



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/4/2023

School Year 2023-2024

School: Rodgers Forge 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>	
Michele Rowland, Principal Barbie Roemer, Assistant Principal Lisa Ludwig, School Counselor Molly Day, Reading Specialist Mary Alice Thomas, Classroom Teacher Lisa Donelan, Classroom Teacher Sara Lee, Classroom Teacher	
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>	
2022-2023 Stakeholder Survey – Student Responses ACADEMIC ASPIRATIONS: (Favorable/Very Favorable) All Students: 95.9% White: 95.5% Black: 100% MU: 95.6% AS: 100% BELONGING: (Favorable/Very Favorable) All Students: 92.2% White: 93% Black: 91.7%	

MU: 95.7%
AS: 82.4%

STUDENT SUPPORT: (Favorable/Very Favorable)

All Students: 96.3%
White: 97.4%
Black: 100%
MU: 100%
AS: 82.4%

Data Analysis

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

Data Story 2022-2023

Attendance Rate: 95.21%

Chronic Absenteeism Rate:

All Students: 9.38%

White: 8.75%

Black: 7.14%

MU: 20.69%

AS: 0%

Special Education: 18.75%

ELL: 11.76%

Suspension Rate: 0%

Climate Goals

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

RFES is committed to the consistent implementation of the Code of Conduct to emphasize the importance of engaging all students in a positive learning experience. The goal of the Peacemaker House program is to promote a sense of belonging for all students. This transcends across all cultures and ethnic backgrounds. This program has been developed to promote the social-emotional well-being of our students and foster positive relationships.

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.

Rodgers Forge Elementary Code of Conduct

I am a Rodgers Forge student, therefore:

I am respectful.

I am responsible.

I am safe.

I am prepared.

We are here to learn, therefore:

I will do nothing to keep my teachers from teaching or anyone else from learning.

I will cooperate with my school family.

I will respect myself, others, and the environment.

School Mission Statement:

Responsive Instruction

Fostering Relationships

Engaging Students

Safe Environment

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 establish classroom expectations at the beginning of the school year and reinforce throughout the year. This includes explicitly defining the difference between what is a “Peacemaker” and “Peacebreaker” to tie into our Peacemaker House Positive Behavior Program.
- Lessons that support the Code of Conduct. Anchor Charts created as a class are posted in classrooms
- Schoolwide behavior expectations are posted in halls, outside bathrooms, cafeteria, leading out to the playground and in all classrooms
- Morning Meetings provide an opportunity for teachers to build and reinforce relationships with students and classroom communities
- Conscious Discipline develops, promotes and reinforces social emotional learning in the classroom throughout the year
- Virtues of the month are taught during class meetings and Peacemaker House parties. They are communicated to parents through the Counselor’s Corner of the monthly Chronicles and grade level newsletters. Students who demonstrate the virtues are acknowledged through Peacemaker nominations.
- Monthly Peacemaker House Parties celebrate the virtues and provide activities for students to practice demonstrating the virtues. House parties build a sense of schoolwide community through relationship building across grade levels.
- Counselor provides bi-weekly Motivational Monday newsletter to staff with activities to support the virtues and mindfulness activities

AVID Anchor Charts for desk organization, planners and color coded subject keys are posted in all classrooms.

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.

- Communicated through monthly school newsletter (Chronicles), grade level newsletters, classroom communication and teacher presentations at Back to School Night
- Parent Workshop scheduled in the Fall feature an informational session for parents
- Students and families provide feedback for Schoolwide Behavior Plan in Stakeholder Survey
- The PTA DEI Committee and Climate/Equity committee will be collaborating on how to support the Schoolwide Positive Behavior program in order to coordinate guest speakers/assemblies throughout the year
- Quarterly School Improvement Team meetings
- Coffee and Connect with the Administration is held monthly. It is an opportunity for families and stakeholders to ask questions and share feedback with the administration.
- Lunch Bunches with the Administration. Weekly student lunch bunches with administration will provide feedback from the student perspective on the climate of RFES

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

- Peacemaker House Program Schoolwide Behavior Plan (Peace Contracts, Peacemaker nominations, Rodger Bucks)
- Schoolwide mindfulness practices for emotional regulation
- Conscious Discipline in grades K-5 (lessons, safe spaces in classrooms)
- Restorative Practices – daily class meetings, Justice Circles, Restorative Questions
- Conflict Resolution practices
- Student Government Association service projects that reinforce virtues

Tier 2

- GQ mentoring program for intermediate students that support the virtues of the month and the theme, “We All Belong”
- School Counseling Small groups that support emotional regulation, social skills; coping etc.;
- Zones of Regulation to support the emotional regulation of students; Lunch Bunches with school counselor, teachers or administration to reward positive behavior and support relationship building

Tier 3

- Weekly resource pre-team meetings to discuss and support individual student needs
- Special Education teachers meet with classroom teachers to support student services
- Crisis intervention team in place as needed
- Individual counseling, as needed (self-referral or referred from teacher, administration and/or parent)

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 continues to be integrated into each grade level.
- Professional development on Virtues Language that supports Restorative Practices
- Continued professional development and opportunities for mindfulness
- Peacemaker House parties that support monthly virtue
- CPI training for members of Crisis Team

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.

- Virtues program teaches monthly virtues that are infused into class meetings, language used with the students, and promotion of positive behaviors and relationships.
- Incorporation of multicultural books into Character Education Peacemaker program.
- Integration of the Cultural Awareness and Diversity calendar with Peacemaker House Program

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.)

- Professional Development Refresher on Conscious Discipline
- Provide teachers with Equity Prompts for Class Meetings
- School counselor can support and assist teacher with Class Meeting
- Continued professional development and opportunities for mindfulness
- Climate Committee will plan quarterly Peacemaker House Program

Section 4: Supporting and Responding to Student Behavior
Recognitions/Incentives
<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 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.</i>
<ul style="list-style-type: none"> -Peacemaker nominations that recognize students demonstrating monthly virtues -Rodger Bucks are given to students displaying positive behaviors and virtues. Quarterly students can trade these in for prizes. -House points are earned for positive behaviors -Winning Peacemaker house recognized with a special celebration quarterly -Data collected on Peace Contracts and Peacemaker nominations will be reviewed quarterly by school counselor, climate committee, and administration
Hierarchy for Behavioral Referrals and Consequences
<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>
<ul style="list-style-type: none"> -Explicitly teach Code of Conduct lessons during the first month of school. -Conscious Discipline lessons taught; having a “safe space” set up in all classrooms -Explicitly creating, establishing, and practicing routines for classroom, bathroom, hallway, cafeteria, and playground. -Peace Contracts are given for students who display repeated disruptions to classroom instruction and need an error correction. A system for self-monitoring student behaviors is in place (check yourself, verbal warnings with opportunity for intervention or time in safe space, peace contract). A copy of the Peace Contract is provided to the parent, the teacher, and the school counselor. - Office referrals are given for students who display behaviors that are in violation of the BCPS handbook.
Response for Intensive Behaviors
<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>
<ul style="list-style-type: none"> - Crisis committee is called for students who are displaying unsafe behaviors to self or others. - For threats to self or self-harm a threat assessment is completed by the school counselor. Administration is consulted and parents are notified. In the event of threats to others or property, an administrator conducts the threat assessment with the student. -The Behavior Threat Assessment team meets to discuss any threat management cases and determines follow up steps.

-Selected staff members are trained in Crisis Prevention Interventions to help de-escalate crisis situations.

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.)

-Data collected on Peace Contracts and Peacemaker nominations will be reviewed quarterly by school counselor, climate committee, and administration

-Teachers maintain a copy of any Peace Contracts given and review quarterly to look for trends/patterns and what other supports or action steps need to be put in place.

-Behavior concerns are discussed at monthly grade level meetings with administration and the school counselor. Steps taken to address behaviors are reviewed and additional interventions and action steps for implementation are discussed.

-Students with more pervasive behavior concerns are referred to the Student Support Team.

Section 5: Miscellaneous Content/Components

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