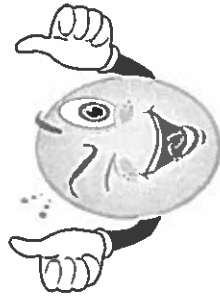


WHAT DOES PBS LOOK LIKE AT STANLEY

- *A small number of clear expectations for success.*
- *Teachers, staff, and students are able to state the expectations and rules.*
- *Students are taught the expectations and rules.*
- *Teachers continuously teach the expectations and rules.*
- *Teachers know what behaviors to manage and what behaviors the administration will manage.*
- *Students are rewarded for meeting the expectations and following the rules.*



Information

For questions or concerns regarding Stanley Switlik's School-wide Positive Behavior Support, you may contact any of the following core team members at Stanley Switlik:

Brett Unke, Principal

Mary Lou Darczuk, PBS Coach

Sarah Morton, Curriculum

Stanley Switlik Elementary School



Positive

Behavior

Support

3400 Overseas Highway
Marathon, FL 33050

Tel: (305) 289-2490



What is School-wide

Positive Behavior Support?

School-wide Positive Behavior Support (PBS) is a different way of motivating students and setting behavioral expectations at Stanley Switlik School.

PBS is....

- Proactive: Trying to prevent inappropriate behaviors by putting procedures in place and if needed changing the environment.
- Educative: Teaching the students what we expect of them while on our campus demonstrating appropriate behavior and following school wide rules.
- Negative consequences may still be given for inappropriate behavior.

School Rules and Expectations

Stanley Switlik

Positive
Responsible
Involved
Dependable
Encouraging

School Rules and Expectations

Cafeteria Rules

Take your lunch directly to your seat.
Allow for personal space.
Be polite!
Leave your area clean!
Enter and exit the cafeteria in a quiet line.
Show your sign.

Recess Rules

Right choices!
Equipment used correctly.
Can you see the Teacher?
Exercise your body.
Share Equipment.
Safety first.

Dismissal Rules

Have your backpack ready.
Obey Directions.
Mind your manners.
Enter the bus quietly and stay seated.

School Wide Rules

Walk quietly.
Always follow directions.
Listen and look forward.
Keep hands and feet to yourself.

Bathroom Rules

Flush the toilet!
Leave the area clean.
Use a quiet Voice.
Sanitize your hands.
Help conserve supplies.

PROGRAMA COMPORTAMIENTO
POSITIVA

- Una pequeña cantidad de claro expectativas para el éxito.
- Profesores, personal, y los estudiantes pueden indicar las expectativas y las reglas.
- enseñamos a los estudiantes expectativas y reglas.
- Los profesores enseñan continuamente a las expectativas y a las reglas.
- Los profesores saben que comportamientos a manejar y qué comportamientos la administración manejará.
- Recompensamos a los estudiantes que están obedeciendo las reglas.

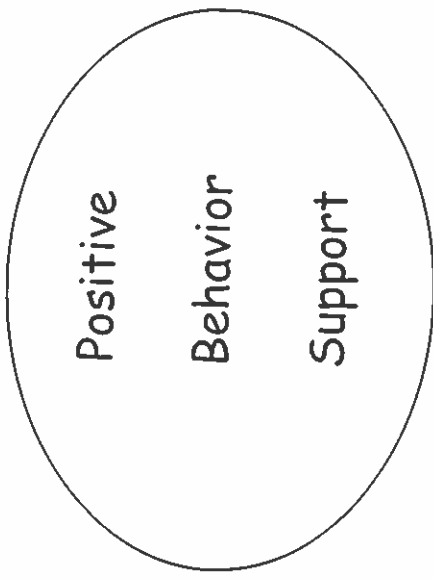


Information

Por preguntas o preocupaciones con respecto del programa comportamiento positiva de Stanley Switlik, usted puedes hablar con uno de los miembros de equipo en Stanley Switlik:

- David Murphy, Principal
- Ana Hortensi, Assistant Principal
- Lisa Kendrick, Team Leader
- Steve Ferrise, Behavior Specialist

Stanley
Switlik
Elementary
School



3400 Overseas Highway
Marathon, FL 33050

Tel: (305) 289-2490



Que es ¿Ayuda positiva del comportamiento?

La ayuda positiva del comportamiento (PBS) es una manera diferente de motivar a estudiantes y de determinación del comportamiento expectativas en la escuela de Stanley Switlik.

PBS es

- Intentar prevenir comportamientos inadecuados poniendo procedimientos en el lugar y si es necesario cambiando el ambiente.
- Educativo: Enseñando los estudiantes a lo que esperamos de ellos mientras estan en nuestra escuela (expectativas). Enseñando nuestros estudiantes las reglas para los ajustes especificos (cafetería, pasillo, autobús etc.)
- Refuerzo: recompensan los estudiantes por demostración comportamiento apropiada y siguiendo las reglas de la escuela.
- Las consecuencias negativas se pueden todavía dar para el comportamiento inadecuado.

Stanley Switlik

- | | |
|-------------|-------------|
| Positive | Positivo |
| Responsible | Responsable |
| Involved | Implicado |
| Dependable | Confiable |
| Encouraging | Animar |

School Wide Rules

- Walk quietly.
Caminar silencioso.
- Always follow directions.
Siga siempre las direcciones.
- Listen and look forward.
Escuche y mire adelante.
- Keep hands and feet to yourself.
Guarde las manos y los pies a usted.

Bathroom Rules

- Flush the toilet! Descargue!
- Leave the area clean. Deje el área limpia.
- Use a quiet Voice. Utilice una voz reservada.
- Sanitize your hands. Esterilice sus manos.
- Help conserve supplies. Ayuda conserva jabón y papel.

Cafeteria Rules

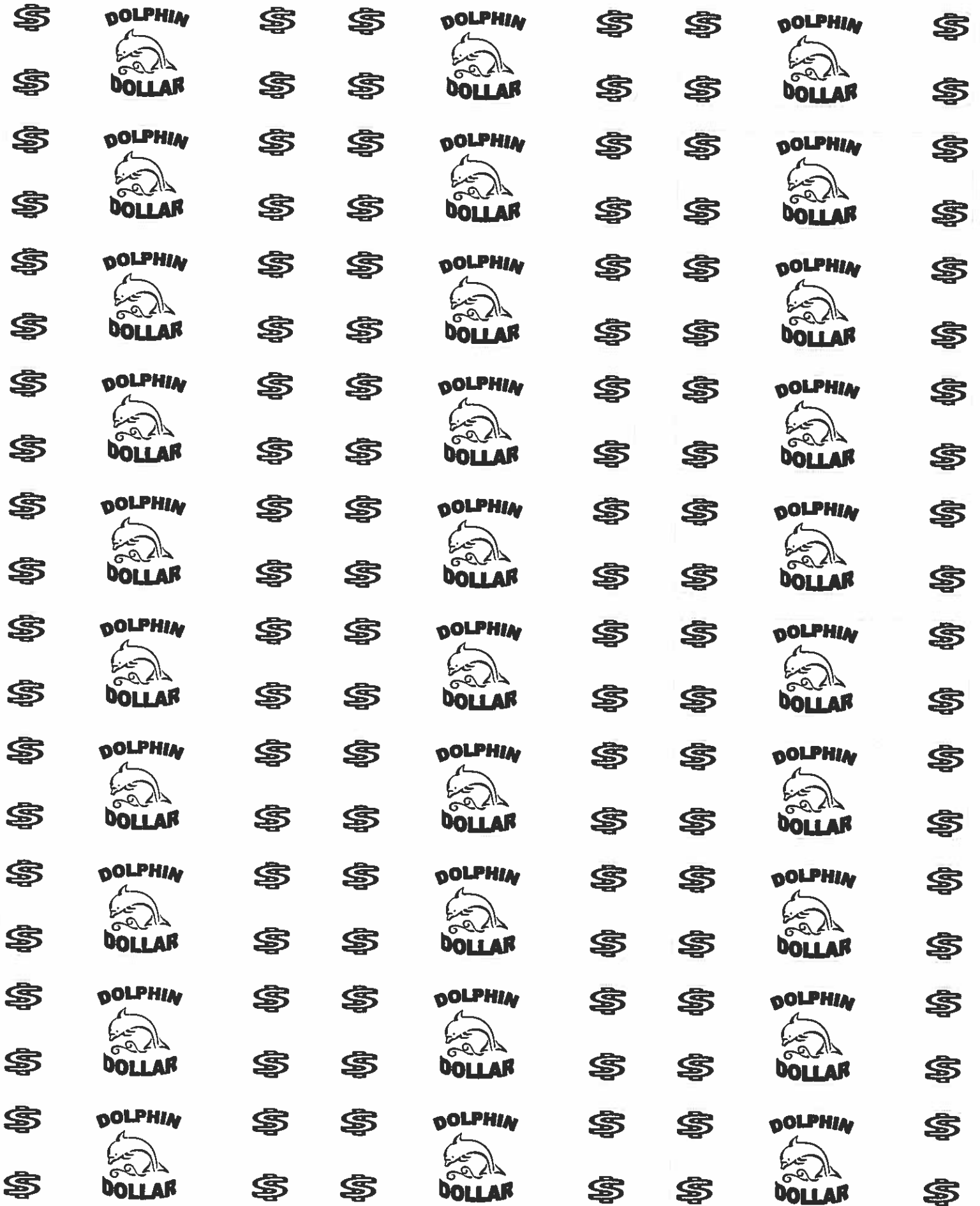
- Take your lunch directly to your seat. Lleve su almuerzo directamente su asiento.
- Allow for personal space. Tenga espacio personal.
- Be polite! ¡Sea cortés!
- Leave your area clean! ¡Deje su area limpia!
- Enter and exit the cafeteria in a quiet line. Entre y salga la cafetería en una línea reservada.
- Show your sign. Demuestre su muestra.

Recess Rules

- Right choices! ¡Opciones correctas!
- Equipment used correctly. Utilice el equipo correctamente.
- Can you see the Teacher? Tenga vista del profesor.
- Exercise your body. Dé su cuerpo ejercicio.
- Share Equipment. Comparta el equipo.
- Safety first. Seguridad primera.

Dismissal Rules

- Have your backpack ready. Tenga su maleta listo.
- Obey Directions. Obedezca las direcciones.
- Mind your manners. Utilice sus maneras.
- Enter the bus quietly and stay seated. Entre en el autobús reservado y permanezca asentado.



Dolphin Pride Dolphin Pride

Student Name _____

Teacher _____

Student Name _____

Teacher _____

Grade: Pre K 1 2 3 4 5 6 _____

Date _____

Grade: Pre K 1 2 3 4 5 6 _____

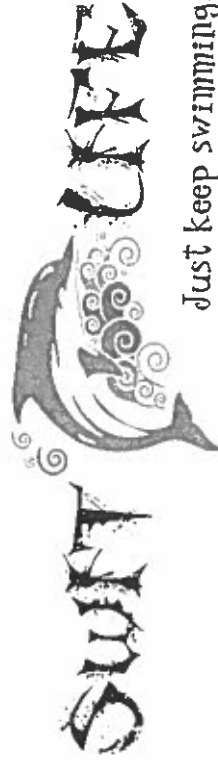
Date _____

- Outstanding Classroom Behavior Good Citizenship
- Improvement in Behavior Courageous Effort
- Improvement in Classwork Courage to Do What's Right
- Thoughtful or Considerate Action Other
- Mature and Responsible Behavior

- Outstanding Classroom Behavior Good Citizenship
- Improvement in Behavior Courageous Effort
- Improvement in Classwork Courage to Do What's Right
- Thoughtful or Considerate Action Other
- Mature and Responsible Behavior

Details

Details



Just keep swimming.....



Just keep swimming.....

Principal's Signature _____

Principal's Signature _____



What is ClassDojo?

ClassDojo is a classroom tool that helps teachers save time, boost classroom engagement, and improve student behavior quickly and easily, with no painful data entry. ClassDojo also lets you communicate student progress with parents and students. Best of all, it's completely free!



Behavior management finally made positive

- Award feedback points for specific behaviors, learning habits, and accomplishments in class
- Everything is logged in realtime and organized for you



See full classroom engagement in minutes

- All of the avatars, behaviors, and other visuals are pre-loaded for you so you can hit the ground running
- Customization takes seconds. ClassDojo works with every teaching style



Get beautiful, hassle-free behavior reports

- Track behavior and class trends - with just one click! No more having to interrupt the flow of class
- Gain valuable insights with ClassDojo TrendSpotter



Let students track their own progress

- Let students reflect on their in-class performance with their student accounts
- Build positive learning habits that last a lifetime



Send reports to parents with one click

- Break down the barriers between the classroom and home
- Get parents informed and on your side quickly and easily



Track points with any Android or iOS device

- Award points on the go, wherever you are: in class, in the hallway, on a field trip, or anywhere else!
- No more lugging clipboards around or taking time out of class

Sign up for free, and see what other teachers are saying, at

www.classdojo.com

Referrals

Many of the behavior problems that occur in the classroom can be best handled by the classroom teacher by giving detention, time out, proximity, moving student, or teacher to parent contact. Below is a list of behaviors that are generally considered "regular" versus "severe". The behaviors that are listed as "regular" should be dealt with by the classroom teacher. Occasionally the "regular" offenses can escalate to "severe" and at that time may be sent to the office with a written referral. Only the "severe" behaviors deem a written referral. Please note; the written referral is a legal document it may not contain slanderous statements or more than one student name. *Please feel free to call the administrator with details, names and specifics at extension 59301 to elaborate. Do not write an elaborate description with other students' names on the referrals.*

"Regular"

(Can be dealt with in the classroom)

- *talking
- *picking
- (Non-physical)
- *not prepared
- *fussy cranky
- *name calling
- *refusal to work
- *minimal verbal threats
- *tattling
- *burying shoes
- *putting head on desk
- *toys/candy /cell phones
- *refusal to work
- *passing notes
- *passively refusing to work
- *putting head down

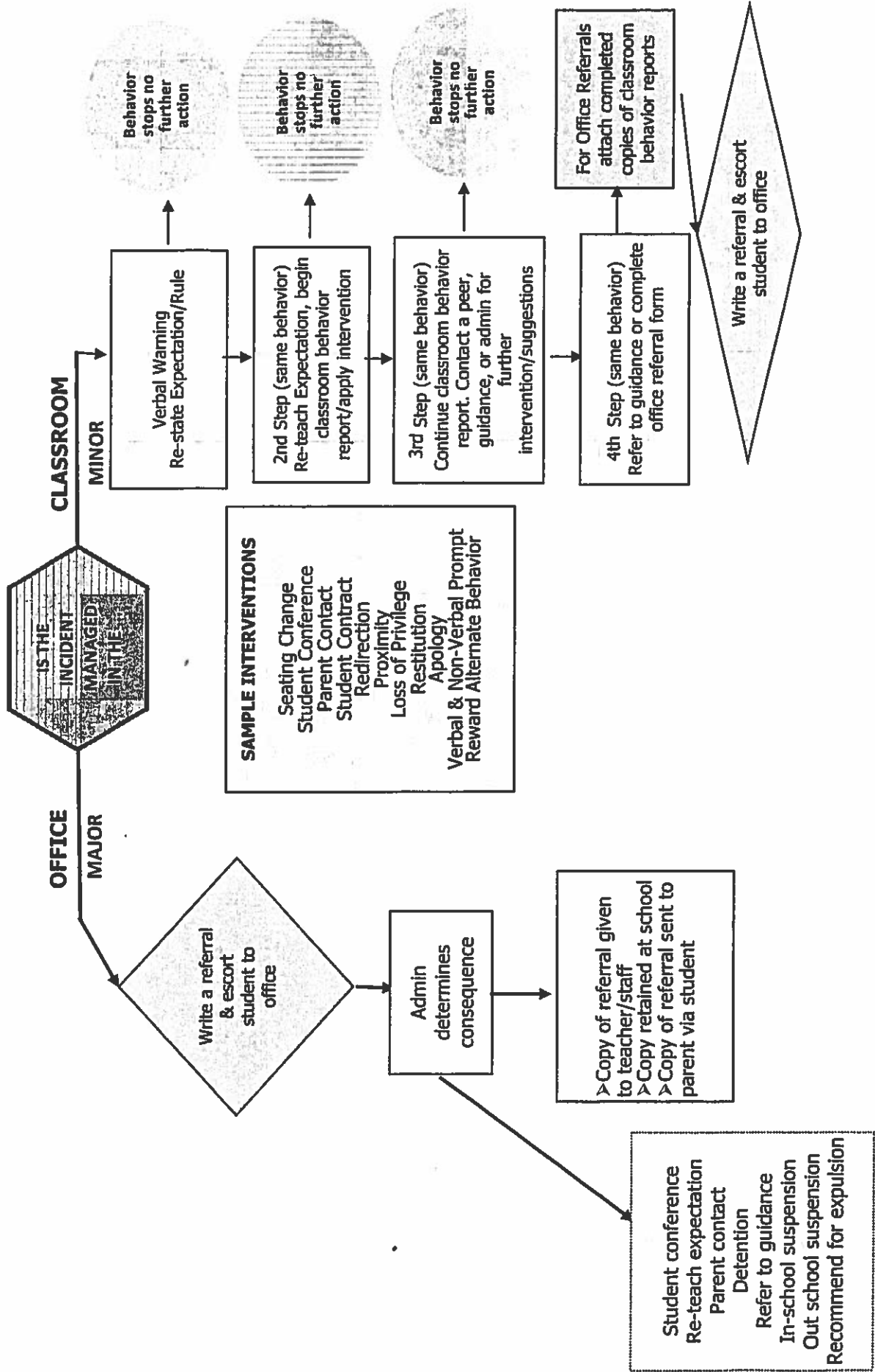
"Severe"

(Cause for written referral to office)

- *profanity directed
at the teacher
- *fighting
- *weapons
- *disrespecting staff
- *throwing something
causing injury
- * written threats
- * bullying
- *stink bombs
- *inappropriate touching
- * leaving campus
- * threatening staff

While the "regular" offenses are very irritating the recommendation is to first try your behavior plan with the student then call the parent followed by contacting the principal for further assistance.

Behavior Flowchart



Behavior Tracking Form 2013-2014

This is not a referral. However, continuation of behaviors may result in an office discipline referral.

Student	Teacher	Grade	Gender
INCIDENT 1 TYPE (Check One):			
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____	

Date	Time	Other:	
INTERVENTION (Check One):		POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Peer mediation <input type="checkbox"/> Recovery in room <input type="checkbox"/> Time out <input type="checkbox"/> Curricular modification	<input type="checkbox"/> Student contract <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Verbal cue <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Loss of recess <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

Parent Contacted: _____

Comment: _____

INCIDENT 2 TYPE (Check One):			
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____	

Date	Time	Other:	
INTERVENTION (Check One):		POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Peer mediation <input type="checkbox"/> Recovery in room <input type="checkbox"/> Time out <input type="checkbox"/> Curricular modification	<input type="checkbox"/> Student contract <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Verbal cue <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Loss of recess <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

Parent Contacted: _____

Comment: _____

INCIDENT 3 TYPE (Check One):			
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical contact	<input type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____	

Date	Time	Other:	
INTERVENTION (Check One):		POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Peer mediation <input type="checkbox"/> Recovery in room <input type="checkbox"/> Time out <input type="checkbox"/> Curricular modification	<input type="checkbox"/> Student contract <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Verbal cue <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Loss of recess <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Don't Know <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

Parent Contacted: _____

Comment: _____