

Divine Savior Behavior System

Looking at how we respond to behaviors in the school and outlining the efforts to promote positive student behavior.

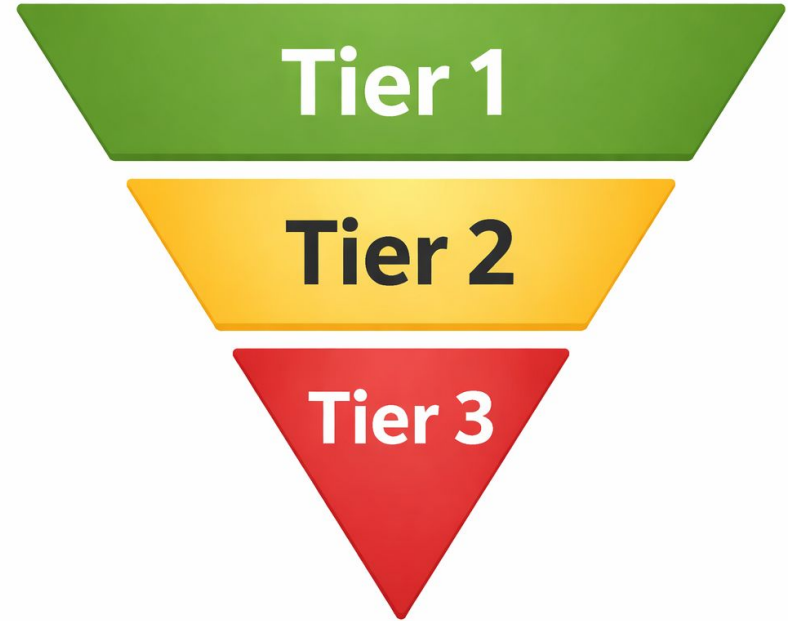


Behaviors & Student Populations

Tier 1 (90% of Students): Students live up to behavior expectations. When behavior incidents occur, classroom management strategies and positive incentives are successful in restoring desired behaviors.

Tier 2 (8% of Students): Additional behavior interventions are necessary to more closely monitor and respond to behavior incidents. This may include: classroom contract, check-ins at beginning/end of day, or point systems.

Tier 3 (2% of Students): This requires individualized behavior plans, modified schedules, or possible additional services like counseling.



What is our Behavior Matrix?

Our matrix breaks down student expectations into three categories and then describes actions that fall under each category. These actions are:

- Positive in language
- Observable

We then have specific area charts that outline behaviors specific to that location. This is gone over first week of school and as needed throughout the school year.

Classrooms use the same template for their own classroom expectations.

Divine Savior Catholic School Knights in Action

SCHOOLWIDE



Be Respectful

- Use kind words
- Keep hands, feet, and objects to self
- Listen and follow directions
- Include others

Be Responsible

- Be honest
- Keep school clean
- Take care of technology and equipment and use properly
- Arrive on time and be prepared for learning

Be Safe

- Walk in hallways and around building
- Stay in supervised areas
- Always report unsafe actions, items, or activities

HALLWAYS



Be Respectful

- Carry belongings safely
- Voice level of "0"
- Keep stairs clear
- Walk on the right side
- Help other students who need it

Be Responsible

- Head to class promptly
- Have all necessary materials
- Use silent "hellos"
- Place any fallen materials to their proper place or give it to a teacher

Be Safe

- Walk one step at a time on stairwells
- Use handrails on stairs
- Walk, do no run
- Close lockers safely

BATHROOMS

Be Respectful

- Respect others' privacy
- Voice level of "0"
- Flush and wash hands
- Keep bathroom clean of debris

Be Responsible

- Be quick, quiet, and clean
- Dispose of trash in bin
- Wait your turn in silence

Be Safe

- Keep hands, feet, and objects to yourself
- Use bathroom fixtures properly
- Refrain from touching pipes and valves
- Alert office if there is an issue



CAFETERIA

Be Respectful

- Practice good manners
- Voice level of "0" in line, voice level of "2" while eating
- Eat your own food

Be Responsible

- Clean up your area, placing all trash in bin
- Raise your hand to leave your seat
- Sit in the next open seat, do not leave gaps

Be Safe

- Keep hands, feet, and objects to yourself
- Use utensils properly
- Hold plate with two hands
- Walk at all times



TECHNOLOGY

Be Respectful

- Use appropriate language
- Follow AUP guidelines
- Use webcam only as directed by teachers

Be Responsible

- Charge your device, do not unplug others
- Store/Carry device carefully
- No food/drink around technology
- Devices should not be left on the floor

Be Safe

- Keep private info private
- Use YOUR password only
- Walk with device closed and with two hands
- Do not touch others' devices



RECESS

Be Respectful

- Voice level "0" in line, Voice level "2" when playing
- Follow directions from school staff
- Use kind language
- Take turns
- Follow rules of games
- Accept the outcome of the game
- Keep an eye on the Buddy Bench

Be Responsible

- Dress for the weather
- Practice problem-solving skills
- Line up quickly when the bell rings
- Return equipment to bin
- Notify Adult if equipment/ball is off-property
- Report any broken equipment

Be Safe

- Stay in designated play spaces
- Use equipment the right way
- Hands, feet, and objects to myself
- Find an adult if I see something unsafe



Voice Volume Guide

In addition to the behavior matrix, we employ a universal voice volume chart, utilizing numbers for the voice volume.

This helps create a universal language as the student navigates through the school day.

Divine Savior Catholic School Knights in Action



VOICE LEVELS

 4	OUTSIDE/EMERGENCY Everyone Can Hear You
 3	GROUPS A Small Number of People Can Hear You
 2	PARTNER/TABLE TALK Normal Voice
 1	WHISPER One Person Can Hear You
 0	NO VOICE Lips are Sealed/Silent

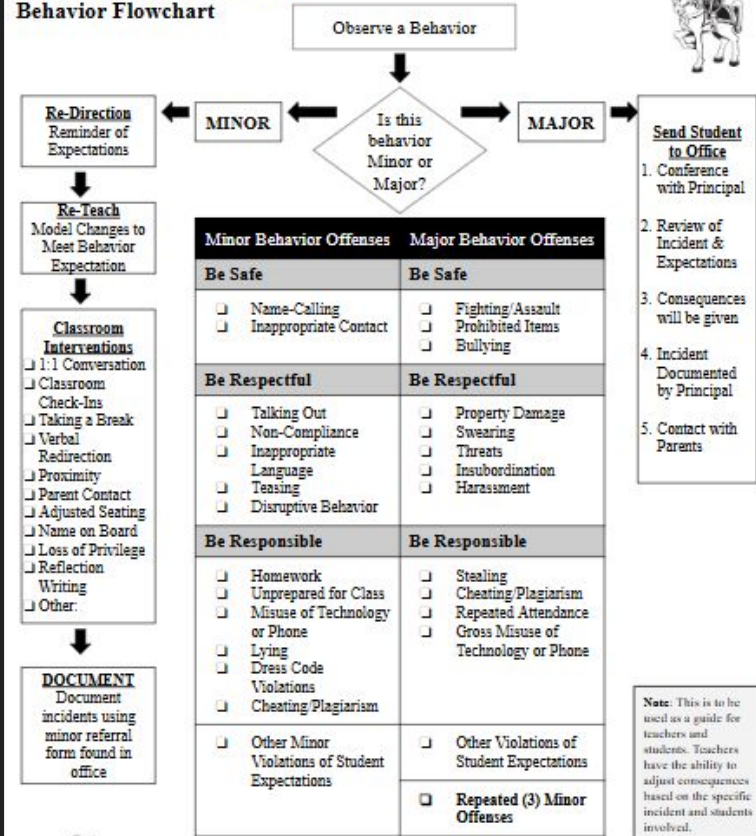
Responding to Behaviors

When responding to behaviors, staff are provided with a flowchart to guide their response with suggested interventions.

We also utilize the vocabulary of a minor or major referral.

[SAMPLE REFERRAL TEMPLATES](#)

Divine Savior Catholic School Behavior Flowchart



Note: This is to be used as a guide for teachers and students. Teachers have the ability to adjust consequences based on the specific incident and students involved.



The mission of Divine Savior Catholic School is to provide a high-quality, personalized, Catholic-based education that inspires and empowers its learners to achieve academic excellence and develops life-long learning skills. Learners are challenged to walk as disciples in the footsteps of Christ valuing knowledge, prayer and service to others.

Encouraging Positive Behaviors

While the focus often times are on responding to the incidents of behavior. We also are focusing on ways to encourage positive behaviors:

- Honor Roll (3-8)
- Knights in Action
- Caught Being Good
- Others?



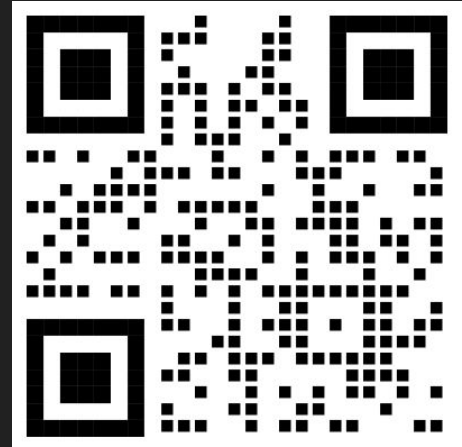
Note about Student Behaviors & Privacy Rights

FERPA (Family Educational Rights & Privacy Act):

a federal law in the United States that was enacted in 1974. FERPA is designed to protect the privacy of students' education records and provide certain rights to eligible students and their parents or guardians.

Student behavior records, including disciplinary actions and related evidence, are protected under FERPA, ensuring they remain confidential and accessible only to student and parents. While schools can monitor behavior for safety, they must avoid sharing personally identifiable information (PII) with third parties without consent.

For more information on FERPA, you can check out the video below:

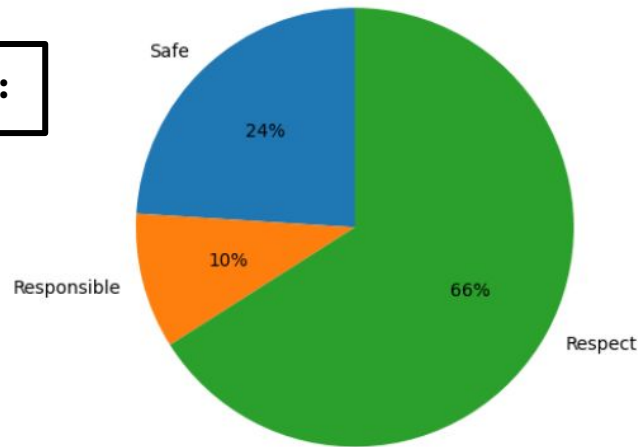


Analysis of Incidents

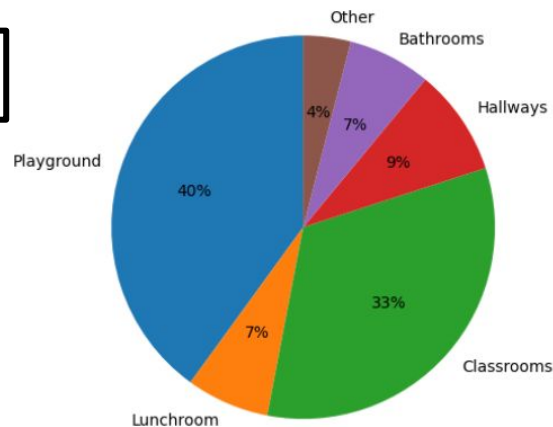
During the first half of the 2025-2026 school year, there were a total of 45 behavior incidents (including both major and minor) that were recorded by administration.

On the chart, you will see a breakdown in type of incidents (Respect/Responsible/Safe) and Location of Incidents.

CATEGORY:



LOCATION:



Final Thoughts and Questions.

Approach to Behavior: Clarity with expectations, finding more opportunities to spotlight the positive behaviors, and responding to what the data states.

Questions?