

## 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.

NFE families and the local community are encouraged to volunteer time, provide resources, and offer suggestions as we implement PBIS at NFE.



### 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.



### Meet the PBIS Team

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## **North Fayette Elementary**

## **Positive Behavioral Interventions and Supports**

### **PBIS**

### **Parent Guide**



### **NFE PBIS MISSION**

The PBIS mission of North Fayette Elementary 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 safe.

### 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.



# 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.

## What does PBIS look like at North Fayette Elementary?

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

## 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.



## 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.

## **"Be a North Fayette Role Model"**

- ❖ **BE READY**
- ❖ **BE RESPECTFUL**
- ❖ **BE RESPONSIBLE**



## Behavior Matrix

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



## Positive Recognition

Acknowledging and reinforcing positive behavior is the focus of PBIS. NFE students earn tickets/stickers throughout the day for meeting the three behavior expectations. Earned tickets/stickers can be used to obtain various reward items.

