
JACKSON JAGUARS

WILL

ROAR

Respectful ✦ Orderly ✦ Appropriate ✦ Responsible



Behavior Management Plan

2019 - 2020

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Behavior Management Procedures

Proper discipline is a must for two reasons: (1) discipline teaches the child self-control and self-direction, and (2) discipline is essential for teaching and the learning process to take place. The authority within the classroom is the teacher; students are expected to respect and accept this authority. If an adequately prepared teacher plans reasonable and challenging class work, disciplinary problems can be reduced to a minimum.

In dealing with discipline please take into consideration the following:

1. No child should be touched by the hands of the teacher when attempting to invoke punishment.
2. **Standing or sitting children in the hall is not permitted.**
3. If it becomes necessary to refer a discipline problem to the office during the school day, the teacher should bring the child **with a discipline referral form**. Refrain from discussing the child's actions in the outer office, since there may be visitors present.
4. The administrator will make the final decision about the consequences for the student.
5. Constructive writing, as long as it is reasonable, can be assigned for punishment. **Do not use repetitious writing for punishment.**
6. Students are not to be denied lunch or snack because of inappropriate behavior, or incomplete work. Silent lunch is left to the discretion of the teacher and/or the cafeteria monitors. If silent lunch is given by the teacher, silent lunch must be supervised by the teacher.
7. Denying a student physical education class for discipline is not allowed.
8. Although you may be disturbed with a student in a discipline situation, it is always appropriate to maintain a respectful attitude free of sarcasm. You are the adult and teacher in the situation.
9. At no time should a student be administered corporal punishment at Jackson Elementary. Examples of this include slapping, hitting, yelling or shouting, making a student stand or exercise, making a student pack belongings and hold for a period of time.

Thorough preparation of challenging, interesting lesson plans can go a long way toward promoting good classroom behavior. Students who know that their teachers care about them and want them to be successful are less likely to be rebellious and confrontational than students who see their teachers as an adversary.

Each teacher should plan and implement a discipline program that establishes a procedure for rewarding good behavior and discouraging misbehavior. Although many teachers post rules, rewards, and consequences for the class, teachers may choose to use any discipline program. Every teacher should use the discipline techniques with which she can feel most comfortable. Whatever plan is developed, the teacher should submit to the assistant principal a written copy of the discipline procedures to be used and discuss the plan with

the administrator. The discipline plan should include a hierarchy of consequences for misbehavior, such as student conference, changing student's seat, time-out in another classroom, and/or detention. **Placing a student in the hallway, depriving the student of physical education, or giving a repetitive writing assignment are examples of unacceptable practices** and should not be used. Notification to the parent, preferably by a phone call, when a student misbehaves is usually one of the most effective recourses a teacher can use in response to a student's misbehavior.

Reasonable authority is within the jurisdiction of the teacher, and teachers are encouraged to promptly handle any misbehavior, so that minor problems do not develop into bigger ones. Teachers who generally are able to handle their own discipline problems gain the respect of their students and promote the student's feeling that the teacher is on his side.

In spite of good discipline plans, it may become necessary for a teacher to send a student to the office. When a teacher sends a student to the office, the teacher should fill out a discipline referral form, giving **specific** information about the student's misbehavior along with the student's point sheet and prior parent contact. Be specific. For example, if a teacher feels that a student has been disrespectful, the teacher should **describe** the type of disrespect, so the administrator knows whether there was disrespectful body language, disregard for instruction, profanity, or other types of disrespect. The form also provides a place for the teacher to describe methods already tried ***today*** to change the student's unacceptable behavior, although sometimes an infraction is serious enough for the student to be sent to the office on the first offense. The administrator will make the final decision about the consequences for the student. **Please refrain from threatening a student with consequences that the administrators may not assign. This destroys your credibility and weakens your position.**

When a student who has been sent to the office returns to the classroom, he should give to the teacher a copy of the discipline form which will be signed by the administrator and show his/her decision. The student will take the white copy home for parents to sign and return to the school. In some cases the discipline referral form will not go home. Instead, the teacher will receive his/her copy and the other two copies will be placed in the child's discipline folder kept in the assistant principal's office.

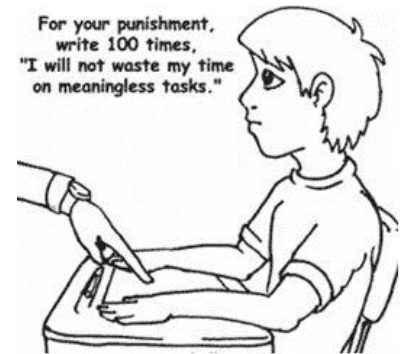
If a student returns to the classroom with an attitude that does not appear to have been adjusted, feel free to send him/her back to the office. If a student returns to the classroom without the completed infraction form, the teacher should check with an administrator, since students sometimes decide not to report to the office when they are sent.

Except in extreme cases, teachers should not send students to the office after 1:45 PM. Instead, let the student know you will send him/her early the next day, or send a note to the office along with the discipline referral, requesting that the student be called to the office the next day. It is required that teachers call home and let parents know that the child will be seen in the office the next school day.

Remember that **rewarding positive behavior** is an important element of any good discipline program. High teacher expectation has been shown to result in students who live up to the high expectations that you have for them.

Out of School Suspension

This is the absolute last option of the administrator. Students who are suspended are not allowed to come to the school, to be on school grounds, or attend any school sponsored activity. Clayton County Public Schools Policy states that students who are suspended for 10 days or less may make up any work missed and complete all assignments within the time specified by the school official. The student will have the same amount of days suspended to complete the work, so if a student was suspended for one day they will have one day to complete work.



Causes of Potentially Violent Situations

The student is already upset at someone or something...

- ◆ is tired, stressed, or frustrated
- ◆ feels like a victim with not much power in his life in general
- ◆ feels no one will listen to his/her unless she yells or makes a ruckus
- ◆ appears to have a chip on his/her shoulder and may feel nothing is right in his life
- ◆ feels the teacher/administrator has an unpleasant attitude towards them
- ◆ needs someone to listen to them
- ◆ perceives prejudices towards them
- ◆ was told he/she has no right to be angry
- ◆ was embarrassed at doing something wrong

Discipline Guidelines for Teachers

1. **Be unfailingly prepared for class.** Plan activities that fill class time with meaningful experiences. Be organized and be up and around your room as you monitor students during class.
2. **Involve parents early.** If at all possible, contact them for a positive reason the first time you call. (I used to call five parents a day the first week of school to tell them something positive about their child and to express how happy I was to have them in my class.)
3. **Develop a discipline plan** with consequences and rewards and teach it to your students. Emphasize the positive aspects of your plan to students. Review the plan from time to time.
4. **Be pro-active.** Give clear instructions and use low profile interventions for correcting behavior when possible. Here are a few suggestions.
 - ◆ **Physical proximity. Walk near an off-task student without saying anything or stand nearby. Many times this will cause the misbehavior to cease.**
 - ◆ **Compliment someone near the off-task student without saying anything or praise the cooperative students. Be subtle because this can backfire with older students.**
 - ◆ **Make eye contact with the student.**
5. **Treat students with respect** and correct them in ways that allow them to retain their dignity. Criticize the behavior, not the student. Consider involving students in making class rules or even letting them make a couple of rules for you. You'd be amazed at how a change of words works wonders. "Please walk down the hall." Rather than..."You're always running. Try walking." Try, "At Jackson, we walk down the hall." OR "Remember our rules, we raise our hands and wait to be called."
6. **Handle hostility or misbehavior calmly** and in private if possible. Never humiliate a student in front of other students.
7. **Recognize that students are sometimes venting frustrations** that began at home or in another class. Be sensitive to the burdens some students carry.
8. **Be a good role model for how to control one's temper.** Avoid losing your own. If you are angry, consider delaying any decision about consequences. Have the student sit aside and wait. Consider consulting a colleague for suggestions or reciting your certificate number three times before acting.

9. **Recognize the difference between inconsistency and individualizing.** It is not always necessary to treat all students exactly the same. In other words, “fair treatment” does not always mean “same treatment.” Learn what works for individual students.

10. **Avoid letting students get you into a power struggle.**

11. **Avoid punishing the group** for the actions of an individual or of a few.

12. **Defuse volatile situations.** Here are some suggestions for doing so:

- ◆ **Listen**, listen, listen!
- ◆ **Acknowledge** the student’s feelings with statements like:
I can see that you are angry.

I know you must feel frustrated.

Something must really be bothering you for you to behave this way.

- ◆ **Avoid** name calling or harsh language. (Ex: “You are being a jerk.” “You are lazy.” “Shut up.”)
- ◆ **Avoid** gestures that are confrontational like pointing your finger, “getting in a student’s face,” raising your voice to correct students, rolling eyes, crossing your arms while listening to a student, facial expressions that show disgust, or placing hands on hips. Experts say that even standing to a student’s side instead of facing him can make a difference.
- ◆ **Be open** to the idea that your own behavior might have provoked a problem. Be willing to admit a mistake if you have made one. There is no shame in this, and it teaches students to do the same.

13. **Recognize that punishment is not always effective.** Be willing to consider alternatives when something you have tried repeatedly does not work. Make any given consequence fit the misbehavior, and have a range of consequences that you can use for various situations.

Some choices include:

- ◆ Student-Teacher Conference
- ◆ Calling Parents (This should be done before any referral is made to the office). Parents would rather hear from you first before hearing from an administrator. **However**, in cases of a severe problem - blatant disrespect/defiance, deliberately hurting others, deliberately destroying property, or severe disruptive behavior – don’t hesitate to make an immediate referral to the office.
- ◆ Silent Lunch
- ◆ Loss of Reward or Privilege

- ◆ Teacher Detention
- ◆ Referral to SST
- ◆ Classroom Isolation (within your class or a colleague's class)

14. **Avoid punishments for cumulative offenses.** Intervene appropriately as close to the time of the misbehavior as possible.

15. **Don't see and hear everything.** In other words, "Choose your battles."

16. Under no circumstance should you **touch a student negatively.** Do not use physical contact to control behavior.

17. **Treat students the way you would like to be treated.** Treat students the same way you would if their parents were present. Treat students with the same consideration you would treat your own children.

Levels of Offenses

Disruptive behavior is divided into four (4) categories: (a list of examples is included.)

- **Level I:** these behaviors are **NOT** referred to the office. It is in the best interest of the teacher to address them at the classroom level.
- **Level II:** these infractions may or may not be referred to the administrator, depending on their severity and frequency.
- **Level III:** these offenses should always be referred, or at a minimum, brought to the attention of a building administrator.
- **Level IV:** these **MUST** be referred to the administrator immediately.

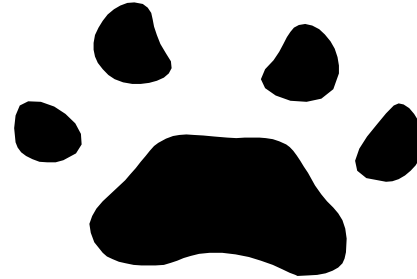
Level 1 Offenses (1-3 Points)	Level 2 Offenses (3-6 Points)	Level 3 Offenses (6-9 Points)	Level 4 Offenses (9 - 45 Points)
<ul style="list-style-type: none"> • Gum/Candy • Pencil Popping • Not bringing materials • Not finishing or doing homework • Caps, glasses, or other inappropriate items • Not bringing back signed papers • Not doing classwork • Blurts outs • Casual talking • “He hit me” • “Yo momma” • Ignoring a cuss-word in the hallway (something you heard from a private conversation) • Tardy to class • Name calling unless it is really “bad” • Not returning progress reports • Toys/Electronics 	<ul style="list-style-type: none"> • Profanity • Pushing, hitting, shoving • Hall wandering (excessive time out on a pass) • Running 	<ul style="list-style-type: none"> • Profanity at a teacher • Fights • Bullying • Sexual Harassment • Stealing • Inappropriate Touching • Blatant disrespect to the teacher or another adult • Significant hallway or school disturbance • Threats 	<ul style="list-style-type: none"> • Drugs • Weapons

Foundation of an Effective Discipline Program

1. Establish clear and specific guidelines.
2. Provide instruction at levels that match the student's ability.
3. Allow students to express their feelings and listen to what they think and feel.
4. Use humor, not sarcasm
5. Use a variety of approaches to classroom presentations.
6. Offer choices.
7. Refuse to accept excuses.
8. Think of creative ways to legitimize misbehavior that you cannot stop.
9. Be responsible for yourself and allow students to take responsibility for themselves.
10. Some students need more than you can give, so realize and accept that you will not reach every student.
11. Start fresh every day.

Jackson's Jaguars are...

Respectful



Orderyly



Appropriate



Responsible

The following Behavior Matrix should be used to teach the appropriate behavior.

Rules area	R esponsible	O rderly	A ppropriate	R espectful
Classroom & Computer Lab	<ul style="list-style-type: none"> ➤ Bring needed materials daily. ➤ Make sure you complete any homework. 	<ul style="list-style-type: none"> ➤ Follow teacher directions. 	<ul style="list-style-type: none"> ➤ Take care of classroom materials and equipment Go to assigned sites only. 	<ul style="list-style-type: none"> ➤ Use kind words and actions. ➤ Maintain personal space.
Hallways	<ul style="list-style-type: none"> ➤ Walk quietly, keeping hands & feet to yourself. ➤ Walk in the first white square. 	<ul style="list-style-type: none"> ➤ Follow the directions of any adults/safety patrol monitoring the hallways. 	<ul style="list-style-type: none"> ➤ Keep hands to yourself. 	<ul style="list-style-type: none"> ➤ Use kind words and actions. ➤ Maintain personal space.
Restrooms	<ul style="list-style-type: none"> ➤ Flush toilet after use. ➤ Use two squirts of soap to wash hands. ➤ Place toilet paper in toilet or trash can. 	<ul style="list-style-type: none"> ➤ Follow the directions of restroom monitors. 	<ul style="list-style-type: none"> ➤ Use toilets/urinals/hand dryers correctly. 	<ul style="list-style-type: none"> ➤ Use kind words and actions. ➤ Maintain personal space. ➤ Respect privacy of others.
Cafeteria	<ul style="list-style-type: none"> ➤ Pick up your utensils, condiments and milk with your lunch. ➤ Remain seated and raise your hand for help. ➤ Throw trash in trash cans. 	<ul style="list-style-type: none"> ➤ Follow the directions of the cafeteria monitors. 	<ul style="list-style-type: none"> ➤ Clean up after yourself. ➤ Wait patiently in line. 	<ul style="list-style-type: none"> ➤ Use kind words and actions. ➤ Maintain personal space. ➤ Talk quietly with your neighbors at your table.
Bus/Playground	<ul style="list-style-type: none"> ➤ Stay in your seat. ➤ Keeps hands and feet to yourself. 	<ul style="list-style-type: none"> ➤ Follow the directions of the bus driver. 	<ul style="list-style-type: none"> ➤ Use kind words and actions. ➤ Maintain personal space. ➤ Talk quietly with neighbors sitting with you. 	<ul style="list-style-type: none"> ➤ Take all personal belongings with you when exiting the bus.

Notes (How can you use the above matrix in your class?):

“The” James A. Jackson Elementary School
DISCIPLINE PLAN FOR THE JAGUARS
2019 - 2020

MISSION: *To Provide a Foundation of Knowledge for a Successful Lifetime of Learning through the Integration of the Arts.*

BEHAVIORAL CONCERNS/CONSEQUENCES

Below is a list of behavioral concerns that you may encounter with students. The points are suggested point values of each offense. You will use Class DOJO for point deductions.

Level 1 Offenses (1-3 Points)	Level 2 Offenses (3-6 Points)	Level 3 Offenses (6-9 Points)	Level 4 Offenses (9 - 45 Points)
<ul style="list-style-type: none"> • Gum/Candy • Bringing toys from home • Blurts outs • Casual talking during quiet time • Name calling • Pencil popping • Not bringing materials to class • Inappropriate Cafeteria Behavior (3) 	<ul style="list-style-type: none"> • Profanity • Pushing, hitting, shoving • Hall wandering (excessive time out on a pass) • Play Fighting • Cheating on an assignment or test • Cell phones out during school day without permission • Excessive talking during instruction 	<ul style="list-style-type: none"> • Profanity at a teacher • Fights • Sexual Harassment • Stealing • Inappropriate Touching • Blatant disrespect to the teacher or another adult • Significant hallway or school disturbance • Threats • Blatant disrespect to an adult <p>Level 3 may result in an office referral.</p>	<ul style="list-style-type: none"> • Drugs • Weapons <p>Automatic Office Referral</p>

****Due to the nature and severity of the offense, the administrative staff may suspend a student or assign other consequences at her/his discretion.**

NOTES: *Students who receive 50 points or more negative DOJO points in a 9-week period will not be allowed to participate in extracurricular activities planned for that period. This includes (but is not limited to) field trips and field days.*

I have read and understand the point system outlined. I understand that the point system shown above will be used in conjunction with the discipline policy set forth by James A. Jackson Elementary School.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

“The” James A. Jackson Elementary School
JAGUAR CELEBRATIONS
2019 - 2020



A student must have been present at least twenty (20) days of the school term to participate in Jaguar Celebrations.



Respectful **O**rderly **A**ppropriate **R**esponsible

School-Level Incentives for students who ROAR!!!

First Quarter

October 2019 – DOJO Dance

Second Quarter

December 2019 – Popcorn and a Movie

Third Quarter

March 2020 – Jaguar Jumpy Houses

Fourth Quarter

May 2020 – Jaguar Game Truck


CAFETERIA DISCIPLINE PLAN FOR THE JAZZY JAGUARS 2019 - 2020


MISSION: *To Provide a Foundation of Knowledge for a Successful Lifetime of Learning through the Integration of the Arts.*


This year each cafeteria table will have colored cones. As students enter the cafeteria, the initial 10 minutes of their time will be silent time as they consume their lunch. The cones will be set to the color red which visually denotes the silent period for students. After an initial 10 minute period of silence, students are allowed to talk and their cones are changed to green. If they get too loud, they will be given a verbal warning as their cones are changed to yellow or red.

As a positive behavior initiative, cafeteria monitors have each been given Jaguar Paws. Each day classrooms have multiple opportunities to earn Jaguar Paws from cafeteria monitors or administrators through exemplary behavior in the hallways, cafeteria and specials. Jaguar Paws should be placed around the door frame. At the end of each month, the class in each grade band will receive a reward (noted below). Monitors will reward classes for the following behaviors: entering/exiting the lunchroom quietly, walking, staying in personal space, remaining seated while eating, using inside voices, picking up and throwing all trash away, leaving table clean, and lining up in the dismissal zone.

Class Rewards

The classes (K-2 and 3-5) with the highest number of  at the end of the month will earn a ***pizza party***.

The classes (K-2 and 3-5) with the second highest number of  at the end of the month will earn a ***popcorn party***.

The classes (K-2 and 3-5) with the third highest number of  at the end of the month will earn a ***sweet treat***.

Individual Student Incentives and Consequences

Material: Tickets and Behavior Demerit slips

Each class will be allotted up to 3 tickets per day. Students will be awarded tickets based on their individual overall behavior. Students will give ticket to their teacher upon their return to class (after they write their name on the ticket) in exchange for 5 DOJO points. (Category in DOJO for Cafeteria Behavior). In addition, students who receive tickets will also receive a treat from their teacher for positive behavior. The treat will be given to the teacher from staff members in the cafeteria.

Behavior Demerit Slips are given to the teacher (from cafeteria staff) of students who have not followed cafeteria rules. Students will be deducted DOJO points as listed below. Please keep slips and tickets in the designated envelope.

In a 9-week period – Behavior Demerit Consequences

Behavior Demerit #1 – Deduction of 5 DOJO points

Behavior Demerit #2 – Deduction of 5 DOJO points and phone call home

Behavior Demerit #3 – Deduction of 10 DOJO points and phone call home

Behavior Demerit #4 – Deduction of 10 DOJO points, administrative phone call home and teacher (grade-level) lunch detention. (Example: Teachers may rotate to hold lunch detention one day a week).

Behavior Demerit #5 – Deduction of 10 DOJO points, administrative phone call home with office referral and administrative lunch detention.

Weekly student Incentive (free ice cream pass).

Teachers select a **Star Cafeteria Student** per week based on tickets awarded. The star student will receive a free ice cream pass because of their behavior for the week. Free ice cream passes are awarded on Fridays unless student is absent on Friday. You will receive free ice cream passes in the provided envelope.

Star Cafeteria Names will be read on WJAG each Friday.

Reflection Chair Letter

Dear Family,

Today I had some difficulty and did not do my best in class. Tomorrow I will do better. Here's what happened. (Draw what happened.)

Love,

Parent Signature/Comments: _____

Reflection Chair Letter

Dear Family,

Today I had some difficulty and did not do my best in class. Tomorrow I will do better.
Here's what happened. _____

I could have stopped this from happening by _____

The next time, I will _____

Love,

Parent Signature/Comments: _____

This is a sample “Good Note Home” that students may earn. This note will be e-mailed to you so you can use it if you’d like or change it to suit your needs before printing it and sending it home. Save this template on your desktop so that you can use it throughout the year.

August 9, 2019

Dear _____,

I just wanted to write you a note to let you know how _____ is progressing in school. _____ has been working extremely hard. Each day when it is time for class, _____ comes in quickly with an eager attitude and a smile! He constantly stays on task and follows directions. I am so proud of his improvement in academics and behavior. He is representing Jackson proudly! He remains on task throughout the day and is an absolute joy to teach. _____ gets along well with other students and tries to help his peers when they are having trouble. He stays away from distractions and doesn’t waste instructional time. I reward my students with DOJO points and _____ has earned _____ points in the past few weeks, which is quite an accomplishment. I wanted to let you know how very proud of him I am. Thank you for all of the support I know you are giving him at home to encourage academics and behavior. Please let me know if I can help you in any way!

Sincerely,



“The” James A. Jackson Elementary School
7411 Mount Zion Boulevard
Jonesboro, GA 30236
 Phone: 678.610.4401

SAMPLE CONFERENCE FORM

Student: _____ Date of Conference: _____

Grade: _____ Teacher: _____

Parent(s) or Guardian(s) in Attendance: _____

Strengths of the student:

ACADEMIC/WORK HABITS <input type="checkbox"/> READS AT OR ABOVE GRADE LEVEL IN READING AND/OR WRITING <input type="checkbox"/> PERFORMS AT OR ABOVE GRADE LEVEL IN MATH, SCIENCE, SOCIAL STUDIES <input type="checkbox"/> COMPLETES ALL ASSIGNED WORK IN A TIMELY MANNER <input type="checkbox"/> RETURNS ITEMS SENT HOME CONSISTENTLY	BEHAVIOR <input type="checkbox"/> RESPECTFUL TO OTHERS <input type="checkbox"/> GETS ALONG WELL WITH PEERS <input type="checkbox"/> DOES NOT ENGAGE IN ATTENTION SEEKING BEHAVIORS <input type="checkbox"/> HAS A GOOD ATTITUDE <input type="checkbox"/> FOLLOWS CLASSROOM AND SCHOOL RULES WITHOUT CONSTANT REMINDERS
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Concerns for the student:

ACADEMIC <input type="checkbox"/> READS BELOW GRADE LEVEL <input type="checkbox"/> PERFORMS BELOW GRADE LEVEL IN WRITING <input type="checkbox"/> PERFORMS BELOW GRADE LEVEL IN MATH, SCIENCE, SOCIAL STUDIES <input type="checkbox"/> DOES NOT COMPLETE ASSIGNED WORK IN A TIMELY MANNER. <input type="checkbox"/> DOESN'T BRING IN NECESSARY SCHOOL SUPPLIES CONSISTENTLY <input type="checkbox"/> DOES NOT WORK INDEPENDENTLY/STAY ON TASK <input type="checkbox"/> ORGANIZES TASKS AND MATERIALS <input type="checkbox"/> DOESN'T COMPLETE HOMEWORK <input type="checkbox"/> DOESN'T LISTEN AND FOLLOW DIRECTIONS <input type="checkbox"/> DOESN'T RETURN MATERIALS SENT HOME <input type="checkbox"/> DOESN'T TAKE TIME TO COMPLETE WORK ACCURATELY AND CHECK FOR ERRORS	BEHAVIOR <input type="checkbox"/> TALKING IN CLASS/IN THE HALL/DURING SILENT LUNCH <input type="checkbox"/> PLAYING/NOT PAYING ATTENTION <input type="checkbox"/> MISBEHAVIOR IN SPECIALS <input type="checkbox"/> DOESN'T FOLLOW DIRECTIONS <input type="checkbox"/> TALKS BACK/ARGUES <input type="checkbox"/> HANDS ON OTHERS <input type="checkbox"/> BATHROOM MISBEHAVIOR <input type="checkbox"/> UNNECESSARY REMARKS IN CLASS <input type="checkbox"/> CLOWNING AROUND IN CLASS CAUSING DISRUPTION <input type="checkbox"/> DIFFICULTY SHOWING RESPECT <input type="checkbox"/> DOES NOT GET ALONG WELL WITH PEERS <input type="checkbox"/> ENGAGES IN ATTENTION SEEKING BEHAVIORS <input type="checkbox"/> DOES NOT HAVE A GOOD ATTITUDE WHEN CANNOT HAVE THEIR WAY <input type="checkbox"/> DOES NOT FOLLOW CLASSROOM AND SCHOOL RULES WITHOUT CONSTANT REMINDERS.
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Action Plan

<input type="checkbox"/> WORK WITH E.I.P. TEACHER _____ READING _____ MATH _____ <input type="checkbox"/> WORK WITH CLASSROOM TEACHER FOR REMEDIATION OR ACCELERATION _____ READING _____ MATH _____ <input type="checkbox"/> WORK WITH RESOURCE TEACHER <input type="checkbox"/> PARTICIPATE IN CLASSROOM _____ AR PROGRAM TO IMPROVE READING <input type="checkbox"/> HAVE PARENTS SIGN HOMEWORK NOTEBOOK EACH DAY SO THEY KNOW THEIR CHILD'S DEFICIENT AREAS <input type="checkbox"/> READ AT SCHOOL AND HOME DAILY	<input type="checkbox"/> CONFERENCE WITH STUDENT ABOUT IMPORTANCE OF OTHERS' FEELINGS <input type="checkbox"/> SEPARATE STUDENT FROM OTHERS WHEN STUDENTS IS HOSTILE/REFUSING TO WORK WITH OTHERS <input type="checkbox"/> GIVE PARENT CONSTANT UPDATES IN WORK FOLDER/HOMEWORK PLANNER/EMAIL <input type="checkbox"/> SEND STUDENT TO TIME OUT IN OTHER CLASSROOMS <input type="checkbox"/> SEND STUDENT TO OFFICE <input type="checkbox"/> CALL PARENT
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Current Student Data

Current Averages: Language Arts: _____; Reading: _____ Math: _____; Science: _____; Health and Social Studies: _____	DIBELS (If applicable) Score: _____ MyON/AR: _____ points; _____ tests GMAS: Language Arts: _____; Reading: _____ Math: _____; Science: _____; Social Studies: _____
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Parent Signature

Privilege Menu Survey

Student Name: _____ Date: _____

List at least six things/activities you would like to do for appropriate behavior.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Behavior Contract



Week of: _____

I will improve my behavior this week by _____.

Goal: I will earn _____ each day for the week.

Day	ELA	Math	Science	SS	Recess	Lunch	Specials	Hall	Teacher Initial	Family Initial
Mon.										
Tues.										
Wed.										
Thurs.										
Fri.										

Positive Consequences: If I make my goal I will _____

Student Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____



James A. Jackson Elementary School
James A. Jackson Elementary School
7411 Mount Zion Boulevard
Jonesboro, GA 30236
Phone: 678.610.4401

Teacher Pledge

In order to adhere to the consistency and accountability of a School-wide Discipline Program, I pledge my acknowledgement of receiving materials and training that will assist me in my efforts to utilize and enforce the Discipline Program for the 2019 - 2020 school year. I understand that this is an incentive program that must be strictly followed by students and enforced by teachers. It requires full participation of the Jackson Faculty. In doing so, I have accepted the responsibility of implementing this program in addition to my daily classroom management plan. I understand this is a school-wide discipline program and that my participation is part of a team effort to decrease off task student behavior.

My plan for executing effective discipline procedures will be as follows:

1. Introducing and reviewing the discipline and classroom management information to students.
2. Conducting the classroom lessons to promote appropriate behavior within the first 10 days of school and reviewing those lessons periodically.
3. Modeling behavior expectations.
4. Encouraging positive behavior such as giving verbal reprimand for inappropriate behavior followed by positive recognition.
5. Following the point system and documenting behaviors by utilizing Class DOJO.
 - **Do not send students to the office without notifying the administrator and without completing an electronic office referral emailed to Dr. Greene and Mrs. Jenifer.**
 - **Do share your Class DOJO to Dr. Greene, Mrs. Jenifer, and Mr. George.**
 - **Be sure to document all parent contact in Infinite Campus, including DOJO messages.**
 - **Note that students without proper documentation will be sent back to your room.**
 - **Do not wait for the administrator to call for the student to address inappropriate behaviors (As we are not in our offices most days but out in the building). The first phone call must be from the supervising teacher.**
 - **If there is an emergency (injured student, weapon, fight, etc.) call the office and have the secretary to get us on the two way radio to come to your location to address the concern.**
6. Enforce communication with parents and/or guardians by communicating via DOJO, email, and phone.

Lesson Plan to Address Respectful Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful behavior: Students will use appropriate language around peers and adults. They will use kind words to solve conflicts. Students will keep hands and feet to themselves. Students will listen to instructions given by adults the first time.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease or bully another student is inappropriate and can hurt others. Negative interactions in school interfere with learning and can cause problems at school and in the community.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • <i>Apologizing</i> • <i>Offering to help</i> • <i>Appropriate language</i> • <i>Asking an adult to help when a conflict can't be resolved</i> • <i>Hands and feet to self (stay in your own physical space)</i> 	<ul style="list-style-type: none"> • <i>Unkind words (cursing)</i> • <i>Teasing</i> • <i>Put downs</i> • <i>Pushing/shoving</i> • <i>Yelling</i> • <i>Getting into a person's physical space</i> • <i>Littering</i>

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and called Tina a "crazy fool". Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late for class. Kristin was mad and began to spread untrue rumors about Tina to her friends.

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and started to call Tina names. Tina recognized that she was not paying attention, apologized to Kristin and helped her pick up her books. Tina's teacher gave both students "Jackson Bucks" for resolving the conflict with respect.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Several students were working in groups in the classroom when all of a sudden Jennifer snatched a marker out of Susan's hands. Before anyone knew it, a scuffle ensued over the utensil followed by pushing and shoving by the two girls.

Several students were working in groups in the classroom. Jennifer noticed that Susan had a marker that she needed to complete the project. Jennifer asked Susan for the marker. After Susan refused the marker because she was working on her portion, Jennifer asked another classmate and continued to work.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Bus Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Desired behavior: Students will use appropriate behavior on the bus to include being respectful to peers and the bus driver.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to follow bus rules because your safety and the safety of others depend on it.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • <i>Being Polite to the Bus driver</i> • <i>Being cooperative and obedient on the bus</i> • <i>Sitting in your assigned seat</i> • <i>Using a conversational tone</i> • <i>Remain seated on the bus</i> • <i>Using good manners and expressions like good morning, thank you, have a nice day and good bye.</i> 	<ul style="list-style-type: none"> • <i>Upsetting the bus driver</i> • <i>Shouting or using profanity</i> • <i>Yelling or waving outside the bus</i> • <i>Eating and/or drinking on the bus</i> • <i>Taking a detour to or from the bus</i> • <i>Running to and from the bus</i>

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of appropriate behavior.)

Tommy boarded the bus and noticed that Jack was in his assigned seat on the bus. Tommy yelled at Jack and told him to get out of his seat! After Jack refused, Tommy grabbed Jack by the shirt and attempted to pull him out of the seat which resulted in a full blown fight between the two boys.

Tommy boarded the bus and noticed that Jack was in his assigned seat on the bus. Tommy reminded Jack that they all have assigned seats and that this was the seat that the bus driver asked him to sit in. Jack apologized for being in Tommy's seat and quickly found his assigned seat. Both boys were rewarded with a 'good note' from the bus driver to parents and administrators.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of appropriate behavior.

As Kylie got onto the bus, she remembered that she had tons of homework to do. To ensure that she was able to accomplish all that she had to get done, she quickly pulled out her math book, pencils and paper and got to work. The bus driver pulled out of the parking lot and turned right onto West Lee's Mill Road. As she turned, Kylie's book and paper slid across the bus and down the aisle. Kylie quickly arose and tried to catch the paper causing a ruckus on the bus and distracting the bus driver.

As Kylie got onto the bus, she remembered that she had tons of homework to do. To ensure that she was able to accomplish all that she had to get done, she quickly pulled out her math book, pencils and paper and got to work. Kylie's friend quickly reminded her of the rules and what could happen if her papers flew about the bus and the safety issues that could occur from distracting the bus driver. Kylie thanked her friend for the reminder and put her math book and resources away.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Cafeteria Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Desired behavior: Students will use appropriate behavior in the cafeteria to include being respectful to peers, cafeteria monitors and cafeteria workers.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to maintain appropriate cafeteria behavior in order to ensure that everyone receives a healthy lunch in a safe environment.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • <i>Being Polite to the Cafeteria Workers</i> • <i>Cleaning all debris from the tables</i> • <i>Refrain from conversing in the line</i> • <i>Remain seated until you are dismissed</i> 	<ul style="list-style-type: none"> • <i>Swapping, passing or throwing food</i> • <i>Playing with condiments</i> • <i>Talking loudly at your assigned table</i> • <i>Leaving area messy</i>

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of appropriate behavior.)

Jonathan and Danny were getting ready to leave the cafeteria. As they were dumping their tray and attempting to exit, Jonathan slipped and fell onto the floor. Danny walked past Jonathan and began to laugh hysterically as Danny attempted to get up and brush himself off.

Jonathan and Danny were getting ready to leave the cafeteria. As they were dumping their tray and attempting to exit, Jonathan slipped and fell onto the floor. Danny dumped his tray and quickly walked over to help Jonathan up, assisted him with cleaning off his pants and asked if he was okay.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of appropriate behavior.

Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Kim called Denyse a "clumsy ox" and took her milk and poured it into Denyse's food. Both girls began to scream at each other with tears in her eyes. The cafeteria monitor witnessed this and escorted the girls to the principal's office.

Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls "school bucks" for resolving a potential conflict respectfully.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Hallway and Line Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Desired behavior: Students will use appropriate behavior in the hallway while standing in line to include respecting the space of others.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to follow and maintain appropriate hallway and line behavior because your safety and the safety of others depend on it and the school must be orderly in order to function as a unit for learning to continuously take place throughout the building.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • <i>Respecting the life spaces in lines or in the halls/Being Courteous to others</i> • <i>Protecting the school walls, art work and displays.</i> • <i>Walking in a single line, faced forward, hands and feet to yourself</i> • <i>Having a Hall Pass</i> 	<ul style="list-style-type: none"> • <i>Talking and yelling down the hallway or in the restroom</i> • <i>Leaning on the walls</i> • <i>Playing</i> • <i>Writing or drawing on the walls</i> • <i>Wandering/Detouring</i> • <i>Throwing toilet paper in the restroom</i>

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of appropriate behavior.)

Several students were in the restroom as Reginald and Marcus walked in. Reginald went into the first restroom stall that Marcus was about to go into. Marcus yelled at Reginald stating that he was about to go into that stall. Both boys began pushing the door back and forth and yelling at each other.

Several students were in the restroom as Reginald and Marcus walked in. Reginald went into the first restroom stall that Marcus was about to go into. Marcus was respectful and allowed Reginald to go into the stall and patiently waited for the next stall to open.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of appropriate behavior.

Mrs. Lee's class was about to change classes with Mr. Johnson's class. As Mr. Johnson's class exited and was about to wait in the hallway, Mrs. Lee's class came barreling out of the classroom and noisily entered the hallway while playing and talking. Mrs. Lee was in the classroom conversing with a few other students as the students went into the hallway.

Mrs. Lee's class was about to change classes with Mr. Johnson's class. As Mr. Johnson's class exited and was about to wait in the hallway, Mrs. Lee's class came barreling out of the classroom and noisily entered the hallway while playing and talking. Mrs. Lee was in the classroom conversing with a few other students as the students went into the hallway. Mr. Johnson's class wanted to be the example, so they quietly stood in line on the appropriate tile and waited for the other class to exit. As a result the class was rewarded with \$50 in Jackson Bucks by Dr. Jackson for excellent hallway behavior.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Playground Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Desired behavior: Students will use appropriate behavior in the on the playground.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to follow to maintain appropriate behavior on the playground to ensure the safety of all students.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • <i>Staying the area the teacher has designated</i> • <i>Using the equipment as directed</i> • <i>Discussing game rules</i> • <i>Having fun and enjoying yourself</i> 	<ul style="list-style-type: none"> • <i>Fighting, Hitting, Pushing, Shoving</i> • <i>Using inappropriate language</i> • <i>Running to/from the playground area</i>

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of the desired behavior.)

Tyson and Marco were playing on the slide outside on the playground. As each child went to the top of the slide, Marco told Tyson that they should go down backwards this time. Marco proceeds to go down the slide head first and lands that way injuring himself in the process.

Tyson and Marco were playing on the slide outside on the playground. As each child went to the top of the slide, Marco told Tyson that they should go down backwards this time. Tyson tells Marco that they shouldn't do that because they could get seriously hurt and reminds Marco of the rule that says that they should use the equipment as directed to ensure that no one gets injured.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of the desired behavior.

After the class gets to the playground, a group of boys decides to play a new game that one of them made up. As the game progresses, Manny decides to change a few of the original rules and add some. Jonathan screams that this is unfair and decides to storm off and quit playing. This causes some of the other children to become upset and they also decide to quit the game and say mean things as they are walking away. As a result, none of the boys are 'friends' and stop talking to each other which causes animosity in the classroom.

After the class gets to the playground, a group of boys decides to play a new game that one of them made up. As the game progresses, Manny decides to change a few of the original rules and add some. Jonathan screams that this is unfair and decides to storm off and quit playing. Before Jonathan can leave the group, Manny realizes that it was unfair of him to change the rules and apologizes to Jonathan and the group.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior