



Schoolwide Positive Behavior Plan Baltimore County Public Schools

Date Completed: 8/19/2025

School Year 2025-2026

School: Prettyboy Elementary

Section 1: Initial Steps	
School Climate Team	
<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>	
Nicole Norris, Principal Jeff Tessier, Assistant Principal Amanda Pappas, School Counselor/Family and Community Engagement Liaison Lindsay Bossi, Special Educator/IEP Facilitator Lauren Stavros, Second Grade Teacher/Equity Liaison Wendy Gibson, Math Resource Teacher Jenna Loomis, Reading Specialist	
Equity Lens	
<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>	
Student Suspension Rates 24-25 Suspension Rate by Student Subgroup (3 total suspensions) Multilingual Learner: 0% Economically Disadvantaged: 0% Special Education: 0% Asian Male: 0% Black Male: 0% Hispanic Male: 0% Two or more races Male: 5.8% (1 student) White Male: 0.9% (2 students) American Indian/Alaskan Native Female: 0% Asian Female: 0%	

Hispanic Female: 0%
 Two or more races Female: 0%
 White Female: 0%

Chronic Absenteeism Rates:

All Students: 8.25% (33 students)
 Female Students: 4.66% (9 students)
 Male Students: 1.95% (4 students)
 American Indian/Alaskan Native Students: 100% (1 student)
 Asian Students: 20% (1 student)
 Black Students: 0%
 Hispanic Students: 13.33% (2 students)
 Two or More Races Students: 17.65% (3 students)
 White Students: 7.24% (27 students)
 Multilingual Learners: 0%
 Economically Disadvantaged: 15.59%
 Special Education: 10.94% (6 students)

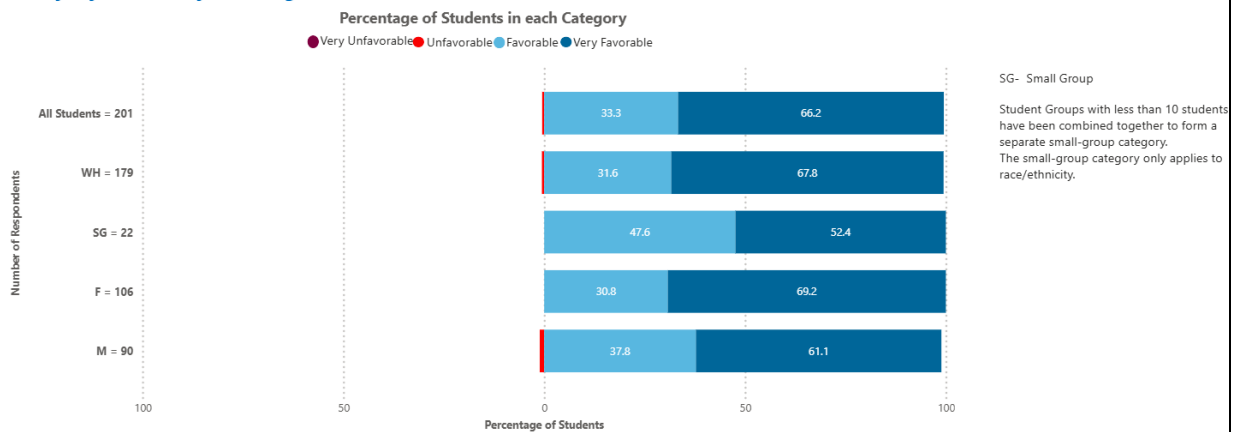
Data Analysis

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

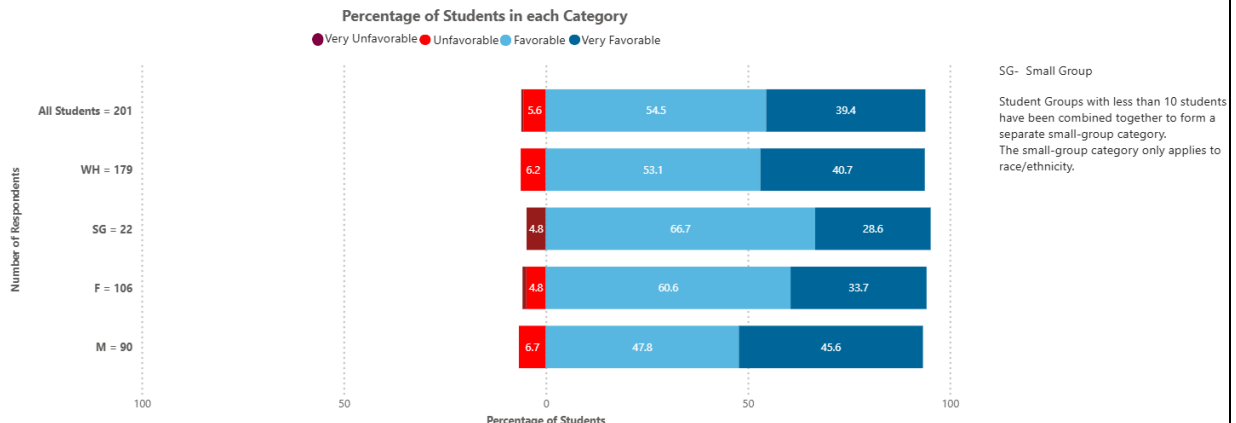
Students in the Two or More Races student group had the highest rate of chronic absenteeism (17.65%) and white males had the highest suspension rate () among student subgroups.

24-25 Student Stakeholder Survey data (201 survey participants):

Prettyboy Elementary: Learning Environment Domain



Prettyboy Elementary: School Connection Domain



Note: ES represents Elementary School, MS represents Middle School, and HS represents High School.

Total Responses = 201

	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree + Agree
Learning Environment					
Getting good grades is important to me.	73.0%	21.5%	5.0%	0.5%	94.5%
My teachers have high expectations for me to do well in school.	66.0%	31.0%	2.0%	1.0%	97.0%
I am interested in my classes.	38.5%	51.3%	8.7%	1.5%	89.7%
Most adults at my school treat me with respect.	59.1%	37.4%	3.0%	0.5%	96.5%
There is at least one adult at my school I can go to if I have a problem.	72.1%	21.8%	5.1%	1.0%	93.9%
My teachers tell me how I do on my classwork, tests, and homework assignments.	53.0%	39.9%	6.1%	1.0%	92.9%
School Connection					
I feel safe at my school.	52.2%	44.3%	2.5%	1.0%	96.5%
I feel like I can be myself when I am at school.	29.1%	53.8%	14.1%	3.0%	82.9%
Students at my school treat me with respect.	26.6%	62.8%	9.0%	1.5%	89.4%
Most students in my school are accepting of other students.	37.9%	54.0%	7.1%	1.0%	91.9%
I feel welcome at my school.	55.3%	37.6%	5.1%	2.0%	92.9%
At my school, students help each other.	41.1%	51.8%	5.6%	1.5%	92.9%

Climate Goals

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

Teachers will center student's identities, strengths, interests, and needs in order to make instruction accessible.

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities they create for students.

Teachers will monitor data and student work samples by student groups in order to inform instruction.

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 Prettyboy Pledge was created by students and staff during the 2016-2017 school year and has been used as our School Code of Conduct. It is below:

As a part of the Prettyboy community, I will:

- Be safe.
- Be kind.
- Be respectful.
- Be responsible
- And will lead by my actions.

The Prettyboy Pledge is recited schoolwide each day during morning announcements. Teachers connect classroom expectations to the expectations of the pledge. Classroom, hallway, cafeteria, bathroom, and bus commitments are connected to these expectations and are posted in all areas for students to see and for teachers to use as a teaching tool.

Every Monday, the school counselor provides examples of how to demonstrate an expectation of the Prettyboy Pledge.

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.

All classroom teachers at Prettyboy follow the Conscious Discipline program and develop classroom commitments with their students. Classroom Commitments are posted and are reviewed each day. Our teachers explicitly teach and provide time for students to practice expectations, routines, and procedures. All homerooms provide a Safe Place or Coping Caddy to support student self-regulation. Primary teachers have Time Machine conflict resolution mats available in the classroom and smaller versions will be available to all recess monitors in the class tote bags. Teachers lead class meetings to connect with students and facilitate discussion of expected positive behaviors and address students' needs. Each homeroom has an assigned "buddy classroom" to build positive connections between younger and older students.

Expected and positive behaviors are recognized through praise, positive comments to students and classes when following expectations, and individual student recognition through the Pride of Prettyboy program.

Our school counselor hosts a program in which classroom teachers recognize students for kindness, respect, responsibility, and for leading by their actions. The school counselor recognizes students weekly on the morning announcements, provides students with a certificate, takes a picture of the group being recognized, and hangs the picture on a bulletin board near the cafeteria entrance. Teachers will discuss in a class meeting the reason the nominated student(s) from their class were recognized for positive behaviors.

Posters are posted for behavioral expectation in the hallways, cafeteria, and bus:

[Prettyboy Hallway Commitments](#)

[Prettyboy Cafeteria Commitments](#)

[Prettyboy Bus Commitments](#)

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 is posted on the school website. Schoolwide expectations and supports will be shared with families at Back-To-School Night, PTA meetings, through school newsletters, and through student focus groups. Students will be asked for their input during focus group sessions.

Teachers can offer information to families on how to carry over Conscious Discipline strategies at home through conferences and resource sharing.

The school counselor will share information about the Pride of Prettyboy Character Education and Recognition program via new student orientation and slides in teacher's Back-To-School Night presentations.

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 Climate Team has completed the Resource Mapping but will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will also be continuously monitoring if the interventions are culturally responsive to the needs of our students.

Tier 1: At Tier 1, the school offers a comprehensive approach to social-emotional learning through morning meetings, SEL 3 Signature Practices (Welcoming Routines, Engaging Strategies, and Optimistic Closure), and Conscious Discipline's Brain Start Smart (activity to unite, an activity to connect, an activity to disengage stress and an activity to commit). Additionally, safe spaces, classroom commitments, self-regulation strategies, and efforts to build school and classroom community are integral parts of the program. Students also benefit from monthly classroom lessons delivered by the school counselor.

Tier 2: At Tier 2, there are small group opportunities provided by the school counselor for social skills instruction and emotional regulation. Conflict resolution mediation is provided

through the school counselor, teachers, or administrators. Teachers use social stories, behavior charts, and personalized incentives or connections for specific students. Students may self-refer to the school counselor for short term support with social emotional concerns, or referrals may come through educators or families.

Tier 3: At Tier 3, through Student Support Team (SST) or Individualized Educational Program (IEP) teams some students have Functional Behavioral Assessments and Behavior Intervention Plans (FBA/BIPs). Some students receive individual support from school staff (school counselor or itinerant school social worker) or community mental health partners, Thrive Behavioral Health and Balance Point Wellness. The school has an active Behavioral Threat Assessment Team, comprising the administration, school counselor, school psychologist, school nurse, and School Resource Officer (SRO). Additionally, Crisis Prevention Intervention (CPI) or Life Space Crisis Intervention (LSCI) trained staff comprise a Behavior Support Team to address student needs.

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.

CASEL competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness) are embedded in class meetings, Conscious Discipline lessons, and school counseling core curriculum lessons.

Teachers use Conscious Discipline rituals and structures and the SEL 3 Signature Practices to foster supportive, equitable learning environments. Teachers have undergone professional development in Universal Design for Learning (UDL), enabling them to create learning environments that minimize threats and distractions. They also teach students self-regulation strategies and incorporate supports for executive functions within the classroom. Many of the teachers use morning meetings to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. The school also follows the fundamental principles of Positive Behavioral Interventions and Supports (PBIS). This includes establishing clearly defined behavioral expectations for students, which are consistently taught, practiced, and reinforced throughout the school environment.

A staff survey will be given during the week of August 18, 2025, and throughout the year feedback will be requested to assess professional development needs pertaining to social-emotional learning.

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.

Pride of Prettyboy weekly announcements will target safe behavior, kindness, respect, responsibility, and leadership.

The school celebrates with instructional activities and engages in district activities during Bullying Prevention Week.

The Climate Committee will plan Random Acts of Kindness Week (RAK Week) activities for February 2026.

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.)

A staff survey will be given during the week of August 18, 2025, and feedback will be gathered throughout the year to assess professional development needs pertaining to social-emotional learning. The Climate Committee will plan follow up PD-Booster or respond to coaching requests.

The school counselor will provide training during teacher week at the beginning of the school year on the Pride of Prettyboy character education and recognition program.

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.

The Pride of Prettyboy program has been created to acknowledge students who are being kind, respectful, responsible, and are leading by their actions. This is done through teacher selection. Teachers and the school counselor will review the students they are recognizing each month to monitor who is being recognized and if explicit or implicit bias may be occurring.

High rates of positive reinforcement and praise is an evidence-based practice. Grade levels or individual teachers develop in-class recognition and incentives for positive behaviors on the spot.

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.

Teacher managed behaviors include several Category I Offenses such as:

- *Failure to follow a direction
- *Refusing to do assigned work
- *Behavior that is distracting to peers
- *Use of electronic devices for non-educational purposes
- *Use of obscene or abusive language or gestures
- *Academic dishonesty

Behaviors referred to administration include:

- *Repeated behaviors listed above that have been addressed by staff and parents previously
- *Leaving the classroom/school grounds without permission
- *Fighting
- *Category II Offenses
- *Category III Offenses

Behaviors referred to the Behavior Support Team or Behavior Threat Assessment Team include:

- *Self-injury
- *Suicidal ideation
- *Threats to self or others
- *Eloping
- *Behavior that would require de-escalation and/or restraint

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.

Prettyboy has a structured Behavior Threat Assessment Team in which all members (administration, school counselor, school psychologist, and school nurse) assist in responding to a threat or an emergency. The team discusses interventions and supports for identified students and communicates with students and families. The BTAT meets quarterly and has ongoing communication with administration. The BTAT staff members will follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

The Behavior Support Team comprised of Crisis Prevention Intervention (CPI) or Life Space Crisis Intervention (LSCI) trained staff will assist with de-escalating harmful behavior for students who are in crisis for any reason.

The school has developed a good working relationship with their Safety Manager.

Additionally, the school and the School Resource Office (SRO) have clear understandings about the roles each play when dealing with student disruptions (i.e., discipline vs. law enforcement).

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 will review the following data sources to monitor SWBPB:

Behavior referrals entered electronically using BCPS FOCUS. Faculty will be provided with PD during the teacher in-service week using the Classroom vs. Office Managed Behavior chart to clarify appropriate levels of intervention and how to code referrals. Faculty will record student behavior as classroom managed or office referrals in FOCUS.

Support Calls Log including time records for students who have spent time with Behavior Support Team, referring teacher, location of incident, and duration of time with support.

The School Counselor will review Pride of Prettyboy character recognition nomination data.

Tier 2 & 3 social emotional/behavior intervention participation tracking log.

Section 5: Miscellaneous Content/Components