



**THE COLUMBUS JEWISH DAY SCHOOL**  
*SOCIAL AND EMOTIONAL CURRICULUM*

The intent of the Columbus Jewish Day Social and Emotional Curriculum is to promote responsible behavior that creates a safe and successful school environment for all learners. CJDS finds inspiration for this curriculum in the Jewish value of *K'vod haBriot* --respect for all of humanity; and in the commitment in the CJDS Mission Statement to developing a sense of Social Responsibility. All members of our school community strive toward behavior that encourages us to be our personal best in a pleasant environment which facilitates learning.

***K'vod haBriot***

Responsible Behavior:	Use self-control in daily actions and language.
Mutual Respect:	Treat others and yourself with dignity, care and concern.
Concern for Others:	Be truthful, honest and fair when dealing with others.
Cooperation:	Be attentive to and work cooperatively with others.

## **Statement of Student's Rights and Responsibilities**

*(CJDS would like to thank Scott Burton, Dean of Students at Marburn Academy, for his assistance in developing this curriculum.)*

The purpose of the Rights and Responsibilities section of the Social and Emotional Curriculum is to meet the high expectations of the CJDS regard for the psychological and physical well-being of every student. This program is intended to support the academic, social and emotional development of each student at CJDS. CJDS places emphasis on the important role that each individual plays in creating a safe, secure, and successful environment for all.

**1) As a student, I have the right to feel physically safe. I have a corresponding responsibility to help create a safe environment by avoiding the use of threats and by never engaging in physical conflict.**

- a) I understand that verbal solutions to conflicts are mandatory. Physical violence is not an option.
- b) I understand that when I cannot resolve a conflict, I should share my problem with a teacher or administrator.
- c) I understand that I will not recruit other students to engage in conflicts with peers or CJDS staff.
- d) I understand that pushing, shoving, hitting and other forms of physical "playing around" or "teasing" can be very threatening or offensive to the individual on the receiving end, even if no real threat or offense is intended.
- e) If I am a target of threatening or teasing behavior by others and cannot resolve it verbally, I agree that I will not strike back. Rather, I will bring it to the teacher's attention immediately.

**2) I have a right to be treated with consideration and respect. I have a corresponding responsibility to help create a considerate and respectful environment by treating others in this manner.**

- a) I want to feel proud of myself and to be appreciated and respected by others. I know that others want the same things, and I agree to try to treat them that way.
- b) I understand that in encouraging my classmates in their efforts to learn and by supporting them in a friendly manner, I am creating an environment where I will be encouraged and supported.
- c) I understand that criticizing, teasing, insulting or "cutting down" others hurts them. I also understand that treating others in this way may encourage them to mistreat me. I agree to avoid this behavior.

**3) I have a right to speak and to be listened to.**

**I have a corresponding responsibility to help create an environment in which everyone is given a fair hearing.**

- a) I want to express my thoughts and feelings, and want them to be given serious consideration by both teachers and classmates.
- b) I understand that I must speak at appropriate times and that I must listen when others “have the floor”.
- c) I understand that I must be considerate of others’ feelings when I speak. I must choose my words carefully to avoid hurting the feelings of those with whom I speak, especially if I disagree with them.
- d) I agree to show respect for the opinions of others even if I disagree with them.
- e) I agree to avoid abusive, profane, and other offensive language.
- f) I understand that others will listen to me, but I also understand that this does not guarantee that they will agree with me.

**4) I have a right to security for my possessions and to have them treated in a respectful manner. I have a corresponding responsibility to help create an environment in which all property is treated with respect.**

- a) I expect others to ask me for permission before they borrow or use my property. In turn, I agree that I will not take, borrow or use anything that is not mine without first getting permission from the owner. I understand that this will create an environment in which everyone’s belongings are secure.
- b) I understand that the school building, its furniture, and its materials are community property, and that they should be treated with the same respect as personal property.
- c) I agree that, if I damage school property either accidentally or deliberately, I will report it to a teacher personally. I understand that if I do report it personally, there will be no disciplinary penalty. I understand that I may be expected to help repair or replace the damaged item.

**5) I have a right to work and learn in a positive, supportive academic environment at CJDS. I have a corresponding responsibility to promote a good learning environment by exhibiting a positive attitude.**

- a) I understand that for me to be successful, I must approach my work with a positive attitude, and I must give my best effort. I know that without effort on my part, my teachers will not be able to help me be successful.
- b) I understand that it is important for me to cooperate with my teachers and classmates. I agree to show cooperation through cheerful participation in class activities and by completing my assignments to the best of my ability.

## POSITIVE REINFORCEMENT *INCENTIVES FOR APPROPRIATE BEHAVIORS*

At CJDS we believe it is important to “focus on the positive” by catching students demonstrating appropriate behaviors. This philosophy goes hand in hand with our Core Values and our Mission Statement. Each classroom teacher has in place numerous incentives for students who are on task or demonstrating appropriate behavior. From affirming eye contact to verbal acknowledgement, CJDS teachers are well equipped with positive feedback tools and techniques.

In the Primary Grades, examples of these positive incentives include:

- earning jobs that are enjoyable
- earning recognition or a compliment when a student is on task; for example a teacher might say, “Maggie, thank you for raising your hand when you have a comment”
- high fives, outstanding o(s), constant praise and pats on the backs
- earning extra time in the Nature Preserve for appropriate behavior
- using Behavior Cards and tally marks which track targeted behaviors
- using a Teddy Bear jar for recognizing positive group behavior in the classroom

In the Upper Grades, examples of positive incentives include:

- earning the privilege to assist the teacher or lead the group
- attending a selected Club – weekly incentive for on task behavior, completing homework and being prepared for class
- earning “bucks” (individually, in groups, or whole class) – students decide how they want to “spend” their money and create a list of rewards (with guidance)
- using “caught being good” coupons that can accumulate to earn a class party
- earning group transition points toward a predetermined favored group activity (marble jar)
- earning lunch with a teacher upon completion of accomplishing a targeted behavior for a designated length of time
- encouraging students to manage their own behavior by using tally marks on a personal chart

## **CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR:**

In those few instances when a child demonstrates behavior outside of the scope of the Social and Emotional Curriculum, CJDS, like other schools, must follow through with the consequences detailed in the Steps 4-6 below. All of the Steps that a teacher and the Dean of Students follow are included below.

**STEP ONE:** Give a verbal reminder to the child about the corresponding responsibility. Staff members will ask student to share a reason for the behavior and, if needed, report the incident verbally to the classroom teacher – who will share with the faculty team member/s. In grades 4<sup>th</sup> -6<sup>th</sup> this could result in a point reduction. If the behavior is deemed “severe”, the staff person may select to skip to Step Two or Step Three (see below).

**STEP TWO:** The teacher will ask the student to move out of the classroom (into the hallway or into an empty classroom) to discuss inappropriate behavior privately with the teacher and offer an opportunity for the student to share his/her side of the story.

### **STEP THREE:**

The teacher will fill out the Social and Emotional Teacher Referral Form. The teacher will send the student to the office to speak with the Dean of Students with this form in hand. The Dean of Students will log the occurrence and call the parents to inform them of the incident. Potential remedies include but are not limited to:

- a verbal and/or written apology
- exclusion from classroom activity or Club
- completion of a term of relevant community service
- repair/replacement of damaged property
- a remedy specified in an individualized behavior plan

### **STEP FOUR:**

A conference will be arranged by the Dean of Students including but not limited to the following people: student, parent, teacher, Dean of Students. This conference will result in a written recommendation to be signed by all individuals (Social Emotional Curriculum Form Two).

**STEP FIVE:**

A faculty team consisting of team teachers and the Dean of Students will meet with the student and parent/s to discuss incident. This panel will determine the next step of intervention and create a timeline that includes a follow-up meeting date (Complete **Social Emotional Curriculum Form Three**). Intervention plan may include:

- A recommendation for outside intervention counseling, evaluation, etc.
- A public apology
- A relevant community project
- In-school suspension
- Out-of-school suspension
- A recommendation of expulsion
- Other intervention steps deemed appropriate by the faculty team

**STEP SIX:**

Final action, including expulsion, will be decided by the Head of School with input from the Dean of Students and the grade level teacher team. Head of School may take immediate action to ensure the safety of other students and a conference time, when needed, will be set up with students, parents, teachers and the Dean of Students.

**Additional Information:**

Parents are encouraged to inform teachers of issues that exist at home or health problems that might impact on the student and his/her ability to be successful at school. For example if a parent is out of town, an email to one of the grade teachers would be helpful.

Each faculty member is able to make appropriate decisions concerning the severity of the misbehavior and about the initial response. He or she will consult with the Dean of Students where appropriate.

If the teacher has gone through Steps One and Two at a rate of frequency that indicates a more serious problem, these incidents will be documented by the teacher.

It is the responsibility of the Dean of Students to log information and keep a record of documentation after Step Three. Teachers will also retain copies of this documentation.