Copeland Elementary

2024-2025

Parent Handbook

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Introduction

Dear Parents/Guardians,

We are thrilled to begin this 2024-2025 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

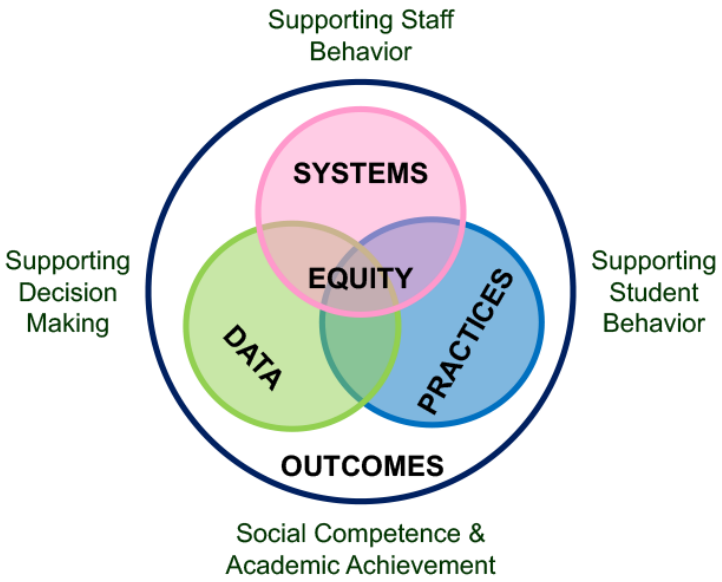
Our mission is to create a positive and inclusive learning environment where all students can thrive academically, socially, and emotionally.

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?

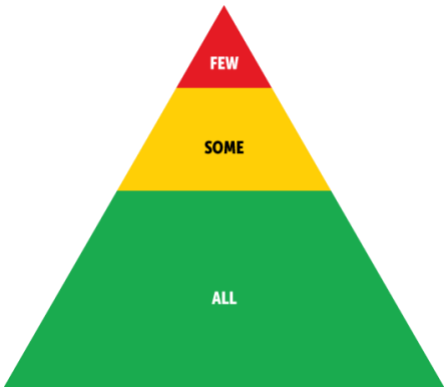
Outcomes

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:

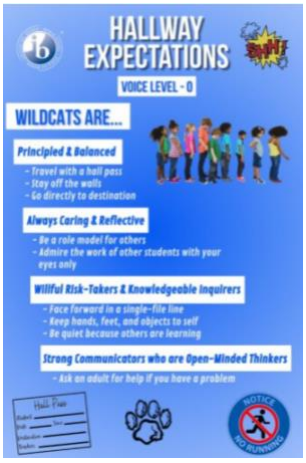
- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

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).

Voice Level Key

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

Copeland Elementary

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

EXPECTATIONS	Classroom & Specials	Hallways	Bathrooms	Cafeteria/ Lunch Lines	Playground	Assemblies	Bus
Principled & 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
Always 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
Willful 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
Strong 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 & Balanced, **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.

Self-Reflection Journal

Weekly Goal:	
Date:	I met my goal: ☐ YES ☐ NO

Did you follow directions appropriately? ☐ YES ☐ NO

What was your behavior? _____

_____

_____

What did you want? (put a check next to the appropriate statement)

- ☐ I wanted attention from others.
- ☐ I wanted to be in control.
- ☐ I wanted to avoid doing my homework.
- ☐ I created conflict because I am sad inside.
- ☐ I created conflict because they don't like me.

Did you get what you wanted? ☐ YES ☐ NO

What could you do differently? _____

_____

Goal for next week: _____

_____

Better Choices Sheet

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)

How are you feeling?	What happened?
Happy, Sad, Frustrated, Scared, Silly, Excited, Surprised, Shy/Quiet, Embarrassed	
What can you do differently next time?	
How do you feel now?	

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

Redirect student/ Reteach Expected

Conference with student on inappropriate behavior in this situation and of the potential +/- consequences

Use classroom management strategy (Class Dojo, PBIS, etc.) that includes positive reinforcement. Notify parents of behavior concerns. Log contact in IC

Document in Advanced Referral System (PBIS)

Did the behavior change?

YES → **Sincerely praise and reward correct behaviors**

NO → **Send to the Peace Corner**

Teacher/ Staff Managed	Administration Managed
Disrespect – talking back, walking away, challenging authority	**Bullying** – Unwanted aggressive, repeated behavior that involves a real or perceived power imbalance **Harassment –** Unwelcomed conduct based on race, color, religion, sex, national origin, age, disability, or genetic info.
Failure to be in one' s assigned place	**Aggressive Physical Behavior/Fighting (repeatedly) -** kicking, punching, biting, spitting, throwing, breaking others' property, throwing large objects
Inappropriate Language – cursing, talking about inappropriate things, making inappropriate innuendoes	**Weapons –** Real or fake guns, knives, explosive devices, any object made with the intent of hurting someone else
	Major property destruction
Teasing/Calling students names	**Leaving school property**
Non- compliance – Refusing to follow directions, ignores instructions, selective hearing, making excuses of not getting things done	**Cheating –** Repeatedly copying work from another student, unauthorized collaboration
Invading Personal Space – physically too close to others making them feel uncomfortable	**Dress Code** – Repeated violation of wearing clothes that exposes underwear or body parts in an indecent manner that disrupts the learning environment
Cheating - giving false information, copying someone's work or allowing work to be copied	
Minor disruptions – Excessive talking, inappropriate noises, repeatedly interrupting, monopolizing discussion, verbal abuse of others	**Cheating** – Repeatedly giving false information, copying someone's work or allowing work to be copied
Minor aggression – Instances of kicking, punching, biting, spitting, and throwing small objects	**Major/ chronic refusal to follow rules** – Unwilling to follow directions, does the opposite of what is being asked, become aggressive when asked to do something, continually challenging authority
Dress Code – Wearing clothes that exposes underwear or body parts in an indecent manner that disrupts the learning environment	**Theft** – Taking property that does not belong to them
Unsafe or rough play – Play fighting, kicking, chasing, climbing over each other, wrestling	**Racial/ Ethnic discrimination** – behaviors of prejudice, hostility, or negative feelings as a result of stereotyping, prejudice, and bias
Misuse of property – Defacing, vandalizing, destroying, not taking care of classroom and school property	Pattern of Aggressive Behavior/Threatening Behavior – Physically threatening a student or teacher, being confrontational to a teacher or student, threats of violence, breaking school property
Patterns of not completing work	**Profane language** -Continual using swear words, obscene gestures, and naughty jokes
Computer Trespass – Gets on someone else computer	**Inappropriate use of the internet** – Repeated inappropriate content or pictures, harassment of other users, content promoting violence or sexually explicit info or pictures
Calling Out/Talking during inappropriate times	

Complete a counseling referral form (at the teacher's discretion). The counselor will contact parents and decide on next steps. → **Possibly initiate behavior RTI Tier 2 or 3**

Admin - Managed

Can the referral wait until after class?

Call for help

Referring teacher/ Staff member completes an office discipline referral (ODR) in PBIS app and contact parent

Administration investigates and follows up with Teacher/ Staff

Administrative Action

1-3 days to process is possible.

Administration closes ODR in PBIS Rewards ARS and for state reportable consequences documents in IC and sends paperwork home. Re-entry conference will occur.

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.

More Information

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

References:

pbis.org

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

pbisrewards.com

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