



**ROLLING RIDGE
PARENT PBIS
INFORMATION
NIGHT**

WELCOME!!!

Your Hosts:

- *Josh Levy – MTSS-B Intervention Counselor*
- *JuliAnn Lopez – Principal*
- *Lisa Conetta-Lee – Assistant Principal*

Objectives:

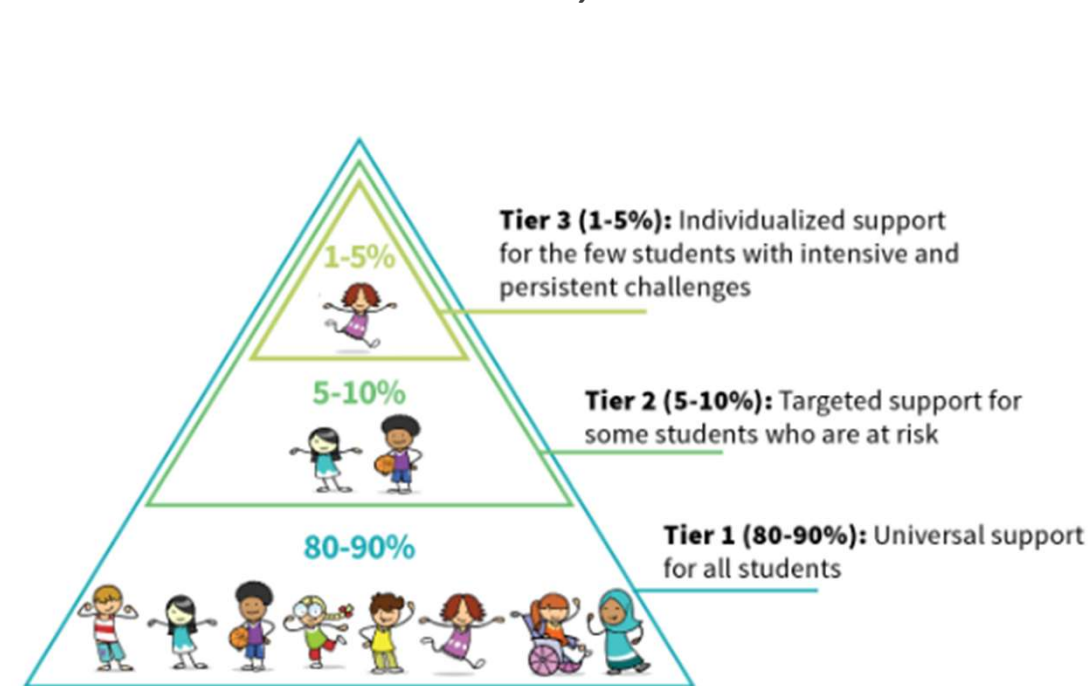
- *Introduction to PBIS*
- *Learn how PBIS is used at Rolling Ridge to support student behavior*
- *Learn how you can utilize PBIS at home*



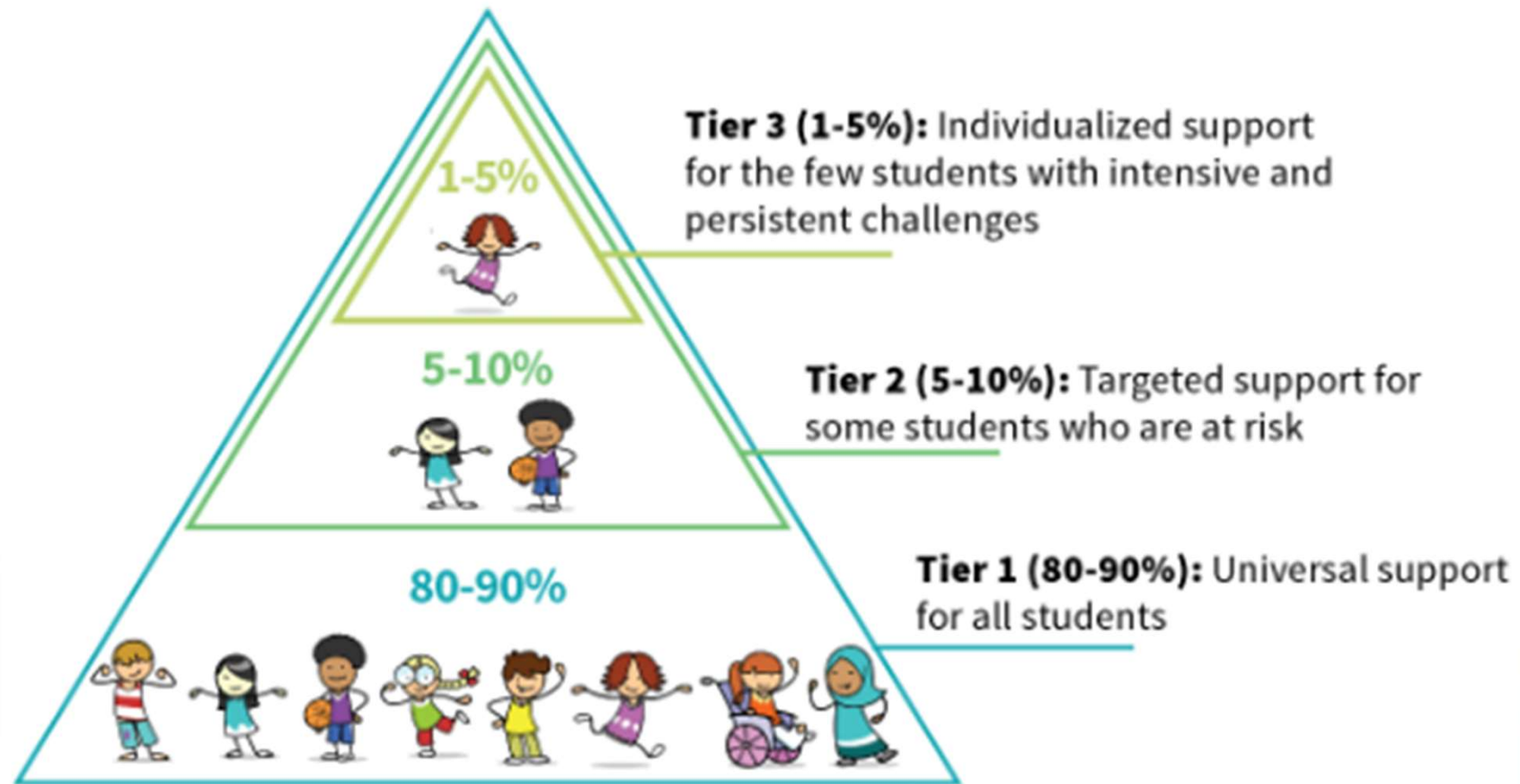
A detailed illustration of a steam locomotive, number 199, emitting a large plume of white steam. The locomotive is dark green with gold accents and is shown from a front-three-quarter view. The background is a light blue sky with soft white clouds. A thin blue diagonal line runs across the top right of the slide.

WHAT IS PBIS?

- *PBIS – Positive Behavior Interventions and Supports*
 - ***Evidence-based**, **tiered** framework that supports a student’s behavioral, academic, social, and emotional needs.*
 - *Improves **social emotional competence**, **academic success**, and **school climate**.*
 - *Helps to create a **positive**, **predictable**, **equitable**, and **safe** learning environment where everyone thrives.*



Multi-Tiered Systems of Support (MTSS)



Multi-Tiered Systems of Support (MTSS)

Tier 1: 90% of Students

- *All students are taught and re-taught our schoolwide expectations of how to Be Respectful, Be Responsible, and Be Safe*
 - *Expectations are taught using a structure that focuses on the **Expectation**, the **Location** of the behavior, and the **Desired Behavior**.*
 - ***“Be Respectful in class by following instructions the first time given.”***
- ***Second Step Curriculum***
 - *CVUSD’s Social Emotional Curriculum that is taught to all students whose parents have opted in to participate.*
 - *Lessons teach and model concepts to help promote positive social interactions and personal coping skills.*

Multi-Tiered Systems of Support (MTSS)



Tier 2: 5-10% of Students

- *Students receive a generalized, evidence-based, curriculum from the MTSS-B Intervention Counselor through:*
 - *Check-In Check-Out (CICO)*
 - *Small Group Skills Based Lessons*
 - *Push-In Classroom Lessons*

Tier 3: 1-5% of Students

- *Students receive individualized, layered support from multiple resources, such as:*
 - *MTSS-B Intervention Counseling*
 - *Chino Human Services*
 - *Behavioral Health*
 - *Etc.*



HOW DOES ROLLING RIDGE USE PBIS?

TEACHING EXPECTATIONS:

BE RESPECTFUL

HOW YOUR BEHAVIOR IMPACTS OTHERS

BE RESPONSIBLE

WHAT YOU DO FOR PERSONAL SUCCESS

BE SAFE

KEEP YOUR HANDS, FEET, AND OBJECTS TO YOURSELF



On Track Expectations

What is the Rolling Ridge Way ?

Always
do your best!

Be RESPONSIBLE

Always
be a good friend!

Be RESPECTFUL

Always
play games that
are safe and fun
for everyone!

Be SAFE





On Track Expectations

Students are expected to follow ALL school-wide and classroom expectations. These are posted in every classroom and common area. They are frequently modeled and retaught by all Rolling Ridge teachers and staff.

Rolling Ridge Elementary Behavior Expectations

	BE RESPECTFUL... (How your behavior impacts others)	BE RESPONSIBLE... (What you do for personal success)	BE SAFE... (Always keep hands, feet, and objects to yourself)
in class by	<ul style="list-style-type: none"> following instructions, the first time given. waiting to be called on to speak/get up. demonstrating whole body listening. 	<ul style="list-style-type: none"> staying in your seat unless permission is given. using appropriate volume (0,1,2,3) level. collaborating on topic. 	<ul style="list-style-type: none"> walking at all times. sitting in chairs properly (feet on the ground). using classroom materials/tools properly.
in line by	<ul style="list-style-type: none"> listening for adult instructions. 	<ul style="list-style-type: none"> lining up single file. facing forward. maintaining a volume level of 0. 	<ul style="list-style-type: none"> facing forward. keeping up with person directly in front of you.
in the restroom by	<ul style="list-style-type: none"> keeping eyes to yourself. knocking before entering restroom stall. using volume level 1. throwing away all trash. 	<ul style="list-style-type: none"> using paper for cleaning. flushing the toilet after use. pushing dryer once. reporting problems to an adult. 	<ul style="list-style-type: none"> walking. opening/closing door gently. washing hands. leaving as soon as you are finished.
in the hallways and quads by	<ul style="list-style-type: none"> maintaining a volume level of 0. keeping away from other's property. 	<ul style="list-style-type: none"> going directly to your destination. keeping backpacks zipped and hung. 	<ul style="list-style-type: none"> always walking. passing through halls/quads without lingering.
at lunch by	<ul style="list-style-type: none"> entering the food line entrance at volume level 0. following directions from adults the first time given. using volume 1 or 2 in the MPR. waiting to be dismissed. 	<ul style="list-style-type: none"> sitting at your assigned area. cleaning your area. raising your hand and waiting to be excused. throwing trash away. stacking your tray neatly. 	<ul style="list-style-type: none"> staying seated while eating. eating your own food. walking directly to playground.
on the playground by	<ul style="list-style-type: none"> following directions from adults the first time given. following the posted game rules. demonstrating patience when waiting your turn or after losing. using appropriate playground language (see Behavior Definitions chart). 	<ul style="list-style-type: none"> putting class ball bin on your line number. returning all balls in your class ball bin when finished. reporting unwanted or harmful behavior to adult on duty. 	<ul style="list-style-type: none"> walking on the blacktop. using equipment, the way it is intended.
at assemblies by	<ul style="list-style-type: none"> demonstrating whole body listening (sit up straight, legs crossed, face forward). 	<ul style="list-style-type: none"> entering using volume 0. following the directions, the first time. 	<ul style="list-style-type: none"> walking in line. listening to instructions. going to your assigned area.
in the library by	<ul style="list-style-type: none"> maintaining a volume level of 0. following directions, the first time. 	<ul style="list-style-type: none"> taking care of the books. putting books and materials where they belong. returning books on time. 	<ul style="list-style-type: none"> sitting in your chair with feet on the ground.
when using computers by	<ul style="list-style-type: none"> typing quietly. following directions. 	<ul style="list-style-type: none"> staying on task. using the teacher assigned apps (emails, chats, etc.) only. logging out. 	<ul style="list-style-type: none"> staying on teacher assigned apps and websites.
in the office by	<ul style="list-style-type: none"> using a voice level of 1. 	<ul style="list-style-type: none"> doing the job assigned and return to class. 	<ul style="list-style-type: none"> walking directly to and from the office.

Revised 6/2022



Students are RECOGNIZED for excellent behavior.

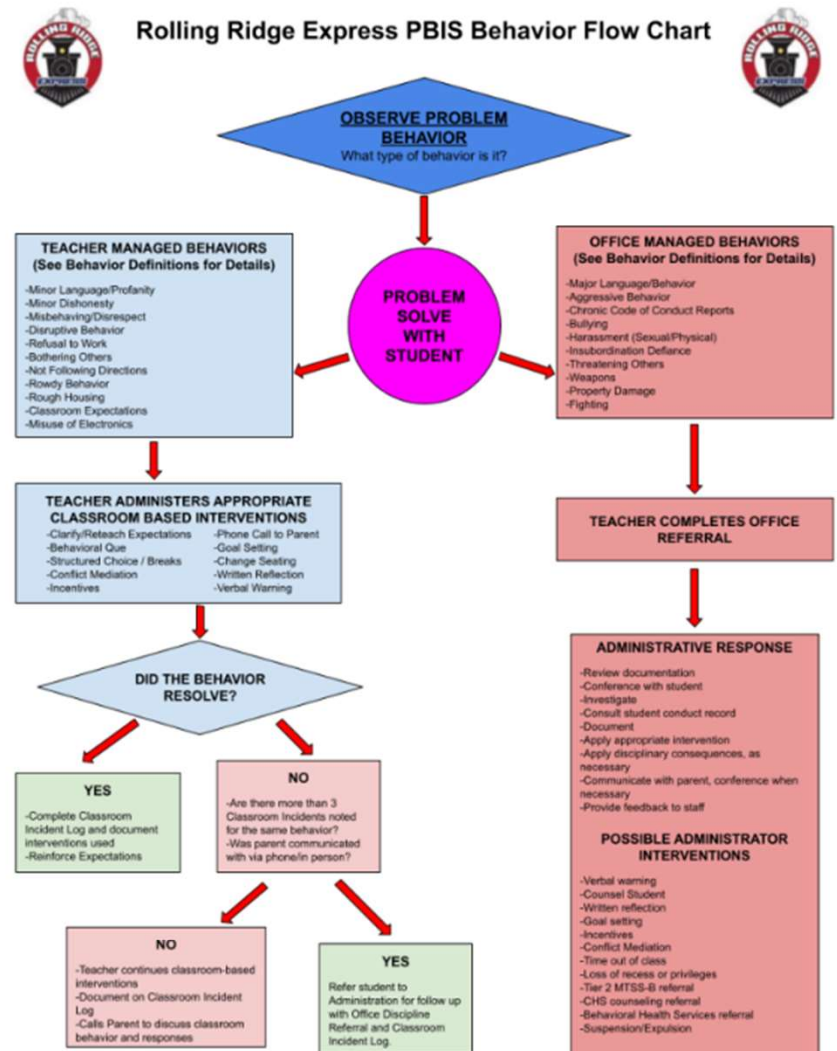
1. Students receive Right On Track Tickets when they are seen modeling school-wide expectations by Being Respectful, Responsible, and Safe.
2. Student can redeem Right On Track Tickets for raffle prizes and special events.
3. Students are recognized monthly during our Golden Spike Ceremonies for students who have gone above and beyond to show they are Respectful, Responsible, and Safe.

Right On Track 23/24	
	
Name _____	St. _____
	<input type="checkbox"/> Being Respectful
	<input type="checkbox"/> Being Responsible
	<input type="checkbox"/> Being Safe
Earned From _____	

Right On Track Guidance

Students are guided toward better behavior when they need to be corrected.

1. Staff reference and model school-wide and classroom expectations to guide student to make better choices in behavior.
2. Teachers follow the Behavior Flow Chart to the right to address behavior concerns and implement appropriate consequences based on the behaviors.
3. Parents receive communication about their student's behaviors so together, as a team, we can all guide and support student to make the best decisions.





Right On Track Guidance

5 TO 1 RATIO: SPECIFIC POSITIVE FEEDBACK

For every 1 negative interaction/feedback there needs to be 5 specific positive interactions/feedback statements to promote positive behavior.

How do we do this?

- Using the sentence structure provided by our School Wide Expectations to teach positive behaviors and recognize when our students are showing positive behaviors.

Scenario:

Johnny keeps shouting out in class. The teacher references the schoolwide expectations to the whole class with “Remember everyone, It is important that we are Respectful in class by waiting to be called on before we speak”.


As the day continues the teacher provides specific positive feedback: “I like how Suzie raised her hand”, “Thank you Jacob for waiting to be called on before answering”. Students are being acknowledged for their positive behaviors meanwhile Johnny is seeing the positive attention the others are receiving.

Johnny’s behavior begins to improve as he starts to raise his hand and receives specific positive feedback for following expectations increasing the likelihood of repeated positive behavior.



At-Home Expectations

- Design your own At-Home Behavior Expectations for your child to follow.
- Helps reinforce routines and expectations taught at school.
- Gives you something to reference with your child with familiar phrases.
- Can be written by you and your child to increase their buy-in.
- Example: "Be Respectful when you get home from school by putting your backpack where it belongs."
- 5:1 Specific Positive Feedback
 - "Thank you for hanging up your jacket"
 - "I like the way you cleaned your room, that was very responsible of you"

Rolling Ridge AT-HOME Behavior Expectations			
	BE RESPECTFUL... (How your behavior impacts others)	BE RESPONSIBLE... (What you do for personal success)	BE SAFE... (Always keep hands, feet, and objects to yourself)
When you get home from school by	<ul style="list-style-type: none">• Hanging up your jacket.• Putting your backpack where it belongs.• Cleaning up trash after snack time.	<ul style="list-style-type: none">• Beginning your homework at your desk/work area.• Sharing your agenda.• Putting your work in your backpack when done.	<ul style="list-style-type: none">• Walking through the house.• Playing safely with siblings/pets.
When doing your homework by	<ul style="list-style-type: none">• Using a voice level of 0 or 1.	<ul style="list-style-type: none">• Checking and sharing your agenda with (Mom/Dad/Grandma/Grandpa/etc.).• Staying on task until you are done or time to take a break.	<ul style="list-style-type: none">• Sitting at the table/desk properly.
When playing at home by	<ul style="list-style-type: none">• Using a voice level of 0 or 1.• Using kind language.	<ul style="list-style-type: none">• Only playing video games with people you know in real life.• Completing homework and chores before playing.	<ul style="list-style-type: none">• Walking on the blacktop or cement.• Following the rules of the game or activity.
At dinner time by	<ul style="list-style-type: none">• Using a voice level of 1 or 2.• Following instructions to set the table.	<ul style="list-style-type: none">• Waiting to be excused before leaving.• Helping to clean up the dinner table and dishes.	<ul style="list-style-type: none">• Sitting properly in your chair.• Using utensils properly.
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THANK YOU FOR ATTENDING!!!!

PLEASE FILL OUT THIS SURVEY TO LET
US KNOW HOW WE DID.

There will be an option to let us know
if you would like us to email you a
blank copy of the At-Home Behavior
Matrix.

