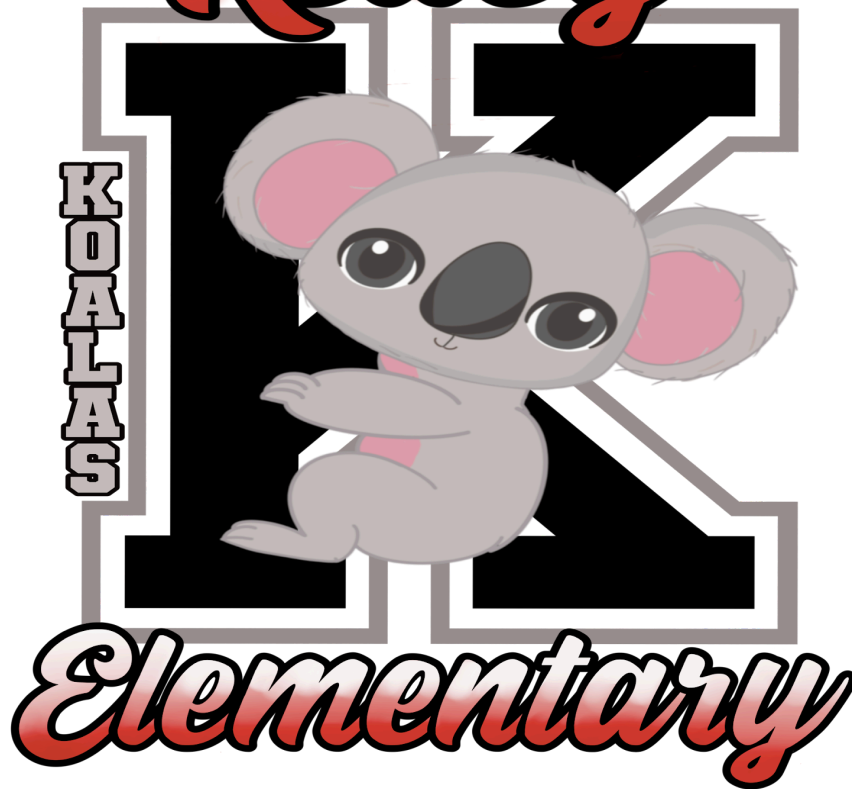


PBIS

Positive Behavior Intervention
and Support

Kelley



PARENT/STUDENT
HANDBOOK

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PBIS at Kelley Elementary

Kelley Elementary is committed to making sure that all students are able to have a positive learning experience by creating an environment in which they can grow academically, socially, and emotionally. The implementation of Positive Behavior Interventions and Supports, also known as PBIS, has become crucial in fulfilling this commitment.

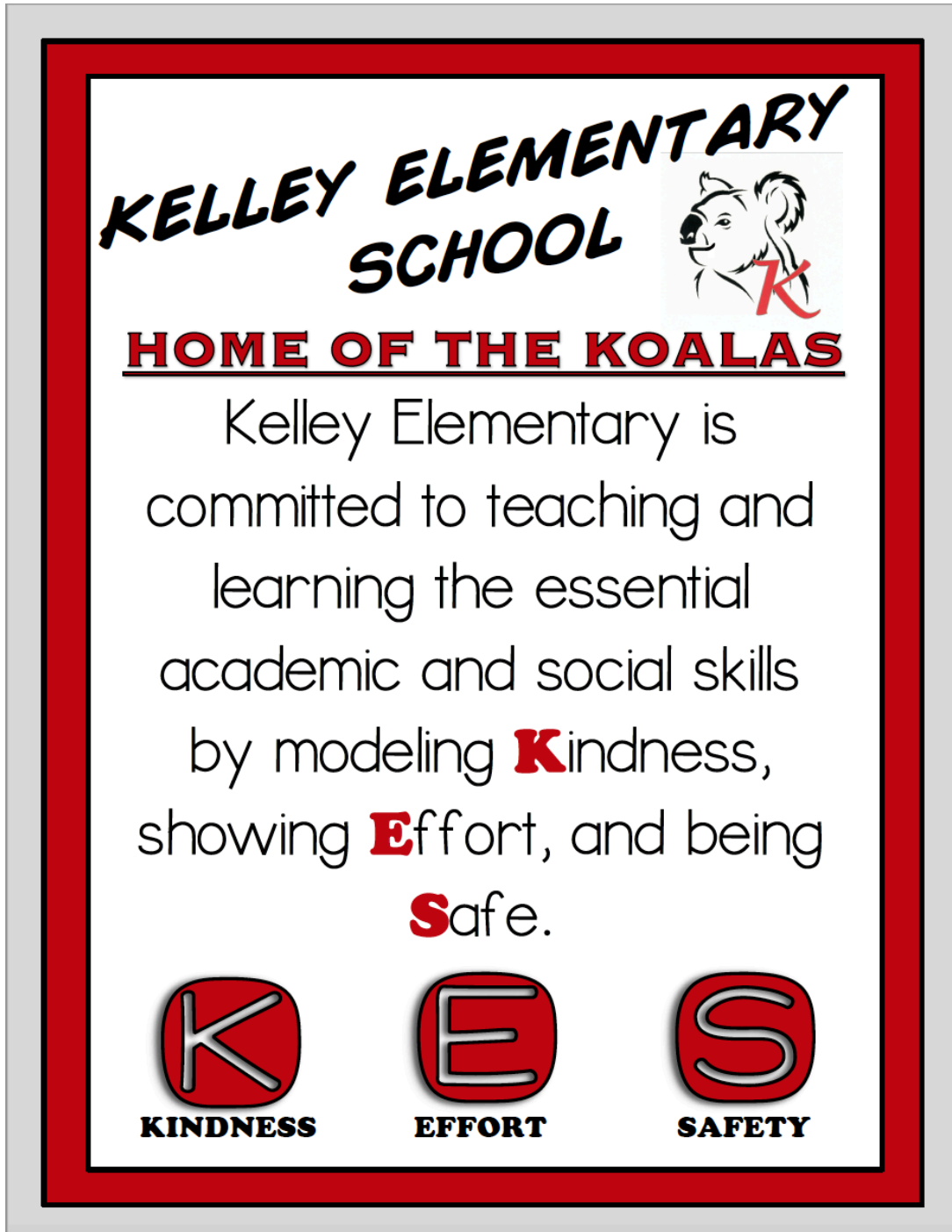
PBIS provides proactive strategies for defining, teaching, and supporting appropriate student behaviors to help create a positive and safe learning environment. Our goal is to explicitly teach and model behavioral expectations, as well as recognize and celebrate positive behaviors shown by students. By improving the school environment, we hope to increase learning time and promote academic, social success, and college and career readiness.


The foundation of PBIS at Kelley Elementary centers around three behavior expectations, also known as the Kelley KEyS: **Kindness**, **Effort**, and **Safety**. 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.



Kelley Elementary PBIS Mission Statement




Our implementation of PBIS can be read in our mission statement:



**KELLEY ELEMENTARY
SCHOOL** 

HOME OF THE KOALAS

Kelley Elementary is committed to teaching and learning the essential academic and social skills by modeling **K**indness, showing **E**ffort, and being **S**afe.

 **KINDNESS**  **EFFORT**  **SAFETY**

PBIS Team Members

Tier 1

We have made it a priority to make sure that all grade levels and stakeholders are represented as a part of our PBIS Tier 1 team. Each member of the team helps maintain the behavior expectations throughout the many different locations on our campus by providing positive feedback and reinforcements to our students.

The PBIS Tier 1 team meets on a monthly basis to discuss a variety of behavioral methods, interventions, and/or strategies 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 and out of the classroom.

Tier 2 & 3

The Tier 2 team provides assistance and works with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier 2 team will consistently use data for decision making and will conduct on-going progress monitoring. All data is shared with stakeholders that work with the identified student(s) and together, will implement interventions as appropriate. It is imperative that parents also be involved in this process.

The PBIS Tier 2 team meets twice a month to either: a) review and discuss the progress of students receiving Tier 2-3 interventions and/or supports or, b) discuss and review new Request for Assistance (RFA) submitted to the team.

Each team consists of different members of our staffing and school community. Having this diversity on our teams helps provide the best support system possible within our school and for our students.



PBIS Team Composition 2024-2025

Tier 1: Team Role	Name
System Coordinator	Judy Nava
Administrator/Data Systems & Information/Operations of school across grade level programs	Principal
Educator (general)	Tiana Thach
Educator (general)	Brenda Reyes
Educator (Special Ed.)/Applied behavior support	Alicia Rodriguez
Non-Certified Staff	Carolina Maravillas
Family Member	Maggie Clinscales
Experts in:	
mental health & trauma	Ashley Perez
academic instruction	Sasha Lindbom
physical health & wellness	Rosa Leon
Tier 2: Team Role	Name
System Coordinator	Judy Nava
Administrator/Data Systems & Information/Operations of the school across grade level programs	Assistant Principal
Educator (general- Primary)	Sandia Sinsel
Educator (general-Upper Grade)	Jorge Delgado
Educator (Special Ed.)	Alicia Rodriguez
Non-Certified Staff	Carolina Maravillas
Staff (MG Member)	Laura Renderos
Expert in Applied Behavior Support	Joshua Berge
Experts in:	
coaching- Reading Specialist	Lori Nessi
mental health & trauma	Ashley Perez
academic instruction	Leona Whitley
physical health & wellness	Rosa Leon

Positive Behavior Acknowledgement System




Research has shown that positive reinforcement is one of the best ways to change negative behavior and to maintain positive behavior. Kelley staff works diligently to make sure that all students who demonstrate positive behaviors are recognized.

All staff at Kelley Elementary are able to acknowledge student's positive behavior throughout the school day and throughout the school building with the use of verbal praise, Kelley Cash, and/or digital points using PBIS Rewards.

What is Kelley Cash?

- Part of PBIS is the use of consistent positive reinforcement of appropriate behavior. All staff members who observe students demonstrating the school behavior expectations (Kindness, Effort, Safety) will issue the students Kelley Cash.
- Students are rewarded Kelley Cash when they are modeling kindness, showing effort, and/or being safe in any area of the school, inside and outside of the child's classroom. This recognition can come from all staff members who witness the child demonstrating the expectation.
- Kelley Cash can be saved and/or spent in the Kelley KEyS Store for a variety of treats such as stickers, books, pencils, etc.
- The Kelley KEyS Store is open for the students on the first and third Friday of every month (a schedule is provided to teachers; store opening may change due to unforeseen circumstances).

KELLEY CASH	
_____ GR _____	
DEMONSTRATED	
Kindness	Effort Safety
LOCATION	
Classroom	Hallway
Bathroom	Office
Cafeteria	Library
Playground	Garden
STAFF AWARDING:	
DATE: _____	

What are PBIS Rewards and digital points?

- PBIS Rewards is a digital online program that provides an automated schoolwide PBIS management system. The system simplifies the implementation and tracking of the PBIS framework within our school. We use this system to reward the students and keep track of referrals and interventions.
- PBIS Rewards is easy to use, fun for both students and staff and provides accountability for everyone in the school.
- Similar to Kelley Cash, PBIS points are given to students when they exhibit the school expectations.
- Teachers have the ability to display PBIS Rewards in the classroom so students can see how many points they have earned.
- Students can use those points, along with their Kelley Cash, to spend in the Kelley KEyS Store for a variety of treats.



School-Wide Acknowledgement Policy Flowchart

To assist all staff in consistently providing positive adult attention.

We intentionally Build Relationships

All Staff look for opportunities to **positively engage** with as many students as possible for the purpose of building and strengthening relationships.

High Rates of Non-Contingent Adult Attention

We intentionally Develop Skills

All Staff look for opportunities to provide students with **positive feedback** for the purpose of strengthening social-behavioral skills.

High Rates of Contingent Adult Attention

Staff Approaches

Proactive: We create a positive physical and emotional setting where students are encouraged to actively engage both socially and academically.

Restorative: We foster a sense of belonging where everyone feels safe to build, maintain, and repair relationships.

Kelley Cash/ PBIS Points



All students can earn Kelley Cash/Points for:

- Showing Kindness, Effort, Safety
- Demonstrating Positive Social Skills

All staff distribute/award at least 10 Kelley Cash/Points per week in the common areas & classrooms.

Kelley Cash/Points can be redeemed at the **PBIS Store** located at the end of the D-wing.

The **PBIS Store** is open the **1st & 3rd Friday of the month** - schedules are given to classroom teachers.

Recognition & Celebrations

Weekly- PBIS Friday Assembly
Teachers submit a student to be recognized for demonstrating the Kelley KEyS.

Monthly- Drawing
Kelley KEyS drawing for items from the PBIS Store, Kelley Kash, or homework passes.

End of Semester- Awards Assembly
Recognition for perfect attendance, behavior, Academics.

Staff Approaches

Instructive: We equip students with the specific skills they need to be socially and academically successful.

Restorative: We foster a sense of belonging where everyone feels safe to build, maintain, and repair relationships.

Staff Proactive Practices

Positive Contacts:

Provide high rates of non-verbal and verbal positive attention to build staff/student relationships.

- Welcome and greet students as they enter campus, pass through common areas, and enter your environment.
- Initiate conversations with students (before/after school) to learn about their interests

Proximity:

Decrease the physical distance between the adult and student(s) for the purpose of connecting.

- Seek out students sitting alone or on the margins

Active Supervision:

Move throughout and scan the learning environment to connect with students.

- Introduce yourself to unfamiliar student(s)
- Check in and follow up on previous conversations

Staff Restorative Practices

Community Building Circles:

Facilitate *Circles* for the purpose of building and maintaining relationships.

- Include multiple rounds-
Check In, Sharing, Check Out

Staff Instructive Practices

Acknowledgements:

Provide behaviorally specific feedback to students who are demonstrating expected behaviors.

- Acknowledge (5+ to 1-)
- Provide tangible reinforcers (common areas, classrooms)
- Conduct Award Assemblies to recognize student achievement and growth

Staff Restorative Practices

Positive Affective Statements:

Use a calm tone to meaningfully express how a student's expected behavior resulted in a positive emotion in the staff..

- Provide *Positive Affective Statements* at a rate of 5+ to 1-
- Provide tangible reinforcers (common areas, classrooms)
- Conduct Award Assemblies to recognize student achievement and growth

Community Building Circles:

Facilitate *Circles* for the purpose of recognizing class, group individual achievements..

Area Specific Matrices

The foundation of PBIS at Kelley Elementary centers around three behavior expectations: **Kindness, Effort, and Safety**. Each behavior expectation is explicitly taught for specific settings at the school. Students are provided with a clear understanding of expected school behaviors in a variety of school settings so that their time at school can be as positive as can be.

School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors. You may find the following specific matrices on pages 9-10 in their proper location on our school site, but on a larger scale.

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.

Home Matrix

To further support you at home, we have provided a Home Matrix that you may use. The **PBIS Home Matrix** on page 12 can help maintain behavior expectations at home. Feel free to create a behavior matrix of your own using the behavior expectations (Kindness, Effort, Safety). List all the routines that are done in your home and then list the behaviors that you wish to see in each setting. There is a blank matrix for you to use on page 13.





LIBRARY

RULES / EXPECTATIONS

K
KINDNESS

- WAIT PATIENTLY & QUIETLY
- TREAT ALL BOOKS WITH CARE
- SAY "PLEASE" & "THANK YOU" TO THE LIBRARIAN

E
EFFORT

- USE THE SHELF MARKER
- USE INSIDE VOICES
- ASK PERMISSION TO GET OUT OF YOUR SEAT

S
SAFETY

- SIT CORRECTLY IN THE CHAIR
- WALK QUIETLY IN THE LIBRARY
- HOLD BOOK WITH BOTH HANDS
- KEEP HANDS & FEET TO ONESELF



HALLWAY

RULES / EXPECTATIONS

K
KINDNESS

- WALK QUIETLY
- USE RESPECTFUL LANGUAGE
- KEEP HANDS & FEET TO ONESELF
- BE RESPECTFUL TO CLASSES IN SESSION

E
EFFORT

- MODEL GOOD BEHAVIOR
- USE WALKWAYS CORRECTLY
- BE QUICK & PUNCTUAL TO YOUR DESTINATION

S
SAFETY

- KEEP SPACE AROUND YOU & OTHERS WHEN WALKING
- USE YELLOW LINES TO WALK
- STAY CLEAR OF SAFETY CIRCLES BY THE DOORS
- USE GRADE LEVEL RESTROOMS



OFFICE

RULES / EXPECTATIONS

K
KINDNESS

- SPEAK CLEARLY TO THE ADULT
- BRING A PASS FROM AN ADULT
- SAY "PLEASE", "THANK YOU", & "EXCUSE ME"

E
EFFORT

- STAY IN YOUR SEAT
- BRING WORK WITH YOU
- ASK PERMISSION TO GET OUT OF YOUR SEAT

S
SAFETY

- SIT CORRECTLY IN THE CHAIR
- KEEP HANDS & FEET TO ONESELF
- KEEP OBJECTS IN YOUR POSSESSION



CAFETERIA

RULES / EXPECTATIONS

K
KINDNESS

- WAIT PATIENTLY
- LEAVE SPACE
- USE YOUR MANNERS

E
EFFORT

- KNOW YOUR LUNCH NUMBER
- KEEP YOUR AREA CLEAN
- USE INSIDE VOICES
- LISTEN TO ALL SUPERVISORS

S
SAFETY

- WALK AT ALL TIMES
- HOLD TRAY WITH 2 HANDS
- CLEAN UP AFTER YOURSELF
- TAKE TURNS

PLAYGROUND

RULES / EXPECTATIONS

K
KINDNESS

- USE RESPECTFUL LANGUAGE
- TAKE TURNS & WAIT PATIENTLY
- SHARE PLAY EQUIPMENT
- HAVE A POSITIVE ATTITUDE

E
EFFORT

- SHOW GOOD SPORTSMANSHIP
- FREEZE WHEN THE BELL RINGS
- USE RESTROOM & GET WATER BEFORE THE BELL RINGS

S
SAFETY

- WALK ON THE BLACKTOP
- WALK TO YOUR LINE
- FOLLOW TEACHER'S DIRECTIONS
- KEEP HANDS/FEET TO ONESELF



BATHROOM

RULES / EXPECTATIONS

K
KINDNESS

- RESPECT PRIVACY
- WAIT PATIENTLY FOR YOUR TURN
- USE RESPECTFUL LANGUAGE

E
EFFORT

- FLUSH THOROUGHLY
- LEAVE TOILET CLEAN
- WASH YOUR HANDS
- USE SUPPLIES CORRECTLY

S
SAFETY

- ONLY 4 STUDENTS IN THE RESTROOM AT A TIME
- WAIT PATIENTLY OUTSIDE
- REPORT ANY SAFETY ISSUES



GARDEN

RULES / EXPECTATIONS

K
KINDNESS

- ASK BEFORE HARVESTING ANY CROPS
- BE GENTLE TO THE PLANTS
- RESPECT ALL INSECTS

E
EFFORT

- WATER THE PLANTS
- PULL THE WEEDS
- KEEP THE GARDEN CLEAN / PICK UP TRASH

S
SAFETY

- WALK IN THE GARDEN
- TAKE TURNS USING THE TOOLS
- HANDLE GARDENING TOOLS CAREFULLY

Parents Role in PBIS

By working together, parents and staff at Kelley 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 **Kelley KEyS** behavior expectations with your child and what it looks like in ALL areas of the school
- Please remind your child of the **Kelley KEyS** expectations each day before they leave for school:

Modeling Kindness, Showing Effort, & Being Safe

- When your child arrives home from school, talk with them about their day and ask if they earned Kelley Cash, digital points, or positive praise.
 - Ask your child what they did to earn the Kelley Cash, digital points, or positive praise
 - Give them additional praise and reinforcement for these behaviors
- Use the same language at home that is being used at school.



PBIS Home Matrix

	Before School	Mealtimes	Homework	Evening Routine	Inside play	Outside play
K	<ul style="list-style-type: none"> -Have a positive attitude with your child/parents -Use respectful words 	<ul style="list-style-type: none"> -Use "Please" and "Thank you" -Offer to help prepare the meal -Help clean up after you eat 	<ul style="list-style-type: none"> -Do homework without arguing -Ask kindly for help 	<ul style="list-style-type: none"> -End the day with nice words and thoughts 	<ul style="list-style-type: none"> -Use inside voices -Share your toys -Use respectful words 	<ul style="list-style-type: none"> -Show good sportsmanship -Invite others to play with you
E	<ul style="list-style-type: none"> -Get up on time -Brush your teeth -Have backpack and all materials ready -Be ready to leave on time 	<ul style="list-style-type: none"> -Put dishes in the sink -Put all trash in the trashcan -Try to taste something new! 	<ul style="list-style-type: none"> -Put homework in your backpack for the next day -Ask for help -Try your best! 	<ul style="list-style-type: none"> -Brush your teeth -Get to bed on time -Get your clothes and shoes ready for the next day 	<ul style="list-style-type: none"> -Pick up and put toys away when finished playing 	<ul style="list-style-type: none"> -Put outside toys away when finished -Finish your homework and chores before going out to play
S	<ul style="list-style-type: none"> -Wear your seatbelt in the car -Use the crosswalk -Listen to the bus driver 	<ul style="list-style-type: none"> -Be careful with the utensils -Carry the plate or cup with both hands -Use the oven or stovetop with adult supervision 	<ul style="list-style-type: none"> -Choose a key spot to put your backpack daily -Use materials such as scissors, pencils, etc. carefully 	<ul style="list-style-type: none"> -Put all toys away -Get a good night's sleep 	<ul style="list-style-type: none"> -Walk inside the house -Be gentle with all things and with each other 	<ul style="list-style-type: none"> -Wear protective pads and helmets when riding your bike or scooter -Be aware of your surroundings -Let a responsible adult know where you are at all times -Follow traffic safety rules

PBIS Home Matrix

	K	E	S

Documenting Behaviors

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

We understand the difference between universally unacceptable and situationally inappropriate behaviors and take responsibility for teaching what is wanted at school without devaluing what may be acceptable at home or in the community. Behaviors determined to be unacceptable in the school setting must be grounded in actual purpose (ex. To keep students safe).

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 pre-stage interventions to help the student get back on track with following the rules, routines, and expectations of the school. The next step would be implementing Proactive, Instructive, and/or Restorative Practices for chronic minor offenses. Teachers can intensify/modify the practices and document the student response.

If the student continues to have difficulty following the rules, routines, and expectations of the school, minor consequences to a more severe consequence (for chronic offenses) will be implemented.



- **Pre-Stage Interventions:**

- In order to maximize student instructional time, we encourage staff to deal with classroom managed behavioral issues in the classroom as much as possible. Kelley Elementary has developed a clear discipline plan, in which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for the classroom have been laid out.

- **Proactive, Instructive, and/or Restorative Practices:**

- Staff will implement Proactive, Instructive, and/or Restorative Practices for additional support to the Pre-Stage Interventions with students who require additional support. Staff will use the Tier 1 Intervention Log to document their progress.

- **Minor Referral:**

- Staff will use the Minor Referral form in the PBIS Rewards System to log any minor discipline issues that they can handle in the classroom once they have implemented pre-stage interventions and the Proactive, Instructive, and/or Restorative Practices with the student, but the student is non-responsive to those interventions and supports. The student will have *four opportunities* to correct the negative behavior/s.

- **Major Office Referral:**

- Staff will use the Major Referral form in the PBIS Reward System and log any major discipline. 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, Tier 2 Team will meet to discuss supports and/or interventions needed to provide additional student support. Parent contact will be made by an administrator.



Pre-Stage Interventions

In order to maximize student instructional time, the teachers will deal with classroom managed behavioral issues in the classroom as much as possible. The diagram below provides a few pre-stage interventions teachers will implement to respond to behavioral issues that arise in their classroom or areas where they are supervising. When correcting student behavior, they will use the lowest intensity/level of response needed to support student learning and change the unexpected behavior.

Planned Ignoring

Physical Proximity

Signal/Non-Verbal Cue

Direct Eye Contact

Praise (BPS) the Appropriate Behavior in Others

Redirect

Provide Choice



Definitions of Pre-Stage Interventions

Planned Ignoring

Ignore student behaviors when their motivation is attention, and continue instruction without stopping.

Physical Proximity

Using teacher proximity to communicate teacher awareness, caring, and concern.

Signal/Non-Verbal Cue

Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.

Direct Eye Contact

The “teacher look” to get attention and non-verbally prompt a student.

Praise (BPS) the Appropriate Behavior in Others

Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.

Redirect

Restate the desired behavior.

Provide Choice

Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.

Proactive, Instructive, and Restorative Practices

PROACTIVE PRACTICES	INSTRUCTIVE PRACTICES	RESTORATIVE PRACTICES
<p>Create a positive physical and emotional setting where students are encouraged to actively engage both socially and academically.</p>	<p>Equip students with the specific skills needed to be socially and academically successful.</p>	<p>Create a community where members feel safe to build, maintain and repair relationships.</p>
<ul style="list-style-type: none"> ● Room Environment ● Positive Contacts ● Classroom Expectations ● Proximity ● Active Supervision ● Regulation Strategies ● Opportunities to Respond (OTR) ● Student Choice 	<ul style="list-style-type: none"> ● Instruction ● Procedures & Routines ● Pre-Corrections ● Acknowledgement ● Correction 	<ul style="list-style-type: none"> ● Affective Statements ● Restorative Questions/Conversations ● Community Building Circles

Definitions of Minor Behaviors

Behavior Types	Definition	Examples
Defiance	Student engage in brief or low intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, "no," rolling eyes , ignoring requests, etc.
Disruption	Student engages In low-intensity, but inappropriate disruption.	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low-intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.
Theft	Student is in possession of having passed on, or being responsible for removing someone else's property.	Taking pencils, erasers, items of little value.

NOTE: Repetitive minor incidents that normal classroom consequences are not addressing may be considered office-managed behavior.

Definitions of Major Behaviors

Behavior Types	Definition	Examples
Abusive Language, Harassment, Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, written, gesture) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Alcohol, Tobacco, Drugs	Student is in possession of, distributing, or using alcohol, tobacco, vaping, and/or drugs.	
Disrespect, Defiance	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes <u>sustained loud</u> talk, yelling or screaming, noise with materials, horseplay or roughhousing, and/or <u>sustained</u> out-of-seat behavior.	Sustained behaviors such as: Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	<u>Intentional</u> actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting that requires a nurse evaluation of the victim, etc.
Leaving School Property	Student leaves the school building without permission, or stays out of class.	Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors, or taking items of significant value.
Weapons	Student is in possession of a knife or gun (or an object readily capable of causing bodily harm).	Student has a knife or gun; or a student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property causing extensive damage.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.

Kelley Elementary Minor & Major Grid

Kelley Behavior Grid	<u>Warning/Reteach</u> Teacher handled, teacher discretion for consequences and personal documentation	<u>Minor</u> Teacher handled, teacher assigns own or building consequence Enter as a LOW LEVEL into PBIS REWARDS/Referral System	<u>Major</u> Referral form completed. Administrator assigns consequence (with teacher input). Administrator communicates to the teacher about the situation. Enter as an OFFICE Referral into PBIS REWARDS/Referral System.	<u>Expected Behavior</u> Acting in a cooperative manner, respectful of school and classroom expectations; responding appropriately when addressed
Inappropriate Language	Offensive remarks or gestures in a casual manner (inappropriate sexual connotations); put downs to a particular subgroup	Repeated pattern of any inappropriate language, gestures (sexual connotations), and/or put downs	Swearing used to harass, intimidate, show defiance, create an unsafe climate	Language that is socially appropriate and respectful
Fighting/Physical Aggression	Rough play	Pre Fight aggressive posturing, wrestling, bumping into others	Hitting, punching, kicking; encouraging others to fight; retaliating	-Respect for others personal space -Walking away from possible conflicts - Reporting possible conflicts
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to request, testing the limit	Ignoring reasonable request to stop low level disruption; overt refusal to participate	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	-Acting in a cooperative manner, respectful of school & classroom expectations -Responding appropriately when addressed
Disruption	Noise making; outside talk; attention getting behaviors (silly answers, class clowning, etc.); bothering others	Repeated pattern of any disruptive behaviors; misuse of cell phone/electronic devices in class (phone/electronic device to be confiscated and taken to office)	Behavior that stops the learning in class; defiant repetition of behavior following correction	-Cooperative behaviors -Turn taking -Contributing appropriately to class discussions/activities -Cell phones off & away during instructional time
Harassment/ Teasing/Taunting	Annoying others on purpose; altering names	"Put downs"; threatening and/or disrespectful body language/posturing; targeted insults	Threat/extortion; racist/socioeconomic status/sexual/religious/disability/ethnicity/sexual orientation/cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyber-bullying/intimidation	-Language that honors and validates others and their values and beliefs
Lying/Cheating/ Theft	Borrowing without asking	Taking another's property (minor value); refusing to return a borrowed item; substituting someone else's work for your own	Taking another's property (significant sentimental or monetary value); not telling the truth when it involves someone's personal safety or property damage	-Produce authentic work -Be honest in words and actions
Inappropriate Drug/Alcohol References	Inappropriate drug/alcohol references	Repeated inappropriate drug/alcohol references; talking about use, clothing or obvious look-alike weapons	Under the influence, possession, distribution, paraphernalia of drugs and/or possession of actual or look-alike gun, knife, or other weapons	-Show an informed point of view in regard to drugs and alcohol
Property Damage	Not returning items to appropriate places	Thoughtlessly or "accidentally" damaging property	Theft, purposefully damaging or defacing property	-Respect personal and school property -Use equipment in appropriate manner -Return items to appropriate places

Kelley Elementary Behavior Flow Chart

Observe Problem Behavior

Is the behavior a **Teacher/Staff
Managed** or **Office Managed**?

Teacher/Staff Managed Behaviors

Pre-Stage (Informal Interventions/Warnings)

Intervention 1: Reteach Behavior/Expectations. Restate, reteach, and rehearse behavior to meet school expectations. Implement Proactive, Instructive, and/or Restorative Practices. Contact home (log call). Document minor.

Intervention 2: Reteach & Reflection. Review expectation one to one. Increase praise. Continue with Proactive, Instructive, and/or Restorative Practices. Loss of 1 recess. Contact home (log call). Document minor.

Intervention 3: Written Behavior Reflection Sheet. Review expectation. Provide Reflection Sheet. Intensify Proactive, Instructive, and/or Restorative Practices. Loss of all recesses that day and the next. Contact home (log call). Document minor.

Intervention 4: Support Intervention. Review expectation. Immediate time out in buddy room. Intensify Proactive, Instructive, and/or Restorative Practices. Notify adult mentor. Loss of all recesses (2-5 days). Contact home (log call). Document minor.

5th Offense: Office Referral Input as Major Referral. Provide all documentation, phone logs, and intervention logs.

5 Steps in Teaching Positive Behaviors:

1. Explain
2. Demonstrate and Model
3. Rehearse/Guided Practice
4. Perform Independently
5. Review/Reteach

Office Managed Behaviors

Interventions:

- Student conference with administrator
- Reflection/Reteach/Rehearse behavior
- Time in office
- Detention
- In-School suspension
- Out-of-School Suspension
- Community Service
- Student Contract
- Loss of Privilege
- Parent/Administrator Conference
- Parent Contact
- Parent requested to attend school
- Recommendation for Expulsion

If behavior continues hold an SST and refer student to Tier II or Tier III team and supports.

If behavior continues and interventions are not modifying behaviors refer to TBS, CWA, SCCS, & other community resources (refer to RUSD Tiered Support Framework).

Administrative Responsibilities:

1. Incident entered into Synergy
2. Provide feedback to teacher of actions taken in a timely manner

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Profanity/Vulgarity/Inappropriate Language <ul style="list-style-type: none"> • Name calling • Racial taunting 	Fighting/Physical Aggression (intended) (EC48900 A1, A2) <ul style="list-style-type: none"> • Multiple kicks, hitting, pushing, biting (w/mark), etc. w/intent to do harm
Physical Contact (reaction) <ul style="list-style-type: none"> • Single pushing/showing/kicking/biting 	Habitual Profanity/Vulgarity & Obscenity (EC48900 I, K) <ul style="list-style-type: none"> • Racial taunting/slurs
Ignored Adult Directive/Disrespect/Defiance <ul style="list-style-type: none"> • Talking back • Not completing classwork • Not following directions 	Disruptive (EC48900 K) Willfully and habitually disrupting school activities and defying school authority
Observational Behavior <ul style="list-style-type: none"> • Running in hallway • Poor line behavior • Throwing food & other objects 	Leaving School Grounds w/o Permission (EC48900 K) Student of his own free will vacates school property
Disruptive <ul style="list-style-type: none"> • Tattling • Distracting other students • Disrupting class/school activities 	Making Threat/Intimidation/Harassment/Bullying (48900 A1, O, R) Ongoing and consistent targeted verbal threats of aggression against another person. Creating an intimidating or hostile environment.
Stealing <ul style="list-style-type: none"> • Petty theft (w/little or no value) such as stickers, eraser toppers, etc. 	Vandalism to Personal/School Property (EC48900 F) <ul style="list-style-type: none"> • Graffiti, etching, tagging, etc.
Dress Code Violation <ul style="list-style-type: none"> • Flip flops • Inappropriate language on clothing 	Possession and/or Use of a Weapon/Dangerous Items (EC48900 B, M) <ul style="list-style-type: none"> • Knives, bullets, lighters, etc.
Pre-Bullying/Threats/Pre-Harassment <ul style="list-style-type: none"> • Victim not visibly or emotionally upset of the act 	Theft/Robbery/Extortion (EC48900 E, G) Attempted or committed robbery of personal or school property
Lying/Cheating/Gossip <ul style="list-style-type: none"> • Forgery, copying • Starting rumors, talking about others 	Drug Paraphernalia/Unlawful Possession of or Solicitation (EC48900 C, D) Possesses, is under the influence, or arranges to sell any controlled substance
Property/Playground Misuse <ul style="list-style-type: none"> • Using equipment inappropriately or disrespectfully 	
Cell Phone/Electronic Devices <ul style="list-style-type: none"> • Texting and/or calling someone during instructional time 	

Parent & Student Request for Assistance

Kelley Elementary would like to make sure that all students and parents are provided with support if needed. With the large number of students and families that are a part of the Kelley Elementary community, it can be difficult for staff to know when a student or parent may need support.

If you are a parent or family member and feel that your child or a child you know that attends Kelley is in need of assistance that is beyond what the teacher has been able to provide, we encourage you to fill out the *Parent Request for Assistance* form (ask the front office for a form or your child's teacher) and turn it in.

If you are a student that attends Kelley and feel that you or someone you know is in need of assistance, whether it be for academics or emotional support, we encourage you to fill out the *Student Request for Assistance* form (ask the front office for a form or your child's teacher) and turn it in.

The Tier 2 team will review the form, make contact with whomever requested the assistance (the team has **3 days to respond** from the time the form is accepted), and will take one of the following steps:

- Hold a meeting with the Tier 2 team, teacher of the students' parent and/or student, and possibly the parent and/or student who submitted the request
- come up with strategies, interventions, and/or a support system for that particular situation
- create an action plan
- provide resources that can assist with that particular situation
- refer student/parent to other resources that may better assist with situation if the school is unable to provide sufficient or adequate assistance

Below are samples of the Parent Request for Assistance and Student Request for Assistance forms.



Parent Request for Assistance

To Tier 2 PBIS Team

Date: _____ Student Name: _____ Grade: _____

Name of person making the request: _____

I am a (circle one): **Parent/Guardian** **Family Member** -Relationship to student: _____

IEP: YES NO 504 Plan: YES NO

Check ALL areas of concern:

Strengths:	Concerns:	Prior Interventions
<input type="checkbox"/> Able to problem solve <input type="checkbox"/> Articulates feelings/needs <input type="checkbox"/> Asks for help <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Demonstrates sense of humor <input type="checkbox"/> Enjoys school (subject: _____) <input type="checkbox"/> Follows instructions <input type="checkbox"/> Helpful to others <input type="checkbox"/> Listens well <input type="checkbox"/> Makes/maintains friendships <input type="checkbox"/> Negotiates/compromises <input type="checkbox"/> Participates in class <input type="checkbox"/> Regular attendance <input type="checkbox"/> Extra-curricular activities (_____) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Academic: _____ <input type="checkbox"/> Behavior or Emotional: _____ <input type="checkbox"/> Attendance: _____ <input type="checkbox"/> Family/Home: _____ <input type="checkbox"/> Physical/Mental: _____ <input type="checkbox"/> Other: _____ _____	<input type="checkbox"/> Behavioral Interventions <input type="checkbox"/> Classroom Modifications <input type="checkbox"/> Met with Teacher <input type="checkbox"/> Tutoring/after school program <input type="checkbox"/> Out of school counseling <input type="checkbox"/> Other: _____ _____ _____ Please describe interventions and strategies, including length of time tried and response of student: _____ _____ _____

Brief Description of what is happening:

For school use only:

Date Received: _____

Team Member: _____

Date parent was notified: _____
(response should occur within 3 days)

Outcome: _____



Student Request for Assistance

To Tier 2 PBIS Team

Date: _____ Student Name: _____ Grade: _____

Teacher: _____

Name of person making the request: _____

I am a (circle one - only if request is NOT for yourself) : **Friend** **Classmate** **Sibling** **Other**

Check ALL areas of concern:

Strengths:	Concerns:
<input type="checkbox"/> Able to problem solve <input type="checkbox"/> Can talk about feelings/needs <input type="checkbox"/> Asks for help <input type="checkbox"/> Works well with others <input type="checkbox"/> Has a sense of humor <input type="checkbox"/> Is creative <input type="checkbox"/> Follows instructions <input type="checkbox"/> Helpful to others <input type="checkbox"/> Listens well <input type="checkbox"/> Makes/keeps friendships <input type="checkbox"/> Generous and sharing <input type="checkbox"/> Has organization skills <input type="checkbox"/> Empathizes with others <input type="checkbox"/> Other: _____	<input type="checkbox"/> Academic: _____ <input type="checkbox"/> Behavior or Emotional: _____ <input type="checkbox"/> Family/Home: _____ <input type="checkbox"/> Physical/Mental: _____ <input type="checkbox"/> Other: _____

Brief Description of what is happening:

For school use only:

Date Received: _____

Team Member: _____

Date student was notified: _____
(response should occur within 3 days)

Outcome: _____

Options for Tier 2 Interventions

Kelley Elementary offers a variety of interventions to help support the students and their needs. The PBIS Tier 2 Team will hold a meeting and invite parent(s), family members, the student, the student's teacher, and/or anyone who could help support the student being referred.

Not all interventions are the same and used for the same purpose. The intervention chosen for the student is intentionally chosen for them because it will address the specific needs of that student and help support them.

Here is a list of Tier 2 Interventions that we have implemented here at Kelley Elementary. Please be aware that these are not the only ones that we provide. Depending on the support the student needs, the Tier 2 Team will research and find evidence-based interventions that will best support the student so that they are successful.

Interventions & Supports
<u>Check in Check out (CICO)</u>
<u>Behavior Contracts</u>
<u>Token Boards</u>
<u>Class Pass</u>
<u>First/Then Board</u>
<u>Lunch Mentor</u>
<u>Silent Mentoring</u>
<u>Structured Breaks</u>

On the next few pages, you will find descriptions and samples for a few of the interventions listed above.

Check-in/Check-out

What is Check-In/Check-Out	Benefits of Check-In/Check-Out	Implementation: Check-In/Check-Out
<ul style="list-style-type: none"> ● A systematic, evidence-based Tier 2 intervention that addresses common classroom behavior challenges. ● It is an opportunity for a student and an adult to work together to improve student behavior. ● A way to give a student positive attention and decrease negative attention seeking behaviors. ● Provides opportunities for educators to teach behavior expectations and provide positive reinforcement and feedback. 	<ul style="list-style-type: none"> ● Connects students with a positive adult on campus, building a sense of belonging ● Increases structure, positive and corrective feedback ● Creates opportunities for students to build self-awareness and accountability ● Allows the student to learn how to self-monitor and self-correct their behavior <p style="text-align: center;">According to Panorama Education, it also:</p> <ul style="list-style-type: none"> ● Reduces rates of office discipline referrals (behavior incidents) ● Reduces rates of mild disruptive behaviors ● Increases academic engagement and prosocial behaviors 	<ul style="list-style-type: none"> ● The CICO facilitator checks in with the student in the morning. The facilitator provides the student their Daily Point Sheet (DPR) and reviews the behavior goal with the student. They create a goal for how many points the student is aiming to earn that day. The student is briefly given guidance and encouragement for a positive and productive day. ● The student will take their DPR to their teacher. The teacher will review their behavior 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 check out with their facilitator. They will tally the points and talk briefly about the behavioral strengths and struggles of the day. If applicable, the student receives a token/award if goal is met. ● The student will take the DPR home to show their parent/caregiver. The parent/caregiver should have an encouraging discussion with their student over if the goals were met or not. ● The coordinator and/or facilitator will monitor

progress and if the student meets their goals (specified number of weeks of agreed percent goal), CICO will be faded. CICO forms will be discontinued and the facilitator will continue to informally meet with the student to monitor continued progress.

Sample DPR Sheet

KELLEY KEyS CARD

Student _____ Date _____



0 = Keep Trying! 1 = Almost There! 2 = Way To Go!

	<u>KINDNESS</u> Use kind words and actions	<u>EFFORT</u> Do your best!	<u>SAFETY</u> Play and work safely	Teacher Initials
Beginning of day to recess				
Recess to lunch				
Lunch to end of day				
Total Points	____ out of 6	____ out of 6	____ out of 6	
Check in on time?	Yes = 1 No = 0	Check out on time?	Yes = 1 No = 0	Total: _____

Student Signature _____
 Mentor Signature _____
 Parent Signature _____
 Comments: _____

Points Possible: 20= 100%
 Goal: _____%
 Points Earned: _____
 Final % (points x 5): _____%
 Met Goal: Yes No



J.P. KELLEY
ELEMENTARY SCHOOL

Permission for Check-In/Check-Out (CICO) Program

Congratulations! Your child has been selected to participate in a program at our school. We would like to include your child, _____, in a behavior intervention program called Check-In, Check-Out (CICO). The purpose of this intervention is to improve your child's overall academic success by targeting key behaviors such as performance, attendance, organization, and following the school's behavioral expectations of kindness, effort, and safety.

CICO will provide your child with:

- Daily positive adult interaction
- Personal monitoring and assistance to help them modify his/her behavior
- Direction to help organizational and study skills

To participate, your child will "check-in" with their mentor every morning and receive a daily check sheet. During this brief meeting, the CICO mentor will review our schoolwide behavior expectations, discuss strategies on how to have a successful day and any areas of concern, and make sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Throughout the school day, your child's teacher will give specific feedback about their performance and behavior. The teacher's feedback will be documented using the daily check sheet. At the end of the school day your child will "check-out" with his or her mentor at which time the mentor will help your child count and record the number of points earned for appropriate behavior that day. During this time, the mentor will provide positive comments, encouragement for on-going success, and additional instruction and strategies if your child struggled with a particular part of the day. Throughout the program, your child will earn incentives and rewards for appropriate behavior.

As the parent, you are responsible for making sure your child arrives on time to school each day and that you review and sign the daily check sheet. Your participation by reviewing the daily check sheet is essential for your child's success. In addition, in order to fully implement the program with your child, it may at times be necessary for your child's regular teacher to share information with your child's CICO mentor, such as grades and attendance.

Most children who participate in the program show rapid gains, enjoy working with the mentor, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate your child's success together.

We are looking forward to working with you to make this a positive school experience for your student.

Sincerely,
Kelley Administration and Tier 2 Team

By signing below you indicate that you agree to have your child participate in the Check-in/Check-out program, that the information can be shared with your child's assigned mentor, and that you, the parent agree to actively participate by monitoring the daily check sheets at home.

_____ Date _____
(Parent/Guardian Signature)

Preferred Method of Contact: Home Phone _____ Cell Phone _____
 E-mail _____ Work Phone _____
 Notes sent home with student

Behavior Contracts

What are Behavior Contracts	Benefits of Behavior Contracts	Implementation: Behavior Contracts
<ul style="list-style-type: none"> ● A behavior contract is a written agreement between the child, the child's teacher, and the parent/caregiver. ● It outlines expectations for the child's behavior ● It lays out any specific behaviors the child struggles with or is working on, along with goals for those behaviors. ● Outlines the rewards and consequences for meeting or not meeting goals ● It can take many forms (formal agreement, sticker chart, etc.) 	<ul style="list-style-type: none"> ● It can improve communication between home and school ● Behavior expectations are clear, so there's no room for misinterpretations ● Helps motivate the child to improve their self-monitoring and self-control skills ● Focus on positive behaviors ● Build positive relationships with child and teacher ● Makes child more accountable for their actions ● Provides valuable feedback for the child ● Can be created any time during the school year ● Can be adjusted at any time 	<ul style="list-style-type: none"> ● Preparation <ol style="list-style-type: none"> a. Choose 1-2 problem behaviors that you want to see changed b. Determine who will implement the contract (usually it's a team effort between student, teacher, and caregiver) ● Negotiate with the student <ol style="list-style-type: none"> a. Involve the student: Create the contract with the student and caregiver to have buy-in from everyone. This will help build positive relationships, connections, and trust. b. Define the expected behavior(s) or goal(s): These should be based on data collected. What are the criteria? c. Decide upon reinforcers: What will the student earn for performing the expected behavior? Student and caregiver input is important. This will make the reinforcer appealing for the student and increase the want to earn it.

		<p>d. Plan for corrective consequences: Reteach, model and/or roleplay the expected behavior with the student. Avoid punishment or taking away things. Consequences should teach the expected behavior. When the student cannot earn the reinforcer, consider whether:</p> <ul style="list-style-type: none">i. The criteria is too highii. The student does not have the skillsiii. The reinforcer is not motivating enough for the student <p>● Follow up</p> <ul style="list-style-type: none">a. Monitor the contract: Provide the reinforcer when earned and corrective consequence when the expected behavior is not demonstrated.b. Revise if necessary: As the student makes progress, revise the contract by increasing the criterion or addressing another problem behavior.
--	--	---

Samples of Behavior Contracts

Behavior Contract

Date: _____

BEHAVIOR GOAL

I, _____, am working on:

<input type="checkbox"/> Staying in my assigned area	<input type="checkbox"/> Using the correct voice level
<input type="checkbox"/> Following directions	<input type="checkbox"/> Using my words appropriately
<input type="checkbox"/> Staying on-task	<input type="checkbox"/> Working collaboratively with my peers
<input type="checkbox"/> Keeping my hands, feet, and objects to myself	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Being respectful to others	

This looks like: _____

REWARD

The reward I will receive for meeting this goal is: _____

CONSEQUENCE

The consequence I will receive for not meeting this goal is: _____

REVIEW

We will check in on how this contract is going on: _____

Student Signature: _____
 Teacher signature: _____
 Caregiver Signature: _____

My Behavior Contract

Meeting Date: _____

Student Name: _____

Teacher Name: _____

Caregiver Name: _____

My goals are to:

- _____
- _____

If I meet my goals, I will earn: _____

If I don't meet my goals, I will: _____

My contract will be revisited on: _____

After revisiting my contract, it:

Will continue with no changes
 Will continue with some changes
 Will no longer be needed!

Student Signature: _____
 Teacher Signature: _____
 Caregiver Signature: _____

Recess Behavior Plan

This plan is a contract between:
 _____ (student name) and _____ (adult name)

This contract will be from:
 _____ (start date) to _____ (end date)

During both morning and lunch recess on the above dates, the student agrees to be doing or playing:

- _____
- _____

The above activity will be done with:

The specific location of the activity will be: _____

Additionally, the student agrees to follow all the recess rules, which include (but are not limited to):

- Keeping hands, arms, feet, and legs to self
- Following directions of the playground proctors- including not arguing
- Respect staff and peers while on the playground and inside the school
- Keep nature (sticks, flowers, rocks/gravel, etc.) on the ground
- Follow safety rules for all equipment

If the student above chooses to follow the plan above, he/she will earn:
 ★ _____

If the student above chooses to not follow the plan above, he/she will:
 • _____

Student Signature: _____
 Teacher signature: _____
 Caregiver Signature: _____

Bus Behavior Plan

This plan is a contract between:
 _____ (student name) and _____ (adult name)

This contract will be from:
 _____ (start date) to _____ (end date)

The goal(s) for riding the bus are:

- ★ _____
- ★ _____

When riding on the school bus, the student above also agrees to:

- Sit where the school bus driver or other adult tells them to.
- Sit safely on the seat, facing forward.
- Use a level 1 voice level.
- Use school appropriate words while on the bus and when waiting in line.
- Keep their belongings by their seat spot, keeping the aisle clear.
- Keep everything inside their backpack, not taking things out.
- Be safe by keeping hands, arms, legs, and feet to self.
- Stay in their seat while the bus is moving.
- Follow directions of the adults-including not arguing.
- Respect staff and peers while on the bus.

If the student above chooses to follow meet their goal(s), he/she will earn:
 ★ _____

If the student above chooses to not follow the plan or meet their goal(s), he/she will:
 • _____

Student Signature: _____
 Teacher signature: _____
 Caregiver Signature: _____

KES

J. P. KELLEY
ELEMENTARY SCHOOL

VINCE ROLLINS/PRINCIPAL
ELIZABETH REYES-ACEYTUNO /ASSISTANT PRINCIPAL



KINDNESSEFFORTSAFETY

Parent information about PBIS Tier 2 Intervention

Student Name _____

Date _____

Grade _____ Teacher _____

Dear Parent/Guardian,

Your child has been selected to participate in an intervention and support program at Kelley Elementary School. This intervention serves many purposes: to improve academic performance, attendance, organization, and/or following the school's behavioral expectations and/or rules.

This intervention utilizes a **Behavior Contract** that will help motivate your child to improve their self-monitoring and self-control skills and make them more accountable for their actions.

To participate, your child will work together with you and their teacher to create a goal(s) that are customized just for them. Together, the child, teacher and yourself will create the contract by deciding what the expected behaviors or goals will be and what the child will earn (the reinforcer) for performing the expected behaviors. Creating the Behavior Contract together will build buy-in from the child and all involved.

To support each child's success we ask parents to make sure your child arrives on time each day, ready to learn and also to review and sign the weekly progress report regarding how they did that week on their token board intervention. When your child returns the signed form, the next day they will be eligible for Kelley Cash or other incentives.

Most children that participate in the program show gains and enjoy meeting their customized goals. While your child is in the intervention, our school's behavior support team will monitor data closely. After your child meets their intervention goals for a steady length of time (varies for each student), we will celebrate with them and exit them from the Behavior Contract.

We are looking forward to working with you to make this a positive school experience for your child. Please do not hesitate to contact me or the PBIS Internal Coach, Judy Nava, at any time if you ever have any questions about this program.

Sincerely,

Principal

By signing below and returning this letter, you indicate that you agree to allow your child to participate in the Tier 2 intervention and that you, the parent, agree to actively participate by monitoring the daily or weekly check sheets sent home.

Parent Signature _____ Date _____

Token Board

What is a Token Board	Benefits of a Token Board	Implementation: Token Board
<ul style="list-style-type: none"> ● Token boards are a tool to help children learn, develop new skills, and promote positive behaviors. ● It is a visual and tangible behavior acquisition system, which involves giving the child a “token” when they display the desired behavior or goal they are working towards. ● These tokens are accumulated on a board and can be exchanged for a stronger reinforcer, making it a perfect example of a secondary reinforcer. 	<ul style="list-style-type: none"> ● They are a positive reinforcement tool that encourages a child to work towards a specific purpose or task ● Serves as a motivator and encourages a child to continue to exhibit correct responses/behaviors or completing tasks ● Leads to a sense of accomplishment and building of self-esteem ● Helps to build behavioral momentum ● Visual reinforcement (the act of adding tokens to a board and also the board itself is a visual aid) 	<p><i>(Adult: Identify the specific behavior(s) or goal(s) you want to encourage in the child.)</i></p> <ol style="list-style-type: none"> 1. Allow the child to choose one reinforcer from a choice board. 2. Each time the child exhibits or completes the target task or behavior, name the behavior (e.g. “great job at sitting quietly in your seat!”), hand the child a token, and ask them to place it on the token board. 3. When the token board is full, give the child the identified reinforcer and reset the board for use again. <p>When First Implementing a Token Board:</p> <ol style="list-style-type: none"> 1. Begin with the token board that is almost complete. For example, if using a board with 5 tokens, pre-load the board with 4. When the student performs the desired behavior, place the last token on the board and immediately reinforce the child. Always place the token on the board in view of the child and pair with a verbal reinforcement each time. 2. As the child becomes more familiar with the token board, reload the board with fewer tokens until you reach the student’s current ability level. The goal is to start with

- an empty board.
- When introducing the token board, the adult may manipulate the board and tokens. As the child's understanding of the token board increases, allow the child to manipulate the board and tokens.

Sample Token Boards

I am working towards:

Work quietly.

Stay seated.

Look at teacher.

This token board is designed with a shark theme. It includes three behavioral instructions: 'Work quietly.', 'Stay seated.', and 'Look at teacher.', each accompanied by a small icon. A large empty box is provided for the user to write a goal. The board contains six shark tokens, with five arranged in a vertical column on the right side and one arranged in a horizontal row at the bottom.

I am working towards:

Work quietly.

Stay seated.

Look at teacher.

This token board is designed with a Sonic the Hedgehog theme. It includes three behavioral instructions: 'Work quietly.', 'Stay seated.', and 'Look at teacher.', each accompanied by a small icon. A large empty box is provided for the user to write a goal. The board contains six Sonic tokens, with five arranged in a vertical column on the right side and one arranged in a horizontal row at the bottom.

I am working towards:

Work quietly.

Stay seated.

Look at teacher.

This token board is designed with a scene from the movie 'Coco' as a background. It includes three behavioral instructions: 'Work quietly.', 'Stay seated.', and 'Look at teacher.', each accompanied by a small icon. A large empty box is provided for the user to write a goal. The board contains six tokens of Miguel playing a guitar, with five arranged in a vertical column on the right side and one arranged in a horizontal row at the bottom.

KES

J. P. KELLEY
ELEMENTARY SCHOOL

VINCE ROLLINS/PRINCIPAL
ELIZABETH REYES-ACEYTUNO /ASSISTANT PRINCIPAL



KINDNESS EFFORT SAFETY

Parent information about PBIS Tier 2 Intervention

Student Name _____

Date _____

Grade _____ Teacher _____

Dear Parent/Guardian,

Your child has been selected to participate in a Behavior Goal Intervention at Kelley Elementary School. The purpose of the intervention is to improve your student's overall social success by allowing your child the opportunity to track their success of a specific desired behavior(s).

This intervention utilizes a **Token Board** that will help your student learn and/or reinforce positive behaviors. The token board serves as a visual and tangible goal tracker that is customized to your child's behavior needs. The teacher sets a behavior goal(s) with your child and reinforces your child's behaviors by placing a "token" on their token board each time your child displays the goal(s) they are working towards. This allows your child the opportunity to track their success of the specific desired behavior(s).

To participate, your child will work together with their teacher to create a goal or goals that are customized just for them. This positive contact sets your child up for success and allows an opportunity for self reflection and goal setting. The token board itself serves as a visual motivator and encourages your child to continue to demonstrate the desired behaviors. This will lead to a sense of accomplishment and help build your child's self-esteem.

To support each child's success we ask parents to make sure your child arrives on time each day, ready to learn and also to review and sign the weekly progress report regarding how they did that week on their token board intervention. When your child returns the signed form, the next day they will be eligible for Kelley Cash or other incentives.

Most children that participate in the program show gains and enjoy meeting their customized goals. While your child is in the intervention, our school's behavior support team will monitor data closely. After your child meets their intervention goals for a steady length of time (varies for each student), we will celebrate with them and exit them from the Token Board Intervention.

We are looking forward to working with you to make this a positive school experience for your student. Please do not hesitate to contact me or the PBIS Internal Coach, Judy Nava, at any time if you ever have any questions about this program.

Sincerely,

Principal

By signing below and returning this letter, you indicate that you agree to allow your child to participate in the Tier 2 Behavior Contract, and that you, the parent, agree to actively participate by monitoring the daily or weekly check sheets sent home.

Parent Signature _____ Date _____

380 So. Meridian Ave
Rialto, California 92376
909/820-7923