

# **RIALTO UNIFIED SCHOOL DISTRICT**

## **Nancy R. Kordyak Elementary School**

HOME OF THE LION CUBS

“A Growing Pride of Scholars”

# **PBIS Handbook**

(Working Document)

# **2023-2024**



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# What is PBIS?

PBIS is an evidence-based program that is implemented school-wide to create a positive environment. PBIS uses proactive strategies for defining, teaching, and supporting appropriate student behaviors for improving school safety, student behavior, and academic achievement for all students. PBIS is an inclusive behavior instruction. Inclusive behavior instruction means that the whole school staff work together to meet every student's behavioral needs.

## Why Implement PBIS?

- Reduction in problem behavior
- Increased academic performance
- Improved perception of safety
- Reduction in bullying behaviors
- Increased administrator time for instructional leadership
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social-emotional competence
- Increased positive school climate and culture

## PBIS at Kordyak

Kordyak will be continuing the use of the PBIS Framework to promote positive behavior within the learning environment. Through PBIS, social skills and behavior expectations are taught, student outcomes are clearly defined, and data is reviewed in order to support all students in becoming respectful and responsible citizens of both their school and home communities.

# Kordyak's PBIS Mission Statement

The PBIS mission of Kordyak Elementary is to create an effective learning environment by providing academic, behavioral, and social emotional supports that will promote equity and inclusion and empower all Lion Cubs to achieve their greatest potential and succeed in their future pursuits through a comprehensive system distinguished by:

- Respect and appreciation for diversity
- High academic, behavior, and social expectations
- Family Engagement and Community Partnerships
- Learning environments defined by critical thinking, creativity, collaboration, and communication

**Kordyak's Lion Cubs R.O.A.R.!!! They are Respectful, On-Task, Active Learners and Responsible.**



# Code of Conduct

## Kordyak's School Wide Matrix

CUBS	LOCATION 1: CLASSROOM	LOCATION 2: PLAYGROUND	LOCATION 3: MPR	LOCATION 4: HALLWAYS	LOCATION 5: RESTROOMS	LOCATION 6: BUS
EXPECTATION 1:  <b>R</b> <sub>ESPECTFUL</sub>	<ul style="list-style-type: none"> <li>❖ Raise your hand</li> <li>❖ Listen while others are speaking</li> <li>❖ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow adult directions</li> <li>❖ Share equipment</li> <li>❖ Use only positive comments to others</li> <li>❖ Keep hands, feet, and objects to self</li> <li>❖ Include others in your game or group</li> </ul>	<ul style="list-style-type: none"> <li>❖ Stay in line</li> <li>❖ Walk quietly in line</li> <li>❖ Talk quietly to your neighbors</li> <li>❖ Be courteous to the cafeteria staff</li> <li>❖ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>❖ Walk quietly</li> <li>❖ Smile at others as you pass</li> <li>❖ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>❖ Wait your turn</li> <li>❖ Keep the restrooms clean</li> <li>❖ Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow all instructions given to you by the bus driver and staff</li> <li>❖ Speak politely to the driver</li> <li>❖ Talk quietly only to your seatmate</li> </ul>
EXPECTATION 2:  <b>O</b> <sub>N-TASK</sub>	<ul style="list-style-type: none"> <li>❖ Pay attention to the teacher</li> <li>❖ Stay focused on your work</li> <li>❖ Complete all assignments</li> <li>❖ Avoid distracting others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Stay actively involved in an organized activity</li> <li>❖ Follow school game rules</li> <li>❖ Freeze when bell rings</li> <li>❖ Walk to your line after the whistle is blown</li> </ul>	<ul style="list-style-type: none"> <li>❖ Choose an item from each food group</li> <li>❖ Take only the amount you can eat</li> </ul>	<ul style="list-style-type: none"> <li>❖ Go only where you have permission</li> </ul>	<ul style="list-style-type: none"> <li>❖ Go right back to class when you are done</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sit facing forward, with back against the seat and feet on floor</li> <li>❖ Get off the bus immediately at your bus stop</li> <li>❖ Stand in line calmly and quietly when waiting for the bus</li> </ul>
EXPECTATION 3:  <b>A</b> <sub>CTIVE</sub>  LEARNER	<ul style="list-style-type: none"> <li>❖ Sit in the learning position</li> <li>❖ Follow instructions</li> <li>❖ Ask questions when you don't understand</li> </ul>	<ul style="list-style-type: none"> <li>❖ Keep eyes on the teacher and listen while rules and procedures are taught</li> <li>❖ Follow instructions</li> <li>❖ Be mindful of others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Keep eyes on the teacher and listen while rules and procedures are taught</li> <li>❖ Follow instructions of all adults</li> </ul>	<ul style="list-style-type: none"> <li>❖ Return to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use the restroom during recess time</li> </ul>	<ul style="list-style-type: none"> <li>❖ Keep eye on the bus driver and listen as rules and procedures are taught</li> </ul>
EXPECTATION 4:  <b>R</b> <sub>ESPONSIBLE</sub>  	<ul style="list-style-type: none"> <li>❖ Complete all homework and classwork</li> <li>❖ Turn in assignments in a timely manner</li> <li>❖ Keep floor clear of trash and personal belongings</li> <li>❖ Use supplies such as pencils and scissors as they were intended</li> <li>❖ Walk carefully</li> <li>❖ Always do your best</li> </ul>	<ul style="list-style-type: none"> <li>❖ Stay on the playground except to get a drink or use the restroom</li> <li>❖ Use restroom and get a drink before recess ends</li> <li>❖ Use equipment as it was intended to be used</li> <li>❖ Take turns on the equipment</li> <li>❖ Walk on the blacktop</li> </ul>	<ul style="list-style-type: none"> <li>❖ Follow all instructions given to you by cafeteria staff</li> <li>❖ Clean up after yourself</li> <li>❖ Walk carefully when carrying your tray</li> <li>❖ Walk carefully as you exit the cafeteria</li> <li>❖ Eat what is on your tray</li> </ul>	<ul style="list-style-type: none"> <li>❖ Be accountable for your behavior</li> <li>❖ Follow the rules event when an adult is not present</li> <li>❖ Walk carefully</li> <li>❖ Get a hall pass from your teacher</li> <li>❖ Stay outside of the yellow door safety circles</li> </ul>	<ul style="list-style-type: none"> <li>❖ Only put toilet paper in the toilet</li> <li>❖ Flush when you are done</li> <li>❖ Wash your hands using one pump of soap</li> <li>❖ Dispose of trash in the trash can</li> <li>❖ Walk to and from the bathroom</li> <li>❖ Have permission before going to the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>❖ Bring your bus pass every day</li> <li>❖ Have your bus pass out and ready to show the driver</li> <li>❖ Stay seated</li> <li>❖ Cross the street only with an adult</li> </ul>

# Area Specific Matrices

The foundation of PBIS at Kordyak Elementary centers around four behavior expectations: **Respect, On Task, Active Learners, Responsible**. Each behavior expectation should not only be modeled, but consistently and explicitly taught for specific settings at the school. This means that for each area, students should be expected to know:

- What it should *look* like in that particular setting
- What it should *sound* like in that particular setting

It is important that students be provided with a clear understanding of expected school behaviors in **all** of the school settings. This will ensure:

- We are creating a positive experience for the students at school
- Instructional time will have minimal disruptions
- Students are maximizing their time in that setting
- Students have a positive view of their school

Students are not expected to learn the modeled behavior and expectations quickly. It is important that all adults remember to be consistent with what the expectations are and that it be modeled continually throughout the school year.

School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors. Use the matrices as a teaching tool so that students learn to refer to them and have an understanding of them.

# Teaching Expectations

**How long should it take to teach the behaviors on the matrix?** Plan to teach the expectations over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

**And then I'm done, right?** Not quit. Plan to teach “booster” lessons throughout the year (5-10 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a “refresher” course.

**What do you mean by “teach” the expectations?**

- By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons or ask your fellow colleagues for any ideas, tips, or lessons that they have used.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. Just as practice is important for mastery of academics, so too is it important for mastery of positive behaviors.

**How much time am I supposed to commit to this?** Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks it should only take 2-5 minutes to review or refresh as needed.

**How do I fit this in with everything else?** Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment at the beginning of the school year that will pay off with more orderly behavior thereafter, and allow you to focus primarily on academics and maintain a fun and positive learning environment.

**How is this different from teaching “procedures”?**

- As described in Harry Wong’s book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example:
  - What to do when you enter the classroom.

- How to get the teacher's attention.
- What to do when you need to go to the bathroom.
- The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values : **Respectful, On Task, Active Learners, Responsible**. Part of our objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school and can be celebrated accordingly schoolwide.

# Schedule of Teaching

Teachers will follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

August 2023- September 2023

- Create and Teach school-wide and classroom behavior expectations daily.
- After the first month of teaching the expectations please follow the following schedule.

## ROAR Lesson Schedule

<u>Trimester</u>	<u>Expectation</u>
1st	Respect
2nd	On Task/ Active Learner
3rd	Responsible

For each trimester, teachers will use Lions Quest Curriculum and other supplemental resources to teach towards the expectation of the trimester.

# Preventative Prompts

As educators, we become experts at knowing what times of the day or areas of learning will cause unwanted behavior to occur. By being able to **predict** when these unwanted behaviors will happen, it is highly likely that we can **prevent** them by prompting the expected behavior just before it is needed.

- Pleasantly prompt expected behavior just prior to times it would be beneficial
- Prevents inappropriate behavior by setting the environment and students up for success

## Example:

*“Before we start our reading lesson, remember our class expectations are to show kindness and effort by listening to me and your peers. This means listening carefully and quietly for directions and raising our hands to speak.”*

# Reinforcement/Positive Feedback

It is not enough just to teach expected behavior, we also need to regularly reinforce and acknowledge students for engaging in appropriate behavior. Research has shown that you can improve behavior by 80% just by pointing out what someone is doing correctly. It is important for all staff to pay attention to positive behavior and recognize it. There are many ways to provide reinforcement to students. Below are a few examples:

<b><u>VERBAL:</u> What We Say</b>	<b><u>NON-VERBAL:</u> What We Do</b>	<b><u>OTHER:</u> What They Get</b>
<b>Use student names -Nice job! -You're on the right track. -You're doing much better. -Great work! -Etc.</b>	<b>-Smile -Nod -Greetings (hand shakes, high 5's, etc.) -Thumbs Up -Etc.</b>	<b>-Paw Points -Call Home -Certificates -Classroom Incentives -Etc.</b>

In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction. It is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

So remember, how often should you give positive attention?

5:1

**5 positives to 1 correction**

# Restorative Justice

As part of the ongoing practice of PBIS, Kordyak Elementary is not only providing students a positive climate for learning, but tools to help them resolve problems and conflicts they may face. Kordyak Elementary has included the implementation of *restorative justice*.

## 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
- 3) involving stakeholders/community in helping both the victim *and* the offender

We implement a variety of restorative disciplinary practices. The focus is on conflict resolution and personal growth rather than punishment.

Restorative disciplinary practices at Kordyak Elementary include:

- Restorative Circles
- Community Building Circles
- Restorative Chats
- SEL Lessons

# Student Acknowledgement

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

## School Wide Incentives

Students having success with Kordyak's Code of Conduct may be rewarded in the following ways (but not limited to):

1. PBIS Rewards "Paw Points"
2. Cub Slips
3. Lion Cub of The Week
4. Friday Morning Assemblies
5. Weekly Lion Cub Coupon Drawing
6. Cub Store
7. R.O.A.R. Citizenship Certificates (Respect, On-Task, Active Learner, & Responsible)
8. R.O.A.R. Best-of-The-Best (End of Each Trimester)
9. Classroom/Grade-Level Rewards
10. Positive Notes Home
11. Restaurant Certificates
12. Events & Assemblies Sponsored by the PBIS/SEL Leadership Team

## Paw Points

- Students at Kordyak have the opportunity to obtain Paw Points when demonstrating the ROAR expectations. Each week a student can earn a maximum of 25 Paw Points. Students have chances to earn more Paw Points through Cub Slips and become Cub of the Week.

## Cub Slips

- All staff at Kordyak Elementary have access to Cub Slips. A Kordyak staff member can give a Cub Slip to a student at any time of the day throughout campus for demonstrating the ROAR expectations. When a student receives a Cub Slip, they shall turn it into their teacher to transfer to Paw Points. Each Cub Slip is worth one additional Paw Point.

## **Lion Cub of the Week**

- Each week on Fridays, teachers at Kordyak will select one student from their class who has demonstrated the ROAR expectations all week long to become a Kordyak Lion Cub of the Week. Lion Cubs of the Week will receive a certificate plus any other incentives their teacher may give. Lion Cubs of the Week will also be recognized during Friday Morning Assemblies.

## **Friday Morning Assembly**

Every Friday (weather permitting), all classes will meet in the school amphitheater for a PBIS morning assembly. During this time, we will say *The Pledge of Allegiance*, student leaders will announce any school announcements, recognize all Lion Cubs of the week, do a Cub Store Coupon drawing, and sing Kordyak's ROAR song.

## **Lion Cub Coupons**

- Each week during Friday morning assemblies, all Lion Cubs of the Week will be put into a drawing and one will be randomly chosen to win a Lion Cub Coupon for the Cub Store. This coupon is good for one free item at the Cub Store.
- Each month, teachers at Kordyak will select one student from their class who they deem has been the Kindest Cub of the Month. That student will receive a Kindest Cub Coupon which will be good for a BOGO at the Cub Store.

## **Cub Store**

- At least once or twice a month students will have the opportunity to visit the Cub Store and purchase items with their Paw Points.

## **ROAR Trimester Awards**

- Each trimester, teachers at Kordyak will select students from their class who have demonstrated the ROAR expectations all trimester long. These students will receive an award and be presented with it at our trimester awards ceremony.

## **Best of the Best**

- At the end of each trimester, teachers at Kordyak will follow a criteria created by their grade level to select students to be Kordyak's Best of the Best. These students are students who have demonstrated a given ROAR expectation all trimester long. First trimester students are students who have demonstrated the expectation of Respect. Second trimester students are students who have demonstrated the expectations of On Task and Active

Learners. Third trimester students are students who have demonstrated the expectation of Responsible. Best of the Best activities are decided by the PBIS team. Activities include but are not limited to: ice cream party, bubble party, dance party, extra recess, etc.

# Multi-Tiered System of Support

PBIS includes three tiers of support for students. Each tier targets a specific group of the student body. Below is a breakdown of each tier, along with a visual to better understand the targeted groups.

## **TIER 1:**

### **Generalized Support** **(80-90% of student body)**

- Schoolwide
- All children learn basic behavior expectations in all school settings
- Designed to reduce problem behaviors
- Increase instructional time
- Important for staff to stay consistent with expectations
- Staff regularly recognizes and praises expectations
- The use of small rewards to encourage children

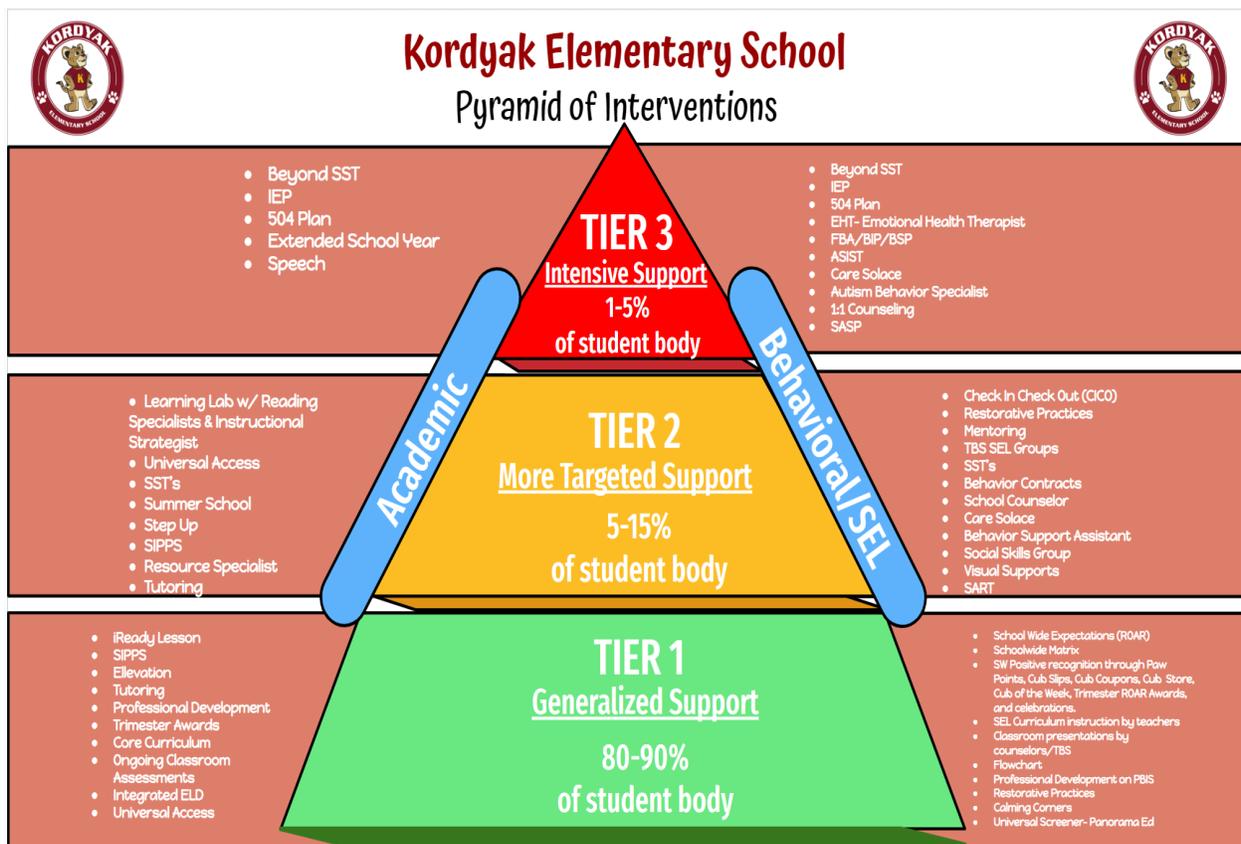
## **TIER 2:**

### **More Targeted Support** **(5-15% of student body)**

- Extra support for students who are demonstrating at-risk behaviors
- Will require more adult attention and positive reinforcement
  - Students receive evidence-based interventions, support, and instruction
- Prevents worsening of problem behavior
  - Parents are notified promptly when students enter Tier 2 supports

**TIER3:**  
**Intensive Support**  
**(1-5% of student body)**

- Most intensive level
- Student engages in highly disruptive, or dangerous behavior(s)
- Individualized supports and services for high-risk behavior
- Identify why student is behaving the way they do
- Change social/academic factors contributing to misbehavior



# PBIS Team Members

## **PBIS Tier 1: Team Members**

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. Tier 1 members at Kordyak Elementary School consists of:

- Internal coach/System Coordinator for PBIS: **Dr. Christina Castro**
- Administrator: **David Yang**
- Applied Behavioral Expert: **Myra Citron**
- Mental Health and Trauma: **Stephanie Monreal Elias, Maria Fleming**
- Academic Instruction: **Victoria Aguirre, Marissa Solis, Cecilia Valle**
- Staff Member: **Monica Rodriguez**
- Parent(s) and/or stakeholder(s): **Amanda Jagusch**

Having this diversity on our Tier 1 team helps provide the best support system possible within our school and for our students.

The PBIS 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.

## **PBIS Tier 2: Team Members**

We have made it a priority to make sure that all grade levels and stakeholders are represented as a part of our PBIS Tier 2 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. Tier 2 members at Kordyak Elementary School consists of:

- Internal coach/System Coordinator for PBIS: **Dr. Christina Castro**
- Administrator: **David Yang**
- Applied Behavioral Expert: **Myra Citron**
- Mental Health and Trauma: **Stephanie Monreal Elias, Maria Fleming**
- Academic Instruction: **Soledad Garcia, Lauren Reyes, Nanette To**
- Staff Member: **Monica Rodriguez**

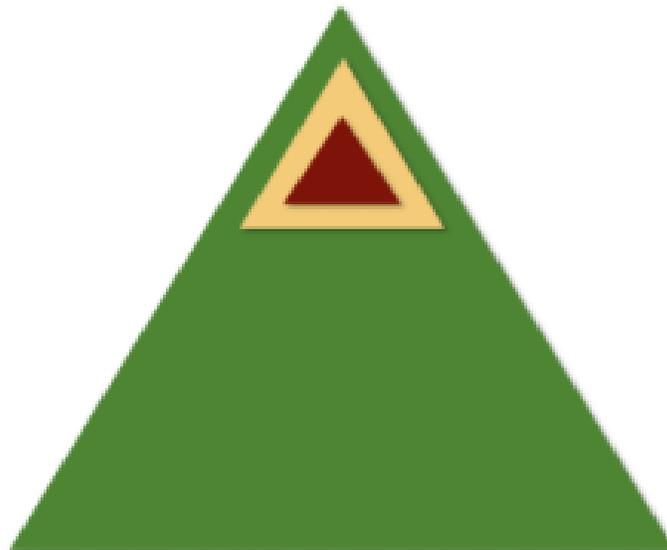
The team meets on a monthly basis to review specific data concerning students. They also provide assistance and work with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier 2 team will consistently use data for decision 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 uses different data sources to identify students who may benefit from Tier 2 supports/interventions. Caregivers of any students who will receive Tier 2 supports/interventions are notified in a timely manner once students are chosen to receive interventions.

# What is Tier 2?

Tier 2 practices and systems provide targeted support for students who are not successful with the Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem 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 eight or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.



Targeted Interventions to Support *SOME*  
(5-10%)

## Expected Number of Students

At the beginning of each school year, Tier 2 Team should determine the approximate number of students who may need access to Tier 2 supports/interventions based on the student enrollment for that year. This will help the Tier 2 Team determine whether additional data sources should be done to ensure they find all students who could benefit from Tier 2 interventions.

Based on the three tiers of support for students :

- 80-90% of students will be successful with Tier 1 support.
- 5-15% of students will need Tier 2 Support.
- 1-5% of students will need Tier 3 Support.

## Tier 2 Supports

### Projected # of Students Needing Support 2023-2024

Total Student Enrollment:	% Range	Our #s	% Range	Our #s
<u>694</u>	1%	7	5%	34
	5%	35	15%	104
	80%	555	90%	625

Approximately **555 (80%) - 625 (90%)** students will demonstrate expected behaviors when the school implements Tier 1 Universal practices with fidelity.

Approximately **35 (5%) - 104 (15%)** students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.

Finally, it is possible that **7 (1%) - 34 (5%)** students may need the most intensive level of support.

### Identifying Tier 2 Students

The Tier 2 team will set criteria that when ‘triggered’ automatically initiates discussion about a student. It is important that the Tier 2 team sets data trigger points to support early identification of students who may be at risk for experiencing social, emotional and/or behavioral challenges and that this process is followed consistently during each team meeting.

Ultimately the goal is development of a clearly defined, methodical process that allows:

- All students to be considered,
- Promotes early identification of students who are at-risk for poor outcomes, and

- Identifies students who may be experiencing internalizing and/or externalizing concerns.

One single data source is highly unlikely to identify all students who need Tier 2 support/interventions, therefore the Tier 2 team uses multiple data sources. On the next few pages, there are a few data sources implemented at Kordyak Elementary.

Tier 2 Team will use multiple sources of existing data to identify students who would benefit from receiving Tier 2 supports and/or interventions. Certain data will be reviewed monthly; others 3 times a year. In order to identify which data should be used, the Tier 2 team will:

- Make a list of all available academic & behavioral data sources
  - Define Proficient, At-Risk, High-Risk for each data source
  - Select the 1-5 data sources the Tier 2 Team should consider
  - Determine who will collect the data to bring to the Tier 2 Team meeting
  - Determine how often each data source will be reviewed
- The goal is to identify 5-15% of the student population who display internalizing/externalizing behaviors so the Tier 2 Team can quickly get them the Tier 2 support they need.

<b>Decision-Making Rules for Tier 2 Targeted Interventions</b>			
<b>Measure</b>	<b>Proficient Score (Tier 1)</b>	<b>At-Risk (Tier 2)</b>	<b>High-Risk (Tier 3)</b>
Minor Referrals (Classroom)	0-4	5-14	15+
Major Referrals (Administrator)	0-1	2-5	6+
Classroom Suspension	0-1	2	4+
In-School Suspension	0-1	2	4+
Out-of-School Suspension	0	1	2
Absences/Excessive Tardies (30 min. or more/ 3 tardies= 1 absence)	<5 Unverifiable Absences	5-9 Unverifiable Absences	10+ Unverifiable Absences
Grades/Assessments	Proficient	Approaching Proficiency	Emerging Proficiency/ Insufficient Evidence of Proficiency
SEL Checks Verified By Teacher	0-1	2-3	4+

# Request for Assistance

There are times when a staff member can feel that they have exerted all possible interventions to support a student and are faced with the difficult question of, “What else can I do?” Here at Kordyak Elementary, we would like to make sure that all staff are provided with support if needed.

To fill out a Request for Assistance form, please log into Synergy and click on “MTSS” then click on “Request for Assistance”. From there fill out the form and submit it to the internal coach Dr. Castro. The Tier 2 team will review the form, make contact with you and will take the following steps:

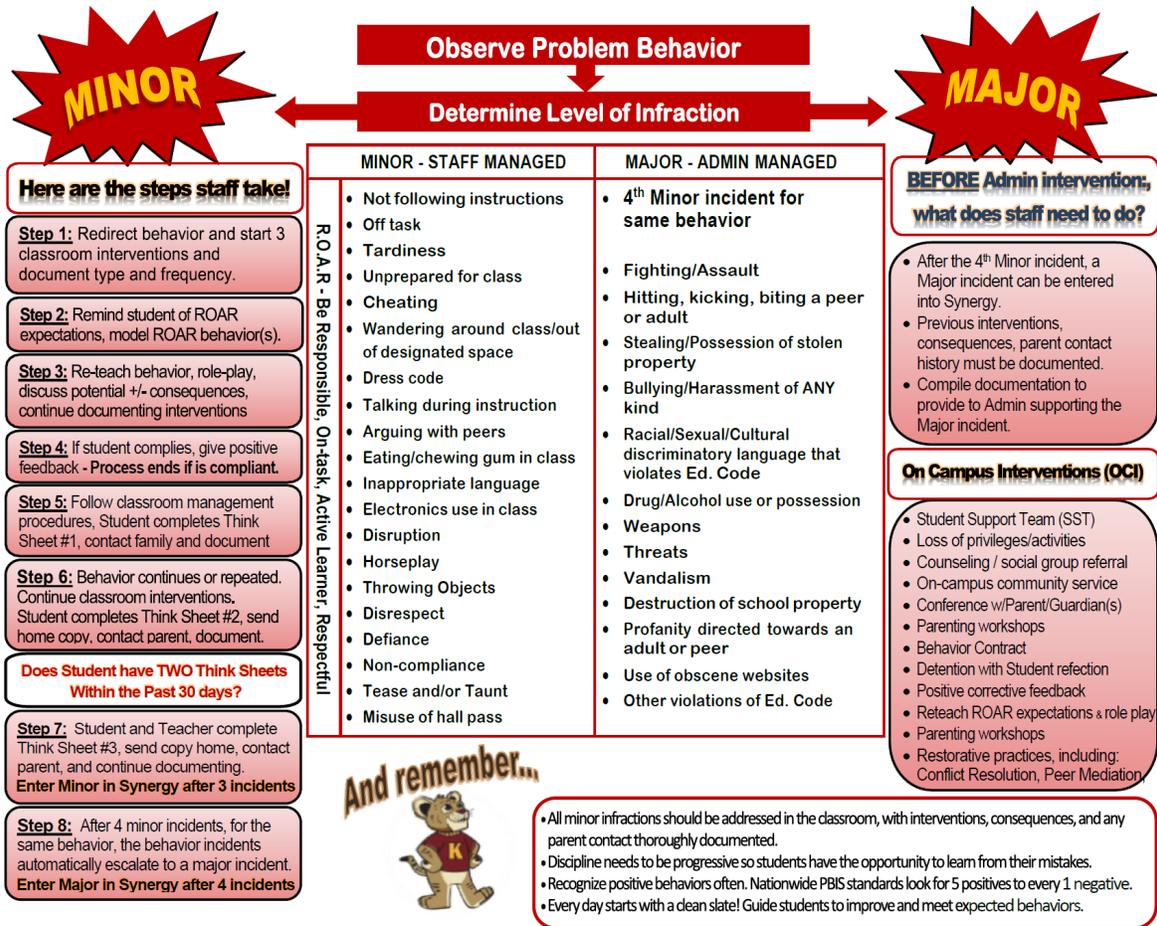
- Hold a meeting with you and the Tier 2 team (teacher is responsible for bringing all documentation of interventions and strategies that have already been implemented with student)
- Come up with strategies, interventions, and/or a support system for that particular situation
- Create an action plan
- 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

# Menu of Interventions

Tier 2 Targeted Intervention Matrix									
Targeted Intervention	Check In, Check Out	Parent/Family, Teacher, & Student Behavior Contract	Social Emotional Learning Groups (TBS)	Restorative Interventions for Student Empowerment (Counselor)	Care Solace	Classroom Behavior Support (BSA)	Social Skills (BS)	Mentoring	Visual Supports
Function									
Access to Adult Attention	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Access to Peer Attention	Yes	Yes	Yes	Yes			Yes	Yes	
Access to Choice of Alternatives/Activities	Yes	Yes	Yes	Yes		Yes			
Option for Avoiding Aversive Activities	Yes	Yes				Yes		Yes	Yes
Option for Avoiding Aversive Peer/Adult Attention	Yes	Yes				Yes		Yes	Yes
Systems									
Structural Prompts for "What to Do Throughout the Day"	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
At Least Five Time During The Day When Positive Feedback is Set-Up	Yes					Yes		Yes	Yes
A School-Home Communication System	Yes	Yes			Yes	Yes		Yes	Yes
Opportunity for Adpatation into a Self-Management System	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

# Documenting Behavior

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. 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. Kordyak staff will follow Kordyak's Flowchart to document behavior.



# Parents Role in PBIS

By working together, parents and staff at Kordyak 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 Kordyak's behavior expectations with your child
- Please remind your child of Kordyak's expectations each day before they leave for school
- When your child arrives home from school, talk with them about their day and ask if they earned Paw Points or any other type of acknowledgement.
- Ask your child what they did to earn PawPoints 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.