

# PLEASANT HILL

# ACADEMY



# PBIS PLAN

# 2023-2024

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The Positive Behavior Interventions and Supports (PBIS) Plan for Pleasant Hill shall serve as the Local School Behavior Plan required by the CFT Collective Bargaining Agreement. The plan is aligned with district strategies and approved annually by members of the staff.

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# PBIS TEAM

## TEAM DESCRIPTION:

- The PBIS team is responsible for the formation and monitoring of the building's PBIS Plan and procedures.

## TEAM MEMBERS:

- **Cathleen Rucker** - 2nd grade teacher (Chairperson)
- **Elizabeth Greene** - School Social Worker
- **Chris Lord** - Math Specialist
- **Lynn Wozniak** - 3rd grade teacher
- **John Chaffee** - 6th grade teacher (Secretary)
- **Bridget Oberer** - 3rd grade teacher
- **Kate O'Malley** - Intervention Specialist
- **Avian Holbert** - 6th grade teacher
- **Marie Turnbull** - School Psychologist
- **Brandon Kingman** - Assistant Principal
- **Mary Proctor** - 3rd grade teacher (Time Keeper)

## MEETING INFORMATION:

- The PBIS Team meets on the 3rd Monday of each month.

# SCHOOL-WIDE BEHAVIOR EXPECTATIONS

## THE THREE Bs

**BE RESPECTFUL**

**BE RESPONSIBLE**

**BE SAFE**

## EXPECTATIONS MATRIX

	<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>	<b>BE SAFE</b>
<b>ALL AREAS</b>	<ul style="list-style-type: none"> <li>- Use polite language and a respectful voice</li> <li>- Respect people and property</li> </ul>	<ul style="list-style-type: none"> <li>- Follow adult directions the first time</li> <li>- Take responsibility for your words and actions</li> </ul>	<ul style="list-style-type: none"> <li>- Hands/ feet/ objects to self</li> <li>- Report problems to an adult</li> </ul>
<b>ARRIVAL</b>	<ul style="list-style-type: none"> <li>- Level 1 Voice</li> <li>- Respect others' belongings</li> </ul>	<ul style="list-style-type: none"> <li>- 7:10-7:40: Go to cafeteria for breakfast</li> <li>- Sit in gym in designated area</li> </ul>	<ul style="list-style-type: none"> <li>- Walk when entering the building</li> </ul>
<b>CAFETERIA</b>	<ul style="list-style-type: none"> <li>- Level 2 Voice</li> <li>- Only touch your own food</li> </ul>	<ul style="list-style-type: none"> <li>- Listen for adult before getting up</li> <li>- Clean up all food and trash</li> </ul>	<ul style="list-style-type: none"> <li>- Walk at all times</li> <li>- Remain in assigned area</li> </ul>
<b>HALLWAY</b>	<ul style="list-style-type: none"> <li>- Level 0 Voice</li> <li>- Go directly to the location on your pass</li> <li>- Return to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>- Hall Pass</li> <li>- Walk quietly</li> <li>- Refrain from touching things on the walls</li> </ul>	<ul style="list-style-type: none"> <li>- Walk on right-side of the hall</li> <li>- Walk on right side of the stairs</li> </ul>
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>- Listen without interrupting</li> <li>- Only touch what belongs to you</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive on time and prepared</li> <li>- Complete work</li> </ul>	<ul style="list-style-type: none"> <li>- Remain in assigned areas</li> <li>- Use classroom materials appropriately</li> </ul>
<b>RESTROOM</b>	<ul style="list-style-type: none"> <li>- Throw away paper towels and trash</li> <li>- Respect others' privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Restroom Pass</li> <li>- Flush/ Wash/ Leave</li> <li>- Report back to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>- Wash hands</li> <li>- Keep water off the floor</li> </ul>
<b>PLAYGROUND</b>	<ul style="list-style-type: none"> <li>- Level 3 Voice</li> <li>- Use respectful language</li> <li>- Be friendly to everyone</li> </ul>	<ul style="list-style-type: none"> <li>- Remain in designated recess area</li> </ul>	<ul style="list-style-type: none"> <li>- One person on slide</li> <li>- Avoid walking in puddles, mud, or ice</li> <li>- Use appropriate touch</li> </ul>
<b>DISMISSAL: CAR RIDERS/ WALKERS</b>	<ul style="list-style-type: none"> <li>- Exit the building with an adult</li> <li>- Report directly to designated location on the basketball court</li> </ul>	<ul style="list-style-type: none"> <li>- Once you exit the building, you must have permission to re-enter</li> <li>- Remain in assigned area until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>- Obey crossing guards</li> <li>- Walk on crosswalks and sidewalks</li> </ul>
<b>DISMISSAL: BUS RIDERS</b>	<ul style="list-style-type: none"> <li>- Level 2 Voice</li> <li>- Keep food and drinks off the bus</li> </ul>	<ul style="list-style-type: none"> <li>- Remain in class until the bell rings</li> <li>- Report directly to designated area for dismissal</li> </ul>	<ul style="list-style-type: none"> <li>- Walk on the sidewalk on the way to the bus</li> <li>- Hands and feet to self</li> </ul>

# TEACHING SCHOOL-WIDE EXPECTATIONS

## STAFF NORMS:

- Treat all students with care and respect
- Teach and state behavior expectations using positive language
  - “Walk please,” instead of “Don’t run”
- Model respect to self and others
- Use a calm voice when communicating with students

## PROCEDURES FOR TEACHING EXPECTATIONS:

- Teach [behavior expectations for each setting](#) at the beginning of the year and after breaks in instruction
  - Winter Break, Spring Break
- Use [Expectations Lesson Plans](#) to teach Hallway and Cafeteria Procedures
- Enforce and reinforce school-wide expectations
  - Develop a system for and communicate with students how expected behaviors will be reinforced in the classroom

# VOICE LEVELS

<b>4</b>	<b>SHOUTING</b>	
<b>3</b>	<b>LOUD VOICE</b>	
<b>2</b>	<b>SPEAKING</b>	
<b>1</b>	<b>WHISPER</b>	
<b>0</b>	<b>SILENT</b>	

# SCHOOL-WIDE ROUTINES/ PROCEDURES

**PRIORITY:** Students feel safe and the learning environment is not disrupted.

**STAFF RESPONSIBILITY:** Each adult has authority over every student in the building and is expected to investigate any difficulty brought to their attention, even if the students involved are not in their class. Homeroom teachers are expected to accept the decision of any teacher in such instances. This is our school and our students.

## GENERAL PROTOCOLS

<b>ARRIVAL</b>	<ul style="list-style-type: none"> <li>- Students arriving before 7:40am eat breakfast in the cafeteria and wait in the gym</li> <li>- Classroom teachers collect students from the gym at 7:40am</li> <li>- Students arriving after 7:40am are considered tardy</li> </ul>
<b>CAFETERIA</b>	<ul style="list-style-type: none"> <li>- Staff must escort student to and from lunch</li> <li>- Students report directly to their assigned table and must wait for an adult directive before lining up to get lunch</li> </ul>
<b>SPECIALS</b>	<ul style="list-style-type: none"> <li>- Staff escort students to and from specials</li> <li>- No student is excused from any specials class without admin approval</li> </ul>
<b>HALLWAY</b>	<ul style="list-style-type: none"> <li>- Students are in line and orderly in the hall</li> <li>- Staff accompany their class in the hall (arrival, restroom, specials, lunch, recess, dismissal, etc.)</li> <li>- Students have a pass when they are not with an adult</li> </ul>
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>- When switching classes, staff stand at their door or escort their students to the next location</li> <li>- Staff leave enough time at the end of the day to allow students to clean up the room</li> </ul>
<b>RESTROOM</b>	<ul style="list-style-type: none"> <li>- Staff reference the <a href="#">Master Restroom Schedule</a> for class restroom breaks</li> <li>- Staff do not leave students unattended in the restroom during transitions (Ex: On the way to lunch)</li> </ul>
<b>PLAYGROUND</b>	<ul style="list-style-type: none"> <li>- Staff reference the <a href="#">Master Recess Schedule</a> noting recess time and location</li> <li>- Staff actively supervise students during recess</li> </ul>
<b>DISMISSAL: CAR RIDERS/ WALKERS</b>	<ul style="list-style-type: none"> <li>- Staff walk car riders/ walkers outside when the 2:10 bell rings</li> <li>- Car riders remain in line on the basketball court and check out with their teacher before dismissing</li> <li>- Staff report to and monitor their duty location</li> </ul>
<b>DISMISSAL: BUS RIDERS</b>	<ul style="list-style-type: none"> <li>- Bus riders walk to the designated dismissal location and wait for their bus to be called once the 2:10 bell rings</li> <li>- Staff report to and monitor their duty location</li> </ul>

# SCHOOL-WIDE POSITIVE BEHAVIOR PLAN

STRATEGY	DESCRIPTION	CONTINGENCIES
<b>CLASSROOM SPECIFIC POSITIVE BEHAVIOR RECOGNITION SYSTEM</b>	<ul style="list-style-type: none"> <li>- Each class must have its own classroom recognition system in order for students to receive immediate positive feedback and peer support</li> <li>- The classroom teacher is responsible for developing and implementing their Tier 1 system</li> </ul>	<ul style="list-style-type: none"> <li>- Complete <a href="#">Tier 1 Google Form</a></li> <li>- Consult a member of the PBIS team if assistance is needed</li> </ul>
<b>ALL STAR BUCKS</b>	<ul style="list-style-type: none"> <li>- All adults in the building are able to pass out bucks to students demonstrating the 3 Bs</li> <li>- Students can shop with their bucks at the Starbucks Store each Friday</li> </ul>	<ul style="list-style-type: none"> <li>- Each quarter has a specific buck color (yellow=Q1, green=Q2, purple=Q3, orange=Q4)</li> <li>- Additional bucks located in main office</li> </ul>
<b>STUDENT OF THE MONTH</b>	<ul style="list-style-type: none"> <li>- Each grade level nominates two students per month (Best Overall Student and Most Improved)</li> <li>- Students name and pictures will be displayed on the TV</li> </ul>	<ul style="list-style-type: none"> <li>- Submit student names and pictures using the shared Google Form (Emailed monthly)</li> </ul>



# TIER 1 PRIORITIES

	<u>PRIORITY</u>	<u>EXAMPLES</u>
1.	<p><b><u>BUILD RELATIONSHIPS</u></b></p> <p><b>GOAL:</b> Use strategies to promote a sense of belonging for students</p> <p><b>COMPONENTS:</b> (1) Engage students in a positive manner, (2) Build trust and rapport continually</p>	<ul style="list-style-type: none"> <li>• Greet students at the door</li> <li>• Discuss student interests</li> <li>• Use Morning Meeting</li> </ul>
2.	<p><b><u>BEHAVIOR EXPECTATIONS</u></b></p> <p><b>GOAL:</b> Explicitly teach behavior expectations</p> <p><b>COMPONENTS:</b> (1) Teach class rules, (2) Teach class routines/procedures, (3) Review rules regularly</p>	<ul style="list-style-type: none"> <li>• Teach behavior expectations</li> <li>• Post Class Rules</li> <li>• Practice class routines</li> </ul>
3.	<p><b><u>GROUP MANAGEMENT</u></b></p> <p><b>GOAL:</b> Use positive strategies to manage the group</p> <p><b>COMPONENTS:</b> (1) Provide clear directions, (2) Actively Supervise students, (3) Deliver content effectively, (4) Limit down-time</p>	<ul style="list-style-type: none"> <li>• Ask open-ended questions to understand a problem</li> <li>• Use enforceable statements</li> </ul>
4.	<p><b><u>CONNECT WITH FAMILIES</u></b></p> <p><b>GOAL:</b> Engage families as active members of their child's education</p> <p><b>COMPONENTS:</b> (1) Update families regularly, (2) Prioritize positive news home, (3) Express concerns and work to develop solutions quickly</p>	<ul style="list-style-type: none"> <li>• Share positive news</li> <li>• Express concerns early</li> <li>• Use family's preferred contact method</li> </ul>
5.	<p><b><u>ACKNOWLEDGE POSITIVE BEHAVIOR</u></b></p> <p><b>GOAL:</b> Provide positive behavior feedback</p> <p><b>COMPONENTS:</b> (1) Reinforce students who are doing the right thing</p>	<ul style="list-style-type: none"> <li>• Use Behavior Specific Praise</li> <li>• Maintain a high rate of positive interactions</li> </ul>



# CODE OF CONDUCT

## CINCINNATI PUBLIC SCHOOLS CODE OF CONDUCT Policies and Guidelines / Code of Conduct

Students must follow the Code of Conduct before, during and after school. The Code is in effect inside school buildings, on school grounds and at school-related activities. Students also must follow these rules on the yellow buses or vans that bring them to school, take them home, and transport them to school-related activities. This Code of Conduct and CPS' discipline procedures are based on Ohio law and CPS Board policies.

The following information can be found in the Code of Conduct

- CPS Alternative Programs
- Emergency Removal from School
- Discipline for Young Students
- Corrective Strategies for Category I, II, and III Offenses
- Definition of Terms for Category I, II, and III Offenses

	POSSIBLE INFRACTIONS	POSSIBLE CONSEQUENCES
<b>CATEGORY 1</b>	<ul style="list-style-type: none"> <li>- Disruptive Behavior</li> <li>- Inappropriate Language</li> <li>- Disobedience</li> <li>- Cheating</li> </ul>	<ul style="list-style-type: none"> <li>- Warning</li> <li>- Time Out</li> <li>- Repair of Situation</li> <li>- Loss of Privileges</li> <li>- Parent Contact</li> <li>- Team Conference</li> </ul>
<b>CATEGORY 2</b>	<ul style="list-style-type: none"> <li>- Destruction of Property</li> <li>- Walking out of Class</li> <li>- Stealing</li> <li>- Bullying</li> <li>- Fighting</li> <li>- Profanity</li> </ul>	<ul style="list-style-type: none"> <li>- Office Referral</li> <li>- After School Detention</li> <li>- ALC (In-School Suspension)</li> <li>- Removal/Suspension- Grades 4-6</li> </ul>
<b>CATEGORY 3</b>	<ul style="list-style-type: none"> <li>- Drugs/Alcohol</li> <li>- Assault</li> <li>- Weapons</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment to Promise Center</li> </ul> <p>*Administrators assign students to ALC when necessary</p>

# PROTOCOLS FOR DISRUPTIVE BEHAVIOR

**PURPOSE:** This document establishes consistent procedures for addressing disruptive behavior that is likely managed without additional staff.

NOTE: If a student is demonstrating highly disruptive/ aggressive behavior, please utilize the [Protocols for Unsafe Behavior](#).

## STEP 1: CLASSROOM BASED STRATEGIES

**Use strategies to attempt to redirect the student to get back on track.**

- Intervene early
- Offer assistance
- Provide choices
- Give short and clear directions
- Focus on what you would like the student to do
- Use humor
- Praise cooperation
- Avoid power struggles
- Ignore the behavior

## STEP 2: CONSIDER USING TIME OUT/ BUDDY TEACHER

**Send student to Time Out/ Buddy Teacher for a break.**

### TIME OUT PROCEDURES:

- Staff designate a Time-Out Partner on the [Doc](#)
- Breaks outside of class last no more than 15 minutes
- Students are sent with work
- All teachers have designated time-out spot
- Teachers verify that student makes it to Time-Out (watch student walk over, send another student to verify)

**NOTE: Time-out can make escape maintained behaviors worse. See [Functions of Behavior](#) document**

## STEP 3: FOLLOW UP

**Follow up with the student and family to attempt to catch problem behavior early.**

- Conference with the student once they are calm
- Work with the student to develop a plan and discuss what can be done differently in the future
- Contact the family to express your concerns
- Document the disruptive behavior as a Log Entry in Powerschool

# PROTOCOLS FOR UNSAFE BEHAVIOR

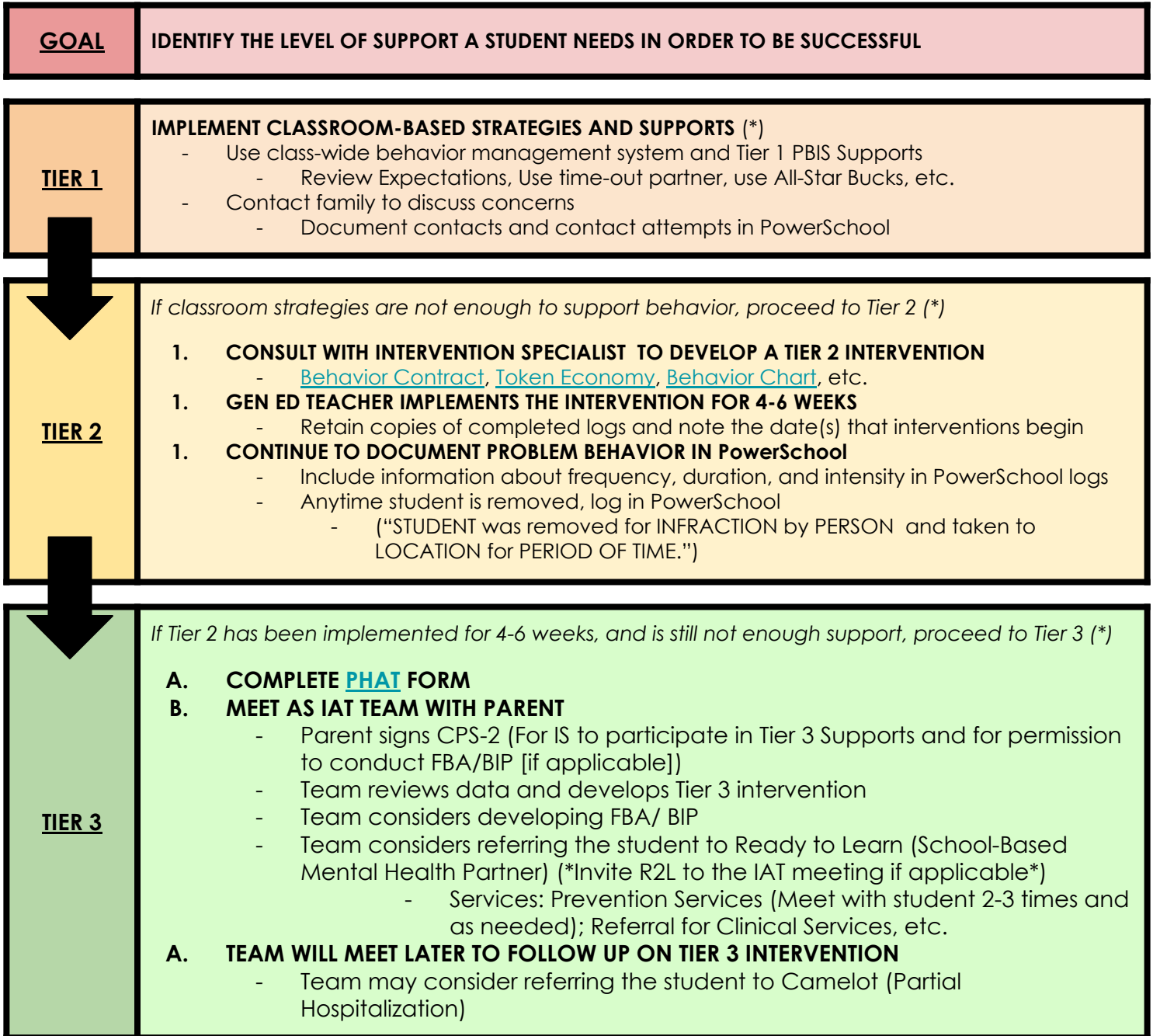
**PURPOSE:** This document establishes consistent procedures for addressing unsafe behavior and functions to support highly disruptive/unsafe behaviors that require additional staff.

**NOTE:** STUDENTS SHOULD NOT BE SENT TO OR BROUGHT TO THE OFFICE BY ANYONE. If Admin is needed, Admin will come to the incident.

UNSAFE BEHAVIOR	STEP 1: TEACHER	STEP 2: SECURITY	STEP 3: FOLLOW UP
<b>Physical Aggression</b> (Fighting, Throwing Chairs)  <b>Property Destruction</b> (Destroying a Classroom)	Teacher Call the Office (34300) and Ms. Donna/ Ms. Mack will Request Security	Security Remove Student and Take to ALC for the Remainder of the Day	1. Teacher Completes Disc. Log Entry Within one Hour (If Warranted)  1. Admin Follow Up  * Admin Cannot Follow up Until Disc. Log Entry is Completed
<b>Leaving without Permission</b> (Leaving Class/ School Building)		Security Return Student to Class (If Highly Disruptive, Remove to ALC)	

ADDITIONAL CONTINGENCIES	ALTERNATE CLASSES
<ul style="list-style-type: none"> <li>- <b>OFFICE DOES NOT ANSWER</b> <ul style="list-style-type: none"> <li>- Call Back in 5 Minutes or Send Another Student to Neighboring Teacher for Support (Case by Case Determination)</li> </ul> </li> <li>- <b>SECURITY IS UNAVAILABLE/ABSENT</b> <ul style="list-style-type: none"> <li>- Admin will remove student to ALC or alternate class for remainder of day (See List)</li> </ul> </li> <li>- <b>ALC IS FULL/ ALC STAFF IS ABSENT</b> <ul style="list-style-type: none"> <li>- Security will remove student to alternate class for remainder of day (See List)</li> </ul> </li> </ul>	1. Ms. Rucker 2. Ms. Dangerfield- Smith 3. Ms. Colbert 4. Ms. Tolliver 5. Mr. Lord 6. Mr. Hanauer

# FRAMEWORK FOR SUPPORTING CHRONIC PROBLEM BEHAVIOR



<b>NOTE</b>	<p>Log Entry vs. Discipline Log Entry</p>
	<p><b>LOG ENTRY</b> (Category 1 Offenses)</p> <ul style="list-style-type: none"> <li>- Teacher Managed Behavior</li> </ul> <p><b>DISCIPLINE LOG ENTRY</b> (Category 2 and 3 Offenses)</p> <ul style="list-style-type: none"> <li>- Admin Managed Behavior</li> <li>- Admin cannot follow up until Discipline Log Entry is completed</li> </ul>

<b>NOTE</b>	<b>CAT. 1</b>	Disruptive Behavior, Disobedience, Cheating, Inapprop. Lang.
	<b>CAT. 2</b>	Destruction of Property, Leaving Class, Stealing, Bullying, Fighting, Profanity
	<b>CAT. 3</b>	Drugs/ Alcohol, Assault, Weapons
	* If behaviors are severe and/or dangerous, please seek consult from an IS as soon as possible.	

# IMPORTANT CONSIDERATIONS: BEHAVIOR FUNCTIONS

**KEY IDEAS:** (1) All behavior occurs for a reason (gain something or escape something)  
 (2) In order to reduce problem behavior, we need to determine the function (reason) and use specific strategies based on that function.

	DESCRIPTION	WHAT MAKES THE BEHAVIOR CONTINUE?	WHAT DOESN'T WORK	WHAT WORKS
<b>Escape</b>	Student engages in behavior to escape a situation, activity, person, or location.	Student is able to get out of, avoid, or delay what they have been asked to do (after the demand has been placed)	Time-out, Long lectures  <i>(During time-out or a lecture, the student gets what they want to escape; this makes it more likely that the problem behavior will continue)</i>	<ul style="list-style-type: none"> <li>Schedule breaks and teach student request breaks appropriately</li> <li>Give choices</li> <li>Consider Can't Do vs. Won't Do</li> </ul>
<b>Attention</b>	Student engages in behavior to access attention from peers or adults; the attention can be positive or negative.	Student gets attention for misbehaving, especially when they get more attention for misbehavior than for good behavior	Verbal Reprimands, Threats, Yelling, Lectures  <i>(Adult reprimands give the student what they want- attention; this makes it more likely the misbehavior will continue)</i>	<ul style="list-style-type: none"> <li>Ignore/ limit attention for misbehavior</li> <li>Give lots of attention when the student is on track</li> <li>Time-out from attention</li> </ul>
<b>Tangible</b>	Students engages in behavior to access an item or activity	Student is able to get what they wanted or to delay the removal of an item by using inappropriate behavior	Bribes, "Giving In"  <i>(Offering something fun (ex: chips) to stop misbehavior or giving in to what the student wants gives them access to a preferred item/ activity; this reinforces the misbehavior)</i>	<ul style="list-style-type: none"> <li>Redirect/ engage in available choices</li> <li>Allow the student to work for/ earn preferred items/ activities</li> </ul>
<b>Sensory</b>	Student engages in behavior that creates a pleasing internal sensation or removes an adverse internal sensation	It creates an internal pleasing sensation for the student  Note: Most likely to occur during down time; Behavior may indicate a medical concern	<i>Because sensory behaviors are reinforced internally, adult responses typically do not influence the behavior</i>	<ul style="list-style-type: none"> <li>Identify times of overload and give breaks</li> <li>Provide means for meeting sensory need (ex: fidget)</li> </ul>

# ALTERNATIVE LEARNING CENTER (ALC)

The mission of the ALC is to provide space for students reflect upon the behaviors that led to disciplinary consequences and identify improved behavior strategies for the future. Resources and supports are provided at the students' developmental level with the aim of minimizing repeated ALC assignments. This is done in a setting that removes the student from class while minimizing disruption to learning.

## ROLES AND RESPONSIBILITIES

### TEACHER:

- Send any assignments you would like the student to complete to the ALC
- When the student returns to class (the following morning), conference with the student to review the (1) Behavior Chart, (2) Completed Work, and (3) Apology Letter; Accept student's apology and work to rebuild the relationship by acknowledging successes

### ADMINISTRATOR:

- Assign students to ALC in PowerSchool (Teacher will receive email notification)
- Update the [Pleasant Hill Discipline Sheet](#)

### ALC SUPERVISOR:

- Review the behavior expectations with students and be consistent with procedures
- Ensure students are working, provide support as needed, and check student work
- Complete and review Daily Behavior Chart with each student
- Return (1) Behavior Chart, (2) Apology Letter, (3) Completed Work to HR teacher's mailbox

**NOTE:** If a family elects to keep a student home on a day they are assigned to the ALC, the student does NOT need to make up that day. (Ex: A student assigned to ALC for Tuesday and Wednesday that is out on Tuesday will report to ALC on Wednesday and return to class on Thursday)

## ALC SCHEDULE

<u>TIME</u>	<u>ACTIVITY</u>	<u>DESCRIPTION</u>
7:40am	Arrival	Meet ALC Supervisor in the Gym
7:45-8:00am	Morning Meeting	Review Expectations/ Daily Schedule
8:00am- Lunch	Content Work	Complete Assignments/ Packets
Lunch	Lunch	Eat Lunch
Lunch-1:30pm	Content Work	Complete Assignments/ Packets
1:30-2:00pm	Reflection	Student writes <a href="#">apology letter</a> ; ALC supervisor completes Behavior Sheet and reviews with each student
2:00-2:10pm	Dismissal	Clean Up Classroom



# POWERSCHOOL LOGS

## ENTERING LOG ENTRIES AND DISCIPLINE LOG ENTRIES

- Log in to PowerSchool
- Click on the Backpack Icon
- Choose the Student
- Dropdown "Select Screens " (top right)

### Log Entries

#### *Teacher Managed Behavior*

- Not viewable to parents in PowerSchool, but parents can request a copy
- Select "New" button at top
- Title (Brief Description: Throwing Materials)
- Log Entry Text
- (only facts, no other student names, no opinions)
- Submit

### Discipline Log Entry

#### *Admin Managed Behavior*

- Parents and admin can view in PowerSchool
- Title (Brief Description: Fighting)
- Log Entry Text
- (only facts, no other student names, no opinions)
- Change Discipline Reason (blue button)
- Incident Location (dropdown)
- Referred by (dropdown)
- Reported by (select staff member)
- Submit

# FAMILY ENGAGEMENT

**GOAL 1:** All families and community partners will have a clear understanding of the PBIS plan at Pleasant Hill through effective communication strategies.

**GOAL 2:** We view families as active participants and valued allies in the design and application of activities that impact students.

**GOAL 3:** We view students as active participants and value their input in the design and implementation of the PBIS plan and systems.

GOAL 1: ACTION STEPS	TARGET DATE	PERSON RESPONSIBLE
To increase the number of families that attend activities/ events at Pleasant Hill, families will be informed using a variety of communication methods (Robo Calls, newsletters, flyers, etc.)	Ongoing starting in August	All Staff
To gather family input throughout the year, staff will utilize various systems to collect feedback.	Ongoing starting in August	All Staff
PBIS expectations are communicated to the community to inform community members and families through LSDMC.	Monthly	
PBIS plan one-pager is provided to families at Curriculum Night and available during quarterly conferences.	Curric. / Conf. Nights	Classroom teachers

GOAL 2: ACTION STEPS	TARGET DATE	PERSON RESPONSIBLE
A family member serves as a representative of the community and is a member of the PBIS team.	August	PBIS Chair
A family member attends and actively participates in over 80% of meetings.	Ongoing	PBIS Parent
Surveys (or other measurements) are conducted each year at least quarterly to collect information from a family perspective.	4 times a year	PBIS Committee
Data gathered from surveys of families and other informal data gathering actions enlighten PBIS plans and activities.	3 times a year	PBIS committee

GOAL 3: ACTION STEPS	TARGET DATE	PERSON RESPONSIBLE
Students serve as representatives of the student body when appropriate.	August	6th Grade Team
Surveys (or other measurements) are conducted quarterly to collect information from students.	4x/year	6th Grade Team/Student Council
Data gathered from surveys of families and other informal data gathering actions enlighten PBIS plans and activities.	3x/year	PBIS committee

# PBIS PLAN AT A GLANCE

## PLEASANT HILL ACADEMY 2023-2024

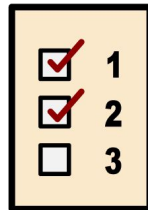
### WHAT IS PBIS?

The Positive Behavior Interventions and Supports Plan is Pleasant Hill's plan for behavior. It includes school-wide procedures, contingencies for following/not following expectations, and behavior supports for students. The PBIS plan is voted on and approved each year by certificated staff members.

### SCHOOL-WIDE EXPECTATIONS

#### THE THREE Bs

1. Be Respectful
1. Be Responsible
1. Be Safe



### TEACHING ROUTINES/EXPECTATIONS

#### Expectations Lessons:

- Teachers use [Lessons](#) to teach Hallway and Lunch procedures

#### Teaching Expectations

- Staff teach [expectations for each setting](#) at the beginning of the year and after Winter Break

### ACKNOWLEDGING APPROPRIATE BEHAVIOR

#### SCHOOL-WIDE SYSTEMS

##### ALL STAR BUCKS

- All Star Bucks are earned for displaying the 3Bs and can be redeemed on Fridays at the Starbucks Store

##### STUDENT OF THE MONTH

- Students of the Month have their name and picture displayed on the TV in the main hallway

#### CLASSROOM SYSTEMS

Classroom teachers and grade level teams develop classwide and grade-level wide reward systems to recognize and reward appropriate student behavior.

Classroom systems may include:

- Fun Fridays
- Treasure Chest
- Classroom Raffles



## CPS CODE OF CONDUCT

Cincinnati Public Schools' [Code of Conduct](#) outlines expectations for all students, describes offenses, and outlines corrective strategies for inappropriate behavior.

	POSSIBLE INFRACTIONS	POSSIBLE CONSEQUENCES
<b>CATEGORY 1</b>	<ul style="list-style-type: none"> <li>- Disruptive Behavior</li> <li>- Inappropriate Language</li> <li>- Disobedience</li> <li>- Cheating</li> </ul>	<ul style="list-style-type: none"> <li>- Warning</li> <li>- Time Out</li> <li>- Repair of Situation</li> <li>- Loss of Privileges</li> <li>- Parent Contact</li> <li>- Team Conference</li> <li>- Office Referral</li> <li>- ALC (In-School Suspension) *</li> <li>- Removal/Suspension (Grades 4-6) *</li> <li>- Assignment to Promise Center *</li> </ul> <p>*Assigned by Administrators when needed</p>
<b>CATEGORY 2</b>	<ul style="list-style-type: none"> <li>- Destruction of Property</li> <li>- Walking out of Class</li> <li>- Stealing</li> <li>- Bullying/Fighting</li> <li>- Profanity</li> </ul>	
<b>CATEGORY 3</b>	<ul style="list-style-type: none"> <li>- Drugs/Alcohol</li> <li>- Assault</li> <li>- Weapons</li> </ul>	

## PROCESS FOR INAPPROPRIATE BEHAVIOR

### **CATEGORY 1 OFFENSES:**

- Teacher provides consequence(s) and documents behavior
- Chronic Category 1 Offenses= Office Referral/Consequences

### **CATEGORY 2 and 3 OFFENSES:**

- Office Referral/ Conference with Administration
- Consequences from Administrator



## BEHAVIOR INTERVENTIONS AND SUPPORTS FOR STUDENTS

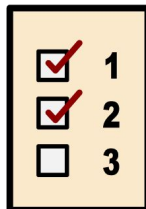
Tier 1 (All Students)	Tier 2 (Small Group Support)	Tier 3 (Individual Support)
<ul style="list-style-type: none"> <li>- Staff teach and model expectations</li> <li>- Staff provide reminders when needed</li> <li>- Staff use positive language to reinforce appropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Team meeting to discuss concerns (IAT)</li> <li>- Collaboration with intervention team                             <ul style="list-style-type: none"> <li>- IS, SLP, Psych, Ready to Learn</li> </ul> </li> <li>- Check In, Check Out intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Behavior Plan (FBA/BIP)</li> <li>- Support from Intervention Specialist</li> <li>- Support from District Behavior Personnel                             <ul style="list-style-type: none"> <li>- Behavior Support Team</li> </ul> </li> </ul>

# BEHAVIOR INFORMATION FOR FAMILIES

## PLEASANT HILL ACADEMY 2023-2024

### SCHOOL-WIDE EXPECTATIONS

- 1. BE RESPECTFUL
- 1. BE RESPONSIBLE
- 1. BE SAFE



### REWARDS FOR POSITIVE BEHAVIOR

- All-Star Bucks (Redeem for Prizes in the Starbucks Store)
- Student of the Month
- Classroom Rewards/ Privileges

	POSSIBLE INFRACTIONS	POSSIBLE CONSEQUENCES
<b>CATEGORY 1</b>	<ul style="list-style-type: none"> <li>- Disruptive Behavior</li> <li>- Inappropriate Language</li> <li>- Disobedience</li> <li>- Cheating</li> </ul>	<ul style="list-style-type: none"> <li>- Warning</li> <li>- Time Out</li> <li>- Repair of Situation</li> <li>- Loss of Privileges</li> <li>- Parent Contact</li> <li>- Team Conference</li> <li>- Office Referral</li> <li>- After School Detention</li> <li>- ALC (In-School Suspension)</li> <li>- Removal/Suspension- Grades 4-6</li> <li>- Assignment to Promise Center</li> </ul> <p>*Administrators assign students to ALC when necessary</p>
<b>CATEGORY 2</b>	<ul style="list-style-type: none"> <li>- Destruction of Property</li> <li>- Walking out of Class</li> <li>- Stealing</li> <li>- Bullying</li> <li>- Fighting</li> <li>- Profanity</li> </ul>	
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### **PROCESS FOR INAPPROPRIATE BEHAVIOR**

#### **CATEGORY 1 OFFENSES:**

- Teacher provides consequence(s) and documents behavior
  - Chronic Category 1 Offenses= Office Referral and Additional Consequences

#### **CATEGORY 2 and 3 OFFENSES:**

- Office Referral/ Conference with Administration
- Consequences from Administrator