

**NUESTROS VALORES  
PRINCIPALES**



**MARSHALL**

**R.O.C.K.S**

**RESPONSIBLE**

**OPTIMISTIC**

**COOPERATIVE**

**KIND**

**SCHOLARS**

<b>R</b> ESPONSIBLE	<b>O</b> PTIMISTIC
Be on time Be Prepared Be Organized	Stay Positive Respect Everyone Try your best Be Confident
<b>C</b> OOPERATIVE	<b>K</b> IND/ <b>S</b> CHOLARS
Be Proud Participate/Be a Team Player Encourage Teamwork	Include Others Share a smile Encourage each other Be on task

What can you do to help your child stay on the path to positive behavior?

- \* Review the R.O.C.K.S Core Values with your child.
- \* Make sure your child is ready everyday
- \* Ask your child about his/her day.
- \* Keep in touch with your child's teacher.
- \* Encourage your child to use appropriate language and tone.
- \* Practice positive phrases with your child, such as, "Thank you," Excuse Me," "Please," & "I'm Sorry."
- \* Be a visible part of your child's school day. Attend school meetings and other school activities as your schedule allows.

Dear Parent Guardian:

Please review the information contained in this brochure with your child(ren).

- \* Ask your child to tell you're the Core Values
- \* Ask your child to discuss examples of ways that he or she can use these rules to help them learn and participate in school.
- \* Discuss ways that these rules can be used at home and in the community.

We look forward to working in partnership with you as we embrace the PBIS method.

**Thurgood Marshall  
Elementary**

3593 Martin Luther King Jr Blvd  
Lynwood, Ca. 90262  
310-886-5900 - Phone  
310-604-3000 - Fax

**Thurgood Marshall  
Elementary School**

**Parent's Guide to  
P.B.I.S**

*Positive  
Behavior  
Interventions &  
Support*



# Positive Behavior Interventions & Support

## What is Positive Behavior Interventions & Supports (PBIS)?

Positive Behavior Interventions and Supports is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS will enhance our current systems and practices and also change our culture for the better.

### How does it work?

A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching, not just punishment.

### Does it make a difference?

The PBIS model is a research based strategy that is supported by the state of California and the Department of Education. The 3 tiered approach reduces problem behavior as a barrier to student achievement. We only have 180 days each year to advance academic progress, so instructional time is very valuable. Research shows that schools following the PBIS model recover thousands of hours of instructional time and, on average, four days of student instruction per year.

### What about students that are disruptive?

Our PBIS school team has developed a documented discipline system that is integrated with the district's Code of Conduct. When problem behavior occurs, students are provided a full continuum of supports to address the behavior. If students do not respond, the intensity of the support increases. Most problem student behaviors either have an academic or social base. Properly addressing the root cause of behavior can prevent student failure later in life.

### What about Parents?

Parents are an important part of PBIS implementation. We encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior. Parents are asked to discuss the common rules and expectations and post them at home for easy reference. Children thrive when they have consistent, predictable expectations and consequences.

### How is PBIS different from other school behavior programs?

- \* The program is focused on acknowledging students for consistent positive behavior.
- \* There are expectations for all students, parents, staff and settings.
- \* Direct Instruction of expected behaviors will occur throughout the school year.
- \* Routines and language with respect to appropriate school behavior are consistent throughout the school.
- \* Students are rewarded for expected behavior by staff with tickets that they can spend in the PBIS store.
- \* Problem behavior will be responded to with consistent consequences that are focused on re-teaching the expected behaviors.

### Discipline

Students will receive one verbal warning per day. If behavior issues continue, infractions will be marked on the classroom discipline form.

Classroom managed behaviors are cheating, classroom disruption, discrimination, dishonesty, disrespect towards property, disruptive transitions, inappropriate items at school, non directed inappropriate language, rude/disrespectful actions, teasing, uncooperative behavior/not following directions, unsafe or rough play.

Intervention and response strategies for classroom managed behaviors include but are not limited to verbal correction, apology, conference with student, modeling appropriate behavior, behavior contract, loss of privilege. Phone call to parents.

Some infractions will result in an immediate office referral.

Office managed behaviors are assault on peers/school personnel, directed use of profanity, disrespectful actions, fighting/physical aggression, harassment/ bullying, inappropriate touching, possession of weapon/illegal substances, theft, vandalism, chronic classroom behaviors.