P.B.I.S

Positive Behavior Intervention and Supports

2026-2027

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.

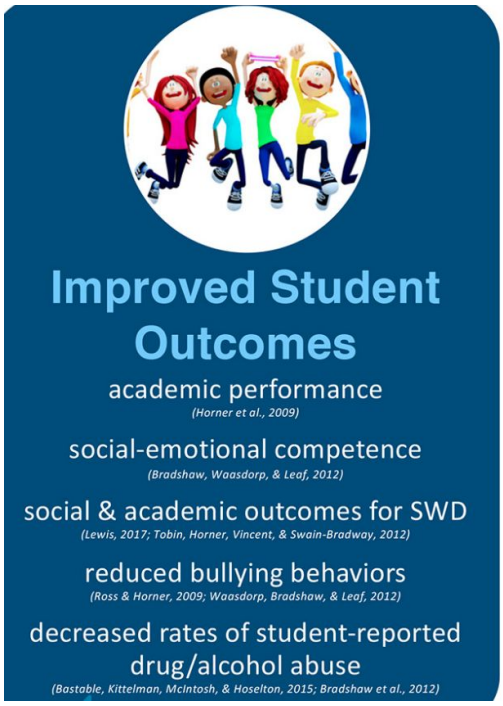
We look forward to working with you to help your child be the best version of themselves.

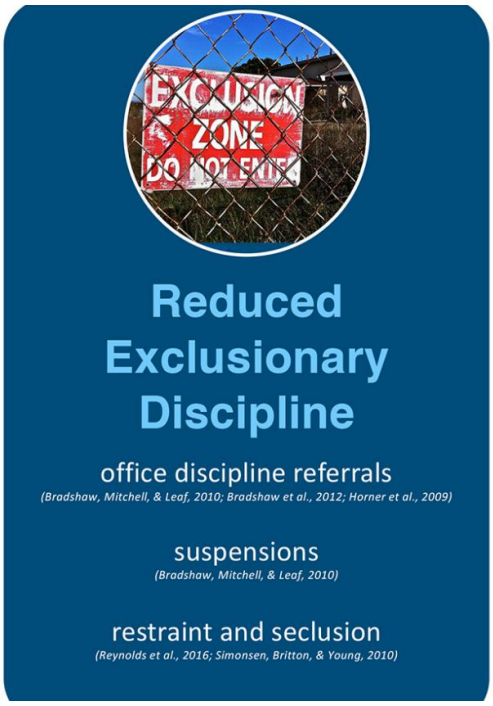
Falcon Four Matrix

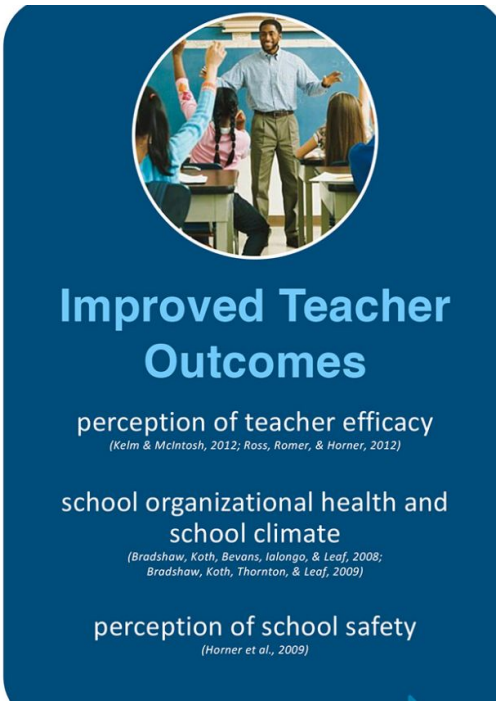
	Hallway	Cafeteria	Playground	Bus	Bathroom	School-Wide
Be Safe	• Use walking feet • Control your body: Keep hands and feet to yourself	• Sit in seat • Use walking feet • Only eat your food	• Follow the whistle signals • Stay in your area • Keep hands and feet to yourself	• Sit in seat • Face forward • Keep aisle clear • Keep hands, feet, and items to yourself	• Wash hands • Keep soap and water in sink	• Report a problem to an adult • Keep outside doors closed
Be Positive	• Silent wave or thumbs up to others • Be a role model • smile at others	• Say Please and thank you • Kind conversations • Contact free greeting • offer to help others • give compliments	• Include others • Show good sportsmanship • Put materials away correctly	• Remain in assigned seat • Greet bus driver • Offer for someone to sit with you	• Allow for privacy • 4 students at a time. • Wait your turn	• Use kind words • Be a "Bucket Filler!" • Celebrate success! • contact free greetings
Be Respectful	• Voices off • Follow teachers directions •	• Inside voice • Raise your hand for help • Listen to others who are talking • thank the cafeteria workers and custodians	• Use equipment correctly • Follow directions • acknowledge when others are following the rules	• Inside voice • Follow bus driver's directions • thank your bus driver • talk respectfully and include others in conversation	• Voices off • Use correct amount of soap and toilet paper • Thank custodians for cleaning up	• Follow directions of all staff • Treat others the way you want to be treated
Be Responsible	• Stay in a line • Go directly to where you need to be • off to help others	• Wait for your turn • Clean up trash • Line up immediately	• Dress for the weather • Return equipment • Line up immediately	• Listen for your bus to be called • Walk directly to your bus • Know your stop • help others who may be carrying a lot.	• Use toilet, sink, and dryers correctly • Wash your hands • tell an adult if supplies are needed.	• Use school property correctly • Follow the Falcon Four every day • Be here, be ready
Caring for our school, community, and each other. Be the I in Kind.						

Kindness skills- Be friendly, offer help, show appreciation, and reach out.

Why implement PBIS?





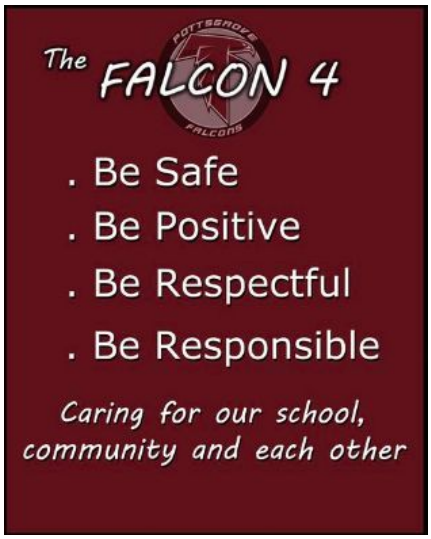


Research has shown PBIS:

- 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

Ringing 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 Ringing 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 Matrix

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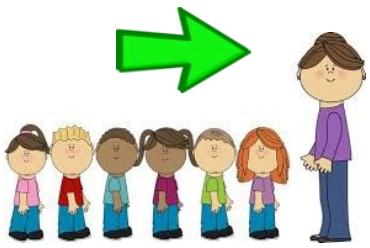
Be Safe	• Use walking feet • Control your body: Keep hands and feet to yourself	• Sit in seat • Use walking feet • Only eat your food	• Follow the whistle signals • Stay in your area • Keep hands and feet to yourself	• Sit in seat • Face forward • Keep aisle clear • Keep hands, feet, and items to yourself	• Wash hands • Keep soap and water in sink	• Report a problem to an adult • Keep outside doors closed
Be Respectful	• Voices off • Follow teachers directions • Hold the door for others	• Inside voice • Raise your hand for help • Listen when others are talking • Say please and thank you.	• Use equipment correctly • Follow directions • Acknowledge when others are following the rules	• Inside voice • Follow bus driver's directions • Thank your bus driver • Talk respectfully and include others in conversation	• Voices off • Use correct amount of soap and toilet paper • Thank custodians for cleaning up	• Follow directions of all staff • Follow "Give me 5!" • Treat others the way you want to be treated
Be Positive	• Silent wave or thumbs up to others • Be a role model • Smile at others	• Use your manners • Kind conversations • Offer to help others • Give compliments	• Include others • Show good sportsmanship • Put materials away correctly • Help someone who is hurt	• Remain in assigned seat • Smile and greet bus driver • Offer for someone to sit with you	• Allow for privacy • 4 students at a time. • Wait your turn	• Use kind words and actions • Be a "Bucket Filler!" • Celebrate success! • Always do your best
Be Responsible	• Stay in a line • Go directly to where you need to be	• Wait for your turn • Clean up trash • Line up immediately	• Dress for the weather • Return equipment • Line up immediately • Apologize when needed • Put materials away correctly	• Listen for your bus to be called • Walk directly to your bus • Know your stop • Help others who may be carrying a lot.	• Use toilet, sink, and dryers correctly • Wash your hands • Tell an adult if supplies are needed.	• Use school property correctly • Follow the Falcon Four every day • Be here, be ready

Caring for our school, community, and each other.

Falcon Four Hallway Expectations

Be Safe	Be Respectful
• Use walking feet • Eyes forward • Control your body: Keep hands and feet to yourself • One block from the wall 	• Voices off • Follow your teacher's directions • Hold the door for others
Be Positive	**Be Responsible**
• Silent waves or thumbs up to others • Smile at others • Be a role model 	• Stay in a line • Walk on the right side • Go directly to where you need to be 

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

Be Responsible

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

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

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
- 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

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

Falcon Four Classroom Expectations

Be Safe	Be Respectful
Be Positive	**Be Responsible**

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 a golden ticket is awarded.
- In the office, students will drop the golden ticket into the raffle of their choice.
- During morning announcements on different days, 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.

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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! Your a good friend! You came through! Terrific! You tried hard! Your help counts! You made it happen! It couldn't be better! Fantastic work! Your 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.

Ringing Rocks Elementary
Student Behavior Management Plan

Observe Problem Behavior

Minor Behavior

Major Behavior

Teacher/ Staff Managed Behaviors

Does student have an IEP?

No

Yes, Follow IEP

Step 1: Redirect & Reteach

Step 2: Reteach & 1-1 Conference with student. Use Neutralizing statements outlined below

Step 3: Reflective Sheet & Contact Home (phone/ sheet)

Step 4: Teacher/ Staff Issued Consequence

Has the behavior been corrected?

Yes

Acknowledge & praise corrected behavior

No

Complete ODR, submit to office & notify administrator

Teacher/ Staff Managed Behaviors	Office Managed Behaviors
Disruptive Behavior -tattling, interrupting by calling out, distracting peers, leaving seat without permission, making unnecessary noises	**Disruptive Behavior** -sustained after teacher/ staff managed intervention
Defiance -not following directions, refusing to work	**Defiance** -sustained after teacher/ staff managed intervention
Inappropriate Language -name calling, low intensity	**Threatening Comments** - aggressive, intent to inflict harm to self/ others
Physical Contact/Horseplay (intent to get reaction) -poking, tapping, pushing shoving with no marks	**Physical Aggression (intent to cause injury)** - kicking, hitting, pushing, with intent to harm; injury
Property Disrespect -crumbling paper, breaking pencils/ crayons	**Weapons/ Dangerous Items** **Cheating/ Dishonesty**
Stealing -petty, no value	**Theft** - major, high value
Observable Disrespect/Defiant Behaviors -Running in hallways, poor line behavior, throwing objects	**Harassment/ Bullying** -includes direct verbal or technology- based messages sustained after intervention

Office Managed Behaviors

Is it safe?

Yes

No

Call the office- specify break, assistance, or support

De-escalate

Problem Solve

Step 1: Submit ODR w/ documentation

Step 2: Student Conference with administrator. Reflect, re-teach, and possible consequence. Communicate with parent

Step 3: Administrator determines and assigns consequence per district policy. Document on ODR.

If behavior continues and interventions are not successful in modifying behaviors, refer to ESAP.

Ringing Rocks Elementary
Student Behavior Management Plan

Classroom Intervention Menu

PBIS WORLD

Take concrete action to correct behavior

- Reteach/ Restorative Practice
- Change seat
- Physical Proximity
- Curricular Modification, Scaffold
- Nonverbal cues/ Reminders
- Verbal Praise, Positive Reinforcement
- Remove Distractions
- Provide choices

Staff Issued Consequences

Consequences should match behavior

- Quiet area
- Time out
- Stop and Think form
- Loss of Privilege
- Owed time

ODR Documentation Reminders

- PowerSchool Title Conventions: First Initial.Last name - Offense
  - Ie: A.Babb - Classroom Defiance
  - Include FACTUAL OBSERVATIONS in description
  - Choose Location
  - Include participants
    - offender(s)
    - Victim - can not be same as offender
  - Add PBIS Motivation
- Must contact parent prior to ODR

Neutralizing Statements

- What should you be doing?
- Do you understand the expectations?
- Can you follow these expectations?
- How can I help you?

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

Ringing 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.