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Introduction

The purpose of this handbook is to help you understand our school program. It contains information regarding everything from daily schedules and calendars to incentives and consequences for behavior. If there is anything in this book that you do not understand, please ask your principal or any staff member at the school you wish for clarification.

The teachers have made every effort to anticipate and include subject areas that would be both informative and beneficial. In the event issues arise that are not covered in this book, the principal, dean of students, teachers, and, if appropriate, students will meet to discuss the issues and resolve them. An omission of a rule or expectation in the handbook does not imply that it does not exist.

Mission

James E. Davis School, in cooperation with social workers, family teachers, and administrative staff, is determined to offer each student the opportunity for a quality education.

As a school for students who have a variety of specific and individual educational needs our mission is three-pronged:

1. to provide our students a quality education that meets their environmental, educational, and emotional needs and prepares them to transition back into a public school setting
2. to positively influence our students who are academically at-risk and significantly increase their skill level in each subject area
3. to create a safe, structured, and supportive learning environment in which our students who have behavioral challenges can learn social skills and self-advocacy
Philosophy

We believe in the student’s right to a quality education and guarantee each student an environment in which learning is not only encouraged, but stimulating. We recognize special needs in our students and strive to meet these needs. We encourage creative thought, discussion, and reasoning.

We believe that every student has the right to feel physically and emotionally safe and do everything in our power to make the school a safe place. We recognize that students are individuals who learn through mutual interaction and guidance.

We believe a balance between structure and flexibility must be attained for positive learning to occur. We reward improvement and praise excellence. We discourage negative behaviors and consequence them therapeutically and appropriately.

We believe that students should be treated with honesty and respect. A student’s emotional needs must be met before “positive” learning can be accomplished.

We believe in the importance of a communication network between the education staff and other caregivers. This network enables the educational staff to monitor the intellectual and emotional growth of each student.

We are a transitional school. The student’s placement should ideally be a progression from limited independence to full accountability for his / her own emotional and educational welfare.
**Educational Staff**

Mr. Carlisle - Dean of Students .............................................................. 113
Mrs. Darnell - TASC .............................................................................. 127
Mr. Fischer - Social Studies ................................................................. 123
Mr. George - English ............................................................................ 128
Ms. Hamman - Science ......................................................................... 122
Ms. Knox - Administrative Assistant ............................................... FD
Mrs. Landon - Teacher Assistant ......................................................... 115
Mrs. Manns - Art .................................................................................. 124
Mrs. McQueen - Education Coordinator ............................................ 125
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School Routines and Procedures

Beginning of each day

1. Doors open at 7:45.

2. After entering the building, Family Teachers will take their students first to the Café where they will store their lunches and then to their lockers. Backpacks, purses, etc. must be stored there.

3. Once students have visited their lockers, they will check out their computers for the day.

4. Tardy bell will sound at 7:55.

5. Family teachers should report any issues at the person at the front desk and drop off medication after they drop off their students.

Between Classes

1. Students will enter and leave their classrooms in an orderly fashion as explained by each teacher.

2. Passing periods will be 2 minutes long.

3. Students may go to their lockers between classes, but must make it to class before the tardy bell rings.

4. Restrooms will be closed during the first 10 minutes of the class and the last 5 minutes to allow PE classes to change.

5. Students should be reasonably quiet when transitioning between classes.
   a. All hallway interactions are to be positive and respectful.
   b. Students are to maintain appropriate boundaries – hugging and hand-holding are not allowed. Everything else is up to teacher discretion.

6. Students will be given 2 Restroom Passes per day.

7. Students will also be able to use the restrooms at lunch and during P.E.

8. Upon entering class, students should follow the instructions of their teacher.

9. Teaching interactions that occur between classes should be completed by the teacher as soon as is practical. If the complete transaction cannot occur between classes, teachers should make the student aware of the positive or negative behavior and finish the interaction or follow up with the student when next possible.
At the End of the Day

1. Students will calculate their school note and turn it in to their 7th period teacher before 7th period ends.

2. School notes will be picked up and copied at this time.

3. Students will be dismissed to go to their lockers and connect with their Family Teachers.

4. Family teachers will pick up lunch boxes and school notes of students not staying after school as they leave for the home.

5. School notes of students staying after school will be returned to students after they are copied.

6. Positive or negative marks earned after school will be reported on the card for the Family Teachers’ consideration when students return to the home.

Lunch Procedures

1. Students will bring their lunches to school each day and store them in the café.

2. Students will have 25 minutes each day to eat lunch.

3. Students will not share food.

4. Lunch Behavioral Expectations
   a. Students will keep their conversations on school appropriate topics.
   b. Students will keep their voices at an appropriate “normal speaking” level.

5. Privileges and restrictions during lunch time will be determined by educational staff and announced to students as needed.

6. Students are encouraged to use the restroom during lunch.

7. The school will provide paper plates, napkins, plastic cutlery, milk, and salt and pepper for students to use. Students need to bring their own condiments, etc.

8. Students will be limited to drinking two milks during lunch and may not take any out of the lunchroom for later.

Medications

1. All medications will be stored / dispensed by the administrative assistant.
2. Medications will be given to students as prescribed. Over-the-counter medications may be distributed at lunch as needed.

3. Students are encouraged to ask for medications before coming to school, as they will typically not be distributed before lunch or after lunch.

**Attendance**

1. At the beginning of each class period, teachers will record absent students on JupiterGrades under attendance.

2. If a student leaves in the middle of a class period, that should be noted on the student’s school note where the positives and negatives are recorded.

3. Family Teachers picking up students for an appointment should check in with the person at the front desk who will call for the student.

4. Students should sign in and out using the 3-ring binder at the front desk.

5. If a student is in class for 25 minutes, he should be marked as present.

6. When a student leaves the classroom for an appointment, he or she will stop at the administrative assistant’s desk to check out.

7. If a student is sent to DOS, the teacher should send their School Note with student to DOS.

8. Students are allowed 4 absences at the discretion of their family teacher /guardian and 4 additional absences with a doctor’s note.

9. Periods missed while counseling and appointments with IUMCH staff do not count toward this total.

10. Absences beyond these 8 days are considered *unexcused*.

11. If a student must be out of school more than those four “doctor” days, he or she must have a signed Certificate of Child’s Incapacity from the child’s doctor, otherwise these days are considered unexcused.

12. Attendance Categories
   a. **Present**
   b. **Tardy**: Late to school as a result of student’s actions
   c. **Absent**: Illness, travel, appointments, visits, meetings off campus and other approved absences
      - Students gone from a class more than 25 minutes will be considered absent from that class.
• Students may have 1 day for every day they miss to turn in assignments for each class.
• If the excused absence is more than 4 days, the work will be sent to the student and a reasonable due date for all work will be decided upon the teachers and administration of James E. Davis School.

d. **Excused (non-absence):** Counseling, Court, Detention outside IUMCH, college day  
a. If a student is absent due to being in court, assignments will be due 1 day after he or she receives the assignment.

b. If the student is in detention off campus, all work will be sent to the student via FAX or mail. The detention center will often FAX completed assignments back to us. Any assignments not turned in beforehand, will be turned in when the student returns to school. If the student does not receive the work before returning to IUMCH, an appropriate due date will be decided upon by school administrators.

e. **DOS:**

a. If a student is in DOS, teachers will send work to DOS and assignments will be due on their original due date or at the beginning of the period upon his or her return to that class.

f. **Unexcused:** anything that doesn’t qualify as a regular or excused (non-absence) is considered unexcused.

i. This includes  
  ▪ absences over 8 days.
  ▪ AWOL time.
  ▪ refusal to come to school.

ii. Students may have 1 day for every day they miss to turn in assignments for each class  
a. Students will have the opportunity to earn full credit for each of these assignments.

b. As with excused absences, teachers may allow for more time under appropriate circumstances.

c. As a consequence for an unexcused absence, students may have additional work to do or have their grade docked.

**Tardiness**

1. We encourage students to be on time to class.
2. Missing class time is missing the opportunity to learn.
3. Tardiness will be attended to in two ways:

   • Being on time to class is one on the considerations on each student’s School Note.
   • Periods tardy will be tracked and students will earn a lunch detention for each 4 periods tardy.

**Restroom breaks**

1. The administrative assistant will be called before sending a student to the restroom.

2. Students are not to take anything to the restroom.
3. Students are not to go to their lockers during restroom breaks.

4. Students will be encouraged to use the restroom as they return from counseling and other appointments before going back to class.

**James E Davis School Binder** – The School Binder is a tool to help students get organized for each school day. Having a well-organized and complete binder will help ensure that students know where important school information and forms are at all times. Teachers will assess the organization of the School Binder and assign positive or negative merits accordingly. This binder should never have anything more or less in it than what is listed below. Students may bring additional binders/folders to school for other materials. Students will be fined for replacement binders.

1. The current day’s **School Note** will be in the front insert of each student’s School Binder. The School Note is how teachers will help students keep track of positive and negative behaviors. It is important that only the most current School Note be in this binder. Family Teachers will receive the completed Note at the end of the day. Specifics on how the School Note works will be explained in detail later in this manual.

2. **Assignment Sheets** for the entire semester will be inserted into the School Binder and are not be removed. That will allow the student to reference past homework assignments if necessary.

3. A **Pencil Pack** with a few pencils and pens will be provided each student at the beginning of the year. Students will be asked to keep this packet relatively uncluttered.

4. A current copy of the **Student Handbook** will also be a permanent part of the School Binder. This will allow students the opportunity to look up procedures, policies, rewards, consequences, and anything else that might come up throughout the school year.

5. A space for students to include specific **Classroom Expectations**. Teachers will provide these for students if they have specific procedures, protocols, and / or expectations.

6. Students should always keep a supply of lined **Paper** and (if appropriate) **Graphing Paper** in this binder. There will be a section specified for this.

**Student Personal Belongings**

1. **Students will leave all personal belongings that are not school required at their homes unless given permission by a JEDS staff member.**

2. Teachers may confiscate items that do not have such permission and give them to the Family Teachers at the end of the day.
**Student Lockers**

1. Lockers are provided for school supplies, backpacks, coats, and hats.
2. There is to be no food or drink in your locker at any time.
3. Appropriate decorations are allowed, but must be hung with magnets.
4. Do not share lockers or combinations with anyone.
5. Lockers should be shut and locked except when they are being used.
6. Your locker is your responsibility; any damage to it may result in a monetary fine.

**Food at School**

1. Students are not to bring candy, drinks, or gum to school.
2. There are occasions, such as special parties and incentives, where students are permitted to eat in class.
3. Students cannot take food or drink to another classroom unless arrangements with that teacher have been made in advance.
4. Teachers should be aware of students who have food restrictions.
5. Any leftover lunch food and/or incentives will be put in the student’s lunch bag.

**Dress Standards**

1. James E Davis School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Student may not wear or display anything that is
   a. Related to drugs, sex, alcohol, violence, harassment or gangs.
   b. Disrespectful, provocative, inappropriate, obscene or vulgar.
2. Overall Apparel
   a. Students may have no exposed skin on any part of the stomach or back.
   b. Pants/shorts that are torn, ripped, or shredded must show no skin (above mid-thigh) or undergarments.
   c. Students may not wear inappropriately oversized clothing.
   d. Student may not wear pajamas, sleepwear or slippers to school.
   e. Unless it is a designated “hat” day, students may not wear hats with bills or brims, nor may they wear visors or “winter” type hats and stocking caps.
   f. Students may not wear the hood on “hoodies”.
3. **Shirts**
   a. Students may not wear sleeveless shirts. Sleeves must extend past the shoulder and not show underarm.
   b. See-through shirts must be worn with appropriate clothing underneath.
   c. Shirts should overlap pants to maintain modesty when sitting or bending over.
   d. There is to be no exposed undergarments.
   e. There is to be no exposed cleavage.

4. **Pants**
   a. Pants must sit at or above the hip bone. There should be no exposed underwear.
   b. Student may be asked to wear a belt if necessary.
   c. All shorts must be mid-thigh or longer.
   d. All dresses and skirts must be at knee length.
   e. If you wear leggings, yoga pants or tights, they must be covered to below the “bottom.” (Approximately fingertip length for most people).
   f. There can be no writing on the seat of pants.

**Grooming Standards**

1. Physical education teachers may require visible piercings to be removed during the activity.
2. Body sprays and perfumes are not to be applied while at school.
3. All students should come to school clean.
4. All decisions regarding dress and grooming appropriateness will be made by the principal or dean of students.
School Programs

Student Advisors

1. The following educational staff members will be advisors this year: Christina Darnell, Watson George, Jamie Hamman, Andrew Fischer, Katie Manns, Kelli McQueen, Jackie Morris, Samantha Parsons.

2. Each student will have an advisor who will be responsible for monitoring students across all classes. The advisor will get information from all the staff in the school and be able to see, relay, and intervene in patterns of behavior and academics.

3. We will try to appoint each home no more than 1 or 2 advisors to make communication easier.

4. Advisors will complete monthly education reports that will summarize student progress.

5. Advisors will meet with their students monthly to discuss patterns of behavior, advise them regarding their positive and negative circumstances, and touch base with teachers and FTs regarding these patterns.

SRT (Student Resource Time)

1. Tutoring will be available to students Monday, Tuesday, and Wednesday from 3:00 – 3:30.

2. Students may ask to stay after for additional instruction.

3. Teachers may require students to stay.

4. Students are required to stay if they are failing a course for the semester.

5. All tutoring decisions will be at the discretion of the teaching staff.

6. Teachers requiring SRT for a student will initial the SRT section of the School Note.

7. If the SRT is optional, teachers will put a “O” in the SRT section.

8. Student should let teachers know if they are not staying for optional SRTs before 2:50.

Library

1. Book check out procedure:
   a. A student finds a book that he or she would like to check out.
   b. The student gives that book to the teacher who is supervising him or her.
   c. Books may be checked out for up to 2 weeks.

2. Students will be charged replacement cost for lost or destroyed books.
3. Resource books may only be checked out with teacher permission. In those cases, it is the teacher’s responsibility to keep track of when the resource book must be returned.

4. Students are required to have a library book in class at all times.

One to One Computer Program

INTERNET ACCEPTABLE USE POLICY (modified from Lebanon Community School Corporation)

Acceptable Use
The use of your Internet account must be in support of education and research consistent with the educational objectives of James E Davis School and is not to be used for personal, social, or recreational activities. Use of the Internet shall be limited to educational and instructional purposes related to class curriculum. These activities may include but are not limited to:

1. Accessing university libraries, ERIC, and other informational databases.
2. Downloading curriculum-related materials.
3. Receiving information and news from government institutions such as NASA, the U.S. Weather Service, or the U.S. Geographical Survey.

All persons who access the Internet must conduct themselves in a responsible, ethical, and polite manner while using the network.

Unacceptable Use
Those accessing the Internet through the James E Davis School must also abide by the following usage prohibitions.

1. Do not be abusive in messages to others. Do not swear, use vulgarities, or any other inappropriate language.
2. Do not access, upload, download, or distribute pornographic, obscene, or sexually explicit material.
3. Do not violate local, state, or federal statute.
4. Do not use the network in any way that would disrupt the use of the network by other users; this includes sending “chain letters.”
5. Do not vandalize, damage, or disable the property of another person or organization. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any of the networks connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.
6. Do not share your password with anyone.
7. Do not access another person’s material, information, or files without the implied or direct permission of the person.
8. Do not violate copyright or otherwise use another person’s intellectual property without their prior approval or proper citation.
9. Do not reveal your personal address or phone number, nor those of your colleagues or students.
10. Do not use the network for commercial activities, product advertisement, or political lobbying.
11. Do not commit the school to any unauthorized financial obligation.
12. Do not respond to unsolicited on-line contact. If such contact persists report it to your system administrator.
13. While using any computer connected to James E Davis network; students are not permitted to access e-mail, chat, social and blog sites that are not specifically provided by James E Davis School.
14. Students will not dim their computer screens.
15. Computers are not allowed in the Art Classroom or the Gym unless specified by the teacher.

Privileges
The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. All users are expected to exercise common sense and good judgment. In the absence of either, the system administrators or other appropriate personnel will deem what is inappropriate use and their decision is final. The system administrators may also close an account at any time as required for administrative or technical reasons.

The educational value and adherence to acceptable use of the Internet by students shall be the joint responsibility of the students, parents, and staff. Students must have an Internet Use Agreement, signed by the student, on file with the system administrator before accessing the Internet. A parent or guardian may request alternative activities not requiring Internet access. This request shall not impact the child’s instruction or assessment in any negative manner.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and insure that users are acting responsibly.

Risks
James E Davis School makes no warranties of any kind, whether expressed or implied, for the service it is providing and is not responsible for any damages the user may suffer. The user is responsible for evaluating any information obtained from the Internet. James E Davis School specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security
Security on our computers and networks is always a priority but especially so now that we are using them to link to the Internet. Anyone identifying a
security problem should notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual’s account. Do not seek information on, obtain copies, or modify files, or other data, or passwords belonging to other users, or misrepresent other users on the network. Unauthorized attempts to login as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

User Acceptance

All terms and conditions as stated in this document are applicable to any user accessing the Internet through any resources provided by James E Davis School. It is understood that the above Terms and Conditions for Internet Use must be followed and that any violation of the regulations is unethical and will have consequences. If a violation is committed the access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

Specific Consequences for Violations

- 1st violation: 3 weeks of no computer usage
- 2nd violation: 9 weeks of no computer usage
- 3rd violation: Permanent loss of computer usage
- Some violations may warrant more immediate and serious consequences.

Student Council

1) Goals:
- To give students the opportunity to express their idea about specific school programs and agendas.
- To teach students how to appropriately interact with each other in a group/committee type setting.
- To promote students’ self image, self awareness, and awareness of their surroundings.
- To instill in students a sense of control and ownership in the school.

2) Membership
- Available positions
- President - student elected from the student body at large for a term of one year
- Secretary - student elected from the student body at large for a term of one year
- Representative - student elected from each home for a term of one semester

3) Student eligibility
- Any student is eligible to be nominated for student council during elections at the beginning of each semester.
- Any student who has presented regular (or severe) negative behavior reports within the last few weeks may be disqualified from running in the election.
4) **Member status reviews**
   - Near midterms and at the end of the grading period council members’ behavior and grades are reviewed based on Jupiter reports and staff discussion.
   - Any student with a failing grade and/or regular (or severe) negative behavior reports may be placed on probation during the next 2-4 weeks.

5) **Removal from council**
   - Any student council member on probation for grades may be removed if the failing grade(s) has not risen in percentage towards or above passing. If grades improve, the student may be eligible to run for election in future semesters.
   - Any student council member on probation for negative behavior may be removed if member does not reduce/eliminate the occurrence of negative behaviors.
   - Students that continue negative behavior may lose eligibility to run for election in future semesters.
   - At any point during the term, a member may be removed from council for an extreme negative behavior. This may be done without placing student on probation and may result in a permanent loss of eligibility.
   - At any point during a term, a member may be removed from council for refusal to carry out the responsibilities of their position. This may be done with or without probation and may result in a permanent loss of eligibility.

6) **Election procedures**
   - Elections will be held each semester.
   - Students may run consecutive terms on the student council.
   - Students who have to leave council before their term is finished will be replaced by a representative chosen by the classroom advisor or by a predetermined “second.”

7) **Council Responsibilities**
   - Staff leader: staff member offers supervision and guidance to the council
   - President
     - Is willing to attend and actively participate in meetings and is eager to handle any task necessary to complete council tasks.
     - Conducts him/herself with academic integrity and exemplary conduct.
     - Represent the student body at school, district, and civic meetings.
     - Preside at student council meetings.
     - Know (willing to learn and follow) the basic rules of parliamentary procedure.
     - Vote when there is a tie.
   - Secretary
     - Is willing to attend and actively participate in meetings and is eager to handle any task necessary to complete council tasks.
     - Conducts him/herself with academic integrity and exemplary conduct.
     - Keeps accurate minutes of meetings and provides a typed copy to the staff leader.
     - Handles all council correspondence (letters, phone calls, etc.).
     - Reports at each meeting the minutes from previous meeting.
     - Types materials for student council officers and committees.
   - Representative
     - Is willing to attend and actively participate in meetings and is eager to
- handle any task necessary to complete council tasks
- Conducts him/herself with academic integrity and exemplary conduct.

• Meeting procedures
  - Students will be taught and encouraged to use the “four basic concepts for conducting a positive and productive decision making process” (from TF Youth Self-Government)
    1. Fairness – each youth shows fairness by letting all have an opinion, considering benefits to others, considering appropriate consequences and voting as a group.
    2. Pleasantness – each youth participates using a pleasant voice tone, appropriate language, listens quietly when others speak and respects everyone’s opinion.
    3. Concern – all participants show concern for each other’s well being and fairness when discussing outcomes that would affect others.
    4. Effectiveness – participants assure that the decisions they make are effective in addressing the issue.
  - Social Skills to teach and practice as part of the Student Council experience (from TF Youth Self-Government)
    1. Taking turns and allowing everyone a chance to give their opinion
    2. Listening to others
    3. Giving / Receiving constructive criticism
    4. Group problem solving
    5. Conversation skills
    6. Offering ideas and opinions
    7. Supporting ideas with reasons
  - Students will meet for student council every other week during Advisory. Any work that council members miss during this time must be made up.
  - Students will begin each meeting by going over the minutes of the last meeting.
  - The second agenda item to be discussed is unfinished business from the previous meeting,
    followed by any new business
    1. An issue their advisory has asked them to bring forward for discussion.
    2. An issue of their own they wish the council to be aware of
    3. A proposal they would like to discuss with the council and have them vote upon
      a. Proposal
      b. Second
      c. And Vote required
    4. Anything that is student council appropriate
  - The meeting ends with a summary of the day’s business and what issues were tabled until the next meeting.

8) Passed student proposals
- Proposals that pass a council vote are presented to the principal and teaching staff by the staff leader of the council.
- The school staff will discuss the merits of all proposals and make a final decision.
- Proposals will either be passed, declined, or tabled before the next student council meeting so the staff leader can explain the reason behind the decision to the council.
  - If passed, the staff leader will give the council feedback and/or conditions
  - If tabled, the staff leader will give the council a timeline to expect a decision
➢ If declined, the staff leader will explain the reason for the decision and offer possible counter proposals, if appropriate.
Core Skill One: Preparation

**Rationale:** Being prepared for learning is very important. In all situations, we have to think ahead to make plans or preparations for what will happen. When we are prepared for class, we have less anxiety and a much better chance of success. The time to think about being prepared for class is the night before the next school day.

**Evidence:**

1. You had all your materials for class, and they were well organized.
2. Your homework was complete, on-time, and showed effort.
3. You arrived to class dressed appropriately for school.
4. You arrived to class on time and prepared to work.

**Associated Skills**

1. **Being Prepared for Class (Sk. 72 p. 150)**
   - Gather school supplies.
   - Make sure they are organized.
   - Be on Time.

2. **Completing Homework (Sk. 22 p. 100)**
   - Record homework for each subject.
   - Bring home necessary supplies.
   - Complete work accurately and neatly.
   - Turn homework in when due.

3. **Greeting Others (Sk. 33 p. 111)**
   - Look at the person.
   - Use a pleasant voice.
   - Say “Hi” or “Hello.”
Core Skill Two: Using Time Wisely

Rationale: The main reason for your attending school is to learn. How you use your class time is probably the most important factor in how well you are able to understand the curriculum. If you are attentive, engaged, and ready to commit, you will perform at your best and be able to carry what you learn everywhere you go.

Evidence:

1. You knew what you were to be doing in class and you did it.
2. You asked the teacher if you were not sure what or how to do something.
3. If you finished early, you checked your work.
4. When you finished your work, you worked on another assignment or read an AR book.

Situational Evidence:

1. If you were working on independent work, you did so quietly until the work was finished; then you found something school related to work on. If you had a question about any of the work, you asked your teacher.
2. If you were working in a small group, you were attentive to the project you were working on or discussing. You listened to others opinions carefully and stated your own opinions respectfully. You were careful not interrupt and took turns.
3. If you were in a class discussion, you contributed to the discussion and listened carefully to what others said. You were careful not interrupt and took turns.
4. If you were in a class lecture, you took notes to the best of your ability and paid careful attention to what the teacher said.
5. If you were watching a movie, you kept your head up and watched the movie attentively. If the teacher asked you to take notes and answer questions during the movie, you did so to the best of your ability.
6. If you were reading together as a class, you kept your head up and read along carefully as others read. When the teacher asked you to read, you knew where in the book the reading should continue.
7. If you were in a lab situation, you listened carefully to the teacher’s instructions regarding the process of the lab and safety concerns. You followed all these directions fully and accurately.
8. If you were in any other classroom situation, you did exactly as your teacher asked you.

Associated Skills*

4. Participating in Class (Sk. 25/48 p. 103/121)
   - Pay attention to the activity.
   - Use a pleasant voice.
   - Cooperate with others in the group
5. **Staying on Task (Sk. 58 p. 136)**
   - Identify steps of the task.
   - Focus all of your attention on it.
   - Work until the job is complete.
   - Ignore distractions.

6. **Doing Good Quality Work (Sk. 27 p. 105)**
   - Find out expectations.
   - Begin working and focus.
   - Continue working until task is completed.
   - Make sure it is done correctly.

**Core Skill Three: Following Directions**

**Rationale:** Following directions and instructions is a very important part of school and everyday life. A stoplight is an instruction telling us to go, slowdown, or stop. Not understanding or refusing these instructions can lead to an accident. School directions are much the same. Their purpose is that learning happen in the most effective and efficient way. When you do not follow directions in school, you risk endangering your ability to learn.

**Evidence:**

1. When asked to do something, you looked at the person.
2. If the instruction was just to you, you said “OK” and started the task immediately.
3. If the instruction was to the entire class, you start the task as soon as the teacher has finished explaining it.
4. If you were not sure how to do the task, you asked your teacher.

**Associated Skills**

7. **Following Instructions (Sk. 1 p. 69)**
   - Look at the person.
   - Say “OK”.
   - Do the task immediately.
   - Check back.

8. **Following Class Rules (Sk. 28 p. 106)**
   - Learn what rules apply.
   - Follow rules without bending them.
   - Ask questions if you don’t understand.
9. **Accepting “No” for an Answer**
   - Look at the person.
   - Say “Okay.”
   - Stay calm.
   - If you disagree, ask later.

**Core Skill Four: Displaying Appropriate Behavior**

**Rationale:** In order for you to learn to your greatest potential, you have to be in an environment that allows everyone to be able to be successful. This includes treating your peers and teacher respectfully, controlling your emotions, and following classroom rules.

**Evidence:**

1. You controlled your impulses.
2. You used a pleasant tone of voice.
3. You waited your turn in classroom discussions and activities.
4. You were courteous at all times.
5. You accepted “no” answers.
6. You asked permission before acting.
7. You dealt with frustration calmly and used coping skills.
8. You managed your anger and remained calm.
9. You accepted consequences for inappropriate behavior and accurately wrote them on your school note

**Associated Skills* **

10. 11. **Making a Request** (Sk. 43 p. 121)
    - Look at the person.
    - Use a clear, pleasant voice.
    - Be exact and say “Please.”
    - Say “Thank you” if it is granted.
    - If not, “Accept No” for an answer.

11. **Communicating Honestly** (Sk. 79 p. 158)
    - Look at the person.
    - Respond factually and completely.
    - Include all important details.

12. **Making an Apology** (Sk. 42 p.120)
    - Look at the person.
    - Use a serious, sincere voice.
• Say “I am sorry for…”
• Explain how you will do better in the future.
• Say “Thank you for listening.”

13. Resisting Peer Pressure (Sk. 52. P 130)
• Look at the person.
• Use a calm voice.
• Say you do not want to participate.
• Suggest something else.
• If necessary, say “No” again and leave.

14. Showing Respect (Sk. 7 p. 81)
• Comply with a request to stop negative behavior.
• Refrain from teasing, threatening, or making fun of others.
• Do not damage or vandalize public property.
• Refrain from asking others to break rules.

15. Accepting Consequences and Feedback (Sk. 5 p. 77)
• Look at the person.
• Say “OK”.
• Don’t argue.
• If you disagree, ask later.

* Teaching Social Skills to Youth: An Easy-To-Follow Guide to Teaching 183 Basic to Complex Life Skills from Boys Town Press
James E. Davis School Behavioral Interventions

School Note

1. James E. Davis School personnel will make use of a School Note to communicate school behaviors to each child’s home.

2. This Note will be integrated with the home’s point system.

3. Marks on the School Note, negative and positive, will be awarded at the house and tied to the house privilege / point system.

4. Students will keep their school notes in the designated spot in their School Binder between classes.

5. During class, students will put their note upper left hand corner of their desk or where their teacher asks them to put it.

6. Students should not fold their School Note or doodle upon it.

7. Students will use a Blue or Black Pen when writing on their School Note.

8. Each School Note will have several specific skills that teachers will track.

9. Each skill will be in a legend labeled with a code number.

   2. Completing Homework     7. Following Instruction   12. Making an Apology
   5. Staying on Task        10. Making a Request      15. Accepting Cons / FB

10. Students will also potentially have two other skills that might be assessed by teachers: one from the home and one that teachers can add as necessary.

11. Students will write down the “code” associated with the skill either on the positive or negative side when instructed to do so by the teacher.

12. Each time a code skill is awarded, a teaching interaction will occur, either Effective Praise or Corrective Teaching.
**EXAMPLE**

<table>
<thead>
<tr>
<th>PER</th>
<th>Positive Behaviors</th>
<th>Negative Behaviors</th>
<th>DRW</th>
<th>JS</th>
<th>SJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 4, 6, 9 JS</td>
<td>5 JS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This student earned positives for Being Prepared for Class, Participating, Doing Good Quality Work, and Accepting ‘NO.’ He had a negative, however, for Staying on Task. Notice that the teacher initials directly after the last mark prevents students from adding marks on their own.

13. The back of each card will have a section for teacher to communicate areas in which the student gave extra effort, areas in which the student could improve, and other important information.

14. If a mistake is made on a card, it should be crossed out with a single line and initialed by the teacher.

15. Students who show evidence over time of not needing a School Note may be put onto a different system.

**Response Costs and Rewards**

1. School Note: Negatives and Positives affect point earned in the home.

2. Positive and Negative Phone Calls: These will not just be a form of communication, but a commodity. A positive call will have a specific positive award value; a negative call will have a negative award value.

3. DOS Warning (3rd corrective teaching) will have a specific negative point value in the home.

4. DOS (after 3rd corrective teaching) will have a specific negative point value in the home.

**The Corrective Teaching Process**

1. Students will be given a corrective teaching interaction for each school infraction.

2. If a student responds inappropriately to this corrective teaching, they receive a corrective teaching for accepting consequences / feedback (and a negative).

3. If this does not work, the student is given a Dean of Students Referral Warning (DRW) and a mark will be placed under the DRW section of the School Note.
If the behavior continues, the student will be given a Dean of Students Referral (DR) and a mark will be place under the DR section of the School Note.

**EXAMPLE**

<table>
<thead>
<tr>
<th>PER</th>
<th>Positive Behaviors</th>
<th>Negative Behaviors</th>
<th>DRW</th>
<th>DR</th>
<th>ISS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2 JC</td>
<td>6, 15 JC</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

This student earned positives for Being Prepared for Class and Complete Homework. He had a negative (corrective teaching), however, for Good Quality Work. When the teacher asked him to redo it, he refused and received a negative (corrective teaching) for Accepting Feedback. He continued to either refuse and/or act out so was given a Dean Warning Notice. The student did not use the warning to his advantage, and was given a Dean Referral.

**Dean of Student Office Referrals (DR)**

1. Students will receive an intervention from the Dean of Students for:
   - 3 unsuccessful corrective teaching marks for same incident (mark-mark-“this is getting serious) from a teacher or other staff member.
   - 1 major event (this list is not all-inclusive)*
     i. AWOL
     ii. Bringing a weapon to school
     iii. Damaging school property
     iv. Fighting
     v. Computer violation
     vi. Cheating
     vii. PDA
     viii. Theft
     ix. Excessively disrespectful behavior with school personnel
     x. Threatening or actual infliction of bodily harm
     xi. Possession of unauthorized electronic devices

*teacher’s discretion

2. Upon receiving a referral, the student will go directly to the Dean of Students Office.

**In School Suspension (ISS)**

1. Students may be placed in ISS for serious in school behaviors.

2. ISS may be for a ½ day or a full day, depending on the seriousness of the issue.
3. ISS is distinguished from DOS time in the following manner:
   • ISS will be for a specified time (½ or full day) and will usually be longer than DOS time.
   • ISS is considered a more serious consequence: the reports to the homes and placing agencies will reflect this.

Student Fines

1. Students may be fined for any of the following reasons:
   • Losing school or staff property
   • Defacing school or staff property
   • Destroying school or staff property

2. Amount of Fine:
   • Fines will usually be the “replacement” cost of the item.
   • If cleaning is all that is necessary, the amount of the fine will be at the Dean of Student’s discretion.
Academics

Grading System

1. Students in all classes are to be given the grades A, B, C, D, F, at the end of each nine weeks. Teachers may suffix a “+” or “-” to the letter grade if such a distinction is appropriate.

2. Letter grades are to be based upon the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum %</th>
<th>Maximum %</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97</td>
<td>100</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93</td>
<td>96.99</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>92.99</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>89.99</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>86.99</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>82.99</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>79.99</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>76.99</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72.99</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
<td>69.99</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
<td>66.99</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
<td>62.99</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59.99</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Teachers may allow up to 1/3 of the nine weeks grade for class participation.

4. Teachers may require that all work in any nine-week period be completed to their satisfaction before a semester grade is awarded.

5. Teachers may give an “I” to students having incomplete grades at the end of the grading period. An “I” will become a failing grade in two weeks if the work is not completed.

Homework and Late Homework

Homework

1. Teachers will assure that student homework is listed on the Assignment Sheet.

2. If a student completes the work before leaving class or if no homework was
assigned, the teacher who assigned it will initial the ‘completed’ box ☑️, which indicates that the student need not work on that assignment.

3. Students are expected to turn in all homework, so teachers will continue to work with students until everything is finished and completed correctly. This may include:
   - requiring the student to stay after school to finish it
   - reporting to the student’s parent or FT that the work is late and should be turned in the next day.

Late Homework

1. A late homework may be assigned to a student for two reasons
   - For an assignment that is not turned in when it is due.
   - For an assignment that is incomplete as defined by the teacher, usually less than 50% complete.

2. Consequences
   - Students with late homework will receive negative marks on their School Note.
   - Students with late homework will be disqualified for “No Late Homework Awards.”
   - Students with late homework may have their grade penalized.
   - Consequences may be administered at the Dean’s discretion for chronic late homework.

3. A missing assignment sheet will be sent home with Family Teachers so they can help students stay caught up on assignments.

Make-Up Work

1. For excused absences, students will have 1 day for every day missed.
2. Students may receive a grade penalty for turning work in after these deadlines.
3. Students are required to make up work.
4. For lengthy absences, other arrangements may be made on a case by case basis.
James E. Davis Academic Incentive System

Incentives For Homework

1. **Students with no late assignments for 1 week**  
   **Homework Reward**  
   During lunch Ms. Sullivan will provide students with a reward and recognition for having no late assignments for the week.

2. **Students with no late assignments for 3 weeks**  
   **Homework Reward**  
   Ms. Sullivan will keep track of and award students who have had no late assignments for three consecutive weeks.

3. **Students with no late assignments for 6 weeks**  
   **Homework Reward**  
   Ms. Sullivan will keep track of and award students who have had no late assignments for six consecutive weeks.

4. **Students with no late assignments for 9 weeks**  
   **Homework Reward**  
   Ms. Sullivan will keep track of and award students who have had no late assignments for nine consecutive weeks.

5. **Students with no late assignments for 18 weeks**  
   **Certificate / Plaque**  
   These students will be given a special reward and be recognized with a plaque and certificate at the semester awards ceremony.

6. **Students with no late assignments for the year**  
   **Certificate / Trophy**  
   These students will be given a special reward and be recognized with a trophy and certificate at the semester awards ceremony.

Incentives for Academics

1. **Accelerated Reading Program**  
   x 10 Merits per passed test

2. **Special Reward Days**

3. **Honor Roll**  
   **Recognition / Award**  
   Students receiving all As and Bs on their semester average will be recognized in front of the entire student body and presented a certificate of acknowledgment as well as a reward to honor their accomplishment.
4. Awards Ceremony

- Individual Teacher awards
- Accelerated Reading awards
- Honor Roll
- No Late Homework awards / Trophy
- Improvement awards
- Top Academic awards
- James E. Davis School Award

Certificates and Trophies

- Certificates
- Certificates
- Certificates
- Certificates / Plaques
- Trophies
- Trophies
- Trophy

Other incentives

1. Phoenix Shout Outs
2. End of the semester reward celebrations
3. Special Principal Rewards and Contests
4. Weekly incentive social awards