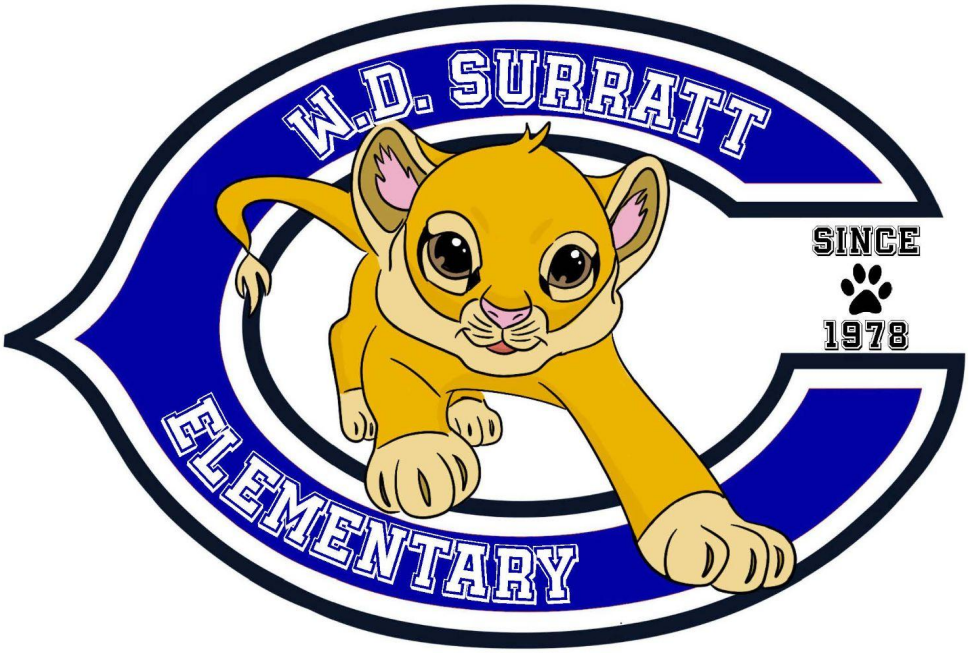


William David Surratt Elementary

PBiS

Positive Behavioral Interventions & Supports

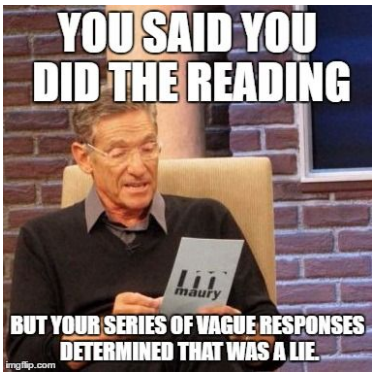
School Wide Plan

Teacher Check-In

How are you feeling this afternoon?



Already annoyed



Feeling unprepared



Nervous about the class rosters



Tired



Happy



Confident

Our Campus PBIS Committee

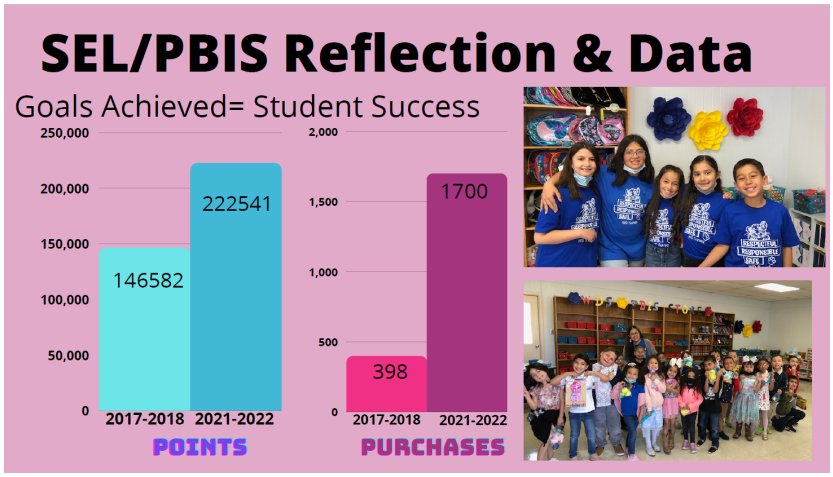
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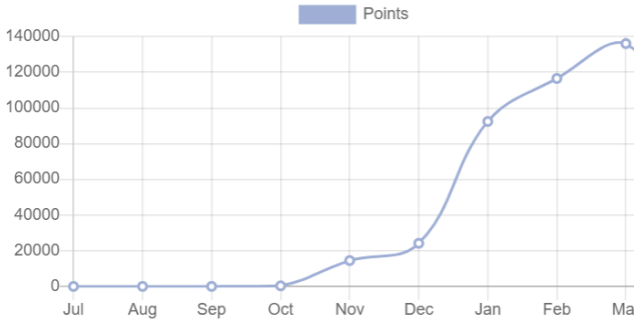












PBIS Contract

Dear Family,

Our school is participating in an important district initiative. It is called Positive Behavior Interventions and Support (PBIS).

What is Positive Behavior Interventions and Support?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have a classroom matrix that includes our classroom rules that define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school.

What are PBIS Rewards?

Our School is using PBIS Rewards to help us with our PBIS program. PBIS Rewards is a technology-based PBIS Management System that helps us with our behavior incentive program. You can learn about PBIS Rewards at their website (www.pbisrewards.com). Further information will be provided to help you get access to the program.

Our students can earn rewards throughout the day by meeting our behavior expectations. These rewards are in the form of electronic points. They can redeem these points for privileges, tangible items, access to class incentives, and other similar things. Our expectation is that we will see overall behavior improve throughout the school and that the number of referrals we have will decrease.

What are the consequences?

Consequences for not following these behavioral expectations will follow a tier system of behaviors.

WDS Tier System for not following PBIS Expectations

Tier 1:

When students exhibit tier 1 behaviors we will use the following steps

1. Restate the Expectation
2. If the behavior is corrected, praise the expected behavior (if behavior persist proceed to #3)
3. Use additional tier 1 strategies as they apply to the situation
4. Document these occurrences using the behavior quadrant
5. If all boxes are filled contact parent to discuss behavior

Tier 2:

When students exhibit tier 2 behaviors we will use the following steps

1. Student/Teacher Conference: Student reviews expectations. Teacher discusses replacement behavior.
2. Use additional tier 2 strategies as they apply to the situation
3. Document these occurrences using the behavior quadrant
4. Parent Contact required for **each** occurance
5. PBIS lead teacher visit required after **occurrence 2 and 4**
6. Office referral will result when all four boxes are full
7. Office referral may be issued for less than 4 offenses if safety or learning environment are severely compromised

Tier 3:

Behaviors under this category will be given an office referral that will require a meeting with administration.

School Wide PBIS Compact

Teacher Responsibilities: I agree that discipline is not punishment, but an opportunity to teach the desired behaviors. I agree to support the school-wide PBIS plan by rewarding students who **P**ractice respect, **A**ccept responsibility, **W**ork together, and **S**tay safe (PAWS). I agree that PBIS points will not be taken away for inappropriate behavior.
Teacher Signature: _____ Date: _____

Parent/Guardian Responsibilities: I have read the PBIS plan and will join you in the effort to make WDS a safe learning environment for my child and others. I agree to support my child's teacher and assist him/her should problems arise.
Parent/Guardian Signature _____ Date : _____

Student Responsibilities: I agree to follow PBIS guidelines and **P**ractice Respect, **A**ct responsibly, **W**ork together, and **S**tay safe (PAWS). I will keep track of my PBIS points at school. If needed, I will complete a classroom reflection sheet, share it with my parents, and use this as a learning experience.
Student Signature _____ Date: _____

Contrato PBIS

Querida familia,
Nuestra escuela está participando en una importante iniciativa del distrito. Se llama Intervenciones y Apoyo para el Comportamiento Positivo (PBIS).

¿Qué son las Intervenciones y el Apoyo para el Comportamiento Positivo?
PBIS es un proceso para crear escuelas más seguras y eficaces. Es un enfoque de sistemas para mejorar la capacidad de las escuelas para educar a todos los niños mediante el desarrollo de sistemas de apoyo conductual basados en investigaciones, en toda la escuela y en el aula. El proceso se enfoca en mejorar la capacidad de una escuela para enseñar y apoyar el comportamiento positivo para todos los estudiantes. En lugar de un programa prescrito, PBIS proporciona sistemas para que las escuelas diseñen, implementen y evalúen planes efectivos para toda la escuela, en el aula, fuera del aula y específicos para los estudiantes. PBIS incluye procedimientos y procesos para toda la escuela destinados a todos los estudiantes y todo el personal en todos los entornos. PBIS no es un programa o un currículo. Es un proceso basado en equipos para la resolución, planificación y evaluación de problemas sistémicos. Es un enfoque para crear un ambiente de aprendizaje seguro y productivo donde los maestros puedan enseñar y todos los estudiantes puedan aprender.

¿Qué es PBIS en nuestra escuela?
Tenemos una matriz de salón de clases que incluye nuestras reglas de salón de clases que definen nuestras expectativas de comportamiento en nuestra escuela. Verá estas reglas publicadas en toda la escuela y su hijo/hija las aprenderá durante sus primeros días en la escuela.

¿Qué son las recompensas PBIS?
Nuestra escuela está utilizando PBIS Rewards para ayudarnos con nuestro programa PBIS. PBIS Rewards es un sistema de administración de PBIS basado en tecnología que nos ayuda con nuestro programa de incentivos de comportamiento. Puede obtener información sobre PBIS Rewards en su sitio web (www.pbisrewards.com). Se proporcionará más información para ayudarles a obtener acceso al programa.

Nuestros estudiantes pueden ganar recompensas a lo largo del día si cumplen con nuestras expectativas de comportamiento. Estas recompensas son en forma de puntos electrónicos. Pueden redimir estos puntos por privilegios, artículos tangibles, acceso a incentivos de clase y otras cosas similares. Nuestra expectativa es que veremos mejorar el comportamiento general en toda la escuela y que la cantidad de referencias que tenemos disminuirá.

¿Cuáles son las consecuencias?
Las consecuencias por no seguir estas expectativas de comportamiento seguirán un sistema de niveles de comportamiento.

Sistema de niveles WDS para no seguir las expectativas de PBIS

Tier 1:

Cuando los estudiantes exhiben comportamientos de nivel 1, usaremos los siguientes pasos

1. Reafirmar la expectativa
2. Elogiar el comportamiento esperado si el comportamiento cambia (si el comportamiento persiste proceda al #3)
3. Usar estrategias adicionales de nivel 1 según se apliquen a la situación
4. Documentar estas ocurrencias usando el cuadrante de comportamiento
5. Si todas las casillas están llenas, comuníquese con los padres para hablar sobre el comportamiento.

Tier 2:

Cuando los estudiantes exhiban comportamientos de nivel 2, usaremos los siguientes pasos

1. Conferencia de estudiante/maestro: el estudiante revisa las expectativas. El maestro discute el comportamiento adecuada.
2. Usar estrategias adicionales de nivel 2 según se apliquen a la situación
3. Documentar estas ocurrencias usando el cuadrante de comportamiento
4. Se requiere contacto con los padres para cada ocurrencia
5. Se requiere la visita del maestro principal de PBIS después de la ocurrencia 2 y 4
6. La remisión a la oficina resultará cuando las cuatro casillas estén llenas
7. La remisión a la oficina se puede emitir por menos de 4 infracciones si la seguridad o el entorno de aprendizaje están gravemente comprometidos

Tier 3:

Comportamientos en esta categoría se les dará una referencia a la oficina que requerirá una reunión con la administración.

Acuerdo de PBIS para toda la escuela

Responsabilidades del maestro: Estoy de acuerdo en que la disciplina no es un castigo, sino una oportunidad para enseñar los comportamientos deseados. Acepto apoyar el plan PBIS de toda la escuela al recompensar a los estudiantes que practican el respeto, aceptan la responsabilidad, trabajan juntos y se mantienen seguros (PAWS). Acepto que los puntos PBIS no se quitarán por comportamiento inapropiado.
Firma del maestro: _____ Fecha: _____

Responsabilidades de los padres/tutores: He leído el plan PBIS y me uniré a ustedes en el esfuerzo de hacer de WDS un entorno de aprendizaje seguro para mi hijo y los demás. Acepto apoyar al maestro de mi hijo y ayudarlo en caso de que surjan problemas.
Firma del padre/tutor _____ Fecha: _____

Responsabilidades del estudiante: Acepto seguir las pautas de PBIS y Practicar el respeto, actuar de manera responsable, trabajar juntos y mantenerme seguro (PAWS). Mantendré un registro de mis puntos PBIS en la escuela. Si es necesario, completaré una hoja de reflexión en el aula, la compartiré con mis padres y la usaré como una experiencia de aprendizaje.
Firma del estudiante _____ Fecha: _____

Guidelines for Teachers and Instructional Staff

- Research and best practices show that schools must create a safe, supportive learning environment. The key in developing a systematic approach to support positive behavior involves families, students, schools, school staff and the community.
- PBIS is proactive, not punitive; it is about teaching children how to be respectful, organized, safe, responsible individuals.
- Only faculty/staff can award PBIS points.
- PBIS points are earned, not taken away.

When do I give out PBIS points?

You give PBIS points when you see specific behaviors that match what is defined, taught, and expected under your classroom expectations and our school wide expectations. A student could earn one point for being on time in the morning, one point for completing homework and turning it in on time, and another point for having materials ready to start the day after breakfast. Whenever you see a problem, turn it into a teachable moment. For instance, when you notice students being loud in the hallway, give PBIS points to those that are walking quietly down the hallway.

How many PBIS points do I give out?

A bunch! Pass out PBIS points in your class as you catch students following our expectations. Randomly reward students for appropriate behavior.

What do I say when I give out points?

The idea is to recognize and emphasize the behavior that earned the point. “You were responsible when you remembered your ID number” instead of “I’m glad you remembered your ID number.” “I like that you are being responsible and safe by walking on the right side of the hallway.” Instead of “I like that you are walking on the right side of the hallway.” Although the student will be receiving a physical (extrinsic) form of immediate reinforcement (PBIS point), the overall goal is that students will realize they are getting a reward because they are doing the right (intrinsic) thing.

What do I need to do on the first day of school?

Introduce the campus wide PBIS plan to your students by defining, teaching and rewarding our PBIS PAWS expectations. Use your classroom poster and posters found throughout the building to assist in teaching PAWS expectations. Review our WDS Expectations with parents at Meet the teacher Night and Open House. Send copies of your student/parent contract home for parents to sign. Continue to teach PAWS Expectations throughout the year. Pass out PBIS points to students who are following expectations. Moments when students are not following PAWS Expectations should be used as teachable moments.

Documentation

Teachers will use the level one quadrant form and the Reflection sheets to document behaviors in the classroom. Teachers will communicate with parents and inform them of the level one infraction. A copy of the level one quadrant will be given to the PBIS team. If you feel that an incident needs to be documented more formally, speak to a campus administrator or PBIS Lead Teacher for support.

W.D. SURRATT
STUDENT BEHAVIOR FLOW CHART

Teacher Managed (Minor) ← What type of behavior is it? → **Office Managed (Major)**

Redirect Student

Intervention 1:
- ✓ Reteach appropriate behavior
- ✓ Verbal reflection
- ✓ Quadrant 1 form
- ✓ Appropriate Intervention
- ✓ Parent Contact

Intervention 2:
- ✓ Reteach appropriate behavior
- ✓ Verbal reflection
- ✓ Quadrant 2 form
- ✓ Appropriate Intervention
- ✓ Parent Contact

Intervention 3:
- ✓ Reteach appropriate behavior
- ✓ Verbal reflection
- ✓ Quadrant 3 form
- ✓ Appropriate Intervention
- ✓ Parent Contact

Intervention 4:
- ✓ Reteach appropriate behavior
- ✓ Written behavior reflection
- ✓ Quadrant 4 document
- ✓ Appropriate Intervention
- ✓ Parent Contact

Minor Teacher Managed
- Defiance/Disrespect/non-compliance
- Disruptive (talking while teacher is speaking; loud voices or noises indoors)
- Dress Code
- Electronic Devices
- Physical Contact-non serious but inappropriate
- Inappropriate language
- Inappropriate lunchroom/assembly behavior
- Minor playground conflicts
- Dishonesty
- Stealing
- Off task
- Cheating
- Arguing with peers
- Tattling
- Teasing
- Not completing classwork/homework

Major Office Managed
- Inappropriate use of technology
- Physical aggression/fight
- Threats of harm self or others
- Theft (electronics, book fair, etc.)
- Harassment/teasing/ taunting
- Destruction of property (vandalism)
- Extreme class distruction
- Leaving/fleeing/ hiding
- Inappropriate items
- Inappropriate physical contact
- Repeat of minor infractions (after teacher intervention has failed four times and contact has been made with parents)

Teacher Response:
- ✓ Complete
- ✓ Communicates behavioral concerns with administration

Administrative Response:
- ✓ Administrator investigates written report
- ✓ Student conduct record is consulted
- ✓ Administrator determines intervention
- ✓ Administrative staff provides feedback to staff member

- ✓ Administration follows up with PBIS team

Possible interventions:
1. Redirect
2. Teacher/student conference/Review Cub Contract
3. Reteach
4. Cooling off time in classroom or buddy classroom
5. Earned privilege
6. Contact parent (class dojo, phone call, google meet)
7. Reflection form
8. Apology note
9. Calming corner/Breathing exercise
10. Reassign seating
11. Temporarily remove distraction
12. Conference w/PBIS or PBIS committee Mentor

For office referral, attach completed copies of classroom behavior reports with interventions teacher has tried.

Student Behavior Record
Tier One Behavior Documentation

Student's Name _____ Teacher's Name _____

Date: _____ Time: _____ Description of incident: ☐ Off task ☐ Talking/Disruptive Behavior ☐ Tattling ☐ Other:_____ Classroom Intervention/Consequence: ☐ Redirect ☐ Teacher/Student Conference ☐ Reteach ☐ Other:_____ Student's Signature _____	Date: _____ Time: _____ Description of incident: ☐ Off task ☐ Talking/Disruptive Behavior ☐ Tattling ☐ Other:_____ Classroom Intervention/Consequence: ☐ Redirect ☐ Teacher/Student Conference ☐ Reteach ☐ Other:_____ Student's Signature _____
Date: _____ Time: _____ Description of incident: ☐ Off task ☐ Talking/Disruptive Behavior ☐ Tattling ☐ Other:_____ Classroom Intervention/Consequence: ☐ Redirect ☐ Teacher/Student Conference ☐ Reteach ☐ Other:_____ Student's Signature _____	Date: _____ Time: _____ Description of incident: ☐ Off task ☐ Talking/Disruptive Behavior ☐ Tattling ☐ Other:_____ Classroom Intervention/Consequence: ☐ Redirect ☐ Teacher/Student Conference ☐ Reteach ☐ Other:_____ Student's Signature _____

Once all 4 quadrants are complete, fill out Cub Contract

My Cub Contract

Name: _____ Date: _____

These are my goals:

1. _____
2. _____
3. _____

These are my consequences if I don't meet my goals:

1. _____
2. _____

These are my reinforcers/rewards if I meet my goals:

1. _____
2. _____

My contract will be reviewed on: _____

Signatures: _____

Tier 2 Flowchart (Parent and PBIS Lead contact required see below for details)

Name: _____	ID: _____
Teacher: _____	Grade Level: _____

When students exhibits tier 2 behaviors please use the following steps:

1. Student/Teacher Conference: Student reviews expectations. Teacher discusses replacement behavior.
2. Use additional tier 2 strategies as they apply to the situation
3. Document these occurrences using the boxes below
4. Parent Contact required for **each** occurance
5. PBIS Lead visit required after **occurrence 2 and 4**
6. Office referral will result when all four boxes are full
7. Office referral may be issued for less than 4 offenses if safety or learning environment are severely compromised

Behaviors	**Strategies/Interventions**
1. Gossip	1. Redirect
2. Stealing	2. Teacher/student conference/Review Cub Contract
3. Inappropriate language directed at others	3. Reteach
4. Make false statements that impact others	4. Cooling off time in classroom or buddy classroom
5. Excessive horseplay	5. Earned privilege
6. Leaving classroom	6. Contact parent (class dojo, phone call, google meet)
7. Minor damage to school property	7. Reflection form
8. Hitting or Kicking	8. Apology note
9. Defiance	9. Calming corner/Breathing exercise
10. Excessive Classroom Disruptions	10. Reassign seating
11. Throwing Objects	11. Temporarily remove distraction
12. (4) repeated Tier 1 Offenses please attach Tier 1 Quadrant	12. Conference w/ counselor/PBIS or Mentor

Quadrant 1	**Quadrant 2**
Date: _____ Time: _____ Location: _____ Description: _____ _____ _____ _____ Strategy(ies) used: _____ Student Signature_____ Parent contact method:_____	Date: _____ Time: _____ Location: _____ Description: _____ _____ _____ _____ Strategy(ies) used: _____ Student Signature_____ Parent contact method:_____
Quadrant 3	**Quadrant 4**
Date: _____ Time: _____ Location: _____ Description: _____ _____ _____ _____ Strategy(ies) used: _____ Student Signature_____ Parent contact method:_____	Date: _____ Time: _____ Location: _____ Description: _____ _____ _____ _____ Strategy(ies) used: _____ Student Signature_____ Parent contact method:_____

Once this quadrant is completed, office referral should be completed please attach this from to the referral

PBIS Lead/Student Conference after every two occurrences required

PBIS Lead Signature_____

Date_____

PBIS Lead Signature_____

Date_____

Tier 3 Flowchart

Behaviors listed below constitute an office referral. These behaviors can also be supported with strategies listed below in addition to the documentation the referral provides. Admin will be the first contact for all referrals however, counselors should be contacted secondly for all offenses with an asterisk.

Self	Others
1. *Inappropriate technology	1. *Bullying 2. *Sexual Harassment 3. *Inappropriate touching 4. Fighting 5. Horseplay causing great harm 6. Cyber bullying 7. Extreme classroom disruption 8. Verbal threats 9. False statements impacting safety 10. Video recording without consent 11. Weapons or contraband 12. Inappropriate language 13. Extreme Classroom Disruption
Property	
1. Destruction of school property ($20 or more)	

Strategies to Support Tier 3 Behaviors

- Technology break if technology is involved
- Remove student from the situation (within 5 minutes if student safety is compromised)
- Parent/Student/Teacher Conference with administration
- Cooling Off Time
- Removal of privileges
- Lunch Reflection Time
- SRO contact will be per administration only

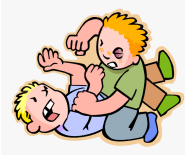
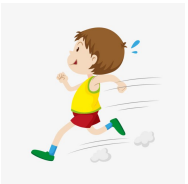
Cub Reflection Sheet

Name: _____

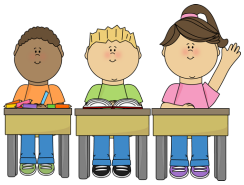
I was feeling

angry	sad	anxious	frustrated	confused
				

So I chose to

Hurt someone	Disrupt the class	Use hurtful words	Did not follow directions	other
				

Next time I will

Ask for help	Use nice words	Stop and think	Follow directions	Ignore it
				

Draw a picture of how you are feeling now.

Teacher comment _____

_____

Parent Contact:

Date: _____ Time: _____

By:

__ Message __ Phone call __ Voicemail __ Note home

Student Signature: _____

Teacher Signature: _____

Cub Reflection Think Sheet

Name: _____

Sometimes our emotions cause us to do things that do not necessarily reflect who we are. For example, a strong feeling of frustration may cause you to become disrespectful towards a peer or teacher. If you are feeling ignored, you may seek attention by acting out in hopes of getting a reaction. This is normal, but we want to make sure our behavior is not interfering with you or anyone else's education. Analyze the choices you made and determine ways to avoid problems in the future. Please understand that I am not judging you for your mistake and we are rooting for you.	I demonstrated a lack of: ☐ Respect ☐ Kindness ☐ Honesty ☐ Compassion ☐ Responsibility ☐ Other: _____

What behavior or choice did I make that did not lineup with our PBIS expectations of me? Be specific and discuss the expectation you did not follow.

Is there anything your teacher needs to know about you that will help them better understand why you did not follow the PBIS expectations.

Circle or highlight the motivation behind your actions

- ☐ I wanted attention from my peers
- ☐ I wanted to avoid attention from my peers
- ☐ I wanted to gain my teacher's attention
- ☐ I wanted to avoid attention from my teacher
- ☐ I lost control of my emotions

Other Reflection: How did my actions affect others?

Improvement Plan:
What will you do differently in the future?

Parent Contact:
Date: _____ Time: _____
By:
__ Message __ Phone call __ Voicemail __ Note home

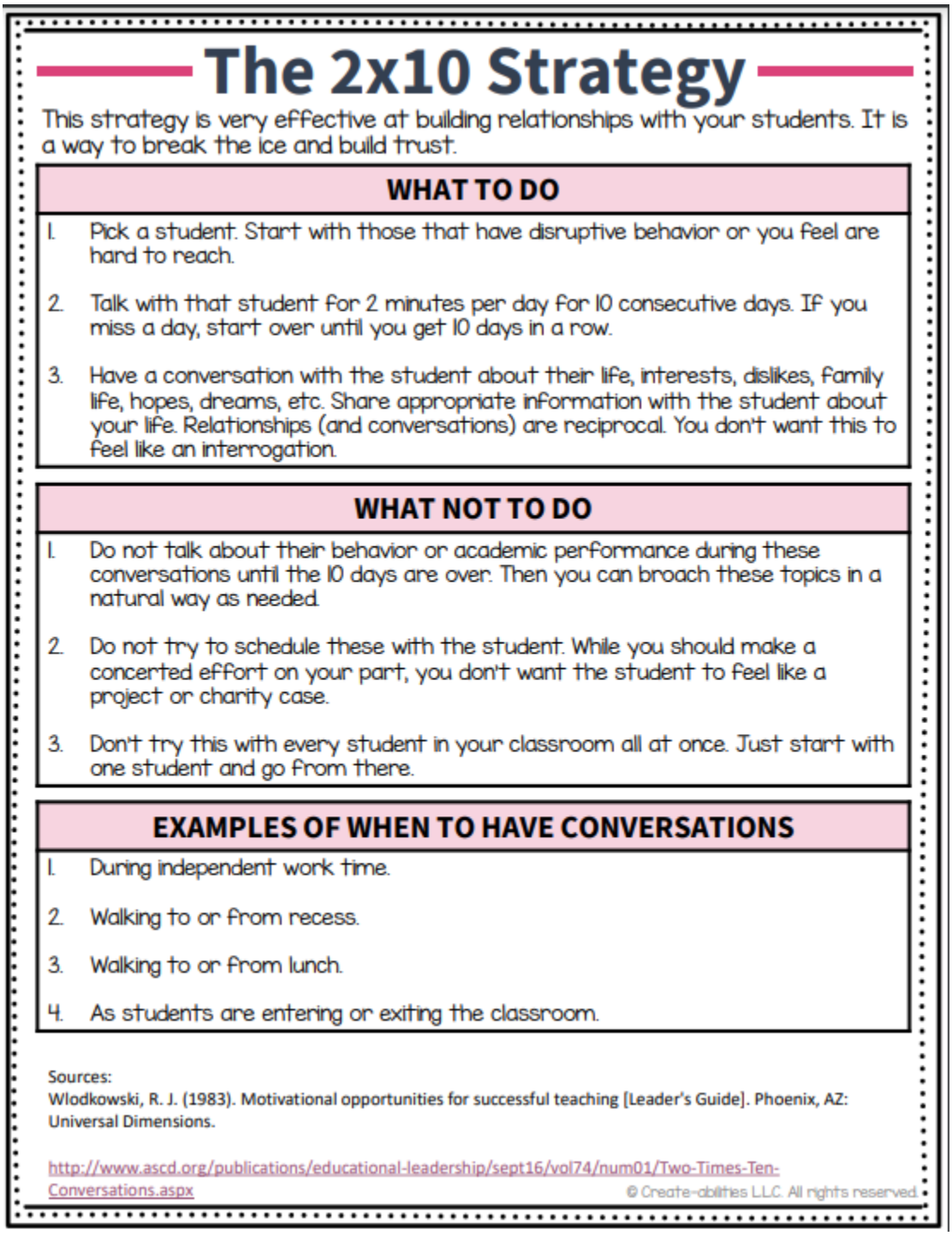
Student Signature: _____
Teacher Signature: _____

PBIS School-Wide Behavior Matrix

WDS PAWS	Practice **Respect**	Act **Responsibly**	Stay **Safe**	Voice Level
Cafeteria	-Practice good manners -Wait patiently -Use inside voices (level 1) -Use kind words like please and thank you	-Be on time and prepared with lunch card or ID number -Follow directions -Clean up your area and dispose of your trash properly	-Walk and stand facing forward -Stay in your assigned spot in line -Eat only your food -Observe the 5 minute rule of eating -Raise your hand for help	1-2 
Classroom	-Use school language -Use appropriate voice levels -Acknowledge and respond to others	-Be on time and ready to learn -Listen attentively -Put forth your best effort -Follow PBIS expectations -Ask for help when needed	-Use materials properly -Keep work area neat -Hands, feet, and objects to yourself -Walk -Sit properly in assigned area	0-3 
Hallway/Breezeway	-Use Voice Level 1 during instructional talk -Respect student work on walls -Give personal space	-Return promptly to class -Help others by opening doors -Follow directions given by adults	-Walk and wait on the right in a straight line -Hands, feet, and objects to yourself -Stay in your assigned spot in line -Listen to directions	0-1 
Restroom	-Remain silent -Wait your turn -Remember to flush -Respect others' privacy	-Use 2 pumps of soap and paper towels -Be sure the trash gets in the trash can -Use restroom in a timely manner	-Use restroom properly -Wash and dry hands -Report any issues in restroom	0 
Bus	-Use kind words	-Follow directions	-Enter and exit bus	0-1

	-Listen to the bus driver -Follow bus expectations -Use inside voices -Use appropriate language	-Sit in your assigned seat -Keep bus clean	walking and in a single file line -Sit in your seat facing forward -Use quiet voices -Keep snacks and other materials in backpack -Hands, feet, and objects to yourself	
Playground	-Take turns and share -Welcome others to play with you -Use kind words	-Follow directions -Resolve disagreements peacefully -Find an adult for help as soon as possible	-Use all equipment properly -Hands, feet, and objects to yourself -Line up when instructed -Stay in designated play areas	2-4 
Gym	-Respect yourself and others -Use appropriate voice -Use school language	-Be ready for instructions -Listen carefully -Try your best Be a good team player -Have good sportsmanship	-Walk to your correct cone color -Hands, feet, and objects to yourself -Use materials properly -Drink only your water bottle	2-4 
Library	-Respect all school materials -Handle materials as instructed -Use quiet voice	-Return materials on time -Handle computers/ipads/books with care -Follow rules	-Walk in the library -Push in your chair -Access only appropriate school websites	0-2 
Assembly	-Applaud at appropriate times -Listen to the message	-Follow directions -Sit on your bottom, with legs criss cross so others behind you can see -Listen and watch presentation	-Stay seated in assigned area -Hands, feet, and objects to yourself	0-1 

Additional Support for Tier 2 and 3



The 2x10 Strategy

This strategy is very effective at building relationships with your students. It is a way to break the ice and build trust.

WHAT TO DO

1. Pick a student. Start with those that have disruptive behavior or you feel are hard to reach.
2. Talk with that student for 2 minutes per day for 10 consecutive days. If you miss a day, start over until you get 10 days in a row.
3. Have a conversation with the student about their life, interests, dislikes, family life, hopes, dreams, etc. Share appropriate information with the student about your life. Relationships (and conversations) are reciprocal. You don't want this to feel like an interrogation.

WHAT NOT TO DO

1. Do not talk about their behavior or academic performance during these conversations until the 10 days are over. Then you can broach these topics in a natural way as needed.
2. Do not try to schedule these with the student. While you should make a concerted effort on your part, you don't want the student to feel like a project or charity case.
3. Don't try this with every student in your classroom all at once. Just start with one student and go from there.

EXAMPLES OF WHEN TO HAVE CONVERSATIONS

1. During independent work time.
2. Walking to or from recess.
3. Walking to or from lunch.
4. As students are entering or exiting the classroom.

Sources:
Wlodkowski, R. J. (1983). Motivational opportunities for successful teaching [Leader's Guide]. Phoenix, AZ: Universal Dimensions.

http://www.ascd.org/publications/educational-leadership/sept16/vol74/num01/Two-Times-Ten-Conversations.aspx

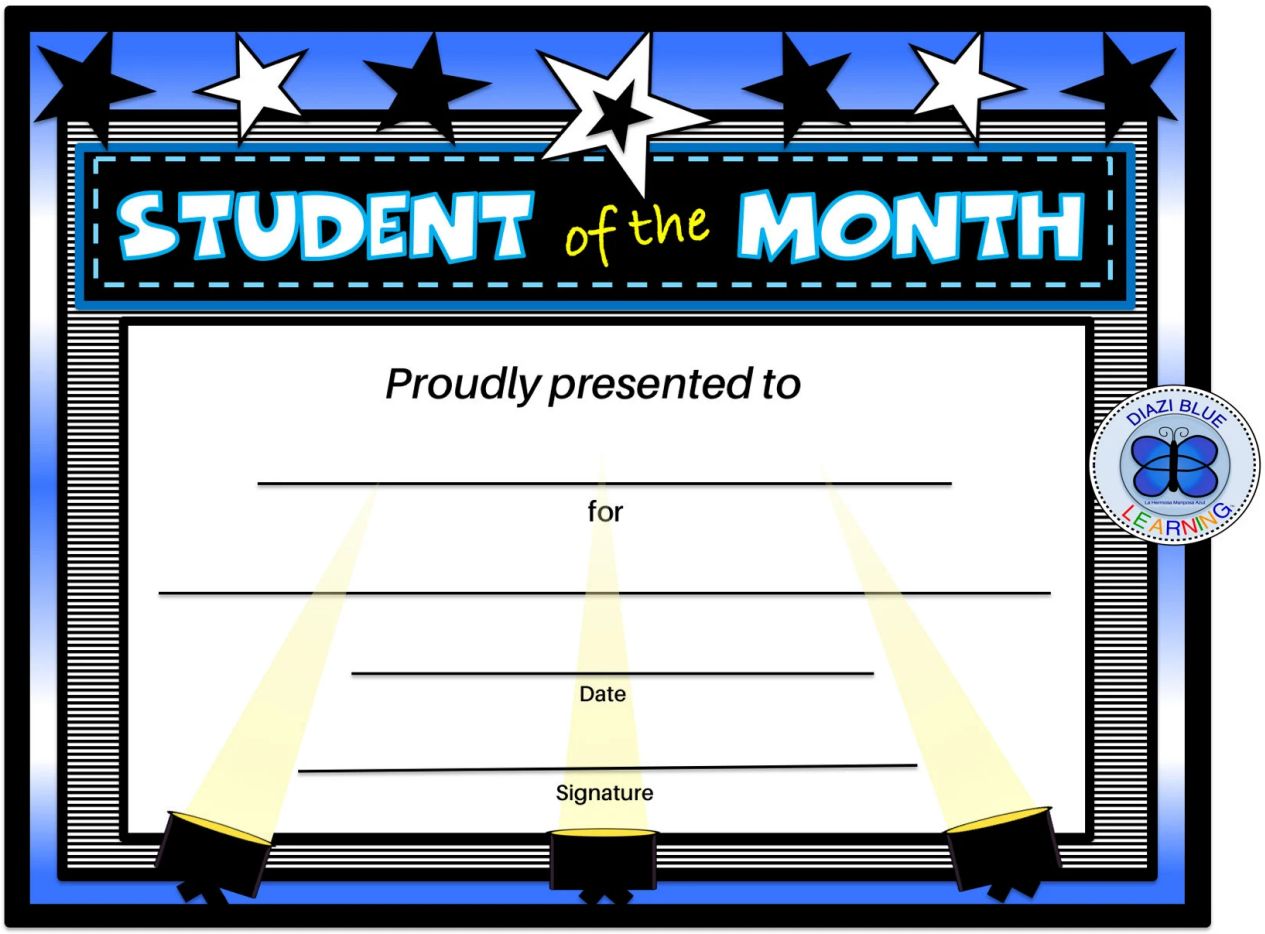
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Mrs. Medina will meet with students who are either at Tier 2 or Tier 3 weekly during PE time to provide SEL lessons, social skills lessons, and support.

PBIS Points Menu (Example)

	Points
Attendance M,F	1
Attendance T, W, Th	2
Arrive to school on time	1
Turns in Homework on time	1
Great Group work	1
Helped a fellow classmate	2
Following Expectations during Fire Drill	5-10
Returned from lunch quietly and quickly	1
Good report from monitors	1
Thumbs up from coaches for excellent behavior at PE	1
Great Behavior note from substitute teacher	3

CLOUD, YOLANDA	5752	9681	5841	0	21274
GUTIERREZ, VENESSA	5307	5352	5303	0	15962
REZA-ARIOLA, ELIZABETH	3808	5518	4260	0	13586



PBIS Student of the Month

PBIS student of the month- 1 per class. Medina will print certificates, take photos, and post to Class Dojo.(no ceremony-Class recognition only)

PAWS

Practice Respect

Accept Responsibility

Work Together

Stay Safe



Who can give out PAWS?

EVERYONE; Teachers, monitors, SRO, S1, aides, PBIS Lead, counselors, CIS, administrators, nurses

Incentives for PAWS?

Each month the classroom with the most PAWS will get to pick their incentive from a list of options. 30 min extra recess day (not during core instruction), 30 min movie (not during core instruction), 1 week of Free Dress for students (and FREE JEANS week for the teacher)

Lunch and PE Cone Colors

	Pre K	Kinder	First	Second	Third	Fourth	Fifth
Blue 	Martinez	Gagas	Jara	Colorado	Parsley	Lopez	Lizarraga
Dark Green 	De La Cruz	Abasta	Berumen	Maese	Cervantes	Valtierra	De Santiago
Yellow 	Samaniego	Hernandez	Gutierrez	Cardenas	Carmona	Garcia	Santiesteban
Red 	Vacancy	Toquinto	Cloud	Palacio	Barraza	Cuellar	Garcia
Orange 		Ordaz	Borunda	Heredia	Cerecerez	Baz	Guillen
Purple 			Hernandez	Gianni	Gallardo	Viramontes	Marquez
Lime Green 			Granados	Ariola	Reiff	Castaneda	Mendoza
Pink 					Moreno	Alcantar	

WDS PBIS Lunch Procedures
Golden Spoon Awards



- Students will sit with their class at assigned tables.
- Golden spoon Award will be given out weekly to ONE class per grade level who displayed PBIS behavior in the cafeteria and cleaned their tables.
- Winner for each week Monday-Friday
- Winners will be announced on Tuesday of the following week.
- Each class that wins for the week will get 20 PBIS points.
- Each month we will have a 1 winner per grade level. The winning classes will get to choose their prize .

Example prizes

-30 minutes of extra recess

-30 minute movie

(cannot be during core instruction)

-Lunch outside on the patio (Mrs. Medina will supervise)

Golden Spoon Awards

	Monday	Tuesday	Wednesday	Thursday	Friday
Martinez					
De La Cruz					
Samaniego					
Soto					

Example: Mrs. Soto's class earned the Golden Spoon for two days. Her class will earn 20 points for that week.



Let's all act like a **CHAMPION** in PE!

Cooperation: Use teamwork and show good sportsmanship.

Hands: Keep hands and body parts to ourselves.

Attention: Enter and exit with a quiet body and voice.

Motivate: Get excited to learn, exercise and have fun.

Prepared: Always wear sneakers and proper clothes.

Involvement: Always participate and give best effort.

Others: Respect the teacher, environment and classmates.

Noise: Quiet & freeze when the music stops, or whistle is blown.



PBIS 2022-2023 Plan Roll Out

Date	Event
July 21	PBIS Parent info @ Meet Teacher
July 21	Parent/Student Sign Parent Contract
July 25	1st day teachers can give PBIS points
July-August	PBIS Store Tour (Schedule to follow)
August 1-5	PBIS Spirit Week
August 5	PBIS Rally
August 8	1st Day students can redeem points from Teacher Classroom store
July 25-August 5th	Fundraiser for glow bracelets and Finger Flashlights
August 26th	First PBIS event; Flashlight Friday

PBIS 2022-2023 Possible Incentives

Month	Date	Points Needed	Possible Incentives
August	26	25	First Flashlight Friday
September		50	Neon Dance Party
October		75	Extra Recess
December		75	Movie Day
January			Sports Day
February			Bubble Day

WD Surratt PBIS Spirit Week

August 1st-5th

Monday: You've done an amazing job learning our PBIS expectations, it's time to relax in a cozy pair of PJs



Tuesday: Hats off to great behavior- Wear your favorite hat



Wednesday: Sock it to negative behavior-Wear your crazy socks



Thursday: Being a team player is so important-Wear your favorite team jersey and Crocs



Friday: Glow in the Dark PBIS Dance- Be Kind and rewind to the 80s/90s dress attire. Wear your bright or glow in the dark outfit!



Semana del espíritu WD Surratt PBIS
1-5 de agosto

Lunes: Ha hecho un trabajo increíble aprendiendo nuestras expectativas de PBIS, es hora de relajarse en un cómodo par de pijamas



Martes: Me quito el sombrero ante un gran comportamiento: use su sombrero/gorra favorito



Miércoles: Dia de calcentines locos: use sus calcetines locos



Jueves: Ser un compañero de equipo es muy importante: use la camiseta de su equipo favorito y Crocs



Viernes: Resplandor en la Oscuridad PBIS Dance - Sea amable y retroceda a la vestimenta de los años 80/90. ¡Usa tu atuendo brillante o que brilla en la oscuridad!



PBIS Parent Night:

Homeroom Teachers will have copies of the Compact (Mrs. Medina will provide copies). Please have all parents sign the compact.

Parent Volunteers needed for PBIS Dance to sell concessions

PBIS Rally

Lower Grades: Clint Junior High Ambassadors, Cheer, mascots, and Band

Upper Grades: Clint High school Student Athletes, Cheer, mascots, and Band

Glow Sticks and Glow in the dark shirt Day





Respectful, Responsible, Safe Rally Signs

PBIS & Fundraising

Hello parents and welcome back to school! We are excited to get our year started! Our first PBIS events are as follows.

July 21st- PBIS Parent/Student/Teacher Contract explanation

July 25th- PBIS Expectations Training for all students begins.

July 25th-First day students can begin earning PBIS points

August 1-August 5th- PBIS Spirit Week

August 5th- PBIS Rally (GLOW IN THE DARK)

August 26th- 1st PBIS points event; FLASHLIGHT FRIDAY

To help raise money for our WDS PBIS store we will be selling glow bracelets and finger flashlights for our August events. Thank you for your continued support!



$1.00



$2.00

Recaudación de fondos

¡Hola padres y bienvenidos de regreso a la escuela! ¡Estamos emocionados de comenzar nuestro año! Nuestros primeros eventos PBIS son los siguientes.

21 de julio- Explicación del Pacto de Padres/Estudiantes/Maestros de PBIS

25 de julio: comienza la capacitación de expectativas de PBIS para todos los estudiantes. 25 de julio: los estudiantes del primer día pueden comenzar a ganar puntos PBIS

1 de agosto-5 de agosto- Semana del espíritu de PBIS

5 de agosto- Rally PBIS (Resplandor en la oscuridad)

26 de agosto - 1er evento de puntos PBIS; VIERNES DE LINTERNA

Para ayudar a recaudar dinero para nuestra tienda WDS PBIS, venderemos pulseres luminosas y linternas para los dedos. ¡Gracias por su continuo apoyo!



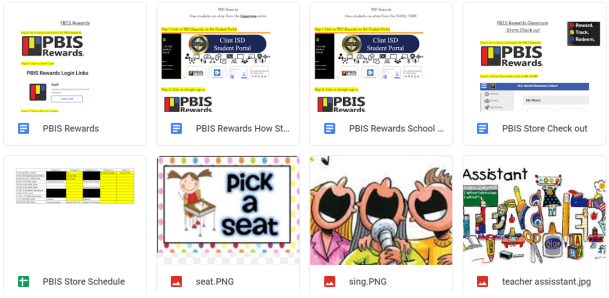
$1.00



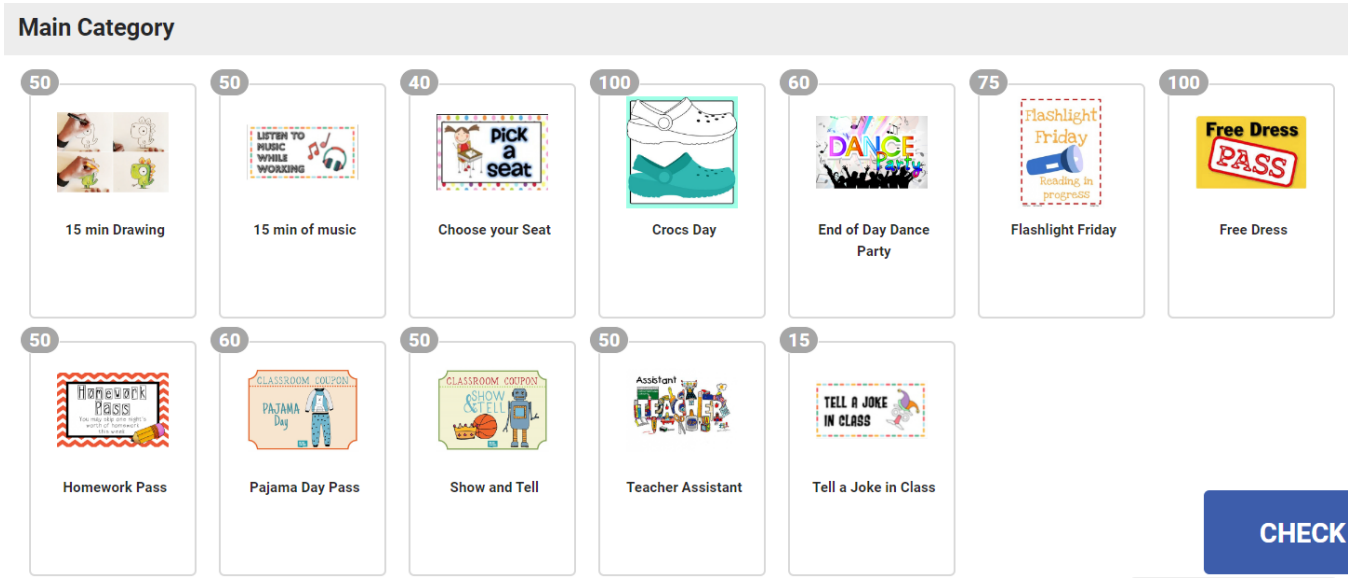
$2.00

- PBIS Training will be provided for new teachers once we have access to the PBIS Rewards website and application.
- Classroom QR sheets will be printed for each classroom.
- Binder with all classes will be made for office staff and monitors
- PE classes will have QR codes by class and can access from website on TV in gym
- Teachers can Access PBIS/SEL lessons in the shared drive





Some possible Classroom Store PBIS Incentives





PBIS Mentor Program

Staff Mentor	Grade	Students
Michele Martinez	*Pre-K*	
Naely De La Cruz	*Pre-K*	
John Gagas	*Kindergarten*	
Rose Toquinto	*Kindergarten*	
Yolanda Cloud	*First Grade*	
Venessa Gutierrez	*First Grade*	
Diana Castaneda	*Second Grade*	
Elizabeth Ariola	*Second Grade*	
Janine Jara	*Third Grade*	
Sandra Cervantes	*Third Grade*	
Christina Viramontes	*Fourth Grade*	
Marcia Alcantar	*Fourth Grade*	
Elias Mendoza	*Fifth Grade*	
Sarah Wexler	*Special Education*	
Christina Avietia	*Special Education*	
Kenneth Morgan	*Special Programs*	

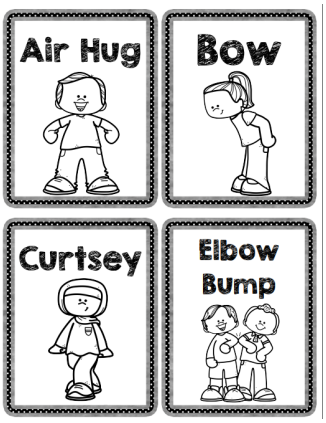
** What do mentors need to do? Say hi, ask how they are, talk to them about their pets, friends, just be another friendly face on campus that cares about the student. Are you interested in being a mentor to one of our kids? The invitation to be a mentor is extended to all staff. Write your name on a post-it if you are interested.

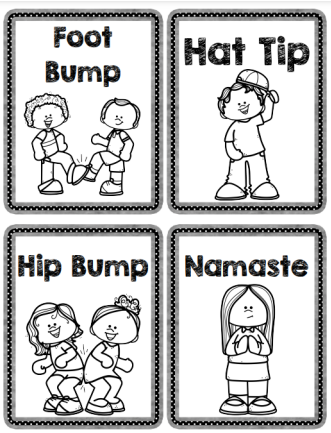
PBIS/SEL Weekly Lesson Schedule

Monday 20 Minutes	Tuesday 10 Minutes	Wednesday 10 Minutes	Thursday 10 Minutes	Friday 10 Minutes
Community Circles	Star student compliment day	Gratitude and Goal Setting	College Thursday	Fun Friday! Movement or Mindfulness

SEL supporting PBIS

Morning Greeting





How can we change it up?

- Take turns, teachers model greeting students. Then students can have the opportunity to greet their classmates.
- Special Guest greeters: Admin, Nurses, Counselors, CIS, PBIS Lead Teacher



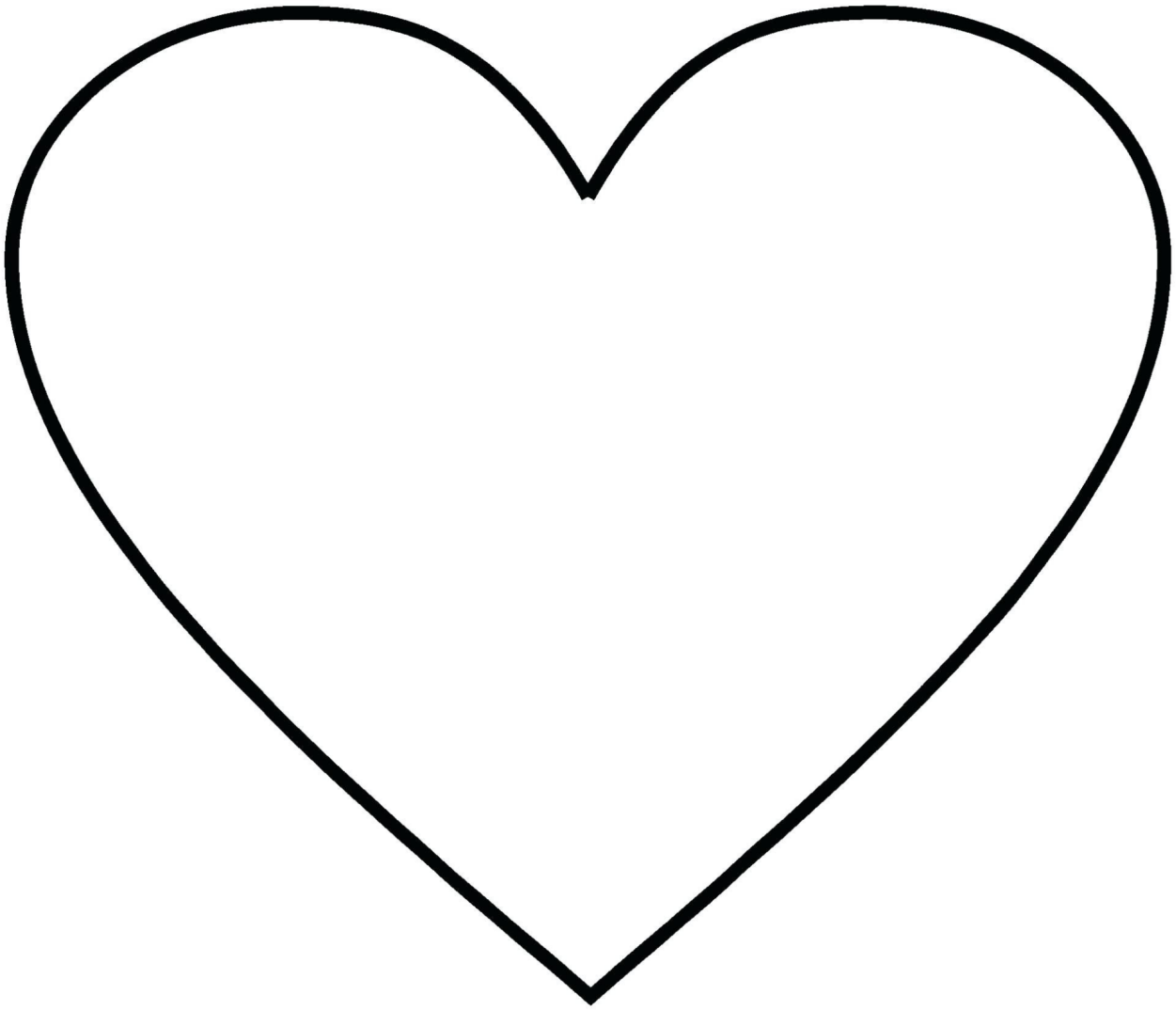
Tuesday Star Student

Every Tuesday, write a student's name on the board. Each student in class will get a post-it and write a positive compliment about that student. Every student should get to have their name on the board twice. At the end of the day the student can take the compliment notes home.



Act of Kindness Heart Challenge

November 13th



Morning Mantra



Every student ask 3 questions when they walk into your classroom daily….

1) **Can I trust you?**
2) **Do you believe I can succeed?**
3) **Do you care about me?**



How does your staff build relationships?

Before starting any quality SEL initiative, have your staff write down all the ways they build relationships with students. It can be things like eating lunch with kids in their classroom or chatting with students in the hallway. It could be a bellringer they use to get their kids attention. Then, have them circle their top three ways they prefer to build relationships with their students. That's their focus everyday for the year.

Schoolwide Home Visits

- Before school starts
- Collaborate with community agencies for hotels, apartment complexes, etc...

Greet at door daily