



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/1/2023

School Year 2023-2024

School: Timonium Elementary

### 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.*

Laurie Brown, Principal  
Staci Torok, Assistant Principal  
Kiley Murphy, Social Emotional Learning Teacher (SELT)  
Barrett Pitcher, School Counselor  
Teresa Kurtz, School Nurse  
Ryan Scarfile, PE Teacher  
Lora Rendulich, ISDM Teacher  
Renee Richard, Social Worker

#### 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 chronic absenteeism rate for the students receiving special education services is 10.84%, FARMS student group is 21.67%, and the rate for the EI student groups is 6.25%. Students receiving special education services were suspended at 3 times the rate of their peers. The non-binary student group's perceptions of Belonging are notably more unfavorable than their peers. Academic Aspirations, Belonging, and Student Support domain results indicate the highest unfavorable among the Two or More Races student group.

<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
<p>Data indicate that in ELA and Mathematics there are persistent, and in some cases, increasing gaps in performance between the Hispanic/Latino, Special Education, and English Learner student groups and their peers, indicating inequities for college and career readiness and inequities of mastery of grade level standards. The intersection of achievement and climate data indicate that the Special Education and English Learner student groups are most underserved.</p> <p>.</p>
<b>Climate Goals</b>
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>Educators will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education and/or ESOL services can access grade level content.</p> <p>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.</p>
<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<i>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>
<p>I will be kind.</p> <p>I will be safe.</p> <p>I will be prepared.</p> <p>I will persevere to do my best.</p> <p>A behavior expectation chart will be posted in classrooms and common areas to include classrooms, hallways, cafeteria, bathrooms, bus, and playground.</p>

## **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 explicitly teach the expectations of each statement in our Code of Conduct during the first month of school.

Students will be recognized for positive behaviors with a “TESsie” (positive office referral) and the TESsie stickers.

STARR Students will be recognized monthly for exhibiting the monthly character trait.

Teachers will incorporate self-regulation strategies such as movement missions, if...then language, calming corners, and breathing techniques.

## **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.*

Expectations and interventions will be shared with families at Back to School Night and through teacher and school newsletters. Administration will meet monthly with students to get input.

## **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-Conscious Discipline; classroom guidance lessons; morning meetings

Tier 2-Small group sessions and/or one-on-one support with the school counselor or SELT

Tier 3-SST resulting in FBA, BIP, or IEP; mental health support from Balance Point and Gifts; crisis response plan

<b>Social-Emotional Learning</b>
<i>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.</i>
<p>School counselor implements the Elementary School Counseling Curriculum across grade levels focusing on monthly SEL topics.</p> <p>Classroom teachers will implement Conscious Discipline lessons.</p> <p>Professional developments on mental health challenges for youth are available through the school counselor.</p>
<b>Character Education</b>
<i>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.</i>
<p>Our school's Character Education Program helps students learn and develop skills they will need to become successful learners and citizens. At Timonium Elementary, students demonstrate that they are STARR Students by exhibiting long-term behaviors that align with our Schoolwide Behavior Expectations. Each month STARR Students will be recognized by their homeroom teacher. The following are the monthly traits: kind, safe, prepared, perseverance, citizenship, honesty, respectful, empathetic, and gratitude.</p>
<b>Professional Development for Staff</b>
<i>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.)</i>
<p>&gt; Conscious Discipline</p> <p>&gt; Trauma Informed Learning</p> <p>&gt; Implicit Bias</p>

> Universal Design for Learning and Developmentally Appropriate Practices

> RAPID – Reinforce, Adjust, Provide, Intentional, Discourage

> Communication in the Inclusive Classroom

< Restorative Practices

## **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.*

Students will receive “TESsie” Awards, TESSie Stickers, and STARR Student badges (positive behavior referral) from staff.

Photos of students receiving TESSie Awards and STARR Students will be posted in the school lobby.

A spreadsheet will be maintained to keep track of students being recognized to ensure equity.

### **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.*

Classroom teachers will teach behavior expectations (as listed in the TES Behavior handbook) to students and will implement self-regulation strategies, contact/involve parents in the problem-solving process, facilitate restorative practices, and seek assistance from school counselor, SELT, social worker and/or administrators.

For chronic behaviors, teachers should seek advice from the school counselor, SELT, Social Worker and/or administrators.

Student behavior plans could be developed by classroom teachers, school counselor, SELT, Social Worker and parents.

Behaviors that put a student or their teachers/peers at risk will be immediately referred to the administration using the Discipline Office Referral form.

### **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 CARE Team consisting of the principal, assistant principal, school counselor, SELT, social worker, PE teacher, ISDM teacher, and nurse (who are all CPI trained) will respond to crisis situations. Initial intervention will be made by a team member who has rapport with the student. Team members may remove the child from the situation to a neutral location, or students may need to be evacuated from the classroom. Additional steps may be necessary dependent upon the situation.

### **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 will be collected using:

- > Positive Office Referrals
- > TES Incident Reports
- > Discipline Office Referrals

The School Climate Team will meet monthly to review referrals/reports and analyze the data.

## **Section 5: Miscellaneous Content/Components**

The Timonium PTA has developed a Diversity, Equity, and Inclusion Committee. Timonium staff will share resources from the BCPS Division of School Climate and Safety(listed under Social-Emotional Support) with the PTA committee.

