Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 7/16/2021
School Year 2021-2022
School: West Towson Elementary School

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.

Jason Barnett, Principal
Christopher Carter, Assistant Principal
Erin Ruocco, School Counselor
Monica Koors, Special Educator
Allie Stein, Classroom Teacher
Beth Gleitsmann, Library Media Specialist
Terri Mohr, Classroom Teacher
Mike Castellani, PPW

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)

West Towson Elementary School supports the social-emotional needs of all students by understanding each student’s strengths and areas of need and building relationships with them and their families. West Towson Elementary School is becoming a more diverse population where students support each other and love their differences because it their individuality. West Towson learns about multicultural, socioeconomic, and developmental differences that exist within our school. Students learn about cultures and celebrate creating one community at West Towson. Students show compassion and understanding for those who have different abilities. Students lead by example and praise their fellow students for doing a great job.

Data Analysis

[CCM1]: social-emotional
[CCM2]: West Towson Elementary School supports social-emotional needs by understanding each student’s strengths and areas of need and building relationships with them and their families.
[CCM3]: who
Summarize what the data tell about the school climate. (Information from School Data Story)

West Towson Elementary School is a school where all students are a part of a community. All teachers work with our students to provide positive learning experiences to help students grow academically, socially, and emotionally. Students who are helped socially and emotionally can focus on learning academics in school. West Towson Elementary School staff works as a team to assist the students and each other.

Climate Goals

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

All staff members will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.

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.

As a student at West Towson, I will be…

Respectful
Responsible
Equipped
Safe

The Wise Westy Pledge is the school code of conduct. It is on display in classrooms, hallways, and in the cafeteria. Teachers educate students how to follow the code of conduct as they work in school. The code of conduct is referred to when behavioral expectations are or are not being met. Behaviors are discussed individually or as a group based on the circumstances of the situation.

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 display the code of conduct in the classroom to remind students about behavioral expectations. Teachers use songs, poems, and posters to also assist in reminding students about more specific behavior expectations in class. Teachers use specific praise towards students to provide positive reinforcement. Teachers use their positive behavior methods within their class.
communities to praise student work. Some teachers use marble jars, stickers, class jobs, or “secret walkers” for walking well in the hallway.

**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.*

See Family Handbook

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**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.*

West Towson Elementary School supports the social-emotional needs of all students by providing a community where relationships are built so staff can assist individualized behavioral and social needs when situations need interventions. Teachers work with students in their classes along with parents, administrators, and school counselors to support student growth and learning opportunities at school. West Towson Elementary uses intrinsic motivation, virtues of character, and importance of community to support positive behaviors at the school.

**Tier 1**

SEL Signature Practices- Welcoming Ritual, Engaging Practices, Optimistic Closure  
Classroom Meetings  
Safe Place- Calming Corner  
Classroom Management  
Direct Instruction  
Physical Room Arrangement  
Small Group Instruction  
School-wide Counseling Lessons

**Tier 2**

Student Support Team  
Conflict Resolution  
Small Group, Individual Counseling (social skills training)

**Tier 3**

Community Mental Health Partnerships  
Consultation/School Visits  
Nonviolent Crisis Intervention (CPI)  
Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP)  
Individual, Group, Classroom Counseling

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Restorative Practices

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.

Positive reinforcement is used with behavior specific praise, character education, and conscious discipline with the goal of students being intrinsically motivated make good choices.
- School-wide use of Conscious Discipline K-5
- Safe Place in all classrooms
- Daily Classroom Meetings and Check-ins
- Daily greeting options
- Daily Breathing Exercises

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.

Conscious discipline, behavior-specific praise, and character education within daily classroom lessons are used to support students. Teachers encourage students to use coping skills and other strategies to de-escalate situations so students can focus on instruction.

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.)

West Towson staff meets to discuss behavioral, social-emotional, and academic needs throughout the year. The administration will add additional professional developments as they are needed for the school community. Professional development during the 2021-2022 school year will focus on the three Signature SEL Practices (Welcoming Rituals, Engaging Strategies, and Optimistic Closure) and the role each plays in building safe and welcoming classrooms for all students.

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.

West Towson Elementary School teachers use positive reinforcements like behavior-specific praise, in class incentives, and whole grade incentives to promote positive behavioral choices. The administrators have given extra recess to grade levels who have done a great job following the school code of conduct in the cafeteria. Teachers offer incentives within their classes like dancing to an extra go noodle, doing stations in the class, or choosing a fun educational activity. Teachers are aware of all students in their classes. They work to address the needs of all students at West Towson Elementary School as individuals. Some teachers may mark their seating chart or draw popsicle sticks to provide equal opportunities for all students. All classrooms use class jobs to build a sense of community while building individual confidence. They build a sense of community while building individual confidence.

**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.

Minor behavior problems are handled by the teacher within the classroom. Redirection, de-escalation, and coping skills are used to resolve conflicts within the classrooms. Major behavior concerns are dealt with by the administration.

**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 Crisis team will respond when there is a moment of crisis. Administrators, teachers, special educators, nurse, and school counselor are members of the crisis team. All staff use radios for communication within the school.

**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.)

Student Survey Data

Referral Data
Section 5: Miscellaneous Content/Components

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