

WHEELER ELEMENTARY



2023-2024

PBIS Parent Handbook

LEADS Expectations:

Learners listen and follow directions.

Effort means staying on task and doing your best work.

Actions show responsibility, safety and honesty.

Decisions that lead to Success!

Show respect to others, ourselves and our school.

The goal of Positive Behavior Support is not “perfect children.”
Rather the goal should be creating the perfect environment for
enhancing their growth. – Randy Sprick

Table of Contents

PBIS Introduction letter	3
PBIS Overview	4
Importance of Family Engagement	5
Teacher & Staff Roles	6
PBIS Acknowledgement System	7
Student Matrix	8 - 10
Tier Level Interventions	11 – 13
Consequence System	14
Problem Solving Reflection Form	15 – 18
Office Referral Form	19
CICO System & Form	20

Greetings Wheeler Elementary School Parents,

It is a pleasure to share with you our excitement to be involved in the education of your student and we look forward to a very positive year!

As some of you know, Wheeler Elementary School has used school-wide implementation called Positive Behavior Intervention and Supports (PBIS). PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve educational environments for all students. Our aim is to explicitly teach behavioral expectations and then recognize the positive behavior shown by students.

By implementing PBIS, we hope to reduce school and classroom behavior disruptions and educate all students about expected behaviors. Our PBIS implementation plan includes clearly defined outcomes, research validated practices, supportive administrative systems, and information for problem solving behaviors.

All staff members at Wheeler Elementary School will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. By improving the school environment, we hope to increase learning time and promote academic, social success, and college & career readiness.

We believe in this process and its benefits for students and want you to be a part of PBIS at Wheeler Elementary School. One way you can help is to read this information and acquaint yourself with the process and language we use with students as we teach and reinforce appropriate social skills.

In this handbook, you will find an overview of how PBIS, a list of our behavior expectations, our school-wide comprehensive matrix of rules aligned with expectations. Also included is our Response to Intervention (Behavior RTI), reflective behavior forms, our office referral, our methods of increasing positive behaviors and reducing negative behaviors. If you have any questions, you may contact our school counselor or dean of students and they could meet with you or direct you to another member of our PBIS School Committee. We look forward to another successful year of academic and behavior excellence with our students!

Wheeler School PBIS Committee

PBIS Overview

Wheeler Elementary School has implemented the PBIS (Positive Behavior Intervention Supports) to benefit our entire student population.

Here are the key points of PBIS:

- We have five clearly defined behavior expectations of listening and following directions, showing your best effort, actions for safety, making good decisions and showing respect to others. Every student will be taught our five expectations in multiple settings throughout our school (see Behavior Matrix below - LEADS).
- We have formed a PBIS Committee to continually self-evaluate our culture and seek behavior supports to effectively meet the social and emotional needs of all students.
- We have established a supportive community here at Wheeler Elementary School to encourage the expected behaviors.
- We hold monthly staff meetings for continued growth and to strengthen PBIS Fidelity
- We have a curriculum in place that is shared school-wide and in targeted small group instruction that discourages inappropriate behavior and teaches appropriate behaviors that optimize learning and social-emotional competence.
- We are reducing the need to always be reactive by replacing it with a more proactive approach of teaching students our expectations first. Rather than waiting for a student to fail before we intervene, we provide the necessary supports aligned with the Social and Emotional Learning Standards.
- We provide support in a multi-tier level support to meet the behavior needs of all students.
- We utilize CICO (check-in and check-out) behavior management system as well as other supports to provide increased behavior support for struggling students.
- We develop individualized behavior support plans that target problem behaviors while working on establishing environments that teach and reinforce functionally equivalent replacement behavior
- PBIS reminds us that growth must occur for all students even in situations of misbehavior.
- Research has shown that PBIS not only improves a school culture, but it will also improve academic performance.

Wheeler School PBIS Purpose Statement

- The purpose of implementing Positive Behavior Supports and Interventions at Wheeler Elementary School is to:
 - Create a more positive culture in the entire learning community
 - Continue to improve life in school for all students
 - Challenge students and adults to maintain consistent expectations
 - Inspire positive behavior within the learning environment
 - Empower the decision-making process by utilizing behavior data
 - Celebrate the successes of our students and staff

Importance of Family Engagement

The purpose of implementing Positive Behavior Supports and Interventions at Cutler School is to:

- Create a more positive culture in the entire learning community
- Continue to improve life in school for all students
- Challenge students and adults to maintain consistent expectations
- Inspire positive behavior within the learning environment
- Empower the decision-making process by utilizing behavior data
- Celebrate the successes of our students and staff

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.

Parents Role in PBIS

By working together, parents and Wheeler School staff will reinforce the necessary skills for productive citizenship. Home and school communication is a must when it comes to providing a consistent environment with high but reasonable expectations. 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 ask that you support the school expectations in the following ways:

1. Please spend time reviewing the LEADS behavior expectations with your student
2. Please remind your student of the LEADS expectations each day before he/she leaves for school

Show Respect, Make Good Decisions, & Solve Problems

1. Our system is consistent and predictable so if your student has earned a consequence, please support the decision and do all you can to have your student take responsibility for his/her actions. Your student 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), school counselors, and/or school administration.
2. When your student arrives home from school, talk with them about their day and ask if their behavior was acknowledged with a LEADS Ticket (ticket they receive for positive behavior) or other privilege. Ask your student what they did to earn a LEADS Ticket. Please offer your student extra praise and reinforcement for these behaviors.
3. If your student did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
4. You might try to use the same language at home. You might even add additional behavior expectations for your home.

Teachers & Staff Responsibilities: Tier 1

How do we prevent negative behaviors?

- Establish regular, predictable, positive learning and teaching environments.
- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year
- Students and teachers together develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations
- Teachers and staff will acknowledge student behaviors that meet our three expectations
- Pre-correction methods will be provided. We will work on anticipating and preventing behavior by correcting the behavior before it occurs (e.g. The teacher is aware the student becomes upset when making mistakes; therefore, prior to a challenging assignment, teacher discusses this with student, reminding him how to remain calm if frustrated and how to assertively seek help).
- Teachers will provide interesting and engaging instruction aligned with student's needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to lessons.
- Teachers and Staff will provide non-verbal cues (gestural, facial expression, moving closer to student) to redirect misbehavior prior to verbal correction.
- Teachers and Staff will praise immediately by naming positive behavior observed (e.g. "good job Anthony, you raised your hand before speaking"). The ratio of teacher acknowledgement of appropriate behavior to correction of inappropriate behavior should be HIGH (e.g. 4 positive comments to every one correction).
- Teachers and Staff will focus on relationship building. Positive teacher-student relationships support student adjustment to school, contribute to social skills, promotes academic performance, and fosters student resiliency in academic performance.
- Teachers and staff will follow the six components of the school-wide PBIS philosophy:
 1. Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable
 2. Teach and Re-teach behaviors and routines directly in all settings
 3. Actively monitor behavior (Direct eye contact)
 4. Acknowledge appropriate behavior
 5. Review data to make decisions
 6. Correct behavior errors (Redirection, Verbal Warning, Visual/Gestural Cues, Private Talk)

When a child doesn't know to read, we teach.

When a child doesn't know how to add, we teach.

When a child doesn't know to spell, we teach.

When a child doesn't know how to behave, we _____ .

Positive Behavior Acknowledgement System

When appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. All staff at Wheeler Elementary School are able to acknowledge student positive behavior throughout the school day and throughout the school building. Acknowledgement occurs in various levels as described below:

- We have defined our expected behavior for students
- We have taught our expected behavior to our students
- Now we will encourage expected behavior through acknowledgement and positive praise

Reinforcement will occur on various levels

- Individual student
- Classroom
- Grade Level
- Whole School

Individual Student

- Verbal Praise
- Wildcat Ticket
- Other personalized behavior reinforcement system

Classroom Level

- Verbal Praise
- Wildcat Tickets
- Classroom jobs

Grade Level

- Verbal Praise
- Extra recess time


School Level

- PBIS School Award
- Weekly drawing for a prize

Student Matrix

On the following pages you will find our PBIS student matrix that defines how to show LEADS Expectations. The Matrix is the foundation of how we will teach our students the behavioral expectations here at Wheeler Elementary School. Everything we have put in place has been a collaborative effort of the PBIS Committee Team. This has not been done by an outside source. Everything we do with PBIS is “homegrown”. The students, staff, and parents will continue to align our goals with our student needs. Our PBIS curriculum is never set and will always change with our culture. Everyone plays a significant role in helping our students.

Wheeler Wildcats PBIS Matrix

	<u>L</u>earning	<u>E</u>ffort	<u>A</u>ctions	<u>D</u>ecisions	<u>S</u>how Respect
					
Entering/Leaving School	<ul style="list-style-type: none"> I have my necessary materials and I am ready to learn 	<ul style="list-style-type: none"> I am always ready and willing to put forth my best effort 	<ul style="list-style-type: none"> I make safe choices when entering and leaving the school grounds 	<ul style="list-style-type: none"> I will be at school on time and stay in school all day I will behave appropriately I will stay in my designated area until I am picked up 	<ul style="list-style-type: none"> I show respect to myself and my school by being a LEADS student
Learning Areas Classroom Library Computer Lab Assemblies	<ul style="list-style-type: none"> I will be on task I will participate I will follow directions 	<ul style="list-style-type: none"> I am always ready and willing to put forth my best effort 	<ul style="list-style-type: none"> I use appropriate voice levels I use materials appropriately and cooperatively I work and participate appropriately 	<ul style="list-style-type: none"> I will make responsible decisions and be held responsible for the decisions I make 	<ul style="list-style-type: none"> I will be respectful to everyone who is teaching me I will show respect when others are speaking
Hallway Transition Areas	<ul style="list-style-type: none"> I will work quietly so I do not disrupt others' learning I will observe others' work with care 	<ul style="list-style-type: none"> I will make an effort to do the silent stroll 	<ul style="list-style-type: none"> I will do the silent stroll and keep my hands by side, in my pockets, or behind my back 	<ul style="list-style-type: none"> I will keep the hallways neat and clean I will walk appropriately and control my body 	<ul style="list-style-type: none"> I will respect the work of others by not touching displayed work I will be quiet in order to respect others' learning environment
Cafeteria	<ul style="list-style-type: none"> I will eat a nutritious lunch that has food from each food group in order to feed my mind 	<ul style="list-style-type: none"> I will make an effort to use good manners to students and staff 	<ul style="list-style-type: none"> I will use an inside voice I will clean up my area before I am excused I will raise my hand to be excused from my table 	<ul style="list-style-type: none"> I will make the decision to eat a nutritious lunch I will take my time to eat 	<ul style="list-style-type: none"> I will show respect to, and listen to, the monitors I will use please and thank you with the cafeteria worker
Bathrooms	<ul style="list-style-type: none"> I will use the bathroom quickly & quietly, so I can return to my learning I will ask to use the bathroom at an appropriate time I will learn to practice proper hygiene 	<ul style="list-style-type: none"> I will use the bathroom according to the classroom rules I will follow proper bathroom etiquette 	<ul style="list-style-type: none"> I will keep the bathrooms neat and clean and report any issues to an adult I will flush the toilet I will wash my hands with soap and water 	<ul style="list-style-type: none"> I will respectfully use the restroom I will return to my classroom quickly 	<ul style="list-style-type: none"> I will respect the privacy of others
Playground	<ul style="list-style-type: none"> I will learn to get along with others I will educate myself about healthy 	<ul style="list-style-type: none"> I will make an effort to respect equipment and 	<ul style="list-style-type: none"> I will show kindness and respect to myself by: 	<ul style="list-style-type: none"> I will make the choice to respect monitors 	<ul style="list-style-type: none"> I will show respect to, and listen to, the monitors I will include other students when I am playing

	physical activities (60 minutes/ day)	return it when I am done	<ul style="list-style-type: none"> • Keeping my hands and feet to myself • Taking Turns • Using equipment safely • I will line up promptly when it is time to go inside 	<ul style="list-style-type: none"> • I will take care of my personal needs during playground time and be sure to hydrate 	<ul style="list-style-type: none"> • I will choose to be part of the solution and not part of the problem
Bus	<ul style="list-style-type: none"> • I will learn bus safety and follow the rules 	<ul style="list-style-type: none"> • I will make an effort to sit safely and follow bus rules 	<ul style="list-style-type: none"> • I will remain seated and keep hands and legs to myself • I will use a quiet voice • I will be patient when waiting to get on or off the bus 	<ul style="list-style-type: none"> • I will watch for my bus stop and get off safely • I will act appropriately at bus stops while waiting for the bus 	<ul style="list-style-type: none"> • I will respect the bus driver • I will show respect to other students on the bus

PBIS Committee Team

Wheeler Elementary School has a Tier 1 PBIS Committee Team that meets on a monthly basis. The team consists of teachers, school counselor, and administrators. Efforts will be made to recruit parents to join the PBIS committee team. At our monthly meetings we discuss behavioral interventions that are evidence based and that could help us in creating a positive school climate. The PBIS Committee Team also provides support for teachers who would like additional ideas to implement PBIS strategies in the classroom.

PBIS Tier II

Wheeler Elementary Tier II PBIS Team also meets on a monthly basis. This team reviews specific data concerning students and works with teachers in order to provide appropriate interventions for students having difficulties following our five behavior expectations. The Tier II team will consistently use data for decision making and will conduct on-going progress monitoring. All data is shared with stakeholders that work with identified student(s) and together, we will implement interventions as appropriate. It is imperative that parents also be involved in this process.

PBIS School-Wide Systems for Student Success

Academic Systems

Tertiary Interventions

- Individual students
- Assessment-based
- High Intensity

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Primary Interventions

- All students
- Preventive, proactive

Behavioral Systems

Tertiary Interventions

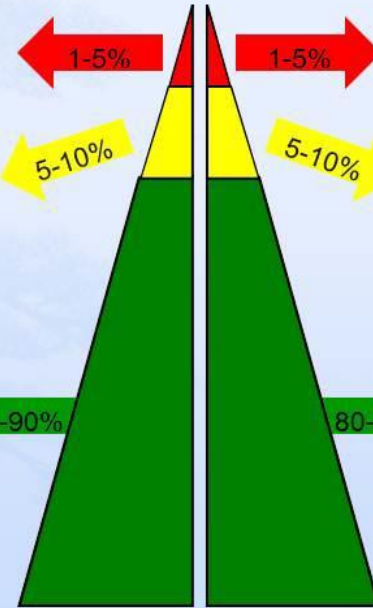
- Individual students
- Assessment-based
- Intense, durable procedures

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Primary Interventions

- All settings, all students
- Preventive, proactive



Tier Level Interventions

As you can see, we've already created a strong foundation of how we are going to help 100% of our students become successful. As we continue on this with the implementation of PBIS, our interventions will strengthen over the years. Below are examples of PBIS interventions implemented.

Tier 1: Universal Interventions

- Wheeler School Matrix In All Settings
- Intercom messages: Morning Greeting, PBIS Message, College & Careers Facts
- PBIS Assembly
- LEADS tickets
- Positive Reinforcement (Verbal Recognition and Praise)
- PBIS Classroom Meetings
- Problem Solving Forms
- Sanford Harmony
- Ben's Bells
- 2-way-communication between home and school
- Leadership Opportunities
- Transition Support

Tier II: Targeted Group Intervention

- Everything in Tier 1
- Special Friends
- Counseling Referral
- Community Counseling Referrals
- Student Success Team (SST)/504
- Behavior Intervention Strategies
- Visual Supports
- Check-in/Check-out
- Counseling Support 1:1

Tier III: Individual Interventions

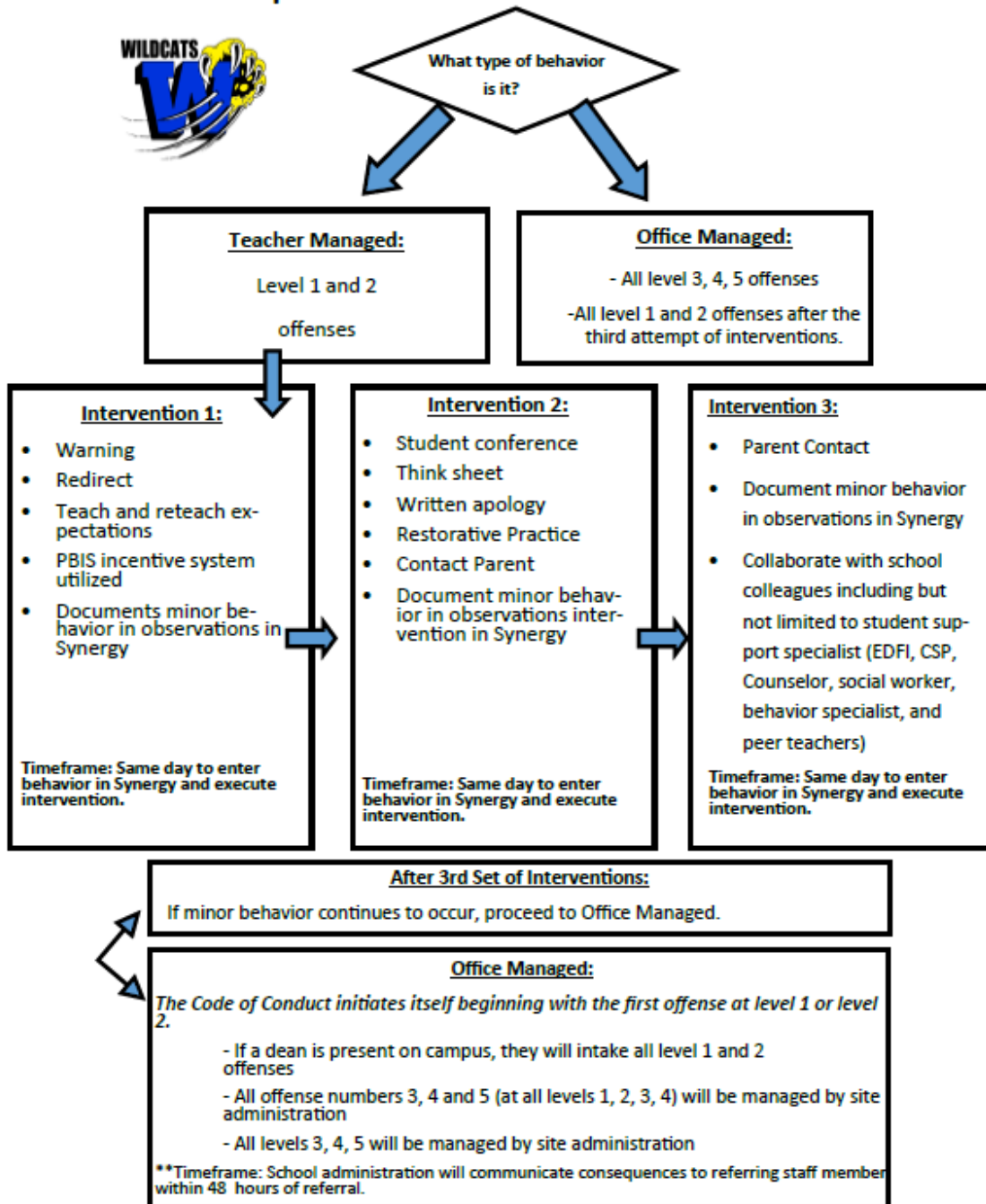
- Everything in Tier 1 & Tier 2
- Assessments
- Individualized Educational Plans
- Behavior Support Plans
- Behavior Contracts
- 1:1 Support
- Administrative Support
- Referral for Social Worker
- Referral for Student Services



TUCSON UNIFIED SCHOOL DISTRICT



Discipline Behavior Flowchart



Consequences for Classroom Manage and Office Managed Incidents

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Classroom managed behavioral issues will be handled by the teacher. Teachers will refer to the Behavior Management Flow Chart when they believe the classroom behavior requires a consequence. The following is a sampling of the consequences teachers may use

- Redirection
- Removal to a “time out” area within the classroom
- Wheeler Elementary Problem-Solving Reflection Behavior Form (See below)
- Written referral
- Conference with student
- Restorative Conference
- Note to parent
- Phone call to parent
- Removal to another setting (no longer than 30 minutes and as last resort to preserve instructional learning time)
- Parent conference

**The Problem-Solving Form is used as an opportunity for students to reflect on their behavior and consider alternative solutions that meet our expectations. Parents will need to sign the form and return to school the next day. Problem-Solving Forms are classroom managed issues and do not go to the office unless the behavior continues.

Office managed offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.).
- Parent phone call
- Referral to Student Success Team (SST) to develop a behavior improvement plan
- CICO for increased support by support staff
- Suspension (if behavior is severe in nature)

TUSD STUDENT DISCIPLINE OFFICE REFERRAL IS NOW ONLINE THROUGH SYNERGY

Wheeler Elementary School will use a consistent procedure for handling discipline. Teachers will address all minor infractions in the classroom. Teachers will document the minor infractions using the Synergy data base system. Teachers will refer all major infractions to the office by completing the Office Referral Form. Please note that three minor incidences will result in an office referral. If a student receives an office referral form, parents will be notified by administration.

Check in-Check out Strategy

Check in – check out (CICO) is a strategy used with some student to redirect negative behaviors.

CICO is a way to give students positive attention and decrease negative attention seeking behaviors.

The following are the individuals involved in the CICO process: The coordinator is the person who develops the forms, informs parents of the process, and obtains written parental consent. The facilitator is the person who meets with the student to encourage positive behavior and review behavior progress (daily). The Teacher will award points based on observed behavior and provide direct encouragement/guidance.

- The CICO Facilitator checks in with the students in the morning. The students are given a “pep talk” and encouragement for a positive and productive day.
- The student will take their form to their teacher. The teacher will review their behaviors in class, and give them a “pep talk” for good behavior. The teacher will award points after each designated period.
- Before the end of the day, the student will meet with the CICO facilitator to review behavior progress and the student may earn a prize if their behavioral goal is met.
- The classroom teacher and parents may make comments on the CICO card, although comments are not required.
- The facilitator will monitor progress and if student meets goal (specified number of weeks of agreed percent goal), CICO will be faded. CICO forms will be discontinued and the CICO facilitator will continue to informally meet with student to monitor continued progress.
- CICO will be discontinued once desired behavior expectations are met.

Summary

We hope this handbook helped the learning process of PBIS is and how we will continue to implement it. Please use this handbook as a quick reference for questions you may have. We appreciate all of your realizing the potential of PBIS and what it can do for our students. Your support, flexibility, and understanding will make for a positive impact.

Attendance/Leaving Early

Direct Phone Line: 584-5500

Excellent attendance is essential for a student's success in school. Each day a child is absent or tardy, the sequence of learning is broken, and planned activities are missed. Also, the school loses funding for each unexcused absence. Please assist the school by having your child be at school every day and on time. The first bell rings at 7:35 am. Your child is considered tardy after the second bell at 7:40. Whenever a student must be absent from school, a parent or guardian must notify the school attendance office. Messages can be left even when the school office is closed.

- State your child's name and teacher
- Please state the reason for the absence (sick, family emergency, etc.)
- List the specific illness (Fever, vomiting, etc.)

All voicemail messages will be picked up promptly. If the school is not called, an automated voice message will call your home starting at 9:00 to inquire why your child is not at school.

Full-day attendance is expected of ALL students. All appointments with doctors, dentists, etc., should be scheduled outside of school hours. Please note: only medical appointments or emergencies are considered excused reasons for early dismissal. For your child's safety, all students leaving school grounds must check out in the office. Students will only be released to parents, legal guardians, or other adults listed on your child's emergency card. Please keep the office updated on all changes. Please make sure the office has legal custodial documents on file.

Tardies

We encourage punctuality in order to maximize learning time for all children. Starting the day on time sets the tone for the whole day. Students that are tardy disrupt the teaching and learning of the entire class. Please see that your child arrives at school on time every day. All children arriving at school after the 7:40 AM bell are expected to be escorted to the office by a parent for a late pass. We appreciate your diligence and cooperation to maximize the learning day and supporting student success. Students who are tardy more than once in a week may be asked to work with our Student Success Specialist during lunch to make up their lost learning time. TUSD Dropout prevention may do home visits for families whose students have significant tardies.

Make sure your child(ren) knows you think their education is important and get them here on time!

Dismissal Plan

DISMISSAL

All students are escorted by teachers/staff to their designated place to be picked up at valet parking. Parent pick up in cars is along the street. Daycare pickup is along Adams Street. Bus pickup is through the parking lot off Bentley. If your child is a walker, he/she must wait for you in the courtyard for pickup. Siblings can meet each other there. This ensures that parents can find their children afterschool. We ask for parents not to wait in hallways or outside classrooms doors. This is very disruptive to instruction. Students may not wait outside at the front of the school unsupervised. They must wait in the courtyard. This is for your child's safety. All outside gates will remain locked until just before dismissal. Parents or students "jumping" fences may receive note from TUSD School Safety and Tucson Police.

NOTE: Tucson Police Department and TUSD School Safety patrol our school grounds.

DISMISSAL PLANS

All arrangements for after school plans must be made prior to coming to school. If plans are different than a typical day for your child, please phone the front office. Otherwise, your child will be instructed to follow his or her regular after school routine. Delivering messages to students during instructional time is disruptive to the learning process for all children. To avoid classroom interruptions, we will deliver messages in the last 20 minutes of the school day. If you have an urgent message, call early in the morning so there will be time to deliver the message to the teachers during their lunch.

Safe Route

Please ask your child to cross the street with the protection of the school crossing guard and to use caution while waiting for or departing from the school bus. School Crossing Guards will assist students crossing. Unsafe routes or actions taken by student portal to portal will be reported to the principal and may be reported to Tucson Police and result in disciplinary action.

Breakfast/Lunch Menu

Breakfast Program: Breakfast will be served from 7:00-7:30 AM each morning. Unless your child arrives on a late bus, you child must finish breakfast by 7:35AM and line up.

Lunch Program: Students are expected to sit down and eat for fifteen minutes. All children in grades K-5—are expected to remain seated while eating, to clean up after their lunch, to raise a hand to be excused to line up or for restroom use, and to be cooperative. Federal regulations require that only the student who purchased a school lunch eat it. No food from the cafeteria

can be brought outside to consume. Only healthy foods should be packed for lunches. Candy, sodas, and "Takis" (or other Taki-like chips) are not to be brought to school. We will request your child to eat these items afterschool if brought in for lunch. The school lunch program and food eaten at school are under federal regulations.

Our cafeteria manager may be contacted at 584-5500 if you have any questions.

Dress Code

Dress For Success: Students are expected to dress appropriately and present themselves in a manner that reflects personal and school pride. While we do not have a uniform, Wheeler students will follow TUSD Dress Code.

- No spaghetti straps or shirts that expose the midriff, or plunging necklines, or "muscle shirts," or basketball shirts without an accompanying under t-shirt. Clothing should be free of tears and rips. Tank tops may be worn if the straps are 2 finger-width wide.
- No short-shorts or short skirts that expose the buttocks while sitting or standing. No shorter than mid-thigh/finger tip length. Shorts cannot be completely covered by long t-shirts.
- Shirts, shorts and pants must be the appropriate size (No sagging or oversized clothes, pants must fit at the waist and **underwear or boxer shorts must not be visible.**)
- No clothing that portrays any statement or image that is inappropriate in any way.
- No accessories that can be used as weapons, such as chains, spiked rings and/or collars.
- No hats or sunglasses inside the building. Hats worn for decorative or sun protection outside must be worn with the visor in front.
- Shoes must be appropriate for school activities. **Tennis shoes are strongly recommended. (No Heelys (shoes with wheels), house slippers, sandals, flip flops or high heels).** Parents will be called to bring different shoes if flip-flops are worn to school.
- Hair color and styles must not interfere with the learning environment.
- Temporary tattoos may also be restricted if the location is a distraction to themselves or others. They should be placed in an area not visible at school.

Students who violate the dress code will be required to change. Parents may be expected to bring a change of clothing or change of shoes to the Health Office. Assistance will be provided for families who cannot adhere to this dress code.

Parent Pick-Up & Monitors

Monitors



Monitors promote general well-being and ensure safety in the cafeteria and on the playground before school, after school, and during lunchtimes. Monitors begin morning supervision at 8am. Do not drop your students off before 8am. These monitors are trained in our PBIS procedures and provide a great service for our school. Students are expected to respect and listen to all monitors' directions. If you are available to volunteer during lunch times, please contact our Office Manager at 584-5500.

Parent Parking and Pick-Up

Except during regular valet pickup and arrival times, parents are asked to park in the southeast parking lot and must check in at the main office.

Please adhere to the following safety procedures when picking up or dropping off your child:

- During morning arrival and dismissal no cars are to proceed through the bus-bay parking lot outside the cafeteria.
- Drop off for students in the morning is only through the front of the school, main doors. All other gates will be locked until valet dismissal time. Do not allow your child to jump over the fence to get into the schoolyard.

Parking lot is not to be used to drop students off at any time. This parking lot is used for teacher/parent parking only. If a student is tardy, parents need to park and escort their child/ren into the school and sign them in. Children are considered tardy if they arrive **after 7:40 AM**.

Valet parent pick-up at dismissal is on the back. All students and adults should be using the crosswalks. Students taking daycare vans will be picked up on the southeast parking lot.

Health/Emergency



EMERGENCY DRILLS

Wheeler students participate in regular evacuation drills (fire drills, evacuation, and bus drills) during the year. Additionally, we have drills for lock-downs or entire school evacuations. To ensure safety in a crisis, staff reviews procedures regularly. A letter will be sent home to parents after we've practiced a lock down drill.

EMERGENCY CARDS

It is essential that we have a means for contacting someone regarding issues about your child. The emergency cards are stored in the Health Office and must be signed by a parent or legal guardian. Only parents and individuals listed on the emergency card will be allowed to pick-up and transport your child. We require picture identification before releasing a child. Please let us know whenever your address, home phone, business phone, cell phone, or emergency phone number changes during the school year.

HEALTH OFFICE

If your child becomes sick at school, parents are expected to make arrangements for their child to be taken home within one hour after being notified. School safety may be notified if we are unable to reach a family member or guardian.

Non-prescription medicines of any kind will not be given or allowed at school unless accompanied by a doctor's note. Please do not give your child cough drops or other medicine to take at school by themselves. All prescription medicines, **including inhalers**, must be in the original containers and must be kept in the Health Office. Parents must sign a TUSD permission slip before medicine can be administered.

Immunizations must be kept current. Be advised that children without required immunizations will not be allowed to attend school.

Volunteers/Site Decision Making Committee

VOLUNTEERS

We enjoy and encourage volunteers. Classroom teachers and other school staff welcome parents and guardians to volunteer their time and expertise in the following areas: Being a chaperone on a field trip; reading to students and listening to students read; shelving books in the library; helping with special events; preparing activity packets; and/or assisting children using the computer. For safety measures, each volunteer must apply through the TUSD volunteer website. After approval, volunteers must sign in at the front office and wear a badge before entering the campus. Volunteers other than parents/guardians must provide fingerprinting clearance.

SCHOOL SITE COUNCIL

Wheeler's School Site Council is a site-based committee that includes and represents parents, teachers, staff members, the community and the principal. The School Site Council acts as a collaborative decision-making body, working together to improve student achievement. Decisions include programs, policies, budgets, school practices, and tax credit expenditures. Everyone is invited to attend and address the Council in the "Call to the Audience" portion of the agenda. Please let the front office know if you are interested in becoming a parent representative for the Site Council.

Supervision

Supervision of the school grounds begins at 7:00 AM and ends at 1:55 PM. In order to maintain the health and safety of all individuals, students cannot report to school prior to 7:00 AM. There are day cares in the area that provide transportation if you need supervision before school. School ends at 1:55 PM (12:55 PM on Wednesdays) and students must board buses/daycare vans or be picked up by parents or daycare providers at that time. Students may not remain on campus without adult supervision. **All unaccompanied students remaining on the playground after 2:15 PM (1:15 PM on Wednesdays) will be escorted to the office and parents will be called to ensure pickup. All outside gates are locked during school hours. Parents and visitors must come through the front office. School safety or Tucson Police will be called if no one responds.**

Tax Credit

The Arizona legislature has provided you, as an Arizona taxpayer, with a great opportunity to benefit students at Wheeler. Single people can designate up to \$200 and married couples can designate up to \$400 to Blenman School, and receive a dollar for dollar tax credit on your income taxes. Money goes directly to Blenman. Last year, Tax Credit dollars supported our extra curricular Fine Arts, tutoring, and sports programs. Your credit can make a big difference.

[Visit the A-Z Tax Credit TUSD page to give online](#)

Student Rights/Retention & Promotion

RETENTION AND PROMOTION

Teachers make decisions regarding retention or promotion using observation and performance data. They will meet with you throughout the year to review your child's progress. Attendance is a critical factor in the decision to retain. Please make sure your child is at school on time each day. You do have the right to appeal the decision of your child's teacher(s) to retain or promote your child. The state of Arizona has a policy called "Move on When Reading" that affects third graders on the AZMerit state test. Third graders must pass the Reading portion on the AZMerit or they will be retained in third grade.

STUDENT RIGHTS AND RESPONSIBILITIES

TUSD established the Code of Conduct to help students, families, and schools achieve a quality education. These guidelines for student behavior are intended to help create a positive and safe teaching and learning environment in all schools. The Student Code of Conduct is available online and the office has several hard copies for parents and students to review. The code should be reviewed at home with your child. The guidelines within the booklet will be followed when students receive consequences for behavior. If student behavior leaves a mark on another child, we are required to make a mandatory report to Tucson Police.

BIRTHDAY AND PARTY CELEBRATIONS

Please check with your child's teacher at least 24 hours in advance of any birthday or other celebrations. Student birthday celebrations can be the last 20 minutes of the school day. Only healthy, store-bought, individually wrapped, snacks can be brought in. We will not allow candy or soda in the classroom for parties. Check with your child's teacher to check if any students have allergies. No balloons will be allowed in the classroom as it is a distraction to learning and a fire code violation. Balloons can be left up in the office until dismissal.

CLASSROOM CONCERNS

If you have a question or concern about a classroom procedure or your child's progress, please contact the teacher directly. This will open the proper lines of communication and hopefully support the important connection needed between home and school. We need to work together as a team to support your child's education.

CELL PHONES

Cell phones and other electronic devices (other than devices provided by TUSD for instructional purposes) **are not allowed** to be used on campus. These guidelines are in place to facilitate a disruption-free learning environment and to guard against lost or stolen property. **If a student is using the cell phone during school hours, even on the playground, it is TUSD policy to take the cell phone away and place in the office vault/principal's office. First offense, the student will be given the phone back at the end of the day. After first offense, a parent will need to come to retrieve the phone.** Recording of any kind by a student or parent is absolutely not allowed.

Code of Conduct

- Follow all directions of the adults who work in our school building.
- Show respect for everyone and everything in and around the school.
- DO NOT leave the school grounds for any reason without permission from a trusted adult.
- Remain on campus at all times during school hours.
- Play safe – no dangerous or harmful activities allowed.
- Line up quickly and quietly when the bell rings or when signaled to do so.
- Keep hands and feet to self.
- Walk quietly in the hallways and always have a pass.
- Gum chewing is not permitted for health and safety reasons.
- Fidget spinners, cubes, and other toys are not permitted (unless required by an IEP, or for a classroom activity, and approved by the teacher).
- Makeup and purses should not be brought to school.
- Walk bicycles on school grounds and always wear a helmet.
- No foul or inappropriate language.

- No fighting allowed.
- Personal items that cause disruption or dangerous are prohibited (cellphones, computer games, toys, electronic devices, Pokemon cards, lighters, matches, weapons)

Note: This list is not all inclusive and is subject to change per principal discretion.

CUM Records/CPS/Child Custody

CUMULATIVE RECORD

The Cumulative Record is an individual report for each student at our school. It is required by law and is kept in the school office. The Cumulative Record folder includes the following information:

- Registration Sheets
- Out-of-District Transcripts
- Progress Reports
- Suspension Reports
- Test Scores

The Cumulative Record may be viewed by the school staff, parents, or guardians in the presence of the school principal or a designee. No one outside the school may see this record unless it is subpoenaed by the court.

CHILD CUSTODY

In most cases, when parents are divorced, both mother and father continue to have legal rights when their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the school office. Unless the court order is on file with us, we must provide equal access rights to both parents. It is the expectation that both parents cooperate within school grounds.

CHILD PROTECTIVE SERVICES

School personnel are mandated by law to report situations about children (such as non-accidental injuries, physical neglect, or emotional abuse) to law enforcement or the Dept. of Child Safety (DCS). **Failure to comply carries serious consequences for school personnel.** School personnel do NOT investigate or judge, we only report as mandated by state statute. If DCS sends an investigator to the school to interview a child, **we cannot disclose that information to parents or guardians.**

Bus Transportation

BUS TRANSPORTATION Direct Line: 225-4800

Bus transportation is a privilege for students who live in the designated distances from school. Bus routes are created each year and are available at the opening of school. Please discuss the safest route home to and from the bus stop with your child. Make sure both you and your child have a plan if the bus is late in the morning or no one is home in the afternoon. Students are expected to observe the proper safety procedures and school rules on the buses. **Failure to do so will result in disciplinary action or bus suspension, in which case, parents must provide transportation for their children.**

Homework Policy

It is the belief of the teachers at Wheeler Elementary School that worthwhile, appropriate homework is an important aspect of education. Homework is defined as work or study, assigned by the teacher, for completion outside classroom time.

Examples:

1. Reading for 20-30 minutes each night
2. Assignments, which reinforce skills/concepts, taught in class. (Handwriting, math, basic sight word vocabulary, spelling.)
3. Extension assignments which emphasize individual needs and interests, creativity, and application of knowledge gained in class. (Science projects, creative writing, independent studies)
4. Make-up work due to absence.
5. Daily assignments not completed in class.

We ask that parents:

- Set aside a specific time and quiet area for homework
- Review assignments for accuracy and completion. Make sure they are in backpacks ready to return when due
- Provide encouragement, support, and assistance, but allow the child to do the work
- Communicate with and support teachers

Conferences/Personal Property

PARENT TEACHER CONFERENCES

Please plan to attend your child's scheduled parent/teacher conferences in order to stay current on his or her progress. If you have concerns or problems that need to be discussed with the teacher, do not hesitate to make an appointment for a conference before the scheduled conference time. Open communication between school and family is important for student success. [Visit the TUSD calendar](#) for parent teacher conference dates.

PERSONAL PROPERTY

Cell phones, trading cards (Pokemon cards), toys and electronic games may not be brought, sold, traded or played with at school. These items interrupt the learning environment and frequently lead to disciplinary problems. **Certain items such as simulated weapons warrant serious consequences outlined in school policy.** Items brought to school will be kept in the office for parent pick up. Items not picked up in a timely manner will be donated quarterly. TUSD is not responsible for loss, damage, theft, or vandalism of students' personal property. If your child gives a personal item to another child, the school cannot be responsible for getting it back.

Playground Rules

Students are expected to follow playground rules and our PBIS expectations of be kind, be responsible, and be respectful. Rough housing and play fighting can lead to actual conflict and will not be permitted. If your child has conflict on the playground, or sees someone else in conflict, we expect them to make a report to the closest monitor or other school staff. Students may not bring balls or playground equipment from home. Cussing, rock throwing, or any other unsafe behaviors will not be tolerated. Fighting on the playground will result in an automatic out of school suspension and possible mandatory report to Tucson Police.

Newsletters From Principal/Teachers

NEWSLETTERS



The school/teacher publishes newsletters. It is an important communication tool. This newsletter provides a calendar with special activities, early release days, testing, parent conferences, vacations, lunch menus, etc. Our newsletters are also posted on our website. Your child's teacher may use alternate methods of communication including his/her website or a phone app.

Guest Teachers

When the regular teacher or staff person is absent, **substitutes** provide the instruction. We appreciate the cooperation of everyone on these days. It can be difficult for children because their routines and practices are interrupted. All substitutes are certified by the state and trained by TUSD.

Signature Page

2023-2024 PARENT-STUDENT HANDBOOK

RECEIPT ACKNOWLEDGMENT

I have received my copy of the Wheeler’s Parent-Student Handbook. It is my responsibility to read and understand the matters set forth in this Manual. By signing this page and returning it to my child’s teacher, I am agreeing to the statements set forth in this handbook.

Parent’s Name: _____

(Please Print)

Student’s Name: _____

(Please Print)

Teacher’s Name: _____

(Please Print)

Date: _____