HAWKS Consequences

1. Level I: (Teacher/Student) May include, but not limited to: verbal correction, loss of privilege, time out, apology, etc.
2. Level II: (Parent/Teacher) Level I plus phone call or note home to the parents
3. Level III: (Administrative) Parent notification; may include, but not limited to: suspension, behavior contract, in-school retention, restitution

The Charles County Public School system does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in its programs, activities, and employment practices. For inquiries, please contact Keith Grier, Title IX Coordinator, or Patricia Vaira, Section 504 Coordinator (students), or Keith Hettel, Section 504 Coordinator (employees/adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, Maryland 20646; 301-932-6610/870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event.

William A. Diggs Elementary

Positive Behavior Intervention and Support Program (PBIS)

2615 Davis Rd.
Waldorf, MD 20603

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Purpose
The purpose of the William A. Diggs School-wide Positive Behavior Intervention and Support program is to establish and maintain safe and effective school environment that maximizes academic achievement and behavioral competence of all students.

Major Components:
- Common approach to discipline
- Positively stated expectations for all students and staff
- Procedures for teaching these expectations to students
- Continuum of procedures for encouraging demonstration and maintenance of these expectations
- Continuum of procedures for discouraging rule-violating behavior,
- Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis

Guiding Principles
Academic achievement and behavior competence are the results of school personnel and families working together to provide a continuum of support for all learners. A continuum of academic and behavioral support includes:

1. School-wide interventions for all learners (Universal)
2. Specialized interventions for learners who are at risk for academic or social failure due to behavior challenges (Targeted)
3. Individualized interventions for students with intense/chronic behavior challenges (Intensive)

Designing a School-Wide System for Student Success: A Continuum of Supports

Charles County Public Schools

PBIS Behavioral System Supports

Intensive Individual Intervention
Tri-County Youth Services Counseling
Student Support Team (SST) Referral
Individual Counseling—Guidance
Behavior Support Plan
Community Resource Officer
Teacher Mentors
Alternative School Placement

Targeted Group Interventions
Behavior Education Program
Group Counseling—Guidance
Community Resource Officer
Teacher Mentors
In-School Retention

Universal Interventions
Hawks Rule!
Diggs Dollars
$100 Celebrations
“Pops with the Principal”
“Something to HAWK About”
Charles County Public Schools—“Code of Conduct”
William A. Diggs School—“Handbook for Students and Parents”

1—5% Intensive Individual Intervention
5—10% Targeted Group Interventions
80—90% Universal Interventions

1—5% Individual Students Assessment Based Intense, durable procedures
5—10% Some students (at risk) High efficiency Rapid Response
80—90% All students Preventive Proactive