

Fenton High School

The Road to PBIS



The Beginning

- Addison Trail visits FHS Discipline Committee
- Lessons learned from AT
- Fenton Administrative team visits PBIS office
- PBIS TAC visits FHS commitment/agreements

Agreement Signed Foundation Work Begun

- Brief overview of PBIS to staff
- Staff Take SAS (arranged to have staff take on computer)
- Identification of Internal/External Coach
- Solicit staff to serve on the PBIS Universal Team
- Meet with TAC
- Coach attended training C100 & C200
 - External Coach Forum
 - Summer Leadership Conference
- Modification of Discipline Referral Form

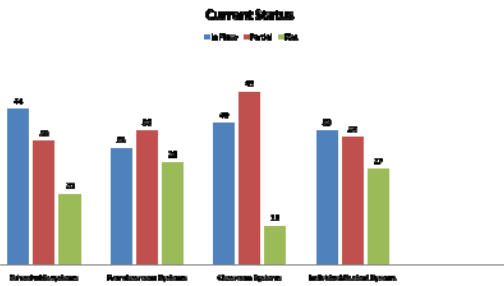


Fall 2009



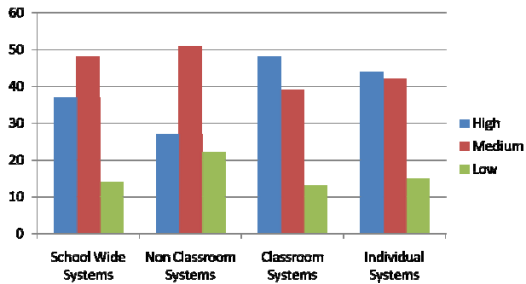
- Staff completed the High School Readiness Survey
- Met with Universal Team –
 - In-service on PBIS
 - Analyzed survey information

SAS results Spring 2009



SAS results Spring 2009

Priority for Improvement



Position at Fenton High School (please circle one):
 Administrator Teacher Clerical Non-certified Staff Bus driver Custodial Other _____

What are the top three problem behaviors at Fenton? (Choose three)

Problem Behavior	# three
Arson	
Bomb threats/fake alarm	
Use/Possession of controlled substances	
Use/Possession of tobacco	
Use/Possession of weapons	
Insubordination/non-compliance/defiance/disrespect	
Abusive language/inappropriate language/profanity	
Disruption	
Tardy	
Disrespectful behavior	
Unlawful search	
Harassment/bullying	
Fighting/Physical aggression	
Inappropriate display of affection	
Truancy	
Forgery/Thrift	
Property damage/vandalism	
Self-harm	
Technology violation	
Use/Possession of Alcohol	
Inappropriate location/Out of bounds area	

*School wide discipline is the responsibility of everyone in the building. True - False-

*Do you feel the consequences for breaking school rules are effective in changing and/or preventing future misbehavior?
 Definitely - Somewhat - Not really - Not at all-

*Do the rules and expectations for student behavior make sense to you?
 Yes - Some of them - No-

*What is your understanding of Positive Behavior Support?
 Strong - Moderate - Minimal - No Understanding-

Fenton High School Survey

School wide discipline is the responsibility of everyone in the building

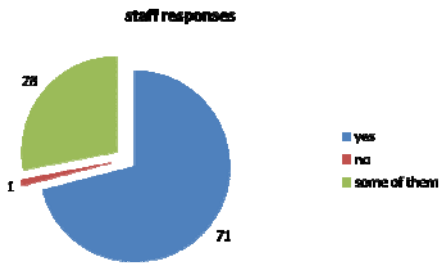
99% Yes

Do you feel the consequences for breaking rules are effective in changing/preventing future misbehavior?

Staff Responses

Response	Percentage
Definitely	9
Somewhat	66
Not Really	21
Not at all	4

Do the rules and expectations for student behavior make sense to you?



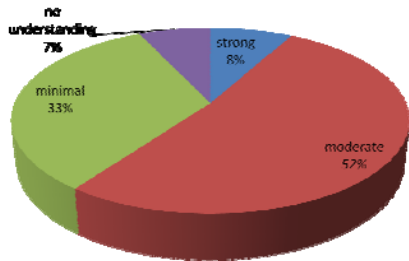
Fenton High School Survey

Top five problem behaviors

1. Insubordination/noncompliance/disrespect
2. Abusive language/inappropriate language/profanity
3. Disruption
4. Tardy
5. Dress code violation

Fenton High School Survey

What is your understanding of PBIS





Fall 2009 cont.

– Analyzed discipline data from 2008/2009 school year

- Completed remaining mandatory coach/administrator trainings

Guiding Questions

- When reviewing the discipline data from last school year (08/09) please ponder these questions.
-
- What was the greatest stand out in the data?
-
-
-
- What are three findings that you would want to discuss as a team?
- a.
-
- b.
-
- c.
-
- In comparing the actual ODR's with the faculty survey what if anything stands out?

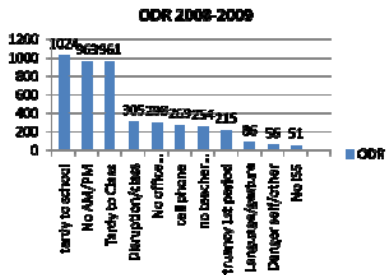
Reviewed 08-09 Discipline Data Big 5

- Average # referrals/day/month



Discipline Data

Top 11 referrals by behavior



Cost Analysis...lesson learned

(Barrett & Swindell, 2002)

2008/2009	ODR's	ISS's	OSS's	Time spent
Administration	(10 min./referral) 54,490 minutes	(20 min./referral) 3,700 minutes	(5 min./referral) 13,815 minutes	72,005 minutes 1200 hours
Student	(20 min./referral) 108,980 minutes	(6 hours) (1110 hours) 66,600 minutes	(6 hours) (4428 hours) 265,680 minutes	374,060 minutes 6234.33 hours
Staff	(5 min./referral) 27,245 minutes	(5 min./referral) 925 minutes	(5 min./referral) 1535 minutes	29705 minutes 495.08 hours

- Participated in High School Level U100 & U200
- Developed as a Team
 - Purpose Statement
 - Slogan
 - Behavior Matrix

Purpose Statement

- The mission of Fenton High School is to educate and inspire each student to reach his/her fullest potential as a productive, engaged learner and a responsible, respectful person by providing comprehensive, challenging, quality learning experiences in a supportive environment

At FENTON we expect everyone to
Be Real

Responsible
Engaged
Appropriate
Learner



Behavior Expectation Matrix

Expectations	Hallways	Classroom	Cafeteria
Be Responsible	<ul style="list-style-type: none"> Use assigned locker Keep locker & floors clean & neat Respect others' property 	<ul style="list-style-type: none"> Be on time Be prepared/bring materials & homework Remain in seats until dismissed 	<ul style="list-style-type: none"> Clean up after yourself Follow line procedures
Be Engaged	<ul style="list-style-type: none"> Keep moving Keep walkways clear Use passing time wisely 	<ul style="list-style-type: none"> Be on task/participate Be an active listener 	<ul style="list-style-type: none"> Throw away trash
Be Appropriate	<ul style="list-style-type: none"> Use proper language, volume and tone Respect physical and social boundaries Walk near classrooms & offices quietly during class 	<ul style="list-style-type: none"> Use appropriate language Follow directions Listen while others are speaking 	<ul style="list-style-type: none"> Keep your hands & food to yourself Clean up after yourself Use appropriate language

Next Steps

- Finalization of Leadership Team...lessons learned
- Identification of T-Chart
 - Office Managed & Classroom Managed behaviors

Further training of staff and Universal Team

Kick off for the fall-BE REAL @ FENTON
