

Why does Atwood use Positive Behavior Interventions and Support for their Behavior Management?

Positive Behavior Interventions and Support (PBIS) is a systemic, proactive way to teach students how to behave in all areas of school. Teachers and staff model our Gator Goals. We work to provide students with clear expectations, and provide feedback to monitor behavior.

Research has shown that the implementation of PBIS in schools reduces the amount of office referrals and increases time directed towards academic learning. It provides a sense of community and school unity and improves relationships between students and between students and staff.



Atwood Mission Statement:
The Atwood community is dedicated to developing responsible individuals, and empowering them to achieve their highest potential in a safe, nurturing environment.



Atwood Elementary
Positive Behavior Intervention
and Support Behavior Expectations



A Bucketfilling School

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Striving for Excellence

Lower Elementary (3-5)

Teaching Behavioral Expectations



Atwood is committed to providing a learning environment where each student will be successful. We understand that children in elementary school are learning how to behave in different settings—from the playground, classroom, lunchroom, to the hallways and bus. We spend time teaching appropriate behaviors for each of these areas. In all spaces, we expect students to follow our Gator Goals:

- Be Safe
- Be Responsible
- Be Respectful

Gator Goals:

- Be Safe
- Be Responsible
- Be Respectful



In addition, we teach our students to “Be a Bucketfiller” by using kind words and actions. We don’t want students to be “Bucket Dippers” as they hurt other’s feelings with unkind words and actions. Students who are “Bucketfillers” get recognized in our monthly assemblies.

Atwood Upper Elementary Aggressive Behavior Rubric (3-5)			
Behavior	First Time	Second Time	Third time
MILD: Classroom/teacher consequences <i>Examples of Mild behaviors:</i> -name calling -eye rolling -laser/gestures -teasing -rumors(if mild content) -dirty looks -General saying or doing mean things	Verbal warning from teacher	Verbal warning from teacher	Classroom Consequence
	Reflection Form (Oral conversation OK) Peer conference	Classroom consequence Reflection Form (Oral conversation OK) Teacher calls parent with student	Written Reflection form. Warn student that next time they will go to the office. Student and teacher call parent
MILD: Office consequences for Repeated Behavior	Reflection Form	Reflection Form	Reflection Form
	Principal calls home with student Lunch/recess detention (1 day)	Principal calls home with student Lunch/recess detention (3 days) Refer to social worker	Principal calls home with student Parent meeting ISS 1 Day Behavior Plan
MODERATE: Minor -intentional bodily contact (pushing, tripping)	Reflection Form	Reflection Form	Reflection Form
	Principal calls home with student	Principal calls home with student	Principal calls home with student
Making a threat -Includes intimidating gestures	Lunch/recess detention (2 days)	ISS 1 day	ISS- 2 days Refer to social worker
	Reflection Form	Reflection Form	Reflection Form
SEVERE: Major (intentional bodily contact-shove, punching, spitting) Rumors -harassment-racial, ethnic, family income, gender, academic ability, appearance -Posing a threat -Damaging/ Destroying property	Principal calls home with student	Principal calls home with student	Out of School Suspension 2 days
	ISS 1 Day	ISS 2 Days Referral to SW	Parent meeting with principal Possible meeting with parent, student, and Liaison Officer if deemed appropriate. Behavior Plan

***Consequences may be larger based on the severity of actual behavior. This does not supersede the LCPS Code of Conduct.*

Aggressive Behaviors

At Atwood Elementary, we teach our students appropriate behaviors by modeling these expectations. As students learn and grow, they may “try out” certain behaviors to see what the adult or peer response is to those behaviors. We believe in teaching and re-teaching expectations to provide consistency for students.

When children exhibit aggressive behaviors—either physically or verbally aggressive—we will use the rubric on the previous panel. It begins with mild behaviors and consequences and progresses towards more severe behaviors and consequences.

This rubric does not address all problem behaviors, just those behaviors considered to be aggressive.