

Table of Contents

- I. School-wide Expectations-P.A.W.S.**
- II. Teach-Tos**
- III. Palmetto Student Behavior Management Process**
- IV. Student Conduct: Levels of Consequences**
- V. Appendix**

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

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

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

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

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.
- ✓ 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

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

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 teaches 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-quiete.

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

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

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

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

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

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

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

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

Lesson Inspired Tips

What improvements or changes will you make next time?

Additional Teach-To’s are available geared towards classroom expectations.