John Neely Bryan ES
Safe Organized Accountable Respectful

Revised August 27, 2017
where students learn to soar.

* Safe
* Organized
* Accountable
* Respectful
TEAM UPLIFT

* Foundations Team
  * Chairperson- K. Williams
  * PK/FLS/Sped – May
  * Specials Teachers - Coach Apple
  * K-2 – Mr. D. Brown
  * 1st Grade- J. James
  * 2-4th Grade- Mr. Lewis
  * 5th Grade- S. Pete
Teacher & Staff Responsibilities

* Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.

* Teachers and staff will become familiar with the Student Code of Conduct and adhere to guidelines.

* Teachers and staff will be trained on Proactive Behavior Management (PBM) and on Restorative Discipline and utilize these systems regularly in classrooms and common areas.

* Representatives from each grade level will provide data and current input on ways to continually improve our disciplinary practices as a campus.
Student Responsibilities

* Students grades Pre-K thru 4th grade will maintain communicator folders daily. The folders contain behavior sheets that allow them to track their behavior.
* Students will obey school rules and follow school procedures established within the campus discipline plan
The acknowledgement system is a feature of the SOAR behavioral expectation system. The behavioral expectation system focuses on acknowledging scholars who demonstrate John Neely Bryan behavioral expectations. This program works in conjunction with school-wide and classroom goals.

- Students will be invited to 4 celebrations throughout the year in which their tracked behavior, (via behavior sheet) is used.

**Specific verbal feedback**

- When you observe scholars being, soar, acknowledge them by giving specific positive verbal feedback such as:
  - “That was so helpful the way you held the door open for your classmates.”
  - “Thank you for walking with your hands and feet to yourself.”
Student Consequences

- Every teacher will follow the following hierarchy of behavior interventions prior to sending the child to the office on a referral.

**Classroom Disruption**
- Verbal correction
- Seating changes within the classroom
- Document infraction on behavior sheet
- Detention
- Parent contact
- Student removal

**Scuffle**
- Teacher led conflict resolution
- Cooling-off time or “time-out”
- Document infraction on behavior sheet
- Detention
- Parent contact
- Student removal

**Fighting/stealing/Blatant disrespect to an adult**
- Cooling-off time or “time-out”
- Withdrawal of privileges such as participation in extracurricular activities
- Document infraction on behavior sheet
- Student removal

**Bus misconduct**
- Verbal correction
- Seating changes on the bus
- Behavioral contract
- Document infraction on behavior sheet
- Withdrawal or restriction of bus privileges


* **Lewd or offensive behavior-**
Teacher/student conference (root cause analysis)  
document infraction on behavior sheet  
Withdrawal of privileges such as participation in extracurricular activities  
student removal

* **Cutting class/ leaving class or the campus**
Teacher/student conference (root cause analysis)  
restitution of missed work  
Assignment of school duties such as scrubbing desks or picking up litter  
document infraction on behavior sheet  
parent contact  
parent conference  
student removal

* **Any Level two offense**
Document infraction on behavior sheet  
Student removal
JNB Student Behavior Communication Folder Expectations

* Teachers and staff must complete behavior charts by documenting behavior in their folders daily.
* Each scholar is responsible for their behavior folder and must get it signed daily, or as directed by teacher/teacher teams.
* There will be two templates of the JNB Behavior sheets (Prek-2 and 3-5/SPED)
JNB Student Behavior Communication Folder Expectations

* Each folder must travel with scholar wherever they go. In order to obtain school wide accountability. Special teachers and teachers other than homeroom teacher have the ability to write in scholar behavior sheets. They must sign name legibly next to infraction.

* Folders travelling outside of classroom must be kept inside a bag/backpack for easy access for teachers to document behavior. A scholar will be assigned to take care of folders outside of classroom.
Scholars will be rewarded daily/weekly from their homeroom teacher for getting their folders signed and keeping it neat.

Incentives can be free educational time, reading carpet time, stickers, class jobs, drawing time etc.

Students exhibiting positive behavior based on their entries, will be rewarded twice each semester with a designated celebration (movie n popcorn/outdoor play w/ music/free school dance, etc.)
### John Neely Bryan Elementary Student Behavior Communication (2017-2018) 3-5/SPED

**Student Name:** __________________________  **Homeroom Teacher:** ___________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Parent’s Initials</th>
<th>Infractions</th>
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<tbody>
<tr>
<td><strong>1st Six Weeks</strong></td>
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<td>We are a uniformed school (white or blue collared shirts and blue or khaki bottoms). Please make sure that your scholar is in uniform Monday-Friday. If your number has recently changed please write it down. (____) ______.</td>
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<td><strong>Aug. 26-30</strong></td>
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<td>Six Weeks Begins</td>
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<td><strong>Sept. 2-6</strong></td>
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<tr>
<td>No School Labor Day</td>
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<td><strong>Sept. 9-13</strong></td>
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</tbody>
</table>

1. Disrespectful to adults.
2. Distracting other scholars.
3. Excessive talking.
4. Failure to follow instructions given by adults.
5. Failure to do classwork.
6. No homework
7. Gum chewing.
8. Throwing items.
9. Hitting/negative comments to others.
10. Off task
11. Out of seat without permission.
12. Not in uniform.
13. Inappropriate behavior in halls/restrooms.
15. Parent conference is requested.
16. Referred to the office/counselor.
17. GREAT DAY!
Cafeteria Procedures

- Enter the cafeteria quietly
- Scholars bringing lunch – walk to your table.
- Scholars buying lunch – stand in line quietly by menu choice and class, keeping hands and feet to self.
- Keep silent in the serving zone.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- For teacher’s assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- When finished wait to be told to throw away trash
- Put all uneaten food and trash into the trash can carefully.
- Pick up any food or trash you drop on the floor at the trash can.
**JNB CAFETERIA PROCEDURES FOR VOICE CONTROL**

- Green cone: silent eating 15 min.
- Yellow cone: shoulder talk 10 minutes
- Red cone: table talk 5 minutes

Students can earn talking time. Place a red cone on each table so that all students may eat silently and enjoy their lunch for 15 minutes and this will promote positive behavior help students make good choices throughout the day.

- After 15 minutes the red cone will replace the yellow allowing the students 10 minutes to talk using their level 1 (whisper-talk to your shoulder partners only).
- After 10 minutes the yellow cone will replace the green cone allowing the student 5 minutes to talk.

- Our goal is to allow students an opportunity to display positive behavior outside of the classroom.
- Teachers and support staff should actively monitor the tables for which they are responsible by walking up and down the aisle between the tables. However, if a scholar at another table demonstrates inappropriate behavior, any staff member should intercede.
Scholars can only buy 1 snack item and food cannot be taken out of the cafeteria including snacks that are not open.

Scholars can only go through the line once.
Hallway Expectations

**Safe** in the hallway:
- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

**Organized** in the hallway:
- Keep backpack closed
- Stay with your class

**Accountable** in the hallway:
- Go directly to your destination

**Respectful** in the hallway:
- Respect others’ personal space
- Use soft voice
- Walk silently when with your class
Restroom Expectations

If classrooms include a restroom, they MUST be utilized by the scholars.

Safe in the restroom:
* Use restroom facility appropriately
* Keep water in the sink
* Walk in the restroom
* Tell an adult if restroom needs attention

Organized in the restroom:
* Keep restrooms clean
* Return directly to class or designated area when finished

Accountable in the restroom:
* Use water, soap and paper towels sparingly
* Flush toilet after use

Respectful in the restroom:
* Observe personal space
* Lock stalls when entering and unlock when leaving
* Respect privacy
* Use a soft voice
Every scholar will begin each school day with their name attached to “Ready to Learn”. Scholars will move up or down the chart based on a clip system that reflects smart or poor choices made throughout the day. As we want to set very clear expectations, there will not be an opportunity to move back to “Ready to Learn” in the same day. This will ensure that scholars spend the entire day learning and interacting positively with their fellow scholars!
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Star Scholar</strong> (gold)</td>
<td>You have exceeded the expectations of your peers and teachers. Not only is the scholar on task and following procedures, but they are working noticeably hard, exerting a great deal of effort and are constantly making good behavior choices.</td>
</tr>
<tr>
<td><strong>Ready to Learn</strong> (green)</td>
<td>You are able to have a great learning day. Keep making smart choices!</td>
</tr>
<tr>
<td><strong>Think Time</strong> (orange)</td>
<td>You are expected to pause and complete a reflection activity that includes complete sentences (K-pictures are acceptable first half of the year).</td>
</tr>
<tr>
<td><strong>Teacher’s Choice</strong> (blue)</td>
<td>You will lose a privilege that has been given to you as a result of poor choices.</td>
</tr>
<tr>
<td><strong>PAUSE</strong> (red)</td>
<td>Your parents will be contacted. You will be put on PAUSE</td>
</tr>
</tbody>
</table>
We want to ensure our choice management system is logical, consistent and maintains dignity. We will reinforce procedures through checks that lead to a color change. Disrespectful behavior will result in an immediate color change. Teachers will track checks using their clipboard throughout the day. Homework folders will include daily reports on scholar behavior for parents.
3 checks = color change, 2 checks for the same misbehavior = color change

<table>
<thead>
<tr>
<th>MISBEHAVIOR</th>
<th>CHECK/COLOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not Tracking the Speaker</td>
<td>Check</td>
</tr>
<tr>
<td>1. Calling Out (when answering questions)</td>
<td>Check</td>
</tr>
<tr>
<td>1. Off Task Behavior (playing with shoe laces, hands inside of the desk, etc.)</td>
<td>Check</td>
</tr>
<tr>
<td>1. Out of Seat without permission</td>
<td>Check</td>
</tr>
<tr>
<td>1. Not Sitting Up Straight or in Scholar Position</td>
<td>Check</td>
</tr>
<tr>
<td>1. Talking Back, Arguing</td>
<td>Color Change</td>
</tr>
<tr>
<td>1. Running</td>
<td>Color Change</td>
</tr>
<tr>
<td>1. Laughing at a peer/teasing</td>
<td>Color Change</td>
</tr>
<tr>
<td>1. Cheating</td>
<td>Color Change</td>
</tr>
<tr>
<td>1. Not following explicit directions</td>
<td>Color Change</td>
</tr>
<tr>
<td>1. Playing in the restroom (talking loud, playing with water and soap)</td>
<td>Color Change</td>
</tr>
<tr>
<td>1. Talking in Class/Hallway/During Breakfast/etc.</td>
<td>Color Change (2) Check (K)</td>
</tr>
<tr>
<td>1. Vandalism in the restroom (standing on toilets/urinals/sinks, breaking dispensers, writing on walls, throwing trash, defecating/urinating on the floor)</td>
<td>Color Change to Red, Automatic PAUSE</td>
</tr>
<tr>
<td>1. Physical Confrontation (hitting, kicking) and /or Bullying</td>
<td>Color Change to Red, Automatic PAUSE</td>
</tr>
</tbody>
</table>
* Scholars will receive PAUSE after receiving 3 clip changes in one school day. A scholar may also be placed on PAUSE after receiving 2 clip changes (reaching Teacher’s Choice) for 3 consecutive days.
Pause: Level I (Pre-K thru 1st)

* Scholars earning a PAUSE Level I:
* Are moved to a designated area that will remove them from peer distraction. * Student will be removed from the classroom and required to write a reflection in another environment or with a school administrator depending on behavior severity.
* Will spend choice time in reflection of all the decisions they made for the day and discuss the decisions they will make differently the next day with the teacher.
* In addition to a parent call, a letter will be sent home with the scholar explaining why they were on PAUSE.
Pause: Level II and III (Pre-K thru 1st)

- Scholars serving PAUSE Level II: *Students who earn PAUSE 2 days in a week*
  - Follow requirements of Level I.
  - Must have a Parent Conference.

- Scholars serving PAUSE Level III: *Students who earn PAUSE 3 days in a two week period*
  - Follow requirements of Level I.
  - Parents will attend a conference with the Teacher, Counselor, and Principal to make a behavior adjustment plan.
Pause: Level IV (Pre-K thru 1st)

* Scholars serving PAUSE Level IV: Students who earn PAUSE 4 or more days in a two week period
* Follow requirements of Level I.
* Parents will attend a conference with the Teacher, a representative from the Discipline Committee, and Principal to make a behavior adjustment plan.
* Discipline is under the discretion of the Principal.
Scholars that exhibit positive behavior are allowed to participate in fun Friday. In order to attend Fun Friday, Scholars must maintain Green or Gold for a full week. **Scholars CAN NOT get color change for a full week in order to attend Fun Friday.**

**Fun Friday:**
- Only on Friday for twenty minutes
- Activities are a Grade Level discretion (game time, chalk or bubbles, additional recess, etc.)
- Movies are only allowed as a school wide incentive.
- One Teacher must stay with students not attending Fun Friday. Students must do Pause work.
- Teachers can do further classroom and/or grade level incentives.
Arrival Expectations

* Teachers must report on duty at 7:30

**Safe** during arrival:
* If you arrive before the doors open, stay under the covered area until the doors open.
* Enter building when doors are opened
* Arrive at school no earlier than 7:20
* Walk into the building
* Wait in cafeteria, gym, or auditorium with grade level until dismissed at 7:45
* Arrivals after 7:45 go straight to classroom

**Organized** during arrival:
* TA’s in designated area
* Make sure all materials are in backpack (lunch kits, jackets, etc.)

**Accountable** during arrival:
* Arrive at school on time (between 7:30 – 7:50)
* Pick up scholars from morning designations at 7:45
* **Arrivals after 8:00 are tardy**

**Respectful** during arrival:
* Keep hands, feet, and objects to self
* Use soft voice
* Respect others’ personal space
* Respond appropriately to adult directions
Dismissal Expectation

**Safe** during dismissal:
- Walk to designated dismissal area
- Walk with teacher when dismissal bell rings
- Follow hallway expectations
- No students are to re-enter the building after dismissal unless they have a valid extended day pass

**Organized** during dismissal:
- Be packed and ready to go
- Keep materials in backpack until arrival at home
- Bell schedule
  - 2:50 Get ready to go
  - 2:55 Dismissal

**Accountable** during dismissal:
- Be where you need to be when you need to be there
- Keep front yard free of litter and debris

**Respectful** during dismissal:
- Keep hands, feet, and objects to self
- Use soft voice
- Respect others’ personal space
- Respond appropriately to adult directions