PBIS Procedures Plan

The PBIS procedure plan should be used throughout the school year to support behavior interventions and positive student behaviors. The plan is developed to target desired expectations in all areas of the school.

**School Expectations**

Students at Sunset Elementary are expected to follow the SHINE expectations in all areas of the school.

**S** - Show respect for myself and others

**H** - Have self-control

**I** - Immediately follow directions

**N** - Neat and tidy at all times

**E** - Expect excellence everyday.

The SHINE expectations are our school expectations. Students and staff are expected to know these expectations by memory. The SHINE expectations are how we “do business” at Sunset Elementary. These expectations are made more specific for the different areas of campus. For example, the expectations in the bathroom are much different than the expectations for the cafeteria. Teachers are expected to teach the school SHINE expectations for every area of the campus during the first two weeks of school as they teach rituals and routines. There are posters throughout the school that clearly explain the expectations for each area. The areas with posters are the cafeteria, hallways, bathrooms, and classrooms. Students going above and beyond to meet expectations will be rewarded. Please see the section below for more information on our reward system.

It is important to remember, we never lower our expectations of students. We may need to increase the amount of support provided to individual students, but we never lower our expectations. The goal is to have a school full of students that truly understand how we want them to behave and learn while at school. Our students come from different backgrounds where the expectations in each home are vastly different. We want to train them how to be a student at Sunset Elementary. The best way to accomplish this is to thoroughly teach our behavior expectations and consistently follow through with PBIS procedures.

**SHINE Expectations for Campus**

The following are the expectations for transition locations around the school. These expectations should be taught explicitly and thoroughly during the first two weeks of school. The teaching model should follow the “I do, We do, You do” teaching method. If students do not correctly follow the expectations as listed, please have the students start over with the task. Repeat this process until mastery is achieved. The process of starting over with expectations should begin during the teaching of the rituals and routines of school and should continue over the course of the year.

**Cafeteria:** Teachers should review these expectations with their class before leaving the classroom for the cafeteria.

**S** - Stay seated. Feet under table.

**H** - Use your partner voice

**I** - Follow directions

**N** - Clean your area

**E** - Use your table manners

**Hallways:**

**S** - Walk on the right side

**H** - Keep hands, feet, and objects to yourself  
**I** - Quietly face forward

**N** - Maintain a straight line

**E** - Earn a compliment

**Bathrooms:**

**S** - Use toilets correctly

**H** - Keep hands, feet, and objects to yourself

**I** - Rush and Flush

**N** - Wash hands with 1 pump of soap

**E** - Exit quietly

**Playground:** Teachers should meet with their class at a playground sign and review these expectations before releasing the students to recess.

**S** - Share and return equipment appropriately

**H** - Stay in your personal space

**I** - Line up the first time called

**N** - Keep up with all items (jackets, lunch boxes)

**E** - Include others in your activity

When students fail to follow these expectations, the teacher should reteach the expectation immediately. We want our expectations to be so ingrained in our students, that the teacher can simply say “expectations” when he/she sees students not complying and immediately all students will begin to follow expectations. This will not happen without consistent reinforcement of these expectations. Students are to meet these expectations every minute of every school day, no exceptions. It is our job to be the consistent reminder students need.

**Re-teaching Expectations** - If groups of students or the entire class is struggling with a certain expectation, this shows a teaching problem and the expectation should be retaught to the entire class. If individual students are struggling with a certain expectation, then this is a student problem. The teacher’s plan to target this individual student must be intentional. Pre-correction works wonders for students in this category. Pre-correction is simply reminding the student of an upcoming expectation before the student attempts to meet the expectation. For example, “Josh, we are getting ready to transition to the cafeteria, please remember to walk on the right side of the hallway with your hands and feet to yourself.”

**PBIS Resources** - We have created PBIS lesson plans to be used for the SHINE Expectations. Please feel free to use these resources as tools to remind students of our expectations throughout the year. When students are going “above and beyond” to meet SHINE expectations, they should be rewarded. Please see below for more information regarding our Reward System.

**Classroom Expectations**

**SHINE Expectations for Classroom** - Each grade level decides what the SHINE expectations are for their grade. The grade group must be in agreement for each expectation. The classroom expectations must be very specific and must help address common behavior concerns in each grade. For example, “What does it look like for a 1st grade student to have self-control while in the classroom?” This may look different than the answer to the same question for a 5th grader. Each classroom at Sunset Elementary should have a classroom matrix poster that lists the SHINE expectations for that grade level posted in the classroom. The classroom matrix is a teaching tool to be used throughout the year, not decoration to fill a space on the wall. It is vital that all students understand and follow the expectations on the chart. All teachers are expected to review and explicitly teach these expectations during the first two weeks of rituals and routines.

When students fail to follow these expectations, the teacher should reteach the expectation immediately. We want our expectations to be so ingrained in our students, that the teacher can simply say “expectations” when he/she sees students not complying and immediately all students will begin to follow expectations. This will not happen without consistent reinforcement of these expectations. Students are to meet these expectations every minute of every school day, no exceptions. It is our job to be the consistent reminder students need.

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**Procedures Chart** - Each classroom should also have a procedures chart hanging in the classroom. This is also a teaching tool to be used by the teacher for important rituals/routines in the classroom. This poster should list a specific expectations and include a step-by-step procedure to meet this expectation. For example, “Students will transition quietly and quickly from one group to the next.” If this is the expectation, then your procedures will be as follows:

1.) When you hear the bell/buzzer/chime, please stop working.

2.) Clean up your area

3.) Stand quietly behind your chair

4.) Push your chair in

5.) Line up with your group

6.) Listen for teacher instruction to rotate

7.) Rotate to your next group

8.) Sit quietly at your next group

9.) Get out materials needed for that group.

10.) Begin working quietly

If this sounds like a lot of steps, it is. But students in each classroom will clearly understand the expectations for transitioning in the classroom. Time spent teaching the step-by-step directions and consistently reinforcing them throughout the year, will provide a tenfold return on time over the course of the year. Time spent explicitly teaching and re-teaching the PBIS expectations will cause teachers to spend less time dealing with discipline issues. Please remember to make students start over if multiple students are struggling with any of these expectations. Stop instruction, refer to the procedures chart, and have students try again. As we progress through the year, you may not need the expectations poster hanging in your room. You may need to change/modify the expectations listed on your procedures chart. This completely depends on the behavior of the students and the specific areas they need reinforcement.

**Individual Expectation Visual Reminder** - As you progress through the year, you may notice groups of students struggling with the same expectation. A way to help teach this expectation is make an individual poster with a reminder about the specific expectation. This poster should be placed in a prominent location which students can easily see. For example, “Lining up quickly and quietly for lunch”

1. When the teacher prompts, the students will stand up quietly behind their seat

2. Students will push their chairs under the table/desk

3. The line-leader will be in the front of the line, standing on the \_\_\_\_\_

4. Students choosing lunch choice number 1 will line up behind the line-leader

5. The students choosing lunch choice number 2 will line up behind the other students

6. Students bringing their lunch from home will get in the back of the line

**PBIS Resources** - We have created PBIS lesson plans to be used for the SHINE Expectations. We have also created videos for each of the SHINE Expectations for the classroom. Please feel free to use these resources as tools to remind students of our expectations throughout the year. When students are going “above and

beyond” to meet SHINE expectations, they should be rewarded. Please see below for more information regarding our Reward System.

**Reward System**

Students at Sunset Elementary have several opportunities to be rewarded throughout the school year. We want to focus our effort and energy on rewarding and reinforcing positive behavior as opposed to reprimanding negative behavior. Sunset students have the opportunity to earn immediate, weekly, monthly, quarterly, semester, and yearly rewards for exhibiting positive behavior. Students can earn the opportunity to individually receive Starbucks, the chance to be Star of the Week, Star Student of the Month, Shining Star of the Quarter, and fun activities for having no office referrals for the semester and the year. It is important to reward students when they are meeting our expectations. Not only does this reinforce the behavior you want to see, but it reminds students exhibiting negative behavior of our expectations in a positive and conducive manner. The reward system should only be about 10% of our PBIS initiative. The power behind PBIS is having school-wide expectations and consistently reteaching and enforcing those expectations. Before long, the PBIS expectations become the only way students know how to behave.

**Immediate Rewards:**

* **Praise** - Anytime students are meeting expectations, they should be praised. This can be accomplished in a variety of ways. Students can be praised individually, in groups, or as a class. Best practices tell us a 5 to 1 ratio of positive comments to corrective comments is ideal for classrooms. By consistently praising students for meeting expectations, the 5:1 ratio is much easier to reach. The challenge as a teacher is to make speaking to students in this way a habit rather than a protocol. Praise should be the most frequently used reward/reinforcement at Sunset Elementary.
* **Starbucks** - We use a paper “Starbuck” for our token system at Sunset. Students can be given a Starbuck by any staff member at Sunset, certified or classified. Starbucks should be given to students that are going “above and beyond” to meet the SHINE expectations. Praise should be used for students that are simply complying. The value of each Starbuck given by staff is $1. Admin also give away Starbucks, but the value of these is $5. Starbucks should never be given to an entire class for positive behavior, praise should be used in this circumstance. It is important that we hold the value of a Starbuck high. To do this, we will not allow individual reward systems in the classrooms, some teachers call these treasure chests, etc. We want to utilize our Starbuck system and be very consistent with it. Starbucks are the reward! Think of it this way, if a student saves up 5 Starbucks and purchases a decorated pencil from the school store, but another student in the same class is allowed to choose a similar pencil from the “treasure chest” for a single behavior, this de-values our Starbuck system. A great way to use Starbucks is in areas where we see students struggling to meet expectations. The cafeteria is a great example. Paras and support staff should be reinforcing correct behavior by using Starbucks during lunch. We encourage everyone to utilize the Starbuck system, just make sure you are consistent and follow the procedures mentioned in this plan.
* **Starbuck Store** - Students can spend their accumulated Starbucks in the Starbuck Store. The Starbuck Store is located in the Media Center and teachers can take their students to visit the Starbuck Store as needed throughout the year. Teachers may combine the visit to the Starbuck Store with a Media Center visit to check out books or to utilize our Google Virtual Reality Headsets. Students can purchase items from the Starbuck Store to take home, or they can purchase consumable passes for various items/tasks around campus. The PBIS team will distribute an updated Starbuck Store Menu at the beginning of each school year for teachers to review with students. This will build understanding on the available items in the store. Some items are more costly than other items. Students can decide if they want to save their Starbucks to purchase bigger items or spend them more frequently on smaller items.
* **Motivation Jars** - All classes in Kindergarten - 5th grade will use motivation jars. The Motivation Jar rewards classrooms not individuals. The purpose of these Motivation Jars is to encourage student motivation and passion for learning. If the students in each class demonstrate motivation and passion for learning in each of the 4 content areas and activity class, they can earn 1 gem in their motivation jar. This allows them to earn 5 gems per day, 1 for each content area class (ELA, Math, Science, Writing/SS) including activity block. The teacher picking students up from the activity block should check with the activity teacher to see if the class earned their gem for that day. Demonstrating motivation and passion looks like students that are actively engaged in the lesson, collaborating with peers in a positive manner, completing assignments in an appropriate time-frame, and quickly transitioning between activities. It is important to be consistent with the use of these jars. Do not give the students a gem for being motivated and passionate about learning if they were not demonstrating these characteristics in your class. Consistency is key! Students can also earn 5 gems in their Motivation Jar if 80% of the students score above 80% (90% for Gifted/High Achieving Class) on their common assessment in ELA and Math. Students can earn 10 gems in their Motivation Jar if 100% of students score above 80% (90% for Gifted/High Achieving Class) on their common assessments in ELA and Math. The classroom will be rewarded by filling the jar up with gems as follows:
  + Each time the jar is filled to the 3rd line from the bottom, the class earns a 30 minute recess. Please communicate the time of the extra recess to the principal.
  + Filling jar up the 1st time - $20 Starbuck for each student
  + Filling jar up the 2nd time - Pizza Party
  + Filling jar up the 3rd time - Ice-Cream Party
  + Filling jar up the 4th time - Pop-corn and a Movie

**Weekly Rewards:**

* **Star of the Week** - Each week, homeroom teachers will choose a Star of the Week. The winner of this reward should be the student who best met the SHINE expectations for the entire week. The teacher will submit the student’s name via google form each week. The form will be emailed out by the assistant principal. Every homeroom teacher is responsible for submitting a name for Star of the Week every week. The winning students will receive a $5 Starbuck and will have their name called during morning announcements on Friday. Some teachers have a special designated space for the Star of the Week to sit for the entire week, this idea is completely optional.
* **Positive Postcard** - Each week, every teacher will choose 2 students to receive a Positive Postcard. These postcards will be mailed each week by the front office. The Positive Postcards will be placed in staff boxes on Monday or Tuesday of each week. All staff are responsible for completing these postcards. Please write a few sentences about the great things the receiving student is doing and sign your name. Please make sure to choose the correct mailing address from Infinite Campus and make sure to record it correctly on the postcard. If postcards are returned, we will place them in your box to be sent home with the child. Please check the returned postcard to see why it was returned and updated your records accordingly. Postcards should not be sent to the Star of the Week for the same week. Postcards should be turned in to the receptionist at the front desk by 3:30 on Thursday. The purpose of this timeline is to mail the cards with Thursday’s outgoing mail. The receptionist will keep a tally on the postcards received and will contact teachers missing the 3:30 deadline. It would be a good practice to include a reminder about Positive Postcards in weekly PLC meetings on Wednesday. All teachers will need to complete a Positive Postcard to every student in their class during preplanning with a welcome to school message expressing excitement about the new year. All teachers will also send a Positive Postcard to every student after Christmas break with a welcome back to school message expressing determination to finish the year strong.
* **Principal’s Shining Student** - Each week, the principal and assistant principal will choose two students to receive a Principal’s Shining Student postcard. This postcard will be mailed to the student. The recipient will be a student modeling service, empathy, compassion for others.

**Monthly Rewards:**

* **Student of the Month** - Each month, homeroom teachers will choose a Student of the Month. The winner of this reward should be the student who best met the SHINE expectations for the entire month. The teacher will submit the student’s name via google form each month. The form will be emailed out by the assistant principal prior to the end of each month. Every homeroom teacher is responsible for submitting a name for Student of the Month. The winning students will receive a 30 minute extra recess, an ice-cream party, and will have their picture taken for the newspaper/FB page. The students will also have their name called on morning announcements as well as be recognized in the quarterly Honors program.
* **Sunset Point of Pride** - At the conclusion of each Unit, students scoring 80 or higher on their Unit Test will receive a Sunset Point of Pride postcard. The purpose of this card is to brag on the hard work of the students to his/her parents. Students scoring on grade level on Benchmark Assessments will also receive a Sunset Point of Pride postcard. It is important that we celebrate our academic accomplishments as much/more than we do our behavior or athletic accomplishments.

**Quarterly Rewards:**

* **Shining Star of the Quarter** - Each quarter, homeroom teachers will choose a Shining Star of the Quarter. This is the biggest award given away at each quarterly Honors program. The winner of this reward should be the student who best met the SHINE expectations for the entire quarter. The teacher will submit the student’s name via Honors template from the Media Specialist. Every homeroom teacher is responsible for submitting a name for Shining Star of the Quarter. The winning students will receive a trophy at Honors Day.

**Semester Rewards:**

* **Roasting S’mores** - Students with no major referrals in the first semester will be invited to attend a roasting S’mores party. The teachers will be provided with a list of students with a major referral in the 1st semester. These students are not allowed to participate in the event. Teachers may appeal a student’s participation in the semester reward if the students has only 1 referral by emailing the principal for consideration.
* **Make your own Ice-cream Sundae** - Students with no major referrals in the second semester will be invited to attend a make your own ice-cream sundae party. The teachers will be provided with a list of students with a major referral in the 2nd semester. These students are not allowed to participate in the event. Teachers may appeal a student’s participation in the semester reward if the students has only 1 major referral by emailing the principal for consideration.

**Yearly Rewards:**

* **Water Day** - Students with no major referrals for the school year will be invited to attend Water Day. The teachers will be provided with a list of students with a major referral for the school year. These students are not allowed to participate in the event. Teachers may appeal a student’s participation in the event if the student has only 1 or 2 major referrals by emailing the principal for consideration.

**Parent Rewards**

Parents are greatly encouraged to be an active participant in their child’s education. Parents are rewarded with a “Parent Buck” each time they are on campus to volunteer in the classroom, eat with their child(ren), or attend parent conference/after school events. The teacher gives the parent a parent buck to complete. Parent Bucks are turned in at the front desk when the parent signs out. Each month, a drawing will be held to determine the Parent of the Month for that month. The winner will receive a Sunset Parent of the Month yard sign, a $25 gift certificate, and a picture will be taken to go on the school's Facebook page and in the newspaper.

**Behavior Support Strategies**

**Student Interest Survey** - Teachers will administer the student interest survey with students 1:1.. This information will be used to help teachers get to know their students and build positive relationships with them. Whenever a new student moves into the school, the homeroom teacher should administer the student interest survey to the new student. The results of this survey should be shared with team teachers in grades 2nd-5th as well as ESOL/SPED teachers when applicable. Implementation: First Month of School

**Birthday Celebrations** - On each students birthday, the homeroom teacher should take a few minutes to have students celebrate each other. Students will be given a sentence starter and they fill in the blank. The sentence starter is “I am glad you were born because…” Implementation: Preplanning and ongoing during the year.

**Greeting at the Door** - Teachers should greet students each morning by standing at/outside their door. The greeting should include: 1.) Greeting 2.) Student’s Name 3.) Directions upon entering the room. Support staff that are stationed in the hallway should greet students walking to class. The greeting should include 1.) Greeting 2.) Student Name (as you learn them) 3.) Encouragement. This should occur every morning with no exceptions. Implementation: First 2 Weeks of School and ongoing during the year

**Temperature Check** - Teachers should have students communicate their mood by using a 1-4/5 point scale (1 is best, 4/5 is worst). Students should help determine what emotions belong in each rating. For example: Students may say 1 means: happy, focused, ready. Use the feelings wheel below to help you get started. Each grade level decides how this will look and feel in your grade including if you want a 4 or 5 point scale. See example below. This should be a quick check in with students each morning and should be completed in a confidential manner. If a student says they are at 3-4, make a note to have a conversation with them and ask what is going on. Give them a chance to talk about their feelings. Let them know you care about them and it is your goal to have them end the day at a 1. Set a goal for the day by asking a simple question, “Josh, what do I need to do to help you get to a 1 by lunch?” Implementation: First Month of School and ongoing during the year

**Personal Matrix** - Once students understand the SHINE Expectations, homeroom teachers should complete this whole-group activity with their class. The purpose of this activity is to help students understand what the SHINE expectations look like at school and compare that to what the SHINE expectations look like at home and with their friends. The power of this activity is helping students see a bigger purpose in behavior expectations and how they can apply them in all areas of their lives. Modifications for PK - 1st grade may be needed. Students in these grades can draw pictures or verbally give answers to adults. The teacher should complete a personal matrix as well (remembering what your life was when you were in that grade). The teacher should share their example with the class as an example. When all students have completed the Personal Matrix activity, the teacher will complete the Personal Matrix Teacher Worksheet and submit it to the principal. Implementation: First Month of School

**Neutralizing Routine** - Our Neutralizing Routine is S.U.N.

S - Stop and Breathe

U - Understand Feelings

N - Now proceed calmly

This strategy is used as a preventative measure to de-escalate situations. The primary purpose of this strategy is to help the adults in the building to take a moment to think before responding to difficult situations. This strategy also has value with the students as it gives them a tool to help them calm down before they respond with inappropriate words or actions. Staff Members will 1.) receive a S.U.N. sticker on their ID Badge cover 2.) receive an arm band to wear as a reminder 3.) see S.U.N. signs posted in the classrooms and in the hallways 4.) hear reminders during morning announcements. This strategy should be taught and reviewed with students throughout the school year when students are working through the emotions of a difficult situation. Implementation: First Month of School

**Other Strategies To Be Used During The Year**

These strategies will be used as needed throughout the school year. Admin will communicate which strategies will be used and who will need to use them.

**Class-wide Affirmations** - This is an acknowledgement or encouragement used with the entire class to remind the students of our expectations. This can look like a chant or motto used by every student in the room. See links below for samples:

<https://www.youtube.com/watch?v=Z5EAwzEbTyc>

<https://www.youtube.com/watch?v=gtR8JWaUBu8>

<https://www.youtube.com/watch?v=za1jU54E45g>

<https://www.youtube.com/watch?v=qbe64AAjtYs&t=55s>

**Micro-Affirmations** - This is an acknowledgement or encouragement used with an individual student. These can be simple actions like a fist bump, high-five, or a hug. These can also be verbal statements given to students. Micro-affirmations are any explicit indication that you care about the student and you want them in your classroom. These help build a positive social and learning learning environment, model caring and respect for others, and strengthen relationships.

For example:

1.) After an absence the teacher might say, “I’m really glad you are here today. We missed you.”

2.) To get a student to talk to you, “I’d really like to hear your opinion on this. I always appreciate your ideas.”

3.) To a student struggling with self-regulation, “You know, you are a real leader in this class.” or “Try again...you’ve got this!”

4.) To celebrate individuals, “I enjoy being around you.” or “I love your energy”

5.) To encourage growth, “Instead of I can’t, right now I am struggling with…” or “Instead of I can’t, I’ve got this!”

Please see the links below for examples:

<https://www.youtube.com/watch?v=Z5EAwzEbTyc>

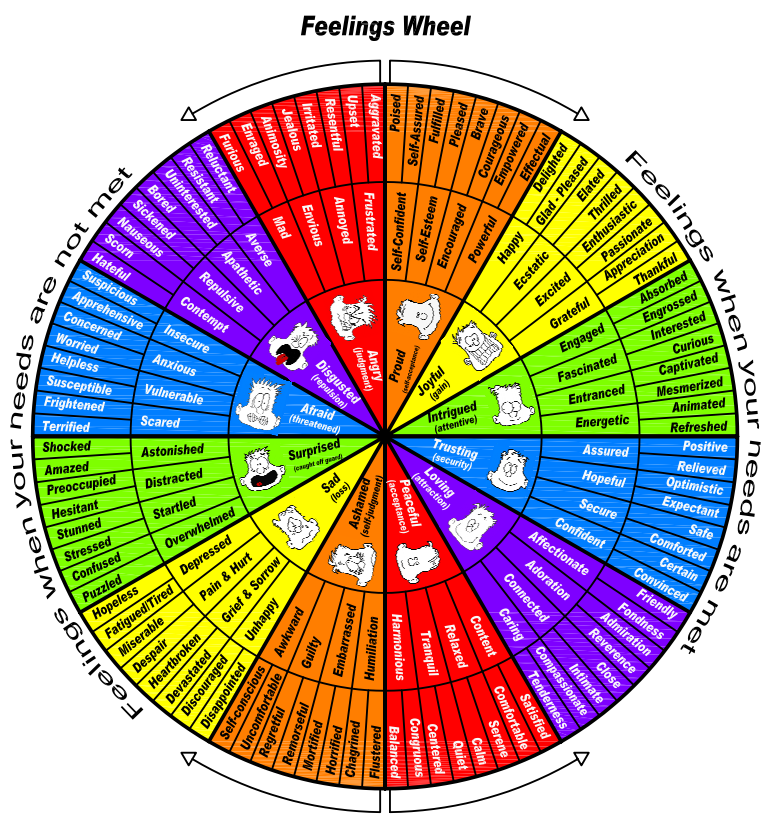
<https://www.youtube.com/watch?v=qjl9ExT3fso>

**60 Second Strategy** - Teachers can use this strategy to help students reflect on their day. At the conclusion of the day, students share an 1.) Aha moment 2.) Apology to someone 3.) Appreciation for someone. This strategy helps build a climate of respect and trust. It encourages students to be transparent and vulnerable with each other.

**Family Sayings** - Teachers use this strategy to gather the positive family sayings mentioned to students when they are away from school. These sayings can come from parents, coaches, extended family members or others. After gathering these statements from students, the teachers create a graphic to display these sayings in the classroom. The teacher can use these positive statements to help encourage students during the school year.

**Planned Praise** - Teachers use this strategy when they notice a time period with unusually high difficult behavior. The teacher simply plans to praise students correctly demonstrating the proper behavior as a way to encourage all students to meet the expectations during this time of day. This strategy can be used with the class as a whole or with individual students.

**Pre-corrections** - Teachers use this strategy to remind students of the expectations before the students attempt to demonstrate the expectations. This is a way to correct challenging behavior before it occurs. For example, if a student(s) struggles with transitioning to recess, the teacher will pre-correct the student(s) by saying, “Students remember how important it is for us to walk quietly down the right-side of the hallway. Once we get outside, please remember to meet me at the playground expectations sign.”

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