



Schoolwide Positive Behavior Plan



Baltimore County Public Schools

Date Completed: 8/9/2023

School

Year

School: Franklin Elementary School

Section 1: Initial Steps
School Climate Team
<i>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.</i>
<p>Chair: Ben Mertes-Principal Co-Chair: Annette Tenbus -AP Matt Rehak- Social Worker Loren Santos-School Counselor Kristin Zucconi- Media Specialist Jamie Lambrinos- 3rd Grade Teacher Whitney Alperstein-4th Grade Teacher</p>
Equity Lens
<i>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)</i>
<p>Equity overview: Underserved students at this school are performing about as well as other students in the state, but our school may still have achievement gaps.</p>
<p>Diversity: The diversity score of Franklin Elementary School is 0.58, which is less than the diversity score at state average of 0.72. The school's diversity has stayed relatively flat over five school</p>

years.

Test Scores:

Low-income and underserved students: 56% (state average is 50%)

All other students: 90% (state average is 50%)

White: English 67% (state average is 58%)

Black: English 51% (state average is 20%)

White: Math 71% (state average is 56%)

Black: Math 32% (state average is 22%)

SPP 2020-2021: MCAP Proficiency

ELA *Baseline:* *Target:*

All Students	62.1	77.1
BL	45.2	58
EcDi	29.4	45.3
Hi	46.2	58.5
SE	24	41.7

ELA Grade 3	54.9	60.9
ELA Grade 4	64.7	70.7
ELA Grade 5	65.7	71.7

Math *Baseline:* *Target:*

All Students	62.1	77.1
BL	28.6	44.8
EcDi	23.5	41.4
Hi	46.2	58.5
SE	28	44.4

Math Grade 3	53.5	59.5
Math Grade 4	66.2	72.2
Math Grade 5	61.4	67.4

Discipline & Attendance:

This shows the percentage of students absent 15 or more days across different races/ethnicities at this school compared to the state average. High absenteeism rates mean less time for teaching and learning.

All students: 8% (state average is 21%)

White: 5% (state average is 15%)

Black: 13% (state average is 26%)

Asian or Pacific Islander: 15% (state average is 8%)

Two or more races: 10% (state average is 19%)

Students with disabilities:

This shows the percentage of students with disabilities absent for 15 or more days compared to the state average. High absenteeism rates mean less time for teaching and learning.

Discipline and Attendance:

All students: 8% (state average is 21%)

Students with disabilities 13% (state average is 31%)

Test Scores:

All students: 62% (state average is 43%)

Students with disabilities 20% (state average is 11%)

Academic Progress:

Low-income and underserved students: 77% (state average is 50%)

All other students: 75% (state average is 50%)

Race/Ethnicity:

These ratings reflect how much progress different student groups have made from one year to the next at this school compared to schools with similar proficiency levels across the state.

White (58% of students)

Black (20% of students)

Low-income students:

26% of Franklin's students receive free or reduced lunch and are considered economically disadvantaged students.

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)

Student Demographics 431 students, grades PK-5

White: 58%

Black: 20%

Hispanic: 10%

Asian or Pacific Islander: 8%

Two or more races: 4%

Native Hawaiian or Other Pacific Islander: <1%

26% of the students are from low-income families.

49% are female and 51% are male

Overall School Rating by parents and students:

Bullying 4/5 stars

Character 5/5 stars

Homework 3/5 stars

Leadership 4.5/5 stars

Learning Differences 5/5 stars

Teachers 4.8/5 stars

Academics:***Test Scores***

English: 61% of students are performing at or above grade level far above the state average (state average is 42%).

Math: 60% of students are performing at or above grade level far above the state average (state average is 39 %).

Climate Goals

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

Vision

Franklin Elementary School seeks to develop respectful, responsible, and productive citizens who will meet the challenges of the 21st century.

Franklin Elementary Mission Statement

Franklin 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 will take the responsibility to utilize all available resources to develop the knowledge, skills, and attitudes of lifelong learners.

Safe and Supportive Environment

We believe instruction must be accessible for all students. Accessible instruction promotes equity for students and their learning irrespective of student backgrounds and abilities and disrupts disproportionate outcomes.

- Staff will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education services can access grade level content.
- Staff will examine and explore their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students.
- Staff will create a safe emotional environment through modeling and explicit teaching of calming strategies and conflict resolution skills, providing a safe place for students to work through emotional upset, assisting students in achieving an executive state, and offering support as students practice skills and strategies that have been taught in authentic circumstances throughout the day.
- Staff will strive to address emotional upset before addressing behavior (provided it is safe to do so) and frame misbehavior as an opportunity to teach a missing skill.
- Staff will model and support students in recognizing and choosing helpful rather than hurtful behaviors and in seeing positive intent in the actions of others.

- Staff will maximize student agency and sense of belonging by establishing and maintaining consistent routines, sharing daily responsibilities and duties with students, structuring the environment to actively support emerging skills, and working to engage all students in relationship-building activities with peers and adults.

Culture

Action Steps

- Routinely and collaboratively examining student work using BCPS protocols.
- Analyzing the impact of the changes to discover what was effective and what was not.
- Collaboration of staff: “That Was Helpful” - Staff should voluntarily collaborate with their peers as needed and/or desired to learn new skills
- Team collaboration amongst grade levels to continue to promote positive student behaviors (ex: celebrate students and strategies to promote positive behavior)
- Proactively meet with grade level teachers during pre-service prior to students moving up to determine the needs of students academically and behaviorally
- Staff will have high expectations for all students, provide effective first instruction and provide responsive instruction to varied student abilities, with an emphasis on underserved student populations.

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.

FRANKLIN SCHOOL-WIDE BEHAVIOR PLAN

At Franklin Elementary, we will demonstrate P.R.I.D.E:

- by being prepared
- by being respectful of one another
- by showing integrity
- by showing determination
- by striving for excellence in all that we do.

The staff of Franklin Elementary School uses the principles of Conscience Discipline, Restorative Practice, and BCPS Student Handbook in development of our school-wide plan.

Conscience Discipline is based on the principles of helping every child feel safe and connected so they are available to learn. Teachers develop the sense of safety and interpersonal connections by teaching the Seven Skills of Discipline and creating a School Family.

The Seven Powers for Conscious Discipline which Franklin has adapted, are:

- Power of Perception
- Power of Unity
- Power of Attention
- Power of Free Will
- Power of Acceptance
- Power of Love
- Power of Intention

The Seven Skills of Discipline are skills needed to transform everyday discipline issues into teaching moments. These moments are our opportunity to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying, and develop pro-social behaviors.

The seven skills are:

- Composure
- Encouragement
- Assertiveness
- Choices
- Empathy
- Positive Intent
- Consequences

- 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.

To align our plan with these principles, staff will be involved in professional development and will use the Conscience Discipline approach in their practice. Some components that are being incorporated throughout the school include:

- **Class Meeting:** gathering as a whole class each day to greet one another, share news, and warm up for the day ahead
- **Role Creation:** adults helping students understand their role as helpers in maintaining a safe environment to ensure a classroom community that allows all class members to meet their learning potential
- **Interactive Modeling:** teaching children to notice and internalize expected behaviors through modeling and supporting children as they develop these skills.
- **Positive Teacher Language:** using words and tone as a tool to promote children's active learning, sense of community and self-discipline
- **Structured & Organized Environment:** setting up a physical room in ways that encourage students' independence, cooperation, and productivity
- **Routines:** introducing routines using a format that encourages independence, creativity, and

responsibility

- **Positive Intent:** responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Student Agency:** increasing student centered learning by providing structured choices in their work
- **Communication with Families:** fostering open communication and relationships with families to identify students' strengths and needs
- **Collaborative Problem Solving:** using conferencing, role playing, and other strategies to resolve problems

Restorative Practices/BCPS Student Handbook:

The staff at Franklin Elementary will use community circles, justice circles, and restorative circles as outline in the BCPS Student Handbook to build a respectful and safe classroom community.

BCPS Student Handbook:

The staff at Franklin Elementary will refer to the BCPS Student Handbook for interventions and supports used to address student behaviors. The staff will reference the “Disciplinary Offense Matrix” and “Franklin Elementary Levels of Responses to Student Misbehavior” to determine:

- Who will respond to the student misbehavior at each level (Teacher, Resource Personnel, Administration)
- Possible interventions and supports to prevent misbehaviors
- Possible responses for disciplinary actions (Description of Disciplinary Responses Chart)

Beginning School Year Expectations

All classrooms are expected to explicitly teach and interactively model (i.e., Looks like, Sounds like, Feels like) the following common areas (see posters):

- Morning Routine
 - o Exiting the bus
 - o Entering the school
 - o Entering the classroom
- Hallways
- Bathroom and Water Fountains
- Cafeteria (all school signal), requesting lunch
- Small and Large Playground Zones and Line up signal
 - o Structures
 - o Blacktop area
 - o Court area
 - o Playing fields including playground games
 - o 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

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.

Classroom Implementation (Tier 1)

Check-in: Staff will check-in with students daily to determine the need for intervention.

Conscience Discipline: Staff will align the approach of Conscience Discipline with classroom structure and activities. Supports will include ongoing training, mentor staff, buddy classrooms, modeling/sharing, in-service training, mini-topic workshops, building professional library resources in print and electronically.

Role Creation: Staff will assist students understand their role as helpers in maintaining a safe environment to ensure a classroom community that allows all class members to meet their learning potential

Positive Family Contacts: Staff will 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.

Informal Classroom Intervention Strategies: Staff will implement classroom plans to assist students in demonstrating desired behaviors as needed.

School Wide Implementation (Tier 1)

Professional Development: The administration will schedule professional developments as needed throughout the school year. The Office of MTSS will be called upon as a resource to help staff learn new strategies to support positive behaviors.

P.R.I.D.E Notes: Staff will distribute, to students', P.R.I.D.E notes for positive behaviors noticed. These are displayed on the "PRIDE" wall outside each grade level rooms for all to see. PRIDE tickets will be returned to students monthly. PRIDE tickets can be celebrated in the following ways:

- Staff/Students/School Community can award other students/teachers with PRIDE tickets with the collaboration of their classroom teachers.

SEL Meetings: The administration and school resource personnel will meet monthly to

analyze data related to SEL in the schoolhouse, to communicate, collaborate, plan regarding school-wide, classroom, and individual social emotional interventions/concerns.

Positive Home Communication: Staff will make telephone calls or send an email to all families for positive praise to families and keep track of the communication.

School-wide RTI: The staff will use the BCPS Student Handbook for possible interventions and support for preventing behavioral issues.

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.

Who We Serve:

Franklin Elementary School serves approximately 400 children in Early Childhood and grades K-5. For over 60 years, we have been educating children in a compassionate, responsive, and nurturing environment.

We have a diverse population with specialized programs to meet the needs of our varying students and we work with outside agencies to provide the best possible learning environment for children and families. We also have a strong parent community that offers additional opportunities for children and families.

What makes Franklin special?

We educate the whole child, recognizing not only their individual learning needs but also their social and emotional needs. Children are much more than a number to us; they are family. Over the course of their elementary years, we develop lifelong relationships with our students and their families.

Growing Learners

Student reading and math progress is monitored closely at Franklin Elementary by our Instructional Leadership Team. Teachers, principal, and support staff meet regularly to make sure each child's educational needs are being met. Whether a child needs special education support, English Language Support (ELL), or acceleration; we see children as individuals, not as numbers. We have small group instructional time built into our school schedule to provide intervention, enrichment, or practice to promote the success of all students.

Growing Citizens

Franklin takes a conscious discipline approach with a focus on social skills, and monthly student recognition of positive student choices. Staff use behavioral data to proactively insure a responsible, respectful, and safe school climate. Franklin has many

individualized opportunities to assist children in being successful.

Strong Community Involvement

Franklin offers a variety of opportunities for community and family involvement. We have partnerships with The Parent Teacher Association, Reisterstown Business Association, Reisterstown Community Library, Boy and Girl Scouts, Hotspots, Main Street Mental Health, and Balance Point Health Services

Section 3: Developing Interventions and Supporting Students

Resource Mapping of MTSS

Identify the evidence-based practices and interventions offered at Tier 1, Tier 2, and Tier 3 to support all students. Consider what culturally responsive interventions the school requires to meet the specific needs of the students.

Tier 1: Restorative Practices - Teacher uses Conscience Discipline within the classroom.

Step 1: Teacher Procedures: Procedures for Rule Violations - Minor Class Offenses (Not necessarily sequential and not limited to these)

- Inform student of rule violated in a private and supportive manner
- Describe appropriate behavior
- Reteach school wide behavior expectation (use conscious discipline strategies)
- Contact parent/document in FOCUS for chronic misbehaviors
- Encourage and model the use of the safe space and reflection strategies
- Time Out as necessary/classroom consequence
- Praise the positive for the rest of the students in the room

Tier 2: Behavior Team Referral

(School Counselor & SEL Teacher) Called once CD is no longer effective or behavior is a danger to self or others.

School Counselor

- Support frustration tolerance
- One-to-one assistance
- In-class intervention (students will never be removed)
- Adult supervised break/sensory etc.
- Reinforcement of positive behaviors

SEL Teacher

- Behaviors that are physically unsafe/destructive/chronic
- When classroom teacher has exhausted all behavior management techniques
- Can remove from classroom
- Lead on FBA with Dr Appleby
- Assist with FBA/BIP data
- Direct assistance with BIP elements

Step 2: Behavior Team Referral:

Once all the above have been attempted for minor offenses, staff can call for Mrs. Codd or Mrs. Santos to assist using the school phone to call the office.

Tier 3: Administrative Referral - Teacher refers student to Admin once all other options have been exhausted. (An adult walks student to office with referral form)

Step 3: Administrative Referrals

Behaviors that:

1. are chronic disruptive to the whole learning environment
2. cause significant danger to you or others
3. violate BCPS policies- category 2 offenses

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.

Conscience Discipline: All staff will participate in creating a positive school climate that is integral to academic and life success. They will assist children in feeling safe and connected so they are available to learn and be successful in school.

Restorative Practices: All staff will use this approach to build relationships between peers, to teach peers to strive to be respectful to all, to teach and provide the opportunity for equitable dialogue and decision making between peers, to involve relevant stakeholders to assist in the development of relationship building, to address harm, needs, and obligations to peers and to encourage all to take responsibility for their own actions.

Growth Mindset: All staff will foster in students the belief that their abilities can improve with effort, perseverance, and practice. Staff will assist students in viewing their mistakes as ways to learn, embracing challenges, and persisting in the face of setbacks.

SEL Competencies: Staff will take a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classrooms, school, families, and community to enhance all students' social, emotional, and academic learning.

The ZONEs of Regulation: The SEL teacher and the School Counselor will use The Zones of Regulation with fidelity to provide a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific social, emotional, and behavioral needs.

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.

The school will recite the Franklin School Code of Conduct daily and learn the meaning of its components (i.e., Looks like, Sounds like, Feels like).

At Franklin Elementary, we will demonstrate P.R.I.D.E:

- by being prepared
- by being respectful of one another
- by showing integrity
- by showing determination
- by striving for excellence in all that we do.

The School Counselor will teach mini lessons to classrooms to enhance social skills instruction.

The SEL Teacher will support all classrooms throughout the day in a positive manner as well as behavioral support.

The students will be familiar with and view all staff as safe keepers who may assist them.

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.)

To align our plan with the Conscious Discipline approach, Restorative Discipline model, and the Growth Mindset stance, staff will be provided professional development throughout the year and will begin to use the techniques in their daily practice immediately after training.

Surveys will be completed to determine who has had training in the above, what additional trainings they would like to have, and to provide anonymous feedback to the provided training.

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.

Staff will foster students' sense of mastery, autonomy, and purpose, by prioritizing social connection. Staff will promote students' desire and dedication to learn by getting to know the students' and their unique interests, integrating student interests into choices and assignments, and including curriculum that is relevant to their lives and current

needs. Staff will also provide positive feedback on their assignments and enhance motivation through curiosity.

We recognize that students who feel safe, a sense of belonging, and connection develop self-regulation and intrinsic motivation. Therefore, the need for external rewards is reduced.

P.R.I.D.E Tickets: Staff will present students with P.R.I.D.E. tickets for demonstrating the P.R.I.D.E. values. These will be displayed on the P.R.I.D.E wall monthly for all to see. When students have been recognized, names and deed will be announced at the end of the week and then be placed on the wall. Students can also present other students with PRIDE tickets with the collaboration of their teacher.

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.

Tier 1: Restorative Practices - Teacher uses Conscience Discipline within the classroom. (use classroom phone to call office for assistance, request specific assistance)

Tier 2: Behavior Team Referral

(School Counselor & SEL Teacher) Called once CD is no longer effective or behavior is a danger to self or others.

School Counselor

- Support frustration tolerance
- One-to-one assistance
- In-class intervention (students will never be removed)
- Adult supervised break/sensory etc.
- Reinforcement of positive behaviors

SEL Teacher

- Behaviors that are physically unsafe/destructive/chronic
- When classroom teacher has exhausted all behavior management techniques
- Can remove from classroom
- Lead on FBA with Dr Appleby
- Assist with FBA/BIP data
- Direct assistance with BIP elements

Tier 3: Administrative Referral - Teacher refers student to Admin once all other options have been exhausted.

(Adult walks student to office with referral form, old method was student walk student)

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.

Step 1: Teacher Procedures: Procedures for Rule Violations - Minor Class Offenses

1. Inform student of rule violated

2. Describe appropriate behavior
3. Reteach school wide behavior expectation (use conscious discipline strategies)
4. Contact parent/document
5. Time Out as necessary/classroom consequence (encourage safe space usage)
6. Praise the positive for the rest of the students in the room.

Step 2: Behavior Team Referral:

Once all the above have been attempted for minor offenses, staff can call for Mrs. Codd or Mrs. Santos to assist using the school phone to call the office.

Step 3: Administrative Referrals

Behaviors that:

1. are chronic disruptive to the whole learning environment
2. cause significant danger to you or others
3. violate BCPS policies- category 2 offenses

Monitoring the Schoolwide Positive Behavior Plan/Data Analysis

Identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps, and interventions using a problem-solving strategy. Consider having a uniform referral form for staff to complete to document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)

Data will be collected through a formal means from the Classroom Teachers, School Counselor, SEL Teacher and Administration.

Classroom teachers will complete logs when making positive or negative calls, emails or in person contact with parents.

School Counselor will complete logs when making positive or negative calls, emails or in person contact with parents. The school counselor will also keep records of interactions when called to respond to behaviors.

The SEL teacher will complete logs when making positive or negative calls, emails or in person contact with parents. The SEL teacher will also keep records of interactions when called to respond to behaviors.

The Administration will complete logs when making positive or negative calls, emails or in person contact with parents. The Administration will also keep records of interactions when called to respond to behaviors.

Section 5: Miscellaneous Content/Components

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