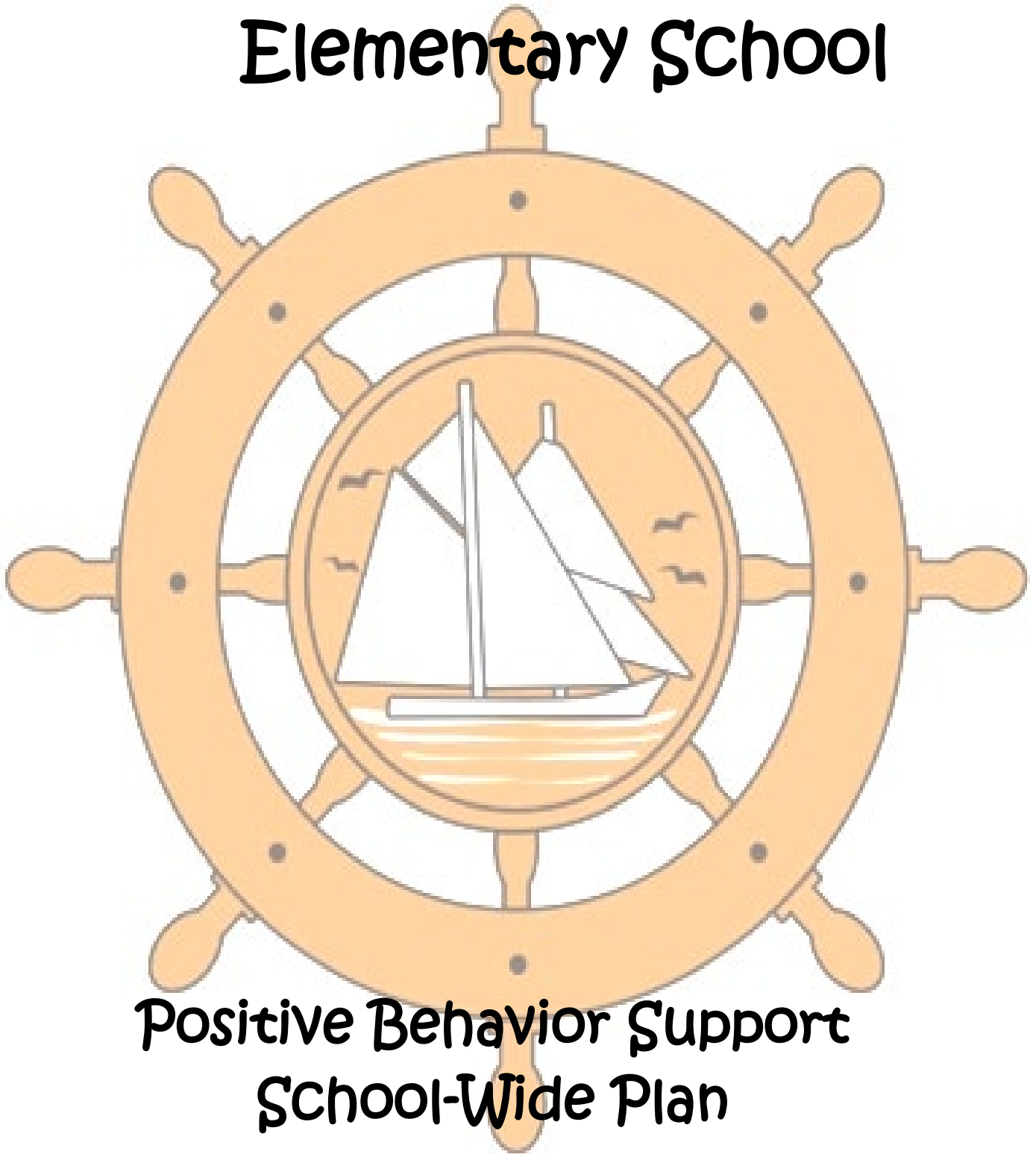


Weatherbee Elementary School



Positive Behavior Support
School-Wide Plan
2007-2008

Positive Behavior Support Core Team Members

Mr. Hitsman

Principal

Mrs. Wilke

Assistant Principal

Mrs. Hall

PBS Coach

Mrs. Lamb

Guidance Counselor

Ms. Stevens

First Grade Teacher

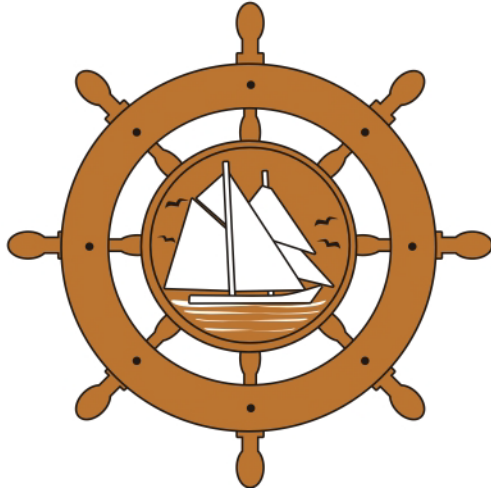
Ms. Potter

Fourth Grade Teacher

Mrs. Insabella

ESE Teacher

Weatherbee Elementary School Mission Statement



To provide school-wide positive support
for
students and staff
in
order to ensure
a
safe and orderly learning environment.

Description of Weatherbee Elementary's School-wide Positive Behavior Support

At Weatherbee Elementary, Positive Behavior Support (PBS) is a collaborative, team-based, educative, proactive, and functional process to developing effective interventions for inappropriate behavior. Our PBS Core Team is representative of the entire school staff and formed by administrators, a guidance counselor, a primary teacher, an intermediate teacher, and an ESE teacher. The team has received training on each component of PBS. The team develops each step of the process and presents to the staff before implementation. The PBS plan will also be presented to the School Advisory Council for their feedback and suggestions. Family and community members will be informed about our PBS plan through our monthly newsletter. Business partners will be actively sought to assist in the provision of incentives

The goal of the team is to develop a system that facilitates positive behavior change in our students and staff. The system's goal is to reduce the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors. The role of the PBS team is to develop, review and maintain a school-wide PBS plan. A consistent discipline referral and procedures process is developed throughout the school. Use of school-wide expectations and rules in specific settings are established to teach students appropriate behaviors. A reward system to encourage appropriate behavior and effective consequences to discourage inappropriate behaviors is also in place.

PBS is an ongoing process that is evaluated to determine the need for adaptations. The PBS Core team meets on at least a monthly basis to analyze discipline data and make meaningful, strategic decisions. Staff and students are also surveyed for their input. This information is used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across the campus.

Mariner Money

- Mariner Money will be randomly given for following SAIL expectations; each token will have the value of “1 dollar”
- Each staff member will be given a specific number of tokens per week to be given to students across a variety of settings when they are caught following SAIL expectations. The goal is to give out all the tokens provided for the week.
- Distribution of Mariner Money:
 - Homeroom Teachers: 6 per student in your class per week; colors vary per grade level
 - Resource Teachers: 150 per week (Purple)
 - Paraprofessionals, Cafeteria Staff, Custodians, Office Staff: 50 per week (Dark Blue)
 - Bus Drivers: 75 per week (Red)
 - Substitutes: 30 per day or 6 per student per week (Purple)
- Specific praise of the expectation and/or rule the student is displaying should be paired when giving students Mariner Money
- Storage and Management of Mariner Money
 - Teachers will be provided a lanyard and pouch to hold Mariner Money
 - Students are responsible for holding their Mariner Money; Teachers may design their own student storage system in their class (Ziploc bags, pencil boxes, pocket chart...)
 - Weekly to monthly incentives will be available (store; popcorn and movie; dance...)
 - Homeroom teachers may allow students to spend their Mariner Money on their own in-class incentives; Teachers must submit redeemed Mariner Money to the PBS Team by sending used money to the front office

Class Conch Coins and Incentives

Class Conch Coins will be awarded to a Class if all students are following Mariner Expectations and Rules.

- Class Conch Coins may be earned in a Classroom, hallway, playground, and Cafeteria.
- Homeroom teacher may NOT reward their own students; however, resource teachers may reward the Class they are teaching
- Teachers will keep Class Conch Coins to track towards a Class chosen reward. A chain, graph or other visual representation may be created with the Coins to help students track their progress. Grade groups may elect to post coins outside their classrooms if they choose to compete with other Classes or for recognition purposes.
- Give specific praise when rewarding. I.e. "I like how Mrs. Wilke's class is following the 'Weatherbee Walk' in the hallway."
- **Incentives**
 - 30 mins. Educational Game Time: 20 coins
 - Popcorn Party: 60 coins
 - Ice Pop Party: 100 coins
 - Pizza Party: 200 coins
- **Distribution of Class Conch Coins**

Resource Teachers:	35
Homeroom Teachers:	5
Paraprofessionals:	20
Custodians/Cafeteria:	20
Office Personnel:	20

Monthly School-Wide Events

2007-2008

- Incentives listed will be available for purchase by individual students using their Mariner Money
- Each event costs 75 Mariner Money
- Tickets for the events may be purchased at the School Store

September	Special Visitor (Oxbow Center/Reptile Man)
October	SAIL Store
November	TBA
December	Movie (PK-2 grades); Dance (3-5 grades)
January	Activity Day
February	SAIL Store
March 26	Movie (PK-2 grades); Dance (3-5 grades)
April	Board Game Day
May	SAIL Store

Weekly Incentives

- Coupons for the following incentives will be available to purchase at the School Store located in the Textbook Room during regular operating hours

<u>Incentive</u>	<u>Mariner Money</u>
Extra Computer Time (teacher redeems)	20
Picture with Friend (Redeemed in Media Center)*	20
Lunch with Friend on Stage*	30
Sit with Friend in Class (teacher redeems)	20
No Homework Pass (teacher redeems)	25
Office Assistant (30 minutes)*	30
Lunch with Guidance Counselor*	50
Lunch with Principal*	100
Lunch with Assistant Principal*	100
Junior Administrator*	300

* Schedule will be published



Weatherbee Elementary School Expectations and Rules Matrix

Expectations	Cafeteria Rules	Hallway Rules	Playground Rules	Classroom Rules	Bus and Pick-up Area Rules
S elf Control	Stay seated Keep hands, feet and objects to self	Use the WBE Walk	Keep hands, feet and objects to self	Keep hands, feet and objects to self	Use the WBE Walk
A cts Responsibly	Keep your area clean Leave food and drink in cafeteria	Go directly to your destination	Use equipment the right way	Be on task	Remain Seated
I s Respectful	Wait your turn Use shoulder buddy talk	Use a hall pass	Line up when signaled	Follow directions	Use a quiet voice Wait your turn
L earn	Know your lunch number	Read quietly during arrival	Be a problem solver	Do your best work	Listen and watch for your bus

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Definitions for Classroom Rules

Expectations	Rules	Examples	Non-Examples
Self Control	1. Keep hands, feet and objects to yourself	1. Sitting quietly at desk	1. Sitting sideways in chair 2. Kicking someone else's chair 3. Touching items in someone's desk
Act Responsibly	1. Be on task	1. Completes tasks 2. On task	1. Handing in incomplete work 2. Off task
Is Respectful	1. Follow directions	1. Listening to the teacher the first time a direction is given	1. Not doing what the teacher has requested
Learn	1. Do your best work	1. Doing work that you can be proud of	1. Rushing through an assignment

Definitions for Hallway Rules

Expectations	Rules	Examples	Non-Examples
Self Control	1. Use the Weatherbee Walk	1. Walk silently on brown line with hands behind your back	1. Running 2. Talking
Act Responsibly	1. Go directly to your destination	1. Arrive in a timely manner	1. Roam halls
Is Respectful	1. Use a hall pass	1. Carries a hall pass to destination	1. Does not have a hall pass
Learn	1. Read quietly during arrival	1. Read a book quietly while waiting for the bell to ring	1. Talking 2. Roaming the halls

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Definitions for Cafeteria Rules

Expectations	Rules	Examples	Non-Examples
Self Control	<ol style="list-style-type: none"> 1. Stay seated 2. Keep hands, feet and objects to self 	<ol style="list-style-type: none"> 1. Student sits after getting their tray 2. Student asks for permission to use restroom 3. Stay in your own personal space 	<ol style="list-style-type: none"> 1. Student changes seat or leaves seat to throw things away 2. Throwing food or touching other student's food
Act Responsibly	<ol style="list-style-type: none"> 1. Keep your area clean 2. Leave food and drink in the Cafeteria 	<ol style="list-style-type: none"> 1. Wipe up spills and gathers garbage to throw away 2. Keep food on your tray 	<ol style="list-style-type: none"> 1. Leaves wrappers and food items on the table 2. Takes food and drink into Classroom and on bus
Is Respectful	<ol style="list-style-type: none"> 1. Wait your turn 2. Use "shoulder buddy" talk 	<ol style="list-style-type: none"> 1. Student stands patiently in line 2. Talking quietly to your neighbor 	<ol style="list-style-type: none"> 1. Skipping the line 2. Yelling across the Cafeteria 3. Talking to a student sitting at a different table

Learn	1. Know your lunch number	1. Able to punch in lunch number with little or no assistance	1. Not able to punch own number
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Definitions for Bus Rules

Expectations	Rules	Examples	Non-Examples
Self Control	1. Use the Weatherbee Walk	1. Walk silently on brown line with hands behind your back	1. Running 2. Touching others; pushing
Act Responsibly	1. Remain seated	1. Sits quietly	1. Gets out of seat
Is Respectful	1. Use a quiet voice 2. Wait your turn	1. Using respectful talk 2. Waits turn	1. Name calling 2. Skipping in line

Learn	1. Listen and watch for your bus or car	1. Watches for bus number or car	1. Not paying attention

Definitions for Playground Rules

Expectations	Rules	Examples	Non-Examples
Self Control	1. Keep hands, feet and objects to your self	1. Placing personal belongings down	1. Throwing lunch bags 2. Hitting, pushing, roughhousing
Act Responsibly	1. Use equipment the right way	1. Climbing up the ladder to slide	1. Climbing up the slide
Is Respectful	1. Line up when signaled	1. Student listens and lines up immediately	1. Goes on another piece of equipment
	1. Be a problem solver	1. Makes good decisions 2. Makes good choices	1. Starts fights 2. Bullying

Learn		3. Seeks teacher assistance	3. Doesn't ask for the teacher's help
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Weatherbee Elementary

SAIL PBS Lesson Plan

Area: Classroom

Objective: Students will learn the appropriate behavior for the classroom.

SSS: S.S.C. 1.1.3 S.S.C.1.15 S.S.C.2.1.1 S.S.C.2.1.2
 S.S.D.2.1.1 S.S.A.1.1.1
 S.S.C.1.1.6 S.S.A.3.1.3

Procedures:

- The teacher will define expectations (SAIL) and rules as they apply to classroom behavior. The teacher will explain rules using examples and non-examples.
- The teacher will choose students to demonstrate examples of appropriate and inappropriate classroom behaviors.
- Students will model appropriate and inappropriate classroom behaviors as directed.
- The teacher will lead discussion as students volunteer to explain expectations and rules.

Materials: school supplies, desk and chair

Evaluation: Teacher observation; Reteach as needed.

Weatherbee Elementary

SAIL PBS Lesson Plan

Area: Bus and Pick-up Areas

Objective: Students will learn the appropriate behavior for the bus and pick up areas.

SSS: C. 1.1.3 C.2.1.1
C.2.1.2 C.2.1.3

Procedures:

- The teacher will define expectations (SAIL) and rules as they apply to bus and pick up areas behavior. The teacher will explain rules using examples and non-examples.
- The teacher will choose students to demonstrate examples of appropriate and inappropriate bus and pick up areas behaviors.
- Students will model appropriate and inappropriate bus and pick up areas behaviors as directed.
- The teacher will lead discussion as students volunteer to explain expectations and rules.

Materials: bus and pick up areas

Evaluation: Teacher observation; Reteach as needed.

Weatherbee Elementary

SAIL PBS Lesson Plan

Area: Cafeteria

Objective: Students will learn the appropriate behavior for the cafeteria.

SSS: C. 1.1.3 C.2.1.1
C.2.1.2 C.2.1.3

Procedures:

- The teacher will define expectations (SAIL) and rules as they apply to cafeteria behavior. The teacher will explain rules using examples and non-examples.
- The teacher will choose students to demonstrate examples of appropriate and inappropriate cafeteria behaviors.
- Students will model appropriate and inappropriate cafeteria behaviors as directed.
- The teacher will lead discussion as students volunteer to explain expectations and rules.

Materials: lunch trays, tables

Evaluation: Teacher observation; Reteach as needed.

Weatherbee Elementary

SAIL PBS Lesson Plan

Area: Hallway

Objective: Students will learn the appropriate behavior for the hallway.

SSS: C. 1.1.3 C.2.1.1
C.2.1.2 C.2.1.3

Procedures:

- The teacher will define expectations (SAIL) and rules as they apply to hallway behavior. The teacher will explain rules using examples and non-examples.
- The teacher will choose students to demonstrate examples of appropriate and inappropriate hallway behaviors.
- Students will model appropriate and inappropriate hallway behaviors as directed.
- The teacher will lead discussion as students volunteer to explain expectations and rules.

Materials: hallway

Evaluation: Teacher observation; Reteach as needed.

Weatherbee Elementary

SAIL PBS Lesson Plan

Area: Playground

Objective: Students will learn the appropriate behavior for the playground.

SSS: S.S.C. 1.1.3 S.S.C.1.15 S.S.C.2.1.1 S.S.C.2.1.2
 S.S.D.2.1.1 S.S.A.1.1.1
 S.S.C.1.1.6 S.S.A.3.1.3

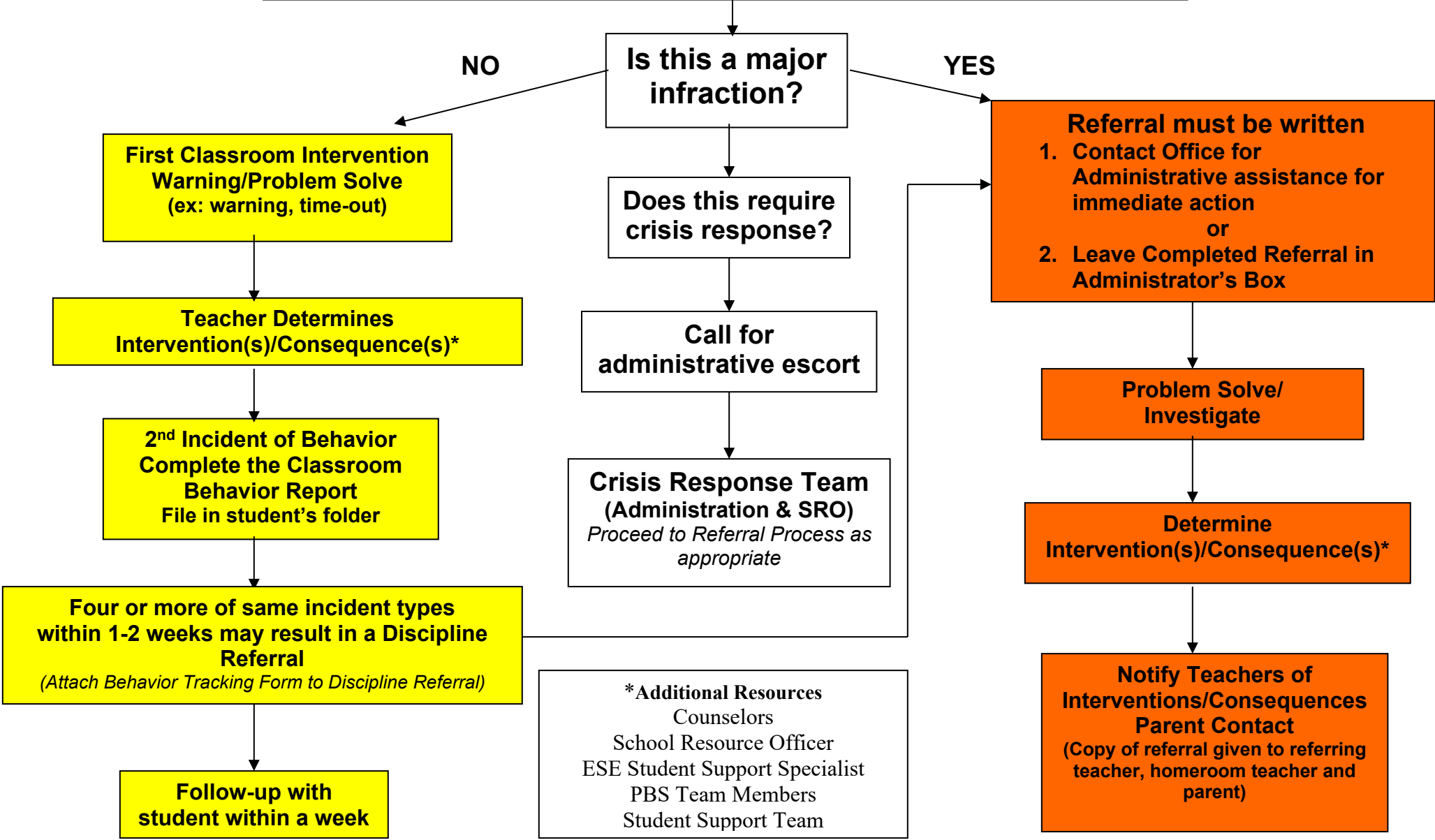
Procedures:

- The teacher will define expectations (SAIL) and rules as they apply to playground behavior. The teacher will explain rules using examples and non-examples.
- The teacher will choose students to demonstrate examples of appropriate and inappropriate playground behaviors.
- Students will model appropriate and inappropriate playground behaviors as directed.
- The teacher will lead discussion as students volunteer to explain expectations and rules.

Materials: outdoor play equipment

Evaluation: Teacher observation; Reteach as needed.

Is the observed behavior Classroom-Managed or Office-Managed?
(For Dress Code Violations utilize separate process and form)



WEATHERBEE ELEMENTARY
Possible Classroom Interventions
For Teacher Managed Observations
 (for reoccurring behavior)

MINOR BEHAVIOR OBSERVATIONS (Teacher Managed)	Re-teach Expectation	Model/Role Play Expected Behavior	Assign Peer Mentor	Change Seating Arrangement	Redirection	Provide Choices	Reward Alternate Behavior	Adjust Assignments	Consult With Peer Teacher	Loss of Privilege
Out of Seat	X	X	X	X	X	X	X	X	X	
Talking Out of Turn	X	X	X	X	X	X	X	X	X	
Dress Code Violation	X		X		X		X		X	
Teasing/Taunting	X	X	X	X	X	X	X		X	
Lying/Cheating	X	X		X	X	X	X	X	X	
Inappropriate Verbal Language (low intensity)	X	X	X		X	X	X		X	
Misuse of Property	X	X			X	X	X		X	X
Disrespect (not honoring someone's space, feelings, or belongings)	X	X	X	X	X	X	X		X	X
Disruption (low-intensity, but inappropriate disruption)	X	X	X	X	X	X	X	X	X	X
Non-compliance/Defiance (brief or low-intensity failure to respond to adult requests)	X	X	X	X	X	X	X	X	X	X
Physical Contact (non-serious, but inappropriate)	X	X		X	X	X	X		X	X

WEATHERBEE ELEMENTARY
Possible Administrative Interventions for Office Managed
Behavior Observations
 (Based on Administration Discretion)

Office Managed	Conference With student	Apology Restitution	Parent Contact	Loss of Privilege	Time Out In Office	Time Out Another Class	Student Contract	In School Suspension	Out of School Suspension	Expulsion	Refer to SRO	Refer to Social Worker	Refer to Counselor	Alternate Class Placement (Principal Decision Only)
Abusive/Inappropriate Language	X	X	X	X	X	X	X	X					X	
Alcohol			X						X	X	X			
Arson			X						X	X	X			
Bomb Threat/False Alarm			X						X	X	X			
Disrespect	X	X	X	X	X	X		X				X	X	
Disruption	X	X	X	X	X	X		X					X	
Dress Code Violation	X		X	X	X	X	X	X						
Fighting/Physical Aggression	X	X	X	X	X	X		X	X		X	X	X	
Forgery/Theft	X	X	X	X	X	X	X	X	X		X			
Harassment/Teasing/ Taunting/Threats	X	X	X	X	X	X	X	X	X		X	X	X	
Lying/Cheating	X	X	X	X	X	X	X	X					X	
Non-Compliance/ Insubordination/Defiance	X	X	X	X	X	X		X				X	X	
Other Drugs			X						X	X	X			
Property Damage	X	X	X	X	X	X		X	X		X		X	
Sexual/Pornographic Materials	X		X	X	X	X		X	X		X			
Tardiness/Truancy	X		X				X					X		
Tobacco			X						X		X			
Vandalism	X		X						X	X	X			
Weapons		X	X						X	X	X			

**SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
WEATHERBEE ELEMENTARY
CLASSROOM BEHAVIOR REPORT**

Parent,

We respectfully request your support to resolve the problem behavior mentioned below. This form is used to document a recurring classroom behavior incident. The student has been given a warning and re-taught the expectation and specific rule concerning the infraction prior to recording on this form. **This is not a referral. However, continuation of this behavior may result in an office discipline referral.**

Student	Teacher	Grade	Gender
INCIDENT TYPE (Check One)			
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Physical Contact	<input type="checkbox"/> Disruption <input type="checkbox"/> Misuse of Property <input type="checkbox"/> Harassment/Tease/Bully <input type="checkbox"/> Defiance/Disrespect	Brief Description:	

2nd Incident Date _____ Time _____ Location _____

INTERVENTION (Check All That Apply)		POSSIBLE MOTIVATION (Check One)	OTHERS INVOLVED (Check One)
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Student Contract	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> None
<input type="checkbox"/> Re-teach Expectation	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Peers
<input type="checkbox"/> Seating Change	<input type="checkbox"/> Loss of Item/Class Privilege	<input type="checkbox"/> Avoid Task/Activities	<input type="checkbox"/> Staff
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Verbal Cue	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Teacher
<input type="checkbox"/> Loss of Recess	<input type="checkbox"/> Extra Time On Task	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Substitute
<input type="checkbox"/> Time Out	<input type="checkbox"/> Other	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Unknown
<input type="checkbox"/> Curricular Modification		<input type="checkbox"/> Obtain Peer Attention	

3rd Incident Date _____ Time _____ Location _____

INTERVENTION (Check All That Apply)		POSSIBLE MOTIVATION (Check One)	OTHERS INVOLVED (Check One)
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Student Contract	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> None
<input type="checkbox"/> Re-teach Expectation	<input type="checkbox"/> Phone Parent (required)	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Peers
<input type="checkbox"/> Seating Change	<input type="checkbox"/> Loss of Item/Class Privilege	<input type="checkbox"/> Avoid Task/Activities	<input type="checkbox"/> Staff
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Verbal Cue	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Teacher
<input type="checkbox"/> Loss of Recess	<input type="checkbox"/> Extra Time On Task	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Substitute
<input type="checkbox"/> Time Out	<input type="checkbox"/> Other	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Unknown
<input type="checkbox"/> Curricular Modification		<input type="checkbox"/> Obtain Peer Attention	

4th Incident Date _____ Time _____ Location _____

INTERVENTION (Check All That Apply)		POSSIBLE MOTIVATION (Check One)	OTHERS INVOLVED (Check One)
<input type="checkbox"/> Student Conference	<input type="checkbox"/> Student Contract	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> None
<input type="checkbox"/> Re-teach Expectation	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Avoid Peer(s)	<input type="checkbox"/> Peers
<input type="checkbox"/> Seating Change	<input type="checkbox"/> Lost of Item/Class Privilege	<input type="checkbox"/> Avoid Task/Activities	<input type="checkbox"/> Staff
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Verbal Cue	<input type="checkbox"/> Don't Know	<input type="checkbox"/> Teacher
<input type="checkbox"/> Loss of Recess	<input type="checkbox"/> Extra Time On Task	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Substitute
<input type="checkbox"/> Time Out	<input type="checkbox"/> Other	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Unknown
<input type="checkbox"/> Curricular Modification		<input type="checkbox"/> Obtain Peer Attention	

***Please note:** Dress Code Violations are documented on a separate form.

Parent Signature _____

Date _____

***Send form home to parent on second, third and fourth incidents.**

White: School Green: Second Incident Pink: Third Incident Gold: Fourth Incident

Appendix

Classroom Rules

Self Control Keep hands, feet and objects
to self

Act Responsibly Be on task

Is Respectful Follow Directions
Uses "W" hand signal

Learn Do your best work



Hallway Rules

Self Control

Use Weatherbee Walk

(Silently walk on brown line with hands behind your back)

Act Responsibly

Go directly to your destination

Is Respectful

Use a hall pass

Uses "W" hand signal

Learn

Read quietly during arrival



Cafeteria Rules

Self Control

Stay seated

Keep hands, feet and objects to self

Act Responsibly

Keep your area clean

Leave food and drink in cafeteria

Is Respectful

Wait your turn

Use shoulder buddy talk

Uses "W" hand signal

Learn

Know your lunch number

Pick-up Area and Bus Rules

Self Control

Use the Weatherbee Walk

Act Responsibly

Remain Seated

Is Respectful

Use a quiet voice

Wait your turn

Uses the "W" hand signal

Learn

Listen and watch for your bus or car

Playground Rules

Self Control

Keep hands, feet and objects to self

Act Responsibly

Use equipment the right way

Is Respectful

Line up when signaled

Uses "W" hand signal

Learn

Be a problem solver



Class Conch Coin



\$

Mariner

\$

Self Control

Acts Responsibly

Is Respectful

Learn



Children's Literature for Teaching Expectations

In the *Three Little Kittens*, children learn that they can't have their reward (pie) if they don't take care of the things they have (mittens). However, if they do take care of the things they are given (wash their dirty mittens) then they will be entrusted with more responsibility (to catch the mouse).

By reading the story about *The Ants and The Grasshopper*, children learn that there is a time to play, a time to work, and, that one must look ahead to future consequences and not just rely on the pleasures of the present moment. (The ants worked hard all summer to bring in the food so they could eat in the winter that lay ahead, the grasshopper however played all summer long so he starved during the winter.)

1. Where The Wild Things Are by Maurice Sendek. This book taught respect and accepting differences.
2. The Empty Pot by Demi. This book taught honesty.
3. The Littlest Mermaid. The lesson of respect was understood and behavioral changes were observed in increased respect to others even if the child was not well liked and was different.
4. The True Story of the Three Little Pigs by Jon Scieszka. Children understood the character pillar of fairness.
5. Please by Alicia Aspinwall. Children understood the character pillar of respect.
6. Officer Buckle and Gloria by Peggy Rathman. The children understood the character pillar of citizenship. They were very interested in the safety signs and their meanings.
7. Anasazi The Spider by Gerald McDermott. The character pillars of caring, trustworthiness and respect were emphasized.

8. The Grouchy Ladybug. The character pillars of caring and respect were discussed and understood by children.
9. Stellaluna by Janell Cannon. The character pillars of respect, caring and accepting others differences were understood by the children.
10. The Rainbow Tulip by Pat Mora. They understood the lessons of respect and accepting other's differences.
11. The Crayon Box That Talked by Shane Derolf. Children understood the character lessons of fairness, caring, citizenship, trustworthiness, and respect.
12. Curious George Visits The Police Station. They understood the character lesson of citizenship.
13. The Little Red Hen. All the children understood the pillars of fairness.
14. The Rainbow Fish by Marcus Phister. The children all understood the pillar of kindness.

Dependability

- . The following books illustrate being able to count on, depend on, and trust.
- Blake, Olive. **Mystery of the Lost Letter**.
 - Mahy, M. **The Seven Chinese Brothers**
 - Scarry, Richard. **Richard Scarry's Busiest People Ever**
 - Smith, Dennis. **The Little Fire Engine That Saved a City**.

Cooperation

The following books are good examples of working together for a common purpose:

- Berson, Harold. **Pop Goes the Turnip**
- Brenner, Barbara, **Mr. Tall and Mr. Small**
- Brett, Jan. **Berlioz the Bear**
- Brown, Marcia Wise. **Stone Soup**

- Ernst, Lisa Campbell. **Zinna and Dot**
- Evans. **A Bundle of Sticks**
- Galdone, Paul. **The Little Red Hen**
- Hoban, Lillian. **A Bargain for Frances**
- Lionni, Leo. **Swimmy**
- Lord, John Vernon. **The Giant Jam Sandwich**
- Mitchell, Margarie King. **Uncle Jed's Barbershop**
- Silverman, Erica. **The Big Pumpkin**

Honesty

The following books are good examples of being truthful and fair:

- Aesop, **The Boy Who Cried Wolf**
- Alexander, Lloyd, **The Truthful Harp**
- Avi, **Nothing But the Truth**
- Bauer, Marion Dane, **On My Honor**
- Brown, Marc., **The True Francine**
- Bunting, Eve, **A Day of Work**
- Calmenson, Stephanie, **The Principal's New Clothes**
- Choroao, Kay, **Molly's Lies**
- Cole, Joanna, **The Secret Box**
- Coleman, H.C., **Tell Me No Lies**
- Collodi, Carlo, **Pinocchio**
- Demi, **The Empty Pot**
- Girion, Barbara, **Misty and Me**
- Havill, Juanita, **Jamaica's Find**
- Hoban, Russell, **A Bargain for Frances**
- Hughes, Dean., **Honestly, Myron**
- Ness, Evaline, **Sam, Bangs, and Moonshine**
- Turkle, Brinton, **The Adventures of Obadiah**
- Weinman, Marjorie, **A Big Fat Enormous Lie**
- White, E.B., **The Trumpet of the Swan**
- Wylie, J. & D., **A Big Fish Story**

Respect

To respect is to show honor for the worth of someone or something. The following books illustrate either respect for others or respect for oneself.

- Butterworth, William. **Leroy and the Old Man**
- Byars, Betsy. **The House of Wings**
- Cohen. **No Good in Art**
- MacLachlan, Patricia. **Sarah Plain and Tall**
- Mathis, Sharon Bell. **The Hundred Penny Box**
- Rathman. **Ruby the Copy Cat.**
- Stone. **I'm Glad I'm Me**
- Talley. **Clarissa**

Responsibility

The following books illustrate being able to count on, depend on, and trust.

- Abolafia, Yossi.. **Harry in Trouble.**
- Brown, Marc. **Arthur's Pet Business**
- Dahlstedt. **The Terrible Wave**
- Day, A. **Frank and Ernest.**
- Gardiner, John. **Stone Fox**
- Green, Norma. **The Hole in the Dike**
- Hoban, Lillian. **Awful Thursday**
- Wells, Rosemary. **Fritz and the Mess Fairy**

School Pride

The following books are good discussion starters for showing proper delight or satisfaction in your school's achievements and status:

- Allard, Harry. **Miss Nelson is Missing**

- Cazet, Dennis. **Never Spit on Your Shoes**
- Deedy, Carmen. **Library Dragon**
- Seuss, Dr., **Hooray for Diffendoofer Day!**

Self-Control

The following books are good examples of controlling your actions and emotions

- Aesop. **The Boy and the Nuts**
- ____. **The Fox and the Crow**
- ____. **The Frogs at the Well**
- ____. **The Goose That Laid the Golden Egg.**
- Gaeddert, LouAnn. **Noisy Nancy Norris**
- Gilbert, Nan. **Champions Don't Cry.**

Punctuality

The following books are good examples of being prompt and acting at the right time:

- Allen, Jeffrey. **Mary Alice, Operator Number 9**
- Boyd, Selma. **I Met a Polar Bear**
- Burningham, John. **John Patrick Norman McHennessy -- the Boy Who was Always Late**
- Friedrich, Priscilla. **The Easter Bunny That Overslept**
- Grossman, Bill. **The Guy Who Was Five Minutes Late.**
- Hoban, Lillian. **Bedtime for Frances**
- Hoff, Sid. **Henrietta, the Early Bird**
 - Sewell, Marcia and Phyllis Krasilovsky. **The Man Who Tried to Save Time**

Fairness

The following books are good examples of being fair and just:

- Berenstain, Stan & Jan. **The Berenstain Bears and the Slumber Party.**
- --. **The B. B. and the Truth.**
- --. **The B. B. Go out for the Team.**
- Blume, Judy. **Pain and the Great One.**
- Christian, Mary. **The Green Thumb Thief.**
- Clymer. **My Brother Steve.**
- Cohen, Marion. **Bee My Valentine.**
- Cosgrove, Stephen. **Sniffles.**
- Demi, **The Empty Pot.**
- Foreman, Michael. **Moose.**
- Fritz, Jean. **The Cabin Faced West.**
- Lewis, C. S. **The Lion, the Witch and the Wardrobe.**
- McGuire, Leslie. **This Farm is a Mess.**
- O'Brien, Robert. **Mrs. Frisby and the Rats of NIMH.**
- Peck, Robert N. **Soup**
- --. **Soup and Me.**
- Pfeffer, Susan. **Kid Power.**
- Pinkwater, Daniel. **The Big Orange Splot.**
- Rockwell, Thomas. **How to Eat Fried Worms.**
- Seuss, Dr. **The 500 Hats of Bartholomew Cubbins.**
- --. **The Lorax.**
- Siiteri, Helen. **Adventures of Nicolas.**
- Viorst, Judith. **Alexander, who Used to Be Rich Last Sunday.**
- Ward, Lynd. **The Biggest Bear.**

Patience

The following books are good examples of demonstrating waiting calmly without complaining.

- Erickson, Karen. **Waiting my Turn**

- Etz. **Play With Me.**
- Kibby, Marsha **My Grammy**
- Kraus, Robert. **The Carrot Seed**
- de Larrea, Victoria, **Waiting for Mama**
- Rounds, Glen. **The Blind Colt.**
- Seuss, Dr. **Horton Hatches the Egg**
- Steiner, Charlotte. **What's the Hurry, Harry?**
- Weiss, Nicki. **Waiting**
- Wells, Rosemary. **Max's Breakfast**

Kindness

The following books are good examples of being friendly, considerate, and willing to help others:

- Bang, Molly. **The Paper Crane**
- Brett, Jan. **The Wild Christmas Reindeer**
- Cazet, Denys. **A Fish in his Pocket**
- Cole, Brock. **The King at the Door**
- Fleischman, Sid. **The Scarebird.**
- Heyward, Du Bose. **The Country bunny and the Little Gold Shoes.**
- Rylant, Cynthia. **Silver Packages: An Appalachian Christmas Story**
- San Souci, Robert D. **The Talking Eggs.**
- Seuss, Dr. **Horton Hears a Who!**
- Steptoe, John. **Murfaro's Beautiful Daughters.**
- Whitcher, Susan. **Moonfall**
- Zolotow, Charlotte. **I Know A Lady.**