Safe
Transitions
And
Reduced
Tardies

SIARI on Time!



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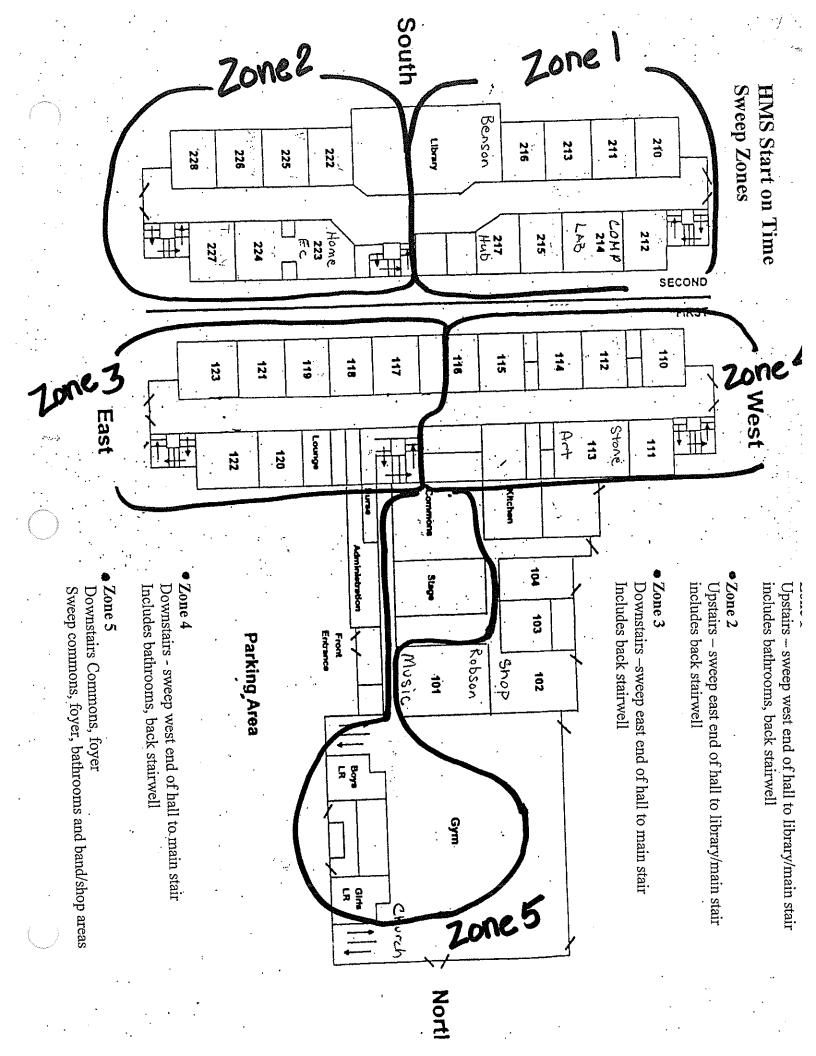


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EXPECTATIONS FOR TEACHERS WITH A CLASS THE FOLLOWING PERIOD

Hallways set the climate of the school.

- > If student behavior is chaotic, it affects the first minutes of every class.
- > If student behavior is calm and respectful, a disciplined attitude carries over into the classroom.

All staff have an obligation to assist in setting a respectful and positive climate in the halls of the school.

Supervision Tip #1: Position yourself strategically.

Supervise your own classroom and the adjacent hallway.

Two places from which to supervise:

Just outside your doorway

The center of the hall

• Supervision Tip # 2: Pay attention.

Visually scan.

Listen for changes in the type of noise.

Investigate anything that might be suspicious or warrant intervention.

Visitors or strangers—do something!

If there is a problem brewing, be prepared to assist other supervisors.

• Supervision Tip #3: Interact positively; be intentionally inviting.

Build relationships with students.

Model friendly, tolerant, inclusive, respectful interactions. Remember that adults set the tone.

These interactions can be conducted in a manner with which you are personally comfortable, for example, friendly or business-like.

• Supervision Tip #4: Intervene with misbehavior calmly and consistently.

Be aware of your school's rules and expectations and intervene even with low-level misbehavior.

Examples of low-level misbehavior include:

Disrespect to students (verbal & non-verbal)

Disrespect to adults (verbal & non-verbal)

Disrespect to property

Obvious obscenity

Put downs/teasing

Congregating in a way that blocks movement

Congregating in a manner which indicates trouble is brewing

Correct low-level misbehavior with low-level corrections. Examples of low-level corrections follow.

*Ouick reprimands:

"Slow down please."

"Keep things moving."

"Please don't block the hall."

"That is not acceptable language at school."

"That would not be appropriate in a business office, so it is not acceptable at school." or "Catch and Release." Note: catch and release means a quick hug, and then let go.

*Brief delay:

"Alan, I have spoken to you about that kind of language before. Please wait over here for a couple of minutes."

*Positive practice (have the student repeat the behavior using a more appropriate behavior):

"That's not an appropriate way to enter class. Please come out and try that again."

Correct higher level misbehavior:

Turn problems over to a staff member on the "sweep."

Examples of referable behaviors that may require this sort of coordination include:

Dress code violations

High-level disrespect

Verbal abuse or gender/racial harassment

Illegal activity

• Supervision Tip #5: As the end of the passing period approaches, remind students to get to class.

When the bell rings, close your door and begin class.

Acknowledge punctuality.

Make the first moments in the class interesting and important.

During the first ten minutes of the period, do not allow students to go to lockers or the restroom unless it is truly an emergency.

If a student enters late without having been "swept", send him/her out of class so you do not have to do any paperwork.

"Please exit and ask the teachers on the sweep to assist you. I need to stay focused on the lesson."

CONCLUSION:

Primary responsibility: Start your class on time.

Secondary responsibility: Provide positive supervision in the halls.

EXPECTATIONS FOR TEACHERS ON THE SWEEP

During the passing period, provide positive supervision:

Interact positively

Correct any observed misbehavior.

In addition to these basic supervisory responsibilities, plan to:

Circulate through:

The specified zone during the passing period

Any spots that cannot be seen by teachers at their doors--stairways and blind corners

The gender-appropriate restroom

Stairwells or other areas in your zone.

- Circulate in an unpredictable pattern.
- Informally check in with teachers at their doors.

Provide a supportive presence that communicates a willingness to assist with any situation that may interfere with a teacher beginning class on time.

Have disciplinary referral forms with you.

 Supervise restrooms, but be sure to protect yourself against accusations of impropriety.

After the bell rings:

Circulate throughout your assigned zone again.

 Ask any students not in class to accompany you as you continue your sweep and pick up "unprepared" students from classrooms.

Interact respectfully with these students.

Do not argue with a student or allow excuses.

If a student refuses to accompany you, do not try to force the student.

Turn over any emergency situations or referable behaviors to the administrator on the sweep.

• Escort students to the office for "sweep processing."

Have each student fill out the "Parent Postcard" or "Explanation for Being Late to Class" form. Collect cards/forms from students and hand to front office secretary.

If a Step 4 is involved, complete the referral and leave student in office

Escort students back to their classes and/or locker to get materials then class

Signal to the teacher that you have "processed" this student.

Insure that the student does not disrupt the class as she/he enters.

CONCLUSIONS:

- Circulate (both during the passing period and during the first minutes of class).
- Your presence allows your colleagues to start class on time
- After your sweep and processing students, your responsibilities are finished.

EXPECTATIONS FOR THE ADMINISTRATIVE TEAM

Introduction:

Teaching staff need to know that administrative support and intervention is immediately available.

There must be at least one person with administrative clout who rotates through the building during each passing period.

- These responsibilities may be shared by counseling staff and security staff, but someone must be available and circulating daily during each passing period.
- Have a walkie-talkie or a cell phone so you can be immediately informed of an emergency situation requiring your presence.

During the passing period, your responsibilities include:

- Greeting staff and students in the halls.
- Being a visible presence--for both staff and students.
- Being available to take over in case of a severe misbehavior.

After the bell rings, your responsibilities include:

• Making contact with staff on the sweep to determine if there are any "referable offenses" that should be taken over.

Other responsibilities include:

Arranging a substitute if, for any reason, you cannot get out on the sweep.

Monitoring progress and implementation.

Observe whether staff are in the halls before they begin class.

Observe whether classroom teachers start class on time.

Observe whether the teachers on the sweep are following through on their responsibilities.

Meet weekly for the first month of implementing START on Time! and at least monthly thereafter to discuss implementation.

If staff is following through on their responsibilities, be sure to provide positive feedback and outcome data.

If many staff members are not implementing agreed-upon procedures, plan an inservice to re-teach the expectations for staff behavior.

If only a few staff members are not meeting expectations, meet with those people individually to go over expectations--emphasizing the importance of staff functioning as a team.

CONCLUSIONS:

- Administrative support is essential. Staff need to see that they have immediate and consistent support that allow them to intervene with misbehavior in the halls, but still start their own classes on time.
- Administrative staff must be in the halls, working as part of a united front to insure safety, reduce misbehavior, and allow classes to *Start on Time!*

Determine Expectations for Students and Design Lessons

IDENTIFY EXPECTATIONS for student behavior in hallways.

DESIGN LESSONS to teach students these precise behavioral expectations for passing periods.

- Within these lessons, address issues and problems that are unique to your school.
- Use the sample lessons beginning on page 45 to help you determine your expectations and to provide a model of a possible lesson format.
- Some topics for behavior expectations in hallways include:

Intimacy

Moving/not blocking

Civility

Bullying

Lockers/backpacks

Dress code violations

Responding to adults in civil ways

The sample lessons provided can be used as a basis for designing instruction in expectations for your school.

Six sample lesson plans are provided on the following pages.

These lesson plans are included to prompt your thinking about lessons that may be appropriate for students in your school. We have included samples of overhead transparency masters, but you will most likely need to design your own to fit the exact content of expectations for your school.

You will also want to tailor these lessons for particular grade levels. For sixth graders new to a middle school, you may wish to make the lessons more invitational and friendly with more role-play activities than are included in the samples. For juniors and seniors, you may wish to make the lessons less extensive and eliminate the suggested role-play activities so the lessons are briefer and more business-like.

As you design the lessons, keep in mind how they will be delivered. If classroom teachers will present these lessons, detailed plans will increase the reliability of content across different teachers. If recorded as video and broadcast into classrooms (e.g., produced by a theater or media class), you can build more skeletal outlines and flesh out the content as the rehearsals and taping progress.

The basic format for these sample lessons is as follows:

Lesson Objectives: What the students should know and/or be able to do at the

conclusion of the lesson.

Teacher Input: Direct teaching of essential vocabulary, rules and concepts.

Student Input: Activities that engage the students with the content in age-

appropriate ways and demonstrate that students understand

the content.

Lesson Summary: Recap of content and integration with content from previous

lessons

Sample Lesson 1: Introduction--The Most Important Things You Should Know

Objectives:

- 1. Students will be able to explain and demonstrate how to follow five basic hallway and stairway expectations.
- 2. Students will be able to explain three basic restroom expectations.
- 3. Students will be able to explain the significance of the "one-minute warning bell" and the "start of class" bell.

Teacher Input for All Objectives:

Introduction:

Explain to students that student safety is an important concern of staff and that, with 1500 students in the school, a few rules are necessary. Also explain to students that these rules will help insure that students are able to get from one classroom to another in an efficient manner and that all people are treated with dignity and respect in all settings.

Present and explain the rational for each rule.

Sample explanations are provided below, but feel free to add additional examples.

Student Input for All Objectives:

With some or all of the rules, ask questions and encourage student discussion. Consider modeling, demonstrations, or role-plays to make the concepts more clear. Suggestions are included with some of the more complex rules below.

> Show Lesson 1, Overhead Transparency #1.
[Present the rules and quickly explain why each rule is important.]

A few simple rules for halls and stairways:

1. Walk on the Right Side.

Explain that, by walking on the right, the people walking in one direction are on the opposite side from the people heading in the other direction, thus insuring smooth traffic flow.

Explain that walking (as opposed to running) is an important safety issue.

Ask students to identify some of the types of things that could happen if lots of running and horseplay were to occur in crowded hallways.

2. Help to maintain efficient movement through the halls. (Avoid congregating in clusters that block traffic.)

Explain that, with 1500 students in the halls during passing periods and before school, traffic must keep moving. If groups of students are in a circle talking with each other, they can unintentionally block 50% of the width of a hall.

Use student volunteers to demonstrate how two groups of six or seven students could unintentionally block 80% of the width of a hallway. Then have a group of three to four students demonstrate how they could converse (four people talking but only two shoulder widths of blockage in the hall) without restricting more than 15% of the traffic flow. Let them know that they have to move if they are in front of a locker to which someone needs access

3. Use quiet conversational voices and avoid any noise louder than a quiet conversational voice.

Explain that a quiet conversational voice is one that only a few people near you can hear. If the words being spoken can be heard by someone ten feet a way, it is not a quiet conversational voice. Model the difference between a quiet conversational voice, a loud conversational voice, and a presentational voice.

Explain the effect that many sets of loud conversational voices can have to the climate of the halls: chaos vs. order and calm, disrespect for others vs. respectfully avoiding intruding with noise into other people's space.

Speak to one student in a quiet conversational voice (just above a whisper) and have students who could hear the content of the conversation raise their hands. Point out that with a quiet conversational voice only people within a few feet can hear the content. Now do the same activity with a louder conversational voice, and then with a presentational voice.

Have students identify other settings where a quiet conversational voice is most appropriate (library, on a bus, in a business office, church, or hotel hallway). Have students identify settings where a louder conversational voice is appropriate (sports stadium, parking lot, or on a street).

Point out that people view conversing in a loud voice as boorish, arrogant, or obnoxious. One way to demonstrate respect for others is to avoid having conversations that blast into other people's space.

4. When going up and down the stairs, leave at least two stairs between you and the person in front of you.

Explain that stairs represent a significant safety hazard for students and staff and that, consequently, extra care should be given to personal space when going up and down. Use a domino analogy to describe why space between the person in front of you is important. Be sure to point out that everyone following this expectation "insures space behind you as well."

5. Keep moving on the stairs and landings. (Avoid stopping to talk to someone going the other direction.)

Explain that stopping on the stairs or landing presents a safety hazard and causes a major blockage of the flow of traffic. Explain that the stairways are narrower than the halls and act a bit like a funnel. A couple of people stopping to talk in the hall is not a problem (as long as it is not more than three or four and they are not blocking more than two shoulder widths of the hall) but this is not acceptable on the stairs.

> Show Lesson 1, Overhead Transparency #2.

A few simple restroom expectations:

1. Respect both property and fellow students.

Explain the concept of "Do unto others as you would have them do unto you." Nobody wants to go into a setting that has been left a mess by someone else. Toilets should be flushed, paper towels put in trash containers, no water splashed about and so on.

2. Wash your hands.

Explain that the best way to avoid the spread of colds and flu is to wash your hands several times per day.

3. Leave immediately.

Explain that restrooms are not places to socialize. After use, students should exit immediately to allow the most efficient use of restrooms.

> Show Lesson 1, Overhead Transparency #3

Tardiness and Passing Period Procedures

1. Students have 5 minutes to pass between classes and staff will be in the halls offering assistance.

Explain that once teachers begin to give verbal assists, conversations in the hall should cease and students should be entering class. Rushing in at the last second is not acceptable.

2. At the bell, classroom teachers will close their door and begin class. Explain that in this school, class time is considered too valuable a resource to waste. Therefore, teachers are encouraged to include some of the most valuable information and suggestions for mastering the subject matter in the first minutes of class. The goal is to demonstrate to all students and any visitors: students and staff are ready to learn from the moment the bell rings.

3. If you are late to class, you must go with the staff member who is engaged in the "Positive Sweep."

Explain that if a student is late to class, he or she does not have the right to enter class once the door is closed, because that disrupts the learning of others and interrupts the flow of the lesson. Therefore, every passing period will have some adults who will conduct what is referred to as the "positive sweep." The positive sweep insures there are no strangers on campus and no one is in the halls when they should not be. These adults will also deal with any paper work and consequences for tardiness, allowing classroom teachers to begin class immediately. Let students know there will be more information on the sweep procedures and on the consequences for being late to class during the next lesson on hall/passing periods.

Lesson Summary:

Conclude the lesson by emphasizing: the objectives of the rules and tardiness sweep procedures are to insure student safety and to create a pleasant, orderly and respectful climate in the halls, restrooms and passing periods.

Restate any rules that were confusing to students so they hear one more repetition.

3. If you are late to class, you must go with the staff member who is engaged in the "positive sweep."

Explain that if a student is late to class, he or she does not have the right to enter class once the door is closed, because that disrupts the learning of others and interrupts the flow of the lesson. Therefore, every passing period will have some adults who will conduct what is referred to as the "positive sweep." The positive sweep ensures there are no strangers on campus and no one is in the halls when they should not be. These adults will also deal with any paper work and consequences for tardiness, allowing classroom teachers to begin class immediately. Let students know there will be more information on the sweep procedures and on the consequences for being late to class during the next lesson on hall/passing periods.

Lesson summary

Conclude the lesson by emphasizing that the objectives of the rules and tardiness sweep procedures are to ensure student safety and to create a pleasant, orderly and respectful climate in the halls, restrooms and passing periods.

Do not underestimate the role that students' comprehension plays in their compliance and cooperation. Restate any rules that were confusing to students so they hear one more repetition.

A few simple rules for halls and stairways

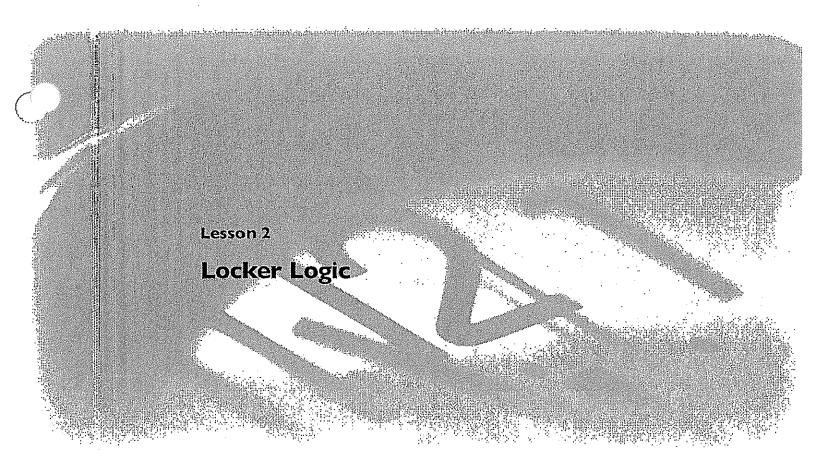
- **I.** Walk on the *right* side.
- 2. Help to maintain efficient movement through the halls. Avoid congregating in clusters that block traffic.
- **3.** Use quiet conversational voices and avoid any noise louder than a quiet conversational voice.
- **4.** When going up and down the stairs, leave at least two steps between you and the person in front of you.
- **5.** Keep moving on the stairs and landings. Avoid stopping to talk to someone going the other direction.

A few simple restroom expectations

- 1. Respect both property and fellow students.
- 2. Wash your hands.
- **3.** Leave immediately.

Tardiness and passing period procedures

- 1. Students have 5 minutes to pass between classes and teachers will be in the halls offering assistance.
- 2. At the bell, classroom teachers will close their door and begin class.
- 3. If you are late to class, you must go with the staff member who is engaged in the "positive sweep".





Sample Lesson 2: Locker Logic

Special thanks to the Responsible Discipline Project in Guildford County Schools in North Carolina and the staff of Jackson Middle School in Greensboro, North Carolina, for permission to use and adapt the contents of this lesson.

Note: This detailed lesson may be most appropriate for the youngest grade level in the schools (sixth grade in a middle school and ninth grade in a high school). For upper grade levels this may be approached as a simple refresher.

Objectives:

- 1. Students will be able to demonstrate use of the lock and locker.
- 2. Students will be able to describe basic courtesy and respect of property and people as related to lockers.

Teacher Input for Both Objectives:

Introduction: Lockers--a privilege and a responsibility.

Explain that the school provides the locker so students have a reasonably safe place to store necessities. Explain that no other students should have access to their locker, except (locker partners) and school district personnel.

- > Show Lesson 2, Overhead Transparency #1 "Locker Logic" Explain and demonstrate each item as needed.
- > Show Lesson 2, Overhead Transparency #2 "Locker Courtesy" Explain and demonstrate each item as needed.

Student Input for Both Objectives:

Have students discuss and role-play the items on Locker Logic and Locker Courtesy to demonstrate understanding of the expectations and an understanding of why these expectations are important.

Lesson Summary:

Remind students that having a locker is a privilege and that this privilege comes with distinct responsibilities. Students are expected to use lockers in a manner that demonstrates respect for property and courtesy toward other people who are in the hall and who have lockers near theirs.

Locker Logic

- Visit your locker only at designated times.
- Set your books or book bag down quietly in front of your locker.
- Unlock the lock (ask any staff member in the hall for assistance).
- Open the door quietly by lifting the latch with your hand.
- Move necessary items into and out of the locker promptly.
- Lift the handle on the locker door and close quietly
- Turn the dial to secure your locker.
- Leave the locker area promptly and go to your next class.

Locker Courtesy

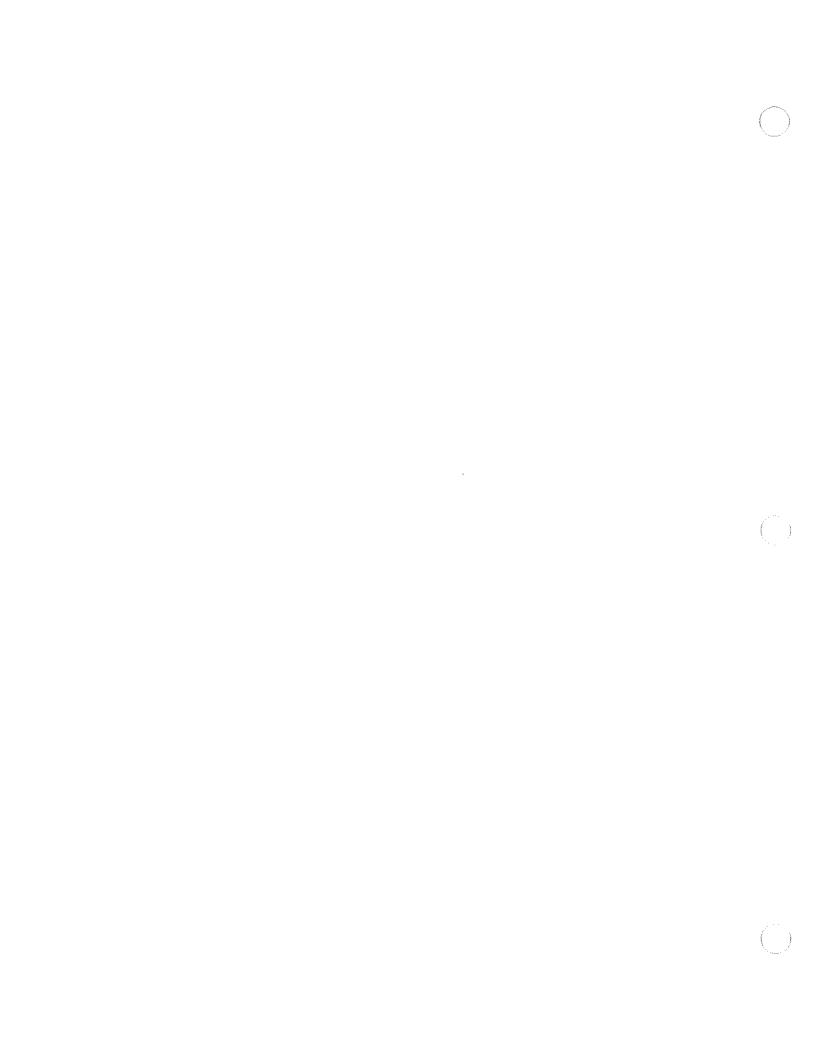
A Respect the locker area of your neighbors.

Keep the area around your locker neat.

Do not block anyone trying to get to his or her own locker.

If someone is blocking access to your locker, use polite words: "Excuse me, I need to get to that locker."

- ▲ Organize material in your locker neatly so that you can find items easily.
- ▲ Keep the locker combination to yourself.
- ▲ Make sure your locker is always locked.
- ▲ Use quiet conversational voices when in the locker areas.



Lesson 3
Tardiness and the "Positive Sweep"



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Sample Lesson 3: Tardiness and the "Positive Sweep"

Objectives:

- 1. Students will be able to explain why staff views chronic tardiness as a problem and how that problem can effect every student in the class.
- Students will be able to define "on time" and "tardy."
- 3. Students will be able to describe what will occur if they are late to class.

Teacher Input for Objective 1:

Introduction: Why is tardiness a problem?

> Show Lesson 3, Overhead Transparency #1

Explain to students the effect that being late to class can have on class time. Use the following example to demonstrate to students the cumulative effect of chronic tardiness. If a student is three minutes late, as in this example, to second period class each day and there are 180 days of school, that student will miss a total of 540 minutes of second period, or to put it another way: 9 hours of second period.

> Show Lesson 3, Overhead Transparency #2

Demonstrate the effect this tardiness has on other students' learning. Explain that if this student is late every day and the teacher has to stop class to deal with paperwork and fill out tardy referrals, it will waste one minute of all students in the class. If there are 30 students in the class, that means one person's tardy wastes one minute of every student's time.

If this were to happen every day for a 180-day school year, then each tardy incident wastes 180 minutes, or three hours, of each student's time. Thus, there is less time to get work done in class and therefore, one person tardy per day means that every student will miss three hours of study time in class.

Given that students want to be successful, the chronic tardiness of a few, may mean that every student may have to make up an additional 3 hours of study time at home to learn the skills and concepts. You may want to point out that this example is an ideal, that tardies take up much more than one minute of time from class. Saying this will reinforce the reality of how much learning time is lost to tardiness.

Student Input for Objective 1:

Have students determine the effect on them personally if they have six periods per day in which there is a one-minute interruption because someone else is tardy:

Example: Six times one equals six minutes a day of wasted class time. Multiplying this by 180 days equals 18 hours of class time missed during the year. This valuable class time may need to be made up by additional study at home.

Be sure students understand that you are not talking about teachers assigning the class extra work because a few students are tardy--only that lost class time results in students getting less done during class.

Teacher Input for Objective 2:

Introduction: What is "on time"; what is "tardy"?

Explain to students that teachers will close the classroom door when the bell rings, signaling the end of the passing time. Students will be considered on time if they are in the room with all needed materials by the time the teacher closes the classroom door and in their seats and quiet by the time the teacher gets to the front of the room to begin class.

Explain that if they're not in the room by the time the teacher closes the door, they are tardy. They are not to enter once the door is closed, unless a staff member escorts them.

Student Input for Objective 2:

Allow students to ask questions and ask them questions regarding these concepts to be sure they understand.

Teacher Input for Objective 3:

Introduction: What will occur if you are late to a class?

Explain that during each passing period there will be some staff members in the halls who do not have a class the next period. These staff will be referred to as being on the "sweep team." When teachers close their doors to begin class, the sweep team will ask any students in the hall to accompany them to a designated room.

When at this location, late students will be given a card/form to fill out that asks them to write a brief explanation of why they were late to class. This card or will be sent to parents/guardians so that families are kept informed. Tardies in excess of 3 will move to a phone call home.

When this card/form is completed and given to the front office staff, the student will be escorted back to class. The staff member will open the door

and will signal the class room teacher that the student is entering class. The student can then enter class quietly so the teacher does not have to interrupt the flow of the lesson.

Explain to students that as long as tardiness does not become a chronic problem, there are no consequences other than their family being informed. However, if tardiness becomes a chronic problem, then additional consequences will be imposed.

Show Lesson 3, Overhead Transparency #3

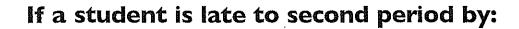
Explain the sequence of consequences for repeated tardiness. Be sure students understand that the sequence applies to all tardies from every class—it is not a separate count for each period. In other words, two tardies in first period, one in third period and three in fifth period total six tardies.

Student Input for Objective 3:

Provide an opportunity for students to ask questions and then ask them questions to verify they understand the concept of the sweep and what they will be expected to do if they are late to class.

Lesson Summary:

Remind students that tardiness is a problem that effects every student's learning time in the classroom. Therefore, the staff has developed the sweep procedures to insure that teachers can begin class on time and not be interrupted. End on the positive note that you know students will make every effort to get to class on time and that, as a result, the consequences for tardiness are not something that a student needs to be overly concerned about.

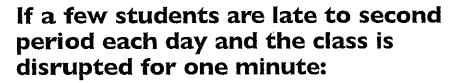


3 minutes

x 180 school days

= **540** minutes

This means that nine hours of second period are missed.



I minute interruption

x 180 school days

= **180** minutes

In other words, three hours of learning time lost for every student in the class!

Sequence of Consequences for Tardiness

- 1st tardy Warning and Student fills out postcard.
- 2nd tardy Warning and Student fills out postcard. If 2nd tardy in same day, lunch detention.
- 3rd tardy Warning and Student fills out postcard. Lunch detention assigned and card mailed home.
- 4th tardy Student records tardy and lunch detention assigned.
- 5th tardy Student calls home and spends remainder of that class period in the office.
- 6th tardy Student records tardy, calls home and is assigned ½ day detention
- 7th tardy Student records tardy, calls home and is assigned 1 day ISS.
- 8th tardy Student records tardy, calls home and is assigned 1 day In-School Community Service or OSS.
- 9th tardy Student records tardy, Administrative decision and parents contacted

Lesson 4

Civility Throughout All School Settings



Sample Lesson 4: Civility in the Halls and Throughout All School Settings

Objectives:

- 1. Students and adults will interact with each other at all times in civil (polite and courteous) and respectful ways.
- 2. Students will be able to distinguish between appropriate and inappropriate displays of affection.

Teacher Input for Objective 1:

Introduction: Consider introducing this lesson by defining the words civility ("basic courtesy and politeness") and civilization (defined by the American Heritage Dictionary, for instance, as "an advanced state of intellectual, cultural, and material development in human society"). Explain that, in part, what creates a healthy civilization is basic civility between people.

This lesson presents information on the expectations that insure that interactions among students, and between an adult and a student, are pleasant, polite, and respectful.

Basic Politeness Expectations

Explain to students that throughout all school settings there is an expectation of basic civility. This includes the following:

Use of "Please" when:

Making a request Giving an instruction Asking a favor

Use of "Thank you" when:

Someone has done something you requested they do Someone has followed an instruction Someone has given you something

Use of "Excuse me" when:

Having to interrupt a conversation

Needing to get past someone (for example, someone is standing in front of your locker)

Intruding accidentally on someone's personal space (you bump into someone, you knock a book off a desk as you walk by, you walk in front of someone who is speaking to someone else)

Student Input for Objective 1:

Have students discuss these basic courtesies and their relationship to treating people with dignity and respect and how the absence of these courtesies is disrespectful.

Consider setting up several different role-play situations that involve students in demonstrating the right ways and the wrong ways to handle particular situations.

An example: Student A is walking down the hall, when Student B says, "Hello." Student A turns to look but keeps walking and accidentally bumps into Student C (who also was not looking where he was going).

Be sure to point out that, if Students A and C are courteous, *both* will say, "Excuse me, I wasn't looking where I was going. Are you OK?" Help students see that with polite behavior, everyone comes away from the accident with their dignity in tact and feeling pleasant. On the other hand, without courtesy, this same situation could lead to anger, resentment, hostility, or possibly a fight.

Other role-play situations to act out and discuss might include:

- A student needs to get to her locker and some older students are in the way.
- A student drops some things in the hall and another student, standing nearby, picks up one or more of the items and hands them to the person who dropped them.
- Four students are talking in the hall and a fifth student drops a
 pen that lands in the middle of the group. This could involve a
 variety of scenarios--the four don't notice, so the owner of the
 pencil has to get it or request assistance; or, the four do notice
 and they do (or do not) make it easy for person to retrieve the
 pencil.

End this portion of the lesson by emphasizing that staff will make every effort to use these same courtesies when interacting with students. However, emphasize that no one is perfect and anyone can occasionally forget, but everyone should make an effort.

Teacher Input for Objective 2:

Introduction: Public Displays of Affection

Show Lesson 4, Transparency #1.

Explain that intimacy is not appropriate in school because attention should be focused on learning, in much the same way that in a place of business, attention is focused on work.

Use the overhead in relating the school's expectation on this issue:

"If a display of affection would not be appropriate in a workplace, it is not appropriate at school."

Explain that: In most workplaces, a moderate show of affection would acceptable, but there are significant limits.

Everyone is expected to use courtesy and respect throughout the school, especially in the halls and courtyards, places where everyone in the school comes together several times per day.

Civility also requires using good manners relating to public displays of affection in the workplace and in school. Emphasize that, in school, students' interactions are expected to be as polite and as responsible as the staffs' interactions with each other.

"If a display of affection would not be appropriate in a workplace, it is not appropriate at school."

Lesson 5

Civil Interactions with School Staff; Taking Pride in the School



Practical Solutions, Positive Results!

Sample Lesson 5: Civil Interactions with School Staff; Taking Pride in the School

Objectives:

- 1. Students will be able to respond to adults in respectful ways even during disagreements.
- 2. Students will demonstrate pride in being part of the school.

Teacher Input for Objective 1:

Introduction: This lesson focuses specifically on interacting in a civil and respectful manner with an adult who speaks to a student in the school.

Explain that basic civility ("please," "thank you," and "excuse me") applies to everyone, but there are a few unique issues related to responding to people in authority--in this case the school staff. This lesson provides information on responding to five specific situations in which a staff member might speak to a student in the halls, on the stairs, or any other school-wide setting. Other scenarios are also considered. Present each of the situations below. If appropriate, feel free to generate non-school-based examples, such as interacting with an employer or a police officer, to promote discussion.

Student Input for Objective 1:

After each situation is presented, have students generate examples of civil and uncivil ways a student could respond to the staff member. Help students see that responding civilly and respectfully is the best way to maintain a positive relationship with someone in authority and thus avoid generating conflict (or if in trouble with someone in authority, to avoid making matters worse.)

1. A Greeting:

If a staff member greets you, respond politely. For example, if a staff member you do not even know greets you by saying, "Good morning," as you are walking down the hall, what are some different ways you could respond that would be civil and respectful? What are some disrespectful ways you could respond? What are some bad outcomes that could result from being disrespectful?

2. A Reprimand:

If a staff member corrects your behavior, do what the staff member says and accept responsibility for your actions. For example, you are running in the hall (the rule is you should walk) and a staff member says, "Slow down, please, you need to be walking." What are some different ways you could respond that would be civil and respectful? What are some disrespectful ways you could respond? What are some bad outcomes that could result from being disrespectful?

3. A Direction:

You are walking down the hall with a friend and a staff member says your name and says, "Excuse me; I need to speak to you. Please come over here." What are some different ways you could respond that would be civil and respectful? What are some disrespectful ways you could respond? What are some bad outcomes that could result from being disrespectful?

4. A Compliment:

A staff member in the hall compliments you for meeting an expectation or compliments your new haircut. What are some different ways you could respond that would be civil and respectful? What are some disrespectful ways you could respond? What are some bad outcomes that could result from being disrespectful?

5. The sweep:

You are late to class and a staff member on the sweep says, "Come with me, please." What are some different ways you could respond that would be civil and respectful? What are some disrespectful ways you could respond? What are some bad outcomes that could result from being disrespectful?

Other scenarios:

You are in the sweep room, writing the explanation of why you were late to class, and the staff member asks you to finish quickly. What are some different ways you could respond that would be civil and respectful? What are some disrespectful ways you could respond? What are some bad outcomes that could result from being disrespectful?

A staff member on the sweep escorts you back to class, and reminds you not to disturb the class as you enter. The staff member opens the door and signals to the teacher that you have permission to enter class. What is a respectful and non-disruptive way to enter class? What are some disrespectful and/or disruptive ways you could enter class? What are some bad outcomes that could result from being disruptive?

Teacher Input for Objective 2:

Introduction: Present the concept that the school is only partially the building itself. In actuality, the school is the people of its community (staff, students, and parents). How the members of this community interact determines if they create a welcoming, respectful, and inspiring learning environment for everyone. Convey the idea that each staff member and each student by his or her actions contributes to this goal.

Use the example of a visitor to the school who is walking down the halls. How new or old the building is and whether the halls are nicely painted will contribute to that person's impression of the school. But more importantly, that person's impression of the school will be shaped by:

How students treat staff
How students treat students
How staff treat staff
How staff treat staff
How staff and students treat the visitor
How much pride staff and students take in the building (e.g., picking up litter)

Student Input for Objective 2:

Have students discuss the impression a visitor would have of their school. Have them discuss actions that every person could take so that the visitor was very impressed with the school and the respect and responsibility everyone in the school exhibits.

Have students discuss what it must be like to be a new student to the school. Have them discuss ways that every person could be more welcoming, so that any new student would feel lucky to be attending this school.

Lesson 6

Safety in the Halls, Restrooms, and Courtyards



Sample Lesson 6: Safety in the Halls, Restrooms and Courtyards

Note: The theme of this lesson is: everyone shares responsibility for keeping the halls, restrooms, courtyards, and all school settings safe.

Objectives--Students will be able to:

- 1. Identify the types of situations that present a risk to physical safety and should be reported to a staff member.
- 2. Explain how groups can engage in emotional intimidation and thus present a risk to emotional safety.
- 3. Identify what to do in the event that one or more students are interfering with someone's right to be physically and emotionally safe.

Teacher Input for Objective 1:

Introduction: Explain that everyone has a right to be free from physical and emotional bullying in this school. Explain how teasing, harassment and other abuses of power interfere with being successful (you can't thrive in a place where you do not feel physically and emotionally safe).

Explain that both staff and students have a responsibility for making the school a safe place for all students.

> Show Lesson 6, Overhead Transparency #1

Safety Expectation 1: Students will report to a staff member any knowledge of possession of weapons, or a person's plans to engage in actions that could cause physical injury or death.

Explain that in many of the situations in which a student has caused serious injury (e.g., the school shooting incidents), others knew of the student's plans and did not report it to anyone.

Types of situations that may need to be reported:

- You know someone has a weapon at school.
- You have heard reports that someone has a weapon at school.
- You know someone who has made threats of violence.
- You know someone who has made false bomb threats either as a joke or to disrupt school. [Use an age appropriate explanation of "the boy who cried wolf" to explain why this is important to everyone's safety.]
- You know someone who has threatened to commit suicide.

Teacher Input for Objectives 2 & 3:

Safety Expectation 2: Students will assist any other student who is being intimidated or teased (without putting himself/herself in jeopardy).

Explain that in the remainder of this lesson, some of the unique features of groups will be presented and discussed. Explain each point below:

- 1. Most people like to be part of a group. We are social beings. This is true in part because there is strength in numbers.
- 2. Groups often have more power than individuals.
- 3. Some groups can have a positive influence--civic groups, sports teams, military defense, political organizations, cities, and simply groups of friends having fun and enjoying each other's company.
- 4. Some groups can be destructive and engage in physical and emotional harassment and intimidation.
- 5. Everyone in the school working together can significantly reduce cruelty, harassment, and ganging up.

Student Input for Objectives 2 & 3:

Introduce the concept of being a bystander witnessing someone else being intimidated or teased. Emphasize that, as a bystander, you still have some responsibility--including either helping or getting help.

> Show Lesson 6, Overhead Transparency #2, or Overhead Transparency #3

Using the T-chart format below, have students generate examples of productive ways of responding to intimidation and teasing. The examples provided in Lesson 6, Overhead Transparency #2, can be used as discussion-starters. OR you can begin with no examples filled in (Transparency #3), and have students generate all the examples. In either case, help students think of examples for situations in which 1) the bystander is a friend of the person or group doing the teasing, and 2) the bystander doesn't really know the person or group doing the teasing.

DESTRUCTIVE WAYS TO RESPOND WHEN YOU ARE A BYSTANDER	PRODUCTIVE WAYS TO RESPOND WHEN YOU ARE A BYSTANDER
 ▼ Saying in anger, "Knock it off!" ▼ Laughing (it encourages the person doing the teasing.) ▼ Joining in with teasing comments. 	 ▲ Quietly saying to the person doing the teasing, "Hey, give him a break." ▲ Not laughing or responding in any way that encourages the teasing. ▲ Changing the subject in a way that involves the person being teased. ▲ Seeking adult assistance (for example, if someone is being physically hurt).

Guide students through an age-appropriate discussion of the difference between "ratting someone out" (or any other slang term for tattling) and helping to insure that people in the school are physically and emotionally safe.

Lesson Summary:

Conclude by reiterating that everyone in the school has a right to be physically and emotionally safe, but that everyone also has a responsibility to contribute to creating a school that is physically and emotionally safe.

Safety Expectation I

Students will report to a staff member any knowledge of possession of weapons, or a person's plans to engage in actions that could cause physical injury or death.

Types of situations that may need to be reported

- You know someone has a weapon at school.
- You have heard reports that someone has a weapon at school.
- You know someone who has made threats of violence.
- You know someone who has made false bomb threats as a joke or to disrupt school.
- You know someone who has threatened to commit suicide.

Safety Expectation 2

Students will assist any student who is being intimidated or teased (without putting himself or herself in jeopardy).

DESTRUCTIVE WAYS TO RESPOND PRODUCTIVE WAYS TO RESPOND WHEN YOU ARE A BYSTANDER WHEN YOU ARE A BYSTANDER Quietly saying to Saying in anger, "Knock it off!" the person doing the teasing, "Hey, Laughing (it encourages give him a break." the person doing the teasing.) Not laughing or responding in any Joining in with way that encourages teasing comments. the teasing. Changing the subject in a way that involves the person being teased. Seeking adult assistance (for example, if someone is being physically hurt).

DESTRUCTIVE WAYS TO RESPOND WHEN YOU ARE A BYSTANDER	PRODUCTIVE WAYS TO RESPOND WHEN YOU ARE A BYSTANDER