Parents/Guardians and PBIS

To be successful, our behavior system needs to be a partnership between home and school. Throughout the school year, the PBIS team will send home updates and information regarding PBIS here at Lakeshore. We invite your comments, concerns, and ideas in order help make PBIS as successful as possible at our school.

Please help support PBIS at Lakeshore by:

- Reviewing behavior expectations with your child.
- Using the 3 expectations at home:
  - Be Respectful
  - Be Responsible
  - Be Safe
- Providing positive reinforcement (reinforcing smart choices with acknowledgment or quality time) at home.
- Sharing comments with or asking questions of PBIS team members.

Together we can achieve more!

Lakeshore Mission Statement

The mission of Lakeshore Elementary School, in partnership with the family and community, is to promote high achievement and foster continuous growth of the whole child, so that each becomes a creative, contributing citizen in a culturally diverse society, by providing personalized learning opportunities in a safe, nurturing environment.

District Priorities for PBIS

With the support of resources from various local, state, and federal sources, the Fond du Lac School District has implemented PBIS in all schools in the District over the past five years. During that time, all schools have attained fidelity at the tier one (universal) level, using the School Evaluation Tool (SET). Currently, a District priority is to move all schools to fidelity at tier two (targeted interventions) level. PBIS is an important part of the bridge to learning and achievement in the Fond du Lac School District.

PRIDE • ACHIEVEMENT • GROWTH
FOND DU LAC SCHOOL DISTRICT

Fond du Lac
School District

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS:

A PBIS GUIDE

Lakeshore Elementary
School

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What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a research-based framework for teaching and supporting positive behaviors for ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The benefits of implementing PBIS include:

- fewer behavior issues
- more instructional time
- better attendance for student success

The foundation of PBIS in the Fond du Lac School District lies in the three fundamental expectations at all of our schools.

- Be Respectful
- Be Responsible
- Be Safe

In addition to these behavior expectations, PBIS has five other components:

1. **Behavior Matrix** which explains specific behavior expectations in each school setting
2. **Direct Teaching** of the expectations
3. **PBIS Acknowledgment System** to recognize appropriate behavior
4. **Behavior Reporting Forms** to record and address inappropriate behaviors
5. **Data Collection** to decide on further lessons and other interventions

Behavior Matrix

The Behavior Matrix is a detailed description of expected behaviors in each setting of the school. For example, in the hallway, "stay to the right" instructs how to be safe when in the hallway. It is responsible to "leave no trace" and take all of your items with you. The matrix is posted throughout the school. Each classroom teacher also has created a matrix specific to that class so students understand the routines for each classroom.

Teaching Expectations

Throughout the school year, students are taught what it looks like to be respectful, responsible, and safe in every setting during the school day. The lessons are called "Cool Tools" or "Behavior Lessons." These lessons will be re-taught and reinforced throughout the school year and become part of the instructional program. Reminders are frequently used. For example, before students leave a classroom, they might hear, "Remember, when walking in the hall, be polite and stay to the right."

Acknowledgment System

Acknowledging and reinforcing positive behavior is one of the best ways to encourage appropriate behavior and change inappropriate behavior. Students earn "Paw Bucks" for meeting behavior expectations. When goals are met, students enjoy school-wide celebrations periodically and other special opportunities.

Behavior Reporting Forms

Even with clear expectations and positive reinforcement, sometimes students will misbehave. A Behavior Report is written to record the incident. Students are then assisted in learning the desired behavior again by completing a follow-up agreement, conferencing with the teacher, meeting with staff and parents, etc.

- **Minor infractions (Green Slip)** - disruptive to the learning environment and handled by the supervising staff member in the situation.
- **Major infractions (White Slip)** - more serious or repeated inappropriate behaviors handled by the principal. Parents will receive notification.
- Effective interventions and supports will be in place to help students succeed in all academic and behavior areas.

Data Collection

Collecting data about the times, places, behaviors, etc., ensures informed decision-making to help all students meet the expectations through further interventions. Data gives objective points for making decisions.