



*One school.
One student.
One future.
We make a difference.*



Student Handbook

2026-2027

Pleasant Ridge Montessori



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One student.
One future.
We make a difference.*

5945 Montgomery Rd.

Cincinnati, Ohio 45213

Phone: (513) 363-4400

Fax Number: (513) 363-4420

Vision: *PRM is a model for the nation as a premier public urban neighborhood school noted for its diverse and peaceful environment, community involvement, and outstanding student outcomes.*

Mission: *To offer every neighborhood child a quality Montessori education, collaborating with community partners in a peaceful and environmentally conscious setting that nurtures a love of learning.*

Our Character Program

R.O.C.K.S!

Respect, Ownership, Compassion, Kindness, and Safety, Safety, Safety!

This Year's Theme

Better Together

A Message from the Principal

Greetings PRM Community,

I am excited to welcome you to the 2026-2027 school year! At Pleasant Ridge Montessori, we are a strong school community committed to ensuring that every child has a successful learning experience.

This year, our theme is Better Together. As we continue to grow and learn together, we recognize the value of collaboration, communication, and partnership in helping every student reach their full potential. Guided by our motto, One School. One Student. One Future. We Make a Difference...PRM, we remain committed to creating a nurturing and engaging environment where all students can thrive.

Strong communication between home and school remains a priority. Students will continue to receive important information through our Wednesday folder procedures, with school communications sent home each Wednesday. Students in grades 4-6 will also receive a planner to support organization and provide an additional tool for communication between home and school.

I am continually inspired by the dedication of our students, families, and staff. Together, we will meet challenges, celebrate successes, and continue building the strong sense of community that makes PRM ROCK! I look forward to partnering with you this year.

Principal Amber C. Simpson

DAILY SCHEDULE

Bus Arrival.....	7:30 – 7:40am
Breakfast	7:30 – 7:50am
Lunch.....	10:00am – 1:05pm
Dismissal	2:10pm

STUDENT ENROLLMENT

Students entering our school for the first time must show proof of residency in the Pleasant Ridge Montessori attendance area. If the child is new to Cincinnati Public Schools, immunization records and birth verification are required.

STUDENT WITHDRAWAL

Students withdrawing must have a parent or guardian request a records transfer. If financial obligations have been met, records will be forwarded to the receiving school.

HOURS OF ATTENDANCE

7:40am – 2:10pm

Daily attendance of all students is required by law. Please call the school office at 513-363-4400 before 9:00am when your child is ill. A written note signed by a student’s parent, guardian, or physician must be given to the teacher upon the student’s return to school. Acceptable reasons for absences are personal illness, critical illness in the family, quarantine of the home, death of a relative, or observance of religious holidays.

TARDINESS

Classes convene at 7:40am. Late arrivals have a 10-minute grace period before being marked tardy. Instruction begins at 7:40am. If a child arrives after 7:50am, they must report to the office to receive a tardy slip and then proceed directly to their classroom. The teacher and/or paraprofessional will keep the tardy slip with the name and arrival time. Tardiness is recorded and reported to the school social worker. The principal and/or school social worker will follow through on excessive absences or tardiness with parents to provide support and/or make juvenile court referrals when necessary.

IMMUNIZATIONS

Certain immunizations are required of all students enrolled in school. Children who do not receive the necessary vaccinations by a specified date will be excluded from school attendance. Please visit your local health clinic or family doctor for the appropriate vaccinations. If a child has not been vaccinated and is older than the recommended age, they still need the vaccination. Your child’s health depends on it!

INSTRUCTIONAL FEES

The Cincinnati Public Schools assesses each child with an annual fee to help defray the cost of instructional materials. The fees are assessed on a sliding scale based on family income, grade level, and the number of children per family. **CPS does not accept checks for payment.** Please send the CPS form and **cash (exact change required) or money orders made payable to PRM** to your child’s homeroom teacher by the first Friday in September. You may also pay online.

Non-payment of instructional fees forfeits your child’s involvement in non-instructional field experiences. Unpaid fees accumulate until a student graduates, at which time they must be paid in order for the diploma to be released. If a student transfers to another Cincinnati Public School, the school may hold the student’s transcript until the obligations are paid. Final report cards may be held until fees are paid.

FIELD EXPERIENCES

Field study is an integral part of Montessori education. Field studies are usually scheduled by individual teachers and Teams. Checking backpacks daily, especially on Wednesdays, will keep you informed about upcoming outings. **Please return signed permission slips and required fees promptly.**

Opportunities for parents to chaperone are often extended on field experience notifications. Chaperoning a field experience is a wonderful way to share a unique learning experience with your child. All Chaperones must have a **purple** volunteer badge at least 2 weeks before the field experience. Please see the office staff or the Resource Coordinator to obtain a badge.

YELLOW BUS TRANSPORTATION ELIGIBILITY

A CPS street guide and quadrant information are available online at the CPS website <https://croppermap.com/cincinnati/>. All PRM students in grades K-6 who reside more than 1.1 miles from the school are eligible for yellow bus transportation. **Students who do not use scheduled yellow bus transportation will be removed from the service roster after two weeks of non-use.** If you have any questions about transportation, please call the Transportation Office at (513) 363-7433. Preschool students are not eligible for yellow bus transportation.

DISMISSAL/TRANSPORTATION CHANGES

Please notify the office in advance or advise the teacher in writing the morning of any changes to your child's dismissal or transportation arrangements. **If no notification is received and confirmed, your child will follow his/her usual route home.** According to legal guidelines, we cannot and will not accept verbal notification of changes from a child. Please put such notices in writing to avoid confusion. The note should indicate the exact change of plans.

Note: Temporary yellow bus route changes are NOT available. Yellow bus service route deviations are made on a permanent basis only.

SUDDEN ILLNESS

We will notify the parent or guardian immediately if a child becomes sick at school. If the parent or guardian cannot be contacted, we will use the emergency contact information provided.

Please keep the emergency contact information up to date. We need to be able to contact you if your child ever becomes sick or injured while at school. If a parent is out of town and their child becomes ill, the care provider needs written documentation to act on the parent's behalf.

ARRIVAL PROCEDURES

Morning arrival for all students begins at 7:30am. **Students will not be admitted or supervised before 7:15am.** All students are expected to be in the school building by 7:40am. **If a student arrives after 7:50am, they are considered late.**

ARRIVAL BY BUS

If your child rides the bus to school in the morning, they will be dropped off at the curb in front of the building. One bus will unload at a time. All children will exit the bus in an orderly manner and enter the school building through the main doors. An adult staff member will supervise the students while outside. Upon entering the building, an adult staff member will direct the students.

ARRIVAL BY CAR

Our car line will enter the driveway and go around the back of the building to the double doors under the covered walkway.

A Paraprofessional will open your door, and your child may exit your car and enter the school building independently. Upon entering, an adult staff member will direct your child. **Parents, PLEASE remain in your vehicle at all times.**

If you drive your child to school but choose not to use the car line, you are welcome to find street parking and walk across Montgomery Road with your child to the front door. **There is no parking at the Pleasant Ridge Presbyterian Church. You may not drop off students on Montgomery Road right in front of the school.** This is a safety hazard and violates traffic laws.

- **PRE-SCHOOL PARENTS**—If your child is a preschooler, a paraprofessional will approach your car with a sign-in sheet. Preschool children **MUST** be signed in by the adult dropping them off. Signing your preschool child in and out of school is a state mandate. **ALL** adults need to be aware of this and have patience while waiting to drop off children in the car line. Please help your child get their seatbelt off and wait for an adult staff member to open your child's car door.

WALKERS

Your child may enter the school building between 7:30am and 7:40am. Your child will be directed to the proper location to begin their day. Children will not be allowed to enter the building before 7:30am. There is no staff available to supervise the children until 7:15am. **Please do not drop off your children before 7:15am.**

DISMISSAL PROCEDURES

EARLY DISMISSAL

To leave during the school day, a student must bring a note to the teacher requesting early dismissal and must be signed out at the main office. In order to maintain a safe atmosphere, **A PHOTO ID WILL BE REQUIRED TO SIGN A STUDENT OUT FROM PRM.** If your name is not on the Emergency/Medical contact information listed in FOCUS, **you will NOT be allowed to sign the child out without prior written notice or verification from the parent.**

HALF-DAY PRESCHOOL

Dismissal for half-day preschool will begin at 10:30am and end at 10:40am.

For dismissal, a car line will form in the parking lot circle. **Please remain in your vehicle.** A teacher or other staff member will bring your child to your car and open the car door for them. You will be asked to sign your initials next to your child's name. The adult picking up your child will be responsible for ensuring that your child is secured in their car seat or booster seat.

It is extremely important that your child is picked up between 10:30am and 10:40am. We will take any children still waiting at 10:40am to the office for dismissal. You must park your car and come in to sign your child out.

At the beginning of the school year, you will be asked to provide us with a list of individuals authorized to pick up your child. We will not release your child to anyone who does not appear on your list. You must send a written note if you would like someone added.

FULL-DAY PRESCHOOL

Preschool children must be signed out at dismissal time. You may locate available street parking and then walk to the circle to pick up your child. **Parking is not available at Pleasant Ridge Presbyterian Church.**

DISMISSAL K-6

At the beginning of the year, you will receive a form from your classroom teacher asking you to identify your dismissal plans. **You must adhere to this plan throughout the year. Any proposed changes must be in writing.**

CAR LINE

Cars should enter the driveway and join the line leading to the back of the building **starting at 1:30pm**. Please do not pass other cars and stay in the car line. Your child will be brought to the gym beginning at 2:00pm. Staff will come to your car, ask who you are picking up, and then call the gym to have your child brought to your car. **Please stay in your vehicle. Do not arrive for the car line before 1:30pm.**

AFTER-SCHOOL PROGRAMS THAT TRANSPORT STUDENTS

If your child is being picked up by an after-school program that transports students in a van or small bus, they will be directed to the upper parking lot circle to pick up your child. Your child will be escorted by a staff member and placed in the correct vehicle.

WALKERS

Staff members will bring your child outside with their class, starting at 2:05pm. Your child is expected to remain with the staff until you or the individual you have designated to walk with your child arrives. If your child is in 3rd grade or higher and has permission to walk home alone, please note that in your beginning-of-the-year information.

PARKING

The church parking lot across the street is no longer available to us. You must locate available street parking and walk to pick up your child; no children will be dismissed to walk across the street alone.

LATE PICKUP

The school dismisses promptly at 2:10pm. All children must be picked up at this time. No staff members are available to supervise children after dismissal, and no exceptions can be made. If you need information regarding available after-school care options, please contact the School Resource Coordinator or visit www.prmrocks.org.

BUS/TRANSPORTATION VANS

Kindergarten, ages 6-9 and 9-12, will be escorted to the bus by a staff member. Your child is expected to remain in their bus line until a direction is given to board the bus.

Students riding transportation vans will be supervised by school staff members and loaded onto vans.

AFTER-SCHOOL ACTIVITIES

If your child is participating in an after-school club or activity at PRM, please notify the classroom teacher in writing. At the end of the day, your child will be walked to meet the after-school club supervisor at dismissal on designated days.

CHANGE IN DISMISSAL PLANS

We will not call into the classroom throughout the school day to announce changes in dismissal procedures, as this creates too many interruptions to instruction. Classroom teachers are fully engaged in instruction throughout the school day and may not receive email or voicemail messages left for them. **Consequently, any changes in dismissal or after-school plans for your child must be communicated to the classroom teacher in writing, either the day before or the morning of the change, by 9:00am.** If you arrive before dismissal, we kindly request that you wait outside for the child or in your car until 2:10pm, when dismissal occurs. **The main office will accept dismissal change phone calls on an emergency basis only, by 1:30pm.**

Note: Temporary yellow bus route changes are NOT available. Yellow bus service route deviations are made on a permanent basis only.

BUS SAFETY

A safe, efficient, and equitable transportation service requires teamwork from students, parents, school bus contractors, drivers, teachers, and administrators. The following plan has been established to provide this service.

Student behavior that distracts the driver jeopardizes the safety and welfare of all passengers. Therefore, student misbehavior shall be sufficient grounds for refusing transportation services to those individuals.

Parents should ensure that their children arrive at the bus stop at least 10 minutes before the scheduled pick-up time to avoid missing the bus. Parents are reminded that the responsibility for supervising their children between home and the bus stop and while waiting for the bus to arrive rests with the parent or legal guardian (BP 3541.2).

One of the primary obligations of the school bus driver is to maintain order. A disorderly bus is an unsafe bus. Drivers will issue verbal warnings when appropriate. Continued misconduct on the bus will result in the bus driver filing a Conduct Report for administrative action. A copy of the Conduct Report will be sent home with the student. **Remember, the school bus driver is responsible for supervising students during transportation.**

Bus Suspension Reminder Chart

- Referral #1 - Warning and written conduct report sent to the parent
- Referral #2 - Warning and written conduct report sent to parent/student conference
- Referral #3 - Removal from the bus for 3 days
- Referral #4 - Removal from the bus for 5 days
- Referral #5 - Removal from the bus for 10 days
- Referral #6 - Removal from the bus for the remainder of the school year

The administrator may immediately suspend a student from the bus for any violation that jeopardizes the safety of any passenger. Violating the District Code of Conduct while riding is also cause for suspension/expulsion from school. The school bus driver cannot suspend a student from the bus.

If incidents involve the police, either to remove a student from a bus or to restore order, the following procedure will be applied: Students will be **suspended immediately** from future bus service pending a conference to be held at the school that includes all students involved in the bus incident, their parents, the school administrator, and a representative from the bus vendor.

BIKE, SKATEBOARD, SCOOTER, ETC.

Cincinnati Municipal Code

Sec. 506-5. Bicycles, Operation by Minors.

Minors 15 years of age or less may be permitted to ride bicycles on sidewalks where the buildings do not have the paved portion of the sidewalk, provided that, when approaching a pedestrian or other person lawfully using the sidewalk, any such minor riding on the sidewalk shall give audible warning by means of a bell or horn and shall yield the use of the sidewalk to such pedestrian or other persons dismounting if necessary to do so.

Sec. 505-13. Protective Equipment, Bicycles, Scooters, Skateboards, Roller Skates, and In-Line Skates.

- No person 15 years of age and under shall operate a bicycle, skateboard, or scooter or ride as a passenger on such device, or wear roller skates or in-line skates, within the city of Cincinnati on any public or non-residential property unless such person is wearing a protective helmet on his or her head, with the chin strap fastened under the chin. Such helmets shall be sized for the operator and shall meet or exceed the standards set by the American National Standards Institute (ANSI), the Consumer Product Safety Commission (CPSC), or the Snell Memorial Foundation (SNELL). This ordinance shall not apply to any person riding a bicycle, skateboard, or scooter as the operator or passenger, or wearing roller skates or in-line skates on any property that is a single-family residence.
- No person who is 15 years of age or under shall violate Section 505-13B.

- The penalty for violating this ordinance shall be as follows:
 - First offense: written warning.
 - Second offense: written warning, and the juvenile shall view a safety video within 45 days. Failure to view the video within 45 days shall result in a minor misdemeanor citation.
 - Third and all subsequent offenses: minor misdemeanor. If aggravating circumstances are present, such as a traffic accident or a near accident, or there are accompanying criminal or traffic charges against the minor, the officer shall issue a citation rather than a warning.

For purposes of this Section, "bicycle" shall have the same meaning as defined in Section 501-1-B.

MONTESSORI STUDENT RIGHTS AND RESPONSIBILITIES

Students are the center of our mission; they are the reason parents and educators collaborate to provide the best Montessori education available. Students are powerful individuals who largely control their educational process through their attitudes and decisions. **Parents and families must prepare their children for success by instilling a positive attitude toward learning.** The school is joyful when students are excited about learning and succeed academically.

We aim to foster joy and collaborate with each of you to deliver an exceptional education using the Montessori Method.

- Montessori students have the right to exercise their “student power” by working hard to maintain a positive attitude, make proactive decisions, and be responsible learners.
- Montessori students have the right to follow the schoolwide expectations.
- Montessori students have the right to follow the classroom expectations.
- Montessori students have the right to honor their responsibilities.
- Montessori students value friendliness, openness, and helpfulness to each other. These values contribute to a harmonious classroom community where students treat their materials and classmates with respect.
- Montessori students strive for independence. The first step in this responsibility is to make effective use of class time by completing assignments and participating in group work.
- Montessori students learn responsibility. Completing homework assignments and arriving at school on time are ways in which students demonstrate their drive toward responsibility.
- Montessori students are expected to be respectful, responsible, and problem-solvers.
- Montessori students are responsible for wearing the required uniform to school beginning on the first day.

UNIFORM POLICY/DRESS CODE

Student dress should be clean, neat, and appropriate for learning, without distracting from the educational process.

Uniforms are required for students in grades K-6:

Tops	Solid color polo shirt or button-down shirt/blouse with a collar Solid color sweater, fleece pullover, or <u>unhooded</u> sweatshirt may be worn No Labels over 1-inch
Bottoms	Solid black, grey, khaki, or navy blue slacks (pants are worn on the waist, use a belt as needed), skorts, jumpers, capris, uniform joggers or Bermuda-length shorts (no shorter than 3 inches above the knee) No sweatpants
Shoes	Shoes with a rubber bottom are recommended for school. No open-back or open-toed shoes (no flip-flops or Crocs without a strap on the back)
Head	Hoods, hats, do-rags, and bandannas are NOT permitted
Coats	The rooms can be cool at times; however, coats will NOT be permitted to be worn in the classrooms. Uniform sweatshirts, fleece jackets, or sweaters are allowed.

- o All faculty and staff will be responsible for monitoring compliance with the uniform policy.
- o Teachers or paraprofessionals will call the parents of students not in uniform.
- o Paraprofessionals will escort students to the office if they are not wearing a uniform, and they will select an appropriately sized one from the principal's uniform closet. A uniform warning letter will be sent home with the student.

Please see photos, which include *examples* of what is and is not allowed. Please carefully read the descriptions by each image for more details.

Uniform Appropriate	Not Uniform appropriate
 Solid colored slacks  Solid-colored skorts, skirts, and jumpers - with or without leggings	 NO SWEATPANTS



Solid-colored polo shirt - short or long-sleeved



Solid-colored Bermuda-length shorts



NO LEGGINGS BY THEMSELVES



NO HOODED SWEATSHIRTS OR LOGOS LARGER THAN 1"



NO JEANS

ZERO-Tolerance Uniform Policy

Students wearing apparel that does not comply with the policy will be subject to the following procedures:

- **First Offense** - Students will go to the office to select a uniform from the principal's uniform closet, accompanied by their classroom paraprofessional. The uniform must be returned at the end of the day, and the student will receive their clothing back. A call will be placed to the parent or guardian, and/or a note will be sent home reminding the student of the uniform policy.
- **Second Offense**—Students will go to the office with the paraprofessional to select a uniform from the principal's uniform closet. At the end of the day, the student will return the uniform and receive their clothing back. A call will be placed to the parent or guardian, and a phone conference will be required.
- **Third Offense** - Students will go to the office with the paraprofessional to select a uniform from the principal's uniform closet. The student will return the uniform at the end of the day and will receive their clothing back. A call will be placed to the parent or guardian, a parent conference will be required, and a consequence may be given at the discretion of the principal.

HOMEWORK POLICY

Students should be given homework on a daily or weekly basis, not to exceed 4 days per week (Weekends may be excluded).

Homework must provide practice and/or reinforcement of concepts presented in class. New concepts should not be assigned as homework. Weekly math and/or reading logs may also be used.

Homework Guidelines:

<u>Ages</u>	<u>Range of Minutes daily</u>	<u>Days per week</u>
3-6	10-15	4
6-9	20-45	4
9-12	55-90	4

CARE OF TEXTBOOKS, LIBRARY BOOKS, AND TECHNOLOGY

Students and parents are responsible for all textbooks and library books issued during the school year. If books are lost, the full replacement cost may be charged. A fine may be charged for a damaged book.

Students are also responsible for using the district-assigned technology devices properly while at school. Issues with technology will be handled by the Building Technology Coordinator. If technology is deliberately damaged, the student will be assessed the cost of repairing the technology.

BACKPACKS/BOOK-BAGS

Students need backpacks or book bags to carry books and school supplies between home and school. Being organized is an important part of being prepared for learning.

Helpful tips:

- Put school supplies, lunch money, and completed homework in your child's backpack every evening. Then place the bag by the door so you're ready to go in the morning.
- Put your child's name on the backpack in a visible place.
- Please check your child's backpack every evening. Remember, written communication is the primary method of contact between the school and parents.
- Check daily for the following:
 - Graded papers
 - Homework assignments
 - Field trip notifications/permission slips (Wednesday Folder)
 - Calendar changes
 - Updates (Wednesday Folder)
 - Teacher Newsletters (Teacher discretion)
 - Principal Newsletter (first Wednesday of each month)

SCHOOL SUPPLIES

Every teacher sends home a list of school supplies. Part of being prepared for class every day involves having all the required supplies that the teachers have requested. Please ensure your child has everything they need to succeed in school. Please check with your child's teacher if you are unsure of their school supply needs.

PERSONAL ITEMS

Students should not bring personal items such as the following:

- Toys
- Balls of any kind (recess equipment is provided by the school)
- Games
- Audio/visual equipment
- Video games
- Radios
- CD players
- AirPods or wireless headphones used to connect to cell phones
- Expensive headphones or other assistive devices
- iPods and other MP3 Players
- Expensive jewelry
- Apple watches and other smartwatches that may act as communication devices

These items are a distraction to the learning environment. If a staff member sees a student with such items at PRM, the item(s) will be taken and held in the office until retrieved by the parent or guardian.

The PRM staff will not be held responsible for items lost or stolen. **Additionally, prohibited personal items reported as lost or stolen will not be investigated.**

CELL PHONE POLICY

Pleasant Ridge Montessori School and its staff are not responsible for lost or stolen cell phones and will **therefore not investigate such incidents.**

The use of cell phones during school hours is prohibited.

- Cell phones are not permitted in students' possession during school hours.
- Students must turn off their cell phones off and secure them in a bookbag during the entire school day, including any mandatory after-school interventions.
- **Cell phones left on will be confiscated. Parents or guardians can pick them up after school in the main office.**

[Board Policy 5136- Cellular Telephones and Electronic Communication Devices Possessed by Students](#)

MEDICATION

The school staff cannot administer medicine or pain relievers without the written consent of parents and a physician. Students who need to take prescribed medication must have a "Dispensing Medication Form" signed by both the physician and the parent, on file in the office, before the medication can be brought to school. Medication to be administered at school must remain in the office.

COUNSELING SERVICES

Counseling services are provided to our students in collaboration with our partner, Best Point, and with assistance from our School Social Worker and School Psychologist. Parent/Guardian permission is required for students to work with the counselor. Discuss your concerns with your teacher if you would like to refer your child to counseling services.

BIRTHDAY CELEBRATIONS

Parents who wish to send treats to share with their child's classmates should follow the **homeroom teacher's policy** on treat distribution.

Please be mindful of our students' feelings when delivering invitations to birthday parties. Invitations should not be delivered at school unless **every child in the class** is invited to the party.

GENERAL INFORMATION

INCLEMENT WEATHER

"Snow days" (no-school days) are inconvenient for many parents, so the superintendent closes or delays schools only when absolutely necessary. The superintendent and her team aim to decide on school closings or delays before 5am so that the website and news media can relay the information to parents in time for childcare decisions. **Please have a plan for such closures, as predictability is limited.**

TWO-HOUR DELAY

- Yellow buses (which transport elementary school students only) will pick up students at morning bus stops up to two hours later than usual.
- Students who are driven to school by their parents are expected to arrive at school as close to the regular times as possible. Walkers should come as close to regular times as possible, weather permitting. School staff will supervise students in the buildings at regularly scheduled start times. No new material will be covered; teachers will use this opportunity for review and enrichment.
- There will be no half-day preschool on these days.
- Afternoon dismissal will occur at each elementary school's normal time.

BREAKFAST AND LUNCH PROGRAMS

- Free to all students.
- Breakfast will be served from 7:30-7:50am.
- Breakfast is available in the cafeteria for all students except PreK students, who are served from the breakfast kiosk. All students will eat breakfast in their homerooms.

EMERGENCY DRILLS

The safety of all students is a primary concern at PRM. Consequently, PRM students participate in numerous drills throughout the school year to prepare for emergencies.

- **Fire drills** require students to exit the building by **walking quickly and silently** in single-file lines. Students must **remain calm to prevent** tripping hazards that can occur when panic and running ensue. **Silence** is required so students can hear instructions clearly. When the drill is over, students are to re-enter the building in the same manner.
- **Tornado drills** require students to travel quickly and silently to their designated area of the school. They then kneel on the floor with their heads touching the wall and their hands covering their heads. Students remain in this position until staff members tell them the drill has ended.
- **Shelter-in-place** requires that all students and staff move to the highest floor of the building until the outside emergency is resolved. Parents, please explain to your children the importance of being prepared in an emergency and encourage them to follow drill procedures with full cooperation.
- **Lockdown drills** seal a school, preventing anyone from entering or leaving the building during an emergency situation. During a lockdown, students are usually kept inside classrooms and out of hallways and common areas. Main and classroom doors are locked, and windows are secured.
- **Searches** The Cincinnati Public School District is committed to providing a quality education for students in an environment conducive to learning and protecting the health and safety of the entire school community. Since 1994, when the Cincinnati Board of Education approved a policy on the use of security devices, including metal detectors, the district has found that searches have drastically reduced the number of weapons incidents in our schools.

Searches may only be conducted under two conditions to protect your child's rights:

- **Random or Systematic Searches:** These searches are conducted randomly and systematically, without specific suspicion, to keep students from bringing contraband or weapons to school. The search method is predetermined and random, prohibiting race and gender bias. Once the random process is selected and the search begins, it remains unchanged unless reasonable suspicion arises. If reasonable suspicion is aroused, the action listed below under “Reasonable Suspicion” will be taken. Some examples of random search methods include locker searches, students caught in a hall sweep, selected classrooms, and vehicles in the parking lot.
- **Reasonable Suspicion:** This type of search is conducted when there is reasonable evidence pointing to a specific individual(s) who may be in violation of criminal statutes or school rules. The following types of searches are examples of Reasonable Suspicion Searches: lockers, personal items, limited clothing, pat-down searches, and requests to empty pockets, purses, backpacks, boxes, etc., or vehicles.

School administrators and security personnel are fully trained in the proper use of metal detection equipment. All searches are conducted in accordance with the law and the Board of Education’s policy 5144.1, “Rights of Privacy.”

If students fail to cooperate with a search, they will be subject to the appropriate disciplinary action.

CAFETERIA PROCEDURES

1. Students enter in a line and go to their assigned table or wait in the hot lunch line
2. The hot lunch line must be monitored by adult staff to ensure efficiency and safety
3. Students are not permitted to leave their seats without permission or share food for any reason
4. Only one student per class is permitted to go to the bathroom. They must have a pass
5. Students must get all condiments and eating tools before they sit at the table
6. Students must raise their hands if they need something, and staff will get it for them unless the student can access it without disruption.
7. All students are responsible for cleaning their designated eating area, which includes the table and the floor.
8. Only the assigned helper for trash collection and table wiping is permitted to leave their seat.
9. Students may talk to the students next to or directly across from them
10. The circle tables in the back are for individual students who need to be separated from the classroom community

RECESS

Unless the weather is extremely inclement, we go out to play (32° or higher). Therefore, students should come to school wearing proper clothing. This includes a coat, hat, gloves, scarf, and boots in the winter. Adult supervision is always present. Students are expected to:

1. Participate in positive play activities.
2. Report any problems to the adult on duty.
3. Please remain outside until the staff member brings the class in.
4. Line up as directed and be ready for the teacher to return them to the building.

****On inclement weather days, staff will facilitate recess indoors.**

Playground Equipment Bin: Procedures

- **These materials are for use by PRM students**
- **First whistle: Freeze; after freezing, those with equipment will return balls, hula hoops, jump rope, chalk, etc., to bins**
- **Second whistle: Line up**
- **One adult stays at the bin to monitor (make sure there is a designated backup person)**
- **Lock the bin at the end of the day (last recess of the day)**

****Pumps for balls can be found in the office**

****Only adult staff have the lock code**

HOME-SCHOOL COMMUNICATION

We want to continue providing multiple communication methods between home and school. All Students will receive a blue Wednesday folder. We will follow our Wednesday folder procedures by sending school information home in the blue folder on Wednesdays. A planner is provided for students in grades 4th-6th as an additional communication tool. The 9-12 team will share requirements for student recording in the planner based on subject and age appropriateness. As a school, we will consistently use the planner to provide additional space for parents and teachers to communicate as needed.

A monthly newsletter from the principal will be sent to the email address on file in FOCUS, along with robocalls as needed, containing reminders about school events and the principal's announcements. Teachers may also send newsletters or use group messaging platforms at their discretion to communicate classroom updates and information. The PTO and School Resource Coordinator will publish monthly calendars and contribute to the principal's monthly newsletters. The School Resource Coordinator will also provide a monthly progress report.

Many publications and updates are published on the Internet. To access this information, log onto the web page <http://pridge.cps-k12.org/>. Look for the link to www.prmrocks.org to learn more about PRM.

LOST AND FOUND

Lost articles will be placed in the designated Lost and Found area. Please check there for your child's missing items. **Please put your child's name and room number on all their belongings.** Please check monthly during PTO meetings or school events for lost articles. Unclaimed items will be donated.

PARENTS/GUARDIANS GUIDELINES FOR CALLING A STAFF MEMBER

When calling a staff member, leave your name, your child's name, the reason for your call, and your phone number(s) with the person taking the message. A message will be placed in the staff member's mailbox so that your call can be returned after school. Please refer to the staff directory for your teacher's classroom phone number if you want to leave a voicemail.

Note: Staff members frequently have meetings after school and may not receive messages until the following day; however, your call will be returned within 48 hours.

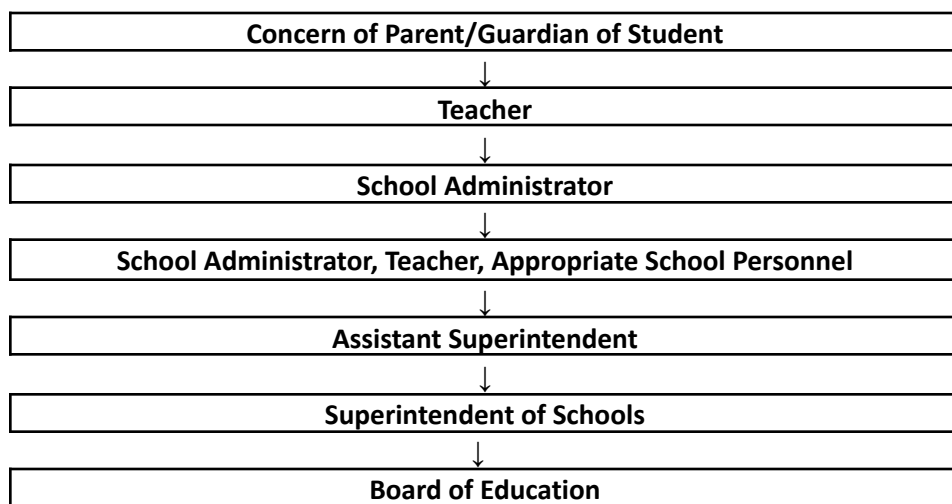
VISITING SCHOOL

All parents and guests are to report to the main office. If you would like to visit a classroom, please contact the teacher in advance to arrange a mutually convenient time. You are always welcome. You must sign in using the Lobby Guard system in the office and wear a badge while in the building. Parents are not permitted past the office during morning arrival unless there is a scheduled appointment. Staff will assist students in reaching their arrival locations safely.

CHAIN OF COMMUNICATION

Class-related issues, such as grades or assignments, should always be addressed with the classroom teacher. If such an issue remains unresolved, the parent can contact the Principal. The Principal is the final adjudicator on all academic situations and disputes. The Principal will be involved in matters related to the school's broader academic policy, or if a parent or guardian requests the Principal's attention to a matter. We understand that there are many reasons that you might need to contact your child's teacher by phone, e-mail, or ClassDojo. We have established reasonable time frames for teachers to respond:

- The teacher will reply within one business day to calls, emails, or Dojo messages regarding the child's physical or emotional state.
- For calls, emails, or Dojo messages regarding the child's work or miscellaneous concerns, the teacher will reply within two business days.



If you do not hear from your child's teacher within the designated time frame, please call the main office and leave a message for the Principal.*

PARENT-TEACHER CONFERENCES

Communication is a vital component of the Montessori education program. We believe it is **essential** for parents to maintain close contact with their child's teacher regarding their progress. Some parents like to "drop by" the school and try to "catch" the teacher for an impromptu conference; however, unscheduled conferences keep teachers from fulfilling their teaching duties and interrupt the educational process for all students. **Please** schedule a conference or observation in advance to establish a convenient time for all parties; at least 24 hours' notice is required, as per Board Policy. Four conference days are scheduled annually and printed on the PRM quarterly calendar; however, conferences may be scheduled at any time **agreeable to both the parent and teacher**. All PRM parents are expected to attend parent-teacher conferences.

STUDENT CLASSROOM PLACEMENT

PRM is a public school. We do not select our students. We use an equitable placement process to ensure every classroom reflects the school's diverse population. Requests for teachers or placement with particular students are not accepted or acknowledged. Students will remain in the classroom placement for a three-year cycle.

We aim to support the growth and development of all students and teaching professionals. Requests for classroom changes are not typical and are granted only at **the principal's discretion** when there is documented evidence that the *Chain of Communication* has been followed and that all possible efforts have been exhausted to support the child in the classroom community and foster a collaborative and respectful partnership with the parents.

This organization comprises parents, teachers, alumni, and community members interested in fundraising. The Foundation raises money through fundraising, grant writing, and donations. Foundation meetings occur monthly or virtually at a designated location.

PARENT-TEACHER ORGANIZATION

An essential goal of the PTO is to support PRM's staff and students by planning and sponsoring activities throughout the year. PTO meetings occur monthly on the PRM campus or virtually. All parents and staff members are encouraged to attend.

PARENT VOLUNTEERS AND VOLUNTEERS

Parent volunteers are welcome at PRM! If you are interested in volunteering at school, you can fill out an interest sheet at prmrocks.org for our Tutor and Volunteer Coordinator. Your interest and involvement are always encouraged and appreciated. Volunteer orientations will be held throughout the year.

OUR COMMUNITY LEARNING CENTER

The goal of Community Learning Centers is to support student achievement, revitalize neighborhoods, and maximize the community's return on its financial investment. The success of the schools and the city is inextricably linked. One cannot be successful without the other.

A Community Learning Center school aims to reconnect students and staff with their community, returning to an era when schools were indeed the centers of community life. A Community Learning Center offers services and programs tailored to each community's needs. The role of the School Resource Coordinator is to conduct ongoing needs assessments of the school and community, engage partners to address students' and families' needs, and monitor the impact of these services. A Community Learning Center Back-to-School Packet will be sent home during the first week of school, including the necessary paperwork for all students and informational flyers about essential CLC partner programs available to all students. Specific after-school enrichment Clubs and programs will be advertised via partners at the Back to School Open House, through weekly communication folders, or on prmrocks.org.

If you are interested in using the building for a community event or activity, please contact our School Resource Coordinator to obtain a building permit and learn about any applicable rental fees.

INSTRUCTIONAL LEADERSHIP TEAM (ILT)

Pleasant Ridge Montessori (PRM) is a team-based school. Team-based schools are required to establish an Instructional Leadership Team (ILT). ILTs are composed of at least 60% teachers. A Team Leader represents each team of teachers. The Principal, two parents, and two non-teaching staff members are also included in the ILT. During the school year, the ILT makes decisions about issues that could impact instruction; these issues may include proposed changes to the school program or calendar. The ILT also approves the school budget and makes recommendations for spending funds allocated from the Central Office on a per-student basis. The Local School Decision-Making Committee (LSDMC) must approve budget decisions recommended by the ILT.

LOCAL DECISION-MAKING COMMITTEE LSDMC

The LSDMC is the primary governing body for the school. It comprises four major constituency groups: parents, teachers, non-teaching staff (including the Principal), and community members, with a minimum of 12 members in each group. Each group has equal representation and, therefore, an equal voice in the decision-making process. One Partner in Education representative also serves on the LSDMC.

The LSDMC sets school goals, develops a plan to meet those goals, and monitors progress toward goal attainment through mid-year and end-of-year assessments. The LSDMC makes school budget decisions, submits changes in the local school's program, and participates in the selection of the Principal. LSDMC meetings are held on the third Wednesday of each month, either on the PRM campus or virtually. For your convenience, additional information is available online at <http://lsdmc.cps-k12.org> or prmrocks.org

PRM CALENDAR

The Pleasant Ridge Montessori School calendar is another primary method of communication between the school and home. All school-wide events are noted. You will receive monthly reminders about school-wide events via email and robocall. You can also find the school's calendar on prmrocks.org.

THE MONTESSORI APPROACH TO DISCIPLINE

Without a doubt, we all agree that children are our most valuable gifts and that we want the best for them. The Montessori approach to education is designed to foster self-discipline in children. We try to prevent behavior problems by teaching responsibility. The Montessori Method's purpose is to effect positive changes in behavior through lesson planning and teaching. Through the nurturing and sensitivity of the Montessori method, we hope to prepare students to ultimately function as assets to society. With this goal in mind, methods of discipline used at home and school must work together to achieve this common goal.

Maria Montessori said, *"The undisciplined child enters into discipline by working in the company of others, not by being told he is naughty."* Discipline is a learning experience rather than a punitive one when handled appropriately. Children naturally want to follow rules if the adult clearly defines the rules and then invites the child to assume responsibility for their behavior. Assuming responsibility for behavior is to understand expectations for conduct and meet those expectations, **OR** accept the consequences for violating rules. At PRM, students must **clearly** understand school rules and the possible consequences for violating them.

****We do not assign mass or whole-class consequences, such as denying recess or talking during lunch. ****

POSITIVE BEHAVIOR INTERVENTION SUPPORT PLAN

Each school in Cincinnati Public Schools develops a plan to support the behavioral needs of its school community. The plan shall include rules for student conduct in the form of school-wide **expectations** for behavior across all school settings, **consequences** for violating the expectations, **positive recognition** for those who exceed expectations, and outline the **responsibilities** of parents, teachers, administration, and staff. The plan will align with current district strategies and will be approved annually by the entire staff.

EXPECTATIONS

Explicitly teaching procedures and expectations promotes a peaceful community; consistently implementing and re-teaching them ensures it. Every adult in the building is responsible for positively reinforcing the expectations.

The expectations for each area of the building are to show responsibility, respect, and problem-solving in our school community.

Teachers and Paraprofessionals should work together during the first 7 days of school to teach the school community's expectations. During this period, the entire school community will rotate through each area of the school, using the attached lessons to teach, review, and reinforce the expectations. By doing this, we provide Tier One Behavioral Support for each of our children.

SCHOOL-WIDE ROUTINES AND PROCEDURES

- **Assemblies:** The administration will hold *assemblies with each student team* during the first week of each semester to reinforce school-wide behavioral expectations and promote a peaceful community. The assemblies will include the Behavior Expectation PowerPoint and/or PBIS Expectations Video.
- **Community Meetings:** Community-building meetings will be held in each classroom to help our students understand one another better and communicate effectively. Students will receive modeling of appropriate behavior and expectations for community meetings from volunteers at the beginning of each year and will continue to attend meetings throughout the year. Meetings should include thoughtful acknowledgments, greetings, and classroom discussions. Meetings are to be at least as frequent as listed below:

3-6: Daily

6-9: Daily

9-12: Daily, incorporating advisory requirements from the district

SCHOOL EXPECTATIONS

Location	Being Respectful	Being Responsible	Being a Problem-Solver
<i>Classroom</i>	- Be kind to adults and classmates - Raise your hand to talk - Treat others how you want to be treated! - Model safe and appropriate behavior	- Keep our community clean and safe - Take care of classroom materials/supplies - Arrive on time and in uniform - Follow adult directions - Always do your best!	- Ask questions to understand - Help others if they have questions - Be a positive team player
<i>Hallways</i>	- Voices off in the hallway - Be kind to others - Follow adult directions - Be aware of personal space - Model safe and appropriate behavior	- Stay with your class at all times - Walk in a straight, quiet single-file line - Keep your hands to yourself: do not touch classmates or art on the walls	- Ask an adult for help if you are lost - Make sure shoes are tied! - Keep eyes forward - Walk with your hands at your sides
<i>Restrooms</i>	- Give people privacy - Use silent or whisper voices - Wait for your turn. - Do not enter if the bathroom is crowded or if all stalls are taken.	- Clean up after yourself and others - Get in and get out, be efficient! - Use only what you need	- Report any problems to an adult - Wash your hands with soap - Turn the water off after use
<i>Cafeteria</i>	- Wait for your turn - Leave your area clean for the next person - Use inside voices - Keep your hands and food to yourself	- Place your waste in the correct trash can - Follow adult directions	- Ask a friend first if you need help - Report messes to an adult
<i>Outside</i>	- Take turns - Demonstrate good sportsmanship and use kind words. - Be mindful of personal space.	- Stop when you hear the whistle blow - Line up in ABC order when called - Use equipment properly - Stay in designated areas	- Tell an adult if there is a problem - If you see a car, move to the sidewalk or mulch area
<i>Office</i>	- Use kind words and tone - Wait patiently for your turn - Voices off while waiting for your turn	- Present your hall pass - Follow adult directions - Stay seated while waiting - Wait your turn, do not enter if the office is crowded.	- Keep your body calm and use items gently - Keep your belongings with you
<i>School Events</i>	- Hands on bodies to yourself - Voices off	- Enter and exit quietly and calmly - Stay seated until dismissed - Stay with your class	- Ignore side comments - Raise your hand for a teacher if you need help

	- Follow all adult directions - Model safe and appropriate behavior		Silent reminders for friends
<i>Bus</i>	- Use inside voices - Be mindful of your own space - Use kind words - Touch only your belongings	- Hands and bodies to yourself. - Think before you act - Follow all adult directions the first time given - Walk to and from the bus	- Stay in assigned seats: seat on seat, back on back, feet on floor - Keep your body and property inside the bus - Keep the aisle clear
<i>Technology</i>	- Be considerate of the privacy of others - Use kind, positive words - Turn off your personal electronics upon arrival.	- Be cautious when posting pictures or information online! - Only use teacher-approved websites	- Report inappropriate and suspicious behavior to an adult - Say Something to an adult if you see bullying online
<i>Car Line</i>	- Voices Off - Listen to adults - Follow Directions	- Stay in the assigned area - Listen for your name	Help a neighbor if they missed their name

PRM CHARACTER TRAIT PROGRAM

The PRM Character Trait Program aims to encourage students to embody specific character traits through their actions and behaviors each month.

Monthly Traits:

AUGUST	SAFE BEHAVIOR
SEPTEMBER	RESPECT
OCTOBER	RESPONSIBILITY
NOVEMBER	GRATITUDE
DECEMBER	EMPATHY
JANUARY	PERSEVERANCE
FEBRUARY	HONESTY
MARCH	COOPERATION
APRIL	COURAGE
MAY	CREATIVITY

Implementation Steps:

- Teachers should introduce the monthly character trait at the beginning of each month, highlighting its importance and providing examples of appropriate behavior. Teachers are encouraged to use the website to access the program's materials, lessons, videos, and resources.
- Teachers will observe and note student actions related to the monthly trait throughout the month.
- At month-end, teachers will select a student from each grade who exemplifies the trait, consulting with specialists for fairness. Nominees' names will be shared with the team's PBIS representative.
- Nominees will be recognized during a school-wide assembly and will receive a certificate to share with their family.

School-Wide Strategies for Positive Behavior Recognition- For Students

Relationship-Based Community Model: Pleasant Ridge Montessori aims to provide four positive acknowledgments for every negative acknowledgment a student receives. Acknowledgments should focus on the character trait program and the school-wide behavioral expectations. To effectively implement the relationship-based community model, teachers are to encourage students to share how they are working to develop or demonstrate the monthly character trait or any

of the school-wide behavioral expectations. Students should also be encouraged to share how they've seen others demonstrate the character trait or school-wide expectations. These conversations should occur during community meetings and/or during times of reflection. Teachers may further acknowledge students identified for exhibiting the monthly character trait or behavioral expectation by submitting their names to the office for inclusion in the daily announcements, also known as shout-outs. Teachers also have the option of displaying these acknowledgments in their classrooms or outside their classroom doors through their classroom-specific positive behavior recognition systems.

Classroom-Specific Positive Behavior Recognition System: Each classroom will need its own recognition system to ensure students receive immediate, positive feedback and peer support. This classroom teacher is responsible for selecting and implementing at least one recognition system of their choice. If you have questions or need assistance implementing a classroom-specific recognition system, please consult with your team's PBIS member or the building's school psychologist. Below are examples of positive recognition systems being used at PRM :

- o Star charts
- o Fishbowl or Fill the Bucket
- o Classroom Good Deed Chain or Vine
- o High Five Award
- o Character Trait Acknowledgments
- o Class Dojo

School-Wide Strategies for Positive Behavior Recognition- For Staff

Staff Acknowledgments: Encouraged at each staff meeting. Small tokens of appreciation will be received as we acknowledge one another. Teachers can also submit acknowledgments, also called “*shout-outs*,” to the front office for reading during morning announcements.

DISCIPLINE CONTINUUM

The disciplinary process at PRM is designed to achieve fairness and specify clear procedures for maintaining a safe environment for all students. When a child does not fulfill one of the school-wide or classroom expectations, it is the responsibility of each adult to help that moment become a teachable moment. Consistent, natural, and fair consequences for each student help the children learn behaviors that create a peaceful community. Before referring students to Administration, it is the responsibility of the adults in the classroom community to try to help the child learn and “regroup”.

Student Behavior	Strategies
Category 1 Behaviors	- o Move close to the student or change the student's seat - o Nonverbal cues to correct behavior - o Verbal warning/redirection to student(s) - o Private conference with student (in classroom or hallway) to remind them of expectations - o In-class time out - o Have the student restate and/or model following directions/expectations - o Implement a classroom behavior management system - o Utilize MindPeace Room and/or Buddy Rooms - o Utilize available Sensory Activities/Kits If <i>Category I Behaviors</i> persist according to classroom behavior management data: - o Contact the family for input, log communication under Log Entries in FOCUS - o Establish a Buddy classroom to be used for time-out - o Evaluate current levels of support, increase support if needed (see Continuum of Supports)
Category II and III Behaviors	- o Help to de-escalate the situation and immediately notify administration to arrange an escort to ALC. - o Create a Discipline Referral in FOCUS - o Contact the family, log communication under Log Entries in FOCUS - o Evaluate current levels of support, increase support if needed (see Continuum of

	Supports)
Bullying/Harassment Behaviors	- o Staff must notify the building principal of the event(s) and submit a Bullying Complaint Form. - o Under the direction of the building principal, all complaints shall be investigated promptly - o An administrator shall prepare a written report of the investigation upon its completion. - o Verified acts shall result in intervention by the building principal

Category I Behaviors: In most instances, Category I infractions will be corrected by the teacher or paraprofessional in the setting where the misbehavior occurs. If a pattern of these offenses persists, consultation to set up a corrective plan may be necessary, and students may be referred to an administrator. When there is a high incidence of Category I offenses in a specific setting, as determined by the classroom-specific behavior management system, administrators will provide or arrange consultation and support for teachers, students, or parents/caregivers to assist in creating a positive behavior in that setting. Category I Behaviors include:

- Disobedience
- Disruptive Behavior
- Inappropriate Communication
- Cheating

Category II Behaviors: More serious or repeated interference with instructional processes. Can be corrected by school staff but may also lead to an office referral if chronic (i.e., multiple strategies have been tried).

- Fighting
- Profanity/Obscenity
- Stealing
- Violent Disorderly Conduct
- Damaging/Destruction of Property
- Fireworks
- Sexual Misconduct
- Bullying/Harassment/Intimidation/Sexting*

Category III Behaviors: A limited number of offenses constitute the basis for referral of a student to the Alternative to Expulsion (A2E) program. The principal, finding a student has committed or attempted to commit any of the following offenses, will submit a recommendation to the Superintendent that the student be referred to the Alternative to Expulsion program.

- Alcohol and Drugs
- Physical Assault
- Serious Bodily Injury
- Dangerous Weapons
- Firearms/Firearm Look-Alikes
- False Fire Alarm/Bomb Reports
- Sexual Assault
- Robbery
- Extortion
- Fire Setting
- Breaking and Entering

BULLYING AND HARASSMENT Board Policy 5517.01:

Cincinnati Public Schools strives to maintain safe and supportive learning and working environments. In support of this effort, PRM prohibits bullying, harassment, and intimidation by any student or staff. Bullying, harassment, or intimidation is defined as:

“Any intentionally written, electronic, verbal, graphic, or physical act that a student or group of students exhibit more than once, toward another particular student(s), and the behavior both causes mental or physical harm to the other student(s); and, is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).”

To maintain an environment conducive to learning and to protect the health and safety of the school community, the administration will investigate reports of bullying and other aggressive behavior. All school staff who see acts of harassment, intimidation, or bullying shall promptly notify the building principal of the event(s) and submit a [Bullying Complaint Form](#). A complaint should be specific, including: the identification of the person(s) participating in the bullying and the person(s) being bullied; names of witnesses; location, date, and time; and the bullying behaviors observed.

Teachers and other school staff who receive reports from students or parents of suspected harassment, intimidation, or bullying shall promptly notify the principal. Students who make complaints may request that their names be kept confidential by employees. Deliberate false reports of harassment, intimidation, or bullying are strictly prohibited and shall be disciplined.

Under the direction of the building principal, all complaints shall be investigated promptly. In evaluating conduct for harassment, intimidation, or bullying, special attention should be directed to the words chosen and/or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the harasser interacted with the person being harassed, and the motivation, either admitted or appropriately inferred.

An administrator shall prepare a written report of the investigation upon its completion. Such a report shall include findings of fact, a determination of whether acts of harassment, intimidation, or bullying were verified, and a recommendation for intervention, including disciplinary action. Parents or guardians of any student involved are to be notified, and to the extent permitted by the “Family Educational Rights and Privacy Act of 1974,” 88 Stat. 571, 20 U.S.C. 1232q, as amended, has access to any written reports pertaining to the prohibited incident.

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building administration to ensure that the prohibition against such behavior is enforced and that prohibited behavior ceases. When verified acts of harassment, intimidation, or bullying are identified early and/or do not require a disciplinary response, students should be counseled. A suspension to A2S/A2E may be imposed only after informing the student of the reasons for the proposed suspension and giving the individual an opportunity to respond. When acts of harassment, intimidation, and bullying are verified, and a disciplinary response is warranted, students are subject to the disciplinary consequences outlined in the [District’s Code of Conduct](#).

Complaints received by students who request anonymity shall be reviewed, and reasonable action will be taken to address the conduct. When discipline is warranted, action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the [District’s Code of Conduct](#).

****You can access the full Cincinnati Public Schools Code of Conduct by clicking [here](#).****

SUICIDE PREVENTION

Students face a wide range of issues and concerns that can have a substantial impact on their ability to learn and on their engagement with school. Perhaps the most severe issue faced by students is that of depression accompanied by suicidal ideation. The school district takes these mental health issues seriously. To further this objective, the Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure.

ORC.3313.666

Approved: 04-09-12

10-10-11

Revised: 11-18-13

CONTINUUM OF SUPPORTS

A Multi-Tiered Systems of Supports (MTSS) is used in order to meet the behavioral needs of all students at Pleasant Ridge Montessori. Data from classroom behavior management systems are used to determine movement between the tiers of supports.

Tier I – School-Wide: Strong school-wide instruction leads to success behaviorally for 80-90 percent of students. Tier 1 emphasizes positive reinforcement, rewards, and acknowledgment for good behavior. Tier I supports within PRM include:

- Classroom Specific Positive Behavior Recognition Systems (to be determined by classroom teacher)
- Character Trait Program
- Teach-To's
- Utilize available Sensory Activities/Kits

Tier II – Targeted: This tier provides additional support and strategies for helping students who struggle despite school wide instruction, about 5 to 10 percent of students. Tier II uses a small group settings/techniques to reteach social skills and developmental skills. Tier II supports within PRM may include:

- Behavior Contracts
- Utilize Buddy Rooms/MindPeace Room
- Visual Schedules
- Daily Check-Ins and/or Check Outs with a trusted adult at school (Check In – Check Out)
- Small group support may be provided by the building's Mental Health Partners.

Tier III – Intensive: This tier provides intense and individualized behavioral support. This tier is needed by about 1 to 5 percent of students. Strategies are designed to meet the needs of individual students who have not responded to Tier II support. Tier III supports within PRM include:

- Begin the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process with your team's intervention specialist.
- Referral and support from mental health partners.
- Referral to the district's Behavior Consultation Team.
- Referral to the Multi-Tiered Systems of Support (MTSS) Team.

Alternative Learning Center (ALC): ALC is a place that is still meant to turn misbehavior into "teachable moments", without distracting the learning environment in each of the classroom communities. While in ALC, students may engage in the following activities:

- Writing statements regarding what happened
- Completing Behavior Reflections
- Conflict Resolution with other students involved
- Warned/Counseled by Administration
- Work from the teacher so that the student does not fall behind: ALC Facilitator will notify the teacher of ALC time/consequence at the time of infraction, so the teacher can send work
- Activities that re-teach the expected behavior (PBIS lessons)

The ALC is an administratively assigned consequence. If a student has been assigned ALC on the day of a field experience, he or she will not be eligible to attend/participate in the field experience. Related, alternative work will be assigned. A discipline report will be sent electronically to the ALC staff member each day regarding the outcome of any referrals turned into Administration. Students in ALC are dismissed directly from the ALC at the end of the day; they should not return to the classroom.

Buddy Rooms: Students may be placed in a pre-identified Buddy Room to take a time-out and/or to de-escalate behavior. Buddy rooms are used at the teacher's discretion based on observed behavior. Primary students may be placed in a buddy room for up to 30 minutes. Intermediate students may be placed in a buddy room for up to 1 hour or 1 time per

class period, whichever is shorter. Buddy rooms have been used as a full-day placement in the event that a teacher is out without a sub or if the ALC is closed due to staff absence. A full-day placement is to be agreed upon by the teacher and the administrator, or by the teacher making the placement. If a student is in a buddy room for the day, they should participate in lessons and attend specials as deemed appropriate by the host teacher. If a student refuses to go to a buddy room, the administration should be called.

MindPeace Room: The MindPeace Room is a calming space that offers students a safe place to de-escalate during the school day and provides a supportive environment for students who will be away from their communities for a period of time. The MindPeace Room is a space for children to calm down and practice self-regulation. Students are provided with tools and strategies that will promote emotional regulation and self-awareness. Link to [MindPeace Protocol](#).

Students identified as having Tier II or III interventions should use the space after in-class behavioral management strategies and individual behavior plans have failed to regulate the student. The room is not for students who are physically aggressive. Students may require the MindPeace Room for a variety of needs, such as refocusing, de-escalation, stabilizing emotions, or talking with an adult. All students should be escorted to the MindPeace Room by an adult.

The MindPeace Room staff will help students identify the best tool(s) to assist with behavior management. Room staff will check in with students on their well-being and help them reflect and refocus to return to academic learning as soon as possible. Typical steps taken in the MindPeace Room include:

1. Time for de-escalation
2. Visit Body Movement, Mindfulness, and Self-Reflection stations
3. The staff evaluates when the student can return to class
4. Sign out

Students will typically return to the MindPeace Room after 20 minutes. When students return to their classroom, teachers are encouraged to positively reinforce the successful use of the space through positive praise, e.g., “I’m glad you’re back!” or “Great job using your calming techniques.” Always allow students to return to class with a metaphorical “blank slate”.

PROGRESSIVE DISCIPLINE PLAN

Pleasant Ridge Montessori follows a progressive discipline plan. Discipline begins at the least intrusive and lowest level, then gradually becomes more restrictive and punitive for those who repeat poor behavioral choices. Our discipline plan reflects and considers the District and School Mission Statements. The educational needs of our students, how learning will impact their adult lives, and the creation of a safe and orderly school environment are at the core of our discipline plan. There are four levels of the progressive discipline plan. Teachers are responsible for tracking and documenting student behavior across all levels. Teachers may do this in multiple ways, using their own age-appropriate Classroom Behavior Management System or one of the pre-identified systems (see Classroom Behavior Management Systems below).

Level 1 Response – Classroom Managed

Category I behaviors or behaviors that fail to meet classroom behavioral expectations require a Level 1 response. These behaviors are addressed by the classroom teacher (at the time of the behavior) and/or paraprofessional. Typically, a Level 1 response begins with a corrective strategy, such as redirection, preferably one that shifts a child's attention from an undesirable behavior to a more positive one (e.g., reminding them of expectations, acknowledging peers who are currently meeting expectations, or offering choices). If the behavior continues after the redirection, the teacher should administer a consequence that aligns with the classroom's specific Classroom Behavior Management System. Corrective strategies to consider:

- Redirection
- Clarify Directions
- Offering Choices

Level 2 Response – Classroom Managed

Category I behaviors that persist or worsen after a consequence is given require a Level 2 response. At this point, teachers should still implement a corrective strategy; any behavior that persists afterward requires the teacher to administer a second consequence, as outlined in their Classroom Behavior Management System. As part of a Level 2 response, Teachers are encouraged to review behavioral expectations with the student while being transparent and explaining the consequences should the behavior continue (e.g., assigning to the Buddy Room and notifying the parent). Corrective strategies to consider:

- Re-Teach Behavioral Expectations
- Reflection Observation
- Reviewing Choices
- Offering/Encouraging a Break

Level 3 Response – Classroom Managed

Category I behaviors that persist or worsen after a second consequence is given will require a Level 3 response. A Level 3 response involves assigning the student to a Buddy Room for a break. At this time, teachers are encouraged to assign a reflection activity or participate in a restorative practice. A Level 3 response also requires the teacher to notify the parent of the behavior and to create a Log Entry. A successful log entry provides an accurate explanation of the behavior and its consequences; it's also helpful to include descriptions of the redirections and the choices offered during Levels 1 and 2. If the behavior of concern continues in the Buddy Room or after the student returns from the Buddy Room, the student will then require a Level 4 response. Corrective Strategies should include:

- Sending the student to the Buddy Room
- Assigning a Restorative/Reflection Activity

Level 4 Response – Office Managed

Category I behaviors that persist after a Level 3 response and any Category II and III behaviors will require a Level 4 response. At this point, teachers are to submit a Discipline Log (select the offense type that most accurately reflects the behavior in question). Consequences are determined by the building administrator based on the behavior in question. The hope is that students will remain in their classrooms; however, if the behavior in question creates an unsafe setting (e.g., fighting, self-harm, throwing objects), the teacher should call the office to have the student removed by security or safety personnel. Once students are removed, building administration will determine the next steps, which may include but are not limited to:

- Emergency Removal
- Parent Conference
- Restorative Practice Activity
- Assigned to Buddy Room for the remainder of the day
- Assigned to ALC
- Assigned to A2S
- Assigned to A2E
- Return the student to class once the student demonstrates acknowledgment of the behavior and is ready to continue learning.

ANNUAL SMART GOALS

- *Discipline: To decrease the % of category II & III offenses for our Black and Multiracial students from 94% to 75%*
- *Attendance: To decrease chronic absenteeism from 30% in the 2025-2026 school year to 25% for the 2026-2027 school year.*
- *Bullying Prevention/Reduction: Increase student reporting and staff response consistency as measured by Admin reports and discipline records.*
- *Climate/Belonging: TBD*

DATA-BASED DECISION MAKING

School-wide Discipline Data: The PBIS Committee reviews school-wide discipline data monthly to identify trends (building-wide, classroom, and individual student) and recommend necessary additional support. This data is shared with the Instructional Leadership Team (ILT) monthly and is accessible to all staff via the PBIS Google Drive.

Based on these trends, the PBIS team recommends strategies, interventions, and resource allocation. After the ILT reviews and provides input on the needed supports or adjustments, those recommendations are implemented. Examples of actions include increasing adult supervision during recess, adjusting transition schedules to prevent hallway congestion, or increasing access to specific interventions for a class or individual student

Classroom Behavior Management Systems: To help students take ownership of their behavior and to track student behavior data, each teacher at PRM is responsible for implementing a classroom behavior management system. The management system must be developmentally appropriate and designed to reinforce positive behaviors. The management systems are also used to monitor the frequency of inappropriate behaviors, which is used to determine the type or level of response according to the building's progressive discipline plan, consequences for the behavior, and the intensity/frequency of supports needed to meet students' behavioral needs (see *Continuum of Supports*).

Pre-Identified Classroom Behavior Management Systems:

- *The 3-6 System:* The 3-6 behavior management system encourages lasting behavioral change by teaching children how to self-regulate and choose agreed-upon behaviors. Each teacher will establish restorative consequences for common disruptive behaviors in their classrooms.
- *The 6-9 System:* The 6-9 Team will use the *Ownership Chart* as a visual reminder and monitoring tool. Teachers are to decide whether to use representative clips without names (students may decorate their clip to recognize it or add initials) so that students may physically move and see their consequences and placement. Behaviors are tracked throughout the entire school day (core classrooms, specials, transitions, lunch, and recess (see Appendix A)).
- *The 9-12 System:* The 9-12 team will manage/track behaviors through the Level System. Teachers are responsible for tracking and notifying students of their current behavior level (see Appendix A).

Classroom-Specific Behavior Management Systems: Teachers are encouraged to implement the pre-identified Behavior Management Systems specific to their team; however, if a teacher would prefer to implement their own behavior management systems, the systems must be approved by administration prior to the start of the school year and implemented with integrity throughout the year. The plan must also align with the building's Progressive Discipline Plan (progression through the 4 Levels). Each teacher needs to collaborate with the special teachers to ensure there is a consistent way to monitor behavior in specials.

CPS CODE OF CONDUCT PARENT/GUARDIAN ACKNOWLEDGEMENT

All parents/guardians are asked to submit this [form](#) to acknowledge receipt and review of the [Code of Conduct](#). Please sign and submit the form by the closest school day to September 1st.

