

What is PBIS?

Positive Behavioral Intervention and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for **ALL** students. The premise of Georgia PBIS is that continual teaching combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning.



Meet the PBIS Team

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Implementation Plan

Faculty and Staff participate in ongoing training of behavior expectations. Booster sessions are provided for both new and existing students and staff members. Buice Center families and the local community are encouraged to volunteer time, provide resources, and offer suggestions as we implement PBIS at The Buice Center.

PBIS Mission

The PBIS mission of the Buice Center is to help all students reach their greatest potential by utilizing a proactive systems approach and maintaining a safe and effective learning community where our students will learn to be respectful, responsible and a role model.

- **P**ositive
- **B**ehavioral
- **I**ntervention &
- **S**upports

What does PBIS look like ?

- A small number of clear expectations are posted throughout the school.
- Students, teachers, and staff are able to state the expectations (the 3 R's).
- Teachers continuously teach and review the expectations throughout the year. Teachers model PBIS for students. Students are rewarded for meeting expectations.

A PBIS Parent Guide

Buice Center

Classroom Systems

Expectations are defined for each school location and are posted in classrooms. Routines and procedures are taught explicitly. Immediate and specific praise is given. Consequences and interventions are documented for problem behavior.

Effective Discipline Process

A Continuum of consequences is used for violating behavior expectations. Teacher interventions are provided and expectations are retaught and modeled. Students are allowed to practice the expected behavior in order to be successful.

Faculty & Staff Commitment

Faculty and staff are made aware of student behavior through data sharing. Solutions and suggestions are welcomed for student success.



Clear Expectations & Rules

Throughout the school year students are taught how to behave according to three behavior expectations. Teachers help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons are retaught and reinforced throughout the school year, and are a regular part of the instructional day.

Data

Ongoing use of office discipline referral data for decision making is a priority. We localize the problem by location, month, day, grade, behavior, time, and student.

Behavior Matrix

The Behavior Matrix is a detailed description of expected behavior in each setting of the school. The matrix is posted in classrooms and other areas around the school.

BUICE CENTER CODE OF CONDUCT			
Expectations	I am Respectful	I am Responsible	I am a Role Model
Hallways	<ul style="list-style-type: none"> I am quiet in the hall I respect hallway displays I use my hands and feet appropriately 	<ul style="list-style-type: none"> I walk to the right in the hallway I keep the hallway clean I follow staff directions and accept consequences without argument 	<ul style="list-style-type: none"> I hold doors for others I use appropriate language
Cafeteria	<ul style="list-style-type: none"> I stand quietly in line I use appropriate voice tone and language I use my hands and feet appropriately 	<ul style="list-style-type: none"> I clean up my area I only take food I have purchased I dispose of my trash I keep my account up to date I follow staff directions and accept consequences without argument 	<ul style="list-style-type: none"> I remain seated once food is purchased I use good manners
The Rec / Gym	<ul style="list-style-type: none"> I use encouraging and kind words I accept feedback without argument or complaint I use my hands and feet appropriately 	<ul style="list-style-type: none"> I share and use equipment appropriately I return equipment to its proper place I take up in my designated area I follow staff directions and accept consequences without argument 	<ul style="list-style-type: none"> I take turns and cooperate I play fairly I include others
Opportunity Room	<ul style="list-style-type: none"> I enter OR quietly I remain in my assigned area I use my hands and feet appropriately I use appropriate voice tone and language 	<ul style="list-style-type: none"> I actively participate in my LSO I complete my assigned work I use school property correctly 	<ul style="list-style-type: none"> I apologize I respect other's privacy

Positive Recognition

Staff are reinforcing positive behaviors with encouraging words and classroom rewards.