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## I. School-Wide Expectations: P.A.W.S.

<table>
<thead>
<tr>
<th>Location</th>
<th>Hall/Stairways</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Classroom</th>
</tr>
</thead>
</table>
| Practice          | Stay to the right  
| Safety            | Use handrails  
|                   | Walk in Palmetto Posture | Sit while eating  
|                   |                     | Use equipment properly  
|                   |                     | Play in designated areas  
|                   |                     | Respond to whistle and signals | Walk  
|                   |                     |                       | Sit properly  
|                   |                     |                       | Use materials properly |                  |
| Achieve           | Know the campus | Finish your food on time  
| Goals            |                     | Inside voice  
|                   |                     | Keep our area clean | Know the rules of the game  
|                   |                     |                     | Show good sportsmanship | Ask questions  
|                   |                     |                     |                       | Participate  
|                   |                     |                     |                       | Show what you know |            |
| Work Smart        | Find your place in line  
|                   | Report to where you’re going | Clean up our area  
|                   |                     | Empty trays and line up quietly | Take turns  
|                   |                     |                       | Return equipment | Pay attention  
|                   |                     |                       |                       | Be prepared and organized  
|                   |                     |                       |                       | Finish what you start |                      |
| Show              | Quiet in learning zones  
| Respect           | Manners | Raise your hand for assistance  
|                   |                     | Eat from your own tray | Use equipment properly  
|                   |                     |                       | Respond to whistle and signals | Respect yourself, others, and our school  
|                   |                     |                       |                       | Cooperate and collaborate |                      |

### II. Teach To’

Teach-To’s will be utilized in all classroom across Palmetto Elementary School campus to build cohesive school-wide procedures. Teaching the fundamental acceptable social skills will prepare all students for learning in a safe and orderly environment.
**Walking in Line**

Goal: Students will be able to walk in line in such a way that is safe and does not disrupt other’s learning environment.

Rationale: Walking in line is important for students so that emergency drills, assembly behavior, and cafeteria behavior can be carried out safely and efficiently.

**Procedures**

1) Model: Teacher demonstrates full range of behaviors below (“I do”) Positive, negative and almost-but-not-quite.

2) Lead: Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice positive behaviors only.

3) Test: Students demonstrate positive behaviors (“You do”) Students practice positive behaviors only.

**Checklist**

- Student Voice: Students will help choose this as an important Teach-To.
- Student Input: Students will provide (but not practice) examples of all behavior.
- Teacher Role: Teachers will model positive, negative, and almost-but-not quite behaviors.
- Student Role: Students will only model positive examples.
- Assessment: Teacher will reteach or revisit as necessary (e.g. after breaks, weekends, etc.)

**Teaching-To Range of Behaviors**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Face Forward in Line</td>
<td>1) Turned around backward</td>
<td>1) Face sideways</td>
</tr>
<tr>
<td>2) Voices off</td>
<td>2) Talk to others; Yell; Shout Out; Make Loud Noises</td>
<td>2) Whisper to others</td>
</tr>
<tr>
<td>3) Walk in Palmetto Posture</td>
<td>3) Kick; Push; Shove; Trip</td>
<td>3) Hands at waist, Holding hands</td>
</tr>
<tr>
<td>4) Walk in single file line</td>
<td>4) Walk out of line; Dance around; walk next to each other</td>
<td>4) Holding Hands</td>
</tr>
</tbody>
</table>

**Lesson Inspired Tips**

What improvements or changes will you make next time?
**Lunchroom Expectations**

Goal: To maintain an orderly and safe lunchroom environment

Rationale: Will promote an enjoyable lunchroom experience and promote appropriate social interactions.

**Procedures**

1) Model: Teacher demonstrates full range of behaviors below (“I do”) Positive, negative and almost-but-not-quite.

2) Lead: Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice positive behaviors only.

3) Test: Students demonstrate positive behaviors (“You do”) Students practice positive behaviors only.

**Checklist**

- Student Voice: Students will help choose this as an important Teach-To.
- Student Input: Students will provide (but not practice) examples of all behavior.
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- Assessment: Teacher will re-teach or revisit as necessary (e.g. after breaks, weekends, etc.)

**Teaching-To Range of Behaviors**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Enter and exit in line</td>
<td>1) Running in a bunch/group</td>
<td>1) Walking with your friends</td>
</tr>
<tr>
<td>2) Sit at assigned tables</td>
<td>2) Moving around the cafeteria</td>
<td>2) Sit down, leave without permission</td>
</tr>
<tr>
<td>until released</td>
<td></td>
<td>3) Going back for ketchup, etc.</td>
</tr>
<tr>
<td>3) One time through the line</td>
<td>3) Going through the line twice</td>
<td></td>
</tr>
<tr>
<td>4) Raise your hand to go to the bathroom</td>
<td>4) Going to the bathroom without permission</td>
<td>4) Getting up to ask permission</td>
</tr>
<tr>
<td>5) Quite voices and appropriate manners</td>
<td>5) Shouting and calling out names</td>
<td>5) Talking to someone at another table not your neighbor</td>
</tr>
</tbody>
</table>

**Lesson Inspired Tips**

What improvements or changes will you make next time?
Announcements
Goal: Students will be able to stop working and quietly listen to announcements.

Rationale: Learning to quietly listen to announcements in public setting teachers students to respect other’s rights to listen and prepares them for receiving information in such a manner.

Procedures
1) Model: Teacher demonstrates full range of behaviors below (“I do”) Positive, negative and almost-but-not-quite.

2) Lead: Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice positive behaviors only.

3) Test: Students demonstrate positive behaviors (“You do”) Students practice positive behaviors only.

Checklist
✓ Student Voice: Students will help choose this as an important Teach-To.
✓ Student Input: Students will provide (but not practice) examples of all behavior.
✓ Teacher Role: Teachers will model positive, negative, and almost-but-not quite behaviors.
✓ Student Role: Students will only model positive examples.
✓ Assessment: Teacher will re-teach or revisit as necessary (e.g. after breaks, weekends, etc.)

Teaching-To Range of Behaviors
<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Voices Off</td>
<td>1) Talk; Laugh; Making noises</td>
<td>1) Whisper to neighbors</td>
</tr>
<tr>
<td>2) Stop working</td>
<td>2) Play with objects; Throw materials; 2) Continue to work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play with others’ materials; pass notes quietly</td>
<td></td>
</tr>
<tr>
<td>3) Hands and feet are still</td>
<td>3) Bang/drum on desk; slam door</td>
<td>3) Shuffling paper</td>
</tr>
<tr>
<td>4) Wait until announcement</td>
<td>4) Interrupt; talk or make</td>
<td>4) Begin to talk once</td>
</tr>
<tr>
<td>is over to ask questions</td>
<td>comments during announcements</td>
<td>announcement is finished</td>
</tr>
</tbody>
</table>

Lesson Inspired Tips
What improvements or changes will you make next time?
Communicating with Others

Goal: Students will be able to communicate with others in such a way that is polite and respectful.

Rationale: Communicating with others respectfully and politely is an important social skill students need to have in order to maintain positive relationships with peers, adults, and authority.

Procedures

1) Model: Teacher demonstrates full range of behaviors below (“I do”) Positive, negative and almost-but-not-quite.

2) Lead: Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice positive behaviors only.

3) Test: Students demonstrate positive behaviors (“You do”) Students practice positive behaviors only.

Checklist

- Student Voice: Students will help choose this as an important Teach-To.
- Student Input: Students will provide (but not practice) examples of all behavior.
- Teacher Role: Teachers will model positive, negative, and almost-but-not-quite behaviors.
- Student Role: Students will only model positive examples.
- Assessment: Teacher will re-teach or revisit as necessary (e.g. after breaks, weekends, etc.)

Teaching-To Range of Behaviors

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Use “Please”, “Thank you”, “Excuse Me”</td>
<td>1) Make demands; sigh moan; use profanity</td>
<td>1) Forget to use “please” “thank you” “excuse me”</td>
</tr>
<tr>
<td>2) Use clear talking voice</td>
<td>2) Yell, Scream, Mumble, refuse to talk</td>
<td>2) Whisper</td>
</tr>
<tr>
<td>3) Face the person with whom you are speaking</td>
<td>3) Face opposite direction; face backward</td>
<td>3) Face sideways or slightly askew</td>
</tr>
<tr>
<td>4) Wait turn to speak</td>
<td>4) Ignore, Interrupt</td>
<td>4) Quick/slow response make quiet noise of gesture to speak</td>
</tr>
<tr>
<td>5) Stop to speak to person</td>
<td>5) Walk away, ignore, Run by</td>
<td>5) Begin to leave conversation as it is ending</td>
</tr>
</tbody>
</table>

Lesson Inspired Tips

What improvements or changes will you make next time?
Emergency Drills
Goal: Students will be able to follow directions and move to a safe place in an emergency.

Rationale: Moving out of dangerous situations quickly and efficiently will help ensure a safe exit.

Procedures
1) Model: Teacher demonstrates full range of behaviors below (“I do”) Positive, negative and almost-but-not-quite.

2) Lead: Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice positive behaviors only.

3) Test: Students demonstrate positive behaviors (“You do”) Students practice positive behaviors only.

Checklist
✓ Student Voice: Students will help choose this as an important Teach-To.
✓ Student Input: Students will provide (but not practice) examples of all behavior.
✓ Teacher Role: Teachers will model positive, negative, and almost-but-not-quite behaviors.
✓ Student Role: Students will only model positive examples.
✓ Assessment: Teacher will re-teach or revisit as necessary (e.g. after breaks, weekends, etc.)

Teaching-To Range of Behaviors

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Line up immediately at signal</td>
<td>1) Stay in another part of the room; refuse to leave</td>
<td>1) Line up slowly</td>
</tr>
<tr>
<td>2) Voice Off</td>
<td>2) Talk; Shout; Yell; Scream; make noises</td>
<td>2) Whisper to others; use low voices</td>
</tr>
<tr>
<td>3) Walk quickly</td>
<td>3) Run; Slide; Bump into others</td>
<td>3) Walk slowly</td>
</tr>
<tr>
<td>4) Stay straight in a single file line</td>
<td>4) Out of line; Roam school; visit other classes</td>
<td>4) In line next to another person</td>
</tr>
<tr>
<td>5) Follow directions first time</td>
<td>5) Ignore directions; Need two or more directions/ reminders</td>
<td>5) Need one reminder or repeat of directions</td>
</tr>
</tbody>
</table>

Lesson Inspired Tips
What improvements or changes will you make next time?
### Respect Property

**Goal:** Students will be able to respect the property of others and the school campus by asking politely to borrow materials, return them as they are found, replace them if necessary, and maintain the physical environment of the campus.

**Rationale:** Learning how to respect other people’s property is a life and social skill necessary for building positive relationships with others.

### Procedures

1) **Model:** Teacher demonstrates full range of behaviors below (“I do”) Positive, negative and almost-but-not-quite.

2) **Lead:** Teacher and students practice positive behaviors (“We do”) Teacher demonstrates full range, students practice positive behaviors only.

3) **Test:** Students demonstrate positive behaviors (“You do”) Students practice positive behaviors only.

### Checklist

- ✔ **Student Voice:** Students will help choose this as an important Teach-To.
- ✔ **Student Input:** Students will provide (but not practice) examples of all behavior.
- ✔ **Teacher Role:** Teachers will model positive, negative, and almost-but-not quite behaviors.
- ✔ **Student Role:** Students will only model positive examples.
- ✔ **Assessment:** Teacher will re-teach or revisit as necessary (e.g. after breaks, weekends, etc.)

### Teaching-To Range of Behaviors

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Almost-But Not-Quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Low Voice</td>
<td>1) Loud Voice</td>
<td>1) Use regular talking voice</td>
</tr>
<tr>
<td>2) Ask to borrow before use</td>
<td>2) Grab; Steal; Take without asking; demand</td>
<td>2) Borrow then ask</td>
</tr>
<tr>
<td>3) Use polite words “Please” “Thank You” “May I”</td>
<td>3) Make demands; threaten; Use profanity</td>
<td>3) Forget to use polite words</td>
</tr>
<tr>
<td>4) Return Item to Owner</td>
<td>4) Keep; Refuse to give back; throw</td>
<td>4) Return item next day or late; Give to someone else to return</td>
</tr>
<tr>
<td>5) Replace item if damaged</td>
<td>5) Refuse to replace; Steal; Give back damaged</td>
<td>5) Replace item but not the same as owner had</td>
</tr>
</tbody>
</table>

### Lesson Inspired Tips

What improvements or changes will you make next time?

### Additional Teach-To's are available geared towards classroom expectations.
IV. Student Behavior Management Process

Consistently Teach and Re-Teach
P.A.W.S. -School-Wide Rules/Expectations

Observe and identify problem behavior

Staff managed

Redirect student
Re-teach behavior

Conference with student on inappropriate behavior in this situation and of potential +/− consequences

Complete Student Observed Behavior Form and Contact Parent

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Did the behavior change?

YES

Notice and reward correct behaviors

NO

Complete Discipline Referral and send student and referral to the discipline office

Administration managed

Is the behavior teacher or administration managed?

Teacher/Staff Managed vs. Administration Managed

• Failure to be in one’s assigned place
• Inappropriate language
• Tardiness
• Calling out
• Teasing
• Inattentive Behavior
• Invading personal space
• Lying/giving false information
• Minor disruption
• Minor aggression-grabbing items
• Minor disruption
• Minor aggression-grabbing items
• pushing past someone
• Unsafe or rough play
• Misusing property-throwing or damaging items
• Disrespectful Tone
• Pattern of not completing homework

• Aggressive physical contact
• Bullying/Harassment
• Fighting
• Property destruction
• Weapons
• Leaving School property
• Pattern of aggressive/profane language
• Credible threats
• Major/chronic disruption
• Major/chronic refusal to follow school rules
• Theft
• Racial/Ethnic discrimination
• Cheating
• Inappropriate use of internet
• Direct refusal of authority

Referring Teacher/Staff Member completes discipline referral and contacts parent

Administration follows up teacher/staff member

Administrative action

Administration submits referral for data input
### IV. Student Conduct: Levels of Consequences

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Classroom Level Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers use the following interventions to help the student(s) change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.</td>
</tr>
<tr>
<td></td>
<td><strong>Warning</strong></td>
</tr>
<tr>
<td></td>
<td>Written reflection about incident</td>
</tr>
<tr>
<td></td>
<td><strong>Re-teach Teach To and/or desired behavior</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Letter of Apology</strong></td>
</tr>
<tr>
<td></td>
<td>Loss of Privileges</td>
</tr>
<tr>
<td></td>
<td><strong>Observed Student Behavior Report</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Seat Change</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent Contract</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Conference with Student</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mentoring</strong></td>
</tr>
<tr>
<td></td>
<td>In-class time-out</td>
</tr>
<tr>
<td></td>
<td><strong>Buddy Out</strong></td>
</tr>
<tr>
<td></td>
<td>Reinforce Appropriate Behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Appropriate when Level 1 Consequence/Intervention has been ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers use the following interventions to help the students change behavior in the classroom. In some cases, referral to the school administrator may be necessary.</td>
</tr>
<tr>
<td></td>
<td><strong>Parent Phone Call/ Letter</strong></td>
</tr>
<tr>
<td></td>
<td>Confiscation of Item</td>
</tr>
<tr>
<td></td>
<td>Supervised time-out outside of classroom</td>
</tr>
<tr>
<td></td>
<td>Conference with Parent</td>
</tr>
<tr>
<td></td>
<td>Behavior Contract</td>
</tr>
<tr>
<td></td>
<td>Teacher and/or administrator conference with student and parent</td>
</tr>
<tr>
<td></td>
<td>Conflict resolution</td>
</tr>
<tr>
<td></td>
<td>Peer Mediation</td>
</tr>
<tr>
<td></td>
<td>Referral to Guidance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Appropriate when Level 2 consequence/intervention has been ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office referral required</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
</tr>
<tr>
<td></td>
<td>Parent-Guardian notification required</td>
</tr>
<tr>
<td></td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td>Campus Clean-Up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Appropriate when Level 3 consequence/intervention has been ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office Referral Required</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
</tr>
<tr>
<td></td>
<td>Restricted Activity</td>
</tr>
<tr>
<td></td>
<td>Expulsion</td>
</tr>
<tr>
<td></td>
<td>Referral to RtI Team</td>
</tr>
</tbody>
</table>
Appendix

❖ P.A.W.S. REFOCUS SHEET
❖ Observed Student Behavior Report
❖ Palmetto Student of the Month
P.A.W.S. REFOCUS SHEET

We believe EVERYONE at our Palmetto Elementary should:

Practice Safety
Achieve Goals
Work Smart
Show Respect

I was not: Being Kind Being Respectful Doing my best work
Being Responsible Listening Other:

What did I do?

___________________________________________________________________
___________________________________________________________________

Why did I do it?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

In the future I will choose to do:

___________________________________________________________________
___________________________________________________________________

Name

___________________________________________________________________

Date _____________

Teacher __________
Observed Student Behavior (OSB) Report

This document is used to record re-occurring behavior incident. The student has been given a warning and re-taught expectation and specific rule concerning the infraction prior to recording on this form.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>Grade:</th>
<th>Gender:</th>
</tr>
</thead>
</table>

Incident Type

<table>
<thead>
<tr>
<th>Practice Safety</th>
<th>Achieve Goals</th>
<th>Work Smart</th>
<th>Show Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss and conference on the expectation and write in the student’s planner.
Date: __________

2nd Observation of Behavior       Date: ______       Time of Incident: ______

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Possible Motivation</th>
<th>Others Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent Call: ________________
Comments:
________________________________________________________________________
________________________________________________________________________

3rd Observation of Behavior      Date: ______       Time of Incident: ______

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Possible Motivation</th>
<th>Others Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent Call: ________________
Comments:
________________________________________________________________________
________________________________________________________________________
Palmetto Elementary School Student of the Month

The student of the month at Palmetto Elementary School is chosen based on character, leadership, and citizenship. This awards is based on academics, assignment completion, and showing a strong effort to learn the subject matter. The student of the month demonstrates excellent behavior inside and outside of the classroom, is well mannered, and respectful to peers and teachers. The student of the month displays excellent citizenship be his/her willingness to help fellow classmates in a constructive manner, and demonstrates leadership with integrity. Lastly, the student of the month shows exemplar character through his compassion, honesty, trustworthiness, responsibility, optimism, and loyalty in creating a positive school environment.

When choosing student of the month use the following criteria as reasoning for your selection (criteria):

1. The student must be in good academic standing (passing ALL classes) demonstrating a genuine academic effort.
2. The student must demonstrate leadership qualities by modeling examples of personal responsibility, fairness, and good citizenship.
3. The student must demonstrate trustworthiness and respect towards peers and staff alike.
4. The student models superior citizenship through demonstrating the attributes of fairness and caring toward peers and staff alike, by assisting others in need and showing others acts of kindness.
5. The student demonstrates respect of self and others by displaying good moral character.
6. The student is a good positive leader.
7. The student displays good conduct and responsibility.
8. The student has good attendance or remarkable improvement in attendance.
9. The student participates in class and is a benefit to the learning environment.

Students of the Month Qualities of Good Character at Palmetto Elementary School

- **Trustworthiness**
  A. Honest
  B. Volunteers in Class without being asked

- **Respect**
  A. Treats others with respect (peers, teachers, subs, parents, etc.)
  B. Courteous and pilot to all, is tolerant and accepting of others differences
  C. Takes care of property (both theirs and property belonging to others)
  D. Is considerate of the feelings of others
  E. Deals peacefully with anger, insults, and disagreements

- **Responsibility**
  A. Accounts for own actions
  B. Does his/her best
  C. Demonstrates self-control
D. Reliable (Sets good example for others)
   ❖ Fairness
   A. Open-minded
   B. Plays by the rules
   C. Cooperative with peers and adults
   D. Avoids blaming or accusing others
   ❖ Caring
   A. Shows kindness and consideration
   B. Express gratitude
   C. Is helpful with classmates and teachers
   ❖ Citizenship
   A. Follows school rules and policies
   B. Accepts leadership
   C. Does his/her best to make the school a better place
   D. Cleans up after himself/herself
   E. Show “I Care” attitude

Nomination Procedure:

1. All teachers select one student they feel deserves the awards of Student of the Month.
2. Each teacher needs to completely fill out the nomination form (including the criteria number and a more detailed explanation of why the student was chosen.)
3. The nomination form needs to be turned in to the ballot box in the teacher’s lounge by the last Monday of the month (Nominations can be turned in early).
4. A list of students will be completed by PBS Team and then emailed out to all teachers.
5. Each teacher must choose one student from their grade level they interact with for student of the month (i.e. Specials can vote once for each grade level).
6. Teachers need to send recommendation to Mrs. Singleton.
7. Votes will be counted and a student of the month will be chose for KG, 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd}, 4\textsuperscript{th}, and 5\textsuperscript{th} (VE ESE and IND are included by student designated grade level).

Winners Receive:

1. A Picture with the student of the month trophy to be displayed on the school websites and in the cafeteria.
2. A certificate of Honor
3. A PES pin
4. A chick-fil-a meal voucher
5. The nomination form explaining why they were chosen

All students nominated will receive forms back with a _____ coupon for being nominated.

*Final approval of students of the month is at the discretion of administration*