

PBIS

Parent Information Meeting
October 12

Junta de información para padres
12 de octubre

Recognition

Reconocimiento

- ❖ WE EARNED GOLD
- ❖ GANAMOS UN RECONOCIMIENTO DE ORO

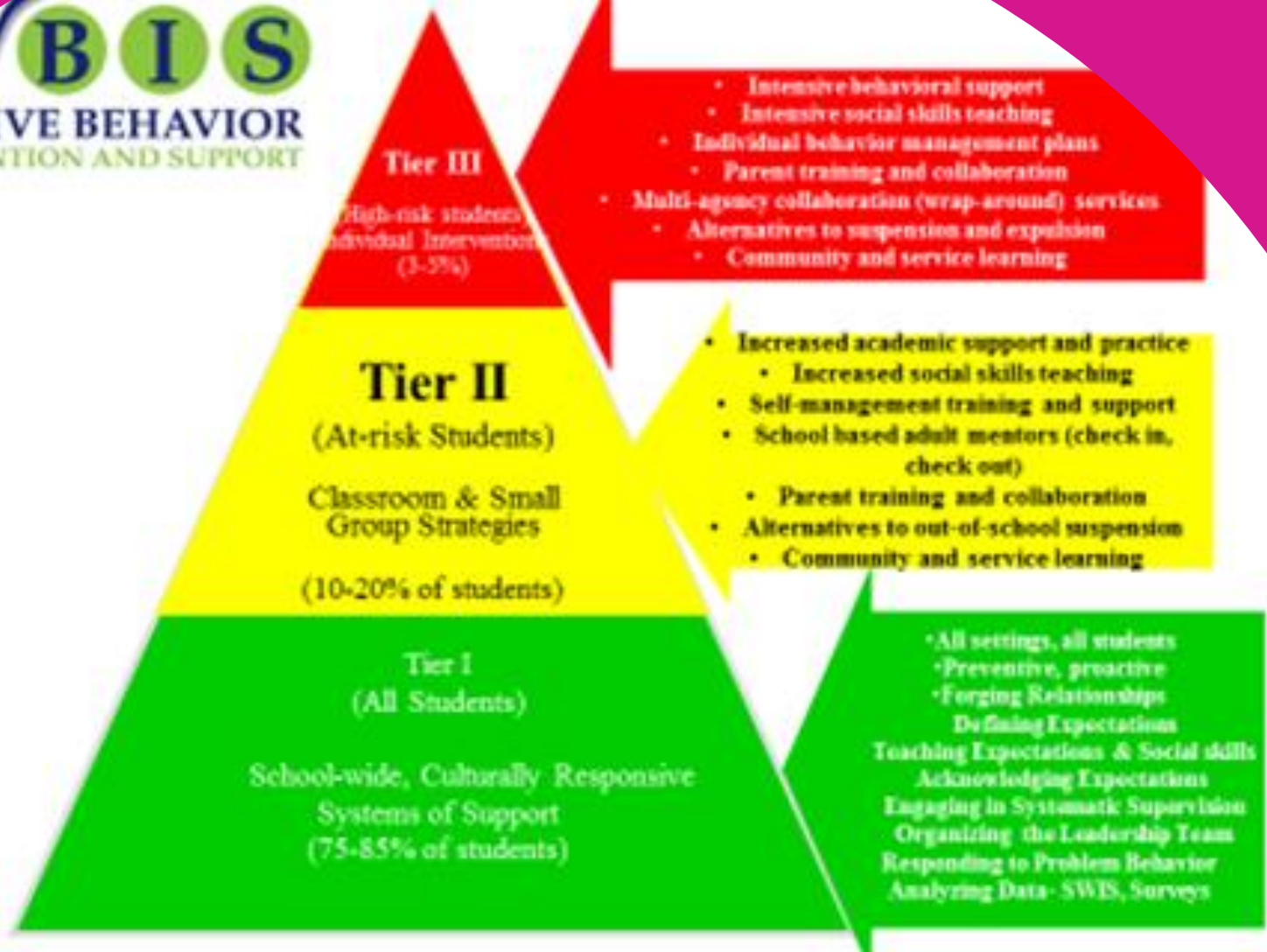


What is PBIS and what is the purpose?

- ❖ PBIS=Positive Behavior Intervention System
- ❖ Establish a positive school culture
- ❖ Reinforce teaching
- ❖ Encourage positive behaviors
- ❖ Harness the influence of the students demonstrating the expected behaviors
- ❖ Prompt adults to recognize expected behavior
- ❖ Encourage the likelihood that the positive behavior will become the norm

Que es PBIS y cual es el proposito?

- ❖ PBIS = Sistema de Intervención de Comportamiento Positivo
- ❖ Establecer una cultura positiva en la escuela
- ❖ Reforzar la enseñanza
- ❖ Fomentar comportamientos positivos
- ❖ Aprovechar la influencia de los estudiantes que demuestran el comportamiento esperado
- ❖ Pida a los adultos que reconozcan el comportamiento esperado
- ❖ Fomentar la probabilidad de que el comportamiento positivo se convierta en la norma



Benefits to PBIS

- ❖ Helps adults and students focus on positive social behaviors and actions
- ❖ The most powerful behavior change tool teachers have in their repertoire
- ❖ Increases likelihood students will use the recognized behaviors and skills in the future
- ❖ Decreases inappropriate behaviors and reduces the need for correction
- ❖ Enhances self-esteem and helps build internal locus of control

Beneficios de PBIS

- ❖ Ayuda a adultos y estudiantes a enfocarse en comportamientos y acciones sociales positivas
- ❖ La herramienta más poderosa de cambio de comportamiento que tienen los maestros en su repertorio
- ❖ Aumenta la probabilidad de que los estudiantes utilicen los comportamientos y habilidades en el futuro
- ❖ Disminuye los comportamientos inapropiados y reduce la necesidad de corrección
- ❖ Mejora la autoestima y ayuda a construir un control de locus interno



**PBIS at
Alicia Cortez**

Cortez Cougars are...

PERSISTENT LEARNERS - We are determined. We are deliberate. We learn from our success and failures. Our learning makes us consistently smarter and stronger. We innovate. We never give up.

ACCOUNTABLE - We set high goals. We hold high expectations. We work relentlessly to achieve our goals and check our progress regularly. We honor our commitments. We don't make excuses.

RESPECTFUL - We treat everyone with dignity. We are honest and direct. We assume good intentions.

COLLABORATIVE - We seek the expertise of others to ensure our work is most effective. We work in teams and consider the consequences of our decisions for others.

Los Pumas de Cortez son...

APRENDICES PERSISTENTES - Estamos decididos. Somos deliberados. Aprendemos de nuestros éxitos y fracasos. Nuestro aprendizaje nos hace cada vez más inteligentes y fuertes. Innovamos. Nunca nos rendimos.

RESPONSABLE - Establecemos metas altas. Tenemos altas expectativas. Trabajamos implacablemente para lograr nuestros objetivos y comprobamos nuestro progreso con regularidad. Honramos nuestros compromisos. No ponemos excusas.

RESPETUOSO - Tratamos a todos con dignidad. Somos honestos y directos. Asumimos buenas intenciones.

COLABORATIVO - Buscamos la experiencia de otros para asegurar que nuestro trabajo sea más eficaz. Trabajamos en equipo y consideramos las consecuencias de nuestras decisiones para los demás.

School Wide Matrix

Expectativas en toda la escuela por ubicación



Persistent Learner

Accountable

Respectful

Collaborative

Cafeteria	Computer Lab	Library	Media Center	Music Rm	Nurse's Office	Office	Pick Up/Drop Off	Playground	Restrooms
Eat a Healthy meal	Use your time to seek answers to essential questions and build your knowledge	Strive to read books continually	Walk quietly to and from class	Practice and apply musical skills	Building knowledge of healthy choices	Leave learning your success and/or failures	Be aware of your surroundings by focusing attention on looking for your ride	Use recess to release energy, use restroom eat snack and get drink of water	Use restroom at recess/lunch time
Throwing away all trash and keeping area clean.	stay on task and assignments use appropriate sites	Return books on time	Be on time for class	Maintain instruments in good working condition	Continuously making healthy choices	Know your reason for your visit	Walk towards the crosswalk by the cafeteria and enter your vehicle safely and promptly	Freezing at bells and walking on blacktop	Flush toilet and wash hands
Waiting to be dismissed patiently	use inside voices	Keep voices at a minimum	Respect other classes by not disturbing them	Stay on task, use kind words, follow directions	Use inside voice and respect those working	Walk in quietly and wait patiently	Follow directions by staff on duty and use kind words	Use kind words and good sportsmanship	Respect others privacy
Help others by picking trash and throwing own trash away	Help others when needed	Help others when needed	Work with others to keep area clean	Help others when needed Participate in the lessons	Wait patiently to be helped	Wait patiently to be helped	Encourage others to follow expectations	Allow all students to play	Help others by keeping restroom clean



Observe problem behavior

Problem-solve with students

IS BEHAVIOR OFFICE-MANAGED?

CLASSROOM

Use Teacher Intervention

Complete C.O.D. Report
*teacher discretion
*Identify expectation to student
*reteach & reflection

If classroom interventions are ineffective or if a student receives 3 or more C.O.D. reports an ODR may be written.
*C.O.D. reports do not need to be for the same behavior.

TEACHER INTERVENTIONS

1. Redirect
2. Reflection Time
3. Counseled by Teacher
4. Retaught Expectations
5. Conference with Parent
7. Other

TEACHER-MANAGED	OFFICE-MANAGED
<ul style="list-style-type: none">* Language/Profanity* Minor Dishonesty* Misbehaving/ Disrespect/Disruptive Behavior/Refusal to Work* Bothering Others* Following Directions* Rowdy Behavior* Rough Housing* Classroom Expectations* Misuse of ElectronicsVirtual SettingLogging off without permissionUnmuting and Muting	<ul style="list-style-type: none">* Language/Profanity* Aggressive Behavior* Chronic C.O.D. Reports* Bullying* Harassment* Insubordination/ Defiance* Threatening Others* Weapons* Property Damage* Fighting* Other <p>Virtual Setting Continued use of teacher managed Attendance and work concerns</p>

OFFICE

Write an Office Discipline Report (ODR)
*written by administrator or teacher

Administrator determines consequence
*Confer with student: reflection & re-teach
*Parent contact

Administrator follows through with consequence.

Administrator provides teacher with feedback.
*ODR entered into Aeries

NO

YES

Alicia Cortez Elementary-Definitions of Problem Behaviors

Teacher-Managed Behaviors		Office-Managed Behaviors	
Language/Profanity	<ul style="list-style-type: none"> *student engages in language not directed at staff member *language between students deemed inappropriate Example: *Primary-stupid, idiot, jerk, loser, dummy, shut up *Upper-a**hole, f***, sh**, Up yours 	Language/Profanity	<ul style="list-style-type: none"> *swearing directly at staff member/student/adult on site *Name calling Example: -f** you, you're an a**hole, b**ch -racial slurs
Minor Dishonesty	<ul style="list-style-type: none"> *lying about a minor incident *unfair play Example: -student covers for a friend/stealing -student cheats during a game (playground/classroom) 	Aggressive Behavior	<ul style="list-style-type: none"> *student engages in actions involving serious physical contact where injury occurs. Example: -hitting (with an object)/punching/scratching/biting -punching the desks due to temper
Misbehaving/Disrespect Disruptive Behavior Refusal to Work	<ul style="list-style-type: none"> *socially rude/acting out/impulsive *talking during instruction *moving around classroom at inappropriate times *refusal to complete assignments/homework Example: -off task/eye rolling/gum chewing/talking back/outbursts 	Chronic Code of Conduct Reports	<ul style="list-style-type: none"> *If a student receives 3 C.O.D. reports for the same infraction, an office referral is warranted.
Bothering Others	<ul style="list-style-type: none"> *tapping *making noises-humming/whistling/talking Example: -side conversations/note passing/tapping pencils or foot 	Bullying	<ul style="list-style-type: none"> *student continues to single out another student/group *pattern of bothering the same student/group is observed Example: -teasing/taunting/threats/intimidating/notes *name calling/intimidating/chronic unwanted physical contact
Following Directions	<ul style="list-style-type: none"> *student is not performing after given specific instruction *working inappropriately during group activities/independently *After three requests are made to complete task/assignment Example: -doing other activity: reading book/drawing/homework 	Harassment (sexual/physical)	<ul style="list-style-type: none"> *student directly delivers disrespectful message in any format related to gender, ethnicity, sex, race, religion, disability, physical features to another student Example: -Any negative comment
Rowdy Behavior	<ul style="list-style-type: none"> *unable to sit still/disturbing others Example: -getting out of seat/yelling/running in class/throwing objects 	Insubordination/Defiance	<ul style="list-style-type: none"> *after multiple requests student refuses to comply with teacher *Teacher has used interventions to correct behavior Example: -blatant disregard towards teacher
Rough Housing	<ul style="list-style-type: none"> *being overly aggressive with others Example: -playful contact/pushing in line/jumping, poking, kicking 	Threatening Others	<ul style="list-style-type: none"> *makes remarks about hurting student/teacher/school Example: -I'm going to kill you
Classroom Expectations	<ul style="list-style-type: none"> *See Classroom expectation matrix 	Weapons	<ul style="list-style-type: none"> *any possession of a knife or gun (real or fake) *other objects used to cause bodily harm
Misuse of Electronics	<ul style="list-style-type: none"> *use of electronic devices at inappropriate times Example: -using cell phone during school hours w/o teacher permission -listening to music with electronic device -changing computer settings/mishandling laptops 	Property Damage	<ul style="list-style-type: none"> *student destroys/defaces school property or the property of others Example: -breaks something on purpose/tagging/carving into desks or doors -breaking/destroying another student's belongings
<ul style="list-style-type: none"> *Teachers are encouraged to use preventative strategies to prevent student misbehavior *Take Concrete action to correct behavior -Examples: Removal from activity, seat change, individual conference 		Fighting	<ul style="list-style-type: none"> *student engages in a mutual incident using physical violence

Code of Conduct

Codigo de Conducta

For classroom use

- If student has received 3 for same infraction attach them to the ODR when sending them to the office
- Tracked in the behavior log

Para uso en el aula

- Si el estudiante a recibido 3 por la misma infracción; adjuntelos al ODR al enviarlos a la oficina
- Anotar en el registro de comportamiento

Alicia Cortez Elementary
Code of Conduct



Name: _____
Date/Time: _____
Teacher: _____
Given By: _____

STUDENT WAS NOT DEMONSTRATING:

- Persistent Learning
- Accountability
- Respect
- Collaboration

TEACHER COMMENTS:

PRIOR ACTION TAKEN:

- Written explanation; Parent notified Date: _____
- Parent Conference w/ Teacher Date: _____

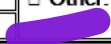
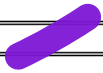



Parent Signature

White – Admin (with Parent Signature) Yellow – Parent Pink – Teacher

ODR { Office Data Referral }

ODR { Referencia de Datos de Oficina }

- ❖ For use when sending student to office.
- ❖ For use when
 - ❖ Student is repeating a minor multiple times and has received a citation for it OR
 - ❖ behavior is considered a major
- ❖ Se usa cuando se envía el estudiante a la oficina.
- ❖ Se usa cuando
 - ❖ Un estudiante esta repitiendo la misma fensa varias veces y a recibido una citación por ello ó
 - ❖ comportamiento se considera mayor



Alicia Cortez Elementary		
ODR FORM: office data referral		
Positive Behavior Interventions & Supports (PBIS)		
Student: _____	DATE (incident) _____	Grade: ____
Referring Staff Member: _____	TIME (incident): ____: ____ AM/PM	
Location of Incident: <input type="checkbox"/> Work Area <input type="checkbox"/> Play Area <input type="checkbox"/> Walkways <input type="checkbox"/> Bathroom <input type="checkbox"/> Eating Area <input type="checkbox"/> Dismissal		
Office Managed Behaviors		
<input type="checkbox"/> Language/Profanity	<input type="checkbox"/> Harassment	<input type="checkbox"/> Property Damage
<input type="checkbox"/> Aggressive Behavior	<input type="checkbox"/> Insubordination/Defiance	<input type="checkbox"/> Fighting
<input type="checkbox"/> Chronic Code of Conduct Reports	<input type="checkbox"/> Threatening Others	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Bullying	<input type="checkbox"/> Weapons	
Others Involved		
<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____		
Possible Motivation		
<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Don't Know
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Obtain item/activities	<input type="checkbox"/> Avoid task/activity	
Parent contacted Y / N	Date: ____/____/____	Time: ____:____
Administrative Action		
<input type="checkbox"/> Conference with Student	<input type="checkbox"/> Apology Letter	<input type="checkbox"/> Loss of Privilege

Terrific Tickets

Tarjetas Fantásticas

Cougar
TERRIFIC
Tickets

YOU CAN'T
HIDE THAT
COUGAR
PRIDE
CORTIZ ELEMENTARY

Today, I was recognized for being...

Persistent Learner

Accountable

Respectful

Collaborative

Student Name: _____

Issued By: _____

- ❖ Given to students showing the Cortez Four
- ❖ PFA has a store where students can trade in their terrific tickets
- ❖ Some teachers also offer class incentives for terrific tickets
- ❖ Dado a estudiantes que muestran las cuatro expectativas de Cortez
- ❖ PFA tiene una tienda donde los estudiantes pueden cambiar sus boletos
- ❖ Algunos maestros tambien ofrecen algunos incentivos por los boletos

MTSS Program

MTSSB (Behavior)

- ❖ PALS- City of Chino, Curriculum based, Grades K-3
- ❖ MTSSB Small Group
 - Curriculum base
 - CICO
- ❖ CHS - Short term counseling
- ❖ Behavioral Health
- ❖ Behavior Associate

MTSSB (Comportamiento)

- ❖ PALS- Ciudad de Chino, Basado en el plan de estudios, Grados K-3
- ❖ MTSSB Grupos pequeños
 - Basado en un plan de estudios
 - CICO
- ❖ CHS - Consejería a corto plazo
- ❖ Comportamiento saludable
- ❖ Comportamiento asociado

MTSS Program

MTSSB (Academics)

- ❖ Tier 2
 - In class small group based on need
- ❖ Tier 3
 - Pull out with intervention reading teacher
 - 4x a week
 - Based on Fast Bridge scores

MTSSB (Academico)

- ❖ Nivel 2
 - En grupo pequeño en clase basado en la necesidad
- ❖ Nivel 3
 - Por separado, intervención con el maestro de lectura
 - Cuatro veces por semana
 - Basado en el puntaje de Fast Bridge

Request for Assistance

MTSS-B

Parents, Staff and Students may request assistance for services

- ❖ Tier 2
 - Small group curriculum based
 - Check in/out

Solicitud de Asistencia

MTSS-B

Padres, personal, y estudiantes pueden solicitar asistencia para los servicios

- ❖ Nivel 2
 - Basado en un plan de estudios de grupos pequeños
 - Registrase al llegar y al salir

Data...TFI and Action Plan

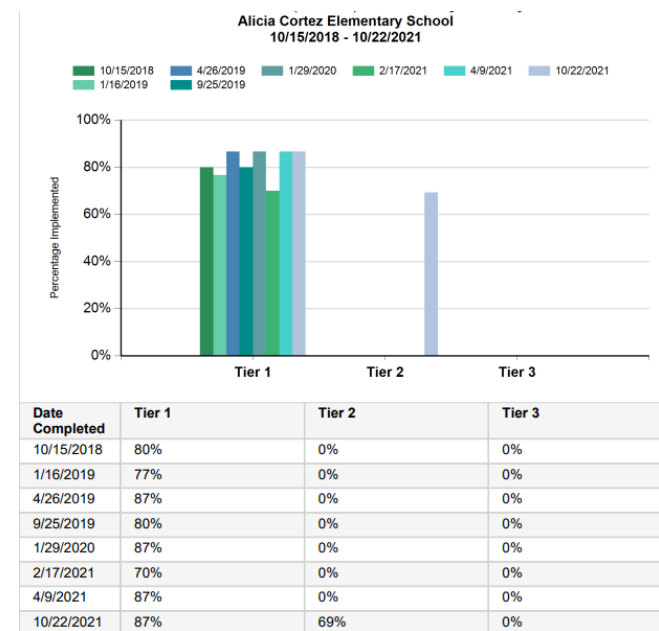
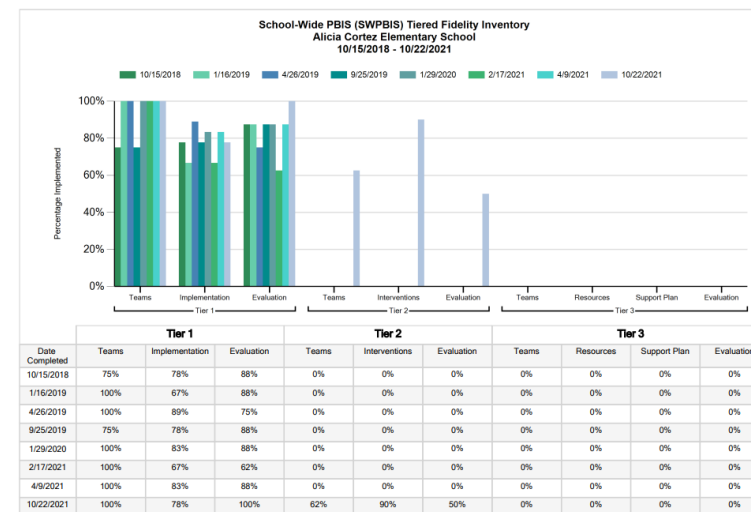
Datos... TFI y Plan de Acción

Action Plan

- Ensure expectations are listed in each area of school
- Share PBIS information with stakeholders (parents, student, community) and ask for feedback
- Staff training on PBIS supports and procedures

Plan de Acción

- Asegurese de que las expectativas estén puestas en cada área de la escuela
- Comparte la información de PBIS con las partes interesadas (padres, estudiantes, comunidad) y pide sugerencias
- Entrenamiento de personal sobre el apoyo y los procedimientos de PBIS



Feedback from Parents

Sugerencias de Padres

