

Coffee with the Principal

October 24, 2025



Coffee with the Principal
Time to connect with other parents and learn more
about our school and plans for the year!
SWES Community Room (evening events are zoom only)
at 8:25am unless noted differently

Every Other Friday:

- September 18
- October 4 & 18
- November 1
- November 14 at 6:30pm
- December 6
- January 10 & 24
- February 12 at 5:30pm
- February 21
- March 7 & 21
- April 11 at 6:30pm
- April 25
- May 9 & 23

Supporting Positive Behavior at Our School

At South Whidbey Elementary, our goal is to help every student learn and grow—socially, emotionally, and behaviorally.

We use a *tiered system of supports* to promote positive behavior and address challenges in a consistent, caring way.

Tier 1 — PBIS and the Orca Code

Our first layer of support is **PBIS** (Positive Behavioral Interventions and Supports).

We live by our **Orca Code**:

Be Safe. Be Respectful. Be Responsible. Be Kind.

These shared expectations guide everything we do and help create a positive, predictable environment for all students.

We also use our Social Emotional Learning (SEL) curriculum “Caring School Communities” on a daily basis in our classroom - helping to support students in developing strong and caring classroom cultures and relationships.

Recognizing Positive Behavior

Students are recognized for living by the Orca Code!

- They can earn **Orca Bucks** when “caught” making great choices.
- Orca Bucks can be spent at our monthly **Orca Store**.
- Each month, we honor **Orca Students of the Month** who consistently model our values—they visit my office, receive a certificate, and are celebrated schoolwide.

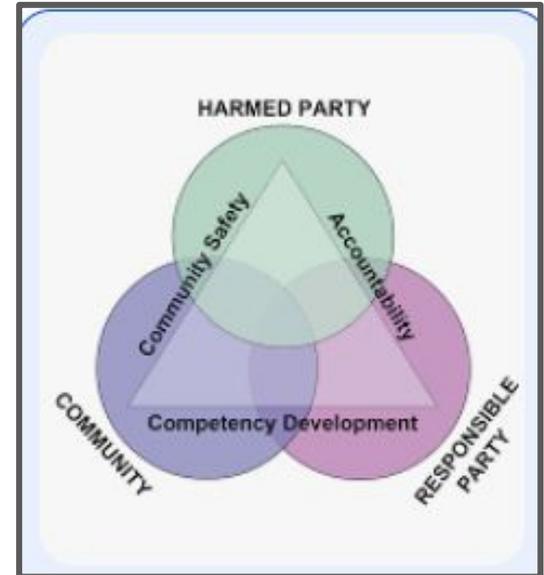


Restorative Conversations

When conflicts arise, we use **restorative practices** to help students repair relationships and take responsibility.

Our staff has been trained by the **RJ Ed team** in restorative conversations.

Students are encouraged to talk through issues, listen to one another, and make things right—building empathy and community.



Life Space Crisis Intervention (LSCI)

Professional Development during 2024/2025 & 2025/2026 with Sarah Dominguez & Team

- **Recognize the important role adults have in supporting students**
 - Regulate
 - Relate
 - Reason

- **Supporting students social emotional development**
 - Validate
 - Give language to their emotions
 - Offer and practice strategies

Life Space Crisis Intervention (LSCI)

11 of our SWES staff have attended this intensive week long training centered on shifting behavioral patterns over time.

- Help students identify the source of their stress
- Learn new ways to understand & perceive situations
- Build social emotional skills
- Foster social responsibility
- Nurture self regulation
- Identify positive friendships



“Relationships are the agent for change”. - Dr. Bruce Perry

Tier 1 Behavior Concerns

Minor conflicts or classroom issues (such as non-physical disagreements or off-task behavior) are handled by **teachers** and **recess supervisors**.

These everyday interactions help students learn problem-solving and self-regulation skills with adult support.

We also use “Think Sheets” (see examples) to help students reflect upon (with adult support for our younger students) the situation and how they can “make it right.”

Tier 2 Behavior Concerns

More significant issues are documented on our **Blue Slips**.

These forms describe what happened and allow for follow-up by our **Assistant Principal** or **Behavior Specialist**.

This level of support often includes coaching, reflection, and additional check-ins to help students make better choices.

Tier 3 Behavior Concerns

Our most serious behavioral concerns are handled by the **Principal or Assistant Principal**, and typically involve parents.

These include incidents such as **fighting, theft, aggression, or bullying**.

The goal at this level is accountability, safety, and restoration—always working toward positive change.

Bus Concerns

Our Transportation Director, Linda Proctor (lproctor@sw.wednet.edu) is available to discuss issues that arise.

Typically, when issues arise on the bus - the driver will speak directly with the parents if they are available either in person or a phone call.

A “bus write-up slip” is sent to the school - and teachers and / or administrators follow up on the issue.

There is a “tiered system” that can ultimately result in short or long term removals from the bus.

Threat Assessment Protocol

When any behavior involves a **threat of harm** (e.g., statements about weapons or violence), we follow our district's **Threat Assessment Protocol**.

This structured process helps us assess safety concerns, involve the right supports, and ensure a safe environment for everyone.

BCBA and Behavior Technician roles

- This work is done under the supervision of a BCBA (Board Certified Behavior Analyst)
- When students are having consistent difficulty finding success within the typical Tier 1 classroom supports, teachers will fill out a request for services form.
- BCBA does initial observation of students. Then we collaborate to determine appropriate interventions.
- This is an ongoing process based on effectiveness of interventions and student need.

SWIS: School-Wide Information System

SWIS (School-Wide Information System) is an online platform used by schools to **track, organize, and analyze student behavior data.**

It's a key tool for supporting a **Positive Behavioral Interventions and Supports (PBIS)** framework.

At the elementary level, SWIS allows staff to:

- **Record behavioral incidents** quickly and consistently (such as referrals, time-outs, or office-managed behaviors).
- **Identify patterns** in behavior by location, time of day, type of behavior, or individual student.
- **Monitor progress** of school-wide PBIS efforts and evaluate whether interventions are effective.
- **Support data-based decision-making** for Tier 1, Tier 2, and Tier 3 supports.

SWIS helps schools shift from reacting to behavior to **proactively supporting students**, ensuring that responses are fair, consistent, and grounded in real data.

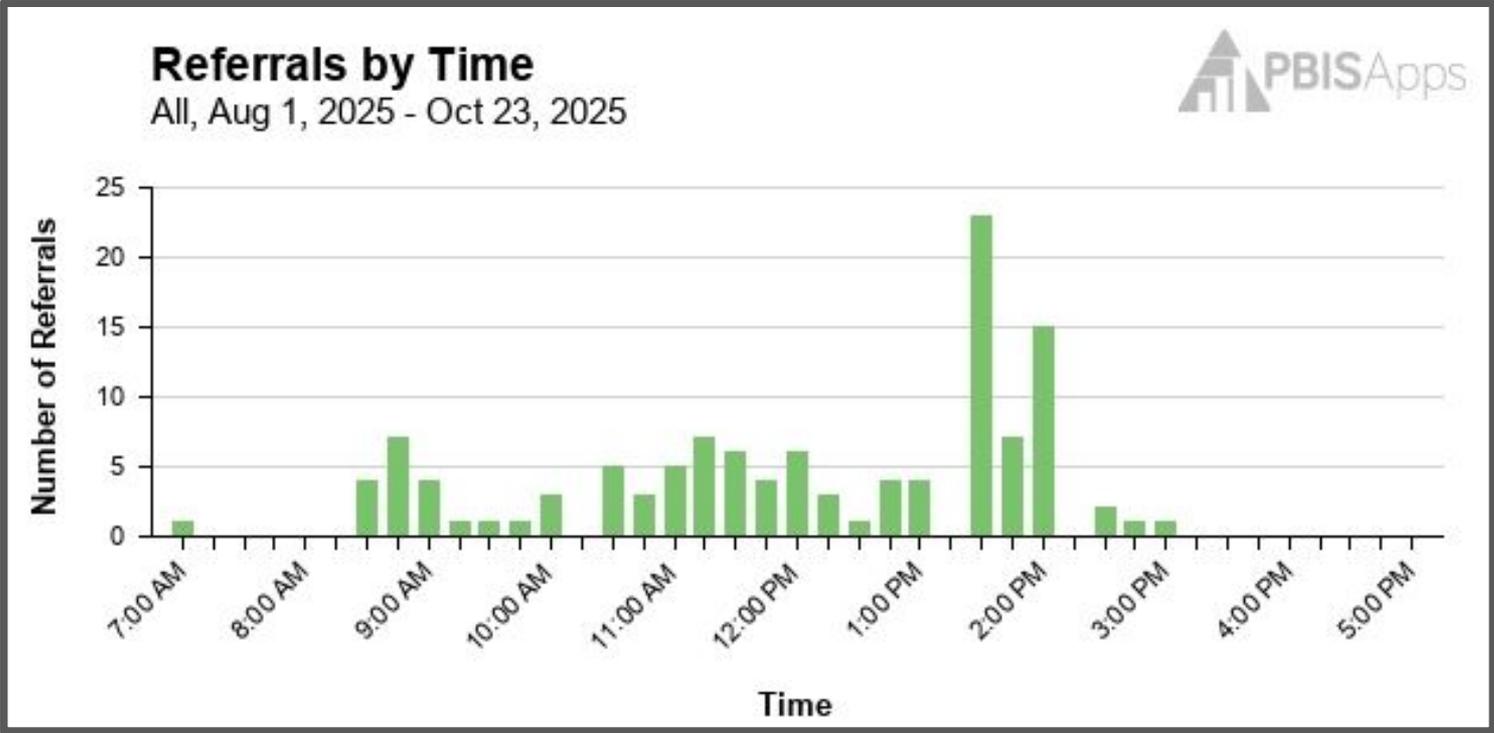
“Office Discipline Referral Forms”

How SWIS Data is Gathered

Staff complete a office discipline referral form when behaviors arise that need to be documented. A copy of the form is being passed around.

The form is aligned with what data needs to be collected to enter into our SWIS data system - providing an overview of the incident, whether it is a Tier 1, Tier 2 or Tier 3 incidents, potential motivation, where the incident occurred, what follow-up has already happened - and what additional follow-up is needed.

SWIS Referrals by Time of Day



Student Support Team Meeting

Every two weeks, our **Student Support Team**—which includes the principal, assistant principal, behavior technicians, school psychologist, and mental health therapists—meets to review **SWIS behavior data** and discuss students who may need additional support.

Together, we analyze patterns, share insights, and **collaborate on strategies** to help students be successful socially, emotionally, and behaviorally.

Bullying and Harassment - What is it?

Our school is committed to a safe educational environment for all students, employees and volunteers, free from bullying, harassment or intimidation. “Bullying, harassment or intimidation” means **any repeated harmful “intentional acts”** refers to the individual’s choice to engage in the bullying act regardless of the outcome. This includes but is not limited to any action that:

- Physically harms any person
- Damages another person’s property
- Interferes with a student’s education or daily routine
- Persists in a manner that creates an uncomfortable, intimidation or threatening educational environment
- Has the effect of substantially disrupting the orderly operation of the school
- Involves the exploitation of a less powerful person



For those unfamiliar with the program, Vector Safe Schools Alert System (located online thru a link on our website (homepage, family information, safe schools, general tip at: <https://www.sw.wednet.edu/connect/report-safety-concern>; by phone (voice or text) at 1-844-611-2505; by email at 1284@alert1.us; and via the web <http://1284.alert1.us>) allows staff, students, and parents to report tips on bullying, harassment, drugs, vandalism or any safety issues. They can do this anonymously as well. The goal is to make the SWSD a safer place to work and learn.

Example / Excerpt of Administrative “Bullying and Harassment Form

Bullies: Need to specify: Name, Age, School, Grade, Notes

Witnesses: Need to specify: Name, Age, School, Grade, Notes

Where did the incident happen? Add Bus Stop and computer

Add a section on Investigation Findings/Evidence of bullying (to be completed by the ticket owner or monitor):

WA State Definitions of Bullying	Look For:	Facts Found:	Impact
<input type="checkbox"/> Physical health (has substantial detrimental effect on the targeted student)	<input type="checkbox"/> Physical injuries <input type="checkbox"/> Other		
<input type="checkbox"/> Damaged the targeted student’s property	<input type="checkbox"/> physical damage <input type="checkbox"/> other		
<input type="checkbox"/> Mental health (substantial detrimental effect on the targeted student)	<input type="checkbox"/> change in emotional behavior <input type="checkbox"/> evidence of anxiety (including physical symptoms) or being nervous and scared <input type="checkbox"/> evidence of internalizing behavior – increased isolation, socially removed <input type="checkbox"/> changes in school attendance; absences, tardies, dismissals <input type="checkbox"/> changes in grades – school		