

Aug-Sept	• Conscious Discipline	**Safe and Supportive:** Ghost Walks for Conscious Discipline Program Safe Space Reflection Sheets from Students or Teachers Informal and formal observations to ensure fidelity of implementation of social-emotional initiatives
Oct	• Equity: UDL including implicit bias training • Executive Functioning Strategies in the classroom	
Nov	• Virtues Project • Conscious Discipline: Greetings/ Morning Meetings	
Dec	• Conscious Discipline: Safe Space	

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.

Teachers will be trained and/or provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations, implicit bias, and behavior specific praise. The Climate Team will develop a variety of ways to positively reinforce students for demonstrating expected behavior (e.g., Behavior Specific Praise, positive note home, raffles, virtues recognition, etc.) and through gathering student voice, grade level teams will choose what will work best for their classrooms/grade levels. There will be a schoolwide minimum with autonomy for grade level teams to choose the classroom based recognition and reinforcers and group contingencies. The Climate Team will assess for equity to determine if our practices are culturally relevant and to monitor data to ensure all students are being recognized equally and the recognition/incentive system is effective to support positive outcomes for all student groups.

A list of Intrinsically based group rewards will be provided to teachers that students can choose from such as: stations in classroom, structured small group/whole group physical activities, scavenger hunts, escape room boxes, dance party, etc. that can be used as classroom wide rewards.

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.

The school will continue to use the BEBCO behavior referral form for referrals to administration. A referral to the school counselor will also be created when the behavior warrants reflection, conflict resolution, restorative practice conversation, processing emotions after an incident, etc.

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.

The school has identified members of the Behavior Threat Assessment Team (Tricia Rueter, Chester Saunders, Rebecca Torrence, Michelle Bortmes, Kristen Matthew, Mike Castellani, and Frank Gullion). These staff members will meet as needed based on the data. The team will review procedures regarding students who present with threats to harm themselves or threats to harm others or property.
Procedures include designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified.

When a student's behavior warrants intervention from others beyond the adults in the room at the time, use the Walkie system: "Student assistance needed, go to channel 2" to call for assistance. Only identified responders switch to channel 2. Teacher identifies student by their initials and room number/location. Responders confirm if they are on their way.

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 Climate Team reviews data at the scheduled meetings. The team will review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team will also discuss how well the interventions and practices are implemented.

Section 5: Miscellaneous Content/Components
Not Applicable.