

PARENTS/GUARDIANS AND PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at F. C. Joyce by:

- Reviewing behavior expectations with your child
- Volunteering for the “SWAG Wagon”
- Seeking donations for the “SWAG Wagon”
- Sharing comments with or asking questions of PBIS team members
- Joining us at the Parent Involvement Meetings and Conversation.

Together we can achieve more!



PBIS TEAM AT F. C. JOYCE ELEMENTARY SCHOOL

MR. DAVIS

MS. JONES

MS. BUDMARK

MS. BROGDON

MR. THOMPSON

MS. SEYMOUR

MS. RAO

MS. WILLIAMS

F. C. Joyce Elementary School
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TWIN RIVERS Positive Behavioral Interventions and Supports:



**F. C. Joyce
Elementary School**

“Our mission is to inspire
each student to
extraordinary achievement

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

F. C. Joyce Expectations!

Know your Falcon's **SWAG**

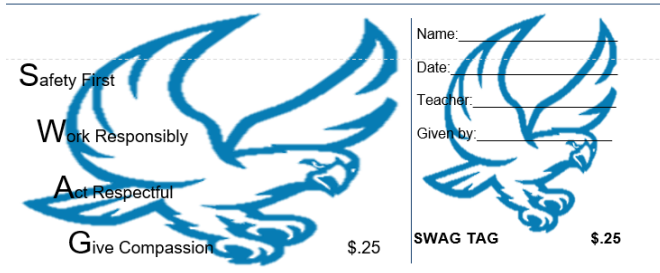
- Safety First
- Work Responsibly
- Act Respectfully
- Give Compassion



F. C. JOYCE SCHOOL EXPECTATIONS MATRIX				
AREA/SETTING	SAFETY FIRST	WORK RESPONSIBLY	ACT RESPECTFULLY	GIVE COMPASSION
Cafeteria	<ul style="list-style-type: none"> Walking Feet Wait in line patiently Be aware and ready 	<ul style="list-style-type: none"> Voice Level 0-2 Clean up after yourself Help each other 	<ul style="list-style-type: none"> Keep hands & food to yourself Remove hats/hoods 	<ul style="list-style-type: none"> Allow for differences Say please and thank you
Hallways	<ul style="list-style-type: none"> Walk on the yellow line Have a hall pass 	<ul style="list-style-type: none"> Voice Level 0-1 	<ul style="list-style-type: none"> Hands to yourself Be aware and courteous of classrooms around you 	<ul style="list-style-type: none"> Say hello and be polite
Playground/ Recess Room	<ul style="list-style-type: none"> Keep your hands to yourself Follow directions Freeze when the whistle blows Walk to line 	<ul style="list-style-type: none"> Voice Level 0-4 Use kind words 	<ul style="list-style-type: none"> Use playground equipment/games appropriately and put them away Throw trash away 	<ul style="list-style-type: none"> Include others Use kind words
Library	<ul style="list-style-type: none"> Walking Feet Follow directions 	<ul style="list-style-type: none"> Voice Level 0-1 Be a good listener Be on time Return books on time 	<ul style="list-style-type: none"> Handle books with care 	<ul style="list-style-type: none"> Share popular books Help others
Restrooms	<ul style="list-style-type: none"> Take care of business and promptly return to class 	<ul style="list-style-type: none"> Voice Level 0-1 Flush the Toilet Use sink/ soap/dryer appropriately 	<ul style="list-style-type: none"> Wash your hands 	<ul style="list-style-type: none"> Respect others' privacy
Office/Nurse's office	<ul style="list-style-type: none"> Have a hall pass Check in with office staff 	<ul style="list-style-type: none"> Voice Level 0-1 	<ul style="list-style-type: none"> Wait patiently 	<ul style="list-style-type: none"> Be kind and give personal space

TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the four expectations. Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.



KEEPING IT POSITIVE!

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. Students can earn ‘SWAG Tags’ for following School Wide Expectations!


Ask your child, “Did you earn a SWAG Tag today? If so, what did you do to earn it?”

BEHAVIOR REPORTING FORMS

Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, a Behavior Reporting Form has been implemented. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by the principal or teacher about major infractions.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member.

When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff and the principal will meet to build an effective behavior intervention plan for child.


F.C. Joyce Behavior Reporting Form
Safety First - Work Responsibly - Act Respectfully - Give Compassion

Name: _____	Time: _____	Location
Grade: TK K 1 2 3 4 5 6 7 8	Referring Staff: _____	<input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Bus <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria <input type="checkbox"/> Off Campus <input type="checkbox"/> Classroom <input type="checkbox"/> Office <input type="checkbox"/> Blue Room <input type="checkbox"/> Playground <input type="checkbox"/> Parking Lot <input type="checkbox"/> Special Areas <input type="checkbox"/> Other _____
Minor Problem Behavior	Major Problem Behavior	Personal Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abuse/ Stare/ Language <input type="checkbox"/> Bullying <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Fighting <input type="checkbox"/> Gang Display/Affiliation <input type="checkbox"/> Harassment <input type="checkbox"/> Property Damage <input type="checkbox"/> Other _____	<input type="checkbox"/> Obedience <input type="checkbox"/> Admiration <input type="checkbox"/> Peer Attention <input type="checkbox"/> Avoidance <input type="checkbox"/> Adult <input type="checkbox"/> Task/Activity <input type="checkbox"/> Peer
Action Taken		
<input type="checkbox"/> Conference with Student <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent Contact <input type="checkbox"/> Restitution <input type="checkbox"/> Other _____		<input type="checkbox"/> Time Out <input type="checkbox"/> In-School Suspension (____ hours/days) <input type="checkbox"/> Out-of-School Suspension (____ hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____
Others Involved	<input type="checkbox"/> Nurse/Teacher <input type="checkbox"/> Peers <input type="checkbox"/> Substitute <input type="checkbox"/> Staff	<input type="checkbox"/> Dismissal <input type="checkbox"/> Other _____
Other Comments: _____		