



Westowne Elementary School Schoolwide Behavior Management Plan 2023-2024

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 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 support 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:

[BCPS 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 support.
- 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.)

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 support 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 disproportionately 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 support 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, students' 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 90.0% attendance rate in the 2022-2023 school year.
- For the 2023-2024 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.

Westowne Expectations and School Standards

Code of Conduct SOAR Matrices

Expected behaviors will be highlighted with lessons throughout the academic year using the SOAR 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.

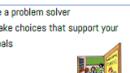
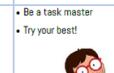
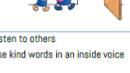
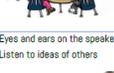
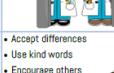
Watch us SOAR at Westowne ES!
Schoolwide Code of Conduct

| SOAR | Hallway | Cafeteria | Bathroom | Recess | Arrival/ Dismissal |
|-------------------------|---|--|---|--|--|
| S Safe | <ul style="list-style-type: none"> Walk at all times Look forward when walking  | <ul style="list-style-type: none"> Walk at all times Sit safely  | <ul style="list-style-type: none"> Walk at all times  | <ul style="list-style-type: none"> Keep your hands and feet to yourself  | <ul style="list-style-type: none"> Walk at all times  |
| O On-task | <ul style="list-style-type: none"> Walk directly to your destination  | <ul style="list-style-type: none"> Get all of your items while in the line Go straight to your table  | <ul style="list-style-type: none"> Leave the bathroom as soon as you are finished  | <ul style="list-style-type: none"> Play only in designated areas  | <ul style="list-style-type: none"> Walk directly to your destination  |
| A Accountable | <ul style="list-style-type: none"> Have a pass  | <ul style="list-style-type: none"> Clean up after yourself and your area  | <ul style="list-style-type: none"> Clean up after yourself  | <ul style="list-style-type: none"> Line up immediately when teacher calls Collect all belongings before lining up  | <ul style="list-style-type: none"> Have all of your belongings  |
| R Respectful | <ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself Voice at volume 0  | <ul style="list-style-type: none"> Use an inside voice while sitting at your table  | <ul style="list-style-type: none"> Wait your turn Flush the toilet before leaving  | <ul style="list-style-type: none"> Take turns Play by the rules of the game  | <ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself  |

Classroom Expectations

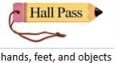
Each classroom will utilize the Code of Conduct as a measure of successful behavioral intervention. Expected behaviors will be taught and modeled by teachers, staff, and students throughout the academic year. Teachers will develop classroom rules with age-appropriate vocabulary aligned to the Code of 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).

Watch us SOAR at Westowne ES!
Student Expectations

| SOAR | Class-Wide | Whole Group | Small Group | Collaborative Group Work | Independent Work |
|-------------------------|--|---|---|--|---|
| S Safe | <ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times  | <ul style="list-style-type: none"> Sit safely Keep hands, feet, and objects to yourself  | <ul style="list-style-type: none"> Sit safely and ready to learn  | <ul style="list-style-type: none"> Use materials carefully Keep your hands and feet to yourself  | <ul style="list-style-type: none"> Stay at your seat Notice your neighbor  |
| O On-task | <ul style="list-style-type: none"> Keep yourself and your school work organized  | <ul style="list-style-type: none"> Contribute to learning Be engaged with teacher and peers  | <ul style="list-style-type: none"> Participate in learning activity  | <ul style="list-style-type: none"> Use time wisely Focus on learning task Listen to others  | <ul style="list-style-type: none"> Focus on your learning task  |
| A Accountable | <ul style="list-style-type: none"> Be a problem solver Make choices that support your goals  | <ul style="list-style-type: none"> Follow directions Ask questions when you need help  | <ul style="list-style-type: none"> Stay focused and complete learning activity  | <ul style="list-style-type: none"> Contribute to learning task Complete your part  | <ul style="list-style-type: none"> Be a task master Try your best!  |
| R Respectful | <ul style="list-style-type: none"> Listen to others Use kind words in an inside voice  | <ul style="list-style-type: none"> Eyes and ears on the speaker Raise hand to speak  | <ul style="list-style-type: none"> Eyes and ears on the speaker Listen to ideas of others  | <ul style="list-style-type: none"> Accept differences Use kind words Encourage others  | <ul style="list-style-type: none"> Use a quiet voice  |

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. Students should always follow the SOAR hallway expectations even when not escorted by an adult.
- Positive incentives may be given for appropriate hallway behavior:
 - Class compliments
 - *SOAR Tickets* (House Points)
 - Positive praise from various staff members throughout the building

| Hallway Expectations | |
|-------------------------|--|
| S Safe | <ul style="list-style-type: none">• Walk at all times• Look forward when walking  |
| O On-task | <ul style="list-style-type: none">• Walk directly to your destination  |
| A Accountable | <ul style="list-style-type: none">• Have a pass  |
| R Respectful | <ul style="list-style-type: none">• Keep your hands, feet, and objects to yourself• Voice at volume 0  |

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/in and record times on a provided sheet.
- 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 to their teacher, and using the bathroom in a timely manner.
- Custodians will check the bathrooms at regular intervals for cleanliness, toilet paper, paper towels, and soap
- Using the bathroom during lunch, specials, recess, and/or assemblies will be minimized.

| Bathroom Expectations | |
|-------------------------|--|
| S Safe | <ul style="list-style-type: none">• Walk at all times  |
| O On-task | <ul style="list-style-type: none">• Leave the bathroom as soon as you are finished  |
| A Accountable | <ul style="list-style-type: none">• Clean up after yourself  |
| R Respectful | <ul style="list-style-type: none">• Wait your turn• Flush the toilet before leaving  |

Recess Expectations

The practices below should be followed by supervising teachers to ensure student safety:

- All teachers will actively supervise students during recess for safety purposes. **Students must be in the teacher's view during the entire play time.** As our play area is large, teachers will provide clear expectations to students about parameters of the play area to easily monitor students.
- Students should engage in activities that are safe and appropriate.
- Students are not permitted to bring in lacrosse sticks, bats, baseball gloves and balls, etc., and other equipment that may pose a danger during recess. **Jump ropes, soccer balls, and footballs are permitted if used appropriately.**
- **Safety** is the key word on the playground. Students are expected to follow the Code of Conduct at all times. The PE teacher will review the playground rules during the first week of school. These rules must be reviewed with students by the classroom teacher and consistently enforced throughout the year to ensure they are being followed.

| Recess Expectations | |
|-------------------------|---|
| S Safe | <ul style="list-style-type: none">• Practice safe play (keep hands/feet to self)• Stay in view of your teachers  |
| O On-task | <ul style="list-style-type: none">• Choose appropriate activities• Engage in positive interactions  |
| A Accountable | <ul style="list-style-type: none">• Follow school expectations• Make good choices  |
| R Respectful | <ul style="list-style-type: none">• Include others• Treat others the way you would like to be treated  |

Safety rules and regulations will be enforced and consequences for breaking rules will be considered for each grade level. In the case where a student is injured, the supervising teacher will be responsible for completing the accident form with the school nurse. The supervising teacher, as well as the school nurse, will contact the parent/guardian.

Cafeteria Expectations

Students will attend lunch at scheduled times and will be seated at assigned tables. Cafeteria helpers will monitor the lunch line and assist students while students eat lunch. Students are expected to remain in their assigned seats as well as follow the Code of Conduct while in the Cafeteria.

Students are expected to:

- Enter and exit quietly
- Use appropriate inside table voice
- Talk to only those at your assigned table
- Use appropriate table manners (respectful behaviors)
- Remain in assigned seats during the lunch period until teacher dismisses your table
- Raise hand for assistance
- Students are responsible for cleaning and disposing of trash from their tables

| Cafeteria Expectations | |
|-------------------------|---|
| S Safe | <ul style="list-style-type: none">• Walk at all times• Sit safely  |
| O On-task | <ul style="list-style-type: none">• Get all of your items while in the line• Go straight to your table  |
| A Accountable | <ul style="list-style-type: none">• Clean up after yourself and your area  |
| R Respectful | <ul style="list-style-type: none">• Use an inside voice while sitting at your table  |

Arrival and Dismissal Expectations

Arrival and dismissal will be arranged to promote a safe and orderly environment.

- **Arrival**
 - Students will not be permitted into the 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 after picking up breakfast at the two Grab-and-Go stations. Walkers and car riders will pick up breakfast at the bottom of the main stairwell and bus riders will pick up breakfast at the bottom of the red pod stairs.
- **Dismissal**
 - All car riders and Y Before and After School students will be dismissed at 3:50 p.m. and will be expected to follow appropriate hallway behavior as they walk to the cafeteria and/or Car Riders Dismissal Pick-up Zone (Gym to Library Courtyard Entrance).
 - Primary Walkers will be dismissed at 3:52 p.m.
 - Van Riders will be dismissed to the Red Pod at 3:54 p.m.
 - Intermediate Walkers will be dismissed to the main entrance at 3:55 p.m.
 - Bus riders will be dismissed beginning at 4:00 p.m. to the Red Pod and will be expected to follow appropriate hallway behavior while reporting to their designated bus.

Toys

Westowne has a strict no-toy policy. This policy will be reinforced in all areas of the school building. Here is why:

- **Minimizing Distractions:** Toys can be highly engaging and distract students from focusing on their academic tasks. By not allowing toys in school, the classroom environment can be kept more focused and conducive to learning.
- **Equity and Inclusion:** Not all students may have access to the same types of toys or bring toys from home. By eliminating toys in the classroom, schools promote a more equitable and inclusive learning environment where students are valued for their individual abilities and contributions, rather than material possessions.
- **Safety Concerns:** Some toys may pose safety risks, particularly if they have small parts or can be easily broken. To ensure the safety of all students, schools may prohibit toys to prevent accidents or potential harm.
- **Teaching Responsibility and Independence:** Schools aim to teach students to take responsibility for their belongings and develop self-regulation skills. By not allowing toys, students learn to focus on their responsibilities, interact with peers, and engage in educational activities without relying on external distractions.
- **Encouraging Social Interaction:** When toys are not allowed, students are encouraged to engage with their peers and participate in collaborative activities. This fosters social interaction, teamwork, and communication skills, which are valuable for their overall development.
- **Maintaining Order and Classroom Management:** Allowing toys in school can create challenges in terms of maintaining order and managing classroom dynamics. By establishing a policy against toys, teachers can have more control over the learning environment and ensure that instructional time is used effectively.

Tier I Schoolwide Systems of Support *(Foundations which on all other tiers are built)*

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 components of the Code of Conduct will be recited daily during morning announcements:

I am part of the Westowne School Family

I deserve a first-class education

I am Safe

I am On-task

I am Accountable

I am Respectful

I am a scholar, watch me SOAR

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.

Character Education Announcements

A thoughtful message related to the expectations outlined in the *Code of Conduct and/or Conscious Discipline Seven Powers* 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.

Tier II Targeted Behavior Supports *(Additional supports for students)*

Zones of Regulation (Zones)

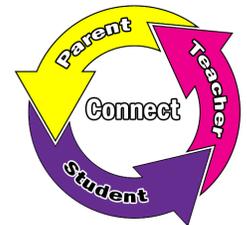
The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The Zones of Regulation is a framework that helps students develop self-regulation skills by categorizing emotions and providing strategies for managing them. Remember, it's important to personalize strategies based on individual student needs. Encourage students to reflect on their own emotions, recognize which zone they are in, and choose appropriate strategies to help them regulate and navigate their emotions effectively. Here are several strategies that may be used for students who are in need of more support:



- **Blue Zone (Low Energy):** Encourage students to engage in activities that help them relax and recharge. This can include deep breathing exercises, listening to calming music, or engaging in quiet reading or drawing.
- **Green Zone (Good to Go):** Teach students strategies to maintain an optimal state of alertness and focus. This may involve engaging in physical activities, such as stretching, dancing, or taking movement breaks, as well as practicing mindfulness or visualization techniques.
- **Yellow Zone (Heightened Alertness):** Help students identify signs of increased arousal and provide strategies to manage their energy. These strategies can include taking a walk, doing calming sensory activities, using stress balls or fidget toys, or engaging in quiet, focused tasks.
- **Red Zone (Intense Emotions):** Support students in recognizing and managing strong emotions. Encourage them to take a break in a designated calm-down space, practice deep breathing or grounding exercises, use a stress-relief tool, or seek support from a trusted adult or peer.

Counselor Connection Conferences

Westowne Elementary School considers the relationship between students' families and the school to be of paramount importance. Individual Counselor Connection Conferences (CCCs) will be attended by the student, parent/guardian, counselor, and any other adults that work with the student. During the conference, information will be shared regarding academic, behavioral, and/or social/emotional skills. The purpose of the conference is to foster positive collaboration between students, parents, counselors, and teachers with a focus on what can be done to ensure continued academic and behavioral success.



Small Group Counseling Sessions

School Counselors work to build the relationships between students and their peers, and to foster a positive school environment by meeting the needs of individual students. Small group counseling sessions will be based on student needs and interests and selection for the small groups may vary according to current needs within the school building.

Tier III Intensive Behavior Interventions *(Support for students with more intense needs)*

Individual Behavior Plans

Individual Behavior Plans will be designed for students based on the need to promote student success. These plans work best when the parent, student, and teacher create them collaboratively. This includes deciding on desired behaviors, as well as rewards. Please note that studies show that it takes 7 weeks of consistent use for a behavior strategy to begin to create lasting change within a student, and during that time, there will typically be a period of "push back," where the student will revert to old habits. It is important to maintain consistency throughout this period, and to maintain regular communication between student, parent, and teacher.

Response Strategies

("Discipline is a process, not an event"—Ms. Shauna King)

Restorative Practices

The Westowne faculty will continue to implement *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.

Classroom "Calm Down Corner"

Creating a calm down corner can be beneficial for children to manage their emotions and find a sense of calm. 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. There will be a generalized time limit and focus on recognizing their emotions and calming down. Teachers will introduce and explain the calm down corner to the children, emphasizing its purpose as a safe and quiet space for self-regulation and emotional well-being. Examples of tools found in the *Calm Down Corner* may include soft materials, sensory items, and breathing exercises.

Buddy Room

A *Buddy Room* (alternate room) may be used if a student would benefit from a change of environment to reflect and/or refocus. The student will be encouraged to use calming strategies learned in *Conscious Discipline* and/or classroom counseling sessions. Buddy Rooms are intended to support students in developing self-regulation skills and managing their emotions effectively. Teachers will personalize the strategies and expectations to meet the specific and individualized needs of each student. Here are several strategies that will be utilized for Buddy Rooms:

- **Designated Space:** Each teacher will provide a quiet, comfortable, and visually appealing space where students can go to regain self-control.
- **Set Limits:** The Buddy Room should be used for no more than 15-20 minutes. Communicate the time with the student when they arrive and consider giving them a timer so that they can see how much time they have left.
- **Clear Purpose:** Teachers will clearly communicate the purpose of the Buddy Room to the students. For example, the room is a place for them to calm down, take a break from their current environment, and have an alternative place to complete classwork.
- **Access to Buddy Room:** Teachers will clearly communicate to students that they must receive permission from the teacher before leaving for the Buddy Room. They will also make sure that the student transitions safely to the Buddy Room.
- **Self-Reflection and Goal Setting:** Teachers will encourage students to reflect on their behavior while in the Buddy Room. Students may complete think sheets or prompts to guide their reflection by identifying their emotions, think about the consequences of their actions, and set goals for improvement.
- **Return-Rejoin-Reconnect Plan:** A plan will be created for students to return to the main classroom after spending time in the Buddy Room. Students will be welcomed back to the class and reengage with instruction.
- **Teacher Support and Check-ins:** Teachers will regularly check-in with students who utilize a Buddy Room to offer support, discuss strategies for managing emotions, and reinforce positive behaviors.

Positive Reinforcement (Celebrating SOARing Students)

SOAR Tickets

Westowne Elementary will incorporate a token economy that aligns with our SOAR program and Code of Conduct. Each ticket connects an observed student behavior to the desired behaviors found in the 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.

| SOAR Ticket | |
|--------------------------------------|-------------------------------------|
| _____ was caught SOARing! | |
| <input type="checkbox"/> Safe | <input type="checkbox"/> On-task |
| <input type="checkbox"/> Accountable | <input type="checkbox"/> Respectful |



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 coveted dog tag. These photos will be displayed throughout the school year 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.

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 increases the 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 dog tag indicating their achievement. Recognition categories are as follows:

- **Honor Roll:** This silver dog tag 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 dog tags will be awarded quarterly.
- **“Owl”standing Effort:** This purple dog tag will be awarded monthly to students who have shown increased/improved effort to succeed in the classroom (all-around effort). Each teacher will select 3 students per month.
- **“Owl”standing Behavior:** This blue dog tag will be awarded monthly to students who always model the WES Code-of-Conduct. Each teacher will select 3 students per month.
- **Attendance:** Every quarter, this green dog tag will be awarded to students who have achieved perfect attendance during the last quarter.
- **House Day Star Student of the Month:** Every month, this orange dog tag will be awarded to students who are selected as House Day Student of the Month.
- **Weekly SOAR Student Winners:** This Black dog tag will be awarded weekly to students who exhibit outstanding citizenship, respect, and/or responsibility at any given time and are randomly drawn from classroom SOAR Tickets.
- **Principal's List (Positive Student Office Referral and Principal's Wall):** This gold dog tag will be awarded to students that SOAR above and beyond normal daily expectations regarding outstanding behavior and/or effort. These gold dog tags can be awarded by the principal at any time (based on faculty/staff recommendations).

Other Important Information

Special Education and Discipline

Some students may qualify for a Behavior Intervention Plan (BIPs) or may have behavior goals specified on their Individualized Education Program (IEP). Teachers, in consultation with case managers, counselors, the school psychologist, and the school social worker, will establish strategies to directly support these students. These strategies and supports will be specifically designed to meet the student's individual needs and will be implemented throughout the school day.

Bullying, Harassment, and Intimidation

School counselors will lead schoolwide bullying, harassment, and intimidation education and prevention initiatives for students and faculty. Students will be taught proactive strategies to reduce bullying at Westowne Elementary. Parents who wish to report bullying and/or harassment can use the following link: https://www.bcps.org/deputy/schoolsafety/bullying_harassment_or_intimidation.