



Focus area: **Arrival**

Expectations: Personal Excellence in being responsible, respectful, and safe when arriving at school.

Objective: At arrival time, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Is aware of and treat other students, parents, and teachers kindly and respectfully ♣ Make good choices that promote a positive experience for everyone before school ♣ Be a positive role model for classmates and other students
Be Responsible	<ul style="list-style-type: none"> ♣ Be to school by the first morning bell, 8:40 ♣ Know what days and times you have before school activities ♣ Be on time for all activities ♣ Be where you are supposed to be ♣ Walk around school to the back playground ♣ Wait until the first bell to go into school and unpack your backpack ♣ Sign in at the office for before school activities
Be Respectful	<ul style="list-style-type: none"> ♣ Include others ♣ Use kind and positive words ♣ Use other's materials only with permission ♣ Follow school rules for the use of cell phones ♣ Pick up items and trash you see around school
Be Safe	<ul style="list-style-type: none"> ♣ Walk at all times and stay on sidewalks ♣ Cross streets at crosswalks with crossing guard, if present ♣ Be aware of cars and busses ♣ Follow morning playground rules ♣ Walk bikes on sidewalks around school ♣ Get dropped off in safe/appropriate locations around school

Teaching Example - Arrival

1. **Model – 'I do'** – Teacher demonstrates positive and expected behavior for arrival time before school. Above the Line, Below the Line, and Border Line behavior.
2. **Lead – 'We do'** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
3. **Test – 'You do'** – Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Arrival

Above the Line	Border Line	Below the Line
1. Crosses in the crosswalks	1. Crosses in the crosswalks but does not pay attention to cars	1. Crosses outside of the crosswalks and/or between busses
2. Arrives at school by 8:40	2. Arrives at school by 8:45	2. Arrives at school after 8:45
3. Picks up garbage found on the floor	3. Ignores garbage on the floor	3. Drops garbage on the floor
4. Keeps cell phone in backpack when on school property	4. Holds/carries cell phone when on school property	4. Uses cell phone between 8:20 am and 3:40 pm

Scenarios – Arrival

1. You are standing with your friends before school and your cell phone rings in your backpack. What do you do?
2. Mom drops you and your 7th grade sibling off in the front of school at 8:30. What do you do?
3. Dad drops you off in the parking lot before school. What do you do?
4. You arrive at school at 8:50. What do you do? What do you need to change?
5. A student is standing by themselves before the first bell, what do you do?
6. You have an extra backpack today with your athletic items, what do you do?
7. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Participation in morning activities (Shamrocks, morning library, if offered); permission to walk 4 and 3 year old siblings to class; morning leadership opportunities 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Lose participation in specific non-educational activities: recess and/or extra-curricular activities; asked to walk down to the corner and cross again; cell phone taken away; asked to sit in a classroom until the first bell, missing time with friends.

Reinforcement Activities

1. During the first week of school, teachers will show students the proper crosswalks and how to walk around to the back playground.
2. Go over MS guidelines for arrival and before school expectations.
3. Teach before school playground rules.



Focus area: **Dismissal**

Expectations: Personal Excellence in being responsible, respectful, and safe when leaving school.

Objective: At dismissal, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Is aware of and treats other students, parents, and teachers kindly and respectfully ♣ Is a positive role model for classmates and all students
Be Responsible	<ul style="list-style-type: none"> ♣ Know when you leave your house in the morning if you will ride the bus home, walk, or be picked up ♣ Wait until the appropriate dismissal bell ♣ Know what days and times you have after school activities ♣ Have appropriate items/clothing for after school activities ♣ Be on time for all after school activities ♣ Be where you are supposed to be after school (bus line, activity, classroom)
Be Respectful	<ul style="list-style-type: none"> ♣ Use kind and positive words ♣ Follow school rules for the use of cell phones ♣ Pick up items and trash you see around school, in hallways and by lockers ♣ Treat plants and trees with care
Be Safe	<ul style="list-style-type: none"> ♣ Walk at all times ♣ Stay on sidewalk ♣ Cross streets at crosswalks with crossing guard, if present ♣ Get picked up in safe/appropriate locations around school ♣ Be aware of cars and busses ♣ Always walk bikes on sidewalks around school ♣ Leave building using your grade level assigned doors

Teaching Example - Dismissal

1. **Model – 'I do'** – Teacher demonstrates positive and expected behavior for dismissal time after school.
Above the Line, Below the Line, and Border Line behavior.
2. **Lead – 'We do'** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
3. **Test – 'You do'** – Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Dismissal

Above the Line	Border Line	Below the Line
1. Crosses in the crosswalks with crossing guard	1. Crosses in the crosswalks but not paying attention to cars	1. Crosses outside of the crosswalks or between busses
2. Leaves at the appropriate dismissal bell	2. Leaves at the appropriate dismissal bell, but not going to the bus or your ride	2. Leaves at the wrong dismissal time or wandering around school
3. Picks up garbage found on the floor/ground	3. Ignores garbage on the floor/ground	3. Drops garbage on the floor/ground
4. Keeps cell phone in backpack when on school property	4. Holds/carries cell phone when on school property	4. Uses cell phone between 8:20 am and 3:40 pm

Scenarios – Dismissal

1. You are not sure how you are getting home and need to call home to find out. What do you do? What should you have done?
2. Mom tells you to meet her over by the North Wing door on River Road. What do you do?
3. Dad is picking you up in the parking lot after school. What do you do?
4. You have basketball practice or girl scouts after school. What do you do?
5. You are waiting to get on your bus. What do you do?
6. You make a call on your cell phone at 3:30. What will happen?
7. You usually ride the bus but today you have after school sports or activity. When do you leave?

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: First in line; dismissed 30 seconds early; 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Dismissed at a later time; sent back to walk or cross at corner; phone taken to office for later pick up • If a student is abusing the trees or plants while waiting for their bus, they may be asked to do extra clean up around the school grounds.

Reinforcement Activities

1. During the first week of school, show students the proper doors, crosswalks, bus lines and pick-up areas.
2. Go outside and show students where they should be picked-up.
3. Go over MS guidelines for dismissal and after school expectations.



Focus area: **Uniform**

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: When wearing the uniform, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Student wears the school uniform with pride
Be Responsible	<ul style="list-style-type: none"> ♣ Wear the correct uniform, including accessories, every day ♣ Have proper shoes/clothing to change into for gym ♣ Wear shirt tucked in at all times while in school building ♣ Follow guidelines for non-uniform days
Be Respectful	<ul style="list-style-type: none"> ♣ Follow uniform code and pay attention to specific details (i.e. hair color, collar worn out of sweatshirt, shirt tucked in, proper belts, socks, shoes, and hair accessories, etc.) ♣ Wear a uniform that is neat, clean, and in good repair ♣ Take steps to correct uniform issues
Be Safe	<ul style="list-style-type: none"> ♣ Make sure correct shoes are worn, laces are tied and shoes are worn in the proper manner.

Teaching Example – Uniform

Model – ‘I do’– Teacher demonstrates positive and expected wearing of the school uniform. Above the Line, Below the Line, and Border Line behavior.

1. **Lead – ‘We do’** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.

2. **Test – ‘You do’**– Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Uniform

Above the Line	Border Line	Below the Line
1. Wears school uniform appropriately; frequently checks that shirt is tucked in	1. Shirt is almost the right color	1. Shirt is untucked
2. Hair ribbons, barrettes, and bows are the correct color	2. Hair accessories are almost matching school colors	2. Hair accessories do not follow uniform code
3. Shoes have soles with backs and fronts	3.	3. Flip-flops, slides, or sandals are worn

Scenarios – Uniform

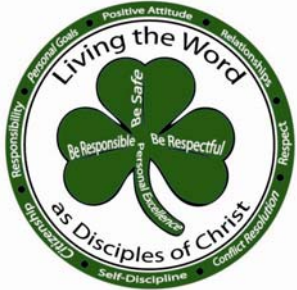
1. You come into school from recess with your shirt untucked, what should you do?
2. Your favorite pair of jeans has a hole in them. Should you wear them?
3. You just got a new pair of fashion boots and want to wear them to school. You tuck your pants into the boots. Is that okay?
4. Your grandma just bought you a new purple bow for your hair. You can't wait to wear it to school. What is the rule?
5. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Participation in non-uniform days 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Student will take steps to correct uniform infraction; loss of non-uniform day; sent to office for a change of clothing

Reinforcement Activities

1. Teachers will go over proper uniform code with students using handbook.
2. Teachers will occasionally do a uniform check and discuss proper uniform attire.



Focus area: **Hallways and Lockers**

Expectations: Personal Excellence in being responsible, respectful, and safe in the hallways and using lockers.

Objective: In the hallways, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Student is aware of and treats other students, classes, and teachers kindly and respectfully ♣ Takes pride in and is responsible for personal locker and hallway organization and cleanliness ♣ Is a positive role model for classmates and all students
Be Responsible	<ul style="list-style-type: none"> ♣ Be where you are supposed to be ♣ Use passing time appropriately ♣ Sign out of class/get permission for bathroom/water breaks ♣ Be responsible for papers and books ♣ Organize lockers, take care of materials and physical locker
Be Respectful	<ul style="list-style-type: none"> ♣ Use appropriate voice levels as directed by teacher ♣ Use eye contact and smile and greet other students and teachers ♣ Pick up items and/or trash dropped or found on floor ♣ Keep hands, feet, and objects to yourself (personal space) ♣ Go only into your own locker
Be Safe	<ul style="list-style-type: none"> ♣ Always walk ♣ Walk on the right side of the hallway ♣ Close locker doors when finished ♣ Leave room for passing space when at your locker

Teaching Example – Hallways and Lockers
<p>1. Model – ‘I do’ – Teacher demonstrates positive and expected behavior for hallway and locker use. Above the Line, Below the Line, and Border Line behavior.</p>
<p>2. Lead – ‘We do’ - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.</p>
<p>3. Test – ‘You do’ – Students practice Above the Line behaviors without teacher modeling.</p>

Practicing Excellence – Hallways and Lockers

Above the Line	Border Line	Below the Line
1. Uses walking feet	1. Skips in hall	1. Uses running feet
2. Walks on the right side	2.	2. Walking in the middle or taking up the whole hallway with friends
3. Picks up garbage on the floor without being asked	3. Ignores garbage on the floor	3. Drops garbage on the floor
4. Uses appropriate voice or silence, as directed	4.	4. Uses loud voice or behaviors that distract others

Scenarios – Hallways and Lockers

1. You've been asked to bring a note down to the office and you see a friend going into the bathroom. You want to ask them to play with you at recess. What should you do?
2. You are walking with your class down the hallway. You see a member of your Spirit Family in hallway. What do you do?
3. You see garbage on the floor by your friend's locker. What do you do?
4. Your locker won't close? What do you do?
5. Someone drops their pencil case, and materials have scattered all over the floor. What do you do?
6. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Line leader, messenger • Older students who are being safe, respectful, and responsible may get permission to walk to class by themselves 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Sent back to walk if running; practice walking individually or as a class; lose a recess

Reinforcement Activities

1. Show students how a locker gets stuck by jackets/backpacks because of closing mechanism being blocked.
2. Show students how to best organize materials in their locker.
3. Classroom/homeroom teachers will set up a schedule to provide students time to organize locker.



Focus Area: Classroom

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: In the classroom, students will make choices that are safe for Themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Student has a positive attitude toward learning
Be Responsible	<ul style="list-style-type: none"> ♣ Arrive on time for the school day ♣ Complete assignments on time ♣ Bring required materials to class and be prepared to learn ♣ Listen well and follow directions ♣ Take time to organize desk and locker ♣ Use assignment book effectively at home and school ♣ Complete classroom jobs without being asked
Be Respectful	<ul style="list-style-type: none"> ♣ Follow classroom rules ♣ Use good manners and kind words ♣ Use proper inside voices; raises hand and wait to be called on ♣ Listen to others and do not interrupt
Be Safe	<ul style="list-style-type: none"> ♣ Sit with four chair legs on the floor (4 on the Floor) ♣ Use walking feet ♣ Use classroom materials safely ♣ Keep hands, feet, and objects to self (personal space)

Teaching Example - Classroom

1. **Model – ‘I do’** – Teacher demonstrates positive and expected behavior for classroom use. Above the Line, Below the Line, and Border Line behavior.
2. **Lead – ‘We do’** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
3. **Test – ‘You do’** – Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence - Classroom

Above the Line	Border Line	Below the Line
1. Is on time and prepared for class	1. Comes in right as the bell rings	1. Is tardy for class; missing papers and writing materials, late work
2. Follows classroom rules; uses walking feet and sits safely on chair; uses inside voice	2. Skips in room; wiggles in chair	2. Runs in room; leans back on chair; throws objects; talks out of turn; uses loud voice
3. Uses good manners, kind words, and appropriate tone	3.	3. Says unkind things to or laughs at others; is rude to others; uses a sarcastic tone
4. Keeps desk and locker neat	4. Sometimes does not put materials back in place	4. Desk/locker does not close due to messiness

Scenarios - Classroom

1. You were given a math assignment and it is due today. You left yours at home. What do you need to do?
2. You like to take time in the morning to put your things in your locker and talk with friends, but you often come in the classroom after the bell rings. What do you need to do?
3. It is your job to empty the pencil sharpeners and you notice they are full while the teacher is teaching. What do you do?
4. A classmate throws a pencil across the room. You pick it up and...
5. The teacher was on recess duty and is not back in the room yet. Your classmates begin running around the room. Why is that a problem? What do you do? What should they do?
6. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Classroom incentives 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Stay in at recess; new seat; removed from classroom

Reinforcement Activities

1. Play Tic-Tac-Toe/ Bingo with classroom rules to introduce and review
2. Use Behavior Book/Tracking Our Progress Book and classroom incentives
3. Teacher provides a desk "map" to help students organize desk
4. Teacher will provide a regular time for students time to organize lockers and desks



Focus Area: **Bathroom**

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: While using the bathroom, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward
Be Responsible	<ul style="list-style-type: none"> ♣ Use bathroom at appropriate times ♣ Follow the classroom procedure that has been taught ♣ Take care of your business and return to class promptly ♣ Pick up after yourself
Be Respectful	<ul style="list-style-type: none"> ♣ Use inside voices ♣ Use kind words and manners ♣ Wait your turn patiently ♣ Give others privacy ♣ Tell an adult if supplies are needed or things are not working properly
Be Safe	<ul style="list-style-type: none"> ♣ Flush after you use the toilet ♣ Wash hands with soap and water and dry properly with a paper towel ♣ Use paper towels to wipe up water on floor and dispose of properly ♣ Use walking feet

Teaching Example - Bathroom

- Model – ‘I do’** – Teacher demonstrates positive and expected behavior for bathroom use. Above the Line, Below the Line, and Border Line behavior.
- Lead – ‘We do’** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
- Test – ‘You do’** – Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence - Bathroom

Above the Line	Border Line	Below the Line
1. Flushes toilet when finished	1.	1. Does not flush toilet when finished
2. Washes hands with soap and water and dries them properly	2. Washes hands with water only	2. Does not wash or dry hands
3. Uses walking feet	3.	3. Uses running feet, skips/ jogs/ Jumps/slides

Scenarios - Bathroom

1. You have to use the bathroom and all of the stalls are full. What do you do?
2. A few kids are holding the stall door shut and the person inside cannot get out. What do you do? Who can you tell?
3. You are finished using the bathroom but your best friend asked you to wait. What do you do?
4. At the sink a peer starts playing with and splashing water. Other children are starting to join in and it looks like fun. Is it okay to join in? Why or why not?
5. After using the bathroom, what do you do?
6. You notice your stall is out of toilet paper. What do you do? Who can you tell?
7. You notice the hand washing station/sink is running over onto the floor. Why is this a problem? What should you do?
8. Add other examples specific to your classroom and students needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Permission to use bathroom as needed 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Use bathroom at teacher assigned time, use with supervision, etc.

Reinforcement Activities

1. Teach classroom procedure for using the bathroom.
2. Invite Health Care member to demonstrate proper hand washing techniques under a black light.
3. Take the class down to check out the bathroom area for cleanliness and discuss.



Focus Area: Lunchroom/Cafeteria

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: In the cafeteria, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward
Be Responsible	<ul style="list-style-type: none"> ♣ Know your lunch choice before you get in line ♣ Use your time well so you are finished eating on time ♣ Eat your own food and not that of others ♣ Try new foods and try not to waste food; take the quantity of food you know you will eat so you don't waste ♣ Clean up your area and dispose of leftovers/trash properly
Be Respectful	<ul style="list-style-type: none"> ♣ Listen to lunch supervisors and follow directions ♣ Use inside voices ♣ Patiently wait your turn in line ♣ Stay in your space and keep hands, feet, objects to yourself ♣ Use manners with everyone, including cooks and servers ♣ Eat with mouth closed ♣ Include others/sit by someone new, if allowed ♣ Reverently join in prayer
Be Safe	<ul style="list-style-type: none"> ♣ Use walking feet ♣ Wash hands before eating ♣ Stay seated on bench unless dismissed ♣ Clean up spills immediately without being asked ♣ Look out for others

Teaching Example – Lunchroom/Cafeteria

1. **Model – 'I do'** – Teacher demonstrates positive and expected behavior for cafeteria use. Above the Line, Below the Line, and Border Line behavior.
2. **Lead – 'We do'** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
3. **Test – 'You do'** – Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Lunchroom/Cafeteria

Above the Line	Border Line	Below the Line
1. Uses walking feet and inside voice	1. Jogs or skips	1. Runs through cafeteria; uses loud voice
2. Stays seated on bench while eating unless given permission to get up	2. Swings legs and wiggles at table	2. Gets up without permission; stands up at table to eat; sits with feet on the bench; changes tables without permission; crawls under table
3. Uses manners with everyone including <i>please, thank you, excuse me</i>	3. Uses manners with some; sometimes chews or talks with food in mouth	3. Stands up at table to eat; plays with/tosses food; does not use manners; takes another's food
4. Cleans up area properly; cleans up spills immediately without being asked	4. Picks up trash but does not check on floor/under table	4. Leaves trash and spills on table and floor; wastes food

Scenarios – Lunchroom/Cafeteria

1. Someone steps out of line and tries to cut back in. What do you do? What should they have done?
2. Someone spills your milk all over the table. What should you do?
3. Your friend is sitting at another table and you want to visit with her. What should you do?
4. Your mom packed Doritos in your lunch. A classmate insists you give him some or he won't be your friend. What should you do?
5. You have your tray and are ready to sit down, but the table you wanted to sit at is full. What should you do?
6. During lunch check-in you are lined up against the wall in the cafeteria, students behind you are pushing and budging in front of others. What do you do?
7. It is time to pray and you want to finish your pizza. What should you do?
8. As you come to return your empty tray you notice the top trays are crooked and may tumble. What should you do?
9. As you leave the lunchroom your friends are walking by the washed tables and slapping them and running their hands over the top of them for fun. What could you say to them?
10. Add other examples specific to your classroom and students needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Choose where to sit in grade level area; earn special privilege-prayer leader; allowed to get more food 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Assigned seat; eat lunch in classroom or office; no extra food, extra duty-clean tables

Reinforcement Activities

1. Teach lunchroom protocol and clean-up procedure.
2. Take time with class to look at how much food is wasted after one lunch.
3. Take time with class to look at how clean the lunchroom is after one lunch.



Focus area: **Playground**

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: On the playground, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward
Be Responsible	<ul style="list-style-type: none"> ♣ Have appropriate clothing at school and dress for the weather ♣ Use equipment with care and for the purpose it was intended and return it to where it belongs ♣ Follow rules (“Mr. D’s Rules”) for playground games and equipment ♣ Be a problem solver and use steps for conflict resolution ♣ Report any bullying to an adult
Be Respectful	<ul style="list-style-type: none"> ♣ Use kind words ♣ Use good manners ♣ Wait for your turn patiently ♣ Include everyone who wants to play ♣ Show care within all playground spaces (i.e. trees, plants, wood chips)
Be Safe	<ul style="list-style-type: none"> ♣ Stop activity and line up when the bell rings or whistle is blown ♣ Get an adult if someone gets hurt ♣ Use equipment safely and be aware of surroundings and those playing in the area ♣ Respect playground boundaries including fences, alleys, neighbors’ yards, sidewalks, and roads

Teaching Example – Playground

- Model – ‘I do’**– Teacher demonstrates positive and expected behavior for playground use. Above the Line, Below the Line, and Border Line behavior.
- Lead – ‘We do’** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
- Test – ‘You do’**– Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Playground

Above the Line	Border Line	Below the Line
1. Uses equipment in a safe manner (goes <u>down</u> the slides, swings in a forward and back motion, uses balls in appropriate ways, etc.)	1.	1. Uses equipment in a way that is unsafe (goes up the slides, swings sideways, jumps off equipment, uses balls as weapons or to hurt others, etc.)
2. Stops activity and immediately lines up when the bell rings or whistle blows	2. Keeps bouncing the ball while moving to the line	2. Ignores the bell or whistle and keeps playing; kicks a ball while getting into line; plays catch in line
3. Tells an adult when someone is hurt	3. Asks a hurt person if he is ok	3. Ignores someone who is hurt

Scenarios – Playground

1. The bell rings at the end of recess. Some of your friends ignore the bell and keep playing. What should you do? How should your friends be acting?
2. You are playing with a friend and she falls down and scrapes her knee. It's bleeding. What should you do?
3. Your friend starts to throw balls at other students. What should you do? How should your friend be acting?
4. You have been waiting for 10 minutes for your chance to kick the ball in kickball. It is finally your turn to kick and the bell rings. What should you do?
5. You see a group of students teasing a student. What should you do?
6. A classmate wants to jump rope, but the rest of your group doesn't want her to play because she can't skip well. What would be the right thing to do?
7. Your team loses the game. You aren't happy. What should you do?
8. Your team wins and you are happy. How do you celebrate appropriately?
9. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> Verbal praise; acknowledgement Privileges: Line leader, door opener, recess committee representative 	<ul style="list-style-type: none"> Verbal warning; restate expectation/rule Reteach expectation/rule; complete Fix-It form, contact parent Loss of privilege: Last in line; delayed dismissal for recess; time out on bench

Reinforcement Activities

1. Invite members of the class to be a part of the recess committee. Keep a log of issues in classroom to discuss at recess committee.
2. Conduct classroom meeting on sportsmanship.
3. Mr. D. will go over game rules and safety instructions for equipment.
4. Mr. D. will give/review instructions for games.



Focus Area: **Library**

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: While using the library, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward
Be Responsible	<ul style="list-style-type: none"> ♣ Follow library rules as posted/stated ♣ Care for any materials in use ♣ Check out materials properly and return books on time ♣ Report damage to materials so it can be repaired ♣ Take responsibility for personal damage to or loss of books ♣ Clear materials and return chairs to table properly at end of session ♣ Tell adult if supplies are needed or things are not working properly
Be Respectful	<ul style="list-style-type: none"> ♣ Greet adults with eye contact, smile, and verbal greeting ♣ Use kind words and manners with all adults and students ♣ Wait turn patiently ♣ Maintain a quiet atmosphere for self and others
Be Safe	<ul style="list-style-type: none"> ♣ Sit without blocking walk areas ♣ Use walking feet ♣ Keep hands, feet, objects to self (personal space)

Teaching Example - Library
<p>1. Model – ‘I do’ – Teacher demonstrates positive and expected behavior for library use. Above the Line, Below the Line, and Border Line behavior.</p>
<p>2. Lead – ‘We do’ - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.</p>
<p>3. Test – ‘You do’ – Students practice Above the Line behaviors without teacher modeling.</p>

Practicing Excellence - Library

Above the Line	Border Line	Below the Line
1. Returns books to the correct place on due date or before	1. Returns book only after being reminded	1. Does not return books/ignores return requests
2. Uses library time for reading/research	2.	2. Uses library time as an outlet for socializing or "free time"
3. Uses walking feet; keeps legs under table; tucks chair in when leaving	3.	3. Runs to get to chair; plays hide and seek in stacks; leaves chairs pulled away from table

Scenarios - Library

1. You enter the library and see an adult. What is expected of you?
2. Your friends are talking loudly through the stacks about the plans for after school. What should you do?
3. You have chosen a book to check out. How do you go about doing that? What do you do after it is checked out?
4. When you go to check out a book, you are told you have an overdue book. How do you respond?
5. You are seated at the table and reading. Where do you keep your feet? What do you do if others are talking?
6. Water spilled on a book you checked out. What do you do?
7. You get to a table and it looks like all the spots are filled. What do you do?
8. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Check out books; use library with teacher permission when needed; use bean bag chairs; first to choose a seat 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Not allowed to check out books; assigned seat in library; sent back to classroom/office

Reinforcement Activities

1. Librarian does in-service for students/classes on expectations for library use including responsibilities, respect, and safety issues.
2. Classroom teacher models proper use of library.



Focus area: **Assemblies**

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: When participating in an assembly, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Uses good manners ♣ Actively participates
Be Responsible	<ul style="list-style-type: none"> ♣ Arrive on time and enter room respectfully ♣ Listen to presentation without talking ♣ Use proper voice tone and volume ♣ Actively participate as directed ♣ Sit in designated class or Spirit Family location
Be Respectful	<ul style="list-style-type: none"> ♣ Use kind words ♣ Use good manners ♣ Keep a positive attitude ♣ Use proper voice tone and volume ♣ Give the presenter(s) undivided attention
Be Safe	<ul style="list-style-type: none"> ♣ Keep hands, feet, and objects to self (personal space) ♣ Use walking feet ♣ Sit with legs, feet, and arms tucked in ♣ Keep aisles free

Teaching Example – Assemblies

1. **Model – ‘I do’**– Teacher demonstrates positive and expected behavior during assemblies. Above the Line, Below the Line, and Border Line behavior.
2. **Lead – ‘We do’** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
3. **Test – ‘You do’**– Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Assemblies

Above the Line	Border Line	Below the Line
1. Respects personal space of others	1.	1. Hands and feet are in the space of others or in a walkway
2. Undivided attention is given to presenters	2.	2. Attention is not on presenter
3. If participation is required, proper voice tone and volume are used	3.	3. Answers are shouted out or are inappropriate

Scenarios – Assemblies

1. The student sitting next to you starts to boo, laughs at an inappropriate place or talks to you. What should you do? What should those students be doing?
2. You are really bored at the assembly. How do you show respect to the presenter(s)? What strategies can you use to help you stay focused?
3. You are disappointed your friend is not in your Spirit Family, so you move away from your Spirit Family to be closer to him or her. What is wrong with this?
4. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: choose seat within designated class location, chosen to participate in assembly 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Sit by teacher; sent to office; not allowed at next assembly

Reinforcement Activities

1. Teachers explain and practice where their classes will sit for assemblies.
2. Practice assembly behavior with whole school.



Focus area: **Mass**

Expectations: Personal Excellence in being responsible, being respectful, and being safe.

Objective: While at Mass, students will make choices that are safe for themselves and others through mutual respect and responsibility and promote a positive learning environment.

Expectations	Specifics
Personal Excellence	<ul style="list-style-type: none"> ♣ Student exhibits positive behaviors without being asked or without looking for a reward ♣ Student participates fully, including listening, singing, and responding
Be Responsible	<ul style="list-style-type: none"> ♣ Arrive on time and enter reverently ♣ Pay close attention to the Liturgy of the Word and the Liturgy of the Eucharist ♣ Prepare for assigned Mass ministries ♣ Sit in designated class or Spirit Family location ♣ Listen silently and respond at appropriate times. ♣ Use proper voice tone and volume
Be Respectful	<ul style="list-style-type: none"> ♣ Respect others as they worship ♣ Use good manners ♣ Appropriately answer questions asked during the homily ♣ Receive and reflect upon Communion in a reverent manner
Be Safe	<ul style="list-style-type: none"> ♣ Keep hands, feet, and objects to self (personal space) ♣ Sit with feet, legs, and arms tucked in ♣ Use walking feet ♣ Keep aisles free

Teaching Example – Mass

1. **Model – ‘I do’**– Teacher demonstrates positive and expected behavior for Mass. Above the Line, Below the Line, and Border Line behavior.
2. **Lead – ‘We do’** - Teacher and students practice positive behaviors together (have students model). Teacher demonstrates full range of behaviors, students practice Above the Line behaviors only.
3. **Test – ‘You do’**– Students practice Above the Line behaviors without teacher modeling.

Practicing Excellence – Mass

Above the Line	Border Line	Below the Line
1. Participates in singing	1.	1. Refuses to sing; sings wrong words on purpose; makes a joke of the song
2. Responds at the correct times	2.	2. Refuses to respond; blurts out when asked questions during the homily
3. Respects quiet times	3.	3. Talks, laughs, or distracts others during quiet times

Scenarios – Mass

1. Your friend refuses to do the actions of a song. What should you do?
2. The student next to you starts to laugh at an inappropriate time. What should you do? How should the student be acting?
3. Your friend from another class wants to high-five you when you are going to Communion. What should you do?
4. Several of the students in your class think that they should just stand there without doing any responses. What should you do?
5. Some of your friends are making fun of the cantors and readers. What should you do?
6. You found a pebble on the floor and pick it up. What do you do next?
7. Add other examples specific to your classroom and student needs.

Options for Connected Consequences

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise; acknowledgement • Privileges: Mass ministries; choice of seating 	<ul style="list-style-type: none"> • Verbal warning; restate expectation/rule • Reteach expectation/rule; complete Fix-It form, contact parent • Loss of privilege: Moved to sit by teacher; not chosen for Mass ministries

Reinforcement Activities

1. Fr. John and Fr. Patrick will do class Masses to answer any questions students have.
2. Mrs. Forester and Mrs. Ashwood will practice music.
3. Teachers will instruct students where to sit for Masses held in gym, church, and with Spirit Family