

**The School District of Escambia County
MULTI-TIER SYSTEM OF SUPPORTS (MTSS) PLAN FOR BEHAVIOR**

School: Pine Forest High School	School Year: 2016-2017	Date of Plan: 08/05/16
Note: Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations. The committee will meet (frequency) <u>monthly</u> at (location) <u>Innovation Center</u>.		

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
<ul style="list-style-type: none"> A. Bryan Freeman B. David Rigby C. Twyla Akkerman D. Sean Roby E. Shanae Teasley F. Paul Bryan 	<ul style="list-style-type: none"> A. Assistant Principal B. Dean C. Dean D. Behavior Coach E. Dean F. Behavior Coach

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 and positive learning environment in which students have every opportunity to succeed.

BASELINE DATA

Refer to Progress Monitoring Form for data.

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, Classroom Referral Data, PBS, and collective discussions from the Discipline Team were utilized to establish the annual discipline goals of Pine Forest High School. The top three referrals derived from the end of the year data in 2015-2016 school year revealed that defiance, disrespect, and disruption were amongst the most frequent incidents processed throughout the year.

Discipline 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

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work collaboratively with the Discipline Team to develop incentives to address the areas most in need of intervention.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

It is the goal of the Discipline Team during the 2016-2017 school year to reduce the number of students with out- of-school suspensions by 15% from the 2015-2016 school year.

2. Attendance

It is the goal of the Discipline Team during the 2016-2017 school year to increase the daily average attendance by six-tenths of a percentage point from 2015-2016 (93%), which will be 94.02

3. Bullying

It is the goal of the Discipline Team 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 grade level assemblies and student training sessions.

4. Office Discipline Referrals

It is the goal of the Discipline Team during the 2016-2017 school year to reduce the number of office discipline referrals by 10% from the 2015-2016 school year.

5. 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. Describe responsible party.

9/1/16-8:00am (Innovation Center)-Lead by Mr. Freeman
 10/10/16-8:00am (Innovation Center)-Lead by Mr. Freeman
 11/10/16-8:00am (Innovation Center)-Lead by Mr. Freeman
 12/8/16-8:00am (Innovation Center)-Lead by Mr. Freeman
 1/12/16-8:00am (Innovation Center)-Lead by Mr. Freeman
 2/9/17-8:00am (Innovation Center)-Lead by Mr. Freeman
 3/9/17-8:00am (Innovation Center)-Lead by Mr. Freeman
 4/13/17-8:00am (Innovation Center)-Lead by Mr. Freeman
 5/11/17-8:00am (Innovation Center)-Lead by Mr. Freeman

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*.

- Quarterly professional development aligned with school-wide data.
- Conference with individual teachers for discipline needs and concerns professional development aligned with school-wide data.

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

Mr. Freeman will create an agenda that is specific to the concerns of the school climate. Dean Akkerman will take notes each meeting and share with members of the team.

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

- School-wide Faculty Meeting
- Conference with individual teachers for discipline needs and concerns

Pine Forest High School Student Core Expectations

All students will be expected to arrive to every class period on time, adhere to behavior expectations, and dress appropriately for school following the Escambia County School District's guidelines described in the Student's Rights and Responsibilities Handbook.

CLASSROOM NON-NEGOTIABLES:

****Note: Any infractions/behavior deemed as a major infraction (as described by the Rights and Responsibilities handbook) will warrant automatic disciplinary action.***

The following rules shall govern behavior in all classrooms. Failure to adhere to the rules below will result in immediate disciplinary action.

1. No inappropriate word, action, or gestures used towards the teacher. Including but not limited to:
 - cursing at a teacher/adult
 - threats directed toward the teacher/adult either written, spoken, or non-verbal.
 - insults directed towards the teacher/adult (even if they are not vulgarities - eg. "stupid", personal remarks inviting disdain/mockery)
2. Serious classroom disruption (per [Rights & Responsibilities Handbook](#))
3. Refusal to follow instructions given by appropriate school personnel as related to conduct.

First and Subsequent Offense(s): Office Referral and in-school detention.

BEHAVIOR

The Pine Forest High School administrators and staff envision a school culture where all students are respectful, responsible, and resilient. Students in violation of classroom and school-wide rules will be subject to the following actions:

Step 1-Warning Period (first 5 instructional days). Teachers will utilize this time to familiarize students with school-wide expectations

Step 2- Parent Contact and Classroom Detention

Step 3-Office Referral

Tardy/Student Check-In

Students must be in their assigned classroom on time. All classes will start at the sound of the bell.

Students entering class after the sound of the bell will be considered tardy. Three or more unexcused tardies in one grading period will result in an office referral. Students who arrive 6 minutes or later after the tardy bell without a pass will be receive an office referral for skipping. Students who leave class without teacher consent will be subject to an office referral.

Students who arrive to school after 8:30am are required to check into the main office. Students who do not have an excused tardy slip from the main office will be subject to the school tardy policy.

Additionally, any student who checks in half way through the class period will receive an "unexcused absence" along with school tardy consequences. Students who arrive to school and do not check into the front office are subject to school tardy policy.

First Offense: Document in FOCUS

Second Offense: Document in FOCUS, Classroom Detention

Third and Subsequent Offense(s): Document in FOCUS, Office Referral

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ELECTRONIC DEVICES:

Use of cellular phones or any other electronic devices are strictly prohibited during direct instructional time during the school day “no see, no hear”. Using an unauthorized electronic device during instructional time will result in classroom disciplinary action.

First Offense: Classroom Referral

Second and Subsequent Offense(s): Office Referral

EARBUDS:

The unapproved use of an earbud device is strictly prohibited on campus between the hours of 8:00am to 3:10pm.

First and Subsequent Offense(s): Confiscation

COMPUTER USAGE:

Use of the computer is for educational and academic purposes only. The computer may not be used to play games, explore the Internet, download materials of any sort, or check personal email.

Inappropriate computer usage will result in disciplinary action including loss of technology privilege.

First and Subsequent Offense(s): Office Referral and loss of technology privileges

LEAVING CAMPUS:

Students are not permitted to leave campus without administrative approval. Students who drive on campus without school permit or who leave campus without administrative approval will be subject to disciplinary action.

First and Subsequent Offense(s): Office Referral and loss of campus parking privileges

DISTRICT DRESS CODE (per [Escambia County School District Rights and Responsibilities Handbook](#)):

1. Shoes shall be worn. Skate tennis shoes and bedroom slippers are unacceptable and not allowed.
2. Clothing that exposes the entire shoulder, tube tops, spaghetti straps, or similar types of clothing may only be worn with a blouse or shirt. Clothing exposing the torso or the midriff, either front, back, or sides, shall not be worn. Underwear shall not be visible. Clothing shall not expose the mid-chest area. Clothing not properly fastened or with tears that are indecent shall not be worn. Clothing traditionally designed as undergarments or sleepwear shall not be worn as outer garments. All pants and shorts shall be secured at the waist. Boys’ shirts shall have sleeves. Miniskirts, mini dresses, and short shorts shall not be permitted. Hemlines shall be no shorter than fingertip length. In addition, when leggings are worn a top garment is required and shall be no shorter than fingertip length with relaxed shoulders.
3. Hair shall be clean and neatly groomed. Head coverings shall not be worn in the building unless required for religious observance or health-related reasons.
4. Items including, but not limited to, garments, symbols, and jewelry that display or suggest sexual, vulgar, drug, gang, violence, or alcohol-related wording or graphics, or that provoke or may tend to provoke violence or disruption in the school, shall not be worn. Wallet chains shall not be worn.

Un-Fixable First and Subsequent Offense(s): Students who are in violation of dress code will be subject to classroom referral.

**Fixable dress code infractions shall be managed through the classroom referral system*

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REWARD/RECOGNITION PROGRAM

What type of incentive/recognition/reward system will you use?

We have established an ACTION Team that will look for ways to enhance school morale and rewarding behavior that aligns with the overall school mission statement. 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.

How will you implement the reward system?

Reward system is implemented daily in classrooms, hallways, cafeteria, buses, and after-school activities. School-Wide spirit celebrations that require students to avoid office referrals, in order to meet criteria to participate in the activity.

DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

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.

TRAINING AND IMPLEMENTATION

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

Professional Development (for department)-

- *SESIR training*
- *504 plans*
- *Evacuation Training- (Jennifer Ellis)*
- *Lockdown Training- (Protective services)*

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?

- Ongoing Trainings (for teachers)-
 - *Teaching in the block- classroom management (discipline)*
 - *CDR vs. ODR*
 - *Evacuation training from Administrators and Discipline team- (where do you go? What do you do?)*
 - *Capturing Kid's Hearts (Refresher)*

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

See link below:

<https://docs.google.com/a/ecsd.me/document/d/1ggKvHsmcQ6klTTiwyxSEhxL5ycm7Zbqh7LZvzt3alFk/edit?usp=sharing>

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TRAINING AND IMPLEMENTATION (continued)

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

Faculty and staff will be trained during pre-school in-services, faculty meetings, and at semester break. New faculty will be trained on Pine Forest High School's Behavior Management Plan during the month of August. All staff members will be sent to Capturing Kids Hearts Training during the summer of 2016.

Quarterly Capturing Kids Hearts refresher.

Sustained classroom support throughout the school year.

- Quarterly professional development aligned with school-wide data, classroom support throughout the school year
- Process referrals in a timely manner
- Conference with individual teachers for discipline needs and concerns professional development aligned with school-wide data.

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 at the end of each quarter.

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.