



# Central High School

*"A Tradition of Excellence"*

RTI<sup>2</sup>-Behavior Implementation Manual

2020 - 2021

# **RTI<sup>2</sup>-Behavior Implementation Manual**

## **Central High School**

### **Shelby County Schools**

**DATE CREATED: October 7, 2019**

**DATE LAST MODIFIED: August 25, 2020**

**2020 - 2021 TEAM MEMBERS:**

**Dorian Brown – Coach/Data Analyst**

**Detria Carruth – Time Keeper**

**Iman Grant – Recorder**

**Thomas Mason – Communicator**



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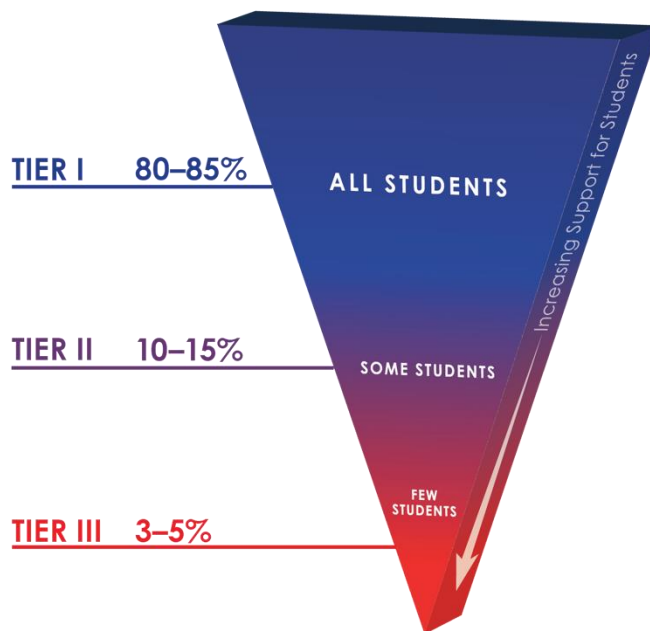
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## RTI<sup>2</sup>-B Overview

Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI<sup>2</sup>-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). These efforts require a shared school-wide commitment 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. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. 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. Tennessee Behavior Supports Project can help schools



meet that goal.

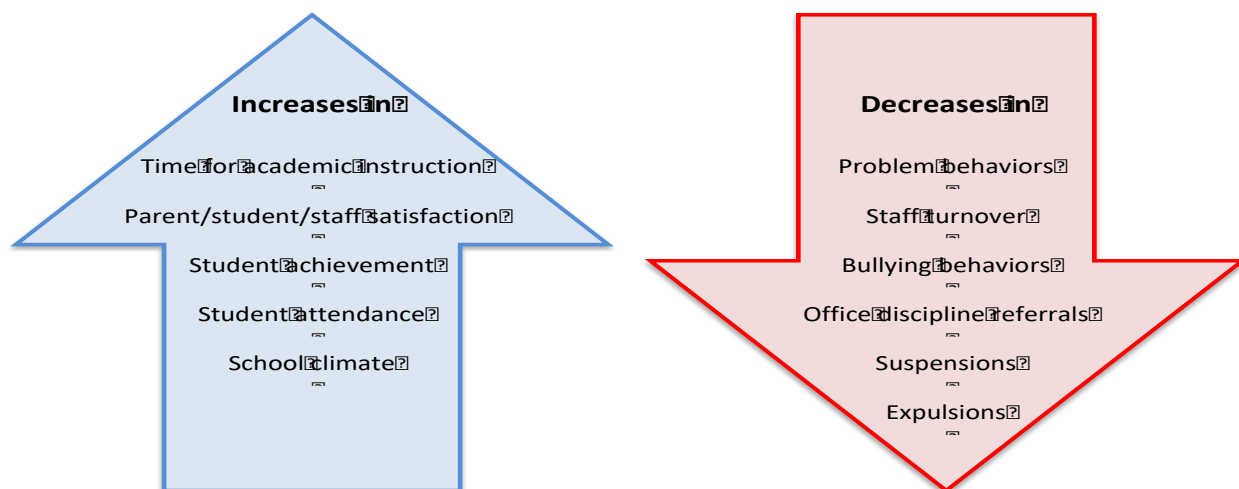
Within the multi-tiered framework of RTI<sup>2</sup>-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

**Tier I:** Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders' opinions are valued.

**Tier II:** Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

**Tier III:** Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

## Benefits of RTI<sup>2</sup>-B<sup>2</sup> (Horner et al., 2014)



## Purpose

In support of our mission, THE Central High School will implement RTI<sup>2</sup>-B with the purpose of:

- Developing a nurturing community that takes pride in school and self
- Creating a positive learning environment for all students
- Upholding a tradition of academic and behavioral excellence
- Challenging students and adults to maintain consistent expectations

## Team Composition And Norms

The school leadership team for 2019-2020 is listed below. The team will meet monthly to review school data and report findings to the faculty. Faculty and staff are encouraged to contact a team member at any time if there are questions or concerns that need to be addressed at team meetings. Each year up to 50% of team members may roll off as members of the team and new members may be instated. Team member expectations are listed below.

RTI <sup>2</sup> -B School Team Composition				
Name	Team Role	School Role	E-mail Address	Phone No.
Dorian Brown*	Coach/ Data Analyst	Dean of Students	browndb1@scsk12.org	901-416-3997
Iman Grant	Recorder	SPED Teacher	mcdevittse@scsk12.org	901-416-4500

Thomas Mason	Communicator	GenEd Math Teacher	masontc@scsk12.org	901-416-4500
Detria Carruth	Counselor	Time Keeper	carruthdd@scsk12.org	901-416-4500
Day to meet: 2 <sup>nd</sup> Thursday			Time: 3:30p – 4:30p	
Location: Dr. Brown’s Office, A09 (or virtually using TEAMS)				
Dates to present to faculty:				
<b>Reminders:</b> <ul style="list-style-type: none"><li>• <i>Place a * next to the name of the team coach</i></li><li>• <i>Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).</i></li></ul>				
<b>Proposed Norms for the RTI<sup>2</sup>-B Leadership Team</b>				
<ul style="list-style-type: none"><li>• Arrive on time, end on time</li><li>• Be engaged</li><li>• Keep students first</li></ul>				

## Student Behavioral Expectations

Our school's agreed-upon behavioral expectations are operationally defined. This will improve clarity and consistency of what is expected throughout the school.

Name of Behavioral Expectations:

Be Warrior S.T.R.O.N.G.

**List Expectations:** (must have 3-5 expectations)

1. Self Controlled
2. Trustworthy
3. Responsible
4. On Time
5. Neighborly
6. Goal-Oriented

Our school designed and created posters to reflect expected behaviors in the school. Posters are displayed throughout the school to prompt students and remind them to follow the expectations. **A picture of the behavioral expectation poster is located in the appendix of this implementation manual.**

### School-Wide Behavioral Expectations Matrix

The RTI<sup>2</sup>-B School-wide matrix anchors expected social skills, in all locations of the school, to the school-wide expectations listed above. Students will no longer guess what is expected of them in each location but will, instead, be taught what is expected and positively acknowledged for following the school-wide expectations and social skills. Posters of the matrix with expectations and social skills will be displayed in designated locations in the building to remind and prompt students to follow the expectations/social skills listed on the matrix. Faculty will have a copy of the matrix in order to remind students of expectations as they transition from one location to the next. **A copy of the matrix is located in the appendix of this implementation manual.**

To further prompt and remind students and teachers of expectations and social skills, posters (for designated locations) will be displayed highlighting the social skills anchored to the expectation for the specific area. **Pictures of these posters are located in the appendix of this manual.**



## Lesson Plans

In order to consistently teach the behavioral expectations with social skills in all locations throughout the school, lesson plans have been developed. There is a scripted lesson plan for each location listed on the matrix. Faculty members will be given a schedule at the beginning of each school year that will list when groups of students will be taught the expectations and social skills in each location listed on the matrix. Once lesson plans have been initially taught in each location, teachers will continue to use lesson plans to re-teach and make corrections.

**Completed lesson plans are located in the appendix of this implementation manual.**

## Teaching The Plan

Our School-wide Leadership Team worked through the logistics of teaching the plan and putting it into place. Details are listed below on how our school will prepare for implementation each year for students, faculty, and family/community. The team has created charts for each group that will be followed each year.

Teaching the Plan to Students	
<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> Homeroom teachers will introduce the school-wide plan to students, and let them know that they will learn more about it during their orientation.	<b>When:</b> 1 <sup>st</sup> day of school
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> Make posters and hang them up in all matrix locations.	<b>When:</b> Posters will be hung before we leave for Christmas Break
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	
<b>How:</b> During grade level and gender student orientations, administration will show videos demonstrating each of the expected behaviors in all settings.	<b>When:</b> First week of school
<b>How will you review the plan and reteach lessons throughout the year?</b> <i>(e.g., after each break)</i>	
<b>How:</b> After each break, an administrator will remind students of the Warrior Strong expectations over the intercom. We will also review expectations when in homeroom for progress report and report card distribution	<b>When:</b> After each break, and during homeroom (twice per quarter)
<b>How will you teach the plan to new students throughout the year?</b>	
<b>How:</b> A member of the student leadership team will be assigned to a new student. The team member will mentor the new student on the process.	<b>When:</b> Upon arrival of a new student to the building. Also part of daily announcements

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Teaching the Plan to Staff	
<b>Who will be trained on the plan?</b> <i>Teachers, Counselors, Administrators, Custodians, Secretaries, Teacher Assistants, Hall Monitors, Cafeteria workers</i>	
<b>How:</b> RTI2B Team will present new behavior expectations to the staff during a staff meeting	<b>When:</b> In-service week
<b>How will you train staff to teach expectations and deliver acknowledgements?</b>	
<b>How:</b> RTI2B Team will teach expectations and acknowledgment system to staff during a staff meeting. This will include sending electronic copies of plan to staff members.	<b>When:</b> In-service week
<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> RTI2B Team will teach expectations and acknowledgment system to staff during a staff meeting. This will include sending electronic copies of plan to staff members.	<b>When:</b> In-service week
<b>How will you teach core features of the plan to substitute teachers?</b> <i>(e.g., expectations, acknowledgements, discipline)</i>	
<b>How:</b> Teachers will have copy of behavior expectations matrix and minor incident form in sub folders. The administrator in charge of substitutes will make sure subs understand expectations upon sign-in	<b>When:</b> <ul style="list-style-type: none"> <li>- Materials placed in sub folder</li> <li>- Review daily with new subs</li> </ul>
<b>What important dates will you share?</b> Honors programs, Review sessions, Dates to train students	

<b>How:</b> <ul style="list-style-type: none"> <li>- Emails</li> <li>- Staff meeting</li> </ul>	<b>When:</b> In-service week
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<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)	
<ul style="list-style-type: none"> <li>- Posted on website</li> <li>- Annual Fall Title I meeting/Open House</li> <li>- PTSA meetings</li> </ul>	
<b>How often will information about the plan be shared with family/community members?</b>	
<ul style="list-style-type: none"> <li>- Monthly (According to Family Engagement Calendar)</li> <li>- Website</li> </ul>	
<b>How can families incorporate RTI<sup>2</sup>-B in the home?</b> (e.g., home matrix, home acknowledgement system)	
<ul style="list-style-type: none"> <li>- Parents sign that they have received and understand the behavior expectations, and that they agree to reinforce the behaviors at home</li> </ul>	
<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)	
Online resources (website) Electronic form of Central's RTI2B Implementation Manual	
<b>Who will be the liaison between the school and family/community?</b>	
Dorian Brown – Assistant Principal/RTI2B Coach	
<b>How can family/community members get involved with RTI<sup>2</sup>-B at your school?</b>	

<ul style="list-style-type: none"> <li>- Donating incentives</li> <li>- Volunteering</li> <li>- Participating in family engagement activities</li> <li>- Reinforcing school expectations at home</li> </ul>
<b>Does your school have an established parent organization? If so, who will communicate with the parent organization?</b>
Yes – PTSA. Dorian Brown will communicate regarding RTI2B

## Acknowledgement System

Our RTI<sup>2</sup>-B Leadership Team investigated several options for positively acknowledging students and faculty; and, family and community. The purpose of the acknowledgement system for students is to promote a positive culture within the building and to encourage and motivate students to be the best they can be. The purpose of the acknowledgement system for faculty, family and community is to show appreciation for their support. The acknowledgement system matrix for each group is below.

As a team, we determined that our school will use the ticket system as a part of the acknowledgement system. **A copy of the ticket that will be used is located in the appendix of this manual.**

	School-wide Acknowledgment System Matrix				
	Name	Description	When (frequency)	Where (location)	Who (distributors)
	Class Referral Competition	Each week we will post the number of referrals per grade 9-12, at the end of each progress reporting period we will reward the whole grade with the least referrals with a snack prize during homeroom.	Every 9 weeks	Homeroom	Homeroom Teachers

<b>Students</b>	Warrior Strong Tickets	When students are showing Warrior STRONG they are given a Warrior Ticket. These tickets are entered in a monthly drawing for various prizes.	Once a month	Throughout the school	Everyone
	Warrior Strong Celebration	Students who have 2 or less absences per quarter will be recognized during the Honors Awards Ceremony.	Quarterly	Auditorium during Honors Ceremony	Counselors and admin
<b>Family/Community</b>	Parent Phone Call	Parents will receive a phone call when their child demonstrated Warrior STRONG values. Teachers will document this phone call in Bright Bytes.	Weekly	Whole school	Teachers
	Shout Out	Students who get acknowledged at school will be highlighted on Central communication channels.	Monthly	Whole School	Anyone
	Warrior Weekly	Include parent involvement stories on Warrior Weekly email sent to teachers.	Weekly	Whole School	Admin responsible for Warrior Weekly
<b>Staff</b>	Warrior Strong Celebration	Teachers who have perfect attendance will be rewarded at the Honors Awards Ceremony with a certificate.	Quarterly	Auditorium during Honors Ceremony	Admin
	WOW Moments and Teacher of the Month	Shout outs at faculty meetings for teachers who have gone above and beyond/ Monthly awards for teachers who are Warrior S.T.R.O.N.G	Monthly	Library	Admin

## Dealing With Problem Behaviors

Our RTI<sup>2</sup>-B Leadership Team prepared a chart containing operational definitions of problem behaviors showing examples and non-examples to clarify what is considered a minor misbehavior and a major misbehavior. Faculty will refer to this chart to help assist in making decisions regarding the school's discipline process.

**The operational definitions of problem behaviors are located in the appendix of this manual.**

To further clarify what is to be handled in the classroom (minor offense) and what is to be handled in the principal's office (major offense), the RTI<sup>2</sup>-B Leadership Team created a chart that list offenses that may be seen in the classroom, handled by the classroom teacher, and offenses that require an immediate trip to the principal's office. Please note that the teacher managed offenses are not all inclusive. There are minor offenses that may not be listed. It is expected that teachers will use discretion and be consistent. **This chart is located in the appendix of this manual.**

In order to give guidance to teachers on handling minor problem behaviors, **guiding steps to follow are located in the appendix of this manual.**

### Discipline Process Flowchart

Together as a team, a discipline process flowchart has been created. The flowchart is designed to show steps faculty will take when dealing with behavioral issues and for the major offenses that are sent immediately to principal's office. It is deemed important that all faculty follow the flowchart to promote consistency in the school environment. **The flowchart is located in the appendix of this manual.**

### Minor Incident Report Form (MIR) and Office Discipline Referral Form (ODR)

Though using the guiding steps to change problem behaviors into good behaviors, it does not always work for all students. With this in mind, the team determined that once a student has reach three (3) similar minors with one teacher, the minor then becomes a major and the student is sent to the principal's office for further discipline. In order to document the minors, the team created a Minor Incident Report form (MIR) so that teachers can track minor behaviors and the principal can document what the teacher has done to try to eliminate the problem. When sending a student with minors to the office, the teacher will include the MIR form along with an office discipline report form (ODR). **The MIR and ODR forms are located in the appendix of this manual.**

## Classroom Checklist

Together as a team, in order to insure that all teachers are consistent, a classroom checklist has been created. The checklist will be used to check classrooms to determine how the RTI<sup>2</sup>-B components are being implemented and if with fidelity. Teachers are encouraged to do self-checks to make sure all components are in place throughout the year. **The classroom checklist is located in the appendix of this manual.**

## Planning For Stakeholder Input

Because it is important that our school receive feedback and input from all stakeholders, possible ways were discussed to involve our school community (students, faculty, family/community) in developing the RTI<sup>2</sup>-B framework. By planning ways to involve them, it is hoped to receive continued input and feedback from them on the components of the RTI<sup>2</sup>-B framework. The following chart suggest ideas on how our school may receive feedback and input.

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
Students	Creation of posters and videos	Creation of posters and videos	Student survey Student leadership group input	Student leadership group input  Small focus group discussion
Staff	Teaching behavioral expectations Hanging matrix in classroom Adhering to/enforcing the expectations Modeling behavioral expectations	Initial lesson in homeroom  Detailed lesson during student orientation  Re-teach expectations as needed	Giving out Warrior STRONG Tickets Positive praise	Faculty Meetings  Data team meetings  Suggestion box in main office
Family/Community	Informed about them and reinforcing them at home/in the community	Teaching and reteaching outside of school	Positive praise	PTSA Meetings  Suggestion box in main office



		Giving feedback to school about how the process is going		
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## Calendar Of Events

Together as a team, RTI<sup>2</sup>-B calendar components are listed with approximate dates for the school year. At the beginning of each year, the team will add confirmed dates to the school calendar. The approximate dates with components are listed below.

RTI <sup>2</sup> -B Calendar Components	Date(s)
RTI <sup>2</sup> -B School Team Meetings	2 <sup>nd</sup> Thursdays
Initial Session to Teach Core Components to Staff	In-Service Week 2020
Booster Sessions to Teach Core Components to Staff	January, 2021
Begin School-wide Implementation (e.g., Kick-off Celebration)	1 <sup>st</sup> week Fall Semester, 2020
Teaching Expectation Lesson Plans to Students in All Settings	August, 2020 January, 2021
Re-teaching Expectation Lesson Plans to Students in All Settings	January 2021
Celebrations/Assemblies	Honors Programs – Quarterly Popcorn/Movie party – Quarterly Weekly - announcements
Family Nights	- Annual Fall and Spring Title I meetings

	<ul style="list-style-type: none"> <li>- Grade level nights</li> <li>- PTSA Meetings</li> </ul>
Other:	


## Evaluation Plan

Data will be collected and reviewed monthly to identify any weak areas and to make important decisions regarding student behavior. A collection of data will also be used to determine fidelity of the process and teacher satisfaction. The chart below will identify evaluation tools that will be used and when the evaluations will be completed.

Data	Evaluation Tool	Date to be Completed
<b>System to collect, organize, and summarize Discipline Data</b>	Our school uses: Bright Bytes, PowerPB, PowerSchool	<b><i>Our Plan:</i></b> <i>Dean of Students will summarize discipline data on a monthly basis</i>
<b>Fidelity Data</b>	Tiered Fidelity Inventory (TFI)	<b><i>Our Plan:</i></b> <i>Administer twice per year (fall and spring)</i>
<b>Social Validity</b>	Primary Intervention Rating Scale (PIRS)	<b><i>Our Plan:</i></b> <i>Once per year in March</i>

## Appendix

## School-Wide Behavior Matrix7


	<b>ALWAYS BE WARRIOR S.T.R.O.N.G.</b>				
	Cafeteria	Hallway	Classrooms (Virtual)	Restroom	Auditorium
<b>S</b> elf-Controlled	<ul style="list-style-type: none"> <li>- Be polite to others</li> <li>- Speak at a low conversational tone</li> <li>- Use clean language</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to the right of the hallway and stairwells</li> <li>- Correctly use "up" and "down" stairs</li> <li>- Use clean language</li> </ul>	<ul style="list-style-type: none"> <li>- Follow classroom rules and norms</li> </ul>	<ul style="list-style-type: none"> <li>- Use restroom for intended purpose</li> <li>- Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>- Sit up in your seat</li> <li>- Use clean language</li> </ul>
<b>T</b> rustworthy	<ul style="list-style-type: none"> <li>- Dismiss only when allowed to do so</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Always have a hall pass</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Only expect credit for the work you do</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the privacy of others</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Remain with your homeroom</li> <li>- Keep phones powered off and stored</li> </ul>
<b>R</b> esponsible	<ul style="list-style-type: none"> <li>- Throw away trash at the end of lunch</li> <li>- Take care of belongings</li> </ul>	<ul style="list-style-type: none"> <li>- Place trash in bins</li> <li>- Take care of your belongings</li> </ul>	<ul style="list-style-type: none"> <li>- Bring all needed supplies Daily</li> <li>- Maintain a workstation clear of food, drink, and clutter</li> </ul>	<ul style="list-style-type: none"> <li>- Report any issues or facility problems</li> <li>- Keep clean and graffiti-free</li> </ul>	<ul style="list-style-type: none"> <li>- Take care of auditorium equipment and furniture</li> </ul>
<b>O</b> n Time	<ul style="list-style-type: none"> <li>- Report directly to the cafeteria at your assigned time</li> </ul>	<ul style="list-style-type: none"> <li>- Visit, but keep it moving</li> </ul>	<ul style="list-style-type: none"> <li>- Turn in assignments when they are due</li> <li>- Login before class starts</li> </ul>	<ul style="list-style-type: none"> <li>- Handle your business and come out quickly</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive to presentations on time</li> <li>- Go directly back to class when program is finished</li> </ul>
<b>N</b> eighborly	<ul style="list-style-type: none"> <li>- Maintain a clean area</li> <li>- Wait your turn in line</li> <li>- Say "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>- Allow space between you and the person in front of you</li> <li>- Walk to your destination</li> <li>- Politely greet peers and staff members</li> </ul>	<ul style="list-style-type: none"> <li>- Honor the personal space of others</li> <li>- Help peers stay on task</li> <li>- Politely greet peers and staff members</li> <li>- Refrain from all distractions to the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up after yourself</li> <li>- Flush Toilet</li> <li>- Please wash your hands</li> <li>- Turn off faucets</li> </ul>	<ul style="list-style-type: none"> <li>- Allow the presenter to speak without interruptions or distractions</li> <li>- Applaud when appropriate</li> </ul>
<b>G</b> oal-Oriented	<ul style="list-style-type: none"> <li>- Complete your meal in the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive on time</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of important dates and deadlines</li> <li>- Remain positively engaged</li> </ul>	<ul style="list-style-type: none"> <li>- Only use the restroom when needed</li> </ul>	<ul style="list-style-type: none"> <li>- Remain focused on the presentation</li> </ul>

## Posters

### Expectations Poster



### Behavior Matrix Poster

	ALWAYS BE WARRIOR S.T.R.O.N.G.				
	Cafeteria	Hallway	Classrooms (Virtual)	Restroom	Auditorium
<b>Self-Controlled</b>	<ul style="list-style-type: none"> <li>- Be polite to others</li> <li>- Speak at a low conversational tone</li> <li>- Use clean language</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to the right of the hallway and stairwells</li> <li>- Correctly use "up" and "down" stairs</li> <li>- Use clean language</li> </ul>	<ul style="list-style-type: none"> <li>- Follow classroom rules and norms</li> </ul>	<ul style="list-style-type: none"> <li>- Use restroom for intended purpose</li> <li>- Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>- Sit up in your seat</li> <li>- Use clean language</li> </ul>
<b>Trustworthy</b>	<ul style="list-style-type: none"> <li>- Dismiss only when allowed to do so</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Always have a hall pass</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Only expect credit for the work you do</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the privacy of others</li> <li>- Keep phones powered off and stored</li> </ul>	<ul style="list-style-type: none"> <li>- Remain with your homeroom</li> <li>- Keep phones powered off and stored</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>- Throw away trash at the end of lunch</li> <li>- Take care of belongings</li> </ul>	<ul style="list-style-type: none"> <li>- Place trash in bins</li> <li>- Take care of your belongings</li> </ul>	<ul style="list-style-type: none"> <li>- Bring all needed supplies Daily</li> <li>- Maintain a workstation clear of food, drink, and clutter</li> </ul>	<ul style="list-style-type: none"> <li>- Report any issues or facility problems</li> <li>- Keep clean and graffiti-free</li> </ul>	<ul style="list-style-type: none"> <li>- Take care of auditorium equipment and furniture</li> </ul>
<b>On Time</b>	<ul style="list-style-type: none"> <li>- Report directly to the cafeteria at your assigned time</li> </ul>	<ul style="list-style-type: none"> <li>- Visit, but keep it moving</li> </ul>	<ul style="list-style-type: none"> <li>- Turn in assignments when they are due</li> <li>- Login before class starts</li> </ul>	<ul style="list-style-type: none"> <li>- Handle your business and come out quickly</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive to presentations on time</li> <li>- Go directly back to class when program is finished</li> </ul>
<b>Neighborly</b>	<ul style="list-style-type: none"> <li>- Maintain a clean area</li> <li>- Wait your turn in line</li> <li>- Say "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>- Allow space between you and the person in front of you</li> <li>- Walk to your destination</li> <li>- Politely greet peers and staff members</li> </ul>	<ul style="list-style-type: none"> <li>- Honor the personal space of others</li> <li>- Help peers stay on task</li> <li>- Politely greet peers and staff members</li> <li>- Refrain from all distractions to the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up after yourself</li> <li>- Flush Toilet</li> <li>- Please wash your hands</li> <li>- Turn off faucets</li> </ul>	<ul style="list-style-type: none"> <li>- Allow the presenter to speak without interruptions or distractions</li> <li>- Applaud when appropriate</li> </ul>
<b>Goal-Oriented</b>	<ul style="list-style-type: none"> <li>- Complete your meal in the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive on time</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of important dates and deadlines</li> <li>- Remain positively engaged</li> </ul>	<ul style="list-style-type: none"> <li>- Only use the restroom when needed</li> </ul>	<ul style="list-style-type: none"> <li>- Remain focused on the presentation</li> </ul>

## Posters By Location

### Cafeteria

	<p><b>ALWAYS BE WARRIOR S.T.R.O.N.G.</b></p> <p><b>Cafeteria</b></p>
<p><b>S</b>elf-Controlled</p>	<ul style="list-style-type: none"> <li>- Be polite to others</li> <li>- Speak at a low conversational tone</li> <li>- Use clean language</li> </ul>
<p><b>T</b>rustworthy</p>	<ul style="list-style-type: none"> <li>- Dismiss only when allowed to do so</li> <li>- Keep phones powered off and stored</li> </ul>
<p><b>R</b>esponsible</p>	<ul style="list-style-type: none"> <li>- Throw away trash at the end of lunch</li> <li>- Take care of belongings</li> </ul>
<p><b>O</b>n Time</p>	<ul style="list-style-type: none"> <li>- Report directly to the cafeteria at your assigned time</li> </ul>
<p><b>N</b>eighborly</p>	<ul style="list-style-type: none"> <li>- Maintain a clean area</li> <li>- Wait your turn in line</li> <li>- Say "please" and "thank you"</li> </ul>
<p><b>G</b>oal-Oriented</p>	<ul style="list-style-type: none"> <li>- Complete your meal in the time allowed</li> </ul>

## Restroom


	<b>ALWAYS BE WARRIOR S.T.R.O.N.G.</b>
	Restrooms
<b>S</b> elf-Controlled	<ul style="list-style-type: none"> <li>- Use restroom for intended purpose</li> <li>- Wait your turn</li> </ul>
<b>T</b> rustworthy	<ul style="list-style-type: none"> <li>- Respect the privacy of others</li> <li>- Keep phones powered off and stored</li> </ul>
<b>R</b> esponsible	<ul style="list-style-type: none"> <li>- Report any issues or facility problems</li> <li>- Keep clean and graffiti-free</li> </ul>
<b>O</b> n Time	<ul style="list-style-type: none"> <li>- Handle your business and come out quickly</li> </ul>
<b>N</b> eighborly	<ul style="list-style-type: none"> <li>- Clean up after yourself</li> <li>- Flush Toilet</li> <li>- Please wash your hands</li> <li>- Turn off faucets</li> </ul>
<b>G</b> oal-Oriented	<ul style="list-style-type: none"> <li>- Only use the restroom when needed</li> </ul>

## Hallways


	<p><b>ALWAYS BE WARRIOR S.T.R.O.N.G.</b></p> <p><i>Hallways, Stairwells, and Lobby</i></p>
<p><b>S</b>elf-Controlled</p>	<ul style="list-style-type: none"> <li>- Walk to the right of the hallway and stairwells</li> <li>- Correctly use “up” and “down” stairs</li> <li>- Use clean language</li> </ul>
<p><b>T</b>rustworthy</p>	<ul style="list-style-type: none"> <li>- Always have a hall pass</li> <li>- Keep phones powered off and stored</li> </ul>
<p><b>R</b>esponsible</p>	<ul style="list-style-type: none"> <li>- Place trash in bins</li> <li>- Take care of your belongings</li> </ul>
<p><b>O</b>n Time</p>	<ul style="list-style-type: none"> <li>- Visit, but keep it moving</li> </ul>
<p><b>N</b>eighborly</p>	<ul style="list-style-type: none"> <li>- Allow space between you and the person in front of you</li> <li>- Walk to your destination</li> <li>- Politely greet peers and staff members</li> </ul>
<p><b>G</b>oal-Oriented</p>	<ul style="list-style-type: none"> <li>- Arrive on time</li> </ul>



## Classroom

	<p><b>ALWAYS BE WARRIOR S.T.R.O.N.G.</b></p> <p><i>Classrooms (Virtual)</i></p>
<b>S</b> elf-Controlled	<ul style="list-style-type: none"> <li>- Follow classroom rules and norms</li> </ul>
<b>T</b> rustworthy	<ul style="list-style-type: none"> <li>- Only expect credit for the work you do</li> <li>- Keep phones powered off and stored</li> </ul>
<b>R</b> esponsible	<ul style="list-style-type: none"> <li>- Bring all needed supplies daily</li> <li>- Maintain a workstation clear of food, drink, and clutter</li> </ul>
<b>O</b> n Time	<ul style="list-style-type: none"> <li>- Turn in assignments when they are due</li> <li>- Be in class when the tardy bell rings</li> <li>- Login before class starts</li> </ul>
<b>N</b> eighborly	<ul style="list-style-type: none"> <li>- Honor the personal space of others</li> <li>- Help peers stay on task</li> <li>- Politely greet peers and staff members</li> <li>- Refrain from all distractions to the learning environment</li> </ul>
<b>G</b> oal-Oriented	<ul style="list-style-type: none"> <li>- Be aware of important dates and deadlines</li> <li>- Remain positively engaged</li> </ul>

## Auditorium

	<p><b>ALWAYS BE WARRIOR S.T.R.O.N.G.</b></p> <p><i>Auditorium</i></p>
<p><b>S</b>elf-Controlled</p>	<ul style="list-style-type: none"> <li>- Sit up in your seat</li> <li>- Use clean language</li> </ul>
<p><b>T</b>rustworthy</p>	<ul style="list-style-type: none"> <li>- Remain with your homeroom</li> <li>- Keep phones powered off and stored</li> </ul>
<p><b>R</b>esponsible</p>	<ul style="list-style-type: none"> <li>- Take care of auditorium equipment and furniture</li> </ul>
<p><b>O</b>n Time</p>	<ul style="list-style-type: none"> <li>- Arrive to presentations on time</li> <li>- Go directly back to class when program is finished</li> </ul>
<p><b>N</b>eighborly</p>	<ul style="list-style-type: none"> <li>- Allow the presenter to speak without interruptions or distractions</li> <li>- Applaud when appropriate</li> </ul>
<p><b>G</b>oal-Oriented</p>	<ul style="list-style-type: none"> <li>- Remain focused on the presentation</li> </ul>

## Lesson Plans

<b>Behavioral Expectation Lesson Plans</b> Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The student will demonstrate how to be Warrior Strong by being Self-Controlled, Trustworthy, Responsible, On time, Neighborly, and Goal-Oriented.
Setting:	<b>Auditorium</b>
Expectations Taught: (see behavior expectation matrix)	<b>Self-Controlled:</b> Sit up in your seat <b>Trustworthy:</b> Stay with your homeroom in your assigned seat <b>Responsible:</b> Go directly to and remain in your homeroom's assigned row <b>On time:</b> Arrive to presentations on time and with the rest of your class, Go directly back to class when presentation is finished <b>Neighborly:</b> Allow the presenter to speak without interruptions or distractions <b>Goal-Oriented:</b> Remain focused on the presentation
Examples:  Teach using "I do, we do, you do"	<ol style="list-style-type: none"> <li>1. Transition swiftly to and from the auditorium</li> <li>2. Enter the auditorium and sit in homeroom teacher's assigned area</li> <li>3. Engagement with and focus on the presentation (sitting up, eye contact, nodding, etc.)</li> </ol>
Non-examples: (Adults model only)	<ol style="list-style-type: none"> <li>1. Talking during presentation</li> <li>2. Moving to a different homeroom's section</li> </ol>
Follow Through and Practice:  (How will behavior expectations continue to	<ol style="list-style-type: none"> <li>1. Post objectives in the auditorium</li> <li>2. Have teachers review objectives before auditorium visits or on half days</li> </ol>

be taught throughout the school year?)	
Acknowledgement:  (How will behaviors be acknowledged in this setting?)	Homerooms that model expectations to 100% accuracy during an auditorium visit will get a shout out from Dr. Brown at the end of the auditorium visit. Homeroom teachers will be responsible for communicating this info to Dr. Brown. Homerooms with [#] shout outs by the end of the school year will receive [reward].
<b>Teaching the Plan to Students (Auditorium)</b>	
<b>How will you introduce the plan to students?</b> (e.g., describe steps for first introducing the school-wide plan to all students)	
<b>How:</b> During homeroom on the first day of Semester 2, homeroom teachers will introduce the school-wide plan to students, and let them know that they will learn more about it during their orientation.	<b>When:</b> January 6
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> Make posters and hang them up in all matrix locations.	<b>When:</b> Posters will be hung before we leave for Christmas Break
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	
<b>How:</b> During grade level and gender student orientations, administration will show videos demonstrating each of the expected behaviors in all settings.	<b>When:</b> January 9 and 10.
<b>How will you review the plan and reteach lessons throughout the year?</b> (e.g., after each break)	
<b>How:</b> After each break, an administrator will remind students of the Warrior Strong expectations over the intercom.	<b>When:</b> After each break

How will you teach the plan to new students throughout the year?	
<b>How:</b> A member of the student leadership team will be assigned to a new student. The team member will mentor the new student on the process.	<b>When:</b> Upon arrival of a new student to the building.

Behavioral Expectation Lesson Plans	
Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The student will demonstrate how to be Warrior Strong by being Self-Controlled, Trustworthy, Responsible, On time, Neighborly, and Goal-Oriented.
Setting:	Cafeteria
Expectations Taught: (see behavior expectation matrix)	<p><b>Self-Controlled:</b> Be polite to others; speak at a low, conversational tone; use clean language</p> <p><b>Trustworthy:</b> Dismiss only when allowed to do so; keep phones powered off and stored</p> <p><b>Responsible:</b> Throw away trash at the end of lunch; Take care of belongings</p> <p><b>On time:</b> Report directly to the cafeteria at your assigned time</p> <p><b>Neighborly:</b> Maintain a clean area; wait your turn in line; Say “please” and “thank you”</p> <p><b>Goal-Oriented:</b> Complete your meal in the time allowed</p>
Examples:  Teach using “I do, we do, you do”	5 students demonstrate expectations (entering the cafeteria, proceeding through the lunch line, sitting down and eating, cleaning up afterwards, dismissing when told)

Non-examples:  (Adults model only)	3. Coming in loudly 4. Skipping line 5. Texting friends at another table, or videoing themselves and posting on social media 6. Leaving table messy, pushing by adults and leaving out of the cafeteria before instructed to do so
Follow Through and Practice:  (How will behavior expectations continue to be taught throughout the school year?)	3. Post expectations in the cafeteria 4. Review expectations weekly via the microphone in the cafeteria, and monthly during assemblies or homeroom.
Acknowledgement:  (How will behaviors be acknowledged in this setting?)	Students or tables that meet expectations receive – shout out and coupon for concessions.  Tables that meet expectations for the entire week are entered into a drawing for lunch with admin (includes free pizza and drinks)

Teaching the Plan to Students (cafeteria)	
<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> During homeroom on the first day of Semester 2, homeroom teachers will introduce the school-wide plan to students, and let them know that they will learn more about it during their orientation.	<b>When:</b> January 6
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> <ul style="list-style-type: none"> <li>- Student artists will design the main “Warrior Strong” posters</li> <li>- Location posters will be made using poster machine and then will be hung in all matrix locations</li> </ul>	<b>When:</b> Posters will be hung before we leave for Christmas Break
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	

<b>How:</b> During grade level and student orientations, administration will show videos (or use live modeling/acting by teachers and students) demonstrating each of the expected behaviors in all settings.	<b>When:</b> January 9 and 10.
<b>How will you review the plan and reteach lessons throughout the year?</b> <i>(e.g., after each break)</i>	
<b>How:</b> <ul style="list-style-type: none"> <li>- After each break, an administrator will remind students of the Warrior Strong expectations over the intercom.</li> <li>- During Homeroom</li> <li>- Daily – via the intercom (morning announcements)</li> </ul>	<b>When:</b> After each break
<b>How will you teach the plan to new students throughout the year?</b>	
<b>How:</b> A member of the student leadership team will be assigned to a new student. The team member will mentor the new student on the process.	<b>When:</b> Upon arrival of a new student to the building.

<b>Behavioral Expectation Lesson Plans</b>  Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The student will demonstrate how to be Warrior Strong by being Self-Controlled, Trustworthy, Responsible, On time, Neighborly, and Goal-Oriented.
Setting:	<b>Hallway</b>
Expectations Taught: (see behavior expectation matrix)	<b>Self-Controlled:</b> Walk to the right of the hallway and stairwells; Correctly use “up” and “down” stairs; use clean language  <b>Trustworthy:</b> Always have a hall pass; keep phones powered off and stored  <b>Responsible:</b> Place trash in bins; Take care of your belongings  <b>On time:</b> Visit, but keep it moving

	<p><b>Neighborly:</b> Allow space between you and the person in front of you; walk to your destination; politely greet peers and staff members</p> <p><b>Goal-Oriented:</b> Arrive on time</p>
<p>Examples:</p> <p>Teach using “I do, we do, you do”</p>	<p>5 students demonstrate expectations (Walking to class, visiting while on the go, using correct stairwells, greeting peers and staff members)</p>
<p>Non-examples:</p> <p>(Adults model only)</p>	<ul style="list-style-type: none"> <li>- Using incorrect stairwells</li> <li>- Visiting and talking loudly with peers</li> <li>- Starting a fight in the halls</li> <li>- Still talking with peers after the bell rings</li> </ul>
<p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p>	<ul style="list-style-type: none"> <li>- Post expectations in the hallways</li> <li>- Review expectations monthly during assemblies or homeroom, and daily during announcements.</li> <li>- Teachers should be at their doors during class exchanges and can acknowledge good behavior (correct those that need it)</li> </ul>
<p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p>	<ul style="list-style-type: none"> <li>- Students or tables that meet expectations receive – shout out and coupon for concessions.</li> </ul>
<p><b>Teaching the Plan to Students (hallways)</b></p>	



<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> During homeroom on the first day of Semester 2, homeroom teachers will introduce the school-wide plan to students, and let them know that they will learn more about it during their orientation.	<b>When:</b> January 6
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> <ul style="list-style-type: none"> <li>- Student artists will design the main “Warrior Strong” posters</li> <li>- Location posters will be made using poster machine and then will be hung in all matrix locations</li> </ul>	<b>When:</b> Posters will be hung before we leave for Christmas Break
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	
<b>How:</b> During grade level and student orientations, administration will show videos (or use live modeling/acting by teachers and students) demonstrating each of the expected behaviors in all settings.	<b>When:</b> January 9 and 10.
<b>How will you review the plan and reteach lessons throughout the year?</b> <i>(e.g., after each break)</i>	
<b>How:</b> <ul style="list-style-type: none"> <li>- After each break, an administrator will remind students of the Warrior Strong expectations over the intercom.</li> <li>- During Homeroom</li> <li>- Daily – via the intercom (morning announcements)</li> </ul>	<b>When:</b> After each break
<b>How will you teach the plan to new students throughout the year?</b>	
<b>How:</b> A member of the student leadership team will be assigned to a new student. The team member will mentor the new student on the process.	<b>When:</b> Upon arrival of a new student to the building.

### Behavioral Expectation Lesson Plans

Lesson plans should be taught in the area and take 10-15 minutes

Objective:	The student will demonstrate how to be Warrior Strong by being Self-Controlled, Trustworthy, Responsible, On time, Neighborly, and Goal-Oriented.
Setting:	<b>Classroom</b>
Expectations Taught: (see behavior expectation matrix)	<p>Using appropriate language and tone</p> <p>Being respectful and following directions</p> <p>Completing your own work</p> <p>Being accountable and prepared to learn</p> <p>Arrive to class on time</p> <p>Attend school regularly</p> <p>Being respectful of other's thoughts and ideas</p> <p>Monitoring grades through PowerSchool</p>
Examples:  Teach using "I do, we do, you do"	<ul style="list-style-type: none"> <li>• Have appropriate supplies</li> <li>• Check PowerSchool twice a week</li> </ul>
Non-examples: (Adults model only)	<ul style="list-style-type: none"> <li>• Sleeping/Head down in class</li> <li>• Coming to class late</li> <li>• Coming to class with no supplies</li> <li>• Copying another student's work</li> <li>• Checking/Mocking classmates</li> </ul>
Follow Through and Practice:  (How will behavior expectations continue to be taught throughout the school year?)	<p>Revisit/Reteach</p> <ul style="list-style-type: none"> <li>• End of 3<sup>rd</sup> Quarter (Spring Break)</li> </ul>

Acknowledgement:  (How will behaviors be acknowledged in this setting?)	Homework passes.
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Teaching the Plan to Students (Classroom)	
<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> During homeroom on the first day of Semester 2, homeroom teachers will introduce the school-wide plan to students and let them know that they will learn more about it during their orientation.	<b>When:</b> January 6
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> Make posters and hang them up in all matrix locations	<b>When:</b> Posters will be hung before we leave for Christmas Break
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	
<b>How:</b> During grade level and gender student orientations, administration will show videos demonstrating each of the expected behaviors in all settings.	<b>When:</b> January 9 and 10.
<b>How will you review the plan and reteach lessons throughout the year?</b> <i>(e.g., after each break)</i>	
<b>How:</b> After each break, an administrator will remind students of the Warrior Strong expectations over the intercom.	<b>When:</b> After each break(Spring Break)
<b>How will you teach the plan to new students throughout the year?</b>	


<b>How:</b> A member of the student leadership team will be assigned to a new student. The team member will mentor the new student on the process.	<b>When:</b> Upon arrival of a new student to the building.
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<b>Behavioral Expectation Lesson Plans</b> Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The student will demonstrate how to be Warrior Strong by being Self-Controlled, Trustworthy, Responsible, On time, Neighborly, and Goal-Oriented.
Setting:	<b>Restroom</b>
Expectations Taught: (see behavior expectation matrix)	Self-Controlled – Wait patiently for your turn Trustworthy – Respect the privacy of others Responsible – Keep clean and graffiti free On Time – Handle your business and come out quickly Neighborly- Clean up after yourself, Please wash your hands Goal-Oriented -Only use the restroom when needed
Examples: Teach using “I do, we do, you do”	1. Waiting your turn 2. Clean -up behind yourself & flush 3. Wash your hands & dispose of paper towels
Non-examples: (Adults model only)	1. Pushing & Shoving 2. Throwing tissue and paper towels on the floor 3. Not flushing the toilet

Follow Through and Practice:  (How will behavior expectations continue to be taught throughout the school year?)	Flyers on wall and in the stalls reminding students of the expectations such as wait, flush, wash and dispose.
Acknowledgement:  (How will behaviors be acknowledged in this setting?)	Positive feedback and verbal praise
<b>Teaching the Plan to Students (restroom)</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> During homeroom on the first day of Semester 2, homeroom teachers will introduce the school-wide plan to students, and let them know that they will learn more about it during their orientation.	<b>When:</b> January 6
<b>How will you create and post the matrix in all locations?</b>	
<b>How:</b> <ul style="list-style-type: none"> <li>- Student artists will design the main “Warrior Strong” posters</li> <li>- Location posters will be made using poster machine and then will be hung in all matrix locations</li> </ul>	<b>When:</b> Posters will be hung before we leave for Christmas Break
<b>How will you use lesson plans to teach expected behaviors in all settings?</b>	
<b>How:</b> During grade level and student orientations, administration will show videos (or use live modeling/acting by teachers and students) demonstrating each of the expected behaviors in all settings.	<b>When:</b> January 9 and 10.
<b>How will you review the plan and reteach lessons throughout the year?</b> <i>(e.g., after each break)</i>	

<b>How:</b> <ul style="list-style-type: none"> <li>- After each break, an administrator will remind students of the Warrior Strong expectations over the intercom.</li> <li>- During Homeroom</li> <li>- Daily – via the intercom (morning announcements)</li> </ul>	<b>When:</b> After each break
<b>How will you teach the plan to new students throughout the year?</b>	
<b>How:</b> A member of the student leadership team will be assigned to a new student. The team member will mentor the new student on the process.	<b>When:</b> Upon arrival of a new student to the building.

## School-wide Acknowledgement Ticket

<b>Thank you for being Warrior S.T.R.O.N.G!</b>		
One Warrior Ticket		One Warrior Ticket
Name: _____ Grade: _____		
Teacher Signature: _____		
Date: _____		
Issued for: _____		

## Steps To Follow When Addressing Problem Behaviors

Responses To Inappropriate Behaviors Are Always:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Steps To Specific Error Correction:

- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

Preventive strategies to discourage problem behavior

- Active supervision
- Pre-corrects
- Increased praise

	<b>ACTIVE SUPERVISION</b>	<b>PRE-CORRECTS</b>
<b>What is it?</b>	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
<b>Why?</b>	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase the probability of their success

## Staff-Managed vs. Office Managed Chart

The following clarifies behaviors that will be handled by the school office and by the teacher.

Staff-Managed Problem Behavior	Office-Managed Problem Behavior
<ul style="list-style-type: none"> <li>Ø Defiance</li> <li>Ø Disrespect</li> <li>Ø Non-compliance</li> <li>Ø Disruption</li> <li>Ø Inappropriate Language</li> <li>Ø Physical Contact/Physical Aggression</li> <li>Ø Property Misuse</li> <li>Ø Tardy</li> <li>Ø Technology Violation</li> <li>Ø Taunting/Teasing</li> <li>Ø Profanity</li> <li>Ø Unprepared for class</li> <li>Ø Cheating/Plagerism</li> </ul>	<ul style="list-style-type: none"> <li>Ø Abusive Language/Inappropriate Language/Profanity</li> <li>Ø Arson</li> <li>Ø Bomb Threat/False Alarm</li> <li>Ø Chronic violation of staff-managed problem</li> <li>Ø Dress Code Violation</li> <li>Ø Fighting/Physical Aggression</li> <li>Ø Forgery</li> <li>Ø Theft</li> <li>Ø Gang Affiliation Display</li> <li>Ø Harassment/Bullying</li> <li>Ø Inappropriate displays of affection</li> <li>Ø Inappropriate location/out of area</li> <li>Ø Property Damage/Vandalism</li> <li>Ø Skip class</li> <li>Ø Truancy</li> <li>Ø Tardy</li> <li>Ø Technology Violation</li> <li>Ø Use/Possession of Alcohol</li> <li>Ø Use/Possession of Drugs</li> <li>Ø Use/Possession of Tobacco</li> <li>Ø Use/Possession of Weapons</li> </ul>



## Operational Definitions of Problem Behaviors

Minor Problem Behavior	Definition	Example	Non-examples
Defiance/Disrespect/ Non-compliance (M-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests.	Talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment	
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, passing gas	
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	Shirt untucked, no belt	
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc.,	
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.		
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."	
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	Breaking pencils/crayons, kicking furniture, mishandling textbooks/library books/tearing up paper/assignments, handouts, slamming locker	
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	Students enters classroom after bell rings without excuse or an admit slip	
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Using computer time inappropriately, possessing electronic devices without permission	

Minor Problem Behavior	Definition	Example	Non-examples
Taunting/teasing	Inappropriate comments and/or unwanted verbal, physical, or emotional advances	Making faces, calling other students names such as gay, fag, retard, whore, or pimp without the receiver feeling uncomfortable or threatened	
Profanity	Inappropriate language, cursing	Inappropriate language or curse word not directed at anyone specifically	
Name calling	Use of disrespectful, hurtful language	Putdowns, taunts, or slurs of a non-offensive nature, mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others.	

Major Problem Behavior	Definition	Example	Non-example
Abusive/Inappropriate Language	Student delivers verbal messages in an aggressive and/or threatening manner	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc., mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others.
Arson	Student plans and/or participates in malicious burning of property.	Setting fires to or on school property. Possession of combustible items	Student is carrying a lighter
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	Written or verbal bomb threat, deliberately pulling fire alarm when not warranted, planting an explosive device on school grounds/property, making or attempting to construct a bomb at school	

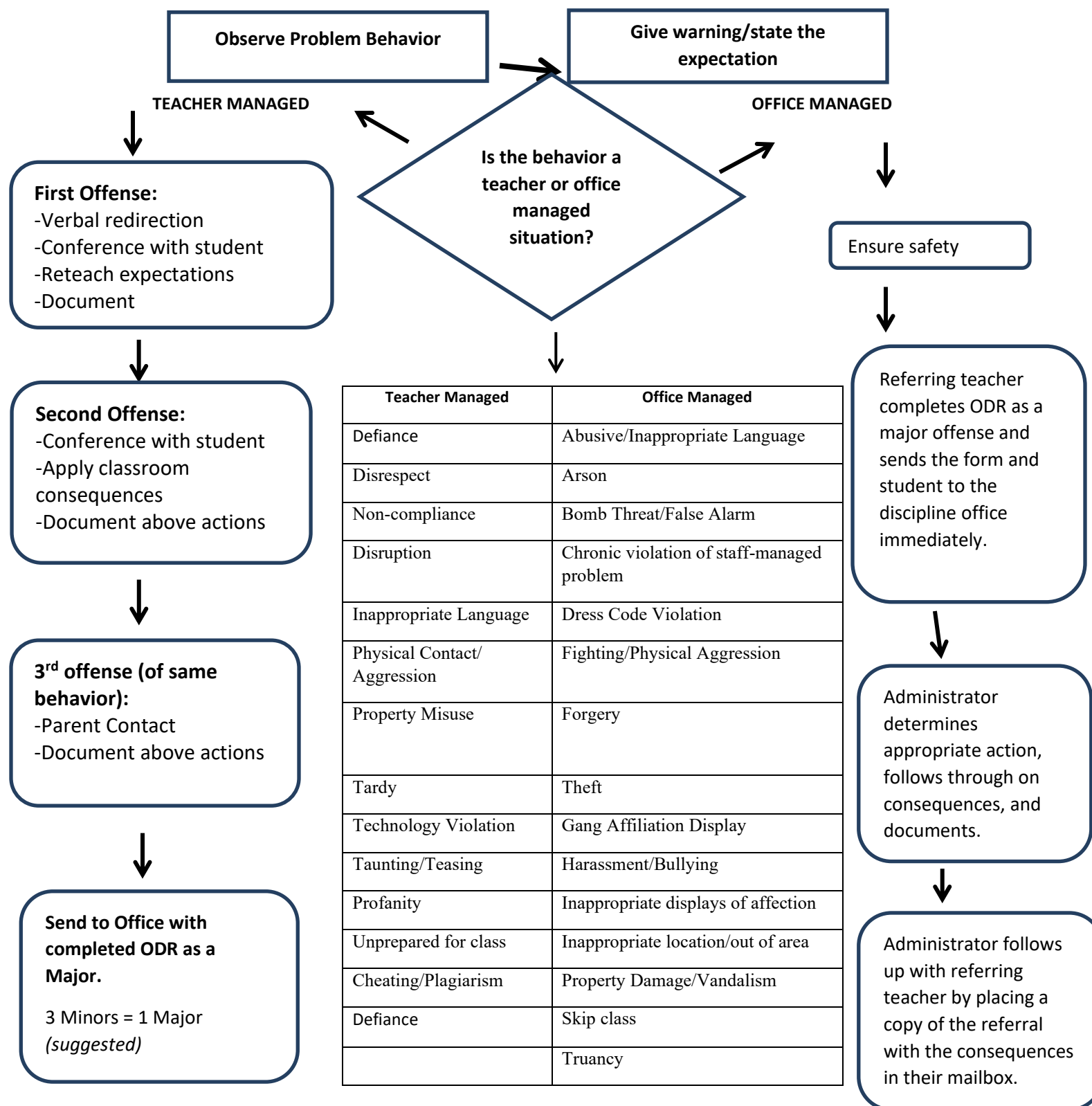
Major Problem Behavior	Definition	Example	Non-example
Continued Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student engages in continued refusal to follow directions, talks back and/or delivers socially rude interactions.	Continuing to refuse to comply with rules/expectations, leaving class without permission, verbal defiance/ argumentative	First time offenses; Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment
Continued Disruption (Disruption)	Student repeatedly engages in behavior causing an interruption in a class or activity.	Sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	First time offenses  Minor offenses: Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, passing gas
Dress Code Violation (Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	Spandex materials; rips/holes in pants; shirts that show abdomen, back, or shoulders; clothing must be below fingertip length all the way around; pants worn at waistline; see-through clothing	Shirt untucked, no belt
Fighting/ Physical Aggression (Fight)	Student is involved in mutual participation in an incident involving physical violence or any actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Forged notes from parents, doctors, teacher, etc.  Stealing, hiding/purchasing stolen property, aiding someone in stealing	
Gang Affiliation Display (Gang Display)	Student demonstrates affiliation with a gang.	Clothing, graffiti, hand signs, bandanas, language, colors	

Major Problem Behavior	Definition	Example	Non-example
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.	<i>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.</i>	
Inappropriate Display of Affection (Inapp affection)	Student engages in consensual yet inappropriate physical contact with another student	Kissing, making out, sexual activity, caressing, groping	Students give a brief hug of friendship
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is caught in inappropriate area of school property	School closet Electrical room Any room not listed on schedule Secluded area	Restroom Main Office Pupil services Discipline office
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property	Writing on furniture
Skip class (Skip)	Student leaves or misses class without permission.	Hanging out in hallways or gym during class or lunch Walking out of class without permission	Field trips, absent days
Truancy (Truan)	Student receives an 'unexcused absence' for 5 days or more.	Student is absent without bringing excused notice/slip	Student brings excused notice/slip for absence
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day.	Student enters class <b>after bell</b>	Student is in the door way when the bell rings
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, mobile devices, music/video players, camera, and/or computer.	Student refuses to turn over phone Student is on inappropriate website	Devices are properly stored, but not turned off
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	Smelling of alcohol, possession of alcohol	

Major Problem Behavior	Definition	Example	Non-example
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage.	Has possession of matches, lighters, firecrackers, gasoline, lighter fluid.	
Use/Possession of Drugs/Paraphanelia (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.	Has possession of lighters, marijuana, vaporizers, pipes, rolling papers	
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.	Has possession of cigars, cigarettes, vape pens, lighters	
Use/Possession of Weapons (Weapons)	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	Has possession of knives, firearms, ammunition, brass knuckles	

## Discipline Process Flowchart

### Central High School




	Tardy
	Technology Violation
	Use/Possession of Alcohol
	Use/Possession of Drugs
	Use/Possession of Tobacco
	Use/Possession of Weapons

## Minor Incident Report Form

<b>1<sup>st</sup> Incident</b>	<b>Date</b>	<b>Time</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention/Action Taken</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway/Lobby <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building <input type="checkbox"/> Restroom <input type="checkbox"/> Auditorium <input type="checkbox"/> Other: _____	<input type="checkbox"/> Non-compliance: classroom rules, cell phones, off task, defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact/Aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Misuse <input type="checkbox"/> Taunting/Teasing <input type="checkbox"/> Cheating/Lying/Plagiarism  <b>Student Signature:</b> _____	<input type="checkbox"/> Verbal Redirection <input type="checkbox"/> Reteach expectations <input type="checkbox"/> Student Conference <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Other: _____ <b>Teacher Initials:</b> _____
<b>2<sup>nd</sup> Incident</b>	<b>Date</b>	<b>Time</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention/Action Taken</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway/Lobby <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building <input type="checkbox"/> Restroom <input type="checkbox"/> Auditorium <input type="checkbox"/> Other: _____	<input type="checkbox"/> Non-compliance: classroom rules, cell phones, off task, defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact/Aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Misuse <input type="checkbox"/> Taunting/Teasing <input type="checkbox"/> Cheating/Lying/Plagiarism  <b>Student Signature:</b> _____	<input type="checkbox"/> Verbal Redirection <input type="checkbox"/> Reteach expectations <input type="checkbox"/> Student Conference <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Other: _____ <b>Teacher Initials:</b> _____
<b>3<sup>rd</sup> Incident</b>	<b>Date</b>	<b>Time</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention/Action Taken</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway/Lobby <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building <input type="checkbox"/> Restroom <input type="checkbox"/> Auditorium <input type="checkbox"/> Other: _____	<input type="checkbox"/> Non-compliance: classroom rules, cell phones, off task, defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact/Aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Misuse <input type="checkbox"/> Taunting/Teasing <input type="checkbox"/> Cheating/Lying/Plagiarism  <b>Student Signature:</b> _____	<input type="checkbox"/> Verbal Redirection <input type="checkbox"/> Reteach expectations <input type="checkbox"/> Student Conference <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Other: _____ <b>Teacher Initials:</b> _____
After the 3 <sup>rd</sup> Minor Infraction, this completed form should be sent to the office along with the <b>Office Discipline Referral Form</b>		



# Office Discipline Referral Form

DISCIPLINARY REFERRAL		
School _____	Date _____	
Student _____	Grade _____ Race _____ Sex _____	
Date of Incident _____	Time _____ Teacher/Bus Driver _____	
<b>NOTICE TO PARENTS:</b> All teachers and bus drivers are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of the school, during intermission or recess period or on any school bus going to or returning from school. (TCA 49-6-4102)		
<b>INCIDENT LOCATION</b> (i.e., room#, bus#, etc.) _____		
<b>Referral to Parent</b> <i>The following student behaviors should be managed in the classroom by the teacher(s) and do not warrant office referrals. Bus drivers may submit all concerns to administration.</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disruptive/Off-task Behavior (i.e., excessive talking, sleeping, walking, playing, checking or other mild disruptions, ignoring safety procedures, use of electronics, phones, tablets, etc.)</li> <li><input type="checkbox"/> Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.)</li> <li><input type="checkbox"/> Eating/Drinking in class</li> <li><input type="checkbox"/> Abusing hall pass privileges (i.e., slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.)</li> <li><input type="checkbox"/> Use of indirect profanity (not towards people)</li> <li><input type="checkbox"/> Defiance/Mild disrespect to teacher or students (verbal; i.e., arguing, disrespectful tone/attitude, general surliness, etc.)</li> <li><input type="checkbox"/> Mild insubordination (i.e., slothfully/not following directions, procedures, rules, communicated by teacher when asked (minimal disruption but direct non-compliance)</li> </ul>	<b>Referral to Office</b> <i>Administration should be contacted for these violations. Administration shall notify law enforcement and appropriate others for any possible criminal offenses (i.e., drugs, weapons, etc.)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fighting (not self-defense)</li> <li><input type="checkbox"/> Profanity directed towards staff/student (i.e., racial slurs, derogatory language)</li> <li><input type="checkbox"/> Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff)</li> <li><input type="checkbox"/> Theft/Vandalism</li> <li><input type="checkbox"/> Repeated or extreme insubordination (teacher has evidence of intervention but student's behavior is persistent and non-responsive)</li> <li><input type="checkbox"/> Bullying, Cyber-bullying, Harassment &amp; Intimidation (once reported by student or noticed by an adult and there is a possible imbalance of power...see Policy 6046)</li> <li><input type="checkbox"/> Gang Activity/Recruiting</li> <li><input type="checkbox"/> Any possible criminal offense (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.)</li> </ul>	
<b>Teacher Notes:</b>		
<b>Student Statement</b> (may also attach separately):		
<b>Classroom Response(s):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change of Seating      <input type="checkbox"/> Detention</li> <li><input type="checkbox"/> Denied Privileges      <input type="checkbox"/> Supervised Study</li> <li><input type="checkbox"/> Confiscated Item(s)      <input type="checkbox"/> Character Ed. Training</li> <li><input type="checkbox"/> Parent-Teacher Conf.      <input type="checkbox"/> Referral to Counseling</li> <li><input type="checkbox"/> IEP/504 Review      <input type="checkbox"/> BIP Review</li> <li><input type="checkbox"/> Other _____</li> </ul>	<b>Administrative Response(s):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Confiscated Item(s)</li> <li><input type="checkbox"/> Parent-Admin Conf.</li> <li><input type="checkbox"/> Referral (i.e., SHAPE, Gang Unit, Counselor, Social Worker, Psychologists)</li> <li><input type="checkbox"/> Bus Suspension</li> <li><input type="checkbox"/> In-School Suspension</li> <li><input type="checkbox"/> Out-of-School Suspension (see <i>Official Notification</i>)</li> <li><input type="checkbox"/> Other _____</li> </ul>	
<input type="checkbox"/> Student is remorseful/cooperative/no consequence		
<b>Teacher Signature</b> _____	<b>Admin Signature</b> _____	
<b>Date</b> _____	<b>Date</b> _____	

For revisions/corrections of this document, please contact Dr. JB Blocker at blockerj@scsct12.org

## Classroom Checklist

RTI <sup>2</sup> -B Core Components	Features in the Classroom
<b>Behavioral Expectations</b>	<input type="checkbox"/> I have the school-wide behavioral expectations posted in my classroom. <input type="checkbox"/> My classroom expectations align with the school-wide behavioral expectations. <input type="checkbox"/> 80% of my students can state the school-wide behavioral expectations.
<b>Teaching Behavioral Expectations</b>	<input type="checkbox"/> I have taught the school-wide behavioral expectations in my classroom. <input type="checkbox"/> I have retaught the school-wide behavioral expectations throughout the year in my classroom. <input type="checkbox"/> I refer to the school-wide behavioral expectations regularly. <input type="checkbox"/> My substitute plans include RTI <sup>2</sup> -B core components.
<b>Acknowledgement System</b>	<input type="checkbox"/> I use a variety of strategies to give specific positive feedback in my classroom. <input type="checkbox"/> My students can tell how they receive acknowledgement for expected behavior. <input type="checkbox"/> I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom. <input type="checkbox"/> My students are able to participate in the school-wide acknowledgement system.
<b>Discipline Process</b>	<input type="checkbox"/> I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed. <input type="checkbox"/> I use the Office Discipline Referral form when students engage in office-managed problem behavior. <input type="checkbox"/> I refer to the school-wide discipline process flowchart when students engage in problem behavior. <input type="checkbox"/> I provide students an opportunity to get back on track after engaging in problem behavior.

## APPENDIX

### IMPLEMENTATION MANUAL CHECKLIST

Component	Completed
RTI <sup>2</sup> -B Overview	x
Mission statement	x
Purpose (Activity 1)	x
Leadership Team Composition and Norms (Activity 3)	x
Behavioral Expectations (Activity 5)	x
Behavioral Expectations Matrix (Activity 6)	x
Lesson plans (Activity 7)	x
Teaching Plan for Students (Activity 8), Staff (Activity 19), and Family/Community (Activity 20)	x
Acknowledgement systems for students, staff, and family and community (Activity 11)	x
Operational Definitions of Behaviors (Activity 13)	x
Staff-Managed vs. Office-Managed Chart (Activity 12)	x
Discipline Process Flowchart (Activity 14)	x
Minor Incident Report Form (Activity 16)	x
Office Discipline Report Form (ODR) (Activity 17)	x
Classroom Checklist (Activity 18)	x
Planning for stakeholder feedback (Activity 21)	x
Calendar of events (Activity 22)	x
Evaluation plan (Activity 23)	x
Posters	x