BRIDGEWATER EMERY ELEMENTARY SCHOOL PBIS HANDBOOK

2026-2027

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Bridgewater Emery

Elementary School

PBIS Handbook

"The Huskie Way"

Bridgewater Emery Elementary School PBIS promotes the Huskie Way. In all actions, tasks, and words we do as a staff, student body, and community, we expect the Huskie Way.

BE RESPECTFUL BE RESPONSIBLE BE KIND BE HARDWORKING

Introduction to Positive Behavior Interventions and Supports

Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships between students and between students and staff. The Bridgewater Emery Elementary School adopted and implemented a school wide Positive Behavior Intervention and Supports (PBIS) program.

PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must be supported first in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Tiers of Implementation

PBIS uses a three-tier approach that targets specific groups of students with increasing levels of support.

Tier 1 – 80% of student population

The majority of PBIS supports fall withing Tier 1, and many are already being used throughout our building, such as differentiation, incorporation of student choice, lessons that focus on school wide behavioral expectations, and specific praise. They are for all students, staff members, and settings.

Tier 1 Universal Supports

***School-wide lessons teaching respect, responsibility, kindness, and hard work.**

***PBIS reward system (store purchases, school raffles, and earned free time)**

Tier 2 – 20% of student population

This tier addresses at-risk behaviors that need to be referred to administration or support staff, and its specialized interventions and supports help to prevent the worsening of problem behaviors. Efforts focus on identifying the underlying causes of the behavior and then implementing interventions that target the specific social-emotional, academic, or attendance concern. A plan may be created by a team that consists of the parents/guardians and the student, along with teachers, paras, administrators, and/or health specialists.

Tier 2 Interventions

***Check In Check Out (CICO)/Mentors**

- Provides structure for a student's day
- Creates accountability
- Provides teacher feedback to student and parents
- Creates internal motivation
- Improves student behavior
- Increases academic success
- Creates a stronger home-school connection

Students can be identified for our Mentor Program based on the following:

- A student who struggles with Tier 1 goals and behaviors
- Little to no classwork participation or completion
- Poor performance in submitting homework
- Lack of participation in class
- Poor organizational and/or time management skills
- Struggles with emotion, focus, attentiveness, staying on-task

Students assigned to a CICO coach check in with a coach/mentor at the beginning of the day to set goals. This adult can be any staff member. A digital card in the PBIS Management System is used. The card states goals and desired points the student has suggested with support of the coach. As the student progresses through the day, their teachers evaluate behavior and assign points for meeting their daily goals. At the end of the day, the student checks out with a coach/mentor, assessing their points total for the day. The final component of this process involves providing the parent/guardian with information on how the student is doing.

At its most basic, the check-in/check-out meeting is an opportunity for student/mentor to work together to improve behavior. This intervention works well for students who respond well to adult attention. The mentor encourages the student to reflect on what they did well, how they feel, and what they need to work on. Students who receive such encouragement learn to self-monitor, internalize successes, and develop self-esteem.

Successful CICO doesn't focus on the student's struggles in behavior. Instead, it centers on the positive behavioral goals met and the efforts made by the student to attain those goals.

When a student has met 80% of their point/goals in a four-to-six-week period, they are phased out of the CICO intervention using a fade procedure to transition them off the intervention.

***Mentor/Mentee Program**

The mentor mentee program is designed for students in grades K-5 who could benefit from middle school/high school student support and communication. Mentees are selected by Tier 2 Team based on PBIS Referrals, and staff referrals. Mentor and mentees meet for 30-45 minutes weekly. Progress is monitored by leadership team members.

Tier 3 – 5% of student population

Tier 3 is comprised of highly individualized support, and these interventions target students who exhibit high-risk behavior. It may include a referral to district specialists and outside agencies.

Tier 3 Interventions

***Southeastern Therapist**

Our Southeastern therapist will work with individual or small groups of students working on developing and improving social skills that are lacking in the student's life interfering with educational progress.

***Functional Behavior Assessment/Behavior Plan**

The assessment is administered to a student with parent approval. A behavior plan is then developed based on student's needs. The behavior plan is designed to teach and reinforce replacement behaviors. The plan also defines the behavior, reasons the behavior occurs, and intervention strategies that will take place when the behavior occurs.

Research-Proven Benefits of Schoolwide PBIS

- Improves school culture and safety
- Builds social skills
- Reduce office discipline referrals and suspensions
- Increases instructional time
- Cultivates social and emotional development
- Increases student engagement and academic performance
- Encourages family involvement
- Improves classroom management

2026-2027 PBIS Leadership Team Members:

Tier 1: Kelli Endorf (leader), Stephanie Marquardt, Jordyn Vinz, Cindy Weber

Tier 2: Kelli Endorf (leader), Jason Bailey, Kori Jaeger, Micki Pollman, & Kari Saarie

Decision Making Rules for Referrals to Tier 2/3 Interventions

Behavior

1. 2 Major referrals in 4 weeks
2. 10 Minor referrals in 4 weeks

Open Referral by Staff Member or Parent/Guardian – see referral form

Internalizing Behaviors

1. Lost instructional time – any time of out of the classroom/off task
2. Frequent requests for visits to the administrator office and/or counselor's office.

Decision Rule Matrix

Measure	Proficient Score	At-Risk	High Risk
Classroom Minors	0-4/semester	6 or more/semester	10 or more/year
Majors	0-2/semester	3 or more/semester	5 or more/year
Absences	<6/semester	7+/semester	11 or more/semester
Tardies	<2/semester	4+semester	7 or more/semester
ISS	0-1/bi-monthly	2-3/bi-monthly	4 or more/bio-monthly
OSS	0/year	1/year	2/year
Grades		D or F in any course/bi-monthly	D's or F's in multiple courses/bi-monthly
Requests for Office Visit	0-3/bi-weekly	4-5/bi-weekly	6 or more bi-weekly

Referral Form

Bridgewater Emery Elementary School

Request for PBIS Assistance

Student Name _____ Grade _____

Date _____ IEP (circle one) Yes No

1) I am a (circle one): Teacher Staff Family Member Student

Name_____

Relationship to student _____

2) Type of Concern:

_____Academic Only

_____Behavior Only

_____Both Academic and Behavior

3) Briefly explain concern including observations.

Bridgewater Emery Expected Behavior Matrix

Expectations	Lunchroom Rules	Hall Rules	Playground Rules	Restroom Rules	Bus Rules	Assembly Rules	Classroom
BE Respectful	Follow adult directions. Say 'Please' and 'Thank you'.	Stay in your space. BE prompt.	BE a good sport.	Give plenty of privacy.	Follow adult directions.	Look at and listen to the speaker.	Take turns. Raise your hand. Keep hands, feet, and objects to self.
BE Kind	Use good manners. Speak softly.	Use kind words and actions. Speak softly.	Include everyone. Share and take turns.	Clean up after yourself. Speak softly.	Speak softly. BE friendly.	Let others listen. Respond appropriately.	Include everyone. BE patient.
BE Responsible	Eat what you take. Sit properly.	Put your things in proper places.	Line up properly. Dress for the weather.	Go. Flush. Wash. Exit.	Sit facing forward. Keep track of belongings.	Enter and exit quietly.	BE on time. BE ready to learn.
BE Hardworking	Clean your area. Stack your trays.	Focus on yourself and your tasks.	Bring in all equipment.	Keep walls, stalls, and floors clean.	Keep the bus clean. Set a good example.	Sit quietly.	Try even when it's hard. BE organized.

Minor Referral Form Definitions/Teacher Managed Referrals

Behavior	Definition	Example – Including but not limited to:
Defiance/Disrespect/ Noncompliance	Student refuses to work either by non-compliance or by pursuing other activities. Student refuses to follow directions, talks back and/or engages in socially unacceptable interactions with teacher, school staff, other adults, or students. Occasional/not a habitual behavior.	A smart remark, not following directions, sleeping, refusal to complete assignments, ignoring request of adult.
Disruption	Any behavior that causes an interruption of the educational process.	Talking, whispering, singing, humming, calling out, and making disruptive noises with pencils, mouth, or fingers.
Dress Code Violation	Street clothes: Any clothing that does not adhere to the BE dress code policy.	Short shorts, hoods up, hats, bandanas, profanity, alcohol, drugs, tobacco or weapons on clothing, clothing that shows bellies, open chest, and or butts.
Inappropriate Language	Use of inappropriate language anywhere on campus or at any school function.	Using vulgarity, profanity or any other language that is disrespectful to students or staff at BE.
Physical Contact/Aggression	Student engages in inappropriate physical contact.	Overt display of affection. Physical contact in horseplay or roughhousing. Aggressive physical contact such as pushing or fighting.
Property Misuse	Student engages in misuse of property, both personal and school. This may include other student property, teacher/staff property or school property.	Writing or sitting on school furniture not intended for such. Mishandling textbooks and laptop, tearing up papers or handouts.
Tardy	Arriving to classroom after the bell has rung.	Student getting to school or class after the tardy bell rings.
Technology Violation	Student engages in inappropriate use of cell phone, computer, or any other electronic device. This includes before, during, or after the school day. This includes all areas of the school, including classrooms/buildings, outside school grounds, restrooms, and any other part of the school campus.	Using a phone in the classroom for texting, photo talking, videotaping without permission. Using computers for inappropriate activities. Using technology without permission, texting during class, watching videos or playing games.

*Staff address and assign consequences for minor referrals after instruction has been provided to the student on the missing skill.

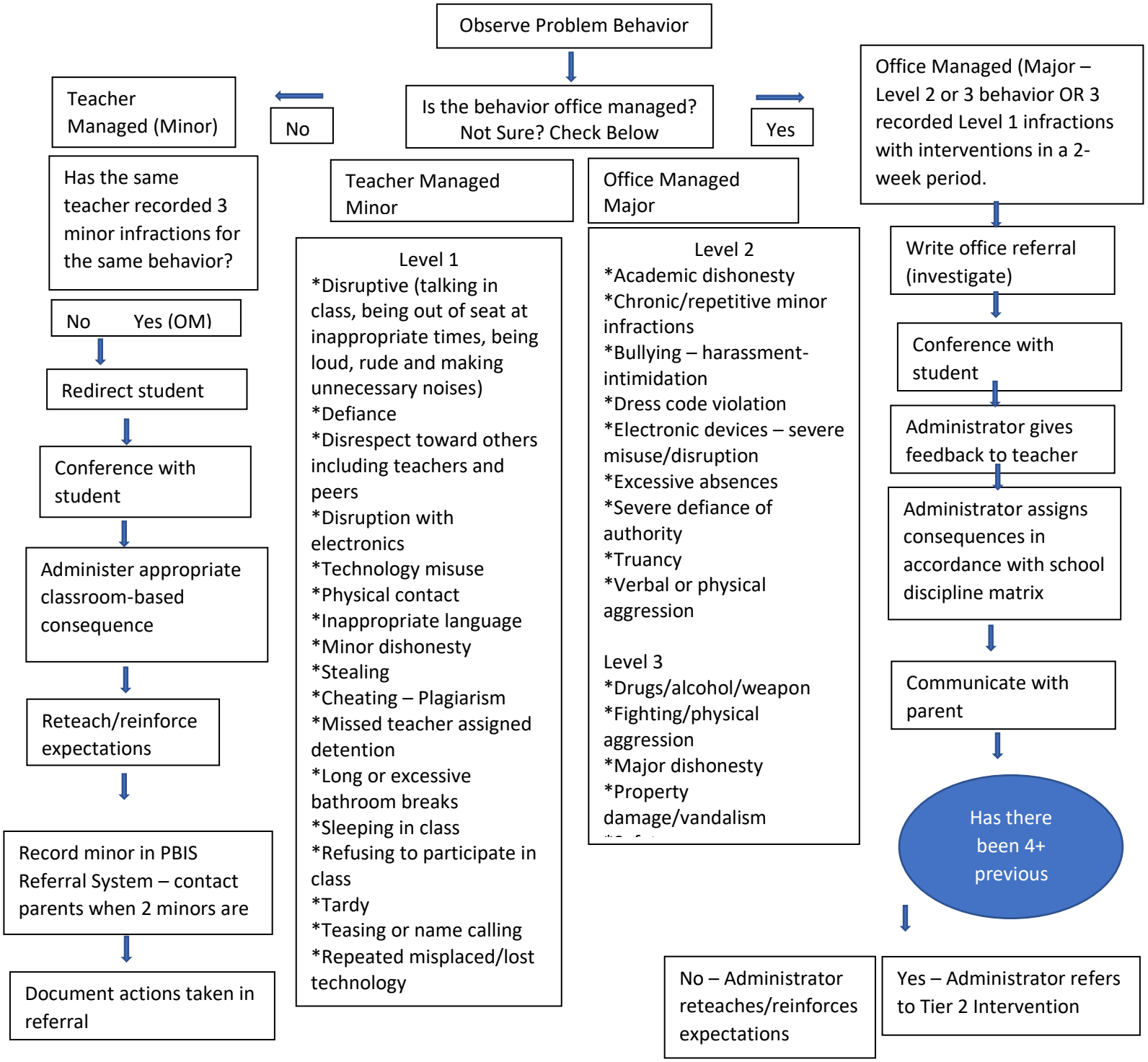
Major Referral Form Behavior/Office Managed Definitions

Behavior	Definition	Example
Aggressive/Profane Language Racial/Ethnic Profanity	Student delivers verbal message that include swearing, name calling, or use of words in an inappropriate way.	Cursing, racial slurs, comments regarding gender or sexual orientation.
Defiance/Disrespect/ Noncompliance	Student habitually engages in refusal to follow directions, talks back and/or delivers socially unacceptable interactions.	A student is told to stop talking and they continue repeatedly.
Disruption	Any behavior that causes an interruption of the educational process.	Students continue to yell or make noises during class.
Fighting	Participating in physical force or violence with another student or adult including horseplay and roughhousing, before, during, or after school.	Hitting, punching, hitting with an object, kicking, scratching, choking, and/or biting – all forms of physical aggression.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.	A student removes an item from a teacher's desk or another student's locker without permission.
Harassment/Bullying	Sustained or intense disrespectful messages (verbal or gestural) to another person that includes threats and intimidation.	Obscene gestures, pictures, written notes, or negative comments based upon race, religion, gender, disabilities, or other personal matters.
Inappropriate Physical Contact	Student engages in inappropriate, consensual (as defined by school) verbal, and/or physical gestures/contact, of a sexual nature to another student/adult.	Hugging, kissing, grabbing body parts
Cheating	Cheating: Uses or copies someone else's work as their own.	Student uses the answers from another to complete an assignment or test.
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur.	Hitting, punching, hitting with an object, kicking, scratching, and/or choking.
Property Damage/Vandalism	Intentional destruction, damage, or defacement of public or private property without consent of the owner or person having custody or control of it.	Damaging of textbooks, desk carving, graffiti, school property damage due to horseplay/aggressive behaviors, tampering with equipment, etc.

Truancy/Skip School	Student receives an "unexcused absence" for more than 30 minutes in one class period or leaves class without being excused.	Student goes to the library or to the bathroom instead of going to class.
Tardy (Habitually)	Student is late to class (no approved excuse) four or more times in a semester.	Student arrives to 1st period after bell rings without administrative approval for lateness.
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, an electronic device, camera, computer, etc.	Cell phone, camera, computer use on campus without permission.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.	Student brings alcohol to school or school event.
Use/Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage.	Fireworks, matches, lighters, gasoline, lighter fluid, etc.
Use/Possession of Tobacco	Student is in possession of or is using tobacco/vapes/Juuls.	Student has tobacco or any other tobacco/nicotine product at school or school event.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects intended for causing bodily harm.	Student has any item that can represent a knife or gun.

*All major referrals have a consequence assigned by the administrative office.

PBIS Behavior Flowchart



PBIS Details

Note on Minor Referrals

- Record a minor referral when a student does not respond to redirection or verbal warning after instruction on skill three times.
- Should contact parent on the 2nd minor referral in a one-week period, but teacher and/or administrator make contact on any major referrals.
- Take concrete action to correct behavior (conference with student after class, time with teacher, etc.).
- When possible, have the corrective action correspond to the behavior corrected (teach and model the appropriate behavior during time with the teacher).

Introduction/Definition: What does PBIS look like around campus?

Through the efforts of the PBIS leadership teams, the Bridgewater Emery Elementary School has many reminders about PBIS expectations and rewards. Expectations are displayed in the hallways, restrooms, classrooms, and lunchroom as reminders that Bridgewater Emery follows these expectations: BE Responsible, BE Respectful, BE Kind, BE Hardworking. Students are recognized for appropriate behaviors and any progress. Discipline referrals and reward recognitions are entered into the PBIS Referral Management System by all staff.

How does this work/run on campus?

Posted expectations and behavior modeling helps all students, staff, and visitors know exactly what BE Huskies are to do while on campus. Behaviors were very carefully and specifically crafted by the PBIS leadership teams based on needs for BE campus. Students may be reminded by staff to follow or review the "expectations" if they are out of bounds. Since the expectations can be found in the areas of governance, this is an easy way to remind students of their responsibilities. Students how respect throughout the campus.

What is the staff's role?

ALL staff members are available to model and define acceptable behavior for students. Staff is responsible to make sure that students are to stay safe and remain within the norms and behaviors defined by our PBIS model. All staff members have been trained in PBIS procedures. Staff reviews expectations each year and communicates expectations to students and parents. When students are not following the expectations and norms for behavior a minor or major referral will be issued.

How does this benefit students?

Students remain safe and focused on school. Clear expectations help our students understand what their responsibilities are in caring for themselves, other students, staff, and campus. Respect for BE is heightened, and the results are a learning environment that supports students academically and emotionally.

PBIS Rewards

Recognition points are awarded to students in class and outside of class throughout the school year by staff when staff witness a student practicing respect, responsibility, kindness, and hard work during the school day or anytime representing BE. The points are entered in the PBIS Student Management System and can be used by students for various purchases within the PBIS system.

PBIS Mini-Lessons for the Beginning of School Year

Mini lessons taught by the staff are designed to teach students expectations for behavior during the first two weeks of school to ensure that everyone begins the year on the same page and understands the correct procedures for accomplishing daily tasks within the building. We also want to foster feelings of efficacy, connection, community, and share ownership withing the school.

Parent Communication

Classroom teachers will give parents insight into how the student is performing with respect to the PBIS program.

Bridgewater Emery Elementary School Administration and Staff will continue to develop the PBIS Handbook as the PBIS program evolves within the school.