Ms. Valladares' Classroom Expectations

•Be Respectful

•Be Safe

•Be Responsible

Be Respectful

Examples:

- 1. Come into my classroom quietly and wait for instruction.
- 2. Listen quietly to the teacher when she is speaking.
- 3. Listen quietly to classmates when they are commenting.
- 4. Raise your hand when you have a comment and wait to be called on.
- 5. You can get up for materials and such, but only when I am not teaching or speaking.

<u>Be Safe</u>

Examples:

- 1. Walk; do not run in the classroom.
- 2. Backpacks need to be under the table or hanging from the back of your chair.
- 3. Art materials are not to be eaten, since some may prove toxic or dangerous.
- 4. No throwing materials, especially pencils.

Be Responsible

Examples:

- 1. Silence your cell phones before entering my class.
- 2. Come prepared to class with a pencil, eraser, and notebook.
- 3. Clean up after yourself. Help your partner clean if they need help.
- 4. Take care of art supplies and materials, by not abusing or over using.
- 5. Use the bathroom during passing period, but if you must go, then this is possible when I am not teaching or talking. (5 bathroom passes are given per quarter. Those leftover are extra credit points.)

<u>Consequences</u>- Behavior that does not follow being <u>respectful</u>, <u>safe</u>, or <u>responsible</u> will be addressed with the following consequences.

- First time off task behavior will receive 1 warning, though serious offenses may not receive one.
- Second time off task behavior will receive a first step referral and a call home.

• Third time off task behavior will receive the second step on the referral, detention, and a meeting with a parent or guardian, or a call home.

• Following off task behavior will receive class suspension and a meeting with our dean of students.

| | Cut and return the bottor |
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| I have read the classroom expectations | |
| Student Signature: | Date: |
| My student and I have read the classro | om rules and agree he/she will follow them. |
| Parent Signature: | Date: |
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