

# Northridge Student Handbook MTSS-B



*Revised August 2024*



This book belongs to:

\_\_\_\_\_

Grade:\_\_\_\_\_ Teacher:\_\_\_\_\_

## HEXI CLIMBER

- Jumping off the high climber is not safe
- No more than five people on one level of the hex-climber
- Use safe hands and feet



## SKY SPINNER

- Sky spinner is not safe to be on top of
- Hang by hands only, not your legs
- When spinning, stay out of the way
- No more than five people on the sky spinner



## THUNDERDOME

- Take turns inside the dome
- Share the dome with other students



## TIRE SWINGS & SWINGS

- Don't jump off the swings
- Wait your turn
- Only 3 students on the tire swing
- Listen when someone says stop



## SLIDES

- Go down slide feet first
- Promptly get off
- Don't wait at the bottom for people to come down
- Take turns and wait patiently



## Playground Procedures

The playground is a place to have fun, develop friendships and nurture social emotional skills. It also is a place to practice second steps strategies. Here are the playground expectations so all may enjoy that space:

- Make safe, responsible choices
- Treat others with respect
- Ask an adult for assistance
- Share the equipment
- Patiently wait your turn
- Use safe hands and feet
- Fighting games are not allowed

### FIELD/BLACKTOP

- Play with good sportsmanship
- Pick fair teams
- Wait your turn
- No tackle football
- No climbing the fence

### PLAYGROUND EQUIPMENT

- Use equipment properly
- Field/Blacktop equipment (balls, jump ropes, Frisbees) stay on the field/blacktop
- If you take out an item, return the item
- One person on the monkey bars at a time
- One person at a time on the zip-line
- Don't jump from high places
- No hanging upside down—people must be right side up—hang with your hands, not your legs

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# Northridge Superstars learn by shining with:



**RESPECT**



**RESPONSIBILITY**



**SAFETY**

## RESPECT

- ★ Wait for Bus Bell to Ring @ 3:00 PM to Leave
- ★ Use Parking Lot Doors to Exit Building
- ★ Line Up Single File to Load the Bus
- ★ Greet Driver Upon Entering Bus

## RESPONSIBILITY

- ★ Be Ready for Bus When the Dismissal Bell Rings
- ★ Walk to the Bus
- ★ Go Directly to Your Seat
- ★ Follow Bus Procedures

## SAFETY

- ★ Walk On Sidewalks to Curb
- ★ Line Up Single File to Load the Bus
- ★ Help Younger Students



Bus Dismissal

Voice  
1-2  
Level

## School Wide Procedures Continued

### RESPECT

- ★ Wait Patiently at front desk
- ★ Use Manners when stating problem  
(Please, Thank you & You are Welcome)

### RESPONSIBILITY

- ★ Ask Staff for help or state problem
- ★ Bring nurse slip when needed
- ★ Return to class immediately

### SAFETY

- ★ Keep Hands and Feet to self
- ★ Do not go behind secretary desks
- ★ Sit appropriately if waiting



Office



## RESPECT

A definition of respect includes how you feel about someone and how you treat him/her. Having respect for someone means you think good things about who a person is or how he/she acts. You can have respect for others and respect for yourself. Showing respect to others means acting in a way that shows you care about their feelings and well-being. Examples include not calling people mean names, treating people with courtesy, and caring enough about yourself that you don't do things you know can hurt you.

### USE RESPECTFUL WORDS & ACTIONS

Take care of people and property



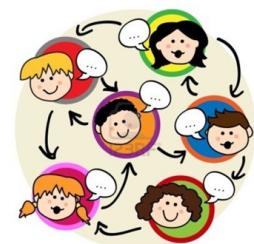
Show Kindness



Help Others



Use Kind words



Be Trustworthy



Be Truthful



**I can BEE HONEST**

by showing I am truthful and trustworthy, and not lying, cheating, or stealing.



# ★ RESPONSIBILITY

Being responsible means you do the things you are expected to do and accept the consequences (results) of your actions.

There are a few different ways to show responsibility. There's being responsible, taking responsibility, acting responsibly, and having responsibilities. They are all related to doing the things we are supposed to do, and accepting the positive or negative outcome of our actions.

## BE AN ACTIVE LISTENER

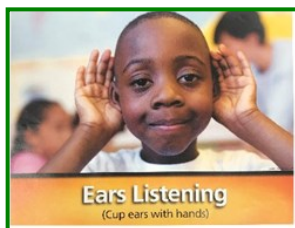
Eyes Watching



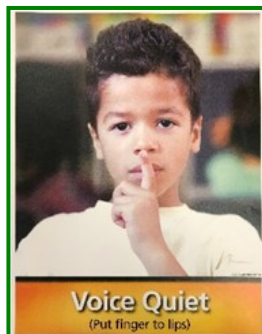
Body Still



Ears Listening



Voices Quiet



## RESPECT

- ★ Follow Rules and Directions
- ★ Take Turns
- ★ Ask to Join a Game with an Assertive Voice
- ★ Allow Others to Join in a Game

## RESPONSIBILITY

- ★ Ask Staff for Help
- ★ Leave Outdoor Items on the Ground
- ★ Bring in Equipment
- ★ Line Up Right Away

## SAFETY

- ★ Keep Hands and Feet to Self
- ★ Stay Away From Windows
- ★ Stay in the Playground Area
- ★ Use Equipment Appropriately
- ★ Ask Staff Permission to Go Inside



PLAYGROUND



## School Wide Procedures Continued

### RESPECT

- ★ Respect Self
- ★ Respect Others
- ★ Respect Equipment

### RESPONSIBILITY

- ★ Dress for Success
- ★ Use Good Sportsmanship
- ★ Use Equipment Responsibly

### SAFETY

- ★ Keep Hands and Feet to Self
- ★ Use Safe Space
- ★ Be Aware of Surroundings



Gym



## BE AN ACTIVE LEARNER

Be on time



Be ready to learn



Participate in class



Complete your work



## BE RESPONSIBLE

Be Trustworthy



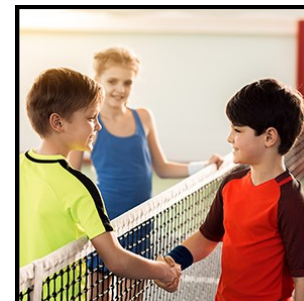
Be Truthful



**I can BEE HONEST**

by showing I am truthful and trustworthy, and not lying, cheating, or stealing.

Use good sportsmanship

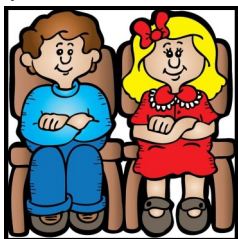


Being safe is making choices that keep yourself and others free from risk or harm. A safe learning environment is important for all students to be successful in school.

We need to be safe physically, emotionally, within our surroundings, and with our belongings. Making safe choices means using self control, doing what we are supposed to do, thinking before you act and considering the consequences.

## BE SAFE

Keep hands & feet to self



Walk facing forward



Use equipment correctly



Tell an adult when you need help



Be aware of surroundings



## RESPECT

- ★Focus on the Speaker
- ★Sit Criss-Cross
- ★Keep Body Still

## RESPONSIBILITY

- ★Be an Active Listener
- ★Respond Appropriately to the Speaker
- ★Make Good Choices
- ★Sit in Your Spot

## SAFETY

- ★Stay Seated
- ★Keep Hands and Feet to Self



# ASSEMBLY





**RESPECT**

- ★ Walk Quietly
- ★ Keep Hands and Feet to Self

**RESPONSIBILITY**

- ★ Go Directly to Where You are Going
- ★ Stay to the Right Side of Hallway

**SAFETY**

- ★ Keep Eyes and Body Forward
- ★ Use Walking Feet
- ★ Use Handrail
- ★ Take One Step at a Time on the Stairs

**NORTHRIDGE SUPERSTARS**

**HALLWAY**

**Voice Level 0**



**LOOK like?**



**SOUND like?**



**FEEL like?**

- During Arrival
- During Assembly
- In the Bathroom
- During LMS time
- Handling the Computer Cart
- In the Gym
- In the Hallway/Stairs
- In the Library
- In the Lunchroom
- In the Music Room
- On the School Grounds
- On School Buses
- On the Playground
- During Dismissal

## Second Step Program

The Second Step Program promotes school success, school connectedness, and a safe & respectful school climate. Students learn skills that strengthen their ability to:

- Learn
- Have empathy
- Manage strong emotions
- Solve interpersonal problems

The evidence-based Second Step Program supports teachers in integrating social-emotional learning (SEL) into their classrooms. Using the Second Step curriculum has been shown to decrease problem behaviors and increase school success by promoting self-regulation, safety, and support.

The Second Step curriculum is taught by all classroom teachers on a weekly basis. Lessons are scripted and planned for teachers. The curriculum offers opportunities and suggestions to incorporate the lessons and Second Step language into academic areas and a variety of school environments. This curriculum focuses on the teaching of: Skills for Learning, Empathy, Emotion Management, and Problem Solving.

Second Step supports the Northridge Belief Statement. This curriculum is not intended to be taught in isolation. It is intended to be weaved throughout the school day and all environments.

Grades 3-5 will also engage in online learning experiences using Second Step curriculum. Students will complete independent practice activities to develop executive function skills. Teachers will view student progress through the learn BPS site.



**RESPECT**

- ★ Keep Lunch Choice
- ★ Use Manners  
(Please, Thank You & You are Welcome)

**RESPONSIBILITY**

- ★ Use the Time to Eat
- ★ Raise Hand to Ask for Help
- ★ Clean Up Area When Done
- ★ Take All Items You Need When Going Through the Lunch Line

**SAFETY**

- ★ Carry Tray with Two Hands
- ★ Sit with Feet Under the Table and Face Forward
- ★ Eat Your Own Meal
- ★ Shared Items Must be Unopened Packaged Food From School Meals

**LUNCHROOM**

Voice  
**2**  
Level

### RESPECT

- ★Be Kind
- ★Be Respectful to Others
- ★Respect Instruments and Other Materials

### RESPONSIBILITY

- ★Be an Active Listener
- ★Be an Active Learner
- ★Make Good Choices
- ★Sit in Your Spot

### SAFETY




- ★Keep Hands and Feet to Self
- ★Follow Movement Rules



# music



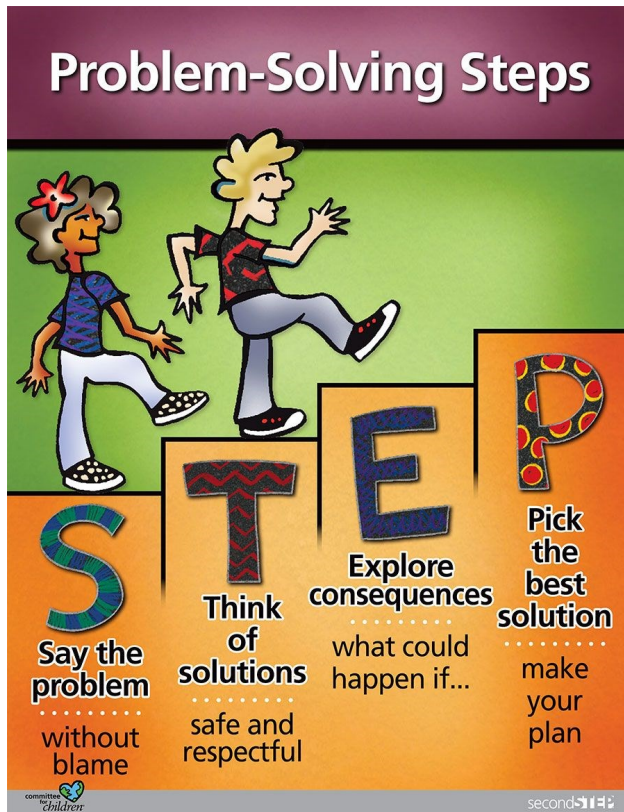
Skills for Learning

Focus Attention	
	Listen
Be Assertive	
	Use Self-Talk

second step

- Listening and focusing attention involves using your ears, eyes, and brain.
- Focusing attention and listening helps you be a better learner.
- Being assertive is a respectful way to get what you want or need. It's the best way to ask for help.
- Your brain gets smarter every time it works hard.
- The more you practice a skill the better you get at it.

## Problem-Solving Steps



**S:** Say the problem (without blame)

**T:** Think of solutions (that are safe and respectful)

**E:** Explore consequences (what could happen if...)

**P:** Pick the best solution (make your plan)

- Calming down first helps you think so you can solve problems.
- Being assertive is safe and respectful. It can help you resist negative peer pressure.
- Taking responsibility for your actions is respectful. You may need to make amends.
- Some solutions to problems are complicated and need a plan.
- Seeking help from a trusted adult is sometimes the best solution.

## RESPECT

- ★ Give Privacy
- ★ Keep Bathroom Clean
- ★ Respect Property

## RESPONSIBILITY

- ★ Flush Toilet
- ★ Wash Hands Using Soap
- ★ Put Paper Towels in Trash
- ★ Return to Class Immediately

## SAFETY

- ★ Keep Hands & Feet to Self
- ★ Tell an Adult About Problems



# BATHROOM

Voice
0
Level



## School Wide Procedures

School Wide Procedures create a safe, caring learning environment. Each common area within the school has a specific set of expectations. These expectations are posted around the school and identify ways all can show respect, responsibility and safety at Northridge Elementary.

### RESPECT

- ★ Wait Patiently
- ★ Listen to Directions First Time

### RESPONSIBILITY

- ★ Take Care of Library Materials
- ★ Return items on Time

### SAFETY

- ★ Keep Hands and Feet to Self
- ★ Use Walking Feet
- ★ Sit Appropriately



# LIBRARY



## How to Calm Down



- Focusing attention on your body gives you clues about how you are feeling.
- When you feel strong feelings, it's hard to think clearly.
- Unmanaged, strong emotions can lead to negative behaviors and consequences.
- Calming down strong emotions helps you think clearly so you can avoid jumping to conclusions or escalating conflicts.
- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.

# Empathy



- All feelings are natural.
- Feelings can be comfortable or uncomfortable.
- People can have similar or different feelings or perspectives about the same situation.
- It's possible to have more than one feeling at a time.
- Feelings can change.
- Compassion means saying kind words or doing something helpful to show you care about how another person feels.

# Voice Levels

Voice levels are identified for specific purposes around the school. Use the reference below to identify each level and the appropriate volume of one's voice for that area.



**Level 0– No Voice**



**Level 1– Whisper**



**Level 2– Small Group**



**Level 3– Whole Group**



**Level 4-Outside**



**Level 5-Emergency**

## Attendance

Regular school attendance is essential to student success. Northridge asks that students arrive on time for school and attend each day that school is in session, unless they are sick. Northridge will monitor student attendance and notify parents/guardians if attendance becomes a problem, as defined in the BPS Attendance Policy. If attendance concerns continue, a meeting will be held with the parent, school counselor, social worker and principal. A representative from the Police Youth Bureau and Burleigh County Social Services may also attend the meeting.

*The school day starts at 8:30 AM. The tardy bell rings at 8:35 AM. If the school is unsure of a student's absence, the phone system contacts households with an automatic call after 9:00 AM. The absence is coded as a Q for question. Anytime a student arrives after 8:35 AM they must check-in to the office prior to going to the classroom. Anytime a student leaves during the day, an adult needs to check the student out in the office.*

### ATTENDANCE CODE DEFINITIONS

**M (medical):** Medical excuse from doctor with a note

**Q (question):** no communication received from parents/guardians regarding the student's whereabouts. Attempts by the school to contact the parent were unsuccessful.

**R (request):** Request by parent/guardian indicating the child will not be in school. Examples are funerals, vacations, or parent calls/email that their child is home sick and has no medical note.

**A (absent):** Student arrives after 9:30am or leaves prior to 2:00 PM without a medical note.

### TARDY CODES

**T (tardy):** Student arrives between 8:35 AM to 9:30 AM or leaves after 2:05 PM.

## Fair Ways to Play



- Sharing: Playing together using the same toys
- Trading: Giving your toy to a friend and they give their toy to you
- Taking Turns: You can play with the toy for awhile, then you should let your friend play with the toy for awhile. When you are done playing with the toys, you can give them back.



## S'Cool Moves

S'Cool Moves activities are used to increase student focus and attention during a school day. Rather than telling children to focus, teaching them how to focus equips them to be able to self-regulate and be much more successful at school.

S'Cool Moves are simple/quick movements to re-group or transition. The I Can Calm Poster and Desk Strips are placed on student desks. Teachers can walk by and point to a calming strategy with a simple cue rather than talking.

## Desk Strip



## Major Behavior Notice

This is to notify you that your child has been involved in a behavior that violates BPS district policy. If a violation occurs, disciplinary action may include making up missed classroom instruction, after-school or before-school detention, recess remediation, in-school suspension, out-of-school suspension, referral to a community agency, or expulsion. Teaching components will be initiated to address this concern.

Name	Grade/Teacher	Date
Time:	Reporting Staff:	
Described Behavior:		

Major Behavior	Location	Perceived Motivation	Teaching Component	Teacher Actions
<input type="checkbox"/> Alcohol/Drugs/Tobacco	<input type="checkbox"/> Office	<input type="checkbox"/> Escape Activity	<input type="checkbox"/> Self-Awareness	<input type="checkbox"/> Time with Teacher
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Escape Adult Attention	<input type="checkbox"/> Self-Management	<input type="checkbox"/> Out of Class
<input type="checkbox"/> Bullying	<input type="checkbox"/> Classroom	<input type="checkbox"/> Escape Peer Attention	<input type="checkbox"/> Social-Awareness	<input type="checkbox"/> Re-Teach Expectations
<input type="checkbox"/> Vandalism	<input type="checkbox"/> Hallway	<input type="checkbox"/> Escape Sensory	<input type="checkbox"/> Resp Decision Making	<input type="checkbox"/> Loss of privileges
<input type="checkbox"/> Threats	<input type="checkbox"/> Gym	<input type="checkbox"/> Escape Tangible	<input type="checkbox"/> Relationship Skills	<input type="checkbox"/> Verbal Redirection
<input type="checkbox"/> Harassment	<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain Activity	Administrative Actions	
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Rest Room	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Re-Teaching	<input type="checkbox"/> Parent Contacted
<input type="checkbox"/> Theft	<input type="checkbox"/> Music	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Detention	<input type="checkbox"/> Removal from Class
<input type="checkbox"/> Weapons	<input type="checkbox"/> Resource Room	<input type="checkbox"/> Obtain Sensory	<input type="checkbox"/> Referral PYB	<input type="checkbox"/> OSS
<input type="checkbox"/> Gang Related Activity	<input type="checkbox"/> Bus	<input type="checkbox"/> Obtain Tangible	<input type="checkbox"/> ISS	<input type="checkbox"/> Expulsion
<input type="checkbox"/> Direct Defiance	<input type="checkbox"/> Other		<input type="checkbox"/> R/S	<input type="checkbox"/> Parent Meeting

Notes:	
Date:	Time:
Parent Signature	Student Signature
Administrator Signature	Other



## Major Behavior Notice

A Major Behavior Notice is used when behaviors severely impede the learning and/or safety of others. In any situation that deals with managing behavior, we want our students to learn to be responsible decision makers in the future.


Major Behavior violations include an immediate referral to administration and a mandatory meeting between teacher, administrator, parent and student. In making a plan, for Major Behaviors, consideration is given to the number of previous referrals, severity of the incident, age of the child, etc.

### Major Behavior Policy Alignment:

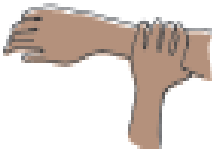
Behavior	Policy Code & Title
Alcohol/Drugs/Tobacco	FFA—Student Alcohol and Other Drug Use
Physical Aggression	ACE—Violent and Threatening Behavior
Bullying	ACEA—Bullying
Vandalism	ACE — Violent and Threatening Behavior
Threats	ACE — Violent and Threatening Behavior
Harassment	AAC — Nondiscrimination and Anti-Harassment
Technology Violation	ACDA — Responsible Use
Theft	Theft of Property—Chapter 12.1-23-02 - ND Century Code
Weapons	FFD — Weapons on School Property
Gang-related Activity	ACE — Violent and Threatening Behavior
Direct Defiance	ACE — Violent and Threatening Behavior

## “I Can Calm Myself” Poster


### I Can Calm Myself




**I can do Dots.**  
Use the thumb to press firmly all around the palm of the opposite hand for a count of 10. Take a deep breath before switching hands.




**I can do Squeezies.**  
Firmly squeeze up the forearms, upper arms, and shoulders. Take a deep breath before switching arms.




**I can do Listening Ears.**  
Gently massage and unroll the ears, moving from top to bottom.



**I can do Pretzels.**  
Interlock fingers in front of the chest. Relax shoulders. Cross legs. Place tongue on the roof of the mouth. Hold for one minute. Uncross legs. Take a deep breath.




**I can do Heart To Home.**  
Place one hand over the heart, the other over the belly, and take three deep breaths. Come to a quiet, focused place in the body.



**I can do Calming Taps.**  
Cross arms across chest. Alternate tapping the right shoulder and then left shoulder with a slow, rhythmic beat.

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## Positive Behavior

Positive behavior demonstrates responsible decision-making.

Examples:

- Ask supervisors for help.
- Respect self, others, and equipment.
- Listen and follow directions the first time.
- Clean up after yourself.

## Meaningful Work

Meaningful Work is program designed to instill leadership, responsibility and a sense of ownership in students. Fourth & Fifth grade students are eligible. They fill out an application, apply for a job, interview with staff, and if hired, sign a contract. Our Meaningful Work jobs include:

- Tech Team
- Playground Equipment Manager
- Kindergarten Clothing Assistant
- Recycling Manager
- Lunch room assistant
- Morning Greeters
- Office Assistant
- Library Assistant
- Tour Guide
- Door Holder

## Super Star Shout Out

Superstar Shout Outs are an opportunity for adults to acknowledge students who are displaying good behavior and choices. When a group of students are observed to be responsible, respectful and acting safely, they may be acknowledged on the daily video announcements with a Super Star Shout Out.

## Transformation Award

The Transformation Award is to acknowledge the growth students are experiencing academically and/or behaviorally. We celebrate that student's growth and transformation. These goals may include advancing reading levels, completing an entire grade level of math standards in Dreambox, accomplishing IEP goals, reaching behavior targets, moving up levels on progress monitoring, dismissal from intervention, reaching a specific score on an assessment, or many other possibilities. This is one way to honor their growth and encourage others to strive for excellence and thrive. The award is announced monthly at the school-wide behavior assembly.

Date \_\_\_\_\_



☐ Parent Notified

Date & Time of Contact: \_\_\_\_\_

## Northridge Skill Builder

*Northridge Superstars learn by shining with respect, responsibility, and safety.  
Skill builders are designed to teach appropriate behavior and effective problem-solving skills.*

Student Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location	Perceived Function	Rule/Expectation
<input type="checkbox"/> Classroom	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Respect
<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain Sensory	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Lunchroom	<input type="checkbox"/> Obtain Tangible	<input type="checkbox"/> Safety
<input type="checkbox"/> Hallway	<input type="checkbox"/> Obtain Activity	
<input type="checkbox"/> Oth	<input type="checkbox"/> Obtain Adult Attention	
	<input type="checkbox"/> Escape Activity	
	<input type="checkbox"/> Escape Tangible	
	<input type="checkbox"/> Escape Adult Attention	
	<input type="checkbox"/> Escape Peer Attention	
	<input type="checkbox"/> Escape Sensory	

1. S: Say the Problem (What happened?)

2. T: Think of Solutions (What would have been a better choice?)

3. E: Explore Consequences (How might others feel or respond? How did it affect others and yourself?)

4. P: Pick the Best Solution (Make my plan to prevent this from happening again.)

Skills to Strengthen: ☐ Self-Awareness ☐ Self-Management ☐ Responsible Decision Making ☐ Social Awareness  
White – Parent      Yellow – Classroom Teacher      Pink – Office

## Skill Builder Plans

The purpose of the skill builder plan is for the student to learn how to build skills to solve a problem. The skill builder plan uses the problem solving steps from the Second Step program. This is a learning process for students, not an “I’m in trouble” process.

After working through a skill builder plan, students should feel empowered and confident that they can make positive choices. Teachers are expected to contact parents as soon as possible to inform them of what happened and how their child fixed the problem.


Staff should complete the top portion of the plan. The student should complete the S.T.E.P. process with adult support, as needed. In collaboration with an adult and/or other students, the best plan should be identified and implemented to resolve the problem.

Staff should identify one skill for the student to strengthen and determine how to support this skill building area for the learner. Those skills include self-awareness, self-management, responsible decision making, and social awareness.

## Spectacular Super Star

The Spectacular Superstar is another way for adults to acknowledge students who are displaying positive behavior choices. When a student is observed doing a good deed or filling someone’s bucket, then we have a Spectacular Superstar!

The form is completed by any staff and turned into the office. The office keeps a copy and the student brings a copy home to show their family. Spectacular Superstars are recognized during the daily video announcements and the names are listed on the TV Announcement screens in the school entryway.

Date _____	Teacher _____	
<b>Northridge Elementary</b>		
Today, _____, shined with ____ respect, ____ responsibility, and/or ____ safety.		
Here's a shining report: _____ _____ _____ _____ _____ _____ _____ _____		
Given by: _____ <small>white-student/parent      yellow-teacher      pink-office</small>		

## I Was Caught Tickets

When a student is observed shinning with respect, responsibility, and safety they will receive an “I was caught” ticket. Once they have 20 tickets, students will return the tickets to school for a special award and recognized each trimester for their success. This also gives families an opportunity to talk about these tickets and reinforce the positive choices they make. Some examples include:

- Using equipment (classroom or playground) correctly
- kind words and actions
- Helping others
- Being truthful
- Being an active listener or learner
- Displaying good sportsmanship

