

# **NORTH NODAWAY ELEMENTARY**



## **BEHAVIOR EXPECTATION HANDBOOK**

\*Stay Safe \* Take Responsibility \* Act Respectfully \* Ready to Learn\*



## Expectations:

1. Stay Safe
2. Take Responsibility
3. Act Respectfully
4. Ready to Learn



### Consequences:

#### ➤ **1<sup>st</sup>- warning**

A. Give the warning quickly, dispassionately, and with as few words as possible; name on board, dojo, pull card, etc.

OR

B. If you are not sure the student is aware of the rule he/she broke say, "You have a warning because you broke rule number 2.

*DO NOT: add a lecture, remind, glare, correct.*

*Examples of what not to do;*

*I don't want to see you do that again. Do you understand me?*

*Good answer, but next time raise your hand.*

*Give "the look" until the behavior is corrected.*

*Close your mouth and get in line.*

*\*A warning is only effective when backed by a strong, take-action consequence. Students need to know that if they break a second rule, you will hold them accountable.*

#### ➤ **2<sup>nd</sup>- time-out in safe seat**

Requirements:

A. Do what is asked. The student must sit quietly and do what is asked, do the assigned work, pay attention to lesson, etc. If he/she does what was asked, say "Let me know when you are ready to return to your seat."

B. Take responsibility. In his/her own words, the student must take responsibility for misbehaving by showing remorse and resolving not to make the same mistake again. If you're satisfied with what he/she says, welcome back with a smile. If not, let him/her sit in safe seat longer.

*\*Students should sit for an age appropriate amount of time (approximately 1 minute per age) in order to calm emotions, reflect on misbehavior, feel remorseful and accept responsibility.*

#### ➤ **3<sup>rd</sup>- Buddy Room - Letter Home**

A. Use a form letter and hand it to the student immediately.

B. Keep the student separated from classmates the rest of the day to enforce the point of not being a welcome member of the class when misbehaving. This includes special classes such as PE and Art.

C. If the letter is not returned signed, make a phone call home and continue to stay separated from classmates.

#### ➤ **Quarterly Totals – Totals will reset at the start of each new quarter**

A. The first note sent home will be followed by a teacher-student conference.

B. The second note sent home will be followed by a teacher-principal-student conference.

C. The third note sent home will be followed by a teacher-principal-student-parent conference.

## NORTH NODAWAY ELEMENTARY STAR EXPECTATION MATRIX

	Stay Safe	Take Responsibility	Act Respectfully	Ready to Learn
Classroom	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Walk from one activity to another</li> <li>~Keep all four chair legs on the floor</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Clean up your area</li> <li>~Take care of supplies and be ready to use them properly</li> <li>~Finish your work and turn it in on time</li> <li>~Do your best</li> <li>~Ask permission from an adult before leaving</li> </ul>	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for the situation</li> <li>~Be honest</li> <li>~Raise your hand and wait to be called on</li> <li>~Work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>~Attention Signal</li> <li>~Respect others</li> <li>~Be prepared</li> <li>~Keep desk and materials organized</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Walk on right side</li> <li>~Use hall passes</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Go directly to your assigned location</li> </ul>	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for the situation</li> <li>~Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>~Attention Signal</li> <li>~Use proper line procedures</li> </ul>
Restroom	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Walk</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Flush toilet or urinal</li> <li>~Keep water in the sink</li> <li>~Report problems</li> </ul>	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for the situation</li> <li>~Respect privacy</li> <li>~Respect property</li> </ul>	<ul style="list-style-type: none"> <li>~Think 1, 2, 3 and your're out!</li> </ul>
Lunchroom	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Stay in seat</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Keep your area clean</li> <li>~Use utensils and condiments appropriately</li> </ul>	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for the situation</li> </ul>	<ul style="list-style-type: none"> <li>~Attention Signal</li> <li>~Use proper line procedures</li> <li>~Use proper cafeteria procedures</li> <li>~Use time wisely</li> </ul>
Playground	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Use equipment for its purpose</li> <li>~Stay where a teacher can see you</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Clean up playground area</li> <li>~Report problems and injuries immediately</li> <li>~Ask permission from an adult before leaving playground area</li> <li>~Use the Playground Keycard properly to enter the building</li> </ul>	<ul style="list-style-type: none"> <li>~Self-Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for the situation</li> <li>~Show good sportsmanship</li> <li>~Leave nature in its place</li> </ul>	<ul style="list-style-type: none"> <li>~Attention Signal</li> <li>~Use proper line procedures</li> <li>~Follow recess procedures</li> <li>~Listen and follow whistle signals</li> <li>~Leave disagreements and/or arguments on the playground</li> </ul>
Gym	<ul style="list-style-type: none"> <li>~Self Control</li> <li>~Use equipment for its purpose</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Return equipment to its proper place</li> <li>~Report problems and injuries immediately</li> <li>~Ask permission from an adult before leaving</li> </ul>	<ul style="list-style-type: none"> <li>~Self Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for th situation</li> <li>~Show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>~Attention Signal</li> <li>~Use proper line procedures</li> <li>~Follow inside recess procedures</li> <li>~Listen and follow whistle signals</li> </ul>
Bus	<ul style="list-style-type: none"> <li>~Self Control</li> <li>~Find seat quickly and stay seated</li> <li>~Keep aisle clear</li> </ul>	<ul style="list-style-type: none"> <li>~Follow directions correctly the first time</li> <li>~Report problems to the bus driver</li> <li>~Be on time</li> <li>~Give bus driver notes immediately</li> <li>~Keep your area clean</li> </ul>	<ul style="list-style-type: none"> <li>~Self Control</li> <li>~Use polite language and manners</li> <li>~Use appropriate voice level for the situation</li> <li>~Respect personal space and property of others</li> </ul>	<ul style="list-style-type: none"> <li>~Listen and follow bus driver's directions</li> <li>~Use proper bus procedures</li> </ul>

## Discipline Matrix/ Major & Minor

Teacher Managed- Minor	Office Managed- Major
Out of seat	Truancy
Talking out, off-task	Threatening student or adult
Violation of class rules	Fighting
Inappropriate language	Refusal to go to or disruptive in safe seat
Lack of Material	Sexual harassment
Gum	weapons
Disrespectful-talking back	Repeatedly disrespectful-noncompliance
Cheating	Assault- physical or verbal
Tardies	Cursing
Minor destruction of property	Property damage
Rolling eyes	stealing
arguing	bullying
Playing in desk	Drugs, cigarettes, tobacco, alcohol
Chair tipping	
Tapping pencil	
Proper seat posture	
lying	
Homework not returned	
Discipline note not returned	
Off task	
Not following taught procedures	

# **NORTH NODAWAY R-VI SCHOOL**

Hopkins and Pickering, Missouri

Dear Parents/Guardians,

-----broke the following class expectation(s) today -----:

\_\_\_ Stay Safe

\_\_\_ Take Responsibility

\_\_\_ Act Respectfully

\_\_\_ Ready To Learn

Brief description of concern:

Classroom expectations must be followed in order to protect the learning and safety of every student. Because your student chose not to follow these expectations, they were sent to the safe seat.

Please acknowledge receiving this letter by signing your name at the bottom and having your child return it tomorrow.

Thank you for your support.

Sincerely,

North Nodaway Staff

Parent Signature \_\_\_\_\_

# NORTH NODAWAY OFFICE REFERRAL FORM



Student \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Grade: K 1 2 3 4 5

Classroom Teacher \_\_\_\_\_ Referred by \_\_\_\_\_

Location of Incident: (please check)

- |                                   |                                  |                                     |                                    |  |
|-----------------------------------|----------------------------------|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Library | <input type="checkbox"/> Playground | <input type="checkbox"/> Hallway   | <input type="checkbox"/> Special event (field trip/assembly) |
| <input type="checkbox"/> Bus area | <input type="checkbox"/> On bus  | <input type="checkbox"/> Cafeteria  | <input type="checkbox"/> Classroom | <input type="checkbox"/> Other _____                         |

REASON(S) FOR THE REFERRAL: (Please attach narrative of the incident if necessary.)

### SAFETY

Minor:

- Physical contact
- Other \_\_\_\_\_

Major:

- Physical aggression/assault
- Bullying/harassment
- Danger to self or others
- Weapons
- Other \_\_\_\_\_

### RESPECT

Minor:

- Defiance/disrespect/non-compliance
- Inappropriate verbal language
- Disruption
- Other \_\_\_\_\_

Major:

- Repeated disrespect/non-compliance
- Sustained disruption
- Verbal assault/threat
- Damage of property
- Other \_\_\_\_\_

### RESPONSIBILITY

Minor:

- Follow Staff Directions
- Schoolwork/homework incomplete
- Other \_\_\_\_\_

Major:

- Technology violation
- Repeated incomplete work
- Other \_\_\_\_\_

TEACHER ACTION TAKEN PRIOR TO REFERRAL:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Changed student's seat           | <input type="checkbox"/> Consulted Principal       | <input type="checkbox"/> Telephoned parent/guardian |
| <input type="checkbox"/> Consulted Counselor              | <input type="checkbox"/> Time out in the classroom | <input type="checkbox"/> Other (Please specify)     |
| <input type="checkbox"/> Sent previous report home        | <input type="checkbox"/> Met with parent/guardian  | _____   |
| <input type="checkbox"/> Conferred privately with student |  |   |

TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> In School Suspension      | <input type="checkbox"/> Time out in office | <input type="checkbox"/> Lunch Detention  |
| <input type="checkbox"/> Out of school suspension  | <input type="checkbox"/> Loss of privilege  | <input type="checkbox"/> Recess Detention |
| <input type="checkbox"/> Agency referral           | <input type="checkbox"/> Assigned Seat      | <input type="checkbox"/> Other: _____     |
| <input type="checkbox"/> Conference with Principal | <input type="checkbox"/> Restitution        |   |
|  | <input type="checkbox"/> Parent contact     |   |

PARENT CONTACTED: (Check one)  Call  Note  Voicemail  Email  Conference

COMMENTS: (Use back if needed)

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Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

## Arrival Procedures

**Skill:** Teach Arrival Procedures

**Context:** All Settings

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectfully and be ready to learn when you arrive at school each morning.”

**Show - Teacher Model:**

- Teacher models students entering the building, checking whether the walking path is open, walking to the backpack hook and hanging bag (and coat if warm enough).
- Teacher models how to enter the gym
  - If eating breakfast – walk to the supervisor’s table, walk to a seat, sit and eat using cafeteria rules, throw away trash and continue with directions for non eaters
  - If not eating and track is closed, students are to sit in class lines. Students must use Self-Control rules and keep voices below a 2 volume.
  - If not eating and track is open, students will walk around the preschool track. They must remain on the track, may not run and must exercise Self-Control.
  - At 7:55 the teacher will begin directing students to enter the building and form lines using the same rules as the previous stated. When the bell rings at 8am, students will stand and be silent. Principal or Staff representative will greet students and share announcements. All students will then recite the Pledge of Allegiance and STAR pledge.

**Show – Role Play:**

**Example:** Teacher should model each scenario describing the steps above.

**Non-example:** *(Do not use students for a non-example.)* Teacher runs down the steps and outside. Teacher passes other students on the sidewalk and pushes others as she passes. When entering the building, the teacher uses a volume 3 voice, rolls around on the floor and yells at other students across the line.

**Example:** *(Repeat good example.)*

**Practice – Student Example:** Ask students to role-play examples of each scenario.

**Feedback – Review:** Have students break into groups of 3. Each student must describe one of the scenarios to their partners. The listening partners must provide additional information that was omitted or give them praise if a complete description is given.

## Attention Signals

**Skill:** Teach STAR using a variety of Attention Signals

**Context:** All Settings

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectful and be ready to learn using attention signals.”
- Define Giving attention. Eyes on speaker, mouth quiet, ears listening, hands and feet still, ready to learn.
- Explain that there are many ways to ask students to give attention. (1,2,3 eyes on me—1,2 eyes on you... ready to rock—ready to roll, class class—yes, yes)

**Show - Teacher Model:**

- Teacher models Give Me Five, or some other attention signal appropriately in classroom. Ask for five and count down to 0 and then expect 0 voice.
- Have a second teacher talk quietly and use one of the attention getters so that the second teacher stops talking and completes the phrase.

**Show – Role Play:**

**Example:** Teacher models an attention signals appropriately. Teacher sits at desk quietly with hands in lap or on desk and feet on floor. Teacher has eyes on the person speaking.

**Non-example:**(*Do not use students for a non-example.*) Teacher sits at desk with hands tapping on desk. When others talk, the teacher talks loudly and does not look at speaker.

**Example:** (*Repeat good example.*)

**Practice – Student Example:** Ask students to role-play examples of how they could show Give Me Five appropriately in the classroom.

**Feedback – Review:** Have students choose their favorite attention signal and draw a picture of students giving attention. Older students may write about why it is important to have attention signals in group settings.

**Re-Teach – Practice throughout the day:** Remind students about attention signals several times throughout the week and throughout the year.



Stay Safe, Take Responsibility, Act Respectful, Ready to Learn

## Voice Levels

**Skill:** Teach STAR using voice levels

**Context:** All settings

### Tell - Introduction:

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectful and be ready to learn using voice levels.”
- Define Voice Levels
  - 0=silent
  - 1=partner voice
  - 2=conversation voice
  - 3=presentation voice
  - 4=outside voice

### Show - Teacher Model:

- Teacher models each of the different voice levels
- Teacher discusses different areas and scenarios where the voice levels would be appropriate

### Show – Role Play:

**Example:** Teacher is directed to talk about their favorite sport. She models a quiet partner voice, similar to a whisper, talking with a partner at their seat. They are then directed to talk as a table group about their favorite sport using a level 2 voice. Teacher is called on to present to the class what all of their partners shared. Finally, the teacher models a level 4 ‘outside recess voice’ which does not include screaming.

**Non-example:***(Do not use students for a non-example.)* Teacher talks to her group about her favorite sport extremely too loud.

**Example:** *(Repeat good example.)*

**Practice – Student Example:** Teacher uses all of the voice levels in different mixed up orders and the students hold up fingers to identify the voice level they think is being used.

**Feedback – Review:** Later in the day/week play a game where a group of students is assigned a volume level and they role play it for the class while the rest of the group identifies the voice level.

**Re-Teach – Practice throughout the day:** Review and practice voice levels several times throughout the week.

Stay Safe, Take Responsibility, Act Respectful, Ready to Learn

## Perfect 10 Line

**Skill:** Teach STAR using the Perfect 10 Line

**Context:** Anytime the whole class is lined up

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, and act respectful using Perfect 10 line.”
- Define a Perfect 10 Line (1 line, 0 voice, appropriate spacing between each child, hands behind back or to their side, or hugging book in front.)

**Show - Teacher Model:**

- Teacher models Perfect 10 line appropriately in the classroom

**Show – Role Play:**

**Example:** Teacher models Perfect 10 line. Starting from being seated at desk, stands up, pushes in chair and walks quickly and quietly to the door. She then stands with hands behind her back and a bubble in her mouth.

**Non-example:** *(Do not use students for a non-example.)* Teacher jumps up and leaves chair out, runs to the line and fights over who ‘budged’ by shoving with another student. She then argues with the person in front of her and pokes them in the back.

**Example:** *(Repeat good example.)*

**Practice – Student Example:** Take the class to different locations in the school and practice the perfect 10 line with the goal of getting a compliment from another adult in the school.

**Feedback – Review:** Student brainstorm other places they should use a perfect 10 line (specials class, after lunch, in the morning, etc)

**Re-Teach – Practice throughout the day:** Remind students about perfect 10 line before lining up on every occasion.

Stay Safe, Take Responsibility, Act Respectful, Ready to Learn

## Hallway

**Skill:** Teach STAR in the hallway

**Context:** In the hallways

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectful and be ready to learn in the hallways.”
- Define a Perfect 10 Line. (1Line, 0 Noise)
- Suggest a ‘smile & wink’ as a hallway greeting.
- Travel on the right side of the hallway
- Practice Self-Control when in a 10 line or on your own.

**Show - Teacher Model:**

- Teacher models appropriate hallway procedures.
- Teacher models meeting someone in the hallway.

**Show – Role Play:**

**Example:** Teacher models appropriate hallway behaviors by walking with their hands quiet, a bubble in their mouth and giving a ‘smile and wink’ to a passing friend.

**Non-example:**(Do not use students for a non-example.) Teacher runs down the hall and shouts at a friend about to go back to class. They look in another student’s bag.

**Example:** (Repeat good example.)

**Practice – Student Example:** Ask students what they could do if they see another student not using self control in the hallway.

**Feedback – Review:** Have students draw a simple hallway on a piece of paper / \ and then ‘rally table’ expected hallway behaviors on sticky notes and add them to the picture.

**Re-Teach – Practice throughout the day:** Remind students about hallway procedures several times throughout the week and throughout the year.

Stay Safe, Take Responsibility, Act Respectful, Ready to Learn

# Playground

**Skill:** Teach STAR on the Playground

**Context:** Playground

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectful and be ready to learn on the Playground.”
- Define a Perfect 10 Line. (1Line, 0 Noise)
- Review hallway responsibilities
- First person out pushes the door release bar on the right side of the double doors
- All following persons should touch the door above the release bar to minimize noise. A class door holder may also be utilized.
- Walk along the sidewalk until the playground is reached.
- Practice Self-Control at all times.
- Use Playground keycard to properly enter the building.

**Show - Teacher Model:**

- Teacher models using several pieces of playground equipment.
- Teacher models appropriate playground behaviors.
- Teacher shows students how to properly store equipment.
- Teacher models re-entering the building using the playground keycard.

**Show – Role Play:**

**Example:** Teacher swings on the swing, then safely gets off and goes down the slide. She asks a friend if she can play tag with her.

**Non-example:***(Do not use students for a non-example.)* Teacher swings side to side, then tries to climb up the slide. She then picks up a stick and throws it, tells a friend she doesn’t want to play with her, sticks her tongue out and runs and hides behind the equipment shed.

**Example:** *(Repeat good example.)*

**Practice – Student Example:** All students go down the slide correctly.

**Feedback – Review:** Each student must name a piece of playground equipment and describe how to use it correctly for its intended purpose.

**Re-Teach – Practice throughout the day:** Remind students about STAR before going outside for recess on every occasion for the first week.

## Self-Control

**Skill:** Teach STAR using Self-Control

**Context:** All settings

### Tell - Introduction:

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectful and be ready to learn by practicing self-control.”
- Define Self-Control
  - **Self-control** refers to your ability to manage your behavior in order to achieve goals, improve positive outcomes, and avoid negative consequences
  - Types of Self-Control include physical movement, emotion, and impulses.
- Review KAHFOOTY for those that remember previously using the acronym. (Keep all hands, feet and other objects to yourself.)

### Show - Teacher Model:

- Teacher models using Self-Control in the classroom

### Show – Role Play:

**Example:** Teacher enters the classroom, walking to her desk. She goes to her seat and sits in the chair, places hands on the desk and feet on the floor. Teacher picks up a pencil and writes on the paper, then puts pencil in appropriate location.

**Non-example:** *(Do not use students for a non-example.)* Teacher enters the classroom, running hands along the wall. Teacher touches others, kicks things on the floor and sits at the desk. Teacher picks up the pencil and paper and shoves them in her desk without looking.

**Example:** *(Repeat good example.)*

**Practice – Student Example:** Student groups can think of different ways to show self control in different locations or classes around the school.

**Feedback – Review:** Work together to make a poster about Self-Control to hang in the classroom.

**Re-Teach – Practice throughout the day:** Remind students about Self control on every occasion possible.

## Lunch Line/Cafeteria

**Skill:** Teach STAR in the Lunch Line/Cafeteria

**Context:** Lunch line and cafeteria

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, act respectful and be ready to learn in the lunch line and cafeteria.”
- Teacher reviews how to stand in line, hands to yourself, using a level 1 voice.
- When students enter the doorway to the kitchen, voices must be a 0.
- Use good manners, please and thank you when options given.

**Show - Teacher Model:**

- Teacher will walk through the lunch line demonstrating appropriate behavior while students are lined up along the wall observing. She will talk quietly with the teacher beside her until she gets to the milk cooler. Model choosing milk, silverware, straw and napkin. Demonstrate rolling the loose items into the napkin.
- Condiments will be offered at the end of the line and the teacher will show good manners.
  - Students observing will move to the gym
- Teacher enters cafeteria with her tray, still displaying appropriate behavior, sits with knees under table, and begins eating and talking using a level 2 voice.
- Teacher will then demonstrate the process for asking for 2nds. Good effort will be made to eat 3 items on their tray before getting 2nds. Show tray to teacher and ask politely for the 2nd of choice.
- Student will then walk to the office and ask the secretary for 2nd item. They will receive a coupon to take to the kitchen for any paid 2nd. PB sandwiches can go straight to the kitchen.
- Grades PK-2 will scrape as a group when teacher dismisses them. Gather all lunch trash then follow the line to scrape, then sit in a line on the north half of the gym. There will be a bucket for silverware, and a bucket to pour milk, and kitchen staff will scrape trays for them.
- Grades 3-5 may scrape as they finish eating. They should place silverware in the bucket, pour milk out in the sink, and scrape other food from their tray in the trash can.

**Show – Role Play:**

**Example:** Both teachers enter cafeteria with trays. Then then go to their table, display STAR behavior while eating. One teacher asks for 2nds, following procedures. When lunch is over, demonstrate how to dispose of milk and trash, separating silverware, then scraping tray.

**Non-example:***(Do not use students for a non-example.)* Teacher enters cafeteria using loud voice, sits up on knees and hollers down the table to another student. She asks for seconds then runs to the office to ask for 2nds and says ‘PIZZA!’

**Example:** *(Repeat good example.)*

**Practice – Student Example:** Take students through the lunch line and allow them to pull silverware and straw and practice wrapping them in napkins. Walk to the lunch table and sit and practice a level 2 voice.

**Feedback – Review:** Student groups will use a paper plate and write examples of STAR behavior at lunch on the plate. These will be hung around the cafeteria.

**Re-Teach – Practice throughout the day:** Remind students about STAR in the lunch line before leaving the classroom. Teacher should stand at the doorway and remind them to go from 2 voice to 0 voice at the milk cooler.

## Restrooms

**Skill:** Teach STAR in the restroom

**Context:** Restrooms

**Tell - Introduction:**

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, and act respectful in the restroom.”
- Define ‘1, 2, 3 and you’re out!’
  - Get ONE pump of soap
  - Tear off TWO paper towels (show them to tear from the side, not pull down)
  - Shoot a THREE point shot to put your towel in the trash can

**Show - Teacher Model:**

- Teacher models using appropriate restroom behavior including ‘1, 2, 3 and you’re out!’
- Teacher goes into the restroom with students to show appropriate hand washing techniques, interaction with other students, how to tear off towels and an appropriate distance to ‘shoot the paper towel’
- During this time, you can also model how to get a drink at the fountain, using the step stool if necessary, and how to fill a water bottle.

**Show – Role Play:**

**Example:** Teacher enters the bathroom using a level 2 voice, properly washes and dries hands, disposing of trash. Exits the bathroom and gets a drink at the fountain using the step stool and replacing it under the fountain.

**Non-example:***(Do not use students for a non-example.)* Teacher enters the restroom talking loud and walking backwards. She then looks into occupied stalls, and tries to swing from the door frame. She pumps extra soap and makes bubbles. She misses her shot with the paper towels and leaves it on the floor.

**Example:** *(Repeat good example.)*

**Practice – Student Example:** Student role-play going in to both boys and girls bathrooms and practice washing hands. This would also be a good time to discuss how they should wait if all stalls are full when they try to go to the bathroom.

**Feedback – Review:** Later in the day/week when bathroom procedures are reviewed, have student pairs think of all the ways they can use STAR when going to the restroom and getting a drink.

**Re-Teach – Practice throughout the day:** Review STAR behaviors for the restroom before they leave the classroom for any group bathroom breaks.



## Dismissal and School Bus

**Skill:** Teach STAR on the School Bus and at dismissal time

**Context:** School bus and dismissal

### Tell - Introduction:

- Teacher: “Today we are going to talk about how to stay safe, take responsibility, and act respectful at dismissal and on the school bus.”

### Show - Teacher Model:

- Teacher models how students would leave the classroom and where to go.
  - Parent pick up and walkers will walk down the hall and line up in front of the trophy case, waiting to be sent with their parents as they arrive.
  - Kids Care students will walk directly to the library
  - Bus riders will be escorted by teachers to their bus lines in the hallway
    - In the bus lines, students should talk at a voice 2 or below and practice self-control
- Teacher will model as the buses arrive how to approach the bus by walking down the stairs and to the door of the bus
- Teacher will then enter the bus, choose a seat or sit in their assigned seat.
  - No food or drinks should be taken out on the bus
  - Practice Self-control and use a voice level 2 or below

### Show – Role Play:

**Example:** Two teachers walk as part of a bus line, high 5’s another teacher in a respectful way and walks down the stairs to the bus. They both get on the bus and they sit across the aisle with their feet in front of them and talk at a 2 volume voice. One places their bag on the floor at their feet, the other one sits it in the seat beside her.

**Non-example:**(Do not use students for a non-example.) Teacher exits the building and tries to high 5 as hard as they can, then jumps off the top stair and runs to the bus. After they are on the bus, she changes seats several times, yells to a friend at the back of the bus. She tries to trip other students as they walk past. She hangs over the seat in front and then throws some trash out the window.

**Example:** (Repeat good example.)

**Practice – Student Example:** Student role-play entering and sitting appropriately on the bus.

**Feedback – Review:** Make a class pledge card for the bus driver stating all the ways they can use STAR behavior on the bus.

**Re-Teach – Practice throughout the day:** Review STAR behaviors for dismissal and on the bus before the bell rings each day.

**North Nodaway**  
**STAR Pledge**

I am a North Nodaway  
**“STAR”**

I will **S**tay Safe,  
**T**ake Responsibility,  
**A**ct Respectfully,  
and be **R**eady to learn.

**Go MUSTANGS!!**