

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

School: Woodham Middle School	School Year: 2009/2010	Date of Plan: 8/28/09
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Note: Please refer to the *Guidelines for Developing a School-wide Behavior Management Plan* for instructions and recommendations.

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member:	Role (Principal, Teacher, Parent, etc.)
1. Larry Reid	1. Principal
2. Twyla Akkerman	2. Dean
3. Paul Ashford	3. Dean
4. Angelo Callins/ Tammy Westmark	4. Counselor
5. Denisha Read	5. Teacher
6. Lolita Mmitchell/ Mary Davis	6. Teachers
7. Drucilla James/ Marian Scie	7. Teachers
8. Donna Perry/ Gearlene McCorvey	8. IS/ ESE Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
It is the desire of the Behavior Management Team to improve overall student conduct in an effort to create a safe, well discipline environment where students feel safe and can focus on their education.

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)
4082	595	135	1143	321	81

Average Daily Attendance (ADA)	Bullying Prevention	
	Percent of Students Trained	Percent of Staff Trained
92.4%	100%	100%

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-School Suspensions

Decrease by 50%

2. Attendance

Increase by 1%

3. Bullying

All students will receive information regarding bullying and what to do if they experience acts of being bullied by mid September. School Wide Bullying Curriculum will begin the following week. It consists of a weekly lesson for 12 weeks.

4. Other

Decrease referral for aggressive and abusive behaviors by 50%

Decrease student arrests by 50%

Decrease tardy referrals by 25%

5. Other

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SCHOOL EXPECTATIONS AND RULES

<p>List 3-5 school-wide expectations. Be On Time Be Prepared Be Respectful Be Part of a Safe Environment Be Responsible</p>				
Rules/ Expectations	Setting: Arrival & Dismissal	Setting: Hall	Setting: Cafeteria	Setting: Restroom
Be On Time	Be on campus at designated time, not before 8:50 or after 4:30. Report directly to cafeteria for breakfast or 1 st pd. Report directly to car or bus after school	Move immediately from class to class without loitering. Be in class before the tardy bell.	Arrive at specified time, proceed through food lines in a timely manner.	Report directly to restroom with pass and return promptly to class.
Be Prepared	Arrive at school with all supplies and homework	Proceed to classes with supplies	Bring lunch box or money to the cafeteria	Use restroom facilities in a timely manner
Be Respectful	Do not be on campus before 8:50 or after 4:30.	Follow established traffic flow patterns. Keep hands and objects to self. Use appropriate language and volume	Use quiet voice; eat food; dispose of trash properly	Give others privacy
Be Safe	Travel only in designated areas on campus	Walk; refrain from pushing or shoving	remain in designated area; keep food off the floor; clean your area	Do not push or shove; wash hands
Be Responsible	Be on time	Move directly to class	Clean area; place trash in cans; clean area; sit at assigned tables	Place trash in cans; no writing on the walls

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?

During Faculty Meetings teachers will receive a written copy of the school wide behavior management plan. They will have the opportunity to ask questions about the implementation of the process. Students will receive information in their homerooms as well as grade level assemblies. Student instruction will also occur through closed circuit television and morning news.

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

Teacher developed lesson plans; Direct instruction through social studies; Closed Circuit Television messages and Morning News.

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

FCAT writing prompts that focus on school order and expectation; consistent reinforcement of expectations; reading material related to school expectations; poster contests; power point contests that highlight expectations.

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

Ongoing reinforcement activities; ongoing assemblies and staff development meetings

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Student of the Month

Honor Roll Ice Cream & Pizza Parties

Teacher nominations of students for prize drawings

Gotcha (ticket reward system that classes collect and cash in for class rewards-- gotcha doing a great job)

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

Consistently following procedures for transition

Respect and compassion for others

Academic Achievement

Consistently following school rules

Attendance

How will you implement the reward system?

Students of the Month are nominated by teachers

Honor roll lists are pulled from TERMS

Teacher will nominate students for drawings

Gotchas are passed out randomly by all staff members when they observe students doing a great job.

All programs are explained during homeroom the first week of school and often throughout the year.

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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?

Teach Second Step school wide
Use of listed reward activities
Teach expectations during beginning of school year
Implement Conduct Monitoring procedures to intervene early.
Counseling

Describe your discipline referral process.

Prior to writing a discipline referral, teachers have the initial responsibility for disciplining their students. The following steps should be followed before writing a referral:
Teacher/ student conference
Parent/ Teacher phone conference
Time out of class
Guidance referral that leads to parent/ teacher conference

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

Warning

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

Detention
Conference with Administrator or Designee
Parent contact
Time out
Referrals to Counselors
Parent/ Teacher Conference
Work Detail
Violence Prevention Curriculum
Behavior Contract
Restorative Justice
Out of School Suspension
In Lieu of Program

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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.

Handouts for initial school wide Behavior Management plan explaining the plan as well as the reward systems.

Teachers will require training in Bullying Prevention and Second Step

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

Faculty meetings

Handouts

E-mail

Team meetings

* Training will be done by the Behavior Management Team

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

The School Wide Behavior Plan although initially put together by the Behavior Team will be introduced to the faculty and staff as an ongoing work. Faculty and staff will be encouraged to provide feedback to team members in an effort to meet the needs of all stakeholders.

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

The Behavior Management Team will review and consider all input and recommendations from the faculty staff. Viable recommendations that have a positive impact on the student body will be implemented.

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

Faculty members were given feedback sheets to use as tools of communication with committee members. Teachers will be asked to submit their reward logs and conduct monitoring forms for review by the committee to determine how procedures are working.

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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 the third Tuesday of each month at 8:35 to review feedback, reporting progress of designated programs, and map out step for the weeks ahead. Team will also meet at the end of 1st and 2nd semester to complete progress monitoring.

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?

Time In/Out logs
Teacher Phone logs
Conduct Monitoring Forms
Teacher Concern Forms

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

Monthly disciplinary referral print out and attendance from TERMS. Team will also request teacher attendance records to address student check outs.

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 meeting will be typed and distributed via e-mail document to faculty, staff, and other stakeholders.

This information will also be made available on the school web site.

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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 popsicle. 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

- | | |
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| <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)