

PBIS at Buckeye Elementary

Helping Every Bobcat Succeed

At Buckeye Elementary, we use **Positive Behavioral Interventions and Supports (PBIS)** to create a safe, welcoming, and productive learning environment for every student.

PBIS is a schoolwide framework focused on **prevention, teaching, encouragement, and support**. Just as we teach reading and math, we explicitly teach students the behaviors they need to be successful in classrooms and throughout the school. Our goal is to help students make positive choices before problems occur—not simply respond after misbehavior happens.

Our PAWS Expectations

Our schoolwide expectations are known as the **PAWS Rules**:

- **P – Problem Solve**
- **A – Always Care**
- **W – Work Hard**
- **S – Show Respect**

Students are taught what these expectations look and sound like in classrooms, hallways, restrooms, the cafeteria, the playground, the library, the MP Room, and other areas of the school. Staff members review and practice these expectations with students throughout the year.

When students demonstrate the PAWS expectations, staff provide positive feedback and recognition. Students may also earn PAWS tickets that can be used for schoolwide incentives and activities. This recognition helps reinforce positive choices and lets students know exactly what they are doing well.

Responding to Misbehavior

When a student does not meet a PAWS expectation, our first response is to help the student learn from the situation and make a better choice next time. Consequences are designed to be respectful, instructional, and appropriate for the behavior.

Minor Behaviors

Minor behaviors are generally addressed by the teacher or staff member present. Responses may include:

- Redirecting and reteaching the expected behavior
- Providing the student with an opportunity to practice the correct behavior
- Problem-solving or conferencing with the student
- Using classroom interventions and supports
- Documenting repeated concerns

- Completing a wellness check-in or contacting the family when appropriate

If a minor behavior continues despite reteaching and interventions, it may be referred to the office for additional support.

Major Behaviors

Major behaviors—including serious physical aggression, fighting, bullying, abusive language, significant disruption, leaving an assigned area without permission, property damage, or possession of a prohibited item—are referred to the office.

Depending on the behavior and circumstances, responses may include:

- A conference with the student
- Time in a designated recovery area
- Reteaching and individualized behavioral instruction
- Restitution or community service
- Loss of a privilege
- Fill out a reflection sheet
- Parent or guardian contact
- A re-entry plan
- In-school or out-of-school suspension, when appropriate
- Referral for additional targeted support

Consequences are determined by the nature, severity, frequency, and circumstances of the behavior. Our goal is to maintain safety, hold students accountable, repair harm, and teach the skills needed for future success.

A Preventative and Supportive Approach

PBIS recognizes that students may need different levels of support. All students receive schoolwide instruction and encouragement through our Tier 1 practices. Some students may benefit from additional small-group or targeted support, while a smaller number may need an individualized plan.

By identifying concerns early and providing the appropriate level of support, we can help prevent behavior challenges from becoming more serious.

Using Data to Improve

Buckeye's PBIS work is an ongoing process. We continually monitor behavior and discipline data to identify patterns, evaluate the effectiveness of our practices, and determine whether changes are needed.

Our **Tier 1 PBIS Team meets monthly** to review schoolwide data, examine areas of strength and concern, monitor the implementation of our plan, and determine next steps. Based on what we learn, we may adjust expectations, reteach routines, strengthen supervision, provide additional supports, or revise parts of our PBIS plan.

This ongoing cycle helps ensure that our approach remains responsive to the needs of our students and school community.

Working Together

Families are important partners in helping students succeed. You can support our PBIS efforts by talking with your child about the PAWS expectations and encouraging them to:

Problem Solve. Always Care. Work Hard. Show Respect.

Together, we can maintain a positive school community where every Bobcat feels safe, supported, and ready to learn.