



"THE WILDCAT WAY" TVEMS PBIS



AREA/ SETTING	Put Safety First	Act Respectfully	Work Responsibly
GYM	<ul style="list-style-type: none"> *Use Stairs When Walking Up Bleachers *Stay in One Spot *Use Equipment Correctly and Return to the Proper Place 	<ul style="list-style-type: none"> *Use Appropriate Language 	<ul style="list-style-type: none"> *Be On Time *Dispose of Trash in Appropriate Place *Report Inappropriate Behavior and Vandalism When it Happens
ASSEMBLY	<ul style="list-style-type: none"> *Hands and feet to yourself 	<ul style="list-style-type: none"> *Eyes Watching *Ears Listening *Lips Closed 	<ul style="list-style-type: none"> *Come in and Exit Quietly
BATHROOM	<ul style="list-style-type: none"> *Report Problems to Adult *No Horseplay *Wash Hands and Turn Water Off *Move in and out in an Orderly Manner 	<ul style="list-style-type: none"> *Respect Privacy, Use, and Manners *Leave Bathroom Clean and Nice *No Loitering *Use Appropriate Language 	<ul style="list-style-type: none"> *Go, Flush, Wash *Be Quiet *Report Inappropriate Behavior and Vandalism When It Happens
BUS	<ul style="list-style-type: none"> *Stay Seated When Bus is Moving *Keep the Aisles Clear 	<ul style="list-style-type: none"> *Keep Your Hands, Feet, and Property to Yourself 	<ul style="list-style-type: none"> *Report Problems *Listen to the Bus Driver
CAFETERIA	<ul style="list-style-type: none"> *Walk Slowly, Face Forward and Stay in Line *Sit Correctly and Use an Inside Voice *Remain Seated *Eat off Your Own Plate 	<ul style="list-style-type: none"> *Use Good Manners *Give Others Personal Space *Listen to Adults *Help Others When Needed *Use Appropriate Language 	<ul style="list-style-type: none"> *Line Up Quickly and Quietly *Keep Cafeteria Clean and Tidy *Eat in Designated Area
COMPUTER LAB	<ul style="list-style-type: none"> *Stay Safe Online *Sign and Follow Acceptable Use Policy 	<ul style="list-style-type: none"> *Follow Your Teacher's Directions *Respect Equipment 	<ul style="list-style-type: none"> *No Food or Drinks *Follow Your Teacher's Directions
CLASSROOM	<ul style="list-style-type: none"> *Give Others Personal Space *Use Materials Appropriately *Always Walk *Stay in Your Area *Follow Directions and Codes for Drills 	<ul style="list-style-type: none"> *Raise Your Hand *Be a Role Model *Allow Others to Share *Use Appropriate Voice Level *Honor Other's Opinions *Ask for Permission 	<ul style="list-style-type: none"> *Follow Directions *Stay on Task *Stay in Your Area *Be Prepared for Class *Allow Others to Do Their Own Work *Use Sign In and Sign for Restroom and Use Hall Pass
HALLWAY	<ul style="list-style-type: none"> *Keep Your Hands, Feet, and Property to Yourself *Walk on Right Side of Hallway *Keep Lockers Shut and Clean 	<ul style="list-style-type: none"> *Give Others Personal Space *Wave and Smile at Others *No Loitering and Use Appropriate Language *Use Inside Voice 	<ul style="list-style-type: none"> *Walk Slowly, Face Forward and Stay in Line *Remain Quiet *Respect the Learning Environment *Use Your Own Locker *Line Up 2 Blocks From Wall *Pick Up Trash
PLAYGROUND	<ul style="list-style-type: none"> *Use Equipment Appropriately and Safely *Wait Your Turn *Report Problems to Adult *Leave Rocks, Sticks, and Mulch on Playground *Keep Within the Playground Boundaries *Stay out of the Trees 	<ul style="list-style-type: none"> *Bullying is Never OK *Remember Character Counts *Be a Friendly Playmate *Put Trash in the Trashcan 	<ul style="list-style-type: none"> *Give Others Personal Space *Line Up Quickly/Quietly When You are Called *You Get it Out, You Put it Away

PBIS Schedule for Training

(10 minutes per group)

Hallway: Courtney/Crystal

9:00 (4th); 9:10 (5th); 9:20 (6th); 9:30 (7th); 9:40(8th);
9:50(1st); 10:00(2nd); 10:10(3rd)

Bathroom: Dale/Jay

9:00 (8th); 9:10 (4th); 9:20 (5th); 9:30 (6th); 9:40(7th);
9:50(3rd); 10:00(1st); 10:10(2nd)

Cafeteria: Sara/Christine

9:00 (7th); 9:10 (8th); 9:20 (4th); 9:30 (5th); 9:40(6th);
9:50(2nd); 10:00(3rd); 10:10(1st)

Assembly/Gym: Kelly/Angie

9:00 (6th); 9:10 (7th); 9:20 (8th); 9:30 (4th); 9:40(5th);
10:20(1st); 10:30(2nd); 10:40(3rd)

Recess: Teresa/Reed

9:00 (5th); 9:10 (6th); 9:20 (7th); 9:30 (8th); 9:40(4th);
10:20(3rd); 10:30(1st); 10:40(2nd)

Meet and Greet 1:00

Tucker Valley Elementary Middle School Behavioral Management Plan for 2019-2020

At Tucker Valley Elementary Middle School, our goal is to provide our students with an environment conducive to learning; therefore, we expect our students display appropriate behavior on a daily basis. The following behavior management plan will be implemented in an effort to maintain an orderly learning environment and to redirect students' inappropriate behavior. Students can and will learn to modify and manage their behavior so that it is appropriate for school. We strive to create and reach high expectations for all of our students' behavior and academic progress.

Family involvement in this process will play an integral part in our students' overall success. Please take the time to discuss the components of this plan with your child. School staff will communicate with families to keep them abreast of students' inappropriate behaviors. If necessary, parents/guardians and or grandparents will be required to meet with teachers and/or school staff to develop a specific plan for a child's behavioral success.

Behavioral Mission Statement

At Tucker Valley Elementary Middle School, our school mission is to teach students the academic, social, and thinking skills necessary to become citizens who accept challenge, take responsibility for personal choices, and value themselves and others in a diverse world. We strive to maximize learning by providing an atmosphere that is safe, nurturing, and positive for all students.

Expectations for Students

If given high expectations for behavior and provided with the direct instruction, behavioral interventions, and continued reinforcement of positive behavior along with clear and fair consequences for misbehavior, all students can and will learn to behave appropriately at school. We have three simple school-wide expectations of behavior:

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

In addition to understanding and demonstrating the three schoolwide expectations, students are expected to follow school wide and/or classroom rules. At school, staff will continually remind students of, explain, demonstrate through their behavior, and reinforce with consequences our school-wide expectations of behavior. We will encourage parents/guardians and/or grandparents to do the same.

Positive Behavior Intervention Support

Behavior expectations and consequences must be explicitly taught, modeled, and discussed. At school, these are the responsibilities of the principal, teachers, and support staff:

- ❖ During the first two to three weeks of school, all staff members will explain and demonstrate Tucker Valley Elementary Middle School's routines and procedures. School staff members will continue to address and discuss students' behaviors and our expectations throughout the school year.
- ❖ The school counselor will conduct character educational sessions in the classroom twice a month that focus on character traits, behaving appropriately, and acting responsibly.
- ❖ Posters of the school rules, routines, and procedures will be posted to ensure students have a visual reminder of the expectations in the classroom, cafeteria, gym, computer lab, restroom, hallways, at recess, and during dismissal.
- ❖ The positive behavior vocabulary will become a part of the school's daily language to reinforce appropriate behavior.
- ❖ Each classroom teacher will have a system in place so that each student immediately knows the consequences of his/her behavior. The system will include provisions for giving a warning, redirection, time away, and logical consequences directly tied to the misbehavior (Example: A student jumping from the swing results in that student not being able to use the swings again that day). Teachers and support staff will provide the principal with a copy of their classroom plan for behavior management.

Positive Behavior Reinforcement

Tucker Valley Elementary Middle School's faculty and staff will implement the following incentives as its positive behavior reinforcement, with the goal of

promoting positive behavior that fosters an environment conducive to learning. When a student has met the criteria, he or she will have the opportunity to participate in the incentive activity. There will be an incentive activity for each nine weeks. The incentive activities will be school wide.

Students must meet the following criteria to participate in the incentive activity:

- Demonstrate proper behavior throughout the nine weeks.
- Students will not participate in the nine weeks incentive activity for Level 1 that are more than ten referrals to the BEST room in a given nine-week period.
- Students will not participate in the nine weeks incentive activity for Level 2, Level 3 and Level 4 referrals to the principal.
- At the beginning of each nine weeks, students will start with a clean slate for the school behavior plan.

Some examples of past nine-week incentives would be Fall Festival, Snow Tubing, Movies, Field Day, etc....

Some other behavior incentives may include the following: extra recess, movie, and lunch with the teacher, lunch with the principal, lunch with the counselor, prizes, etc.

Behavioral Correction

Teachers are expected to manage and handle their classrooms and students' minor disruptions and behavior problems according to their classroom behavior plan.

The school has developed the following consequences to assist in consistency and fairness toward the students (See Levels/Steps Below):

LEVEL 1 = Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others.

Examples of minimally disruptive behaviors: Cheating, deceit, disruptive/disrespectful conduct, failure to serve detention, falsifying identity, inappropriate appearance, inappropriate display of affection, inappropriate

language, possession of inappropriate personal property, skipping class, tardiness and habitual violation of level one rules and policies.

Steps & Consequences for Level 1 misbehaviors:

Step 1 – 3 - Verbal Warning and Redirection: The teacher tells the child specifically which rule has been broken, what is wrong and what must be done to correct the misbehavior.

Parent Contact: Teacher contacts the parent by telephone, note, or in person.

Counseling/Conferring/Consequence: The teacher counsels, reasons with the child. The child is asked to respond to “How can I solve this problem?”

Time Away/Loss of Privileges: Student is removed from the situation and loses appropriate privileges.

Step 4 – The teacher will refer the child to the **B.E.S.T. Room** at recess time that day. The child will relearn and discuss appropriate behavior that is accepted in school. They will learn ways to correct their misbehavior. The **B.E.S.T Room** teacher will determine if further intervention needs to occur, whether that be parent contact and or referral to the principal.

B.E.S.T Room
<u>B</u>ehave appropriately at all times
<u>E</u>xcel in all that you do
<u>S</u>how respect and act responsibly
<u>T</u>reat others with kindness

Step 5 - Principal Referral: The teacher notifies the principal that a child has shown no improvement in managing behavior through the series of consequences and behavioral interventions. The teacher has exhausted all resources for dealing with the child and the students’ behavior could be described as habitual.

LEVEL 2 = Disruptive and Potentially Harmful Behaviors – disrupt the educational process and/or pose potential harm or danger to self and/or others.

Third Offense: Parent contact, Principal conference w/parent, written assignment, ½ Day In-school suspension, counselor referral

Fourth Offense: Parent contact, Principal/Counselor/classroom teacher and parent conference w/ student, Behavior Contract created, 1 Day In-school suspension

Fifth Offense: Suspension from school

Please Remember: Students will not participate in the nine weeks reward/incentive activity for Level 2, Level 3 and Level 4 referrals to the principal.

LEVEL 4 Dangerous, Illegal and/or Aggressive Behaviors – are willfully committed and are known to be illegal and/or harmful to people and/or property

Examples of dangerous illegal and/or behavior: battery against a school employee, felony, possession and/or use of dangerous weapons, illegal substance related behaviors: use/potential of illicit drugs, use/possession of alcohol, and sale of narcotic.

A child is referred directly to the principal for Level 4 inappropriate behaviors. The principal will enforce:

➤ **Suspension/Expulsion/Police Notification**