The page features a decorative border with various colorful letters and shapes. At the top, there are letters 'Aa', 'Bb', 'Ff', and 'Ii' in red, green, orange, and pink respectively. Below them are purple and yellow curved lines. On the left side, there are letters 'O', 'n', 'a', 'z' in orange, yellow, pink, and green. At the bottom, there are letters 'Ww', 'Oo', 'Ee', 'Ff', 'Gg', 'Ii', and 'C' in blue, yellow, pink, orange, green, pink, and purple. The central text is as follows:


Bucyrus Elementary School
Family Handbook

Be RESPECTFUL

Be RESPONSIBLE

Be SAFE and HEALTHY

Be KIND

PBIS WELCOME

Dear Parents/Guardians,



Welcome to the start of another wonderful year at Bucyrus Elementary! In this handbook there is information critical to creating a positive school environment. Please take the time to review the information carefully. As you read, if there is anything you would like clarification on or have questions about feel free to call or email the staff here at BES. In this family handbook,

there is information critical to creating a positive school environment. Please take the time to review the information carefully. As you read, if there is anything you would like clarification on or have questions about feel free to call or email the school staff.

We are excited to share with you our school-wide behavior system. PBIS (Positive Behavioral Interventions & Support) is a framework to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. Bucyrus Elementary School is proud to be a part of this exciting initiative.

As part of the PBIS framework, we have established clear rules for the behaviors we expect in all areas of our school. These expectations are explained in our Behavior Matrix, which you will find later in this document. We explicitly teach these expectations to the students and reteach throughout the school year. Our staff verbally acknowledge students' appropriate behaviors by giving them a Bucyrus Buck or a point in our digital rewards system. Students can use Bucyrus Bucks/points for prizes at the school store.

The expectations for all student behaviors are clear throughout our classrooms, playground, cafeteria, bathrooms, hallways, busses, etc. Our expectations provide a school environment where more time is spent instructing and less time spent disciplining. When continued discipline issues arise, teachers make parent and/or administrator contact. If your child has an instance of behavioral difficulty, we ask that you please discuss the behavior concern with your child. We have consistent consequences and positive reinforcement for all students. By teaching the expected behaviors in a positive way, we provide a common language for everyone in our school, including students, teachers, and staff.

We believe that by helping students practice good behavior, we build a school community where all students can learn. Please note that this is still a relatively new process for students, teachers, and staff so we ask for your patience. As with anything new we will have some hiccups along the way. We will review the effectiveness of this plan each month, and in doing so, there may be some aspects that we will need to change, remove, add, etc. This is an ongoing process for several years to come. We appreciate your help, patience, and understanding! Thank you again for your continued support!

POSITIVE BEHAVIOR INTERVENTION & SUPPORTS

What is PBIS?

PBIS stands for Positive Behavior Intervention and Supports. It is a system of measures to prevent poor student behaviors, leading to better support of student's academic and emotional success. PBIS provides a clear system of expectations for all behaviors. Through PBIS, we will work together to create and maintain a productive and safe environment for our students. Through positive recognition and continually teaching expectations, students will experience academic and social growth.

What are the benefits of PBIS?

Through implementing PBIS, we will increase student academic performance, increase safety, decrease problem behavior, and establish a positive school climate.

Why PBIS?

PBIS methods are research-based and have been proven to significantly reduce problem behaviors in schools. One of the key components is a focus on prevention. Students are taught clearly defined behavioral expectations for all aspects of the school environment. They are provided with predictable responses to their behavior, both positive and corrective.

PARENT ROLE IN PBIS

Importance of Family Engagement

Research has consistently linked family engagement (or parental involvement) with positive academic outcomes, reductions in delinquent behaviors, and overall increase of self-esteem and self-worth.

Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We understand that your home environment may have different expectations, but in order to support your child's success in school we ask that you support our school's expectations in the following ways:

1. Please spend time reviewing the Bucyrus Elementary Behavior Matrix expectations with your student. This is found on the next page.
2. Please remind your student of the expectations each day before he/she leaves for school.
 - Be Respectful
 - Be Responsible
 - Be Safe and Healthy
 - Be Kind
3. Our system is consistent and predictable, so if your child has earned a consequence, please support the decision and do all you can to have your child take responsibility for his/her actions. Your child will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation, please call the classroom teacher first.
4. When your child gets home from school, talk with him or her about the day and ask if his or her behavior was acknowledged with a Bucyrus Buck/Point or other privilege. Ask what your child did to earn a Bucyrus Buck/Point. Please offer your child extra praise and reinforcement for these behaviors.
5. If your child did not meet the school expectations that day, use the matrix (below) as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. There is a HOME Matrix and Parent/Family Matrix included on the next few pages.

As a parent, what do I need to know about working on my child's behavior?

Below, is a list of 10 simple behavior tips for parents.

1. Set the stage for success, reward the effort and/or follow through with consequences at home.
2. Give clear, specific directions
3. Stay calm, use a calm voice - *Nagging gets you nowhere!*
4. Set reasonable limits
5. Be CONSISTENT! - *Yes means YES and No means NO*
6. Set the example – *Actions speak louder than words*
7. Proactively anticipate situations
8. Have patience – *A little goes a long way*
9. *Do not give in easily, and focus on the bigger picture - do not trade convenience with the long-term benefit.*
10. Provide your students opportunities to “earn” privileges at home. Establish an “if-then” system that will help promote self-control by supporting your child in learning how to delay gratification and/or control impulses.

BEHAVIOR MATRIX EXPECTATIONS



























Be Respectful,
Responsible,
Safe/Healthy,
and Kind!













Bucyrus Elementary School Behavior Matrix

REDMEN LEADERS ARE:



	Respectful	Responsible	Safe & Healthy	Kind
Arrival and Dismissal	<ul style="list-style-type: none"> -Use Voice Level 2 -Use appropriate language -Follow directions quickly -Respect yourself, classmates, staff, and space 	<ul style="list-style-type: none"> -Follow directions quickly -Arrive at school between 8:25 & 8:40am -Unpack backpacks and get your breakfast -Leave school at dismissal -Use cell phones and personal devices after 3:25 dismissal 	<ul style="list-style-type: none"> -Use crosswalk and sidewalk -Walk at all times -Walk bike, scooters, skateboards while at school -Keep hands, feet, objects to self -Keep 6 foot distance from others -Take temperature before arriving -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words -Say things like "Good morning", "Goodbye", "Have a good day", or "See you tomorrow" to students and staff 
Restrooms	<ul style="list-style-type: none"> -Use Voice Level 0 -Respect the privacy of others -Have pride in your space; Leave no trace (i.e. Flush toilet, Put paper towels in the trash can) 	<ul style="list-style-type: none"> -Do your business -Report problems to the staff -Get back to class as possible 	<ul style="list-style-type: none"> -Keep water and soap in sink -Wash hands thoroughly for at least 20 seconds -Walk at all times -Limit people to 2 at a time in restroom -Limit people to 1 at a time at sink -Wear a mask 	<ul style="list-style-type: none"> -Use Voice Level 0, but wave to friends 
Hallway and Transitions	<ul style="list-style-type: none"> -Use Voice Level 0 while walking -Use Voice Level 1 if working with another -Walk single file -Respect the things others have in cubbies or lockers 	<ul style="list-style-type: none"> -Stay to the right -Go directly to your destination -Take a pass to the clinic if you are ill 	<ul style="list-style-type: none"> -Face forward in line -Walk on the right hand side -Keep hands, feet, objects to self -Wear a mask -Keep 6 foot distance from others 	<ul style="list-style-type: none"> -Assist someone in need -Look only at artwork and classwork in hallway 

Cafeteria	<ul style="list-style-type: none"> -Use Voice Level 1 -Eat first, talk later -Raise your hand for help or to get out of seat -Respect others' space and food -Stand quietly in line, with hands at your side 	<ul style="list-style-type: none"> -Walk into the Redmen Diner in a quiet line -Sit at your designated table -Have pride in your space; Leave no trace -Hold tray with both hands 	<ul style="list-style-type: none"> -Walk at all times -Sit while eating -Keep mouth closed while chewing -Keep 6 foot distance from others -Wash hands before and after 	<ul style="list-style-type: none"> -Use kind, positive words -Say "Please" and "Thank you" -Be patient while waiting 
Auditorium	<ul style="list-style-type: none"> -Keep eyes on speaker/performer -Respond only when prompted -Watch silently and remain seated at appropriate times -Applaud at appropriate times 	<ul style="list-style-type: none"> -Follow directions quickly -Stay with your class -Face forward 	<ul style="list-style-type: none"> -Walk at all times -Stay seated -Keep hands and feet to self -Wash hands before and after -Keep 6 foot distance from others -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words when appropriate -Use good manners 
All Classrooms Including Art, Library, Music, and Phys. Ed.	<ul style="list-style-type: none"> -Raise your hand for permission to speak -Respect yourself, classmates, staff, and personal space -Respect property of others 	<ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space; Leave no trace 	<ul style="list-style-type: none"> -Raise your hand for permission to get out of your seat -Keep hands, feet, and objects to self -Keep 6 foot distance from others -Keep materials, books, tools to self -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words -Allow others to learn in different ways 

Playground	<ul style="list-style-type: none"> -Use Voice Level 5 -Solve problems respectfully -Take care of equipment -Follow game rules 	<ul style="list-style-type: none"> -Follow game rules -Remain in assigned areas -Line up immediately when recess is over 	<ul style="list-style-type: none"> -Keep hands, feet, objects to self -Report concerns to an adult -Use equipment properly -Wash hands before and after -Keep 6 foot distance from others -Have only 1 door holder per class 	<ul style="list-style-type: none"> -Use kind, positive words -Include all in games -Ask others to play 
Bus Line	<ul style="list-style-type: none"> -Use Voice Level 2 -Walk to your designated area, and walk in line to your bus -Respect property of others 	<ul style="list-style-type: none"> -Stay seated against the wall -Go directly to your destination 	<ul style="list-style-type: none"> -Stay in designated area -Keep hands, feet, objects to self -Keep 6 foot distance from others -Keep materials, books, and tools to self -Wear a mask 	<ul style="list-style-type: none"> -Assist someone in need -Use kind, positive words 
Bus Rides and Bus Stops	<ul style="list-style-type: none"> -Use Voice Level 2 -Respect bus driver, aide, and students 	<ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space; Leave no trace -Keep materials in your backpack -Report concerns to adult immediately 	<ul style="list-style-type: none"> -Use Voice Level 0 at RR crossing -Keep aisle clear -Stay seated until your stop -Keep hands and feet to self -Keep 6 foot distance from others -Wash hands before and after -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words 

PARENT & FAMILY BEHAVIOR MATRIX



Bucyrus Elementary Family Behavior Matrix

BES Parents and Families are:















	Respectful	Responsible	Safe & Healthy	Kind
Attire	<ul style="list-style-type: none"> —Make sure that my child is wearing respectful and tasteful clothing 	<ul style="list-style-type: none"> —Make certain my child's clothing is clean every day —Remind my child to remove outdoor wear while at school (hoods, hats, etc.) 	<ul style="list-style-type: none"> —Ensure my child wears safe and weather appropriate clothing every day —Remind my child to wear a mask while at school and around others 	<ul style="list-style-type: none"> —Ensure that my child's clothing does not contain any language or graphics that others would find offensive
Arrival/Dismissal	<ul style="list-style-type: none"> —Be polite and courteous to all individuals I encounter —Greet my child with respect and interest for their learning 	<ul style="list-style-type: none"> —Follow school policies to have my child enter the building independently —Follow all traffic patterns —Enter and leave the drop off and dismissal area as quickly as possible —Remind my child to enter school grounds after the designated time 	<ul style="list-style-type: none"> —Make certain my child is at school prior to the start of the school day and is picked up on time —Make certain my child signs in if he or she arrives late —Take my child's temperature before arriving at school. —Keep my child at home if my child is ill or has a fever —Remind my child to stay off of playground equipment before and after school —Use proper social distancing when on school grounds 	<ul style="list-style-type: none"> —Understand the school staff is focused on their duties and set up an appropriate time to reach out to teachers —Treat and talk with all individuals I encounter with kindness and respect
Homework	<ul style="list-style-type: none"> —Contact my child's teacher respectfully when help is needed. —Respect that homework helps reinforce the academic concepts learned in school 	<ul style="list-style-type: none"> —Be sure my child completes assigned homework. —Make certain my child is returning his or her homework 	<ul style="list-style-type: none"> —Create a home environment for student learning 	<ul style="list-style-type: none"> —Help my child to complete homework as needed. —Be involved in my child's learning
School Partnerships	<ul style="list-style-type: none"> —Treat and talk with all individuals I encounter with respect 	<ul style="list-style-type: none"> —Attend Parent Conferences, Open Houses, and School Events 	<ul style="list-style-type: none"> —Understand that Bucyrus is a place of learning and use appropriate manners and social distancing when dealing with all individuals I encounter at the school 	<ul style="list-style-type: none"> —Support the efforts and initiatives of our school —Speak in a positive way about Bucyrus Schools to help my child understand excellence is expected
Student Guidance	<ul style="list-style-type: none"> —Support school staff in helping students develop a sense of respect for authority 	<ul style="list-style-type: none"> —Support school staff when my child has had a behavioral issue and earned a consequence —Teach my child to take responsibility for their actions and learn from their mistakes 	<ul style="list-style-type: none"> —Teach and practice good health habits regarding good hygiene and social distancing. —Help my child develop peaceful methods of resolving conflict —Be sure my child does not bring disruptive or harmful objects to school 	<ul style="list-style-type: none"> —Teach my child to treat all people equally

HOME BEHAVIOR MATRIX



HOME Behavior Matrix

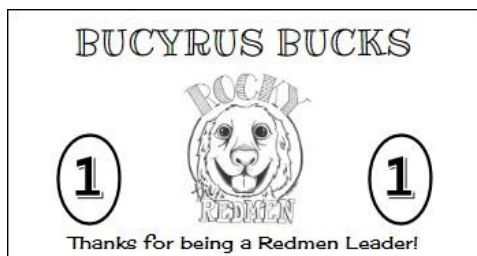
I Can Be a Leader at Home:

	H Helping Out= Responsibility	O Owning Your Behavior= Respectfulness	M Making Manners Count= Kindness	E Extending Safety to Home
Getting Up in the Morning	-Make your bed 	-Get ready for the day without being told 	-Ask if you can help clean up after breakfast 	-Make sure your room is tidy and safe 
Homework Time	-Complete your homework on time 	- Put your supplies away when finished without complaining 	-Ask for help respectfully 	-Stay seated when doing your homework 
Clean-Up Time	-Do your chores 	-Have a good attitude about cleaning up 	-Ask politely for help 	-Always walk when cleaning up 

Time to Relax	-Clean up after yourself 	-Ask before you borrow 	-Offer to share 	- Run only when outside 
Meal Time	-Set the table and clean up when finished 	- Sit at the table politely even if you don't like the food. 	- Say "Please" and "Thank You" 	- Use your silverware with care. 
Getting Ready for Bed	-Put dirty clothes with dirty laundry 	- Go to bed on time 	- Say "Goodnight" 	-Make sure all of things are put away 

REWARDS & CELEBRATIONS

At BES, we believe in rewarding good behaviors and respectful attitudes. After appropriate behaviors have been defined and taught, students need to be acknowledged for exhibiting appropriate behaviors on a regular basis. Staff at Bucyrus Elementary School can recognize and reward students for meeting the behavior expectations by awarding Bucyrus Bucks or Digital Points.



Bucyrus Bucks/Points will be awarded to students whenever staff members notice a student demonstrating positive behaviors in any area of the school. Students who are observed following the BES behavior matrix expectations can earn Bucyrus Bucks/Points. Any staff member may award any student at any grade level a Bucyrus Buck.

Students may choose from several different ways to use their Bucyrus Bucks/Points. No matter how students choose to use their Bucyrus Bucks, students should track their Bucyrus Bucks/Points so that there is a record of how many each student has received.

Individual Rewards

Students can use Bucyrus Bucks/Points as cash to redeem rewards and purchase an item in the lunchroom store on a designated day each week. There will be a variety of items available for various amounts of Bucyrus Bucks/Points.

Class Rewards

At the teacher's discretion, the student may use Bucyrus Bucks/Points toward a whole class reward.

School Wide Rewards

Periodically throughout the year, there will be school-wide celebrations. Students who have demonstrated specific behavioral and attendance criteria will be eligible to participate in the school wide celebrations. Notice that attendance is figured into the rewards process. Making sure your children attend school every day is important to their development as a whole person.

CORRECTIONS & CONSEQUENCES

When students take a misstep, the school staff will provide them with corrections. There is a consistent and prescribed process that staff follow to allow them to determine the steps needed to help students improve their behavior. One of these steps will include documenting behavioral issues through referral forms. Additionally, consequences may result from behavioral difficulties. At BES, we use natural and logical consequences.

1. **Natural consequences** are the inevitable result of a child's own actions. For example, despite Dad's urging him to put on his coat, Tommy goes outside when it's cold without wearing a coat. The natural result is that Tommy gets cold. This result is a consequence of a choice Tommy made. In this example, natural consequences are:

The responsibility of the child — Tommy decided not to wear his coat.

2. **Logical consequences** happen as a result of a child's action but are imposed by the adult in charge. For example, 5-year-old Sandy rides her bike into the street after she was told not to. The logical consequence for Sandy's mother to impose on Sandy is to take her bike away for the rest of the morning. Logical consequences are most useful when a child's action could result in harm to the child. It is important to make sure that logical consequences are reasonable and related to the problem.

Natural and logical consequences result from choices children make about their behavior. In effect, they choose the consequence they experience. Sometimes the consequence which naturally or logically follows the child's behavior is unpleasant. By allowing children to experience the pleasant or unpleasant consequence of their behavior, adults help children learn what happens because of the behavior choices they made. Using consequences can be an effective discipline tool with children three years old and older.

If your child earns a consequence, it is important that you support the school staff in this consequence and that you discuss with your child how to be sure that this behavior doesn't happen again. By discussing what happened with your child and analyzing what other options may have been better choices, you help your child learn to make wise decisions.

Sometimes, when your child makes a behavioral mistake, he or she may be asked to fill out a "Think Sheet". A Think Sheet allows the child to write or draw what mistake he or she made and then write or draw what would have been a better choice. This helps our students learn from their mistakes and gives them tools to make different decisions in the future.

On the next page is an example Think Sheet. You may wish to use a tool such as this at home to aid you in helping your child improve his or her behavior.

Name _____

Date _____



My Think Sheet

Oops... I was not being:

___ Safe ___ Respectful ___ Responsible

Teacher Comments:

Student Response (Student can draw a picture, teacher write what student dictates)

Sad Choice What happened? 	Happy Choice What is a better choice for next time? 
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Did you already apologize? Yes/No

Do you still have to apologize? Yes/No

Student Signature _____

Teacher/Buddy Teacher Signature _____

Date _____