Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 8/27/2025 **School Year 2025-2026**

School: Mays Chapel 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.

Identification Of the School Climate Team:

Climate Action Team Members

Administration: Jen Noll, Donna Buppert

Student Support Staff: Lori Counsell, Jason Rubin

Resource Staff: Allison Towle

Primary Teachers: Stephanie Haught

Special Areas: Lauren Jaeger

Intermediate Teachers: Angela McGinnis

Special Educators: Amy Miedlar

Student Club: Conscious Discipline Ambassadors

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)

Attendance 2024-2025:
Students who identify as Black or African American have a significantly higher chronic absentee rate (29.01%) than their White peers (5.4%). Students receiving special education services have a higher chronic absentee rate than their non-disabled peers (15.38%).

Behavior Data 2024-2025:
Statement: Students who identify as Black or African American receive referrals at a higher rate than students who identify as White. Male students also receive referrals at a higher rate than female students.

Climate Survey Data 2024-2025:
The 2024-2025 Stakeholder Survey indicated that 96.4% of students feel favorable or very favorable about the learning environment which measures the extent to which students are engaged in the learning process and feel supported by adults. There was no noted difference across student groups. The survey indicated that 91.1% of students felt favorable or very favorable about school connection which measures the extent to which students feel safe and supported by peers. 6.3% of students who identify as White felt unfavorable, 18.4% of students who identify as Black felt unfavorable, 9% of students who identify as Two or More Races felt unfavorable and 17.4% of students who identify as Hispanic felt unfavorable about school connection. Males felt more unfavorable about school connection than females with a slight difference of .9%. 9.2% of males felt unfavorable about school connection.

Data Analysis

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

During the 2024-2025 school year the attendance rate was 94.23%. 12.75% of the student population was chronically absent, which is a decrease of 2.18% from the previous school year.
-Students who identify as Black were chronically absent 28.85% (2023-2024) and 29.01% (2024-2025). This is a slight increase of 0.16% from the previous year.
-Students who identify as Hispanic were chronically absent 21.84% (2023-2024) and 19.23% (2024-202%). This is a decrease of 2.61% from the previous year.
-Students receiving special education services decreased their chronic absenteeism to 15.38%. That is a significant decrease of 14.19% from the previous year.

Male students who identify as Black receive discipline referrals at a higher rate than any other group. Male students with special education services also receive discipline referrals at a higher rate than non-disabled peers.

There are opportunities for growth in the areas of School Connection, specifically positive peer to peer interactions.

Climate Goals

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

Teachers will implement system programs and resources with fidelity while being responsive to learner variability within the parameters of the programs and resources.

-We believe instruction must be relevant to our students' cultures, interests, perspectives and lived experiences.
-Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.

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. Go Mays!"

Schoolwide Expectations

Class Charter: Schoolwide expectations for specific settings within the school building will be in the format of a **Class Charter** and will be reviewed at morning meetings on a regular basis. Each charter will be developed with student input and have visuals to support understanding. Charters will be displayed and frequently referenced. Staff will also practice this routine at faculty meetings by reviewing the staff charter (developed in 2023).

The Climate Team will review/revise student expectation posters to be displayed throughout the building. Locations will include individual classrooms including special areas, bus lines, hallways, bathrooms, playgrounds, 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.

-Training/Development of expectation posters/charters
-Reminders and reinforcement for students (morning announcements, posters posted, etc.) of expectations and routines
-The Virtues of the Week will be utilized to set expectations, use common language for encouragement or redirection, and reinforce and highlight positive behaviors
-Reinforcement through positive praise, positive office referrals, and Virtue VIPs
-Implement Conscious Discipline to build a strong class family and community

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.

A variety of forms of communication will be utilized to inform and engage families including:
-Bi-Weekly Newsletter with translation available
-American Education Week, Back to School Night/Sneak a Peak, and other Family-engagement events (interpreters will be available for families as needed)
-Family Night that connects to the School Progress Plan
-Direct contact with targeted families for attendance monitoring (attendance team) through attendance letters and RPCs
-Stakeholder survey/Climate Survey
-Weekly attendance emails for families
-Talking Points for consistent communication
-MCES Website
-Grade level newsletters

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

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 (Brain Smart Start with Virtue focus), classroom jobs
Problem Solving: restorative practice – student to student, teacher to student, Conscious Discipline Time Machine to support conflict resolution
Virtue VIPs
Positive Office Referrals
Students are Proactively Taught Emotional Regulation: Monthly counseling lessons, Zones of Regulation/Conscious Discipline Empathy Skills: Restorative Practice, Conflict Resolution Time Machine, and Virtues Language
Cafeteria Raffle for positive behavior (bi-weekly drawings on morning announcements)

Mental Health Prevention/Promotion Activities

Core counseling lessons with classroom teacher carry over of skills/concepts (monthly)
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- responsive planning)
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
CARE Team

Group Interventions
-Utilize social stories
-Skill building group led by a member of the resource team:
- Counselors: in place of 2nd monthly counseling lesson
- Social Worker: social skills groups
- Conflict-medication: restorative practices
- Mentoring Programs: Labs Lead the Way
- New Student Group

Individual Student Support
-Individualized success charts
-Individualized social stories
-One-to-one counseling, conflict-mediation/problem-solving coaching
-Formal home-school communication system between teacher and parent
-Modify student schedule
-Relationship building: peer and/or adult connection
-Customized supports for targeted students (attendance, behavior referrals, etc.)
- Referral to school based mental health partnership

Tier 3

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

Individual Interventions
PPW 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
-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. Resource staff will provide resources to teachers that outline how to effectively implement routines at the beginning of the school year.

Self-Awareness/Self- Management
Charters for School Expectations: Routine, Problem Solving
Classroom Structure: Safe Space, Problem Solving Area
Emotional Regulation Skills: Conscious Discipline and Zones of Regulation

Social Awareness /Relationship Skills (School Belonging)
Rituals: Greeting, Well Wishes, Safekeeper, Closing Circle, Student Jobs
School Family Activities: Spirit Days, SEL based community projects
Morning Meeting Brain Smart Start: Incorporates a focus on the virtue of the week
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 incorporate 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
Conscious Discipline Class Meetings as needed to problem solve
Staff will use/model virtue language to highlight positive behavior in all areas of the school
-Virtue VIPs are recognized and celebrated on announcements and with certificates
-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.)

PD/Support:

Continued focus on the core components of Conscious Discipline and Restorative Conversations.

Virtues: Grade levels will plan virtue activities to include in morning meetings/community circles.
*Staff will create a school-wide bank of ideas for incentives.

During PD sessions staff will review/revise a staff charter to model for classroom application

- SEL Brain Smart Starts at staff meetings

Staff will receive behavior resources that align with schoolwide practice. Staff will refer to behavior and walkie call procedures when requesting support for interfering behaviors.

Staff will receive problem solving references that align with schoolwide practice, conscious discipline and restorative practices. Resources will be added during monthly counseling lessons.

Grade level teams will review attendance protocol and refine practice for monitoring chronic absenteeism within their grade level.

- Weekly attendance reports will be emailed to families

Continued Professional development about Talking Points communication tools.

Implementation:

Schoolwide...
Develop a school-wide system for monitoring and managing student attendance. The attendance committee will meet to review chronic absences and develop incentives and motivations for decreasing chronic absenteeism among targeted students.

- SY 2024-2025 attendance report letter sent to chronically absent students at the beginning of the school year.
- Homeroom class incentives to promote consistent attendance
- Weekly attendance report sent to all families
- Q2 and Q3: Comment on report cards for attendance in the moderate and chronic range (7% or higher); parent report for attendance
- Attendance Team: Target moderate attendance rate (7-15%), including targeted student groups
- Messages from class when students are absent
- Recognizing strong attendance rates as a school
- School/class HERO status displayed

Teachers and staff will practice walkie protocol in order to call for support as needed. All staff will enter minor referral data into Focus to maintain accurate records for the Climate Team and schoolwide data monitoring. Teachers will follow behavior protocols when behavior becomes chronic and/or is unable to be managed by the classroom staff.

- Documentation in Focus when parent contact is made (teachers, administrators, and counselors)
- Monitor minor behaviors that are becoming chronic, enter chronic behaviors as a referral

Teachers will use the principles of Conscious Discipline and Restorative Conversations in all spaces around the building.

- Develop/refine protocols for Safe Place
- Initiate/continue a "problem solving place"
- Utilization of "problem-solving sub" as needed to support restorative circles
- Implement targeted components of CD in the classroom space (Shubert lessons for primary grades).
- Cafeteria: Revisit expectations aligns to Conscious Discipline principles. Revisit Cafeteria Charter.

Monitoring:

- Monthly absenteeism data brought to grade-level teams after attendance committee debrief. In semester 2, this include emphasis on targeted group of students in the moderate/chronic range.
- Referral data and parent contact log will be addressed at grade level meetings, Climate Action Team, and through the SST process as needed.
- CD: Rubrics for reflection and evaluate implementation, provide resources for climate on Setting up Your Classroom document
- Selecting areas of focus as the "motivation" at whole-staff meetings (i.e. addressing areas of behavior concern by revisiting expectation matrix).

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.

Tier 1 Incentives/Rewards:
Conscious Discipline: 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: Student, you cleaned up your trash- that shows cooperation and respect for others. Staff will receive ongoing professional development and support to ensure consistency with implementation.

Cafeteria Incentive: students earn raffle tickets when caught demonstrating positive behaviors in the lunchroom. Raffle winners are draw on the morning announcements bi-weekly. Rewards rotate monthly (fidget, snack/ice cream from the cafeteria, voucher for the school store, etc.)

Bus Behavior: expectations clearly outlined during handbook talks. Monitoring of bus referrals and screening requests for bus footage. Transportation progressive discipline protocols shared with families.

Virtue VIPs: positive office referral connected to virtue of the week. Students are recognized and receive a certificate. Students also have their picture taken and displayed in the hallways.

Teachers will reinforce positive behavior in the following ways:

-Positive phone call/note home
-Virtue shout-outs, Virtue VIPs
-Class or grade level incentives
-Individual incentive (Tier 2)

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.

Hierarchy for Behavioral Referrals and Consequences (pages 13-14 in the MCES handbook):

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.

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 (These behaviors are teacher managed. Data should be collected by the classroom teacher) *Resource staff and admin can support as needed**. Documentation should be completed digitally in Focus.**
• 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 collected by using the Threat Management Form)
• School counselors and administrators should be immediately contacted.

Major Behaviors (Administration and Support Staff may help the classroom teacher with these behaviors. Use the major referral to collect data and follow walkie procedures as needed.)
• Abusive Language: Severe intensity of inappropriate language that targets an individual or group
• Insubordination: Severe refusal to follow direction that consists of threats, abusive language and/or physical actions
• Fighting/Physical Aggression: Hitting, kicking, hair pulling, etc. towards staff and/or another student.
• Inappropriate Interactions: Verbal and/or physical
• 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.

Walkie Protocol with differentiated calls (Walkie Channel number Protocol in School Handbook):

1. Referral Call
2. CARE team Call
3. Elopement/Refusal Call
4. Proactive Break Call

Staff will receive resources/specific guidance and professional development to implement this updated walkie call procedure.

BTAT: Threat assessment team members will meet with students to assess the level of threat. The result of the threat will be communicated to BTAT staff via secure email.

Referral for support:
-CARE Team
-SST Team
-IEP Team
-Social Work referral
-Counseling referral

Community Resources and Partnerships:
-Thrive
-Balance Point Therapy
-Baltimore County Mobile Crisis Unit Team

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.)

Focus (student information system): referral data pulled and disaggregated based on race, gender, and grade by the Climate team quarterly.
-Minor referrals: Entered by staff
-Major referrals: Entered by admin and support staff

Positive referrals: Monitor frequency of Virtue VIPs

Stakeholder/Climate Survey data: school connection index

The attendance team will review attendance data monthly to evaluate trends within targeted student groups. The attendance team will share chronic/moderate levels with grade level teams.

Attendance and family participation at School-Sponsored Community Events.

Cafeteria and Bus behavior: referral data analysis

Section 5: Miscellaneous Content/Components