

Dear Parents,

Our school is participating in an important campus initiative. It is called Positive Behavior Intervention and Supports (PBIS)

***What is Positive Behavior Intervention Support?***

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

***What is PBIS at our school?***

In the very near future, we will be adopting campus wide expectations. Similar to the WES Handbook/ Code of Student Conduct, these rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified expectations/rules will be found in every classroom and non-classroom setting in the school and will be collaboratively developed with all staff as well as included in a parent presentation and the WES Handbook. All rules/expectations will center around the following:

**Being Safe**

**Being Respectful**

**Being Responsible**

Under the 3 general guidelines for positive behavior listed above will be specific expectations for all common areas. In other words, what does being safe, being respectful, and being responsible look like in the library, cafeteria, hallways, etc.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior

- ⇒ Constantly teach and refer to our school-wide expectations.
- ⇒ Provide students with more praise than correction.
- ⇒ Talk to students with respect using positive voice tone.
- ⇒ Actively engage everyone in the class during instruction.
- ⇒ Use pre-correcting, prompting, and redirecting as we teach.
- ⇒ Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

**We also have a school-wide system of consequences:**

This will be the next phase of the program after we adopt the campus-wide expectations. All will be completed prior to the start of the school year.

**What does this all mean?**

Essentially, what this means is rather than catching students misbehaving or breaking campus rules. We call attention and praise the behaviors that we are looking for at WES. Throughout the school, posters will be affixed to the walls to remind all of our expectations for behavior in hallways, cafeteria, classrooms, school buses, recess, etc. Inherent to this system is the idea of a token economy. Using our school-created currency, students will be able to earn incentives. Depending on the school I was in, we called the currency “Marlin Money” or “Cardinal Cash.” So we will be looking for a similar phrase with Wells, Warriors, or Owls to name this currency. On the cash will be our school mascot (Owl) and staff member will check off Be Safe, Be Respectful, and Be Responsible to denote the reason a child receives the currency.

**What can a student use the currency for?**

In my experience, the best way to develop the incentives is to go to the students themselves. We will put together a school store for PBIS consisting of items students can spend the currency that they have earned. This has worked remarkably well. Additionally, students can save the currency to spend on incentives that require more currency. In the past, schools have partnered with local business and other organizations to explain the process and to inquire as to whether such organizations would be willing to donate anything for which we could use as prizes/incentives. Additionally, a monthly event typically takes place to reward students who have not accrued any discipline referrals to show our appreciation for demonstrating positive behavior and for being a leader on campus.

There are few things I have encountered in education that are almost automatic successes. A carefully planned PBIS program will yield the greatest impact on school climate of anything I have encountered. I have years of experience implementing this at elementary, intermediate, and middle school levels and it works. I cannot wait to get the program up and running!

I look forward to discussing this further with all parents, staff, and students as we work to finalize all components of the program prior to the start of school.

Respectfully,

Christopher Roche  
Principal, Wells Elementary School