



Positive Behavior Interventions and Support

# Lindsey Elementary

*"A First Class Flight to Success"*

2021-2022

# Student/**P**arent Handbook

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## Aim for EXCELLENCE and be a JetSetter!

Dear Boys and Girls,

Welcome to Lindsey Elementary School! At Lindsey, you will aim for excellence and be a JetSetter through our positive behavior expectations. By using the Positive Behavior Interventions and Support approach, we will create a safe and more productive school. By following these expectations everywhere you go, everyone will - show their JetSetter pride.

This year we will learn, practice, and teach others safe, caring, respectful and responsible behavior for all school activities. Students who make good choices will be recognized throughout the year.

Take special care of this book and use it as a reminder of our expectations. This will help you to make better choices and show your JetSetter pride. Remember that if we all work together to aim for excellence, all students at Lindsey Elementary will see their Jet pride!

### My Promise

The expectations in our student handbook have been explained to me and I have received my copy. As a good citizen of Lindsey Elementary School, I understand that I am responsible for being a JETSETTER!

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

My Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

## School Vision

All staff members will empower students with behavior, social/emotional, & academic supports encouraging them to become productive citizens in all environments and situations throughout their lives.

## School Mission:

To maintain a community where we have high expectations for achievement established by rewarding improvements in behavior, social/emotional learning, & academics.

## What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

## PBIS at Lindsey

A term you will be hearing this year at Lindsey Elementary School is Positive Behavior Interventions & Support, or PBIS. PBIS is an approach in behavior management on a school wide level, in a specific setting such as the playground, halls, cafeteria, bathrooms, the classroom, or with an individual student. PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions. Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows Lindsey's PBIS Team to identify problem areas, brainstorm interventions,

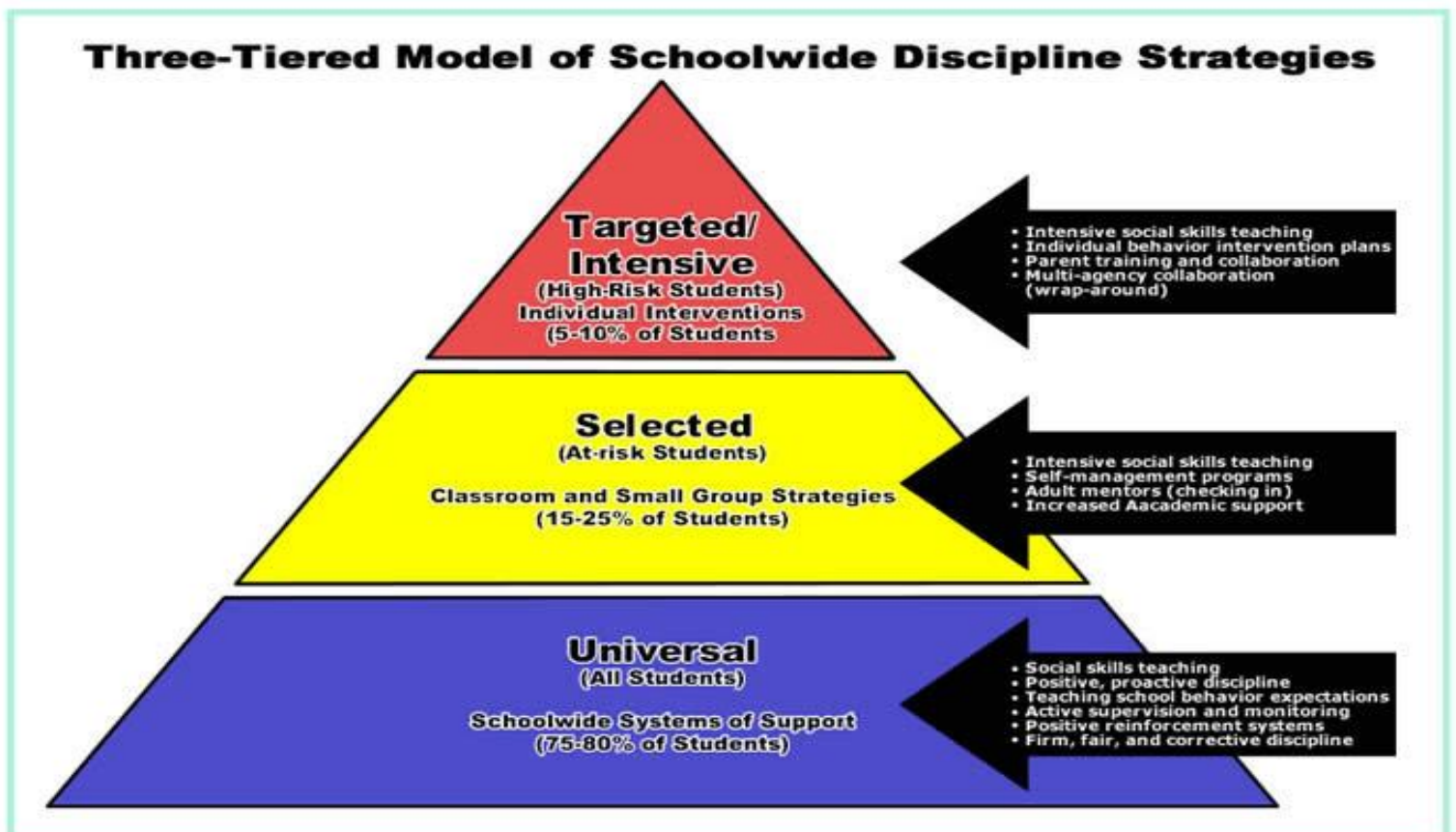
acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents.

The goals of PBIS are consistent with those found in educational initiatives for the state of Georgia

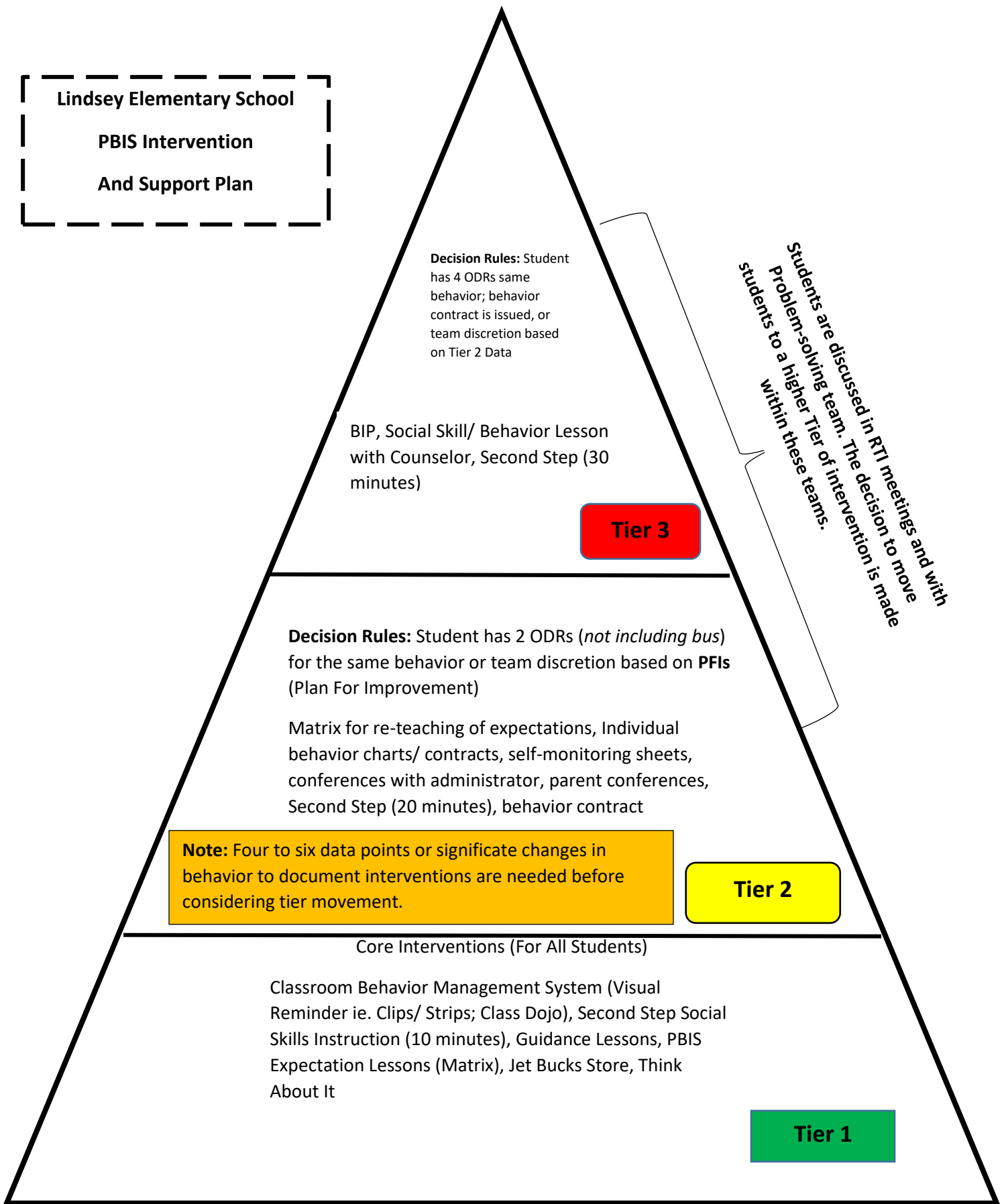
The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this "Student/Parent" manual is to briefly illustrate how these components will be utilized within Lindsey's PBIS system. The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems.



Lindsey Elementary School  
PBIS Intervention  
And Support Plan



**Decision Rules:** Student has 4 ODRs same behavior; behavior contract is issued, or team discretion based on Tier 2 Data

BIP, Social Skill/ Behavior Lesson with Counselor, Second Step (30 minutes)

**Tier 3**

Students are discussed in RTI meetings and with problem-solving team. The decision to move students to a higher tier of intervention is made within these teams.

**Decision Rules:** Student has 2 ODRs (*not including bus*) for the same behavior or team discretion based on PFIs (Plan For Improvement)

Matrix for re-teaching of expectations, Individual behavior charts/ contracts, self-monitoring sheets, conferences with administrator, parent conferences, Second Step (20 minutes), behavior contract

**Note:** Four to six data points or significant changes in behavior to document interventions are needed before considering tier movement.

**Tier 2**

Core Interventions (For All Students)

Classroom Behavior Management System (Visual Reminder ie. Clips/ Strips; Class Dojo), Second Step Social Skills Instruction (10 minutes), Guidance Lessons, PBIS Expectation Lessons (Matrix), Jet Bucks Store, Think About It

**Tier 1**



## **PBIS is in the “Operational” Stage at Lindsey**

Lindsey Elementary School is excited to announce the kick-off of our fourth year as a PBIS (Positive Behavior Intervention and Supports) school! PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by students.

Since our implementation of PBIS during the past three years, we have seen a reduction of school and classroom behavior disruptions. Additionally we have been able to educate all students about acceptable school behaviors. Our PBIS team and staff are preparing to kick-off our fourth year since the end of the school year.

With new training under our belts, we are excited about what is to come. Our PBIS implementation is focused on clearly defined expectations, research-validated practices, supportive administrative systems, and information for problem-solving behaviors.

All staff members at Lindsey Elementary School will continue to encourage regular, predictable, positive learning and teaching environments. Our staff members serve as positive role models to students as they teach expected school behaviors and replacement behaviors for undesired school behaviors. Our school will also utilize a system for recognizing and rewarding expected behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student.



# Lindsey Elementary Jetsetter Expectations Matrix



The chart below describes the steps involved in identifying school-wide behavioral expectations and the voice levels that are appropriate for each throughout the building.

## Lindsey Elementary Jetsetter Expectations Matrix

Location/ Expectation	Bathroom Voice Level 0	Bus Voice Level 1	Cafeteria Voice Level 1	Hallway Voice Level 0	Computer Lab Voice Level 1	Playground Voice Level 4
<b>Be Safe</b>	Keep hands, feet, and objects to yourself  Walk carefully in and out of the restroom  I can tell an adult when I am worried or being bothered	Keep hands, feet, and objects to yourself  Keep your feet /towards the floor, back to back, book bag on your lap, and face forward  I can tell an adult when I am worried or being bothered	Keep hands, feet, and objects to yourself  Use utensils and food appropriately  I can tell an adult when I am worried or being bothered	Keep hands, feet, and objects to yourself  Walk on the right side of the hallway (blue squares)  I can tell an adult when I am worried or being bothered	Keep hands, feet, and objects to yourself  Follow teacher directed use of internet and computer equipment  I can tell an adult when I am worried or being bothered	Keep hands, feet, and objects to yourself  Use equipment for its intended use  I can tell an adult when I am worried or being bothered
<b>Be Caring</b>	Safe Distancing  I can tell an adult when I am worried about a friend	Use kind and appropriate words  Safe Distancing  I can tell an adult when I am worried about a friend	Use kind and appropriate words  Safe Distancing  I can tell an adult when I am worried about a friend	Use kind and appropriate words  Safe Distancing  I can tell an adult when I am worried about a friend	Use kind and appropriate words  Safe Distancing  I can tell an adult when I am worried about a friend	Use kind and appropriate words  Play fair and include others  Safe Distancing  I can tell an adult when I am worried about a friend
<b>Be Respectful</b>	Follow adult directions  I can be considerate of other student's privacy	Follow adult directions  Use appropriate language	Say, "Please and Thank you"  Follow adult directions	Value displays, posters, and student work  Use appropriate body spacing between others	Follow adult directions  Use appropriate language	Follow adult directions  Use appropriate language
<b>Be Responsible</b>	Use it, flush it, wash/dry hands, and out the door  Dispose of items in the correct place  I can check in with my feelings and use my strategies when I get upset	Enter/Exit the bus appropriately  Take all personal belongings with you when exiting the bus  I can check in with my feelings and use my strategies when I get upset	Get what you need the first time you go through the line  Clean up your table area  I can check in with my feelings and use my strategies when I get upset	Move quietly and efficiently  Walk to destination, avoid unnecessary steps  I can check in with my feelings and use my strategies when I get upset	Enter/exit appropriately  Take all personal belongings with you when exiting the computer lab  I can check in with my feelings and use my strategies when I get upset	Take all personal belongings with you  Make sure playground area is clean and free of trash  I can check in with my feelings and use my strategies when I get upset
<b>Teacher's Role</b>	Actively Supervise	Teach and practice routine monthly	Consistently teach and practice routine monthly	Actively supervise  Consistently teach and practice routine	Actively supervise	Provide relationship building  Model appropriate play  Model conflict resolution





## Lindsey Elementary Student Recognition System



An integral part of our PBIS initiative is to recognize the positive behavior shown by our students. When they exemplify what is expected of them, they are rewarded with the appropriate personnel.

### School-Wide Rewards:

1. **Nine Week Behavior Celebration:** At the end of each Nine Weeks, all students who followed school wide expectations earn required Class Dojo points and did not have ISS or OSS will participate in the **Jet Celebration**.
2. **VIP Celebration:** In December and May, students who have met the requirements for behavior celebrations no referrals or PFIs, Class Dojo (Min. 300) points, have not received any class time-out(s)/ "Think About It", and have been enrolled since the beginning of each semester (August/January) will be invited to attend a special **VIP Celebration** for demonstration of extraordinary school behavior.
3. **Jet Buck Store:** At certain intervals throughout the school year, students will use their earned Class Dojo points to purchase items at the store.
4. **Jet Student of the Month:** Each homeroom teacher will select a student who has followed all school wide expectations for the month. This student will receive a special reward for making the right choices.

## EXPECTED BEHAVIOR CELEBRATION DATES

Below, please find the amount of DOJO Points that are required as well as the student NOT having any Multiple Time-Outs in another teacher's classroom, an office referral and/or PFI, and expectation concerns in the Classrooms, Cafeteria, Media Center, Hallways, Restrooms and any area of the school. **Point Calculation:** Dojo point calculations are based on the average student earning a minimum of 4 points per day (one for each expectation). We have high expectations for our Jetsetters, however there are days where they may need extra re-direction and re-teaching of the expectations which may cause a student not to earn all 4 points. Consideration was made for student error/ rough days when calculating celebration requirement total points. Students will use points earned to shop in the Jet Buck Store.



### Lindsey Elementary School Good Behavior Celebration Schedule



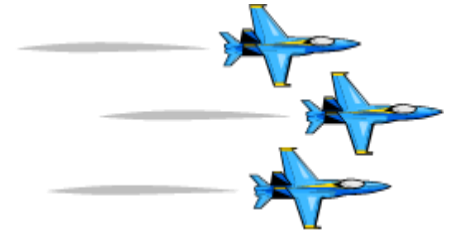
Nine Weeks	Days	Dates	Points Required	Celebration Date
1 <sup>st</sup> 9 Weeks	42	Aug. 3 - Oct. 5	150	October 7, 2021
2 <sup>nd</sup> 9 Weeks	38	Oct. 6 - Dec. 14	150	December 15, 2021
First Semester VIP	80	Aug. 4 - Dec. 14 <b>Entire First Semester</b>	<b>300</b>	December 16, 2021
<b>Jet Buck Store 8:30-11:30</b>	N/A	Aug. 4- Dec. 14 <b>Entire First Semester</b>		December 17, 2021
3 <sup>rd</sup> 9 Weeks	42	Jan. 4 - Mar. 7	150	March 11, 2022
4 <sup>th</sup> Nine Weeks	45	Mar. 10 - May 16	150	May 18, 2022
Second Semester VIP	87	Jan. 4 - May 16 <b>Entire Second Semester</b>	<b>300</b>	May 20, 2022
<b>Jet Buck Store 8:30-11:30</b>	N/A	December 15-May 20 <b>Entire Second Semester</b>		May 23, 2022

\*Students should earn a **minimum** of 4 points daily to attend nine weeks celebrations and the 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 Lindsey Elementary Behavior Expectations.



# School-Wide Discipline Plan

2021-2022



The faculty and staff are committed to making 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.\*\*\***

The staff of Lindsey Elementary strives to recognize students who are cooperative and considerate of others. We encourage you to continually review the rules and procedures below with your child. Your support in helping us implement this program will ensure a safe learning environment for all our students.

## **Lindsey Elementary Behavioral Expectations:**

1. Be Safe
2. Be Caring
3. Be Respectful
4. Be Responsible

## **Along with the Seven Habits of A "Jet Setter":**

1. Be Proactive
2. Begin With the End In Mind
3. Put First Things First
4. Think Win-Win
5. Seek First To Understand Then To Be Understood
6. Synergize
7. Sharpen The Saw

The above behavioral expectations, along with "**The Seven Habits of a Jet Setter**" are taught to **ALL** Lindsey students just like core subjects (math, reading, etc.) are taught. Students who follow school wide expectations earn various school level rewards.

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**
- **C) Loss of Privileges** (in-class time out, partial/full loss of recess, silent lunch, etc.)
- **D) Time Out** (the student may be sent to another teacher's classroom, assigned after school detention by his/her teacher, and parent will be notified.
- **E) Plan For Improvement (PFI)** between teacher, student, and parent.

**\*5<sup>th</sup> 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 re-directions. Parents, you are expected to review each "PFI" that is sent home, sign them and encourage your child(ren) to meet behavioral expectations **EVERYDAY** at school.

- **F) Office Referral**

## **"THINK ABOUT IT"**

The school wide discipline plan includes a technique called **"THINK ABOUT IT."** The **"THINK ABOUT IT"** discipline technique involves reasonable rules, logical consequences, and maintains the dignity of students and teachers. **"THINK ABOUT IT"** is for minor misbehaviors and is designed to provide the students an opportunity to gain self-control, reflect on their behavior, and plan for future success. **"THINK ABOUT IT"** is a warning. **Students do not incur infractions for going to "THINK ABOUT IT."** However, students who refuse to go to **"THINK ABOUT IT"** will incur an infraction for insubordination.

The next two pages will provide a sample of the "Think About It" forms that are used here at Lindsey...



# Lindsey Elementary School

*"A First Class Flight to Success"*



Name \_\_\_\_\_

**Kindergarten  
Recovery Time  
Think Sheet**

I am feeling:



Angry



Happy



Guilty



Frightened



Sad



Embarrassed

I chose to:

I could have:

Did I apologize?  Yes

No

Do I need to apologize?  Yes

No

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent/Guardian's Signature



# Sample "Think About It" Form...



## Think About It Form



Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Receiving Teacher: \_\_\_\_\_

I was sent to Think About It today because \_\_\_\_\_

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When I return to class I plan to \_\_\_\_\_

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Comments \_\_\_\_\_

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\_\_\_\_\_  
(Teacher Signature)

\_\_\_\_\_  
(Parent Signature)

### **Possible Consequences Given by Teacher:**

1. Time-Out: This may be in class or out of class. Students who refuse to go to time out will be referred to the office.
2. Contact parents
3. Silent lunch
4. Counselor referral
5. After school detention
6. Loss of recess time
7. Office referral
8. "Plan For Improvement" As mentioned in Lindsey's School-Wide Discipline Plan and the School-Wide Management Flowchart, 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 re-directions. Parents, you are expected to review each "PFI" that is sent home, sign them and encourage your child(ren) to meet behavioral expectations EVERYDAY at school.

**Note: Each classroom teacher has a behavior management plan that will incorporate a chosen consequence outlined in the school wide behavior plan guidelines.**

### **Possible School-Wide Consequences Given by Administrators:**

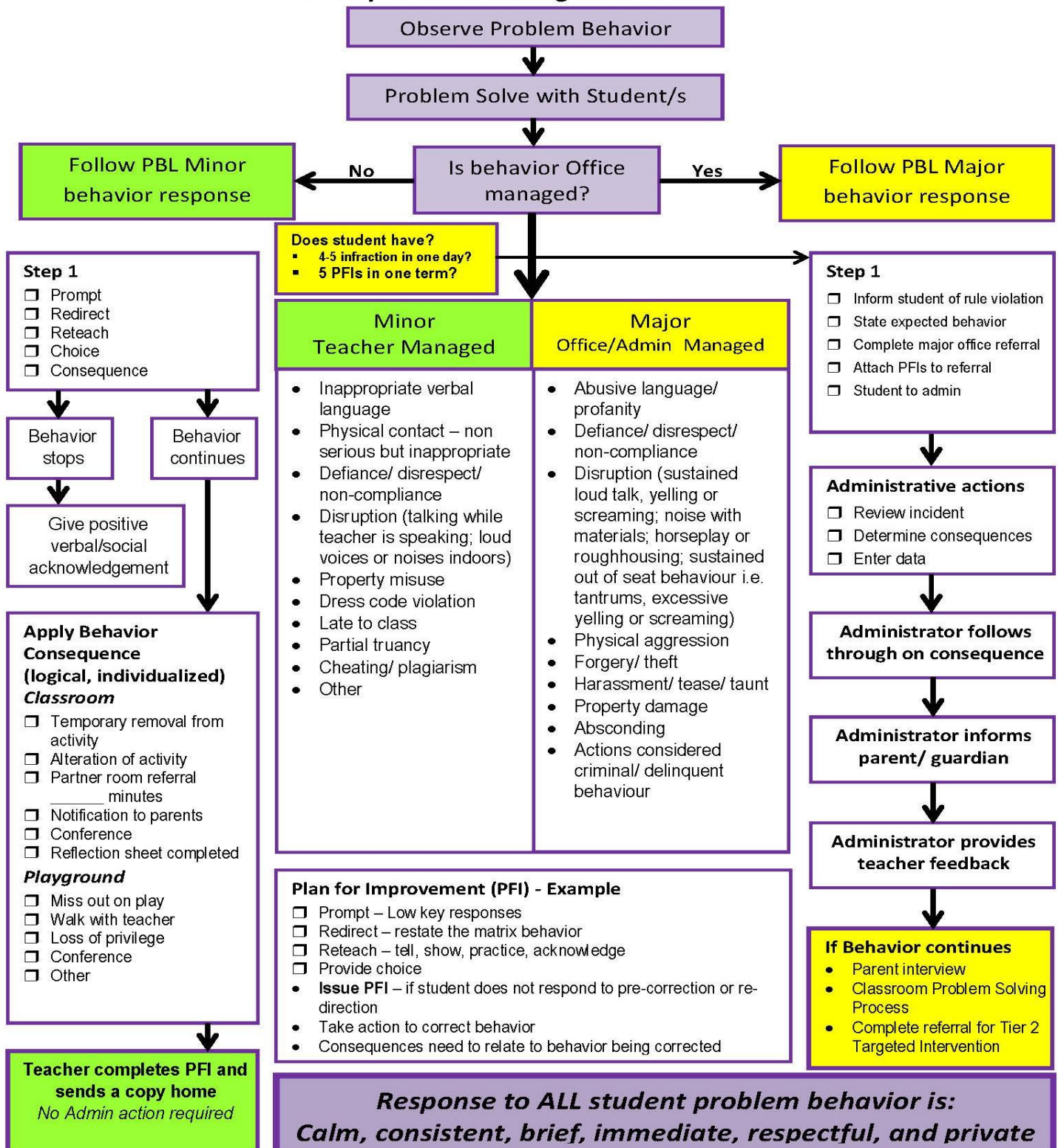
1. Counsel student (School Counselor, Administrator, etc.)
2. Time out (in ISS, in another classroom, during lunch)
3. Contact parents
4. Assist student in developing a behavior plan/behavior checklist
5. In-School Suspension (ISS)
6. Out-of-School Suspension (OSS)
7. Referral to Alternative School

### **Example of Inappropriate School Behaviors:**

1. Leaving assigned location without permission. [Example: Walking out of a classroom, cafeteria, office, etc. without permission.]
2. Fighting / Extreme physical aggressions (not keeping hands and body to yourself)
3. Aggressive behavior (pushing, hitting, kicking, etc.)
4. Defiance of authority by refusing to obey an adult.
5. Profanity/inappropriate language (written, verbal, gestures), name calling, teasing, or any other actions that may be characterized as bullying or harassment
6. Major inappropriate behavior (sexual talk, gestures, etc.)
7. Continuous and/or severe disruptive behavior in classrooms

8. Extreme disrespect to faculty and staff
9. Destroying school property or property of others
10. Inappropriate behavior in assemblies/programs
11. Unsafe behavior (running in hallway, inappropriate use of school property, etc.)
12. Houston County Board of Education policy violations (sexual harassment, weapons, drugs, bullying, etc.)

### Lindsey Behavior Management Flowchart



The chart below explains Behavior Types, Definition and Examples of what may be considered, "Minor."

### Definitions of Minor Behaviors

Behavior Types	Definition	Examples
Defiance	Student engages in brief or low-intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, "no," rolling eyes, ignoring requests, etc.
Disruption	Student engages in low-intensity, but inappropriate disruption.	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Taking pencils, erasers, items of little value.

The chart below explains Behavior Types, Definition and Examples of what may be considered, "Major."

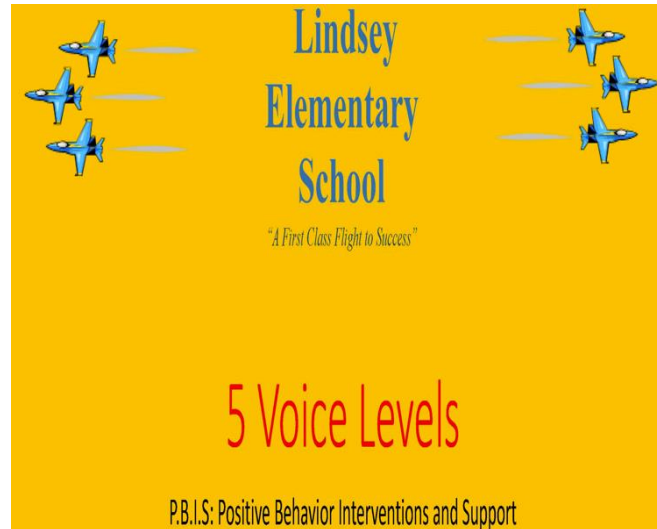
### Definitions of Major Behaviors




Behavior Types	Definition	Examples
Abusive Language; Harassment; Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, writing, gesture) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.	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.
Alcohol, Tobacco, Drugs	Student is in possession of, distributing, or using	
Disrespect, Defiance	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes <i>sustained</i> loud talk, yelling or screaming noise with materials, horseplay or roughhousing, and/or <i>sustained</i> out-of-seat behavior.	Sustained behaviors such as: Humming, tapping, blurting out, playing with items, talking, etc.  Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	<i>Intentional</i> actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting, etc.
Leaving School Property	Student leaves the school building without permission, or stays out of class.	Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors, or taking items of significant value.
Weapons	Student is in possession of knives or guns (objects readily capable of causing bodily harm).	Student has a knife or gun; student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.



## Voice Levels

At Lindsey, each teacher will also train students on "Voice Levels" throughout the building and for various events. You may practice the levels with your child(ren) so that they may be able to understand the appropriateness of each.



Voice Level 0	Voice Level 1	Voice Level 2	Voice Level 3	Voice Level 4
Voice Level 0  0 <b>Silent- NOTALKING</b>	Voice Level 1  1 <b>Whisper</b>	Voice Level 2  2 <b>Conversation</b>	Voice Level 3  3 <b>Presentation</b>	Voice Level 4  4 <b>TURN UP!</b>
Students are required to be <u>completely quiet</u> when instructed.	Students are permitted to speak at a whisper where only one person may hear them speak.	Students are permitted to hold a conversation with a classmates in which only a few people may hear them speak.	Students are asked to use a clear, professional voice as if they are presenting a project to their teachers and peers.	Students are permitted to use this level on the playground OR if they feel as if they are in Danger.

We need and want your support to make Positive Behavior Interventions and Supports a success at Lindsey Elementary School. Thanks, in advance, for your time and efforts!

- Lindsey's PBIS Team



A Jetsetter Always Practices the "BE" Attitudes!

**Be Safe**

**Be Caring**

**Be Respectful**

**Be Responsible**