

## PBIS Expectations

**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 and schools to 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.

**A proactive approach, PBIS unites students, faculty, staff, parents, guardians, families and the community behind clear and consistent expectations and goals that build upon students' strengths, reward good behaviors and discourage problem behaviors by identifying both consequences and paths to relearning and self-improvement. Through PBIS, students learn life skills that benefit them far beyond the walls of the classroom.**

Students have clear and detailed guidelines for positive behavior they are to show not only in the classroom, where such rules traditionally exist, but also anywhere they are in the school building, on campus and around or on a bus.

For example, students have learned to adjust the volume of their voice to their location, from a zero (quiet) in the hallway to a 1 in the cafeteria and 2-3 on the playground. In all locations, they 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 through "Stations" twice a year and reinforced by staff and students consistently in the appropriate settings.

The entire approach is positive, not punitive - there are consequences, but they are clear and instructive and designed to build good behavior while discouraging bad behavior and disruptions to learning.

Schoharie Elementary students showing positive behaviors can earn Scho Bucks. Scho Bucks can be redeemed for small prizes on "Redemption Wednesday."

Students can purchase items from small trinkets or toys to exciting opportunities such as a Stewart's free ice cream pass or lunch with the principal. These prizes will be available in the cafeteria. Classroom teachers will take students down to redeem Bucks for prizes once a month. Additionally, once a month students will have the opportunity to enter their Scho Bucks into raffles to earn larger prizes such as a brand new bike, scooters, electronics and more.



## PBIS Matrix of School-wide Expectations

	<b>Be SAFE</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be a Community</b>
<b>Arrival &amp; Dismissal Drills</b>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Hands to yourself</li> <li>• Quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of your belongings</li> <li>• Be on time</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient of others walking by</li> <li>• Look out for little or lost ones.</li> </ul>
<b>Hall</b>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Go directly where you need to go</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the display, but hands off</li> <li>• Level 0 voice</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up trash when you see it</li> <li>• Be patient of others walking by</li> <li>• Displaying pride in your learning</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>• Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>• Go in, get it done, get out</li> </ul>	<ul style="list-style-type: none"> <li>• Using materials appropriately</li> <li>• Level 0 or 1 voice</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient</li> <li>• Report any in appropriate language/writing</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Watch for opening doors and others passing through</li> </ul>	<ul style="list-style-type: none"> <li>• Use self-control</li> <li>• Have your facts right</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners</li> <li>• Do not interrupt unless necessary</li> <li>• Level 1 voice</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and show compassion for others</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself</li> <li>• Stay on the playground</li> <li>• Walk to lines</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment appropriately</li> <li>• Come when called</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Use kind words</li> <li>• Level 2-3 voice outside</li> <li>• Level 0 in line</li> </ul>	<ul style="list-style-type: none"> <li>• Include everyone</li> <li>• Seek out new friends</li> <li>• Use the Buddy Bench</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Raise your hand to get up</li> </ul>	<ul style="list-style-type: none"> <li>• Eat your own food</li> <li>• Clean up your own mess</li> <li>• Get your ice cream with in time allowed</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 voice</li> <li>• Say please &amp; thank you</li> </ul>	<ul style="list-style-type: none"> <li>• Seek out new friends</li> <li>• Be kind to everyone</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Sit quietly in seat</li> <li>• Wait 12 step away from bus stop for the bus to approach</li> <li>• Have all papers and belongings in your backpack</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you take all your belongings into the school and home that you bring on the bus</li> <li>• Be ready before the bus arrives</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Level 2 voice</li> <li>• Talk to everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Help others when they need help</li> <li>• Show respect for others &amp; their belongings</li> </ul>

## Student's Rights and Responsibilities

### **IT IS THE STUDENT'S RIGHT TO:**

Attend school in the district in which his/her parents or legal guardian resides.....

Express his/her opinion.....

Dress in such a way as to express his/her personality.....

Expect that the school will be an orderly place for all students to gain an education.....

Be fairly disciplined according to the Code of Conduct.....

Receive information about solving personal problems and to have a chance to receive help to solve problems that cannot be solved alone.....

Be treated equally and fairly.....

Be respected as an individual.....

### **IT IS THE STUDENT'S RESPONSIBILITY TO:**

Attend school daily, except when ill, and arrive on time.

Express opinions and ideas in a respectful manner so as not to offend, slander, or disrupt the rights of others.

Dress so as not to endanger the physical health or safety, to limit participation in school activities, to be offensive, distracting.

To know all rules and expectations and to behave accordingly.

Be willing to give information in disciplinary cases.

Be aware of the information and services available and to ask for help when needed. Learn about serious and dangerous wrong doings and to try to get help to solve problems.

Treat others equally and fairly.

Respect the rights of others.

# CODE OF CONDUCT

## Behaviors and Consequences

### Level 1 Behaviors

- Pushing/kicking/hitting
- Gossiping/spreading rumors
- Embarrassing or making someone look foolish
- Mocking/mimicking/taunting
- Name-calling
- Teasing about clothing/possessions
- Threatening to reveal personal information
- Daring to engage in unsafe behavior
- Defacing property or clothing/Graffiti
- Playing a mean trick
- Tardiness
- Littering
- Unacceptable language
- Engaging in unsafe behaviors
- Spitting
- Inappropriate Dress\*
- Improper use of Electronic Devices\*
- Improper Behavior on the bus

### Level 1 Consequences

*Any one or more of the following consequences:*

Making amends  
Class meeting on topic  
Loss of privileges  
Parent/Guardian notified  
Student assigned for part or all of the day  
to another location within the building  
Mediation/Counseling  
Confiscation of Electronic Device

\*Pattern of Level 1 offenses may result in consequences for Level 2 offenses and referral to intervention services

**Code of Conduct**  
**Behaviors and Consequences**

**Level 2 Behaviors**

- Spitting towards a person
- Damaging property
- Stealing
- Demeaning physical acts that are not harmful
- Locking in a closed or confined space
- Ethnic slurs
- Setting another up to take the blame
- Dishonesty
- Humiliating another publicly
- Excluding another from group
- Teasing another about appearance
- Taking possessions (lunch, clothing, toys)
- Extortion
- Sexual or racial taunting
- Not reporting to class
- Leaving school grounds without permission
- Disruptive/uncooperative behaviors
- Disrespectful/rude behaviors
- Leaving instructional areas without permission
- Cheating
- Falsifying signatures/note

**Level 2 Consequences**

Parent contacted and any one or more of the following consequences:

Loss of privileges (progressively more severe than Level 1)

Making amends:

- Repairing, cleaning, or replacing item (natural consequence)
- Writing a report on the topic (race, theft, defacing property)
- School or community service
- Monetary retribution

Referral to one-on-one or small-group intervention sessions

Short-term out of school suspension

Mediation

Student Behavior Plan

Removal from Class

After-school detention

\*Pattern of Level 2 offenses may result in consequences for Level 3 offenses

**Code of Conduct**  
**Behaviors and Consequences**

**Level 3 Behaviors**

- Physical violence/inflicting bodily harm
- Threatening with a weapon
- Maliciously excluding/group rejection of an individual
- Malicious spreading of rumors
- Threatening with total isolation
- Verbal threats of aggression against property or possessions
- Verbal threats of using coercion against family or friends
- Coercion
- Showing private body parts
- Inappropriate touching
- Pulling fire alarms
- Making bomb threats

**Level 3 Consequences**

Required parent conference with teacher and principal and any of the following consequences:

Loss of privileges

Student behavior plan (for example, contract, functional behavioral analysis)

Referral to one-on-one or small-group intervention sessions

Out of school suspension

Contact of local law enforcement personnel

In-house suspension

Referral to Juvenile Justice System

**DASA**

Schoharie Elementary School is committed to safeguarding the rights given to all students under state and federal law, such as the “*Dignity for All Students Act*,” which prohibits harassment against students in school, including harassment based on real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) and sex, and to prohibit discrimination based on these same characteristics. In addition, to promote a safe, healthy, orderly and civil environment, all students have the right to:

- Take part in all school activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- Be in an environment that fosters mutual respect and encourages the acceptance of diversity.

## **Bullying and Cyberbullying:**

For the purposes of this code of conduct and its implementation, “bullying” is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another that takes place on school property, at any school-sponsored function, on a school bus, or that takes place off school grounds but is designed to or has the effect of interfering with one’s ability to be educated in a safe, non-hostile environment.

Bullying can take three forms:

- a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

As with other forms of bullying, cyber bullying is an attempt to display power and control over someone perceived as weaker. Cyber-bullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of personal digital devices, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology; harassing, teasing, intimidating, threatening, or terrorizing another student by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs).

Any student who believes that he/she is being subjected to bullying/cyber-bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying/cyber-bullying, shall report the behavior to any staff member or the Building Principal.

The Schoharie Learning Community is committed to protecting the physical and emotional safety of all of our students. All reports of bullying and/or threatening behavior will be investigated and addressed, appropriate to the child’s age and the severity of the situation.