

Handley STEM Elementary

PBIS Positive Behavioral
Interventions & Supports

HANDBOOK
2023-2024

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*****SIGN and return page 15 to your student (s) classroom teacher (s).**

Thank you.

Introduction

Dear Parents/Guardians,

We are excited to begin the 2023-2024 school year. This school year is the second year for Handley in becoming a Handley STEM focus campus. Which means that we are committed to start preparing our students to succeed in science, technology, engineering and mathematics by providing high quality instruction in these areas. Also this is our second year as a PBIS campus school. As a PBIS campus, we will strive to ensure that your child has a positive experience every day at school. In order to do so, we will implement Positive Behavior Interventions and Supports (PBIS). PBIS is a framework to teach and reinforce behaviors that we want our students to exhibit at school. Staff and students share clear and consistent expectations regarding appropriate ways students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.).

The school-wide expectations that we will require all students to know, understand, and follow are: Always show your **Panther PRIDE** at Handley STEM. The word **P.R.I.D.E.** represents:

Positive mindset (power of yet, always growing, using positive words)

Respect (value diversity, listen and follow directions, respect property)

Integrity (be honest and trustworthy, do the right thing even when no one is watching, be brave and courageous)

Determination (be goal oriented, stamina and perseverance, self-discipline)

Excellence (responsible and accountable for YOUR choices, strive to always do your best, always be prepared)

Please join us in working together to promote these positive behaviors to help us increase student achievement and get our students ready for the 21 Century learning skills. Research shows that when home and school work together, student learning is more successful. You will get more information on PBIS components throughout the school year.

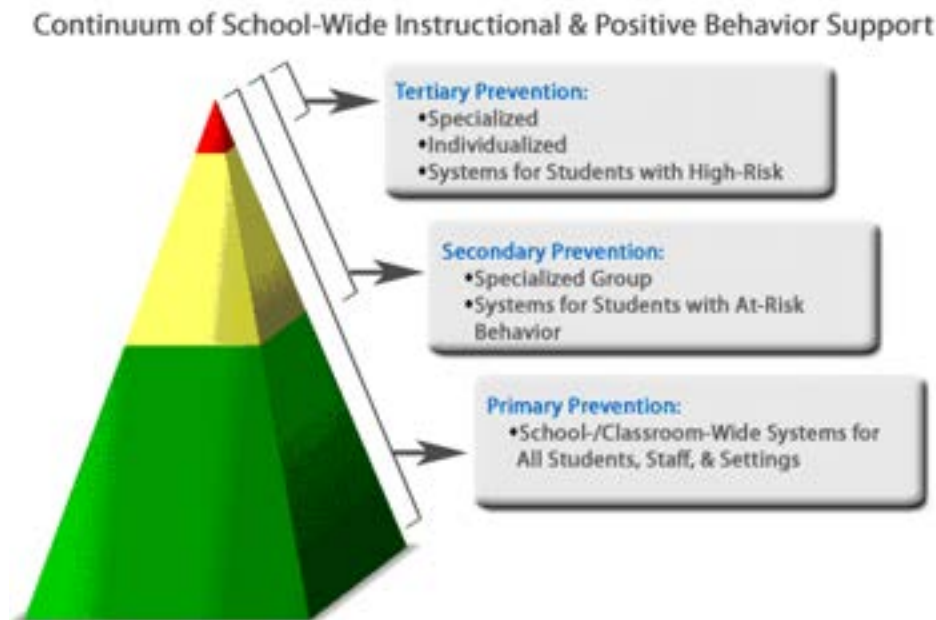
Please practice these school-wide expectations at home and encourage your child to show **Panther PRIDE** by having a Positive mindset, being Respectful, always having Integrity, Determination and Excellence at Handley and everywhere they go.

We look forward to an exciting school year full of new learning and exciting new initiatives.

Sincerely,
Handley's STEM PBIS Team

What is PBIS?

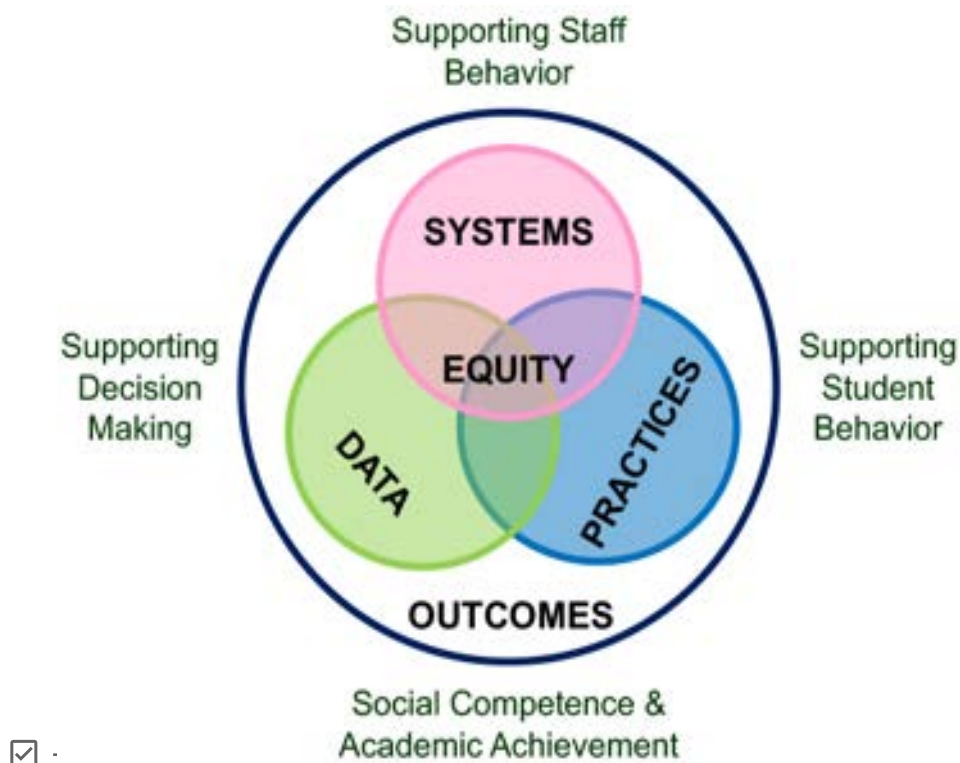
PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school. The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions and continue to struggle to meet behavioral expectations.



Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. 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.

PBIS is not a curriculum. It emphasizes five interrelated elements: equity, systems, data, practices, and outcomes. It is an ongoing commitment to supporting students, educators, and families through systems change. When implemented well, students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate. The diagram below illustrates how these key elements work together to build a sustainable system:



Equity: Centering on equity means supporting educators' roles in implementation, adapting practices to meet students' individual needs, and disaggregating data by student group to ensure success for everyone.

Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

Practices: interventions and strategies that are evidence based. (How will you reach the goals?)

Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Campus Student Management Plan

Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior.

Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to the misbehavior.

At Handley we will have a School-wide level Class Dojo for students K-2nd and 3rd-5th. Class Dojo is a classroom management tool used school-wide by all staff members. Attached are the feedback symbols for the school year. Teachers will be required to have these symbols and points for consistency and share their classes with ALL other staff members (i.e. counselor, instructional coach, cafeteria staff, special area staff).

Teachers will follow these steps in dealing with

Level 1 behaviors:

- 1) Verbal warning/redirection (with wait time) (1st, 2nd, 3rd warning given)
- 2) Re-teach expectation/apply intervention (with wait time)
- 3) Apply intervention; Dojo point(s) taken away
- 4) Complete think sheet ([K-2nd](#)), ([3rd-5th](#)) and/or Calming Spaces to provide scholars opportunity to self-regulate.
- 5) Phone call to parent/guardian after 3 warnings or 3 or more loss of Dojo points within a day if the scholar is unable to self-regulate.
- 6) Must submit documentation in Review 360 as a classroom incident

Level 2 behaviors: Administrative Action Likely

Level 3 behaviors: Immediate Administrative Action

- 1) Office referral must be submitted in Review 360 as an office referral.
- 2) Administrative action will be taken.

Progressive Discipline for scholars office referrals (could changed depending on incident):

	Traditional Consequence	PBIS Intervention	Time
1st office referral	1 day ISS	Conference	15-20 minutes
2nd office referral	2 days of ISS	Lunch detention	30 minutes
3rd office referral	3 days of ISS	Academy #1 with Dean	30 minutes to 1 hour
4th office referral	1 days of OSS	Parent Conference	45 minutes
5th office referral	2 days of OSS	Academy #2 with Dean	1 to 2 hours
6th office referral	3 days of OSS	To be determined by Admin	To be determined by Admin

***Parents please **note** that by the time you are contacted regarding a discipline incident, teachers have given your scholar many warnings and opportunities to make better choices and correct their actions.

LEVEL 1 POSITIVE INTERACTIONS

Level 1 positive interactions are non-contingent upon other behaviors. Our interactions should model the **Panther PRIDE** motto: having a **Positive** mindset, being **Respectful**, always having **Integrity**, **Determination** and **Excellence**.

Sample behaviors	Possible interactions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● No behaviors necessary. These are non-contingent upon behavior 	<ul style="list-style-type: none"> ● Greet students in the hall or at the door ● Ask students how they are doing ● Shake hands ● Offer high fives ● Pat the student on the back ● Dojo Up ● Other forms of non-contingent positive interactions

LEVEL 1 BEHAVIOR INFRACTIONS

Level 1 infractions are minor misbehaviors that can be corrected by reminding scholars of campus wide expectations using positive language. (ex.: “Please walk.”—when a scholar is running) These behaviors can adequately be corrected by the observing staff member in the setting. A staff member observing a **Level 1 infraction** should not expect any other staff member to take additional action and should be addressed through the classroom management system.

Sample Behaviors	Possible Interventions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● Excessive talking ● Talking out ● Inappropriate voice level ● Out of seat ● Head down ● No materials ● Off task ● Inappropriate tone of voice ● Singing/humming/making noises ● Not following directions ● Walking on the wrong side of the hall ● Congregating/running in hall ● Dress code violation ● Tardy to class ● Removing food or other items from cafeteria 	<p>Interventions:</p> <ul style="list-style-type: none"> ● State desired behavior ● Proximity correction ● Nonverbal redirection ● Positive verbal redirection (this is your first warning, I need you to _____) ● Wait-time after redirection ● Praise of appropriate behavior ● Planned ignoring of attention-seeking behaviors ● Movement breaks ● Cool-off in hallway (no more than 3 minutes with door open) or other supervised areas to prevent escalated behaviors ● Complete a think sheet Phone call home <hr/> <p>Possible Consequences for Unsuccessful</p> <ul style="list-style-type: none"> ● Loss of privilege (loss of dojo points, etc)

LEVEL 2 POSITIVE INTERACTIONS

Level 2 positive interactions may be contingent on some acts by the scholar. The scholar may have done well on a test, or helped out another person without prompting.

Sample Behaviors	Possible Interactions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Doing well on a test or assignment • Helping student with a problem • Cleaning the room or cafeteria • Helping a student in need • Random acts of kindness • Other forms of living up to the school-wide expectations 	<p>Interactions:</p> <ul style="list-style-type: none"> • Positive praise • Positive phone call home • Classroom reward • Special jobs • Special Pride Tickets • Dojo up

LEVEL 2 BEHAVIOR INFRACTION

Level 2 infractions should always involve having the reporting staff member to contact the scholar's parent/guardian. **These contacts should be recorded in Review 360 under classroom incidents.** These behaviors **may not require** immediate administrative involvement, but do **require documentation** because the observing staff member has assigned a campus wide correction.

Sample Behaviors	Possible Interventions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Refusal to comply with redirection/defiance • Disruptive behavior • Failure to keep hands and feet to self • Skipping school/class/detention • Throwing objects (paper wads, pencils, etc.) • Excessive teasing of peers • Disrespecting others • Inappropriate use of technology (cell phones, MP3 players, computers, etc...) • Chronic Level 1 infraction 	<p>Interventions:</p> <ul style="list-style-type: none"> • State desired behavior • Proximity correction • Nonverbal redirection • Positive verbal redirection (this is your first warning) • Wait-time after redirection • Praise of appropriate behavior • Planned ignoring of attention-seeking behaviors • Movement breaks • Cool-off in hallway (no more than 3 minutes with door open) or other supervised areas to prevent escalated behaviors • Complete a think sheet • Phone call home <hr/> <p>Possible Consequences for Unsuccessful Interventions</p> <ul style="list-style-type: none"> • After loss of privilege, scholar refuses to apologize, or complete think sheet appropriately, then teacher must complete an <u>office referral</u> in Review 360 • Loss of Dojo points • Punch in student PRIDE card • Office Referral • Other <p>**Administrative action likely**</p>

LEVEL 3 POSITIVE INTERACTIONS

Level 3 positive interactions may be contingent on some acts by the scholar, but are sustained over time. Scholars demonstrate the campus wide expectations consistently and are rewarded for sustaining it.







Sample Behaviors	Possible Interactions
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● Consistently performing well in class ● Sustaining positive behavior and effort -showing Panther PRIDE ● Perfect attendance ● Maintaining positive relationships with peers and adults 	<p>Interactions:</p> <ul style="list-style-type: none"> ● Panther PRIDE Praise-positive office praise ● Teacher reward ● Honor roll incentives ● Perfect attendance award ● Student of the Term award ● Dojo up ● Positive calls home

LEVEL 3 BEHAVIOR INFRACTIONS

Level 3 infractions are illegal, immediate harm to self or others and/or direct defiance of authority. These behaviors are serious misbehaviors that require immediate administrative involvement and written documentation in Review 360 as office referrals, not just as classroom incidents.

Sample Behaviors	**IMMEDIATE ADMINISTRATIVE ACTION**
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> ● Profanity that involves disrespect ● Possessing, transferring, or using illegal drugs ● Possessing or using weapons ● Fighting/physical aggression ● Stealing ● Threatening others ● Harassment ● Indecency by exposing nudity ● Bullying/cyber-bullying ● Damaging property ● Chronic Level 2 infraction 	<p>A referral is written by a staff member involved and submitted to the administrator through Review 360.</p> <hr/> <p>Possible Consequences for level 3 behaviors</p> <ul style="list-style-type: none"> ● Student complete think sheet in office ● Loss of Dojo points ● Punch in student PRIDE card ● Office Referral

EXPECTATIONS

 Panther	Classroom 	Hallways 	Cafeteria 	Restrooms 	Playground 
Positive mindset -Power of yet, -Always growing, -Use positive words	-Keep a positive attitude -Use positive words -Remember the power of yet -Be patient and wait your turn	-Walk in a straight line -Voice level 0 -Stay on right side -Pay attention to testing signs	-Keep a positive attitude -Use positive words - Listen to ALL adults	-Place pass on outside of hallway -Voice level 0 -Flush when finished	- Compliment others - Help classmates - Share materials
Respect -Value diversity, -Listen and follow directions, -Respect property	- Use kind words and actions - Follow directions - Use appropriate voice level - Respect others' belongings and personal space	- Follow adult directions - Voice Level Zero - Keep personal space -Walk on the right side	- Remain seated and raise your hand for help - Voice level 0 first 10 minutes -Voice level 1 second 15 min. -Voice level 0 last 5 min. to clean and exit	- Voice level 0 - Give people privacy - Wait your turn - Keep floor and walls clean	- Use kind words - Be a good sport -Be nice and friendly to all - Respect Nature - Use equipment correctly
Integrity -Be honest and trustworthy, -Do the right thing even when no one is watching, -Be brave and courageous	-Sit at your assigned seat -Allow others to learn by doing what is right -Be brave and courageous to always tell the truth	-Do the right thing even when no one is watching -Be honest and trustworthy	-Do the right thing even when no one is watching -Be honest and trustworthy	-Do the right thing even when no one is watching -Be honest and trustworthy	-Do the right thing even when no one is watching -Be honest and trustworthy
Determination -Be goal oriented, -Have stamina and perseverance, -Have self-discipline	-Be goal oriented -Complete work assigned -Have stamina and perseverance, -Be proactive-you are in charge of you	-Walk with purpose -Show self-discipline -Be proactive-you are in charge of you	-Follow the voice level guides -Show self-discipline	-Follow the voice level guides -Show self-discipline -Get in, do your thing, get out	-Listen to adults -Listen for instructions -Report unsafe behaviors
Excellence -Be responsible and accountable for YOUR choices, -Strive to always do your best, -Always be prepared	- Try to complete all assignments given -Always be ready to learn -Compliment others - Help classmates -Share materials	- Walk directly to your location - Maintain your spot in line - Leave property alone	- Use Please, Thank You, and You're Welcome -Wait your turn - Follow eating manners	-Be patient and wait your turn -Pick up trash if you see it and throw it away -Don't stay longer than you need to	- Use encouraging words - Share and take turns - Include others in play - Play fair

INCENTIVE SYSTEMS

PANTHER PRIDE, IT'S INSIDE

P.R.I.D.E is our Positive Behavior Interventions and Supports system, or PBIS, which will allow scholars to earn points for positive behavior choices which can be redeemed for privileges, rewards, or items. All staff members are involved in recognizing positive behaviors and rewarding scholars. As positive behaviors are recognized, negative behaviors will begin to lessen.

BEHAVIORAL EXPECTATIONS:

Scholars are expected to exhibit these positive behavior in all of the common campus areas:

- | | |
|-------------------------|-----------------------------|
| 1. Following directions | 4. Working independently |
| 2. Exhibiting respect | 5. Working collaboratively |
| 3. Demonstrating effort | 6. Accepting responsibility |

Staff members can reward scholars with a Dojo point when they are meeting these expectations or any other desired expectation. These points can be redeemed for incentives! The final behavior expectations will be reflected within Skyward Homeroom Gradebook.

DOJO POINTS PRIDE INCENTIVES!

DOJO POINTS	INCENTIVES
<p>Scholar points will be reset every 9 weeks. If a scholar doesn't use their points, they will lose them. When scholars redeem their points for a classroom prize or a Panther PRIDE Store prize, their points on Class Dojo will be reset to 0.</p>	<p>Scholars can save their Dojo points to shop at the PRIDE Store at the end of the 9 weeks or they can shop from the teacher or grade level incentives.</p> <p>In addition to the Panther PRIDE store, each grade level will have their own incentives to positively motivate students to show Panther Pride.</p> <p>Teacher incentive: class coupon (work with shoes off, sit next to friend, teacher treasure box, etc.)</p>
<p>Panther PRIDE Store</p> <p>The Panther PRIDE Store will only be open the last week of the 9 weeks. Scholars will have the opportunity to save points throughout the 9-week cycle for multiple prizes if they choose. Scholars points will be reset to 0 every 9 weeks. If a scholar doesn't use their points, they will lose them.</p>	<p>Panther PRIDE Store:</p> <p>Scholars are able to redeem points for multiple prizes. For example, a sticky hand can be 20 points but the Pop-it might be 100 points so scholars can decide to save their points for the pop-it or use them and get a sticky hand.</p>

Classroom (Individual): Each scholar can earn and accumulate their Dojo points to shop at the PRIDE store or redeem them from teacher or grade level incentives. For every dojo point scholars earn, they can choose a class coupon (i.e. no shoes, stuffed animal in desk, sit next to best friend, etc). Also, scholars can choose to wait until the end of the 9 weeks and shop from the PRIDE Store. Everytime scholars shop either from the classroom or the PRIDE store, their Dojo points will need to be reset to 0 again.

Panther PRIDE Card:



Each scholar will have a Panther PRIDE card. Classroom teachers will keep these cards on the binder ring and take them with you to specials, the library and lunch. Any staff member can give a hole punch in a student's Panther PRIDE card if they are seen not following our P.R.I.D.E. expectations, and refusing to correct their behavior after 3 warnings were given.

Panther Pride Celebration– All students who have less than 3 punches on their Panther Pride Card will get structured free time during each grade level's intervention time (on the last Friday of the end of the 9 weeks in their classroom), they will also be able to submit their names for a major prize raffle at the end of each 9 weeks.

Scholars who receive 8 or more punches in the 9 weeks will NOT take part in the **Panther Pride Celebration** at the end of each 9 weeks. This will restart each 9 weeks.

Scholars who have 7 punches or less will submit their PRIDE cards at the end of the 9wks cycle for a chance to win a random prize. PRIDE cards will be kept by grade levels on boxes in the cafeteria.

Panther PRIDE Praise: Positive Office Praise



The image shows a 'Panther PRIDE Praise' card template. It features a red border with a white polka-dot pattern. In the top left corner is a circular logo with a panther head and the text 'PANTHER PRIDE'. The main title 'Panther PRIDE Praise' is in large, bold, red letters. Below the title are fields for 'Student name: _____ Date: _____' and 'Referring teacher: _____'. The section 'Positive Behavior:' lists 'Positive mindset', 'Respect', 'Integrity', 'Determination', and 'Excellence' in bold black text. There are two lines for 'Teacher Comments: _____' and two lines for 'Administrator Comments: _____'. At the bottom, it says 'Thank you for showing your Panther PRIDE!' followed by 'Positive mindset ✨ Respect ✨ Integrity ✨ Determination ✨ Excellence'.

Teachers will select 5 scholars for the Panther **P.R.I.D.E** Praise: Teachers will select one scholar for each letter in **P.R.I.D.E** per homeroom. (Example one scholar for P, one scholar for R, one scholar for I, one scholar for D, and one scholar for E.)

The scholars will be called on Friday with their Panther **P.R.I.D.E** Praise card to get recognition from the administrators and take a picture. The administrators will display the picture on a brag board and call parents for a positive praise.

Paws Up for Perfect Attendance Incentive:

Our campus attendance goal is 97.5%. Scholars will be recognized at the end of each term for arriving on time and remaining on campus all day. Each scholar that meets the campus attendance goal at the end of each term will participate in the end of term celebration.

Scholars must meet the following criteria to participate in the celebration:

- no late arrivals
- no partial attendance
- no early dismissals

Parents are required to sign scholars in, in the office, if they are dropped off after 8:10 a.m. for their safety, security and well being.

Free Dress Panther PRIDE FRIDAY Incentive

The following are the three criteria for a scholar to receive a free dress pass. These are all tied in to our Panther **P.R.I.D.E.** expectations: The free dress pass will be observed on the last Friday of the 9 week cycle.

1. Attendance:

- No absences or partial day absences.
- No late arrivals (beyond tardies) or early dismissals

2. Responsibility:

- All homework completed and returned
- Required paperwork returned with signatures (where applicable)
- Scholar discipline folders signed each day (where applicable)

3. Behavior:

- No **office referrals** for the 9 weeks from the classroom or PE/Art/Music/Library.

If a scholar meets all three criteria they will be allowed to have a free dress pass for the last Friday of the 9 week cycle.

Each **2nd- 5th** grade scholar who meets this criteria is responsible for notifying their teachers on Wednesday of the 9 week cycle that they qualify. Each classroom teacher (2nd -5th) will verify if the scholar meets the criteria.

Teachers will complete the free dress google form after verifying with scholars on Wednesday and the free dress stickers will be placed in teacher boxes on Thursday to pass out to scholars.

All **K and 1st** grade scholars who earn 80% on Class Dojo weekly, and have no **office referrals** in Review 360 they can wear free dress on the last Friday of the 9 week for exemplifying and representing leadership, maturity, and meeting expectations.

(Kinder and 1st grade teachers will need to keep track for younger scholars to participate in this incentive)

Scholars participating in free dress are REQUIRED to follow the dress code in the Student Code of Conduct.

ATTENDANCE PROCEDURES

The following are the attendance procedures for all scholars beginning each 9 week cycle. We want all scholars to succeed, which includes attending every class, every day on time. Scholars must appear in person on campus to be counted present.

- **Schoolwide Attendance Goal 97.5%**
- Warning Notices will be sent to all scholars using Raawee who have missed 5, 7, 9 or 10 unexcused days, per district policy.

- Courtesy calls will be made regarding scholars' unexcused absences.
- Home visit will be made regarding scholars' unexcused absences.
- Unexcused absences for 10 days or more within 6 months (whether in full days or parts of days) violates state law. This may lead to a court referral against the parent, guardian or student.
- Interventions for those scholars who are either close to 90% overall attendance OR they are already above 90% in overall attendance at school. (Principal Plan to recoup credit)

DISMISSAL PROCEDURES

Thank you for joining our school family! We are so excited that you are here. Please learn about our dismissal procedures and let your child's teacher know how they will be dismissed each day.

Dismissal Plans: There are four dismissal plan's for scholars to follow at Handley:

1. Scholars who are **Car Riders** are picked up in the front of the school through the car lane by an adult in a car. Parents are required to display a pick-up tag during dismissal. This tag will be provided when you enroll your child by the office.
2. Scholars who are picked up by a **Day Care** will be picked up by the Day Care provider through the Day Care lane located in the back of the campus.
3. Scholars who are picked up as a **Park-and-Walk** will be picked up at the back of Handley by an adult who has parked and/or walked up to pick up their scholar on foot. Parents are **required** to **bring** the pick-up tag during dismissal. This tag will be provided by the office.
4. Scholars who are dismissed as **Free Walkers**, will be dismissed to walk home unsupervised by Handley staff members.

Pictures of pick-up tags will NOT be accepted. Anyone without a pick-up tag should report to the front office with a picture ID to be verified prior to scholars being released.

ACKNOWLEDGEMENT

This is to acknowledge that I have received and read the Handley STEM Elementary PBIS Handbook for the school year 2023-2024.

I understand that this handbook is a guide to help me support and encourage my child to be a successful scholar at Handley STEM Elementary.

It is my responsibility to become familiar with the expectations and to help my child understand them, and encourage him/her to follow the expectations.

As a parent I want to commit to practice these campus wide expectations at home and encourage my child to show **Panther PRIDE** by having a **Positive** mindset, being **Respectful**, always having **Integrity**, **Determination** and **Excellence**.

Student name: _____

Parent name: _____

Date: _____

If you have any questions or concerns, please feel free to contact your child's teacher or any of the PBIS team members, mentioned above.

We truly appreciate your support!
Thank you!

Sincerely,
Handley STEM Elementary
PBIS Team