

*Pine Mountain  
Middle School*

**P.B.I.S.  
Handbook**



**2015 - 2016**

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## **PBIS Committee**

Jasmine Kullar, Principal

Kelly Mcnabb, District PBIS Coordinator

Becky Miner, PBIS Coach

Jade Ivey, Team Leader/Data Specialist

Michelle Irwin, Recorder

Dana Turner, Lessons Coordinator

Ann Ogle, Behavior Specialist

Jennifer Pumphrey, Rewards

Brian Folsom, Rewards

Angie Hunt, Counselor

Michael Stokes, Administrator

## **PBIS Overview**

PBIS is short for Positive Behavioral Intervention and Supports. PBIS is a framework for helping schools in organizing research based behavioral interventions that enhances behavior outcomes for all students, and ultimately leading to student success.

More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of 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 (Georgia Department of Education).

PBIS is a multi-tiered system in that first begins with establishing a school-wide PBIS committee responsible for creating the structure as well as overseeing its' implementation.

The first component is creating a list of positively stated expectations for all students, and then teaching and promoting those expectations. PBIS lessons are created to teach students throughout the year what behaviors are expected at Pine Mountain MS.

Second, students are rewarded through tickets when the expected behavior is displayed. PBIS is a proactive system where positive behavior is recognized. Once students receive tickets, students can then use those tickets to "purchase" various rewards.

Finally, the PBIS committee meets monthly to review discipline data as well any other agenda topics that relate to tickets, rewards or lessons.

## Positively Stated Expectations

The expectations at Pine Mountain are to be respectful, responsible and safe.

Expectations	Hallway/Commons	Cafeteria	Bathroom
Be Respectful	Use appropriate language.	Use appropriate language.  Keep hands, feet and belongings to yourself.  Wait your turn in line.  Talk only to those at your table.  Use appropriate volume (level 3-6).	Keep hands, feet and belongings to your self.  Use facilities correctly.
Be Responsible	Keep up with the group.  Go directly to your destination.  Have a pass in your agenda.  Use appropriate volume (level 0-3).	Have your lunch number or money ready and know your food choices.  Get everything you need the first time through the line.  Use your time wisely.	Exhibit sanitary behavior (hands washed, toilet flushed, throw trash in trashcan).  Get in, take care of business, get out.  Use appropriate volume (level 0-3).
Be Safe	Walk in a single file line on the right side of the hallway.  Stop at all intersections.  Keep hands, feet and belongings to yourself.	Clean up after yourself.  Walk in a single file line.  Remain seated until given permission.  Tell an adult about a spill.	Turn off water.  Keep facilities clean.  Horseplay is unacceptable.

## **Teaching the Expectations**

The PBIS committee is responsible for creating lesson plans that teach students our expectations. The first week of school is critical as that is when the expectations are taught to all students, during every class, everyday by the teachers.

Throughout the year, the lessons are revisited as needed and are typically taught during 3<sup>rd</sup> period. Teachers will be notified by the PBIS committee if a particular lesson needs to be re-taught in 3<sup>rd</sup> period.

# Giving Tickets

## How many tickets do we give?

- If students are doing what they are supposed to = 1 ticket
- If students are going above and beyond = 2 tickets

## Who can give tickets?

- Everyone is expected to give tickets (teachers, staff, admin, custodians, bus drivers etc.)

## Where can you get tickets?

- Mailroom in the front office

## What do students do to earn tickets?

- Exhibit one of our three PBIS expectations:
  - Being responsible
  - Being safe
  - Being respectful

## What does being RESPONSIBLE look like?

Academic Responsibility	Behavior Responsibility
Completed homework	Following classroom procedures
Answering questions	Coming to class on time
Meeting deadlines	Getting started on the warm up right away
Showing initiative (eg. Asking for work)	Being prepared (dress out, materials etc.)

## What does being SAFE look like?

- Where to put belongings
- Walking in hallway
- Based on data (what behavior needs rewarding)
- Following procedures during drills
- Cafeteria line ups
- Carpool procedures

## What does being RESPECTFUL look like?

- Helping others
- Being kind
- Ignoring inappropriate behavior

## Students Have Tickets....Now What?

### Classroom

<b>What can the student purchase with the teacher?</b>	<b>How many tickets will it cost?</b>
Teacher store (candy, pencils)	Teacher decides
Sit on a special chair	5 tickets
Pass for forgetting something (eg. Dressing out)	10 tickets
Homework/Late pass	10 tickets
Music time (during work time)	10 tickets

### School Wide

<b>What can the student purchase with the teacher?</b>	<b>How many tickets will it cost?</b>
Hat Day	10 tickets
Costume Day	10 tickets
Celebrations (Friday before fall, winter, spring breaks)	15 tickets



## Approach to Discipline: Minor vs. Major

Minor behaviors should be managed by the teacher. Those behaviors could include:

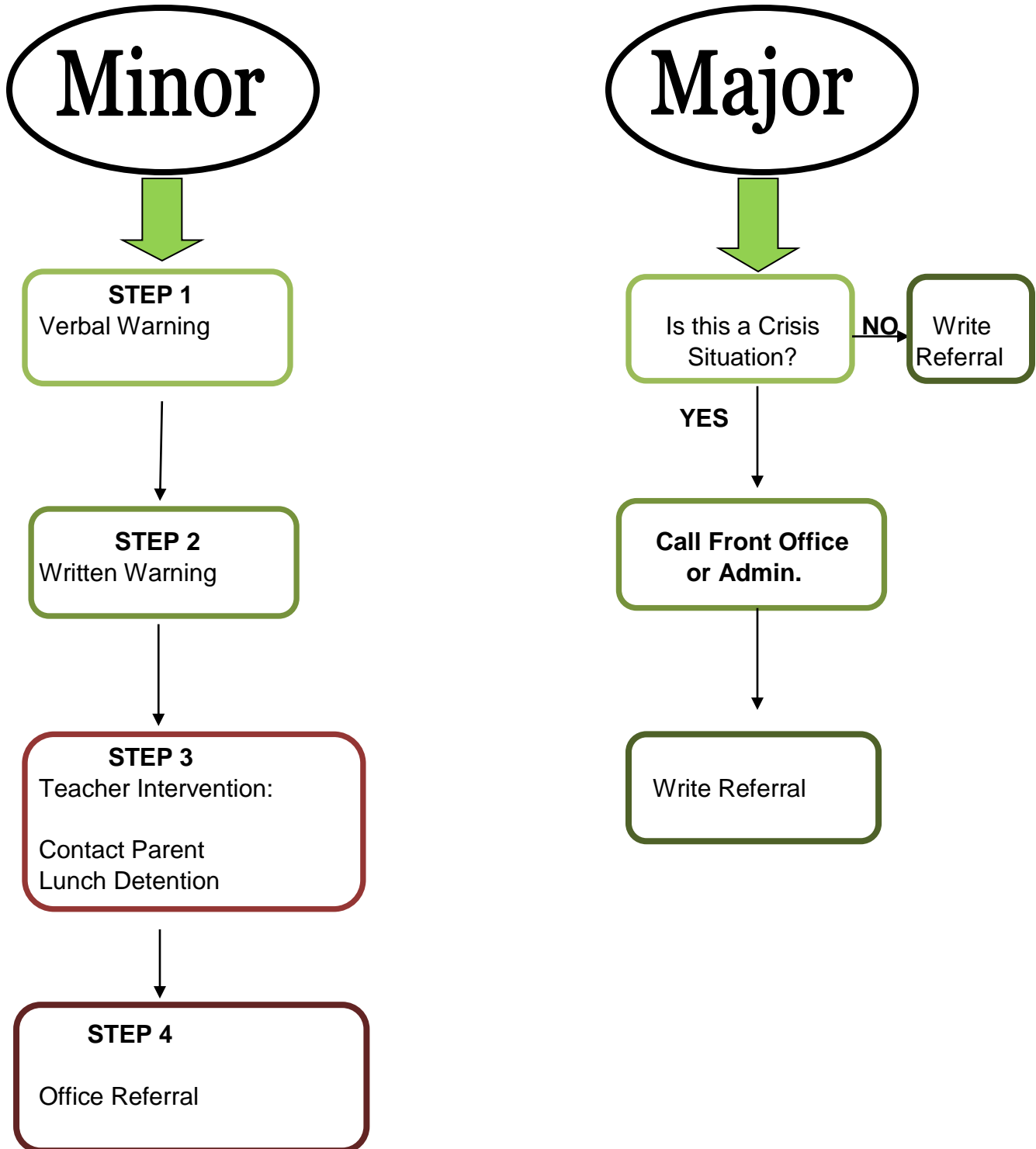
- Disruption
- Defiance
- Disrespect
- Inappropriate language
- Property misuse
- Physical contact
- Electronic device
- Inappropriate display of affection
- Academic dishonesty
- Tardiness

Major behaviors should be referred to the office. Those behaviors could include:

- Cursing at staff
- Defiance
- Fighting
- Harassment/Bullying
- Property Damage/Theft
- Drugs/Alcohol/Tobacco
- Weapons
- Bomb Threat
- Arson
- Vandalism
- Skipping Class
- Continuation of Minor Behaviors

## Approach to Discipline: Minor vs. Major

Is the Behavior Minor or Major?



## Monitoring and Evaluating PBIS

As with any program, the monitoring and evaluation of it is important so we can tweak and make changes as necessary. Below is our discipline data for the last 2 years, as well as our current year to date. We will continue to monitor our referral data as well as our ISS/OSS data.

### Number of Office Referrals

	2015-2016 (August-October 12)	2014-2015	2013-2014
Number of Office Referrals	110	715	518

### Number of ISS and OSS Days Assigned

	2015-2016 (August-October 12)	2014-2015	2013-2014
Number of ISS Days	113	740.5	489.5
Number of OSS Days	37	362	298.5
Students	57	236	199