Westowne Elementary School
Schoolwide Behavior Management Plan
2022-2023

Based on the Baltimore County Public School’s The Compass: Our Pathway to Excellence, all schools must ensure that the county’s vision, purpose and core values are implemented, as well as strive to reach all goals and focus areas found in this document. Included in the The Compass: Our Pathway to Excellence are goals and strategic focus areas that ensure a safe and orderly learning environment for all students and staff members. Westowne Elementary School administration and staff members will strive to successfully implement all goals and focus areas found in this document. The overarching goal is simple—preparing each child to graduate ready to enter their chosen career, career training, military training, or credit-bearing college coursework. Our work is to provide the necessary supports from preschool through grade 5 that will deliver on this promise. Those initiatives and strategies related to the Westowne Elementary Schoolwide Behavior Management Plan are as follows:

Vision, Purpose, and Core Values

Vision
Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of raising the bar, closing gaps, and preparing every student for the future.

Purpose
Baltimore County Public Schools will increase achievement for all students while preparing a variety of pathways to prepare students for career and college, in a safe, orderly, and caring environment for students and staff.

Core Values
- Learning is our core purpose.
- Effective teaching is the most essential factor in student learning.
- Leadership matters. Effective leaders support learning and optimum performance at all levels.
- BCPS is committed to equity. We will do whatever it takes to ensure that every student learns and succeeds, regardless of race, ethnicity, gender, orientation, socioeconomic status, language proficiency, or disability.
- Every student will be successful when provided with high expectations and appropriate supports.
- A high-performing workforce is essential to BCPS becoming a world-class school system.
- Trusting relationships and commitment to our core values will foster learning at all levels.
- Students, parents, employees, community members, and all BCPS stakeholders comprise Team BCPS.
- Every member of Team BCPS has value and makes important contributions towards BCPS becoming a world-class school system.
- Positive and productive relationships among all members of Team BCPS are built through meaningful communication and engagement.
- All members of Team BCPS are partners in raising the bar, closing gaps, and preparing for our future, and are vital to our success.

Focus Areas
As described, all facets of Team BCPS shaped the development of five strategic plan focus areas:
- Learning, Accountability, and Results
- Safe and Supportive Environment
- High-Performing Workforce and Alignment of Human Capital
- Community Engagement and Partnerships
- Operational Excellence

For each strategic plan focus area, The Compass provides key initiatives and strategies. We also recognize that there are many facets to our work. While we will hold ourselves accountable for progress on the strategies in each key initiative, there is a wealth of additional, related work that we are leading in order to achieve our goals.
This Positive Behavior Management Plan will place emphasis on **Focus Area 2: Safe and Supportive Environment**.

(See *The Compass: Pathway to Excellence* for all Strategic Plan Focus Areas at [www.bcps.org](http://www.bcps.org).

**Safe and Supportive Environment**

**Focus Area Summary:** Provide a safe, orderly, and caring environment for students and staff.

Baltimore County Public Schools is committed to fostering safe, secure, and supportive learning and working environments in which students and staff have the resources and supports necessary to succeed. This will be accomplished by continuously improving safety and security measures in all schools and offices, expanding available social-emotional supports, engaging students and staff in activities that promote positive school and workplace climates, and encouraging relationships that are mutually respectful and supportive.

**Equity in Action:** We are committed to examining and interrupting intentional and unintentional personal, professional, and institutional beliefs and how they manifest through our actions/impact practices to inequitably affect students. Our data indicate we must focus on interrupting inequitable systems and processes which lead to Black/African American, Hispanic, students with disabilities, and English Learners being disproportionally referred for alternative placement, suspension, and special education services.

**Key Initiative 1:** Student and Staff Supports

Educational research shows that for students and adults, equal measures of cognitive and emotional intelligence are critical for life-long success. Research supports the importance of intellectual development and it must be paired with good physical, mental, social, and emotional well-being. These combined factors reduce absenteeism, promote healthy lifestyles, and improve student and staff performance.

**Strategies: How will this initiative be implemented?**

- **Strategy 1a:** Develop and implement behavioral resources and practices that are instructive, restorative, developmentally appropriate, and equitably applied.
- **Strategy 1b:** Facilitate connections to ensure BCPS students and staff members have at least one supportive person within their school and/or workplace.
- **Strategy 1c:** Integrate social-emotional learning into a multi-tiered system of academic and behavioral supports that are deployed to ensure that all student needs are met.

**Key Initiative 2: Positive School and Workplace Climates**

A positive school culture and climate is necessary for all students to thrive and engage in the educational process so they can flourish academically, socially, and emotionally. In accordance with requirements of the federal Every Student Succeeds Act (ESSA), the establishment of a positive school culture and climate supports the building of positive relationships, high expectations, and effective instructional engagement that utilizes inclusive practices, so all students succeed. Promoting equitable practices reduces disproportionate outcomes and increases attendance and graduation completion rates. Positive workplace climates and employee perceptions of the organizational climate can lead to higher levels of commitment and performance. When established, significant improvements in the provision of services and supports to all BCPS students and staff are expected. An ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child, fosters greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.

**Strategies: How will this initiative be implemented?**

- **Strategy 2a:** Develop and implement adult and student social-emotional learning standards that will guide all BCPS systemic policies, programs, and practices.
- **Strategy 2b:** Provide staff and students with opportunities to examine, analyze, and develop/enhance their own social-emotional and cultural competence skills that are grounded in equity.
- **Strategy 2c:** Select a wellness model that addresses the whole school, whole community, and whole child to create alignment that includes integration and collaboration between internal and
external stakeholders to improve student and staff cognitive, physical, social, and emotional
development.

**Key Initiative 3: Safe and Secure Environments for Learning and Working**
The safety and security of the environment in which daily tasks are executed can directly impact
productivity and efficiency. A safe and secure learning and working environment strengthens the culture
and climate while enhancing the performance of students and staff. Considerations for a safe physical
space include the implementation of safety procedures and protocols, adherence to safety standards, and
adoption of hardening strategies such as structural modifications, new school design, and use of safety
and security technology and equipment while maintaining an emotionally safe environment.

**Strategies: How will this initiative be implemented?**
- **Strategy 3a:** Research, develop, and enhance safety protocols and regulations for schools and
  office complexes.
- **Strategy 3b:** Enhance building security by incorporating hardening strategies that are balanced
  with physically appealing spaces that are conducive to learning.

**Key Initiative 4: Emergency Preparedness**
In understanding the core principles of emergency management: prevention, preparedness, response,
mitigation, and recovery, it is critical that BCPS prepares students, staff, and other stakeholders. This
preparation is a contributing factor leading to safe and supportive learning and working environments.
Emergencies, man-made or natural (i.e. threat, fire, gas leak, tornado, flooding), can happen anywhere
and anytime. Therefore, everyone must be prepared to respond quickly and efficiently to address
whatever situation is at hand. With proper preparation, the impact of emergencies on learning and
working environments will be lessened.

**Strategies: How will this initiative be implemented?**
- **Strategy 4a:** Develop, implement, and monitor efficiency standards for each specific drill type.
- **Strategy 4b:** Identify and/or develop and implement required professional learning for members
  of school and office-based Safety and Emergency Management Teams.

To design a positive learning environment, it is critical to develop a school climate, based upon a healthy
family model. The school community needs an environment where teachers and students feel supported,
students are treated in an equitable manner, student individual needs are met, parents are well-informed,
and the school day runs smoothly. This type of environment will promote student achievement and
security. The *WES Schoolwide Behavioral Management Plan* has been established as a proactive means
to unite the classroom, home, and office with a consistent approach to behavior management and
discipline. It is our goal to remain committed to the plan, to be responsive to school discipline data
quarterly, and to adjust the plan as necessary.

**In analyzing WES behavior management data from last year, the following can be stated:**
- WES students had a 92.6% attendance rate in the 2021-2022 school year.
- For the 2022-2023 school year, we will analyze data to answer the following questions:
  - What portion of our students are responsible decision makers who can be successful in a
    rule-governed setting?
  - What portion of our students are presenting with under-developed
    social/emotional/behavioral skills, and may need clear established boundaries and
    consequences, as well as conflict resolution strategies?
  - What portion of our students have displayed chronic behavior problems, requiring
    individual behavior management plans?

Keeping the above questions in mind, office referral data will be collected and analyzed monthly by the
Westowne Culture and Climate Action Team and Administrators. Behavior trends will be identified and
addressed as necessary. This Schoolwide Behavior Management Plan will be re-evaluated as needed
during Westowne Culture and Climate Action Team Meetings and/or School Leadership Team Meetings
throughout the school year.

*Code of Conduct*
Effective instruction is best implemented in a structured and nurturing environment. Hence, this Code of Conduct will be posted in each classroom and instituted systemically by faculty and administration. The five components of the Code of Conduct will be recited daily during morning announcements:

- *I am part of the Westowne School Family*
- *I am Safe*
- *I am On-task*
- *I am Accountable*
- *I am Respectful*

Westowne Elementary School is committed to developing responsible, caring citizens able to meet the challenges of an ever-changing global, economic, and multicultural society. Teachers, parents, and community members will provide encouragement, respect, and opportunities to foster student success. Students and staff will take the responsibility to utilize all available resources to develop the knowledge, skills, and attitudes of life-long learners.

**Westowne Expectations and School Standards**

**Classroom Expectations**
Each classroom will utilize the Code of Conduct as a measure of successful behavioral intervention. Expected behaviors will be taught and modeled by teachers, staff, and students throughout the academic year. Teachers will develop classroom rules with age-appropriate vocabulary aligned to the Code of Conduct. All teachers will be responsible for having visible classroom rules, creating a classroom agreement together, using positive verbal praise and encouragement, utilizing SOAR tickets, and participating in the schoolwide House system. Additionally, all teachers will hold daily classroom meetings to continually strengthen and support student-student and student-teacher relationships, as well as SEL (social emotional learning).

**Hallway Expectations**
- Students are expected to remain silent in their class line so as not to interrupt instruction.
- All students must carry a hall pass when not escorted by a teacher. Students without a hall pass will be asked to return to class.
- Positive incentives may be given for appropriate hallway behavior:
  - Class compliments
  - SOAR Tickets, House Points
  - Sharing success with other family members.

**Arrival and Dismissal Expectations**
Arrival and dismissal will be arranged to promote a safe and orderly environment.
- **Arrival**
  - Students will not be permitted into building before 9:00 a.m., unless attending approved school programs. Students must not be left unattended on the WES grounds by parents/guardians.
  - At 9:00 a.m. students shall walk directly to their classrooms for breakfast.
- **Dismissal**
  - All walkers and car riders will be dismissed at 3:55 p.m. and will be expected to follow appropriate hallway behavior as they walk to the main entrance and/or Car Riders Dismissal Pick-up Zone (Library Courtyard Entrance).
  - Bus riders will be dismissed beginning at 4:00 p.m. and will be expected to follow appropriate hallway behavior and report to their designated bus.

**Bathroom Expectations**
Classroom teachers will take whole-class bathroom breaks at least twice per day (once between arrival and lunch, and once between lunch and dismissal). Only in case of emergency, teachers may send students individually with the following expectations:
- Students should secure a pass to use the bathrooms and sign out on provided sheet. Passes, including a bathroom pass, will be supplied to each teacher.
- Students are expected to remain silent in the hallways.
• Students are responsible for proper use of the bathroom by disposing of trash in receptacles, reporting the need for custodial assistance, and using the bathroom in a timely manner
• The custodians will check the bathrooms at regular intervals (11:00 a.m., 1:00 p.m., and 3:00 p.m. for cleanliness, toilet paper, paper towels, and soap)
• Using the bathroom during lunch, specials, recess, and/or assemblies will be minimized.

**Cafeteria Expectations**
Teachers should walk their students to the lunchroom at scheduled times. Students will be seated at assigned tables. Cafeteria helpers will monitor the lunch line and assist students while students eat lunch. Teachers will pick up their classes at their assigned tables. See cafeteria expectations for specific guidelines.

Cafeteria assistants, administrators, and resource staff monitoring the cafeteria will implement the colored cup system to reinforce appropriate cafeteria behavior. Classes will be able to work towards a monthly lunch reward consisting of special seating on the stage or rooftop classroom. Each class will receive a sticker indicating their cafeteria success daily, those classes who reach the monthly goal (set by administration) will be placed in a drawing to select one primary and one intermediate homeroom class to receive the reward.

• Students are expected to:
  o Enter and exit quietly
  o Use appropriate inside table voice
  o Talk to only those at your assigned table
  o Use appropriate table manners (respectful behaviors)
  o Remain in assigned seats during the lunch period until teacher dismisses your table
  o Raise hand for assistance
  o Students are responsible for cleaning and disposing of trash from their tables
  o Place recyclables and trays in the center of the table (to be removed by Green Ambassadors)

• Teachers are expected to:
  o Teach, review, and implement cafeteria expectations and seating assignments (a visual, such as a chart, will be displayed at each table with the names of students at that table)
  o Check the table and floor for trash before lining students up for dismissal
  o Drop off and pick up students at their designated tables on time
  o Manage and/or investigate inappropriate behaviors reported by cafeteria staff

• Administrators are expected to:
  o Monitor cafeteria regularly

**Proactive Interventions**

**BCPS Model for Social-Emotional Learning**
Baltimore County Public Schools is committed to the importance of social-emotional learning and encourages teachers to provide specific and targeted social and emotional learning skill development as well as to infuse it within the core curriculum. The Department of Social-Emotional Support has adopted the model of the music stand to illustrate the importance of social and emotional learning. Specifically, the SEL competencies form the tripod base to assist student in their skill development. These key competencies include Awareness, Relationships, and Decision Making. Equity is the framework by which educators support all students. The whole child is represented by the music and is influenced by the cumulative factors of teachers and staff, leadership of the school, and family and community.

1. **Welcoming Ritual**—Activities for Inclusion (approximately 1–10 minutes). Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another, and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day, and engagingly facilitated.
2. Engaging Practices—Sense-Making & “Brain Breaks” (approximately 1-15 minutes). Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build student SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory, otherwise it is soon forgotten.

3. Optimistic Closure—Reflections and Looking Forward (approximately 3–5 minutes). A closing activity at the end of the class or end of the day encourages the students to reflect on, and then name, something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, can connect school to home, and creates a moment of looking forward to returning the next day.

Code of Conduct
The Code of Conduct and WES Behavior Matrices will be the basis for behavioral expectations. Teachers will reinforce appropriate behavior via positive interventions and social skills training. In addition, a hierarchy of interventions will be implemented:

1. Ignore the attention-seeking behavior
2. Close proximity between student & teacher
3. Privately redirect or check in*
4. Provide clear choices
5. Take a break (cool-down zone, movement break)
6. Buddy room
7. Privately redirect or check in
8. Parental contact via Talking Points, phone call or email
9. Call for assistance (teacher must use the online referral form within one hour, and call home within 24 hours)

*Steps for checking in with students:
1. Review what happened
2. Identify and accept the student's feelings
3. Review alternative actions
4. Explain the building policy as it applies to the situation
5. Let the student know that all students are treated the same
6. Invoke a previously agreed upon, immediate, and meaningful consequence
7. Communicate an expectation that the student will do better in the future

Special Education and Discipline
Teachers will refer to behavioral goals on the IEP and/or Behavior Intervention Plan for guidance on established strategies and practices. These recommendations are specifically designed to meet the student's individual needs and must be implemented throughout the school day and across subject areas.

Classroom “Calm Down Corner”
This Calm Down Corner is a tool for students to use to regulate their feelings. It is a safe area within the classroom, to be visited by a student as determined by the teacher and student. Suggested items to use include sensory items, reflection forms, and calming cue cards. There will be a generalized time limit and focus on recognizing their emotions and calming down.

Buddy Room
A Buddy Room (alternate room) may be used if a student would benefit from a change of environment in order reflect and/or refocus. The student will be encouraged to use calming strategies learned in Conscious Discipline and/or classroom counseling sessions.

Schoolwide House System
To promote team building, community, and positive behavior, a Schoolwide House System will be implemented. We hope to encourage students to have a positive attitude toward teachers and rules, have better academic performance, and feel better about themselves. The House System energizes students and faculty and promotes school spirit. This increased sense of connectedness across the school community and will improve relationship building, SEL concepts and practices, as well as student attendance.

At House Meetings, students work together in various competitions while wearing their designated House colors. House members work together to earn points throughout the activities. Individual students earn
points for their House for positive participation in school events and/or community service projects, and for modeling the Code of Conduct.

**Student Recognition**

During House meetings, we will celebrate achievements such as perfect attendance, academic excellence, effort, and self-improvement. Each of these categories will be designated and celebrated by awarding students with a special bracelet indicating their achievement. Recognition categories are as follows:

- **Principal’s List**: This navy-blue bracelet will indicate that fourth and fifth grade students have achieved all A’s and B’s, and all 1’s for effort on their report card. Students in PK-3rd grade can earn this award by achieving all 1’s for effort on their report card. These bracelets will be awarded quarterly.
- **On-A-Roll**: This light-blue bracelet will be awarded to students who have improved in either effort or (in grades 4 & 5) academic achievement.
- **Attendance**: Every quarter, this silver bracelet will be awarded to students who have achieved perfect attendance during the last quarter.
- **Star Student**: This gold bracelet will be awarded to students who exhibit outstanding citizenship, respect, and/or responsibility at any given time during the school year.
- **House Day Goals**: As a House, decide on a goal to work towards for the next House day.

**Conscious Discipline**

*Conscious Discipline* is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. *Conscious Discipline* has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. *Conscious Discipline* is a way or organizing schools and classrooms around the concept of a School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others.

**Habits of Mind**

*Habits of Mind* will be implemented to teach important social skills and improve character development schoolwide. *Words of Wisdom* will be utilized to reinforce responsible decision making. Beginning in September, the children will learn a new “habit” each month. These habits will be taught to the children by their classroom teacher and will be emphasized throughout the building.

**Restorative Practices**

The Westowne faculty will continue to investigate *Restorative Practices* to improve social, emotional, and behavioral relationships among students. Our goal is to empower students to address and resolve issues that may interfere with learning. The restorative practices will:

- Establish procedures and expectations for student behavior that encourage the development of positive interpersonal skills
- Develop a non-confrontational rapport with even the most challenging students; and
- Implement conflict resolution strategies that prioritize relationship building and mutual understanding over finger-pointing and retribution.

Classroom Meetings will be held daily in grades PS-5 as a proactive measure to foster a positive classroom community. These meetings will provide opportunities for students to share individual and/or group problems, concerns, negative situations, and the implementation of SEL concepts and strategies. Students will learn how to appropriately discuss these problems, concerns, or negative situations in a
collaborative, problem solving format. Meeting outcomes will contain positive reinforcement, praise and encouragement, ending in team building activities.

**Zones of Regulation (Zones)**
The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

**Student-Led Conferences (SLCs)**
Westowne Elementary School considers the relationship between students’ families and the school to be of paramount importance. At several times during the school year, the teacher invites students and their families to attend conferences during which students will follow an agenda and lead the conferences. Some of the SLCs will replace the traditional parent/teacher conference. Individual SLCs will vary based on grade level, student ability, and need. SLCs are attended by the student, parent/guardian, and other adults the student would like present. During the conference, students explain their progress toward and mastery of both academic (content/skill) and character behavior (habits of work and learning). Students will justify their progress by leading their families through a portfolio of assignments from academic classes. Students may justify quarter grades in each class by referencing specific assignments that show their mastery of learning targets students are held accountable for their progress when they explain areas of strength and areas in need of improvement. The purpose of the conference is to foster positive collaboration between students, parents, and teachers with a focus on what can be done to ensure continued academic success.

**Bullying, Harassment, and Intimidation**
School counselors will lead a schoolwide bullying, harassment, and intimidation education and prevention initiative for students and faculty. Teachers and/or students may utilize the Bullying, Harassment, and Intimidation wall display for proactive strategies and tips to reduce bullying at Westowne Elementary. Parents and students who wish to report bullying and/or harassment can use the following link: http://www.bcps.org/apps/bhi/.

**Code of Conduct Teaching Matrices**
Expected behaviors will be highlighted with lessons throughout the academic year using the behavior matrices. These matrices delineate what expected behaviors look like in various areas of the school. Language found in these matrices will be used consistently schoolwide. These matrices will be displayed in both classrooms and common areas of the school.

**Individual Behavior Plans**
Individual Behavior Plans will be designed for students based on need to promote student success.

**Positive Reinforcements**
List of positive reinforcement ideas will be generated by students and staff.
- Weekly Rewards
- Monthly Rewards
- Quarterly Rewards
- End-of-Year Rewards

**Character Education Announcements**
A thoughtful message related to the expectations outlined in the *Code of Conduct and/or Habits of Mind* will be present daily during morning announcements.

**School Counseling Program**
Class counseling lessons will be given monthly and will be aligned to the BCPS counseling curriculum. Additional lessons will be conducted on an as-needed basis based on need. Small group and/or individual intervention will take place based on teacher and administrative recommendation.
**SCHOOLWIDE DISCIPLINE**

Pre-School through grade 5 teachers will use the *Talking Points* App to communicate and organize the WES *Schoolwide Positive Behavior Plan*. Parents will have the ability to ask questions using the two-way communication feature of the App, though there may be a delayed response if a parent sends a message during instructional time.

Additionally, we have incorporated a token economy that aligns with our House system. Each ticket connects to the desired behaviors found in the Westowne Code of Conduct. When a teacher or staff member sees a behavior that they want to be reinforced, they will specifically say “you were being Safe/On-task/Accountable/Respectful by ______.” The student will then check the behavior and sign the ticket, which solidifies the connection.

Teachers will track individual student behavior using the schoolwide SOAR Ticket Scorecard. Students will assist teachers in updating their score card once per week, to include any additional SOAR Tickets that they have earned.

At the end of each week, the students with the highest number of SOAR Tickets in each class will visit with the administration to have their photo taken and receive a prize. These photos will be displayed throughout the schoolyear as an incentive, and to celebrate the success of our students.

Finally, SOAR Ticket totals for each student will be tracked by our school counselors, who will determine the total number of tickets collected by each of the eight Houses. These House totals will be displayed on a SOAR Ticket Scorecard to encourage students to make good choices throughout the day. On each House Day, the House with the most SOAR Tickets will win a House Party, to include 30 minutes of game play and/or crafts.

**Process for Teachers to Call the Office for Behavioral Support**

If a teacher needs urgent and immediate assistance, the office may be called. Behaviors that may result in a referral include: chronic abusive language, possession/use of a weapon or look-alike, assault, sexual harassment, elopement, vandalism/destruction of property, chronic disruption (see hierarchy of interventions), or bullying/repeated threats.

- When calling for assistance via radio or when calling the office, identify the student by grade and initial, clarify type of support needed, provide staff name, and location. To give further clarification on the radio, request to switch to channel 2.
- Within one hour of calling the office, the teacher must complete the WES online referral form.
- Within 24 hours of calling the office, the teacher must call the parents.
- If assistance is no longer needed, please communicate this over walkie-talkie.

Administrative response for referrals may include the following:

- Reprimand, parent notification and office time-out
- Parent-Teacher-Student-Administrator Conference
- Suspension

The research behind student achievement shows a direct correlation between classroom routines and academic success. High expectations and consistent routines will positively affect students’ academic performance and positive behavior. This teaching and learning process must begin on day one, alongside instruction. It must be reviewed daily, modeled, and reinforced through praise and encouragement. If you have any questions about this plan, please seek guidance from the Culture & Climate Action Team or an administrator.