

**Carlton Palmore Elementary
Parent/Student Behavior Handbook
2020-2021**

L.E.A.D.

Love Learning

Excel In All We Do

Achieve Goals Together

Do What Is Right



Positive Behavior Support
For All Students

August 2020

Dear Parents and Students,

This year we are pleased that Carlton Palmore Elementary (CPE) will continue with our school-wide PBS program. PBS is an acronym for Positive Behavior Support, a program that promotes a school-wide positive learning approach to discipline. The objective of PBS is to improve the school climate, teach students to be responsible members of our school community, and reduce challenging student behaviors in a proactive, positive, and consistent manner. This research-based program improves and supports student academic achievement and social competence.

The Parent/Student Handbook was created to inform our CPE families of the school-wide procedures and expectations for student behavior. Our goal is to utilize the PBS program to recognize positive behaviors regarding the 7 Habits of Happy Kids. The 7 Habits are leadership qualities all students can learn. Developing these leadership skills will prepare students for the future. The leadership skills are categorized as the following: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, and Sharpen the Saw. We will focus on teaching these behavioral expectations, recognizing positive student behaviors, and addressing negative behaviors in a consistent and clear manner.

On the following page, you will find our CPE L.E.A.D. expectations for students and an explanation of each of the 7 Habits for Happy Kids. These expectations can be found on posters in our classrooms, walkways, cafeteria, buses, and other common areas. Please take time to review the CPE Parent Handbook that lists our school-wide expectations for student behavior. In order to make this program a success, we will work together collaboratively to create the leadership skills needed to prepare your child for the future. By signing the Parent Partnership Agreement on the last page of this booklet and returning it to your child's teacher, you are showing that you are aware of these expectations and will support our effort in making your child successful at CPE.

PBS is in response to the changing needs of our community. At monthly meetings, staff will review our PBS goals and discuss plans for further improvement. All parents are invited to participate in the PBS program to reflect our common concern and commitment to the children attending CPE. We welcome your questions and comments. The CPE staff is enthusiastic about continuing our PBS program and the positive impact it will have on our school community.


Sincerely,

Badonna Dardis
Principal

Please save the CPE Handbook for future reference.

- Read PBS and Parent Student Handbook and review procedures, rewards and consequences with my child.
- Sign and return Parent Partnership Agreement due 8/24/2020.

Carlton Palmore's LEAD Expectations

 <p>LEAD <i>Patriots</i> Carlton Palmore Elementary</p>	L ove Learning	E xcel In All We Do	A chieve Goals Together	D o The Right Thing
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7 Habits of Happy Kids

Habit 1 — Be Proactive

You're in Charge

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2 — Begin with the End in Mind

Have a Plan

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3 — Put First Things First

Work First, Then Play

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4 — Think Win-Win

Everyone Can Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5 — Seek First to Understand, Then to Be Understood

Listen Before You Talk

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6 — Synergize

Together Is Better

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us can alone. I am humble.

Habit 7 — Sharpen The Saw

Balance Feels Best

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.



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Daily Color Chart System

The daily student color chart is used to promote positive student behavior. Each student will have his/her own personal clip. All clips start out in the middle of the chart at the “Ready to Learn” level, level 4. During the day, clips move up and down the chart based upon the behavioral choices each student makes. Good behavior causes the clip to move up one level. Inappropriate behavior will cause the clip to move down one level. Any student who has been asked to move his clip down a level or two has the opportunity to improve his/her behavior and see his/her clip rise to a better level. Clips are moved down for not following the school-wide LEAD expectations, 7 Habit Expectations, and classroom rules. There are seven levels on the color chart. If a student remains on Ready to Learn or above, they will receive a Patriot Stamp in their agenda. A golden ticket will be given to a student who moves up to Outstanding during the day. The number of Patriot stamps will determine if a student can attend the monthly PBS celebrations. The golden tickets are used for weekly drawings.



In order to move clips up, students must exhibit these characteristics during the given instructional block:

1. Cooperate with others
2. Be a good listener (eyes on speaker, quiet unless called on or working in collaborative groups)
3. Remain in area
4. Stay on task and do your personal best
5. Keep hands, feet and objects to self
6. Keep area neat and orderly
7. Use respectful words
8. Shirt remains tucked in
9. Raise hand to be called on if you need assistance

Monthly PBS Celebrations

September: Hats & Shades

October: Bingo Fun

November: Sundae Social

December: Movie & Popcorn

January: Camo and Candy

February: Bubbles and Board Games

March: Sport Shirt Day

April: Free Dress & Freezies

May: Extra Recess and Free Dress

Golden Tickets

Golden tickets will be provided to students who go above and beyond our school-wide LEAD and 7 Habit expectations. All staff members can give students golden tickets. Once a student receives a golden ticket, it cannot be taken away.

Golden Ticket Drawings

Golden tickets earned will be placed in a box in the office. Our school administrators will pull the golden tickets out of the box monthly. The students who are selected, will receive a prize from the office.

CPE Cafeteria Rules and Responsibilities

Introduction

It is our hope that the CPE cafeteria will be a pleasant place for students to enjoy their morning and midday meals while interacting respectfully with adults and fellow students.

The outlined student responsibilities explain how all members of our community can contribute to making sure that the CPE cafeteria is a safe and friendly environment for all.

CPE Cafeteria Rules

1. Walk at all times.

What this looks like: *Children walking to the café line. Children walking to the tables. Children walking while cleaning up. Children walking to leave the cafeteria.*

What this doesn't look like: *Children running, skipping, hopping, jumping, sliding or galloping.*

2. Pick up all necessary items as you go through the cafeteria line.

What this looks like: *Children picking up spoons, forks, napkins, straws, and condiments before going to their tables. Children getting all the food that they want to eat with one trip through the line.*

What this doesn't look like: *Children getting up from their seats to get forgotten items. Children walking to an adult to ask for an item.*

3. Raise your hand if you need help from an adult.

What this looks like: *Children raising their hands to ask an adult for a forgotten item. Children raising their hands to ask to go to the restroom if it is an emergency. Children raising their hands if they need help with their food. Children raising their hands if they can't solve a problem with another student.*

What this doesn't look like: *Children standing up or walking over to an adult.*

4. Stay in your seat.

What this looks like: *Children sitting on the lunch bench designated by the lunchroom staff and remaining with their bottoms for the entire lunch period. Children facing the table with their legs underneath it.*

What this doesn't look like: *Children changing seats. Children going to talk to a friend, adult, or relative. Children leaving their seats to get forgotten supplies. Children going to the restroom without permission. Children standing up and dancing or playing. Children twirling around in their chairs.*

5. Use voice/speaking levels 1-2, talking only with students at your table.

Voice or speaking levels

- 0 No talking (like taking a test)**
- 1 Whisper (no vocal cords—6-inch or secret)**
- 2 Quiet Conversation (only people near can hear/12-inch voice)**
- 3 Presentation voice (whole class can hear you)**
- 4 Outside voice (at recess or at a ball game)**

What this looks like: *Children talking to the people on their right-hand side, left hand side, directly in front of them, or directly diagonal to them at the table where they are seated. We will have a red, yellow, and green cup on each table. If the green cup is displayed, students may talk quietly at their table. If the yellow cup is displayed, the students will need to lower their voices so that the cup does not have to be changed to red. Once the cup changes to red, everyone at that table must remain silent for 3 minutes. If a table's cup is changed to red more than once during a lunch period, the students will have to remain on silent the remainder of the lunch period.*

What this doesn't look like: *Children leaning between two tables to talk to each other. Children shouting so they can be heard by someone not sitting next to them. Children continuing to talk when the table cup has turned to red.*

6. Use good table manners.

What this looks like: *Children eating their food with the correct utensils. Children talking about polite things.*

What this doesn't look like: *Children creating mixes with their food and drinks. Children making inappropriate noises. Children talking about things that are unpleasant or disgusting. Children using the trays, plastic utensils, storage bags, or containers to make noises or as play things.*

7. Clean up after yourself.

What this looks like: *Children checking for trash and food and picking it up before leaving the table. Children going back to the table to clean up messes they made.*

What this doesn't look like: *Children leaving their trash and food for someone else to clean up. Children playing with their food and creating a mess.*

8. Speak respectfully to others.

What this looks like: *Children using words like please and thank you when they ask for things. Children using kind words when speaking to each other in the cafeteria.*

What this doesn't look like: *Children demanding food or supplies from an adult without saying please or thank you. Children using words that are hurtful to others.*

9. Immediately stop talking when given the Silent Signal (Can I have your attention please, with one hand raised...). Remain quiet until the adult has finished giving instructions.

What this looks like: *Children getting quiet and raising their hand so others near them will begin to become quiet. Children not talking until the adult is finished talking to the group.*

What this doesn't look like: *Children continuing to talk once the signal to become quiet is given. Children ignoring the adult and continuing to talk when the adult is speaking to the group.*

Severe or Chronic Behavior Issues

Students who misbehave may be relocated to an Alternative Lunch Location. Classes will not be punished for the reoccurring problem behaviors of a particular student. Any adult may choose to place a student at an Alternative Lunch Location (ALL) desk for improper behavior.

If students are repeat offenders, the classroom teacher and cafeteria assistant will speak with an administrator to make additional arrangements which might include the following: assignment to ALL for more than one day, eating lunch in the office, eating lunch in another teacher's classroom, or having an assigned seat.

Student Responsibilities

It is our expectation that students will behave respectfully during their lunch period.

They will demonstrate respect for themselves, respect for others, and respect for property.

- Follow your teacher into the cafeteria in a quiet orderly line. If you are receiving lunch from the school cafeteria, you will follow your teacher to the cafeteria line door. If you packed your lunch, you will walk to your table.

- Eat your breakfast/lunch and follow the CPE Cafeteria Rules.

- Clean up your food and trash when an adult comes to your table to dismiss your class.

Walk to the trash barrel and carefully place waste in the barrel. If you have a washable tray, put the tray in the window. If the tray is plastic, throw the tray in the appropriate trash barrel.

- Line up in a single file line and quietly wait in the hallway on the appropriate color line for your teacher to escort you to class.

- Keep voices at a level 0 to prevent disruption to the other classes in the hallway.

Responding to Behavior Violations

The following system has been established in the event a student does not follow the procedures for respecting others, observing safety, accepting responsibility, and resolving problems.

Level 1: Behaviors that do not significantly violate the rights of others and do not appear ongoing (Examples: disrupting instruction, dishonesty, refusal to follow directions, etc.)

*Review rule and expected behavior, individual consequence at the discretion of the teacher, parent contact

Level 2: Behaviors that significantly violate the rights of others, or put others at risk or harm, or are ongoing Level 1 behaviors (Examples: arguing with staff/talking back, throwing materials at others, drawing pictures which illustrate violent/inappropriate behaviors towards others etc.)

* Review rule and expected behavior, consequence by teacher, contact parent, time out in another classroom, referral to school support staff

Level 3: Behaviors that violate Polk County Public Schools Code of Conduct, or Florida state policies or laws or are ongoing level 2 behaviors (Examples: purposeful bodily contact with intent to injure or resulting in injury, stealing valuables, making racial, ethnic, religious or sexual slurs, possession of weapon or weapon look-alike, possession of illegal substances etc.)

* Review rule and expected behavior, referral to office, contact parent, other consequences as described in Polk County Public Schools Code of Conduct.

**Read the PBS Parent Handbook online at
<http://carltonpalmore.polk-fl.net/>**

Parent /Student Partnership Agreement

After reading this manual, please sign this page and return it to school by August 24, 2020. Contact your child's teacher if you have any questions or concerns.

Families who enroll after August should return this agreement within one week after receipt.

Parent/Guardian:

I understand the system of rules and procedures that will prompt and guide student behavior presented in this manual. My signature below signifies that I will support my child and the staff of Carlton Palmore Elementary School so that my child can reach his/her full potential. I have also reviewed the CPE Parent/Student Handbook and agree to follow procedures within.

Signature

Date

Student:

I understand the system of rules and procedures that are presented in this manual to prompt and guide my behavior. My signature below signifies that I will work with my parents and the staff of Carlton Palmore Elementary School to achieve my full potential.

Signature

Date