

Lamar-Milledge Elementary School Schoolwide Behavior Plan



**Home of Lion Pride
“Where Lions Learn and Lead!”**

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DISCLAIMER

By no means is this handbook all inclusive. It is intended to establish and maintain a positive learning environment for all stakeholders. While many guiding statements and expectations are included, not all situations and circumstances may be addressed; but will be at the discretion of the administration and input from all.

In lieu of the COVID-19 pandemic, additional rules, guidelines, and/or expectations may result for the safety of all stakeholders.

Table of Contents

LME Behavior Matrix.....	4
LME Behavior Lesson Plans.....	5
LME Do's and Don't's Video.....	7
LME Acknowledgement of Students & Staff.....	8
LME Discipline Flow Chart: Major vs Minor.....	9

LME Behavior Matrix & Expectations

Below are the behavior expectations that should be exercised at various locations throughout the Lamar-Milledge Elementary School building. This matrix is posted throughout the building and in every classroom. It has also been made available to parents via the Parent and Student Handbook, posted on the school website. All faculty and staff review the matrix with students annually during the first two weeks of school dedicated for intentional teaching of appropriate behavior at this school.



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2023-2024 Expectations

	R Respectful	O Optimistic	A Accountable	R Relentless
Classroom	<ul style="list-style-type: none"> We listen to adults and peers. We are polite to everyone. We follow directions promptly. We work cooperatively with peers and adults. We display good manners. We come to class prepared. We participate in class. We share our opinions tactfully. We help keep areas clean and organized. 	<ul style="list-style-type: none"> We choose positive thoughts always. We believe we can do anything we set our minds to. We set and achieve high goals. We help others set and achieve goals. 	<ul style="list-style-type: none"> We are responsible for our actions. We remind others of the Lion Way. We admit our mistakes. We forgive others of their mistakes. 	<ul style="list-style-type: none"> We always try our best. We always put forth effort. We are strong. We are fierce. We work hard and persevere in completing assignments and all tasks independently and collectively.
Hallway Stairwell	<ul style="list-style-type: none"> We use our inside voice. We walk quietly. We keep our hands and feet off of the walls and others. 	<ul style="list-style-type: none"> Understand we all need reminders to speak quietly. Refrain from sliding down the rails. We help others as needed. 	<ul style="list-style-type: none"> Walk quietly. We pick up items that don't belong on the floor. Keep area clean for ourselves and others. 	<ul style="list-style-type: none"> Walk quietly and always encourage others to do the same. We pick up items that don't belong on the floor.
Cafeteria	<ul style="list-style-type: none"> We use our inside voice. We keep our hands and feet to ourselves. We help keep areas clean. 	<ul style="list-style-type: none"> We speak positively. We help others as needed. 	<ul style="list-style-type: none"> Enter quietly. Wash tables. Clear trash from tables and floor. 	<ul style="list-style-type: none"> We strive to and encourage others to enter quietly and keep all areas clean.
Bathrooms	<ul style="list-style-type: none"> We keep our hands and feet to ourselves. We help keep areas clean and organized. 	<ul style="list-style-type: none"> Remind others to wash hands and flush the toilet. Serve as a monitor. 	<ul style="list-style-type: none"> We enter and leave quietly. Wash hands before leaving. Flush the toilet. Keep all areas clean. 	<ul style="list-style-type: none"> We strive and encourage others to enter and leave quietly, flush after each use, keep clean, and wash hands before exiting.

"Where lions learn and lead!"

HOME OF THE LIONS



LME Behavior Lesson Plans

Dates: **Week 1 of School**

Subject: SCHOOLWIDE PBIS LESSON PLAN
PK-5 Classroom Expectations/LME ROAR Matrix/Code of Conduct

ALL LMES
FACULTY &
STAFF

PRE-PLANNING

OPENING

ROAR VIDEO – 9 minutes

Learning Target:

- Students will learn behavior expectations throughout the building from all Staff.
- Students will understand classroom teacher expectations and understand appropriate behavior noted on the ROAR MATRIX.

Success Criteria:

- Students follow classroom and ROAR matrix rules and expectations.

OPENING

ROAR VIDEO CLIP- *Pause & Talk What do you notice about Bathroom Do's...etc.?

Learning Target:

- Students will learn behavior expectations throughout the building from all Staff.
- Students will understand classroom teacher expectations and understand appropriate behavior noted on the ROAR MATRIX.

Success Criteria:

- Students follow rules and expectations.
- Students hold each other accountable/remind peers to rules and expectations.
- Behavior referrals are minimal/non-existent.

WORK PERIOD

Pre-K – 2nd Grade

- Review Your Class expectations.
- Copy classroom expectations.
- Discuss with students appropriate classroom, hallway, Cafeteria, Bus, Stairwell, and Dismissal behavior.
- Use a foldable to draw a picture/color a picture of appropriate behaviors in classroom, hallway, Cafeteria, Bus, Stairwell, and Dismissal areas.
- Copy short sentences: I can be nice, I can wait my turn, I will raise my hand before I speak.....
- Turn & Talk to a peer about what stood out in the video most to you and why?
- Copy/Use the following words in a sentence: do, don't, good, bad, walk, quietly, behave, good conduct, etc.
- Teachers record a video of your students displaying "good behavior" in 2-3 areas shown on the ROAR video and send to Ms. Daniels.
- Make sight word/cvc flash cards and practice with a peer/group: good, do, can, bus, class, bad, I, the, nice, be, my, turn, hand.
- Watch social stories about positive behavior and discuss/sing Good Choices songs.
- Engage students in a Positive Behavior Read Aloud ask and answer questions about text.

3rd-5th Grade

- Review Classroom expectations.
- Work in student groups to create an anchor chart of classroom expectations, laminate them, and post in class (opportunity for a grammar/Art lesson).
- Discuss with students/Draw a picture of appropriate classroom, hallway, Cafeteria, Bus, Stairwell, and Dismissal behavior to share with another class.
- Turn & Talk to a peer about what stood out in the video most to you and why? How might you redirect a student not following the ROAR matrix at school? on bus?
- QUICK-Writes: What is the difference between "snitching" and being/holding peers accountable?
- Edit Quick-Writes with a peer, as a group, etc.
- Use the following words in a sentence/ 1-3 paragraphs: appropriate, inappropriate, walk, quietly, behavior, good conduct, manners, etc.
- Students record a video with a group, of K-2 students, or of peers displaying "good behavior" in 3-4 areas shown on the ROAR video and send to Ms. Daniels to include BATHROOM & PLAYGROUND.
- Allow students to Read Aloud to class or Read independently texts surrounding PBIS, then create questions for peers, ask and answer questions about text.

CLOSING

- Role Play
- Take field trips around the building and have a Q & A session based on learning targets and tasks
- Practice behavior in areas identified on ROAR Matrix
- Q & A
- Each student Share graphic organizer, sentences, stories, paragraphs, videos
- Discuss grammar/punctuation
- Share Quick-Writes
- Discuss/Review answers from Read Aloud/text citing text evidence

LME ROAR VIDEO:

<https://www.rcboe.org/site/default.aspx?PageType=3&ModuleInstanceID=173967&ViewID=94B66785-F3F0-41A8-8414-1E55691D3E9E&RenderLoc=0&FlexDataID=190012&PageID=81742>

LME Behavior Lesson Plans

Behavior lesson plans are used to teach appropriate behavior during the first two weeks of school. Activities used to teach may vary by teacher and grade, but encompass may if the activities listed below. All faculty and staff work together to ensure appropriate behavior is taught and learned by all students.

Dates: Week 2 of School		Subject: SCHOOLWIDE PBIS LESSON PLAN PK-5 Classroom Expectations/LME ROAR Matrix/Code of Conduct		ALL LMES FACULTY & STAFF
OPENING		WORK PERIOD		CLOSING
Day 1	Learning Target: <ul style="list-style-type: none"> Students will learn behavior expectations throughout the building from all Staff. Students will understand classroom teacher expectations and understand appropriate behavior per the Code of Conduct Students can locate and have a copy of the Code of Conduct. Success Criteria: <ul style="list-style-type: none"> Students follow rules and expectations. Students hold each other accountable/remind peers to rules and expectations. Behavior referrals are minimal/non-existent.	Pre-K – 2nd Grade <ul style="list-style-type: none"> Code of Conduct SCRIPTED Course Watch social stories about positive behavior and discuss/sing Good Choices songs. Engage students in a Positive Behavior Read Aloud ask and answer questions about text.	3rd-5th Grade <ul style="list-style-type: none"> Code of Conduct SCRIPTED Course WRITING ACTIVITY: *What's the difference between bullying and not getting along with others? Students record a video with a group, of K-2 students, or of peers displaying "good behavior" in 3-4 areas shown on the ROAR video and send to Ms. Daniels to include BATHROOM & PLAYGROUND. Allow students to Read Aloud to class or Read independently texts surrounding PBIS, then create questions for peers, ask and answer questions about text. 	
Day 2				
Day 3				
Day 4	Digital Citizenship VIDEO CLIP Learning Target: <ul style="list-style-type: none"> Students can identify the Internet Acceptable Use Policy. Students understand the importance of Digital Citizenship Students understand the importance of sharing the Insurance for devices with parents. Success Criteria: <ul style="list-style-type: none"> Students use technology appropriately. Students have insured devices.	Pre-K – 2nd Grade <ul style="list-style-type: none"> RIVER REALITY Video Game (whole group) WHOLE Group WRITING with Venn Diagram: List 4 reasons why parent should purchase insurance for devices. Jeopardy or Kahoot Game Copy/Create a foldable to share with a peer or another class about responsible internet use Check out/Have discussion about the House Team with the most points in Cafeteria 	3rd-5th Grade <ul style="list-style-type: none"> RIVER REALITY Video Game Review Insurance form: Explain why it is important to take advantage of the insurance provided for devices? Jeopardy or Kahoot Game Copy/Create a foldable to share with a peer or another class about responsible internet use Check out/Have discussion about the House Team with the most points in Cafeteria 	
Day 5				

Digital Citizenship Video Clip:

<https://www.rcboe.org/site/default.aspx?PageType=3&ModuleInstanceID=69505&ViewID=94B66785-F3F0-41A8-8414-1E55691D3E9E&RenderLoc=0&FlexDataID=68659&PageID=35171>

REALITY RIVER Digital Citizenship VIDEO GAME:

https://beinternetawesome.withgoogle.com/en_us/interland

LME Behavior Do's & Don't's Video

Below is a link to a video that was compiled to illustrate appropriate and inappropriate behavior for students at LME. The faculty and staff worked together to provide a fun and innovative way to provide a visual for students. The video is posted on the school website under the students tab.

R. ESPECTABLE

O. PTIMISTIC

A. CCOUNTABLE

R. ELENLESS



<https://www.rcboe.org/site/default.aspx?PageType=3&ModuleInstanceID=173967&ViewID=94B66785-F3F0-41A8-8414-1E55691D3E9E&RenderLoc=0&FlexDataID=190012&PageID=81742>

LME Student Acknowledgement

ACKNOWLEDGEMENT SYSTEM

Student acknowledgement is a crucial component of the PBIS initiative implemented here at Lamar-Milledge Elementary. The following outlines how we recognize students who display appropriate behavior and follow expectations.

CLASS LION OF THE MONTH

Each month homeroom teachers recognize a student that has displayed good citizenship. The student is recognized over the intercom, given a certificate for the month, and receives a coupon for a free meal/dessert provided by a school partner (Logan's, Chik-Fil-A, McDonald's, etc). Students are chosen based on their ability to exemplify ROAR-ing behaviors as outlined on the LME ROAR Matrix and for their display of the weekly citizenship theme shared daily on the morning announcements.

RCA HOUSE SYSTEM POINTS

Students have the opportunity to earn positive behavior points through the Ron Clarke Academy House System App. All of our faculty, staff, students, and even some partners and district representatives, are divided into four teams that work together to earn points for various prizes, awards, and celebrations. Each team has student leaders, which are those who assist with planning and leading house meetings and events, as well as those earning the most points for the team on the leader board. The house with the most points is known as the light strips in the hallway change colors to match the house team color taking the lead with point earnings.

CELEBRATIONS

- Fun Friday in various classrooms
- Monthly House Celebrations
- Parties:
 - Popcorn, pizza, popsicles, blow pop, Bingo, cookies, outdoor play, GLOW Party, etc

LME Discipline Flow Chart

Lamar-Milledge Elementary Classroom Management Procedures Guide

Consistently Teach and Reteach School-Wide PBIS
Expectations
BE READY. RESPECTFUL & RESPONSIBLE

Observe and identify
problem behavior

**Teacher/Staff Managed
(MINOR)**

**Administration Managed
(MAJOR)**

Is the behavior
Teacher or Admin
Managed?

Can the referral
wait until after
class?

Yes

No

Redirect / Reteach +
behavior/
Contact parents as needed
for minor infractions

Conference with students
on inappropriate behavior
in this situation and of
potential +/- consequences
Always notify parents of
behavior concerns and
comment in IC

Remove Privileges
(recess, talking at lunch, class jobs, etc)

Refer to **Counselor**

Did the
behavior
change?

Yes

No

Continually praise
and reward correct
behaviors

Complete Discipline
Referral

1 to 3 days to
process is
possible

Minor Staff Managed	Major Admin Managed
Disrespect	Bullying/Cyberbullying
Failure to be in one's assigned place	Leaving Classroom without permission
Inappropriate language/Gestures	Aggressive Physical Behavior, Assault and/or Fighting
Dress Code (clothing closed)	Dress Code (severe/habitual)
Absences/Tardies (follow protocol)	Property Destruction
Calling Out	Weapons
Teasing (refer to counselor)	Leaving school property
Non-compliance	Cheating on state tests
Invading Personal Space	Drugs/Smoking/Vaping/Alcohol
Cheating/giving false information	Threatening behavior
Minor Disruption (class continues but multiple redirects)	Chronic disruption (interferes with instruction)
Putting/Minor aggression (grunting/crying/grabbing items)	Chronic/Consistent pattern of refusing to follow rules
Pushing past someone	Theft
Unsafe or rough play	Racial/Ethnic discrimination
Misusing property (rocking in chair, writing on desk)	Pattern of aggressive/profane language
Off Task/ Not Completing work	Inappropriate use of internet
Computer Trespass (ABCya vs. i-Ready)	Direct refusal of authority
Not following Directions	Harassment/Sexual Misconduct
Sleeping in class (call parent)	Bomb Threat/False Alarms
Dress code violation	

Push call
button for help

Complete referral and
send student with a peer
to the office, contact
parent, and log in
contact log.

Administration follows
up with Staff member
and/or teacher and
parent.

Administrative Action

Administration
submits referral for
data input in IC.

LME Behavior Data & Monitoring

MONITORING

Behavior data is monitored by the Principal and Assistant Principal as often as needed, and by the Positive Behavior Intervention team at monthly meetings.

MEETINGS

The PBIS Team meets monthly to review data, analyze data, and make decisions based on the data. The following questions serve as a guide for discussion at meetings as well.

Five Questions Every Team Should Ask About School-wide Behavior

- 1. Are the results of our data analysis accurate?*
- 2. What is the current problem? Can areas needing the most attention be pinpointed?*
- 3. What is contributing to our precise problem? Are there multiple variables? Who, what, where, and when?*
- 4. What is the smallest amount of change for the biggest impact on student outcomes?*
- 5. Did we implement our plan and is it working? How does our data compare from our last meeting?*

Meetings are also held to ensure that all PBIS tasks, to include reviewing roles and responsibilities, the Tiered Fidelity Inventory, Action Plan, and conducting the Self-Assessment with staff, are completed timely.

2023-2024 Meeting Dates:

- August 31, 2023
- September 28, 2023
- October 26, 2023
- November 30, 2023
- January 25, 2024
- February 29, 2024
- March 28, 2024
- April 25, 2024

PROBLEM SOLVING PROTOCOL

Below is a link to the form used to identify trends with behavior data, analyze behavior data, to make decisions concerning behavior based on the data.

Protocol Link:

https://rcboe-my.sharepoint.com/:w:/r/personal/roulhsh_richmond_k12_ga_us/_layouts/15/Doc.aspx?sourcedoc=%7B358CAD6F-1E17-42BA-A5D0-66EB476B586E%7D&file=Problem%20Solving%20Protocol%20Form%202.docx&action=default&mobileredirect=true