



SAINT PETER CLAVER CATHOLIC SCHOOL

P.A.W.S. HANDBOOK



SCHOOL WIDE EXPECTATIONS

2020 – 2021

COVID19

Our School Wide Positive Behavior and Intervention Support Plan (SWPBIS):

**Identifying Opportunities for Growth and
Overcoming Challenges in an Altered Educational World**

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SCHOOL MISSION STATEMENT

St. Peter Claver Catholic School provides quality education to a diverse population in a safe, nurturing learning environment. Each student is prepared for the future through spiritual, intellectual, physical, social and moral formation.

SCHOOL WIDE EXPECTATIONS

St. Peter Claver Students Are:



Prepare to Learn

Accept Responsibility

Worship God

Show Respect

All members of the St. Peter Claver family are expected to demonstrate the behaviors above at all times. By adhering to these behaviors EVERYONE – students, educators, and parents – will reach personal goals and contribute to continued improvement and success of the St. Peter Claver family! The Lions P.A.W.S were chosen, as the foundation for a strong, capable, healthy spirit and mind.

PREPARED TO LEARN

Prepared to Learn represents the acceptance of new information in ALL forms. It encompasses behaviors from arriving on time with materials to listening as we learn in partnership.

ACCEPT RESPONSIBILITY

Accepting responsibility includes following rules and expectations with the knowledge and desire to independently make good decisions. It also includes telling the truth and being accountable for your choices.

WORSHIP GOD

Worship God emphasizes honoring, praising, exalting, and pleasing God. It reminds us to show our adoration and loyalty to God for His grace in providing us with the way to escape the bondage of sin for the salvation He so much wants to give us. James 4:6 10 tells us "God resists the proud, but gives grace to the humble. Humble yourselves in the sight of the Lord, and He will lift you up". Our worship to God is a very humble and reverent action.

SHOW RESPECT

Show Respect involves specific actions and conduct demonstrating regard and consideration for oneself and others. Some examples of showing respect include a.) using kind words, b.) sharing, c.) listening, waiting, quietly thinking others points of view, and d.) celebrate other's successes, particularly when it was hard. Showing Respect establishes a climate where ALL can successfully learn and grow together.

LESSON PLANS FOR EXPECTATION

In the next section, there are a.) lesson plans to teach the expectations, b.) lesson plans to teach the rules aligned with each of the expectations in different locations, and c.) a matrix of the expectations and rules for ease of reference.

PREPARED TO LEARN

Definition and Critical Attributes

Be mentally and physically ready to learn:

- Sit and/or wait patiently in designated area
- Use materials properly
- Do your best: listening, thinking, responding
- Have materials ready to begin your lesson
- Have a positive attitude, be open-minded.

Examples

- Sit in your place, in line, at the table, etc.
- Have pencil sharpened and notebook ready
- Positive attitude
- Thinking about what the teacher or others say in class.
- Asking questions related to topic.
- Wearing school uniform
- Wearing PE uniform for class

Non-Examples

- Be late for school
- Off task
- Talking to another student
- Making noise
- Having your head down
- Shoes off
- Not wearing school uniform

Activities to Enhance Concept Development

Students discuss and explain how they can be prepared to learn. Role play example situations.

Activities to Check for Understanding

Random times throughout the day, the teacher will hold up a stop sign and enthusiastically say, "Stop, time to see who is ready to learn!" Students identify who is ready to learn in the classroom. The teacher may give Pride Paws to the class each time they are prepared to learn.

Activities for Extended Concept Development

Video tape class entering the classroom. Ask students to identify the behaviors that show students are prepared to learn. Make sure the students describe the behavior using action words (e.g., looking at teacher, took out needed materials, etc.) DO NOT reinforce or discuss students who are not demonstrating the desired behavior. Offer verbal praise, physical praise (high-five, pat on back), and P.A.W.S tokens to students who focus on desired behaviors.

ACCEPT RESPONSIBILITY

Definition and Critical Attributes

Accepting responsibility includes following rules and expectations with the knowledge and desire to independently make good decisions. It also includes telling the truth and being accountable for your choices.

Examples

- Apologizes for accidentally bumping into someone.
- Admit to taking something that didn't belong to you.
- Study and do your best.

Non-Examples

- Purposely push someone and/or say, "Get out of my way!"
- Take something belonging to another just because he or she wasn't using it at the time.
- Watching TV and then make excuses for not doing your best.

Activities to Enhance Concept Development

Students will individually list various behaviors/actions. The teacher will make two headings on the board: Responsible and Irresponsible. Students will read their lists and with thumbs up/down, identify whether the behavior/action is responsible or irresponsible. Students can discuss what might have happened after any of these behaviors or actions and which show that the student is making good choices.

Activities to Check for Understanding

In the classroom, on the courtyard, in the dining hall, in line, etc., teacher will identify an adult or student who is behaving responsibly. Teacher will ask student to identify the specific behavior/action as responsible (e.g., picking up litter, apologizing, arriving on time, etc.) Teacher will reinforce with verbal and/or physical praise. It would be appropriate to contrive situations with other adults to model accepting responsibility.

Activities for Extended Concept Development

Students will choose a profession and explain how, or draw how, that person acts responsibly.

Put students into small groups (2 – 3). Have each group pick one of the following scenarios: 1.) Cleaning up a mess that was left, 2.) Losing a privilege (recess, team sport time) for misbehavior, 3.) Not completing homework, or make-up your own. Instruct them they will be writing and acting out a 3 to 5 minute play demonstrating how to accept responsibility in different situations. Teacher will reinforce with verbal and/or physical praise. It would be appropriate to contrive situations with other adults to model

WORSHIP GOD

Definition and Critical Attributes

To Worship God is to assign proper Glory and Honor to God. To love and treat others as one wants to be treated.

Examples

- Participating in Morning Prayer
- Golden Rule
- Love Others
- Love God's Creation
- Participate & Learn in Religion
- Participate fully at Mass.

Non-Examples

- Talking during Mass.
- Not participating during Mass.
- Destroying God's creations.
- Using God's name in vain.
- Cursing.

Activities to Enhance Concept Development

Have students discuss God Commandments (rules). Students show respect for God creation, and discuss how to show love for one another and pray before eating breakfast and lunch.

Activities to Check for Understanding

Students will pray throughout the day: S A P (Stop and Pray).

Students will fully participate and memorize the Mass responses.

Activities for Extended Concept Development

Assign topics for journal entries related to the concept. Ask students to keep frequency counts of examples and non-examples observed in a short television program. Graph the results.

SHOW RESPECT

Definition and Critical Attributes

Showing respect to someone means you act in a way that shows you care about their feelings and well-being. It involves specific actions and conduct demonstrating regard and consideration for oneself, others, and property.

Examples

- Following Directions
- Don't call people out of their given names.
- Ask before touching others or things.
- Wait patiently for your turn.
- Raise your hand to be called on.

Non-Examples

- Non-Complaint behavior
- Calling names
- Touching others or their property without permission.
- Being impatient.
- Calling out during class.

Activities to Enhance Concept Development

Students are to write, share and role-play examples of respectful behavior.

Activities to Check for Understanding

Present examples and non-examples. Provide feedback on role-playing and written examples. Do not allow or encourage students to practice non-examples.

Activities for Extended Concept Development

Show a Youtube video and ask students to monitor video for examples and non-examples. Graph the results.

BEHAVIOR EXPECTATION MATRIX

Location	Prepared to Learn	Accepts Responsibility	Worships God	Show Respect
Classroom <i>Including PE, Art, and Religion</i>	<ul style="list-style-type: none"> • Arrive on time • Attend to teacher, materials, and directions • Participate, think, & respond • Have supplies 	<ul style="list-style-type: none"> • Complete activities • Take ownership of actions • Help others when asked 	<ul style="list-style-type: none"> • Acknowledges God's role in learning • Pray for guidance and patience for yourself and others 	<ul style="list-style-type: none"> • Treat self and others with kindness • Wait turn to share ideas • Take care of personal and community property
Outside & Playground <i>Including PE</i>	<ul style="list-style-type: none"> • Listen to and follow rules • Keep hands, feet, and objects to self • Share toys and playground equipment 	<ul style="list-style-type: none"> • Correctly ask for, use, and return equipment • Recognize how you treat others during play and correct problems • Be safe 	<ul style="list-style-type: none"> • Thank God for all you love about nature • Take a moment to recognize God's role in creating play and fun 	<ul style="list-style-type: none"> • Make kind and good choices • Listen to peers' ideas and needs • Be a good sport and fun
Hallway	<ul style="list-style-type: none"> • Walk with space • Stand up straight • Keep hands to self, at side, folded or as instructed 	<ul style="list-style-type: none"> • Always follows expectations • Remains quiet even if others are talking • Goes directly to destination 	<ul style="list-style-type: none"> • Treat others as you want to be treated • Engage in prayerful reflection when waiting quietly for group 	<ul style="list-style-type: none"> • Follow adult instructions • Voice is silent • In hallway, stay to the right
Office	<ul style="list-style-type: none"> • Enter quietly • Make eye contact • Accept feedback on how to talk to adults 	<ul style="list-style-type: none"> • Listen to and follow directions • Look at what is happening and decide what to do (wait, ask) 	<ul style="list-style-type: none"> • Be humble when making requests 	<ul style="list-style-type: none"> • Acknowledge others with eye contact and kindness
Cafeteria	<ul style="list-style-type: none"> • Sit or wait patiently in designated area • Appreciate food • Politely request meal • Listen for teacher directions at all times 	<ul style="list-style-type: none"> • Use table manners • Use an inside voice • Wash or sanitize your hands before eating 	<ul style="list-style-type: none"> • Celebrate God for being generous, providing food and comfort 	<ul style="list-style-type: none"> • Clean up area before and after eating • Talk about fun and academic events • Offer assistance when appropriate
Mass & Field Trips	<ul style="list-style-type: none"> • Be quiet, listen, and think about what is said • Actively participate • Return permission slip on time 	<ul style="list-style-type: none"> • Take ownership of your actions and choices • Report problems to adults • Keep hands, feet and objects to self 	<ul style="list-style-type: none"> • Through prayer and actions, give thanks to God for special blessing and opportunities. 	<ul style="list-style-type: none"> • Treats self and other with kindness • Ensure field trip site, volunteers, peers, and self are well taken care of
Restrooms	<ul style="list-style-type: none"> • Quietly enter/exit restroom • Wait for your turn • Know how to care for your body 	<ul style="list-style-type: none"> • Use resources and supplies as intended • Make sure you keep restroom clean 	<ul style="list-style-type: none"> • Thank God for natural resources. 	<ul style="list-style-type: none"> • Spend minimal amount of time in restrooms • Immediately report problems to adults

LESSON PLANS FOR TEACHING BEHAVIORS

CLASSROOM

Includes PE, Art, and Religion

General Expectations for this Location

- Prepared to Learn
- Accept Responsibility
- Worship God
- Show Respect

Activities for Reviewing Expectations

- Review Definitions
- Discuss why expectations help us learn.
- Physically practice procedure.

Expectation 1: Prepared to Learn

<i>Rule A</i> Arrive on time	<i>Example</i> Enter classroom before lesson begins	<i>Non-Example</i> Arriving late
<i>Rule B</i> Attend to teacher, materials, and directions	<i>Example</i> Sit in seat, eyes on teacher, use materials as instructed	<i>Non-Example</i> Walking around class without permission
<i>Rule C</i> Participate, think, and respond	<i>Example</i> Think about example, raise hand, and answer question	<i>Non-Example</i> Telling stories unrelated to the topic or question
<i>Rule D</i> Have supplies ready	<i>Example</i> Pencils sharpened, notebook paper, and books open and ready to use	<i>Non-Example</i> You hav nothing to write with

Expectation 2: Accept Responsibility

<i>Rule A</i> Complete activities	<i>Example</i> Focus on assignment and complete in time provided	<i>Non-Example</i> Off-task, playing games on iPad
<i>Rule B</i> Take ownership of actions	<i>Example</i> State that you successfully or unsuccessfully completed tasks and assignments	<i>Non-Example</i> Blame others for your choices, mistakes, or off-task behavior
<i>Rule C</i> Help others when asked	<i>Example</i> Teacher asks you to help a classmate with a project	<i>Non-Example</i> Say, "I don't want to!" Or, ignore requests to help others

Expectation 3: Worship God

Rule A

Acknowledge God's role in learning

Example

Thank God for helping you persist and figure out a hard problem

Non-Example

Saying, "This is too hard, I can't do this!!"

Rule B

Pray for guidance and patience for yourself and others

Example

Pray for self and others who are struggling to learn something new

Non-Example

Making fun of others for not understanding

Expectation 4: Show Respect

Rule A

Treat self and others with kindness

Example

Speak in a nice tone of voice, use kind words, and keep materials to oneself.

Non-Example

Name calling and/or taking feelings of anger or frustration out on others

Rule B

Wait turn to share ideas

Example

A classmate is telling a story. You wait quietly to share your ideas

Non-Example

Yelling, "that's what I was going to say!" when a classmate shares a similar idea to yours.

Rule C

Take care of personal and community property

Example

Keeping your desk neat and organized

Non-Example

Writing on the desk, walls, or breaking supplies

Activities to Learn/Practice Desired Behaviors

- Teachers will demonstrate the expected behaviors and have students identify the correct behaviors.
- Teachers will give multiple opportunities for students to practice and obtain reinforcing feedback for following classroom rules.
- Students who violate the rule will be instructed on how to follow the rule and engage in repeated practice if appropriate.

Rewarding Appropriate Behaviors

- P.A.W.S tokens may be distributed for demonstrating classroom behavior.
- P.A.W.S. tokens will be awarded to students ignoring peers violating classroom rules.

OUTSIDE & PLAYGROUND

Including P.E.

General Expectations for this Location

- Prepared to Learn
- Accept Responsibility
- Worship God
- Show Respect

Activities for Reviewing Expectations

- Review Definitions
- Discuss playground/outside procedures.
- Physically practice procedure.

Expectation 1: Prepared to Learn

<i>Rule A</i> Listen to and follow rules	<i>Example</i> Student follows directions of how and where it is acceptable to move: running, skipping, walking	<i>Non-Example</i> Run out of area, behind the swings, or in an unsafe manner
<i>Rule B</i> Keep your hands, feet, & objects to your self	<i>Example</i> Play kick ball according to game rules Push a friend on the swing	<i>Non-Example</i> Kick a peer because you are angry Pushing a friend to get a ball or toy first
<i>Rule C</i> Share toys and playground equipment	<i>Example</i> Take turns on the swing	<i>Non-Example</i> Take a toy from someone

Expectation 2: Accept Responsibility

<i>Rule A</i> Correctly ask for, use, and return equipment	<i>Example</i> Ask permission Slide feet first Sit in the wagon Put balls away	<i>Non-Example</i> Takes equipment without asking
<i>Rule B</i> Recognize how you treat others during play and correct problems	<i>Example</i> Peer starts crying because you said something mean, you apologize and say or do something to make it up to him or her	<i>Non-Example</i> Laugh at someone who is crying or hurt in some way
<i>Rule C</i> Be Safe	<i>Example</i> Tell adult there is glass or sharp object on playground	<i>Non-Example</i> Pick up glass

Expectation 3: Worship God

<i>Rule A</i> Thank God for all you love about nature	<i>Example</i> Be kind to His plants and animals	<i>Non-Example</i> Stomping on plants or animals
<i>Rule B</i> Recognize God's role in creating play and fun	<i>Example</i> Be thankful for time to play, rejoice, and laugh with friends	<i>Non-Example</i> Pouting in a corner because you did not get your way

Expectation 4: Show Respect

Rule A

Make kind and good choices

Example

Share, take-turns, invite others to play who are not included

Non-Example

Taking equipment from others and refusing to let others play

Rule B

Listen to peers' ideas and needs

Example

Listen to, discuss, and follow new ideas or rules to play together

Non-Example

Talking over your peers and ignoring their ideas and input.

Saying, "I will only play if we play my way."

Rule C

Be a good sport

Example

When winning or losing show others you recognize and care about how they feel. For example, happy because they won or disappointed because they lost.

Non-Example

Making fun of others for losing a game.

Teasing or taunting others for being "too good" at something.

Activities to Learn/Practice Desired Behaviors

- Discuss with students why we need rules on the playground, practice situations following the rules, talk about situations where students did not follow playground rules. ASK students to tell you what happened in situations where people did and did not follow the rules.

Rewarding Appropriate Behaviors

- PAWS will be awarded to entire classrooms demonstrating playground/outside expectations.
- PAWS will be awarded individually for students following the playground/outside expectations.

HALLWAY/WALKWAYS

General Expectations for this Location

- Prepared to Learn
- Accept Responsibility
- Worship God
- Show Respect

Activities for Reviewing Expectations

- Review Definitions
- Discuss why expectations help us learn.
- Physically practice procedure.

Expectation 1: Prepared to Learn

<i>Rule A</i> Walk with space between you and others.	<i>Example</i> Student walks looking forward to make sure he/she doesn't bump into peers or get in their space.	<i>Non-Example</i> Looking behind you. Jumping up/down stairs Pushing others in line to "be first"
<i>Rule B</i> Face forward and stand up straight	<i>Example</i> Student is looking at the back of the person's head in front of them. Student stands tall and moves with purpose	<i>Non-Example</i> Student is turned around in line or walking backwards. Student walks slowly and aimlessly.
<i>Rule C</i> Keeps hands to self, at side, or as instructed	<i>Example</i> Hands are neatly folded in front of body while walking or standing. Hands are neatly crossed along back while walking or standing.	<i>Non-Example</i> Student is swinging arms not attending to others' personal space. Student is picking at clothes or body while walking.

Expectation 2: Accept Responsibility

<i>Rule A</i> Always follows expectations	<i>Example</i> Student needs few if any reminders to follow the hallway expectations.	<i>Non-Example</i> Teacher must review hallway/walkway rules over and over again with the same students.
<i>Rule B</i> Remains quiet even if others are talking	<i>Example</i> Student remains quiet while other students are talking back to the teacher.	<i>Non-Example</i> Student starts talking to others or interrupting teacher directions.
<i>Rule C</i> Go directly to destination	<i>Example</i> Walk directly from classroom to lunchroom	<i>Non-Example</i> Stop to get a drink without permission Enter office or another classroom just to say hello.

Expectation 3: Worship God

Rule A

Treat others as you want to be treated

Example

Give others space
Keep hands, feet, and objects to self

Non-Example

Touches others
Stands too close to others
Swings arms, objects, and invades others space

Rule B

Engage in prayerful reflection when waiting quietly for group

Example

Pray for patience when others have problems to resolve that do not concern you.

Non-Example

Yelling at someone who is having a problem

Expectation 4: Show Respect

Rule A

Follow teacher/adult instructions who is supervising you and/or peers'

Example

Walk quietly with good space between everyone on the designated lines.

Non-Example

Walks away from group without talking to adult in charge because someone calls his/her name.

Rule B

Voice is silent

Example

Mouth is closed and not producing any sound.

Non-Example

Talking in the hallway.

Bubble in mouth.

Rule C

Stay to the right in the hallway

Example

Shoulder next to right wall.

Non-Example

Standing or walking in the middle of the hallway.

Activities to Learn/Practice Desired Behaviors

- Students will practice lining up in their classroom.
- Students will practice walking in line in the classroom.
- Students will practice on a hallway/walkway excursion with intentionally planned obstacles that will encourage students to recognize and follow rules.

Rewarding Appropriate Behaviors

- PAWS will be awarded to entire classrooms demonstrating respect of the hallway expectations.
- PAWS will be awarded individually for students following the hallway expectations.

OFFICE

General Expectations for this Location

- Prepared to Learn
- Accept Responsibility
- Worship God
- Show Respect

Activities for Reviewing Expectations

- Review Definitions
- Discuss why expectations help us learn.
- Physically practice procedure.

Expectation 1: Prepared to Learn

Rule A

Enter quietly.

Example

Opens door gently and enters silently.

Non-Example

Pushes open door with force, laughing, and talking

Rule B

Make eye contact and use normal sounding voice

Example

Student looks at the person he/she is speaking to when making a request or seeking information

Non-Example

Student stares at floor and speaks in a very soft tone of voice.

Rule C

Accept feedback on how to talk with adults and guests in the office

Example

Adult asks you to make eye contact and speak using a normal voice volume.

Non-Example

Ignoring requests to speak politely and kindly to others

Expectation 2: Accept Responsibility

Rule A

Listen to and follow directions

Example

Student needs few if any reminders to follow the hallway expectations.

Non-Example

Student starts talking to others or interrupting teacher directions

Rule B

Look at what is happening and decide what to do

Example

Upon entering student sees Ms. Mary talking to a parent. Student waits quietly to be acknowledged.

Non-Example

Student walks into office and interrupts ongoing conversation.

Expectation 3: Worship God

Rule A

Be humble when making requests

Example

Politely requests assistance using please, thank you, and complete sentences

Non-Example

Student demands needs are met immediately

Expectation 4: Show Respect

Rule A

Acknowledge others with eye contact and kindness

Example

A guest enters the office and student says hello with eye contact and a smile.

Non-Example

Student ignores others and does not respond to greetings..

Activities to Learn/Practice Desired Behaviors

- Discuss the purpose of the front office and describe activities that occur within. Discuss the advantages and disadvantages of using good manners in the office.
- Role play using good manners in the office with Administrative personnel.

Rewarding Appropriate Behaviors

- P.A.W.S tokens may be distributed for demonstrating good office behavior.

CAFETERIA

General Expectations for this Location

- Prepared to Learn
- Accept Responsibility
- Worship God
- Show Respect

Activities for Reviewing Expectations

- Review Definitions
- Discuss good table manners.
- Physically practice procedure.

Expectation 1: Prepared to Learn

<i>Rule A</i> Sit and wait patiently in designated area	<i>Example</i> In seat/assigned area	<i>Non-Example</i> Not in seat/assigned area
<i>Rule B</i> Appreciate various foods	<i>Example</i> Student tastes a new food item to determine if he/she likes it.	<i>Non-Example</i> Student looks at food item and says, "That's nasty!!"
<i>Rule C</i> Politely request meal	<i>Example</i> Student walks to counter and says, "May I have a lunch tray please."	<i>Non-Example</i> Student walks to counter and says, "Give me one of those."
<i>Rule D</i> Listen for and follow teacher directions at all times.	<i>Example</i> Teacher uses a hand signal to get her class to stop talking. Students stop talking.	<i>Non-Example</i> Student(s) ignore teachers hand signal and continue talking.

Expectation 2: Accept Responsibility

<i>Rule A</i> Uses table manners	<i>Example</i> Chews food with mouth closed Politely requests more milk, juice, ketchup etc.	<i>Non-Example</i> Talks with mouth full of food Grabs utensils or food from someone else.
<i>Rule B</i> Use an inside voice	<i>Example</i> Students sitting next to you can hear you.	<i>Non-Example</i> Students two or three seats down can hear you.
<i>Rule C</i> Wash or sanitize your hands before and after eating.	<i>Example</i> Student asks teacher for hand sanitizer before eating.	<i>Non-Example</i> Student looks at hands and decides they do not need to be washed.

Expectation 3: Worship God

Rule A

Celebrate God for being generous, providing food, and comfort.

Example

Thanking God for providing you with food to eat

Non-Example

Complaining that the food is yucky and using God's name in vain.

Expectation 4: Show Respect

Rule A

Clean up area before and after eating

Example

Cleans up own spills.
Helps others clean up a mess.

Non-Example

Pointing and laughing at someone who made a mess.

Rule B

Talk about fun and academic events

Example

Talking about the cool science experiment you did in class.

Non-Example

Saying unkind things about others

Rule C

Offer assistance when appropriate

Example

Ask the lunch staff if they need any help with a task or if they need a teacher.

Non-Example

Ignores volunteer or makes negative comments.

Activities to Learn/Practice Desired Behaviors

- In the classroom, students discuss and explain how they can be prepared to learn in the lunchroom. Students will then visit the lunchroom to role play/model example situations. Teacher will pass out "tokens" during role play/modeling correct behavior & graph results back in the classroom.
- Students may create posters to display in the lunchroom.
- Students receive a worksheet and circle examples of positive lunchroom behavior and/or cross out any non-examples.

Rewarding Appropriate Behaviors

- PAWS will be awarded to entire classrooms demonstrating cafeteria expectations.
- PAWS will be awarded individually for students following the cafeteria expectations.

MASS/ASSEMBLIES/FIELDTRIPS

- General Expectations for this Location**
- Prepared to Learn
 - Accept Responsibility
 - Worship God
 - Show Respect

- Activities for Reviewing Expectations**
- Review Definitions
 - Discuss assembly/fieldtrip procedures.
 - Physically practice procedure.

Expectation 1: Prepared to Learn		
<p><i>Rule A</i> Be quiet, listen, and think about what is said</p>	<p><i>Example</i> In seat and looking forward to presenter, thinking “How interesting, I never knew that!”</p> <p>Sitting with mouth closed and creating no noise/sounds</p>	<p><i>Non-Example</i> Standing up talking to friends behind him/her.</p> <p>When others are talking and playing, you decide to join them</p> <p>Daydreaming about sports</p>
<p><i>Rule B</i> Actively participate in the program</p>	<p><i>Example</i> Raise hand to ask and answer questions.</p> <p>Follow direction of presenter when doing activities.</p>	<p><i>Non-Example</i> Calling out answers or questions</p> <p>Sleeping</p> <p>Yelling across room</p>
<p><i>Rule C</i> Returns permission slip on time</p>	<p><i>Example</i> Gives permission slip to parents to sign and brings it back to teacher/office.</p>	<p><i>Non-Example</i> Reports to teacher that you lost your permission slip,</p> <p>Forgets to give slip to parent for a signature</p>
<u>Expectation 2: Accept Responsibility</u>		
<p><i>Rule A</i> Take ownership of your actions and choices</p>	<p><i>Example</i> Admits when he/she does something right or wrong.</p>	<p><i>Non-Example</i> Blames others, (e.g., she made me, or denies he/she did it.</p>
<p><i>Rule B</i> Report problems to adults</p>	<p><i>Example</i> Tells teacher when he/she needs to go to bathroom.</p>	<p><i>Non-Example</i> Goes to bathroom by himself/herself.</p>
<p><i>Rule C</i> Keeps hands, feet, and objects to self</p>	<p><i>Example</i> Hands on lap or next to you, feet together or criss-cross, materials on desk or put away.</p> <p>Quiet on the bus and staying in your seat.</p>	<p><i>Non-Example</i> Hits others with hands or feet. Throws materials.</p>

Expectation 3: Worship God

Rule A

Through prayer and actions, give thanks to God for special blessing and opportunities.

Example

Pray for a safe journey.

Give thanks for going somewhere new.

Non-Example

Talking during prayer

Complaining about trip, people, or food.

Expectation 4: Show Respect

Rule A

Treats self and others with kindness

Example

Says “Good job!” to others’ successes.

Uses good manners like please and thank you.

Non-Example

Says, “That is no big deal!” to others’ successes

Uses demanding tone for example, “Give me a pencil!”

Rule B

Respects field trip site, volunteers, peers, and self. Makes sure all are well cared for.

Example

Handles objects with care.

Does not litter or leave a mess.

Non-Example

Breaks objects.

Leaves behind a mess.

Activities to Learn/Practice Desired Behaviors

- Teachers practice the expectations and rules with their students in the conference area. If available a bus could be brought to school for the students to practice field trip expectations and rules.
- Students do the examples as a group. They observe the adults doing the non-examples and explaining why they are non examples. They also will explain why good things will happen to them when they follow the rules.

Rewarding Appropriate Behaviors

- PAWS will be awarded to entire classrooms demonstrating assembly/field trip expectations.
- PAWS will be awarded individually for students following the assembly/field trip expectations.

RESTROOM MAIN BUILDING & ANNEX

General Expectations for this Location

- Prepared to Learn
- Accept Responsibility
- Worship God
- Show Respect

Activities for Reviewing Expectations

- Review Definitions
- Discuss why expectations help us learn.
- Physically practice procedure.

Expectation 1: Prepared to Learn

<p><i>Rule A</i> Quietly exit/enter restroom</p>	<p><i>Example</i> Line up as instructed by your teacher</p> <p>If permitted, talk in whisper voice</p>	<p><i>Non-Example</i> Walk around the courtyard.</p> <p>Walk away from group</p> <p>Get water without permission</p>
<p><i>Rule B</i> Wait for your turn</p>	<p><i>Example</i> Allow people ahead of you to go first</p> <p>Patiently standing while others are using the restroom</p>	<p><i>Non-Example</i> Pushes others in line to go “first”</p> <p>Repeatedly complains that “I’ve really gotta’ use it!!”</p>
<p><i>Rule C</i> Know how to care for your body and facilities</p>	<p><i>Example</i> After using the restroom flush the toilet and then wash your hands.</p> <p>Properly attends to cleanliness of self and facilities</p>	<p><i>Non-Example</i> Not flushing the toilet.</p> <p>Using the restroom and leaving without washing hands.</p> <p>Putting excessive amounts of tissue into toilet</p>

Expectation 2: Accept Responsibility

<p><i>Rule A</i> Use resources and supplies as intended</p>	<p><i>Example</i> Turns water off when done washing hands</p> <p>Places paper towels in trash can</p>	<p><i>Non-Example</i> Uses much more toilet paper than is needed.</p> <p>More than 3 pushes of soap dispenser</p>
<p><i>Rule C</i> Makes sure you keep restroom clean</p>	<p><i>Example</i> Throws away trash</p> <p>Cleans up water or soap dropped on floor</p>	<p><i>Non-Example</i> Shots a paper towel “basket” at trash can, misses, leaves paper on floor, and walks out</p>

Expectation 3: Worship God

Rule A

Thank God for natural resources

Example

Conserves water by turning off sink faucet when finished washing hands.

Non-Example

Leaves sink faucet running.
Wastefully flushes toilet.

Expectation 4: Show Respect

Rule A

Spends minimal amount of time in restroom.

Example

Uses the restroom, flushes toilet, washes hands, and quickly exits

Non-Example

Wastes time talking or playing around with other students.

Rule B

Immediately report problems to adults

Example

Tells teacher if the bathroom sink is running when entering

Non-Example

Leaves water running and does not tell teacher

Tells teacher the toilet is clogged

Uses toilet when it is clogged

Activities to Learn/Practice Desired Behaviors

- Discuss the benefits of maintaining clean restroom facilities.
- Discuss the effects of damage to restrooms to the school community.
- Model, role-play, and provide performance feedback on proper restroom use.
- Model, role-play, and provide performance feedback on informing an adult the restroom is being damaged by another student and/or requires attention due to an accident.

Rewarding Appropriate Behaviors

- PAWS will be awarded to entire classrooms demonstrating respect of the bathroom rules.
- PAWS will be awarded individually for students following the bathroom rules.
- PAWS will be awarded individually for students informing adults of property damage in restrooms.

REWARDS AND INCENTIVES

At St. Peter Claver Catholic School a system is in place to encourage, motivate, and celebrate students and adults demonstrating the school wide expectations and following rules.

After each cluster has been taught the P.A.W.S expectations and rules. Their teachers will begin distributing tokens that can be exchanged for all kinds of goodies ranging from special things to snack on to extra play time or even lunch with a favorite teacher.

HOW DO STUDENTS EARN P.A.W.S.?

P.A.W.S are given to students at the discretion of the teachers, administration, and support staff. They are only distributed when students are demonstrating one or more of the following expectations: PREPARED TO LEARN; ACCEPT RESPONSIBILITY; WORSHIP GOD, SHOW RESPECT. Students show they are meeting the school-wide expectations by following the rules for each location in the school as outlined in the Behavior Expectations Matrix.

WHEN CAN STUDENTS SPEND THE P.A.W.S. THEY EARN?

Students will be allowed to spend their tokens every other Friday in the school P.A.W.S. store. They can spend or save their tokens depending on what they are interested in purchasing. For example, a pencil will cost less than extra recess time or lunch with your favorite teacher.

WHERE DO STUDENTS SPEND THE P.A.W.S. THEY EARN?

Every other Friday, students are escorted to the stage of the school auditorium where the P.A.W.S store will be open for business. Items available in the school store range from pens, pencils, folders, and other essential school supplies to games, clothes, and big ticket items like rollerblades, bicycles, and occasionally computers.

WHAT ITEMS ARE IN THE P.A.W.S. STORE?

Items in the school store vary from week to week. Each week the school store will work to ensure that a variety of items are available for purchase including Food/Snacks/Drinks, Toys, Electronics, School Supplies, Privileges (Extra Recess, Lunch with Principal/Teacher of choice, Dress down, Special lunch.)

HOW MUCH DO ITEMS/ACTIVITIES COST?

Cost of items/activities varies from a very low of 5 tokens to a high of 1000 tokens. Because the items at the school store vary from week to week, the prices will also vary accordingly.

WHAT OTHER CELEBRATIONS WILL OCCUR?

Every progress report or report card period, a special celebration will be held for students consistently demonstrating the school-wide expectations. The cost for attendance at these events is 30 tokens, 2 or fewer minor referrals, 0 major referrals, and at least 96% attendance and timeliness.

The monthly celebrations include:

<u>Progress Report/Report Card</u>	<u>Date of Celebration</u>	<u>Activity</u>
Progress Report 1		
Quarter 1 Report Card		
Progress Report 2		
Quarter 2 Report Card		
Progress Report 3		
Quarter 3 Report Card		
Progress Report 4		
Quarter 4 Report Card		

Major and Minor- What is the distinguishing point for consideration?

Discussed severity of "slow to follow" vs "not doing at all".

Group discussion about 1 strike, 2 strikes, major infraction into effect.

Dance Teacher said No, won't work for her. Mrs. Martinez said it's a major infraction after the student is asked twice.

Mr. H brought up the statement of: What is the intent? Is the child being malicious? Disrespect to a teacher is automatic Major Infraction.

Mrs. Fouch and Mrs. D volunteered for committee to discuss changes with Dr. Lyons.

Suggestion to have wording changed to describe steps as in lying and cheating section.

Teasing and Taunting- 3 things sister taught needs to be in there. Content, intention and consistency.

Under Disruption add in lunch time. Are students staying in their seats? Are they following the teachers requests? Are their actions dangerous to themselves or others? What is considered their "area"? Is it their seat or their table? A student who walks out the door and

is "MIA" consequences should go directly to major or severe. It is agreed that students have no right to leave their area, class, etc. without permission. Coming in late to class without a permission slip or pass would lead to immediate detention.

Physical Contact: No changes.

Fighting: No changes

Under Property Damage, add on "Others property" keeping in mind that it may not have a monetary value but it was valuable in some sense to the other person.

Stealing chart: Doctor Lyons would love if someone could help view the videos. Time constraint limits verification.

*Mrs. Barge brought up the discussion as to why Middle School teachers aren't getting more involved in these situations. Teachers replied that they don't have the time either do to family situations or other commitments. Dr. Lyons brought up the question "Do we need more hands or do we need to implement the rules better?". Ms. Demarinis brought up the question "How are we benefiting the students that want to be in our school and do follow the rules?". What is the last step after giving the same children consistent reprimands? Where does it end?

Statement was made that under the Middle School Flow Chart immediate action is needed after a behavior issue. It needs to be quicker than a detention that may take weeks to get to.

Revisit Celebration discussion in individual clusters.

Any ideas please forward to Dr. Lyons.

BEHAVIOR DEFINITIONS

Behavior	Minor Incident	Behavior	Major Incident
<p>Profanity Swearing/ Inappropriate Language.</p>	<p>Student uses profanity or engages in a low intensity instance of inappropriate language.</p>	<p>Profanity Directed Swearing/ Abusive Language.</p>	<p>Student directs profanity at an adult or peer or engages in intentionally excessive name calling. (<i>ex. F you</i>).</p>
<p>Non Compliance</p>	<p>The student is slow to follow directions and/or adhere to school, classroom, or campus routines and procedures.</p> <p><i>(For example, if you remind the student of the expectations/rules and use your classroom management procedures, the student typically complies with direction after several prompts.)</i></p> <p><i>Uniform</i></p>	<p>Severe Non Compliance</p>	<p>The student repeatedly refuses to follow directions or adhere to classroom routines and procedures during one teaching session (e.g., 60 minute time period).</p> <p>Chronic Severe</p> <p><i>Noncompliance may co-occur with profanity or direct swearing. However, if the primary cause of the verbal abuse was refusal to comply with a direction. Select this category as the reason for the behavior problem and note the other</i></p>

<p>Lying / Cheating</p>	<p>Student omits the truth or tells an intentional falsehood to avoid a consequence OR for a gain. Cheating is defined as an act of deception, fraud, trickery, imposture, or imposition. Cheating characteristically is employed to create an unfair advantage, usually in one's own interest, and often at the expense of others. Minor episodes may cause minimal pain/suffering to others and the student is not considered a chronic offender.</p>	<p>Lying / Cheating Chronic or Severe</p>	<p><u>Chronic:</u> After other classroom management procedures and consultations have occurred, the student continuously attempts to lie and/or deceive others.</p> <p><u>Severe:</u> The lie or deception causes severe harm to another person.</p> <p><i>(For example, another child is suspended or physically injured as a result of the deceit.)</i></p>
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<p>Teasing / Taunting</p>	<p>An incident where a student delivers disrespectful messages, verbally or using gestures, to adults or peers. Minor forms of verbal or written intimidation may include vague threats and/or name calling. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin.</p>	<p>Bullying / Harassment Chronic or Severe</p>	<p><u>Chronic:</u> After other classroom management procedures have occurred, the student continuously makes disrespectful statements and/or intimidates adults or peers verbally or in writing. Three bully – intent, consistent, ???</p> <p><u>Severe:</u> In one incident, the student threatens to bring explosives to school, commit a brutal act on another person, or engages in sustained and intense verbal attacks on another person. Topics of these attacks may include ethnic origin, disabilities,</p>
<p>Disruption</p>	<p>Student engages in non-serious, but inappropriate disruption (ex., calls out without permission one time every 10 minutes, talks to a peer during a lesson, writes a note, cries or wails for less than approximately 15 minutes.)</p>	<p>Disruption Chronic or Severe</p>	<p><u>Chronic:</u> The student repeatedly interrupts instruction using call outs, talking to peers, and/or leaving his/her assigned area during one teaching session (ex., 60 minute time period).</p> <p><u>Severe:</u> Student walks, runs, crawls, etc. around the classroom or school grounds while yelling, screaming, and/or engaging in property destruction.</p>
<p>Physical Contact / Physical Aggression</p>	<p>Student engages in non-serious, but inappropriate physical contact. This type of PA does not result in significant reddening, bruising, or scratching of the skin.</p> <p><i>(For example, student pushes someone in line and moves the person less than two feet or kicks at a peer's feet while in line).</i></p>	<p>Fighting</p>	<p>Student engages in serious inappropriate contact with another student (e.g., pushes another student hard enough for a peer to fall to the floor or into an object, hits a peer with a clenched fist). Typically, this type of PA results in significant reddening, bruising, or scratching of the skin.</p>

<p>Property Misuse</p>	<p>Student uses items or objects for non- intended purpose (e.g., throwing or breaking pencils; throwing food, etc.) The misuse of the item may lead to damage.</p>	<p>Property Damage</p>	<p>Personal property School/Teacher Property Other’s Property Student damages an item causing an estimate of more than \$10 worth of damage. The student may cause this damage by using their hands, feet, or projectiles.</p> <p><i>(For example, a student may rip all of the pages from a textbook, intentionally flood the bathroom,</i></p>
<p>Stealing</p>	<p>Taking someone’s property without their consent. It may involve using an item without permission or taking an item with the intent of keeping it for oneself. <i>It is important to note that stealing may occur in common areas where the “school” is the owner of the property. Stealing may also involve willful deception such as unfair trade agreements. (ex., trading a game boy for a box of candy.)</i></p>	<p>Stealing Chronic or Severe</p>	<p><u>Chronic:</u> The student repeatedly takes items from other people or common areas.</p> <p><u>Severe:</u> Student steals an item from another person that is valued over \$10 and/or refuses to return an item to the rightful owner.</p>
<p>Out of Assigned Area</p>	<p>A student leaves the area he/she was designated to be in by the teacher without permission.</p>	<p>Out of Assigned Area Chronic or Severe</p>	<p><u>Chronic:</u> The student does not return to the classroom when prompted when Out of Area OR repeatedly or continuously walks out of the classroom or designated group area without permission during one teaching session.</p> <p><u>Severe:</u> Student leaves the designated area and can not be seen by an adult or leaves school grounds.</p> <p><i>If out of area co-occurs with yelling, screaming, property damage etc., then select the behavior category that occurred first. For example, she first was disruptive in the classroom and then left the assigned area. Select disruption as the behavior leading to a referral.</i></p>

CONSEQUENCE DEFINITIONS: ST. PETER CLAVER CATHOLIC SCHOOL

Consequence	Definition
Parent Phone Call & Email	Notify parent of situation and explain a.) what led up to behavior, b.) the behavior, and c.) the consequence
Student Conference	One to one conversation between teacher and student(s). Teachers discretion to inform Sister, Parent, and Special Services via email. One-on-one student conferences may be arranged by the teacher and request for class coverage may be requested from another team member for this to occur in a timely manner. Contact Administration or Guidance for assistance.
Parent/Teacher Conference	Teacher, parent, and/or administration set-up a face-to-face meeting to establish a home-school intervention and communication system to ensure student does not continue problem behavior. Teacher may request additional support from Administration or Guidance to participate in meeting. This conference should be held as soon after the problem behavior as possible.
Loss of Privileges	Removal of individualized preferred activity (e.g. sports team participation, recess, eating lunch with group). Please note, Sister is the only individual that can remove student/put student on probation from a sports team. Courses (PE, Art, Music) are not privileges. These are required and not removed as a consequence for major behavior unless approved by an Administrator.
Lunch Detention	Student is assigned to a silent lunch.
After School Detention	Student is assigned to one hour of quiet time after school. In detention, students complete a Reflection Sheet. They also problem-solve and practice making prosocial choices to better prepare for similar situations in the future. Parents will be notified via a detention slip. The detention slip must be signed and returned to school the following day. Failure to return slip or attend assigned date will result in ISS.
In School Suspension (ISS)	Student independently completes assignments in assigned location. He/she is removed from peers and typical environment. Parent is notified through letter, email and/or phone call. Student must complete an in-depth reflection sheet. Parents of students repeatedly assigned ISS will be contacted for a meeting and participate in the development of a formal behavior intervention plan.
Parent Pickup	Parent Pick Up: Parent is called and picks-up child immediately. Sister Maria is the only individual with authority to send home a student.
Refer to Guidance / Mediation	Problem –solving and determination of how to make up to others (teachers, peers, family, community) for poor choice(s) including work detail when appropriate.
Restitution or Corrective Practice	Restitution: Pay for the cost of the item. Repair the item to its original state. Corrective Practice: Repeatedly practice a variety of prosocial strategies to correct the original problem.
Administrative Parent Conference	Due to chronic failure to meet the school wide expectations student may be assigned OSS pending Parent, Administrator, Teacher, and Student meet to resolve the problem.
Out of School Suspension (OSS)	Student may not attend school. Each missed day student earns 0% in all courses. Make-up assignments may be completed at the discretion of each teacher. Parents are asked to ensure their child is monitored and not engaged in highly preferred activities during an Out-of-School Suspension

MAJOR BEHAVIOR MATRIX OF CONSEQUENCES: MIDDLE SCHOOL

Major Behavior	Student Conference	Parent Phone Call & Email	Restitution or Corrective Practice	Loss of Privileges	Lunch Detention	After School Detention	Refer to Guidance	In School Suspension (ISS)	Parent Conference*	Out of School Suspension (OSS)	Parent Pickup / Delivery
Profanity	All	All	All	1 st	1 st	1 st	1 st	2 nd	3 rd	3 rd	4 th
Severe Non-Compliance	All	All	All	1 st	TD/ 1 st	TD/ 1 st	1 st	1 st	2 nd	2 nd	3 rd
Lying/Cheating	All	All	All	1 st	TD/ 1 st	TD/ 1 st	1 st	1 st	2 nd	2 nd	3 rd
Disruption	All	All	All	1 st	TD/ 1 st	TD/ 1 st	1 st	2 nd	3 rd	3 rd	4 th
Fighting	All	All	All	1 st	TD/ 1 st	TD/ 1 st	1 st	1 st	2 nd	2 nd	3 rd
Property Damage	All	All	All	1 st	NA	NA	1 st	1 st	1 st	1 st	2 nd
Stealing	All	All	All	1 st	TD/ 1 st	TD/ 1 st	1 st	1 st	2 nd	2 nd	3 rd
Bullying / Harassment	All	All	All	1 st	TD/ 1 st	TD/ 1 st	1 st	1 st	1 st	2 nd	2 nd
Out of Assigned Area	All	All	All	1 st	NA	1 st	1 st	1 st	1 st	3 rd	3 rd

Parent Conference* - Parents should be notified via email and phone for ANY major infraction by the teacher or adult who observed the problem behavior. In this section (1st, 2nd, 3rd, instance, Parent Conference refers to when administration is more involved in the dialogue with the student's parents/guardians.)

TD = Teacher Discretion after consultation with guidance and/or administration.

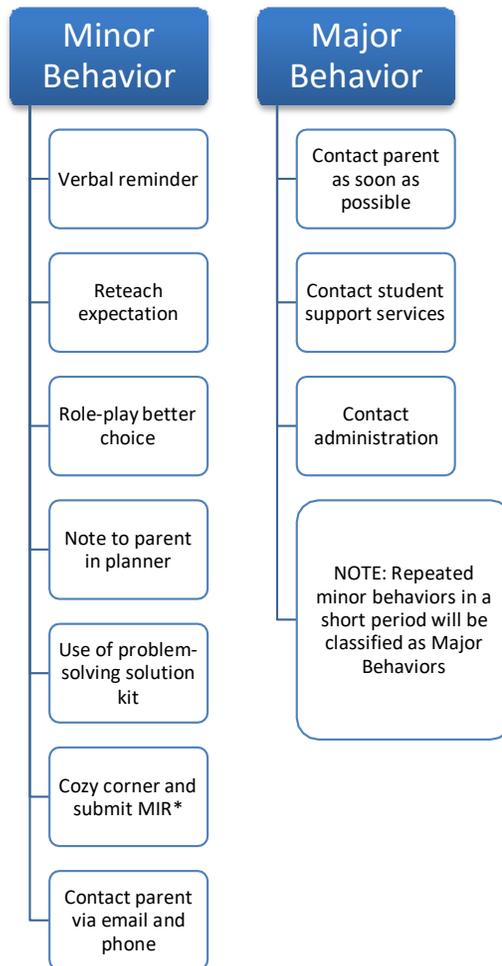
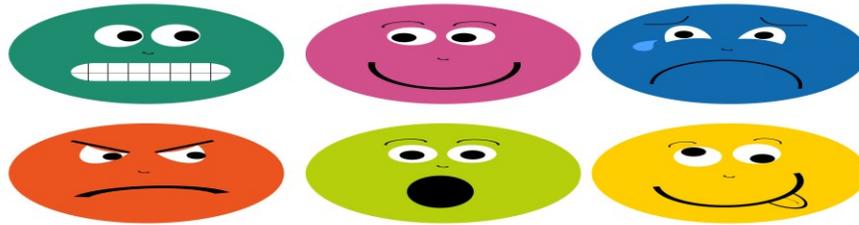
NA = Not applicable

BEHAVIOR FLOW CHARTS

Each cluster has developed flow charts for specific frequent unwanted behaviors. The flow chart helps to determine when a minor behavior becomes a major behavior.

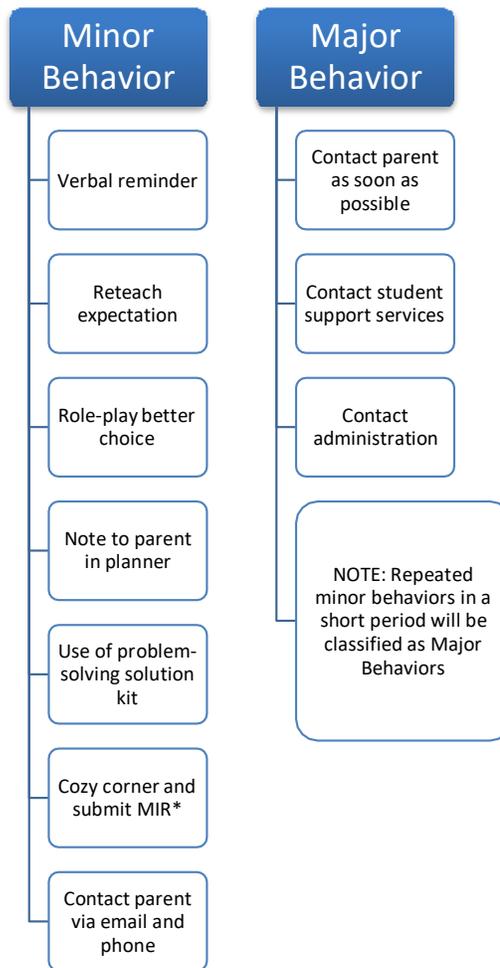
CLUSTER 1: EC3, EC4, KINDERGARTEN

Children in EC3 through Kindergarten are given multiple opportunities to learn and practice prosocial behavior. The teacher, support services, and administration evaluate the intensity, frequency, and duration of the behavior. If a behavior is considered mild to moderate severity, the teacher and assistant will manage the behavior in the classroom. For example, a child is crying loudly after another child takes a toy from him/her. However, if the behavior is severe it will be considered a major behavior concern and the teacher will manage the behavior, seek assistance from student services, and notify the parent immediately.



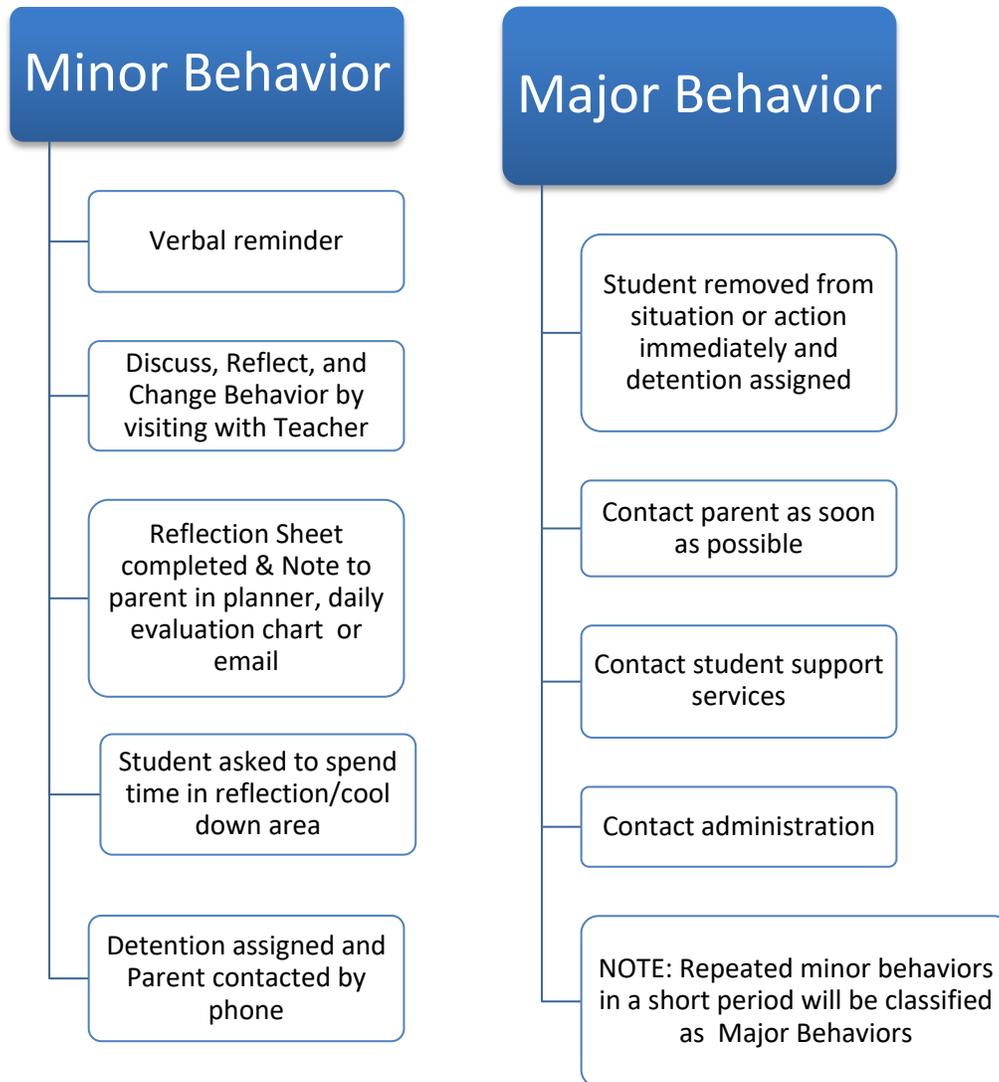
CLUSTER 2: GRADES 1 AND 2

Children in 1st and 2nd grade are given multiple opportunities to learn and practice prosocial behavior. Also, they are explicitly taught prosocial strategies to make and keep friends, cope with frustration, and meet the school-wide PAWS expectations. The teacher and parent partner together to ensure the development of the whole child – socially, emotionally, cognitively, and academically. Any instances of misbehavior are reported to caregivers and handled between the teacher and parent as reasonably as possible. However, at times, it may be necessary to involve guidance and/or administration to resolve a problem. Parents will be notified in these circumstances as well as asked to assist in the resolution of the difficulty.



CLUSTER 3: 3RD and 4TH

Students in grades third through fifth grades are held accountable and responsible for their actions and behaviors as a learner within our Saint Peter Claver Community and Family. Our students are given ample opportunities to recognize, acknowledge, accept, and reflect upon actions that do not fulfill our PAWS program. Within our classroom setting and school campus we assess on a case by case basis the severity and intensity by which a student has acted or behaved and whether a minor or major infraction is warranted. The student behavior or actions are discussed and assessed based upon the strategies listed below. We are aware our students come with behaviors we hope to help them cope and control and in turn build strategies to not only recognize but change these behaviors as learners who want to be the “Best Versions of Themselves.”



Grades 3rd – 8th

