# Schoolwide Positive Behavior Plan

**Baltimore County Public Schools**

**Date Completed:** 8/12/2022  
**School Year:** 2022-2023  
**School:** Rosedale Alternative Center

## 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.*

- Paul Martin, Principal  
- Joy O’Brien, Assistant Principal  
- Lou Wikes, Counselor/DC  
- Kim Duggins, Special Ed/DC  
- Liz Grab, Social Studies/DC/Dean of Students  
- Tracey Zimmerman, ELA/DC  
- Tammy Jackson, Health/Character Ed/DC  
- Monica Planas, Spanish/Equity Lead  
- Ramona Taylor-Knox, SEL/Equity Lead  
- Kristen Moretz, SEL  
- Missy Sachs-Cohen, Social Worker  
- DeShanda Johnson, Social Worker  
- Mike Heller, Psychologist  
- Preston Bodison, Psychologist  
- Stephanie Finney, Counselor  
- Kim Strzegowski, Counselor  
- Jennifer Dabirsiaghi, Counselor

### 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 Rosedale Center provides services to students in grades 9-12 from the central, northeast, and southeast sections of Baltimore County. Our goal is to provide students with alternative approaches to education through specialized education, small learning environments, and
student support services. Students met academic standards set by the Core Curriculum, while being personally enriched and encouraged by our dedicated faculty. Upon completion of the Rosedale program, student return to their comprehensive schools, ready to learn and be successful.

Staff utilizes personalization to instruct with focus on individual student social-emotional needs. Staff uses their trainings to help students navigate and practice self-regulation/management, self-awareness, and in building relationship skills.

**Data Analysis**

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

Due to the nature of Rosedale’s program, a data story was not available. Therefore, we used multiple data points to monitor the school climate.

During the 2021-2022, one of our school climate goals was to provide instruction which reflects the importance for the representation and value of student identity and diversity. To collect this, we used an end-of-making period check-in survey which was given to current students enrolled at the Rosedale Center. Data revealed:

Teachers knew and acknowledged:
- My academic strengths and interests (82%)
- Strengths and interests outside school (76%)
- Challenges and difficulties as a learner (65%)
- Knew and acknowledged my race and cultural identity (94%)
- Created lessons/used materials representative of my interests and aspirations (88%)
- Their race and cultural identity:
  - Quarter 1: 33%
  - Quarter 2: 36%
  - Quarter 3: 57%
  - Quarter 4: 76%

**Climate Goals**

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

Our Social-Emotional Safe and Supportive School Climate goal directly supports the BCPS Core Belief 3 – Culturally Relevant Pedagogy. This goal is to explicitly teach and model social emotional learning skills and strategies to foster a sense of community 75% of the time. We will focus on the five SEL components, including relationship skills, self-awareness skills, social awareness, responsible decision-making, and self-management skills. Students will practice these skills during two half-hour sessions weekly.

**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.

- I transitioned appropriately between classes and activities.
- I was committed to learning and met period expectations.
- My physical behavior was safe and respectful to others.
- My verbal and nonverbal communication were respectful.
- I used classroom materials, devices, and tools as directed.

### 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.

When students enroll with the Rosedale Center, they participate in both an intake and an on-boarding/orientation session to acclimate them with the expectations, routines, and procedures at the school. These include, but are not limited to, Yond’ring their phones during the day, transitions, use of materials, communication expectations, etc. As students attend their classes for the first day, each teacher provides an overview of their classroom procedures and routines (‘Welcome Activity’). Teachers use virtuous language and affective statements with the students.

### 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.

Students and their families are provided a Rosedale Program Book. This book contains information about the school and what the student can expect upon transitioning as an enrolled student. During the intake meeting, Rosedale counselors meet with the student and their parents/guardians to answer any questions. Students participate in an entrance survey to gather basic information for the staff. Some of this information includes their interests, how they learn best, identified focus goals, and triggers. Students are taken on a tour of the building in order to become familiarized with the layout. After this, students begin to attend their classes, where each content teacher will complete an on-boarding/welcome activity to acclimate the student with their expectations.

Additionally, teachers use email and Schoology announcements to record pertinent information, and administration uses the call-out system. Other platforms include the school’s website and, if appropriate, Twitter or Instagram.
**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.*

<table>
<thead>
<tr>
<th>Definition of Tiers</th>
<th>Preventions &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student is assigned a psychologist</td>
<td>Tier 1: – Yond’r, mindfulness, SEL/character ed lessons, clarity of expectations (expectation poster), acceleration period, interest period, suicide prevention, SOS presentation, access to school counselor and additional support staff, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Participates in frequent and intensive counseling with the psychologist</td>
<td>Tier 2: – Invention tracker, debriefing meetings, notes which are shared after intake/on-boarding sessions, student check-in/check-out, restorative conferences, academic push-in, support staff push-in, targeted small-group intervention, response to formative assessment, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Crisis intervention Plan</td>
<td>Tier III: – Scheduled counseling, out-sourcing options, established FBA or BIP, pull out/push in for service hours, connecting with comprehensive school, required parent conferences, PPW referrals, SRO intervention, threat assessments, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Crisis Passes</td>
<td>Tier 1: – Yond’r, mindfulness, SEL/character ed lessons, clarity of expectations (expectation poster), acceleration period, interest period, suicide prevention, SOS presentation, access to school counselor and additional support staff, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Referrals to community services both inside and outside of the school building</td>
<td>Tier 2: – Invention tracker, debriefing meetings, notes which are shared after intake/on-boarding sessions, student check-in/check-out, restorative conferences, academic push-in, support staff push-in, targeted small-group intervention, response to formative assessment, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Mental health and substance abuse services</td>
<td>Tier III: – Scheduled counseling, out-sourcing options, established FBA or BIP, pull out/push in for service hours, connecting with comprehensive school, required parent conferences, PPW referrals, SRO intervention, threat assessments, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>IC Room for de-escalation and restoration</td>
<td>Tier 1: – Yond’r, mindfulness, SEL/character ed lessons, clarity of expectations (expectation poster), acceleration period, interest period, suicide prevention, SOS presentation, access to school counselor and additional support staff, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Adjusted schedule</td>
<td>Tier 2: – Invention tracker, debriefing meetings, notes which are shared after intake/on-boarding sessions, student check-in/check-out, restorative conferences, academic push-in, support staff push-in, targeted small-group intervention, response to formative assessment, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Restorative Justice Conference</td>
<td>Tier III: – Scheduled counseling, out-sourcing options, established FBA or BIP, pull out/push in for service hours, connecting with comprehensive school, required parent conferences, PPW referrals, SRO intervention, threat assessments, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Re-teaching and educational placement assessment</td>
<td>Tier 1: – Yond’r, mindfulness, SEL/character ed lessons, clarity of expectations (expectation poster), acceleration period, interest period, suicide prevention, SOS presentation, access to school counselor and additional support staff, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
<tr>
<td>Threat assessment</td>
<td>Tier 2: – Invention tracker, debriefing meetings, notes which are shared after intake/on-boarding sessions, student check-in/check-out, restorative conferences, academic push-in, support staff push-in, targeted small-group intervention, response to formative assessment, AAP flex period (Acceleration, Enrich, Extend)</td>
</tr>
</tbody>
</table>

**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.

During the 2022-2023 school year, students will attend two SEL sessions, one acceleration session, and two interest sessions weekly. As a school, we will also continue with virtuous language and reframing statements. Additionally, we will assign each student to one counselor and one other support staff. There will be a daily check-in for all students during the a.m. homeroom. Students can request additional check-ins.

The support staff is currently meeting to contrast effective SEL lessons which include focus on relationship skills, self-awareness skills, and self-regulation skills.

Staff will continue to be trained in trauma-informed practices, self-regulating tools, culturally relevant pedagogy, and equity.

### 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.*

Our character ed program is being infused in our flex period during SEL. Students and staff will continue to practice and use virtuous language and affective statements. Students will participate in building relational capacity through cooperative games and challenges monthly.

### 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.)*

<table>
<thead>
<tr>
<th>Day</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Various full-staff meetings</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Debriefing by program</td>
</tr>
<tr>
<td>Wednesday</td>
<td>PLC (Equity, Academic)</td>
</tr>
<tr>
<td>Thursday</td>
<td>Debriefing by program</td>
</tr>
<tr>
<td>Friday</td>
<td>Planning and Preparation</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Incentive/Recognition</th>
<th>Behavioral Expectations/Rule</th>
<th>Implementation</th>
<th>Who will monitor?</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor Roll</td>
<td>Students with A, B, and one C Straight A’s</td>
<td>Quarterly (also monitored at interim time)</td>
<td>Social Worker/Support Staff</td>
<td>Those students who have made gains/shown growth. Those students who had excused attendance concerns.</td>
</tr>
<tr>
<td>Use of Yond’red phone</td>
<td>Consistently following Rosedale’s Rules and Expectations with limited to no referrals</td>
<td>Homeroom, Lunch</td>
<td>Homeroom teacher, lunch duty, administration</td>
<td>Students who do not have a phone. Students who have made some gains.</td>
</tr>
<tr>
<td>Attendance</td>
<td>94% and higher</td>
<td>Monthly</td>
<td>Administrative secretary, lunch duty staff</td>
<td>Those students who made gains in attendance. Those students who had excused attendance concerns.</td>
</tr>
</tbody>
</table>

**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.*
Category I, II, III, RPC, Connections Contact, PPW, Restorative Conferences, etc.

**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.*

**Management**

Step 1: Problem Identification (What is the problem?)
Step 2: Problem Analysis (Why is it occurring?)
Step 3: Intervention Design (What are we going to do about it?)
Step 4: Response to Intervention (Is it working?)

**Responses/Interventions/Supports**

- Access to Adult Attention
- Access to Peer Attention
- Access to Choice of Alternatives/Activities
- Option for Avoiding Aversive Activities
- Option for Avoiding Aversive Social Peer/Adult Attention
- Structural Prompts for “What To Do” Throughout the Day
At Home Communication System
Opportunities for Adaptation into a Self-Management System

**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.)*

We will use a variety of methods to collect data this year:

1. Student Referral/Incident Report
2. Debriefing notes and meetings
3. Individual teacher logs for interventions, dates, and home connections
4. TST Connections log
5. (Middle School) Daily Point Sheet log
6. IC Room (Intervention Center)- proactive and reactive alternative setting
7. TST request forms (collection data)

Quarterly, we monitor our progress and compile data in an “At a Glance” document. We use this data to celebrate success and take something and make it better without any blame. We look for any bias as well. This will extend this year to include our school suspensions and drop out rates.

**Section 5: Miscellaneous Content/Components**

In our environment, every student R.I.S.E.S. in order to prepare for re-entry into the home school and, ultimately, to meet the requirements for a diploma and the demands for college and career.

Students and faculty conduct themselves with Respect and Integrity in a Safe environment in order to Exceed expectations and meet challenges with Success.