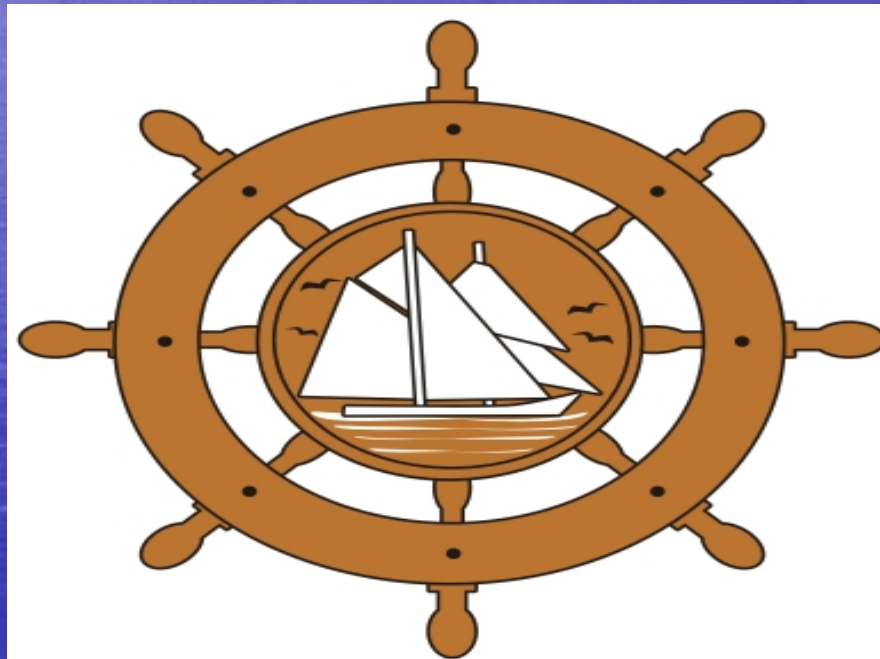
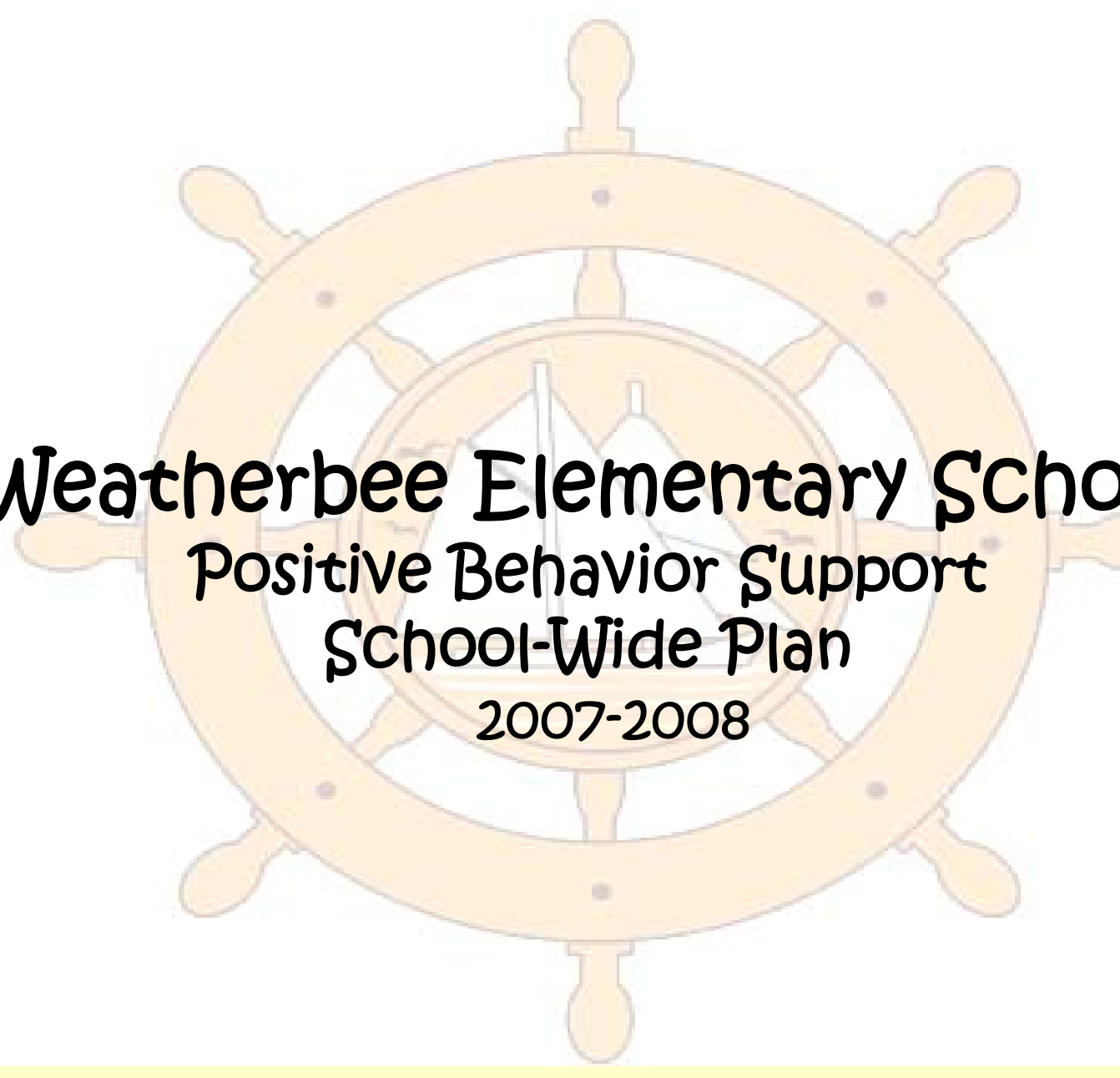


SAIL into a New Year!



PBS Kick-off
2007-2008



Weatherbee Elementary School
Positive Behavior Support
School-Wide Plan
2007-2008

Agenda

PBS Kick Off

- Rationale of PBS
- Development of Our School-wide Plan
- S.A.I.L. Expectations and Rules
- Lesson Plans
- Rewards
- Classroom v. Office Managed Behaviors
- Interventions
- Classroom Behavior Form
- Questions

Rationale and Development

- Proactive, collaborative and team based approach
- To reduce the number of inappropriate behaviors occurring across campus by reinforcing appropriate behavior
- Consistent discipline referral and procedures
- School-wide expectations and rules
- Reward system to encourage appropriate behavior and effective consequences to discourage inappropriate behaviors
- Focus is on changing behavior

Positive Behavior Support Core Team Members

Mr. Hitsman

Mrs. Wilke

Mrs. Partee

Mrs. Lamb

Ms. Stevens

Ms. Potter

Mrs. Insabella

Principal

Assistant Principal

PBS Coach

Guidance Counselor

First Grade Teacher

Fourth Grade Teacher

ESE Teacher



Weatherbee Elementary School Expectations and Rules Matrix

Expectations	Cafeteria Rules	Hallway Rules	Playground Rules	Classroom Rules	Bus and Pick-up Area Rules
<u>S</u> elf Control	Stay seated Keep hands, feet and objects to self	Use the WBE Walk	Keep hands, feet and objects to self	Keep hands, feet and objects to self	Use the WBE Walk
<u>A</u> cts Responsibly	Keep your area clean Leave food and drink in cafeteria	Go directly to your destination	Use equipment the right way	Be on task	Remain Seated
<u>I</u> s Respectful	Wait your turn Use shoulder buddy talk	Use a hall pass	Line up when signaled	Follow directions	Use a quiet voice Wait your turn
<u>L</u> earn	Know your lunch number	Read quietly during arrival	Be a problem solver	Do your best work	Listen and watch for your bus

Definitions For Cafeteria Rules

Expectations	Rules	Examples	Non- Examples
S elf Control	<ol style="list-style-type: none"> 1. Stay Seated 2. Keep hands feet and objects to self 	<ol style="list-style-type: none"> 1. Student sits after getting their tray 2. Student ask for permission to use restroom. 3. Stay in your own personal space. 	<ol style="list-style-type: none"> 1. Student changes seat or leaves seat to throw things away 2. Throwing food or touching other student's food.
A ct Responsibly	<ol style="list-style-type: none"> 1. Keep your area clean 2. Leave food and drink in the cafeteria 	<ol style="list-style-type: none"> 1. Wipe up spills and gathers garbage to throw away. 2. Keep food on your tray. 	<ol style="list-style-type: none"> 1. Leaves wrappers and or food items on the table 2. Takes food and drink into classroom and on bus
I s Respectful	<ol style="list-style-type: none"> 1. Wait your turn 2. Use "shoulder buddy" talk 	<ol style="list-style-type: none"> 1. Student stands patiently in line 2. Talking quietly to your neighbor 	<ol style="list-style-type: none"> 1. Skipping the line 2. Yelling across the Cafeteria 3. Talking to a student sitting at a different table
L earn	<ol style="list-style-type: none"> 1. Know your lunch number 	<ol style="list-style-type: none"> 1. Able to punch in lunch number with little or no assistance 	<ol style="list-style-type: none"> 1. Not able to punch in own number

“W” Sign

- Please practice the “W” sign with your students; students are prompted to raise their hand immediately in the shape of “W” indicating they need to stop, look and listen
- Any Group Setting: Classroom; Cafeteria; assembly

Teaching Expectations/Rules

- Requires Explicit Instruction
- Ongoing Reteaching
- Focus during first week

Weatherbee Elementary

SAIL PBS Lesson Plan

Area: Cafeteria

Objective: Students will learn the appropriate behavior for the Cafeteria.

SSS: C. 1.1.3 C.2.1.1
C.2.1.2 C.2.1.3

Procedures:

- The teacher will define expectations (SAIL) and rules as they apply to Cafeteria behavior. The teacher will explain rules using examples and non-examples.
- The teacher will choose students to demonstrate examples of appropriate and inappropriate Cafeteria behaviors.
- Students will model appropriate and inappropriate Cafeteria behaviors as directed.
- The teacher will lead discussion as students volunteer to explain expectations and rules.

Materials: lunch trays, tables

Evaluation: Teacher observation; Reteach as needed.

Two Levels of Behavior Reinforcement

- Individual
- Class

Individual



Class

Class Conch Coin



How to Reinforce

- Give token with specific verbal praise
- Random
- Goal is to change behavior

Mariner Money

- Mariner Money will be randomly given for following SAIL expectations; each token will have the value of “1 dollar”
 - Each staff member will be given a specific number of tokens per week to be given to students across a variety of settings when they are caught following SAIL expectations. The goal is to give out all the tokens provided for the week.
-
- Distribution of Mariner Money:
 - Homeroom Teachers: 6 per student in your class per week; colors vary per grade level
 - Resource Teachers: 150 per week (Purple)
 - Paraprofessionals, Cafeteria Staff, Custodians, Office Staff: 50 per week (Dark Blue)
 - Bus Drivers: 75 per week (Red)
 - Substitutes: 30 per day or 6 per student per week (Purple) Specific praise of the expectation and/or rule the student is displaying should be paired when giving students Mariner Money

Mariner Money

- Specific praise of the expectation and/or rule the student is displaying should be paired when giving students Mariner Money
- Storage and Management of Mariner Money
 - Teachers will be provided a lanyard and pouch to hold Mariner Money
 - Students are responsible for holding their Mariner Money; Teachers may design their own student storage system in their class (Ziploc bags, pencil boxes, pocket chart...)
 - Weekly to monthly incentives will be available (store; popcorn and movie; dance...)
 - Homeroom teachers may allow students to spend their Mariner Money on their own in-class incentives; Teachers must submit redeemed Mariner Money to the PBS Team by sending used money to the front office

Class Conch Coins and Incentives

- Class Conch Coins will be awarded to a class if all students are following Mariner Expectations and Rules.
- Class Conch Coins may be earned in a classroom, hallway, playground, and cafeteria.
- Homeroom teacher may NOT reward their own students; however, resource teachers may reward the class they are teaching
- Teachers will keep Class Conch Coins to track towards a class chosen reward. A chain, graph or other visual representation may be created with the coins to help students track their progress. Grade groups may elect to post coins outside their classrooms if they choose to compete with other classes.
- Give specific praise when rewarding. I.e. "I like how Mrs. Wilke's class is following 'Weatherbee Walk' in the hallway."

Class Conch Coins and Incentives

Incentives

- | | |
|----------------------------------|-----------|
| •30 mins. Educational Game Time: | 20 coins |
| ▪Popcorn Party: | 60 coins |
| ▪Ice Pop Party: | 100 coins |
| ▪Pizza Party: | 200 coins |

Distribution of Class Conch Coins

Resource Teachers:	35
Homeroom Teachers:	5
Paraprofessionals:	20
Custodians/Cafeteria:	20
Office Personnel:	20

Monthly School-Wide Events

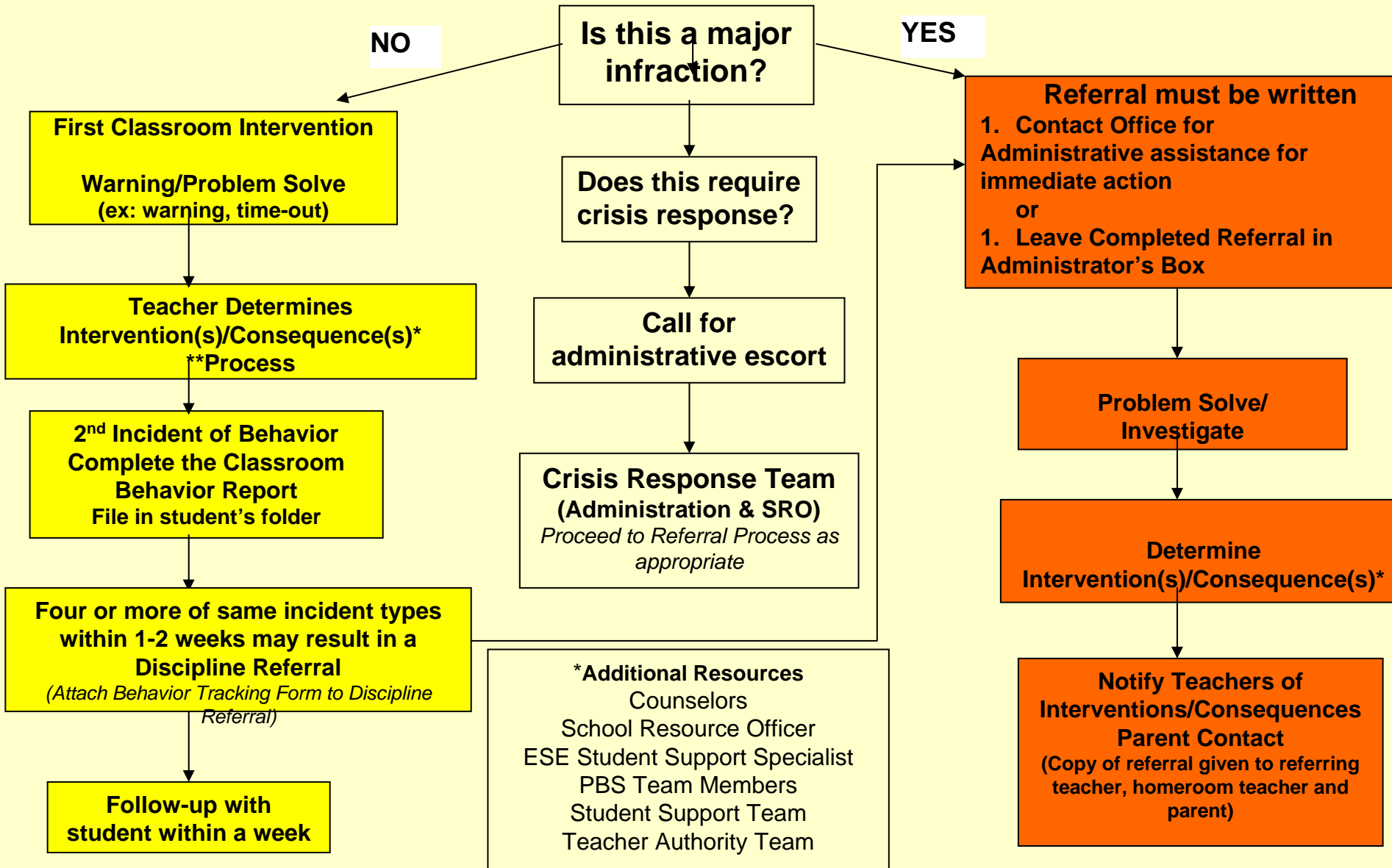
September	Special Visitor (Oxbow Center/Reptile Man)
October	SAIL Store
November	TBA
December	Movie (PK-2 grades); Dance (3-5 grades)
January	Activity Day
February	SAIL Store
March 26	Movie (PK-2 grades); Dance (3-5 grades)
April	Board Game Day
May	SAIL Store

Weekly Incentives

- Coupons for the following incentives will be available to purchase at the School Store located in the Textbook Room during regular operating hours
- Refer to manual for incentives and price menu

Is the observed behavior Classroom-Managed or Office-Managed?

(For Dress Code Violations utilize separate process and form)



Is this a major infraction?

NO

YES

Does this require crisis response?

Referral must be written
1. Contact Office for Administrative assistance for immediate action
or
1. Leave Completed Referral in Administrator's Box

First Classroom Intervention
Warning/Problem Solve
(ex: warning, time-out)

Teacher Determines Intervention(s)/Consequence(s)*
**Process

2nd Incident of Behavior
Complete the Classroom Behavior Report
File in student's folder

Four or more of same incident types within 1-2 weeks may result in a Discipline Referral
(Attach Behavior Tracking Form to Discipline Referral)

Follow-up with student within a week

Call for administrative escort

Crisis Response Team (Administration & SRO)
Proceed to Referral Process as appropriate

Problem Solve/ Investigate

Determine Intervention(s)/Consequence(s)*

Notify Teachers of Interventions/Consequences
Parent Contact
(Copy of referral given to referring teacher, homeroom teacher and parent)

***Additional Resources**
Counselors
School Resource Officer
ESE Student Support Specialist
PBS Team Members
Student Support Team
Teacher Authority Team

??Questions??

or

Comments