

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

<b>School:</b> NB Cook Elementary	<b>School Year:</b> 2012.2013	<b>Date of Plan:</b> 8/31/12
<b>Note:</b> Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Troy Brown	1. Principal
2. Julie Pearson	2. Teacher - 5th
3. Dee Price-Williams	3. Guidance
4. Jeni Sistrunk	4. ESE 4-5
5. Bonnie Zurell	5. ESE K-3
6. Julie Meyers	6. Speech
7. Jennifer Collins	7. Assistant Principal
8.	8.

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
The students, parents, and employees at N. B. Cook will promote and continually develop the following core values: integrity, honesty, respect for self and others, responsibility, patriotism, and equality. These core values make people good citizens, good friends, and productive in our society. We will work together to provide a safe and positive learning environment, free from disruption and misbehavior. We will depend on everyone to use these core values and follow the school and classroom rules to make this environment possible.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 2011 - 2012**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	31
Average ODR per Student (# ODR ÷ # of students enrolled)	0.048
Number of Students with ODR	25
<b>Attendance</b>	
Average Daily Attendance	96.9
Excused Tardies ( <i>Elem</i> )	N/A
Unexcused Tardies ( <i>Elem</i> )	N/A
Excused Early Check-outs ( <i>Elem</i> )	N/A
Unexcused Early Check-outs ( <i>Elem</i> )	N/A

<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	3
Average OSS per Student (# OSS ÷ # of students enrolled)	0.005
Number of Students with OSS	3
<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	9
Average ISS per Student (# ISS ÷ # of students enrolled)	0.014
Number of Students with ISS	8
<b>Bullying Prevention</b>	
Percent of Students Trained	100
Percent of Staff Trained	100

**ADDITIONAL DATA AND OUTCOMES**

**What other data or outcomes will your school use for continuous monitoring of your school-wide behavior management plan (e.g., academic data, faculty attendance, school surveys, training, ESE referrals, etc.)? The outcomes may also include various ways of analyzing school-wide behavioral data as outlined in the *School-wide Behavioral Data Guide* (e.g., referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc.).**

N/A

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**1. Out-of-school suspension**

N. B. Cook will maintain and/or reduce the number of out-of-school suspensions for the 2012-2013 school year.

**2. Attendance**

N.B. Cook will reduce the number of students who exceed the allowable 6 tardies by 5%

**3. Bullying**

100% of students and staff will participate in training for the prevention of bullying.

**4. Office Discipline Referrals**

N. B. Cook will maintain and/or reduce the number of office discipline referrals for the 2012-2013 school year.

**5. Tardies (Elementary – see attached plan) or Other School-wide Behavior Goal**

**6. Early Check-Outs (Elementary – see attached plan) or Other School-wide Behavior Goal**

**7. Other School-wide Behavior Goal**

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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 a month and complete progress monitoring forms quarterly. Describe when you plan to meet (days, location, and time) throughout the school year.**

The behavior team will meet quarterly at the end of each nine week grading period. Meetings will be held in the Guidance office after dismissal.

**Describe the procedures that your school will use to collect, summarize, and analyze the behavioral data prior to team meetings. Procedures are required for entering the information into the database, summarizing the data, and developing graphs using the *School-wide Behavioral Data Guide*.**

Data will be collected from the district's database (TERMS) for suspensions and attendance. Bullying prevention training results will be collected by the Principal for faculty and staff and by the Guidance Counselor for students.

**How will your school document the school-wide behavior team meetings?**

The Progress Monitoring Form will be used to document the outcome of Schoolwide Behavior Team Meetings. The Principal will keep a school copy of this documentataion and will forward a copy to the Elementary Director.

**Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?**

The results of the Schoowide Behavior Team Meetings will be communicated to all staff at Faculty Meetings and/or School Leadership Team Meetings.

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**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**

Be courteous and cooperative.  
Listen well and follow directions the first time.  
Act responsibly and safely at all times.  
Demonstrate core values.

<b>Rules/ Expectations:</b>	<b>Setting: Hallways</b>	<b>Setting: Cafeteria</b>	<b>Setting: Restrooms</b>	<b>Setting: Dismissal</b>
Be courteous and cooperative.	Always walk quietly, facing forward and in a quality line.	Use good table manners and stay seated.	Wait quietly until it is your turn.	Walk quietly and orderly to your dismissal area.
Listen well and follow directions the first time.	Use hand signals rather than voices and stop at designated stopping places.	Talk quietly to those at your table. Listen for teacher directions.	Listen for your teacher's directions when lining up afterwards.	Daycare Vans/Bus Riders-remain seated and listen for driver directions  Car Riders-stay seated and wait quietly until your name is called.
Act responsibly and safely at all times.	Walk to the right and hold onto the handrail when going up and/or down the stairs	Push chair in and put all trash in the designated area.	Always wash hand afterwards and put paper towels in the trash.	Stay on the sidewalk and follow directions for loading cars, buses and/or vans.
Demonstrates core values.	Go directly to your destination and back.	Make sure your area is clean and ready for the next class	Help keep the restroom area clean and report any problems to an adult.	Go directly to your designated area for dismissal.

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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?**

School-wide expectations and rules will be introduced each year during pre-school planning times and/or monthly faculty meetings. They will be communicated with parents and students during pre-school's Parent/Student Orientation and again at Open House. Written copies of school-wide expectations and rules will be provided to parents and students via the Parent/Student Handbook. Schoolwide expectations, rules, and the district Rights and Responsibilities handbook will also be included on the morning news program which is shown on closed circuit television.

**During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules? How will your school embed the expectations and rules into the daily curriculum?**

All teachers will include instruction of school-wide expectations and rules in lesson plans for the first 2 weeks of school. Following this initial instruction, each teacher will continue teaching and reinforcing rules and expectations through the "Sweet Pickle for the Pickle Jar" Program. Teachers will put a sweet pickle in the pickle jar each time a student or students displays one of the school rules and/or expectations.

School-wide expectations and rules will be embedded into the curriculum as follows:

Reading - books will be read and discussed portraying examples and non-examples of characters demonstrating core values and following school and classroom rules and expectations.

Language Arts/Writing - practice writing prompts will be used to determine students' understanding of rules and expectations

Social Studies - rules, responsibilities, and expectations are embedded throughout the current curriculum being used in all grade levels.

**How often will you plan to provide refresher training on expectations and rules to staff and students in your school? How will you orient and teach new students who arrive mid-year?**

School-wide rules and expectations will be communicated in writing to new students and staff through our Parent/Student Handbook. Specific proceduers (cafeteria, hallway, etc.) will be reinforced throughout the year via closed circuit television. Rules and expectations will also be reinforced by teachers after holidays.

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**REWARD/RECOGNITION PROGRAM**

**What type of reward system will you use?**

Two programs will be used to reward and recognize appropriate student behavior: ICU Program - "I see you..." notes are written and turned into the office when a staff member observes a student demonstrating a core value and/or following school rules or expectations. These notes are then read and discussed each day by the principal on the morning news program.

Pickle Power Program - Each classroom will have a pickle jar and paper pickles to put into the jar each time a student or group of students is seen following rules and/or expectations or demonstrating a core value. When the jar is filled, the class is treated to a special activity called a "Pickle Pow-Wow". As an extension of the Pickle Power Program, one "Pickle PeaceMaker" is chosen from each class each month. These students are chose for exemplary behavior and serve as role models for other students. Teachers also have an opportunity to identify two students each week who demonstrate good behavior and/or demonstrate core values. These students are invited to eat lunch with the guidance counselor in a special place in the lunchroom.

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

Students are rewarded for following our school-wide rules and expectations. These behaviors include students who are observed demonstrating core values (honesty, integrity, responsibility, patriotism, respect, and equality). Teamwork, cooperation, courtesy, listening, and self-control are also recognized and rewarded.

**How will you implement the reward system?**

ICU Program - ICU notes will be provided to all teachers and staff to use in submitting student names. They will be reminded and encouraged to submit names throughout the year.

Pickle Power Program - Pickle jars and paper pickles will be given to all classroom teachers. Classroom teachers will notify the Guidance Counselor when a Pickle Pow-Wow has been earned by their class.

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**DISCIPLINARY PROCEDURES**

**Explain the discipline process at your school. Differentiate between minor and major behavior incidents and describe the process for documenting and addressing both types of incidents.**

Minor problems are typically handled by the classroom teacher. Teachers use strategies such as conferencing, timeout, loss of privileges, notes home, and telephone calls to parents. Teachers are expected to keep careful documentation of discipline issues and to communicate regularly with parents.

Major discipline problems include disruptive behavior that impacts the learning environment and/or other serious situations (fighting, etc.). When a student is sent to the office for a discipline incident, the following process is followed:

1. The teacher provides documentation of strategies/interventions used prior to sending the student to the office.
2. The principal and/or assistant principal will discuss the reason with the student and teacher to determine appropriate consequences.
3. The parent/guardian will be notified either by telephone or a note sent home by the principal and/or assistant principal.
4. The referral form will be processed through the school's data specialist.

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

1. Verbal warnings
2. Reward/point systems
3. Redirection techniques.
4. Parent conferences
5. Timeout in classroom
6. Curriculum/scheduling accommodations
7. Referral to Counselor

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**DISCIPLINARY PROCEDURES (continued)**

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

1. Time-out in the classroom, another classroom, or the office.
2. Loss of privileges (free time in classroom, etc.)
3. Out of school suspension
4. Referral for counseling
5. Parent Conference

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

N/A

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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.**

The materials needed to implement our ICU Program and Pickle Power Program are provided to all teachers at the beginning of the year and replenished as needed. These materials include a pickle jar and paper pickles, ICU forms, and Rule Bender forms. Other materials needed are pickles, pickle power buttons, and stickers. These are provided by the Guidance Department.

**Describe how your school will train all faculty and staff on your school-wide behavior management plan. How will you orient and teach new faculty and staff who arrive mid-year?**

Faculty meetings and grade level meetings will be used to provide training for all faculty and staff. These meetings will be scheduled for the beginning of each year and repeated in the event there are new faculty and/or staff members. This training will include the schoolwide behavior plan and school-wide rules and expectations for students. The referral process will also be discussed along with appropriate strategies and interventions that can be used prior to writing a referral. Individual classroom behavior systems will be discussed at grade level meetings and a copy of individual classroom behavior plans will be given to the principal/assistant principal.

Mentor teachers will be responsible for training any new faculty and/or staff who arrive mid-year.

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

The following routines and procedures will be implemented school-wide:

1. Arrival and dismissal
2. Hallway procedures
3. Restroom procedures
4. Cafeteria procedures

Each classroom teacher will have a classroom behavior system in place that includes strategies and interventions for promoting positive behavior.

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**TRAINING AND IMPLEMENTATION (continued)**

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

Prior to implementation, this plan will be presented to the faculty and staff for input and/or revisions. School surveys will also be used each year to determine where improvement and/or change are needed.

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

Our school-wide behavior plan will be monitored through our School Improvement/Leadership Team as well as from grade level feedback. This information will help to determine whether the plan is being implemented consistently across grade levels.

**How will your school actively involve parents and community members in the activities and programs that involve teaching and rewarding the school-wide expectations and rules?**

School newsletters will be used to keep parents actively involved in the activities and programs used to reward students displaying schoolwide expectations.