

# FRANKLIN ELEMENTARY SCHOOL



## SCHOOL-WIDE BEHAVIOR PLAN

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# FRANKLIN SCHOOL-WIDE BEHAVIOR PLAN

CARE FOR SELF • CARE FOR OTHERS • CARE FOR THE ENVIRONMENT

## Responsive Classroom

In March of 2013, the staff of Franklin Elementary School decided by consensus that Franklin would use the principles of Responsive Classroom in developing our school-wide plan. This was a result of the Principal's Advisory Group goal of creating a school-wide behavior plan.

The guiding principles of Responsive Classroom, which Franklin has adapted, are:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand- in- hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills (often referred to in Responsive Classroom as CARES) are:
  - **C**ooperation
  - **A**ssertion
  - **R**esponsibility
  - **E**mpathy
  - **S**elf-Control
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach
- How we, the adults in the school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.)

In order to align our plan with these principles, staff have been involved in professional development and are using the Responsive Classroom language and techniques in their practice. Some important components that are being incorporated throughout the school include:

- **Morning Meeting:** gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation:** helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling:** teaching children to notice and internalize expected behaviors through modeling
- **Positive Teacher Language:** using words and tone as a tool to promote children's active learning, sense of community and self-discipline
- **Logical Consequences:** responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery:** introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice:** increasing student leaning by allowing students teacher-structured choices in their work
- **Classroom Organization:** setting up a physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families:** creating avenues for hearing parents' insights and helping them understand that school's teaching approaches
- **Collaborative Problem Solving:** using conferencing, role playing, and other strategies to resolve problems

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## Classroom Implementation (Tier I)

**Schedule:** Every classroom begins the day with morning meeting.

**Responsive Classroom:** aligning the approach of Responsive Classroom with classroom structure and activities. Supports will include ongoing training through trainer-in-residence, mentor staff, Responsive Classroom I & II offerings, buddy classrooms, modeling/sharing, in-service training, book club, mini-topic workshops, building professional library resources in print and electronically

**Classroom rule creation:** first six weeks devoted to building classroom community including rule creations.

**Positive family contacts:** all staff are encouraged to make positive phone calls or other personal contact (e.g., face-to-face, email, note in backpack) at a ratio far greater than contacts about concerns

**Classroom behavior plans:** classrooms plans must be submitted and on file in the office and with classroom partner (page 13)

## Beginning School Year Expectations

In addition to the following ideals of The First Six Weeks of School, all classrooms are expected to explicitly teach and interactively model (i.e. Looks like, Sounds like, Feels like) the following common areas:

- Morning Routine
  - Exiting the bus
  - Entering the school
  - Entering the classroom or breakfast
- Morning Recess
- Hallways and Stairways
- Bathroom and Water Fountains
- Cafeteria (all school signal), requesting lunch
- Small and Large Playground Zones and Line up signal (pages 8 and 9)
  - Structures (swings, large structure, web)
  - Blacktop area
  - Court area
  - Playing fields including playground games
  - Coming in from recess
- Safety Procedures (evacuation, fire drill, lock downs)
- Switching classes (upper grades)
- Specials
- Cultural Arts events and Special visitors
- Field Trips
- Dismissal Procedures (exiting the school)
- Bus expectations/procedures



Refer to Franklin Expectation Posters showing Care for Self, Care for Others, and Care for Environment in these situations

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## School Wide Implementation (Tier I)

**All School Meeting:** will be scheduled 6-7 times throughout the year. Grade levels will be in charge of hosting 1 meeting per year.

**Positive Behavior Fish Notes:** students receive fish notes for positive behaviors staff notice. These are displayed in the ocean mural for all to see. After a certain number are collected, the school will have a school-wide celebration.

**Positive Postcards:** staff write positive postcards to students detailing specific positive behaviors noticed. Postcards are available in the office and will go home with students in backpacks

**School-wide Signal:** Silent, raised open hand = *Body still, Hands free, Mouth quiet, Ears listening, Eyes watching*. Please refrain for using verbal reminders such as “shhh”

**Building Communication:** poster creation, publication of plan in parent handbook, newsletters, websites

**Classroom Management Plans:** all classrooms will complete classroom management plans that provide specific information about each classroom’s plan for teaching expectations and dealing with student behavior (page 13)

**DATA Team:** The principal and members of the Principal’s Advisory Group will use classroom referral data to discuss appropriate behavioral interventions for students.

**Positive Home Communication:** telephone calls or emails to all families for positive and information-gathering contact

**School-wide RTI:** creating school-wide interventions for educational and behavioral issues.

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## ALL SCHOOL SIGNAL



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## POSITIVE BEHAVIOR FISH NOTES



Students receive a fish note for positive behaviors staff notice.

These are displayed in the ocean mural for all to see. After a certain number of fish are collected, the school will have school-wide celebration. Celebrations may include pajama day, crazy hat day, favorite sport team day, or backwards day.

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## Positive Postcard



Staff write notes on postcards to students in the school, detailing a specific positive behavior that they had noticed. Postcards are available at all times and are sent home to students in their backpacks.

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## Playground Rules

### Slides

- Go DOWN the slide feet first while sitting on bottoms (no climbing up, head first, on bellies, etc)
- One person going down the slide at a time
- Check at the bottom of the slide to ensure that it's all clear before sliding down

### Swings

- Seated on bottoms only (no knees, bellies, standing, etc)
- Stay a safe distance from other students who are swinging
- Be careful to stay a safe distance from those who are swinging, be careful not to run/walk in front of or behind the swings
- One person on a swing at a time
- Swing from back to front, not side to side or twisting
- Push safely (no underdogs)
- Get off the swing after it has fully stopped, no jumping

### Web

- Always watch for others at the bottom before climbing down
- Climb down safely, no jumping

### Structure

- Always watch for others as you move through the structure
- Monkey bars are for swinging from hands only (no legs, climbing on top)
- Be aware of others swinging legs on the monkey bars
- Walk safely in the playground area, no tag

### General

- Stones, pebbles, mulch, sticks, sand, snow, etc. should remain on the ground at all times
- Students who bring out balls are responsible for bringing them in
- Boundary for playground is inside both ball fields (no going behind backstop)
- Stay out of trees

## WINTER PLAYGROUND RULES

### General

- Students need to be appropriately dressed for the weather and conditions- hats, gloves, mittens, boots, jackets, snow pants
  - Students without boots and/or snow pants must stay on the blacktop
- Stay off the ice and large snow piles
- Keep snow on the ground, but you may make snow people or structures

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## Team Sport Rules

Please note that team sports are not open until they have been taught and learned by all students

### Kickball

Two teams chosen by counting off by 1,2 or some other fair way. Latecomers go on team with fewer players

- 3 outs /team
- 3 fouls = out
- Full leg kick, no bunting (counts as foul ball)
- 1 base on an overthrow
- May run past first base
- Kick in order picked
- Kick from home plate only
- Pitcher pitches to three kickers then switch
- Must touch ball to runner, no throwing (pegging)

### Basketball

Two teams chosen by counting off by 1,2 or some other fair way. Latecomers go on team with fewer players

- At most 6 players on a team
- Fouls
  - Be able to call other teams' fouls
  - No arguing fouls
  - When caught making a foul, ball goes out-of-bounds to the other team
- Teams must pass and involve all players

### Soccer

Two teams chosen by counting off by 1,2 or some other fair way. Latecomers go on team with fewer players

- Go for the ball standing up (no slide tackling)
- No Tackling/pushing/tripping

### Football

Two teams chosen by counting off by 1,2 or some other fair way. Latecomers go on team with fewer players

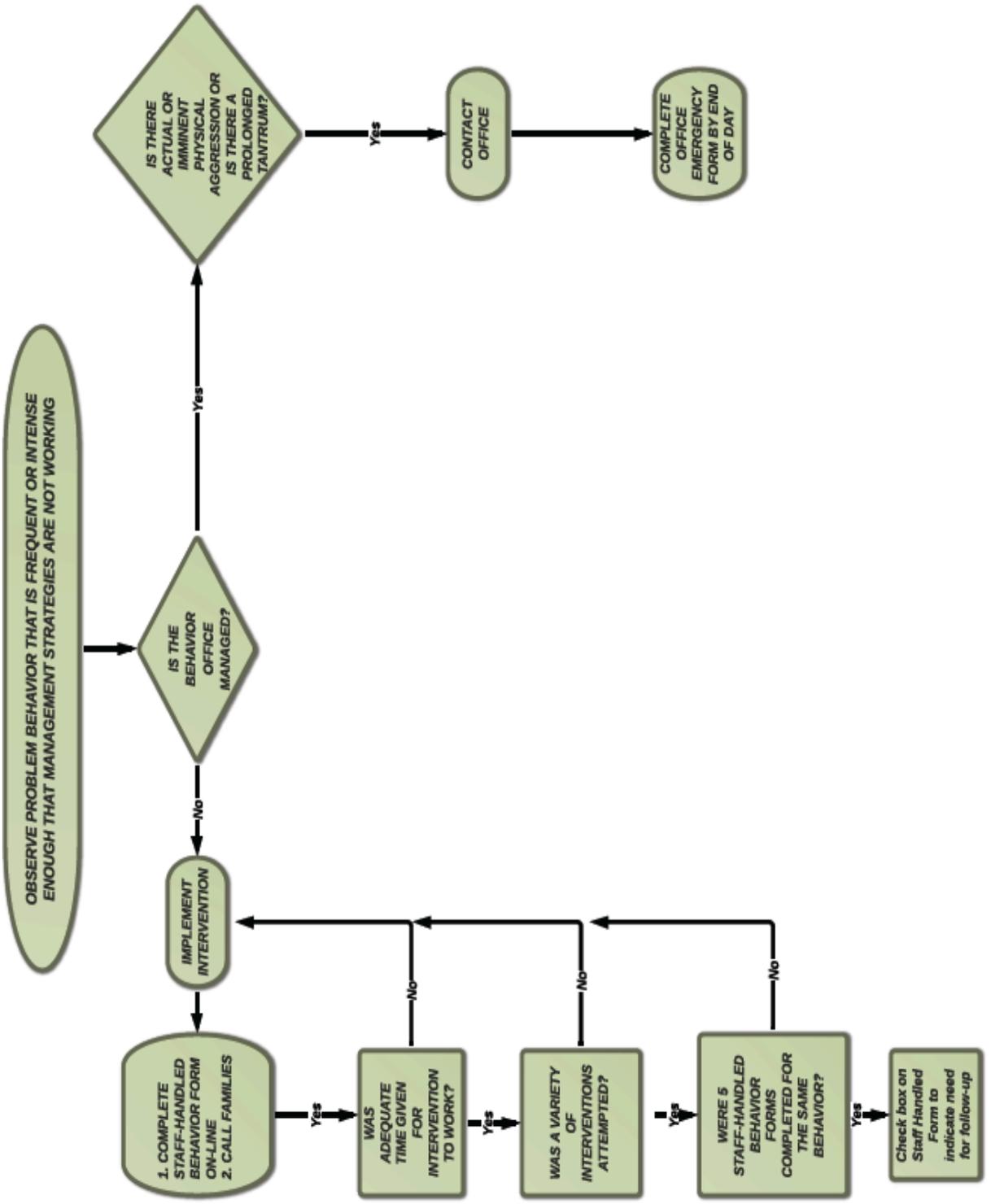
- Referee has final word on fouls and calls (Staff Member on recess duty)
- Two hand touch
- Positive Language

### Wallball

- No pegging
- If ball rolls down the driveway, do not run after it. Find an adult to retrieve it safely
- When a class is passing by (into school or in front of the school) game must be paused until it is all cleared

### Tag/Chase

- Tag can be played in the field area only
- Tag softly, shoulders and below



## RESPONDING TO STUDENT MISBEHAVIOR

Observe a problem behavior that is **frequent** or **intense** enough that the general management strategies are not working.

Determine whether the behavior is classroom managed or office managed

### Classroom Managed

disruption  
disrespect  
non-compliance  
property misuse  
physical contact  
inappropriate language  
lying  
cheating  
left supervised area  
trash/littering  
theft/possession of stolen property  
Name-calling

### Office Managed

fighting  
assault  
reckless endangerment: engaging in conduct that creates a grave risk of death or serious injury  
harassment  
chronic bullying, including intimidation  
committed obscene act  
weapon  
destruction of property  
left supervised area (missing student)

For a **classroom managed** misbehavior that is frequent or intense:

- implement Tier 1 behavior interventions (page 12), notify parents, and document online using STAFF HANDLED PROBLEM BEHAVIOR FORM. Form can be found on Franklin News folder
- if classroom managed behaviors occur frequently and 5 STAFF HANDLED PROBLEM BEHAVIOR FORMS have been completed in 4 weeks, check box on form to indicate a need for assistance
- if incident involves 2 students in possible bullying behavior, check box to document

For an **office managed** misbehavior:

- If there is actual or imminent physical aggression or it is prolonged tantrum, contact office
- Complete the OFFICE EMERGENCY FORM online the day of incident for documentation
- The principal or mental health team member will meet with the classroom teacher and determine the next steps, which may include an intervention or a consequence

# MENU OF TIER 1 INTERVENTIONS FOR CLASSROOM MANAGED PROBLEM BEHAVIOR

Teasing, Tattling, Defiance and More...Positive Approaches to 10 Common Classroom Behaviors, page 45

## A Summary of the *Responsive Classroom* Approach to Discipline

<i>Proactive Strategies—How to Promote Positive Behavior</i>	
<ul style="list-style-type: none"> <li>• Ensure basic needs are being met</li> <li>• Build a safe, caring community</li> <li>• Address social-emotional needs</li> <li>• Plan engaging learning experiences and provide academic support as needed</li> <li>• Establish clear expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Create and display class rules</li> <li>• Teach the rules and expectations</li> <li>• Teach basic routines and procedures</li> <li>• Use positive teacher language to set students up for success:               <ul style="list-style-type: none"> <li>– Give positive reminders</li> <li>– Reinforce students' progress</li> </ul> </li> </ul>
<i>Reactive Strategies—How to Respond Effectively in the Moment</i>	
<ul style="list-style-type: none"> <li>• Use nonverbal cues</li> <li>• Move closer to the child (proximity)</li> <li>• Use positive teacher language:               <ul style="list-style-type: none"> <li>–Remind children just as they're about to go off track</li> <li>–Redirect them if they've already gone off track</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use logical consequences:               <ul style="list-style-type: none"> <li>–Loss of privilege</li> <li>–Reparation ("You break it, you fix it")</li> <li>–Positive time-out</li> </ul> </li> <li>• Tips for success:               <ul style="list-style-type: none"> <li>–Use a calm and respectful tone</li> <li>–Respond early to misbehavior</li> <li>–Don't take behavior personally</li> <li>–Maintain "clean slates" for all children</li> <li>–Continue using the proactive strategies</li> </ul> </li> </ul>
<i>If the Child Continues to Struggle</i>	
<ul style="list-style-type: none"> <li>• Plan individual accommodations and arrangements</li> <li>• Use problem-solving conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Consider individual written agreements</li> <li>• Ask colleagues for help</li> </ul>
<i>Communicating With Parents</i>	
<ul style="list-style-type: none"> <li>• Make sure parents know you like the child</li> <li>• Tell parents some positives, not just the challenges</li> <li>• Focus on "just the facts"</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the behavior hurts the child's learning</li> <li>• Be clear about the purpose of your communication</li> <li>• Keep your cool and maintain a professional demeanor at all times</li> </ul>

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## Classroom Management Plan Template

Please describe how you taught and reinforced the Franklin community expectations to your students. (Includes cafeteria, bathroom, hallway, bus, and playground behavior.)

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How will you continue to communicate and teach expectations and responses?

\_\_\_ visuals    \_\_\_ class discussion    \_\_\_ verbal reminders    \_\_\_ modeling    \_\_\_ other: \_\_\_\_\_

Please describe a "cool down" space in your room that students can access when they need a break (where is it, what does it look like, how do students access it, expectations for using the space, etc.)

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Who is your buddy teacher/classroom? \_\_\_\_\_

Please describe the following:

In what types of situations would you access the buddy teacher? How does the child get there? How long do they stay? Do they bring work with them? What do they do while they are there? What is the re-entry plan for the student?

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How will you communicate positive feedback about your students to parents?

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Please describe your system for calling/communicating with parents when a student is having difficulty following expectations (when will this happen? who will call? who will cover your classroom, etc.?)

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**Please hand to Debbie by the October 11**

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## Problem Solving Conference

**SAMPLE-** refer to Teasing, Tattling, Defiance and More...Positive Approaches to 10 Common Classroom Behaviors for more guidance

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Staff Member: \_\_\_\_\_

### 1. Positively reinforce what the student is doing well

- Positive areas of behavior

### 2. State the problem and its impact

“I’ve noticed...”

“You’ve been...”

“This behavior makes students...”

### 3. Possible causes for the problem

- Ask the child what may be causing her/him to exhibit this behavior. If they are at a loss name some possible reasons and see if they think any ring true.

“When I see children...I wonder if...?”

### 4. Generating Alternatives (Specific Strategies)

- Our brainstormed ideas:

### 5. Establishing an agreement to try an idea on the list

Adult Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_