

Area: On the bus

Building Expectations:

Respect	Ownership	Relationships
Follow all bus driver's guidelines and rules including the use of appropriate language.	Keep the bus clean and safe.	Be calm and respectful in demonstrating courtesy to others.

TEACH

- A. Overview of the lesson: "Today we are going to talk about how we are 'respectful, show ownership, and build positive relationships' on the bus.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Pick out one positive example and one non-example to model for the class.

Positive Examples:

- A. **RESPECT:** Sit in seat, keeping your hands to yourself. Talk quietly.
- B. **OWNERSHIP:** Know your bus stop. Keep your belongings to yourself. Ride the correct bus to and from school. Make appropriate arrangements to ride another bus (parent/guardian signed note approved by a dean or administrator before 12PM the day of or earlier).
- C. **RELATIONSHIPS:** Offer someone a seat next to you if it is empty; say good morning to your bus driver and thank them when you get off the bus; help others who need it; no bullying zone.

Non-Examples:

- A. **RESPECT:** Standing while the bus is in motion; eating or drinking on the bus
- B. **OWNERSHIP:** Throwing things on the bus or out of the bus windows; drawing on the seat/damaging the bus; riding the wrong bus without permission; missing your bus.
- C. **RELATIONSHIPS:** Teasing, intimidating, bullying others; saving seats.

Teacher Follow-up:

What are some positive examples of how bus drivers can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Before school/after school

Building Expectations:

Respect	Ownership	Relationships
Use time purposefully and productively.	Use designated building areas appropriately and keep them free of trash.	Use respectful voice volume and language.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ before school and after school.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Model the one positive example and the one non-example for the class.

- **Positive Example Scenario:**

Bryan arrived at school this morning, went straight to the cafeteria and had breakfast with his friend. He thanked the ladies working in the cafeteria when he paid for his food. Once he was finished with his food, he proceeded to clean up his area, being sure to throw away his trash and recycle the necessary items. He accidentally spilled some milk on the table and got a paper towel to clean it up. As Bryan left the cafeteria, he greeted the deans and teachers that were there.

- **Non-Example Scenario:**

Bob arrived at school this morning, had breakfast with his friend in the cafeteria. When he left the cafeteria he left his trash on the table. When the dean addressed him about his trash, he ignored the dean and walked out of the cafeteria.

Teacher Follow up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Academic Prep/Senior Commons

Building Expectations:

Respect	Ownership	Relationships
Be considerate of others' needs for time, resources, and quiet.	Keep personal area neat and orderly. Use time purposefully and productively.	Seek tutoring opportunities when necessary and offer to help others.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ in Academic Prep and Senior Commons.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Pick out one positive example and one non-example to model for the class.

Positive Examples

- A. **RESPECT:** Alternating sign-up days for library to be respectful of other students.
- B. **OWNERSHIP:** Bring work to academic prep – be ready to get to work quickly and quietly.
- C. **RELATIONSHIPS:** Offering to help others/seek out opportunities to help others.

Non-Examples

- A. **RESPECT:** Talking with loud voices in a quiet, working environment.
- B. **OWNERSHIP:** Leaving trash for others to clean up.
- C. **RELATIONSHIPS:** Not acknowledging the teacher as the teacher because there is no letter grade being given.

Teacher Follow-up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Parking Lot

Building Expectations:

Respect	Ownership	Relationships
Purchase a parking pass and park in the designated area.	Lock car doors. Follow designated traffic flow by entering and exiting through appropriate areas.	Drive slowly and safely, and be considerate of other drivers.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ in the parking lot.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Pick out one positive example and one non-example to model for the class.

Positive Examples:

- A. **RESPECT:** letting pedestrians go; purchasing a parking permit; parking in the correct area; playing music at an appropriate volume level.
- B. **OWNERSHIP:** drive the speed limit; follow all traffic signs and the designated flow of traffic.
- C. **RELATIONSHIPS:** parking within the lines and not too close to other cars; be considerate of other drivers.

Non-Examples:

- A. **RESPECT:** squealing tires; parking without a permit; parking in front of building or in staff lot; driving through the gates.
- B. **OWNERSHIP:** driving too fast; riding on the hood/trunk; loud music; leaving car unlocked.
- C. **RELATIONSHIPS:** cutting others off; honking inappropriately; writing on other vehicles.

Teacher Follow up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Cafeteria

Building Expectations:

Respect	Ownership	Relationships
Be considerate and courteous to the cafeteria workers, other students, and staff members.	Maintain a fresh and sanitary environment by cleaning up after yourself, recycling appropriately, and keeping food where it belongs.	Be inclusive by welcoming all to your table and keeping interactions positive and respectful.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ in the Cafeteria
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Pick out one positive example and one non-example to model for the class.

Positive Examples:

- A. **RESPECT:** Waiting your turn in line; cleaning up the area around you; entering the server through the appropriate entryway;
- B. **OWNERSHIP:** Using trash cans and recycle bins for appropriate items; paying for your food; putting your book bag in the cubbies; staying in the cafeteria until the end of the period; using the appropriate restrooms; going to your locker before you go to the café.
- C. **RELATIONSHIPS:** Saying please and thank you to the staff working in the cafeteria; offering other students a place to sit.

Non-Examples:

- A. **RESPECT:** Cutting in front of others in line; entering the server through the exit
- B. **OWNERSHIP:** Leaving trash on the table/floor; throwing food; stealing food; leaving the cafeteria without a pass/permission;
- C. **RELATIONSHIPS:** Ignoring staff members working in the cafeteria; saving seats.

Teacher Follow-up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Classroom

Building Expectations:

Respect	Ownership	Relationships
Be on time and use appropriate communication skills.	“Own” your own learning and learning environment by being prepared, present, and engaged. Clean up after yourself.	Engage with others (teacher and students) through positive, respectful, and collaborative interactions.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ in the classroom.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Pick out one positive example and one non-example to model for the class.

Positive Examples:

- A. **RESPECT:** arriving to class on time; using appropriate communication based on the style of class (lecture, raise hand; discussion, let others finish their thoughts; test day, respect others opportunity to test in a quiet environment).
- B. **OWNERSHIP:** participate in class; do your homework; study for your test; ask for help when you need it; use electronic devices at appropriate times only.
- C. **RELATIONSHIPS:** listen to others opinions; praise your classmates on a job well done; listen when others are speaking.

Non-Examples:

- A. **RESPECT:** tardy; on cell phone; talking over others.
- B. **OWNERSHIP:** not completing homework; not studying for tests; head down and not focused.
- C. **RELATIONSHIPS:** talking when others are talking/presenting; not participating/carrying your weight in group assignments; giving negative input or no input into discussions.

Teacher Follow up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Hallways

Building Expectations:

Respect	Ownership	Relationships
Keep traffic moving by walking on the right side of the hallway. Use appropriate language and maintain a calm voice volume.	Be aware of your surroundings. Keep the halls free of trash and walk with a purpose...learning opportunities!	Help others in need. Stand up and take care of each other!

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ in the Hallways.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group:

Pick out one positive example and one non-example to model for the class.

Positive Examples:

- A. RESPECT: walk on the right side of the hallway; use inside voices and appropriate language.
- B. OWNERSHIP: arrive to class on time; put trash in the trash cans; keep moving.
- C. RELATIONSHIPS: help others in need; no bullying zone.

Non-Examples:

- A. RESPECT: profanity; Public Displays of Affection; yelling; throwing trash/not using trash cans.
- B. OWNERSHIP: standing in the middle of hall blocking the flow of traffic (loitering); being tardy.
- C. RELATIONSHIPS: arguing and/or encouraging others to argue; filming arguments.

Teacher Follow up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!

Area: Bathrooms

Building Expectations:

Respect	Ownership	Relationships
Keep clean by throwing trash away in appropriate receptacle and FLUSH!	Report any problems to a staff member.	Show courtesy to others.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how we are ‘respectful, show ownership, and build positive relationships’ in the bathrooms.
- B. See above matrix for expectations and show matrix to students. Discuss detail of the expectations with them.

MODEL

For Student Group: Pick out one positive example and one non-example to model for the class.

Positive Examples:

- A. **RESPECT:** Cleaning up trash on floor and around the sink
- B. **OWNERSHIP:** Getting in and out in a timely manner; notifying staff members of any issues in the bathroom; going to the closest bathroom from your original destination.
- C. **RELATIONSHIPS:** Staying in your “bubble”; respecting others privacy.

Non-Examples

- A. **RESPECT:** Leaving trash on floor and around/in the sink/stalls.
- B. **OWNERSHIP:** Not flushing or reporting problems to appropriate staff; using curling irons/fixing make up during class time; taking “selfies”; hanging out with friends during instructional time.
- C. **RELATIONSHIPS:** Not going to the restroom when you say you are going to go.

Teacher Follow-Up:

What are some positive examples of how teachers/staff members can demonstrate our building expectations in these areas? What are some non-examples?

PRACTICE!