<table>
<thead>
<tr>
<th><strong>RESPECTFUL</strong></th>
<th><strong>RESPONSIBLE</strong></th>
<th><strong>READY TO LEARN</strong></th>
<th><strong>SEL</strong></th>
<th><strong>STAFF EXPECTATIONS:</strong> Pre-Teach / Positively Reinforce</th>
</tr>
</thead>
</table>
| **BATHROOM**   | - Quiet inside voices  
- Give privacy to everyone | - Wash hands  
- Throw away all trash in the trash can | - Leave when finished |  
- Be self-aware  
- Use positive self-talk  
- Be kind and think of your custodian |  
- helper volume  
- Remind students of expectations  
- Check bathroom after class is finished  
- Behavior specific praise for success!  
- Limit the number of students at one time |
| **BUS**        | - Quiet inside voices  
- Keep hands and feet to self | - Sit in seat (seat to seat/back to back)  
- Follow safety rules | - Listen to the bus driver |  
- Be self-aware  
- Use positive self-talk  
- Be kind and think of your bus driver |  
- Positive reminders before leaving the classroom  
- Line students up in bus order; walk the loop with students  
- Interact with bus drivers daily  
- Provide positive reinforcement |
| **CAFETERIA**  | - Quiet inside voices  
- Keep hands, feet, and food to yourself  
- Listen to adults  
- Be aware of personal space | - Raise your hand  
- Stay in seat  
- Clean up table area and floor | - Use walking feet to line up |  
- Use your Problem Solving STEPS  
- Emotion Management  
- Be kind and think of your custodian and cafeteria helpers |  
- Line up students with lunch cards  
- Be on time  
- Walk students to the table and the lunch line  
- Use cafeteria helper’s names  
- Check table area and floor  
- Dismiss your class to line up  
- Check in with cafeteria helper for positive comments |
| **HALLWAY**    | - Walk quietly  
- Keep hands and feet to self  
- Listen to adults  
- Be aware of personal space | - Walk on the right  
- Stop at stop signs | - Take the shortest route |  
- Be self-aware  
- Use positive self-talk  
- Use self-control |  
- Yield to classes already in motion  
- Model expectations  
- Help your entire line  
- Reroute when doors are closed |
| **OUTSIDE**    | - Share and care for equipment  
- Listen to adults | - Play fairly and safely  
- Include others | - Travel on pavement (to and from play area) |  
- Use your Problem Solving STEPS  
- Emotion Management |  
- Actively help your students  
- Positively interact with your students  
- Ensure all equipment is labeled and returned to class or “lost and found” |
**STAIRS**
- Stay on the right with hand on rail
- Look with your eyes at hallway work
- One student per step
- One step at a time
- Stay in a single straight line
- Stop at stop signs
- Use self-control
- Use self-talk
- Yield to classes already in motion
- Model expectations
- Help your entire line
- Reroute when doors are closed

**CLASSROOM**

- Use your attentiscopes (K/1)

We would love to have pictures of examples of how they should behave in these different areas and have it labeled. Different astronauts showing the way!

caring
compassion
empathy
assertive
self-talk
planning to learn
accepting differences
emotion management
anxiety
handling accusations
STEPS
Gratitude
Attentiscopes
Perspective
Self-aware
Managing conflicting feeling
Managing hurt feelings
Peer pressure