

**2017-2018**  
**Positive School Culture (PSC) Handbook**

**Be Respectful**  
**Be Responsible**  
**Be Safe**

**August 2017**

**Dear Families:**

**We are pleased to share the components of Mt. Airy's Positive School Culture program with you. The goal of this program is to provide the behavioral supports needed to create and maintain a safe and orderly environment for learning.**

**School-wide behavioral expectations have been created by Mt. Airy's staff and will be implemented consistently across all settings. In addition, special adaptations and extensions of the school-wide system have been developed to address the unique needs of specific non-classroom (e.g., cafeteria, hallways, restroom, playground, etc.) settings.**

**The expectations and procedures are stated clearly to ensure that children know what is expected and to give you the information necessary to support your child. Throughout the school year, staff members will focus on teaching and modeling the school-wide expectations and recognizing students who exhibit positive behaviors.**

**We look forward to an outstanding school year!  
Thank you for your support,  
Mt. Airy Staff**

# **Airy Elementary**

## **School-Wide Mission & Vision**

### **Mission:**

**To provide our students with rigorous and differentiated academic instruction in a positive school climate and to promote academic, social and emotional growth with collaboration and support of families and community.**

### **Vision:**

**Mt. Airy School is committed to developing lifelong learners through a rigorous and comprehensive educational program. We provide quality instruction in a collaborative and cooperative environment to ensure that our students are prepared for college and career.**

# **Mt. Airy Behavioral Expectations: Be Respectful!**

## **Be Responsible!**

## **Be Safe!**

### **Positive School Culture System**

Positive School Culture is a feature of the school-wide behavioral expectation system that focuses on acknowledging and recognizing students who demonstrate behavioral expectations. This program works in conjunction with school-wide and classroom goals.

#### **Specific verbal feedback**

Ø Students observed being responsible, respectful, or safe, will be acknowledged by staff members and/or others in the building through specific and positive verbal feedback such as:

- “That was so helpful the way you held the door open for your classmates.”
- “Thank you for walking with your hands and feet to yourself.”
- “Thank you for showing respect in the restroom by picking up those paper towels.”
- “Awesome job! You really showed responsibility by returning your planner signed this week.”

#### **Field Trips/Special Programs**

Ø Students will be invited to attend special programs and field trips for positive behavior and wearing their uniform consistently.

#### **Positive Behavior Support Celebrations**

Ø Dates for 2017-2018 Positive Behavior Incentives (dates subject to change):

- 1<sup>st</sup> Quarter: 2<sup>nd</sup> week of October
- 2<sup>nd</sup> Quarter: 2<sup>nd</sup> week of January
- 3<sup>rd</sup> Quarter: 2<sup>nd</sup> week of March
- 4<sup>th</sup> Quarter: 3<sup>rd</sup> week of May

#### **Eligibility criteria for the Positive Behavior Incentives (Criteria: Uniforms and Behavior):**

- K-3 Students who have not had their cards placed on orange or red for more than two times the entire quarter and have not had an office referral the entire quarter.
- 4<sup>th</sup> through 6<sup>th</sup> grade students who have not received an office referral for the entire quarter.
- Students must wear the appropriate uniform daily in accordance with the Mt. Airy School uniform policy

## Procedures for Handling Infractions of Behavioral Expectations

Outlined below is the category system created by Cincinnati Public Schools and implemented by Mt. Airy School, along with the procedures for handling negative behaviors. This program also works in conjunction with school-wide and classroom goals.

### Category 1 behaviors include:

- Ø Disobedience
- Ø Disruptive behavior
- Ø Inappropriate communication
- Ø Cheating
- Ø Gambling
- Ø Fraud/false identification
- Ø Electronic devices
- Ø Trespassing
- Ø Tobacco/smoking
- Ø Truancy

**\*\*\*Note: Cell phones and electronic devices are not permitted to be turned on or visible.**

Devices will be confiscated if they are turned on or visible. They will be held until a parent comes to the school and retrieves the property. We are not responsible for damaged or lost devices that are brought to school and/or confiscated. All electronic devices not retrieved by the end of the school year will be submitted for recycling.

Category 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. These behaviors must be documented on a Step Form.

A negative consequence will be assigned as appropriate. Possible consequences include (but are not limited to):

- a. student teacher conference
- b. phone call to parents
- c. loss of privileges
- d. detentions (parents will be notified prior)
- e. time out in another classroom
- f. writing assignment
- g. documented on the Step Form

When a student receives four consequences for the actions he/she is responsible for, and these behaviors and consequences have been recorded, the step form is considered complete. A referral may then be written and sent to the office.

Students in grades K-6 may be placed on a behavior plan and/or placed on Emergency Removal.

Students in grades 4-6 may progress through the following steps.

- 4 Step Forms completed: ISS / Emergency Removal
- 5 Step Forms completed: Recommendation for A2S program (up to 10 days)

Grades K-2: Step Forms will be restarted every day.

**Grade 3-6: Step Forms will be restarted at the beginning of each week. Chronic misbehaviors will require students to be placed on a Conduct Card/Behavior Plan to keep parents informed of a student's daily behavior.**

**Category 2 behaviors include:**

- Ø Fighting
- Ø Gang activity
- Ø Violent disorderly conduct
- Ø Profanity/obscenity
- Ø Stealing/possession of stolen property
- Ø Harassment/intimidation/Bullying
- Ø Sexual misconduct
- Ø Damaging/destruction of property
- Ø Fireworks
- Ø Counterfeit currency
- Ø Depictions of Prohibited Conduct

**Category 2 behaviors may be referred to administration at teacher discretion. The teacher will complete a CPS Confidential Building Referral Record. If not a safety concern, the student may remain in the classroom or placed in time out with time out partner until an administrator calls for him. If student is a safety concern the teacher should call the office and request security to remove the student. Parents will be notified of the details by phone and/or letter. After meeting with the student, an administrator will assign an appropriate consequence (detention, ISS, Suspension or removal from school, and/or a Behavior Plan)**

**Mt. Airy Bullying Policy**

**“Bullying, harassment, or intimidation” means any intentionally written, electronic act (an act committed through the use of cellular telephone, computer, pager, personal communication device, or other electronic communication device), verbal, graphic, or physical act that a student or group of students exhibit more than once, toward another particular student(s) and the behavior both:**

- a. Causes mental or physical harm to the other student(s); and,**
- b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).**

**Please tell the teacher or any staff member if you are aware of bullying:**

- Students and parents/guardians should report prohibited incidents and conduct of bullying, intimidation, and harassment to any teacher, school administrator, or staff member; any incident may be reported anonymously.**
- Any school personnel receiving a complaint will document the prohibited incident or conduct in writing, including all information provided, and report it to the school principal or assistant principal.**
- All reported incidents will be investigated and verified by the school principal or designee.**
- Parents/guardians will be notified and appropriate consequences administered.**

### **Category 3 behaviors include:**

- Ø Use/Possession/Sale/distribution of alcohol or drugs
- Ø Possession of alcohol/drug related paraphernalia
- Ø Use/Possession explosive or firearms
- Ø Use/Possession other weapons
- Ø Use. Possession of Firearms look-alikes
- Ø Robbery
- Ø Extortion
- Ø False fire alarm or tampering with system
- Ø Sexual assault
- Ø Physical assault
- Ø Starting a fire
- Ø False bomb report
- Ø Breaking and entering

Category 3 behaviors should be referred to administration immediately. The teacher will complete a CPS Confidential Building Referral Record ASAP. After meeting with the student, an administrator will contact parents and assign an appropriate consequence Many category 3 offenses will result in recommendation for expulsion

### **Intervention Process**

This is a process teachers can use to identify intervention strategies and services for students with moderate to severe academic and social/ emotional behaviors. These interventions and strategies are aligned with Cincinnati Public School's Pyramid of Interventions.

#### **Phase I- Pyramid of Interventions**

- I. **Contact Parents:**
  - a. Inform parents of child's struggle
  - b. Provide parents with in home activities and/or information on ways to assist child
- II. **Document of in-class interventions / collection of data:**
  - a. Download documentation of intervention forms
  - b. Create modifications for student (notify parents).
  - c. Talk or meet with psychologist or intervention specialist to discuss interventions (Intervention Specialist or school psychologist only discuss strategies. (No formal services will be provided at this level).

#### **Phase II-Pyramid of Interventions**

- I. **Request for School-Wide Support**
  - a. Send documentation of intervention form to school psychologist and request IAT meeting. (cc. administrator and grade appropriate intervention specialist. )
  - b. School psychologist or Case Coordinator contacts parent to schedule meeting. Meeting is scheduled during prep time or after school if all stakeholders agree.
  - c. Action Plan developed at IAT meeting.
  - d. Reschedule meeting to review results of intervention assessments.

**e. Make modifications for interventions if needed.**

**Phase III -Pyramid of Interventions**

**I. More intense services if needed.**

**a) Meet with all stakeholders to review results of interventions and assessments.**

**b) Identify more intense services available.**

**Stakeholders will determine intense action plan**

**The following pages outline the expectations we as a staff hold for the students at Mt. Airy School. Students are expected to be respectful, responsible, and safe at all times of the day and in all areas of the building.**

**These expectations will be taught to our students on the first day of school and practiced for the first week or more if necessary will be reviewed again at the beginning of each new quarter. Discipline (Including Bullying) assemblies/meetings will be held**



	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<b>On the Buses</b>	<ul style="list-style-type: none"> <li>Ø Remain seated.</li> <li>Ø Walk to the bus and to your seat.</li> <li>Ø Keep your hands, feet, all body parts, and objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Use quiet voices.</li> <li>Ø Be kind and greet others politely.</li> <li>Ø Follow bus driver's rules and directions.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Report unsafe behavior to the driver.</li> <li>Ø Keep personal items closed / zipped.</li> <li>Ø Gather all your belongings before leaving the bus.</li> <li>Ø Wake any sleeping children.</li> </ul>
<b>In the Cafeteria</b>	<ul style="list-style-type: none"> <li>Ø Walk in and leave quietly.</li> <li>Ø Keep your hands, feet, all body parts, and objects to yourself.</li> <li>Ø Stay seated at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Use quiet voices.</li> <li>Ø Be polite to one another.</li> <li>Ø Wait your turn.</li> <li>Ø Use good table manners.</li> <li>Ø Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Stay in your seat at all times.</li> <li>Ø Keep your area clean.</li> <li>Ø Raise your hand if you need something.</li> <li>Ø Remain calm and talk quietly during lunch.</li> <li>Ø Use the restroom before and after lunch.</li> <li>Ø Follow the lunch line procedures.</li> <li>Ø Exit quietly.</li> </ul>
<b>In the Classroom</b>	<ul style="list-style-type: none"> <li>Ø Stay in your seat.</li> <li>Ø Walk at all times.</li> <li>Ø Keep your hands, feet, all body parts, and objects to yourself.</li> <li>Ø Be aware of your surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Use quiet voices.</li> <li>Ø Communicate in a positive manner.</li> <li>Ø Be polite.</li> <li>Ø Show care for others' property.</li> <li>Ø Raise your hand to speak.</li> <li>Ø Follow directions the first time.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Follow all school rules.</li> <li>Ø Be on time.</li> <li>Ø Wear uniform daily.</li> <li>Ø Be prepared with appropriate materials.</li> <li>Ø Stay focused on instruction and class work.</li> </ul>
<b>In the Hallways</b>	<ul style="list-style-type: none"> <li>Ø Keep your hands, feet, all body parts, and objects to yourself.</li> <li>Ø <u>Walk</u> in a straight line (one behind the other).</li> <li>Ø Walk on the second block on the right side of the hallway.</li> <li>Ø Stop at appropriate points in hallway.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Use quiet voices.</li> <li>Ø Hold the door for the person behind you.</li> <li>Ø Leave one block between each student.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Use stairs one step at a time with right hand on the rail.</li> <li>Ø Keep feet on floor at all times.</li> <li>Ø Enter and exit through appropriate doors.</li> <li>Ø Walk in ABC order at all times.</li> </ul>

<h2>On the Playground</h2>	<ul style="list-style-type: none"> <li>Ø Keep your hands, feet, all body parts, and objects to yourself.</li> <li>Ø Slide down the slide one at a time.</li> <li>Ø Take turns.</li> <li>Ø Play fair.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Enter quietly.</li> <li>Ø Take turns with the slide and the swings.</li> <li>Ø Follow adult directions.</li> <li>Ø Leave the playground quietly and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Watch out for others.</li> <li>Ø Be aware of others' space.</li> <li>Ø Be aware of your surroundings.</li> <li>Ø Take ownership.</li> </ul>
<h2>In the Restroom</h2>	<ul style="list-style-type: none"> <li>Ø Walk at all times.</li> <li>Ø Maintain personal space.</li> <li>Ø Wash your hands and turn off faucets.</li> <li>Ø Keep your hands away from light sensors / switches.</li> <li>Ø Keep both feet on the floor.</li> <li>Ø Report problems to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Use quiet voices.</li> <li>Ø Respect the privacy of others.</li> <li>Ø Knock on doors / wait your turn.</li> <li>Ø Use appropriate amount of soap and paper towels.</li> <li>Ø Leave facilities clean for the next person.</li> <li>Ø Ask permission to use the restroom.</li> </ul>	<ul style="list-style-type: none"> <li>Ø Flush the toilet.</li> <li>Ø Flush toilet paper only.</li> <li>Ø Put paper towels in the trash can.</li> <li>Ø Keep the restroom clean.</li> <li>Ø Use facilities in a timely manner.</li> <li>Ø Line up in the appropriate place.</li> </ul>

# Teaching Script for School-wide Expectations for the Bus

## Skill Teaching

*"Today we are going to talk about ways to be Safe, Respectful, and Responsible on the bus."* Have students come up with ideas about what it is to be Safe, Respectful, and Responsible on the bus. Help students shape their responses into observable behaviors (i.e.: sit in your seat facing forward). Then review the indicators below.

*"There are several ways to be Safe, Respectful, and Responsible on the bus".*

## Be Safe

- Be ready at your stop!
- Ask an adult for help if you have a problem with someone else.
- No eating or drinking.
- Go directly to your bus, go to your seat, and stay on the bus.

## Be Respectful

- Keep your hands and feet to yourself.
- Talk quietly to the person next to you using a Level 1 voice.

## Be Responsible

- Get on your bus and go directly to your seat.
- Stay in your assigned seat with "seat on seat" and "back to back"
- Keep all body parts inside the bus.

## Demonstration and Role Play

*"I'm going to show you some ways to be Safe, Respectful, and Responsible on the bus. I'm also going to show you some ways to NOT be Safe, Respectful, and Responsible. I want you to watch and see if you can tell if I am being Safe, Respectful, and Responsible."*

Act out the scenes and after each demonstration, ask the students if you were being Safe, Respectful, or Responsible. (Please don't use students to act out inappropriate behavior)

Examples for you to act out:

1. *Standing up, turned around in the seat*
2. *Yelling to someone several seats back*
3. *Walking around the bus without going directly to assigned seat*

After you are finished with the non-examples, ask for student volunteers to have them act out each of the indicators you listed earlier in the lesson and demonstrate the wanted behaviors.

Examples for students to act out:

1. *Sitting in seat with "back on back" and "seat on seat"*
2. *Talking quietly to the person next to them*
3. *Getting on the bus and going directly to their assigned seat*

After each demonstration ask: *"Was he/she being safe? Was he/she being respectful? Were they being responsible? Why do you think so?"*

## Review and Check for Understanding

*"We have finished talking about being Safe, Respectful, and Responsible on the bus. Tell me what you have learned about being Safe, Respectful, and Responsible on the bus."* Have the students share what they have seen and learned.

Remind children that you and all of the other adults in the building will be watching to see when students follow the rules. Remind them of the rewards available to students who follow the rules and negative consequences for those who do not follow the rules.

\*\*\*You may want to review the rules on a regular basis-ask the students to tell you what it means to be Safe, Respectful, and Responsible on the bus.

## Teaching Script for School-wide Expectations for the Cafeteria

### Skill Teaching for the Cafeteria

*"We have been talking about our new schoolwide rules this week. Does anyone remember the 3 school-wide rules?"*

**Be Safe**

**Be Respectful**

**Be Responsible**

*"Today we are going to talk about how our school-wide rules apply to the cafeteria. So, how can we be Safe, Respectful, and Responsible in the cafeteria?"* Let students give a few examples, then review the indicators below.

### Be Safe

- Keep your hands and feet to yourself while in line and at the table
- Make sure your space is clean (table and floor)

### Be Respectful

- Eat your own food
- Use Level 1 voices
- Stay in your seat and get up only with permission

### Be Responsible

- Always stay in ABC order when in line
- No talking in line (Level 0 voices)
- Raise your hands to take up your tray when finished eating
- Get your utensils before you sit down
- Walk safely

### Demonstration and Role Play for the Cafeteria

Model an appropriate example of cafeteria behavior:

*Walk through the cafeteria line, get your lunch tray and your utensils, sit down at the table and eat your food, talk quietly to a person next to you, pick up an extra napkin on the table (to show cleaning up stuff that is not even yours), and clean up your tray.*

Ask the students to name all of the rules you followed (they should say all of them). Provide any rules they did not say.

Show non-examples and have the students say what should have been done differently.  
(Adults role play this part)

1. *An adult should take some food from the tray of a student sitting next to them. Have the students say which rule was broken and what should have been done differently.*
2. *An adult should take up their tray and leave a mess on the table near them. Have the students say which rule was broken and what should have been done differently.*
3. *An adult should play fight with a student standing behind them in line. Have the students say which rule was broken and what should have been done differently.*

Have the students practice following the rules:

1. *Ask 4-5 students to go through the line and get their lunch tray. Have the students watching comment on how they did when they are done.*
2. *Ask 3-4 students to sit and eat their food. Have the students watching comment on how they did when they are done.*
3. *Ask 2-3 students to clean up their trays. Have the students watching comment on how they did when they are done.*

### Review and Check for Understanding

Review the rules one more time. Have the students state the rules for being Safe, Respectful, and Responsible. Remind the children that you and all of the other adults in the building will be watching to see when students follow the rules. Remind them of the rewards available to students who follow the rules and negative consequences to those who do not follow the rules.

## Teaching Script for School-wide Expectations for All Classrooms

### Skill Teaching for the Classroom

“Today we are going to talk about ways to be Safe, Respectful, and Responsible in the classroom. What does it mean to “Be Responsible” in the classroom?”

The teacher will then call on students to respond and shape their responses into observable behaviors.

Example: A student responds, “take care of yourself.” The teacher would then ask for examples of being responsible that are specific actions that can be seen by others (i.e. doing your work, putting your things away, listening to the teacher, doing what you’re asked, etc.).

Next, ask students to define what “Be Respectful” and “Be Safe” means. Follow the example above for “Be Responsible” to help shape students’ responses into observable behaviors.

Then, the teacher would share with the students specific examples of classroom expectations in each of the areas.

*“There are several ways we can show how to be Safe, Respectful, and Responsible in the classroom. For example we can...”* The teacher would then display a chart with the following indicators on it.

### Be Safe

- Keep your hands and feet to yourself.
- Stay in seat unless directed by an adult to move.
- Do not physically or verbally fight with other students.

### Be Respectful

- Follow directions of the adult in charge, the first time given.
- Use positive words to solve conflicts.
- Respect other people’s property and personal space.
- Settle differences in a peaceful manner.

### Be Responsible

- Arrive at school on time.
- Come prepared for class with supplies and/or homework.
- Demonstrate a serious attitude on daily assignments.
- Get your assignment book signed daily.

## Demonstration and Role Play for the Classroom

The teacher will demonstrate examples and non-examples of appropriate classroom behaviors.

*“Now I’m going to demonstrate some examples of ways to be Safe, Respectful, and Responsible in the classroom. I will also demonstrate some non-examples of these behaviors to see if you understand what we’ve been talking about today.”*

You can use a student or two to help with your demonstration, but make sure that you are the one to model the “non-example.” It might be a good idea to have the student act as the teacher and have the teacher act as the student.

After each demonstration call on students to tell whether you were Safe, Respectful, Responsible or if your actions were a non-example. Be sure to encourage students to support their answers by describing what they observed you doing. When students identify non-examples ask what you might do instead.

Examples:

1. Pretend to be the teacher asking students to get out their reading books. Then pretend to be a student getting out a reading book from a desk. (*Being Responsible*)
2. Pretend to be a teacher giving verbal directions for completing work. Then pretend to be the student talking to another student. After a few seconds raise your hand, call out “teacher” and ask how to complete your work. (*Non-examples of Being Responsible and Being Respectful*)
3. Pretend to be a student that needs to sharpen a pencil. Raise your hand and ask the teacher for permission, then get up to sharpen your pencil and go directly back to your seat. (*Being Respectful*)
4. Pretend to be the teacher giving a writing assignment. Ask students to get out their writing journals (or paper) and a pencil. Pretend to be the student getting out paper and crayons to draw or color a picture. (*Non-example of Being Responsible*)
5. Pretend to be a student saying something unkind to another student. Then pretend to be the student thinking aloud, “ I really didn’t like what she just said about me, but I’m not going to react the way she probably thinks I will and end up getting myself into trouble.” Next, pretend to say to the other student, “What you just said hurt my feelings, so I would really appreciate it if you would keep that kind of comment to yourself in the future.” Then walk away. (*Being Safe*)

### Review and Check for Understanding

“Who can tell me the three big rules we talked about today?” (*Be Safe, Be Respectful, and Be Responsible*)

Ask students to share what they must do to Be Safe, Be Respectful and Be Responsible in the classroom. Be sure they include the indicators from the chart. Tell students that the chart will be posted in the classroom to help them remember the expectations everyday in every classroom.

Follow up Activities (Optional but please try to do at least one of these or another of your choice)

1. Teachers can use the scenarios provided or create their own. Put students in small groups of 3-4. Pass out scenario cards and give each group time to practice acting out the scene. Then call on one group at a time to act out their scene in front of the class. Ask the other students to comment on which rule the group is acting out.

“Were they Being Safe, Respectful, or Responsible?” Again ask students to support their answers by describing what they actually observed.

2. Put each indicator on a strip of paper. In the front of the class, on the board or on chart paper, have the headings Be Safe, Be Respectful, and Be Responsible. Divide the students into teams and divide the indicators among the teams. Have each team place the indicator under the appropriate rule. Discuss as appropriate.

3. Use larger pieces of construction paper and write one rule on each piece of paper. With students working in 3 teams, give each team one of the small posters. Have them write ways that they can be Safe, Respectful, and Responsible on that poster. After a few minutes, have the teams switch pieces of paper and add their ideas to the next poster

## Teaching Script of School-wide Expectations for The Hallway and Outside Walkways

### Review Schoolwide Rules

The teacher will ask the students to identify the three school rules. (Be Safe, Be Respectful, Be Responsible) He/she will then explain how we can follow these rules while walking in the hallways and while we are on the outside walkways.

### Skill Teaching for the Hallway

(take students to the hallway for this discussion)

*“What are some ways you think that we should be Safe, Respectful, and Responsible in the hallway?”* Let students give a few examples, and then review the indicators below. Explain that at Mt. Airy we expect students to demonstrate the school rules in the hallways of Mt. Airy in the following ways: (Use a chart for visual reinforcement.)

### Be Safe

- Use personal space.
- Pick up and throw away trash in trash can.
- Take most direct route to your next destination.

### Be Respectful

- Use level 0 voices (no talking).
- Keep your hands and feet to yourself.

### Be Responsible

- Walk on the right side facing the front.
- Use every step when going up/down stairs.
- Stay with your group/line.

### Demonstration and Role Play of Hallway Rules

Role-play both examples and non-examples. *Make sure that adults role play non-examples and then ask the students what they could have done differently.* Divide students into groups and have them role-play the examples. Have the class give feedback to the role-playing group and redo as necessary. Have the class practice the indicators as you move outside to the walkways.

### Examples:

1. Student weaving in the hallway and turned around, not facing the front (Non-example)
2. Student yelling as they walk through the hallway (Non-example)



3. Students touching each other as they walk-not keeping their hands to themselves (Non-example)
4. Students walking in a straight line, using appropriate personal space, keeping their hands and feet to themselves (Example)
5. Student picking up a piece of trash and throwing it away (Example)
6. Student not talking or whispering in the hallway (Example)

### Skill Teaching for the Outside Walkways

Explain to the students that walking on the walkways is a lot like walking in the hallways. The expectations are very similar. It is expected that the students will do the following:

#### Be Safe

- Share the sidewalk.
- Pick up and throw away trash in the trash cans.

#### Be Respectful

- Walk quietly from the building.
- Keep your hands and feet to yourself.
- Follow directions given by all staff.

#### Be Responsible

- Stay on the sidewalk.
- Go directly to and from destination.
- Travel in a single-file line when with a group or class.
- Walk on the right side facing the front.

### Demonstration and Role Play of Outside Walkway Rules

Role-play both examples and non-examples. *Make sure that adults role play non-examples and then ask the students what they could have done differently.* Divide students into small groups and have them role-play the examples. Have the class give feedback to the role-playing group and redo as necessary. Have the class practice as you move back to your classroom.

#### Examples:

1. Student running across the grass (Non-example)
2. Student yelling as they walk outside (Non-example)
3. Students walking on the left side, turned around talking to the person behind them (Non-example)
4. Students walking in a straight line, using appropriate personal space, keeping their hands and feet to themselves (Example)
5. Student picking up a piece of trash and throwing it away (Example)
6. Student talking quietly when walking outside (Example)

### Review and Check for Understanding

Explain that we need to be Safe, Respectful, and Responsible whether we are with our teachers or by ourselves. Identify some times when students may be by themselves and will need to follow the same rules. (Going to the restroom, another classroom, the nurse, office-

especially for attendance, library, etc.) Also, these rules apply if it is hot, cold, rainy, or perfect outside.

Review the rules using the charts and allow for any unanswered questions. Remind the students that you and others will be watching them to see how well they do at being Safe, Respectful, and Responsible.

## Teaching Script for School-wide Expectations for the Restroom

### Skill Teaching for the Restroom

*“Today we are going to talk about ways to be Safe, Respectful, and Responsible. What are some ways you think that we should be Safe, Respectful, and Responsible in the restroom?”*

Let students give a few examples, then review the indicators below.

#### Be Safe

- Wash hands, turn off faucets.
- Keep the bathroom dry.
- Report problems to an adult immediately.

#### Be Respectful

- Ask permission at the appropriate time to use the restroom.
- Respect the privacy of others. Knock on door/wait your turn.
- Leave facilities clean for the next person.

#### Be Responsible

- Flush (toilet paper only).
- Wash your hands.
- Throw away paper towels in the trash can.
- Leave restroom immediately when you are finished.

### Demonstration and Role Play for the Restroom

Take small groups of students into the restroom (if taking students to the restroom as a group). Have teachers monitor the remaining students in the hall.

*“I’m going to show you some ways to be Safe, Respectful, and Responsible in the restroom. I’m also going to show you some ways to NOT be Safe, Respectful, and Responsible. See if you can tell me if I’m following our school rules or not following our school rules.”*

Following each demonstration and ask if you were being Safe, Respectful, or Responsible. When students identify non-examples, ask what you might have done instead.

#### Non-examples:

1. *Calling out in class, interrupting the speaker during instructional time to ask to use the restroom*
2. *Starting to walk out with the faucet on*
3. *Throwing paper towel on the floor*
4. *Leaving without washing hands*
5. *Finishing with washing hands and standing around talking to friends*

Pick 2-3 students to role-play appropriate examples of following the school rules.

1. *Student flushes, washes hands, and throws away their paper towel*
2. *Student is finished but another student starts talking to him/her. The student says, "I have to go back to class. We can talk at lunch."*

Ask: "Were they being responsible? How?"

"Were they being respectful? Why do you think that?"

"Were they being a problem solver? How?"

### Review and Check for Understanding

Once all students have seen the demonstration and role-plays, return to outside the bathroom and review.

"What are some ways that you can be safe in the restroom?"

"What are some ways that you can be respectful in the restroom?"

"What are some ways that you can be responsible in the restroom?"

*Mt. Airy school partners with Children's Home to provide mental health services to students who need additional support. Therapists will be housed on campus. Children's home will also work with designated classrooms and teach socially appropriate behavior skills throughout the school year.*

## Morning Procedures

*2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> and 6<sup>th</sup> graders*

- Enter the cafeteria doors
- Go through breakfast line using level one voices
- Sit at designated table using level one voices
- Follow cafeteria procedures
- Following directions of staff members

*Kindergarten - 1<sup>st</sup> grade*

- Enter through main doors
- Go directly to grade level pod
  - Wait quietly
  - Follow directions of staff members
  - Kdg-1<sup>st</sup> grade students will be brought to breakfast by teacher at designated times

## Dismissal Procedures

*Car riders*

- **Must be signed out in cafeteria**
- **Parents must enter the gym doors to sign out students. No one may enter through the main doors.**
- **Car riders and parents exit through gym doors**

***Day Care***

- **Report to cafeteria**
- **Sit quietly at assigned table**

***Bus Riders***

- **Will be called down by grade levels over intercom**
- **Stay with staff member**
- **Board bus immediately after being dropped off at bus**
- **Do not get off the bus**

***Walkers***

- **Must meet walking buddies at the flag pole**
- **Walkers must leave school grounds immediately after dismissal (no loitering)**