

Pickens County School District Elementary Behavior Handbook

Home of the Eagles



Home of the Bulldogs



System for Encouraging Desired Behavior

Our goal is to use positive feedback and acknowledgement when students follow behavior expectations, and corrective feedback and consequences when they are not following behavior expectations. We want to use violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

PROCEDURES

Classroom

- Clearly state behavior expectations/procedures.
- Explicitly teach behavior expectations/procedures.
- Utilize research-based behavior intervention strategies.
- Establish a classroom environment that encourages positive discipline.
- Collaborate with team teachers and develop a consistent set of expectations, procedures, and strategies for all classrooms on that particular team.
- Communicate classroom behavior expectations with parents through newsletters, emails, and phone calls.
- Create and post a visual list of expectations/procedures.
- Follow Pickens County elementary discipline matrix.

Documenting Behavior Interventions

- Repeated Level 1 behaviors should be documented in Educator's Handbook, Infinite Campus Contact Log, and/or other locations as determined by the administration.
- Level 2 and 3 behaviors must be documented in Educator's Handbook as minor incidents.
- NOTE: A parent/guardian should be notified of these behaviors, and the communication should be documented in Infinite Campus. **This communication should never include another student's name.**
- Office referrals are to be entered into Educator's Handbook.
- NOTE: An office referral for repeated behaviors should have level 2 and 3 consequences documented in Educator's Handbook including a **phone or in person parent teacher conference documented in IC.**
- All incidents that put a student's safety at risk should be reported immediately.

Where the behaviors are handled	Behavior (those consistently reported)	Behavior Definition	Occurrence	Consequence Level	Classroom Consequences	Office Consequences
Classroom	Not following class rules/teacher directions	Look at specific issue; Will it fit into another category?	1 2 3 (per day)	Level 1 Level 2 Level 3	Level 1: <ul style="list-style-type: none"> Verbal Warning Removal from group, but still participating Preferential seating arrangement Student/teacher conference Level 2: <ul style="list-style-type: none"> Parent phone call by teacher Reteach classroom expectations Counselor Referral if necessary Structured recess (no more than 5 minutes) Level 3: <ul style="list-style-type: none"> Loss of recess to reteach expectations and/or complete a reflection (5 - 15 minutes) Loss of privilege(s) Teacher/Parent conference Counselor Referral if necessary Structured recess (no more than 10 minutes) Immediate time out in room (15 minutes) 	<ul style="list-style-type: none"> Admin warning with call or letter to parents Admin conference with counselor Lunch/CAMP detention Structured recess In-team time out with parent communication OSS Other options as determined by Administration <p>Note: For OSS notify principal</p>
Classroom Office referral if a student is injured or if behavior is persistent	Horseplay	Play that includes jumping on each other, pushing/kicking in a playing manner; non-intentional, but could lead to injury such as stepping on shoe strings or tripping.	1 2 3 (per day)	Level 1 Level 2 Level 3		
Classroom Office if race/sex/disability related (Title IX) or if behavior is persistent	Verbal Aggression	Hostile words or words that are meant to attack another person.	1 2 3 (per month)	Level 1 Level 2 Level 3		
Classroom Call office if needed. Office referral if behavior is persistent	Disrespect to teacher/staff	Talking back or other action directed at the teacher that interrupts the school environment (word, tone, and/or action should be considered).	1 2 3 (per week)	Level 2 Level 3 Office Referral		
Classroom Call office if needed. Office referral if behavior is persistent	Profanity/Inappropriate Language	Obscenities which are communicated verbally, digitally, written, illustrated, and/or gestures.	1 2 3 (per week)	Level 2 Level 3 Office Referral		

Office referral (include names of witnesses)	Physical aggression	Student behavior with intent to cause physical harm to others including but not limited to hitting, kicking, biting, throwing items at others, and breaking possessions or property.	Every	Office Referral		
Classroom Call office if needed. Office referral if behavior is persistent	Disruption	Continuously making noises, talking, blurting out, or moving which causes interference with teaching and learning.	1 2 3 (per week)	Level 1 Level 2 Level 3		
Classroom Call office if needed. Office referral if behavior is persistent	Defiance / Willful Refusal	Refusing to comply with specific directions when given by a teacher or adult in the school.	1 2 3 (per day)	Level 1 Level 2 Level 3		

ADDITIONAL BEHAVIORS

How the behaviors are handled	Behavior (those consistently reported)	Behavior Definition	Occurrence	Consequence Level	Classroom Consequences	Office Consequences
Classroom	Student Incivility	When the student's behavior does not fit into any other available option, you may use this choice.	1 2 3 (per day)	Level 1 Level 2 Level 3	Level 1: <ul style="list-style-type: none"> Verbal Warning Removal from group, but still participating Preferential seating arrangement Student/teacher conference Level 2: <ul style="list-style-type: none"> Parent phone call by teacher Reteach classroom expectations Counselor Referral if necessary Structured recess (no more than 5 minutes) Level 3: <ul style="list-style-type: none"> Loss of recess to reteach expectations and/or complete a reflection (5 - 15 minutes) Loss of privilege(s) Teacher/Parent conference Counselor Referral if necessary Structured recess (no more than 10 minutes) Immediate time out in room (15 minutes) 	<ul style="list-style-type: none"> Admin warning with call or letter to parents Admin conference with counselor Lunch/CAMP detention Structured recess In-team time out with parent communication OSS Other options as determined by Administration <p>Note: For OSS notify principal</p>
Office	Fighting – mutual participation <i>All students involved must be written up</i>	Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm exists.	Every	Office Referral		
Classroom Office if persistent	Disorderly Conduct	An act that substantially disrupts a school function, substantially disrupts the learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others.	1 2 3 (per day)	Level 2 Level 3 Office Referral		
Office	Threat, Harassment, Intimidation	Any threat or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack	Every	Office Referral		
Office (Title IX)	Sexual Harassment or Sex offenses	Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; possession of sexually explicit images; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment	Every	Office Referral		
Classroom Office if persistent	Property Destruction, Vandalism	The willful and/or malicious destruction, damage, or defacement of public or private property without consent.	1 2 3 (per day)	Level 2 Level 3 Office Referral		

Classroom Office if persistent	Larceny, Theft (value under \$25)	The unlawful taking of property belonging to another person or entity (i.e. school)	1 2 3	Level 1 Level 2 Level 3		
Office	Larceny, Theft (over \$25)	The unlawful taking of property belonging to another person or entity (i.e. school)	Every	Office Referral		
Classroom Office if persistent	Academic Dishonesty	Receiving or providing unauthorized assistance on classroom projects, assignments, or exams	1 2 3	Level 2 Level 3 Office Referral		