

Ridge-Brook Elementary

PBIS Behavior Expectations

and

Restorative Practices



Respectful- Responsible- Ready

Ridge-Brook Dolphins



Ridge-Brook Vision and Mission

Ridge-Brook empowers students to find and use their voice as leaders.

Ridge-Brook develops student leaders by having all stakeholders (parents, families, staff, and community partners) work together to create an environment where all students feel safe, nurtured, empowered, and eager to learn.

Dear Ridge-Brook Families,

The Parma City School District and Ridge-Brook places a strong emphasis on building Resilient Learners and Embracing All through **Positive Behavioral Interventions & Supports (PBIS) and by Restorative Practices**. We accomplish this through collaboration with all stakeholders. The PBIS and Restorative Practice initiatives have been expanding in our District with proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

In the past, discipline practices have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling, and reinforcing positive social behaviors is an important step in a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS and Restorative Practice is to establish a climate in which appropriate behavior is the norm and we repair harm that has happened between students or school community members.

Ridge-Brook Elementary would like to share with you our PBIS behavior expectations for the 2023-2024 school year. In this booklet you will find expectations for each area of the school that we will be teaching our Ridge-Brook students. Please take the time to reinforce these expectations with your student.

Additional information regarding PBIS can be found at www.pbis.org

Additional information on Restorative Practices can be found at <https://www.nextgenlearning.org/equity-toolkit/school-culture>

Please feel free to contact Wendy Jewell, Principal, and Jeannette Pecora, Dean of Students if you have any further questions.

Sincerely,

Resilient Learner Team

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It is a way to create positive, predictable, equitable, and safe learning environments where everyone thrives. (www.pbis.org)

Our goal at Ridge-Brook is to give your child the best education possible. We focus not only on academics, but also on social, emotional, mental, and physical wellness. We strive to teach our students our three main expectations:

1. Be Respectful
2. Be Responsible
3. Be Ready

These three expectations fall under our PBIS initiative. At the beginning of the year, your child will be hard at work learning our expectations and we are excited to share them with you! Ridge-Brook's PBIS program is used as a proactive approach to working with and correcting problem behaviors throughout the school day in various settings. Through positive reinforcements we have put in place, students can earn rewards, incentives, and recognition just by being model students and following expected Ridge-Brook behaviors. The PBIS program is meant to transform our school's climate by using consequences as a last resort for correcting behavior. Our PBIS matrix shows the expectations that will be taught for each area of the school.

PBIS has 3 tiers/levels of support.

Tier/Level 1 supports everyone—students and staff—across all school settings. They establish a foundation for positive and proactive support. Tier/Level 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Examples of Tier 1 supports include: schoolwide expectations (Be Respectful, Be Responsible, Be Ready); lessons taught to all students around our expectations; posters hung displaying the student expectations for different areas of our school; Dolphin Dollars; snack cart, Dolphin Cove; Dolphin Dollar drawings; positive phone call home.

Tier/Level 2 support is an additional layer of support targeting a student's specific needs. On average, about 10-15% of students will need Tier/Level 2 support. Examples of Tier/Level 2 supports are adult mentoring; check-in/check-out programs; target skills groups of 4-6 students; restorative circles.

Tier/Level 3 support is a more intensive, individualized level of support to improve student outcomes. On average, about 1-5% of students will need Tier/Level 3 support. Tier/Level 3 supports are available to any student with intensive needs, whether they receive special education services or not. An example of a Tier/Level 3 support would be an individualized behavior intervention plan for a student.

What are Restorative Practices?



Restorative Practices are a set of skills for building community and for responding to challenging behaviors and conflicts in schools.

The primary goals of Restorative Practices are:

1. Create Positive School Culture
2. Build Community
3. Manage Conflict and Resolve Disputes
4. Strengthen Relationships
5. Repair the Harm
6. Improve Equity and Inclusivity for All

Restorative Practices are done through a variety of formats, but we primarily use structured conversations that are called "Circles." Circles are done with whole classrooms, small groups, or individuals. Circles are a safe place for conversations to happen so students and or staff can express to each other how the other person(s) behavior has impacted them and how the harm that was done can be repaired. When harm has been done, we can support students by helping them accept responsibility for their actions, take accountability, and make things right with the class, group of students, or individual.

Common Circle Guidelines



Ridge-Brook Dolphins are....


































Respectful

Responsible

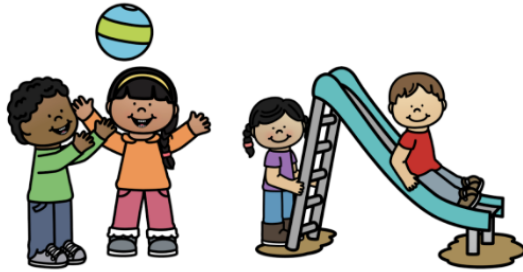


Ready

RIDGE-BROOK ELEMENTARY

	Respectful We will treat everyone the way we want to be treated.	Responsible We will do the right thing even when no one is watching.	Ready We will perform our best because we are prepared.
Hallway	 Respect personal space and keep hands, feet, objects to self	 Single, straight, and silent	 Walk with a purpose to your designated area
Bathroom	 Respect others' privacy	 Flush the toilet  Leave the bathroom clean  Use a voice level 0-1  Soap and water to wash hands  Head back to class	 Return to class quickly
Cafeteria	 Use kind words and actions with all adults and students  Eat your own food	 Sit at your assigned table  Clean up your area  Talk at a level 1-2 while eating  Raise your hand for assistance	 Wait patiently in line  Enter and exit the cafeteria at level 0
Classroom	 Be polite and friendly to others  Show respect to others	 Follow classroom rules  Take care of classroom and supplies	 Complete all assignments  Do your personal best  Be prepared
Recess	 Listen to all adults  Use kind words and actions	 Be safe  Share and take care of equipment	 Line up when given a signal

Voice Levels:  0 No Talking  1 Whisper Voice  2 Inside Voice  3 Outside Voice



Share and take care of the equipment



comforting friends



including others



cleaning up

Use kind words and actions

Recess



Listen to all adults

Line up when given a signal



sharing



waiting your turn



swinging forward



sliding feet first



lining up

Be safe

We are kind!



Be polite and friendly
to others



Show respect to others

Classroom

Follow classroom rules



Be prepared



Showing
Kindness



Listening



Controlling
My Voice



Controlling
My Body



Working
Hard



taking care of materials

Do your personal best

Complete all assignments

Take care of classroom
and supplies



Use kind words and actions with all adults and students



Eat your own food



Talk at a level 1-2 while eating

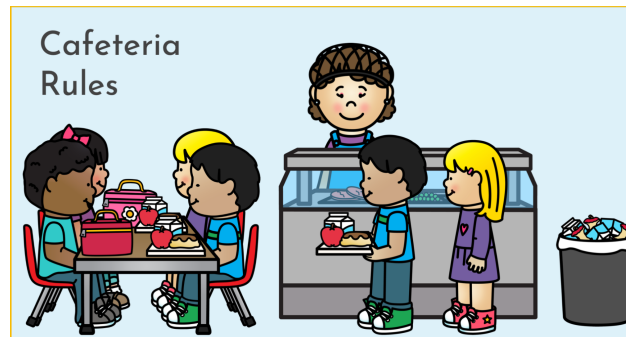


Sit at your assigned area

Cafeteria



Raise your hand for assistance



Clean up your area

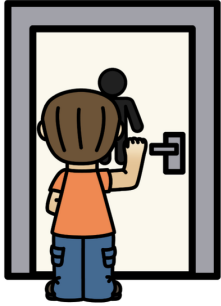


Enter and exit the cafeteria at a level 0



Wait patiently in line

It is kind to respect others' privacy.



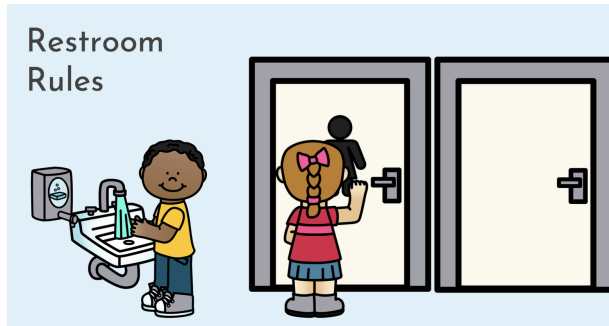
Respect others' privacy

It is kind to stay quiet in the restroom.



Use a voice level 0-1

Bathroom



Flush the toilet



Soap and water to wash hands

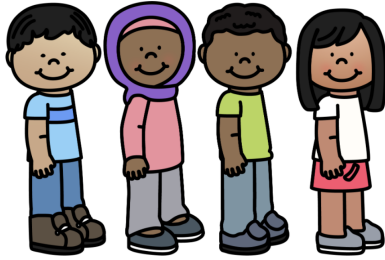


Leave the bathroom
clean



Return to class quickly

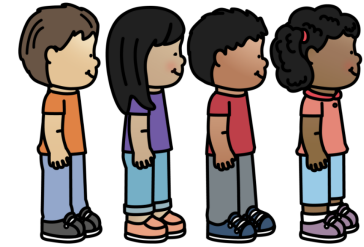
It is safe to keep our bodies to ourselves.



It is responsible to stay in the line.



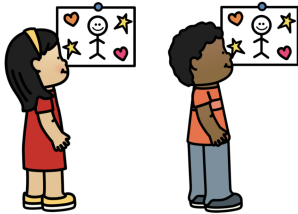
It is safe to keep our eyes forward.



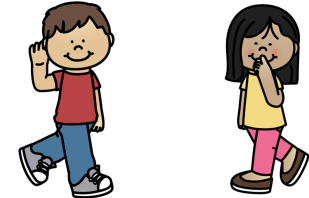
Respect personal space and keep hands, feet, objects to self

Hallway

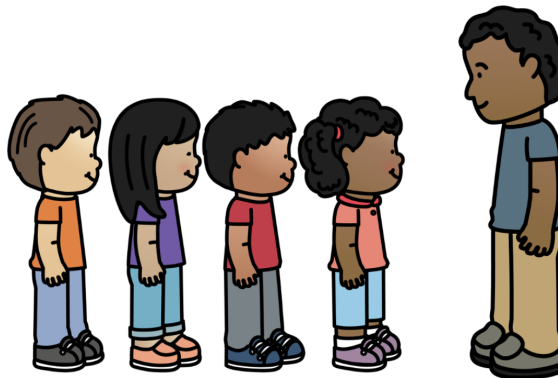
It is responsible to take care of our hallways.



It is kind to wave quietly when you see a friend.



Walk with a purpose to your designated area








Single, straight, and silent







Behavior Reflection Sheet

Name _____ Date _____






I was feeling

mad	sad	frustrated	bored	other
				

So I chose to

hurt someone	disrupt the class	use hurtful words	NOT follow the directions	other
				

Next time I will

ask for help	use nice words	stop and think	follow directions	ignore it
				

Teacher comment _____

I discussed the following with my child _____

Parent signature _____

Please return form to teacher. Thank you!



Change Your Weather

Behavior Reflection Sheet

Name: _____

Date: _____

Class: _____

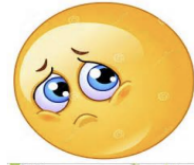
Time: _____

Take a moment to change your weather by reflecting on what happened.

1.

Situation

What happened?



Today I had trouble making the best choice:

____ I said something hurtful ____ I acted impulsively
____ I talked back to an adult ____ I did not follow directions

2.

Reflection

What were my thoughts and/or feelings when it happened

I chose to _____



3.

Resolution

How did my choice affect me? (Choose all that apply)

____ I had to move my clip ____ I interrupted my own learning
____ I disappointed myself ____ I lost privileges ____ Other: _____



How did my choice affect those around me? (Choose all that apply)

____ I made a poor impression ____ I hurt someone's feelings
____ I hurt someone's body ____ I disrupted their learning
____ I disappointed my teacher/an adult ____ Other: _____

Did I apologize to anyone? ____ no ____ yes, to whom? _____

4.



Future Choice

Next time, I will make a better choice



____ Walk away. ____ Listen to instruction. ____ Get help from an adult.
____ Take a break and cool down. ____ Other: _____

Student Signature _____ **Adult Signature** _____

