

# Copeland Elementary

## Parent Handbook

**Copeland Wildcats**  
We Achieve By Showing Our PAWS!

**P** rincipled & Balanced

**A** lways Caring & Reflective

**W** illful Risk-takers & Knowledgeable Inquirers

**S** trong Communicators who are Open-Minded Thinkers



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## Introduction

Dear Parents/Guardians,

We are thrilled to begin this school year with a fresh start and optimistic attitude. At Copeland Elementary, we strive to provide global, diverse, rigorous, and relevant instruction each and every day. To support this goal, we will continue to implement Positive Behavior Interventions and Supports (PBIS). PBIS is a framework designed to teach and reinforce positive behaviors that we want our students to exhibit at school. Both students and staff share clear and consistent expectations about how our Wildcats should act in different settings throughout the building, including classrooms, hallways, cafeteria, the main office, media center, and the playground.

We have created this PBIS Handbook so you can find more information about PBIS. This handbook will be upload to our school website, with hard copies available upon request.

Working together to promote positive behavior helps increase students' achievement. Research shows that when home and school work together, student learning is more successful. You will receive more information about PBIS throughout the school year.

At Copeland we achieve by showing our PAWS, we are **P**rincipled & Balanced, **A**lways Caring & Reflective, **W**illful Risk-takers and Knowledgeable Inquirers, and **S**trong Communicators that are Open-minded Thinkers. Please practice and discuss the school-wide expectations at home and encourage your child to be the best Wildcat they can be. We look forward to another wonderful year at the Land.

Sincerely,

Copeland Elementary PBIS Team

## **PBIS VISION & MISSION**

### Vision

To foster a nurturing learning community where we achieve optimal academic and behavioral successes daily

### Mission

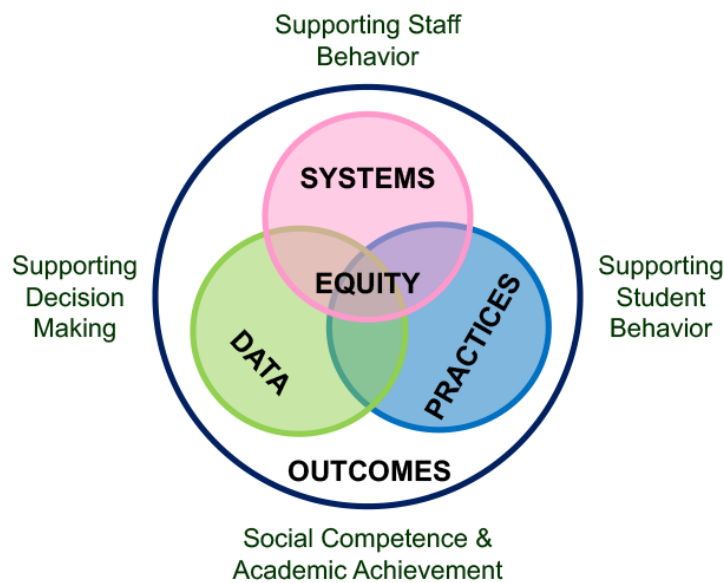
Our mission is to create a positive and inclusive learning environment where all students can thrive academically, socially, and emotionally.

## What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

### Five Elements

PBIS emphasizes five inter-related elements: equity, systems, data, practices, and outcomes.



### Equity

When you implement PBIS with fidelity, it fits seamlessly within your local context. To do that requires a [focus on aspects of culture and equity](#). Leadership teams work with members of the school or program community — students, families, and community members — to prioritize valued outcomes and promote high expectations for all students. Centering equity also means supporting educators' roles in implementation, adapting practices to meet students' individual needs, and disaggregating data by student group to ensure success for everyone.

As you think about equity in your PBIS implementation, ask yourself: **How can we enhance the experiences and outcomes of each educator and student?**

## Systems

Your foundational systems establish the way your schools and programs operate. Systems include [teaming structures, training, coaching](#), and other supports for educators. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes.

As you think about the systems supporting your PBIS framework, ask yourself:  
**What can we do to sustain our implementation over the long haul?**

## Data

Your school or program generates a wide range of data about your students every day. Within the PBIS framework, [teams use data](#) to select, monitor, and evaluate outcomes, practices, and systems across all three tiers.

As you think about the data available to you, ask yourself:  
**What information do we need to make effective decisions about our PBIS implementation and outcomes?**

## Practices

The [school](#) and [classroom](#) practices you implement are critical to supporting students and creating a positive school climate. In PBIS, these interventions and strategies are backed by research and target the outcomes you and your community want to achieve.

As you think about the evidence-based practices you implement, ask yourself:  
**How will we support our students' behavioral, social, emotional, and academic growth?**

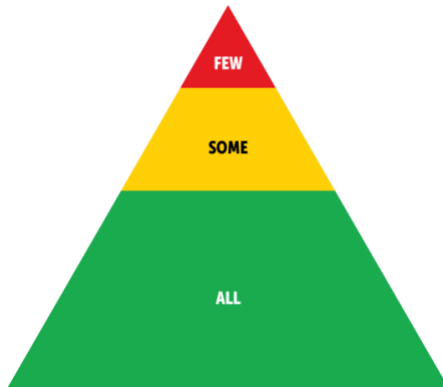
## Outcomes

The ultimate goal of implementing PBIS data, systems, and practices is to improve outcomes. Families, students, and educators set goals and work together to achieve them. In PBIS, outcomes might include behavioral, social, emotional, and academic growth; positive school climate; or fewer office discipline referrals.

As you think about the outcomes you want to achieve, ask yourself:  
**What is important to each of our communities?**

## Tiered PBIS Framework

Educators and practitioners provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.



Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative [leadership team that meets regularly](#) and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- [Families are actively engaged](#)
- A supportive and involved school administration
- On-going access to [professional development for preparing all staff](#) to implement each tier of PBIS
- Systematic [collection of screening, progress-monitoring, outcome, and fidelity data](#)
- Ongoing use of [data for decision making](#)
- Disaggregating [data to examine equity](#) among student subgroups

Tier 1: Universal, Primary Prevention (All)

[Tier 1 systems, data, and practices](#) support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior

- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

#### Tier 2: Targeted, Secondary Prevention (Some)

In addition to your Tier 1 foundation, students receiving [Tier 2 supports](#) get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

#### Tier 3: Intensive and Individualized, Tertiary Prevention (Few)

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At [Tier 3](#), students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

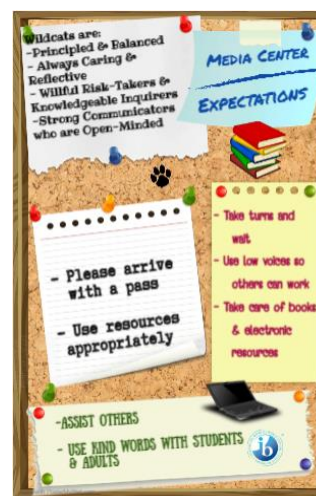
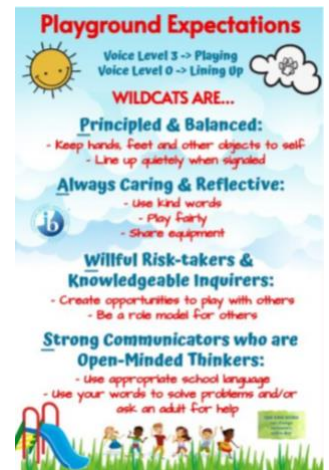
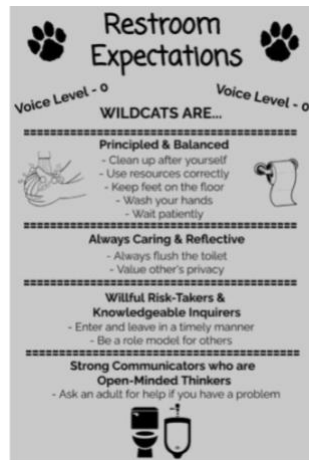
- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

## 2024– 2025 PBIS Team Members:

Dr. Laurie Taylor	Principal
Ms. Tonya Cogle	Assistant Principal
Mrs. Tonya Simmons	Team Lead/MTSS
Mrs. Nicole Atkinson	Counselor
Ms. Vanessa Ferguson, EIP Teacher	Coach
Ms. Victoria Brown, Special Education Teacher	Recorder
Ms. Laketra Martin	Data Collection Analyst

## Behavioral Expectations:

Copeland Elementary achieves by showing our PAWS! Copeland Wildcats are: **Principled & Balanced, Always Caring & Reflective, Willful Risk-takers & Knowledgeable Inquirers, and Strong Communicators that are Open-minded Thinkers..** These expectations are valued here at Copeland. We have placed posters in our school’s common areas (hallway, main office, media center, playground, and bathrooms) to remind our Wildcats of behavior expectations.



# Behavior Matrix:

The PBIS Matrix is a table that breaks down our school-wide expectations into practical applications for everyday use. The matrix is supposed to leave no doubt as to what behaviors are expected in all settings throughout the CES building (hallway, bathrooms, front office, media center, cafeteria, and playground).



Copeland Elementary



We Achieve by Showing our P.A.W.S.!

Voice Level Key
0 – Silent
1 – Whisper
2 – Speaking Voice
3 – Outside Voice

EXPECTATIONS

	Classroom & Specials	Hallways	Bathrooms	Cafeteria/ Lunch Lines	Playground	Assemblies	Bus
<b>P</b> rincipled & Balanced	Voice Level 0-2 -Keep hands, feet, and other objects to self -Follow classroom expectations -Complete all classwork	Voice Level 0 -Walk at all times -Travel with a hall pass -Stay off the walls -Going directly to destination	Voice Level 0 -Clean after yourself -Use school resources correctly -Keep feet on the floor -Wash your hands -Wait patiently	Voice Level 0-1 -Talk quietly with people sitting near you when the music is off -While music is playing, no talking -Clean lunch area and throw away trash	Voice Level 3 -Keep hands, feet, and other objects to self -Line up when you are signaled	Voice Level 0 -Sit on bottom and face forward -Use appropriate applause	Voice Level 0-1 -Sit facing forward on bottom -Stay seated at all times -Keep hands and feet to self -Follow directions
<b>A</b> lways Caring & Reflective	-Use kind words -Treat others the way you want to be treated -Allow others to learn	-Face forward in line -Walk in a single-file line on the right side of the hall -Keep hands, feet, and objects to self -Be quiet because others are learning	-Always flush the toilet -Value other's privacy	-Assist others with keeping the tables clean -Stay in your personal space	-Use kind words -Play fairly -Share equipment	-Enter quietly -Stay in your personal space	-Give everyone their personal space -Be kind -Help keep the bus clean
<b>W</b> illful Risk-Takers and Knowledgeable Inquirers	-Work together with your classmates -Come prepared and ready to learn -Be a role model for others	-Admire the work of other students with your eyes only -Be a role model for others	-Enter and leave in a timely manner -Be a role model for others	-Get everything needed before sitting down -Be a role model for others	-Create opportunities to play with others -Be a role model for others	-Be a role model	-Be a role model for others -Follow safety rules
<b>S</b> trong Communicators that are Open-Minded Thinkers	-Speak & listen with respect -Speak and respond kindly to everyone -Ask an adult for help if you have a problem	-Ask an adult for help if you have a problem	-Ask an adult for help if you have a problem	-Listen and follow adults' direction the first time given -Ask an adult for help if you have a problem	-Use appropriate school language -Use your words to solve problems or ask an adult to help	-Listen to gain information -Listen and follow adults' directions the first time given -Ask an adult for help if you have a problem	-Speak and respond kindly to everyone -Ask an adult for help if you have a problem

## System for Acknowledging Positive Behavior

At Copeland Elementary, we have a system for acknowledging positive behavior. We reward and encourage positive behavior because we know that students learn best when classroom behavior is under control. This allows all students to inquire and learn in a safe and optimal learning environment. When students who struggle with behavior see their peers being rewarded, it encourages them to change their behavior as well.

- Positive, specific verbal praise
- Adults in the building acknowledge students following behavior expectation (Wildcats show their PAWS – **P**rincipled & **B**alanced, **A**lways Caring & Reflective, **W**illful Risk-Takers & **K**nowledgeable Inquirers, and **S**trong Communicators who are Open-Minded) with PBIS points on the PBIS Rewards App.
- PBIS Wildcat Store – students can purchase items with PBIS points. There are a variety of items from 5 points up to 1000 points.
- PBIS Monthly Celebrations – Each month students with 75 points can come to the PBIS Celebration. Some examples of previous PBIS celebrations are: dance parties, outside play time, game day, etc.

## School-Wide Discipline Plan: Every Day is a New Day!

When students make a wrong choice, we give them several opportunities to reflect and make better decisions. We allow students time to recognize that their actions have consequences (positive or negative) and remind them that every day is a chance to start fresh.

1. Verbal warning
2. Conference with students
3. Peace Corner
4. Take away student privilege
5. Phone call home parent/guardian
6. Time-out in another team members classroom (15 minutes)
7. Parent conference with teacher
8. Teacher will complete minor referral in Spotlight
9. Teacher will complete counselor referral form
10. Student, with documentation of behavior, will be sent to Behavior Interventionist for a reflection assignment
11. Conference with teacher, administrator, and MTSS facilitator to develop a behavior plan
12. Create a Major referral
13. If student is suspended, a re-entry conference will occur

## Reflection Sheets

While students are in the Peace Corner or in time-out in another team member's room, they should reflect on the behavior that needs to change. Completing a reflection document helps students pause and consider their negative choices. It encourages them to think about why they made those choices and to develop a plan for making better decisions in the future.

<b>Self-Reflection Journal</b>	
Weekly Goal: _____	
Date: _____	I met my goal: <input type="checkbox"/> YES <input type="checkbox"/> NO
Did you follow directions appropriately? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What was your behavior? _____ _____	
What did you want? (put a check next to the appropriate statement)	
<input type="checkbox"/> I wanted attention from others.	
<input type="checkbox"/> I wanted to be in control.	
<input type="checkbox"/> I wanted to avoid doing my homework.	
<input type="checkbox"/> I created conflict because I am sad inside.	
<input type="checkbox"/> I created conflict because they don't like me.	
Did you get what you wanted? <input type="checkbox"/> YES <input type="checkbox"/> NO	
What could you do differently? _____ _____	
Goal for next week: _____ _____	

<b>Better Choices Sheet</b>	
Name: _____	Date: _____ Time: _____
My actions (What I did): _____ _____ _____	
Next time, I can choose to: _____ _____ _____	
The reason I made the wrong choice is: _____ _____ _____	
To help myself next time something like this happens, I will: _____ _____ _____	
Student Signature: _____	
Teacher/ Adult: _____	

**REMINDER 3:  
Reflection Form/Pink Slip**

Name: \_\_\_\_\_

Date: \_\_\_\_\_


This is what I did: \_\_\_\_\_


\_\_\_\_\_


I did that because: \_\_\_\_\_


\_\_\_\_\_


This is how I felt:

  
Sad

  
Tired

  
Confused










  
Happy

  
Frustrated

Next time I will: \_\_\_\_\_

\_\_\_\_\_

**Think Sheet (Gr K-2)**

<p><b>How are you feeling?</b></p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 10px;"> <div style="text-align: center;">  Happy             </div> <div style="text-align: center;">  Sad             </div> <div style="text-align: center;">  Frustrated             </div> <div style="text-align: center;">  Scared             </div> <div style="text-align: center;">  Silly             </div> <div style="text-align: center;">  Excited             </div> <div style="text-align: center;">  Surprised             </div> <div style="text-align: center;">  Shy/Quiet             </div> <div style="text-align: center;">  Embarrassed             </div> </div>	<p><b>What happened?</b></p>   
<p><b>What can you do differently next time?</b></p>   	
<p><b>How do you feel now?</b></p>   	

**Apology Slip**

The Apology Slip is used when I see or overhear a student do something mean or hurtful to someone else. This is for minor name calling, disrespecting others' property, and non-physical/non-threatening things that don't yet warrant an office referral but do warrant a reaction from the teacher. The student fills out the Apology Slip, and the teacher files it. I suggest allowing two "free passes" per school year. Once a student receives a third slip, a parent contact and referral to a counselor is the consequence. I do the same thing for each time beyond the third Apology Slip.

**Apology Slip**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Name of person harmed: \_\_\_\_\_

This is what I did: \_\_\_\_\_

\_\_\_\_\_

What I should have done was: \_\_\_\_\_

\_\_\_\_\_

When I harmed \_\_\_\_\_, I think they felt \_\_\_\_\_

\_\_\_\_\_

I would like to say: \_\_\_\_\_

\_\_\_\_\_

Signed (Student completing the form): \_\_\_\_\_

Signed (Adult): \_\_\_\_\_

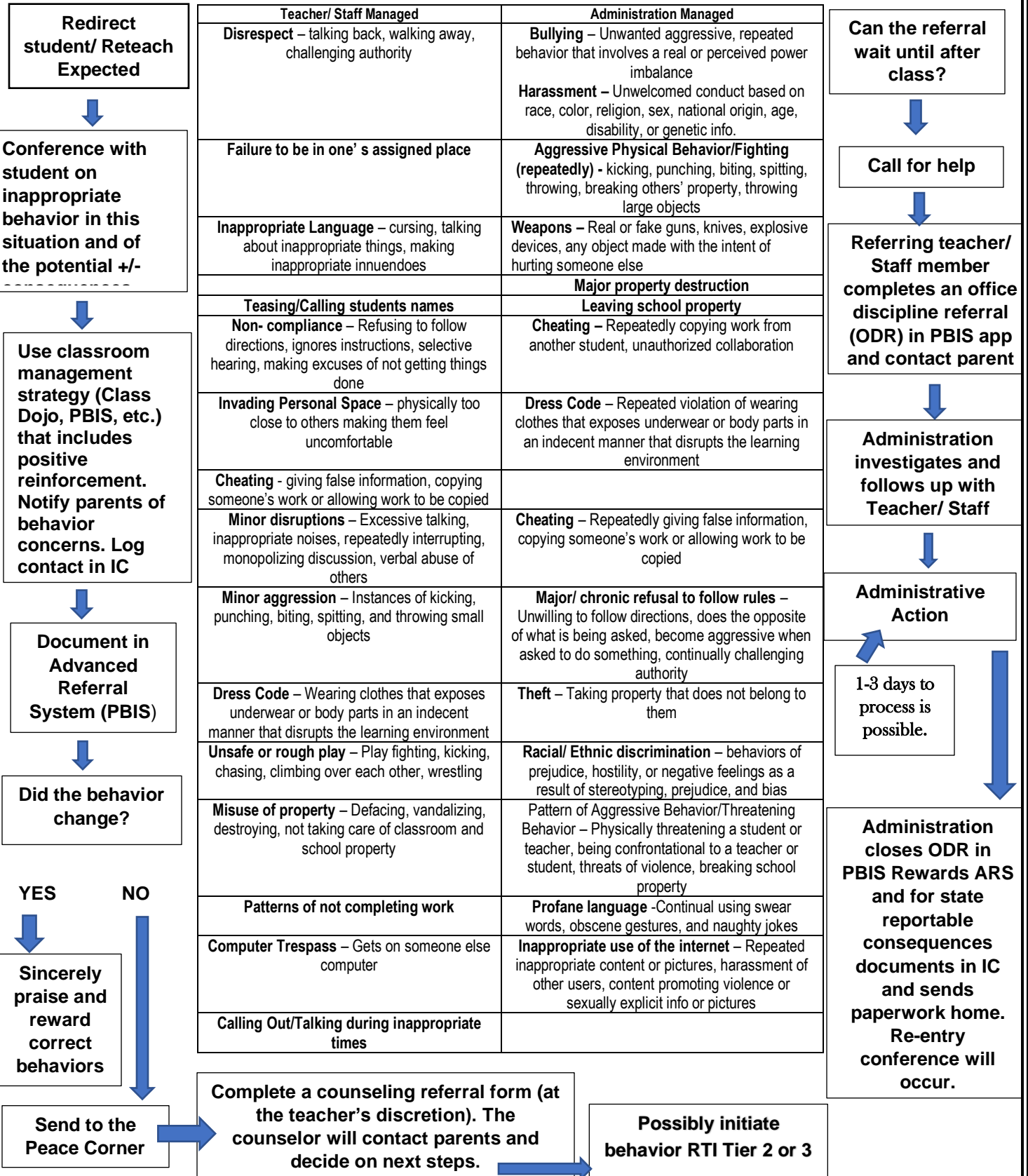
Comments: \_\_\_\_\_

\_\_\_\_\_

## Classroom-Managed vs Admin-Managed

### Teacher - Managed

### Admin - Managed



# PBIS & School Climate



“Through the PBIS implementation, our school-wide community creates a culture and establishes a climate where everyone feels welcome and seen. In fact, with the implementation of PBIS, teachers, students, and their families all perceive our school’s climate more positively.”

-pbis.org



**Copeland... what a great place to be!**



# PAW Store

At Copeland, we celebrate when Wildcats follow expectations. Students can come on Fridays to the PAW store. There they spend their Copeland Cash and Spotlight points. Students enjoy coming to the store to purchase fun items and snacks.

## PAW STORE ITEMS

 LEGO KEYCHAIN 150	 SUPERHEROES 500	 MINI FIBRILES 300	 PLASTIC BRACELETS 50
 SMALL MECHANICAL PENCILS 200	 SMILEY FACE FRAGERS 50	 WILDCAT STICKERS 25	 BOOKMARKS 50
 SMALL MISC. ITEMS 50	 WILDCAT ERASERS 50	 COOL STICKERS 100	 MEDIUM SPIRAL NOTEBOOK 200
 SMALL REPTILES 100	 SMALL BOOKS 100	 COOL PENCILS 50	

 PENCIL POUCHES 100	 COLORFUL BOUNCY BALLS 150	 MECHANICAL PENCILS WITH GRIPS 200
 PENCILS WITH FABRIC ANIMAL TOPPERS 150	 GEL PENS 300	 MISC. TOYS AND FIGSETS 250
 YOKAI TOYS 200	 STAMPS 100	 PENCIL GRIPS & SMALL FIGSETS 400
 FIGGET SCREWS 150	 POCKET FUN BOOKS 150	 TEXTURED TOYS 200
	 NOTEBOOKS 200	 BOOKS 300

 GIANTIC SUNGLASSES 500	 TEXTURED PENCIL GRIPS 100	 HAND PENCIL TOPPERS 200
 SIDEWALK CHALK 300	 DECORATIVE FOLDERS 200	 PENCIL BOXES 150
 BENDABLE MONKES 50	 COLORFUL FIGGETS 300	 FUZZY PENCIL TOPPERS 200

 MULTICOLOR PENS 500	 MISC FUN FIGGETS 250	 ALIEN POPPERS 250
 STAR WARS STUFFED FRIENDS 1000	 STUFFED READING PALS 1000	
 POPPIT BRACELETS 150	 CATERPILLAR FIGGETS 250	 STAR PLUSH TOYS 500
 SMALL SLIME 200	 LARGE BOOKS 1000	

 COPELAND WILDCAT VISORS 300	 COPELAND DRAWSTRING BOOKBAG 400	 PIZZA BINDERS 1000
 LARGE NOISE PUTTY 500	 X-LARGE POP-ITS 300	 MISC. Large FUN ITEMS 500
 TIE-DIE POCKET POP-ITS 350	 ELECTRONIC GAMES	
 KITES 1000	 FUN FACE SQUEEZIES 400	 LARGE SLIME 500

 SMILEY FACE WATER BOTTLES 750
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## More Information

If you have any questions or concerns, feel free to email me at [ferguva@boe.richmond.k12.ga.us](mailto:ferguva@boe.richmond.k12.ga.us) or give me a call at 785-215-3790

## References:

[pbis.org](http://pbis.org)

<https://sebacademy.edc.org/pbis-track>

[pbisrewards.com](http://pbisrewards.com)

[https://support.pbisrewards.com/wp-content/uploads/2022/05/pbis\\_rewards\\_staff\\_handbook.pdf](https://support.pbisrewards.com/wp-content/uploads/2022/05/pbis_rewards_staff_handbook.pdf)

Behavior Interventions: Your Roadmap for Creating a Positive Classroom Community by Amie Dean