



# The Way of the Panther

**Leataata Floyd Elementary**

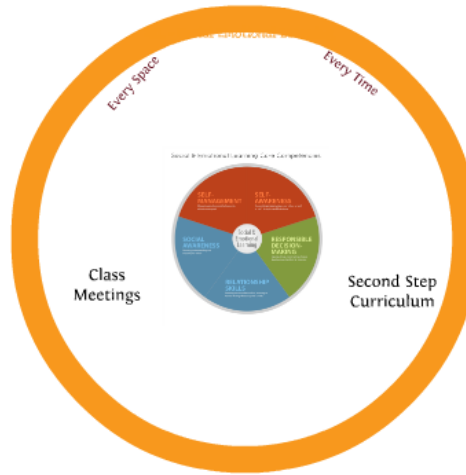
**Responsible  
Respectful  
Hardworking**  
**The Panther Way**

Positive School Culture  
through  
**INCLUSIVE PRACTICES**

Weaving our Story



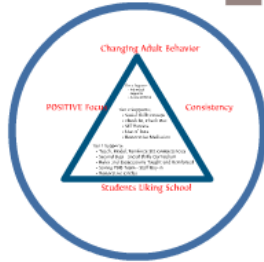
PBS - Positive Behavioral Supports and Interventions  
Making Social Management and Discipline



Personal Assessments and Reflections

**School-wide,  
Every Time, Every Space!  
Embed the Practices!**

- Create a committee or team
- Forum for Discussion
- Model for Others
- Teach Social/Emotional skills Explicitly
- Create a Common Vocabulary
- Forum for Discussion



# Keeping Kids in School and Out of Court Summit.

Dec. 3rd 2013: 4-5pm

California School Discipline  
Innovators Panel

**Mr. Billy Aydlett**, Principal,  
Leataata Floyd Elementary School,  
Sacramento City Unified School  
District

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**Responsible  
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PBIS - Positive Behavioral Supports and Interventions  
Moving Beyond Management and Discipline



Every Space Every Time

Social & Emotional Learning Core Competencies



Class Meetings

Second Step Curriculum



Personal Assessment and Reflection



Adult SEL Competence & Learning

Adults who have the ability to recognize, understand, label, regulate, and regulate emotions are more likely to communicate positively and effectively, model good behavior, understand and create safe learning environments, structure, buffer, demonstrate, share and create trust.

Emotional skills of teachers influence students' social engagement, which in turn affects school and academic performance (Dolan, 2018). Founders: 2019. Schools, Teachers & Students: 2019. Teachers & Students: 2019. Schools & Teachers: 2019.

Establishing Rules and Expectations

Reinforcing the Connections

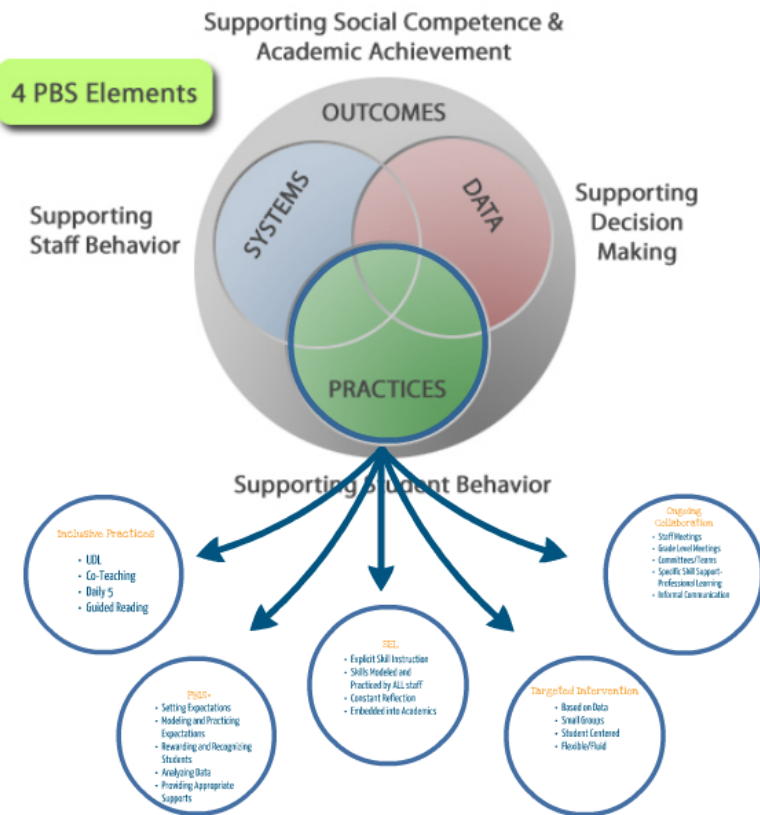
Prezi

Students share The Panther Way

SCUSD  
Priority School

Demographics:  
Approx - 300 students  
65% African-American  
Highest EL Population -  
MarShalleSe  
100% low SES  
30 students with IEPs

## Weaving our Story





PRACTICES

# Supporting Student Behavior

## SEL

- Explicit Skill Instruction
- Skills Modeled and Practiced by All staff

# Inclusive Practices

- UDL
- Co-Teaching
- Daily 5
- Guided Reading



## PBIS+

- Setting Expectations
- Modeling and Practicing Expectations
- Rewarding and Recognizing Students
- Analyzing Data
- Providing Appropriate Supports

# PBIS - Positive Behavioral Supports and Interventions

## Moving Beyond Management and Discipline



# What is The Panther Way?

The Panther Way is about creating a school environment that is:



## *In the Classroom*

### Be Responsible

- Follow directions first time asked.



- Follow classroom procedures.



- Accept responsibility for your choices or actions.



### Be Respectful

- Say and do only kind things to others.



- Be an active listener.



- Allow others to work without interruption.



### Be Hardworking

- Begin work immediately.



- Be on task during work times.



- Keep your voice at an appropriate level.





Positive and Negative Examples





YouTube

# Panther Way Tickets

## How to Earn:

*follow the expectations and procedures*

Name \_\_\_\_\_



- Be Responsible**
- Be Respectful**
- Be Hardworking**

***The Panther Way!***

Ticket Color	Area
White	Classroom
Green	Recess/Bathrooms/Halls/Arrival/Dismissal
Orange	Cafeteria
Blue	P.E.
Lavender	Library/Computer Lab
Bright Green	Office
	<b>Special Tickets</b>
Pink	Attendance (Recognition Reward)
Red	Cafeteria - Zero Waste
Teal	Boys and Girls Club (to be placed in BGC bucket)
Yellow	Substitute worth double (to be matched with a white ticket)



# Panther Way Tickets

## What should I earn Panther Way Tickets?

- Weekly classroom drawing
  - 3 winners
- Weekly school-wide drawing
  - 3 winners

## Earn Privileges!

Name \_\_\_\_\_

  *Be Responsible*  
 *Be Respectful*  
 *Be Hardworking*

***The Panther Way!***

# Panther Way Tickets

Here's a CHALLENGE!

For every **15,000** tickets earned, we will have a school-wide celebration!

Start earning **NOW!**











Name \_\_\_\_\_

  *Be Responsible*  
 *Be Respectful*  
 *Be Hardworking*

***The Panther Way!***



## Panther Way Drawing Privileges

Go Straight to the Head of the Lunch Line 	Sit in the Teacher's Chair for a Day 
Eat Lunch with a Staff Member of your Choice 	Receive a Positive Note Home from Teacher or Principal 
Dine at a Special Table during Lunch with a Friend 	Help in the Classroom during Recess 
10 Minutes of Computer/iPad Time 	Be the Teacher's Helper for a Day 
	Principal's Assistant Mr. Aydlett 
	Principal's Assistant Mr. Jones 
<b>School-wide Drawing Options</b> <i>May be chosen by winners of the school-wide drawing!</i>	
Help sort and count Panther Way tickets	Announce the winners of next week's school-wide drawing
Assist Mrs. Blanton during recess or lunch	

Teach and reinforce behavioral expectations, pre-correct potential misbehaviors.

OBSERVE PROBLEM BEHAVIOR

- STAFF/TEACHER MANAGED**
- Inappropriate Language
  - Physical Contact
  - Defiance/Disrespect
  - Disruption
  - Property Misuse
  - Technology Violation
  - Other
- \*see back for more detailed definitions*

- OFFICE MANAGED**
- Abusive/Inappropriate Language
  - Fighting or Physical Aggression
  - Overt Defiance/Disrespect
  - Overt Disruption
  - Property Damage
  - Serious Technology Violation
  - Harrassment/Bullying
  - Chronic/Repetitive Minor Infractions
  - Other
- \*see back for more detailed definitions*

What type of behavior is it?



**Behavior Management Flowchart**

- Staff/Teacher will:**
- Warning/Conference/ Problem Solve with Student
  - Reteach Behavioral Expectations
  - Remind of Consequences
  - In-Class Self-Reflection

**COMPLETE MAJOR REFERRAL**  
Send Student/Contact Office

- Administrator will:**
- Conference with student
  - Investigate if necessary
  - Determine consequence
  - Follow through with consequence
  - Contact family
  - Provide feedback to staff

Did behavior resolve?

NO

- YES**
- Use Positive Reinforcement
  - Document interventions
  - Reinforce Expectations
  - Pre-Correct as needed

**ADMINISTER APPROPRIATE CONSEQUENCE**

Examples:

- Loss of Privilege
- Out of Class Self-Reflection
- Parent Contact

Document with Minor Referral

- MINOR Behavior Referrals**
- Used only after classroom interventions have not met with success.
  - Document behavior for future analysis
  - Consequences are logical and correspond to demonstrated behavior when possible.
  - Administered with student knowledge.

Have there been ≥3 Referrals for similar behavior?

**YES**  
Refer to 'Office Managed Behaviors'



## Behavior Referral Form Definitions

Minor Behavior – managed in classroom		Major Behavior – may require administrator action	
Behavior	Definition	Behavior	Definition
Inappropriate Language	Inappropriate verbal or non-verbal language not directed toward an individual or group *low-intensity instance, which could be managed through reminder of code-switching or discussion about appropriate language for school.	Abusive/Inappropriate Language	Verbal or non-verbal messages that may include swearing, name-calling or using words or gestures in an inappropriate way directed to an individual or group – requires more serious discussion or consequence, or after repeated minor instances.
Physical Contact	Engaging in non-serious, but inappropriate physical contact. (Rough play)	Fighting or Physical Aggression	Actions involving serious physical contact with intent to harm (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, spitting, etc.)
Defiance/Disrespect	Engaging in brief low-intensity failure to respond to adult requests.  Low-intensity instance of verbal/non-verbal socially rude interaction. May include: talking back, interrupting, eye rolling, teasing, laughing at others.	Overt Defiance/Disrespect	Refusal to follow adult direction that puts child or others at risk.  High intensity instance of verbal/non-verbal socially rude interaction.
Disruption	Inappropriate behavior causing a disruption of a class or activity.	Overt Disruption	Serious or sustained inappropriate behavior causing a severe disruption of a class or activity.
Property Misuse	Inappropriate use of property.	Property Damage	Deliberate damage or destruction of property.
Technology Violation	Non-serious, but inappropriate use of cell phone, music/video player, camera or computer.	Technology Violation	Serious misuse of cell phone, music/video player, camera or computer.
		Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Other	Engaging in any other minor problem behaviors that do not fall within the above categories. Could include minor offenses or lying, cheating, or theft.	Other	Other behaviors including: possession or use of alcohol, combustibles, tobacco, drugs or weapons. Would include serious instances of lying, cheating, forgery, theft.



# BEHAVIOR REFERRAL FORM

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Referred By: \_\_\_\_\_ Staff Members Present: \_\_\_\_\_

<b>LOCATION: (check one)</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Outside, dismissal or arrival  <input type="checkbox"/> Bathroom <input type="checkbox"/> Library/Computer Lab <input type="checkbox"/> Office <input type="checkbox"/> Other _____	<b>OTHERS INVOLVED: (check one)</b> <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher  <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____		
<b>STUDENT: (check one)</b> <input type="checkbox"/> Was asked to do something <input type="checkbox"/> Resisted transition <input type="checkbox"/> Could not get desired item/activity <input type="checkbox"/> Was emotional or upset <input type="checkbox"/> Was provoked by another student <input type="checkbox"/> Other _____	<b>MOTIVATION (check one)</b> <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain teacher attention <input type="checkbox"/> Obtain item or activity <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Avoid peers <input type="checkbox"/> Avoid adult <input type="checkbox"/> Unclear/don't know <input type="checkbox"/> Other _____	<b>MINOR BEHAVIOR</b> <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____	<b>MAJOR BEHAVIOR</b> <input type="checkbox"/> Abusive/Inappropriate language <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Overt Defiance/Disrespect <input type="checkbox"/> Overt Disruption <input type="checkbox"/> Property Damage <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Other _____

(check the most intrusive)

**DESCRIPTION OF INCIDENT** \_\_\_\_\_

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## ACTIONS/DECISIONS

<b>PREVIOUS INTERVENTIONS</b> <input type="checkbox"/> NOT APPLICABLE <input type="checkbox"/> Reminder of Expected Behavior <input type="checkbox"/> Redirection <input type="checkbox"/> Reteach Expected Behavior <input type="checkbox"/> Personal Reflection <input type="checkbox"/> Separation of students <input type="checkbox"/> Additional task/assignment given <input type="checkbox"/> Loss time on recess/activity	<i>Attach any Relevant Documentation</i> <input type="checkbox"/> Loss access to items <input type="checkbox"/> Time-out in room (duration _____) <input type="checkbox"/> Time out/another room (duration _____) <input type="checkbox"/> Parent phone call <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Parent conference <input type="checkbox"/> SST	<b>Teacher/Administrator Decision:</b> <input type="checkbox"/> Documentation Only <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Personal Reflection <input type="checkbox"/> Reteach of Appropriate Behavior <input type="checkbox"/> Restitution (Apology or Compensation) <input type="checkbox"/> Time in Another Location <input type="checkbox"/> Parent/Guardian Signature: _____ <div style="text-align: right;"><i>Parent/Guardian Signature</i></div>
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FAMILY CONTACTED (regarding referral): Y N COMMENTS/RESULTS OF CONTACT: _____ _____ _____ _____	<b>COMMENTS REGARDING DECISION/CONSEQUENCE:</b> _____ _____ _____ _____
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## SEL

- Explicit Skill Instruction
- Skills Modeled and Practiced by ALL staff
- Constant Reflection
- Embedded into Academics



# Social & Emotional Learning Core Competencies



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# Adult SEL Competence & Learning

Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments. (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)

Emotional skills of teachers influence student conduct, engagement, attachment to school, and academic performance. (Baker, 1999; Hawkins, 1999; Schaps, Battistich, & Solomon, 1997; Sutton & Wheatley, 2003; Wentzel, 2002)

Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching. (Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)

School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. (Patti and Tobin, 2006)

# Targeted Intervention

- Based on Data
- Small Groups
- Student Centered
- Flexible/Fluid

# Changing Adult Behavior

**POSITIVE Focus**

**Consistency**

## Tier 3 Supports:

- Individual Supports
- Access Referral

## Tier 2 Supports:

- Social Skills Groups
- Check-In, Check-Out
- SST Process
- Use of Data
- Restorative Mediation

## Tier 1 Supports:

- Teach, Model, Reinforce SEL Competencies
- Second Step - Social Skills Curriculum
- Rules and Expectations Taught and Reinforced
- Strong PBIS Team - Staff Buy-in
- Restorative Circles

**Students Liking School**

## Ongoing Collaboration

- Staff Meetings
- Grade Level Meetings
- Committees/Teams
- Specific Skill Support-  
Professional Learning
- Informal Communication

School-wide,  
Every Time, Every Space!

Explode the Practices!

- Tea

- Create a committee or team
  - Forum for Discussion
  - Model for Others
- 
- Teach Social/Emotional Skills Explicitly
  - Create a Common Vocabulary
  - Forum for Discussion

# For More Info:

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