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Dear Beard Families,

Last school year, our school began implementing a School-Wide Positive Behavior Support (PBIS) Program. The focus of this plan is to create a positive school climate that fosters being “kind, safe and responsible.”

Positive Behavior Intervention and Supports is a school wide preventative approach to creating a positive and safe climate for students. Emphasis is put on prevention of problem behaviors and development of prosocial skills. PBIS has three tiers of interventions. Tier 1: Universal level is designed to support all students. Tier two: Focus on targeted support through small groups. Tier three: Intensive level of supports that involve specialized and individualized interventions.

PBIS methods are research-based and proven to reduce undesirable behaviors. Prevention is the main focus of PBIS. It is based on the idea that if students have universal and clearly defined behavioral expectations and anticipated responses to their behavior; then students will meet those expectations.

PBIS at Beard focuses on universal Tier 1 supports. All three tiers are identified at Beard. However, Tier 1 is universal and Tiers 2 & 3 are individualized and implemented by the classroom Special Education teacher and/or paraprofessional. Students that qualify for Tier 2 & 3 supports may lead to a revision of the students Individualized Education Plan and/or Behavior Intervention Plan.

The Beard Climate and Culture team has created a PBIS brochure for parents that includes the behavior matrix, visual supports, and an explanation of PBIS at Beard Elementary School. Please find the brochure attached.

If you have any other questions or would like to find out more about PBIS, please reach out to your classroom teacher for support.

Positively yours,


Manda Lukic



What can you do to help your child with PBIS?

Talk with your child about the behavior expectations.

Review the visuals of Be Kind, Be Safe, Be Responsible and model the behaviors

Role play situations

Come up with behavioral expectations for home and community.

Class Dojo

At Beard teachers are implementing Class Dojo into their day. Class Dojo is a communication and behavior management tool for teachers to students and parents. With this tool teachers can give points to students throughout the day and have immediate communication with parents. At Beard, we use Class Dojo as a tool to reinforce positive behavior with our students and build communication with our families.

Beard Bucks

Beard Bucks are given out to students when they earn a certain amount of Dojo points. It is the teacher's discretion to decide how many points a student needs to earn in order to receive Beard Bucks. Beard Bucks are to be used at the school store at the end of the week. Students may participate in the school store in a multitude of ways, dependent on their developmental level or age (early childhood).

Daniel C. Beard Elementary School

**Positive Behavior
Interventions & Supports
(PBIS)**



***Be Safe**

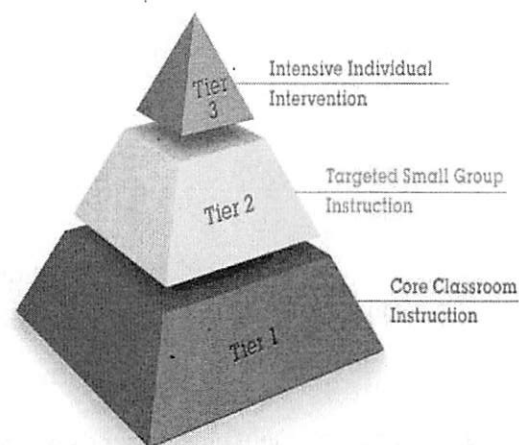
***Be Kind**

***Be Responsible**

Manda Lukic, Principal



**BEARD ELEMENTARY
SCHOOL**
6445 W. Strong St.
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PBIS Tiered Levels of Supports

What is PBIS?

Positive Behavior Intervention and Supports is a school wide preventative approach to creating a positive and safe climate for students. Emphasis is put on prevention of problem behaviors and development of prosocial skills.

PBIS has three tiers of interventions:
 Tier one: Universal level is designed to support all students.
 Tier two: Focus on targeted support through small groups.
 Tier three: Intensive level of supports that involve specialized and individualized interventions.

PBIS at Beard Elementary School

PBIS is used school wide at Beard. PBIS methods are research-based and proven to reduce undesirable behaviors. Prevention is the main focus of PBIS. It is based on the idea that if students have universal and clearly defined behavioral expectations and anticipated responses to their behavior; then students will meet those expectations.

All three tiers are identified at Beard. Tier One is universal and Tiers 2 & 3 are individualized and implemented by the classroom Special Education teacher and/or paraprofessional. Students that receive Tier 2 & 3 supports may lead to a revision for the students Individualized Education Plan and/or Behavior Intervention Plan. PBIS at Beard focuses on universal Tier One supports.

Tier 1 at Beard Elementary

- A positive universal school wide common language used school wide that is displayed visually throughout the building.
- The school store that awards students for positive behavior.
- The ClassDojo communication and data application being used school wide

PBIS Beard School Matrix Language

The PBIS behavior matrix is a chart that communicates expectations for positive behaviors in various school environments. The purpose of a PBIS behavior matrix is to identify and display positive behaviors that meet behavioral expectations across all school contexts and settings.

Below are the behaviors and language that we work on here at Beard Elementary School.

Be Kind....

- Use kind words
- Keep your body to yourself
- Wait your turn

Be Safe...

- Body to yourself
- Stay with the group
- Feet on the floor
- Use objects the right way
- Follow Directions
- Walking feet (no running)

Be Responsible...

- Use objects the right way
- Ask for help
- Body to yourself
- Follow directions
- Be ready to learn

PBIS Beard School Matrix

Be Kind	Hallways	Classroom	Lunchroom	Outside	Bathroom
	Kind Words.	Kind Words.	Kind Words.	Kind Words.	Kind Words.
	Body to yourself	Body to yourself	Body to yourself	Body to yourself	Body to yourself
	Wait your turn	Wait your turn	Wait your turn	Wait your turn	Wait your turn
Be safe	Hallways	Classroom	Lunchroom	Outside	Bathroom
	Body to yourself	Body to yourself	Body to yourself	Body to yourself	Body to yourself
	Stay with the group	Stay with the group	Stay with the group	Stay with the group	Stay with the group
	feet on floor	feet on floor	feet on floor		feet on floor
	use objects the right way	use objects the right way	use objects the right way	use objects the right way	use objects the right way
	follow directions	follow directions	follow directions	follow directions	follow directions
	walking feet (no running)	walking feet	walking feet		walking feet
Be Responsible	Hallways	Classroom	Lunchroom	Outside	Bathroom
	use objects the right way	use objects the right way	use objects the right way	use objects the right way	use objects the right way
	follow directions	follow directions	follow directions	follow directions	follow directions
	Body to yourself	Body to yourself	Body to yourself	Body to yourself	Body to yourself
		Ready to learn (ears are listening, lips are closed, hands are still, feet are quiet, eyes are watching)			
	ask for help	ask for help	ask for help	ask for help	ask for help
	clothes on	clothes on	clothes on	clothes on	clothes on