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

School: Pine Forest High School	**School Year:** 2013-2014	**Date of Plan:** 9/2013

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	**Role (Principal, Teacher, Parent, etc.):**
1. Frank Murphy	1. Principal
2. Deborah Ray	2. Assistant Principal
3. Michael Samala	3. Guidance
4. Twyla Akkerman	4. Dean
5. Kevin Sanders	5. P.E. Teacher
6. Yvonne Morris	6. ELA Teacher
7. Kelly Young	7. PBS Coordinator
8. Kathy Jenkins	8. Science/Math Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
It is the mission of Pine Forest High School and its stakeholders to create, maintain, and promote a safe learning environment in which students have the potential to succeed.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	2828
Average ODR per Student (# ODR ÷ # of students enrolled)	1.67
Number of Students with ODR	1516

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	712
Average OSS per Student (# OSS ÷ # of students enrolled)	.42
Number of Students with OSS	489

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	852
Average ISS per Student (# ISS ÷ # of students enrolled)	.50
Number of Students with ISS	578

Attendance	
Average Daily Attendance	91.4

Bullying Prevention	
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.).

Data Reports from the on-line referral system through FOCUS, Compass, PBS, and collective discussions from the School-Wide Behavior Management Team were utilized to establish the annual discipline goals of Pine Forest High School. The top four referrals derived from the end of the year data in 2012-2013 revealed that tardies, dress code violations, disrespect, and cell phone were amongst the most frequent incidents processed throughout the year.

The behavior management team will review monthly reports to acknowledge gains and to establish strategies to help the students who need interventions. Using these reports, the behavior management team will measure trends in behavior, referral writing, progress being made, and areas on concern. The PBS Team will work collaboratively with the SWBMT to develop incentives to address the areas most in need of intervention.

Our Behavior Coaches will serve as pro-active school personnel whom will be utilized as resources for our staff to assist with persistent behavioral matters, develop classroom management practices for specific instructional staff members, as well as resources for families of our school community.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

It is the goal of Pine Forest High School during the 2013-2014 school year to reduce the number of students with out-of-school suspensions from 2012-2013 (712) to (600) or less.

2. Attendance

It is the goal of Pine Forest High School during the 2013-2014 school year to increase the daily average attendance by six-tenths of a percentage point from 2012-2013 (91.4%), which will be 92.0%.

3. Bullying

It is the goal of Pine Forest High School to enhance student knowledge of what constitutes bullying so that 100% of our students are trained about this area of concern. This is to be done through initial survey of students in their English classes followed by an end-of-year survey, following in-class instruction.

4. Office Discipline Referrals

It is the goal of Pine Forest High School during the 2013-2014 school year to reduce the number of office discipline referrals from the 2012-2013 (2,828) to (2,500).

5. Other

On-going Professional Development opportunities for instructional staff members to promote student engagement in all areas of instruction. Training will be provided to staff twice monthly.

6. Other

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 of Pine Forest High School plans to meet the first Tuesday of each month at 8:00 a.m. in the media center.

October 1, 2013	Novemeber 5, 2013	December 3, 2013	January7, 2013
February 4, 2013	March 4, 2013	April 1, 2013	May 6, 2013

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*.

Referral data will be entered into FOCUS as well as the PBS data system. This information will be printed, analyzed, and discussed in monthly meetings. The dean, behavior coaches, and our PBS coordinator will also keep incident logs and breakdown list of referral causes and consequences to review with the behavior team. The data reported to the team will be provided in an easy to read/follow format.

How will your school document the school-wide behavior team meetings?
Meetings will be documented and notes will be taked by a designated member of the behavior team.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?
Information will be presented at faculty meetings, and pertinent information will be emailed to teachers.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations
The criteria established and implemented by the school-wide efforts of the Positive Behavior Support Team are as follows:
Respect -
Responsibility -
Resilience -

Rules/ Expectations:	Setting: CLASSROOM	Setting: HALLWAY	Setting: CAFETERIA	Setting: BUS
BE RESPECTFUL	Follow directions from the adult in charge the first time, respect the learning of others, and be courteous to the academic environment.	Walk immediately to your locker or class, keep hands to yourself, use a quiet voice, no running, no food or drink.	Stand quietly and calmly in line, stay in your seat, pick up your trash, use an inside voice.	Listen to the adult in charge, stay seated, no eating or drinking, no cell phones, talk quietly.
BE RESILIENT	Be receptive to rigorous teaching methods, do not allow challenges to discourage academic progress, and prepare to face challenges of difficult material.	No running, avoid slippery areas, be aware of posted warning signs and of potential safety hazards.	Do not eat too fast or too much, be aware of food allergies, walk at all times, no throwing objects/food, no standing on furniture.	Remain seated while the bus is moving, no body parts out of the window, no throwing objects on or out of the windows, use passenger restraint system, if equipped.
BE RESPONSIBLE	Raise your hand to speak, use good manners to adults and other students, do not interrupt, do not waste materials, be careful with other people's property.	Hold doors for others, say "please" and "thank you", stay out of other people's personal space, watch for students with lockers under yours.	Use good table manners, keep all food in the confines of the cafeteria, clean your area, pick up trash, be polite to cafeteria staff.	Be polite to the driver and fellow passengers, do not be rude to passers-by.
BE RESPONSIBLE Continued	Come prepared with all materials needed, complete all assignments, arrive ready to learn and to participate.	Walk immediatley to where you are going, do not run, follow adult directions, do not block hallways, use the restroom in a timely manner.	Be polite, clean your area before you leave, do not exit the cafeteria with food or drink.	Be polite, do not damage bus, follow driver's directions at all times, notify the driver if someone is in danger.

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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?
Expectations will be presented to faculty during preschool in an in-service training. This training will review existing expectations, as well as new initiatives. School-wide expectations will also be reviewed as needed during faculty meetings or department meetings. Students will be introduced to new/existing expectations during beginning of the year assemblies. Homeroom teachers will distribute the Escambia County School District's Rights and Responsibilities Handbook, review Pine Forest High School rules, and clarifying questions will be answered.

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?
Teachers and staff should model desired positive behaviors to students on a daily basis as a reinforcer to Pine Forest High School's expectations. Modeling desired behaviors gives the students a tangeable example not just a written rule to follow. Teachers will also use class/team builders to encourage students to work together in a positive manner. A behavior analyst will work with the behavior team to add more strategies for implementing desired behaviors. As a Tier 2 Model School in the PBS process, information derived will be utilized in RtI meetings to provide a more in-depth attempt to address the individual problems of targeted students.

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?
Deans and Behavior Coaches will utilize information received from Behavior Tracking Forms to address individual concerns about classroom management practices of specific teachers, as well as students who may require additional training in appropriate behavior for the instructional setting. The behavioral team will also provide mini-lessons to students through the English classes to reiterate school expectations, inform students and teachers of available resources, and to address current trends observed through the recent referrals processed thus far.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Individual teachers have techniques within their classrooms to reward positive behavior. Praise is widely used to reinforce good behavior. Departments will recommend Students of the Month to be recognized. Students who are caught "doing a good deed," sometimes receive rewards, such as certificates/recognition from administration. Students are also rewarded with PRIDE slips for displaying behaviors of respect, responsibility, and resilience. The PRIDE slips serve as the equivalent to cash and can be spent in the school store on a weekly basis.

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

Students will be verbally praised by teachers for following rules and expectations. Students will also be recognized for academic performance by the administrative staff. Announcements will be made recognizing the efforts of students in the academic, extra-curricular, and transitional settings.

How will you implement the reward system?

Reward system is implemented daily in classrooms, hallways, cafeteria, buses, and after-school activities. All members of the school community has been charges with recognizing students who uphold the school-wide expectations and are encouraged to utilize the PRIDE slips in every domain. School-Wide spirit celebrations are additional activites that require students to avoid office referrals, in order to meet criteria to partcipate in the activity. Students who do not have any referrals for the nine weeks, has the opportunity to attend pep rallies, and additional celebrations related to targeted behaviors.

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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.
Incidents will be categorized into two offenses: major or minor. A minor offense will require three documented interventions before a disciplinary referral will be accepted. These interventions include but are not limited to: warning, change of seating arrangement, conference with student, call home, conference with parents, and lunch/after school detention. The "Rule of Three" requires an additional intervention of a referral to the Behavior Coach for an opportunity to expose student to the desired behavior and determine the antecedents to the disruptive behavior. After a minor offense referral has been written and consequences issued, the dean will enter the data into FOCUS. A major offense will result in a discipline referral submitted to the dean and entered into FOCUS. Offenses that fall under SESIR violations will be reported the the School Resourse Officer and Administration.

What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?
Faculty and staff will use interventions in appropriate situations before a referral is written. These strategies include but are not limited to: parent phone calls, parent conferences, change of seating, conference with student and multiple teachers if necessary, conference with guidance/dean/administration, rewarding positive behavior, and keeping students engaged to minimize time for misbehavior.

DISCIPLINARY PROCEDURES (continued)

What are the consequences or disciplinary actions that are used in your school?
Consequences at Pine Forest include but are not limited to: verbal/written warnings, detention (morning, afternoon, lunch), work detail, Saturday clean-up, bus suspension, ISS, OSS, request for alternative placement, criminal charges, conference with SRO, behavior contract, suspension from clubs/sports/extra curricular activities and loss of campus driving privilages.

For Middle or High Schools:
How do the adjudication guidelines complement your disciplinary procedures?
District guidelines are followed and reviewed as needed when assigning consequences to ensure a firm, fair, and consistent behavior management plan.

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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.
PBS training with behavior analyst, classroom management and discipline strategies, anti-bullying materials for training faculty and staff, and a review for teachers about when it is appropriate to write a discipline referrral. Referral information will be reviewed by the Deans, Administration, Behavior Coaches,and PBSCommittee.

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 and staff will be trained during pre-school inservice, faculty meetings, and at semester break. New faculty will be trained on Pine Forest High School's Behavior Management Plan immediately after their arrival. All faculty and staff will be given refreshers, if necessary from monthly referral data.

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?
Teachers are encouraged to monitor and know their students. If a teacher has a concern about a student's behavior, that concern should be brought to the attention of the Deans and/or Behavior Coaches before potential problems surface. Selection and announcements of exceptional students is a proactive intervention to reinforce positive behavior. Cell phone policy, tardy policy, dress code policy and PBS Expectations, are all posted for both students and teachers to refer to on a daily basis.

The Escambia County Rights and Responsibilities (R&R) handbook is online for students to review when they feel necessary. Students were provided with a copy of the R&R handbook and signed off after receiving a copy at the beginning of the year.

TRAINING AND IMPLEMENTATION (continued)

How will you achieve and maintain faculty and staff buy-in to your school's plan?
New intiatives were created from faculty input during pre-school. This strategy gives the faculty ownership to new policies. After the behavior management plan is implemented, successes will be shared with faculty. Showing successes with the behavior plan will increase faculty buy-in and implementation of the school-wide expectations.

Describe how you will monitor the implementation of your school-wide behavior management plan.
Reports generated through FOCUS and data reports created/maintained by the dean will be kept and monitored monthly. Surveys that address the behavior plan will be given to the faculty, staff and students.

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?
Teachers are encouraged to contact parents/guardians with information about their children. The school can utilize the School Messenger Service to call all households represented at Pine Forest with important information updates. School information is also available on the school website. Parental Involvement activities will also be utilized as a method to communicate behavioral and academic expectations for our community stakeholders.