TABOR CITY ELEMENTARY SCHOOL

*Home of the Red Devils*

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Tabor City, NC 28463

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**What is PBIS?**

Throughout the school year, you will hear your child talking about PBIS. What is PBIS you ask? It stands for Positive Behavior Interventions and Supports, and it is a school-wide behavior program that all teachers follow at TCES. Simply put, PBIS is a way for all teachers to have the same behavior expectations for all students, in all areas of the school. At TCES, we expect all children to follow these four basic rules:

1. Respect **L**earning

2. Respect **O**urselves.

2. Respect **O**thers.

3. Respect **P**roperty.

In other words, we expect students to be in the **LOOP.** These expectations are a part of your child’s day no matter where they are. From the classroom to the cafeteria to the bus, each area has its own specific expectations as well as ones that are constant across TCES. Each area has its expectations posted for teachers and students to review on a daily basis. You’ll see these posters in classrooms, hallways and other areas of the school. A main part of the PBIS program is for teachers to consistently remind students of expectations AND to model those behaviors for them wherever they are in school. For example, under the “respect others” rule, we would expect children to walk quietly in the hallway so that they do not disturb other classrooms. Teachers remind students of that expectation consistently and model that behavior by walking quietly in the hallway themselves. Consequences for positive and negative behaviors are the same throughout the school. All teachers follow a four-step plan for their classrooms:

1. 2 Positive Redirects

2. 2 Verbal Warnings

3. Time Out or Parent Contact

4. Office Referral

The most frequent way for teachers to let students know they are doing a good job is for them to give individual students a **ClassDoJo Point** and/or the entire class a point. ClassDoJo is a classroom tool that helps teachers improve student behavior in their classrooms quickly and easily. Individual students or the entire class can easily be awarded feedback points for their behavior in real-time, with just one click of the teacher’s smartphone, laptop, or iPad. ClassDoJo gives behavior-tracking analytics and reports that can be shared with parents and administrators. Depending on the teacher, your child’s class may earn extra recess, a pizza party or some other special privilege. Each week, students who have earned at least 20 points get to participate in the PBIS Weekly Reward. This reward is a trip to the PBIS “Store” to use their points to “buy” various prizes donated by community businesses. The more points, the better the prize!

So, when your child comes home and says that he/she received a “point”, or that their class got “points”, ask them how and why. Use the respect phrases during your discussion and see how you can incorporate respecting learning, ourselves, others and property into your rules at home.

***AT T.C.E.S WE RESPECT:***

**\*Learning\*Ourselves\*Others\*Property**

***We are in the LOOP!***

**Cafeteria** A**ssemblies Restroom**

 1. Be ready & Select 1. Listen carefully. 1. Use toilet properly.

 what you need. 2. Face the speaker 2. Use quiet voices.

2. Eat to stay healthy. 3. Use good manners. 3. Keep restroom clean.

3. Use good 4. Sit on your bottom 4. Do not write or

 manners. with legs crossed in draw on doors or walls.

4. Be silent in lunch in front of you. 5. Wait patiently.

 line. 5. Allow for personal 6. Move quickly.

5. Walk carefully space. 7. Wash your hands.

 facing forward. 6. Be courteous to 8. Keep hands and

6. Raise hand & ask the presenter. feet to yourself.

 for help. 7. Use hands and feet

7. Keep food in appropriately.

 cafeteria.

8. Clean up after **Playground Classroom**

 yourself. 1. Play fair 1. Stay on task

9. Take trays and 2. Be alert 2. Listen and follow

 garbage to trash can. 3. Keep belongings with directions.

 you. 3. Be prepared.

4. Play safely. 4. Keep my area clean.

**Bus** 5. Use kind words and actions. 5. Do my best 1. Stay in seat. 6. Share equipment. 6. Stay in my own space.

2. Listen to instructions. 7. Allow for personal 7. Raise hand and wait 3. Use your manners. space. for permission to speak

4. Treat property 8. Line up promptly. 8. Treat materials with care

 with care. 9. Pick up litter

 **Hallways**

**Dismissal** 1. Walk on right side

1. Be prompt and ready. 2. Remain quiet

2. Go directly to your 3. Give others proper

 destination when called. space.

3. Keep hands and feet to self 4. Keep hands at your

4. Use quiet voices. sides and feet to yourself.

5. Follow directions. 5. Enjoy displays with eyes only.

6. Use good manners.

7. Allow for personal space.

CLASSROOM BEHAVIOR FLOW SHEET

**Level I Behavior**

**2 Positive Redirects are given:**

This does not result in the student being ‘written up’. Redirects can be given to the whole class or individual but must be specific

*Example: “I like how Derrick’s table is sitting with their feet on the floor and ready to learn.”*

*“Table 4 is in a ready position and I am so proud that they all have pencil and paper.”*

*“Izzy, thank you for keeping your hands in your lap and off others.”*

**2 Verbal Warnings are given:**

This should be used if a Level I behavior continues after 2 redirects.

When warning a student the first time, tell them specifically what they are doing wrong and what you want them to do differently.

On the 2nd warning, the student needs to be pulled outside of the classroom to have a private conference with the teacher.

**If Level I Behavior persists:**  At teachers’ discretion-- student may be “BOUNCED” to another classroom for a Time Out or the teacher may send home a ‘PARENT CONFERENCE FORM’ or parents are contacted by phone for a phone conference with teacher and student--**Any school work missed during bounce time must be made up during free time or for homework.**

\*IF THE LEVEL I BEHAVIOR CONTINUES, AN OFFICE REFERRAL WILL BE MADE—Use the ‘OFFICE REFERRAL FORM’. When the student is sent to the office, they must complete a ‘BEHAVIOR REFLECTION FORM’ before they return to the classroom.

**Level II Behaviors:**

Send student to the office after completing an ‘OFFICE REFERRAL FORM’.

**Levels for Behaviors:**

**Level I Behaviors:**

1. Arguing with other students
2. Bringing distracting items to school: toys, games, cell phones
3. Calling Out
4. Complaining
5. Mouth Noises
6. Not having name tag displayed
7. Not following directions
8. Profanity used during conversation
9. Provoking others verbally
10. Running in the building
11. Side talk
12. Tattling
13. Whining
14. Rolling eyes at students or adults
15. Teasing other students
16. Disrespecting an adult
17. Unnecessary Body Movements
18. Throwing objects into open space
19. Violating Dress Code
20. Standing/Climbing on stalls, doors, toilets, or walls in restroom
21. Peeking under bathroom stall
22. Misuse of bathroom supplies
23. Horseplay—kicking, play hitting, poking

**Level II Behaviors:**

1. Holding someone in bathroom stall
2. Threat to other students
3. Damaging or defacing school property
4. Displaying continued specific disruptive behavior
5. Forcing someone to give them money or things that do not belong to them
6. Leaving class or school without permission or not going with the class or teacher
7. Intentionally spitting on others
8. Using profanity towards others
9. Making obscene remarks or gestures toward others
10. Insubordination or refusing to follow directions which disrupts the learning process of others
11. Bringing or using tobacco products on school grounds
12. Endangering the lives of students and staff by setting off fire alarms
13. Committing any criminal act
14. Fighting
15. Having or using or selling illegal mood modifiers—alcohol or drugs
16. Hitting Others
17. Possessing or lighting matches, fireworks or smoke bombs
18. Stealing
19. Starting a Fire
20. Taking part in physical acts of a sexual nature, engaging in sexual harassment
21. Intentional brushing against, patting or pinching of another’s body
22. Suggestive or obscene letters or drawings
23. Derogatory comments, slurs, jokes, epithets
24. Weapons
25. Public Displays of Affection

**PARENT CONFERENCE FORM: Tabor City Elementary School**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your child has been experiencing difficulties at school. I am asking for your help in ending these problems before they affect your child’s progress in school and possibly their grades and overall performance. It is our desire at TABOR CITY ELEMENTARY SCHOOL to provide for every child the best education possible. With your help, we can overcome this issue and continue the learning process. Please discuss this at home and determine with your child what he or she can do to prevent this issue from occurring in the future. If you would like to speak with me about this matter, please feel free to write your comments below, send an email or call 910 653-3618. Thank you in advance for your assistance in this matter.

\_\_\_\_ not following directions \_\_\_\_ playing

\_\_\_\_ consistent talking \_\_\_\_ name calling

\_\_\_\_ talking back \_\_\_\_ throwing things

\_\_\_\_ out of seat \_\_\_\_ unprepared for class

\_\_\_\_ homework incomplete \_\_\_\_ incomplete class work

\_\_\_\_ making noises \_\_\_\_ chewing gum

\_\_\_\_ other (see comments below)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent questions or comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TABOR CITY ELEMENTARY SCHOOL**

**Office Referral Form**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referred by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_ Bus #: \_\_\_\_\_

What happened? (include times, places, those involved, relevant conditions, and initial steps to address the problem):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Repeated Level I offense:

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Major Level II offense:

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**Actions taken by person making referral**:

\_\_\_\_Conference with student \_\_\_\_Bounce (Time Out)

\_\_\_\_ Parent Contact—how was contact made? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Actions taken by Principal or Designee:**

\_\_\_\_Conference with student \_\_\_\_Parent Contact

\_\_\_\_ Out of School Suspension for \_\_\_\_\_ days \_\_\_\_ Bus Suspension for \_\_\_\_ days

\_\_\_\_Conference Requested with parent and student \_\_\_\_ Community service

\_\_\_\_ Referral to School Social Worker/Counselor \_\_\_\_Referral to school Resource Officer

\_\_\_\_ Police contacted

Remarks by Principal or Designee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BEHAVIOR REFLECTION FORM**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What was my behavior? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why was my behavior a problem?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What could I have done instead?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Do I need to apologize to anyone? \_\_\_\_\_\_ Yes \_\_\_\_\_\_ No

To whom do I need to apologize? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did I Apologize? \_\_\_\_\_ Yes \_\_\_\_\_\_ No

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Parent/Guardian Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature

**Reward Information Sheet:**

Individual students may be rewarded by giving them a **ClassDoJo Point.** Students can cash them in weekly or may choose to save them for a big LOOP/PBIS Reward when they have collected 80 or more tokens. When giving a point, be specific about what the student has done to earn it and make a big deal. Others will take notice and will do what it takes to earn points.

**Reward students for:**

Working Quietly

Using inside voices

Completing work neatly

Paying Attention

Keeping hands and feet still

Being kind to others

Holding the door for someone

Using good manners

COUNTLESS OTHERS!!

**Students may cash in ClassDoJo Points daily with their teacher to earn quick rewards such as the following, or you may come up with rewards of your own:**

Computer Time—2 points

Playing a Game—2 points

Working on Promethean Board—3 points

Read—2 points

Drawing—3 points

Other fun things: Treasure Box, Visiting with another teacher….

Free Seating at Lunch—5 points

Lunch with teacher or other special person—10 points

Teachers Helper—10 points

Homework Pass—10 points

**Students who have earned/saved 50 ClassDoJo Points may attend the LOOP/PBIS Event** for a school wide function that will be held every two months: these ‘get togethers’ may include popcorn party, special guest entertainers, movies, dances, ice cream parties, pizza parties…

**Whole class points or individual points may be given for:**

Everyone completing homework

Perfect Attendance with no tardies

Compliments from anyone/anywhere

Working well together

All students following directions

Teacher discretion

**Whole ClassDoJo rewards may include:**

Pizza

Ice Cream

Movie

Game Day

Extra Play Time

Other

**Additional Rewards:**

Good Note Home

Call to Parent

Hokey Pokey

Energizer Games

Sitting next to Teacher

Drawing picture of someone in class

**Remember: Positive rewards NOW will deter negative behaviors in the future. The type of behavior you choose to focus on is the type of behavior you will get more of. If you focus on the positive, your class will be a happy, positive, nurturing place to learn and your students will learn more. Behavior issues will decrease and your teaching time will increase!**