Oak Forest Elementary
School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

— Clearly defined outcomes
— Research-validated practices
— Supportive administrative systems
— Use of information for problem solving

Features of School-Wide Positive Behavior Support

• Establish regular, predictable, positive learning & teaching environments.
• Train adults & peers to serve as positive models.
• Teach and model behavioral expectations
• Create systems for providing regular positive feedback.
  o Acknowledge students when they are “doing the right thing”.
• Improve social competence.
• Develop environments that support academic success.

This guide is the result of a collaborative effort between the Oak Forest Elementary 2005-2006 Positive Behavior Support Team and the Effective Educational Practices, LLC. Positive Behavior Support Team members include Marty Bragg, Julie Brewer, Shelly Bushnell, Wilma Cherry, Lynn Fair, Jennifer Ficken, Gwen Hellmers, Karen Maciejewski, Marilyn Marcantel, Mary Markovich, Deanne Moore, Kim Russell, Allison Wolf and Jennifer Young.
Oak Forest Elementary
School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:
Students at Oak Forest Elementary will SOAR throughout the school day by following the four behavioral expectations.

Oak Forest Behavioral Expectations:

S  Safe
O  Organized
A  Accountable
R  Respectful

Teacher & Staff Responsibilities:
✓ Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
✓ Teachers and staff will acknowledge student behaviors that meet the SOAR expectations.
✓ Teachers and staff will implement I–HUM strategies.
  o I – interact with students
  o HU – heads up, always looking around at students
  o M – moving constantly in and around students
✓ Teachers and staff will follow procedures for infractions.
Acknowledgment System

The acknowledgement system is a feature of the SOAR behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Oak Forest behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback
✓ When you observe students being, safe, organized, accountable, and/or respectful, acknowledge them by giving specific positive verbal feedback such as:
  ○ “That was so helpful the way you held the door open for your classmates.”
  ○ “Thank you for walking with your hands and feet to yourself.”

Falcon Feathers
✓ Acknowledge students who are exhibiting SOAR behaviors by giving them specific positive feedback along with a falcon feather.

✓ Each grade level team will establish a guideline for the number of falcon feathers needed to earn specific incentives. Incentives could include extra raffle ticket, extra recess, free time, rolling chair, sit by a friend at lunch or in the classroom, Nature Club, Jordan, privilege pass, etc.

Monthly Raffle
✓ Each time a student has completed one Falcon Feather sheet of 30 feathers, the student receives a falcon raffle ticket. Tickets will be displayed weekly, and student names will be published in the Falcon Focus. The last Friday of each month, all weekly raffle tickets will be entered into a drawing. Raffle winners will be drawn and announced on the Falcons-Go-Live broadcast.
Handling Infractions of Behavioral Expectations

Oak Forest Elementary will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

**Level 1 behaviors include:**

- Inappropriate language (cursing)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation
- Not prepared for class

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The behaviors should be noted on the weekly conduct sheet.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. One of the following staff members may be a resource for this process: Tough Kid Toolbox team representative, PBIS coach or regular education behavior intervention personnel. If you would like to utilize the resources of one of these staff members, please fill out a Student in Need of Assistance form (included in the back of this handbook) and put it in the PBIS mailbox. A staff member will contact you. The classroom teacher should phone parent(s) to inform them of the goal(s) sheet. An e-mail or note may be sent if unable to reach parents by phone. After two weeks, parent(s) should be contacted regarding the student’s response. Each parent contact should be documented on the phone log.

Step 3: If Level 1 behaviors have not improved after 4 weeks, please complete the Student in Need Follow-up (included in the back of this handbook) and put in the PBIS mailbox. The PBIS Coach will present the information and solicit input at the next Instructional Support Team meeting. The form will be returned to you with the recommendations.

**Level 2 behaviors include:**

- Abusive language (threat of physical harm, offensive racial/sexual comments)*
- Fighting (defined as actions that require a visit to the nurse)
- Forgery, theft*
- Property damage*
- Skipping class*
- Vandalism (irreversible destruction of school property)
- Violation of district technology guidelines*

Level 2 behaviors should be referred to the office at teacher discretion*. Teacher will complete a PBIS Elementary Office Discipline Referral form to be sent to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. Students in a fight will be sent to the office with a Discipline
Referral. On the same day the student is sent to the office, the teacher or staff member witnessing the incident should communicate the details to the parents by phone. After meeting with the student, an administrator will give the pink copy of the Discipline Referral form to the student for parent signature. Student should return the signed copy to the office.

**Level 3 behaviors include:**

- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons

Level 3 behaviors should be referred to the office immediately. Teacher will complete a PBIS Elementary Office Discipline Referral form to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents.
General Lesson Format for
Teaching School S.O.A.R. Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of S.O.A.R. for specific setting.

Step 2: Identify S.O.A.R. behaviors for specific setting.

Step 3: Model S.O.A.R. behaviors for specific setting.
  • Safe
  • Organized
  • Accountable
  • Respectful

Step 4: Review expectations of S.O.A.R. for specific setting.
Lesson 1

Cafeteria Expectations

Safe in the cafeteria:
• Hands, feet & objects to self
• Eat your own food
• Raise hand for permission to be excused
• Walk

Organized in the cafeteria:
• Know cafeteria number
• Deposit money to account in morning
• Line up by menu choice

Accountable in the cafeteria:
• Focus on eating first
• Follow cafeteria procedures*
• Clean up after yourself
• Use table manners

Respectful in the cafeteria:
• Wait your turn
• Use a soft voice
• Respond to teacher’s signal for silence
• Give your attention to the cafeteria personnel while in serving zone
• Keep silent in serving zone
• Respect others’ personal space
Cafeteria Procedures

- Enter the cafeteria quietly.
- Students bringing lunch – walk to your table.
- Students buying lunch – stand in line quietly by menu choice and class, keeping hands and feet to self.
- Keep silent in the serving zone.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- Use a soft voice
- Talk only to those across and next to you.
- For teacher’s assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- When finished, pick up all trash, raise hand, wait for teacher’s permission to throw trash away and return lunch tray.
- Put all uneaten food and trash into the trash can carefully.
- Pick up any food or trash you drop on the floor at the trash can.
- Walk single file out of the cafeteria.
CAFETERIA PROCEDURES
FOR VOICE CONTROL

blue cup:    soft voice talking
yellow cup: whisper talk
red cup:     no talking

Custodian will place cones and cups on the end of each table. Classes begin with a blue cup on top of the table cone indicating students may talk softly. If the noise level increases at a table, a staff member will place a yellow cup on top of the cone at each end of that table to indicate that students are “too loud.” Students at that table must use a whisper voice only. After 5 minutes of whisper talk, the blue cup is returned and students may talk softly. If noise level increases again, a red cup is placed on the cone to indicate no talking. After 5 minutes of no talking, the yellow cup is put on the cone and students may whisper talk. If noise level at that table increases beyond whisper talk, the red cup is returned to the cone and there is no talking at that table for the remainder of lunch. Individual students not following cafeteria procedures will be removed to a separate table for the remainder of the lunch period.

Teachers and support staff should actively monitor the tables for which they are responsible by walking up and down the aisle between the tables. However, if a student at another table demonstrates inappropriate behavior, any staff member should intercede.

CAFETERIA PROCEDURES
FOR FORGOTTEN ITEMS

In order to alleviate students returning to the cafeteria line for forgotten items, a basket with ketchup, straws, napkins and plastic ware will be available at the end of each table. Students will be responsible for going to the end of the table for forgotten items.

Students must raise their hand to request permission to return to the cashier for snacks or to purchase Fruitopia.
Lesson 2

Hallway Expectations

Safe in the hallway:
- In groups of more than two, walk single file
- Hands, feet & objects to self
- Walk on the right of the hallway
- Look straight ahead

Organized in the hallway:
- Keep backpack closed
- Stay with your class

Accountable in the hallway:
- Go directly to your destination

Respectful in the hallway:
- Respect others’ personal space
- Use soft voice
- Walk silently when with your class
Lesson 3

Restroom Expectations

Safe in the restroom:
• Use restroom facility appropriately
• Keep water in the sink
• Walk in the restroom
• Tell an adult if restroom needs attention

Organized in the restroom:
• Follow 1, 2, 3 procedures*

Accountable in the restroom:
• Use water, soap and paper towels sparingly
• Flush toilet after use
• Keep restrooms clean
• Return directly to class or designated area when finished

Respectful in the restroom:
• Observe personal space
• Lock stalls when entering and unlock when leaving
• Respect privacy
• Use a soft voice

1-2-3 Procedures*

❖ One turn on water
❖ Two squirts of soap
❖ Three pulls on paper towels
  o Dry hands
  o Throw paper towels in the trash can
  o Walk back to designated area
Lesson 4

Recess Expectations

Safe at recess:
• Follow playground procedures*
• Remain on school grounds
• Walk on sidewalk when exiting the building to playground area
• Follow game rules
• Inform adult of unsafe behavior or incidents
• Stay away from unfamiliar adults or animals

Organized at recess:
• Put equipment away when finished

Accountable at recess:
• Line up quickly when called
• Listen for instructions
• Be responsible for jackets and other belongings

Respectful at recess:
• Respect school property
• Share equipment
• Use positive talk
• Take turns
• Use good sportsmanship

**Teachers and staff will implement I–HUM strategies.**
• I – interact with students
• HU – heads up, always looking around at students
• M – moving constantly in and around students
Playground Procedures*

**Playground Equipment**
- Get off equipment carefully
- Cross bars should be crossed using hands only
- One person on cross bars at a time
- If feet are on a bar, your hands should be on a bar as well
- When climbing the rope, go up and come down the same way
- Hands and feet to yourself while on equipment
- Go up the ladder, down the slide

**Equipment**
- Take care of all equipment
- Use equipment properly
- Return equipment to cart when finished
- Let teachers know when balls go over the fence

**Field**
- Share space on field for different activities
- Follow rules of the games
- Keep fields in good playing condition
- Use bike racks for parking bikes only

**Teachers and staff will implement I–HUM strategies.**
- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students
Lesson 5

Arrival Expectations

Safe during arrival:
• If you arrive before the doors open, stay seated at the picnic table benches or the benches under the covered area until the doors open
• Enter building when doors are opened
• Arrive at school no earlier than 7:30 am
• Walk into the building
• Wait in cafeteria with grade level until dismissed at 7:35 am
• Arrivals after 7:35 am go straight to classroom unless eating breakfast

Organized during arrival:
• Make sure all materials are in backpack (lunch kits, jackets, etc.)
• Deposit money in cafeteria account before going to classroom

Accountable during arrival:
• Arrive at school on time (between 7:30 am – 7:50 am)
• Go straight to classroom when dismissed from the cafeteria
• For activities before 7:35 am, have a pass, or wait for staff member to get you
• Arrivals after 8:05 am, report to office for a tardy slip

Respectful during arrival:
• Keep hands, feet, and objects to self
• Use soft voice
• Respect others’ personal space
• Respond appropriately to adult directions

Walker/Biker Arrival Procedures*

• When approaching intersection, stay to the right by the curb
• Wait at the stop sign until the crossing guard tells you to go
• Stay inside the white cross walk lines

Riders:
• Riders must get off and walk bikes, scooters or skateboards when crossing street and on school property
• Stay on sidewalk
• Lock bikes, scooters or skateboards
• Enter building through back door

Walkers:
• Walk on sidewalk
• Enter building through front door
Lesson 6

Dismissal Expectations

Safe during dismissal:
- Walk to designated dismissal area
- Walk with teacher when dismissal bell rings
- Follow hallway expectations

Organized during dismissal:
- Be packed and ready to go
- Keep materials in backpack until arrival at home
- Bell schedule
  - 3:00 Get ready to go
  - 3:05 Bikers, walkers, Day Care riders (Day Care riders, except for Kids-R-Kids, report to kindergarten area)
  - 3:10 Bus & Kids-R-Kids
  - 3:15 Car riders, YMCA
  - 3:25 Remaining students go to the cafeteria

Accountable during dismissal:
- Be where you need to be when you need to be there.

Respectful during dismissal:
- Keep hands, feet, and objects to self
- Use soft voice
- Respect others’ personal space
- Respond appropriately to adult directions

Teachers and staff will implement I–HUM strategies.
- I – interact with students
- HU – heads up, always looking around at students
- M – moving constantly in and around students
Bus Dismissal Procedures*

- Wait in your designated room until your bus number is called
- Walk straight to the cafeteria
- Quietly enter cafeteria and follow teacher directions
- Walk in a single file line to your bus
- Leave personal space for people around you when entering the bus

Car Rider Dismissal Procedures*

- Wait in your designated room until the 3:15 bells rings and you are dismissed
- Walk quietly in line with the teacher on duty to the appropriate dismissal area
- Sit on the sidewalk in the designated area
- Watch for your ride and listen to be called
- Report to the correct cone when called
- Stay on the sidewalk until your door is open
- Use soft voice

Walker/Biker Dismissal Procedures*

- Wait in designated hallway for cross guards
- Walk quietly in line with cross guard to the front hallway
- Exit appropriate door with cross guard
- Stay on sidewalk behind cross guard
- Riders must get off and walk bikes, scooters, or skateboards while on school property and across the street
- Wait on the sidewalk at the intersection until the traffic stops and you are told to cross
- Once across street, walk or ride close to the curb until safely home
Lesson 7

Bus Expectations

Safe on the bus:
- Remain seated in one seat until bus comes to your stop
- Keep hands and objects inside bus, and out of the aisle

Organized on the bus:
- Keep all materials inside backpack until arrival in classroom or home

Accountable on the bus:
- Keep backpack, lunch kits, hands, feet, and all other materials out of the aisle
- Board or exit the bus only at your stop
- Keep all food and drinks in backpack until off of the bus
- No eating or drinking on the bus

Respectful on the bus:
- Follow bus driver instructions
- Use soft voice
- Keep hands, feet, and objects to self
- Move over to allow others to sit in a seat
## Implementation Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan is a brief outline to follow as you organize your classroom teaching schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time/Implementors</th>
<th>Grade/Area</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>8:15-8:50 (Fair/Bragg, McNeely))</td>
<td>K</td>
<td>Cafeteria Expectations</td>
</tr>
<tr>
<td></td>
<td>8:55-9:30 (Fair/Bragg, Enriquez, Cardoso)</td>
<td>1st</td>
<td>Cafeteria Expectations</td>
</tr>
<tr>
<td></td>
<td>9:35-10:10 (Fair/Bragg)</td>
<td>2nd</td>
<td>Cafeteria Expectations</td>
</tr>
<tr>
<td></td>
<td>8:15-10:30 (Classroom Teachers)</td>
<td>3rd, 4th, 5th</td>
<td>Restroom &amp; Hallway Expectations</td>
</tr>
<tr>
<td></td>
<td>2:00-2:45 (follow bell schedule)</td>
<td>K-5th</td>
<td>Dismissal Procedures</td>
</tr>
<tr>
<td></td>
<td>2:00 Bell (get ready for dismissal)</td>
<td>K-5th</td>
<td>Dismissal Procedures</td>
</tr>
<tr>
<td></td>
<td>2:05 Bell (Walkers/Bike Riders/Day Care Riders)</td>
<td>K-5th</td>
<td>Dismissal Procedures</td>
</tr>
<tr>
<td></td>
<td>(Dismissal staff for this duty)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:10 Bell (Bus Riders/Kids-R-Kids) (Staff on Duty)</td>
<td>K-5th</td>
<td>Dismissal Procedures</td>
</tr>
<tr>
<td></td>
<td>2:15 Bell (Car Riders/YMCA) (Staff on Duty)</td>
<td>K-5th</td>
<td>Dismissal Procedures</td>
</tr>
<tr>
<td>August 16</td>
<td>8:15-8:50 (Fair, Williams, Shumate)</td>
<td>5th</td>
<td>Cafeteria Expectations</td>
</tr>
<tr>
<td></td>
<td>8:55-9:30 (Fair, Watson, ISS)</td>
<td>4th</td>
<td>Cafeteria Expectations</td>
</tr>
<tr>
<td></td>
<td>9:35-10:10 (Fair, Ferguson, LSSP)</td>
<td>3rd</td>
<td>Cafeteria Expectations</td>
</tr>
<tr>
<td></td>
<td>8:15-10:30 (Classroom Teachers)</td>
<td>K-2</td>
<td>Restroom &amp; Hallway Expectations</td>
</tr>
<tr>
<td>August 17</td>
<td>8:30-8:50 Bus #1 (Moore)</td>
<td>K</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>8:30-8:50 Bus #2 (Fair)</td>
<td>K</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>8:30-8:50 Bus #3 (Bragg)</td>
<td>K/1</td>
<td>1 class ea.</td>
</tr>
<tr>
<td></td>
<td>8:55-9:15 Bus #1 (Moore)</td>
<td>1st</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>8:55-9:15 Bus #2 (Fair)</td>
<td>1st</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>8:55-9:15 Bus #3 (Bragg)</td>
<td>2nd</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>9:20-9:50 Bus #1 (Moore)</td>
<td>3rd</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>9:20-9:50 Bus #2 (Fair)</td>
<td>3rd</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>9:20-9:50 Bus #3 (Bragg)</td>
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<td></td>
<td>9:55-10:25 Bus #1 (Moore)</td>
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<tr>
<td></td>
<td>9:55-10:25 Bus #2 (Fair)</td>
<td>2nd</td>
<td>2 classes</td>
</tr>
<tr>
<td>August 18</td>
<td>8:30-9:00 Bus #1 (Moore)</td>
<td>5th</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>8:30-9:00 Bus #2 (Fair)</td>
<td>5th</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>8:30-9:00 Bus #3 (Bragg)</td>
<td>5th</td>
<td>1 class</td>
</tr>
<tr>
<td></td>
<td>9:05-9:35 Bus #1 (Moore)</td>
<td>4th</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>9:05-9:35 Bus #2 (Fair)</td>
<td>4th</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>9:05-9:35 Bus #3 (Bragg)</td>
<td>4th</td>
<td>2 classes</td>
</tr>
</tbody>
</table>
Student in Need of Assistance

When completed, put in PBIS mailbox.

Student Name: ________________________________________________ Date: ______

Teacher: _____________________________________________________ Grade: ______

Briefly describe inappropriate behaviors including frequency, duration and setting:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Date(s) of phone contacts with parent:

_________________        __________________  ____________  ____________
(initial contact)    (2 week follow-up)

Parent Response: _________________________________________________

Date Goal Sheet Implemented: _____________

Student in Need (Follow-up)

Please attach copy of the following:

• Behavioral Goal Sheets from the last 4 weeks
• Weekly Conduct Sheets from the last 4 weeks

Recommendations from Instructional Support Team:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________