

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

School: Booker T. Washington	School Year: 2009-2010
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. Dr. Michael J. Roberts	1. Principal
2. Jeremy Tompkins	2. Assistant Principal
3. Paula Ryder	3. Dean
4. Charlotte Watts	4. Intervention Specialist
5. Joseph Jones	5. PTSA President
6. Rosie Cooper	6. Teacher
7. Nilfour Billimoria	7. SACS
8. Carly Borden	8. SGA President

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 The entire learning community of Booker T. Washington High School values the principles of a quality education. We believe that a firm, fair, and equitable discipline policy positively impacts every member of the community by creating a safe learning environment which prepares students for higher education and the real world.

BASELINE DATA

Previous School Year 2008-2009					
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)
5644	1299	7	721	394	4
Average Daily Attendance (ADA)		Bullying Prevention			
		Percent of Students Trained	Percent of Staff Trained		

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94.2	100	100
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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-School Suspensions

The number of out of school suspensions will decrease by 50% by the end of the 2009 - 2010 school year.

2. Attendance

Average daily attendance will increase by 1% from the previous school year, by the end of the 2009-2010 school year

3. Bullying

Educate 100% of teachers and students about the issue, effects, and consequences of bullying in schools by September 30, 2009

4. Other

Tardies to class will reduce by 10% by the end of the 2009-2010 school year.

5. Other

Cell phone usage will reduce by 10% by the end of the 2009-2010 school year.

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SCHOOL EXPECTATIONS AND RULES

List 3-5 school-wide expectations.

1. Be Respectful of Others Property and education.
2. Be Prompt.
3. Be Safe and Responsible.

Rules/ Expectations	Setting: Classroom	Setting: Hallways	Setting: Cafeteria	Setting: Restrooms
Be respectful of others property and education.	Keep hands, feet, and all other unnecessary items to yourself. Work hard and stay focused on your education.	Walk on the right except when directed to do otherwise. Keep moving so the flow of traffic will not be interrupted	Choose a lunch line and wait your turn to be served.	Give others privacy
Be Prompt	Come into the class ontime and have all necessary items out and ready for the class to start	Make a quick stop at the locker and then move quickly to class. Establish a time efficient route for your class schedule. (including locker time.)	Move through the line quickly and when your lunch is finished move quickly to class. Be prepared to place order and have your student number and money ready at the check out.	Plan ahead and use the bathroom between classes, so that instructional time is not effected.

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Be Safe and Responsible	Only have approved items for learning in the classroom and protect instructional time from interruptions	Notify teachers of any trouble and or hazards in the hallways	Clean up after yourselves and place trash in the closest trash receptacle.	Keep the facility clean by placing trash in the proper receptacles

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?

The expectations and rules will be introduced to the faculty during pre-planning so that they will understand the new expectations of the behavior management plan. The teachers will be given training information to disseminate to the students during the first month of school. The teachers will then go over this information with the students and they will sign a form saying they understand the new plan and its expectations.

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

The student government in conjunction with the CCTV students will develop 30 second infomercials that promote student awareness of school expectations and rules.

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

Teachers will incorporate the school expectations and rules into there regular class curriculum and students will view expectation infomercials on the morning announcements.

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

The Principal and/or the Assistant Principal over discipline will go on CCTV after major holidays and semester breaks to remind the students and teachers of the school expectations and rules.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Drawings
Certificates
Cat Shack Cookie Cupons

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

Perfect Attendance/No tardies
No discipline Referrals
Wildcat Pride

How will you implement the reward system?

Part 1 - At the end of each nine weeks, those students who have had perfect attendance will be brought into the cafeteria. They will receive certificates for their achievement and a drawing will take place for reward prizes. The prizes will include cash and gift certificates.

Part 2 - At the end of each semester, those students who have not had any referrals will be brought into the cafeteria. They will receive certificates for their achievement and a drawing will take place for reward prizes. The prizes will include cash and gift certificates.

Part 3 - The Principal and Assistant Principals during their roundings, will reward students that they catch showing Wildcat Pride with a Cat Shack Cookie Cupon. Good for one free Cookie.

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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?

The school will make every effort to promote and implement the school rules and expectation. During pre-school in-service the interventions that should be done before a referral is written, will be explained to every teacher. Finally, the school has implemented an In School suspension program to reduce the number of Out-of-School Suspensions.

Describe your discipline referral process.

At Washington High School we follow a progressive discipline model. Each time a student is given a referral, it builds on any previous referrals the student has. As a result the severity of the consequence increases with each subsequent offense. The teachers are responsible for initiating the referral, then the referral is turned into the dean. The dean reviews the referral and calls the student in, giving the student his due process. The dean then makes a decision based on the number of referrals the student has, the seriousness of the offense, and the District adjudication guidelines.

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

- Detention
- Saturday Work Detail
- Violence Prevention Program
- Home Time-out
- In-School Suspension
- Out-of-School Suspension
- In-Lieu of Expulsion

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For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines work hand in hand with our disciplinary procedures.

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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.

Teacher unit and Classroom for ISS
Teacher unit and Classroom for In-Lieu of program
Pre-School
Pre-School In-service with teachers

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

Each teacher will receive a copy of the plan in their Washington High Operations Manual.
Every teacher will receive training on the plan during pre-school in-service.

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

With the addition of the new CCTV lab, the administration will ask all teachers to show the announcements during homeroom so that all students will see the expectation infomercials.

All teachers will be asked to post the school expectations and rules in their classrooms.

Wildcat pride awards will help to continuously remind students of the school rules and expectations.

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

Staff buy in will come naturally through decreased negative behavior of students.

Staff buy in also will take place through proper training and education about the management plan

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

Discipline data will be reviewed at the end of each nine weeks and measured against last years discipline data.

CWT's will be used to monitor implementation of the expectations and rules.

Rounding will be used to ask teachers and students what is and is not working in the plan.

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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.
The behavior team will meet on Tuesday of the first week of each grading period. Meetings will be held in the Administrative conference room at 8:00 a.m. or 3:30 p.m.

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?

The school will also monitor Tardy and Cell phone discipline data.

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

The data will be pulled from TERMS by the Assistant Principal over discipline. All other non TERMS data will be compiled from submissions from students, teachers, and remaining administrators and submitted to the team, by the Assistant Principal over discipline.

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

Minutes of each meeting will be taken. These minutes along with data and outcomes will be distributed to faculty within a week of the meeting. This information will allow for teacher buy in to the plan and it will motivate them to submit suggestions for improvement throughout the school year.

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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

- | | |
|--|---|
| <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)