

PBIS

Positive Behavior Interventions and Support

Student/Parent Handbook

Tucker Elementary

2024 ~ 2025

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
- ❖ Be Mindful

School – Wide Discipline Plan 2024 ~ 2025

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:

- Be Kind
- Be Engaged
- Be Responsible
- Be Safe
- Be Mindful

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 end of year celebration

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 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

**** 4th 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 will receive a phone call from a staff member notifying you that your child has received a PFI. Please encourage your child to meet behavior expectations EVERYDAY at school.**

Possible School-Wide Consequences Given by Administrators

- 1. Time out with Admin/ parent phone call**
- 2. Half day of ISS**
- 3. Full day of ISS**
- 4. Two days of ISS**
- 5. 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

Be
Kind

I will talk to **MY** square partners with kind words.

I will include others in conversation.



Be
Engaged

I will touch and eat the food on my tray or lunchbox.

I will carry my tray with both hands.



Be
Responsible

I will close my milk carton.

I will pick up my trash.

I will stand up. Then pick up my tray.



Be
Safe

I will stay seated on my bottom.

I will wait to be dismissed.

I will raise my hand for help.

I will stay in my order as I walk to leave.



Be
Mindful

I will use positive self-talk.

I will make healthy choices.

I will use my Second Step strategies to self-regulate.



TIGERS...

Playground

Body Level: 3

Running Feet, Outside Voice

Be
Kind

I will play with kind words
and actions.

I will include others, so no
one is left out.



Be
Engaged

I will play by the rules.

I will stay in the assigned
area.



Be
Responsible

I will leave the area as I found it or better.

I will go to an
adult for help.

I will line up at the signal.



Be
Safe

I will keep my hands and feet to myself.

I will use the equipment
correctly.








Be
Mindful






I will use positive self-talk.

I will make healthy choices.

I will use my Second Step strategies to self-
regulate.


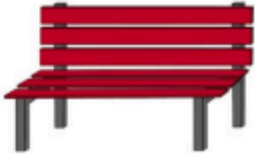










TIGERS...	Hallway
Body Level: 0	Walking Feet, Silent Voice
<p style="text-align: center;">Be Kind</p>	<p>I will use hallway manners.</p> <p>I will greet with "hallway hellos" (smile and wave).</p> 
<p style="text-align: center;">Be Engaged</p>	<p>I will keep my eyes forward walking on the blue on the right side of the hallway.</p> 
<p style="text-align: center;">Be Responsible</p>	<p>I will go directly where I need to go.</p> 
<p style="text-align: center;">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> 
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</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> 
<p>Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p> 

TIGERS...	Office
Body Level: 1	Walking Feet, Whisper Voice
<p style="text-align: center;">Be Kind</p>	<p>I will wait my turn patiently without interruption.</p> <p>I will use polite words: "Excuse me." "May I...?" "Thank you"</p> <p>I will keep your hands to yourself.</p>
<p style="text-align: center;">Be Engaged</p>	<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>
<p style="text-align: center;">Be Responsible</p>	<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>
<p style="text-align: center;">Be Safe</p>	<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>
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p>






TIGERS...	Library
Body Level: 1	Walking Feet, Whisper Voice
<p style="text-align: center;">Be Kind</p>	<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>
<p style="text-align: center;">Be Engaged</p>	<p>I will put books where they belong.</p> <p>I will find my book, then sit, and read.</p>
<p style="text-align: center;">Be Responsible</p>	<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>
<p style="text-align: center;">Be Safe</p>	<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>
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p>






TIGERS...	Car Riders
Body Level: 0	Walking Feet, Silent Voice
<p style="text-align: center;">Be Kind</p>	<p>I will use kind words.</p> <p>I will follow directions.</p> 
<p style="text-align: center;">Be Engaged</p>	<p>I will listen for my name.</p> <p>I will sit on a bench.</p> 
<p style="text-align: center;">Be Responsible</p>	<p>I will find my siblings or riding buddies.</p> <p>I will be sure to get all of my things.</p> 
<p style="text-align: center;">Be Safe</p>	<p>I will keep my hands and feet to myself.</p> <p>I will wait until my car comes to a complete stop before I get in.</p> 
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p> 

TIGERS...	P. E.
Body Level 3	
<p style="text-align: center;">Be Kind</p>	<p>I will play with kind words and actions.</p> <p>I will play fairly.</p> <p>I will include others so no one is left out.</p> 
<p style="text-align: center;">Be Engaged</p>	<p>I will follow directions.</p> <p>I will play by the rules.</p> <p>I will stay in the assigned area.</p> 
<p style="text-align: center;">Be Responsible</p>	<p>I will STOP, LOOK, and LISTEN when I hear the whistle.</p> <p>I will go to an adult for help.</p> <p>I will leave the area as clean as I found it or better.</p> 
<p style="text-align: center;">Be Safe</p>	<p>I will be aware of my surroundings.</p> <p>I will keep my hands and feet to myself.</p> <p>I will use the equipment appropriately.</p> 
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p> 

TIGERS...	ART
Body Level: 1	Walking Feet, Whisper Voice
<p style="text-align: center;">Be Kind</p>	<p>I will use nice words and good manners.</p> <p>I will be helpful.</p>
<p style="text-align: center;">Be Engaged</p>	<p>I will come to art ready.</p> <p>I will try my best.</p>
<p style="text-align: center;">Be Responsible</p>	<p>I will follow directions and ask questions.</p>
<p style="text-align: center;">Be Safe</p>	<p>I will raise my hand before I move.</p> <p>I will get quiet quickly.</p>
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p>

TIGERS...	MUSIC
Body Level: 1	Walking Feet, Whisper Voice
<p style="text-align: center;">Be Kind</p>	<p>I will be aware of how I treat others.</p>
<p style="text-align: center;">Be Engaged</p>	<p>I will keep my attention on the teacher and the lesson.</p> <p>I will participate in the music activities to the best of my abilities.</p>
<p style="text-align: center;">Be Responsible</p>	<p>I will do my best.</p> <p>I will raise my hand and wait to be called on before I speak.</p>
<p style="text-align: center;">Be Safe</p>	<p>I will keep my hands and feet to myself.</p> <p>I will sit in my chair correctly.</p>
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p>

TIGERS...	Walkers
Body Level: 0	Walking Feet, Silent Voice
<p style="text-align: center;">Be Kind</p>	<p>I will use kind words.</p> <p>I will follow directions.</p> <p>I will wait my turn.</p> 
<p style="text-align: center;">Be Engaged</p>	<p>I will stand in line on the paw prints.</p> <p>I will get my tag scanned.</p> 
<p style="text-align: center;">Be Responsible</p>	<p>I will find my siblings or walking buddies.</p> <p>I will be sure to get all of my things.</p> 
<p style="text-align: center;">Be Safe</p>	<p>I will keep my hands and feet to myself.</p> <p>I will follow sidewalks and use crosswalks.</p> <p>I will look both ways when crossing the street.</p> <p>I will go straight home.</p> 
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p> 

TIGERS...	Bus Riders
Body Level: 0	Walking Feet, Silent Voice
<p style="text-align: center;">Be Kind</p>	<p>I will use kind words.</p> <p>I will follow directions.</p> <p>I will wait my turn.</p> 
<p style="text-align: center;">Be Engaged</p>	<p>I will stand in line on the blue.</p> <p>I will get my tag scanned.</p> 
<p style="text-align: center;">Be Responsible</p>	<p>I will go straight to the bus ramp.</p> <p>I will be sure to get all my things.</p> 
<p style="text-align: center;">Be Safe</p>	<p>I will keep my hands and feet to myself.</p> <p>I will sit on my bottom and face forward in my assigned seat.</p> 
<p style="text-align: center;">Be Mindful</p>	<p>I will use positive self-talk.</p> <p>I will make healthy choices.</p> <p>I will use my Second Step strategies to self-regulate.</p> 

Minor & Major Behaviors

Definitions & Examples

Behavior Types		Minor (Teacher Managed)	Major (Office/Admin. Managed)
Defiance / Disrespect	D e f .	Student engages in brief or low intensity failure to respond to adult requests.	Repeated refusal to follow directions, yelling, or socially rude interactions.
	E x .	Not following directions, not completing classwork, telling, “no”, rolling eyes, ignoring requests, etc.	Repeated minor behaviors, or behavior that sustains over a long period of time, or with greater intensity.
Disruption	D e f .	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.
	E x .	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>	D e f .	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.
	E x .	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> Fighting – Physical Aggression	D e f .	Student engages in non-serious but inappropriate physical contact.	Intentional actions involving serious physical contact where injury may occur.
	E x .	Pushing, pulling, accidental hitting, horseplay, etc.	Hitting, kicking, punching, scratching, hair pulling, spitting, biting, etc.
Property Misuse <i>(minor)</i> Vandalism, Property Damage <i>(major)</i>	D e f .	Low intensity misuse of property.	Student participates in an activity that results in the destruction or disfigurement of property.
	E x .	Littering, breaking pencils, etc.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.
Technology Violation	D e f .	Student engages in low-intensity misuse of any school technology	Student engages in harassing another person on the computer.
	E x .	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.	**Cyber bullying
Theft	D e f .	Student is in possession of, having passed on or being responsible for removing someone else's property.	

	E x .	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>	D e f .	Major Offense	Student leaves the school building without permission or stays out of class.
	E x .		Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Weapons <i>(major)</i>	D e f .	Major Offense	Student is in possession of knives or guns (objects readily capable of causing bodily harm.
	E x .		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>	D e f .	Major Offense	Elementary students who commit offenses involving drugs or alcohol may also be immediately suspended and referred for an alternative program.
	E x .		
Inappropriate Display of Affection	D e f .	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.
	E x .		

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:

Temporary removal from activity
 Alteration of activity
 Reflection /Think About It sheet
 Partner room referral for _____ minutes
 Student Conference
 Silent Lunch

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

1st PFI: Parent Consequence at home/Reteach
 2nd PFI: Classroom Consequence AND Parent and Teacher face to face conference.
 3rd PFI: Classroom Consequence AND Counselor referral.
 4th PFI: Office Referral – consider Behavior Plan

Student Signature:

Faculty/Staff Signature:

Parent Signature:

**** 4th PFI in a grading period will result in an office referral.**

Expected Behavior Celebration Dates

Below are the dates as well as the required number of 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.

	Date:	Celebration:	Requirements:
PBIS Kick Off Week	August 26th- 30th	Theme: Inside Out	
1st 9 week	October 4th	Carnival Celebration	180 Dojo points No more than 2 PFIs No ODRs
2nd 9 week	December 19th	Winter Wonderland Celebration	180 Dojo points No more than 2 PFIs No ODRs
3rd 9 week	March 27th	March Madness Celebration	180 Dojo points No more than 2 PFIs No ODRs
VIP	May 9th (Tentative)	Luau Celebration	720 Dojo points No more than 1 PFI No ODRs

*Point requirements are the minimum number of points students need to attend nine weeks celebrations and VIP Behavior Celebration at the end of the year. 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

❖ Be Mindful

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

Be Mindful

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** _____