



**Schoolwide Positive Behavior Plan
Baltimore County Public Schools**

Date Completed: 8/11/2022

School Year 2022-2023

School: Mays Chapel 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>
<p>Identification of the School Climate Team</p> <p>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.</p> <p>The school climate action team will monitor data regularly through the implementation of the PDSA cycle to monitor effectiveness of the plan and ensure it is implemented with fidelity. The SWPBP will be modified as needed.</p> <p>Climate Action Team Members</p> <p>Administration: Steve Coco, Rorrie Fortier, Lisa Balmages Student Support Staff: Lori Counsell, Jason Rubin Primary Teachers: Mary Shimkaveg, Natalie Shramko Intermediate Teachers: Amber Gaede, Stephanie Stefanik Special Educators: Jen Cuno, Amy Miedlar Student Club – Conscious Discipline Ambassadors</p>
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>
After reviewing the Mays Chapel School data through an equity lens the following data will be used to create a SWPBP that ensures all students have a learning environment that promotes opportunities for acceleration and enrichment in instruction and in course enrollment pathways.

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 2022-2023 school year. Details of the professional development response plan is outlined in section three.

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. (EA.1)

-Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs. (EA.2)

-Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways. (RI.1)

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 and should be reviewed at morning meetings on a regular basis. 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, bus, 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

An overview of the schoolwide positive behavior plan will be shared at back-to-school night and through the school newsletter and website. Classroom teachers will share their classroom charter/matrix with their families during the first week of school. To provide access to all families, interpreters will be present at back-to-school night and translated versions of the document will be easily accessible. The climate action team will review family and parent feedback from the Stakeholder Survey 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. Student progress will be monitor frequently and fluent movement between the three tiers will occur as data supports.

The school climate team will monitor progress through the implementation of the PDSA cycle. Major Data Sources: office referrals, bus referrals, school SPP walkthrough tool and Stakeholder surveys. Supporting data: attendance, threat management forms, SST/IEP referrals and classroom behavior logs

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, morning meetings, classroom jobs

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, Conflict Resolution Time Machine, and Virtues Language
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 and collaboration to identify and offer supports (Student Learning Profile Collaboration)
Referral process for SLP, OT, Social Worker, and School Counselor

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-mediation: 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

Staff members trained in Crisis Prevention Intervention (CPI) and completion of BCPS school resource team course
Threat management response plan
BCPS policy and procedures
Baltimore County mobile crisis team (last resort)

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, SEL 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
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

Conscious Discipline Morning Meeting

Staff will use/model virtue language to acknowledge, guide, correct and thank others

Access to problem solving space/anchor chart with sentence stems, Conflict Resolution Time Machine

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

Staff Survey (Closing the Attitude Gap – B. Kafele) Awareness, Relationship, Decision Making

Classroom Equity Awareness: Attitude Toward Students (Do I believe in them?), Relationship with Students (Do I know them?), Compassion for Students (Do I care about them?),

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

Action Team – Job Embedded Professional Development

-Brain Smart Start Morning Meetings (Unite, Disengage Stress, Connect, Commit)

-Morning Greetings

-Safe Space

*Follow up optional PD sessions

Staff Meeting Professional Development

-Brain State Model: survival state-safety, emotional state connection, executive state-problem solving

-Three Major Premises: Our actions and beliefs have profound impact on others, connectedness governs behavior, conflict is an opportunity to teach

-Seven Powers for Conscious Adults: composure, choices, assertiveness, positive intent, encouragement, empathy, consequences

Behavior Skills Training Process

Professional Development from Special Education Resource Teacher

*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

Student surveys will be completed three times a year (beginning, middle and end of school year) to determine if planned professional learning is aligned to student needs.

Teacher Support

Teachers will be able to request support, collaboration and mentoring from the student support team and/or administration. Problem solving sub will be available to relieve the teacher when needed.

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
Example: Jacob, thanks for throwing your trash away- that shows cooperation and respect for others.
- Positive phone call/note home
- 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 create a 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 (Teacher Managed- Data: Collected by Classroom Teacher)

***Resource staff and admin support**

- 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

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.

The school climate team will share with all staff members options for collecting classroom student data for minor behavior concerns. For incidences of major behavior an office referral will be completed. The staff will also be aware of procedures on how to make a social worker and/or school counselor referral for a student.

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

Procedures: Follow BCPS Comprehensive Safety Plan in Section 4: Emergency Response Protocols (pp. 62-71).

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 *CPI certified staff

*Completion of CPI and BCPS course

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 2

- Individualized Behavior Intervention Chart
- Data Collection Sheet (Support provided by tier 2 monthly student meetings)

Tier 3

- Office Referrals – Record in Focus

Data Analysis - PDSA Cycle (Climate Action Team)

- 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

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