# Cafeteria Expectations

## Objective:

Students will understand the behavior expectations for the cafeteria.

Brainstorm & Discuss:

* What do you like best about going to the cafeteria?
* What is your least favorite part of going to the cafeteria?
* Which adults are responsible for making sure you are safe in the cafeteria?
* Who may you ask for help if you have trouble in the cafeteria?

## Teach:

**Explain** the importance of being safe, respectful, and responsible in the cafeteria.

### What does it look like to be SAFE in the cafeteria?

* + Sit properly-face forward, bottom on the bench
  + Walk at all times
  + Keep all food to self

### What does it look like to be RESPECTFUL in the cafeteria?

* + Allow anyone to sit next to you
  + Clean up your area: table and floor
  + Use manners and listen to all adults

### What does it look like to be RESPONSIBLE in the cafeteria?

* + Wait your turn in line
  + Get all utensils when first going through the line
  + Wait to be excused

## Check for Understanding:

1. Review the reasons why it is important to behave appropriately in the cafeteria.
2. Talk about comments and concerns students voiced during the discussion.

# Classroom Expectations

## Objective:

Students will understand the behavior expectations set by the classroom teacher.

Teach:

**Remind** students of the school-wide expectations: **Be Safe, Be Respectful,** and

**Be Responsible. Show** students *the Classroom Expectations* poster. Discuss why it is important to be safe, respectful, and responsible in the classroom.

### What does it look like to be SAFE in the classroom?

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### What does it look like to be RESPECTFUL in the classroom?

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### What does it look like to be RESPONSIBLE in the classroom?

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## Check for Understanding:

1. Review the reasons why it is important for students to be safe, respectful, and responsible in class.
2. Brainstorm ways students can remind each other to be safe, respectful, and responsible in class.

# Dress Code Expectations

## Objective:

Students will understand what is considered appropriate and inappropriate attire for school.

Teach:

**Explain** why it is important to dress appropriately for school.

### How does following the dress code promote SAFETY?

* + - You demonstrate safe behavior by wearing clothes which do not bring negative attention to yourself – avoid gang, drug, and sports-related attire
    - You demonstrate safe behavior by wearing clothes which allow you to walk quickly in times of emergency – avoid saggy pants, shoes which are too high, etc.

### How does following the dress code promote RESPECT?

* + - You show respect to the learning of others by wearing clothes which are not distracting
    - You show respect to others by not wearing clothes which may make them feel uncomfortable – keep body parts covered

### How does following the dress code promote RESPONSIBLTY?

* + - You demonstrate responsibility when you follow the expectations of the school dress code

## Role-Play Positive Example:

**Adult:** Pick a student who is dressed appropriately. Say to the student, “Thank you for following the dress code today. Let’s talk about why (student’s name) clothes are appropriate.”

**Class:** List positive things about what the student is wearing (clean collared shirt, pants fit properly, solid colors etc.).

**Adult:** “Yes, your clothing is safe and shows respect and responsibility.”

## Role-Play Negative Example:

Do NOT select a student as a negative example of the dress code as this may needlessly embarrass the student. Instead, lead a class discussion about what is inappropriate for school. Possibly make a chart or list on the whiteboard.

## Check for Understanding:

1. Review with the class why it is important to dress appropriately for school.
2. Talk about comments and concerns students voiced during the role-play.

# Hallway Expectations

## Objective:

Students will understand the behavior expectations for the hallway.

Teach:

**Explain** the importance of being safe, respectful, and responsible in the hallways.

### What does it look like to be SAFE in the hallway?

* + - Walk at all times
    - Keep hands behind your back
    - Stay outside the yellow line

### What does it look like to be RESPECTFUL in the hallway?

* + - Use quiet voices – smile and nod only
    - Stop, look, and listen when spoken to by adults
    - Hold doors open for others

### What does it look like to be RESPONSIBLE in the hallway?

* + - Stay in line on the sidewalk unless directed by an adult
    - Be in your seat before the teacher begins the lesson
    - Keep halls clean: this is a food and gum free zone

## Role-Play Positive Example:

**Teacher:** Create a pseudo hallway in your classroom **OR** walk the students out to a hallway nearest you.

* + - * Model for the students how they should look when they are walking in the hallway.
      * Show students how they should stay one arm’s length away from the person ahead of them in case that person stops quickly.
      * Demonstrate the appropriate pace to walk.
      * Demonstrate the appropriate voice level.

**Students:** Practice walking as shown by the teacher.

## Role-Play Negative Example:

Do Not Role Play Non-Example. Somebody could get hurt. Instead have students go back to their seats and brainstorm other reasons why it is a good idea to walk appropriately in the hallways and why we shouldn’t run, stop, yell, etc.

## Check for Understanding:

1. Review the reasons why it is important to behavior appropriately in the hallways.
2. Talk about comments and concerns students voiced during the role-play.

# Office Expectations

## Objective:

Students will understand the behavior expectations for the office.

Brainstorm and Discuss:

* + What important jobs take place in the office?
  + Why is it important not to bother the office staff?
  + Why is it important to mind your own business when you are in the office?
  + Which adults have the right to remind you to be safe, respectful, and responsible while you are in the office?
  + Who may have business to take care of in the office – parents, students, teachers, administrators, etc.?

## Teach:

**Explain** the importance of being safe, responsible, and respectful in the office.

### What does it look like to be SAFE in the office?

* + - Keep hands to self
    - Keep feet to self
    - While seated: keep 2 feet and 4 legs on the floor

### What does it look like to be RESPECTFUL in the office?

* + - Use polite language: please and thank you
    - Wait in a single file line
    - Talk to adults only when directed to do so

### What does it look like to be RESPONSIBLE in the office?

* + - State your purpose politely
    - Sign in and be seated
    - Wait patiently for your turn

## Check for Understanding:

1. Review with the class why it is important to behave appropriately in the office.
2. Talk about comments and concerns students may have voiced during the discussion.

# ISS/Detention Expectations

## Objective:

Students will understand the behavior expectations for In School Suspension (ISS) or Detention.

Teach:

**Explain** why it is important to stay in the classroom rather than go to ISS/Detention.

* + When students come back from ISS/Detention, they will have to figure out what they missed while they were gone.
  + Students who have to go to ISS/Detention, may miss the opportunity to have fun with friends (recess, before or after school).

**Inform** students they will be expected to complete class work while they are in ISS or Detention.

### What does it look like to be SAFE in ISS/Detention?

* + - Keep hands to self
    - Keep feet to self
    - Stay seated

### What does look like to be RESPECTFUL in ISS/Detention?

* + - Use polite language: pleas and thank you
    - Work independently
    - Talking is severely limited: must be directed by an adult

### What does it look like to be RESPONSIBLE in ISS/Detention?

* + - Complete assigned work
    - Sign in and be seated
    - This is a food free zone

## Check for Understanding:

1. Review the reasons why it is important for students to behave appropriately in ISS/Detention.
2. Address comments or concerns voiced by students during the discussion.

# Playground Expectations

## Objective:

Students will understand the behavior expectations for the playground.

Brainstorm and Discuss:

* + What do you like best about the playground?
  + What do you like the least about the playground?
  + Which adults have the right to remind you to be safe, respectful, and responsible on the playground?
  + Who is available to assist you if you need help while on the playground?
  + Do you know how to report a playground problem?

## Teach:

**Explain** the importance of being safe, respectful, and responsible on the playground.

### What does it look like to be SAFE on the playground?

* + - Walk to/from class and playground
    - Play fighting and play guns are not allowed
    - Stay in designated play boundaries
    - Be aware of your surroundings (games, swings, etc.)

### What does it look like to be RESPECTFUL on the playground?

* + - Use good sportsmanship and use kind words
    - Listen to all adults
    - Play fairly

### What does it look like to be RESPONSIBLE on the playground?

* + - Take a knee when the whistle blows
    - Put away all equipment
    - Tell an adult if someone is hurt
    - Use the restroom and get a drink of water

## Check for Understanding:

1. Review with the class why it is important to behave appropriately on the playground.
2. Talk about comments and concerns students may have voiced during the discussion.

# Restroom Expectations

## Objective:

Students will understand the behavior expectations for the restroom.

Brainstorm & Discuss:

* + When is the best time to use the restrooms?
  + Do you believe the restrooms are clean and have adequate supplies?
  + Is there a way to make the restrooms on campus safer?
  + Do you know how to report a restroom problem?

## Teach:

**Explain** the importance of being safe, respectful, and responsible in the restrooms.

### What does it look like to be SAFE in the restroom?

* + - Keep only feet on the floor
    - Keep water off the floor
    - Report problems: sink/toilet

### What does it look like to be RESPECTFUL in the restroom?

* + - Give people privacy
    - Use quiet voices
    - No playing

### What does it look like to be RESPONSIBLE in the restroom?

* + - Flush toilets
    - Wash your hands
    - Put trash in garbage cans
    - Go back to class promptly

## Check for Understanding:

1. Review with the class the reasons why it is important to behave appropriately in the restroom.
2. Talk about comments and concerns students voiced during the discussion.

# School-wide Expectations

## Objective:

Students will understand the school-wide expectations.

Teach:

**Introduce** the school-wide expectations: **Be Safe, Be Respectful,** and **Be Responsible. Show** students a poster of the school-wide expectations.

**Teach** students that ALL staff members may acknowledge students for following the expectations as well as correct students who are not following the expectations.

**Inform** students the school-wide expectations apply to all locations on campus:

* + Cafeteria
  + Classroom
  + Hallway
  + Library
  + Lunch Line
  + Office
  + OCS/Detention
  + Playground
  + Restroom
  + Other:

## Check for Understanding:

1. Review why it is important to **Be Safe, Be Respectful,** and **Be Responsible** no matter where you are on campus.
2. Address comments and concerns voiced during discussion.
3. Make sure students understand that all staff members have the responsibility to teach students how to **Be Safe, Be Respectful,** and **Be Responsible.**

# Arrival and Dismissal Expectations

## Objective:

Students will understand the behavior expectations for the arrival and dismissal.

Brainstorm & Discuss:

* + What happens before and after school every day?
  + Do you think it is safe to walk or play in the parking lot?
  + Is there a way to make the beginning and end of school safer?
  + Do you know how to report an arrival or dismissal problem?

## Teach:

**Explain** the importance of being safe, respectful, and responsible in the arrival and dismissal area.

### What does it look like to be SAFE in the arrival and dismissal area?

* + - Use sidewalks and crosswalks
    - Wait in designated areas
    - Stay within boundaries

### What does it look like to be RESPECTFUL in the arrival and dismissal area?

* + - Follow adult directions

### What does it look like to be RESPONSIBLE in the arrival and dismissal area?

* + - Arrive on time
    - Leave on time
    - Walk bikes and scooters
    - Get teacher permission to use a phone

## Check for Understanding:

1. Review with the class the reasons why it is important to behave appropriately in the arrival and dismissal areas.
2. Talk about comments and concerns students voiced during the discussion.

# Assembly Expectations

## Objective:

Students will understand the behavior expectations for assemblies.

Brainstorm & Discuss:

* + Why do we have assemblies?
  + Who do we want to be able to hear in assemblies?
  + Is there a way to make the assemblies on campus safer?
  + Do you know how to report an assembly problem?

## Teach:

**Explain** the importance of being safe, respectful, and responsible during assemblies.

### What does it look like to be SAFE in assemblies?

* + - Wait for arrival and dismissal
    - Keep hands and feet to self

### What does it look like to be RESPECTFUL in assemblies?

* + - Sit on bottom
    - Listen to adults
    - Show respect to people on the stage

### What does it look like to be RESPONSIBLE in assemblies?

* + - Follow school rules
    - Arrive on time and ready to participate

## Check for Understanding:

1. Review with the class the reasons why it is important to behave appropriately in assemblies.
2. Talk about comments and concerns students voiced during the discussion.