

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

School: Pensacola High School	School Year: 2009-10
Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.	

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member:	Role (Principal, Teacher, Parent, etc.)
1. David Williams	1. Principal
2. Thomas Rollins	2. Assistant Principal
3. Marsha Regina	3. Dean
4. Sandra Early	4. Guidance Counselor
5. Michael Jones/Rebba Haynes	5. Teacher/SGA Sponsor
6. Sherita Williams	6. Teacher
7. Lisa Noyes	7. PTSA representative
8. Blake Campbell	8. Student

STATEMENT OF PURPOSE

Behavioral Mission Statement: The administration, along with faculty members, parents, and students will work together to provide a safe learning environment for all students at Pensacola High School.
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BASELINE DATA

Previous School Year					
Number of Office Discipline Referrals (ODR)	Number of Students with ODR	Number of Bus Referrals	Number of Incidents of Out-of-School Suspension (OSS)	Number of Students with OSS (Duplicated Count)	Number of Incidents of In-School Suspension (ISS)
5,668	1,044	n/a	1,741	656	10

Average Daily Attendance (ADA)	Bullying Prevention	
	Percent of Students Trained	Percent of Staff Trained
91.4%	0	100%

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-School Suspensions

Out-of-School suspensions will be reduced by 5% by 6/4/10.

2. Attendance

Average daily attendance will be 92% by 6/4/10.

3. Bullying

85% of our students will receive training on bullying by 6/4/10.

4. Other

We will reduce student tardiness by 5% by 6/4/10.

5. Other

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SCHOOL EXPECTATIONS AND RULES

List 3-5 school-wide expectations.

1. Be safe.
2. Be respectful.
3. Be responsible.

Rules/ Expectations	Setting: Hall	Setting: Classroom	Setting: Cafeteria	Setting: Arrival/Dismissal
Be Safe	1. Be aware of others. 2. Speak Quietly. 3. Stay to the right in the hall.	1. Follow instructions. 2. Stay in assigned area.	1. Follow directions. 2. Report any accidents.	1. Walk safely. 2. Be aware of surroundings.
Be Respectful	1. Be courteous to others. 2. Keep moving to your class.	1. Stay seated. 2. Raise your hand to speak aloud. 3. Follow your teacher's directions.	1. Keep hands and feet to yourself. 2. Stay in your place in line.	1. Move swiftly to your destination. 2. Follow your correct route.
Be Responsible	1. Help new students. 2. Be on time to class.	1. Be prepared. 2. Follow class procedures.	1. Clean your area. 2. Exit through correct doors.	1. Be in appropriate area. 2. Keep traffic moving.

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Note: All classroom management systems and rules should be aligned with the school-wide expectations.

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TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

1. CCTV
2. Class Assemblies
3. Faculty Meetings
4. Department Meetings
5. Videos

During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules?

1. CCTV programs
2. Signs posted around campus
3. Afternoon announcements

How can your school embed the expectations and rules into the daily curriculum?

1. Assignments related to school-wide expectations across the curriculum.
2. Poster contest displaying school rules.

How do you plan to provide refresher training on expectations and rules to staff and students in your school?

1. Utilizing teacher plan days to re-orient staff.
2. Include school expectations in new-student packets.
3. End of semester reminders for students on CCTV and announcements.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

1. Student of the week certificates given out 2-3 times per nine weeks.
2. Awards such as reduced price athletic tickets given to students demonstrating good behaviors.
3. Recognition of achievement through CCTV.

Describe the behaviors for which you will reward or recognize students.

1. Appropriate behavior in class.
2. Appropriate behavior in out-of-class situations.
3. Students demonstrating extra effort beyond expectations.

How will you implement the reward system?

1. Teachers will report behaviors to the behavior team.
2. Rewards will be given 2-3 times per nine weeks.
3. The reward system will be evaluated by the school-wide behavior team throughout the year.

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DISCIPLINARY PROCEDURES

What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?

1. Verbal Warnings
2. Behavior Contracts
3. Parental involvement
4. Loss of privileges
5. Referral to counselor or intervention specialist

Describe your discipline referral process.

1. The referral will be handled in the Deans' office.
2. Parents will be contacted when possible.
3. Deans and Intervention Specialists will input the data into the computer system.

What are the consequences or disciplinary actions that are used in your school?

1. Work Details
2. Counseling
3. Saturday school improvement
4. In-school suspension
5. Mentoring
6. Restitution
7. Out-of-school suspension

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For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

They are set up to facilitate the disciplinary actions listed above. They are uniform throughout the county.

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TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

1. Time spent during pre-school days.
2. Time needed during teacher planning days.
3. Handouts given to faculty.

Describe how your school will train all faculty and staff on your school-wide behavior management plan.

1. Pre-school meetings
2. Teacher planning day meetings
3. Distribution of the plan

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?

1. Teachers standing outside of their rooms between classes.
2. Hallway procedure signs.
3. School information posted in classrooms.

How will you achieve and maintain faculty and staff buy-in to your school's plan?

1. Presentation and explanation of plan
2. Staff surveys
3. Comment boxes

Describe how you will monitor the implementation of your school-wide behavior management plan.

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1. Compilation of referral data
2. Behavior Team meetings
3. Sharing results with faculty

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PROGRESS MONITORING

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your school-wide behavior management plan once every grading period. Describe when you plan to meet (days, location, and time) throughout the school year.
Meeting schedule: 9:00am in conference room on August 14, October 26, January 4, and June 7. We will meet at 3:30pm in the conference room on March 10.

You are expected to continuously monitor the number of office discipline referrals, the number of bus referrals, the number of students with office referrals, the number of incidents of in-school suspension, number of incidents of out-of-school suspension, number of students with out-of-school suspension, Average Daily Attendance, and the percent of students and staff trained in bully prevention. What other data or outcomes will your school use for continuous monitoring of your school-wide behavior management plan?

Student Tardiness

How will your school collect the data and outcomes for analysis during team meetings?

We will use data generated by the TERMS system, provided by our data clerk.

How will your school document your school-wide behavior team meetings and communicate the data and outcomes to your faculty, staff, and other stakeholders?

We will notify staff at the end of the year through meetings or e-mail. We will notify parents through our connect-ed phone callout system and/or newsletter.

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Appendix A: Expectations and Specific Setting Rules

<i>Settings and Expected Behaviors</i>				
Rules/ Expectations	Cafeteria	Hall	Restroom	Dismissal
Be Safe	Walk single file facing forward, Keep all food to self without sharing, Stay seated	Walk facing forward, Stay to the right except when directed otherwise	Wash your hands, Walk carefully	Walk, Stay with your assigned group, Know where you are supposed to go
Give respect	Keep hand, feet and objects to self	Stop at intersections, Yield to the right, Let entire class move forward	Give others privacy	Follow dismissal plan
Be Responsible	Clean your area, Push chair in	Use silent signals to help others	Paper towels in trash, keep floor clean	Be where you are supposed to be and on time
Listen Well	Use quiet voice, Follow adult directions	Voices off, Ears on	Use quiet voice, follow adult directions	Follow adult directions

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Appendix B: Lesson Plans for Teaching Expectations and Rules

Lesson Plan Example 1: School-Developed

Hallway Procedures:
A Lesson Plan for Teaching School Wide Expectations

Expectation Taught: Safe, Respectful & Responsible
Location: Hallway
SETTING RULES (aligned with expectations): Safe: Walk. Keep your hands and feet to self. Be alert. Respectful: Use whisper voices. Walk facing forward. Keep your hands at your sides. Responsible: Focus on where you are going. Be on time.
Rationale: Allow students to move safely and quickly through halls with minimum disruption
Behaviors to be Demonstrated: 1. Hands at your side 2. Walking face forward 3. Whisper voices 4. Be alert
Presentation: Introduction: Explain reasons to walk safely, responsibly in the hallways. Demonstrate: Two staff will demonstrate RIGHT way to move in halls. Then they will demonstrate WRONG way to walk in halls. Then two staff and two students demonstrate RIGHT way.
Practice: This practice will be rotated through whole group
Reinforcement: Verbal praise and earning tickets
Follow-up Plan: Signs, re-teach, reminders
Materials Needed: staff/students, tickets

Adapted from <http://www.kresanet.org/instructionalcenter/PBLS/>

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Lesson Plan Example 2: Pre-Packaged Program

Eagle Expectations
Lesson Information
(Using the Learning for Life program)

SECOND GRADE:

- Book List on Character: p. 7-9

Respect:

- p. 11-33 Entire section*
- p. 129 (Empathy)
- p. 133 (Getting Along with Others)
- p. 155 (Understanding People with Special Needs)
- p. 161 (Violence Prevention)
- p. 195 (Developing Good Listening Skills)

Responsibility:

- p. 39-87 Entire section*
- p. 101 (How I Learn from My Mistakes)
- p. 113 (Trust Me – I Won't Let You Down)
- p. 153 (Violence Prevention)
- p. 179-199 Self-discipline section*
- p. 213 (Accepting Consequences)
- p. 237 (Exhibiting Responsible Citizenship)
- p. 273 (Money Management)

Ready to Learn:

- p. 87 (Prepared for Today)
- p. 161-173 Perseverance section*
- p. 205 (Setting Goals)

*=Numerous lessons within the section

Adapted from <http://flpbs.fmhi.usf.edu>

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Lesson Plan Example 3: Activity-Based

School Rule Safari

Brief outline of the activity

Classes go on a tour (safari) of the school, as a mean of learning about school rules in all areas (bathroom, hallways, playground, cafeteria, library, etc.). When they get to the locations, a designated staff member reviews the rules of that location. When they return to their classroom, students work together to create a “Safari Album”. These albums list the school rules and expectations in the different locations. They are bound into a book that is used to review the rules with students who move into the school during the year and also for the teacher to review the rules occasionally with his or her class.

Who is the targeted audience? (i.e., grade level, gender, ethnicity)

All grades K – 8

Who coordinates/runs the program?

The school-wide behavior team with help from specialists, principal, counselor, and duty people.

How often?

Once a year during the first week of school

What part of the triangle does it serve?

Green Zone

Where does it fit into the Counseling Framework? (Learn to Work, Learn, Contribute, or Live)

Learn to Live

What is the cost?

Cost for paper to create the Safari Album.

Adapted from <http://www.ttsd.k12.or.us>

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Appendix C: Examples of School-Wide Reward Systems

Reward/Recognition System Example 1

Gotcha Meter

Brief outline of the activity:

Students earn “Gotchas” for displaying the school rules. They turn in their Gotchas each week for a chance to earn a popcycle. The number of Gotchas turned in are counted. A bulletin board in the main entrance to the school has a measuring stick on it with the number of gotchas needed for the entire school population to win a “spirit day”. Each week as the gotchas are counted, the measuring stick is filled in to keep track of how the students are doing. When they reach one of the indicated goals, the spirit day is scheduled. Students earn things such as “hat day”, “favorite team clothing day”, “ice cream for all”, “popcorn for all”, “pajama day”, dance, extra recess, etc.

Who is the targeted audience? (i.e., grade level, gender, ethnicity)?

Entire elementary school, can be modified for middle and high school

Who coordinates/runs the program?

The Counselor with support from entire school-wide behavior team

How often?

Students earn spirit days approximately once per month.

What part of the triangle does it serve?

The green zone

Where does it fit into the Counseling Framework? (Learn to Work, Learn, Contribute, or Live)?

Learn to Live

What is the cost?

Minimal. Cost of popcorn or ice cream if those are chosen as the prize

Adapted from <http://www.ttsd.k12.or.us>

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Reward/Recognition System Example 2

Middle School Behavior Reward System

Brief outline of the activity:

A “Token Economy” is set up as a reward system for students. All students will have the opportunity to earn tokens from staff for exhibiting Safe, Respectful, & Responsible behaviors that are above and beyond the normal expectations for students. Tokens can then be redeemed for prizes at the school’s Reward Shop that will be open once a week during all three lunches.

The school’s Leadership Classes and Student Council are promoting this new system.

Who is the targeted audience? (i.e., grade level, gender, ethnicity)?

All students in the middle school

Who coordinates/runs the program?

Teachers give out the tokens. The school-wide behavior team sets up staff at the Reward Shop

How often?

Tokens are given daily and can be redeemed once per week.

What part of the triangle does it serve?

The Green Zone

Where does it fit into the Counseling Framework? (Learn to Work, Learn, Contribute, or Live)?

Learn to Live

What is the cost?

PTA donated \$1000 for rewards. This is sufficient for 2 years.

Adapted from <http://www.ttsd.k12.or.us>

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Reward/Recognition System Example 3

EAGLE DOLLARS

Eager to learn
Always safe
Give respect
Listen well
Everyone cooperates!

What Eagle Dollars Can Buy

- **Eagle Dollars School-wide Redemption Opportunities**
 - Purchase a lunch with a staff member – (reservations made w/staff who agree to participate)
 - 9-week events (arts & crafts, special guests [soccer player, cheerleaders, Act I, Bingo...])
 - Principal for the Day
- **Classroom Redemption Opportunities** – (list of suggestions)
 - Teacher treasure box (provided by MAPSS Team)
 - Homework pass
 - Extra Computer Time
 - Extra Library Time
 - Treats
 - Trip to another class
 - Others at teacher discretion

Additional Reinforcers

- **Specific Verbal Praise** –
 - Clear and specific praise will be emphasized and will serve as a first level of reinforcement (e.g., “Cecilia, I like how you followed directions!” vs. “Good job!”)
 - Needs to be provided as much as possible
 - Use your Eagle Dollars!!!
- **Additional Teacher Supplemental Reinforcements**

Adapted from <http://flpbs.fmhi.usf.edu>

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Appendix D: School-Wide Behavior Management Resources

Websites

- Florida Positive Behavior Support: <http://flpbs.fmhi.usf.edu/>
- OSEP Center on Positive Behavioral Interventions and Support, Effective School-wide Interventions: <http://www.pbis.org/>
- Tigard-Tualatin School District (Oregon), Effective Behavior Supports: <http://www.ttsd.k12.or.us/district/ebis/ebs-1>
- Intervention Central: <http://www.interventioncentral.org>
- Positive Interventions and Effective Strategies: <http://behaviordoctor.org/>
- Behavior Advisor: <http://www.behavioradvisor.com/11583.html>
- Fred Jones: <http://www.fredjones.com/>
- PBIS Maryland: <http://www.pbismaryland.org/> (see “School Examples”)
- Harry Wong: <http://teachers.net/gazette/wong.html>

Training

- FDLRS
 - Fred Jones, Tools for Teaching (Discipline, Instruction, and Motivation)
 - CHAMPs (A Proactive and Positive Approach to Classroom Management)
 - Discipline in the Secondary Classroom (A Positive Approach to Behavior Management)
 - PDA-ESE Positive Behavior Support Online Module
 - Crisis Prevention Institute (CPI)
- Harry Wong (has been provided by UWF)
- Ruby Payne
 - Frameworks for Understanding Poverty
 - Bridges out of Poverty
- Boys in Crisis

Alternative Education Programs

- | | |
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| <ul style="list-style-type: none">• Peers Making Peace/Peer Mediation• Restorative Justice• Chain Reaction• Second Step• Too Good for Drugs• Red Ribbon Activities• Bullying Prevention Activities• Youth Crime Watch• Alpha and Beta Programs• Pensacola Faith Based Initiative• Family Empowerment Program• Big Brothers Big Sisters• Children’s Home Society – Abstinence Program | <ul style="list-style-type: none">• Alternative to Suspension Program• Crimestoppers• The Awareness Team• Neighborhood Accountability• Civil Citation• Teen Parent Program• Students Against Destructive Decisions (SADD)• Students Working Against Tobacco (SWAT) |
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District Supported Programs or Interventions

- FDLRS Behavior Leadership Teams Academy (Lynn Greene, FDLRS)
- FL Positive Behavior Support (Amanda Mann, ESE)

Personnel Resources

- School Psychologists
- Behavior Analysts
- Guidance Counselors
- Intervention Specialists
- Lakeview Overlay Counselors
- Mental Health Counselors (Sylvio Fina and Chris Bailey)

Miscellaneous

- Adjudication Guidelines
- Rights and Responsibilities Handbook
- Guidance resource library (books, videos, k-12, bully prevention, character development)