

Garcia Elementary
Tier 1 PBIS Handbook

*Positive Behavior Intervention and
Support*



Garcia Grizzlies

PBIS Overview

Garcia Elementary's goal is to create a positive learning environment where they can be successful academically, socially, and emotionally. The implementation of Positive Behavior Interventions and Supports, also known as PBIS, has become crucial in fulfilling this commitment. PBIS provides proactive strategies for defining, teaching, and supporting appropriate student behaviors to help create a positive and safe learning environment. Our goal is to explicitly teach and model behavioral expectations, as well as recognize and celebrate positive behaviors shown by students. By improving the school environment, we hope to increase learning time and promote academic, social success, and college and career readiness. Garcia Elementary PBIS is founded on three behavior expectations or also known as our three school-wide expectations, Be Respectful, Be Responsible, and Be Safe. Each behavior expectation is explicitly taught for specific settings at the school. Through the use of strategies, lessons, modeling, and hands-on-activities, students are provided with a clear understanding of expected school behaviors in a variety of school settings, such as the cafeteria, hallways, office, and restrooms. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors.

Garcia Elementary

PBIS Mission Statement

The mission of Dr. Ernest Garcia Elementary School, the spark that fuels a Grizzly's path to greatness, is to ignite curiosity and nurture lifelong learners through a vital system distinguished by:

- *A safe, secure learning environment that values diversity***
- *Clearly communicated academic and social expectations***
- *Ownership of personal responsibility***
- *Engaging experiences that encourage exploration***
- *Strategically meeting the needs of the community through innovation***

PBIS Team 2024-2025 (Tier 1)

Our PBIS Tier 1 team members consist of Garcia Elementary staff members, as well as site specialists, administrators, and parents. This helps provide the best support system possible within our school and for our students. The PBIS team meets on a monthly basis to discuss behavioral interventions that could further support our positive school climate. The PBIS team also provides support for teachers who would like additional ideas to implement PBIS strategies in the classroom.

Member	Email	Role
Stephanie De Loera	sdeloera@rialto.k12.ca.us	Internal Coach 1st Grade Liaison Knowledge of Student Academics Facilitator Action Plan/Calendar Manager
		School Administration Knowledge of School Operations Taskmaster Communication Coordinator
Annalisa Zavala	azavala@rialtousd.org	Kinder liaison Knowledge of Student Academics Minute Taker
Donnie Cristales	dcristal@rialtousd.org	Kinder liaison Knowledge of Student Academics Time Keeper
Valerie Galindo	vgalindo@rialto.k12.ca.us	2nd grade liaison Applied Behavioral Expertise Knowledge of Student Academics
Katie Matus	kmatus@rialtousd.org	3rd grade liaison Knowledge of Student Academics
Autumn Mena	amena@rialto.k12.ca.us	4th liaison Knowledge of Student Academics Data Analysis
Maria Vargas	mvargas2@rialtousd.org	5th grade liaison Knowledge of Student Academics
Katie Gaeta	kgaeta@rialtousd.org	Special Education CICO Applied Behavioral Expertise Knowledge of Student Academics
Racquel Pantaleon	rpantale@rialtousd.org	Website Monitor
Wendy Phan		Parent Liaison/Family Member
Khylee Phan		Student Liaison

2024-2025 Meeting Dates and Times (Tier 1)

All Meetings are in B4

August 13, 2024	Tier 1	2:30–3:30pm
September 10th, 2023	Tier 1	2:30–3:30pm
October 8th, 2023	Tier 1	2:30–3:30pm
November 12th, 2023	Tier 1	2:30–3:30pm
December 10th, 2023	Tier 1	2:30–3:30pm
January 14th, 2024	Tier 1	2:30–3:30pm
February 11th, 2024	Tier 1	2:30–3:30pm
March 11th, 2024	Tier 1	2:30–3:30pm
April 8th, 2024	Tier 1	2:30–3:30pm
May 13th, 2024	Tier 1	2:30–3:30pm

School-Wide Matrix

Our school has three positively stated behavioral expectations and examples by setting/location for student and staff behaviors defined and in place. Below is our school matrix in English and in Spanish. Below you will also find other school posters.

We Behave the Grizzly Way!

	Hallways	Restrooms	Dens	Cafeteria	Computer Lab	Library	Office	Playground
Be Respectful	<ul style="list-style-type: none"> •Walk quietly at all times •Treat others kindly •Walk only in designated areas 	<ul style="list-style-type: none"> •Knock politely on stalls •Give others privacy •Wait patiently for your turn 	<ul style="list-style-type: none"> •Use quiet voices •Speak softly around classrooms in session •Be considerate of those who are working 	<ul style="list-style-type: none"> •Stay in your line and wait quietly •Remain seated until dismissed •Follow instructions from staff 	<ul style="list-style-type: none"> •Speak in whisper voices •Follow instructions from staff •Treat all computer equipment carefully 	<ul style="list-style-type: none"> •Speak in whisper voices •Treat books with care •Follow instructions from staff 	<ul style="list-style-type: none"> •Speak in whisper voices •Wait patiently to be helped by staff •Follow instructions from staff 	<ul style="list-style-type: none"> •Follow the instruction of all staff members •Play by school rules and be a good sport •Wait patiently for your turn
Be Responsible	<ul style="list-style-type: none"> •Stay in your line •Get to your destination promptly •Limit your conversations with others 	<ul style="list-style-type: none"> •Use quiet voices •Use facilities appropriately •Dispose of toilet paper properly 	<ul style="list-style-type: none"> •Remain on the task assigned to you •Respect others and their property •Have your den pass visible at all times 	<ul style="list-style-type: none"> •Clean up your area •Stack trays neatly •Put trash in the appropriate containers 	<ul style="list-style-type: none"> •Remain focused on assigned task •Keep your work space tidy •Get permission to print or play games 	<ul style="list-style-type: none"> •Use space savers appropriately •Line up quietly after selecting books •Place unwanted books in designated area 	<ul style="list-style-type: none"> •Get a pass before visiting the office •Wait patiently to be helped by staff •Follow instructions from staff 	<ul style="list-style-type: none"> •Eat snacks at picnic benches only •Use all equipment appropriately •Play games using school rules
Be Safe	<ul style="list-style-type: none"> •Walk at all times •Keep hands and feet to yourself •Pay attention to your surroundings 	<ul style="list-style-type: none"> •Walk at all times •Wash hands when finished •Keep water in the sink 	<ul style="list-style-type: none"> •Walk at all times •Remain in your assigned area •Be aware of your surroundings 	<ul style="list-style-type: none"> •Eat your own food •Keep food and body parts to yourself •Keep floors clear of food 	<ul style="list-style-type: none"> •Walk at all times •Visit only approved websites •Push in chairs before leaving 	<ul style="list-style-type: none"> •Walk at all times •Use stepping stool with caution •Keep space savers and all body parts to yourself 	<ul style="list-style-type: none"> •Walk at all times •Sit quietly in the waiting area •Be aware of your surroundings 	<ul style="list-style-type: none"> •Be aware of your surroundings •Walk on the blacktop •Walk to and from the playground

¡Nos portamos de lo mejor!

	Pasillos	Baños	Salones	Cafetería	Laboratorio de Computadoras	Biblioteca	Oficina	Campo de juego
Ser Respetuoso	<ul style="list-style-type: none"> • Caminar calladamente todo el tiempo • Tratar a otros amablemente • Caminar solo en áreas designadas 	<ul style="list-style-type: none"> • Tocar la puerta del baño educadamente • Dar privacidad a otros • Esperar pacientemente tu turno 	<ul style="list-style-type: none"> • Usar voz baja • Hablar en voz baja alrededor de los salones en clase • Ser considerado con los que están trabajando 	<ul style="list-style-type: none"> • Quedarse en la línea y esperar calladamente • Permanecer sentado hasta que te den permiso para irte • Seguir las instrucciones del personal 	<ul style="list-style-type: none"> • Hablar en voz baja • Seguir las instrucciones del personal • Tratar todo el equipo de computadoras con cuidado 	<ul style="list-style-type: none"> • Hablar en voz baja • Tratar los libros con cuidado • Seguir las instrucciones del personal 	<ul style="list-style-type: none"> • Hablar en voz baja • Esperar pacientemente a ser ayudado por el personal • Seguir las instrucciones del personal 	<ul style="list-style-type: none"> • Seguir las instrucciones de todo el personal • Jugar por las reglas de la escuela y ser un buen deportista • Esperar pacientemente tu turno
Ser Responsable	<ul style="list-style-type: none"> • Quedarte en tu línea • Ir a tu destino de inmediato • Limitar tus conversaciones con otros 	<ul style="list-style-type: none"> • Usar voz baja • Usar las facilidades apropiadamente • Tirar el papel higiénico apropiadamente 	<ul style="list-style-type: none"> • Permanecer en tu asignación que te asignaron • Respetar a otros y su propiedad • Tener un pase visible todo el tiempo 	<ul style="list-style-type: none"> • Limpiar tu área • Apilar las bandejas o charolas nitidamente • Poner la basura en el recipiente apropiado 	<ul style="list-style-type: none"> • Permanecer enfocado en la asignación • Mantener el espacio de trabajo limpio • Obtener permiso para imprimir o jugar juegos 	<ul style="list-style-type: none"> • Usar marcadores apropiadamente • Ponerte en línea calladamente después de seleccionar los libros • Poner los libros que no quieres en el área designada 	<ul style="list-style-type: none"> • Obtener un pase antes de visitar la oficina • Esperar pacientemente a ser ayudado por el personal • Seguir las instrucciones del personal 	<ul style="list-style-type: none"> • Comer las meriendas solo en las bancas de picnic • Usar todo el equipo apropiadamente • Jugar juegos usando las reglas escolares
Ser Precavido	<ul style="list-style-type: none"> • Caminar todo el tiempo • Mantener manos y pies para uno mismo • Poner atención a lo que rodea 	<ul style="list-style-type: none"> • Caminar todo el tiempo • Lavarte las manos cuando termines • Mantener el agua en el lavamanos 	<ul style="list-style-type: none"> • Caminar todo el tiempo • Permanecer en el área designada • Estar atento a lo que te rodea 	<ul style="list-style-type: none"> • Comer tu propia comida • Mantener la comida y partes del cuerpo para ti mismo • Mantener el piso limpio de comida 	<ul style="list-style-type: none"> • Caminar todo el tiempo • Visitar solo los sitios web aprobados • Poner las sillas en su lugar antes de irte 	<ul style="list-style-type: none"> • Caminar todo el tiempo • Usar el banquillo con precaución • Mantener los marcadores y partes del cuerpo para ti mismo 	<ul style="list-style-type: none"> • Caminar todo el tiempo • Sentarse calladamente en el área de espera • Estar atento a lo que te rodea 	<ul style="list-style-type: none"> • Estar atento a lo que rodea • Caminar en el asfalto • Caminar al ir y venir del campo de juego



Restrooms



Baños



Be Respectful

- ✓ Knock politely on stalls
- ✓ Give others privacy
- ✓ Wait patiently for your turn

Be Responsible

- ✓ Use quiet voices
- ✓ Use facilities appropriately
- ✓ Dispose of toilet paper properly

Be Safe

- ✓ Walk at all times
- ✓ Wash hands when finished
- ✓ Keep water in the sink



Ser Respetuoso

- ✓ Toca cortésmente los baños
- ✓ Ofrece privacidad a los demás
- ✓ Espera pacientemente tu turno

Ser Responsable

- ✓ Use voces silenciosas
- ✓ Usar las instalaciones de manera apropiada
- ✓ Deseche el papel higiénico adecuadamente

Ser Cuidadoso

- ✓ Camina en todo momento
- ✓ Lávese las manos cuando termine
- ✓ Mantenga el agua en el fregadero



Playground



Area de Juegos



Be Respectful

- ✓ Follow the instruction of all staff members
- ✓ Play by school rules and be a good sport
- ✓ Wait patiently for your turn

Be Responsible

- ✓ Eat snacks at picnic benches only
- ✓ Use all equipment appropriately
- ✓ Play games using school rules

Be Safe

- ✓ Be aware of your surroundings
- ✓ Walk on the blacktop
- ✓ Walk to and from the playground

Ser Respetuoso

- ✓ Seguir las instrucciones de todos los miembros del personal
- ✓ Juega según las reglas de la escuela y sé un buen deportista
- ✓ Espera pacientemente tu turno

Ser Responsable

- ✓ Coma bocadillos solo en bancos de picnic
- ✓ Usar las instalaciones de manera apropiada
- ✓ Jugar juegos usando las reglas de la escuela

Ser Cuidadoso

- ✓ Ten cuidado de tu entorno
- ✓ Camina en el asfalto
- ✓ Camina hacia y desde el patio de recreo



Cafeteria Expectations

1. Walk at all times
2. Eat your own food.
3. Pick up your trash.
4. Empty tray in trash can.
5. Stack tray on table.
6. Raise hand to be excused.
7. Keep hands to self while in line.
8. Use salad bar properly.

Playground Expectations

1. Talk to Ms. Lilly, Ms. Ivonne, or Teacher on Duty
2. Use equipment properly
3. Obey the rules (Swings, Walls, Fences, Rocks)
4. Freeze when the bell rings
5. Walk to your class line when a teacher blows a whistle
6. Walk on the blacktop
7. Keep all body parts to yourself in line
8. Use your assigned restroom and get water before the bell rings

Garcia Elementary PBIS Expectations For the Play Structure Be Safe, Be Responsible, Be Respectful

Spinning Rope Structure:

Sit on the black rope or lean against the blue metal only.

6 students at a time

Start spinning, then feet stay on the blue pad

Count to 10 for next group's turn

No one may push or pull to help spin

See-Saw:

4 students sit

1 student can stand or sit in middle

Get on when it isn't in motion

Count 20 rocks back and forth for next group's turn

Climbing Items:

Go up and over, one direction to another

Start from the outside and move in.

Follow arrows on specific structure/pad

Monkey bars: go in one direction only

No jumping off

Rock/Hole Wall:

1 person at a time

Up only

Spinning Tan Bars:

2 people max

Count to 10 for next pair's or person's turn

No one may push or pull to help spin

Spinning Blue Top:

2 people max—Standing only

Count to 10 for next group's turn

No one may push or pull to help spin

No jumping off

Spinning Blue Chair:

1 person max

count to 10 for next person's turn

No one may push or pull to help spin

Spinning Blue Monkey Bar:

2 people max

Count to 10 for next pair's or person's turn

No one may push or pull to help spin

Do not climb structure to ride

Do not lift anyone up to ride

Must be able to reach on their own

Wait until it stops to get off

Expectativas PBIS Escuela Primaria Garcia

Para la estructura de juego

Ser Precavido, Ser Responsable, Ser Respetuoso

Estructura de cuerda giratoria:

Sentarse en la cuerda negra o apoyarse contra el metal azul solamente.

6 estudiantes a la vez.

Empezar a girar, los pies se mantienen en la estera azul

Contar hasta 10 para el turno del grupo siguiente

No empujar o jalar para ayudar a girar

Sube y Baja:

4 estudiantes sentados

1 estudiante puede estar de pie o sentarse en medio

Montarse cuando no está en movimiento

Contar 20 subidas y bajadas para el turno del grupo siguiente

Trepadores:

Subirse y bajarse en una dirección a otra

Empezar desde afuera hacia adentro.

Seguir las flechas en la estructura específica/estera

Barras: ir sobre una dirección solamente

No saltar

Pared de escalada:

1 persona a la vez

Solamente se puede escalar

Barras giratorias:

2 personas máximo

Contar hasta 10 para el turno del grupo siguiente

No empujar o jalar para ayudar a girar

Girador azul superior:

2 personas máximo—De pie solamente

Contar hasta 10 para el turno del grupo siguiente

No empujar o jalar para ayudar a girar

No saltar

Silla giratoria azul:

1 persona máximo

Contar hasta 10 para el turno del grupo siguiente

No empujar o jalar para ayudar a girar

Barra giratoria azul:

2 personas máximo

Contar hasta 10 para el turno del grupo siguiente

No empujar o jalar para ayudar a girar

No escalar para montarse en la estructura

No subir a nadie para montarlo

Debe poder alcanzar la barra por sí mismo

Esperar hasta que pare para bajarse

Character Strong

Character Strong is our "Social Emotional Learning" curriculum. Every day teachers will teach short lessons within their day. Character Strong provides research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives. Character education involves developing thoughtful, healthy, and kind human beings. Our character is informed by our personal values and choices. The focus is self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each month teachers will pick their Grizzly of the Months based on each month's character trait.

Grizzly of the Months-Character Strong

**Kindness
(August)**

**Gratitude
(November)**

**Honesty
(February)**

**Respect
(September)**

**Empathy
(December)**

**Cooperation
(March)**

**Responsibility
(October)**

**Perseverance
(January)**

**Courage/Creativity
(April)**

Discipline Policy

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. Behavior documentation allows everyone involved to have ongoing communication about students' progress toward following expectations. Through the documentation we are able to better assess each students' individual needs and provide specific lessons, interventions, strategies, and/or support.

- Classroom managed behavioral issues will be handled by the teacher. Teachers will refer to the Garcia Elementary Behavior Flow Chart when they believe the classroom behavior requires a consequence.
- Minor Referral : Staff will use the Minor Referral form (online on PBIS rewards) and log any minor discipline issues that they can handle in the classroom. The staff will choose appropriate interventions for the student's behavior. The student will have three opportunities to correct the negative behavior/s.
- If the student has not improved the behavior, the staff member will take the minor referral with all documentation and discipline logs, along with a major office referral and send the student to the office during non-instructional time. The office will evaluate the minor discipline log, along with the major office referral to determine which interventions are needed.
- Major Office Referral (online on PBIS rewards): Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will include but are not limited to student conference, time in office, community service, parent contact, parent conference, etc. If behavior patterns continue, the tier 2 team will meet to discuss support and/or interventions needed to provide additional student support. Tier 2 information is in the tier 2 handbook. Parent contact will be made by an administrator.



GARCIA ELEMENTARY

PBIS FLOWCHART

Problem Behavior Observed

Minor (Teacher/Staff)

- Off task
- Speaking out
- Inappropriate use of language
- Cheating
- Disrespect
- Disruption
- Dress Code
- Out of Seat

***Note-
Three
minors
result in a
major.**

***Behaviors
defined on
back**

Major (Admin/Internal Coach)

- Fighting
- Bullying
- Bringing
weapons-real or
fake
- Stealing
- Inappropriate
touching
- 3 or more
minors

Garcia's Systems of Corrections

Level One

- Restate direction and redirect to task
- Reteach Differential Reinforcement
- Nonverbal cue to task
- Notice (Verbal Warning)
- Proximity
- Thank you to nearby student who is doing desired behavior
- "The Look"
- Clearly state choices/ options

Level Two Level

- Time-out from positive reinforcement
- Alternative activity
- Conference with student
- Reteach with overcorrection
- Problem-solving worksheet (debriefing form)
- Restate direction and mild consequences
- Change seating
- Call home or conference with parent/guardian
- Plan for Improvement (DFI)

Level Three Level

- Office referral

**Staff member fills
out a referral and
sends student to
the office.**

**Administration will
determine
consequence and
contact parent and
review with
teacher.**

Garcia's Minors Problem Behavior Definitions



Off Task

Student engages behaviors not related to classroom objectives, rules, or lessons. Typical off-task behaviors might include: Texting in class. Doodling or drawing. Talking to the person beside you.

Speaking Out

Speaking loud enough to be heard, to speak boldly, to express an opinion frankly.

Inappropriate Use of Language

Using words or gestures that are profane, vulgar, discriminatory or otherwise construed as socially offensive or harassing.

Cheating

Willfully copying, giving, or taking another person's work or answers.

Disrespect

Student delivers low-intensity, socially rude or dismissive messages to adults or students.

Disruption

Interrupting class or class activity. Talking out of turn, yelling, screaming, noise with materials, horseplay.

Dress Code

Student wears clothing that is not within the dress code guidelines defined by the school

Out of Seat

Getting out of seat, leaving desk, or leaving group.

Garcia's Major Problem Behavior Definitions



Defiance

Student engages in refusal to follow directions or talks back.

- say "No" or yelling (not directed at someone or directed at a peer)
- not following directions
- refusing to participate

Disruption

- blurting out
- making noises intentionally
- volume issues
- excessively out of seat
- talking while the teacher is instructing

Inappropriate Language

- using words that are not appropriate for the school setting

Fighting

-when an individual unlawfully fights or challenges to a fight another person(s) on a school campus, or when he/she maliciously and willfully disturbs another person on a school campus

Bullying

-unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Weapons and Stealing

Bring any items that may hurt others or self.

Taking anything that does not belong to self

Inappropriate Touching

-the unwelcome or unwanted laying of hands



PRIMARIA GARCIA

DIAGRAMA DE FLUJO PBIS

Comportamiento Problemático observado

Menor (maestro/personal)

- No seguir las reglas
- Fuera de la tarea
- Fuera del asiento
- Hablar
- Desafiante
- Hacer trampa
- Falta de respeto
- Interrupción
- Código de vestimenta
- Uso inapropiado del lenguaje

*Nota-
Tres menores
resultan en
una mayor.

Mayor (Admin/ Entrenador Interno)

- Peleas
- Acoso Escolar
- Traer armas,
reales o falsas
- Robar

- Tocar
- Inapropiadamente
- 3 menores o más

*Comportamientos
definidos
en atrás

Sistemas Correccionales de García

Nivel Uno

- Reafirmar la instrucción y redirigir a la tarea
- Volver a enseñar el refuerzo diferencial
- Pista no verbal para la tarea
- Aviso (Advertencia Verbal)
- Proximidad
- Dar gracias al estudiante cercano que está realizando el comportamiento deseado.
- "La mirada"
- Indique claramente las elecciones/opciones
- Nivel Dos Nivel
- Tiempo fuera del refuerzo positivo
- Actividad alternativa
- Conferencia con estudiante
- Reenseñar con sobrecorrección
- Hoja de trabajo de resolución de problemas (formulario de informe)
- Reafirmar la dirección y las consecuencias leves
- Cambiar asiento
- Llamar a casa o conferencia con el padre/tutor
- Plan de Mejora (PFI)
- Nivel Tres Nivel

El miembro del personal completa una referencia y envía al estudiante a la oficina.

La administración determinará la consecuencia y se comunicará con los padres y la repasará con maestro.

Definiciones de comportamiento problemático de García



Desobediencia

El estudiante se niega a seguir instrucciones o contesta.

- decir "No" o gritar (not directed at someone or directed at a peer)
- not following directions -
- refusing to participate

Peleas

-cuando un individuo pelea ilegalmente o desafía a pelear otra(s) persona(s) en el plantel de la escuela, o cuando él/ella molesta maliciosamente y deliberadamente a otra persona en el plantel de la escuela

Interrupciones

- hablar impulsivamente
- hacer ruidos intencionalmente
- problemas de volumen
- estar fuera del asiento excesivamente
- hablar mientras el maestro está instruyendo.

Acoso Escolar

-Comportamiento agresivo no deseado entre los niños en edad escolar que implica un desequilibrio de poder real o percibido. El comportamiento se repite, o tiene el potencial de repetirse, con el tiempo.

Lenguaje Inapropiado

- usar palabras que no son apropiadas para el entorno escolar

Contacto Inapropiado

- Imposición de manos no deseada o bienvenida

Restorative Justice

As part of the ongoing practice of PBIS, Garcia Elementary is not only providing students a positive climate for learning, but tools to help them resolve problems and conflicts they may face. Garcia Elementary has included the implementation of restorative justice. So, what is restorative justice? Restorative justice is an approach to discipline that empowers students to resolve conflicts by 1) having the student(s) own what they did; 2) providing tools to the student(s) to help make it right for those hurt or affected; and 3) involving stakeholders/community in helping both the victim and the offender. The student(s) are brought together, one-on-one or in small groups, with a mediator to talk, ask questions, and air their concerns and grievances. Through the use of restorative justice, the focus is on conflict resolution and personal growth rather than punishment. Restorative disciplinary practices at Garcia Elementary include:

- Authentic dialogue/Student Circles
- Creating caring climates to support healthy communities.
- Understanding the harm and developing empathy for both the harmed and the harmer
- Listening and responding to the needs of the person harmed and the person who harmed.
- Encouraging accountability and responsibility through personal reflection within a collaborative environment.
- Reintegrating the harmer into the community as a valuable, contributing member of society.
- Giving students the opportunity to make things right.
- Mentorship Opportunities
- CICO

Check-in/Check-out

Check-in/Check-out (CICO) is a strategy used with some students 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-the person who develops the forms, informs parents of the process, and obtains written parental consent. The Facilitator- the person who meets with the student to encourage positive behavior and review behavior progress (daily). The Teacher- 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 briefly given 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 positive praise for good behavior or suggestions for redirection. The teacher will award points throughout the day.
- Before the end of the day, the student will meet with the CICO facilitator to review behavior progress.
- The student will take the CICO form home to show parents. The parent should have an encouraging discussion with the student over if the goals were met or not.
- The facilitator will monitor progress and if the student meets the 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 the student to monitor continued progress.

Positive Behavior Acknowledgement System

All staff at Garcia Elementary are able to acknowledge student's positive behavior throughout the school day and throughout the school building.

- Garcia "PBIS Rewards" are our school-wide recognition system. Part of PBIS is the use of consistent positive reinforcement of appropriate behavior. All staff members who observe students demonstrating the school behavior expectations will issue the students "PBIS Points."
- Students are rewarded with "PBIS Points" when they are being responsible, respectful, and safe. This recognition can take place in all areas of the school, and from all staff members.
- "PBIS Points" can be saved and/or spent on monthly school events.

Research has shown that positive reinforcement is one of the best ways to change negative behavior and to maintain positive behavior. Garcia staff works diligently to make sure that all students who demonstrate positive behaviors receive "PBIS Points" and praise.

PBIS Rewards



Parents Role in PBIS

By working together, parents and staff at Garcia Elementary will reinforce the necessary skills for the students to grow into becoming respectful and productive citizens. Home and school communication are 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 them be successful in school. Below are some suggestions of how you can help support your child at home with the use of the school's expectations:

- Please spend time reviewing the Garcia behavior expectations with your child
- Please remind your child of the Garcia expectations each day before they leave for school: Be Respectful, Be Responsible, Be Safe
- When your child arrives home from school, talk with them about their day and ask if they earned Grizzly Points or positive praise. Ask your child what they did to earn Grizzly Points or positive praise and give them additional praise and reinforcement for these behaviors.
- Use the same language at home that is being used at school.
- 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 their actions. Your child will be told the reason for the consequence and they should be able to tell you what occurred.

If you have any questions regarding the situation, please contact the classroom teacher and/or school administration.

Together we are building a positive environment! We are one community, striving to be respectful, responsible, and safe!