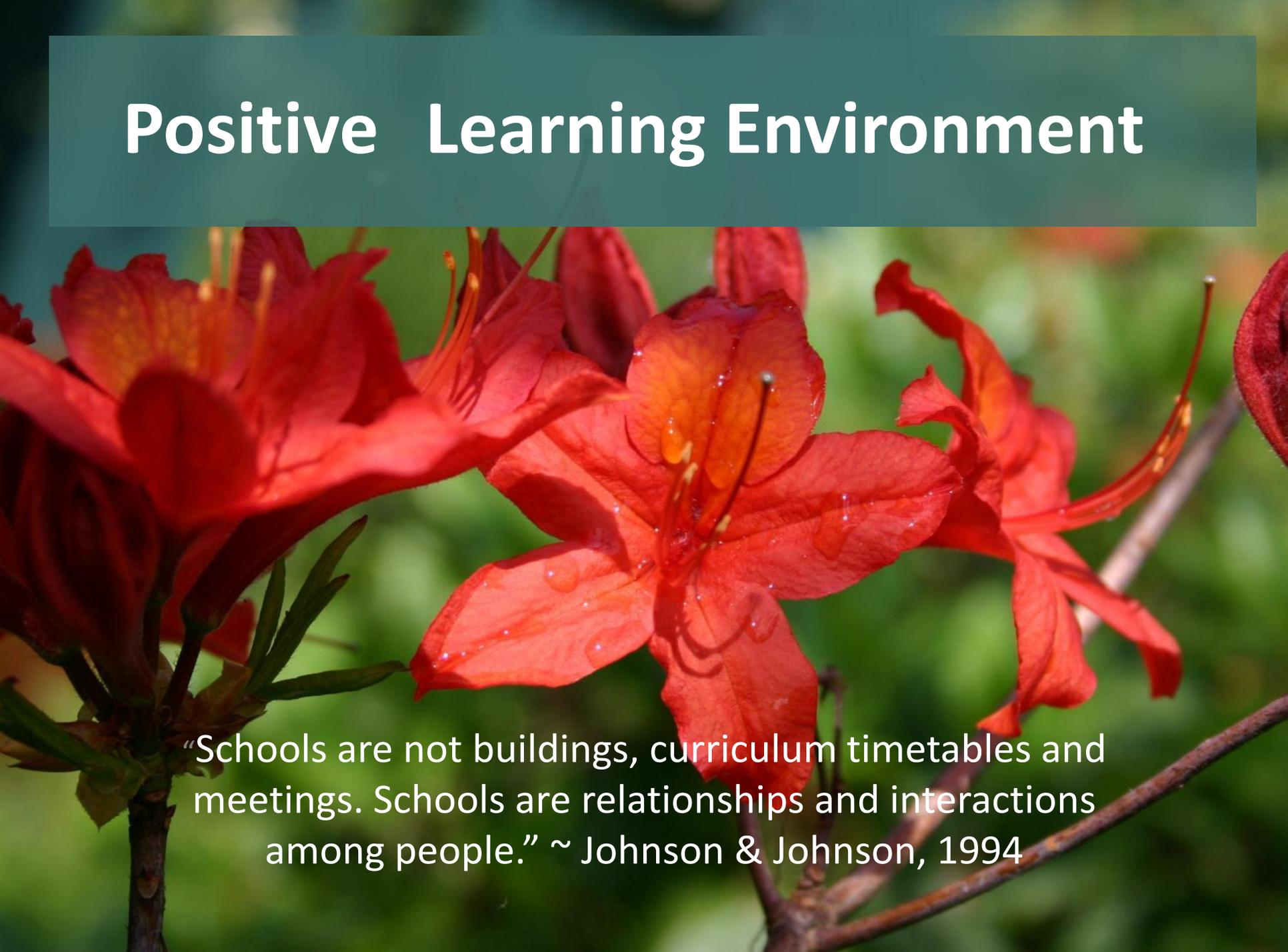


Positive Learning Environment



“Schools are not buildings, curriculum timetables and meetings. Schools are relationships and interactions among people.” ~ Johnson & Johnson, 1994

Vision for a Positive Learning Environment



MCPS strives to create positive school climates where students, parents, and staff work together respectfully to maintain an orderly and safe learning environment focused on teaching and learning.

MCPS Strategic Planning Framework



Every student will have the academic excellence, creative problem solving and social emotional skills to be successful in college and career.

Academic Excellence

Creative Problem Solving

Social Emotional Learning



As a result of a strong focus on Social and Emotional Learning (SEL), students will:

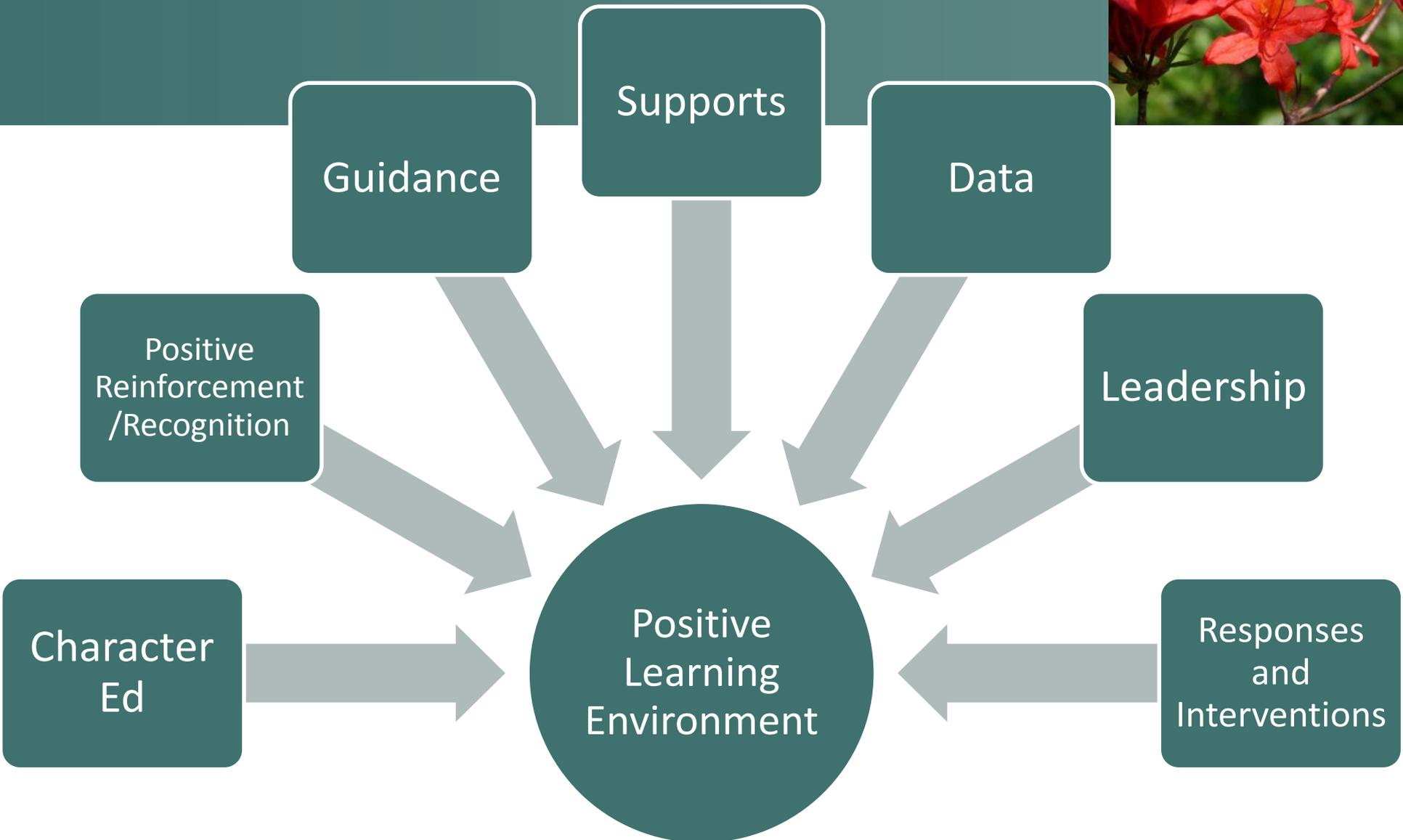


- value and respect diversity and differences
- make constructive and healthy decisions that promote hope, well-being, & pro-social behavior
- build resilience, perseverance, self-awareness, & growth mindset
- enhance social awareness, including collaboration, empathy, & relationship building

MCPS & Rock View Philosophy of Discipline



- “...discipline is a developmental process and effective discipline strategies should meet students’ varied behavioral and developmental needs with tiered responses and interventions...”
- A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behaviors and reflects a restorative discipline philosophy...
- Restorative practices afford students opportunities to learn from their mistakes, correct any harm, and restore relationships that are disrupted...”



Guidance

Supports

Data

Positive Reinforcement /Recognition

Leadership

Character Ed

Positive Learning Environment

Responses and Interventions

Character Education



Based on Character Counts

- Respect, Responsibility, Fairness, Caring, Citizenship, Trustworthiness + Moral Courage
- Posted signage of Character Counts Traits, characteristics and definitions
- Morning announcements
- School Creed and “Personal Best”
- Guidance lessons
- Character Wall of Fame

Positive Reinforcement/Recognition



- Individual, Group and Class reinforcement
- Lunch bunches
- Stars and Star Jar parties
- Roadrunner lines
- Character Kudos
- Shout Outs
- “Good News” Post cards

Guidance



- Skill Building- Problem Solving Model and Conflict Resolution
- Lessons
- Individual and Group counseling support
- Class meetings
- Referrals for outside supports
- Peer Mediators
- Restorative practices

Supports



- Individual
 - Behavior Intervention Plans, Behavior contracts
- Thinking and Academic Success Skills
- Smart Sacks
- Mentoring
- Best Buddies
- Disability Awareness
- Support in our Community
 - Manna Food Drive
 - Anacostia Watershed
 - Children’s Hospital
 - Alex’s Lemonade Stand

Data



- Student Gallup survey (5th Grade)
- Focus groups
- Discipline referrals (location, infractions, response)

Leadership



- Morning announcements
- Patrols
- Green Team
- Best Buddies
- Peer Mentors
- Classroom jobs
- “Helpers”

Responses and Interventions



- **School Wide Expectations**
 - Card System for classrooms (Red, Yellow, Green +Blue, +Purple)
 - Reflection Sheet completed for Red Card behaviors
 - Students reflect on what occurred and alternate responses
 - Parent(s) sign and return to school
 - Communication with parents

Responses and Interventions



- **Disciplinary Response Matrix**
 - “...provides a suggested continuum of tiered responses to inappropriate or disruptive student behavior...make disciplinary decisions considering the totality of the circumstances and are consistent with the discipline philosophy.”
 - The Matrix lists potential inappropriate or disruptive behaviors and appropriate responses and interventions.

	Rock View's Matrix	MCPS Code of Conduct Matrix
Number of Levels	3	5
Behavior Labels	List of common Elementary School infractions	State of Maryland Suspension codes
Response and Interventions	Classroom support -> Expulsion	Classroom support -> Expulsion
Factors Impacting Decisions	<ul style="list-style-type: none"> • Age • Previous Incidents; progressive disciplinary measures • Cultural and linguistic factors that provide context • Circumstances impacting incident • Other mitigating or aggravating circumstances 	<ul style="list-style-type: none"> • Age • Previous Incidents; progressive disciplinary measures • Cultural and linguistic factors that provide context • Circumstances impacting incident • Other mitigating or aggravating circumstances
Differentiation for grade level and setting	<ul style="list-style-type: none"> • Primary vs. Intermediate • Classroom vs. Non-classroom 	<ul style="list-style-type: none"> • Comprehensive Pre-K to 12 plan

Building Our Students' Social Emotional Skills



The School Improvement Team met this summer to review the structures we currently have in place to support students.



We went through a reflection process to determine what structures would have the biggest impact for supporting students if they were upgraded.

Building Our Students' Social Emotional Skills



- The Leadership Team identified two “linchpin” structures to focus on this school year:
 - Holding regularly scheduled class meetings that reflect a restorative practice model
 - Improving and consistently implementing our Problem Solving model

Class Meetings



Class meetings are utilized to:

- Build the classroom community
- Develop and deepen classroom relationships
- Give each child a sense of belonging, connectedness and self-worth

Advantages of class meetings:

- Students and teachers get to know one another better
- Increases respect and understanding
- Each child has an opportunity to share. It allows quiet voices to be heard
- Promotes integration into the group/prevents exclusion
- Being listened to empowers everyone

Problem Solving Model



The Positive Learning Environment committee revised our problem solving model:

- Simplified the model
- Main focus is on exploring alternative ways to solve a problem
- Universal application

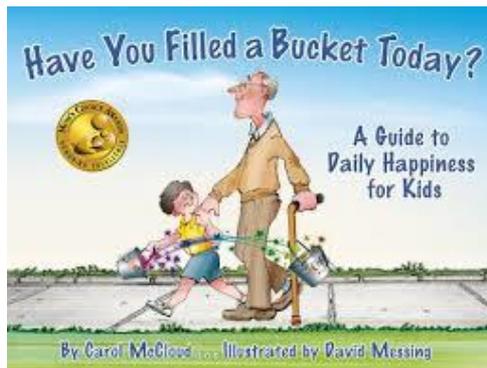
Current model:

- All staff provided input
- Differentiated for primary and intermediate grades
- Will be expanded as foundational pieces are mastered

Building Our Students' Social Emotional Skills



- Classroom guidance lessons have taught the problem solving models to students in Grades 1-5.
- Classroom guidance lessons in Kindergarten have focused on building positive relationships.
 - We have worked on this through using the text, Have You Filled Your Bucket Today? by, Carol McCloud





Thank you!

