



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed:** 8/28/2023

**School Year** 2023-2024

**School:** Pine Grove Middle 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.*

The school has identified a School Climate Team which is composed of:

- Principal: Deb Magness
- Assistant Principals: Jen Farmer, Jodi Pasquale, George Miller
- Department Chairs: Nicole Scott, Josh Carbin, Ellen Mangels, Jen Stoe
- Teachers (general educators, special educators, and special area teachers)  
Kristen Campbell (IEP Facilitator), Nicole Scott (Science), Vernon Fains (Art)
- Related Service Providers and Support Staff (including school counselors, school social workers, school psychologists, school nurses, Pupil Personnel Workers, Social-Emotional Learning (SEL) teachers, ESOL teachers, reading specialists, math specialists, paraeducators, etc.)  
Jen Bagnall (Guidance DC), Traci Miller (SRO), Monica Addison-Walker (Psychologist), Betsy Rudolf (Nurse), Torie Townsend (Social Worker), Julia Degross-Bills (PPW)

The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those 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)*

The School Data Story should be referenced, and all information should be evaluated through the equity lens. Discussion and decisions about how to address disproportionality between student groups is crucial.

#### Data Gathering Tool: Monthly Survey to Students

##### Questions:

- Is there a trusted adult at PGMS you can go to for support?
  - Yes
  - No
- How would you rate your feeling of belonging, community, and acceptance?
  - Within the PGMS community, I feel like I belong and am accepted for who I am.
  - Within the PGMS community, most of the time I feel like I belong and am accepted for who I am.
  - Within the PGMS community, I do not feel like I belong and am not accepted for who I am.

#### Data Gathering Tool: Monthly Survey to Staff

##### Questions:

- Is there a trusted PGMS staff member you can go to for support?
- How would you rate your feeling of belonging, community, and acceptance?
  - Within the PGMS community, I feel like I belong and am accepted for who I am.
  - Within the PGMS community, most of the time I feel like I belong and am accepted for who I am.
  - Within the PGMS community, I do not feel like I belong and am not accepted for who I am.

### Data Analysis

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

This section includes a summary of the what the data indicate about the school climate. This would include information from the school as well as from DRAA. Information will reflect the School Data Story.

##### Attendance:

- **Black/African American** students are **chronically absent** at **rates HIGHER** than their **non-Black/African American peers**. The chronic absenteeism rate risk ratio for Black/African American students at Pine Grove Middle is **WIDER** than the same measure for all BCPS middle schools.
- **Students eligible for Free and Reduced Meals services** are **chronically absent** at **rates HIGHER** than their **non-Free and Reduced Meals peers**. The **chronic absenteeism rate risk ratio** for **students eligible for Free and Reduced Meals services** at **Pine Grove Middle** is **WIDER** than the same measure for **all BCPS middle schools**.
- **Students receiving Special Education services** are **chronically absent** at **rates HIGHER** than their **non-Special Education peers**. The **chronic absenteeism rate risk ratio** for **students receiving Special Education services** at **Pine Grove Middle** is **WIDER** than the same measure for **all BCPS middle schools**.

Suspensions:

- **Black/African American female students** are **suspended** at rates **HIGHER** than their **non-Black/African American female peers**. The **suspension rate risk ratio** for **Black/African American female students** at **Pine Grove Middle** is **WIDER** than the same measure for **all BCPS middle schools**.
- **Black/African American male students** are **suspended** at rates **HIGHER** than their **non-Black/African American male peers**. The **suspension rate risk ratio** for **Black/African American male students** at **Pine Grove Middle** is **WIDER** than the same measure for **all BCPS middle schools**.
- **Students eligible for Free and Reduced Meals services** are **suspended** at rates **HIGHER** than their **non-Free and Reduced Meals peers**. The **suspension rate risk ratio** for **Free and Reduced Meals students** at **Pine Grove Middle** is **WIDER** than the same measure for **all BCPS middle schools**.
- **Students receiving Special Education services** are **suspended** at rates **HIGHER** than their **non-Special Education peers**. The **suspension rate risk ratio** for **Special Education students** at **Pine Grove Middle** is **NARROWER** than the same measure for **all BCPS middle schools**.

## Climate Goals

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

[Click or tap here to enter text.](#)

PGMS's goals in improving the social-emotional climate of the building is reflected in the following Climate Goals of the School Progress Plan:

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 that they create for students. (Equitable Access)

Integration of the three SEL signature practices (Welcoming ritual, engaging strategies and optimistic closure) into daily instruction [Equitable access, High expectations]

Accessing community resources to increase the level of cultural belonging and acceptance [Equitable access]

Implementation and accountability of the systems and structures (Cougar Paws of strength, cell phones off and away, arrows, etc.)

Continued utilization of restorative practice strategies and language into daily schoolwide routines.

## 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 school has a Code of Conduct\* (Cougar Paws of Strength) that states:

1. Respect Learning
  - Be on time
  - Actively Participate
  - Complete and turn in all work
  - Follow directions the first time
2. Respect Others
  - Be kind
  - Be helpful
  - Be polite
3. Respect Yourself
  - Take pride in your work
  - Show perseverance
  - Hold yourself accountable
  - Be the best you

The School Climate Team will work on developing what these expectations look like in various parts of the building so that students know what adults expect. This includes hallways, bathrooms, etc.

### **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 be encouraged to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to teach these expectations, routines, and procedures. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance.

PAWS of Strength (poster)

### **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.*

[Click or tap here to enter text.](#)

The schoolwide expectations (Code of Conduct) will be shared with families. For example, The Cougar Paws of Strength and the PGMS Core Values will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The School Code of Conduct will also be placed on our school website as well. Starting out The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

### **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 School 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

[[

Incorporate the 3 signature SEL practices across all content areas.

PAWS of Strength (poster)

Parent Teacher Conference protocols (Farmer)

Team Leader Time Out form

Student Reflection Activity form

Buddy Teacher Form

Core Values (poster)

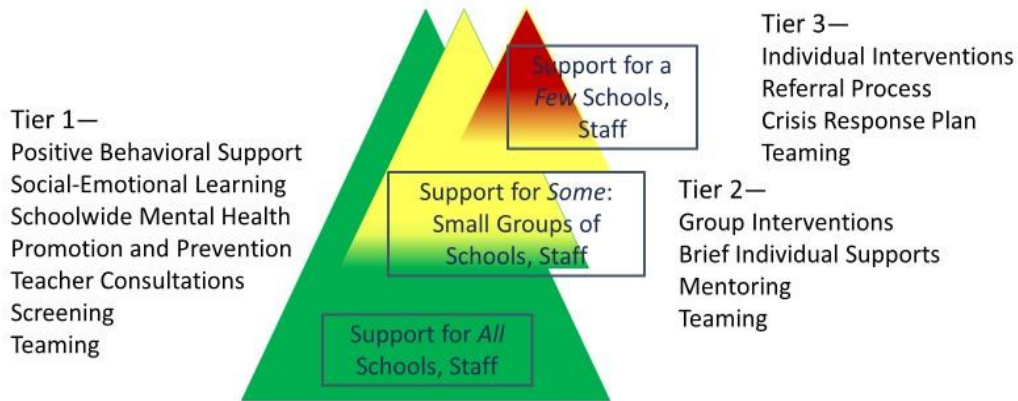
Check In / Check for particular students

Social Skills Groups with Guidance teachers

Social Skills Intervention with small group instruction (not doing currently)

[BCPS MTSS Resources](#)

## Multi-tiered System of Supports



Tiers	What practices/ programs/ initiatives are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes evaluated?	How do students enter and exit?
Tier 1		All students	All staff		Not applicable
Tier 2					
Tier 3					

### 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.*

[BCPS SEL Resources](#)

SEL

Guidance lessons |

At Tier 1 many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Some of the teachers use Classroom Circles to encourage relationship building. The school is committed to Restorative Practices. The school will also apply the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. The expectations of behavior in various locations of the building are in the developmental stage and work has begun from our Behavior Management Committee. PGMS has small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist.

### 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 Climate Committee will discuss how the school will address the character education learning for our students and propose a plan to administration and faculty. Character Education lessons have been developed and are placed into our shared Schoology. This is where the teachers access the character education lessons, they will teach. The lessons rotate across all contents to evenly distribute the amount of content time lost while focusing on character education.

### 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.)*

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[3 YEAR SPP Comprehensive Template - MIDDLE SCHOOLS WITH RMS-FINAL DRAFT.docx](#)

## Section 4: Supporting and Responding to Student Behavior



<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 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>
<p><a href="#">Click or tap here to enter text.</a></p> <p>The School Climate Committee will discuss how the school will develop a system for implementing positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules. This will be managed through our Recognition Committee.</p>
<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>
<p><a href="#">Click or tap here to enter text.</a></p> <p>The School Climate Committee will discuss and identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration.  <a href="#">PGMS Discipline FlowChart 2022-23.docx</a></p>
<b>Response for Intensive Behaviors</b>
<i>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.</i>
<p><a href="#">Click or tap here to enter text.</a></p> <p>The School Climate Committee will discuss and identify a hierarchy of responses to intensive behaviors.</p>
<b>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</b>
<i>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 document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)</i>
<p><a href="#">Click or tap here to enter text.</a></p> <p>The School Climate Committee will discuss and identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps,</p>



and interventions using a problem-solving strategy. A team leader (lower level) referral has been created to more proactively manage student behavior.

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

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The School Climate Committee will discuss and identify expectations for classrooms in alignment with schoolwide expectations and the school Code of Conduct should this become necessary.

The School Climate Committee will discuss and identify specific tiered strategies from the Positive Behavioral Interventions and Supports (PBIS) that will support the Schoolwide Positive Behavior Plan.