

**East Brainerd Elementary  
RTI<sup>2</sup>-B Tier I Plan  
2022-2023**



## Table of Contents

<b>EBE Guiding Principles</b>	<b>3</b>
<b>RTI<sup>2</sup>-B Overview</b>	<b>3</b>
<b>Purpose Statement and Desired Outcomes</b>	<b>4</b>
<b>Implementation Goals</b>	<b>4</b>
<b>RTI2-B School Team</b>	<b>5</b>
<b>Behavioral Expectations</b>	<b>5</b>
<b>Acknowledgement and Recognition</b>	<b>6</b>
<b>Teaching Expectations to Students, Staff, Family and Community</b>	<b>6</b>
Lesson Plans	6
Calendar	7
Teaching the Plan	7
Planning for Stakeholder Input	11
<b>Defining and Differentiating between Staff-Managed and Office-Managed Problem Behaviors</b>	<b>12</b>
Staff-Managed Problem Behavior Definitions	12
Office-Managed Problem Behavior Definitions	13
<b>Staff- and Office-Managed Discipline Reporting Process</b>	<b>14</b>
Minor	14
Fourth Minor	14
Major	14
<b>Appendix</b>	<b>15</b>
Lesson Plan Structure	15
Teaching Behavioral Expectations for Playground/Recess	16
Teaching Behavioral Expectations for Hallways	18
Teaching Behavioral Expectations for Cafeteria	20
Teaching Behavioral Expectations for Arrival	22
Teaching Behavioral Expectations for Dismissal	23
Teaching Behavioral Expectations for the Restroom	24

Teaching Behavioral Expectations for Buses	25
Teaching Behavioral Expectations for Navigating Interpersonal Conflict	27
Teaching Behavioral Expectations for _____ (FILL IN THE BLANK)	28

## [EBE Guiding Principles](#)

Vision: All children are empowered to achieve excellence as a community of lifelong learners who take ownership for their holistic development and mastery of a rigorous curriculum.

Mission: To teach the whole child by providing a challenging, focused, comprehensive, academic program in a nurturing environment.

### School Beliefs:

1. Children need a safe and nurturing environment in which to learn and succeed.
2. Education is an ongoing process that engages the student, school, families, and community.
3. Children learn best when a variety of instructional strategies are implemented.
4. The use of formative and summative assessments guide instruction for all students.

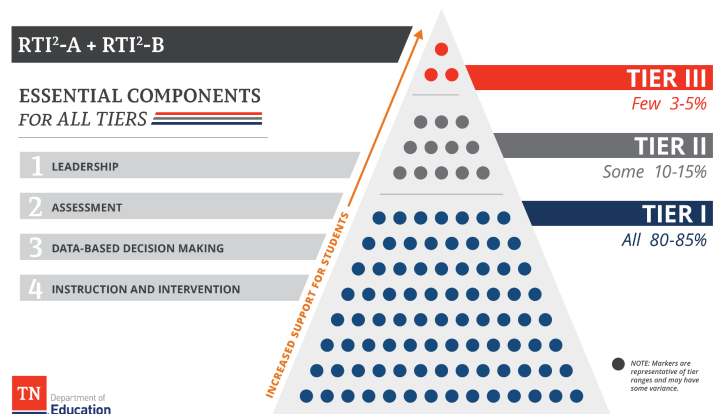
### School Norms:

- Set and maintain a positive tone
- Respect the role of the leader
- Listen respectfully and actively
- Value each other's opinions
- Cooperate: share the vision, focus and contribute, using your gifts and talents, to the task at hand
- Professionally hold each other accountable to follow rules and procedures.

## [RTI<sup>2</sup>-B Overview](#)

RTI<sup>2</sup>-B stands for Response to Instruction and Intervention for Behavior. RTI<sup>2</sup>-B helps schools create a positive culture for students and staff with the goal of improving academic and behavioral outcomes for ALL students. All of these efforts require a shared commitment school-wide to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students *can* learn appropriate behavior if sufficient and supportive opportunities to learn are provided. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI<sup>2</sup>-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. For more information about RTI<sup>2</sup>-B, please visit the [Tennessee Tiered Supports Center website](#).



While RTI2-A and RTI2-B can be implemented as stand-alone, or siloed, frameworks, students' academic and behavioral needs should be considered *together*, rather than in isolation. The term, **RTI2-A+RTI2-B**, connects Tennessee's student support frameworks and represents how they are intended to work together, side by side. Implementation of both frameworks, with a focus on how their common elements can be streamlined, can be an effective and efficient way to leverage resources and set all students on a path to success.

### Purpose Statement and Desired Outcomes

Our RTI<sup>2</sup>-B school team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI<sup>2</sup>-B is to fulfill our school's mission statement. Together, we will rally around the following behavioral expectations as East Brainerd Elementary Eagles:

S = Safety

O = Ownership

A = Aspiration

R = Respect

### Implementation Goals

1. By the end of August 9, 2022, a team will be implemented to review data on student behaviors and take action to improve the effectiveness of the RTI<sup>2</sup>-B plan.
2. By September 6, 2022, all certified staff members will have received training to implement the RTI<sup>2</sup>-B plan for the 2022-2023 school year.
3. By September 19, 2022 all classified staff will have received training to implement the RTI<sup>2</sup>-B plan for the 2022-2023 school year.
4. By the end of September 2022, a Q&A session will be offered to all staff members to clarify the RTI<sup>2</sup>-B plan.
5. By the end of October 2022, 100% of staff members will be implementing the RTI<sup>2</sup>-B process with fidelity.
6. By October 2022, we will increase family involvement by including parents in a survey on student incentives and ways parents can be involved in/contribute to RTI<sup>2</sup>-B, adding a parent representative to the committee, and setting up RTI<sup>2</sup>-B booths at family nights.
7. The committee will review data every 4 weeks based on teacher data entry of minor and major offenses.
8. By the end of the 2022-2023 school year and in concert with the Student Success Plan team, we will refine effective evidence-based strategies for Tier II, as evidenced by a drop in the number of Tier III students.
9. By the end of the 2022-2023 school year, 80% of staff members will evaluate the RTI<sup>2</sup>-B program and measure the program's effectiveness.

## [RTI<sup>2</sup>-B School Team](#)

<b>RTI<sup>2</sup>-B School Action Team Composition Chart</b>			
Name	School Role	Email	Room Number
Matthew Bradshaw (TOSA)	Chair	<a href="mailto:bradshaw_m@hcde.org">bradshaw_m@hcde.org</a>	
	Data Specialist		
	Recorder		
	Communicator		
	Timekeeper		
Erika Martin	Administrator	<a href="mailto:martin_erika@hcde.org">martin_erika@hcde.org</a>	2304
Jane Phillips (AP)	Administrator	<a href="mailto:Phillips_j@hcde.org">Phillips_j@hcde.org</a>	1201

## [Behavioral Expectations](#)

Our school's agreed upon behavioral expectations are operationally defined with examples of what the expected behavior looks like in each location. This will improve clarity and consistency of what is expected throughout the school.

<b>East Brainerd Elementary Behavioral Expectations Are for Students to SOAR</b>		
S	Safety	Protecting yourself and others from danger or getting hurt
O	Ownership	Taking responsibility for your actions, belongings, and body
A	Aspiration	Trying to do better for yourself and others
R	Respect	Treating people and objects with kindness and good intentions

## Acknowledgement and Recognition

Name	Description	When	Where
SOARing Student <ul style="list-style-type: none"> <li>● Classroom Winner</li> <li>● School-Wide Winner               <ul style="list-style-type: none"> <li>○ K-2 and 3-5</li> </ul> </li> </ul>	Classroom teachers will <a href="#">nominate</a> a student who is a SOARing EBE role model using the RTI <sup>2</sup> -B <a href="#">rubric</a> . All winners will receive a certificate to be posted outside the classroom door.  Our school-wide monthly winners will be placed in a drawing for the top prize.	Monthly  Teachers will nominate a student by the last day of the month.  RTI <sup>2</sup> -B School Action Team will randomly select a K-2 and 3-5 winner to recognize by the first Friday of the following month.	School-wide
SOARing Classroom Teacher	Faculty will <a href="#">nominate</a> a <a href="#">teacher</a> who is SOARing beyond expectations for our EBE learning community.	Monthly	School-wide
SOARing Support Staff (e.g., educational assistants, custodians, bus drivers, cafeteria workers, clerical staff, etc.)	EBE <a href="#">support staff</a> community members will <a href="#">nominate</a> a support staff member that is SOARing to make a difference for our school.	Monthly	Stakeholders In and out of our school building
SOARing Spirit	<a href="#">Spirit Member</a> The individuals who nominated the SOARing individuals	Monthly	School-wide
SOARing Bus Riders	Our EBE bus drivers will <a href="#">nominate</a> a student who SOARs to and from school	Monthly	EBE Bus Drivers

## Teaching Expectations to Students, Staff, Family and Community

### Lesson Plans and Behavioral Expectation Matrixes

Lesson plans are an important way to consistently teach all students the behavioral expectations in all locations throughout the school. Together as a team, we created a lesson plan structure and behavior

expectation matrix for many school settings and situations. These are available in the [Appendix](#), including a blank matrix that you can use for settings and situations specific to your classroom. You may also share this blank matrix with families so they can adapt it for their own homes.

## Calendar

The RTI<sup>2</sup>-B School Team added the RTI<sup>2</sup>-B Calendar Components to our school calendar on Canvas in an effort to reorganize our implementation efforts.

<b>RTI<sup>2</sup>-B Calendar Components</b>	<b>Date(s)</b>
RTI <sup>2</sup> -B School Team Meetings	
Initial Session to Teach Core Components to Staff	In-Service in August 2022
Q&A Session to clarify RTI <sup>2</sup> -B	
Begin School-wide Implementation (e.g., Kick-off Celebration)	
Teaching Expectation Lesson Plans to Students in All Settings	August 10-16, 2022
Re-teaching Expectation Lesson Plans to Students in All Settings	As needed Monthly (October-May) and as new students enroll October (following Fall Break) January (following Winter Break) March (following Spring Break) Refresher lessons as indicated by school wide data
Celebrations/Recognitions	SOARing Student, SOARing Teacher, SOARING Support Staff, SOARing Bus Rider, Spirit Teacher of the Month
Family Communication	Information shared with parents via our school website and social media, flyers sent home, Open House, and Family Engagement Nights



## Teaching the Plan

Our PBIS Team worked through the logistics of teaching the plan to all students, staff, family and community in our school, and the details are listed in the charts below.

<b>Teaching the Plan to Students</b>	
<b>How will you introduce the plan to students?</b> <i>(e.g., describe steps for first introducing the school-wide plan to all students)</i>	
<b>How:</b> Information will be taught by the homeroom teacher along with relevant faculty and administrators (e.g., lunchroom duty crew)	<b>When:</b> August 2022
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> EBE will post signage throughout the school building	<b>When:</b> August 4, 2022
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	
<b>How:</b> All teachers will present their specific classroom expectations to their classrooms  School-wide expectations will also be taught by the teacher in their classrooms as well as in morning meetings.	<b>When:</b> August 2022
<b>How will you review the plan and reteach lessons throughout the year?</b> <i>(e.g., after each break)</i>	
<b>How:</b> Information will be taught by the homeroom teacher along with relevant faculty and administrators (e.g., lunchroom duty crew)	<b>When:</b> <ul style="list-style-type: none"> <li>● October (following Fall Break)</li> <li>● January (following Winter Break)</li> <li>● March (following Spring Break)</li> </ul>

	<ul style="list-style-type: none"> <li>• Refresher lessons as indicated by school wide data</li> </ul>
<b>How will you teach the plan to new students throughout the year?</b>	
<b>How:</b> Classrooms will designate a newcomer liaison that will inform all new students of the classroom and school-wide expectations. The homeroom teacher will reinforce this student-led orientation.	<b>When:</b> When a new student arrives to EBES

<b>Teaching the Plan to Staff</b>	
<b>Who will be trained on the plan?</b> All certified and classified staff working onsite at EBE will be trained on the plan. Bus drivers will be provided with a copy of the SOAR behavioral expectations for bus riders.	
<b>How:</b> Information will be shared with faculty and staff during in-service and posted on Canvas.	<b>When:</b> August 2022
<b>How will you train staff to teach expectations and deliver acknowledgements?</b>	
<b>How:</b> RTI <sup>2</sup> -B rollout at initial faculty meeting	<b>When:</b> August 2022
<b>How will you teach the components of the discipline process to all staff?</b> <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>	
<b>How:</b> RTI <sup>2</sup> -B rollout at initial faculty meeting	<b>When:</b> August 2022
<b>How will you teach core features of the plan to substitute teachers?</b> <i>(e.g., expectations, acknowledgements, discipline)</i>	
<b>How:</b> Classroom expectations and acknowledgement system cheat sheet will be in sub folder and posted in classroom	<b>When:</b> September 2022

<b>What important dates will you share?</b>	
<b>How:</b> All dates will be posted to the Canvas calendar and shared via reminder emails when relevant	<b>When:</b> Ongoing beginning in August 2022

<b>Teaching the Plan to Family and Community</b>	
<b>How will core features of the plan be shared with family/community members at the beginning of the school year?</b> (e.g. expectations, acknowledgements, discipline)	
Parent Letter, Open House, PTA Meeting, Social Media and Website Posts, Survey	
<b>How often will information about the plan be shared with family/community members?</b>	
Initial information will be shared in August with follow up information shared on a monthly basis	
<b>How can families incorporate RTI<sup>2</sup>-B in the home?</b> (e.g., home matrix, home acknowledgement system)	
Provide a blank matrix for home and educate the social worker on the SOAR behavioral expectations so she can provide additional support.  Provide opportunities through First Things First and other non-profit organizations to focus on families and interactions.	
<b>What additional resources can family/community members access for more RTI<sup>2</sup>-B information and support?</b> (e.g., online resources, resources within the district)	
Families will have access to information on the website while administrators, teachers, and the social worker will be available to provide additional details. District Advocates will also be available if requested to provide more information/resources.	
<b>Who will be the liaison between the school and family/community?</b>	
EBES Administration, Teachers, and Social Worker	

<b>How can family/community members get involved with RTI<sup>2</sup>-B at your school?</b>
Community members will have the opportunity to provide tangible rewards and incentives
Community and family members will have an opportunity to celebrate with the students at family nights
Updates on school website and teacher communication
<b>Does your school have an established parent organization? If so, who will communicate with the parent organization?</b>
EBES Administration will communicate with the PTA.

### **Planning for Stakeholder Input**

Our RTI<sup>2</sup>-B team discussed possible ways to involve our school community (students, staff, family/community) in developing the RTI<sup>2</sup>-B framework at our school.

- Monthly reflection as to the growth or needs of the classroom learning community.
- Feedback generated from surveys sent to the stakeholders

## Defining and Differentiating between Staff-Managed and Office-Managed Problem Behaviors

Our school categorizes problem behaviors as office-managed and staff-managed. We used our school's discipline handbook and the behavior definitions to determine which problem behaviors will be office-managed and which will be staff-managed in our discipline process. We also agreed on the definitions, and examples listed below. For staff-managed problem behaviors, rely upon your classroom management system.

### Staff-Managed Problem Behavior Definitions

<b>Violation</b>	<b>Definition</b>	<b>Examples</b>
<b>Dishonesty/Theft</b>	Student engages in cheating, forgery and/or taking property belonging to someone else without permission. Value is less than \$10.	<ul style="list-style-type: none"> <li>• Lying, cheating, forgery, and/or isolated incidents of theft.</li> </ul>
<b>Physical contact</b>	Student engages in non-serious but inappropriate physical contact that does not result in injury.	<ul style="list-style-type: none"> <li>• Horseplay</li> </ul>
<b>Disruption</b>	Any disturbance or interference that takes away from the learning environment causing potential harm to oneself or others.	<ul style="list-style-type: none"> <li>• Talking</li> <li>• Tapping pencils</li> <li>• Repeated noises</li> <li>• Blurting out</li> </ul>
<b>Property Misuse</b>	Use of property in a way in which it was not designed.	<ul style="list-style-type: none"> <li>• Kicking furniture</li> <li>• Purposefully breaking classroom materials</li> <li>• Technology violations (minor)</li> </ul>
<b>Teasing/Taunting</b>	Student engages in making inappropriate comments and/or unwanted verbal, physical, or emotional advances without a pattern of offenses.	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Discouraging others</li> </ul>
<b>Non-compliance</b>	Student engages in brief or low intensity failure to respond to adult requests. Refusing to obey, challenging or resisting authority, engaging in power struggles.	<ul style="list-style-type: none"> <li>• Talking back</li> <li>• Not following teacher or staff directions</li> </ul>
<b>Inappropriate Language</b>	Student engages in low intensity of inappropriate language.	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Inappropriate tone</li> <li>• Eye rolling</li> <li>• Inappropriate gestures</li> </ul>
<b>** If a student has an IEP or FBA/BIP, adhere to those plans first.</b>		

## Office-Managed Problem Behavior Definitions

<b>Violation</b>	<b>Definition</b>	<b>Examples</b>
<b>Abusive Language</b>	Student repeatedly delivers verbal messages that include swearing or cursing in a demeaning or provoking manner.	<ul style="list-style-type: none"> <li>● Racial and sexual slurs</li> </ul>
<b>Non-compliance</b>	Student engages in repeated refusal to follow directions, leaving classroom without permission, or direct refusal to obey.	<ul style="list-style-type: none"> <li>● Repeated or continual</li> <li>● Leaving classroom</li> <li>● Yelling at an adult</li> </ul>
<b>Disruption</b>	Any disturbance or interference that takes away from the learning environment causing potential harm to oneself or others.	<ul style="list-style-type: none"> <li>● Prolonged yelling</li> <li>● Turning over furniture</li> <li>● Escalated confrontation between students</li> <li>● Slamming books/knocking books to the floor in anger</li> <li>● Acts of rage</li> </ul>
<b>Fighting / Aggression</b>	Student engages in actions involving serious physical contact where injury may occur.	<ul style="list-style-type: none"> <li>● Physical contact with intent to harm</li> </ul>
<b>Theft</b>	Student is in possession of, having passed on, or being responsible for removing someone else's property. Value over \$10. Could include repeated incidents of minor theft.	<ul style="list-style-type: none"> <li>● Lunch money</li> <li>● Personal belongings</li> <li>● School property</li> </ul>
<b>Bullying</b>	Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/ or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.	<ul style="list-style-type: none"> <li>● Profanity</li> <li>● Harassment</li> <li>● Threatening</li> <li>● Imbalance of power</li> </ul>
<b>Property Misuse/Damage</b>	Intentional destruction/misuse of property.	<ul style="list-style-type: none"> <li>● Inappropriate websites</li> <li>● Destruction of textbooks</li> <li>● Damage to higher valued property</li> </ul>
<b>Weapons</b>	Having possession of a weapon or weapon look-alike capable of causing bodily harm.	<ul style="list-style-type: none"> <li>● Guns</li> <li>● Knives</li> </ul>
<b>Drugs and Alcohol</b>	Any possession of drugs and alcohol, including tobacco products or look-alikes.	<ul style="list-style-type: none"> <li>● Alcohol</li> <li>● Tobacco products</li> <li>● Vapor products</li> </ul>
<b>** If a student has an IEP or FBA/BIP adhere to those plans first.</b>		

## [Staff- and Office-Managed Discipline Reporting Process](#)

The staff and office-managed digital reporting form is an important way to collect data on problem behaviors occurring in our school. Collected data will allow us to be proactive in the decision-making process to assure we are helping our students learn how to make productive choices. A minor or major incident will be the responsibility of the teacher of record when the incident occurred. The adult with first-hand knowledge is better equipped to describe and state the facts of the incident.

### **Minor**

All problem behaviors present an opportunity for education rather than penalization. Rely upon your classroom management system to help students learn from their mistakes. [Think Sheets](#) are an excellent way to ensure students reflect upon their problem behaviors and make intentional plans to grow holistically. Once the minor digital reporting form is completed, please contact the parent. It is best if the parent hears of the minor incident before the student reports it.

### **Fourth Minor**

If reported after 3:15, you should expect an administrator to get back to you by the next morning. Otherwise, an administrator will get back to you by the end of the day. Please understand that an administrator will not take action until all needed documentation is available.

### **Major**

A major report will involve the immediate attention of an administrator. If you need immediate assistance in your classroom, please call the office at 423-855-2600 or use the black intercom button in your classroom. If student safety is at risk, classroom or cell phones may be used to call Saunya Goss at (423) 304-2341, Erika Martin at 931-801-9619, or Jane Phillips at (423) 322-5553.

## [Appendix](#)

### **Lesson Plan Structure**

The following tables provide detailed behavioral expectations for students to follow throughout the EBE campus and school day. These expectations must be explicitly taught and reinforced throughout the school year. Each set of behavioral expectations should be taught using the following lesson plan:

1. Introduce the clear learning target (i.e., I can practice safety, ownership, aspiration, and respect at/in/during \_\_\_\_\_.) and its rationale.
2. Teach students the behavioral expectations.
  - a. Provide students with time to brainstorm and discuss relevant behavioral expectations.
  - b. Go over the explicit expectations for how students should practice safety, ownership, aspiration, and respect, asking students to share possible non-examples and examples. Document these on chart paper.
3. Model and practice the behavioral expectations.
4. Assess student mastery of the behavioral expectations.
  - a. Provide several students with the opportunity to model the behavioral expectations while the rest of students give feedback on the group OR
  - b. Ask students to draw pictures with captions of what it looks like to meet the behavioral expectations.
5. Monitor student behavior and provide frequent feedback.
  - a. Remind students about the behavioral expectations for practicing safety, ownership, aspiration, and respect daily.
  - b. Praise students who model safety, ownership, aspiration, and respect.
  - c. If a student's behavior is other than expected:
    - i. Draw the student aside quietly.
    - ii. State the procedure that needs reinforcement.
    - iii. Ask the student to demonstrate or restate expected behavior.
    - iv. Give the student immediate positive feedback.



## Teaching Behavioral Expectations for Playground/Recess

Time Needed: 20 minutes

Voice Level: 3

Safety	Ownership	Aspiration	Respect
<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Use equipment the right way</li> <li>● Use slides one at a time</li> <li>● Watch out for others while playing</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Keep track of your belongings</li> <li>● Line up when called by the teacher</li> <li>● Tell a teacher if there is a problem</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Help others if they are hurt</li> <li>● Invite others to play with you</li> <li>● Try new things</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Use uplifting words</li> <li>● Take turns and share</li> <li>● Take care of equipment and landscaping</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Running through the swings</li> <li>● Jumping off of the slide</li> <li>● Pushing people off the playground</li> <li>● Climbing atop the playground roofs or tunnels</li> <li>● Throwing mulch</li> </ul>		<ul style="list-style-type: none"> <li>● Being mindful of where you and others are.</li> <li>● Practicing patience while others slide</li> <li>● Using equipment correctly.</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Hitting, pushing, slapping, poking, etc.</li> <li>● Continuing the play after the teacher has called everyone</li> <li>● Covering up a fight from a teacher</li> </ul>		<ul style="list-style-type: none"> <li>● Avoiding any physical contact with others</li> <li>● Lining up when the teacher calls</li> <li>● Notifying the teacher if physical conflict comes up</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Telling others they can't play with you</li> <li>● Ignoring someone after they've fallen down</li> <li>● Giving up when something is hard</li> </ul>		<ul style="list-style-type: none"> <li>● Treat others the way you would like to be treated.</li> <li>● Be a friend to those who need one.</li> <li>● Helping someone stand up if they have fallen down</li> <li>● Letting the teacher know someone is hurt</li> <li>● Practicing a new skill</li> <li>● Trying a new game</li> </ul>	
<b>Respect</b>			

<b>Non-Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"><li>● Using offensive or hurtful language</li><li>● Calling people names</li><li>● Hogging a ball</li><li>● Stepping on landscaped plants.</li><li>● Tearing plants, ripping leaves or flowers off the trees</li><li>● Pulling on the trees and bushes</li></ul>	<ul style="list-style-type: none"><li>● Offering compliments and encouragement</li><li>● Making sure everyone has a turn</li><li>● Admiring the flowers, bushes, and trees without touching them</li></ul>

## Teaching Behavioral Expectations for Hallways

Time Needed: 20 minutes    Voice Level: 0

<b>Safety</b>	<b>Ownership</b>	<b>Aspiration</b>	<b>Respect</b>
<b>Expectations:</b> <ul style="list-style-type: none"> <li>Walk slowly with face forward</li> <li>Walk on the right side of the hall</li> <li>Watch where you are going</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Keep track of your body and belongings</li> <li>Go directly to your destination</li> <li>Throw away trash</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Yield to others</li> <li>Pick up items dropped by others</li> <li>Set a good example</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Maintain voice level 0</li> <li>Listen for adult instructions</li> <li>Avoid touching others or interrupting classes</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Running in the hall</li> <li>Walking backwards</li> <li>Walking side-by-side or in a group</li> <li>Jumping down the stairs</li> <li>Reading or looking down</li> <li>Pushing through other lines</li> </ul>		<ul style="list-style-type: none"> <li>Walking orderly and single file</li> <li>Walking down stairs while holding the rail</li> <li>Keeping track of your surroundings</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Leaning on the walls</li> <li>Jumping to touch the clocks</li> <li>Writing on the walls</li> <li>Slinging your backpack</li> <li>Dropping trash on the ground</li> <li>Wandering in the halls</li> <li>Touching hanging work by children</li> </ul>		<ul style="list-style-type: none"> <li>Wearing your backpack appropriately</li> <li>Keeping hands and feet to yourself</li> <li>Walking where you are supposed to go</li> <li>Keep the school clean</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Cutting in front of others</li> <li>Racing to beat someone to a location</li> <li>Ignoring someone else's things on the ground</li> <li>Stepping over trash</li> </ul>		<ul style="list-style-type: none"> <li>Letting others go in front of you</li> <li>Holding the door open for someone</li> <li>Handing someone a book they dropped</li> <li>Throwing all trash (not just your own) in the garbage can</li> </ul>	
<b>Respect</b>			
<b>Non-Examples</b>		<b>Examples</b>	

<ul style="list-style-type: none"><li>● Peeking in classrooms</li><li>● Yelling into classrooms</li><li>● Talking or laughing or making noise</li><li>● Trying to distract others with gestures or funny faces</li><li>● Ignoring a teacher or another adult</li><li>● Hitting, slapping, poking, etc.</li></ul>	<ul style="list-style-type: none"><li>● Remaining silent at all times (unless spoken to by an adult)</li><li>● Paying attention in case an adult gives instructions</li><li>● Keeping hands at side to avoid touching others or knocking on a door.</li></ul>
--	---

## Teaching Behavioral Expectations for Cafeteria

Time Needed: 20 minutes    Voice Level: 0-2

<b>Safety</b>	<b>Ownership</b>	<b>Aspiration</b>	<b>Respect</b>
<b>Expectations:</b> <ul style="list-style-type: none"> <li>Walk slowly and carefully</li> <li>Maintain voice level 0 while in line</li> <li>Maintain voice level 1-2 at the table</li> <li>Clean up spills immediately</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Throw away your trash</li> <li>Use table manners</li> <li>Leave a clean table, chair, and floor</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Include everyone in conversations</li> <li>Help others that cannot open their lunch</li> <li>Tell an adult if something is wrong</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Use uplifting language</li> <li>Wait patiently in line</li> <li>Listen to directions from adults</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Running into the cafeteria from the hall</li> <li>Talking while in line</li> <li>Yelling across the cafeteria</li> <li>Talking to students at other tables</li> <li>Leaving a spilled drink on the ground</li> </ul>		<ul style="list-style-type: none"> <li>Walking into the cafeteria in line with your class</li> <li>Remaining silent until you sit down at your table</li> <li>Having quiet conversations with your peers at your table\</li> <li>Asking an adult for helping cleaning up spills so no one slips</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Leaving wrappers on the table and floor</li> <li>Burping aloud</li> <li>Talking with your mouth full or showing chewed food</li> <li>Throwing food or trash</li> </ul>		<ul style="list-style-type: none"> <li>Throwing away all your trash at the appropriate time</li> <li>Using your manners and saying things like "Excuse me"</li> <li>Cleaning your table at the end of the meal</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Saving seats</li> <li>Excluding others from conversation</li> <li>Watching others when they are struggling to open something</li> <li>Keeping quiet about something that is wrong</li> </ul>		<ul style="list-style-type: none"> <li>Asking everyone how their day is going</li> <li>Helping someone in need</li> <li>Informing an adult if a problem comes up</li> </ul>	

<b>Respect</b>	
<b>Non-Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"><li>● Cutting in line</li><li>● Talking loudly over others</li><li>● Talking about inappropriate topics</li><li>● Disregarding adults' directions</li><li>● Standing up at a table</li><li>● Touching others' food</li><li>● Asking for or taking food</li></ul>	<ul style="list-style-type: none"><li>● Eating your own food.</li><li>● Complimenting your peers</li><li>● Staying in your seat.</li><li>● Waiting patiently while in line</li><li>● Listening to adults.</li></ul>

## Teaching Behavioral Expectations for Arrival

Time Needed: 20 minutes    Voice Level: 0

Safety	Ownership	Aspiration	Respect
<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Watch where you are going and pay attention to surroundings</li> <li>• Walk on the right side of the hall</li> <li>• Maintain voice level 0</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Check to make sure you meet dress code</li> <li>• Keep track of your body and belongings</li> <li>• Go directly to the cafeteria or class</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Help peers, especially younger students, with their belongings</li> <li>• Yield to others</li> <li>• Pick up items dropped by others</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Remove your hat, hood, and sunglasses</li> <li>• Give your peers their space</li> <li>• Greet peers and adults with a smile</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Running in between buses or cars</li> <li>• Pushing others into vehicles</li> <li>• Zig zagging through the hall</li> <li>• Talking or making noise in the hall</li> </ul>		<ul style="list-style-type: none"> <li>• Walking into the building.</li> <li>• Looking around for any vehicles in motion</li> <li>• Remaining silent.</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Wandering in the halls</li> <li>• Slinging your belongings around</li> <li>• Shirts untucked, pants not at waist, belt not buckled, shoes untied</li> </ul>		<ul style="list-style-type: none"> <li>• Dressed appropriately</li> <li>• Walking either to class or the cafeteria</li> <li>• Checking to make sure you have everything you need</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Pushing past your peers</li> <li>• Ignoring peers who are struggling to carry their belongings</li> </ul>		<ul style="list-style-type: none"> <li>• Looking for opportunities to help others</li> <li>• Holding the door open for peers</li> </ul>	
<b>Respect yourself, others and property.</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Wearing hats, hoods, or sunglasses in building</li> <li>• Scowling or ignoring adults</li> <li>• Hitting, pushing, or touching others</li> </ul>		<ul style="list-style-type: none"> <li>• Taking off hats, hoods, and sunglasses in the building.</li> <li>• Smiling at adults and peers</li> <li>• Maintaining space between others so no one trips</li> </ul>	

## Teaching Behavioral Expectations for Dismissal

Time Needed: 20 minutes    Voice Level: 0 - 1

Safety	Ownership	Aspiration	Respect
<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Sit in assigned spot</li> <li>• Watch where you are going and pay attention to surroundings</li> <li>• Maintain voice level 1</li> <li>• Follow adult directions</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Keep track of your body and belongings</li> <li>• Leave belongings, including food, in backpack</li> <li>• Listen for your name or bus to be called</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Help peers, especially younger students, with their belongings</li> <li>• Let an adult know if problems arise</li> <li>• Throw away any garbage you see</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• Give your peers their space</li> <li>• Wish adults and peers goodbye with a smile and silent wave</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Running in between buses or cars</li> <li>• Pushing others into vehicles</li> <li>• Talking or making noise</li> <li>• Ignoring adult directions</li> <li>• Hiding in corners</li> <li>• Sitting with friends in other lines</li> </ul>		<ul style="list-style-type: none"> <li>• Sitting silently</li> <li>• Looking around to make sure it is safe while outside</li> <li>• Walking</li> <li>• Doing exactly what adults ask</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Leaving your belongs in aisles and walkways</li> <li>• Lying down on the ground</li> <li>• Eating or drinking</li> <li>• Daydreaming or sleeping</li> </ul>		<ul style="list-style-type: none"> <li>• Holding backpack and jacket</li> <li>• Waiting to eat and drink</li> <li>• Focusing on the adults in charge</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Making fun of others</li> <li>• Keeping a problem a secret from adults</li> <li>• Leaving a mess—even if you didn't make it.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Letting a peer know they dropped something</li> <li>• Telling an adult if there is a serious conflict.</li> <li>• Throwing away trash.</li> </ul>	
<b>Respect</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Taking items from others</li> <li>• Touching or kicking others</li> </ul>		<ul style="list-style-type: none"> <li>• Sitting an appropriate distance from peers</li> </ul>	



- Scowling or ignoring adults

- Smiling and waving goodbye to your teacher

## Teaching Behavioral Expectations for the Restroom

Time Needed: 20 minutes    Voice Level: 0

Safety	Ownership	Aspiration	Respect
<b>Expectations:</b> <ul style="list-style-type: none"> <li>Maintain voice level 0</li> <li>Avoid spilling water</li> <li>Report problems to adults</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Flush the toilet</li> <li>Wash your hands</li> <li>Throw away trash</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Pick up any trash</li> <li>Report damage to adults</li> <li>Set a good example</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>Protect everyone's privacy</li> <li>Use time wisely</li> <li>Wait your turn</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Running and playing in restroom and around sink areas</li> <li>Using the restroom in any area other than the toilet or urinals</li> <li>Climbing on toilets/urinals</li> </ul>		<ul style="list-style-type: none"> <li>Walking in restroom and surrounding area</li> <li>Remaining silent</li> <li>Using the restroom appropriately</li> <li>Reporting problems to adults</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Leaving the toilet unflushed</li> <li>Skipping hand washing</li> <li>Throwing paper towels on the floor</li> </ul>		<ul style="list-style-type: none"> <li>Maintaining good hygiene for yourself and peers</li> <li>Using an appropriate amount of toilet paper</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Ignoring trash you could pick up</li> <li>Ignoring graffiti</li> <li>Participating in horseplay</li> </ul>		<ul style="list-style-type: none"> <li>Picking up any trash</li> <li>Letting an adult know if there is a need for toilet paper or paper towels</li> </ul>	
<b>Respect</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>Leaning over the stalls</li> <li>Remaining in the bathroom longer than necessary</li> <li>Drawing on the walls or vandalizing the space</li> <li>Skipping ahead of peers</li> </ul>		<ul style="list-style-type: none"> <li>Waiting patiently</li> <li>Giving everyone their space and privacy</li> <li>Keeping your pens and pencils stowed</li> </ul>	

## Teaching Behavioral Expectations for Buses

Time Needed: 20 minutes    Voice Level: 1-2

Safety	Ownership	Aspiration	Respectful
<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Sit in your seat facing forward.</li> <li>● Keep hands, head, and objects inside the bus.</li> <li>● Keep your feet in front of you and pointed toward the floor.</li> <li>● Walk to the front of the bus after it has stopped.</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Put books / backpack on your lap.</li> <li>● Watch for your bus stop.</li> <li>● Throw away any trash</li> <li>● Leave food and drinks in your backpack</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Follow directions the first time they are given.</li> <li>● Let peers know if their stop is coming up</li> <li>● Encourage peers to have appropriate conversations</li> <li>● Let adults know if issues or conflicts arise</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Maintain voice level 1-2</li> <li>● Use kind words when speaking to others</li> <li>● Speak only to those around you</li> <li>● Keep the bus clean and nice</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Turning around and talking/playing with the person behind you.</li> <li>● Sitting on your knees</li> <li>● Leaning into the aisle</li> <li>● Running and playing on the bus.</li> </ul>		<ul style="list-style-type: none"> <li>● Sitting nicely and talking with the person in the seat with you.</li> <li>● Keeping your hands in your lap</li> <li>● Walking safely to the door to exit.</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Slinging your book bag</li> <li>● Putting your book bag on the floor</li> <li>● Talking and playing so you miss your stop.</li> </ul>		<ul style="list-style-type: none"> <li>● Sitting nicely with your closed backpack on your lap.</li> <li>● Watching for your bus stop.</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Refusing to follow the directions of any adult (driver and monitor on the bus)</li> <li>● Arguing or speaking disrespectfully to any adult on the bus</li> </ul>		<ul style="list-style-type: none"> <li>● Listening to and following directions the first time they are given.</li> <li>● Reminding peers to talk about school appropriate topics</li> <li>● Informing driver if an issue arises</li> </ul>	
<b>Respect</b>			

<b>Non-Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"><li>● Yelling or screaming at others on the bus (or outside the bus)</li><li>● Using unkind words or behaviors toward others</li><li>● Pushing/shoving others in line</li><li>● Putting hand on others while on the bus</li><li>● Tearing up the seat</li></ul>	<ul style="list-style-type: none"><li>● Speaking respectfully at a level 1-2 with the person next to you on your seat.</li><li>● Keeping hands, feet, and objects to self.</li><li>● Waiting in line patiently to enter or leave the bus</li></ul>

## Teaching Behavioral Expectations for Navigating Interpersonal Conflict

Time Needed: 15 minutes    Voice Level: 0

<b>Safety</b>	<b>Ownership</b>	<b>Aspiration</b>	<b>Respect</b>
<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Keep hands, feet, and objects to yourself</li> <li>● Involve the teacher if necessary</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Recognize the role you may have played in beginning the conflict</li> <li>● Commit to solving the problem with your peer(s)</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Ask for the perspective of the other student(s)</li> <li>● Seek ways to resolve the conflict</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>● Use a calm, kind tone</li> <li>● Speak uplifting words</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Hitting or kicking the other student(s)</li> <li>● Throwing dirt at the other student(s)</li> <li>● Hiding the issue from the teacher</li> </ul>		<ul style="list-style-type: none"> <li>● Holding your hands at your side with your hands open</li> <li>● Creating physical space between yourself and the other student(s)</li> <li>● Alerting the teacher if the conflict escalates</li> </ul>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Blaming the other student(s) entirely for the conflict</li> </ul>		<ul style="list-style-type: none"> <li>● Reflecting on how you may have started the conflict or made it worse</li> <li>● Identifying times you could have deescalated the conflict</li> </ul>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Refusing to listen to the other student(s)</li> <li>● Trying to make the other student(s) angry or sad</li> </ul>		<ul style="list-style-type: none"> <li>● Asking the other student(s) what they need/want</li> <li>● Apologizing when appropriate</li> </ul>	
<b>Respect</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>● Yelling or screaming</li> <li>● Name calling</li> </ul>		<ul style="list-style-type: none"> <li>● Speaking at a voice level 2</li> <li>● Using the given name for each student involved</li> <li>● Using polite phrases like "Thank you"</li> </ul>	

Teaching Behavioral Expectations for \_\_\_\_\_ (FILL IN THE BLANK)

Time Needed: \_\_\_\_\_ minutes    Voice Level: \_\_\_\_\_

Safety	Ownership	Aspiration	Respectful
<b>Expectations:</b> <ul style="list-style-type: none"> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> </ul>	<b>Expectations:</b> <ul style="list-style-type: none"> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> <li>• _____</li> <li>_____</li> </ul>
<b>Teach examples/non-examples for meeting behavioral expectations.</b>			
<b>Safety</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<b>Ownership</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<b>Aspiration</b>			
<b>Non-Examples</b>		<b>Examples</b>	
<b>Respect</b>			
<b>Non-Examples</b>		<b>Examples</b>	