

One Team

+

One Vision

=

SW-PBIS SUCCESS!

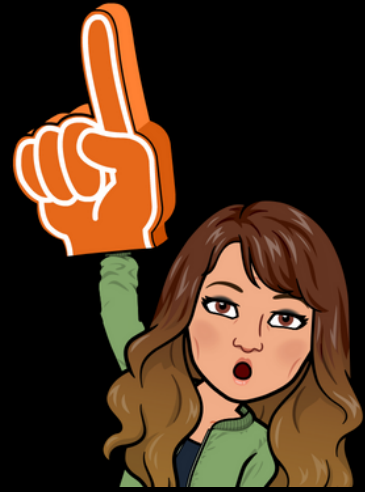
The Story of CDSE



Session Outcomes

- Learn how the SW-PBS Team uses data to develop a schoolwide action plan and celebrations.
- Leave with creative strategies for implementing SW-PBS into daily instruction.



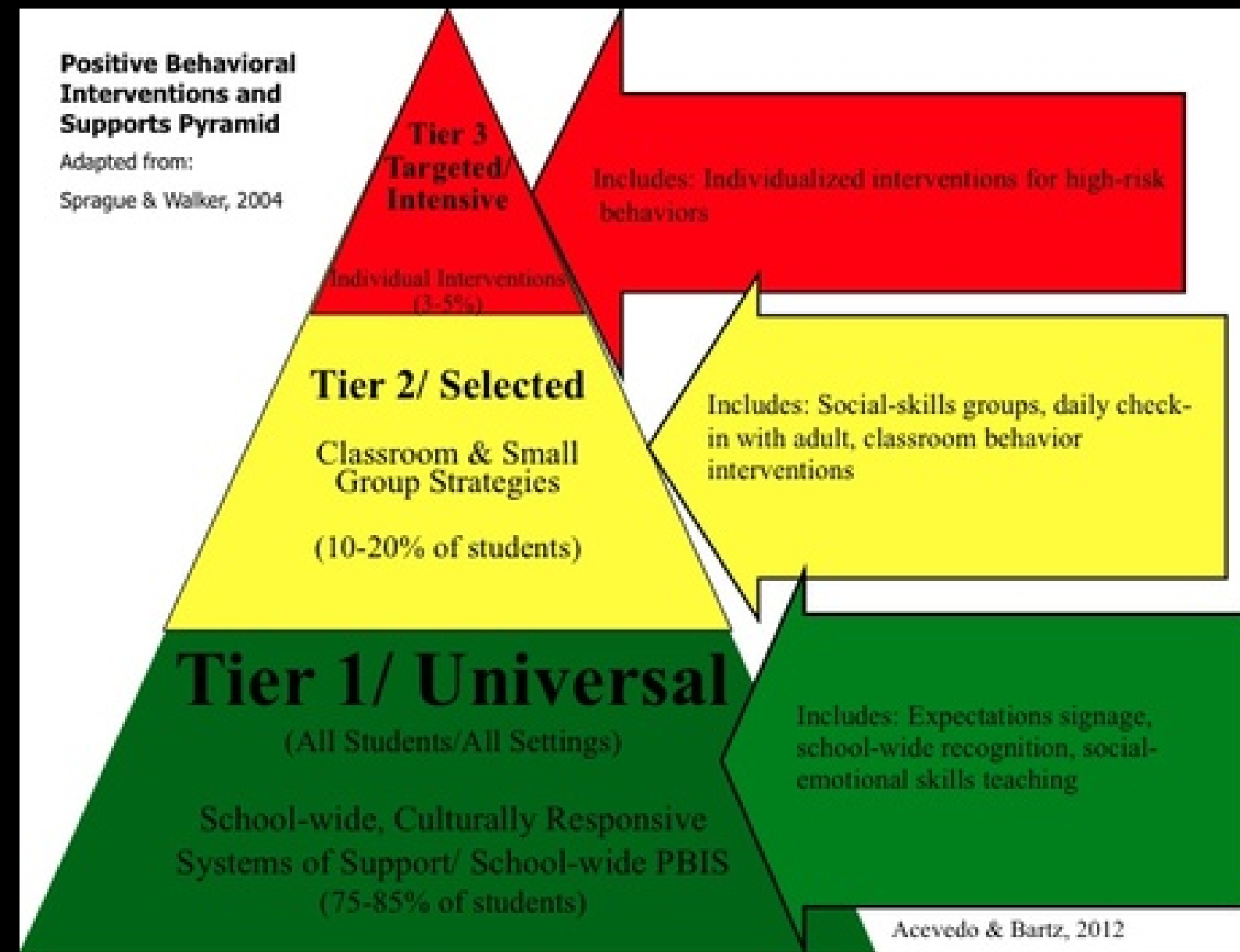


Our Mission



Drives every decision...

'Effective teamwork is important not only for an organization to succeed but also for its people's well-being.'



Tier 1



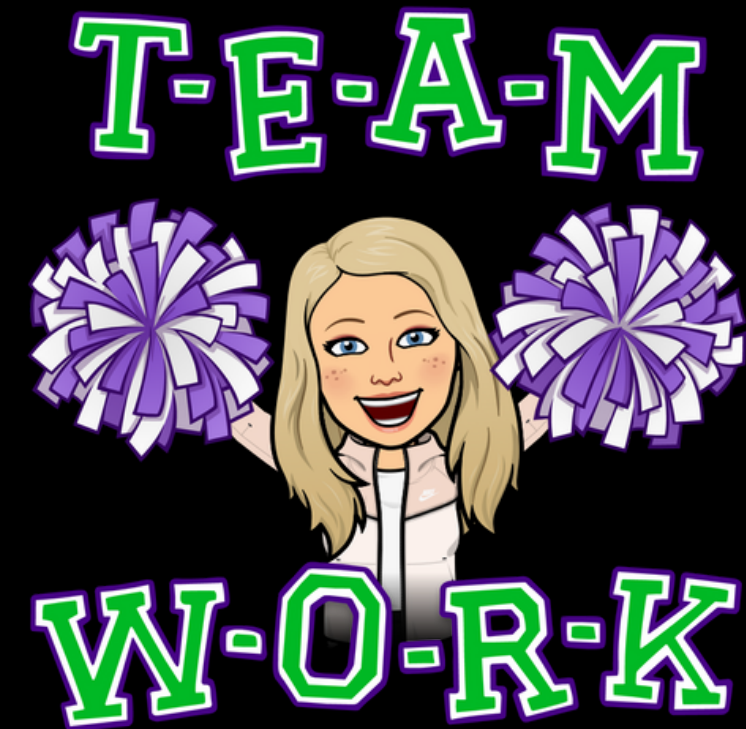
Tier 1 Meetings



Tier 1 PBIS Team Meeting 3/4/22



Norms for Professional Collaboration	<p><u>At CDSE:</u></p> <p>#KidsFirst: our meetings are student driven and data informed.</p> <p>#We'reAllLearnerstood: We learn from each other using (REALP) Respectful, Engaged, Active Listening, Positive participation)</p> <p>#I'veGotYourBack: We take care of each other by respecting/valuing all opinions and ideas, keeping an open mind, and being compassionate.</p>
<p>Job Leaders</p> <p><i>**Reminder: We have a Google Drive Folder in CDSE Staff. Please be sure to create all agendas and correspondence in the appropriate folder within the drive.</i></p>	<p>Jenni & Vickie- Coordinator Nicole- Nicole & Deanna- Ambassador Hayley & Kayliss-Secretary Lacey, Abbey, & Cru- Quarterly Rewards Jessica & Sariah-Monthly Rewards</p>
Meeting Dates	<p>3:15 the last Thursday of the Month</p> <p>Sept. 23 Oct. 19 Nov. 18 Dec. 16 Jan. 20 Feb. 24 March 24 April 21 May 12</p>
February goal: Did we meet it?-	<p>4 or less minors in February. Reward will be everyone participates in a school-wide snowball fight (paper). We did not meet our goal. We had 8 referrals!</p>
March goal	
End of Quarter Reward Party	





Champ Camp

CDSE Champ Camp August 25, 2021 - Orange Color Day

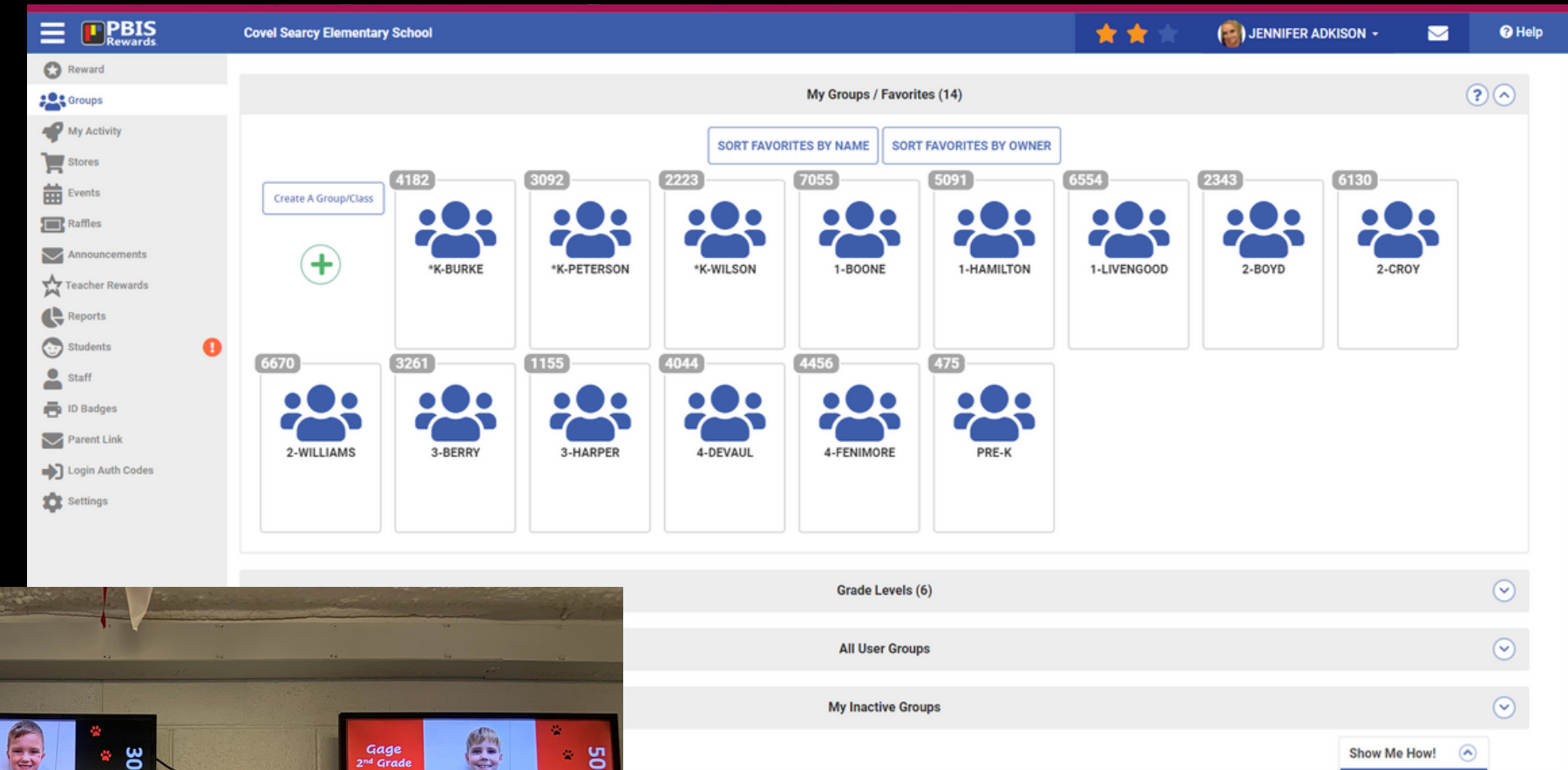
Time	Cafeteria	Bus (Bus will be parked in circle drive)
8:00-8:10	3rd Grade NT & DW will lead Classroom teachers & BT Partner will be present.	
8:10-8:25	1st Grade NT & DW will lead Classroom teachers & BT Partner will be present.	
8:30-8:55	2nd Grade NT & DW will lead Specials Teachers will be present.	4th Grade Specials Teachers will lead.
8:56-9:15	4th Grade NT & DW will lead Specials Teachers will be present.	2nd Grade Specials Teachers will lead.
10:30-10:50	Kindergarten NT & DW will lead Classroom teachers will be present.	
12:45-1:15		1st Grade Specials Teachers will lead.
1:25-2:10		3rd Grade Specials Teachers will lead.
2:15		Kindergarten Classroom Teachers will lead.

Classroom Teachers: On your own schedule teaching the expectations for Playground, Hallway, Bathroom, and Classroom during the first two days of school. Please review expectations BEFORE these events happen.

PM Walker/Car Rider/Bus Duty Expectations: Teach students the expectations before dismissal on August 25th while they are waiting for dismissal.

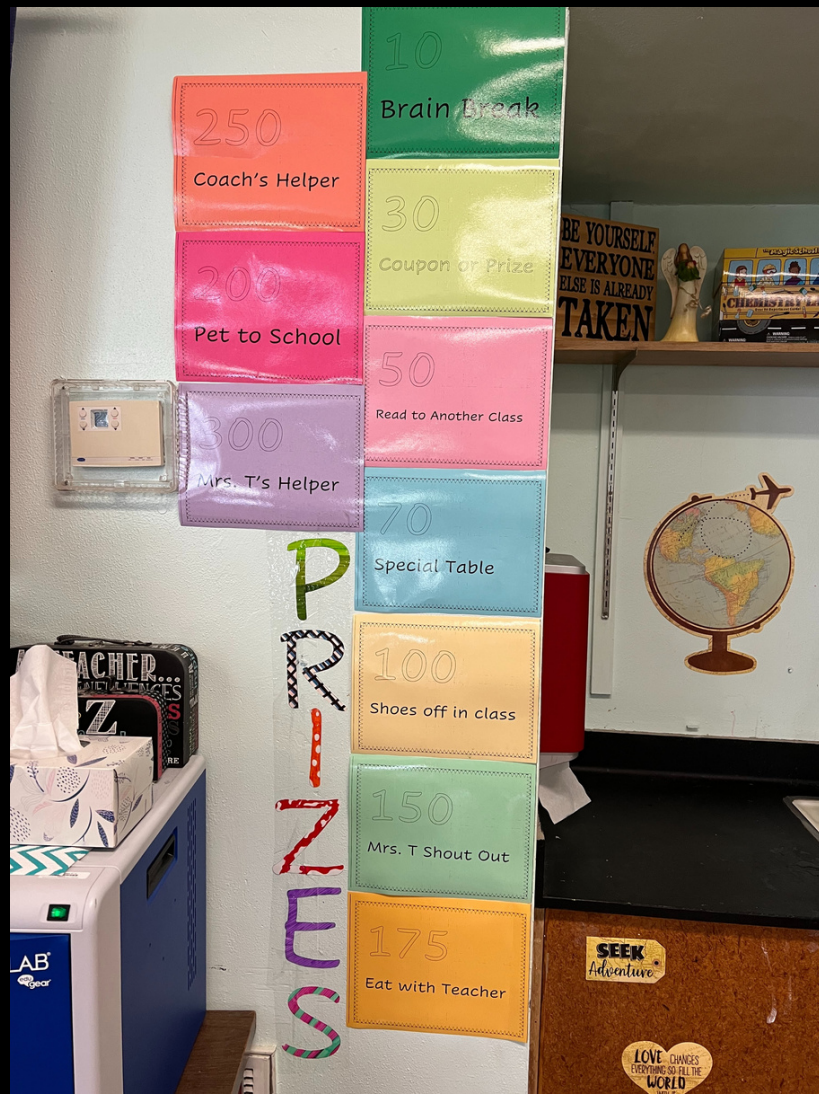
Dog Dollars

Tangibles to Spend in the Classroom



PAW Mart

Tier 1 & teachers: Organizes and carry out Paw Mart operations



CDSE Grade Level Student Recognition

(Red Dog Dollar Celebrations)

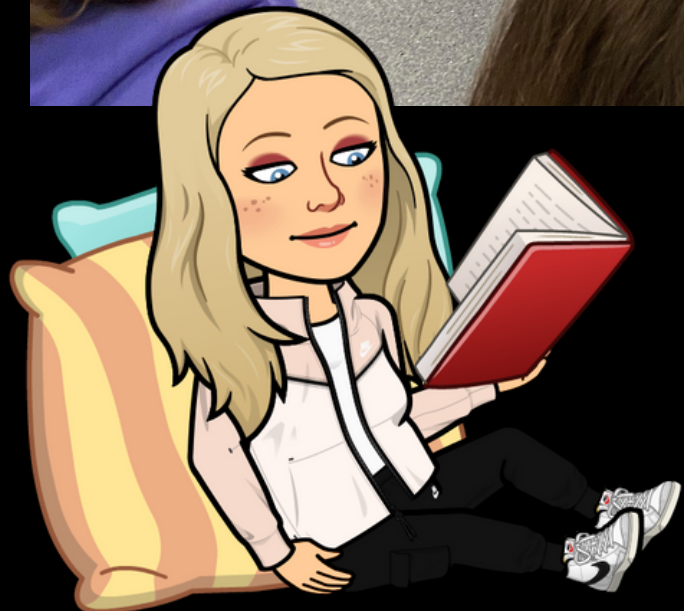
	50	150	250	350
K	No Shoes day	Bring a stuffed animal	P.J. Day	Lunch in your room
1	PJ Day	Lunch in the Room	Free time-stations	Movie & Treat
2	Bring snack & drink	PJ Day/free time centers	Movie	Electronics/Extra Recess
3	Computer time	Extra Recess	PJ Day	Movie and snack
4	PJ Day	30 Minutes of Chromebook Time	Movie & Snack Day	Lunch in a Special Place



When your classroom reaches 100, 200, 300~go to the office vault to pick-up a small, sweet treat to share with your classroom!

PAW Mart Option: Read to another class!





PAWS Place





A place to sit and reflect.

PAWS Place

NAME: _____

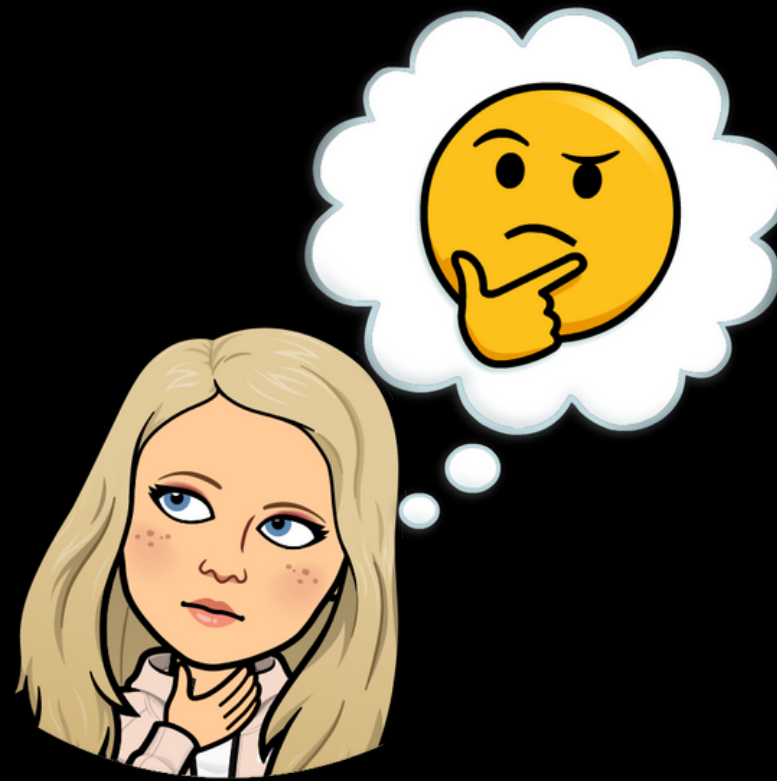
TEACHER: _____
DATE: _____
TIME: _____

HOW DO YOU FEEL?

<p>angry, mad</p> 	<p>frustrated, worried, silly, unfocused</p> 	<p>happy, calm, focused, ready to learn</p> 	<p>sad, sick, tired, bored</p> 
--	---	--	--

What happened?





Next time I will...



PAWS Place

Name _____ Date _____

My behavior/What did I do?

I was in the     zone.

My behavior was **expected** or **unexpected**.

Why? _____






Did my behavior **HELP** or **HURT** others?

Why? _____

What I was **hoping to gain** during this behavior was:

- Teacher attention
- Peer attention
- Get out of work

What tools could I use to get back to the green zone?

 Talk to Adult	 Lazy 8 Breathing	 Inner Coach	 Take a Break	 Belly Breath
--	---	--	---	---

Teacher Signature _____

2-1-1 Form

2 MINORS = MAJOR

For the week of _____

2 • 1 • 1

Student	Monday				Tuesday				Wed.				Thursday				Friday		
	P	P	B	O	P	P	B	O	P	P	B	O	P	P	B	O	P	P	B

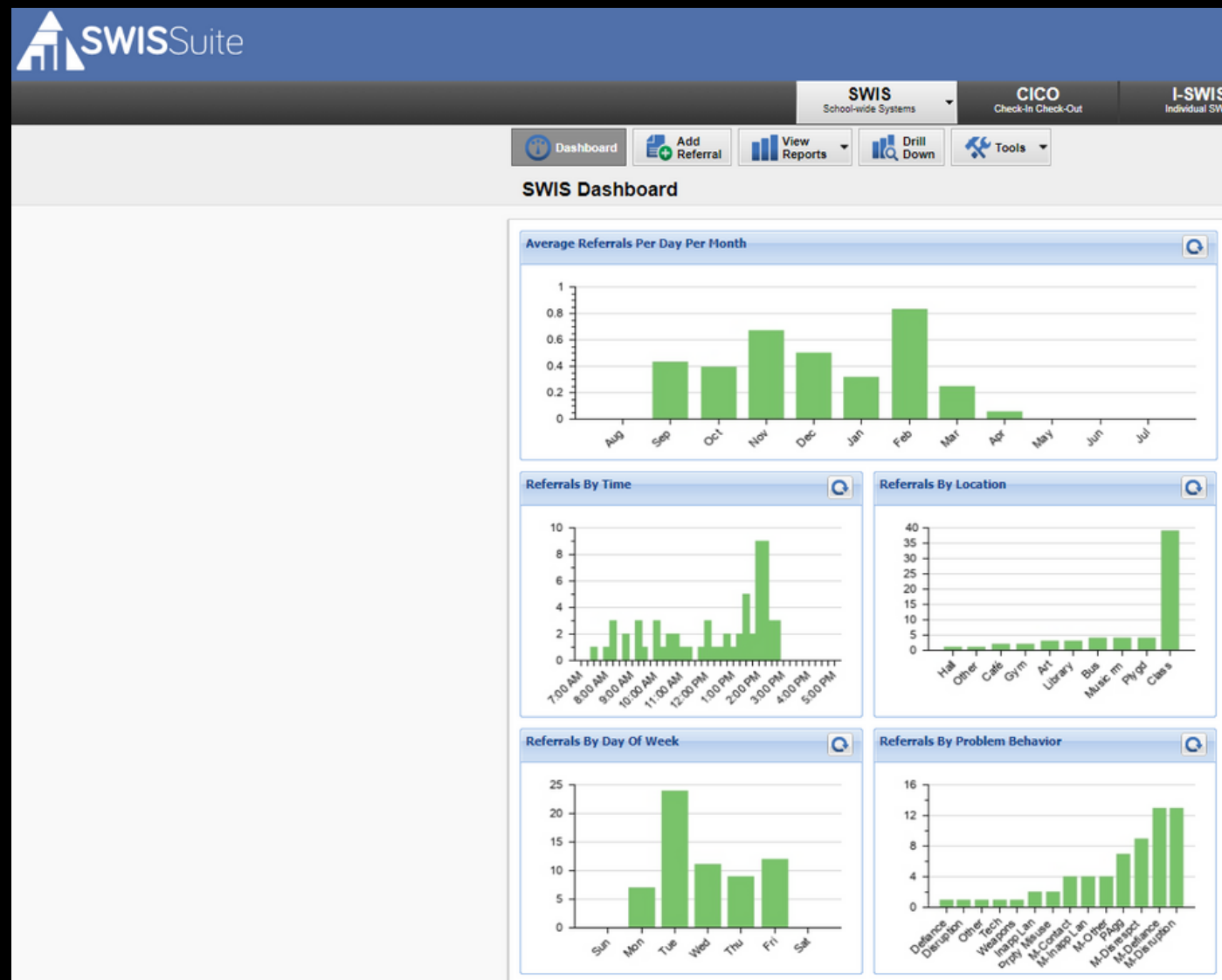
1 - Talking 2 - Not following Directions 3 - Disrespect 4 - Defiance 5 - KAHFAOOTY 6 - Property Damage
7 - Other

P = PAWS Place B = Buddy Room O = Office



SWIS Data

Generate and track behavior data within the school



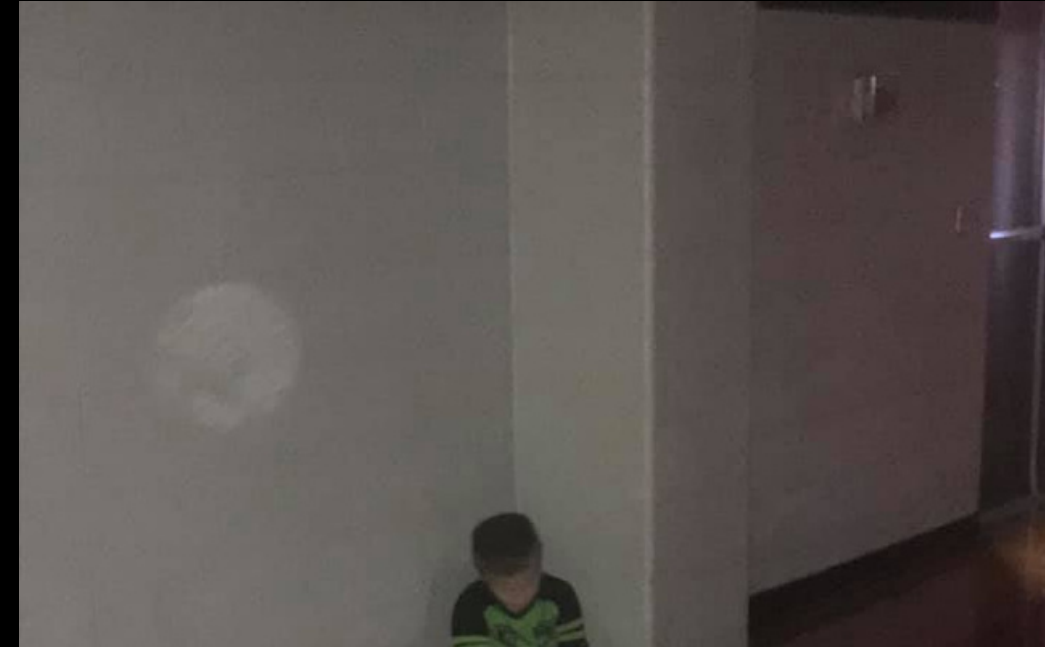
The Referral Entry form for Jennifer Adkison is currently empty, indicating 0 referrals requiring attention. The form includes the following fields:

- Referral Type:** Major
- Student:** Select...
- Grade:** Select...
- IEP Status:** --
- Staff:** Select...
- Date:** 4/5/22
- Time:** 1:30 PM
- Location:** Select...
- Problem Behavior:** Select... (marked with a star)
- Perceived Motivation:** Select...
- Others Involved:** Select...
- Action Taken:** Select... (marked with a star)
- Seclusion / Restraint:** No
- Send To Default Reviewer:**

Additional options at the bottom include: Save as Complete, Send for Review, Save as Draft, and ...and Copy.



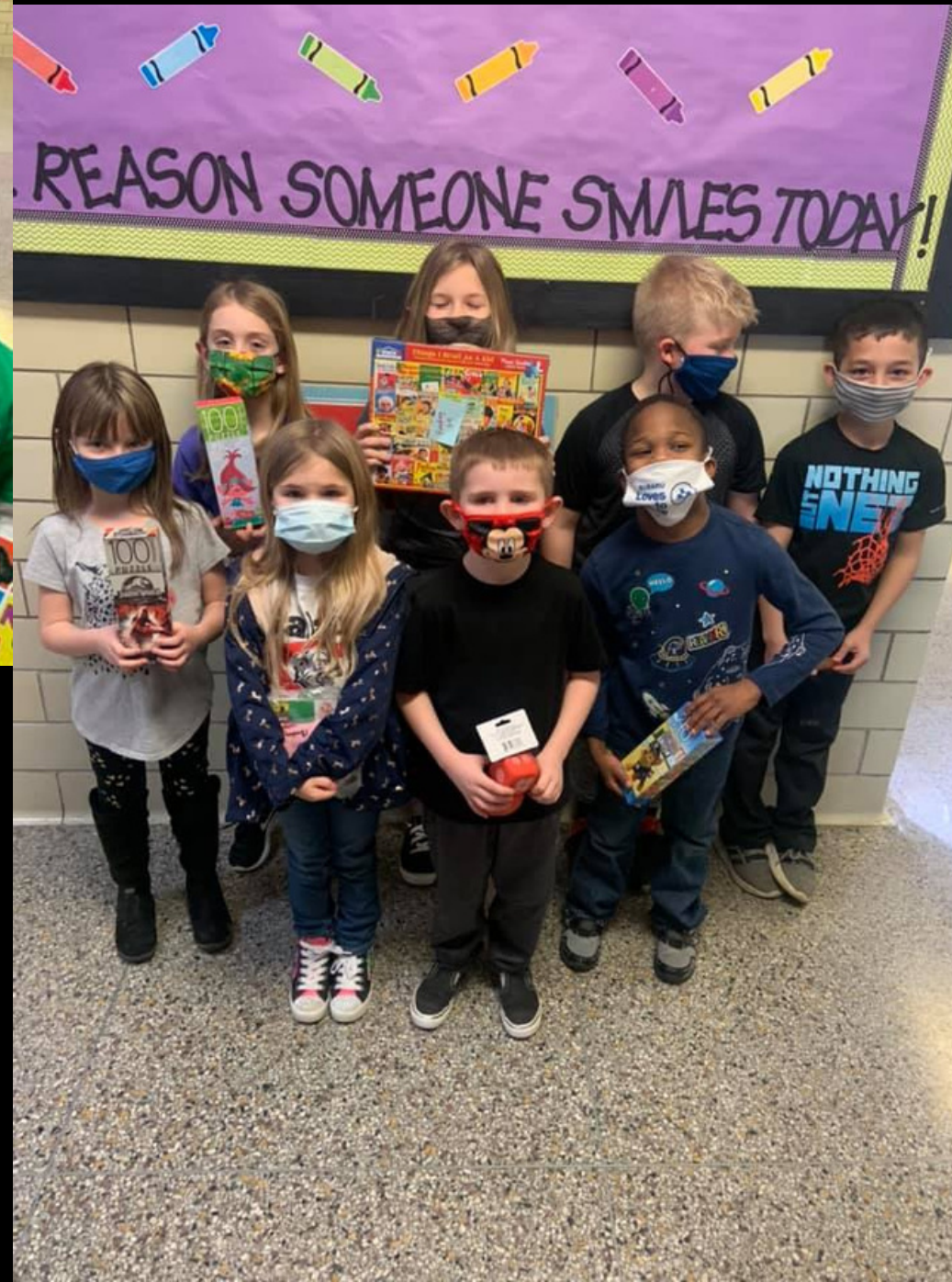
Monthly & Quarterly Celebrations



Raffles



I WANT YOU



 **PBS Raffle** 

**Every Friday
In Every Class!**

3 or less PAWS places
in a week may enter
(No minors or majors)

Ticket

CDSE Matrix

& Signs



PBS

- 0 Silent
- 1 Whisper
- 2 Table Talk
- 3 Outside

All Settings/Classroom

- * Be honest
- * Listen when others are speaking.
- * Listen to directions the 1st time.
- * Speak kind words.
- * Use manners
- * Use appropriate voice level.
- * Follow directions the first time.
- * Stay on task according to directions.
- * Ask permission to leave an assigned area.
- * Keep our building neat & clean.
- * Be prepared with school supplies
- * Be organized.
- * Cooperate with others.
- * Help others when appropriate.
- * Use problem solving steps (STAR).
- * KAHFAOOTY!

CDSE PBS Matrix

	All Settings/ Classroom	Hallway	Cafeteria	Restroom	Bus	Playground/ recess
Be Respectful	* Listen when others are speaking. * Listen to directions the 1 st time. * Speak kind words. * Use manners * Use appropriate voice level. * Be honest	* Line is SSS. * Voice level is (0)	* Think th... * Eat & try to... * Voice level - at a 2 or lower in cafeteria. * Voice level is 0 in the kitchen.	* Voice level 0 or 1 * Allow privacy of others. * Wait your turn patiently	* Listen to direction... * Use a voice level...	* Be a good sport. * Return balls and sports equipment to their proper place.
Be Responsible	* Follow directions the first time. * Stay on task according to directions. * Ask permission to leave an assigned area. * Keep our building neat & clean. * Be prepared with school supplies * Be organized.	* Walk on the right side of the hallway. * Go directly to your destination. * Hands stay at your side.	* Go directly to your destination. * Keep your area clean. * Report spills to the teacher.			* Use equipment as intended. * Play safely. * Dress appropriately for the weather. * Turn up at 1 st request.
Be a Problem Solver	* Cooperate with others. * Help others when appropriate. * Use problem solving steps (STAR). * KAHFAOOTY.	* Stay in your spot in line.	* Walk in all areas. * Follow the correct path. * Stay in order in a straight line.			* Follow playground rules. * Report problems to teacher. * Stay in the assigned area. * Keep all equipment in the assigned area. * Ask the teacher for permission to leave.

KAHFAOOTY - Keep All Hands Feet And Other Objects To Yourself!
 SSS - Stand, Straight & Silent STAR - Stop, Think, Act, Review
 Voice Levels - 0-Silent, 1-Whisper, 2-Table Talk, 3-Outdoor Play
 PAWS- Positive Attitudes Will Succeed!


We pledge to:


- ♥ be respectful,
- ♥ be responsible,
- be problem solvers.


Miss Peterson
 LIBBRTY
 JOJO
 Kinsley W.
 LIAM
 Kinsley
 BOLEY
 JOZ YAN


Category	Setting	Behavior	Response
In Classroom	Quiet	Use appropriate voice level	Use appropriate voice level
	Listening	Listen when others are speaking	Use appropriate voice level
	Following Directions	Listen to directions the 1st time	Use appropriate voice level
In Hallway	Walking	Use appropriate voice level	Use appropriate voice level
	Transitions	Use appropriate voice level	Use appropriate voice level
	Waiting	Use appropriate voice level	Use appropriate voice level
In Playground	Playing	Use appropriate voice level	Use appropriate voice level
	Waiting	Use appropriate voice level	Use appropriate voice level
	Transitions	Use appropriate voice level	Use appropriate voice level

Voice Levels

0 Silent 

1 Whisper 

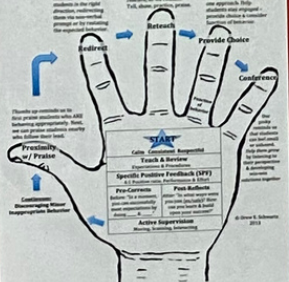
2 Table Talk 

3 Outside 

KAHFAOOTY

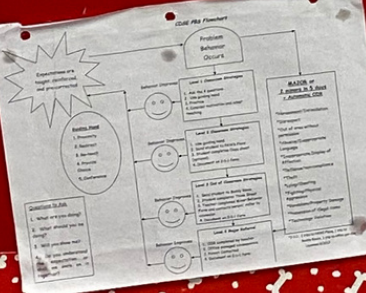
Keep All Hands, Feet, And Other Objects To Yourself

Guiding Hand



All Settings/Classroom

- *Listen when others are speaking.
- *Listen to directions the 1st time.
- *Speak kind words.
- *Use manners
- *Use appropriate voice level.
- *Follow directions the first time.
- *Stay on task according to directions.
- *Ask permission to leave an assigned area.
- *Keep our building neat & clean.
- *Be prepared with school supplies
- *Be organized.
- *Cooperate with others.
- *Help others when appropriate.
- *Use problem solving steps (STAR).
- *KAHFAOOTY!



Scav Hunt

Scav Hunt
Hunt for
Letters
Easter Eggs



Rule: Raise hand permit leave seat

Rule: Keep your dear tea happy!

All Settings/Classroom

- *Listen when others are speaking.
- *Listen to directions the 1st time.
- *Speak kind words.
- *Use manners
- *Use appropriate voice level.
- *Follow directions the first time.
- *Stay on task according to directions.
- *Ask permission to leave an assigned area.
- *Keep our building neat & clean.
- *Be prepared with school supplies
- *Be organized.
- *Cooperate with others.
- *Help others when appropriate.
- *Use problem solving steps (STAR).
- *KAHFAOOTY!

Voice Levels



Silent



Whisper



Table Talk



Outside

Restroom Expectations

Be Respectful	Be Responsible	Be a Problem Solver
<ul style="list-style-type: none"> • Voice level at (0) or (1). • Allow privacy of others. • Wait your turn politely. 	<ul style="list-style-type: none"> • Leave no trace of your visit. • Use equipment correctly. 	<ul style="list-style-type: none"> • Report any problems to your teacher.



Playground/Recess Expectations

Be Respectful	Be Responsible	Be a Problem Solver
<ul style="list-style-type: none"> • Be a good sport. • Return balls and sports equipment to the proper place. 	<ul style="list-style-type: none"> • Use equipment as intended. • Play safely. • Dress appropriately for the weather. • Line up at first request. 	<ul style="list-style-type: none"> • Follow game rules. • Report accidents/problems to the teacher. • Stay in the assigned area. • Ask the teacher for permission to leave.



In Line We Are...

S. S. S.

Short

Straight

Silent



Covel D. Searcy Elementary

Go Bulldogs!

Keep all hands, feet, and other objects to yourself!

K. A. H. F. A. O. O. T. Y.

Covel D. Searcy Elementary

All Settings/Classroom Expectations

Be <i>Respectful</i>	Be <i>Responsible</i>	Be a <i>Problem Solver</i>
<ul style="list-style-type: none"> • Listen when others are speaking. • Follow directions the first time. • Speak kind words. • Use appropriate voice level. 	<ul style="list-style-type: none"> • Stay on task according to directions. • Stay in assigned area. • Keep building neat and clean. • Be prepared and organized. 	<ul style="list-style-type: none"> • Cooperate with others. • Help others when appropriate. • Use problem solving steps (STAR). • Be honest. • KAHFAOOTY



Hallway Expectations

Be <i>Respectful</i>	Be <i>Responsible</i>	Be a <i>Problem Solver</i>
<ul style="list-style-type: none"> • Line is SSS. • Voice level is (0). 	<ul style="list-style-type: none"> • Walk on the right side of the hallway. • Go directly to your destination. • Hands stay at your side. 	<ul style="list-style-type: none"> • Stay in your spot in line.



4th Grade Ambassadors



Student SUCCESS Team Application

As a part of the SST, you will give tours to new students, help with Backpack Buddies, have morning greeting duties and help out in school as needed. If you feel you are willing to take on these responsibilities, please thoughtfully complete this application and submit by Friday, September 10th at 3:00PM.

dwiederholt@gallatin.k12.mo.us [Switch account](#)



Your email will be recorded when you submit this form

* Required

Name *

Your answer

Why are you applying for a leadership position? *

Your answer

Give examples of ways you are respectful, responsible and a good problem solver. Include examples from home (with parents, siblings) and school (with teachers, friends). *

Your answer

Describe a time when you had a conflict or problem with someone. How did you resolve the issue? What did you learn from this? *

Your answer

Submit

Clear form

Covel D. Searcy Elementary School



Student SUCCESS Team Contract 2021 - 2022

I, _____, hereby agree to hold myself to a high standard as a representative of Covel D. Searcy Elementary School and the Student SUCCESS Team Program. I will be respectful, responsible, and I will be a problem solver as I carry out my duties as a member. I understand that serving on the SUCCESS Team is a privilege and I will honor this commitment with my words, actions, and deeds.

Furthermore, I understand that the privilege of being a Student SUCCESS Team member requires my behavior to be that of a role model for other students in our building and community in order to prevent my dismissal from the program. My behavior will reflect the following expectations:

- Zero ODRs (Office Discipline Referrals) **at leader discretion**
- 3 or fewer late assignments
- Showing growth academically (determined by teacher feedback)

GO BULLDOGS!

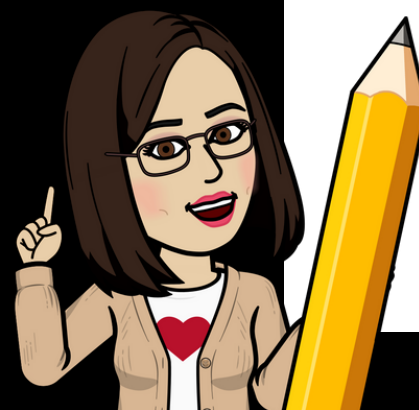
Student Signature

Date

Parent Signature

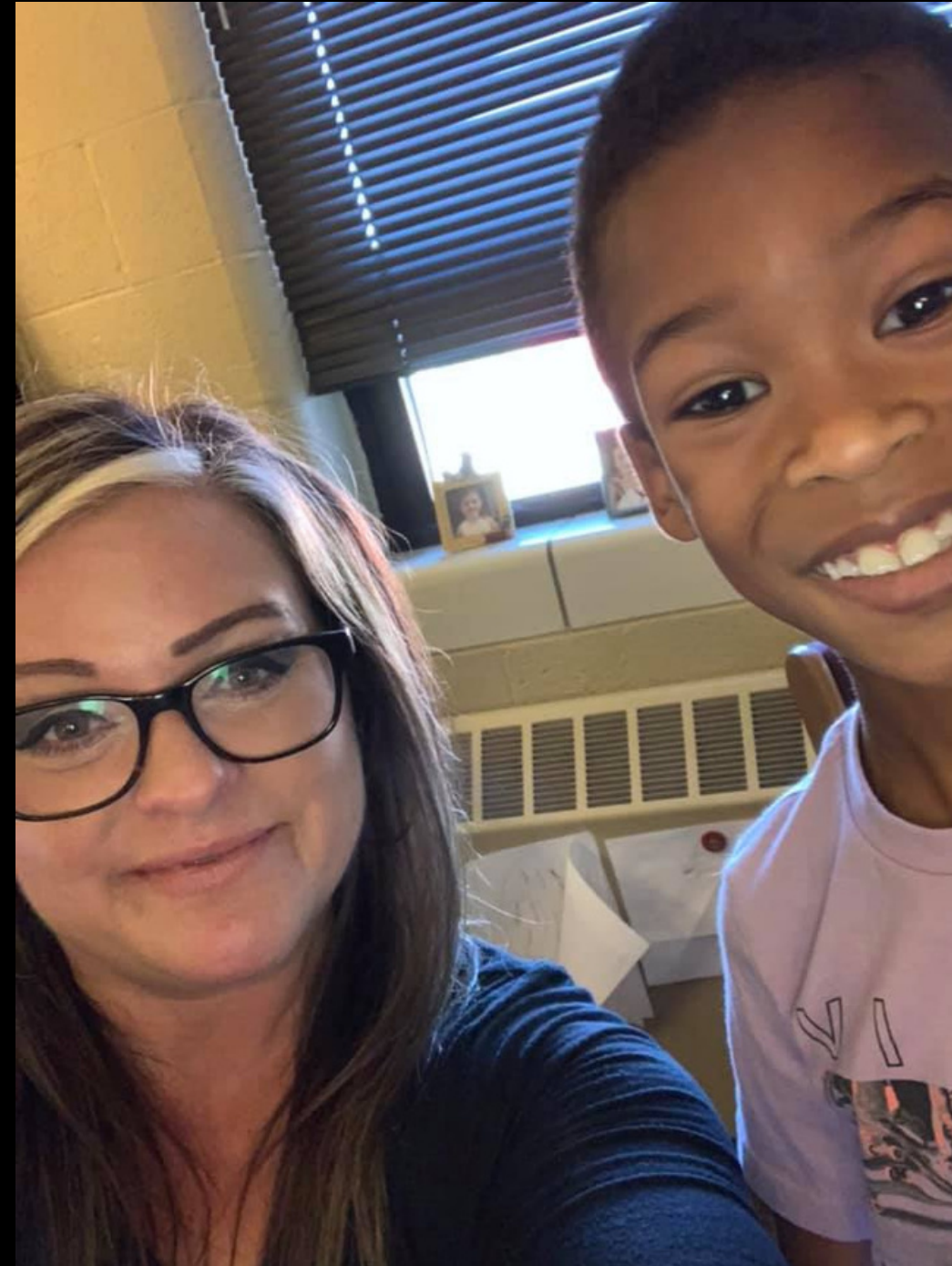
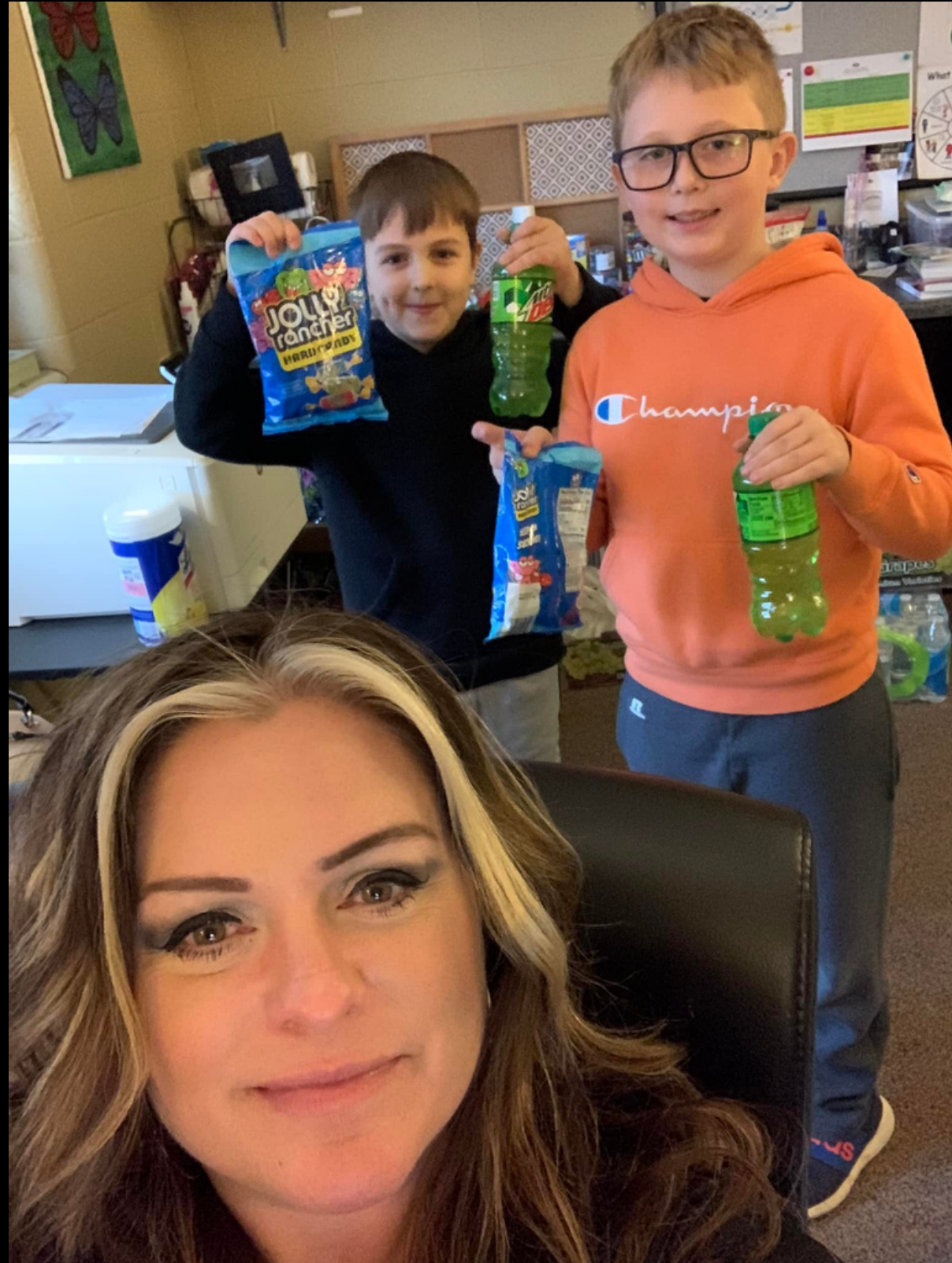
Date

**SIGN
ME UP**





Principal Shoutouts!



BULLDOG TIME

Responsive Classroom Morning Meeting: an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather in their classrooms for twenty to thirty minutes and interact with one another, eat breakfast, and begin their day in a positive way.





Bulldog

Basics

Bulldog

Academics

Social Emotional

Integrity

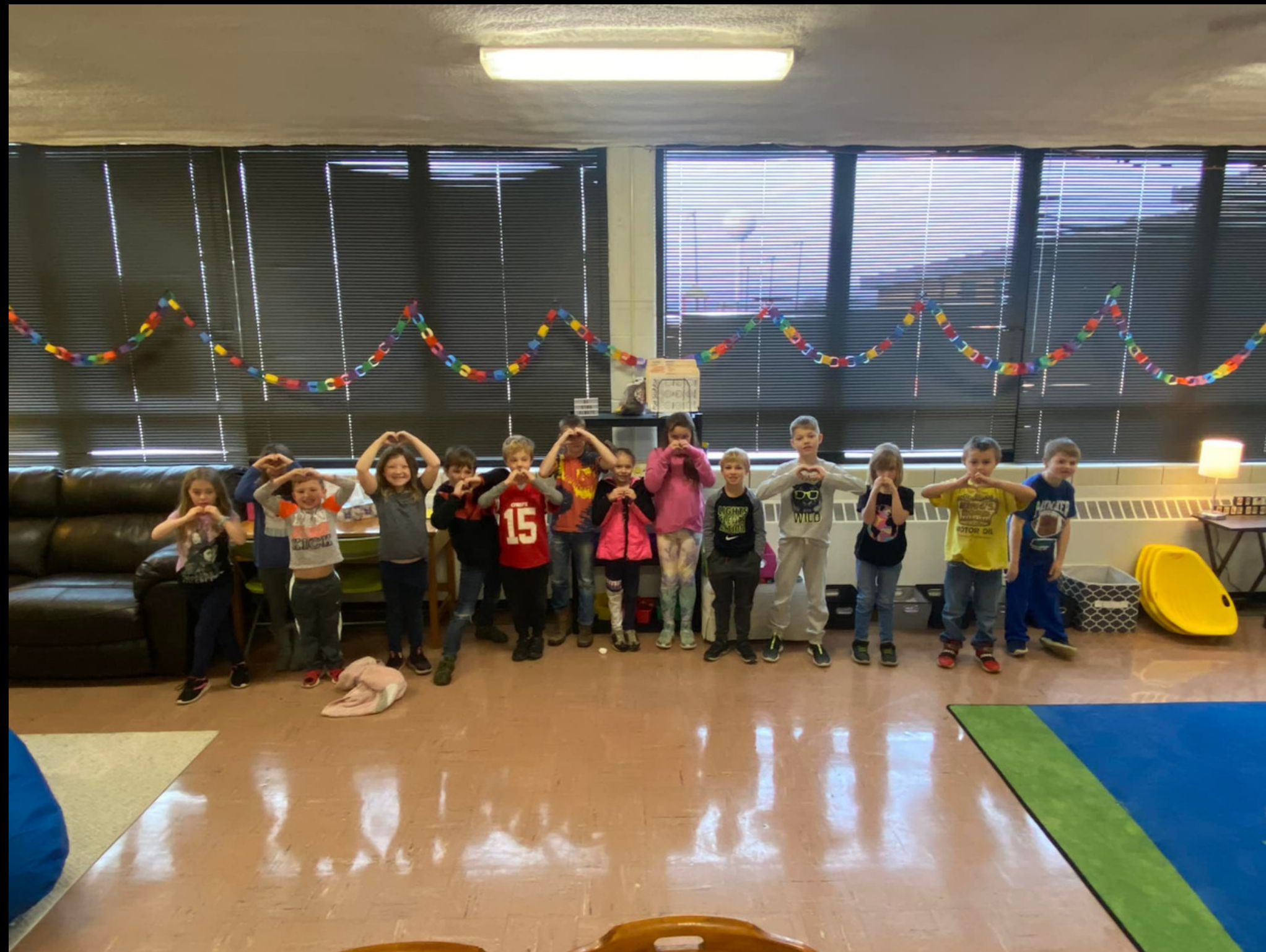
Character

Success

All students at CDSE participate in Bulldogs B.A.S.I.C.S. class every week. During this class we focus on getting 'back to the basics' and learning more about ourselves that will help us become successful and productive members of our community. This is a great opportunity to teach, reteach and reinforce our PBIS Expectations.



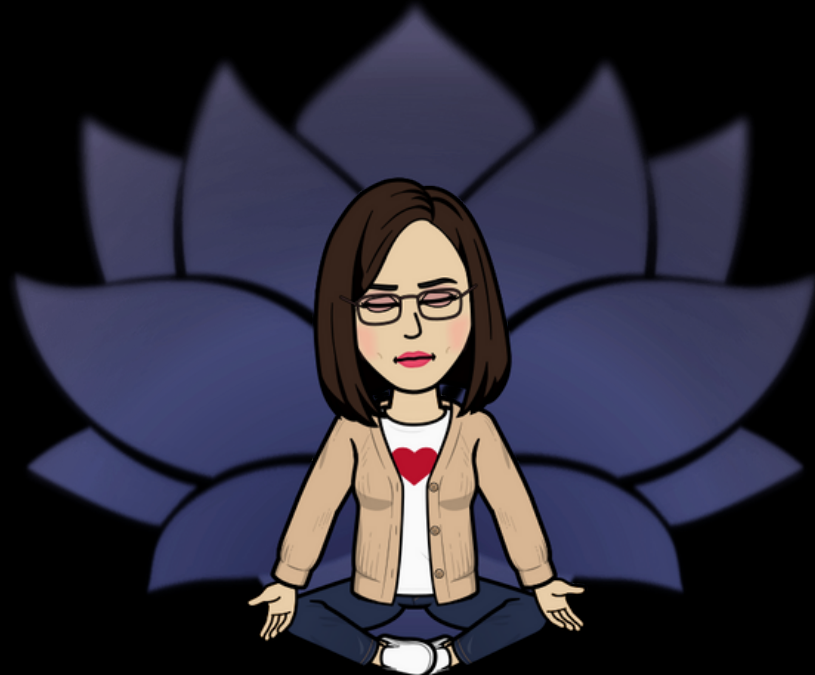
CDSE Celebrates World Kindness Day in Bulldog B.A.S.I.C.S. Class



Students all fill out a "Feelings Thermometer" at the beginning of Bulldog BASICS class. This tool allows them to reflect and choose how they are feeling currently. They have the choice to speak with the counselor about how they filled it out. The goal of this activity is to help children make it a priority to reflect on their feelings, as a part of their normal routine of taking care of themselves.



Practicing Self-Care



MTSS @ CDSE




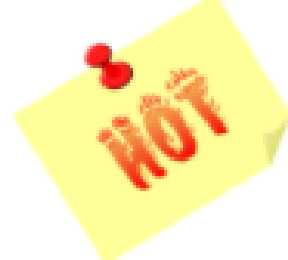
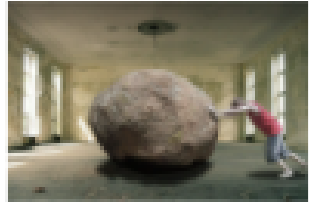
INTENTIONAL, School-wide, data driven, proactive framework for improving both learning and behavioral outcomes for all students AND teachers

MTSS Details...

~~PROBLEM~~
SOLVED



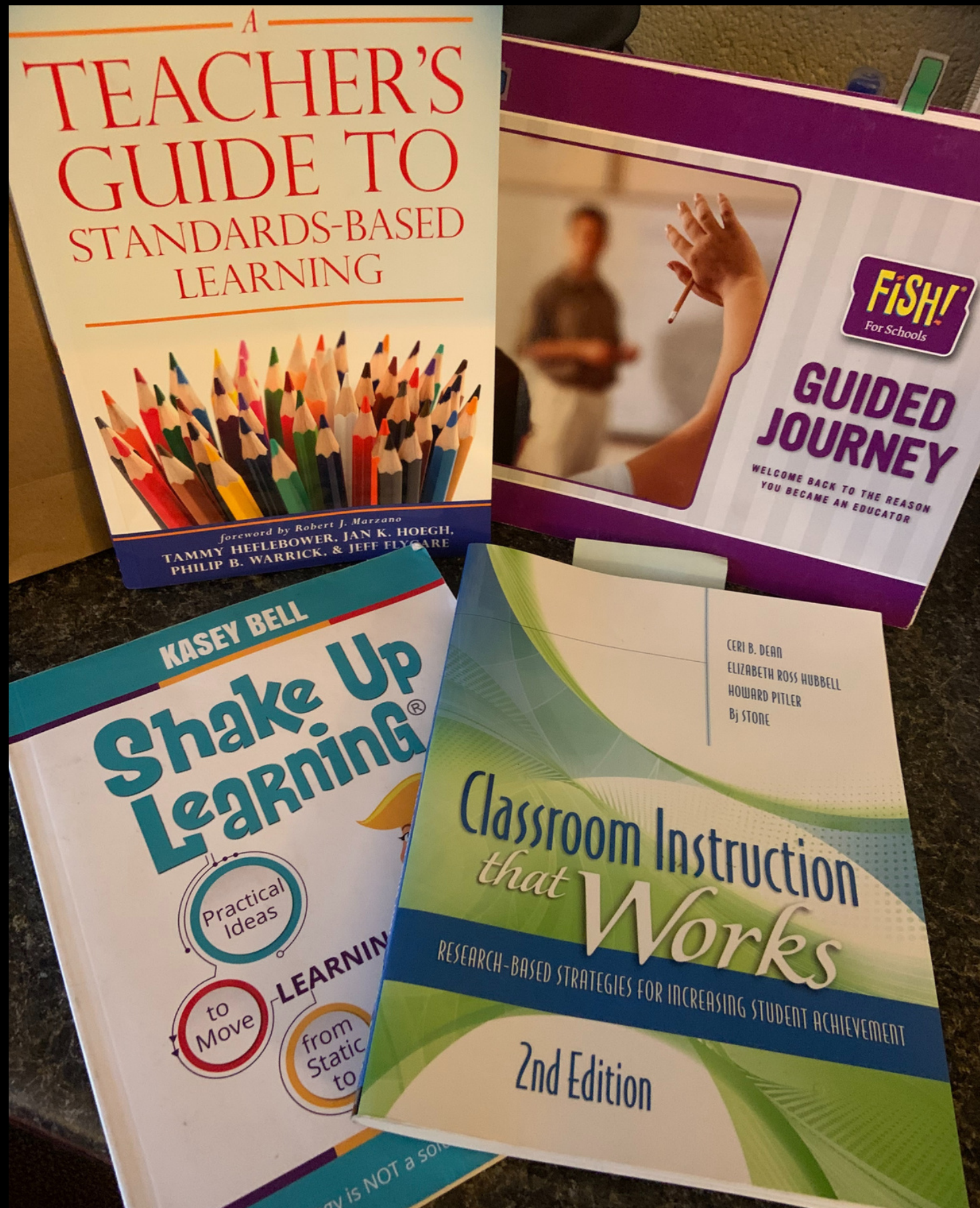
- Changed the Master Schedule to include 2 Specials per day without compromising instructional minutes
- This provides teachers with a personal and team plan every day
- Intentional, specific structure for MTSS Plan

<p>Team Member/Rockstar</p> 	<p>What's Hot?</p> 	<p>What's Not?</p> 
<p>Teacher 1</p>		
<p>Teacher 2</p>	<p>This semester our team has worked well together meeting the needs of our students and creating a consistent environment for them.</p>	
<p>Teacher 3</p>		


MTSS Plan

	K	1	2	3	4
MTSS Plan Time	12:45-1:15	12:45-1:15	1:30-2:10	10:40-11:25	10:40-11:25
M	Curriculum	Assessment/ Data	Data/Title/ Assessment	Title & Classroom Assessment	Team Lesson Planning/PBIS Lesson Planning
T	Data/Title/ Classroom Assessment	Team Planning	Curriculum	Curriculum Work w/ 4th	Curriculum Work w/ 3rd
W	FISH Study with 1st	FISH Study with K	8:35-9:10 FISH Study with 4th	FISH Study	FISH Study with 2nd
T	Team Planning	Curriculum Title Data-if needed	Team Planning	Team Planning	Title & Classroom Assessment
F (Reflect)	Hot/Not	Hot/Not	Hot/Not	Hot/Not	Hot/Not

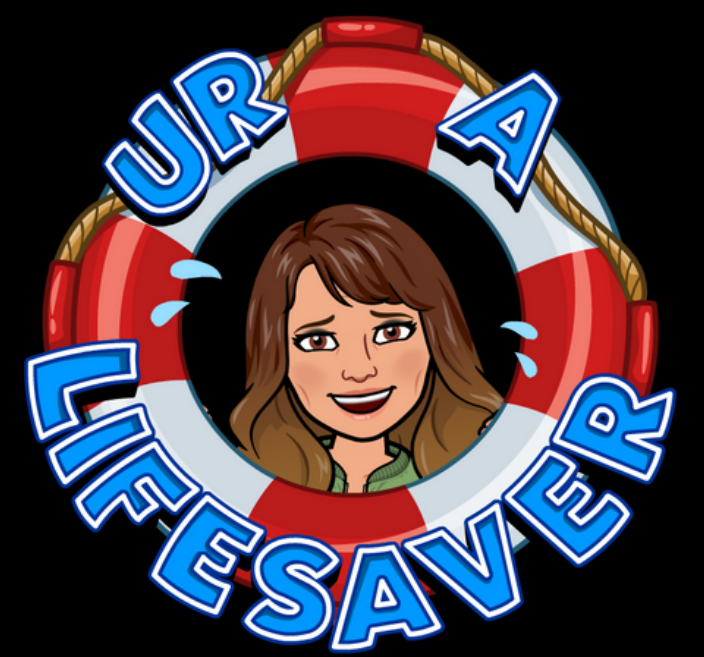




We use MTSS time to
live our Mission,
build relationships, &
grow together
professionally.

I NEED

AN ADULT

Tier 2/3 Team



- Students not responding to Tier 1 Interventions either academically or behaviorally are referred via process
- Observes students, help foster ideas for success, implement research based strategies.
- Meet with teachers and students to create success plans
- Create formal plans with data tracking and progress monitoring for effectiveness of strategies.

WE GOT THIS!



Tier 2/3 Behavior Referral

Gallatin R-V Tier 2/3 Behavior Referral Process

Process	Responsible Person	Course of Action
Behavior Intervention Data	Classroom Teacher	<ul style="list-style-type: none"> Assessment Data- <ul style="list-style-type: none"> Dated and time document: PAWS Place Documentation SWIS Data 2-1-1 Forms Parent Communication Log
RTI Data	Classroom Teacher	<ul style="list-style-type: none"> Interventions attempted, length of each intervention (There should be 2-3), examples of interventions used Parents are being regularly communicated with regarding their student's progress monitoring and behavioral concerns
Observational Data	Classroom Teacher/Support Staff	<ul style="list-style-type: none"> Behavioral observations of student within the classroom setting that may hinder learning. Maturity, social skills, etc Possible Triggers Documentation of behavior trends (time of day, classes, social situations) Outside of school environment observations (custody changes, medication changes, hygiene)
<p>In order for this data to be both qualitative and quantitative, 6 weeks of classroom interventions and strategies need to be in place, with fidelity. Move to the next section if the student is still not mastering learning targets or meeting benchmarks. If strategies have proven effective, continue their use.</p>		
Contact Parents	Classroom Teacher	<ul style="list-style-type: none"> Contact parents to discuss all concerns. Let them know a referral to the Tier 3 team is being made for further intervention and possible referral to special education.
Tier 3 Team	Classroom Teacher/Tier 3 Team	<ul style="list-style-type: none"> Email the Tier 3 Coordinator all data and concerns. Tier 3 team will evaluate data.
Meetings	Tier 3/Classroom Teacher	<ul style="list-style-type: none"> SUCCESS Plan: Tier 3 and Classroom Teacher will meet to develop a course of action or develop further interventions.
Monitor/Evaluate	Tier 3/Classroom Teacher	<ul style="list-style-type: none"> Interventions and observations will be carried out, the team will meet to discuss next steps. Timeline will vary depending on plan created on a case by case determination.

After the plan is complete, a determination will be made whether or not a Teacher/Team Referral is necessary.





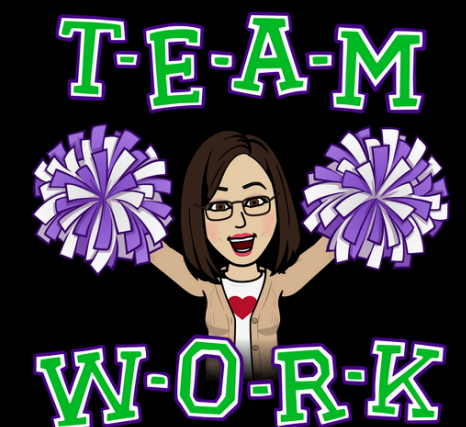
Tier 2/3 Academic Referral



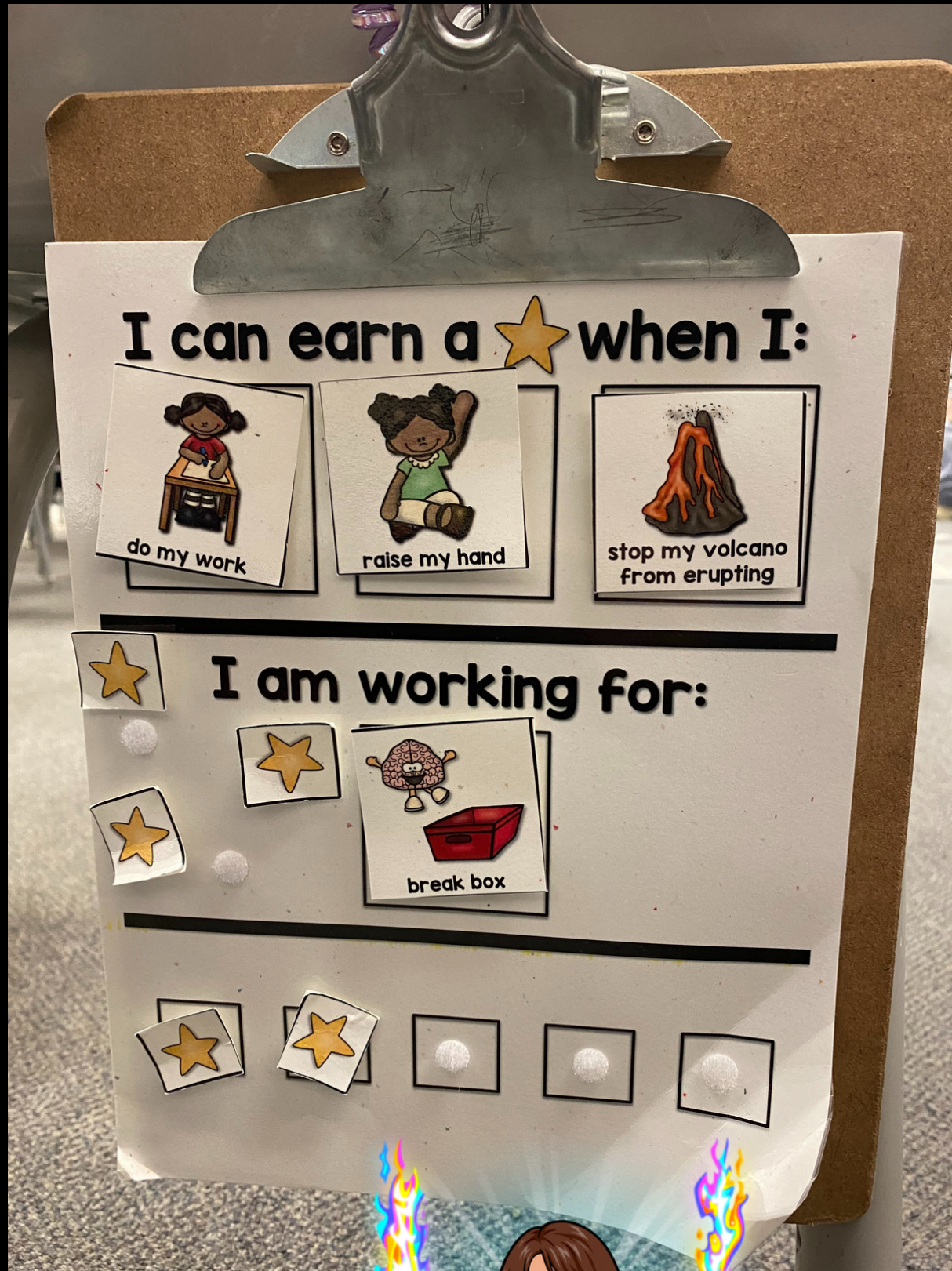
Gallatin R-V Special Education Academic Concern Referral Process

Process	Responsible Person	Course of Action
Academic Data	Classroom Teacher	<ul style="list-style-type: none"> Assessment Data- both formative and summative in nature- for all subject areas of concern will be collected. This should be a <u>compilation standardized assessments and classroom learning target assessments</u>.
RTI Data	Classroom Teacher/Title Staff	<ul style="list-style-type: none"> Interventions attempted, student performance data, length of each intervention (There should be 2-3), examples of interventions used Parents are being regularly communicated with regarding their student's progress monitoring and academic concerns
Observational Data	Classroom Teacher/Support Staff	<ul style="list-style-type: none"> Behavioral observations of <u>student</u> within the classroom setting that may hinder learning. Maturity, social skills, etc.
<p>In order for this data to be both qualitative and quantitative, 6 weeks of classroom interventions and strategies need to be in place, with fidelity. Move to the next section if the student is still not mastering learning targets or meeting benchmarks. If strategies have proven effective, continue their use.</p>		
Contact Parents	Classroom Teacher	<ul style="list-style-type: none"> Contact parents to discuss all concerns. Let them know a referral to the Tier 3 team is being made for further intervention and possible referral to special education.
Tier 3 Team	Classroom Teacher/Tier 3 Team/Process Coordinator/Nurse	<ul style="list-style-type: none"> Email the Tier 3 Coordinator all data and concerns. <u>Tier 3 team</u> will evaluate data. Vision and Hearing screening will be conducted as needed.
Meetings	Tier 3/Classroom Teacher/Process Coordinator	<ul style="list-style-type: none"> Tier 3 and Classroom Teacher will meet to develop a course of action or develop further interventions.
Monitor/Evaluate	Tier 3/Classroom Teacher	<ul style="list-style-type: none"> Interventions and observations will be carried out, the team will meet to discuss next steps. Timeline will vary depending <u>on plan</u> created on a case by case determination.

After the plan is complete, a determination will be made whether or not a Teacher/Team Referral is necessary.



Student Incentive Charts



Student: _____ Date: _____

I will **LISTEN** to my teacher at all times. I will **FOLLOW DIRECTIONS** the first time, quickly. I will stay **LEVEL ZERO** when it is appropriate. I will be making green choices by doing all of these things.

For every time I make these green choices, a 😊 will be colored in.

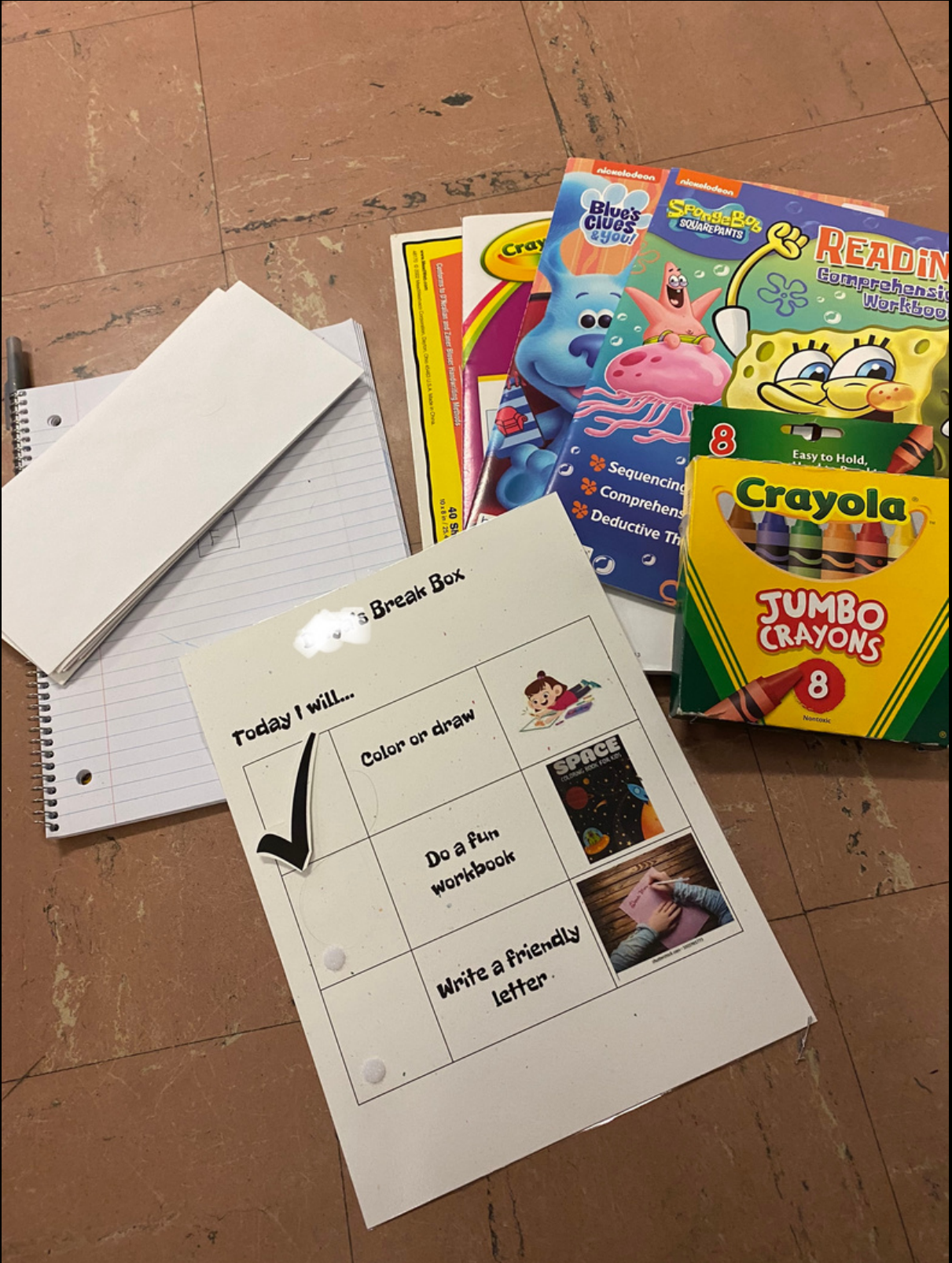
One 😊 will equal 1 minute of time that I get to spend helping in the 1st Grade classroom at the end of the day.

Bulldog Time	Specials	Math	Reading
😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊

Lunch/Recess	RGR	Specials	RTI/Science
😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊

😊 = _____ minutes I get to spend helping in 1st Grade at the end of the day.

Break Box time!



Check in/Check out & Lunch Buddies

CDSE PAWS Program

Student Name: _____ Date: _____

GOAL	Reading	L.A./ Spelling	Math	Social Studies	Science	Specials	Other	KEY
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0= 3+ reminders
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	1= 2 reminders
Be a Problem Solver	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	2= 0-1 reminders
Total Points/ Points Possible								Total

Success Note _____

Goal for Today: _____% Total for Today: _____% Goal met? _____Yes _____No

CDSE PAWS Program

Student _____ Date _____

Your student's percentage today _____% Goal: met not met

I'm proud of you today because _____

Parent Signature _____

Conference Room

Reserved for Lunch Buddies

12:00-12:20 · Tuesdays

11:00-12:15 · Wednesdays

11:00-11:20 · Thursdays

12:00-12:20 Fridays





Thank you!

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