

2026-27 PBIS Plan

Deadline for submitting plans is May 1st, 2026

Cut and paste relevant information in boxes below, or provide links to relevant Google Docs. This Link takes you to a PBIS Plan Exemplars Google folder that has examples for each category below:

https://drive.google.com/drive/folders/1Ye0jTVYN6uWv3XyvpzIOFb2N2Dj7_tZj?usp=sharing

School:

James N. Gamble Montessori High School

PBIS Committee Chair:

Emma Faehnle

Climate Vision Statement (how does a safe, predictable, affirming climate support learning, attendance, and belonging in YOUR building):

How We Talk About Students:

In alignment with the vision and mission statement of Gamble Montessori, all conversations about students must be mindful of the child as an individual. When we speak negatively about others, including students, we create a self-fulfilling expectation. In the same way that we can provide a positive role for students to grow into, we can unintentionally create a negative expectation for them. This impacts both the adults and the students involved. We must see ourselves as advocates for all of our students. Helping them to grow and addressing their errors in a proactive manner is perhaps the most important component of this advocacy. We do everyone involved a disservice when we compromise the nobility of this position.

Embracing the Montessori Approach to PBIS:
Understanding Behavior through Child, Environment, and Adult Perspectives:

We believe in nurturing each student's individuality through understanding behavior holistically. In our approach, we recognize that behavior is a reflection of the child, their environment, and the adults involved. We prioritize understanding each student's unique needs and strengths while recognizing behavior as a form of communication. Our thoughtfully designed environments promote independence, exploration, and respect, fostering a nurturing atmosphere where students can thrive socially and academically. Through collaborative partnerships between educators, parents, and caregivers, we provide consistent support and encouragement, empowering

Annual SMART Goals:

- **Discipline:** Reduce the number of students with repeat referrals from 23% to 15%
- **Attendance** (chronic absenteeism): Reduce overall chronic absenteeism from 48% to 39%
- **Bullying Prevention/Reduction:** Increase student reporting and staff response consistency as measured by procedural checklist.
- **Climate/Belonging:** Increase staff and student climate scores from 54% to 65% as measured by the fall and spring PBIS climate surveys

every child to reach their full potential in a positive and inclusive learning community	
<u>PBIS Committee Members</u> (indicate any subcommittee leads such as Tier 2/3, attendance, SEL/RP, equity): PBIS Committee Chair ☐ Emma Faehnle PBIS Committee Members ☐ Dionna Young ☐ Ashlee Cain ☐ Kellie Sheets ☐ Greg Thatcher ☐ Ellie Brennan ☐ Joshua Vogt ☐ Amy Verkamp Collopy ☐ Chia Hong	<u>PBIS Committee Meeting Time of Day and Day(s) of Month:</u> 3rd Monday of each month at 3:05pm
<u>PBIS Team Operating Procedures</u> (team norms, roles, standing agenda that includes: behavior, attendance, and bullying data, PBIS/SEL/RP implementation checks, action steps with owner + timeline) The PBIS team is responsible for the creation and monitoring of Gamble Montessori’s PBIS Plan and procedures. The PBIS Plan must be approved by ILT and an anonymous majority staff vote. PBIS Committee Chair ☐ Emma Faehnle PBIS Committee Members ☐ Aubrey Byrd ☐ Ashlee Cain ☐ Kellie Sheets ☐ Greg Thatcher ☐ Ellie Brennan ☐ Joshua Vogt ☐ Amy Verkamp Collopy ☐ Chia Hong The 2025-26 PBIS Team will be composed to include a Tier 1 system coordinator, school administrator, individual(s) with applied behavioral expertise, individual(s) with coaching expertise, individual(s) with knowledge about the operations of the school across grade levels and programs, individual(s) with knowledge of student academic and behavior patterns, and teacher representation across grades and/or subject areas. We will strive to include family and student representation, as available and appropriate. The PBIS Committee meets on the second Monday of each month, from 3:05 to 4:05 in Emma Faehnle’s Room, 2004. Meeting location may change as needed but will be announced. Roles: (As of 25/26 School Year) Facilitator: Faehnle, Aubrey Minutes: Kellie Time Keeper: Ellie Data Collector: Chia, Greco Standing Agenda Items	
<u>3-5 Schoolwide Expectations:</u> The 5 Montessori Values/Goals:	

Peace

We ask and expect commitment to building a community that values the complex global and personal aspects of peace

Learning

We ask and expect commitment to learning in the broadest sense of the word

Hard Work

We ask and expect commitment to the effort and willingness to meet difficult challenges, both personal and academic

Respect

We ask and expect commitment to manners that show our respect and caring for others

Community

We ask and expect commitment to the fostering and nurturing of relationships that

Plan for Proactively Teaching Expectations (lesson plans + schedule-include **fall rollout, booster schedule, bullying prevention** **(Attendance [messaging](#) (fall, before breaks, spring slump)**

The 5 Montessori Values/Goals are taught to students implicitly through embedded components of our Montessori program and explicitly through student and/or staff-created monthly lessons. These lessons are linked below.

Explicit schoolwide lessons will be taught in Community Meetings for Junior High students and Advisory for our High School. While a review of the 5 Core Values may be done on each teacher/community schedule within the first 5 days of school, as a school we will focus on a different Montessori Value in October, November, January, February, and April. During those months, the same lesson will be taught to all students and a larger focus will be placed on that expectation during that month through the form of schoolwide announcements, posters, and reinforcement of that expectation.

2026-2027 TENTATIVE PBIS TIMELINE

This timeline is reflective of current district-mandated safety practices. This may be adapted over time as district procedures change.

August 19-21, 2026:

- PBIS Kick-Off: Teach schoolwide matrix and classroom behavioral [Core Values](#)
 - [Peace](#), [Learning](#), [Respect](#), [Community](#), [Hard Work](#)
- General Vocabulary of Code of Conduct with students
- Review/Teach STEP System with students.

October 19, 2026:

- 2nd Qtr. begins reteach schoolwide and classroom behavioral expectations
- Review examples of various category 1 referrals (staff meeting)

January 5, 2027:

- Post Winter Break reteach schoolwide and classroom behavioral expectations weekly
- Review examples of various category 1 referrals (staff meeting)

March 29, 2027:

- Post Spring Break reteach schoolwide and classroom behavioral expectations as needed
- Review examples of various category 1 referrals (staff meeting)

Schoolwide Routines and Procedures Matrix (expected behaviors in a variety of settings—classroom, hallways, lunchroom, etc.):

School-wide Routines and Procedures Matrix

	Respect	Hard Work	Community	Learning	Peace
Restroom	I can patiently wait and use the restroom for appropriate purposes. I can respect others' privacy.	I will leave the environment better than I found it.	I can use the restroom only when needed. I can report safety concerns to an adult.	I will manage my behavior in private spaces.	I can return to class quickly. I can respect others' privacy.
Classroom	I can use kind words and actions. Be open-minded I can promptly follow all directions the first time. I can use technology only when given permission.	I can demonstrate agency at all times. I can track the speaker. I can come prepared for class with a planner, needed supplies, and homework on time.	I can take care of classroom resources. I can use technology for educational purposes even when no one else is watching	I can be ready to participate in morning meetings and learn when the bell rings. Be receptive of alternative perspectives I can do my own work I can have my planner filled out with all assignments or check grades/missing assignments.	I can keep my environment clean. Be understanding of others' needs I can work respectfully with others, communicating and collaborating with peers and teachers.
Cafeteria	I can line up and wait patiently. I can eat my own food.	I can stay seated at my assigned table or area. I can bring all necessary materials to lunch.	I can get up only with permission from a staff member. I can maintain a reasonable voice level.	I can keep all the food and drinks inside of the cafeteria.	I can enter the serving area at the appropriate time. I can place my trash in the garbage can.
Transition	I can use appropriate volume and appropriate language. I can move peacefully throughout the building before, during and after school. I can promptly follow adult directions the first time. I can use expected stairwells and follow the expected flow of transitions	I can walk and go directly to my assigned destination within the allotted time. I can be on time and walk directly to my area. If eating breakfast, I can go straight to the cafeteria. If not eating (or when finished), I can go straight to my locker and report directly to class. I can keep my locker locked at all times and keep my materials off the floor. I can use only my assigned locker	I can walk on the right side of the hallway. I can keep the halls clean. I can keep my locker neat and clean. I can have all needed materials in my backpack. I can stay in my assigned classroom until dismissed by the teacher.	I can move as expected to class. I can report any safety concerns to the teacher. I can have all needed materials in my backpack. I can report to class on time with all necessary materials.	I can follow expectations when traveling with large groups to extra curricular activities. I can immediately gather materials and return to class. I can use my locker only with permission I can promptly follow adult directions the first time.

Bus	I can use kind words and actions. I can stay seated and keep the aisle clear.	I can go directly to my bus and sit in my assigned seat.	I can walk to and from the bus. I can keep my hands, feet, and object to myself.	I can follow the directions of my bus driver. I can be responsible for my personal belongings.	I can monitor my behavior. I can keep the bus and the area I am assigned to clean.
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Gamble Montessori Response to Inappropriate Behavior

The STEP System:

A STEP is a record of 3 significant Tier 1 Behaviors.

- Teachers will document the step in Focus as a Minor Referral and issue a team consequence for both Step 1 and Step 2 (They will be documented accordingly).
- Step 3 is automatically a Major referral and sent to Administrators who will follow the code of conduct
- Parents must be contacted with each new STEP recorded.

Team consequences must be issued and recorded in the referral entry

- ALC referral for skipped team consequence (get admin approval)

- Junior High: Community teams log steps
- High School: individual teachers log steps

Automatic STEP:

- Roughhousing, play fighting, shoving
- Out of bounds, skipping class, not in designated area
- Extreme language/profanity
- Cell phones, headphones, ipads etc.

Staff Learning Slides linked [HERE](#)

How to write and appropriate referral - linked [HERE](#)

STEP System [One-Pager](#)

 STEPs Behavior Discipline Ladder (Junior High)

Standard Consequences for Category 2 and 3 Infractions

Staff recognizes that, sometimes, restorative interventions and reteaching doesn't stop behaviors before they become chronic or before they escalate in the moment. For this reason, there are standard consequences for Category 2 and 3 infractions that administrators are expected to follow. Note that these are guidelines, however, deviation from these should only occur in consultation with the team or teachers affected by the behavior.

Implementation of restorative practices does NOT mean that we should simply lower the consequence for these behaviors as many of them are destructive to the community of the school and/or serious threats to the physical and emotional safety of students and staff. Restorative practices DOES help address what happens when students return to school after a misbehavior.

In cases of Category 2 and 3 infractions, administrators are responsible for speaking with the student and parent as well as filing the necessary paperwork. If a student on an IEP is given a suspension or other out-of-building consequence, their intervention specialist should be notified as soon as possible.

Category 2 Infractions	Examples (but not limited to)	Standard Consequences
Physical Altercations (Major)	-Fighting -Posturing to fight	10 Days Promise Center
Physical Altercations (minor)	-Encouraging fighting -Play fighting/rough housing	5 Days Promise Center
Damage to Property	-School property -Private property of others -Private property in the neighborhood	5 Days Promise Center
Verbal Infractions / Assault	-Slurs -Name-calling	5 Days Promise Center

	-Threats -Disorderly Conduct -Indecent or obscene language in oral or written form, including gestures	
Leaving without Authorization	-Leaving school during school hours without permission of the proper school authorities	2 Day Emergency Removal
Presence without Authorization	-Trespassing on any CPS school property after hours or under discipline -Attending school activities while under discipline	5 Days Promise Center
Inappropriate Electronic Usage	-Recording and/or distributing fight videos -Publication, possession, or distribution of obscene, pornographic, or libelous material -laser devices	5 Days Promise Center
Sexual Conduct	-Touching in a sexual manner -Pressuring for sexual favors -Unwelcome leering, sexual flirtations, touching, or proposition -Unwelcome sexual comments	5 Days Promise Center
Bullying / Harassment / Intimidation	-Words -Gestures -Text messages -Social media communication / posts -Verbal communication -Physical harm -Intimidation -Photographic medium -Assisting another student with violating code of conduct	5 Days Promise Center
Disorderly Conduct	-Disrupting the learning process through violence and threats of violence	5 Days Promise Center
Disrespect Towards School Staff	-Profanity toward staff -Chronic misbehavior -Refusal to accept consequences -Refusal to report to ALC -Refusal to identify self to school staff	2 Day Emergency Removal
Detention Misconduct	-Failure to serve after using free reschedule per semester -Disruptions while serving -Compiling a total of 4+ detentions	1 Day Emergency Removal
Security Breaches	-Opening perimeter doors for anyone (including students and meal delivery services)	10 Days Promise Center
Tobacco/Smoking	-Must not possess, smoke or use any kind of tobacco product or any kind of associated paraphernalia including vaping.	5 Days Promise Center

Stealing / Possession of Stolen Property	-May not take or possess anything that does not belong to them. -May not have anything that they know or have reason to know has been stolen. -May not use school property or personal equipment to conduct illegal activity	10 Days Promise Center
Fireworks	-Must not bring or possess any fireworks. -Poppers, Firecrackers, rockets, sparkles, smoke bombs, or other types	10 Days Promise Center
Forgery / Fraud	Forgery of school-related documents, fraudulent signature, and/or impersonation	5 Days Promise Center
Gang Activity	-Wearing gang insignia -Using gang language or gestures -Recruiting for gangs -Engaging in gang activity	10 Days Promise Center

Category 3 Infractions	Examples (but not limited to)	Standard Consequences
Hazing	-Committing an act that causes or creates a substantial risk of mental or physical harm to a student as a part of pressuring that student into joining or remaining on, or as a requirement for joining, an athletic team, school organization, or other school group, on or off CPS property	10 Days Promise Center with Expulsion Recommendation
Sexual Assault	-Sexual attacks -Sexual abuse	10 Days Promise Center with Expulsion Recommendation
Physical Assault	-Unprovoked hitting, kicking, shoving, spitting, physical pain on anyone	10 Days Promise Center with Expulsion Recommendation
Starting a Fire	-Starting or assisting to start a fire, Creating, setting off, attempting to set off, or possess any type of explosive device. that may harm any person or property. - Possessing matches, lighters, or other flame-producing items on school property	10 Days Promise Center with Expulsion Recommendation
Alcohol / Drugs (narcotic drug, hallucinogens, amphetamine, barbiturate, marijuana, inhalant, alcohol, paraphernalia, etc	-Possession / Usage / Being under the influence -Sale -Explicit or implied representation as a drug or alcohol) on school property or at school events.	10 Days Promise Center with Expulsion Recommendation
Inducing Panic	-Reporting a false fire, tornado, bomb, weapon, or disaster alarm or participating in false threats -Inappropriate use of 911	10 Days Promise Center with Expulsion Recommendation
Extortion	-Obtaining something, especially money, through force or threats.	10 Days Promise Center with Expulsion Recommendation
Dangerous Weapons	-Possessing, handling, concealing, transmitting or using an instrument capable of harming another person. Dangerous	10 Days Promise Center with Expulsion Recommendation

	weapons may include -Firearms (real or look-alike) -Knives -Mace, pepper gas or like substances; or stun guns/tasers. -Razors, box cutters, hammers, baseball bats, chains, tattoo paraphernalia, bullets or any other items that can be considered a weapon -Explosives, incendiary or poisonous gas bombs, grenades, rockets, missiles, mines, etc	Students violating the prohibition against weapons may be assigned to the Promise Center program for up to one year.	
Breaking and Entering	-Forced entry into locked or private areas; such as classrooms, school buildings, lockers, cars, labs and supply cabinets, etc	10 Days Promise Center with Expulsion Recommendation	
Distribution of Sexual Content	- texting, Emailing, sexting,	10 Days Promise Center with Expulsion Recommendation	

*****At the discretion of the principal, students may be assigned alternative consequences in place of suspension. Any student who fails to comply will receive additional disciplinary action. Administration must make these determinations in consultation with the team and/or teacher affected.**

****Admin MAY send back incorrectly written STEPS/referrals with feedback for revision before administering an appropriate consequence ****

Focus Log Example:

Student	Reporter	* Incident Date	Submission Date
☒ Minor Infraction - No administrative action needed	34 - Inappropriate Communication (Cat 1)	* Teacher Code	
* Referred By		Teacher	
* Incident Location		Classroom	
Incident Location Detail			
* Referral Incident Description ?			
STEP 1: Nathaniel was 1. disruptive in class, 2. had his hood on and 3. was on a game instead of ALEKS. Mom called, 30 min DT on Tuesday.			

Refer to Discipline Flow Chart on next page for connection to CPS Code of Conduct.

School-wide Strategies to Acknowledge Appropriate Behavior (include attendance and staff recognition): How do your schoolwide and classroom systems provide specific behavioral feedback that encourages positive behaviors?

Alternative Learning Center Procedures:

Purpose:

- Student behavior reset/de-escalation (teacher requested) when behaviors are causing whole-class disruption or potential harm
- Student behavior reset/de-escalation (student requested) when the student is feeling out of control

Staff Expectations/ALC Personnel [Checklist](#)

Per district policy: Teachers no longer are able to send students to ALC for the entire day, only for short, restorative breaks.

Process:

- Send students to the ALC with the [ALC Student Reflection Form](#) and an [ALC Hall Pass](#) from their teacher.
- Students are recommended to come to the ALC with an adult escort (security, para, admin, or other staff member)

- If help identifying an adult escort is needed, call the office at 3-2601/3-2602 and office will radio security
- For students who are in ALC for a cool-down/reflection:
 - Student completes Reflection Form
 - ALC Coordinator will have a conversation with students about what happened and how they can prevent this from happening again.
- For students sent to ALC for a full day or more (ADMIN ONLY):
 - ALC Coordinator logs student's name, date of arrival, by whom the student was sent, and length of time the student will be in ALC on the grade-specific sign-in.
 - The ALC Coordinator will log student attendance in on the ALC Attendance Sign In [7/8th](#) & [9-12th](#)
 - Student signs [ALC Agreement](#) and ALC Coordinator completes the bottom of the form
- As outlined in the [ALC Agreement](#), a student must come to ALC with enough work to last the entire time they are in ALC if directed by Admin to be in the ALC longer than a short break.
- All students in ALC need to remain in ALC unless accompanied by an adult.
 - Students cannot leave ALC to walk into another class for any reason without express permission from the teacher as this is disruptive to the teacher and class.
- The ALC Coordinator has ongoing conversations with the students as to why they are in ALC and how their behavior(s) impacted that decision.
- If a student cannot de-escalate, ALC professionals may refer to admin for follow up consequences.

Follow-up:

- ALC Coordinator logs student attendance in the Tracking Sheet and Google Form as being present in ALC for the assigned bell.
- Administration logs discipline in Focus with ALC classification; reflection forms will be used to document behavior and time out of the classroom
- Students will be walked back to class at the specified time with an adult escort
 - If help identifying an adult escort is needed, call the office at 3-2601 or 3-2602 and office will radio security

Phones

Students may not have their phones out in any class. The only exception to this rule is when it is specifically included in a teacher's lesson plan (CCP or AP classes, calling nonprofits to set up service, seniors setting up job shadows, etc.).

If a student has their phone out in class, teachers are expected to confiscate the phone from the student or to call security or administration to confiscate the phone. The teacher or security should bring the phone to Ms. Polly in the office at their first opportunity. Ms. Polly will contact the parent and the phone will be held in the office for parent pickup.

Students get ONE free phone return at the end of the day if their parent cannot pick it up. Any phones confiscated after their first end-of-day return must be held for parent pickup. Students are expected to consider that having their parent leave work, for instance, to pick up their phone will be inconvenient for their parent. Thus, they should make sure their phone is in their Yondr pouch during the day. We must hold our students and families to a high standard here as both district policy and state law emphasizes a prohibition on phones in the classroom.

NOTE: This policy also applies to phones taken in classroom searches.

NOTE: When parents pick up their child's phone, they must buy a Yondr pouch so that their child will use it in the future.

NOTE: iPads and tablets will be treated the same as phones.

Hats, Hoods, Earbuds, Headphones

These are allowed in the classroom at teacher discretion with the understanding that this may conflict with the prohibition against phones in the classroom. Students should connect headphones or earbuds to their laptop with a cord or with Bluetooth.

These are NOT allowed in the hallway. Administrators, security personnel, teachers, paraprofessionals, etc. are ALL responsible for enforcing this by asking students to take them off in the halls. Students who refuse will be subject to our step policy and the district code of conduct. Adults should understand that this request should be addressed with kindness, not as a demand. For instance, "Hey, could you take your hood off for me please?" is much more likely to gain compliance than "You! Take that hood off now!"

Sometimes, students will not identify themselves when they refuse to take off their hat, hood, earbuds, or headphones in the hallway. In those instances, the adult should make a note of the time and location. Either office or security personnel will locate and identify the student on the camera. Administrators will place the student on a 2-day emergency removal for the Category 2 infraction of disrespectful behavior toward school staff.

Students and Food

Students may not sell any outside snacks (homemade or store-bought) during the school day from 8:00 a.m. - 3:00 p.m. anywhere on school grounds. Violation of this policy is a Category 1 offense and is subject to our step policy. It is recommended that teachers make contact home on the first offense to remind families that this is not permissible at Gamble.

Students may not order food to be delivered to Gamble from any delivery service. Food that is sent to the office will be confiscated and held until the end of the day. Students who meet a delivery driver at one of our building's many doors are committing the Category 2 infraction of "Security Breach" and will receive a 10-day suspension at the Promise Center. Students who open the door for another student or adult who is bringing them food are committing the same infraction.

Students may not leave campus during the school day with the express purpose of getting outside food and bringing it back to school. Parents may not authorize their children to engage in this behavior either. Students who do this are "Leaving Without Authorization," which is a Category 2 infraction. They will be placed on a 2-day emergency removal for their first offense, but this will be escalated if the behavior continues.

Staff should NOT order any food for students unless approved by the principal.

Skipping and Tardy to Class

Teachers may assign a Tuesday/Thursday detention to a student for skipping their class and/or for being tardy to their class (or a class) 3 times.

If a student is tardy 1 time:

- Have a conversation with the student about the importance of coming to class on time.
- Suggest alternate routes to your classroom or alternate times to visit their locker/go to the restroom.
- Document this on your attendance clipboard.
- Contact the parent.

If a student is tardy 2 times:

- Have another conversation with the student.
- Contact the parent to let them know that a third tardy will result in a Wednesday detention.
- Document this on your attendance clipboard.

If a student is tardy 3 times:

- Have another conversation with the student.
- Fill out a referral in Focus. Make sure the "Minor Infraction" box is UNCHECKED. In the notes, list all three dates the student was tardy and the date you made contact home after the second tardy.
- **For Administration**
 - Admin will make contact home and will assign the student their Tuesday/Thursday detention. Administration will enter their name on the spreadsheet that is shared with the detention coordinator and the staff.
 - If a student already has a detention scheduled for the upcoming Tuesday/Thursday, they will be placed on a 1-day removal. *Students cannot serve multiple detentions at the same time.*

If a student skips class: **Teacher MUST make sure they are taking GOOD attendance EVERY bell so it TRULY reflects who is present at school.**

- Use the email thread to notify the staff and the office that the student is skipping.
- The office staff will alert security to locate the student and bring them to ALC.
 - If a student is skipping for the first time, they will be sent to ALC for the bell. Parents will be notified.

- If a student is skipping for the second time, they will be sent to ALC for the remainder of the day. Parents will be notified.
- If a student is skipping for the third (or more) time, they will be brought to the office. Their parent will be contacted for immediate pickup.
- **If a student skips for the fourth time, the parent and student will have a meeting with administration.**
- All instances of skipping will also follow our discipline ladder to assign further consequences.
- The teacher should fill out a referral on Focus. Make sure the "Minor Infraction" box is UNCHECKED.
- Administration will contact the parent and will assign a TNT detention or more severe consequence as outlined in the discipline ladder.
- **NOTE: This policy only works if teachers take attendance every bell, every day. This is the responsibility of each teacher.**

Tuesday/Thursday Detention:

- Tuesday/Thursday detention will be held in the Cafeteria every Tuesday/Thursday from 3:10 - 4:10.
 - The list of names in the spreadsheet for an upcoming detention must be finalized by Monday/Wednesday morning at 9:30. This gives the detention coordinator time to make an attendance roster and check for previous skipped detentions.
- Students MUST arrive by 3:10. Students who arrive at 3:11 or later will be removed from detention and their time will not count. If they have previously skipped detention, they will be placed on a 1-day removal.
- Students must not have phones, headphones, earbuds, iPads, smart watches, etc. in detention. Violation of this policy results in removal and the time served does not count.
- Students must complete their reflection with diligence and integrity to the satisfaction of the detention coordinator. Failure to do so means that the time served will not count.
 - Tardy [Article](#) + [Reflection](#)
 - Skipping [Article](#) + [Reflection](#)
- Students may not speak to one another during detention. Students will be issued one warning, then will be removed for further issues. The time served will not count if a student is removed.
- Students will be allowed one 5-minute restroom break. They must use the restroom nearest the cafeteria.
- Students may take out their phones at 4:05 to confirm or set up rides. Once they have this done, they may leave through the door in the cafeteria that leads to the back parking lot. Students will NOT be allowed back up into the building to go to their lockers, visit a teacher, or anything else.
- NOTE: An administrator MUST either be present in detention or available in the building until 4:10 to assist in the event of a student disruption or a student who needs to be removed.
- NOTE: Tuesday/Thursday detention is RESTORATIVE. The purpose is to have students reflect on their behaviors and have a conversation about how to move forward. Students who skip will be subject to the discipline ladder because they are skipping our attempt to restore relationships and fix the issue at hand.

11/12 Steps - Privileges and High Standards

Students in the upper grades - 11th and 12th - should both be held to a higher standard and receive privileges that younger students do not get. To allow for this, the 11th and 12th grade team has proposed the following:

High Standard	Privileges
Consequences for 11th and 12th grade students should follow the discipline ladder with one exception. Instead of accumulating three Category 1 behaviors to earn a step, 11th and 12th grade students only need ONE Category 1 behavior to earn a step.	Students in 11th and 12th grade do not need to ask to use the restroom. If the pass is available, they can take it and sign out on the clipboard. They should sign back in when they return.
Students in 11th and 12th grade are expressly given a chance to correct their own behavior before we reach out to a parent or an administrator through Focus.	Students in 12th grade are eligible for late arrival and early dismissal if they are enrolled in courses they don't need to take to graduate.
Students in 11th and 12th grade must be in their seats with	Students in 11th and 12th grade may elect to eat lunch in some

their materials out, ready to learn when the bell rings to be considered on time to class.	teachers' classrooms.
Students in 11th and 12th grade are expected to turn in high-quality work that is entirely in their own words. They may not use AI or copy/paste material from the internet. Failure to submit high-quality work can result in the loss of credit for the assignment.	Students in 11th grade are able to drive to school. Students in 12th grade are able to decorate their own parking spot.
	Students in 11th and 12th grade have work time that is not assiduously monitored. They may take breaks. They may also use headphones or earbuds.

*NOTE: Abuse of these privileges may result in their revocation.

Class Time is Sacred

In keeping with the Montessori philosophy that emphasizes long, uninterrupted periods of work time, we assert the belief that class time is sacred. Interruptions ruin the student’s flow state and disrupt their valuable work. This means that the following interruptions should be minimized:

- Loudspeaker announcements
- Student pullouts without prior notice
 - It is up to the teacher of record to authorize or deny student pullouts
- Hallway noise
 - Security and administration must actively monitor (& be mindful of their noise level as well) the hallways to ensure students are in their assigned classes
 - If students are skipping class, the skipping policy and discipline ladder should be followed.

PBIS Rewards: Acknowledging Positive Behaviors

Note: While the ultimate goal in Montessori is for students to be intrinsically motivated, external incentives are used at times to aid students in this process.

PBIS Rewards is a digital, schoolwide PBIS management system that helps schools create a positive climate in which every student can learn and grow academically, socially and emotionally. PBIS Rewards assists schools in teaching appropriate behavior. PBIS Rewards is a fully functional digital token economy, eliminating the need for paper tickets. PBIS Rewards easily recognizes students for positive behavior and promotes a common language among staff and students, keeping everyone on the same page. This system simplifies the implementation and tracking of the PBIS framework within a school. With PBIS Rewards, school administration can clearly see how teachers are utilizing PBIS and how PBIS is improving school culture.

Acknowledgment/incentives will be given throughout the year to students who display positive behavior and to students who show improved behavior. Staff will grant Chomps to acknowledge students that exhibit our Core Values. Students will be able to use Chomps to redeem various rewards from teacher’s storefronts.

High Leverage Classroom Practices (annual focus area(s), implementation support that includes training and coaching/mentoring)

In line with Montessori principles, our Positive Behavior Intervention and Support (PBIS) framework emphasizes continuous proactive assistance to help students develop pro-social skills and deter undesirable behaviors. Together, we aim to cultivate a harmonious school environment by instructing all students in appropriate conduct, reinforcing behavioral standards consistently, and intervening promptly to prevent escalation. Presented below are evidence-based, constructive, and preemptive classroom behavior intervention and support strategies. By consistently applying these methods, teachers can optimize teaching moments, minimize disruptions, and foster students' academic, social, and emotional growth in alignment with Montessori philosophy.

The following information is adapted from “Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers” through the U.S. Office of Special Educational Programs

Classroom Interventions and Supports

Foundations

Setting

The physical layout of the classroom is designed to be effective

Routines

Predictable classroom routines are developed and taught

Expectations

3-5 classroom rules are clearly posted, defined and explicitly taught

Practices

Prevention

Supervision

Provide reminders and actively scan, move, and interact with students

Opportunity

Provide high rates and varied opportunities for all students to respond

Acknowledgement

Using specific praise and other strategies, let students know when they meet expectations

Prompts and Precorrections

Provide reminders, before a behavior is expected, that clearly describe the expectation

Response

Error Correction

Using brief, contingent, and specific statements when misbehavior occurs

Other strategies

Use other strategies that preempt escalation, minimize inadvertent reward of the behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

Data Systems

Counting

Record how often or how many times a behavior occurs

Timing

Record how long a behavior lasts

Sampling

Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

ABC Cards, Incident Reports, or Office Discipline Referrals

Record information about how the events that occurred before, during, and after a behavioral incident



OFFICE PROCEDURES FOR CODES

1	AFTER RECEIVING A CALL FROM THE TEACHER, THE OFFICE STAFF WILL... Notify staff on walkie talkie using language: (grade, code___) For example: 8th grade, code blue
2	FOR CODES BLUE & RED: The grade level counselor will respond first on the walkie-talkie. If they are unavailable, responses will follow in the order of team members as listed. 1. School counselors: 7-9th grade: Kelly Mills 10th-12th: Jamin Penick 9th-12th: Monique Screws 2. School social workers - Aubrey Byrd - Erica Bradley 1. School Psychologists - Kellie Sheets - Chia Hong If no ESP is available, call: Central Clinic Therapists - Kelly Moorehead (513-546-3947) - Heather Lovitt (513-202-4746.)
3	FOR CODE VIOLET Admin or security will respond on the Walkie Talkie and go to the scene. Admin will handle discipline.



COLOR CODES

Office numbers:

Polly (32602), Michelle (32601), Shanita (32603)

CODE YELLOW



This is not an emergency and the student is not in crisis. Refer to the **coping kits**. Student is experiencing day to day concerns including:

- test anxiety
- rough day
- low energy
- unfocused

CODE BLUE

Student is experiencing a more intense mental health need. Some examples include:

- Depression/ sadness
- anxiety/ stress/ panic attacks
- social concerns (friend/family)
- recent death



CODE RED



Student shows signs of suicidal ideation and/or self injury. The student should not be left alone and promptly needs to be assessed by the crisis team.

CODE VIOLET

Student demonstrates behavior with immediate safety concerns (fights, throwing desks/chairs, elopement) and needs immediate intervention from security and/or admin.

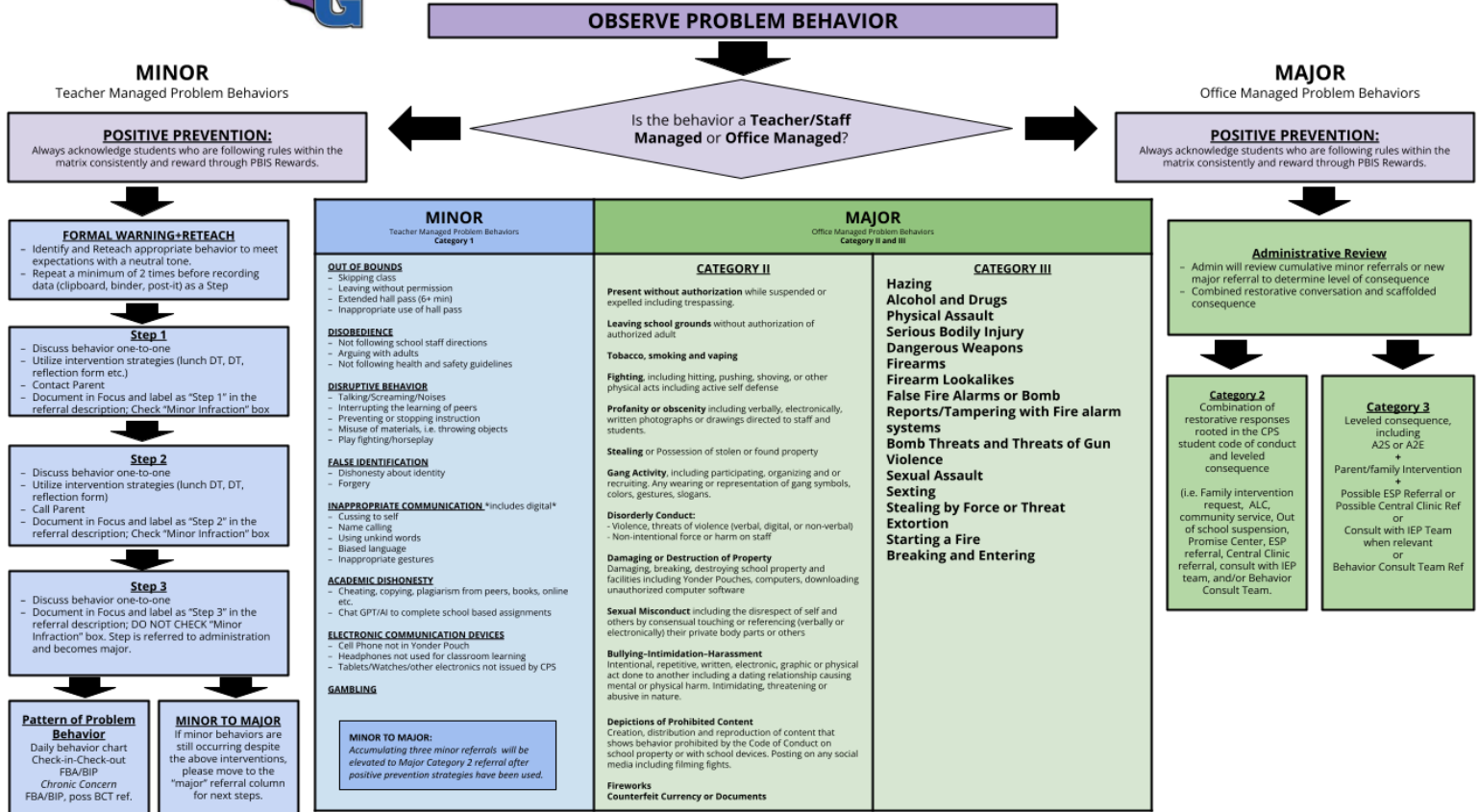


Continuum of Consequences including Classroom/Office Managed Behaviors (align to [CPS Code of Conduct](#), include restorative response pathway, bullying reporting and response procedures)



James N. Gamble Montessori High School

Behavior Intervention Flow Chart



Decision Rules for Tier 2 or Tier 3 attendance and/or behavior support: how does your team determine when a student needs additional support? What supports are available for each Tier? How is progress monitored? Align with [District PBIS Guidance](#).

Description	Tier 1	Tier 2	Tier 3
Description	Low intensity, whole group/class, school wide programs	Small group or targeted supports Consistent intervention for 4-6 weeks	Highly individualized plan.
Interventions	- Explicitly teaching and re-teaching of Montessori values through schoolwide lessons and in the classroom - Montessori Values reinforced with behavior matrix posters.	- Peer Mediation - Enrollment in electives targeting executive functioning skills - Peer Leader Program/Peer Mentoring - Check-In/Check-Out - Behavior Contract	- Referral for school-based mental and behavioral health services (ESP team makes referral) - Self-monitoring - Daily Check-In/Check-Out

	• Positive classroom management • Daily community meetings (Junior High) and Weekly Advisory (High School) • Restorative Justice Practices: these practices are both embedded within the academic curriculum (e.g. Junior High students read <i>Touching Spirit Bear</i>) and explicitly used when conflicts occur • Group Initiatives: students regularly engage in group initiatives aimed at social problem solving and building community • Mindfulness practices: all students participate in mindfulness activities	• SEL Groups • Alternative Learning Center • Meaning Work • Mindpeace room	• Completion of a Functional Behavior Assessment (FBA) • Creation and implementation of a Behavior Intervention Plan (BIP) • Connection to community resources
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Data-Based Decision-Making Process(es) (describe how you utilize data to make decisions about **effectiveness and necessary adjustments for Tiers 1, 2, and 3**):

The Gamble High School Team will review both school wide discipline data and individual student data at each PBIS committee meeting. School wide discipline data will be shared out monthly at staff meetings.

School wide discipline data will be examined for patterns such as problem areas or behaviors that may need to be targeted by school or grade level.

Individual student referrals will be examined for patterns as well. Students who accumulate referrals will be referred to the IAT team using the previously explained process. A designee from the Gamble High School PBIS Team will request that a student's teaching team completes the IAT process when appropriate and will answer any questions that the team may have about completing the referral.

Family/Student Involvement (how are you engaging in **regular 2-way communication related to PBIS, SEL, Attendance, and Bullying Prevention**):

- ☐ Student-Led Conferences: each quarter/semester, parents attend Student Led Conferences during which academic, behavioral, and social-emotional progress is discussed
- ☐ All staff members engage in ongoing communication with parents about both positive and negative behaviors via phone calls, emails, etc.

- ☐ Weekly Sunday calls from the Principal inform parents of all events, opportunities for involvement, etc. happening at Gamble Montessori that week
- ☐ Weekly Wednesday newsletter sent out to parents from the office providing school updates
- ☐ Monthly newsletter by various departments
 - ☐ Resource Coordinator: community and school events, resources, partnerships
 - ☐ School Counselor: high school graduation requirements, senior events, etc.
- ☐ Annual resource fair
- ☐ PTO and informational sessions from school/community partners (i.e. Beech Acres, Project Yoga, Transitions, etc)
- ☐ The PBIS Plan is voted on by ILT, PTO & LSDMC, which includes a parent representative
- ☐ Initial contacts made with interested parent representatives

Restorative Practices (80% proactive/20% responsive): how are you incorporating **proactive practices**, such as community circles, fair process, and affective language, as well as **responsive practices**, including restorative conferences and re-entry meetings/circles after suspension?

At Gamble, restorative practices happen both in the classroom and while students are serving out-of-classroom consequences.

Restorative Practices Guides [FOLDER](#)

Junior High Step System Ladder (one pager) [Link](#)

Suggested Restorative Consequences Option List:

Student conference to establish appropriate disciplinary outcomes; formal parent notification; and student completion of a written reflection. Implementation of written assignments or lines; proactive re-teaching of expectations (including role-play); development of a formal behavior contract; assignment of community service tasks; student-selected methods for making amends or apologizing to those impacted; assignment of lunch detention; referral to the intervention team; facilitation of mental health or counseling agency linkages; establishment of a consistent home/school communication protocol; scheduled daily or weekly administrative check-ins for a designated duration; and identification of a mentor to support a structured schedule of activities focused on improving school performance.

Classroom and Community Meetings

Teachers are advised to use classroom and community meetings to address pervasive misbehaviors from students. Our Montessori bell is a great time to use meeting time to bring up issues and allow students to solve them. We recognize that the misbehavior of some infringes on the rights of students who are meeting our expectations. Meetings give those students an opportunity to speak up and let their classmates know when disruptive behaviors are hurting them.

ALC

Students sent to ALC should be completing a reflection about the behaviors that resulted in them being sent to ALC. We would like to see reflections created for specific behaviors (ie. skipping class, disruption, disrespect, etc.). Ideally, the student will take this seriously, however, we recognize that, in a moment of frustration, a student may not be in the right headspace to reflect thoughtfully. The standard for completion of the reflection is simply that the student completes it - we cannot expect a high quality, deep reflection at the moment of conflict. It will be sent to or provided to the teacher so that a restorative conversation can be had that will welcome the student back into class.

Team Consequences and Tuesday/Thursday Detention

Students who receive consequences from their team are often asked to complete some reflection about their behavior. Some teams also ask students to take those reflections home to be signed by their parent, which is a great way to include parents in the conversation about their child's behavior.

Students who receive a Tuesday/Thursday Detention for skipping or tardies receive an article to read with questions both about the article and their specific situation. After they complete the reflection, they have a conversation with the detention monitor to create a plan for the future. These completed reflections must be done at a high quality or the time in detention does not count and the student risks being placed on removal. The completed reflections are placed in the teacher's mailbox the next day.

Return Conferences

Any student returning from an emergency removal should have a team-based return conference. Teams can decide how to best facilitate this meeting, but it is absolutely critical that administrators communicate with teams about students who are being placed on removal including reasons behind the removal and the student's return date. These conferences can be short and do not need to involve the student's parent.

Any student returning from a suspension or expulsion of 5 days or more will be scheduled for a return conference with administration and/or ESP personnel BEFORE they return to class. A teacher should be invited to the conference and a parent may be present as well. No more than 4 adults can be present at the conference (see section on Return Conferences). Students are expected to complete the Accountability Project before their conference. If they do not, they will be placed in ALC until the project is done. A team teacher must complete the preconference form at least 24 hours before the conference as well. The facilitator should use both of these artifacts to guide the conference.

The focus of a return conference is to figure out how to move forward after a challenging behavior. The consequence itself has ended when the return conference starts. The facilitator should focus on identifying student strengths, drilling down to the causes of the problem behavior, and providing strategies to the teacher, parent, and student to recognize the antecedents to this behavior in the future and deal with them in a prosocial manner.

Members to be present: Admin, Counselor, Team Member, Family Member (can be online) and Student

Student Reflection Form - completed on the day they return. <https://forms.gle/gKEeq93UnXzcMcaf8>

Slide Deck

-https://docs.google.com/presentation/d/1Www9Nb5QcMwB-r7z1mbygRmN0uqkE17EvKp_G8OMfw8/edit?usp=sharing

**Include student strengths/values

Structure of Return Conferences

When a student is suspended from school for 5 or more days, they must attend a return conference when they get back to school. The structure of this conference, including responsibilities of parties involved, is outlined below.

When should the conference happen?

- The conference must happen on the day the student returns to school before they attend any of their classes.

Who should attend the conference?

- The conference will be led by an administrator and/or someone from the ESP team. The returning student should attend. They may bring one family member to the conference. One teacher on the student's team can attend, but is not required to do so. They should, however, be invited.

What preparation work needs to be done before the conference?

- The student must complete the [Accountability Project](#) before the conference. If they do not, they will remain in ALC until this is completed with integrity.
- A teacher on the student's team should complete the first page of the [Return Conference Team Form](#) at least 24 hours before the conference. This will give the conference coordinator valuable information about the student's strengths as well as their lagging skills that may have led to the misbehavior.
 - Administration should send this form to the student's teachers when they notify them of the suspension.

What happens at the conference?

- The conference facilitator allows the student to share their accountability project.
- They also allow the adults to share their main concerns. These are documented on the Return Conference Team Form.
- The facilitator works with the student and the adults present to develop a restoration plan and a teaching plan to address the lagging skills identified by the team. Part of this restoration plan should be a plan to reintegrate into the classroom. For instance, "Other students may want all of the details about what happened. What do you tell them?"
- The completed Return Conference Team Form is then shared with the student's teachers.

Restorative Conversations in the Hallway

Most of the time, a simple reset and reteach in the moment is enough for a student to get their behavior or their focus back on track and immediately return to class. Teachers are encouraged to speak to students in the hallway to provide this quick reset. Some sample questions are:

- What happened?
- What role did you play in what happened?
- What exactly were you thinking at the time?
- How are you feeling right now?
- Who was affected by what happened?
- What do you need to do to make things right?
- What can you do differently next time?

Teachers are asked to keep these conversations brief so that the student can return to class. The goal of these conversations is to deescalate a situation in the moment to avoid sending a student to ALC or necessitating some other out-of-class consequence.

Staff Professional Development/Communication Plan: when and how will you review your PBIS Plan with new and existing staff; when will you schedule regular staff updates on PBIS (behavior/climate/attendance/implementation data, bullying patterns, opportunities for staff feedback and collaborative problem solving, review of core practices). When is bullying prevention reviewed with staff? (Review of bullying behavior, process of reporting within the school and the importance of intervening in negative behaviors)

2026-2027 TENTATIVE PD PBIS TIMELINE

This timeline is reflective of current district-mandated safety practices. This may be adapted over time as district procedures change.

Teacher training day August 2026:

- Review school-wide and classroom [Core Values](#) and schedule with staff
- Review examples of various Category 1 referrals and how classroom teachers will track this (STEP System, clipboards).
- Review log entry vs discipline entry and appropriate log entry and email procedures
- General Vocabulary of Code of Conduct (esp. Disorderly vs Disruptive)

October 2026:

- Review examples of various category 1 referrals, behavior data, and proactive PBIS actions (staff meeting)

January 2027:

- Review examples of various category 1 referrals, behavior data, and proactive PBIS actions (staff meeting)

March 2027:

- Review examples of various category 1 referrals, behavior data, and proactive PBIS actions (staff meeting)

Monthly New Teacher Orientation Meetings

- Review a different PBIS plan section (ie PBIS points, writing referrals, code of conduct, etc) at each monthly new teacher orientation meeting.

MTSS Data Meetings (once Monthly at Team Meetings)

- Review behavior and attendance data each month as grade level teams and decide on proactive strategies to trial in order to address discussed data.

Grades PK-8: How will you include Tier 1 Character Strong lessons in your master schedule?

In grades 7 and 8, teams will choose Montessori or Advisory period per week to complete a Character Strong lesson. Due to the 7 and 8 cohorts being mixed, the 7th and 8th curriculum will be rotated, such that every student will encounter the full middle school curriculum over a two year period.

Odd years: 7th grade curriculum

Even years: 8th grade curriculum

Teachers will facilitate the 25 Lesson model curriculum.
When complete, please upload your plan to the following google form: 26-27 Building PBIS Plans

Additional Resources:

[Bullying Prevention Resources](#)