# Schoolwide Positive Behavior Plan

**Baltimore County Public Schools**

**Date Completed:** 7/26/2021  
**School Year:** 2021-2022  
**School:** Mays Chapel Elementary

## 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 SWPB on an ongoing basis.*

**Identification of the School Climate Team**

The MCES school climate action team is composed of administrators, grade level teachers, a special educator, and members of the student support services staff. The student support staff will consult with the MCES student council to provide student voice.

The school climate action team will review data regularly to monitor effectiveness of the plan and ensure it is implemented with fidelity. The SWPB will be modified as needed.

### 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)*

After reviewing the Mays Chapel School data through an equity lens the following data will be used to create a SWPB that ensures all students have a learning environment that promotes opportunities for acceleration and enrichment in instruction and in course enrollment pathways.

### 2018 - 2019 School Year Data

**Attendance**

The attendance rate for 2018-2019 was 95.64%. The greatest gap for absenteeism was highest for the student population that were eligible for free and reduced meals.
Suspension

Overall Data
The 2018-2019 suspension rate was 1.2%, a decrease from 2017-2018.

Positive Trends
The suspension rate gap for Black/African American students at Mays Chapel Elementary is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive trend.

Students eligible for Special Education were suspended at rates higher than their non-Special Education peers. This gap at Mays Chapel has narrowed over time, indicating a positive trend.

Negative Trend
Hispanic/Latino students were suspended at rates higher than their non-Hispanic/Latino peers.

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)
The additional school climate data below will be used to identify initial interventions, practices and professional development for the upcoming 2021-2022 school year. Details of the professional development response plan is outlined in section three.

Attendance/Chronic Absenteeism
The 2018-2019 attendance rate was 95.64%; fewer than ten percent of students were chronically absent, similar to the previous year.

Suspension
The 2018-2019 suspension rate was 1.2%, a decrease from 2017-2018.

Climate Goals

Identify the school’s goals in improving the social-emotional climate of the building. (Information from School Progress Plan)
The SWPBP is in alignment with the school progress plan.

Safe and Supportive Environment Goals
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. (BCPS Teaching and Learning Framework: Equitable Access)

Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs. (BCPS Teaching and Learning Framework: Equitable Access)

Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways. (BCPS Teaching and Learning Framework: Responsive 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.*

#### Code of Conduct
The code of conduct was developed with input directly from the school staff. The school code of conduct is reviewed daily in the form of the MCES Labrador cheer. “Hey, Hey, Hey – Labs lead the way – respectful, responsible, safe every day.”

#### Schoolwide Expectations
Schoolwide expectations for specific settings within the school building will be in the format of a charter. Each charter/matrix will be developed with student input and have visuals to support understanding. Charters/matrix will be displayed and frequently referenced. Locations will include individual classrooms including special areas, hallways, bathrooms, playground, and cafeteria.

#### 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 teachers will teach, review, and reteach their classroom expectations, which is an extension of the schoolwide code of conduct. When needed, corrective procedures will be done through reteach of behavioral skill with targeted feedback and the use of logical consequence. This will be done in a culturally responsive way, so all students feel a sense of belonging and a valuable member of their class family.

**Individualized Classroom Charter/Matrix**
Develop Framework with a pictorial-visual representation chart that will always remain visible. In this room we want to feel…, In order to feel this way we need to…, If we don’t feel this way we can…

Charter/Matrix will reflect various settings within the classroom – whole group, small group, independent learning and any other additional setting.

#### 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.*

**Communication**
Elements of the schoolwide positive behavior plan were embedded at back-to-school night and through the school newsletter and website. Classroom teachers will shared their classroom charter/matrix with their students and families during the first week of school. The climate action team will seek family and parent feedback through surveys and adjust SWPBP as needed.

**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.*

All evidence-based practices and interventions that are implemented will be reviewed regularly by the school climate team to analyze the cultural responsiveness of the interventions and if they coincide with the function of the student behavior.

**Tier 1**

**School Wide Positive Behavior Supports/Social-Emotional Learning Plan**

- School Expectations: Location specific charter/matrix
- Classroom Structure: safe space, problem-solving area, routines/procedures implemented with fidelity
- Rituals to Support School Belonging: morning greeting, safekeeper, classroom jobs, I love you rituals
- Problem Solving: restorative practice – student to student, teacher to student
- Morning Meeting Smart Start with Virtue Focus
- Students are Proactively Taught Emotional Regulation: Zones of Regulation/Conscious Discipline
- Empathy Skills: Restorative Practice and Virtues
- BCPS SEL Signature Practices: Welcoming Ritual, Engaging Practices, Optimistic Closure

**Mental Health Prevention/Promotion Activities**

- Core counseling lessons with classroom teacher carry over of skills/concepts
- Kindness Matters/Bullying Prevention Week
- Maryland Children’s Mental Health Matters Week
- School family events with a focus on inclusion, accessibility, equity

**Screenings/Early-Intervention**

Structured consultation through student support teams to identify and offer supports

**Tier 2**

**School Climate Team**

- Student Support Team (SST)
- Threat Management Team
- Attendance Team: Monitor, Review, Support, Intervene

**Group Interventions**

- Target Areas: Safety, Connection/Belonging, Self-Awareness, and Problem Solving
- Social stories
- Skill building group lead by a member of the resource team
- Conflict-medication: restorative practices
- Mentoring programs: Labs Lead the Way
- Relationship building: peer and/or adult connection
**Brief Individual Support**
- Individualized behavior chart
- Individualized social stories
- One-to-one counseling, conflict-mediation/problem-solving coaching
- Formal home-school communication system between teacher and parent
- Modify student schedule, change in teacher or location

**Mentoring**
- Labs Lead the Way program
- New student group

**Tier 3**

**School Climate Team**
- Individualized Education Programing (IEP/504)
- Threat Management Team: monitor, review, support, intervene

**Individual Interventions**
- PPW/SRO Referral: attendance, discipline, home support
- Services from school counselor and/or social worker

**Intensive Student Behavior Intervention**
- Completion of Functional Behavior Assessment (FBA)
- Development of Behavior Intervention Plan (BIP)

**Community Resources**
- Referral to outside counseling resources
- Referral to school based mental health partnership

**Crisis Response Plan**
- Crisis Prevention Intervention (CPI) - Implemented only by trained staff members
- Student Safety Plan - Threat management response plan
- BCPs Policy and Procedures - BCPs student handbook
- Baltimore County mobile crisis 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.*

Staff will be trained in the following evidence-based practices to build capacity for teaching the following skills: self-awareness/self-management, social awareness/relationship skills, and responsible decision making.

**Self-Awareness/Self-Management**
- Charters for School Expectations: routine, problem solving
- Classroom Structure: safe space, problem solving area
Emotional Regulation Skills: zones of regulation

Social Awareness /Relationship Skills (School Belonging)
Rituals: greeting, well wishes, safekeeper, closing circle, student jobs
School Family Activities: accessible and equitable spirit days, social emotional learning based community projects
Morning Meeting Smart Start: virtue focus
BCPS SEL Signature Practices: welcoming ritual, engaging practices, optimistic closure
School Events: Kindness Matters/Bullying Prevention, Maryland Children Mental Health Matters Week
Community events with a focus on inclusion, accessibility, equity

Responsible Decision Making
Problem Solving: restorative practice – student to student, teacher to student, self-monitoring
Empathy Skills: restorative practice and virtues
Project Wisdom: morning announcements to connect problem solving to real world application
Monthly Core counseling lessons with classroom teacher carry over of skills/concepts

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.*

Counseling lessons will occur quarterly and focus on character education learning. Teachers will carry over of the skills/concepts by infusing them into daily learning.

Daily Implementation of Character Education Practices
Morning Meeting: Virtue Focus
Virtue Project Curriculum Activities
Staff will use/model virtue language to acknowledge, guide, correct and thank others
Access to problem solving space/anchor chart with sentence stems

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.)*

All staff members will receive professional learning in the following areas as it connects to our SPP professional development calendar. New teachers will receive additional guidance and support as needed. Feedback and/or reminders will be provided using the SPP walk through tool to ensure fidelity in implementation.

Self-Reflection
Environment for Learning (Do I provide my students with an environment of excellence?), Relevance in Instruction/Culturally Responsive (Do I realize who my students are?)
Conscious Discipline
Smart start, rituals, student jobs
Three Major Premises: Our actions and beliefs have profound impact on others, connectedness governs behavior, conflict is an opportunity to teach
Brain State Model: survival state-safety, emotional state connection, executive state-problem solving
Seven Powers for Conscious Adults: composure, choices, assertiveness, positive intent, encouragement, empathy, consequences

Zones of Regulation
How to help students learn to self-monitor: looks like, sounds like, feels like
How to teach students to self-help: possible responses to each zone

Restorative Practices
Problem Solving: student to student, teacher-student
Proactive and Responsive Circles
Affective statements “I statements”
Connection to the SEL 3 signature practices (welcoming ritual, engaging practices, optimistic closure)

Virtue Language
How to speak the language: 1. opening phrase 2. state the virtue 3. how the virtue is being show or needs to be shown
When to use the language- To acknowledge and thank, to guide, to correct

Behavior Skills Training Process
*Use when a behavioral skill is not currently demonstrated by a student.
-All forms of behavior are communication (The student is trying to tell you something.)
-Instruct, Model, Practice, Provide Feedback, Repeat as Needed

Evaluation/Response Plan
Surveys will be completed to determine if planned professional learning is aligned to teacher and student needs.

Teacher Support
Teachers will be able to request support, collaboration and mentoring from the student support team and/or administration.

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.

Staff will receive professional development and support to ensure consistency with implementation.

Teachers will reinforce positive behavior in the following ways:
- Feedback and acknowledgement that is delivered promptly and frequently (5:1 ratio of positive to corrective statement)
- Behavior Specific Praise: Identify (student name, whole class), connect to virtue and/or class charter w. description of the desired behavior, positive praise statement
- Positive phone call/note home
- Quarterly virtue school assemblies to recognize students/adults that demonstrate virtuous behaviors
- Student acknowledgement/recognition during morning and afternoon announcements.

**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 climate team will modify existing behavior flow chart of major and minor behaviors and corresponding responses.

**Being Proactive**
- Be diligent and consistent in enforcing schoolwide and classroom expectations
- Be diligent with routines, and procedures
- Provide clear directions
- Remind students of the expectations prior to having the opportunity not to follow them
- Be instructionally prepared
- Use behavioral difficulties as a teaching moment. Allow students to perform the expected behavior again and praise the positive behavior

**Minor Behaviors**
- Defiance: Student engages in brief or low-intensity failure to follow directions or talks back.
- Disrespect: Student delivers low-intensity, socially rude or dismissive messages to adults or students
- Disruption: Student engages in low-intensity, but inappropriate disruption
- Inappropriate language: Student engages in low-intensity inappropriate language
- Physical Contact: Student engages in non-serious, but inappropriate physical contact that does not cause emotional or physical harm.

**Threat to Self and/or Others (Data- Threat Management Form)**
- School counselors and administrators immediately contacted

**Major Behaviors (Administration and Support Staff – Data: Office Referral)**
- Abusive Language: Severe intensity of inappropriate language that targets an individual or group
- Insubordination: Severe refusal to follow direction that consist of threats, inappropriate language and/or physical actions.
- Fighting/Physical Aggression: Hitting, kicking, hair pulling, etc. towards staff and/or another student
- Inappropriate Displays of Affection: Verbal and/or physical (sexual harassment/abuse)
- Property Damage: Destruction of classroom/school property

**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.

**Threat to Self and/or Others**
Response Team: Threat Management Team: administrator, school counselor, school social worker, school psychologist, school resource officer (SRO)
Data: Meet monthly to review data
Immediate Action Needed: [Baltimore County Mobile Crisis Team](#)
Provide Resources to Family: [BCPS Department of School Safety Resource List for Baltimore County Children and Families](#)

**Unsafe Behaviors**
-Response Team: Administrators and Crisis Prevention Intervention certified staff

### 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 collect and review data regularly to make informed decision regarding how to response to individual student and school needs.

#### Data Forms
Tier 1 - Classroom Log - classroom-managed concerns, behavior difficulties
Tier 2 - Individualized Behavior Intervention Chart
Tier 3 - Office Referrals

#### Data Analysis
-Review the data through the lens of equity and discuss where disparities occur and what action is required to reduce and/or eliminate any inequities

### Section 5: Miscellaneous Content/Components
N/A