

PBIS
Positive Behavior Interventions and Support
Student/Parent Handbook
Tucker Elementary
2020 ~ 2021

School Mission: to develop compassionate, confident, lifelong learners.

School Vision: to provide a safe environment that engages all students, parents, staff and community.

PBIS Goals

- Clearly define and teach the behavioral expectations
- Consistently acknowledge and reward appropriate behavior
- Constructively address problematic behavior
- Effectively use behavior data to assess progress

TUCKERS EXPECTATIONS

- ❖ Be Kind
- ❖ Be Engaged
- ❖ Be Responsible
- ❖ Be Safe

School – Wide Discipline Plan 2020 ~ 2021

The faculty and staff are committed to make this a successful year for our students. Our primary goal is to provide quality instruction within a positive learning environment. To accomplish this, each student must learn to manage his/her behavior and to cooperate with others.

*** Please read and discuss this plan with your child and assist us in maintaining a positive learning environment. ***

Tucker Elementary Behavioral Expectations:

1. Be Kind
2. Be Engaged
3. Be Responsible
4. Be Safe

The above behavioral expectations are taught like core subjects are taught. Students who follow school wide expectation earn DOJO points to participate in various school level rewards that may include the following:

- ❖ Weekly classroom rewards
- ❖ Monthly grade- level celebrations
- ❖ 9 weeks school- wide celebrations
- ❖ VIP Semester celebrations

Each classroom will have a classroom management plan based upon the following school wide behavior plan guidelines:

- A. Verbal and or Written Warning
- B. Parent Contact (agenda, email, DOJO, or phone call)
- C. Loss of Privileges (in-class time out, partial/full loss of recess, silent lunch, etc)
- D. Time Out: student may be sent to another teacher's classroom, or assigned to the empowerment room and assigned a reflection assignment, and parent will be notified *
- E. Plan For Improvement (PFI) between teacher, student, and parent (teacher that wrote the PFI will call the parent)
- F. Office Referral

*May not be used during COVID procedures

**** 5th PFI in a grading period will result in an office referral.**





The concept of Plan- For- Improvement (PFI) is to Prompt, Redirect, Reteach and Provide a choice to motivate each student to meet behavioral expectations daily. However, teachers may issue a PFI if the student does not respond to pre-correction or redirections. Parents, you are expected to review each PFI that is sent home, sign them and encourage your child to meet behavioral expectations EVERYDAY at school.


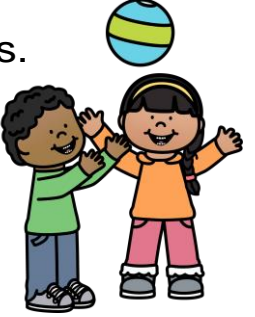


Possible School-Wide Consequences Given by Administrators

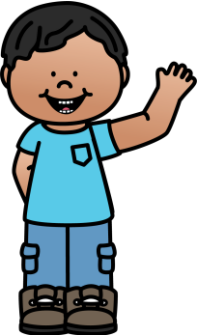
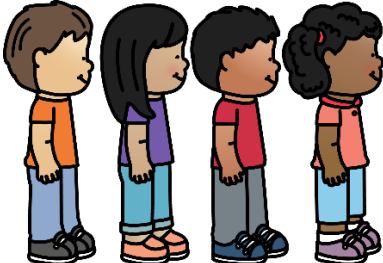
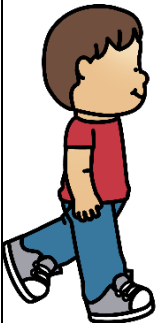

1. Time out with Admin/ parent phone call
2. 2 hours of ISS
3. Half day of ISS
4. Full day of ISS
5. Two days of ISS
6. Out of school suspension

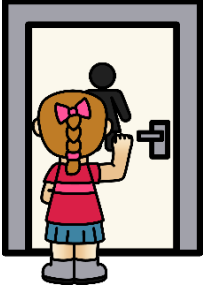



VOICE LEVELS used at Tucker Elementary School

- Level 0 Silent
- Level 1 Whisper
- Level 2 Conversation
- Level 3 Presentation
- Level 4 Outside

TIGERS...	Lunchroom
Body Level: 1	Walking Feet, Whisper Voice
<p>Be Kind</p>	<p>I will talk to MY square partners with kind words.</p> <p>I will include others in conversation.</p> 
<p>Be Engaged</p>	<p>I will touch and eat the food on my tray or lunchbox.</p> <p>I will carry my tray with both hands.</p> 
<p>Be Responsible</p>	<p>I will close my milk carton.</p> <p>I will pick up my trash.</p> <p>I will stand up. Then pick up my tray.</p> 
<p>Be Safe</p>	<p>I will stay seated on my bottom.</p> <p>I will wait to be dismissed.</p> <p>I will raise my hand for help.</p> <p>I will stay in my order as I walk to leave.</p> 

TIGERS...	Playground
Body Level: 3	Running Feet, Outside Voice
<p>Be Kind</p>	<p>I will play with kind words and actions.</p> <p>I will include others, so no one is left out.</p> 
<p>Be Engaged</p>	<p>I will play by the rules.</p> <p>I will stay in the assigned area.</p> 
<p>Be Responsible</p>	<p>I will leave the area as I found it or better.</p> <p>I will go to an adult for help.</p> <p>I will line up at the signal.</p> 
<p>Be Safe</p>	<p>I will keep my hands and feet to myself.</p> <p>I will use the equipment correctly.</p> 

TIGERS...	Hallway
Body Level: 0	Walking Feet, Silent Voice
<p>Be Kind</p>	<p>I will use hallway manners.</p> <p>I will greet with “hallway hellos” (smile and wave).</p> 
<p>Be Engaged</p>	<p>I will keep my eyes forward walking on the blue on the right side of the hallway.</p> 
<p>Be Responsible</p>	<p>I will go directly where I need to go.</p> 
<p>Be Safe</p>	<p>I will keep my body to myself.</p> <p>I will follow the adults’ directions.</p> <p>I will respect others’ personal space.</p> 

TIGERS...	Restroom
Body Level: 0	Walking Feet, Silent Voice
<p>Be Kind</p>	<p>I will respect others' privacy.</p> <p>I will knock before opening the stall door.</p> 
<p>Be Engaged</p>	<p>I will go and flush.</p> <p>I will wash my hands.</p> <p>I will return to class.</p> 
<p>Be Responsible</p>	<p>I will keep the restroom as I found it or better.</p> <p>I will report any problems to an adult.</p> 
<p>Be Safe</p>	<p>I will keep my feet on the floor.</p> <p>I will shake the extra water off in the sink.</p> 

TIGERS...	Office
Body Level: 1	Walking Feet, Whisper Voice
Be Kind	<p>I will wait my turn patiently without interrupting.</p> <p>I will use polite words: "Excuse me." "May I...?" "Thank you"</p> <p>I will keep your hands to yourself.</p>
Be Engaged	<p>I will enter the office with permission from an adult or with a note.</p> <p>I will only talk when asked to.</p>
Be Responsible	<p>If I am late, I will get a tardy slip before going to my classroom.</p> <p>I will stay in front of the counter.</p> <p>I will explain why I am in the office clearly.</p>
Be Safe	<p>I will enter and exit through the correct door.</p> <p>I will keep my hands, feet, and objects to myself.</p> <p>If I am waiting in the office, I will sit on the floor.</p>

TIGERS...	Library
Body Level: 1	Walking Feet, Whisper Voice
Be Kind	<p>I will keep food, drinks, and gum out of the library.</p> <p>I will wait quietly in the checkout line.</p> <p>I will use kind words.</p>
Be Engaged	<p>I will put books where they belong.</p> <p>I will find my book, then sit, and read.</p>
Be Responsible	<p>I will return my books in a timely manner.</p> <p>I will use a shelf marker to help me find books.</p> <p>I will choose a seat and stay there.</p>
Be Safe	<p>I will clean my area before leaving.</p> <p>I will move around the area safely.</p> <p>I will present a library pass when entering and exiting.</p>

Minor & Major Behaviors

Definitions & Examples

Behavior Types		Minor (Teacher Managed)	Major (Office/Admin. Managed)
Defiance / Disrespect	Def.	Student engages in brief or low intensity failure to respond to adult requests.	Repeated refusal to follow directions, yelling, or socially rude interactions.
	Ex.	Not following directions, not completing classwork, telling, “no”, rolling eyes, ignoring requests, etc.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Def.	Student engages in low-intensity, but inappropriate disruption.	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.
	Ex.	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.	Sustained behaviors such as: Humming, tapping, blurting out, playing with items, talking, etc. Yelling/screaming (verbal fighting), crying, tantrums, etc.
Inappropriate Language <i>(minor)</i> Abusive Language, Harassment, Teasing <i>(major)</i>	Def.	Students verbalizes or writes using language that is inappropriate for school.	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering messages (verbally, writing, gesture) to another person that include threats and intimidation, obscene gestures, pictures, or written notes.
	Ex..	Name calling, cursing, written or verbal insults, etc.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Physical Contact <i>(minor)</i>	Def.	Student engages in non-serious but inappropriate physical contact.	Intentional actions involving serious physical contact where injury may occur.
Fighting – Physical Aggression	Ex.	Pushing, pulling, accidental hitting, horseplay, etc.	Hitting, kicking, punching, scratching, hair pulling, spitting, biting, etc.
Property Misuse <i>(minor)</i>	Def.	Low intensity misuse of property.	Student participates in an activity that results in the destruction or disfigurement of property.
Vandalism, Property Damage <i>(major)</i>	Ex.	Littering, breaking pencils, etc.	Repeated minor behaviors, damage that can’t be easily fixed or cleaned.
Technology Violation	Def.	Student engages in low-intensity misuse of any school technology	Student engages in harassing another person on computer.
	Ex.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.	**Cyber bullying
Theft	Def.	Student is in possession of, having passed on or being responsible for removing someone else’s property.	
	Ex.	Taking pencils, erasers, items of little value.	Repeated minor behaviors, or taking items of significant value. Taking things out of a teacher’s purse or desk.

Leaving School Property <i>(major)</i>	Def.	Major Offense	Student leaves the school building without permission or stays out of class.
	Ex.		Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Weapons <i>(major)</i>	Def.	Major Offense	Student is in possession of knives or guns (objects readily capable of causing bodily harm.
	Ex.		Student has a knife or gun; student uses an alternative object with the purpose of inflicting harm to others.
Alcohol, Tobacco, Drugs <i>(major)</i>	Def.	Major Offense	Elementary students who commit offenses involving drugs or alcohol may also be immediately suspended and referred for an alternative program.
	Ex.		
Inappropriate Display of Affection	Def.	Major Offense	Student engages in inappropriate consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
	Ex.		

The following page is an example of Plan for Improvement (PFI)

Tucker Elementary School – Plan for Improvement (PFI)

Student Name:	Teacher:
Grade:	Location:
Nine Weeks: <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	Date:
Minor Behaviors:	
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Abusive Language, Teasing, Harassment <input type="checkbox"/> Physical Contact	<input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Technology Violation <input type="checkbox"/> Theft <input type="checkbox"/> Lying/Cheating

Step 1: TEACHER I used _____ strategy and retaught this lesson:
Step 2: Your child chose to continue their behavior. The consequence given was: <input type="checkbox"/> Temporary removal from activity <input type="checkbox"/> Alteration of activity <input type="checkbox"/> Reflection /Think About It sheet <input type="checkbox"/> Partner room referral for _____ minutes <input type="checkbox"/> Student Conference <input type="checkbox"/> Silent Lunch (MUST BE SCHEDULED)
Step 3: Student writes a plan for improving behavior.
Number of PFI's this 9 weeks:
Consequence at home:
Next school Consequence: Phone call to parent every PFI <input type="checkbox"/> 1 st PFI: Parent Consequence at home/Reteach <input type="checkbox"/> 2 nd PFI: Classroom Consequence. <input type="checkbox"/> 3 rd PFI: Classroom Consequence AND Parent and Teacher face to face conference. <input type="checkbox"/> 4 th PFI: Counselor Referral – consider Behavior Plan <input type="checkbox"/> 5 th PFI: Office Referral
Student Signature:
Faculty/Staff Signature:
Parent Signature:

** 5th PFI in a grading period will result in an office referral.

Expected Behavior Celebration Dates

Below are the dates as well as the number required DOJO points to attend the behavior celebrations. A student may not have any In-School Suspensions, or Out-of-School Suspensions during the celebration time period.

Nine Weeks	Days	Dates	Required Points	Celebration Date
1 st 9 Weeks	44	Aug 6 – Oct 5	160	Oct 8
2 nd 9 Weeks	40	Oct 6 – Dec 16	160	Dec 17
1 st Semester VIP		Aug 4 – Dec 16 Entire 1 st Semester	320	Dec 18
3 rd 9 Weeks	45	Jan 5 – March 11	160	March 12
4 th 9 Weeks	45	March 15 – May 21	160	May 24
2 nd Semester VIP		Jan 5 – May 21 Entire 2 nd Semester	320	May 25

** Dates and events are subject to change due to COVID.

*Point requirements are the minimum number of points students need to attend nine weeks celebrations and VIP Behavior Celebration at the end of each semester. To preserve the value of Class Dojo points, students should earn points for exhibiting attributes of Tucker Behavior Expectations:

- ❖ Be Kind
- ❖ Be Engaged
- ❖ Be Responsible
- ❖ Be Safe

Please go over this handbook with your child and keep for a reference.
Thank you for assisting us in maintaining a positive learning environment.

Please sign the following page and return to your child's homeroom teacher.

Tucker Tiger Expectations

BE Kind

BE Engaged

Be Responsible

BE Safe

The PBIS expectations and plan in our student-handbook have been read and explained to me. As a Tucker Tiger, I understand that I am responsible for my own behavior and actions and will follow the PBIS Tiger Expectations.

Teacher_____Grade_____

Student's Signature_____

Parent's Signature_____