Schoharie Elementary Code of Conduct

Be Respectful. Be Responsible. Be Safe. Be a Community.

Positive Behavioral Interventions and Supports (PBIS)

Schoharie Central School students, faculty and staff have united behind these expectations: Be Responsible, Be Respectful, Be Safe, and Be a Community to develop a positive school environment through PBIS, a proven, research-based program. PBIS helps students learn positive and appropriate behaviors. Schools can maintain a safe learning environment where teachers can teach and students can learn. A positive school culture supports and promotes educational growth, achievement and academic success for all students.

In all locations, students are to show pride in learning and demonstrate respect, compassion and patience for their peers. These expectations developed by the PBIS team are taught to the whole school twice a year and reinforced by staff and students consistently in the appropriate settings.

In addition to our school-wide PBIS program, classroom teachers also implement the Responsive Classroom approach. We believe it is our professional responsibility to establish an environment and culture that reflects and supports the Responsive Classroom core beliefs.

The Responsive Classroom approach develops students' intrinsic motivation to choose socially and morally responsible behavior.   Responsive Classroom operates on the belief that social-emotional learning is just as important as academic learning, and that social-emotional skills need to be explicitly taught and modeled.

The entire approach is positive, not punitive. Logical consequences are directly from the Responsive Classroom philosophy and should be determined from the behavior. These are examples of the logical consequences:
- Loss of privilege
- If you break it, fix it
- Time away

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Level 1 Behaviors	Level 1 Consequences (within classroom)
Verbal: ● Calling out, inappropriate statements, yelling/screaming, crying, making noises, tattling, side conversations, complaining/whining, bossy, arguing Physical: ● Out of seat, fidgeting, lacking personal space, frequent/unnecessary trips to the bathroom or nurse, pushing/shoving, hands on others (no intent to harm) Other: ● Defiance, non-compliance, lagging response time, not submitting work in a timely manner	● Relate to classroom management system ● Reteach rules, routines, and procedures ● Pre-sets ● Planned ignoring ● Proximity ● Prompting/scaffolding ● Redirection ● Specific language ● Talk to student 1:1 ● Add humor (not sarcasm) ● Change tone of class (play music, switch teaching method) ● Offer breaks ● Provide choices ● Utilize peer helpers/teacher assistants ● Apologize ● Provide a caring gesture ● Change classroom arrangement ● Visuals ● Teach students how to decide when to "tell an adult, handle it yourself, or let it go" ● Parent Contact

Level 2 Behaviors (in general, level 1 behaviors, but increased in frequency, intensity, and/or duration)	Level 2 Consequences (handled in classroom, but if chronic, refer to IST)
Verbal ● Swearing ● Threats ● Continued rude/disrespectful statements, or crying (15 minutes or more) Physical: ● Property destruction of their own items ● Elopement from classroom (student within proximity of classroom, no risk of eloping from field of supervision if teacher is able to stand in doorway. ex: student walks out of class and sits in hallway) ● Pacing around the room (15 minutes or more) ● Rolling on carpet or ground (15 minutes or more) ● Throwing small or soft items (not at people) ● Climbing desk, chair, or other furniture ● Hitting/kicking (light force or intensity) ● Spitting Other: ● Non-compliance/defiance (more than 15 minutes) ● Low intensity theft (ex: pencil)	● Review of logical consequences ● Goal-setting ● Modeling ● Role play ● Structured reflection ● Class meeting ● Collaborative planning/problem-solving ● Active listening ● Flat affect ● Modifications (demands, setting) ● Offer breaks ● Sensory tools ● Individual schedule ● Self-monitoring plans ● Guidelines of where to pace/where and how to take a break ● Calming space in room ● Private notes ● Social story ● Provide space ● Talk with student (do not remove them for non-compliance/refusal) ● Parent contact from teacher ● Office discipline referral when limit of classroom management system has been reached ● IST referral if behaviors chronic ➢ May result in individual reinforcement/behavior chart

Level 3 Behaviors	Level 3 Consequences (require team support outside the classroom)
Verbal: ● Specific threats (health and safety) ● Swearing (continuous) Physical: ● Hitting/kicking (with intensity and intent to harm) ● Self-injurious behaviors (intent to harm or could cause harm) ● Throwing large items; throwing items that could be harmful (at people) ● Property destruction (school property, continuous) ● Elopement from visual supervision/building ● Biting ● Climbing bookshelves, windowsills, or high structures ● Possession or use of a weapon with intent to harm ● High intensity theft ● Inappropriate touching or showing of body parts or images with intent Other: ● Non-compliance/defiance (continuing more than 15 minutes and disrupting from the learning environment after exhausting individualized interventions)	● Remove peers (often easier and safer to remove class than student) ● Allow time and space ● Flat affect and limit to non-verbal ● Planned ignoring ● Administrative assistance (handle with care) ● Parent contact from teacher/administration ● Mobile crisis support ● Behavior Support Plan (BSP) ● Functional Behavior Assessment (FBA) ● Behavior Intervention Plan (BIP)
Level 3 behaviors may result in an office referral. Logical consequences will relate to the specific behavior and may include; temporary, short term removal from class, work in an alternate location/time, in school suspension, suspension of extra-curricular privileges, suspension, short-term suspension, long-term suspension, expulsion, reimbursements, restitution, or referral for legal action.	

Dress Code: Students must dress in a way that allows each student to learn. Private parts must be covered. Clothing cannot have any hate/violent symbols, or images

related to drugs or alcohol. Clothing and accessories should not pose a threat to another individual.

Glossary of Terms

Envisioning Language- Envisioning language gives children a vision of what is possible.

Reinforcing Language- Reinforcing language occurs when educators encourage students to continue academic and social behaviors that students are doing well.

Reminding Language- reminding language is any prompt you give students to remind them of what they should be doing.

Proximity- Proximity control is a strategy in which the teacher reduces the physical distance between herself and a student as a way to remind that student of behavioral expectations.

Elopement- a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task.

Sensory Tool- An object that helps calm or stimulate a child's nervous system.

Social Story- Social Stories are a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and children of all ages.

Behavior Support Plan (BSP)- is a plan that assists someone in building positive behaviors to replace or reduce a challenging/dangerous behavior.

Functional Behavior Assessment (FBA)- Functional Behavioral Assessment (FBA) is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors.

Behavior Intervention Plan (BIP)- A behavior intervention plan (BIP) is a written improvement plan created for a student based on the outcome of the functional behavior assessment (FBA). The FBA should identify what is maintaining or causing a challenging behavior, and the BIP specifies the actions to take to improve or replace the behavior.