



## ***STILLWATER ELEMENTARY SCHOOL***

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### **Stillwater's Student Behavior Plan**

#### **PBIS**

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Stillwater has been working hard this last year implementing a new school wide behavior support system with intervention and positive rewards. This Positive Behavioral Interventions and Supports Model (PBIS) emphasizes the use of proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. This is a systems approach to enhance the capacity of schools, families, and communities to design effective environments where teaching and learning occurs at a very high level. Attention is focused on creating and sustaining universal supports for all students, Tier 2 supports for targeted student groups, and Tier 3 supports for individual students who need different structures and interventions for their success.

Modeling and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school wide PBIS is to establish a climate in which appropriate behavior is the norm.

#### **Think Time**

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An important piece of these supports is the Think Time model Stillwater currently employs. The Think Time Strategy is used in combination with other interventions and approaches to correct student behavior and reward positive choices by students. Think Time is the first step in our progressive discipline model. If a child is misbehaving, the teacher will prompt them to adjust their behavior. If students do not comply, they will be directed to a designated classroom to think about their behavior and process the incident with a partner teacher. After the student processes the incident with the partner teacher and productively completes the behavioral debriefing form, they will be instructed to return to their classroom without further consequences. If a student continues to misbehave, they may be sent to Think Time again or face progressive discipline.

This model is designed to: (a) cut off a negative social exchange; (b) provide students feedback and planning for future positive performance; and (c) restart a positive social exchange. Think Time will be used in conjunction with the Hawk Mindset. Think Time requires teamwork between two or more teachers—the homeroom teacher and the cooperating teachers who provide the designated Think Time area. Students who are not demonstrating a Hawk Mindset will be sent to Think Time. This is where a child is sent to another teacher's room to reflect on their behavior and after conferencing with the cooperating teacher, fill out a Think Time form describing what happened, and what he or she will do differently next time. This was designed to not interrupt teaching and learning, which is our priority as a school. Once they have answered questions on the form appropriately, they return to their classroom with the form to review with their teacher. If Think Time was not successful in redirecting student behavior, progressive disciplinary measures will be applied through the school's Office Referral System.

## Office Referrals

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Progressive discipline follows a continuum of interventions and consequences that will redirect student behavior with accountability and predictability. When a student continually misbehaves, they will be referred to the office for a conversation with the principal. At this point consequences may be applied. If this is repeated behavior the consequences will progressively increase. Consequences may include but are not limited to the following:

- Track only recess
- No Recess
- Lunch Time Out
- No Recess and Lunch Time Out
- Administrative Action (May include School Service, Office Time Out, In School Suspension or Out of School Suspension)

During the Lunch Time Out, students will be sent to the office to sit quietly and reflect about their actions this week. Students will miss recess.

We have so many wonderful kids at Stillwater and we are continuing our list of positive rewards for students who are following the Hawk Code. Awards are being given in each classroom for students who are modeling the **Hawk Mindset**. Some Rewards these students are receiving are hawk feathers for using the Hawk Mindset by being Safe, Responsible, Respectful, Leaders. When students receive certain amount of hawk feathers, they receive a colored wrist band that they can wear. Along with some individual awards, we have a school wide reward that may consist of an all-school extra recess or school wide snow cone party.