SANTA ROSA COUNTY
Building District PBIS Capacity
Alexis Cash
Demographics

28,500 students
33 Schools
Beginning Implementation 2006
Coordinator since 2009
Tier I ONLY
3 Day Training with Feeder schools School Team (K-2 and 3rd-5th Schools). Give 1000.00 to every beginning school

School-Wide Expectations Given, Taught, and Posted/reinforced through SIP

Classroom Expectations and Management plan is provided from each teacher

Reward System Scheduled based on age appropriate reinforcers/created reinforce sheets

Data Driven Decisions based on Teacher Referrals and Office Discipline referrals (location, times, grades, offenses)/Coordinator compiled info.

Monthly Newsletter to staff/parents/community members/CEO Roundtable about Discipline/ODR/OSS/ISS

School-Wide Cohesive Consequence System of Teacher Referrals and ODR’s

Year 1-3

Building relationship with principals and understanding of needs of the county
PBS meeting at least once a month (Action Plan Reviewed, Data Based Decisions w/graph, and Agenda) Each person has a designated job/meeting with them

PBS coaches met quarterly with District Coordinator to update school Action Plans and network with PBS teams around the county

Involve parents and community business for implementation/financial support

Maintaining 80% established expectations with all students/walkthroughs

Fidelity and Implementation needs to be established with 75% or higher in the school with all faculty and staff and admin. All on board

Staff Trainings on McKinney Vento (Homeless) and Ruby Payne (Framework for Understanding Poverty)
Did it work....

Santa Rosa
Average ODR per 100 Students by Implementation Level

Implementation Level

Lower Implementing

Higher Implementing

Average Per 100 Students

2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
Did it work…. 

Santa Rosa
Average OSS Days per 100 Students by Implementation Level

- 2006-2007
- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011

Implementation Level

Primarily Elementary
ONLY

Lower Implementing

Higher Implementing

Avg OSS Days Per 100 Students

- 14
- 31
- 12
- 20
- 18
- 10
- 19
- 18
Year 1-3
Foundation of PBIS 80%

Year 4-5
Top 1% - 5% of Students in need
Still Building Tier I with Feeder Pattern
Behavioral Focus Classroom

Could NOT have Behavior Focus Classroom without 80% fidelity in Tier I PBIS

Interventions are delivered to a very small group 1:3 or students individually for behavioral needs

Behavior Intervention Plan updated and reviewed quarterly

Trainings for staff include: TIER III trainings for FBA, PBIP, and replacement behaviors, District Behavioral Monthly Training and all other trainings given to all other Tiers./ Summer Symposium

IEP will establish needed interventions through ESE supports for student to progress on all IEP goals and objectives

Standard and Special Diploma Options

Classroom will be based on a Level System with Targeted Behaviors and Percentages for Reinforcer Schedule and Daily Social Skills

Behavior Intervention Plan/ Individual Plan is created and implemented with student based on Functional Behavior Assessment and Needs

Individualized Crisis Plan, Preventative Strategies, and Replacement Behaviors

20/30 minute Data collection is documented for all Replacement Behaviors

Agencies Linkages include: FDLRS, CDAC, SEDNET, Project 10, FLPBS, Department of Juvenile Justice, Department of Children and Families, Vocational Rehabilitation, and WIA
Does it work.... Data for 2013-2014

- Previous ODR Before Entering Behavior Focus Classroom
- Current ODR After Implementation of Behavior Focus Classroom

Bar chart showing data for different schools and groups.
YEAR 5+
Tier II & III, Data system, and Funding

Year 4-5
Top 1-5%

Year 1-3
**MTSS team:** PBS II Team, Guidance Counselor, Admin., ESE teacher, Gen. Ed, Mental Health Therapist, School Psychologist

Meets bi weekly based on top 10% of ODR & teacher referrals

Targeted Behaviors are established – [www.pbisworld.com](http://www.pbisworld.com)

Utilizes data graphing tool for targeted behavior expectations

Implement Daily Check-in Check Out or Daily Data Collection and Self-Monitoring

Focusing on Function of Behavior

Reinforces Weekly or Daily for Expectations of Appropriate Behaviors

Fidelity is established with 80% or higher for all implementation
Social Skills Curriculum (Elem & Mid) each week within small group with mental health counselor (SS Grin)

Student receives mentor services

Utilizes behavioral documentation given by district (Behavioral Intervention Problem Solving Process - BIPSP)

Trainings for staff: McKinney Vento (Homeless), Ruby Payne (Framework for Understanding Poverty), Tough Kids, Trauma Informed Care, Crisis Prevention Intervention (De-escalation Only), TIER II Training through FLPBS, SMART Training for Behavior

Agencies Linkages include: FDLRS, CDAC, SEDNET, Project 10, FLPBS, Department of Juvenile Justice, Department of Children and Families, Big Brothers Big Sisters, and Military.
Let’s Look Deeper...
Elementary

Wraparound services by providing
Parent/Student Training Nights
Community Based Instruction to generalize appropriate behaviors

Utilize SB1108 for supports with private therapists and treatment plans

Social/personal skills training daily

Create “safe” area for de-escalation

Contract School Mental Health Counselor for intake needs of outside psychological/psychiatric needs/ One on one Mental Health Counseling

Daily home/school communication through daily behavioral point sheets

Daily Social Skills Training with Skills Streaming/SS Grin/ Positive Pragmatics
Wraparound services by providing Parent/Student Night Information for Agency Linkages

Group Contingency Field Trips to generalize social skills training as a team

New ISS program with Ripple Effects curriculum

Empathy training in the community

Utilize SB1108 for supports with private therapists and treatment plans

Social/personal skills training daily

Create “safe” area for de-escalation

Contract School Mental Health Counselor for intake needs of outside psychological/psychiatric needs

Daily home/school communication through daily behavioral point sheets

Teach self-advocacy skills through RENEW program

Update student with JPO of weekly progress through behavioral point sheets

Student training in social media accountability, multiple intelligences, job preferences, employability skills, drug and alcohol, and establishing personal and transitional goals
High School and Post Secondary Transition

- Update student with JPO of weekly progress through behavioral point sheets
- Student training in social media accountability, job readiness, resume building, job interviews, and goal initiation, college readiness
- Understanding and empowering Age of Majority
- New ISS program with Ripple Effects curriculum

- Self assessed FBA and PBIP with team collaboration
- Empathy training in the community for Elderly, Cognitive Disabilities, Animal Shelter, and Homeless
- Utilize SB1108 for supports with private therapists and treatment plans
- Contract School Mental Health Counselor for intake needs of outside psychological/psychiatric needs
- Through PILOT/OJT program build vocational skills based on transitional goals
- Initiation of Vocational Rehabilitation, WIOA, and Project 10 expansion, Compass
- Teach self-advocacy skills through RENEW program and social/personal
### Office Discipline Referrals

**Incidents while enrolled at selected school(s):**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Referral Incidents</td>
<td>79</td>
</tr>
<tr>
<td>Office Referral Days</td>
<td>89</td>
</tr>
<tr>
<td>Unique Count of Students with Office Referrals</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>% of Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with 0 - 1 ODRs</td>
<td>22</td>
<td>2.63%</td>
</tr>
<tr>
<td>Students with 2 - 5 ODRs</td>
<td>5</td>
<td>0.60%</td>
</tr>
<tr>
<td>Students with 6+ ODRs</td>
<td>5</td>
<td>0.60%</td>
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</table>

### SubGroup Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Student Count</th>
<th>Count of Students w/ ODRs</th>
<th>SubGroup ODR Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>836</td>
<td>32</td>
<td>79</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>108</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>352</td>
<td>18</td>
<td>46</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Back</td>
<td>25</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>706</td>
<td>28</td>
<td>74</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multi Racial</td>
<td>46</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
### Out of School Suspensions - Selected School

<table>
<thead>
<tr>
<th>Incidents while enrolled at selected school(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OOS Suspension Incidents</td>
<td>51</td>
</tr>
<tr>
<td>OOS Suspension Days</td>
<td>189</td>
</tr>
<tr>
<td>Unique Count of Students with Out Of School Suspensions</td>
<td>41</td>
</tr>
</tbody>
</table>

### SubGroup Performance

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Student Count</th>
<th>Count of Students w/ OoSS</th>
<th>SubGroup Incident Count</th>
<th>% of Sub Group w/ Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>756</td>
<td>41</td>
<td>51</td>
<td>5.43%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>93</td>
<td>5</td>
<td>16</td>
<td>9.86%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>432</td>
<td>31</td>
<td>38</td>
<td>7.18%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black</td>
<td>36</td>
<td>4</td>
<td>5</td>
<td>11.11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51</td>
<td>3</td>
<td>3</td>
<td>5.88%</td>
</tr>
<tr>
<td>White</td>
<td>594</td>
<td>30</td>
<td>39</td>
<td>5.05%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multi Racial</td>
<td>66</td>
<td>4</td>
<td>4</td>
<td>6.15%</td>
</tr>
<tr>
<td>Group As % of Total Incidents</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
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## Content Areas

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Tier</th>
<th>Responsible Employee</th>
<th>Employee ID</th>
<th>Status</th>
<th>Create Date</th>
<th>Close Date</th>
<th>Basis Of Concern</th>
<th>Content Area Creation Reason</th>
<th>Created By</th>
<th>Closed By</th>
<th>PMPSignedOff</th>
</tr>
</thead>
</table>

## Intervention

<table>
<thead>
<tr>
<th>Status</th>
<th>Strategy</th>
<th>Primary Progress Monitoring Tool</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Frequency</th>
<th>Minutes</th>
<th>Responsible Employee</th>
<th>Entry School</th>
<th>Entry Date</th>
<th>Entry Employee</th>
<th>Sub Level</th>
<th>Follow Up D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Behavior Focus Classroom</td>
<td>Point Sheet</td>
<td>8/15/2016</td>
<td>6/2/2017</td>
<td>2 times per Hour</td>
<td>30</td>
<td>Rowe, Kimberly</td>
<td>9060 Bonyhill Admin Complex</td>
<td>9/1/2016</td>
<td>Cash, Alexa</td>
<td>9/29/2016</td>
<td></td>
</tr>
<tr>
<td>Active</td>
<td>Wraparound Services</td>
<td>Point Sheet</td>
<td>8/30/2016</td>
<td>6/2/2017</td>
<td>1 time per Week</td>
<td>60</td>
<td>Rowe, Kimberly</td>
<td>9060 Bonyhill Admin Complex</td>
<td>9/1/2016</td>
<td>Cash, Alexa</td>
<td>9/29/2016</td>
<td></td>
</tr>
</tbody>
</table>

## Progress Monitoring

<table>
<thead>
<tr>
<th>Progress Monitoring Tool</th>
<th>Score Type</th>
<th>Student Score</th>
<th>Expected Level</th>
<th>Average Peer Level</th>
<th>Date</th>
<th>Comment/Note (200 Char Max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>102</td>
<td>70</td>
<td></td>
<td>9/30/2016</td>
<td>Levelled up to Independent</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>103</td>
<td>70</td>
<td></td>
<td>9/25/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>89</td>
<td>70</td>
<td></td>
<td>9/23/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>99</td>
<td>70</td>
<td></td>
<td>9/27/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>99</td>
<td>70</td>
<td></td>
<td>9/26/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>101</td>
<td>70</td>
<td></td>
<td>8/23/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>100</td>
<td>70</td>
<td></td>
<td>8/22/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>101</td>
<td>70</td>
<td></td>
<td>8/21/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>99</td>
<td>70</td>
<td></td>
<td>8/20/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>101</td>
<td>70</td>
<td></td>
<td>9/13/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>93</td>
<td>70</td>
<td></td>
<td>8/16/2016</td>
<td></td>
</tr>
<tr>
<td>Attendance Record</td>
<td>(Z2) Not Applicable</td>
<td>8/15/2016</td>
<td>9.14/2016</td>
<td>8/14/2016</td>
<td></td>
<td>Unexcused absence</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>103</td>
<td>70</td>
<td></td>
<td>9/13/2016</td>
<td>SA x 1 time block</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>95</td>
<td>70</td>
<td></td>
<td>9/12/2016</td>
<td>Unexcused absence</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>98</td>
<td>70</td>
<td></td>
<td>9/5/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>101</td>
<td>70</td>
<td></td>
<td>9/5/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>98</td>
<td>70</td>
<td></td>
<td>8/23/2016</td>
<td></td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>0</td>
<td>70</td>
<td></td>
<td>8/16/2016</td>
<td>Neutral - Did not meet 80% behavioral and academic requirements. Return to class.</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>0</td>
<td>70</td>
<td></td>
<td>8/2/2016</td>
<td>Neutral - Did not meet 80% behavioral and academic requirements to return to classroom.</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>0</td>
<td>70</td>
<td></td>
<td>5/1/2016</td>
<td>Neutral day following IS5</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>0</td>
<td>70</td>
<td></td>
<td>8/31/2016</td>
<td>ISS day completion for 30 Aug offense.</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>0</td>
<td>70</td>
<td></td>
<td>8/20/2016</td>
<td>Neutral - Did not meet 80% behavioral and academic requirements to return to classroom. ISS day assigned on 30 Aug for provide</td>
</tr>
<tr>
<td>Paint Sheet</td>
<td>(FR) Percent (Behavior)</td>
<td>0</td>
<td>70</td>
<td></td>
<td>8/3/2016</td>
<td>Neutral - Did not meet 80% requirements for behavior and academic requirements</td>
</tr>
</tbody>
</table>
TIER I – School Wide Positive Behavior Support at School Setting
Budget Funding: MODEL SCHOOL
BRONZE $300.00
SILVER $450.00
GOLD $600.00 (Russell, HNP, PRE, RHE, WNP, SAIL, AMS, BAG, Chumuckla, HMS, HNI, HNM, DOS, SMS, WNI, EME) 16 GOLD SCHOOLS!

NEW Schools Possibly TRAINED $1000.00 (2 High Schools – 2 more waiting 16-17 Summer)
Possibly Re-Trained of 3 or more years of inactivity $500.00 TIER I
Quarterly Coaches Training for all 22 schools and new teams $7,250.00

TIER II – Targeted Group at School Setting within General Education
Paid out with 2016-2017 funds
TIER II Training 1 subs per Schools (27 schools) $4,500
ISS Program

Tier III – BFC
SAIL – $750.00
HMS (BARK) – $300.00
NHS (PIRATE) – $300.00
HNI (SOAR) – $150.00
GBE (FIN) – $150.00
DPS (PONY) – $150.00
BRE (SOAR) – $150.00
RHE (PWAS) $150.00
EME (STAR) $300.00

This product was developed by Florida’s School Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
Santa Rosa
Average ODR per 100 Students by Implementation Level

2011-2012
2012-2013
2013-2014
2014-2015
2015-2016

Implementation Level
Lower Implementing
Higher Implementing

2015-2016
1- Alt. Ed
1- K-12
5 – Middle
13- Elementary
Does it work...

84%
decrease!

100%
decrease!

Tier III Intervention and
Success!
Contact: Alexis Cash  
District PBIS Coordinator for Santa Rosa County  
850-889-3435  
casha@santarosa.k12.fl.us

http://santarosacountyesedeptartment.weebly.com/behavior.html