



## Schoolwide Positive Behavior Plan Baltimore County Public Schools

**Date Completed: 7/30/2025**

**School Year 2025-2026**

**School: Pinewood Elementary 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 SWPBP on an ongoing basis.*

Lauren Lapp-Principal  
Kathleen Smith- Assistant Principal  
Kristen Matthew- School Counselor  
Melissa Bookoff- MTSS Counselor  
Rebecca Torrence- Reading Specialist  
Tracy Wright- Staff Development Teacher  
Amanda Sherbow- School Psychologist

The Leadership Team and various other staff members will be reviewing, revising and monitoring this document and its implementation.

#### **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 from the 2024-2025 school year showed that:

- The Chronic Absenteeism rate is higher for Hispanic groups with a rate of 20% (5 out of 25 Hispanic students were chronically absent out of a total of 593 students accounted for in this data).
- There is a discrepancy between Black/African American students versus Asian Students in both Reading and Math MAP test scores. Black/African American Students reached the MAP Math 41.67% benchmark at rates lower than their non-Black/African American peers. Black/African American Students reached the MAP Reading 48.28% benchmark at rates lower than their non-Black/African American peers.

<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
<ul style="list-style-type: none"> <li>-Hispanic/Latino students are chronically absent at rate higher than their non-Hispanic/Latino peers.</li> <li>- Academically, Black/African American students are not meeting Math or ELA standards in comparison in their non-Black/African American peers.</li> <li>-Students designated as Economically Disadvantaged are chronically absent at rates higher than their non-Economically Disadvantaged peers.</li> </ul>
<b>Climate Goals</b>
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>Key Action #1: Teachers will center on students' identities, strengths, interests, and needs in order to make instruction accessible.</p> <p>Key Action #2: Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.</p> <p>Work toward these goals will take place through:</p> <ul style="list-style-type: none"> <li>- Daily morning meetings</li> <li>- Implementation of Conscious Discipline</li> <li>- Documentation for attendance and communication with families</li> <li>- Stakeholder/climate survey results</li> <li>- Student feedback on quarterly surveys</li> <li>- Attendance Committee implementation of Attendance Plan</li> <li>- Monthly Virtues <ul style="list-style-type: none"> <li>-Staff will be provided with resources from the counseling team for monthly virtues</li> <li>-Student nominations for exhibiting virtues.</li> </ul> </li> <li>- Implementation of MTSS Tier 1-3 Supports</li> </ul>
<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<i>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>
<p>Students will know and demonstrate the school code of conduct:</p> <p>As a Pinewood student, I pledge to be respectful.</p> <p>I will be responsible for my actions and accepting of others.</p> <p>I will do my best each day to show kindness and cooperation in all that I do.</p>

These commitments will be recited on the morning announcements each day.

Matrix posters throughout the building will provide examples of what respectful, responsible, accepting, and cooperative look like in different school environments such as the classroom, hallway, cafeteria, restroom, and playground. Teachers will reference the specific language of the matrix expectations and will teach the schoolwide expectations of their students. Classroom teachers will work with their students to create expectations to be modeled after the schoolwide matrix.

### **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.*

Pinewood teachers will explicitly teach the code of conduct expectations and schoolwide procedures.

- Daily morning meetings
- Implementation of Conscious Discipline strategies and structures
- Virtue of the Month
- Explicit teaching and modeling of code of conduct routines for hallways, cafeteria, bathrooms, etc.
- Visual reminders of school's expectations through posters in all parts of the building
- Cafeteria behavior incentive
- Teachers will recognize and reinforce specific behaviors using Penguin Praise certificates and posted recognition.
- Implementation of Golden Penguin cafeteria incentive

### **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 Pinewood Climate Team will explore the partnership with the PTA to communicate plans and expectations to families, as well as gain input regarding the creation/completion of the behavioral matrix. Interventions, behavioral expectations, and SEL tips/information will be shared with families during back-to-school nights and newsletters. Families will be encouraged to reinforce similar expectations at home.

## **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:** Conscious Discipline strategies, Morning Meetings, Monthly Virtues, School Counselor Lessons, Restorative Practices, Positive Behavior Referrals, SEL Three Signature Practices

**Tier 2:**  
Counseling Groups, Peer Mediation Program, Behavior Plans, Lunch Bunches, Social Skills Groups, Visual Schedules, Social Stories, Sensory Materials, Zones of Regulation, Student Support Team

**Tier 3:**  
Counseling/Social Work and School Psychologist Services, Behavior Intervention Plans, Safety Plans, referral to IEP Team

### **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.*

Conscious Discipline will continue to be implemented at all grade levels to help students learn to regulate their emotions. Conscious Discipline rituals and structures will be reviewed during the school year to identify implementation and fidelity needs and goals. During morning meetings, teachers will implement brain smart start activities and Wish You Well rituals. All students will choose how to be greeted by the teacher as they enter the classroom, and all students will be assigned jobs to establish a sense of belonging. Classrooms will continue to have a safe space and a sensory zone in the counselor's office will be established to provide students with the place to regulate their emotions. Zones of Regulation will be modeled for students as a point of reference.

School counselors will provide monthly lessons based on social-emotional topics with high fidelity. Counselors will provide extra lessons and activities based on classroom needs.

### **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.*

-Core values or elements of character education are explicitly taught through class meetings and across BCPS curriculum.

- Selected virtues will be explicitly taught, reinforced, and recognized throughout each month.

-The school celebrates with monthly focus on positive virtue, positive office referrals, Character Education Week, Bullying Prevention Month, and Random Acts of Kindness Week.

-School counselors will teach monthly lessons based on character education skills.

### **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.)*

The Climate Team will present an overview of the Pinewood Schoolwide Positive Behavior plan to the staff. This plan will be an ongoing resource throughout the school year. The team will model for teachers how to implement the plan, how to incorporate SEL instruction into the classroom, and how to refer students for greater intervention. Ongoing professional learning during faculty meetings and grade level meetings will take place based on the needs of the teachers. This implementation will be monitored for schoolwide consistency through walk through tools.

## **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.*

Homeroom teachers will select a student from their class each month who demonstrates the monthly virtue. Those names will be submitted to the school counselors who will recognize students during the grade level lunch block with a certificate.

Teachers will send home “Penguin Praise” when students demonstrate respect, responsibility, acceptance, and cooperation.

### **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 has defined unexpected behavior and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office managed. A flow chart has been developed to detail the expectations of how behaviors are to be managed.

The School Climate Team has clearly identified the types of behaviors that are classroom managed, behaviors referred to other staff, and behaviors referred to administration (Student Referral Process document).

Student Referral Process

Behaviors that affect only the student:	Behaviors that interfere with others' learning:	Behaviors that affect the well-being of our community:	Behaviors that cause harm or are illegal:
<ul style="list-style-type: none"> <li>- Not prepared</li> <li>- Out of seat</li> <li>- Damaging or breaking materials</li> <li>- Not following directions</li> <li>- Playing in desk</li> <li>- Not completing work</li> <li>- Refusing to complete work</li> <li>- Not listening</li> <li>- Not taking responsibility for actions</li> <li>- Sitting in chair unsafely</li> <li>- Dishonesty / Cheating</li> <li>- Hoods in public areas</li> </ul>	<ul style="list-style-type: none"> <li>- Calling out</li> <li>- Talking during instruction or independent work time</li> <li>- Inappropriate/ disruptive noises</li> <li>- Inappropriate language</li> <li>- Out of seat and interfering with others' learning</li> <li>- Standing on furniture</li> <li>- Teasing</li> <li>- Taking others materials/things</li> <li>- Arguing / Talking back</li> <li>- Cell phone use</li> <li>- Not respecting personal space</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing materials</li> <li>- Leaving classroom/elopement</li> <li>- Pattern of inappropriate language</li> <li>- Major/Chronic disruption (i.e., behaviors from column 1 &amp; 2 that persist)</li> <li>- Harassment of students/teachers</li> <li>- Property destruction</li> <li>- Minor aggressive physical contact with peers</li> <li>- Reported incidents from bus</li> <li>- Threatening to do injury on a person or property</li> </ul>	<ul style="list-style-type: none"> <li>- Stealing/Theft</li> <li>- Fighting (major)</li> <li>- Drugs</li> <li>- Weapons</li> <li>- Indecent Exposure</li> <li>- Credible threats</li> <li>- Bullying</li> <li>- Throwing furniture</li> <li>- Physical attack</li> <li>- Leaving school property</li> </ul> <p><i>*An office referral must be completed for <u>all</u> of these behaviors*</i></p>
Teacher managed	Teacher managed	Teacher managed in class with support from SEL Team <i>*(SEL Team will contact office when appropriate)</i>	SEL Team/Admin Managed* <i>*(SEL Team will contact office as appropriate)</i>

The School Climate Team will review data and monitor progress within Tier 2 and Tier 3 interventions.

## 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.*

Staff will first utilize Conscious Discipline and calming strategies to attempt to address students in crisis (Safe Space, Restorative Conversation, visiting a buddy room). If a student has an individualized behavior plan or a BIP, strategies outlined within the plan should be the priority before considering other alternatives. The teacher will contact a counselor if the severity of the behavior increases. Staff or administrators certified in CPI protocol will assist with intensive behaviors accordingly.

The school staff and students are trained in Standard Response Protocol, CSTAG, and Universal Response protocols should an emergency arise. These protocols are practiced throughout the year.

The school has identified the members of the Behavior Threat Assessment Team (BTAT) and these staff members will continue to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. The BTAT team meets regularly and has ongoing 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 BTAT team follows the BCPS Threat Management Procedures. Pinewood has developed a plan that could be implemented should a serious situation occur, and the students need to vacate a classroom due to a specific student's extreme behavior.

Additionally, the school and School Resource Officer (SRO) have clear understanding about the roles each when dealing with student disruptions (i.e., discipline vs. law enforcement). Staff will be provided with information regarding procedures related to Emergency Petitions.

In staff meetings and follow-up meetings for staff that need a higher level of training, staff will be taught verbal de-escalation strategies and Tier 1/Tier 2 interventions to prevent intensive/crisis behaviors. These will occur during faculty meetings and grade-level meetings.

### **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 Schoolwide Positive Behavior Team will collect data from:**

- Positive office referrals recognizing students displaying positive behavior in the classroom.
- Office referrals including referral date, student name, grade, referring staff member, and teacher interventions.
- Student and staff climate surveys will be provided to monitor the perception of safety and belonging.
- Administrator input from classroom informal observations
- Schoolwide behavior data trends will be shared at full faculty meetings as pertinent to the needs of the school and to justify decisions made around policies/procedures and selection of PD topics. Grade level behavior data will be shared regularly at grade level team meetings for grade level team meetings in order for teams to identify students needing support in order to collaborate around solutions to address grade level specific issues or concerns.

### **Section 5: Miscellaneous Content/Components**