

P.B.I.S

Positive Behavior Intervention and Supports



2025-2026

Ringing Rocks Elementary

Parent Handbook

Dear Parents/ Guardians,







At Ringing Rocks we strive to foster a safe welcoming environment where all students can learn. The focus of this plan is to create positive school climate that fosters being safe, positive, respectful and responsible.

All of the staff at Ringing Rocks will be teaching the positive behaviors they are expected to demonstrate at school. We will acknowledge and reward individual students and classes who consistently demonstrate the Falcon 4.

Please take some time to review with your child the positive behavior expectations described in the matrix. Please discuss the importance of following the Falcon 4.

We look forward to working with you to help your child be the best version of themselves.

Falcon Four Matrix

	Hallway	Cafeteria	Playground	Bus	Bathroom	School-Wide
Be Safe 	<ul style="list-style-type: none"> Use walking feet Control your body: Keep hands and feet to yourself 	<ul style="list-style-type: none"> Sit in seat Use walking feet Only eat your food 	<ul style="list-style-type: none"> Follow the whistle signals Stay in your area Keep hands and feet to yourself 	<ul style="list-style-type: none"> Sit in seat Face forward Keep aisle clear Keep hands, feet, and items to yourself 	<ul style="list-style-type: none"> Wash hands Keep soap and water in sink 	<ul style="list-style-type: none"> Report a problem to an adult Keep outside doors closed
Be Positive 	<ul style="list-style-type: none"> Silent wave or thumbs up to others Be a role model smile at others 	<ul style="list-style-type: none"> Say Please and thank you Kind conversations Contact free greeting offer to help others give compliments 	<ul style="list-style-type: none"> Include others Show good sportsmanship Put materials away correctly 	<ul style="list-style-type: none"> Remain in assigned seat Greet bus driver Offer for someone to sit with you 	<ul style="list-style-type: none"> Allow for privacy 4 students at a time. Wait your turn 	<ul style="list-style-type: none"> Use kind words Be a "Bucket Filler!" Celebrate success! contact free greetings
Be Respectful 	<ul style="list-style-type: none"> Voices off Follow teachers directions 	<ul style="list-style-type: none"> Inside voice Raise your hand for help Listen to others who are talking thank the cafeteria workers and custodians 	<ul style="list-style-type: none"> Use equipment correctly Follow directions acknowledge when others are following the rules 	<ul style="list-style-type: none"> Inside voice Follow bus driver's directions thank your bus driver talk respectfully and include others in conversation 	<ul style="list-style-type: none"> Voices off Use correct amount of soap and toilet paper Thank custodians for cleaning up 	<ul style="list-style-type: none"> Follow directions of all staff Treat others the way you want to be treated
Be Responsible 	<ul style="list-style-type: none"> Stay in a line Go directly to where you need to be off to help others 	<ul style="list-style-type: none"> Wait for your turn Clean up trash Line up immediately 	<ul style="list-style-type: none"> Dress for the weather Return equipment Line up immediately 	<ul style="list-style-type: none"> Listen for your bus to be called Walk directly to your bus Know your stop help others who may be carrying a lot. 	<ul style="list-style-type: none"> Use toilet, sink, and dryers correctly Wash your hands tell an adult if supplies are needed. 	<ul style="list-style-type: none"> Use school property correctly Follow the Falcon Four every day Be here, be ready
<div style="display: flex; justify-content: space-between; align-items: center;">  <div> <p>Caring for our school, community, and each other.</p> <p>Be the I in Kind.</p> </div>  </div>						

Why implement PBIS?



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported
drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Haseilton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and
school climate

(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008;
Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

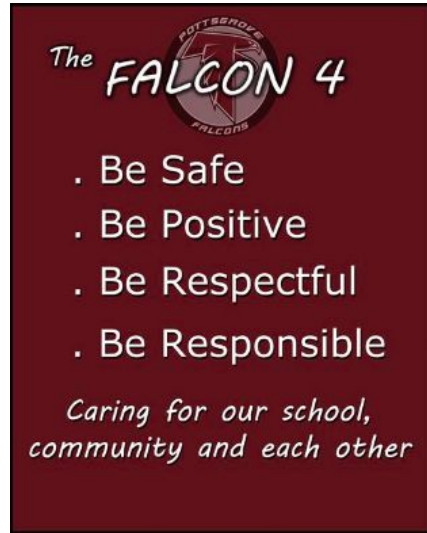
(Horner et al., 2009)

Research has shown PBIS:

- Establishes a healthy school culture and climate
- Increases student engagement and instructional time
- Empowers students to play a central role in their education
- Reduces racial inequities in discipline
- Reduces teacher burnout
- Makes all other practices better

PBIS Practices

Ringling Rocks Elementary School has developed school-wide procedures to support implementation.



1. **Define Behavioral Expectations** - A small number of behavior expectations are positively stated and clearly defined. At Pottsgrove our expectations are: Be Safe, Be Positive, Be Respectful, and Be Responsible.
2. **Teach Behavioral Expectations-** The behavior expectations are taught to all students in a real context. Behavioral expectations are taught using the same teaching method used in academic curricular. (Teach, Model, and Practice)
3. **Acknowledge Appropriate Behavior-** Once appropriate behaviors have been defined and taught they will be acknowledged on a regular basis. At Ringling Rocks we have developed a system that acknowledges expected behavior at the individual, classroom, and school level. This acknowledgement system is outlined in this handbook.
4. **Correct Behavior Errors-** When students violate behavioral expectations, follow the flowchart to determine intervention. These procedures are used to re-direct students to appropriate behavior. Additional information about documentation, consequences, interventions, and restorative practices are included in this packet.

Falcon Four Hallway Expectations



Be Safe

- Use walking feet
- Eyes forward
- Control your body: Keep hands and feet to yourself
- One block from the wall



Be Respectful

- Voices off
- Follow your teacher's directions
- Hold the door for others



Be Positive



Silent waves or thumbs up to others



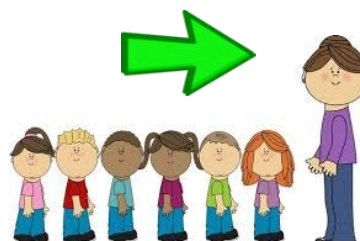
Smile at others

- Be a role model



Be Responsible

- Stay in a line
- Walk on the right side
- Go directly to where you need to be



Be the "I" in Kind.

Show appreciation, be friendly, offer help, and reach out.



Falcon Four Cafeteria Expectations



Be Safe

- Sit in assigned seat
- Face forward
- Only eat your food
- Use walking feet



Be Respectful

- Use inside voice
- Raise your hand for help
- Listen when others are talking
- Say "Please" and "Thank you!" to cafeteria workers



Be Positive



- Use your manners
- Use kind words and actions
- Give compliments
- Kind conversations



Be Responsible



- Wait for your turn
- Clean up trash
- Line up immediately
- Use utensils properly



Be the "I" in Kind.
Show appreciation, be friendly, offer help, and reach out.



Falcon Four Playground Expectations



Be Safe

- Follow the whistle signals
- Stay in recess area
- Keep hands and feet to yourself
- Report a problem to an adult



Be Respectful

- Use equipment correctly
- Follow directions
- Take turns and share
- Acknowledge when others are following the rules



Be Positive



- Include others
- Show good sportsmanship
- Help someone up who fell down
- Follow the rules of the game



Be Responsible

- Dress for the weather
- Return equipment
- Line up immediately
- Apologize when needed



Be the "I" in Kind.
Show appreciation, be friendly, offer help, and reach out.



Falcon Four Bus Expectations



Be Safe

- Sit in assigned seat
- face forward
- Two to a seat
- Keep aisle clear
- Keep hands, feet, and items to yourself
- School side of the yellow line



Be Respectful

- Inside voice
- Follow bus driver's directions
- Thank your bus driver
- Use kind words and include others in conversations



Be Positive



Smile and greet bus driver
Offer for someone to sit with you



Help others who may be carrying a lot



Be Responsible

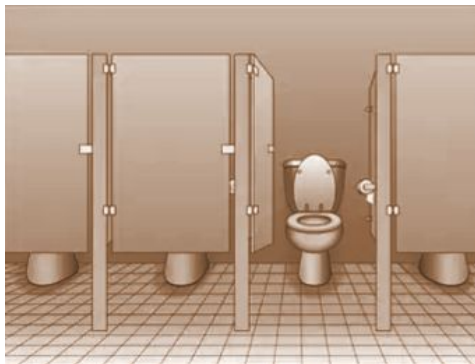
- Listen for your bus to be called
- Walk directly to your bus
- Know your stop
- Help keep the bus clean



Be the "I" in Kind.
Show appreciation, be friendly, offer help, and reach out.



Falcon Four Bathroom Expectations




Be Safe

- Keep soap and water in sink
- Keep hands and feet to self




Be Respectful

- Voices off
 - Use correct amount of soap and toilet paper
-  Thank custodians for cleaning up




Be Positive

- Allow for privacy and space
 - Four (4) students at a time
-  Wait your turn



Be Responsible

- Use toilet, sink, and dryers correctly
 - Do your business and leave
 - Wash your hands for 20 seconds
-  Tell an adult if supplies are needed



Be the "I" in Kind.
Show appreciation, be friendly, offer help, and reach out.



Falcon Four School-Wide Expectations



Be Safe



Show Appreciation

- Clean up after yourself



Be Friendly

- Follow the safety rules



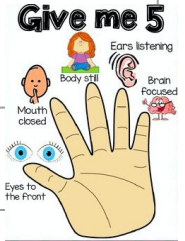
Offer Help

- Keep outside doors closed



Reach out

- Report a problem to an adult



Be Respectful



Show Appreciation

- Follow directions of all staff



Be Friendly

- Treat others the way you want to be treated



Offer Help

- Hold the door open for others



Reach out

- Listen when others are speaking

Be Positive



Show Appreciation

- Use kind words towards yourself and others



Be Friendly

- Smile, Wave, and Say Hello!



Offer Help

- Offer to share materials



Reach out

- Encourage others
- Welcome new students
- Apologize when needed

Be Responsible



Show Appreciation

- Be a Bucket Filler!
- Be here, be ready



Be Friendly

- Include others
- Always do your best!



Offer Help

- Use school property correctly and help others do the same



Reach out

- Ask for help when needed

Be the "I" in Kind.



Falcon Four Classroom Expectations



Be Safe



Show Appreciation

- Keep hands and feet to yourself



Be Friendly

- Use kind words and actions to yourself and others



Offer Help

- Cover your cough or sneeze with your elbow



Reach out

- Tell an adult if there's a problem

Be Respectful



Show Appreciation

- Follow directions quickly



Be Friendly

- Respect others' learning by following the expectations



Offer Help

- Ask your teacher how you can help



Reach out

- Listen carefully to others

Be Positive



Show Appreciation

- Tell others you are grateful for them



Be Friendly

- Learn everyone's name



Offer Help

- Offer to share



Reach out

- Encourage others

Be Responsible



Show Appreciation

- Use your manners and clean up after yourself



Be Friendly

- Sit with a new friend



Offer Help

- Offer to clean up your classroom or help a friend



Reach out

- Include others in group activities



Be the "I" in Kind.



Falcon Four Classroom Expectations



Be Safe

Be Respectful

Be Positive

Be Responsible

Positive Behavior At a Glance

- Positive Behavioral Interventions and Supports (PBIS) is a way for schools to encourage good behavior.
- When PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math.
- The focus of PBIS is prevention, not punishment.



Positive Behavior Affirmation Flow Chart

Classroom Managed
(teacher/staff action)

How is behavior managed?

Office Managed

Classroom recognition
Points or tickets
Good call home
Free time
Additional recess
Homework pass
Student of the month
Prize

Positive Affirmations:

Showing courtesy to others
Keeping hands and feet to themselves
Showing good sportsmanship
Being fair and including others
Following staff directions
Waiting for your turn
Showing good manners
Using time wisely
Picking up trash and placing in the trash can.
Using inside voices
Staying seated
Returning equipment
Lining up promptly
Using equipment appropriately
Using polite language
Helping other students

School recognition
Weekly prizes/ activities
School- Wide Celebrations

Golden Ticket

PBIS committee will plan and coordinate main events.

Key Takeaways

- Studies show PBIS can help improve discipline, behavior and even grades.
- PBIS is for all students in a school, including students with IEP's or 504 plans.

Falcon Four Recognition



Individual Student Recognition - Golden Tickets

Point Person: Mrs. Radswillas

Student is awarded a golden ticket for following the Falcon Four. Positive reinforcement is given to all students, any time to recognize positive behavior. Name is entered into a chosen raffle and names are chosen every Friday.

Staff Recognition - Monthly Raffle

Point Person:

Once a month staff names are chosen from the raffle tickets. A prize is awarded at the early morning meetings.

School-wide Celebration

Point Person: PBIS Team

Typically a bimonthly celebration planned by the PBIS team and earned by the students for meeting the school's golden ticket goal.

Golden Tickets



- The Golden Ticket is used to reward students that follow the Falcon 4.
- Golden tickets are available in the main office and will be put in staff mailboxes and given to bus drivers.
- When a student is observed following the Falcon 4 and/or showing kindness, a golden ticket is awarded.
- Teacher gives the student a sticker to wear and the student brings the golden ticket to the office.
- In the office, students will get a pencil and drop the golden ticket into the raffle of their choice.
- On Friday mornings, student names are chosen from each raffle and recognized during morning announcements.
 - Students who chose the prize box, will come to the office after announcements.
 - Students chosen from the activity raffles will remain in the classroom and information will be sent to teachers with date and time.

100 Ways to Praise a Child

That's incredible! How extraordinary! Far out! Outstanding performance! I can't get over it! GREAT! Amazing effort!

Unbelievable work! Wonderful! Marvelous!

Phenomenal! You got it! Superb! Cool! Excellent! You're special!

Your work is out of sight! Your project is first rate! You've outdone yourself! Way to go! Thumbs up! You're a good friend! You came through! Terrific! You tried hard! Your help counts! You made it happen! It couldn't be better! Fantastic work! You're a real trooper! Fabulous! Bravo! Exceptional! You're unique! Awesome!

Breathtaking! The time you put in really shows! You're a great example for others! Keep up the good work! I knew you had it in you! Dynamite! It's everything I hoped for! You should be proud of yourself! What an imagination! You made a difference! Well done!

You're sensational! Very good! A+ work! Super Job! Good for you! Take a bow! You figured it out! Great answer! You're doing a lot better! Thanks for being honest! How artistic! Hooray for you! You're a joy! How thoughtful of you! You're amazing!

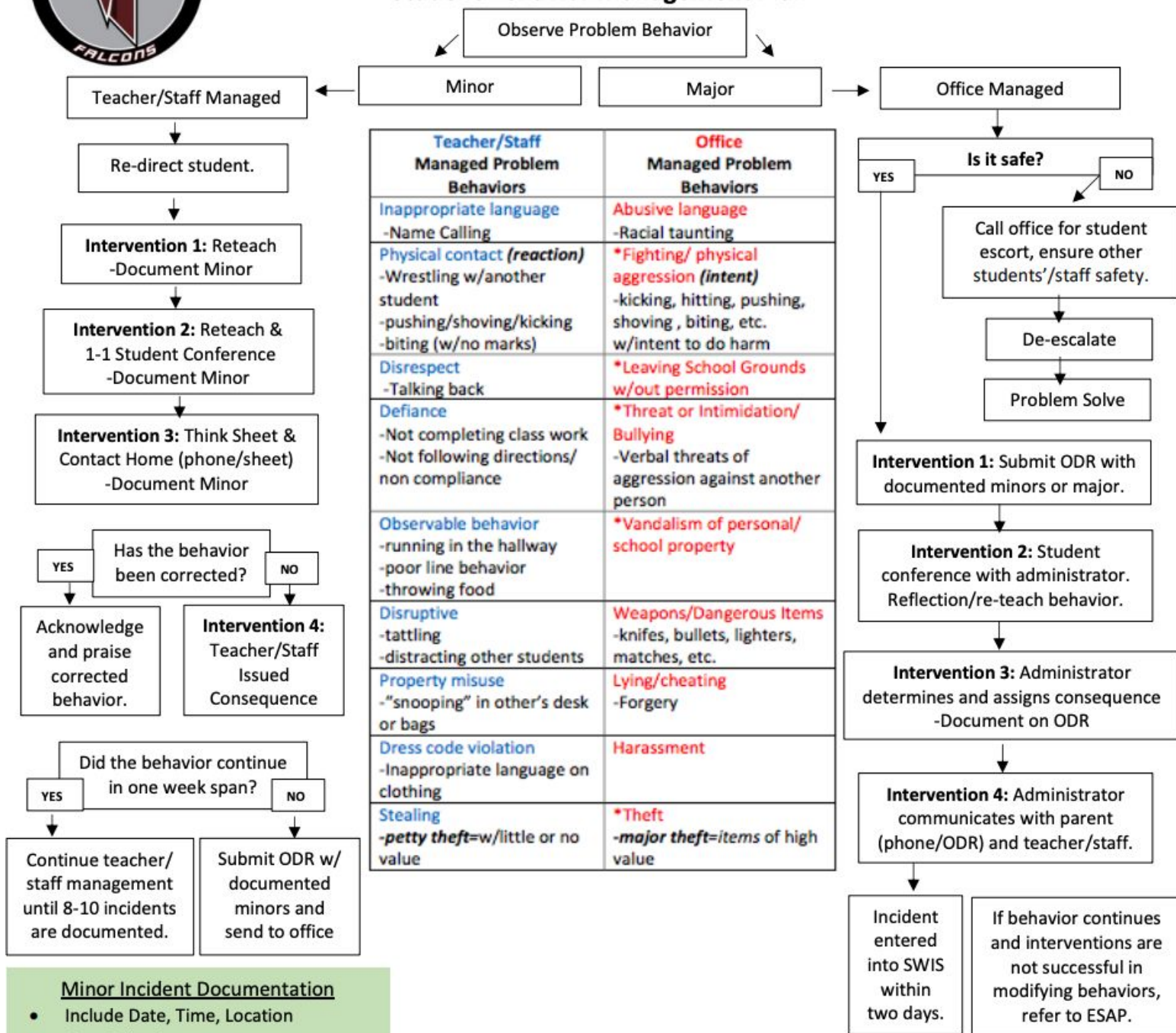
You're getting better! What a great idea! You deserve a hug! Thanks for trying! You're getting better! You're a big help! You're tops! You've made progress! You're neat! You've got what it takes! You're #1! You're a shining star! You can be trusted! Wow! Remarkable! Beautiful! I'm proud of you! Very impressive! You're sharp! You're a winner! Hot Dog! Spectacular work! You're so kind! You've really grown up! What a great listener! Thanks for helping! Great discovery! You've earned my respect! Thanks for caring! You're a-okay! You're a great kid! How original! You're a champ! You're a pleasure to know! Very brave! What a genius!

You're very talented! You're the greatest! You're super!

**Positive Teacher attention should be given at a rate of 4:1
4 positives to 1 correction.**



Ringling Rocks Elementary Student Behavior Management Plan



Minor Incident Documentation

- Include Date, Time, Location
- Note Behavior
- Consider Motivation (get to, get away)
- Action Taken & Student Response
- Must include parent contact

Teacher/Staff Issued Consequences *consequence should match behavior*

- Walking Ticket
- Quiet Table
- Time Out
- Dojo Point/Clip Down
- Loss of Privilege/Free Time

Classroom Intervention Menu

Take concrete action to correct behavior

- Re-teach/Restorative Practice
- Change Seat
- Curricular Modification, Scaffold
- Nonverbal Cues/Reminders
- Verbal Praise, Positive Reinforcement
- Remove Distractions
- Provide choices

ODR Documentation Reminders

- Check Minor or Major
- Include Minor Documentation
- Must contact parent prior to ODR
- Check 1-2 most offensive behavior
- Check only 1 Motivation (get/away)

Office Referral Form Definitions		
Problem Behavior	Minor	Major
Disruption	Student engages in low intensity, but inappropriate disruption. (Calling out, out of seat)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior.
Not following directions	Student engages in brief or low intensity failure to follow directions or talks back.	Student engages in refusal to follow directions or talks back.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students. (eye rolling)	Student delivers socially rude or dismissive messages to adults or students. (Name calling, telling the teacher no)
Unacceptable language	Student engages in low intensity instance of inappropriate language. (stupid, dumb)	Student delivers verbal messages that include swearing, name calling, or use of words in an appropriate way.
Inappropriate Physical Contact	Student engages in non-serious, but inappropriate physical contact. (light pushing, light tapping, hitting, poking)	Physical Aggression Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an

			object, kicking, hair pulling, scratching, etc.)
Misuse of Property	Student engages in low intensity misuse of property. (crumbling paper)	Student participates in an activity that results in destruction or disfiguration of property. (writing on desks, throwing objects)	
Harassment/ Bullying		The delivery of direct or technology based messages that involve intimidation, teasing, taunting, threats, or name calling and/ or related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	
Fighting		Student is involved in mutual participation in an incident involving physical violence.	
Cheating/ Lying	Student delivers a message that is untrue or harmless or violates the rules.	Student deliver a message that is untrue or harmful and/or intentionally violates the rules.	
Threatening comments/actions	Statement of intent to inflict pain or cause harm to self or others.	Aggressive statement of intent to inflict pain or cause harm to self or others.	
Defiance	Student engages in brief or low intensity failure to follow directions or talks back.	Student does not comply with school rules and/ or engages in refusal to follow directions or talks back.	

The **FALCON 4**



- . Be Safe
- . Be Positive
- . Be Respectful
- . Be Responsible

*Caring for our school,
community and each other*

Ringling Rocks School Pledge

I pledge today to do my best
in reading, math and all the rest.
I promise to follow the Falcon Four,
so that my learning can really soar.
I will be respectful, safe and positive
too.
I'll be responsible in all I do.
I'm here to learn and I'll say it loud,
I will always be Pottsgrove Proud.

