

Maquoketa Valley Behavioral Expectations Guide

**Behavioral Expectations by Setting
Lesson Plans and Discussion Guides
Minor & Major Behavior Incident Plan
Office Discipline Referral Form**



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Behavioral Expectations by Setting

Purpose/ Mission: Maquoketa Valley's purpose is to create a positive environment for students and staff with a proactive approach to academic and behavior expectations.

	Respectful <i>Be kind and considerate to others and property</i>	Responsible <i>Follow directions and do your best</i>	Safe <i>Do no harm</i>
Classroom	<ul style="list-style-type: none"> • Voice level 0 - 2 (3 when appropriate) • Use kind and appropriate language • Have a positive attitude • Be a good listener • Treat others with kindness 	<ul style="list-style-type: none"> • Follow classroom expectations • Be ready to learn • Participate in class • Give your best effort • Follow directions • Turn off all personal technology • Be on time • Bring materials to class • Complete homework • Ask for help when appropriate • Keep your area organized • Use time effectively 	<ul style="list-style-type: none"> • Keep hands & feet to self • Use supplies & equipment correctly • Keep all chair legs on the ground • Walk
Hallway	<ul style="list-style-type: none"> • Voice level: 0 or 1 • Use kind and appropriate language • Greet others with a smile or hello • Stay in your personal space 	<ul style="list-style-type: none"> • Move with a purpose to my destination • Keep hallways clean • Use locker/coat rack appropriately. 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use the stairs appropriately • Walk
Drinking Fountain	<ul style="list-style-type: none"> • Voice level 0 or 1 • Stand in a single file line • Wait patiently for your turn • Use kind and appropriate language • Be courteous of others. 	<ul style="list-style-type: none"> • Return to classroom quickly 	<ul style="list-style-type: none"> • Keep hands and feet to self • Keep your mouth off the fountain
Restrooms	<ul style="list-style-type: none"> • Voice level: 0 or 1 • Respect others' privacy • Respect property • Wait your turn • Use kind and appropriate language 	<ul style="list-style-type: none"> • Keep school supplies out of the restroom • Remember your purpose • Flush • Clean up paper towels • Return to class quickly 	<ul style="list-style-type: none"> • Wash hands • Keep hands and feet to self • Keep water in sink • Report problems to an adult
Lunchroom	<ul style="list-style-type: none"> • Voice level 0 - 2 • Use kind and appropriate language • Use good manners • Respect others' personal space • Be kind to others 	<ul style="list-style-type: none"> • Wait your turn patiently • Eat your own food • Clean up after yourself 	<ul style="list-style-type: none"> • Keep hands & feet to self • Stay seated • Treat food and utensils appropriately • Walk

	Respectful <i>Be kind and considerate to others and property</i>	Responsible <i>Follow directions and do your best</i>	Safe <i>Do no harm</i>
Playground	<ul style="list-style-type: none"> • Use kind, encouraging, and appropriate language • Include everyone • Play fairly • Follow game rules • Take turns and share • Be a good sport 	<ul style="list-style-type: none"> • Follow adult directions • Be a problem solver • Collect personal belongings before going inside • Enter the building quietly when the signal is given • Return playground equipment 	<ul style="list-style-type: none"> • Dress appropriately for the weather • Follow playground rules • Use equipment safely and appropriately • Keep hands and feet to self • Stay within boundaries • Tell an adult if you see an unsafe choice
Library	<ul style="list-style-type: none"> • Voice level 0 or 1 • Use kind and appropriate language • Treat others & property respectfully • Follow adult directions. 	<ul style="list-style-type: none"> • Choose "good fit books" • Keep books in good condition • Return your books on time • Keep the library neat & clean 	<ul style="list-style-type: none"> • Keep hands & feet to self • Walk
Before / After School Locations	<ul style="list-style-type: none"> • Voice level: 0 - 2 • Use kind and appropriate language • Remove hats/hoods • Greet others with a smile or hello • Treat all property with care 	<ul style="list-style-type: none"> • Report to your designated area • Clean up your space 	<ul style="list-style-type: none"> • Keep hands and feet to self • Carry bags appropriately
Bus	<ul style="list-style-type: none"> • Voice level 0 - 2 • Greet bus drivers • Use kind and appropriate language • Respect others' personal space and property 	<ul style="list-style-type: none"> • Obey bus rules • Listen to and follow directions • Keep track of personal items • After exiting the bus, go to your destination 	<ul style="list-style-type: none"> • Follow safety rules: • Enter the bus one at a time • Stay seated (back to back, seat to seat, feet on floor) • Avoid distracting the driver • Keep hands and feet to self • Stay in your personal space • Get on and off the bus carefully
Assembly / Auditorium	<ul style="list-style-type: none"> • Voice level 0 or 1 • Use kind and appropriate language • Be a good listener • Use appropriate applause • Respect property of others 	<ul style="list-style-type: none"> • Clean up after yourself 	<ul style="list-style-type: none"> • Stay in your spot • Keep hands & feet to self • Walk
Emergencies / Drills	<ul style="list-style-type: none"> • Voice level 0 • Listen to & obey adults 	<ul style="list-style-type: none"> • Be serious • Follow directions carefully 	<ul style="list-style-type: none"> • Stay in your spot • Keep hands & feet to self • Walk

	Respectful <i>Be kind and considerate to others and property</i>	Responsible <i>Follow directions and do your best</i>	Safe <i>Do no harm</i>
All Settings (Includes study hall and computer lab)	<ul style="list-style-type: none"> • Voice level 0 - 2 (3 when appropriate) • Use kind and appropriate language • Respect everyone • Respect all school & personal property 	<ul style="list-style-type: none"> • Follow school expectations • Follow directions • Be on time • Give your best effort • Keep all areas of the school neat, clean, and litter free • Use time effectively • Turn off all personal technology 	<ul style="list-style-type: none"> • Keep hands & feet to self • Report any issues/problems to an adult

Voice Level Guide

All of the charts and plans refer to teaching appropriate voice levels.

0	Silence. No talking.
1	Whisper. Only 1 person can hear you.
2	Table talk. Normal conversation. Only a few around you can hear you clearly.
3	Presentation. Talking so the whole class can hear you.
4	Loud. Playground voice. Never used inside.

Please Note: The lesson plans and discussion guides that follow are *options* to teach the Behavioral Expectations. They are flexible and can be broken into parts and taught during different sessions. Teachers are welcome to use these plans, make adjustments, or use different plans – as long as the same objectives are met.

General Lesson Plan for All Settings

★ Please make sure you include the starred steps.

Discussion:

1. Tell the students we will be learning and reviewing the Respectful, Responsible, and Safe (R-R-S) behavior expectations for _____ (the specified setting).
2. Ask and discuss the question, "Why do you think it is important to have expectations for behaviors in _____ (the specified setting)?"
- ★ 3. Read through the R-R-S behavior expectations for _____ (the specified setting).
4. Discuss each expectation with the class; you can use the 'Discussion Guide' provided as an outline for your discussion.

Practice:

- ★ 1. Practice the skills in _____ (the specified setting).
2. Be sure to stop periodically to point out and reinforce various expectations and appropriate behaviors.
3. Point out the signs located in _____ (the specified setting).

Review:

- ★ Remind students that these behaviors are expected when students are in _____ (the specified setting).

Follow-Up:

- ★ Be sure to repeat these 'practice' runs in the specified setting several times to reinforce appropriate behaviors during the first few weeks of school, at the start of a new semester, and then as needed throughout the year.

Extension idea for further review and reinforcement for all behavior lesson plans

Role-Play:

1. Divide students into 6 small groups. Assign each a different letter of Respectful, Responsible, and Safe (there will be two groups for each letter).
2. Have each group choose one expectation next to their letter that they want to act out in a role-play. Give the groups 2-5 minutes to prepare their role-play.
3. Have groups present their role-plays to the class.

Optional: Don't tell the class which letter and expectation each group has before they present. After the role-play, have the class guess what it was.

Classroom Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 - 2 (3 when appropriate) • Use kind and appropriate language • Have a positive attitude • Be a good listener • Treat others with kindness 	<ul style="list-style-type: none"> • Follow classroom expectations • Be ready to learn • Participate in class • Give your best effort • Follow directions • Turn off all personal technology • Be on time • Bring materials to class • Complete homework • Ask for help when appropriate • Keep your area organized • Use time effectively 	<ul style="list-style-type: none"> • Keep hands & feet to self • Use supplies & equipment correctly • Keep all chair legs on the ground • Walk

Discussion Guide for Teaching Classroom Behavior

Respectful:

- **I will use kind and appropriate language.**
 - Discuss the meaning of kind and appropriate language.
 - Why is it important to use kind and appropriate language?
 - What are some examples of kind and appropriate language?
 - What are some non examples of kind and appropriate language?
- **I will have a positive attitude.**
 - Why is it important to have a positive attitude?
 - How does your positive attitude affect others?
 - What does a positive attitude look like?
 - What does a positive attitude not look like?
- **I will be a good listener.**
 - Why is it important to be a good listener?
 - What does a good listener look/sound like?
 - What does a good listener not look/sound like?
- **I will use voice level 0 - 2 most of the time, and 3 when appropriate.**
 - Level 0 is silent, 1 is a whisper, and 2 is a table talk voice. Why is it important to keep our voices quiet?
 - What does a Level 0, level 1 and level 2 voice sound like?
 - What does it not sound like? (students practice)
 - Level 3 is a presentation voice. When do we use this voice level in the classroom?
 - What does it sound like/not sound like? (students practice)
- **I will treat others with kindness.**
 - Why is it important to be kind to others?

Responsible:

- **I will turn all personal technology off in the classroom.**
 - Why is it important to turn off all personal technology when you are in the classroom?
- **I will follow directions.**
 - Why is it important to follow directions?
 - What does following directions look like?
 - What does following directions not look like?
- **I will be on time.**
 - Why is it important to be on time for your classes?
 - What does be on time look like in the classrooms?
- **I will bring materials to class.**
 - Why is it important to bring your materials to class?
 - What kinds of materials should you bring to every class?
- **I will complete homework.**
 - Why is it important to complete your homework?
 - What are some examples of completed homework?
 - What are some examples of non-completed homework? (not finished, late, not at school, etc.)

Safe:

- **I will keep my hands & feet to myself.**
 - Why is it important to keep hands and feet to self?
 - What does this look like in the classroom?
 - What does this not look like in the classroom?
- **I will use supplies & equipment correctly.**
 - Why is it important to use supplies and equipment correctly?
 - What are some examples of this?
 - What are some examples where supplies and equipment are not used correctly?
- **I will keep all chair legs on the ground.**
 - Why is it important to keep all chair legs on the ground?
 - What does this look like?
- **I will walk.**
 - Why is it important to walk in the classroom?
 - What does this look like?
 - What does this not look like?

Hallway Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level: 0 or 1 • Use kind and appropriate language • Greet others with a smile or hello • Stay in your personal space 	<ul style="list-style-type: none"> • Move with a purpose to your destination • Keep hallways clean • Use your locker/coat rack appropriately. 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use the stairs appropriately • Walk

Discussion Guide for Teaching Hallway Behavior

Respectful:

- **I will stay in own personal space.**
 - Discuss the meaning of 'personal space'.
 - Why is it important to give someone personal space?
 - What does personal space look like? (students demonstrate and practice)
 - What does it not look like? (teacher will demonstrate)
- **I will greet others with a smile or hello.**
 - Why is it important to greet others in the hallway?
 - Discuss the meaning of "greet".
 - How can we say 'hello' to someone? (say, wave, etc.)
 - What if someone asks us a question in the hallway? (voice level 1)
- **I will keep my voice level at a 0 or 1.**
 - Level 1 is a whisper or very quiet voice. Why is it important to keep our voices quiet? (students practice)
 - What does a Level 1 voice sound like? (Student practice)
 - What does it not sound like? (teacher demonstrate)
- **I will use kind and appropriate language.**
 - Why is it important to use kind and appropriate language?
 - Discuss the meaning of kind and appropriate language.

Responsible:

- **I will move with a purpose to my destination.**
 - Discuss the meaning of 'with a purpose' (go directly to destination, quickly, etc)
 - Why is it important to move quickly to where we are going?
- **I will keep hallways clean.**
 - Why is keeping our hallways clean important?
 - What does a clean hallway look like?
 - How can I help keep the hallways clean?

("Responsible" continued on next page)

- **I will use my locker/coat rack appropriately.**
 - What is the purpose of my locker/coat rack?
 - Why is it important to keep my locker/coat rack organized?
 - When is it OK to go to my locker/coat rack?
 - Why should I only use my assigned locker/coat rack?

Safe:

- **I will keep my hands and feet to myself.**
 - Why is it important to keep our hands at our sides?
 - What does this look like? (have students practice)
 - Why is it important to keep our hands off of the walls? (keep walls clean, student work displayed, etc)
- **I will use the stairs appropriately.**
 - Discuss what “appropriate” looks like on the stairs. (one step at a time, walk, stay off the railing, stay on the right side, etc.)
 - Why is safety on the stairs important?
- **I will walk in the hallway.**
 - Why is it important to **walk** in the hallway? What might happen if we run?
 - Why is it important to have quiet feet in the hallway?
 - What do quiet feet sound like when we are walking? (students practice)
 - What do they not sound like? (teacher will demonstrate)

Drinking Fountain Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 -1 • Use kind and appropriate language • Stand in a single file line • Wait patiently for your turn • Be courteous of others 	<ul style="list-style-type: none"> • Return to classroom quickly 	<ul style="list-style-type: none"> • Keep hands and feet to self • Keep your mouth off the fountain

Discussion Guide for Teaching Drinking Fountain Behavior

Respectful:

- **I will stand single file in line.**
 - Why is this important?
 - Discuss how it helps to keep our hallways more clear for others to pass by.
- **I will wait patiently for my turn.**
 - What does it look like to wait patiently?
 - Why is this important?
- **I will use kind and appropriate language.**
 - Why is it important to use kind and appropriate language?
 - Discuss the meaning of kind and appropriate language.
- **I will use a voice level of 0 - 1.**
 - Why is voice level (silence or whisper) important?
 - Discuss other classes being in session and not wanting to distract from their learning. Drinking fountains are in the hallway so need to follow those expectations for noise level.
- **Be courteous of others.**
 - What does it mean to get a drink in a timely manner?
 - Discuss others are waiting for their turn. Discuss others being hot and/or thirsty.

Responsible:

- **I will return to the classroom quickly.**
 - Why is this important? Discuss the importance of student learning, getting back to work, and using our time at school wisely.

Safe:

- **I will keep my hands and feet to myself.**
 - Why is it important to keep our hands at our sides and our feet standing still?
 - What does this look like?
 - Why is it important to keep our hands off of the walls? (keep clean, student work, etc)

("Safe" continued on next page)

- **I will keep my mouth off of the water fountain.**
 - Why is this important?
 - Discuss germs, sickness, and the importance of keeping healthy. Discuss how being absent causes students to get behind in their learning and needing to make up their work.

- ★ *CNN - August 2013, Article: If the doctor had to rank the germiest places in school, No. 1 would be the drinking fountain. It's germier than the toilet seat, he says, but "doesn't get disinfected as much." Plus, it's the perfect spot for kids to ingest these microorganisms as they put their mouths on the stream of water -- or right on the fountain itself. Dr. Rotbart also suggests teaching students to run the water a little first and then drink.*

Restroom Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level: 0 or 1 • Respect others' privacy • Respect property • Wait your turn • Use kind and appropriate language 	<ul style="list-style-type: none"> • Keep school supplies out of the restroom • Remember your purpose • Flush • Clean up paper towels • Return to class quickly 	<ul style="list-style-type: none"> • Wash hands • Keep hands and feet to self • Keep water in sink • Report problems to an adult

Discussion Guide for Teaching Restroom Behavior

Respectful:

- **I will keep my voice level at a 0 or 1.**
 - Why is voice level (silence or whisper) important?
 - Discuss other classes being in session and not wanting to distract from their learning. Restrooms echo, and the sink is in the hallway, so need to follow these expectations for noise level.
- **I will respect others' privacy.**
 - Discuss what "privacy" is in the restroom.
 - Why is it important to give others privacy?
 - How can we give people privacy in the restroom?
- **I will respect the school property.**
 - Why is it important to treat property with care?
 - How can you treat property with care in the restroom and at the sink? (conserve toilet paper & paper towels, don't write on walls, use the facilities as intended, etc.)
- **I will use kind and appropriate language.**
 - What are some example of kind an appropriate language in the restroom? (please, thank you, excuse me, etc.)
 - Why is it important to use kind an appropriate language?

Responsible:

- **I will remember my purpose.**
 - What does this mean? (going to the restroom to use the facilities, not to visit/avoid class, etc.)
 - Why is this important?
- **I will return to class quickly.**
 - What does return to class quickly look like?
 - Why is it important to return to class quickly?
- **I will flush the toilet.**
 - Why is it important to flush the toilet?

("Responsible" continued on next page)

- **I will clean up paper towels.**
 - Why is it important to make sure your paper towels are in the trashcan?
- **I will keep school supplies out of the restroom.**
 - Why should you not bring school supplies to the restroom? (not sanitary, avoid writing on walls)

Safe:

- **I will wash my hands.**
 - What does good handwashing look like? (scrub top, palms, & between fingers)
 - How long should you scrub? (sing A-B-C's)
- **I will keep my hands and feet to myself.**
 - Why should you keep your hands and feet to yourself?
- **I will keep water in the sink.**
 - Why is it important to keep the water in the sink and off the floor?
- **I will report problems to an adult.**
 - What kinds of problems might you see in the bathroom? (others misbehaving, fixtures not working, out of toilet paper or paper towels)
 - Who should you tell? (classroom teacher, associate, secretary, janitor--depending on issue)

Lunchroom Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 - 2 • Use kind and appropriate language • Use good manners • Respect others' personal space • Be kind to others 	<ul style="list-style-type: none"> • Wait your turn patiently • Eat your own food • Clean up after yourself 	<ul style="list-style-type: none"> • Keep hands & feet to self • Stay seated • Treat food and utensils appropriately • Walk

Discussion Guide for Teaching Lunchroom Behavior

Respectful:

- **I will keep my voice level at a 0 to 2.**
 - Level 0 is silence. When do you need to be silent in the lunchroom?
 - Level 1 is a whisper voice. Level 2 is a table talk voice.
 - What does a level 1 and level 2 voice sound like? (students model)
 - What do they not sound like? (teacher demonstrates)
 - Why is it important to keep your voices quiet in the lunchroom?
 - To whom is it OK to talk when in the line or at the tables. (only those before/behind you in line or next to/across from at the table)
- **I will use kind and appropriate language.**
 - Why is it important to use kind and appropriate language?
 - Discuss the meaning of kind and appropriate language.
- **I will use good manners.**
 - Why is it important to use good manners?
 - What does using good manners look like? (please/thank you, no thank you, use utensils appropriately, chew with mouth closed, no talking with food in mouth, etc.)
 - What does it not look like? (teacher demonstrates)
- **I will respect others' personal space.**
 - Discuss the meaning of 'personal space'.
 - Why is it important to give someone personal space?
 - What does personal space look like? (students model) (don't crowd in line/at table, hands to self, etc.)
 - What does it not look like? (teacher demonstrates)
- **I will be kind to others.**
 - Why is it important to be kind to others?
 - What does being kind to others look like?

Responsible:

- **I will wait my turn patiently.**
 - What does it look like to wait your turn?
 - Why is it important to wait your turn?

("Responsible" continued on the next page)

- **I will eat my own food.**
 - Why is it important to eat your own food and keep your hands in your own lunch area?
- **I will clean up after myself.**
 - Why is it important to clean up after yourself in the lunchroom?
 - What does this mean? (pick up dropped food, milk cartons, & napkins off table, put tray, silverware, & trash in appropriate places.)

Safe:

- **I will keep my hands and feet to myself.**
 - Why is it important to keep our hands at our sides?
 - What does this look like? (have students practice)
 - Why is it important to keep our hands off of the walls? (keep clean, student work, etc)
- **I will stay seated.**
 - Why is it important to stay seated?
 - Why should we wait to get up from our space until dismissed?
- **I will treat food and utensils appropriately.**
 - What does it look like to treat food and utensils appropriately?
 - Why is this important?
- **I will walk.**
 - Why is it important to **walk** in the lunchroom?
 - What might happen if we run?

Playground Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Use kind, encouraging, and appropriate language • Include everyone • Play fairly • Follow game rules • Take turns and share • Be a good sport 	<ul style="list-style-type: none"> • Follow adult directions • Be a problem solver • Collect personal belongings before going inside • Enter the building quietly when the signal is given • Return playground equipment 	<ul style="list-style-type: none"> • Dress appropriately for the weather • Follow playground rules: • Use equipment safely and appropriately • Keep hands and feet to self • Stay within boundaries • Tell an adult if you see an unsafe choice

Discussion Guide for Teaching Playground Behavior

Respectful:

- **I will use kind, encouraging, and appropriate language.**
 - Why is it important to use kind and appropriate language?
 - Discuss the meaning of kind and appropriate language.
 - Why is it important to use kind and encouraging words?
 - Brainstorm kind words and when to use them on the playground (i.e. during sports)
- **I will include everyone.**
 - Discuss the importance of including others.
 - How does this affect others? Is excluding others bullying?
 - What does this look like? (Students demonstrate and practice.)
- **I will play fairly.**
 - What does it mean to play fairly?
 - What should you do if someone isn't playing fairly?
- **I will follow the rules of the game.**
 - Why is it important for everyone to agree on and follow the same rules?
- **I will take turns and share.**
 - Why is sharing important?
 - Discuss how to cooperate with others on the playground.
- **I will be a good sport.**
 - What does it mean to be a good sport?
 - What should you do if someone isn't being a good sport?

Responsible:

- **I will follow adult directions.**
 - Discuss all adults - teachers, associates, parents, visitors, etc.
 - What kind of directions/instructions might adults need to give on the playground?

("Responsible" continued on the next page.)

- **I will be a problem solver.**
 - What does it mean to be a problem-solver?
 - What can you do if you are a bystander?
 - How can conflicts be settled peacefully?
- **I will collect my personal belongings before going inside.**
 - Discuss why this is important and why it shows responsibility.
 - Discuss consequences of leaving belongings outside (lost items, leaving mess, wet/dirty items)
- **I will enter the building quietly when the signal is given.**
 - What is my teacher's signal?
 - Why is it important to do this quickly?
 - Why is this respectful?
- **I will return playground equipment to the appropriate location.**
 - Where / how should the equipment be put (jump ropes? basketballs? kickballs? etc)
 - Why should the equipment be returned to a specific place?

Safe:

- **I will dress appropriately for the weather.**
 - Brainstorm appropriate clothing for different weather situations. (jackets when temps are below 60°F, boots, hats, gloves, & snowpants, etc.)
- **I will follow the playground rules.**
 - Review rules specific to your school.
- **I will use the equipment safely and appropriately.**
 - Review general equipment safety rules and any rules specific to equipment at your school.
- **I will keep my hands and feet to myself.**
 - What does this look like on the playground? (have students practice)
- **I will stay within the assigned boundaries.**
 - What is the assigned area?
 - Are there any restricted areas?
- **I will tell an adult if you see an unsafe choice.**
 - Discuss the difference between reporting UNSAFE choices and tattling.
 - Discuss telling the closest adult if it is an emergency.

Library Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 or 1 • Use kind and appropriate language • Treat others & property respectfully • Follow adult directions. 	<ul style="list-style-type: none"> • Choose "good fit books" • Keep books in good condition • Return your books on time • Keep the library neat & clean 	<ul style="list-style-type: none"> • Keep hands & feet to self • Walk

Discussion Guide for Teaching Library Behavior

Respectful:

- **I will keep my voice level at a 0 or 1.**
 - Discuss what a voice level of 0 or 1 is. (Silent or whisper.)
 - Why is it important to stay quiet in the library?
 - What does it sound like? What does it not sound like?
- **I will use kind and appropriate language.**
 - What does it mean to use kind and appropriate language?
 - Why should we always use kind and appropriate language?
 - What does it sound like? What does it not sound like?
- **I will treat others, their property, and school property respectfully.**
 - Discuss what it means to treat others respectfully.
 - How can we show respect for others in the library? (Wait your turn when checking out books, ask politely for help, listen when instructions are being given, etc.)
 - Discuss what it means to treat property respectfully.
 - How can we show respect for property in the library? (Handle books carefully, put books neatly back onto shelf, and in the correct place, when browsing for a book, handle the computers carefully, etc.)
 - What does it look like? What does it not look like?
- **I will follow adult directions.**
 - Why is it important to follow adult directions?

Responsible:

- **I will choose "good fit books" to read.**
 - How do you choose a good fit book? (Look at cover/read back cover to see if it might interest you. Open to a page in the book & read it. If you have 3 or more words that you do not know/understand, then it may not be a good fit.)
 - What does it look like? What does it not look like?
- **I will keep the library books in good condition.**
 - How should you handle a book? (Clean hands, do not bend back cover or crease/tear pages, etc.)
 - What should you do if a book is damaged? (Show the library aid/teacher the damage so it can be fixed.)

("Responsible" continued on the next page.)

- **I will return my books on time.**
 - How long can you have a book? (2 weeks)
 - What happens if you need more time to finish it? (Check it out again.)
 - Where & how do you return books?
- **I will keep the library neat and clean.**
 - How can we keep the library neat and clean? (Have clean hands when handling books/computers, return materials where they belong, throw away trash, push chairs in, etc.)

Safe:

- **I will keep my hands and feet to myself.**
 - Discuss what it means to keep hands & feet to self.
 - What does it look like? What does it not look like?
- **I will walk in the library.**
 - Why is it important to walk in the library? (Keep self/others safe, keep equipment safe.)

Before & After School Locations Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level: 0 - 2 • Use kind and appropriate language • Remove hats/hoods • Greet others with a smile or hello • Treat all property with care 	<ul style="list-style-type: none"> • Report to your designated area • Clean up your space 	<ul style="list-style-type: none"> • Keep hands and feet to self • Carry bags appropriately

Discussion Guide for Before & After School Locations

Respectful:

- **I will keep my voice level between 0 and 2.**
 - Voice level 0 is silence, level 1 is a whisper, and level 2 is a table talk voice.
 - What does a 1 sound like? Not sound like?
 - What does a 2 sound like? Not sound like?
 - What level should your voice be while you are waiting before school? After school?
- **I will use kind and appropriate language.**
 - What are some examples of appropriate language? (please, thank you, excuse me, etc.)
 - Why is it important to use kind and appropriate language?
- **I will remove my hat/hood when I enter the building and keep it off while I am in the building.**
 - Why is it important to remove your cap when you enter the building and/or in the building?
- **I will greet others with a smile or hello.**
 - Why is it important to greet others?
 - What are appropriate ways to say hello? Good Bye?
- **I will treat all property with care.**
 - Why is it important to treat property with care? school property? peers' property? personal property?
 - Give some examples of "property" you might encounter in the before/after school waiting area?

Responsible:

- **I will report to my designated area.**
 - Where is your designated area?
 - Why is this important? (safety, builds trust, maintain order)
 - What should my behavior look like during this time?
 - What should you be doing while you are waiting before school? (elementary= read a book) After school? (review rules specific to your building)
- **I will clean up my space when I leave.**
 - Why is it important to pick up after ourselves?

Safe:

- **I will keep my hands and feet to myself.**
 - Why is it important to keep our hands at our sides?
 - What does this look like? (have students practice)
 - Why is it important to keep our hands off of the walls? (keep clean, student work, etc)
- **I will carry my book bag/ backpack appropriately.**
 - Discuss the meaning of 'appropriately'.
 - Why do you need to carry your bag appropriately?

Bus Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 - 2 • Greet bus drivers • Use kind and appropriate language • Respect others' personal space and property 	<ul style="list-style-type: none"> • Obey bus rules • Listen to and follow directions • Keep track of personal items • After exiting the bus, go to your destination 	<p>Follow safety rules:</p> <ul style="list-style-type: none"> • Enter the bus one at a time • Stay seated (back to back, seat to seat, feet on floor) • Avoid distracting the driver • Keep hands and feet to self • Stay in your personal space • Get on and off the bus carefully

Discussion Guide for Teaching Bus Behavior

Respectful:

- **I will keep my voice level between 0 and 2.**
 - Voice level 0 is silence, level 1 is a whisper, and level 2 is a table talk voice.
 - What does a 1 sound like? Not sound like?
 - What does a 2 sound like? Not sound like?
 - Why should you keep your voice level between a 1 and 2?
 - When might you need to be silent?
- **I will greet the bus driver.**
 - Why should we greet the bus driver?
 - What is an appropriate greeting for the bus driver?
- **I will use kind and appropriate language.**
 - Why is it important to use kind and appropriate language?
 - Discuss the meaning of kind and appropriate language.
- **I will respect others' personal space and property.**
 - Discuss the meaning of 'personal space' and 'personal property'.
 - Why is it important to respect someone's personal space?
 - What does it look like /not look like if we are respecting their personal space on the bus?
 - How is your personal space different on the bus than in the classroom? (closer together on bus)
 - What does it look like / not look like if we are respecting their property?

Responsible:

- **I will obey the bus rules.**
 - Why is it important to obey bus rules?
 - Review and discuss posted bus rules. (Bus drivers need to review rules specific to their bus.)
- **I will listen to and follow directions.**
 - Why is it important to listen and follow directions?
 - Who should you listen to on the bus?
 - What does it mean to follow directions?
 - What directions might the driver give you?

- **I will keep track of my personal items.**
 - Define “personal items.”
 - What are some personal items you may have with you on the bus?
 - Where is the best place to keep your personal items?
- **I will go to my destination after I exit the bus.**
 - Discuss the meaning of destination.
 - What are some destinations you may be going to after getting off the bus?
 - Why should you go directly to your destination?

Safe:

- Why do we have rules for the bus?
- Review the safety rules posted in the bus.
- **I will follow the safety rules, including:**
 - **I will enter the bus one at a time.**
 - What would it look like if students were entering one at a time? (have students demonstrate)
 - **I will stay seated (back to back, seat to seat, feet on floor).**
 - Why is it important to stay seated while on the bus?
 - What could happen if you weren't seated?
 - What does this look like / not look like? (have students demonstrate)
 - **I will avoid distracting the driver.**
 - Discuss the meaning of “distracting.”
 - What does the driver need to pay attention to the most?
 - What types of behavior would distract the driver?
 - How could you help others to not distract the driver?
 - **I will keep my hands and feet to myself.**
 - Where should your hands be when on the bus?
 - Where should your feet be when on the bus?
 - Where should your hands and feet not be?
 - **I will stay in my personal space.**
 - Discuss the meaning of ‘personal space’.
 - Why is it important to stay in your personal space?
 - What does personal space look like?
 - What does it not look like? (students demonstrate and practice)
 - **I will get on and off the bus carefully.**
 - What does it look like to get on the bus carefully? (have students demonstrate)
 - What does it look like to get off the bus carefully? (have students demonstrate)
 - Who should be the first one off the bus--the person in the first seat or the person in the second seat? The person in the third seat or the sixth seat?
 - If you are getting on or off the bus carefully, where should your personal things be?

Assembly and Auditorium Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 or 1 • Use kind and appropriate language • Be a good listener • Use appropriate applause • Respect property of others 	<ul style="list-style-type: none"> • Clean up after yourself 	<ul style="list-style-type: none"> • Stay in your spot • Keep hands & feet to self • Walk

Discussion Guide for Teaching Assembly and Auditorium Behavior

Respectful:

- **I will keep my voice level between 0 or 1.**
 - Discuss what a voice level of 0 or 1 is. (Silent or whisper.)
 - Why is it important to stay quiet during assemblies?
 - What does it sound like? What does it not sound like?
- **I will use kind and appropriate language.**
 - What are some examples of appropriate language? (please, thank you, excuse me, etc.)
 - Why is it important to use kind and appropriate language?
- **I will be a good listener.**
 - Why is being a good listener important?
 - What does good listening look like?
 - What does good listening not look like?
- **I will use appropriate applause.**
 - What is applause?
 - When should we applaud during an assembly?
 - Why is it important to applaud during assemblies?
 - What does appropriate applause look like? What does it not look like?
- **I will respect the property of others.**
 - Why is it important to treat property with care?
 - How can you treat property with care?
 - What are some examples of property involved with assemblies?

Responsible:

- **I will clean up after myself.**
 - Why is it important to clean up after ourselves?
 - Discuss what it means to have pride in our school/facilities.

Safe:

- **I will stay in my spot.**
 - Discuss the importance of staying in assigned spots.
- **I will keep my hands & feet to myself.**
 - Discuss what it means to keep hands & feet to self.
 - What does it look like? What does it not look like?
- **I will walk.**
 - Why is it important to walk to and from assemblies? (Keep self/others safe, keep equipment safe.)
 - What does it look like? What does it not look like?

Emergencies & Drills Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none">• Voice level 0• Listen to & obey adults	<ul style="list-style-type: none">• Be serious• Follow directions carefully	<ul style="list-style-type: none">• Stay in my spot• Keep hands & feet to self• Walk

Discussion Guide for Teaching Behavior During Emergencies and Drills

Respectful:

- **I will keep my voice level at a 0.**
 - Discuss what a voice level of 0 is. (silent)
 - Why is it important to stay silent during an emergency?
 - What does it sound like? What does it not sound like?
- **I will listen to and obey adults.**
 - What kind of instructions might an adult need to give?
 - Why should we follow those instructions right away?

Responsible:

- **I will be serious.**
 - Discuss what "being serious" means during an emergency.
 - Why is it important to practice drills in a serious manner?
 - What does it look like? What does it not look like?
- **I will follow directions carefully.**
 - Where is your designated area?
 - Why do you need to go to a certain area?

Safe:

- **I will stay in my spot.**
 - Where is your designated area--in a fire? in severe weather?
 - Why do you need to go to a certain area?
- **I will keep my hand and feet to myself.**
 - Discuss what it means to keep hands & feet to self.
 - What does it look like? What does it not look like?
- **I will walk.**
 - Why is it important to walk quietly to and from your assigned area?
 - What does it look like? What does it not look like?

All Settings Behavior Expectations

Respectful	Responsible	Safe
<ul style="list-style-type: none"> • Voice level 0 - 2 (3 when appropriate) • Use kind and appropriate language • Respect everyone • Respect all school & personal property 	<ul style="list-style-type: none"> • Follow school expectations • Follow directions • Be on time • Give your best effort • Keep all areas of the school neat, clean, and litter free • Use time effectively • Turn off all personal technology 	<ul style="list-style-type: none"> • Keep hands & feet to self • Report any issues/problems to an adult

Discussion Guide for Teaching Behavior in All Settings

Respectful:

- **I will keep my voice level between a 0 and 2 most of the time, and 3 when appropriate.**
 - Level 0 is silent, 1 is a whisper, and 2 is a table talk voice. Why is it important to keep our voices quiet?
 - What does a Level 0, level 1 and level 2 voice sound like?
 - What does it not sound like? (students practice)
 - Level 3 is a presentation voice. When do we use this voice level in other settings?
 - What does it sound like/not sound like? (students practice)
- **I will use kind and appropriate language.**
 - Why is it important to use kind and appropriate language?
 - Discuss the meaning of kind and appropriate language.
 - What are some examples of appropriate language? (please, thank you, excuse me, etc.)
- **I will respect everyone.**
 - Discuss what it means to treat others respectfully.
 - How can we show respect for others?
 - How can we be polite?
- **Respect all school & personal property.**
 - Why is it important to treat property with care?
 - school property? peers' property? personal property?

Responsible:

- **I will follow school expectations.**
 - Why is it important to follow school expectations?
 - How can this affect others in a positive way?
- **I will follow directions.**
 - Why is it important to follow directions?
 - What does following directions look like?
 - What does following directions not look like?

("Responsible" continued on next page)

- **I will be on time.**

- Discuss why it is important to be on time to school and to each class.
- **I will give my best effort.**
 - Why is it important to give you best effort?
 - What does giving your best effort look like?
- **I will keep all areas of the school neat, clean, and litter free.**
 - What are some ways you can keep the school neat, clean, and litter free?
 - Why is it important? (shows school pride, helps facilities last longer, etc.)
- **I will use my time effectively.**
 - Why is it important to use your time effectively?
 - What does it look like?
- **I will turn off all personal technology during the school day (8:00 AM - 3:00 PM).**
 - What is "personal technology?" (cell phones, ipods, gaming devices, tablets, etc)
 - Why is it important to turn personal technology off?
 - Where should you keep your personal technology? (elementary-in locker/school bag)
 - Are there times when it is OK to use personal technology during the school day? (preschool-6th grade--no, unless permitted by teacher, 7th & 8th grades--ipods in study hall or other technology when permitted by teacher)

Safe:

- **I will keep my hands and feet to myself.**
 - Why is it important to keep our hands at our sides?
 - What does this look like? (have students practice)
 - Why is it important to keep our hands off of the walls? (keep clean, student work, etc)
- **I will report any issues/problems to an adult.**
 - What kinds of problems might you see that should be reported?
 - When should you report any issues/problems to an adult?
 - Why is this important?

Maquoketa Valley Behavior Definitions

Staff-handled ("Minor") Situations & Office-managed ("Major") Situations

Fighting/Physical Aggression Staff-handled Situation Minor behavior	Fighting/Physical Aggression Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Pushing in line • Pushing back toward someone who initiated contact • Bumping into others intentionally • "Play fighting" • Shoving/slapping (no marks or injury) • Invading personal space purposefully • Mild body contact • Throwing small object with no intended target • Pulling chair out from under someone 	<ul style="list-style-type: none"> • Hitting (closed fist) or punching • Throwing any object with the potential to cause harm (ex: chairs, tables, desks, school equipment, books, supplies, etc.) • Pushing to the ground with injury • Kicking, biting, hair pulling, pinching, initiating a fight • Premeditated assault • Assault that leaves a mark or injury • Threatening gesture with dangerous object (ex: bat, large stick, rock)
Defiance/Disrespect/Noncompliance Staff-handled Situation Minor behavior	Defiance/Disrespect/Noncompliance Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Walking away from a teacher when being spoken to • Running/skipping in the hall after a reminder • Unresponsive even after cool down/refuses to process • Yelling at others • Refusing to comply with adult request/follow directions • Leaving room without permission • Hiding or crawling under tables or furniture to avoid situation 	<ul style="list-style-type: none"> • Complete refusal to follow class to destination • Total refusal to comply/unable to redirect/shuts down/requires removal from situation by an adult • Leaving building • Hiding in the building/on the playground • Arguing with an adult • Skipping class/refusal to go to class
Disruption Staff-handled Situation Minor behavior	Disruption Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Keeping others from learning through noise or action (ex: burping, passing gas intentionally, drumming fingers, note-passing, etc) • Talking out of turn/interrupting frequently • Unnecessary constant talking/blurting • Unnecessary roaming the room, hall, etc. • Slamming lockers, desks, chairs, doors • Noncompliance of dress code, student is willing to change or fix 	<ul style="list-style-type: none"> • Throwing any object with the potential to cause harm (ex: chairs, tables, desks, school equipment, books, supplies, etc.) • Standing or sitting on furniture or counters • Talking out of turn/interrupting constantly where instruction has to stop • Threatening an unsafe action • Acting loud and disruptive while refusing to work • Noncompliance dress code, student is unwilling to change or fix

Harassment/Teasing/Bullying Staff-handled Situation Minor behavior	Harassment/Teasing/Bullying Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Name calling (ex: dummy, stupid, etc.) • Threatening gesture (ex: showing a fist) • Intentionally blocking the path of others • Invading someone's privacy (ex. lockers, bathroom, etc.) 	<ul style="list-style-type: none"> • Name calling (ex: racial, ethnic, sexual, vulgar) • Direct threats toward personal safety through word or gesture (ex: threatening to kill or hurt someone) • Organized teasing, intentionally embarrassing or spreading rumors directed toward specific victims • Ostracism • Inappropriate touching • Hitting, pushing, slapping, grabbing, punching, kicking • Sexual comments: written or spoken • Sexual gestures toward someone • Exposing privates • Serious threats to fight or to "get someone" after school • Spreading rumors • Harassment through social media or other technology

Property Damage/Vandalism Staff-handled Situation Minor behavior	Property Damage/Vandalism Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Making marks on any school property • Misusing property • Misuse of school supplies • Making a mess in restroom with water, paper towels, etc. • Misuse of locker 	<ul style="list-style-type: none"> • Going to the bathroom on the floor or in an inappropriate area • Intentionally breaking school property • Vandalism/permanently defacing • Punching/kicking lockers • Writing on bathroom walls • Destroying property intentionally

Lying/Cheating/Theft/Forgery Staff-handled Situation Minor behavior	Lying/Cheating/Theft/Forgery Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Refusing to return a "borrowed" item when asked to return it • Not telling the truth • Copying from someone else's work 	<ul style="list-style-type: none"> • Forging someone else's signature • Not telling the truth when it involves someone's personal safety or property damage • Refusing to return a "borrowed" item after adult intervention • Theft

Inappropriate Language Staff-handled Situation Minor behavior	Inappropriate Language Office-referral Situation Major behavior
<ul style="list-style-type: none"> • Sound-alike curse words (friggin, cheese & rice, etc.) • Slip of the tongue (not directed at someone). 	<ul style="list-style-type: none"> • Inappropriate language directed at someone. • Repeated use of inappropriate language. • Any use of inappropriate language used in a threatening way.

Maquoketa Valley Office Discipline Referral Form

First / Last Name _____ Date ____/____/____ Time _____ AM / PM

Teacher / Staff _____ Grade _____

Behavior type (circle): • Minor • Major

Behavior category (circle):

- Fighting / Physical Aggression
- Harassment / Teasing / Bullying
- Defiance / Disrespect / Noncompliance
- Property Damage / Vandalism
- Disruption
- Lying / Cheating / Theft / Forgery
- Inappropriate language / Profanity
- Other _____

Location where behavior occurred (circle):

- Classroom
- Restroom
- Study hall / WIN
- Bus / Bus line / Bus stop
- Recess / Playground
- Cafeteria
- Computer lab
- Before school / After school
- Hallway / Fountain
- Library
- Assembly
- Emergency / Drill

Student motivation (circle):

- Obtain peer attention
- Avoid peer / peer attention
- Obtain teacher attention
- Avoid teacher / teacher attention
- Obtain tasks / activities
- Avoid tasks / activities
- Unknown motivation
- Other _____

Student reflection:

What did I do?

What should I have done?

What Wildcat Way Behavior Trait should I have followed? (circle): *Respect* *Responsibility* *Safe*

Student signature: _____ Staff signature: _____

Staff comments:

Staff contacted parent (circle): • Email • Phone call • Note **Date** ____/____/____

Parent signature required. Please return to school.

Parent signature: _____ **Date** ____/____/____