

Milan C-2 Elementary PBS Lessons Learned:

Are we there yet???

Are We There Yet?

Our goals today are to lead you through the following topics:

- Steps to the writing and revision of a matrix, procedures, and routines.
- Find out how our building's social skills lessons went from a one person job to a multi teacher job
- Celebrate, celebrate, celebrate...How the staff got involved in the celebration process.

Demographics

- Northeast Missouri
- Rural Setting
- K-12 District
- 720 total student population
- 76% Free and Reduced
- 43% ELL Population, 23% qualify for ELL Services

Purpose of PBS/Buy In

- Behaviors were not in control
- Inconsistency with teachers' expectations
- PBS in progress at other schools
- Realization that teaching universal social skills through a common weekly lesson could improve student behavior
- New Staff appreciate procedures being in place

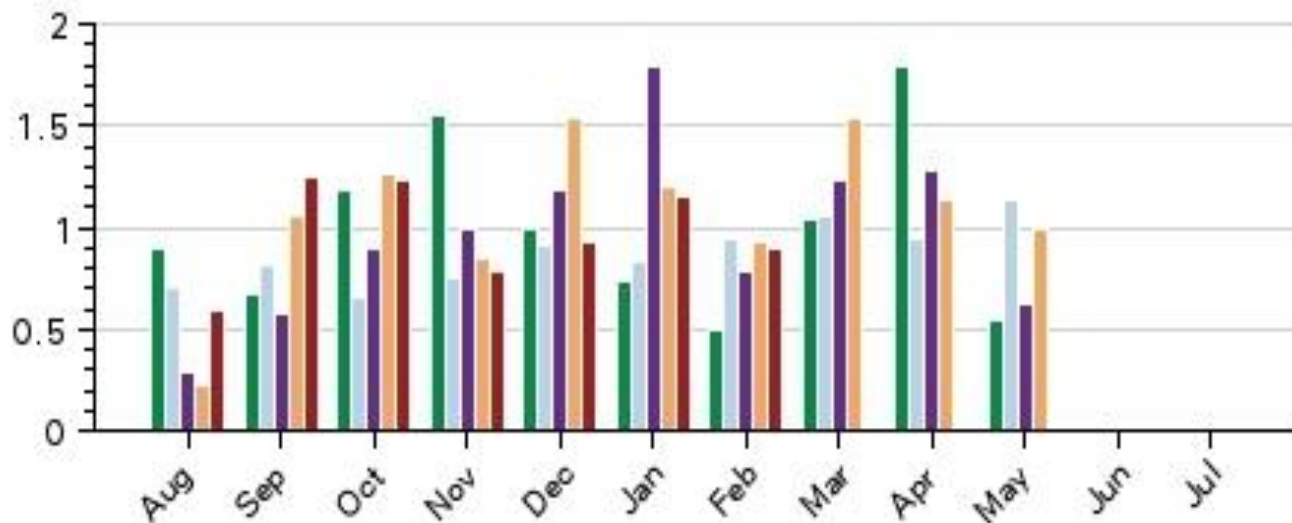
Major data over time

Average Referrals Per Day Per Month - Multi-Year

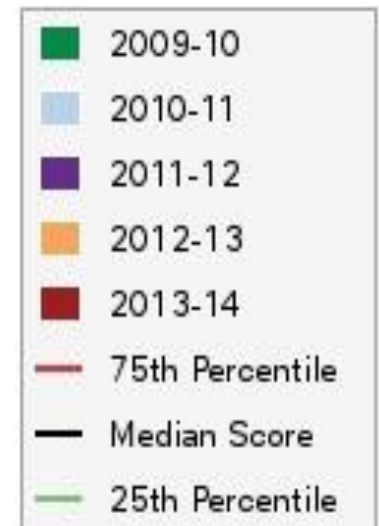
Major, 2009-10 - 2013-14



Average Referrals Per Day



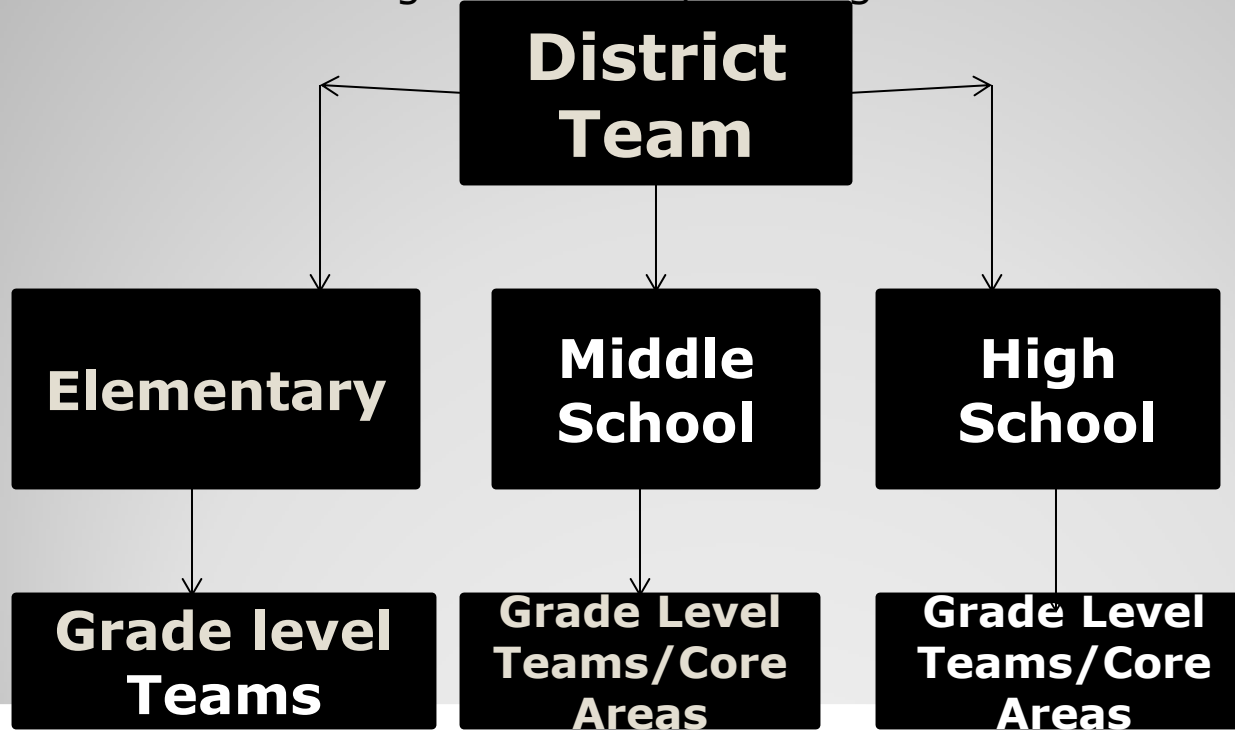
School Months



Where the Journey Begins

Decide What Works for Your District/Building

Choosing Your Teams/Building Your Structure



PBS Pieces



- Expectations
- Matrix
- Behavior Referrals
- Recognition (Teacher and Student)
- Big Celebrations
- Communication w/ the Board of Education
- Working toward Tier 2 Implementation

Universal Behavior Expectations

Safe

Respectful

Responsible

Matrix

- School-wide
- Locations
- Classrooms

*** Procedures are
taught for all
locations

How dooooo we do it?

- All buildings got together
- Custodians, bus drivers, and cooks had input.
- Settings established for the district.
- Expectations- 3 universal expectations in each setting.
- Classrooms were not included at this time.
- Labor intensive in the initial years.

Milan C-2 Elementary Behavior Matrix

| | All Settings | Bathroom | Bus | Cafeteria | Classroom | Commons | Gym | Hallway |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I Am Safe | <p>Keep hands, feet and objects to self</p> <p>Walk in appropriate manner</p> <p>Report unsafe situations</p> <p>Keep voice at an appropriate level</p> <p>Stay in assigned area</p> <p>Pay attention/be alert</p> | <p>Report problems to the teacher</p> <p>Flush toilet</p> <p>Wash hands with soap and water</p> <p>Walk carefully at all times</p> | <p>No eating/drinking</p> <p>Stay in your seat</p> <p>Keep hands and objects inside the bus</p> <p> Keep hands, feet and objects to self</p> <p> Keep voice at an appropriate level</p> <p>Listen to bus driver</p> <p>Wait for the bus in a safe location.</p> <p>No tobacco products</p> | <p>Eat your food, do not share</p> <p>Report spills</p> <p>Face forward in line</p> <p> Keep hands, feet and objects to self</p> <p>Follow dismissal procedures</p> | <p>Walk</p> <p>Be safe at all times</p> <p> Stay in assigned areas</p> <p>All "four " on the floor</p> | <p>Walk in single, straight line</p> <p>Keep a reasonable distance between self and others</p> <p>Walk safely up and down steps</p> <p> Keep hands, feet and objects to self</p> <p>Sit unless otherwise directed</p> | <p>Walk in designated area</p> <p> Keep voice at an appropriate level</p> <p> Keep hands, feet and objects to self unless instructed to do otherwise</p> <p>Use equipment appropriately</p> | <p>Walk in single, straight line</p> <p>Keep a reasonable distance between self and others</p> <p>Walk safely up and down steps</p> <p> Keep hands, feet and objects to self</p> |
| I Am Respectful | <p>Listen and follow instructions given by all adult supervisors</p> <p>Respect the personal space and property of others</p> <p>Use kind words</p> <p>Use manners</p> | <p>Respect other people's privacy</p> <p>Use a quiet voice</p> <p>Have teacher's permission to use bathroom</p> | <p>Use a quiet voice</p> <p>Speak nicely to others</p> <p>Keep the bus clean</p> <p> Respect the personal space and property of others</p> | <p>Wait quietly in line</p> <p>Use good table manners</p> <p>Raise your hand for assistance</p> <p>Talk only to those at your table, quietly</p> <p>Clean up after yourself</p> | <p> Respect the personal space and property of others</p> <p> Keep voice at an appropriate level</p> <p>Use proper signal before speaking</p> <p>Cooperate with one another</p> | <p>Walk silently</p> <p>Keep hallways neat and clean</p> <p>Keep hands off wall displays</p> <p> Keep voice at an appropriate level</p> | <p>Only popcorn and water allowed in the gym</p> <p>Share equipment and return equipment promptly</p> <p>Be a good sport</p> <p>Use appropriate language</p> | <p>Walk silently</p> <p>Keep hallways neat and clean</p> <p>Keep hands off wall displays</p> |
| I Am Responsible | <p>Keep track of all your belongings</p> <p>Be prepared</p> <p>Follow directions</p> <p>Make appropriate choices</p> <p>Accept consequences for your behavior</p> <p>Follow rules of Internet agreement</p> | <p>Keep floor clean</p> <p>Return to class promptly</p> <p>Turn off water faucets</p> <p>Use facilities appropriately</p> <p>Keep walls clean</p> | <p>Be on time</p> <p>Sit in your assigned seat</p> <p>Take all of your belongings with you</p> <p> Follow directions</p> <p> Make appropriate choices</p> <p> Accept consequences for your behavior</p> | <p>Bring lunch/card to the cafeteria</p> <p> Make appropriate choices</p> <p>Get all necessary items before sitting down to eat</p> | <p>Keep workspace clean and return all materials used</p> <p>Turn in completed assignments on time</p> <p>Bring materials to class</p> <p> Make appropriate choices</p> | <p>Return to class promptly</p> <p> Follow directions</p> <p> Make appropriate choices</p> <p> Accept consequences for your behavior</p> | <p>Bring your gym shoes</p> <p>Sit in assigned space</p> <p> Accept consequences</p> <p>Follow directions the first time given</p> | <p>Return to class promptly</p> <p> Follow directions</p> <p> Make appropriate choices</p> <p> Accept consequences for your behavior</p> |

Special Events

Changes That Have Occurred

- Eliminated procedures
- Committee added classroom setting, language, definitions that matches SWIS
- Asked for suggested changes at March faculty meeting from everyone.
- Changes are to be taken to class level representatives, then taken to the committee.

Milan C-2 Elementary "Wildcat Pride" Behavior Matrix

| | All Settings | Bathroom | Bus | Cafeteria | Classroom | Commons/ Hallways | Office | Parking Lot | Playground | Off Campus School Events Assemblies Field Trips | Stadium/ Gym |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| I Am Safe | <ul style="list-style-type: none"> Keep hands, feet and objects to self Walk in Triple S Keep body under control Report unsafe situations Use appropriate voice level Stay in designated area Pay attention / be alert | <ul style="list-style-type: none"> Report problems to the teacher | <ul style="list-style-type: none"> No eating or drinking Stay in your seat Listen to bus driver Wait for the bus in a safe location. | <ul style="list-style-type: none"> Report spills Follow dismissal expectations | <ul style="list-style-type: none"> Walk at all times | <ul style="list-style-type: none"> Walk in a Triple S Line Keep a reasonable distance between self and others | <ul style="list-style-type: none"> Stay in front of the counter | <ul style="list-style-type: none"> Walk at all times Have adult permission to leave the building Pay attention/ be alert | <ul style="list-style-type: none"> Keep rocks on the ground Use equipment properly Stay off fence Stay away from stray animals Speak to only people inside the fence | <ul style="list-style-type: none"> Stay with your group in designated areas | <ul style="list-style-type: none"> Walk at all times in designated areas |
| I Am Respectful | <ul style="list-style-type: none"> Listen and follow directions P.A.V.S. Respect the privacy & personal space and property of others Use kind words/ gestures Keep track of all your belongings Be honest Be prepared Listen and follow directions Accept consequences for behavior | <ul style="list-style-type: none"> Respect others/ people's privacy | <ul style="list-style-type: none"> Keep the bus clean | <ul style="list-style-type: none"> Follow your hand for assistance | <ul style="list-style-type: none"> Respect the personal space and property of others Use appropriate voice level Work together | <ul style="list-style-type: none"> Walk in a Triple S Line Keep hallways neat and clean | <ul style="list-style-type: none"> Wait patiently for your turn Tell purpose for visit | <ul style="list-style-type: none"> Respect other's property Respect adult supervisors | <ul style="list-style-type: none"> Show good sportsmanship Share equipment | <ul style="list-style-type: none"> Be attentive, courteous, and polite Cat Clap | <ul style="list-style-type: none"> Show good sportsmanship Use manners/ appropriate language |
| I Am Responsible | <ul style="list-style-type: none"> Use facilities correctly | <ul style="list-style-type: none"> Be on time Sit in your assigned seat Take all of your belongings with you | <ul style="list-style-type: none"> Follow all cafeteria expectations | <ul style="list-style-type: none"> Keep workspace clean and return all materials used Turn completed assignments in on time | <ul style="list-style-type: none"> Accept consequences for your behavior | <ul style="list-style-type: none"> Return to class promptly Tell purpose of your visit Accept consequences for your behavior | <ul style="list-style-type: none"> Upon arrival go to designated area Know who is picking you up | <ul style="list-style-type: none"> Listen and look for signals Return playground equipment | <ul style="list-style-type: none"> Show pride in a positive manner | <ul style="list-style-type: none"> Keep track of all your belongings Pick up your trash | |

Procedures

- They became their own animal =)
- Boot camp
- Posters separate from behavior matrix
- Classroom procedures

Boot Camp Schedule

- PBS Procedure Practice Schedule August 2013
-
- **Monday, August 19th (early out)**
- Cafeteria
- 9:00-9:15 - 4th
- 9:15-9:30 - 1st
- 9:30-9:45 - 3rd
- 9:45-10:00 2nd
- 10:20-10:35 - K
-
- Practice dismissal with grade level any time (remember early out day)
- School wide dismissal will begin @ 11:50
- Bus procedures will reviewed with buses @ 12.
- Practice classroom procedures.

*Practice hallway procedures any time.

*Continue to practice classroom procedures.

Wednesday, August 21st (full day)

Cafeteria

- 9:00-9:15 - 4th
- 9:15-9:30 - 1st
- 9:30-9:45 - 3rd
- 9:45-10:00 2nd
- 10:20-10:35 - K

School wide dismissal will be practiced at 2:45 today without bags, but be packed.

* Continue to practice classroom procedures.

"Wildcat Pride" All Settings Behavior Matrix

| | Elementary |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I Am Safe | <ul style="list-style-type: none">Keep hands, feet and objects to selfWalk in Triple S LineKeep body under controlReport unsafe situationsKeep voice at appropriate levelStay in assigned areaPay attention / be alert |
| I Am Respectful | <ul style="list-style-type: none">Listen and follow directionsP.A.W.S.Respect the personal space and property of othersUse kind words/ manners |
| I Am Responsible | <ul style="list-style-type: none">Keep track of all your belongingsBe honestBe preparedListen and follow directionsAccept consequences for your behavior |

"Wildcat Pride" Commons/Hallway Behavior Matrix and Procedures

Elementary

**I Am
Safe**

Walk in a Triple S Line

Keep a reasonable distance
between self and others

**I Am
Respectful**

Walk in a Triple S Line

Keep hallways neat and clean

**I Am
Responsible**

Accept consequences for your
behavior

Common/Hallway Travel Procedures

1. Hallway will be divided into a road with the line in the middle (just as a highway)
2. Students will travel in the hall just as they would on a highway...staying to the right and on the correct side of the line in the second full square tile
3. Face forward and walk in a Triple S line (single, straight, silent)
4. Stop at all STOP signs
5. Keep hands, feet and objects to self
6. Keep a reasonable distance between self and others
7. Keep hands off walls and displays
8. When going through a door use the door on the right and hold it open for the person following you
9. The staircase will also be divided like a highway---stay to the right placing one foot on a step at a time

“Wildcat Pride” Bathroom Behavior Matrix and Procedures

| | Elementary |
|------------------|--------------------------------------------------------------------|
| I Am Safe | Report problems to the teacher |
| I Am Respectful | Respect other people’s privacy |
| I Am Responsible | Use facilities appropriately Follow directions first time asked |

1. Wait quietly in hallway to use the bathroom
2. Keep voices at appropriate level and use facility in a timely manner
3. Number of stalls in bathroom determines number of students that may enter
4. Keep stall walls clean
5. Flush the toilet
6. Always wash your hands after using the toilet
(Use 1 pump of soap and 1 or 2 paper towels)
7. Be sure to turn off the water faucets
8. Place paper towels in the waste basket
9. Report to teacher if supplies are needed
10. Report unsafe conditions to teacher

***When another class is using the bathroom get at the end of their line, wait your turn, and use good manners.

Lunchroom Procedures

*****Wear lunch ticket lanyard properly**

Entering Cafeteria:

Students will walk in a Triple S line in Lunch Line Lane

Face forward in line at all times

Pick up milk, silverware, napkin and place in proper places on tray

Students will be respectful to all Cafeteria staff

Students will use manners (please and thank you)

Hold tray with two hands

Set tray down on table and scan card

Get condiments and go directly to your seat

During Lunch Hour:

Students will keep the noise at an appropriate level (can they hear specific instructions ex. Emergency—bomb threat, fire evacuation, severe weather)

Use good table manners (eat only from your tray, clean up after yourself)

Stay in your seat until dismissal

Exiting the Cafeteria:

Students will be dismissed by the administrator on duty at designated intervals by their classroom

Teachers need to monitor their students at the trashcan and as they line up

Students will stay in a Triple S line while waiting to throw trash away

Students will throw only paper products and chicken bones in the trash

Students will stack trays neatly

Students will gently place silverware in the rack

Classroom Procedures

Daily Procedures

| | I am SAFE | I am RESPECTFUL | I am RESPONSIBLE |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lining up | <ul style="list-style-type: none"> 🐾 I will walk to the line at the door. 🐾 I will leave a space for the line leader. | <ul style="list-style-type: none"> 🐾 I will not cut in front of someone. | <ul style="list-style-type: none"> 🐾 I will ignore it when someone cuts in front of me in line. 🐾 I will stand in the line quietly with my tail and bubble. |
| Working alone | <ul style="list-style-type: none"> 🐾 I will keep my hands and other objects to myself. | <ul style="list-style-type: none"> 🐾 I will use a 0 voice. 🐾 I will stay in my seat unless the teacher says I can leave my seat. | <ul style="list-style-type: none"> 🐾 I will raise my hand if I have a question. |
| Working with a partner or group | <ul style="list-style-type: none"> 🐾 I will keep my hands and other objects to myself in the classroom. | <ul style="list-style-type: none"> 🐾 I will use a 1 voice level. 🐾 If I have a question I will ask my neighbor and then ask the teacher. 🐾 I will not destroy the games I play. | <ul style="list-style-type: none"> 🐾 I will stay busy when I work with a partner or group. 🐾 I will clean up when I am finished working. |
| Throughout the day | <ul style="list-style-type: none"> 🐾 I will keep my hands and other objects to myself. 🐾 I will walk in the classroom 🐾 I will tell the teacher if I see something dangerous in the classroom. | <ul style="list-style-type: none"> 🐾 I will respect the teacher, other students, myself, and property. 🐾 I will follow directions. 🐾 I will raise my hand to speak. | <ul style="list-style-type: none"> 🐾 I will worry about myself and not what others think. 🐾 I will try to solve my problem before asking the teacher. 🐾 I will celebrate when other students or I do something well. |

New Staff Checklist

Create Your Classroom Routines

Consistency, Consistency, Consistency! The key to success! Establish and stick with routines that fit your teaching style and your students will be successful! Kids like predictable situations where they know the routine and know the consequences. Use this checklist to give you ideas of routines that you may need to ***teach and practice!*** You will create more teaching time for yourself in the long run!

Arrival Routines

_____ **Entering the Classroom**

What is the expectation for when and how students enter the classroom? (walking, no talking, hug the teacher, greet at the door, go to seat, etc.)

_____ **Backpacks**

When and how should students hang up their backpacks? Do they need to get everything out of it for the day?

_____ **Coatroom / Lockers**

Is there a limit as to how many people can be in the coatroom / out at lockers at once?

_____ **Lunch Boxes**

Where should students put their lunch boxes in the morning so they are easily assessable for lunch?

_____ **Notes from Home**

Where should students put notes from parents?

_____ **Friday/Monday Folders**

When and where should students return Friday Folders?

Revisions to Procedures

- January boot camp added
- Universal schedule vs. teacher chosen
- Teachers revise classroom procedures as needed.
- Routines
- Established routines are appreciated by new staff.

The Power of Teaching

“If a child doesn’t know how to read, we **teach.**”

“If a child doesn’t know how to swim, we **teach.**”

“If a child doesn’t know how to multiply, we **teach.**”

“If a child doesn’t know how to drive, we **teach.**”

“If a child doesn’t know how to behave, we ... **teach?...remove?...punish?”**

****Why can’t we finish the last sentence as automatically as we do the others?**

PBS Is An Ongoing Process

- When Milan C-2 Elementary started implementing PBS in the 2009-2010 school year, we had 2 Tier 1 Coaches who planned the PBS Lessons and all of the Big Celebrations. The two coaches had common planning time each Monday.
- During the 2010-2011 school year one of the coaches went back to the regular classroom and a common planning time was not available.
- The other Tier 1 Coach planned all of the PBS lessons for the second year of implementation.
- At one of the PBS Committee Meetings during the 2010-2011 school year, it was brought up that the lessons weren't meeting the needs of all of the grade levels.
- That is when it was decided by the PBS committee to have each teacher on the elementary staff plan at least one PBS Social Skills lesson a year for the 2011-2012 school year.
- As a note: Our PBS Committee is made up of a representative from each grade level, the counselor, the principal, the PBS coaches, and a specials area teacher.
- With each teacher being responsible for at least one lesson a year, the grade level needs would be met and the teachers had a variety of skills to put interesting lessons together.

2009-2010

The two Tier 1 Coaches write some PBS lessons.

They search for examples from other schools.

No common time slot for lessons.

2010-2011

One Tier 1 Coach writes the lessons drawing from a variety of sources.

A standard format is used for all lessons.

A few are power points.

2011-2012

A lesson plan schedule is put in place with all teachers writing at least one PBS weekly lesson.

SWIS Data (Major Referrals) Is used to determine Lessons for Schedule.

A Monday time slot is encouraged

2012-2013

A common time slot on Tuesday mornings is set for the lessons to be taught.

SWIS Data Is used to determine the lessons for the schedule.

2013-2014

Each year the lessons continue to develop into more interesting lessons because of each teacher's strengths.

SWIS Data and minors are used to plan the lesson schedule.

2013-2014 PBS Lesson Plan Schedule

| Lesson Date | Teacher | Due Date Turn in to Mrs. Banner on: | Topic |
|---------------------------------------|---------------|----------------------------------------------|-----------------------------------------------------------------------------------------------|
| 8/19-First day of school (early out) | All | "Boot Camp" | Cafeteria, Dismissal, Bus & Classroom Procedures |
| 8/20-Second day of school (early out) | All | "Boot Camp" | Bathroom, Hallway, and Classroom Procedures |
| 8/21-Third day of school (Full day) | All | "Boot Camp" | Cafeteria, School wide Dismissal, & Classroom Procedures |
| 8/22-8/30 | All | Continue to teach and review all procedures. | Continue to teach and review all classroom and school wide procedures. |
| 9/3 – 9/13 | All | Continue to teach and review all procedures. | Continue to teach and review all classroom and school wide procedures. |
| 9/17/13 | Banner | 9/11/13 | Field Trip Expectations |
| 9/24/13 | Starr | 9/18/13 | Tattle Tales vs. Reporters |
| 10/8 | Vreeland | 9/25 | Being Honest (No lying or cheating) |
| 10/15 | van Ingen | 10/9 | Listen and Follow Directions |
| 10/22 | Sweitzer | 10/16 | Defiance-Define and use examples/non-examples |
| 10/29 | Schoonover | 10/23 | Defiance-Coping skills/matrix replacement behaviors for defiance |
| 11/5 | Jacques | 10/30 | Assembly Behaviors(Veteran's Assembly/Flag respect) |
| 11/12 | Walker | 11/6 | Bus Safety and Waiting Safely at bus stop |
| 11/19 | Harvey | 11/13 | Basketball games/behavior in gym and at other schools. Stay with parents/not alone in hallway |
| 11/26 | Richardson | 11/20 | Honesty vs. Lying Responsibility/Admitting truth |
| 12/3 | (Mrs. Banner) | 11/27 | Thanksgiving Break Week (Music Program Pre-Corrects) |
| 12/10 | Furnish | 12/4 | Responsible/Follow Directions 1 st Time Asked- No is not an option |
| 12/17 | Pauley | 12/11 | Keep Body Under Control: Spitting, spreading germs |
| Week of Jan. 6-10 | All Teachers | Review of all procedures | Mon.: Responsible Power Point Tues.: Safe Power Point Wed.: Respect Power Point |
| 1/14/14 | Sibbitt | 1/8/14 | Graffiti/property damage, vandalism |

How Our PBS Lessons Are Determined and Assigned

- One of the Tier 1 PBS Coaches types up the lesson plan schedule format and fills it out for the first few weeks to begin the year.
- This includes 3 days of “Boot Camp” and two more weeks of continuing to teach and review all procedures.
- The lesson plan schedule is given to the teachers at the first faculty meeting.
- The first weeks have the lessons assigned to the principal, PBS Coaches, and PBS Committee members so they model the format for a good PBS lesson.
- As each month progresses, the Elementary PBS Committee meets to analyze the SWIS Big 5 Data from the previous month.
- The committee discusses the data and assigns lesson plan topics for the next 3-4 weeks based on the data and important events coming up.
- The Tier 1 PBS Coach revises the schedule and notifies the people on the schedule of their lesson topic by a note in their mailbox and by e-mail. Also, she lets them know that help is available, if needed.

Recognition (Teacher and Student)

- Each building level has different recognition pieces
Recognition Matrix
Classroom Recognition
Individual Recognition

Classroom Recognition



EXTRA SURPRISE CHOICES:

- * Needed Office Supply
- * Needed Classroom Supply
- * Colored Ink Pens
- * Parking Space(Arrange w/ Mr. Hazelton)



Wildcat “PRIDE” Recognition Matrix

| Name Of Recognition | Achievement Criteria | Type of Award | Presented At... | Frequency | Number of Awards per year | Type | Coordinated by | Dissemination |
|----------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------|
| “Pawsitive” Behavior Loops | Following Behavior matrix Expectations in Any setting | Nylon Bracelet loops | May be Received At any location? | At least daily | Determined by classroom teacher | Individual | All staff | Collected in classroom jar at the end of each day |
| Golden Tray Award | Following Behavior expectations in the cafeteria. | Golden Lunch Tray | At cafeteria (seated by class) | Announced In daily announcements | Monthly | Class (Teams) | Principal or cafeteria supervisor | Binder in office from which daily announcements are made or excel spreadsheet. (School Newsletter) |
| “Pawsitively Special” Award | Following each class period, the specials teacher will note which classes met their behavior expectations | Verbal in announcements And paper paw under class team picture on office hall bulletin board | Morning announcements Of classes that met expectations in Specials | Daily | Unlimited | Class | Specials teachers | Announcements, keep track of winning teams in a binder in the office |
| Purrfect Attendance (Individual) | Coming to school every day without being tardy. | Perfect Attendance Ribbon / All Four Quarters Award | Quarterly Assembly | Quarterly | Based on individual attendance | Individual | Teacher | At quarterly awards assembly and newspaper |
| Purrfect Attendance (Class) | Class with the highest percentage of students coming to school every day without being tardy. | Trophy | Quarterly Assembly | Quarterly | Three times per year | Class | office | Quarterly and yearly Assemblies. (School Newsletter) |
| Wiley Award Citizen of the Month | Following Behavior matrix Expectations in Any setting | Wiley Paw | Announcements Newsletter Newspaper | Monthly | Monthly | 1 Child per grade level per month | Teacher s Counselor | Announcement by counselor |

| | All Settings | Bathroom | Bus | Cafeteria | Classroom | Commons/ Hallways | Office | Parking Lot | Playground | Off Campus Special Events Assemblies Field Trips | Stadium/ Gym |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------|
| I Am Safe | Keep hands, feet and objects to self Walk in Triple S Keep body under control Report unsafe situations Use appropriate voice level Stay in designated area Pay attention / be alert | Report problems to the teacher | No eating or drinking Stay in your seat Listen to bus driver Wait for the bus in a safe location. | Report spills Follow dismissal expectations | Walk at all times | Walk in a Triple S Line Keep a reasonable distance between self and others | Stay in front of the counter | Walk at all times Have adult permission to leave the building Pay attention/ be alert | Keep rocks on the ground Use equipment properly Stay off fence Stay away from stray animals Speak to only people inside the fence | Stay with your group in designated areas | Walk at all times in designated areas |
| I Am Respectful | Listen and follow directions P.A.W.S. Respect the privacy & personal space and property of others Use kind words/manners | Respect other people's privacy | Keep the bus clean | Raise your hand for assistance | Respect the personal space and property of others Use appropriate voice level Work together | Walk in a Triple S Line Keep hallways neat and clean | Wait patiently for your turn Tell purpose for visit | Respect other's property Respect adult supervisors | Show good sportsmanship Share equipment | Be attentive, courteous, and polite Cat Clap | Show good sportsmanship Use manners/ appropriate language |
| I Am Responsible | Keep track of all your belongings Be honest Be prepared Listen and follow directions Accept consequences for behavior | Use facilities correctly | Be on time Sit in your assigned seat Take all of your belongings with you | Follow all cafeteria expectations | Keep workspace clean and return all materials used Turn completed assignments in on time | Accept consequences for your behavior | Return to class promptly Tell purpose of your visit Accept consequences for your behavior | Upon arrival go to designated area Know who is picking you up | Listen and look for signals Return playground equipment | Show pride in a positive manner | Keep track of all your belongings Pick up your trash |

Revised March 2013

Current recognition matrix

Classroom/Big Celebrations

- Classrooms set goals and choose from recognition matrix
- Big Celebrations: any student who meets the criteria set by the PBS Committee and Faculty receives the Big Celebration





| 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All 6 celebrations are planned & implemented by the two Tier 1 Coaches.</p> <p>Attendance guidelines are on recognition matrix.</p> | <p>Committee plans the 6 dates at the beginning of the school year.</p> <p>The cut-off dates for referrals are the Wednesday prior to the Friday celebration.</p> | <p>The 6 dates are published on a schedule.</p> <p>Each grade level is then given a celebration to plan and implement K-4th grades and specials.</p> | <p>Same as for 2011-2012.</p> <p>Subs are hired for teachers the afternoon of their scheduled celebration.</p> | <p>To change things up, the 6 celebration dates are put into a hat and each grade level draws for their date at the first PBS committee meeting.</p> |
| <p>An approximate schedule of every 6 weeks is mapped out on the calendar.</p> | <p>The students that can't participate watch those that can.</p> <p><u>Board does not approve!</u></p> | <p>Specials' teachers and Title teachers work with the students that can't attend.</p> | <p>Specials' teachers and Title teachers work with the students that can't attend.</p> | <p>The cut-off dates for referrals remain the same.</p> |

... Now what?

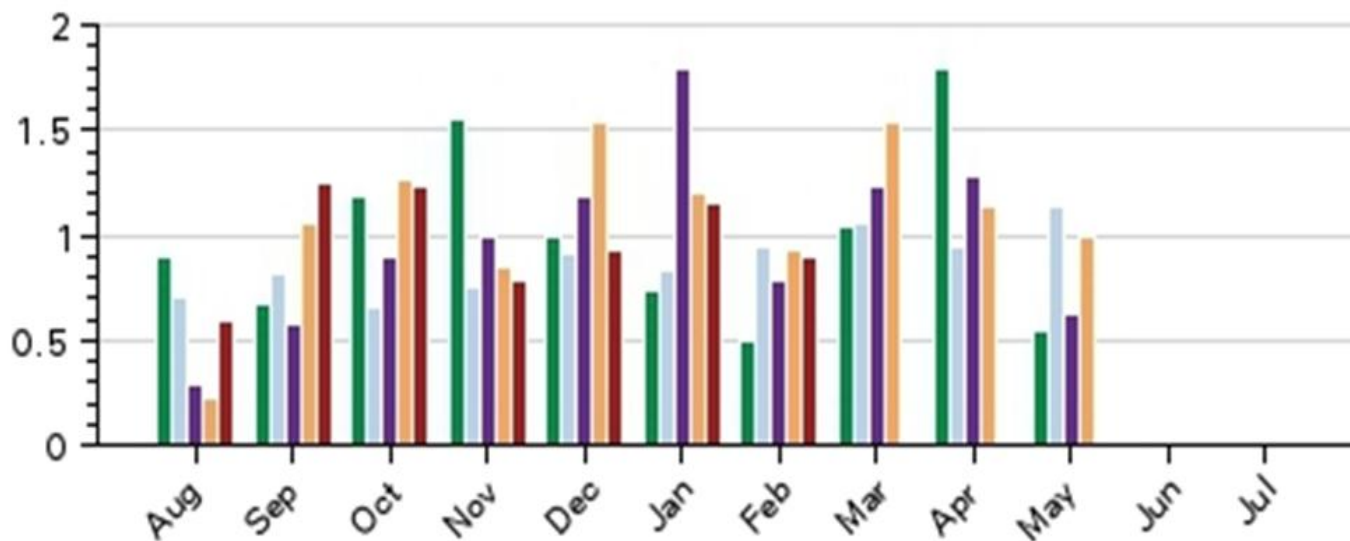
- Continued professional development
- Meetings
- Communication through: email, newsletters, notes
- Using our strengths and talents of staff

Average Referrals Per Day Per Month - Multi-Year

Major, 2009-10 - 2013-14



Average Referrals Per Day



School Months



- Colleen Vreeland-
cvreeland@milan.k12.mo.us
- Carla van Ingen-
cvaningen@milan.k12.mo.us
- Dacey Hassey- dhassey@milan.k12.mo.us

Contact information