

Effective School-wide Discipline Plan

Stuarts Draft Elementary
2013 Revised Edition



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Parent Letter/Contract

Putting Research into Practice: Dealing with disruptive behavior has become one of the most pressing issues in schools across the nation. Educators know of the well-established relationship between weak academic achievement and poor social adjustment. The faculty of Stuarts Draft Elementary is committed to developing a school environment that is both preventative and instructional when it comes to dealing with disruptive behavior. To this end, the faculty has designed a school-wide discipline plan (ESD) to increase the instructional capacity of students. The plan focuses on a proactive approach to solving problem behaviors. The students will be taught appropriate school behavior and the faculty and staff will reinforce those desired behaviors.

All students will be taught to be Respectful, Responsible Scholars: The three main rules at SDES are to be respectful, be responsible, and be a scholar. The children will be taught how these three rules look and sound in all school settings, i.e., in the classroom, hallway, cafeteria, playground, bathroom, and bus. Teachers will spend much time teaching and modeling the appropriate behaviors the first few weeks of school. The faculty and staff will reinforce these appropriate behaviors by giving Cougar Cash to students who will be able to redeem them for specific privileges. This proactive approach has documented benefits: less student frustration, fewer suspensions, less violent behavior, less disruptive classroom behavior, less vandalism, improved morale among students and staff, improved attendance and achievement, development of students' prosocial skills and responsible behavior. Most importantly, students will learn to take responsibility for their own behavior.

Think Time: In combination with the above, a discipline technique called "Think Time" will be used when any student exhibits a behavior that disrupts the classroom environment. The technique emphasizes the seriousness of education, respectfulness of the classroom environment, and the importance of students taking responsibility for their own behavior. "Think Time" has two parts. The first part is designed to allow students to focus and gain control by asking them to either sit off to the side or move to another classroom. The second part is designed to provide the student feedback about his/her inappropriate behavior and an opportunity to plan for future success in the classroom. Parents will be notified when their child has been directed to "Think Time" four or more times within a school week. Additionally, parents will be asked for assistance if problems persist or if a problem is unusually challenging.

Parental Support: The faculty and staff of Stuarts Draft Elementary encourage you to join us in a cooperative and supportive effort to provide a safe school and a classroom conducive to learning. Feel free to call us at 946-7621 or 337-2951 should you have any questions about our school-wide discipline plan. Please sign the section below, along with your child, to

indicate that you have read this policy, and return it to school with your child tomorrow. We look forward to working with you to make this a productive school year for your child.

School-Wide Discipline Contract

Teacher Responsibilities: I agree that discipline is not punishment, but an opportunity to teach. I agree to support the school-wide discipline plan by rewarding students who are respectful, responsible scholars. I agree that Cougar Cash is earned and will not be taken away for inappropriate behavior.

Teacher's signature _____ Date _____

Parent/Guardian Responsibilities: I have read the effective school-wide discipline plan and will join you in this effort to make Stuarts Draft Elementary a safer learning environment for my child and others. I agree to support my child's teacher and assist her should problems arise.

Parent's signature _____ Date _____

Student Responsibilities: I agree to follow the school-wide discipline plan and be a respectful, responsible scholar. I will keep up with my Cougar Cash at school, and I understand that lost Cougars will not be replaced. I will use only the Cougars that I have earned, and I will not ask for Cougars. When needed, I will use "Think Time" to calm myself so I can rejoin my class and keep on learning.

Student's signature _____ Date _____

Note: Effective School-wide Discipline (ESD) is a Virginia Department of Education (VDOE) initiative to support positive academic and behavioral outcomes for all students. In 2006, SDES received a pennant from VDOE in recognition of our ESD program. That pennant is on display in the lobby.

GUIDELINES for TEACHERS and INSTRUCTIONAL PERSONNEL

Keep these tenets in your mind:

- Research and best practice show that schools must create a safe, supportive learning community, and the key is developing a systematic approach to support positive behavior which involves families, students, school staff and community, i.e., SWD Plan.
- The SWD Plan is proactive, not punitive; it is about teaching children how to be respectful, responsible scholars.
- Discipline is not punishment, but an opportunity to teach.
- All students can learn to be respectful, responsible scholars.
- Only faculty/staff members give out Cougar Cash.
- Cougars are earned, not to be taken away.

When do I hand out Cougars?

When you see specific behavior that matches what you have defined, taught, and expected. A student could earn one Cougar for showing up on time, one for homework done, and another for having materials ready to start a day of learning. You might establish similar target areas throughout the day to help you get in the habit of thinking Cougars. Whenever there is a problem, turn it into a teachable moment with Cougar distributions. Got some kids running down the hall? Pass out Cougars to the walkers.

How many Cougars should I hand out each day?

A lot. Put 100 in your pocket each morning and see if you can recognize appropriate behaviors so that you will need to reload before lunch.

What do I say when I hand out Cougars?

The trick is to recognize and emphasize the behavior that earned the Cougar and not focus on your pleasure over the act. "You were responsible when you remembered your password," works better than "I liked the way you remembered your password." Though the students will be receiving a physical (extrinsic) form of immediate reinforcement (the Cougar), the overall goal is that they will realize they are getting a reward because THEY are doing the right (intrinsic) thing.

What do I need to do on the first days of school?

Define, teach and reward. Define, teach and reward. Using the SWD Compact found in the first day packet, introduce the SWD Plan to your students. Show them where you signed the compact and that they are to ask their parents to read it and sign it. Then the student needs to complete the compact, as well. Throughout the first days/weeks, teach the procedures and expectations, and use the posters found throughout the building.

And what do I need to remember when I'm using Think Time?

Stay calm. You need to speak matter-of-factly and use your quiet voice. When the student has completed the process, you must welcome him/her back to the fold using your words and actions. You cannot effectively manage a student, if you are not in control of your own emotions. Sadly, if you let a child see what gets your goat, he will keep going for it.

NOTE: You must define and practice the Think Time procedure with your class during the first days of school, too.

Think Time

The THINK TIME Strategy For Schools; Bringing Order to the Classroom by J. Ron Nelson, Ph.D. and Beth Ann Carr, 1996. This kit, including manual and video tape, will be a part of the professional library in our media center. The faculty will be required to view the video and use the manual in order to incorporate the THINK TIME strategy into our School-Wide Discipline Plan. Instructional aides will view the video, as well, so they can use and support the procedure. What follows is a brief summary of material found in the manual. Refer to the manual for more explanation.

Background:

THINK TIME was developed for two primary reasons:

- First, many of the classroom management strategies used by teachers for disruptive behavior tend to be ineffective because teachers usually respond to disruptive behavior with reprimands, redirects, or negative social exchange. This response often reinforces and may even escalate the undesirable behavior.
- Second, students typically interact with a number of professionals throughout the school week (with each one using a different method or response to disruptive behavior). This tends to undermine the consistency necessary for positive teacher-student interaction.

THINK TIME includes three elements:

1. A precision request that reduces or eliminates warnings and/or repeated requests through early interventions by the teacher.
2. A time-out procedure, contingent on observation, or contingent on withdrawal of attention when a disruptive behavior has occurred.
3. A debriefing process to provide students with feedback regarding their behavior and to plan for the future.

Preparation: Actively teach your students the THINK TIME strategy. Discuss, model, and practice; make it fun, lively, and engaging. Get the students to brainstorm ideas about why THINK TIME is important and why it will create a safe and orderly classroom.

Steps:

1. Catch disruptive behaviors early
2. Move to the THINK TIME area
3. THINK TIME period and debriefing process
4. Check the student's debriefing responses
5. Rejoin the class (NOTE: it is important that the teacher encourages the student and engages him/her in a positive manner.)

Documentation: Teachers will file each child's THINK TIME Behavior Debriefing Forms. Letters to parents will be sent after the first 4 TT's in a week, second 4 TT's in a week, first office referral/defiance, second office referral/defiance, needing a behavior specialist to observe, and needing TAT referral. In addition, each homeroom teacher will record TT data on the Tracking Forms—one for classroom TT and the other for office TT or TT Help. A copy of the Tracking Forms will be submitted to the SWD Team at the end of each month. The data will be used to evaluate and improve the program.

GUIDELINES for BUS DRIVERS

Keep these tenets in your mind:

- Research and best practice show that schools must create a safe, supportive learning community, and the key is developing a systematic approach to support positive behavior which involves families, students, school staff and community, i.e., ESD Plan.
- The ESD Plan is proactive, not punitive; it is about teaching children how to be respectful, responsible scholars.
- Discipline is not punishment, but an opportunity to teach.
- All students can learn to be respectful, responsible scholars.
- Only bus drivers can give out “Bus Bucks.”
- Cougars are earned, not to be taken away.

WHEN DO I HAND OUT BUS BUCKS?

When you see specific behavior that matches what you have defined, taught, and expected. On the bus you want students to stay in their seats and in their own space, converse quietly with seatmates, and follow all directions given by the driver, i.e. being **respectful, responsible riders.**

WHAT DO I SAY WHEN I HAND OUT COUGARS?

The trick is to recognize and emphasize the behavior that earned the cougar cash and not focus on your pleasure over the act. “You were respectful when I asked you to use a quieter voice,” works better than “I liked the way you stopped yelling.” Though the students will be receiving a physical (extrinsic) form of immediate reinforcement (“Bus Bucks”), the overall goal is that they will realize they are getting a reward because THEY are doing the right (intrinsic) thing.

WHAT DO I NEED TO DO THE FIRST WEEKS OF SCHOOL AND BEYOND?

Define, teach and reward. Define, teach and reward. You might let them know about the ESD Compact they signed with their parents and teacher. After expectations are learned and practiced, you can continue giving bus bucks each morning, or you can move to a random schedule. If behaviors shift from the desired, you will want to pick up the frequency you use bus bucks.

AND WHAT DO I NEED TO REMEMBER WHEN A CHILD CHALLENGES ME?

Stay calm. You need to speak matter-of-factly and use your quiet voice. You cannot effectively manage a student, if you are not in control of your own emotions. Sadly, if you let a child see what gets your goat, he will keep going for it.

Effective School-Wide Discipline (ESD)

GUIDELINES for Substitutes

Keep these tenets in your mind:

- Research and best practice show that schools must create a safe, supportive learning community, and the key is developing a systematic approach to support positive behavior which involves families, students, school staff and community, i.e., ESD Plan.
- The ESD Plan is proactive, not punitive; it is about teaching children how to be respectful, responsible scholars.
- Discipline is not punishment, but an opportunity to teach.
- All students can learn to be respectful, responsible scholars.
- Only faculty/staff members and their substitutes can give out Cougar Cash.
- Cougars are earned, not to be taken away.

WHEN DO I HAND OUT COUGARS?

Define, teach and reward. Define, teach and reward. This is what the teachers have been doing these first weeks of school. Students, teachers, parents signed the ESD compact agreeing to these procedures at the beginning of the year. You will find small posters throughout the school showing what it looks like to be respectful, responsible scholars in various settings in the school, e.g., bathroom, hall, cafeteria, bus. You will award cougar cash when you see students being respectful, responsible scholars. Whenever there is a problem, turn it into a teachable moment with cougar cash distributions. Got some kids running down the hall? Pass out cougars to the walkers.

HOW MANY COUGARS SHOULD I HAND OUT EACH DAY?

A lot. Put 100 in your pocket in the morning and see if you can recognize appropriate behaviors so that you will need to reload before lunch. **Substitute teachers may use double cougars, rather than just one.** Please do not use \$5 or \$10 or \$20 or you will deflate the economy. Higher denominations are for saving/banking skills.

WHAT DO I SAY WHEN I HAND OUT COUGARS?

The trick is to recognize and emphasize the behavior that earned the cougar and not focus on your pleasure over the act. “You were responsible when you remembered your password,” works better than “I liked the way you remembered your password.” Though the students will be receiving a physical (extrinsic) form of immediate reinforcement (cougar cash), the overall goal is that they will realize they are getting a reward because THEY are doing the right (intrinsic) thing.

AND WHAT DO I NEED TO REMEMBER WHEN I AM USING THINK TIME?

Stay calm. You need to speak matter-of-factly and use your quiet voice. When the student has completed the process, you must welcome him/her back to the fold using your words and actions. You cannot effectively manage a student, if you are not in control of your own emotions. Sadly, if you let a child see what gets your goat, s/he will keep going for it. NOTE: Teachers defined and practiced the Think Time procedure with their students during the first days of school, too.

If you need support, call the office and help will be on the way. Breathe in through your nose and out through your mouth. Recognize the students who are being respectful and responsible while you monitor the child in crisis. Modeling calm generally keeps the child from escalating. You may ask the class to move out of the room, if you feel that they may be in harm’s way.

Office-Referral Behavior Definitions

Stuarts Draft Elementary School

Write an office referral when these problems occur.

<i>Problem Behavior</i>	<i>Definition</i>
1. Leaving the school building or playground area without permission	Leaving the building, classroom, or assigned area without obtaining prior approval of the teacher or administrator.
2. Having controlled substances	Being in possession of or using any form of alcohol, drugs, or tobacco. The term <i>drug</i> includes all mood-altering substances or facsimile thereof that have not been medically prescribed for the student.
3. Fighting/assault	Fighting involves the exchange of mutual physical contact, such as pushing, shoving, and hitting with or without injury. Assault refers to behavior in which one student or group of students may be inflicting bodily harm to another student or staff member.
4. Theft	Taking property belonging to the school or any individual or group without prior permission.
5. Vandalism	Intentionally causing damage to or defacing school property or the property of others.
6. Weapons	Being in possession of any items designated as weapons, including simulated weapons. Weapons are defined to include, but not limited to, noxious gases (such as mace), knives, chains, clubs, brass knuckles, black-jacks, and firearms.
7. Noncompliance	Refusing to follow directions when reasonable efforts have been made to enable the student to cooperate. Bullying is included in this category.
8. Disruption	Having sustained, disruptive behavior that prevents instruction from continuing or continuing with difficulty after reasonable attempts have been made to correct the behavior.
9. Other crisis behavior	Having serious low-incident behavior that affects safety or is regarded as crisis or emergency behavior.

SDES Office Referral

Student _____

Grade _____ Date _____

Referred by _____

Homeroom Teacher _____

Reason for Referral

- Leaving school building/playground
- Controlled substances
- Fighting/assault
- Theft
- Vandalism
- Weapons
- Noncompliance/bullying
- Disruption
- Other crisis

Location

- ☐ Recess
- ☐ Classroom
- ☐ Cafeteria
- ☐ Library
- ☐ Hallway
- ☐ Gymnasium
- ☐ Bus Stop
- ☐ Bus
- ☐ Other

Incident Report

Specify times, places, those involved, relevant conditions and initial steps to address problem.

[illegible]

Action taken by administrator

- Conference with student
- Parent contacted (phone/note)
- Parent conference requested
- Referred to school counselor
- Referred to school behavior support team (RTI tiers)
- Conference requested with teacher and student
- Extended Think Time
- School resource officer contacted
- Student suspended _____ days
- Other

Administrator's Comments

[illegible]

Administrator's Signature

Date _____

Think Time Monthly Data

Classroom

Teacher Name _____

Month _____

Student's Name	Classroom	Specials	*Other	**Think Time Help
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
Totals				

* Other -Misbehavior occurred while in hallway, bathroom, playground and/or lunch.

** Administrator called.

Think Time Monthly Data

Grade Level

Grade Level _____

Month _____

Teacher's Name	Classroom	Specials	*Other	**Think Time Help
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
Totals				

* Other -Misbehavior occurred while in hallway, bathroom, playground and/or lunch.

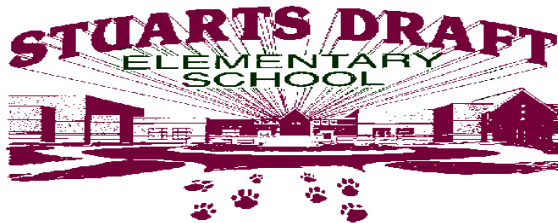
** Administrator called.

Non-Classroom Think Time Totals

Name	Classroom Think Time	Specials TT	Playground TT	Lunch TT	Other TT	Think Time Help	Office Referrals	Bus Referrals	Comments
Totals									

Non-Classroom Think Time Total: _____

Appendix 1 – Think Time Notification Letters



www.augusta.k12.va.us/sdes

Phil Coltrane, Principal
pcoltrane@augusta.k12.va.us

63 School Blvd.
Stuarts Draft, VA 24477
PHONE (540) 946-7621
FAX (540) 946-7620

Tina Bowersox, Asst. Prin.
bowersox@augusta.k12.va.us

(Date)

Re: Stuarts Draft Elementary School-wide Effective Discipline Plan

Dear Parent/Guardian,

Your child, _____, has been directed to “Think Time” four times this week. Please take time this evening to talk with your child about his/her behaviors which are disrupting learning in the classroom. If these problems persist, you will be asked to come to school for a conference to assist with the situation.

I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me at 946-7621 if you have any questions. Please sign the section below to indicate that you have read this letter and return it to me tomorrow.

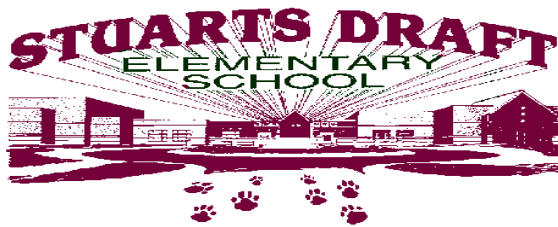
I look forward to working with you to make this a productive school year for your child.

Sincerely,

Thank you for making me aware of the situation.

Parent/Guardian’s signature_____

Date_____



www.augusta.k12.va.us/sdes

Phil Coltrane, Principal
pcoltrane@augusta.k12.va.us

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Stuarts Draft, VA 24477
PHONE (540) 946-7621
FAX (540) 946-7620

Tina Bowersox, Asst. Prin.
bowersox@augusta.k12.va.us

(Date)

Re: Stuarts Draft Elementary School-wide Effective Discipline Plan

Dear Parent/Guardian,

On_____, I sent a letter notifying you that your child, _____, had been directed to "Think Time" four times within a week's period. Once again, he/she has been sent to "Think Time" four times within a week's period. Since disruptive behaviors are persisting, you are needed to come to school for a conference to assist with this situation.

I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me at 946-7621 if you have any questions. Please sign the section below to indicate that you have read this letter and return it to me tomorrow.

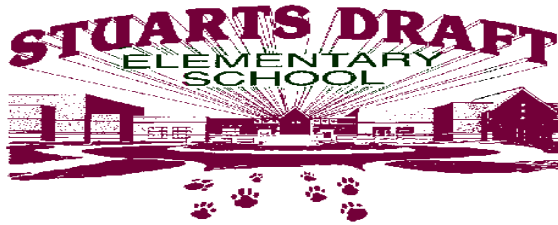
Again, I look forward to working with you to make this a productive school year for your child.

Sincerely,

Thank you for making me aware of the situation.

Parent/Guardian's signature_____

Date_____



www.augusta.k12.va.us/sdes

Phil Coltrane, Principal
pcoltrane@augusta.k12.va.us

63 School Blvd.
Stuarts Draft, VA 24477
PHONE (540) 946-7621
FAX (540) 946-7620

Tina Bowersox, Asst. Prin.
bowersox@augusta.k12.va.us

(Date)

Re: Stuarts Draft Elementary School-wide Effective Discipline Plan

Dear Parent/Guardian,

This letter is to notify you that your child, _____, was defiant and required administrative support when he/she was directed to "Think Time" today. Please take time this evening to talk with your child about his/her behaviors which are disrupting learning in the classroom and about the need to move to "Think Time" quietly and calmly when directed to do so. If these problems persist, you will be asked to come to school for a conference to assist with this situation.

I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me at 946-7621 if you have any questions. Please sign the section below to indicate that you have read this letter and return it to me tomorrow.

I look forward to working with you to make this a productive school year for your child.

Sincerely,

Thank you for making me aware of the situation.

Parent/Guardian's signature _____

Date _____



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Tina Bowersox, Asst. Prin.
bowersox@augusta.k12.va.us

(Date)

Re: Stuarts Draft Elementary School-wide Effective Discipline Plan

Dear Parent/Guardian,

On _____, I sent a letter notifying you that your child, _____, was defiant and required administrative support when he/she was directed to "Think Time." This was the case again today. Since disruptive behaviors are persisting, you are needed to come to school for a conference to assist with this situation.

I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me at 946-7621 if you have any questions. Please sign the section below to indicate that you have read this letter and return it to me tomorrow.

Again, I look forward to working with you to make this a productive school year for your child.

Sincerely,

Thank you for making me aware of the situation.

Parent/Guardian's signature _____

Date _____



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Tina Bowersox, Asst. Prin.
bowersox@augusta.k12.va.us

(Date)

Re: Stuarts Draft Elementary School-wide Effective Discipline Plan

Dear Parent/Guardian,

This letter is to notify you that your child, _____,

_____ needed extended "Think Time" today.

_____ needs extended "Think Time" tomorrow.

Students needing extended "Think Time" work in another classroom for part of the day. This time allows them to complete their assignments and focus on appropriate respectful and responsible behaviors to enhance their learning. Please take time this evening to talk with your child about his/her behaviors which are disrupting learning in the classroom. If these problems persist, you will be asked to come to school for a conference to assist with this situation.

I encourage you to join me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me at 946-7621 or 337-2951 if you have any questions. Please sign the section below indicating that you have read this letter and return it to me tomorrow.

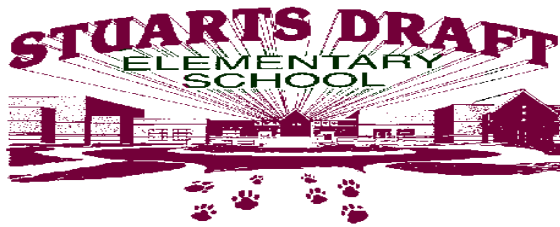
I look forward to working with you to make this a productive school year for your child.

Sincerely,

Thank you for making me aware of the situation.

Parent/Guardian's signature _____

Date _____



Phil Coltrane, Principal
pcoltrane@augusta.k12.va.us

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Stuarts Draft, VA 24477
PHONE (540) 946-7621
FAX (540) 946-7620

Tina Bowersox, Asst. Prin.
bowersox@augusta.k12.va.us

(Date)

Re: Stuarts Draft Elementary School-wide Effective Discipline Plan

Dear Parent/Guardian,

When we spoke on _____, I told you that I would go to the Teacher Assistance Team (TAT) for help developing an individualized behavior plan for your child, _____, should disruptive behaviors persist. This is not needed due to _____.

This team of teachers will meet on _____ at _____, in the guidance office conference room. I hope you will be able to join us to lend your perspective to this situation.

Once again, I thank you for joining me in a cooperative and supportive effort to provide a safe school and classroom environment conducive to learning. Feel free to call me at 946-7621 or 337-2951 if you have any questions. Please sign the section below indicating that you have read this letter and return it to me tomorrow.

Sincerely,

Thank you for making me aware of the situation.

Parent/Guardian's signature _____

Date _____

Appendix 2 – Think Time Forms

Think Time
Behavior Form

Date: _____

Time: _____

Name: _____ Grade: _____

Homeroom teacher: _____

Sending teacher: _____

1. I was sent to Think Time because I am having difficulty

_____ being responsible

_____ being safe

_____ being respectful

_____ following directions

_____ keeping my hands to myself

_____ using school appropriate language

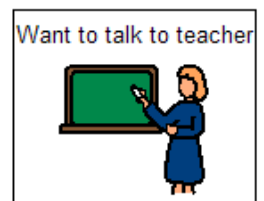
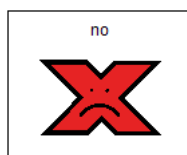
_____ other

Describe your behavior

2. How did your behavior affect others? (Classmates, teachers, custodians, nature)

3. When I return to my class, I need to _____

I am ready to return to my class,
make good choices, and be a
respectful, responsible scholar.



Think Time- Behavior Form

Date: _____

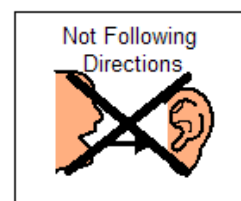
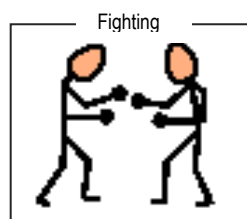
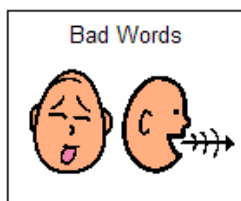
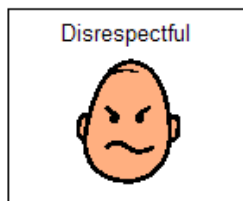
Time: _____

Name: _____ Grade: _____

Homeroom teacher: _____

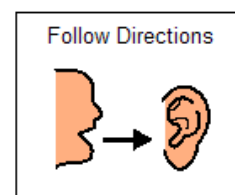
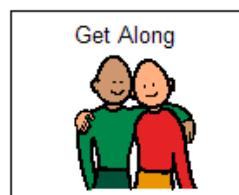
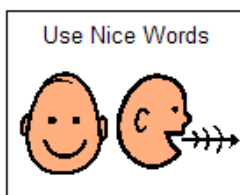
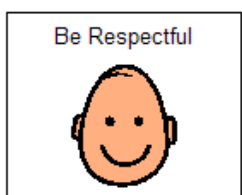
Sending teacher: _____

My behavior was

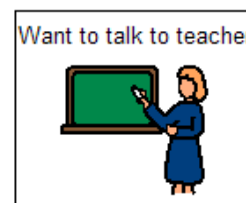
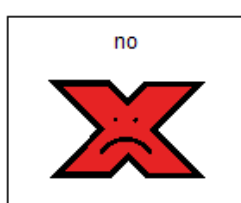


Explain how your behavior kept you and/or your classmates from learning

When I go back to my classroom I need to



I am ready to return to my class



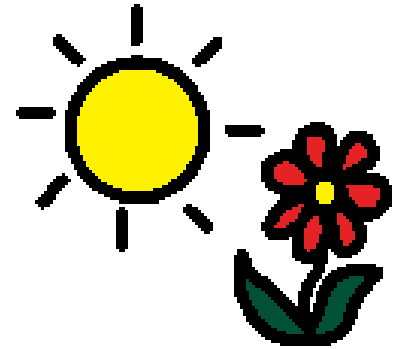
Appendix 3 – ESD Signs

Playground

Respectful

1. Be kind.
2. Play safely.
3. Take care of nature.

Take care of nature



Responsible

1. Use equipment correctly.
2. Wait your turn.

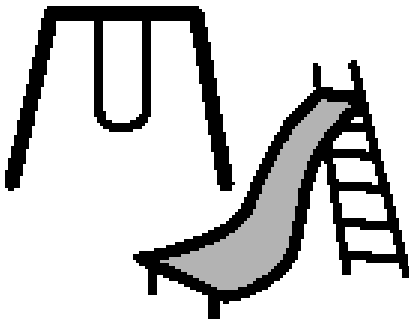
Wait your turn



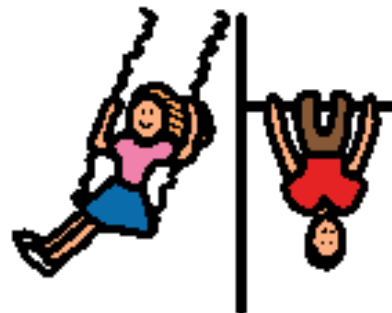
Scholar

1. Play fair.
2. Be a good sport.
3. Help yourself and others learn new skills.

Play safe



Use equipment correctly



Assemblies

Respectful

1. Listen to and look at the speaker.
2. Keep hands and feet near your seat.
3. Find a place and stay in your space.

Responsible

1. Settle down quickly.
2. Hold what you own.

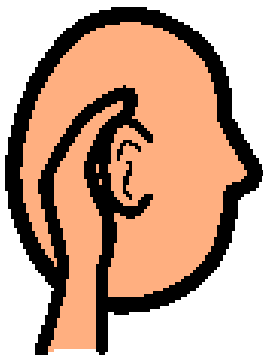
sit on floor



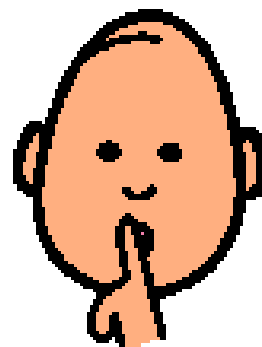
Scholar

1. Pay attention and follow directions.
2. Think!
3. Be a role model.

listen



quiet



Bathroom

Respectful

1. Use a quiet voice.
2. Keep eyes, hands, and feet to yourself.

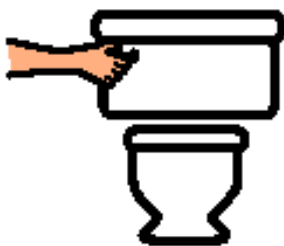
quiet



Responsible

1. Flush toilet.
2. Wash hands with soap and water.
3. Throw paper towels in the trash can.

flush toilet



wash hands



throw away trash



Scholar

1. Be healthy and clean.
2. Return to class quickly.

Cafeteria

Respectful

1. Know your lunch number.
2. Use a quiet voice.
3. Say “please” and “thank you.”

wash hands



quiet



stay in line



Responsible

1. Use sanitizer or wash your hands before entering the cafeteria.
2. Keep tables and floors clean.
3. Raise your hand only in an emergency.
4. Stay in line when throwing away your trash.

enter lunch number



clean up messes



throw away trash



Scholar

1. Remember what you ordered.
2. Get what you need as you go through the line.

Computer Labs

Respectful

1. Speak softly and wait patiently for help.
2. Type lightly on the keyboard.
3. Stay in your space.

quiet



type lightly



stay in your space



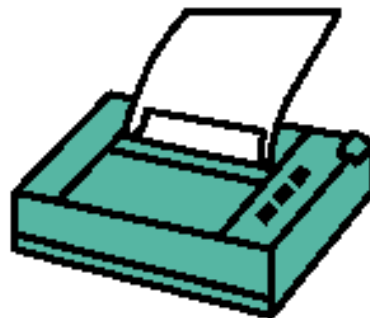
Responsible

1. Ask before printing.
2. Clean your space before you leave.

listen



ask before printing



Scholar

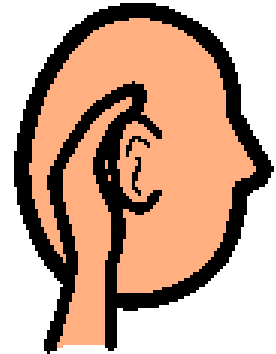
1. Know your password.
2. Listen and follow directions.

Field Trips

Respectful

1. Listen to adults.
2. Use good manners.

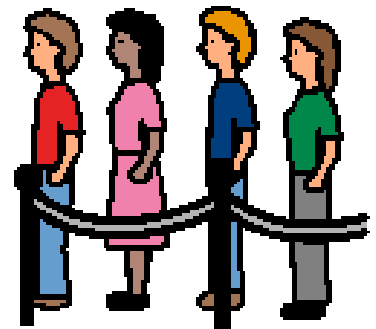
listen



Responsible

1. Stay with your group.
2. Hold onto your belongings.

stay with your group



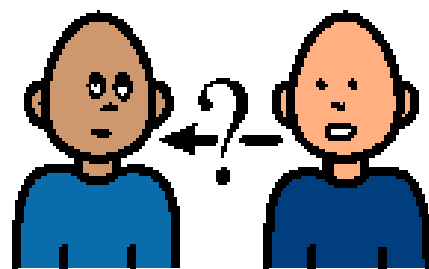
Scholar

1. Pay attention.
2. Ask questions.

hold onto your belongings



ask questions



Hallway

Respectful

1. Be quiet.

quiet



stay in line



Responsible

1. Walk on the second tile.
2. Stay in your space and keep up the pace.
3. Keep hands to yourself.
4. Take the shortest way to get there.

keep hands to yourself



look around



Scholar

1. Look to learn.
2. Know your school.

Drills

Respectful

1. Hands to yourself
2. Move quickly to destination



Responsible

1. Move quietly to hear any further instructions



Scholar

1. Be familiar with instructions for each drill.
2. Know what to do ahead of time!

Bus

Respectful

1. Use a quiet voice.
2. Stay in your own seat.
3. Keep aisle clear of feet, arms, and other objects.
4. Remain seated until bus comes to a full stop.

quiet



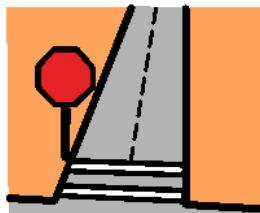
Responsible

1. Be on time to your stop.
2. If you must cross the road, cross at least 10 feet in front of the bus.
3. Don't forget any of your belongings in your seat.

On time



Be careful crossing the road



Don't forget your belongings



Scholar

1. Listen carefully when the driver has something to say.

listen

