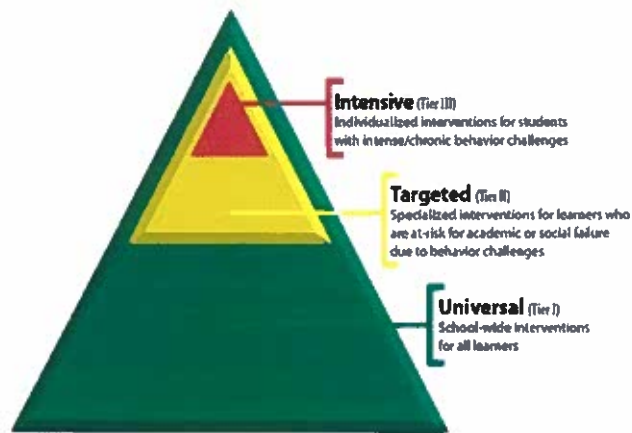


Suncrest Elementary School

2019-2020 School Year

Social Emotional Learning- *Suncrest Elementary school takes a proactive approach to discipline.*

PBIS (Positive Behavioral Interventions and Supports) Tier Level of Support



Intensive Strategies

Individualized intervention, FBA, Guides/Pieces, IEP, Crisis team

Targeted Strategies

Second Step, ABE, check in/check out, 2 X 10, Zen Zone, Behavioral plans, classroom behavior interventions

Universal Strategies

PBIS-expectations, recognitions, character development, Second Step, minor/major chart

The traditional “school rules” no longer exist and students are systematically taught behavior expectations. We are following the PBIS (positive behavioral interventions and supports) framework ensuring that ALL students are taught school-wide behavior expectations across the various areas of the school. (restroom, cafeteria, classroom, playground, etc.) School-wide behavior matrix (**Appendix A**) was developed by the staff and focuses on 4 expectations. (safe, tidy, achiever and respectful) All classrooms participate each morning in a morning meeting that focuses on teaching the expectations as well as positive character traits each month. (**Appendix B**) The plan includes a detailed flow chart illustrating minor and major incidents and how and who addresses those incidents. (**Appendix C**) The plan was developed by a committee of staff members and is reviewed monthly. The plan was and is being shared with students daily. The beauty of PBIS is that it is a proactive approach. Students are acknowledged for demonstrating the expectations and character traits. Students become responsible for their own behavior as each expectation and trait is taught during morning meetings. This is a tiered approach to discipline. Tier 1 being the universal level where ALL students benefit from the strategies and acknowledgements. Tier 2 has the targeted strategies and components to assist those students who need additional support. Some examples of those strategies are check in/check out programs, 2 by 10 strategies and behavior intervention plans. Tier 3 is the most intensive support and would include Functional Behavioral Assessments, alternative placement programs and possible Special Education

services. The PBIS team has been trained at the state level this school year and that information is being disseminated by the Culture/PBIS Committee.

Social skills are developed during the morning meetings in all classrooms with the use of school developed character curriculum (**Appendix D**) and the Second Step Program. Suncrest Elementary has the Second Step curriculum for all grade levels. It is a researched based character education program. Staff received training last October and has begun utilizing lessons within the classroom as part of their morning meetings. We have access to a complementary resource called Mind Yeti for teachers to use with students. Mind Yeti teaches mindfulness to students to help with better classroom management. The school counseling department does classroom lessons, small group lessons and individualized counseling as needed to address coping skills, conflict resolution, anger control, self-esteem, decision-making and stress management. Each classroom has a designated area known as the "Zen Zone" for student to access. It is not a disciplinary action is a proactive/preventative strategy. The "Zen Zone" is used in all classrooms for a calming down area for students. Students can visit another classroom's "Zen Zone" if more time is needed to calm down or get back on track. Each classroom has a Sensory Bag of items that students can use to help with calming down, anxiety, getting back on track and dealing with heightened emotions. Students have access to a "Take Ten" strategy in all the hallways. This strategy allows students to follow a series of small activities to reset their minds for learning. We received a \$20,000 grant to revamp one of our rooms into a "Sensory Room." This room is for mind and body breaks for students whose behaviors are escalating. Students can spend time with the school counselor if needed, students can spend time with administrators, based on the severity of the incident students can utilize in-school suspension or out-of-school suspension. PIECES and GUIDES are alternative placements with the Monongalia County School System and are very limited in the spaces available for students. These placements are used for those students with severe behaviors that do not allow them to be safe in the traditional school setting.

Students are earning STAR coupons when successfully demonstrating the various expectations from the matrix. They may save or trade their STAR coupons in for various things, such as tangible items, seat passes or admittance to certain school incentive activities. A game room in the building is available for students to use as a reward.

A monthly STAR recognition ceremony has been started. A student from each classroom is nominated for his or her exemplary demonstration of the character trait of the month. Their nomination is celebrated during a short ceremony in which parents are also invited. The ceremony is videoed and shown to the entire school.

Each morning Mrs. Kane provides inspirational readings and thoughts based on the character trait each month to students during morning announcements.

The PBIS components, such as school-wide expectations, minor/major incident definitions and procedures, student acknowledgement system and universal strategies, will be monitored through "Finding Treasures" walk-through documentation, teacher surveys, and monthly Culture/PBIS Committee (PBIS) meetings. Informal data is being collected to monitor and evaluate the effectiveness of the strategies. (2 X 10, etc.) Discipline data, including but not limited to office referrals and the different levels of suspension, will be closely monitored by both administrators. The administrators will focus on collecting and charting discipline data with fidelity. Both administrators use a binder to hold

and record all office referrals (**Appendix E**) coming from the various areas of the school campus and grounds.

Our school focuses on office referrals and suspension data, both in-school and out of school. The data is reviewed to see if trends can be identified as to which students are involved, the frequency of the involvement of the same students, the area in which the incidents occurs, the time of the day of the incidents and the possible motivation for the student behaviors. The data was used to develop the school-wide matrix so that frequently seen behaviors are addressed with behavioral expectations. The 2 X 10 strategy is being used at the school and over 45 staff and students are participating in this strategy. The staff, including, custodians, office staff, cafeteria staff, assistants and teachers are meeting with identified students from each classroom who are struggling with academics or behavior.

The school system has a partnership with the United Summit Center and the Child Advocacy Center to help address students in crisis. The students can benefit from in school counseling from this outside organization. DHHR has a 24/7 phone line to report emergency and severe behavior and family situations. The basic needs of families are being met through the Scott's Run Organization-giving food to families for weekend use. We also have a developing relationship with Chestnut Ridge that will also meet the needs of struggling students. We can also make referrals to our Outreach Facilitator to help coordinate other community resources for families. We work with our McKenney-Vento Coordinator to assist with our homeless or sub-standard housing students. All of these organizations work with and through the school counselor at the school.

	CLASSROOM	CAFETERIA	HALLWAY/ STAIRWAY	PLAYGROUND	RESTROOM
Safety	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Sit in chair safely. Open door only when asked by an adult 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Sit in chair safely. Open door only when asked by an adult 	<p>SHINE Silently <u>H</u>eaded to your destination <u>I</u>n a line <u>N</u>ever touching walls or others <u>E</u>very time</p>	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Be aware of personal space
Tidy	<ul style="list-style-type: none"> Come prepared for learning. Work carefully Keep desk and belongings neat and clean. Record homework in Agenda Book every day. 	<ul style="list-style-type: none"> Keep area clean. Dispose of garbage appropriately. 	<p>SHINE Silently <u>H</u>eaded to your destination <u>I</u>n a line <u>N</u>ever touching walls or others <u>E</u>very time</p>	<ul style="list-style-type: none"> Returns balls, jump ropes, and recess equipment to the gymnasium. 	<ul style="list-style-type: none"> Dispose of all trash appropriately.
Achiever	<ul style="list-style-type: none"> Remain on task. Do your best on tests, class work, and homework. Participate in class. Apply all learned concepts. Study at home. Follow directions. Make good choices. Accept consequences. Stay in assigned areas. 	<ul style="list-style-type: none"> Your area is clean when you leave. Eat your own food. Follow directions. Make good choices. Accept consequences. Stay in assigned areas and sit on bottom. 	<p>SHINE Silently <u>H</u>eaded to your destination <u>I</u>n a line <u>N</u>ever touching walls or others <u>E</u>very time</p>	<ul style="list-style-type: none"> Follow rules of the game. Show good sportsmanship. Follow directions of the playground monitors. At the end of recess, line up immediately. 	<ul style="list-style-type: none"> Bathroom is as you found it when you leave. Report any plumbing problems to the custodial staff immediately. Do your business. Wash your hands.
Respectful	<ul style="list-style-type: none"> Raise your hand to speak. Use kind words. Use good manners. Listen politely. Walk/wait silently. 	<ul style="list-style-type: none"> Speak at an appropriate volume and no talking when lights are off. Be respectful of cafeteria monitors. Raise your hand to speak. Use kind words. Use good manners. Listen politely. Walk/wait silently. 	<p>SHINE Silently <u>H</u>eaded to your destination <u>I</u>n a line <u>N</u>ever touching walls or others <u>E</u>very time</p>	<ul style="list-style-type: none"> Play fair. Use kind words. Use good manners. 	<ul style="list-style-type: none"> Keep walls graffiti-free. Walk/wait silently. Appropriate side ONLY!



Appendix A

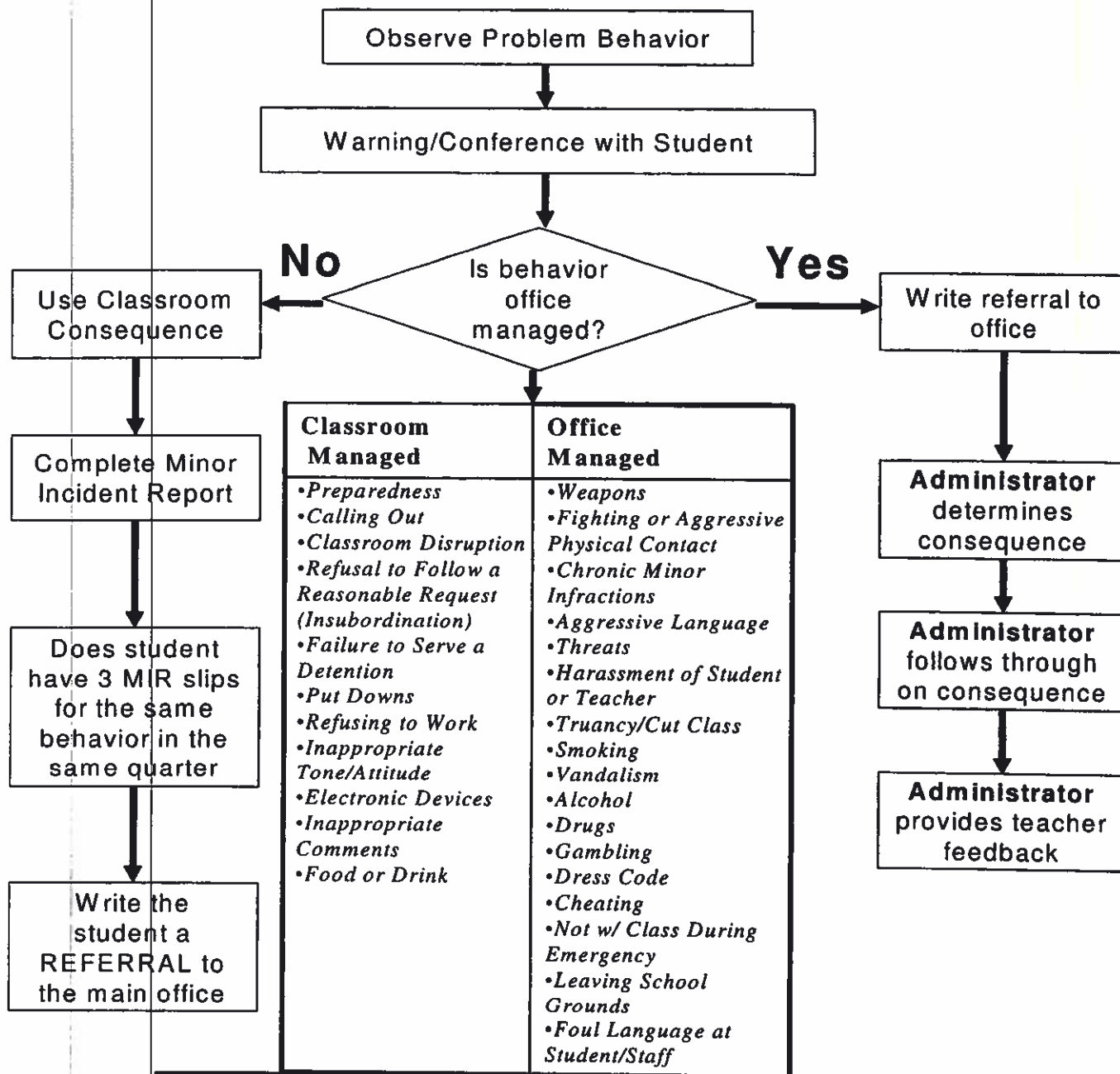
Suncrest Elementary School

Agenda for Morning Meeting

1. **Opening:** *This is a safe space.*
We do not let anyone be hurtful or rude to you, so you may not be hurtful or rude. This is a safe space.
2. **Greeting Activity**
3. **Scheduled Second Step/
provided lesson**
4. **Closing Activity**

Suncrest Elementary School

Minor vs. Major Incidents Flow Chart



SIDE BAR ON MINOR INCIDENT REPORTS

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

Suncrest Elementary School Character Education 2019-2020

Theme: STAR Expectations

Week	Concept to Teach	Lessons
August 19-23	Vision and Mission	provided
August 26-30	Being Safe	provided
September 2-6	Being Tidy	provided
September 9-13	Being an Achiever	provided
September 16-20	Being Respectful	provided
September 23-27	How to Calm Down	Second Step

Theme: Skills for Learning

Week	Concept to Teach	Lessons
September 30-October 4	Listening	Second Step
October 7-11	Focusing Attention	Second Step
October 14-18	Using Self-Talk	Second Step
October 21-25	Being Assertive	Second Step

Theme: Empathy

Week	Concept to Teach	Lessons
October 26-November 1	Empathy	Second Step
November 4-8	Identifying Feelings	Second Step
November 11-15	Same/Different Feelings	Second Step
November 18-22	Showing Compassion	Second Step
November 25-29	OUT	OUT

Theme: Emotions

Week	Concept to Teach	Lessons
December 2-5	Feelings in My Body	Second Step
December 9-13	Stop and Name the Feelings	Second Step
December 16-20	Calming Down	Second Step
December 23-27	OUT	OUT

Theme: Problem-Solving

Week	Concept to Teach	Lessons
December 29-January 3	OUT	OUT
January 6-10	Managing Learning Challenges	Second Step
January 13-17	S-Say the Problem	Second Step
January 20-24	T-Think of Solutions	Second Step
January 27-31	E-Explore Consequences	Second Step

Appendix D

Theme: Friendship

Week	Concept to Teach	Lessons
February 3-7	P-Pick the Best Solution	Second Step
February 10-14	Inviting to Play	Second Step
February 17-21	Playing Fairly	Second Step
February 24-28	Making Amends	Second Step

Theme: Humility

Week	Concept to Teach	Lessons
March 2-6	Handling Name Calling	Second Step
March 9-13	Humility	provided
March 16-20	Humility	provided
March 23-27	Humility	provided

Theme: Innovation

Week	Concept to Teach	Lessons
March 30-April 3	Innovation	provided
April 6-10	Innovation	provided
April 13-17	Innovation	provided
April 20-24	Innovation	provided
April 27-May 1	Innovation	provided

Theme: "Passion to Profession" (Career Development)

Week	Concept to Teach	Lessons
May 4-8	Careers	provided-field trips/career day
May 11-15	Careers	provided-field trips/career day
May 18-22	Careers	provided-field trips/career day

- provided lessons will be created by the Culture Committee over the summer

Shining Star of the Month

Shining Star Forms are due to Mr. Gaither	Shining Star Ceremony 10:00 in cafeteria
September 19 th	September 26 th
October 17 th	October 24 th
November 13 th	November 20 th
December 12 th	December 19 th
January 23 rd	January 30 th
February 20 th	February 27 th
March 19 th	March 26 th
April 23 rd	April 30 th
May 13 th	May 20 th

Suncrest Elementary School Office Referral

Office referrals should only be made for major disciplinary offenses. Please refer to the Suncrest Disciplinary Policy for a list of those behaviors that result in an office referral.

Student Name _____ Teacher Name _____

Date _____ Location of Offense _____ Time of Day _____

Summary of incident that requires this referral: _____

Interventions attempted prior to this referral: _____

Suncrest Elementary School Office Referral

Office referrals should only be made for major disciplinary offenses. Please refer to the Suncrest Disciplinary Policy for a list of those behaviors that result in an office referral.

Student Name _____ Teacher Name _____

Date _____ Location of Offense _____ Time of Day _____

Summary of incident that requires this referral: _____

Interventions attempted prior to this referral: _____
