





What is PBIS?

Positive Behavioral Interventions 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 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.

Statement of Purpose

At King Philip Middle School, students and staff make safe, respectful and responsible choices. KPMS is a place where we prioritize teaching, learning, acceptance, and a sense of belonging.





What does PBIS look like at KPMS?

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



PBIS at KPMS is...The KP Way

The KP WAY consists of three pillars:

- Safe
- Respectful
- Responsible



- Throughout the school year students are taught how to behave according to three behavioral expectations.
- Teachers and staff help students learn what the expectations "look" & "sound" like in every setting during the school day.
- These lessons are re-taught and reinforced throughout the school year, and are a regular part of the instructional day.



The KP Way Matrix

The KP WAY is guided by a behavior matrix

SAFE
RESPECTFUL
RESPONSIBLE

The matrix has been adapted to each area of the building.

THE KP WAY IN THE

BATHROOM

SAFE	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none"> • Keep personal space • Avoid conflicts and distractions • Report problems 	<ul style="list-style-type: none"> • Honor privacy • Use school appropriate language, tone and volume • Be kind 	<ul style="list-style-type: none"> • Wash hands • Return to classroom promptly • Leave no trace

THE KP WAY IN THE

HALLWAYS

SAFE	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none"> • Walk • Avoid conflicts and distractions • Keep right • Keep body and belongings to yourself 	<ul style="list-style-type: none"> • Use school appropriate language, tone, and volume • Allow classes to progress without interruption • Maintain personal space • Be kind 	<ul style="list-style-type: none"> • Use direct route • Use locker appropriately • Use a hall pass • Leave no trace

THE KP WAY IN THE

CLASSROOM

SAFE	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none"> • Remain in your seat • Keep body and belongings to yourself • Avoid conflicts and distractions 	<ul style="list-style-type: none"> • Use school appropriate language, tone, and volume • Use classroom resources appropriately • Recognize others' right to learn • Allow for others' perspectives • Be kind 	<ul style="list-style-type: none"> • Be on time • Be prepared • Leave no trace • Use time effectively



The KP Way Acknowledgement System

KP students are
acknowledged for
positive behaviors
using tickets



Students can select
rewards from:

The KP Way Wagon



Data Goal:

With the use of positive behavioral supports and strategies, King Philip Middle School will see a 10% reduction in overall major behavior referrals on SWIS (i.e. defiance, aggression, inappropriate language, inappropriate tech use, disruption, out of bounds, disrespect) when comparing data from May 2023 to May 2024.

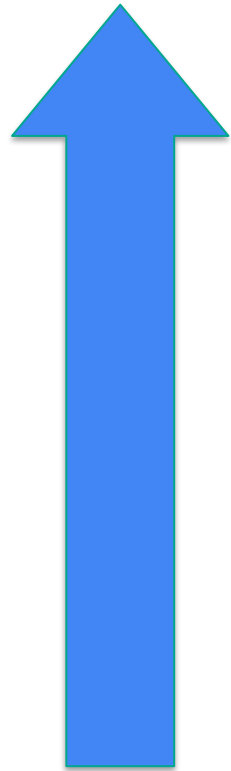


What is family engagement & why is it important?

Including families in the PBIS process means families and school personnel can work together and share in the responsibility making educational decisions and improving student outcomes.



Students benefit!



Student Achievement
(Fan & Chen, 2001)

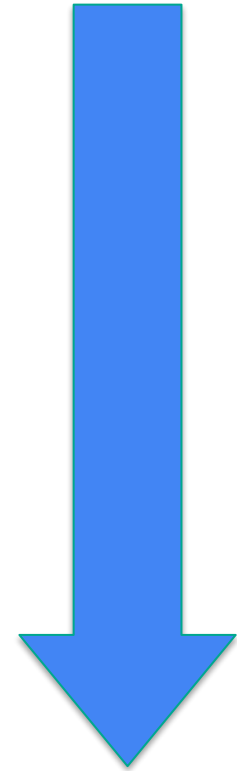
Attendance (Simon, 2001)

Social-emotional-behavioral Outcomes (Fantuzzo et al., 2004; Garbacz & McIntyre, 2016)

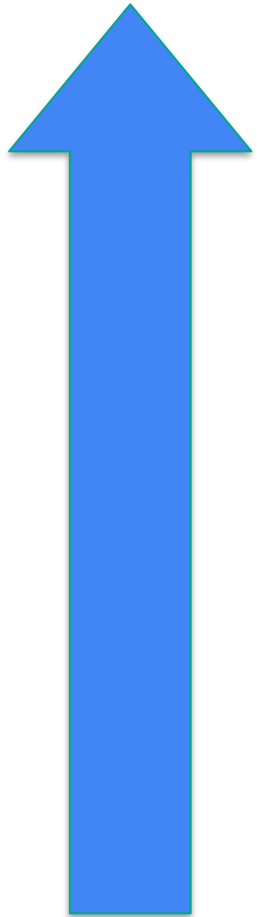
Peer Group Affiliations
(Garbacz et al., 2018)

School drop-out
(Barnard, 2004)

Behavior Problems
(Garbacz et al., 2020)



Parents and teachers benefit, too!



Parent efficacy and competence (Semke et al., 2010; Sheridan et al., 2012)

Parent trust of teachers (Santiago et al., 2016)

Teacher job satisfaction (Kristenson, 1995)

Parent-teacher relationship (Sheridan et al., 2017)

Positive Relationships

- Recognize family needs
- Value cultural differences
- Collect data on perceptions of home-school relationships

Two-Way Communication

- Engage in meaningful, two-way communication
- Provide multiple avenues for families to receive and provide information

Equity, Access, Representation

- Intentionally obtain diverse and proportional input
- Empower families with knowledge and skills to effectively support student learning
- Cultivate social connections and networks among families

Meaningful Decision-Making

- Provide diverse range of opportunities for families to make shared decisions about PBIS systems and practices
- Effectively engage families in advanced student behavior supports

How can you help?

- Take an active role and volunteer to be a parent representative on our behavior support team
- Volunteer to be team parent
- Are there opportunities where you can help with community outreach?
- Monitor/Organize Online Sign-up Genius
- Spread the word!



HELP



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Helpful Links

Center on PBIS: <https://www.pbis.org/>

PBIS Rewards: <https://www.pbisrewards.com/>