

School: West Pensacola Elemen	School Year: 2009-2010	Date of Plan: 9-22-09			
<p>Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.</p>					
<p>SCHOOL-WIDE BEHAVIOR TEAM</p>					
<p>Name of Team Member:</p> <ol style="list-style-type: none"> 1. Steven R. Schubert 2. Jay Watts 3. Ben Encinias 4. Jennifer Henderson 5. Sybil Worthington 6. Lisa Deale 7. Teresa Jurcak 8. Lori Gillen 9. Jennifer Genung 10. Patrice Porterfield 	<p>Role (Principal, Teacher, Parent, etc.)</p> <ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Guidance 4. Reading Coach 5. Technology Coordinatorq 6. 4th grade teacher 7. 2nd grade teacher 8. Math/Science Coach 9. 3rd grade teacher 10. 2nd grade teacher 				
<p>STATEMENT OF PURPOSE</p>					
<p>Behavioral Mission Statement:</p> <p>The school community including parents, students, faculty, and staff must work together to prepare each child to function effectively as an individual, to become self-sufficient, and to instill a sense of discipline and responsibility toward self, family, school, community, and country.</p>					
<p>BASELINE DATA</p>					
<p>Previous School Year -</p>					
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)
195	75		53	35	00
Average Daily Attendance (ADA)		Bullying Prevention			
		Percent of Students Trained		Percent of Staff Trained	
93.6%					

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SCHOOL-WIDE BEHAVIORAL GOALS
<p>1. Out-of-School Suspensions</p> <p>2. Less than 6% of students will receive an out of school suspension by 6/4/10.</p> <p>(2008-2009 school year - OSS 7%)</p>
<p>3. Attendance</p> <p>4. Average daily attendance will increase by 0.4% by 6./4/10.</p> <p>(2008-2009 school year - 93.6% avearge daily attendance)</p>
<p>5. Bullying</p> <p>100% of students will receive training on bullying prevention by 6/4/10.</p>
<p>6. Other</p> <p>7. Reduce the average number of tardies by 0.5% through phone calls from the teacher, phone calls from administration, and visits from the visiting teacher.</p> <p>(2008-2009 school year - % tardy)</p>
<p>8. Other</p>

SCHOOL EXPECTATIONS AND RULES				
List 3-5 school-wide expectations.				
1. I am honest. 2. I am nice. 3. I am respectful. 4. I am responsible. 5. Single File, Silent, & Straight Lines (SSS).				
Rules/ Expectations	Setting: Hall	Setting: Cafeteria	Setting: Restroom	Setting: Recess
I am Honest.	Walk in the hallway facing forward.	Only take the choice I picked. Follow the line rules.	Keep the bathroom clean.	Tell the truth.
I am nice	Keep your hands and feet to yourself.	Use good table manners.	Wait your turn, leave others alone.	Use kind words, keep your hands and feet to yourself.
I am respectful.	Stay quiet, keep your feet quiet.	Whisper to your neighbor.	Be quiet.	Wait your turn.
I am responsible.	Go where you are supposed to go.	Clean up the floor and table after yourself. Stay in your seat..	Clean up after yourself. Tell teacher/adult about problems in the restroom.	Follow the playground rules. Wear correct shoes.
Single File, Silent, & Straight Lines (SSS).	SSS line stops at all Stop signs.	SSS line at all times. Silent breakfast. First 10 minutes of lunch are silent for poem reading. Red and green cups signal when student conversations may begin. Red and green sided hand held rackets provide visual cues to	SSS line outside restroom doors while waiting.	SSS lines to and from recess.

	students when conversations become too loud.		
Note: All classroom management systems and rules should be aligned with the school-wide expectations.			

TEACHING EXPECTATIONS AND RULES
<p>How will your school introduce the school-wide expectations and rules to all of your students and staff?</p> <p>Staff were introduced to school-wide measures during pre-planning.</p> <p>Students were introduced to the rules during orientation and the first week of school by teachers.</p>
<p>During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules?</p> <p>Guidance counseling.</p> <p>Assemblies on bullying.</p>
<p>How can your school embed the expectations and rules into the daily curriculum?</p> <ul style="list-style-type: none">- discuss characters during read aloud and how certain characters demonstrated examples and non-examples of school wide expectations- students can practice writing with prompts that address school wide expectations-daily/weekly reinforcers for adhering to school-wide behavior plan.
<p>How do you plan to provide refresher training on expectations and rules to staff and students in your school?</p> <ul style="list-style-type: none">-periodically remind teachers to review rules with students

- reminder at faculty meetings
- grade level meeting discussions

REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Token economy and prize boxes tied to color codes for behavior. Level system provides rewards for ESE students.

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

- setting examples for peers
- following school rules
- remaining on task
- completing assignments

How will you implement the reward system?

All staff members will participate in rewarding exemplary behavior.

Daily and weekly reward days to cash in tokens/points.

DISCIPLINARY PROCEDURES

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

- proximity control
- teach and enforce school rules
 - consistency in classroom
 - individual conference in lieu of referral/suspension

Describe your discipline referral process.

For Infractions:

1. Verbal reprimand
2. Mark citizenship
3. Time out form
4. Parent phone call /conference
5. Referral

For Severe Infractions

1. Referra
2. Conferences

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

OSS, Work Detail, Lunch Detention, Bus Suspension, Time Out, Conference, Parent Phone Calls, Office Time Out

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

N/A

TRAINING AND IMPLEMENTATION
<p>Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.</p> <p>Paper</p> <p>Behavior Management Training</p> <p>Stop Signs</p> <p>Harry Wong video training</p>
<p>Describe how your school will train all faculty and staff on your school-wide behavior management plan.</p> <p>Training will occur during pre-planning and ongoing during faculty meetings and Professional Development days.</p>
<p>What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?</p> <p>Daily/weekly reinforcement by teachers.</p> <p>SSS lines.</p> <p>Stop signs in hallways and walkways.</p> <p>Students will walk on right-hand side of hallways.</p>
<p>How will you achieve and maintain faculty and staff buy-in to your school's plan?</p> <p>The school-wide behavior plan was developed by faculty at the beginning of the year. These returning teachers used their experiences from the previous year to address what they</p>

considered problem student behaviors.

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

Administrative/guidance walk-throughs of classrooms, hallways, cafeteria, and bus ramp.

Monitor numbers of referrals, especially on repeat offenders.

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.

Administration will meet monthly in principal's office at 2:15 to review disciplinary data and identify problem trends. Administration will convene the Behavior Management Team if undesirable trends continue.

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?

Administration will monitor progress reports and grading period citizenship grades to ensure assigned grades reflect actual behavior.

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

Data clerk will provide a printout of the information.

Disciplinary binder will be available for review by members.

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

Email and faculty meetings.

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

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/>

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 form 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>

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>

Appendix C: Examples of School-Wide Reward Systems

Reward/Recognition System Example 1Gotcha 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>

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>

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>

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.tsd.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

- 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
- 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)

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)