

**Logan Elm Local Schools
2024-2025
Logan Elm High School
Tier 1 PBIS Staff Handbook**



Logan Elm "Be A Brave" Behavioral Expectations

Do Your Job

Respect Everyone

Listen and Learn

Be A Good Citizen

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What is School-Wide PBIS?

School-wide positive behavior intervention and support (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

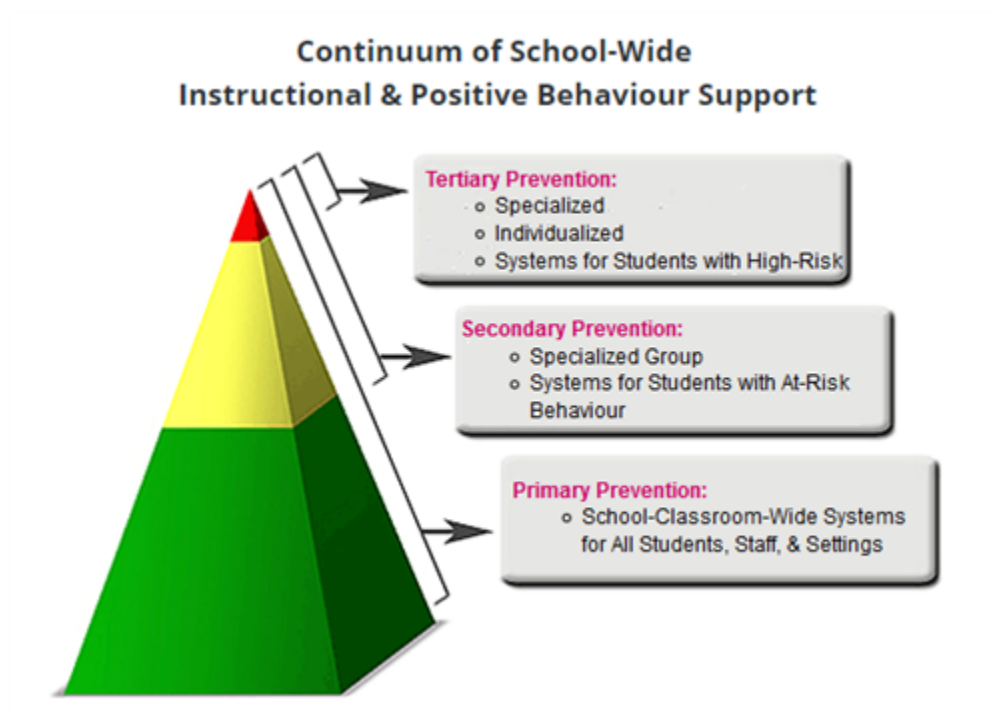
There are four main elements in SW-PBIS:

- ❖ Customized practices to support student behavior, such as defining and teaching appropriate behavior
- ❖ Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- ❖ Data-based decision making, which is the cornerstone of the behavior problem-solving process
- ❖ And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-Tiered Support

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



Specific Practices and Supports

Clearly Defined Behavioral Expectations

- ❖ Behavior matrix
- ❖ Behavior indicators
- ❖ Procedures

System of Acknowledging Appropriate Behavior

- ❖ Strategies for acknowledging appropriate behavior
- ❖ BRAVE Cards

System of Correcting Inappropriate Behavior

- ❖ Strategies for correcting inappropriate behavior
- ❖ Flowchart

Supports for Educators

- ❖ PBIS Building Team
- ❖ PBIS District Team
- ❖ PBIS Coordinator

For more information:

- ❖ A short video introducing PBIS:
https://drive.google.com/file/d/1h9437B_BIWHwxQXpUiLRpojuOON4n3tS/view
- ❖ Video - PBIS: It takes a whole building:
<https://ohiodoecc.brightspace.com/course/76/positive-behavioral-interventions-and-supports-it-take-the-whole-building>
- ❖ A short video introducing PBIS to your students:
<https://www.youtube.com/watch?v=GoOL2e4DIk>

Logan Elm PBIS Representatives

District PBIS Coordinator

Jennifer Murphy

Logan Elm High School Team

Bret King

Summer Alspach

Katie Picentini

Student Representatives

Logan Elm Middle School Team

Bret King

Nikole Decker

Tracy Barnes

Student Representatives

Logan Elm Elementary School Team

Joanna Strawser

Jennifer Stidham

Jayne Holbrook

Marsha Sturgell

Nicole Bennington

Lyndi Ross

Milea Sarap

PBIS Meeting Dates - Tier 1

Logan Elm High School

- Meetings will be held from 10:44-11:49 in Mrs. Alspach's Room

- ❖ 8/24/23
- ❖ 9/25/24
- ❖ 10/23/24
- ❖ 11/27/24
- ❖ No Meeting
- ❖ 1/22/25
- ❖ 2/26/25
- ❖ 3/26/25
- ❖ 4/23/25

Behavioral Expectations

Behavioral Expectations: Logan Elm High School has four behavioral expectations: **Do Your Job, Respect Everyone, Listen and Learn, Be a Good Citizen.**

Behavior Matrix: A matrix with settings/locations along the top and behavioral expectations in the left column. Each box contains what the behavior indicators, (what the behavior expectation) looks like in each particular location or setting.

Behavior Indicators: What the behavior expectation looks like in each particular location or setting.

Procedures: Specific ways for students to complete tasks. An example of this is how to act responsibly in the cafeteria:

1. Follow cafeteria expectations
2. Only talk to your neighbors
3. Listen to adults

Logan Elm High School PBIS Matrix

Expectation	Settings						
Be A Brave	Bus	Classroom	Cafeteria	Restrooms	Public Areas	Extracurricular Events	Assemblies
Do Your Job	- Be on time to board the bus	- Have all materials needed for class	- Know your lunch number	- Use given opportunities for restroom use	- Know all procedures and expectations without reminders	- Attend events to support your classmates	- Report to designated area
	- Stay in your assigned seat	- Do your school work	- Throw away your trash	- Wash Your Hands		- Cheer for your team in a positive manner	- Watch adults for signals
Respect Everyone	- Follow driver directions	- Listen to adults the first time	- Use your manners	- Allow privacy of others and yourself	- Follow adult directions the FIRST time	- Treat others with respect	- Listen and actively participate.
	- Be respectful		- Respect cafeteria staff and all adults		- Treat others as you would like to be treated	- Be positive	
	- Be positive		- Respect personal space				
Listen and Learn	- Wait patiently in bus area	- Follow all classroom goals and listen to the adults	- Follow cafeteria expectations		- Keep silent during all practice drills and transitions	- Learn about the activity you are watching	- Remain seated and quiet
	- Listen to all adults		- Only talk to your neighbors		- Walk directly to appropriate destination		- Be alert for signals from adults
	- Speak Quietly		- Listen to Adults				
Be a Good Citizen	- Report any vandalism to your driver	- Keep track of your belongings	- Clean after self	- Report Vandalism to an adult	- Keep all areas free of trash and litter	- Clean up after yourself	- Respect all Property
	- Help others	- Value the property of others	- Report vandalism or messes to an adult	- Report messes		- Positively represent Logan Elm High School	- Support your classmates

Procedure for Teaching Behavioral Expectations

Schedule for Teaching Behavior (Lesson Plans)

August 22, 2024 - October 25, 2024 (1st nine-week period)

- ❖ Teach initial school-wide Bus, Cafeteria, Restroom, Movement (transitions), Playground and Assembly behavioral expectations by Friday, August 30th and review as many times as needed based on your student's needs
- ❖ Teach classroom behavioral expectations, as many times as possible

October 28, 2024 - January 17, 2025 (2nd nine-week period)

- ❖ Continue to review school-wide and classroom behavioral expectations 2-3 times per week or as needed based on data and your student's needs

January 21, 2025 - March 21, 2025 (3rd nine-week period)

- ❖ Continue to review school-wide and classroom behavioral expectations 2-3 times per week or as needed based on data and your student's needs

March 24, 2025 - Remainder of the school year (4th nine-week period)

- ❖ Continue to review school-wide and classroom behavioral expectations 2-3 times per week or as needed based on data and your student's needs

Review/Reteach School-wide and Classroom Behavioral Expectations:

- ❖ October 21, 2024 (After Pumpkin Show Break)
- ❖ December 3, 2024 (After Thanksgiving Break)
- ❖ January 6, 2025 (After Winter Break)
- ❖ April 22, 2025 (After Spring Break)

Lesson Plans

The following pages include sample lesson plans for PBIS including: What it means to be a BRAVE, Doing Your Job, Respecting Everyone, Listening and Learning, and Being a Good Citizen in the classroom areas, non-classroom areas and events.

What It Means To Be A Brave Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: What does it mean to be a BRAVE and how to earn BRAVE bucks/rewards

“Today we are going to talk about what it means to be a BRAVE and ways to earn BRAVE bucks/rewards for positive behaviors. Let’s start with reviewing what it means to be a BRAVE by looking at our posters in our classroom. You will notice that these posters are throughout our school building. Now let’s identify ways that we can show that we are being a BRAVE while at school, during our bus rides/car rides and maybe even at home. Can someone tell us a way that we can show that we are being a BRAVE?”

Shape student responses into observable behaviors (e.g. if they say “encourage others”, ask for examples that equate to observable skills such as: including everyone, giving compliments to our peers…)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Have all appropriate belongings	Constantly forgetting your belongings
Respect Everyone	Treat everyone the way you want to be treated	Thinking only of yourself
Listen and Learn	Follow all directions	Ignoring the rules and directions at school, on the bus and at home
Be A Good Citizen	Treat all property the way you want others to treat your property	Damaging property in any way

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I prepared if I am ready to learn?
- Am I respectful if I follow the rules and directions?
- Am I responsible if I do not admit when I am wrong?
- Am I encouraging others if I cheer them on?

Assignment:

Please show the students the posters in your room that highlight what it means to be a BRAVE. Describe the procedure for a student earning a BRAVE Buck by adults in the school and the procedure for students to earn a BRAVE Buck by their bus driver. Then discuss the ways that students can earn this recognition/reward and ENCOURAGE them to be the BEST BRAVE they can be:

Send Home:

Please send home a copy of the PBIS School-Wide Matrix and a PBIS brochure with each student.

Review the key behaviors periodically throughout the year on ways to earn a BRAVE Buck. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE on the Bus Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE on the bus

“Today we are going to talk about ways to be a BRAVE on the bus. What are some ways that we can be a BRAVE while getting on the bus to come to school, during our bus ride and while getting off of the bus to go home?”

Shape student responses into observable behaviors (e.g. if they say “to be ready”, ask for examples of being ready that equate to observable skills such as: having shoes on, having bookbags on...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Be on time to board the bus, stay in your assigned seat	Making the bus honk the horn when they pull up in front of your home
Respect Everyone	Follow driver directions, be respectful, be positive	Ignoring the driver’s rules
Listen and Learn	Wait patiently in bus area, listen to all adults, speak quietly	Yelling for peers across the bus
Be A Good Citizen	Report vandalism to your driver, help others	Damaging property in any way

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I’m ready when the bus arrives to pick me up?
- Am I respectful if I follow the bus driver’s directions?
- Am I listening and learning if I am yelling on the bus?
- Am I being a good citizen if I help them make good choices on the bus ride?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while waiting on the bus or adult pick-up line so everyone knows the daily expectations.

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in the Classroom Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in the classroom

“Today we are going to talk about ways to be a BRAVE in the classroom. What are some ways that we can be a BRAVE in our classroom?”

Shape student responses into observable behaviors (e.g. if they say “to be good”, ask for examples of what being good means that equates to observable skills such as: following the teachers directions, raising our hands...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Have all materials needed for class, do your school work	Constantly forgetting your belongings
Respect Everyone	Listen to the adult the first time	Making an adult give directions multiple times
Listen and Learn	Follow all classroom goals and listen to the adults	Not paying attention to the adult that is teaching a lesson in the classroom
Be A Good Citizen	Keep track of your belongings, value the property of others	Breaking a peers pencils and laughing

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I have my chromebook charged and ready for learning?
- Am I respectful if I speak quietly with the teacher's permission?
- Am I listening and learning if I leave class without permission?
- Am I being a good citizen if I tell my classmates that they did a good job with a group project?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while in the classroom so everyone knows the daily expectations.

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in the Cafeteria Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in the cafeteria

“Today we are going to talk about ways to be a BRAVE in the cafeteria. What are some ways that we can be a BRAVE while we are in the cafeteria?”

Shape student responses into observable behaviors (e.g. if they say “use manners”, ask for examples of using manners that equate to observable skills such as: having quiet voices, cleaning up your space...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Know your lunch number, throw away your trash	Constantly forgetting my packed lunch or lunch money
Respect Everyone	Use manners, respect cafeteria staff, all adults and peers, respect personal space	Throwing food at my peers
Listen and Learn	Follow cafeteria expectations, only talk to your neighbors and listen to adults	Ignoring the cafeteria rules and doing whatever I want
Be A Good Citizen	Helping the adults clean up a mess that was not my own mess	Walking past messes

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I forget my packed lunch box at home?
- Am I respectful if I talk quietly in the cafeteria?
- Am I listening and learning if I clean up my mess?
- Am I being a good citizen if I help them clean up a spilled drink?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while in the cafeteria so everyone knows the daily expectations.

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in the Restroom Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in the restroom

“Today we are going to talk about ways to be a BRAVE in the restroom. What are some ways that we can be a BRAVE while being in the restroom?”

Shape student responses into observable behaviors (e.g. if they say “don’t goof around”, ask for examples of examples that equate to observable skills such as: use the restroom, wash your hands, then leave in a timely manner...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Use given opportunities for restroom use, wash your hands	Asking to go to the restroom during every class period
Respect Everyone	Allow privacy of others and yourself	Leaving the restroom a mess
Listen and Learn	Using the restroom for the appropriate purpose	Practicing unhealthy restroom habits
Be A Good Citizen	Use facilities properly, throw your trash away, report messes or vandalism	Writing on the bathroom walls

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I use the restroom during class breaks?
- Am I respectful if I clean up after myself?
- Am I listening and learning if I do not flush the toilet?
- Am I being a good citizen if I help them make good choices in the restroom?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while in the restroom so everyone knows the daily expectations.

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE in Public Areas Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE in Public Areas

“Today we are going to talk about ways to be a BRAVE while we are in public areas throughout our school. What are some ways that we can be a BRAVE while in public areas?”

Shape student responses into observable behaviors (e.g. if they say to “be respectful”, ask for examples that equate to observable skills such as: inside voices, walking...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Know all procedures and expectations without reminders	Knocking on all of the classroom doors when out in public areas
Respect Everyone	Follow all adult directions the first time and treat others like you would like to be treated	Walking on the left side of the hallway and bumping into everyone
Listen and Learn	Keep silent during all practice drills and transitions, walk directly to appropriate destination	Going across the building to see a friend in between classes causing me to be late to my next class
Be A Good Citizen	Keep all areas free of trash and litter	Knocking papers off the wall with my hands as I walk through the hallways

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I understand the directions provided by an adult during transitions?
- Am I respectful if I start singing on the way to art class?
- Am I listening and learning if I talk quietly to my friends in the hallway in between classes?
- Am I being a good citizen if I pick up a few papers that I notice on the hallway floor?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while being in the hallways so everyone knows the daily expectations.

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE during Extracurricular Activities

Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE during extracurricular activities

“Today we are going to talk about ways to be a BRAVE during extracurricular activities. What are some ways that we can be a BRAVE while playing on the playground?”

Shape student responses into observable behaviors (e.g. if they say “be a good sport”, ask for examples that equate to observable skills such as: using positive words, clapping when appropriate...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Attend events to support your classmates, cheer for your team in a positive manner	Avoid supporting your classmates because you don't like someone
Respect Everyone	Treat others with respect, be positive	“Booing” the other team
Listen and Learn	Learn about the activity you are watching	Being loud during the event and not paying attention to the event
Be A Good Citizen	Clean up after yourself, positively represent Logan Elm High School	Leaving my area full of trash from the concession stand

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I attend events to support my classmates?
- Am I respectful if I am wrestling my friend during an event and continuously bump into the people in front of me that are watching their son in the event?
- Am I listening and learning if I ask questions that will help me understand the event I am watching?
- Am I being a good citizen if I treat the other team the way I would want them to treat my team?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while being at an extracurricular activity so everyone knows the daily expectations (this could be for a student that is participating in the extracurricular activity or for a student that attends as a spectator).

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

Be a BRAVE during an Assembly Lesson Plan - Logan Elm Local Schools

Skill and Critical Behavior Indicator: How to be a BRAVE during an assembly

“Today we are going to talk about ways to be a BRAVE during an assembly. What are some ways that we can be a BRAVE while being at an assembly?”

Shape student responses into observable behaviors (e.g. if they say to “be respectful”, ask for examples that equate to observable skills such as: listening with our whole body, sitting still...)

Today we are going to focus on:

Be A BRAVE	Appropriate Behaviors that show we are being a BRAVE:	Behaviors that show that we are NOT being a BRAVE:
Do Your Job	Report to designated area and watch for adult signals	Being late to the assembly and not knowing where to go
Respect Everyone	Listen and actively participate	Having my cell phone out during the assemble
Listen and Learn	Remain seated and quiet and be alert for adult signals	Being unaware of what I am supposed to do when my name is called because I was texting when the explanation was being stated
Be A Good Citizen	Respect all property, support your classmates	Talking loudly to my peer during the presentation of awards

Check for understanding: (Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Am I doing my job if I know where I am supposed to go during an assembly?
- Am I respectful if I sit quietly and listen to the presenter?
- Am I listening and learning if I watch my teacher give a signal to leave and I follow the signal?
- Am I being a good citizen if I do not clap for my peers when they get an award?

Assignment:

Demonstrations: We are going to go to discuss and practice some ways of being a good BRAVE while at an assembly so everyone knows the daily expectations.

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting based on your current classroom needs.

System for Reinforcing Positive Behavior

Classroom Recognition and staff providing BRAVE Bucks to student's not in their classroom:

- ❖ Adults in the building will acknowledge appropriate student behavior with specific verbal praise related to the desired behavior and will complete a BRAVE Buck to provide to the student
- ❖ After a student has earned BRAVE Bucks, they will have the opportunity to purchase prizes from the Brave store.

Bus Recognition:

- ❖ The bus drivers will complete a BRAVE Buck for each student that the driver has caught being a BRAVE. The bus driver will then turn the BRAVE Buck into the Transportation Supervisor.
- ❖ OR - The bus driver will follow the same procedure as noted in “classroom recognition” where the staff will complete a BRAVE Buck and provide it to the student.

Attendance Recognition:

- ❖ During each assembly, students will be recognized for at least 95% attendance.
- ❖ During the end of the year assembly, students will be recognized for perfect attendance and will have their names placed in a drawing for a variety of prizes.

Quarterly PBIS Events

Eligibility for earning the quarterly PBIS reward:

- Zero suspensions (classroom or bus)
- At least a D or above in all classes at the time of report cards

Events to be determined

Redeem your **BRAVE BUCKS**



Brave Bucks

Reward	Brave Bucks
Little Debbie Snack	3
Chips	3
Lanyard/Wristband	3
Pop	4
Water Bottle	5
Homework Pass	5
1% Grade Bump	10
Aleks Pass	10
Black/White LE Trucker Hat	20
White LE Baseball Hat	20
LE Bucket Hat	20
#Be A Brave Shirt	20
T-shirt from Brave Cave (You pick the design)	20

Additional rewards:

<https://www.pbisrewards.com/pbis-incentives/>

<https://docs.google.com/document/d/1n30zZwO6sTgGJ1tP81OG5uirusCcDjKNIjvZt2bcqWc/edit>

System for Correcting Behavior

Correction Guidelines

Adult behavior when providing correction is:

- ❖ Calm
- ❖ Consistent
- ❖ Brief
- ❖ Immediate
- ❖ Respectful

The continuum of strategies to respond to inappropriate behavior:

Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish the task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Additional interventions:

<https://www.pbisworld.com/>

<https://www.interventioncentral.org/>

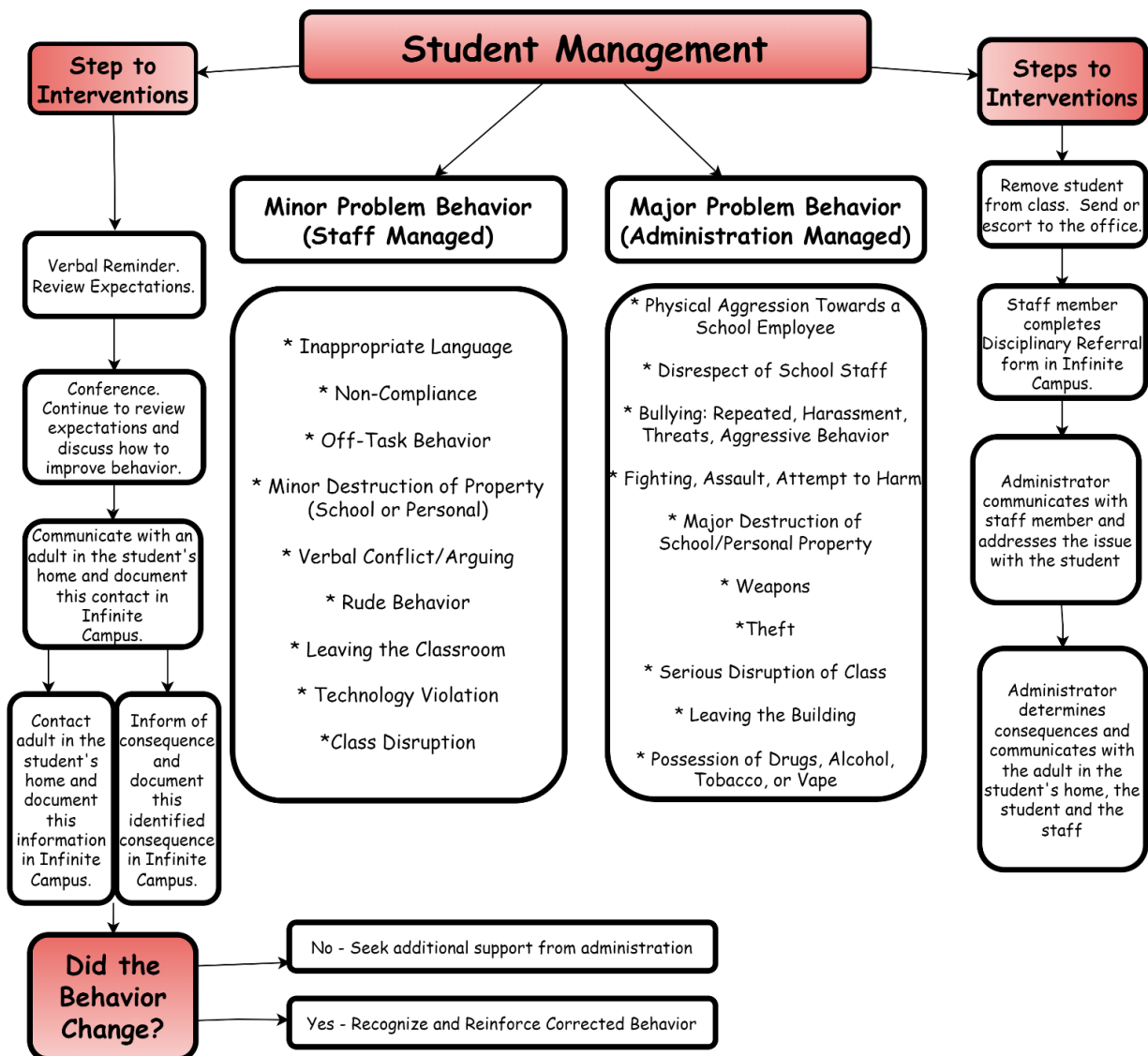
Logan Elm Local Schools - Logan Elm High School

Goal: Students in Class Learning



BE A BRAVE

**Do Your Job
Listen and Learn
Respect Everyone
Be a Good Citizen**



Documenting in Infinite Campus

Documenting a Behavior for Record Purposes or Documenting Contact with Guardian:

1. Go to Main Menu
2. Select Student Information
3. Go to PLP and Select PLP Contact Log
4. Select the student that you want to document
5. Select New
6. Complete: Date, Time, Contact Type, Contact (the person you spoke with) and Details of the information you want to document
7. Select Save

Behavior Referral to Administration:

1. Go to the Main Menu
2. Select Behavior Office
3. Select Behavior Referral
4. Select New
5. Enter Incident Information:
 - a. Alignment (should be "Discipline")
 - b. Date of the Actual Incident
 - c. Time of Incident
 - d. Title (Type the student's first and last name followed by a simple description word: fighting, profanity, vaping, disruption, etc.).
 - e. Context - drop down box only (choose the most appropriate option)
 - f. Location - choose the most appropriate option
 - g. Building IRN - DO NOT WORRY ABOUT COMPLETING THIS BOX
 - h. Details, give as many details as possible at that time.
6. Notify - select the person that you want this referral to go to (Administrator of your building - if you have more than one administrator you may select **one** of them or **both** of them depending on the need)
7. Add Event/Participant
 - a. Event Type - choose the most appropriate option
 - b. Event Name (type student last name, first name)
 - c. Multiple participants may be added (another offender, witness, staff, etc.)
8. Select Save Draft
9. Submit - You should receive an email immediately when you submit a referral

CODE OF STUDENT CONDUCT

ALL DISCIPLINE AND SEQUENCE OF ACTIONS IS AT THE DISCRETION OF
ADMINISTRATION.

VIOLATION	CONSEQUENCES
The following behaviors are prohibited in school or at school sponsored events:	Violations of the Code may bring the following disciplinary actions:
Attempting to Harm, Assault	CSS, 5 days, referral to authorities, LEAP, expulsion.
Bus Conduct	Suspension from bus use, ADP, CSS.
Cheating or Plagiarizing	Failure on test or lesson involved, reduction of grade, failure for grading period, parent notification is at the discretion of teacher, ADP, CSS.
Continued disciplinary problems and violation of Code where other measures have failed.	CSS, LEAP, Expulsion from school, referral to authorities; driving privileges suspended.
Counterfeit Substances, Possession, use, distribution of counterfeit or look-alike substances including but not limited to substances used or represented as alcohol, tobacco, or controlled substances.	Follow student substance use/abuse policy, CSS, Expulsion, refer to authorities.
Disrespect.	ADP, CSS.
Disruption of class, school, or school related activities (including false alarms).	CSS, Expulsion; referral to authorities.
Disruptions: Any behavior that disrupts the educational process.	Removal from the classroom, teacher-assigned detention, ADP, CSS, or an alternative discipline.
Dress Code Violation.	Warning and change of clothes, ADP, CSS, or an alternative discipline.
Driving Offenses: 1. Excessive speed or reckless operation of motor vehicles on school property or at school events. 2. Excessive speed or reckless operation in school zone.	1. Denial of parking; fines; ADP. 2. Denial of parking; referral to authorities.
Drugs: Use, evidence of use, sale, distribution or possession of alcohol, marijuana, drugs, stimulants, mood altering substances, or counterfeit drugs at school or storing same in lockers.	Follow student substance use/abuse policy, CSS, LEAP, Expulsion, refer to authorities.
Electronic violation of Acceptable Use Policy, Internet Safety, BYOT Policy.	1. ADP, CSS. 2. Denial of privilege or Internet/electronic device access.
Failure to attend ADP-Unexcused.	CSS, or an alternative discipline.
Fighting.	CSS 3, 5, 10 days, possible expulsion. Student may be referred to authorities for possible citation.

Fire: Unauthorized use of fire.	OSS, Expulsion, referral to authorities, restitution.
Fireworks: Possession or use of fireworks, smoke bombs, or similar devices.	OSS
Forgery: Passes, signatures, correspondence, etc.	ADP, OSS, or an alternative discipline.
Gambling for money or valuables.	ADP, confiscation of bets and gambling materials.
Gangs and related activities.	Conference, ADP, OSS, an alternative discipline, Expulsion.
Harassment/ Bullying	Warning, ADP, Alternative School, OSS, an alternative discipline, Expulsion. Written or verbal apology to victim.
Harassment: Verbal or physical harassment of teachers or staff members on or off school grounds at any time or any place. GRC.33C3.681, which states "Misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or the property of an official or employee".	ADP, OSS, LEAP, Expulsion, referral to authorities.
Insubordination: Refusal to follow disciplinary request of teacher or staff member.	ADP, OSS, LEAP.
Loitering: Students must not loiter in the restrooms; they are to use the restroom for the purpose intended and leave immediately thereafter. Loitering is interpreted as two or more students in the same stall or standing around idle or using the restroom for other than legitimate use intended. Students must not loiter in hallways, walkways, or other common areas.	Detention, ADP.
Matches: possession of matches, lighters or incendiary agents, laser pointers.	ADP.
Parking in unauthorized spaces (includes handicapped spaces).	Denial of parking, fine, ADP.
PDA: Public Display of Affection.	1. Warning 2. Parental contact 3. ADP 4. 2x ADP 5. OSS, or an alternative discipline
Pornographic materials.	ADP, OSS, or an alternative discipline.
Profanity: obscene gestures 1. In class or halls. 2. At teacher or staff member.	1. ADP, OSS. 2. OSS, ES, 3-5 days.
Removing, altering or falsifying any official school record or information.	ADP, OSS.
Sales: Unauthorized sales or distribution of any object, item or substance in or on property (without consent of administration).	Warning and possible confiscation on first offense, OSS thereafter.

Sexual Contact: Any physical contact or behavior of a sexual nature or intent such as exposing oneself or molesting or harassing of a person.	Counseling, ADP, OSS, Expulsion; referral to authorities.
Skipping Class/ leaving class without permission.	ADP.
Substance Abuse: Violation of the Extracurricular Substance Use/ Abuse Policy.	Follow Extracurricular Policy Denial of participation, OSS.
Tardiness to school/class; early dismissals 1. Up to 2 times. 2. Three to six times. 3. Over six times. PER QUARTER	1. Warning. 2. ADP, each occurrence. 3. OSS, each occurrence. 4. Denial of driving privilege.
Theft: Unauthorized taking/ possession of the property of another.	ADP, OSS, referral to authorities.
1. Threatening a staff member or teacher. 2. Attempting to harm a teacher or staff member.	1. OSS, Alternative School. 2. OSS, Expulsion.
Threatening students, extortion.	Warning, ADP, OSS.
Tobacco Use/Smoking: No student of any age may use, carry, conceal or distribute cigarettes, e-cigarettes or other tobacco substances.	Follow student substance use/abuse policy, OSS, Expulsion. For 3 rd and all subsequent offenses the student will be referred to the authorities for possible citation.
Trespassing.	ADP, OSS, referral to authorities.
Unacceptable Behavior	Detention, ADP, OSS, LBAP.
Unauthorized access to student parking lot.	ADP, OSS.
Unauthorized entry to school building/grounds.	ADP, OSS.
Vandalism: 1. Writing on walls, desks, etc. 2. Damaging the property of another on school grounds or at any school event. 3. Unnecessary fire extinguisher discharge.	1. Work assigned, ADP. 2. Cost of repair or replacement. 3. Cost of re-charging; suspension.
Weapons and/or look alike weapons	Expulsion, referral to authorities.
Verbal Contention	Detention, ADP, OSS

"ADP" = Alternative Discipline Program (Wednesday School) "OSS" = Out of School Suspension.

"Authorities" = law enforcement, courts, probation officer, truant officer, etc.

Logan Elm Local Schools Reflective Interview

Student: _____ Teacher/Grade: _____

Date: _____ Time: _____ Interviewing Staff: _____

1. What did you do? (Start with "I" and be as specific as you can.)
2. How did your actions affect other students and/or adults?
3. What did you want and why?
4. Did you get what you wanted; why or why not?
5. How could you have done this differently?
6. What is your next step and how will you handle it appropriately?

Systemic Supervision and Monitoring Process

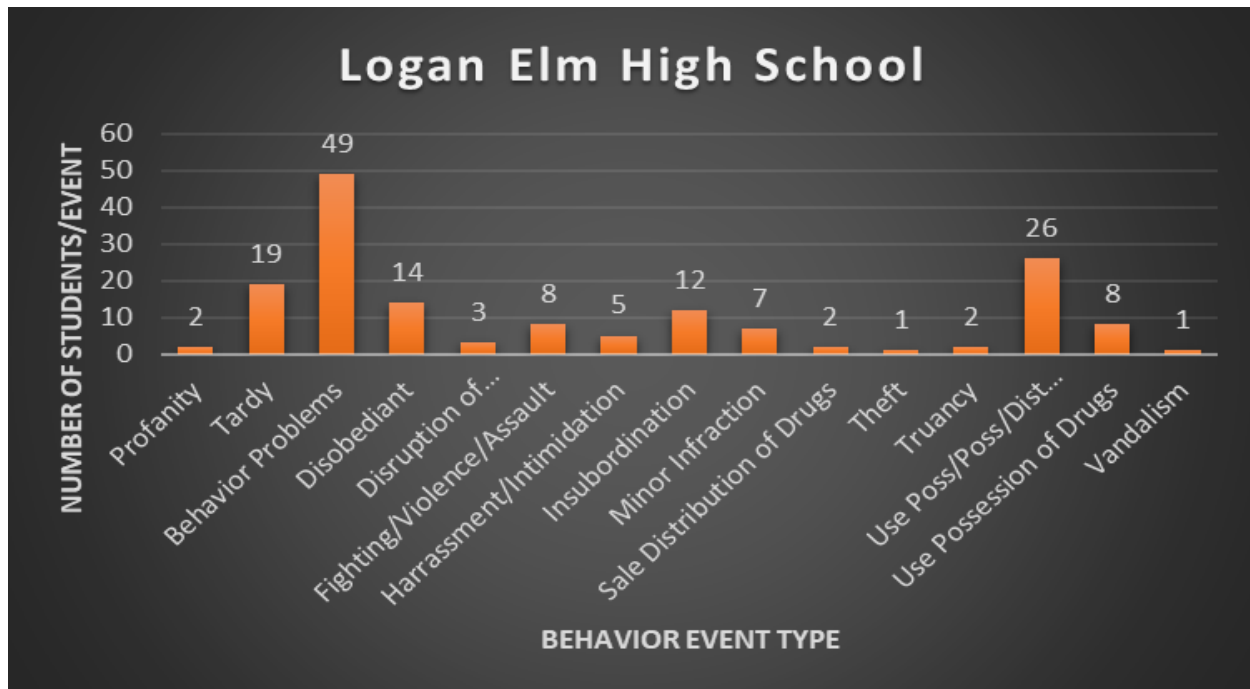
- ❖ **Be Active**
 - Moving
 - Scanning
- ❖ **Be Positive**
 - Connect
 - Reinforce Positive Behavior
 - 4:1; At least four positive interactions for every one corrective/negative interaction
- ❖ **Respond to Problems**
 - Recognize (rules, procedures and trouble spots)
 - Correct
- ❖ **Communicate with everyone!**
 - Clear Expectations

Scan, Move, Interact

- ❖ **Tips for Scanning**
 - Be seen
 - Observe all students on a regular basis
 - Look and listen for signs of a problem
- ❖ **Tips for Movement**
 - Constant movement making your presence known and obvious
 - Recognize your proximity to students with more frequent proximity to students requiring extra support
 - Target problem areas
- ❖ **Tips for Interacting**
 - Positive contacts with positive reinforcement
 - Use a friendly, helpful and open demeanor
 - Be proactive
 - Immediate, delivered at high rates and used consistently

Logan Elm High School 2023/2024 Data

Month	Overall Student Attendance Rate	Behavior Referrals By Number of Students	Brave Bucks Distributed
Sept. 23'	93.35	18	2005
Oct. 23'	93.62	30	600
Nov. 23'	91.41	17	1450
Dec. 23'	92.78	19	1050
Jan. 24'	93.73	21	975
Feb. 24'	93.40	15	800
Mar. 24'	92.96	22	850
Average Totals for the Year	93.02%	20.29	1104



Logan Elm High School's Brave Bookmark

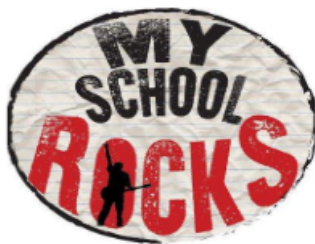


Logan Elm High School's PBIS Brochure

What is PBIS?

Positive Behavior Intervention and Supports (PBIS) is a research based framework for teaching and supporting positive behaviors for ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The benefits of implementing PBIS include:

- ❖ Fewer behavior issues
- ❖ More instructional time
- ❖ Better attendance for student success



Logan Elm High School's Guide to PBIS

Positive Behavior Intervention Supports

Logan Elm High School
9511 Tarlton Road
Circleville, Ohio 43113
740-474-7503



Logan Elm High School Behavior Expectations are to:

Listen and Learn

Respect Everyone

Do Your Job

Be a Good Citizen

What can you do to help your student demonstrate BRAVE behavior?

- ❖ Review BRAVE expectations with your student. Everyday ask your student about her/his day at school.
- ❖ Make sure your student is ready every day. Ensure a good night's sleep.
- ❖ Provide a quiet space for your student to do homework nightly.
- ❖ Keep in touch with your student's teacher(s).
- ❖ Encourage your student to use appropriate language and tone.
- ❖ Practice positive phrases with your student such as, "Thank you", "Please", "Excuse me", and "I'm sorry".
- ❖ Be a visible part of your student's school day and attend school activities as your schedule allows.

BRAVE Bucks

BRAVE Bucks are a recognition system used to acknowledge students who demonstrate BRAVE expectations, as well as those that go above and beyond, during each school day.



Students who are caught following BRAVE expectations receive a BRAVE Buck that can lead up to rewards, verbal praise, and acknowledgement.

How to Be a Brave

Classroom: Be prepared for each class on your schedule.

Cafeteria: Clean up after yourself.

Bus: Sit quietly throughout your bus ride.

Restroom: Flush the toilet, wash your hands, and get out in a timely manner.

Hallways: Walk directly to the appropriate destination.

Extracurricular Events: Cheer appropriately!

Assembly: Quietly remain seated, listen to the presenter and applaud when appropriate.

Home: Be respectful to everyone in your home.