

## **Recommendations for Cafeteria/Lunchroom Structure**

- Once the procedures have been finalized for the cafeteria, it will be necessary for the teachers to teach these procedures and practice with their students at a time other than lunchtime. Essentially, the students are learning restaurant behaviors. Once students have practiced and learned what is expected, they must be held accountable. No cueing or reminders, unless developmentally appropriate.
- For scheduling purposes, it would likely be helpful to have a master schedule that builds in at least two practice sessions within the first week of school. If there is any way to arrange the schedule the first week to allow teachers the 30-minute duty-free lunch, but have them in the cafeteria during lunch in order to support the lunch duty staff, it would help set the tone for the year.
- It is also critical that an administrator be present at all times in the cafeteria during lunch for at least the first two weeks of school in order to support students and staff, along with ensuring that the procedures and schedule are workable. It is important to always have an administrative presence in the cafeteria at lunch.
- Schedule a short meeting quarterly with the cafeteria duty teachers to troubleshoot and/or refine procedures

## **Environment**

- Put cafeteria expectations at eye level on at least two walls
- Have expectations in both written and pictorial formats so that all who enter the cafeteria will have a clear understanding of what is expected
- The noise level should remain low enough that a normal conversation may take place between two people standing or sitting next to each other
- Maintain the current table set-up, except widen the space between tables enough to allow a trash can to be rolled between
- Maintain the current food and payment set-up

## **Entering Procedures**

- Teachers escort students to the cafeteria, leaving their classroom in time to arrive at the cafeteria at the designated time
- Teachers move to the front of the line (maintaining visual contact of all students) and direct students to the correct side for obtaining food
- If the teacher is eating outside with their classroom, they will inform the duty teacher at this point
- Teachers actively supervise their students as they move through the line until the last student has paid

- As teachers leave the lunchroom, they support the lunchroom staff by enforcing the lunchroom expectations

### **Seating Procedures**

- As students finish paying and/or gathering condiments, they will be directed to the next available seat by the duty teacher. This allows for an easier flow of students and also allows them to make new friends
- If the students are eating outside with their teacher, they will be directed to line-up quietly with their food in an area that does not impede the flow of traffic. Once the teacher has obtained his/her lunch, he/she will direct their students to move outside – maintaining appropriate line behaviors
- Once students are seated, they may not leave their seat, except to use the restroom, until dismissed
- If students need the attention of a duty teacher, they will raise their hand so that the duty teacher may come to them
- They may talk in a quiet voice with the person(s) that are seated immediately next to them

### **Exiting Procedures**

- At the exit time, the trash can will be brought to the end of each table by a duty teacher
- The students will check their area (table, seat, floor) for cleanliness and then throw their trash into the trash can as it is rolled by the table
- The duty teacher will dismiss each student as they complete the previous task
- The students will line up without talking in a designated area that does not impede the flow of traffic
- A duty teacher will escort the students to the outside door if they are going to recess
- If the students are returning to the classroom, the teacher will arrive at the designated time and escort the students back to the classroom