

Garcia Elementary
Tier 2 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 2)

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 Systems Coordinator Facilitator Action Plan/Calendar Manager Data Analyst Knowledge of Student Academics
Gilbert Pulido	gpulido@rialtousd.org	Administration Taskmaster Administrative Authority Knowledge of school operations
Melissa Paquette	mperkins@rialtousd.org	Communication Director Minute Taker Knowledge of Student Academics
Laz Serna	lserna@rialtousd.org	Tier 2 coach Time Keeper Knowledge of Student Academics
Maria Vargas	mvargas2@rialtousd.org	5th grade liaison Knowledge of Student Academics
Katie Gaeta	kgaeta@rialtousd.org	Special Education CICO Knowledge of Student Academics Applied Behavioral Expertise
Jennifer Tuxford	jtuxford@rialtousd.org	Tier 2 coach Knowledge of Student Academics

2024-2025 Meeting Dates and Times (Tier 2)

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

Tier 2

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious unwanted behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic support.

Screening

At the beginning of each school year, our Tier 2 Teams determine the approximate number of students who may need access to Tier 2 Supports/Interventions. This will help the Tier 2 Team to determine if they should be analyzing additional data sources to ensure they find all students who could benefit from Tier 2 interventions.

The tier two will look at decision rules and multiple sources of data to identify students who require tier 2 support. Nominations can be made by parents, teachers, and staff.

When a student is placed in a tier 2 support a parent will receive a phone call by an administrator and letter within 48 hours of request for assistance being submitted. All necessary information will be signed and kept on record by the PBIS internal coach.

Garcia Elementary School Data: ODR



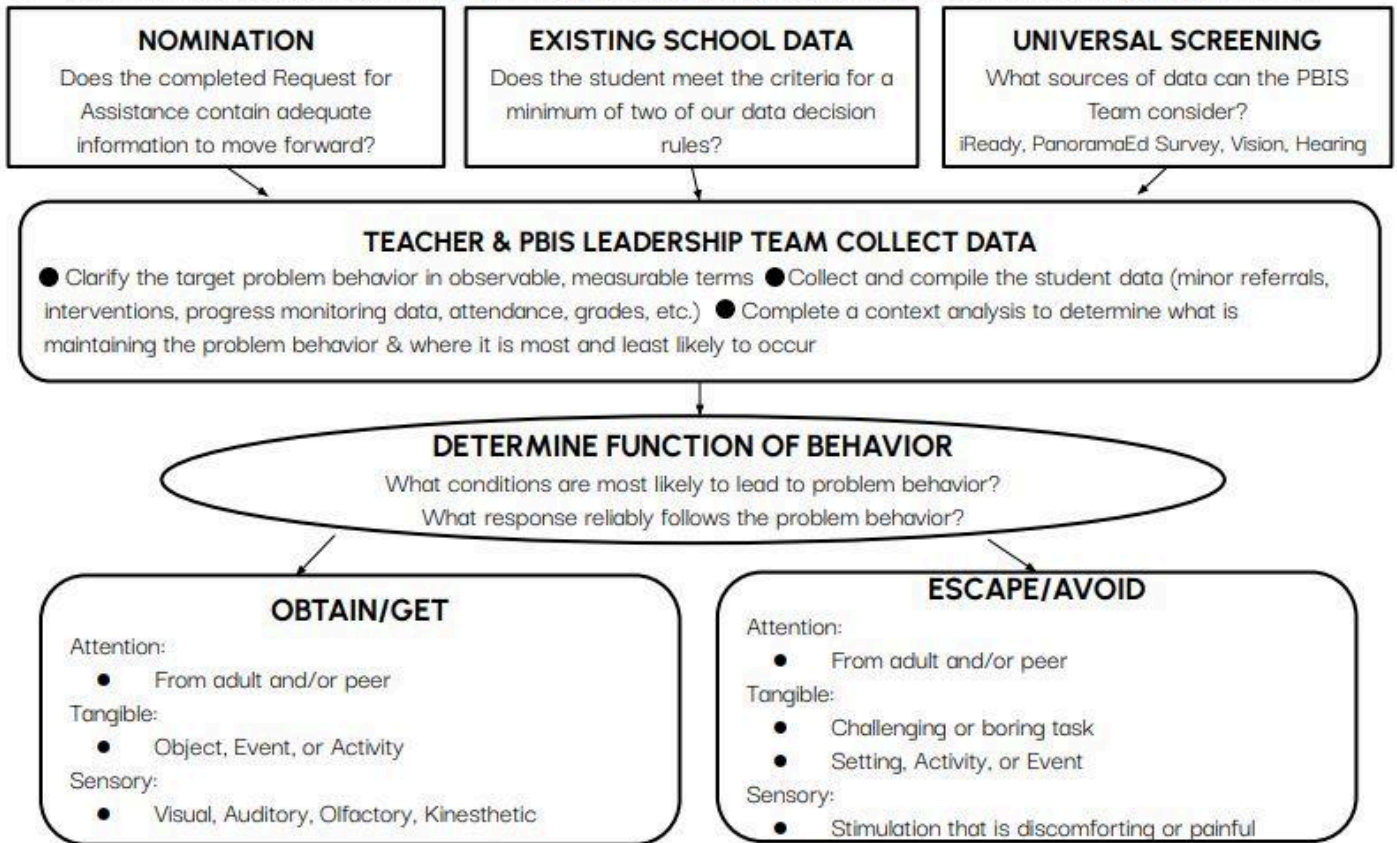
Measure	Proficient	At-Risk	High-Risk	Person Responsible	Date(s) to Review
ODR	0 - 1	2 - 5	≥ 6	Data Analyst	Monthly
Suspension	0	1 - 2	≥ 3	Data Analyst	Monthly
Absence	0 - 4/Trimester	5 - 9/Trimester	≥ 10/Trimester	Data Analyst	3x/year (Oct/Feb/Apr)
Tardy	0 - 4/Trimester	5 - 9/Trimester	≥ 10/Trimester	Data Analyst	3x/year (Oct/Feb/Apr)

Data Decision Rules 2023-2024

Problem Area	Data Source	Benchmark/ Threshold	Frequency	Exiting
Academics	-iReady Data -Phonics, Phoneme, HFW Screener -SIPPS -iStation (DLI) -ESGI CAASPP	-one or more years below grade level	*3 times a year (iReady) *3 times a year or progress monitoring to teachers discretion (Phonics, Phoneme, HFW Screener) *After every 5 or 10 lesson, depending on level (SIPPS) *to teachers discretion for progress monitoring (iStation) *3 times a year or progress monitoring to teachers discretion (ESGI) *1 time a year for 3rd-5th (CAASPP)	6 weeks
Behavior	-ODRs -Staff Referrals -Request for Assistance	-2-5 ODR -Request for Assistance form from teachers/staff	*Monthly starting in October and each month thereafter *Within 3 days of receipt of Request for Assistance Form*	6 weeks
Social-Emotional	-Staff/Parent/Student Referrals	-Internal/External Behaviors -Outbursts Observations	*As needed based on intensity of the situation *Monthly	6 weeks
Social-Emotional	PanoramaEd	-Students who display yellow or red indicate weaknesses in specific SEL topics of survey	-Discretion of Garcia staff	6 weeks
Attendance/Tardies	-Late Letter Reports -Leave Early Reports -Student Attendance Reports for teachers -Chronic Absence Report -SART notifications -SARB notifications	-on the 3rd tardy -on the 3rd early leave -weekly student report for teachers to sign -3/5/6 student absences -when 2 attendance letters have been sent to parent/guardian -after the 3rd letter to parent/guardian or parent hasn't followed through with the SART agreement	-2 times a month -2 times a month -weekly student report -biweekly chronic absence report -discretion of the SART team -discretion of the SARB board	

PBIS Tier 2 Student Identification Process Guide

- Did the student receive instruction on Schoolwide and Classroom Expectations and procedures?
- Did the student receive acknowledgement recently for following Schoolwide and Classroom Expectations and procedures?



Intervention to be implemented:

	Check-In/ Check-Out	Self Reflection	Token Board
Access to Adult Attention	X	X	X
Access to Peer Attention	X		X
Access to Choice of Alternatives/Activities	X	X	X
Option for Avoiding Aversive Activities	X	X	
Option for Avoiding Aversive Social Peer/Adult Attention	X	X	
Structural Prompts for 'What To Do' Throughout the Day	X	X	X
At Least 5 Times During the Day When Positive Feedback is Set Up	X		X
A School-Home Communication System	X	X	
Opportunity for Adaptation into a Self-Management System	X	X	X

Request for Assistance

- If you feel your child needs assistance, please fill out an RFA, “Request for Assistance.” The link to our school RFA is on our PBIS website and linked below.
- Once an RFA form has been submitted, our team has 3 days to respond to the person making the nomination.
- Nominations may be submitted by a parent, caregiver, teacher, administrator, or any staff member.
- Once an RFA has been submitted an email will be sent to our school PBIS internal coach.
- The PBIS coach will be responsible for processing the Nomination Form, gathering student name, student ID number, grade, teacher(s), etc.
- After the tier 2 meets and develops a plan, a school administrator will call the person who completed the RFA. They will also send home a letter that needs to be signed and returned within two business days.
- [RFA Link](#)

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!