

# Copeland Elementary

## 2023-2024

### PBIS

### Parent

### Handbook



## **Table of Contents:**

Introduction .....	3
What is PBIS .....	4-7
23-24 PBIS Team & Behavior Expectations.....	8-9
Behavior Matrix .....	10
System for Acknowledging Behavior/Correction Behavior.....	11
School-wide Behavior Plan.....	12
Classroom Managed VS Admin. Managed Behaviors .....	13
PBIS & School Climate .....	14-15
More Information & References.....	16

## Introduction

Dear Parents/Guardians,

We are thrilled to begin this 2023-2024 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. In order to do so, we will continue to implement Positive Behavior Interventions and Supports (PBIS). PBIS is a framework to teach and reinforce positive behaviors that we want our students to exhibit at school. Students and staff share clear and consistent expectations about how our Wildcats should act in different settings in the building (classrooms, hallways, cafeteria, main office, media center, playground, and cafeteria). We have created this PBIS Handbook so you can find more information about PBIS. This handbook will be uploaded on 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 get more information on 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 to be the best Wildcat they can be. We look forward to another wonderful year at the Land.

Sincerely,

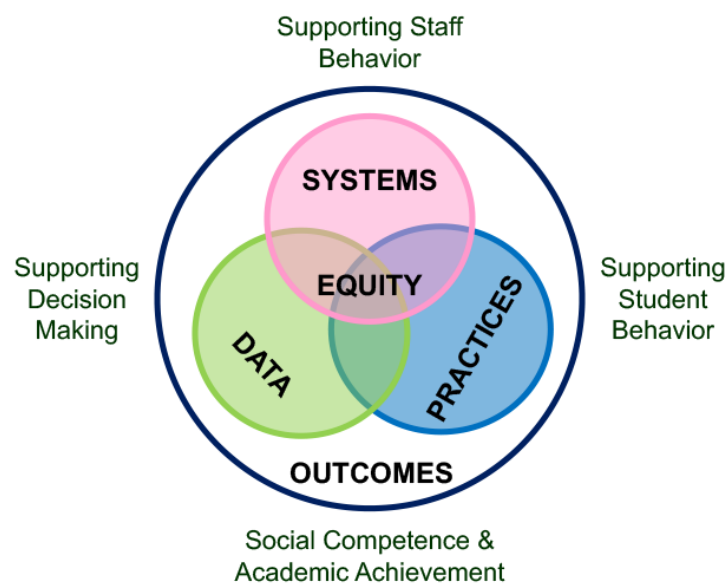
Copeland Elementary PBIS Team

## 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?**

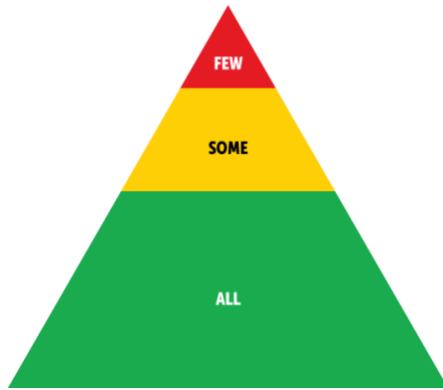
## Outcomes

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:

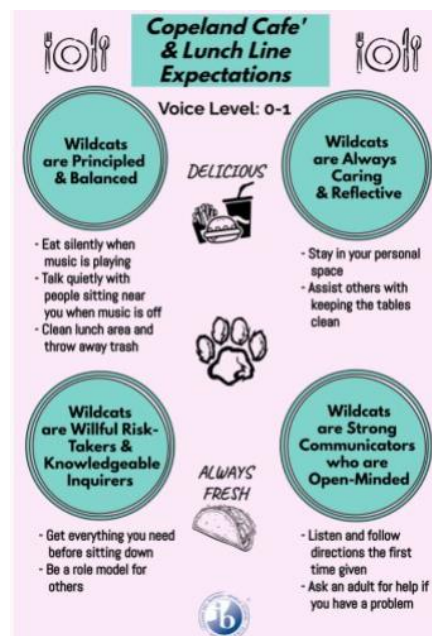
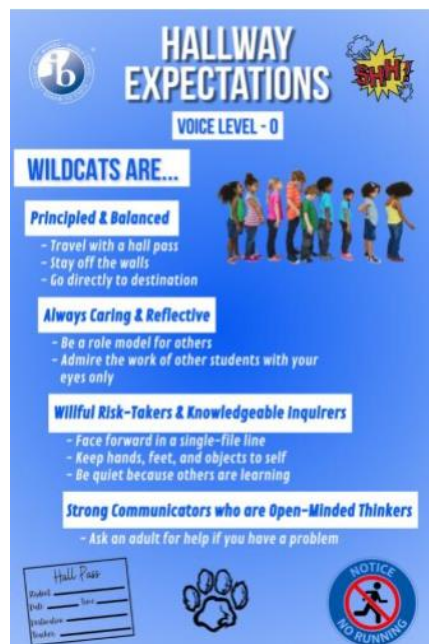
- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

## 2023– 2024 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	Recorder
Ms. Aidan Mraz	Special Education Teacher
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.







## Restroom Expectations



Voice Level - 0

WILDCATS ARE...

Voice Level - 0



### Principled & Balanced

- Clean up after yourself
- Use resources correctly
- Keep feet on the floor
- Wash your hands
- Wait patiently



### Always Caring & Reflective

- Always flush the toilet
- Value other's privacy

### Willful Risk-Takers & Knowledgeable Inquirers

- Enter and leave in a timely manner
- Be a role model for others

### Strong Communicators who are Open-Minded Thinkers

- Ask an adult for help if you have a problem



## Main Office Expectations



WILDCATS ARE:

- Principled & Balanced
- Always Caring & Reflective
- Willful Risk-Takers & Knowledgeable Inquirers
- Strong Communicators who are Open-Minded Thinkers


WE WILL:

1. Arrive with an office pass
2. Help keep area clean
3. Be quiet and patient
4. Wait our turn to speak
5. Be helpful to those in the office




## 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.!*



<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>Voice Level Key</b>            0 – Silent            1 – Whisper            2 – Speaking Voice            3 – Outside Voice         </div>		Classroom & Specials	Hallways	Bathrooms	Cafeteria/ Lunch Lines	Playground	Assemblies	Bus
EXPECTATIONS	P rincipled & Balanced	<b>Voice Level 0-2</b> -Keep hands, feet, and other objects to self -Follow classroom expectations -Complete all classwork	<b>Voice Level 0</b> -Walk at all times -Travel with a hall pass -Stay off the walls -Going directly to destination	<b>Voice Level 0</b> -Clean after yourself -Use school resources correctly -Keep feet on the floor -Wash your hands -Wait patiently	<b>Voice Level 0-1</b> -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	<b>Voice Level 3</b> -Keep hands, feet, and other objects to self -Line up when you are signaled	<b>Voice Level 0</b> -Sit on bottom and face forward -Use appropriate applause	<b>Voice Level 0-1</b> -Sit facing forward on bottom -Stay seated at all times -Keep hands and feet to self -Follow directions
	A 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
	W illiful 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
	S 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 Behavior**

- Positive, specific verbal praise
- Adults in the building acknowledge students following behavior expectation (principled, caring, and reflective) 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 1200 points.

## **Correcting Behavior Interventions:**

### **Classroom – Managed**

- Verbal Warning
- Teacher Conference with students about inappropriate behavior(s)
- Phone conference with parent
- Complete a minor referral form in Spotlight (Teacher)
- Peace Corner
- Brief time-out in another classroom
- Praise student when behavior changes
- Complete counseling referral form
- Parent conference with teacher, administrator, and MTSS facilitator to develop a behavior plan
- Possibly initiate Tier 2 or Tier 3

### **Admin – Managed**

- Call for assistance
- Complete a major referral form
- Admin investigates and follows up with teacher
- Admin will call parent
- Student may go to another classroom (assigned by admin.). Student may have out-of-school suspension, with a re-entry conference after the suspension

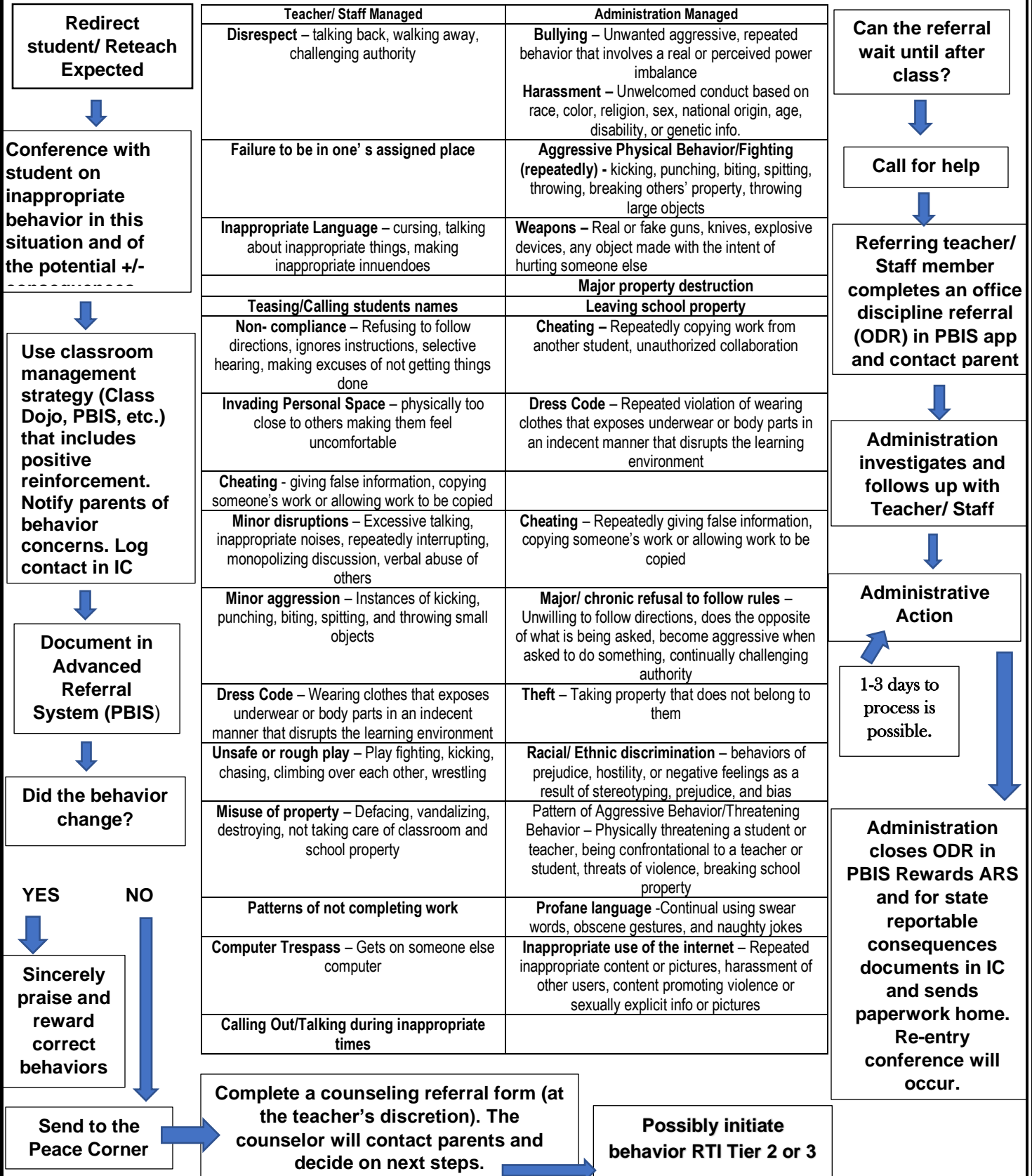
### **School-Wide Behavior Plan:**

1. Verbal warning
2. Conference with student
3. Peace Corner with reflection document
4. Take away student privilege - recess (student walks during recess) & silent lunch
5. Phone call home to 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. Reflection Room (Only Administration & Counselor will assign)
10. Teacher will complete counselor referral form
11. Parent conference with Teacher, Administration, and MTSS Facilitator to develop a behavior plan
12. Office Referral (Google Form for Major Referrals Only)

## 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](https://pbis.org)



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



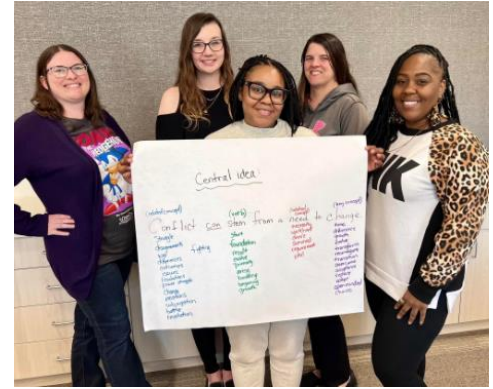
# PAW

At  
celebrate



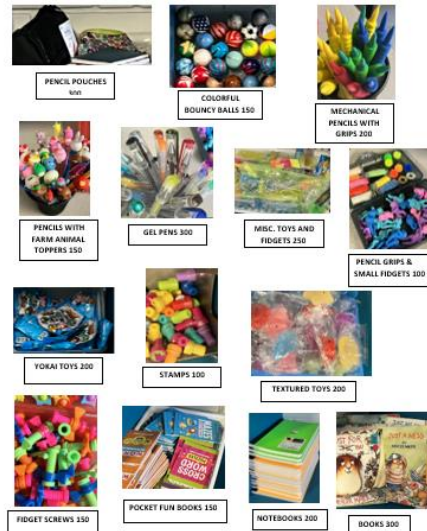
# Store

Copeland, we  
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







## More Information

If you have any questions or concerns about PBIS, please feel free to email the PBIS Team. You can call the school at 706-737-7228 or email the PBIS Team Lead or PBIS Coach.

Vanessa Ferguson (Coach) - [ferguva@boe.richmond.k12.ga.us](mailto:ferguva@boe.richmond.k12.ga.us)

Tonya Simmons (PBIS Team Lead) - [simmoto@boe.richmond.k12.ga.us](mailto:simmoto@boe.richmond.k12.ga.us)

## References:

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

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