Overton High School

1770 Lanier Ln

Memphis, TN 38117

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RESPECTFUL * RESPONSIBLE *
READY

"THE OVERTON WAY"

RTI2-B Behavior Implementation Manual

RTI^2-Behavior Implementation Manual

DATE CREATED: January 2020

DATE LAST MODIFIED: May 2019

TEAM MEMBERS:

Ronnie Dukes, Assistant Principal

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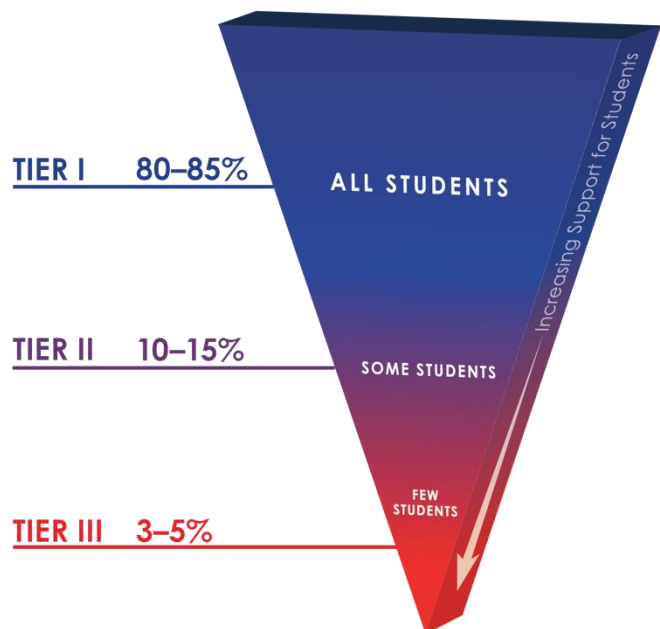Office Discipline Referral Form

Classroom Checklist

RTI²-B Overview

Response to Instruction and Intervention-Behavior (RTI²-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.

RTI²-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 RTI²-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.

TIER I   80–85%   ALL STUDENTS

Increasing Support for Students

TIER II   10–15%   SOME STUDENTS

FEW STUDENTS

TIER III   3–5%

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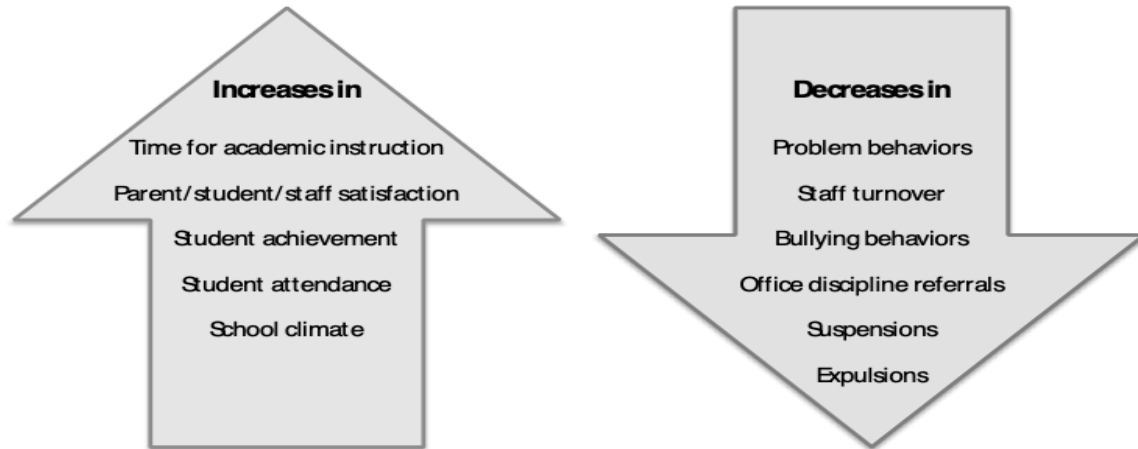
Within the multi-tiered framework of RTI^2-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

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^2-B
(Horner et al., 2014)

Increases in

Time for academic instruction

Parent/student/staff satisfaction

Student achievement

Student attendance

School climate

Decreases in

Problem behaviors

Staff turnover

Bullying behaviors

Office discipline referrals

Suspensions

Expulsions

Purpose

RTI^2-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI^2-B at our school is to develop proactive strategies for defining, teaching, and supporting appropriate student behaviors that create a positive school environment.

Team Composition And Norms

The school leadership team for 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.

RTI²-B School Team Composition

Name	Team Role	School Role	E-mail Address	Phone No.
Ronnie Dukes	Data Analyst	Assistant Principal	dukesr@scsk12.org	901-416-2025
*Melanie McGuire	Coach	School Counselor	mcguirem1@scsk12.org	901-416-2139
Alyssia Turner	Communications	CTE Teacher	turneral@scsk12.org	901-416-2164
Erica Johnson	Spokesperson	Science Teacher	Johnsone4@scsk12.org	901-416-2609
Willie Steward	Spokesperson	SPED Teacher	stewardw@scsk12.org	901-416-2617
Lionel Cortez	Spokesperson	ESL Teacher	cortezl@scsk12.org	901-416-2625

Day to meet:1st Monday each month	Time: 2:30

Location: Library

Dates to present to faculty: Monthly

Reminders:
- *Place a * next to the name of the team coach*
- *Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).*

Proposed Norms for the RTI²-B Leadership Team

- **Principal will ensure staff consistently follows plan**
- **Be open to ideas of others**
- **Encourage balanced participation**
- **Stay focused on agenda items**
- **No cell phone or side work**

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.

Behavioral Expectations are called
"The Overton Way"
School – Wide Expectations: *Be Respectful*   *Be Responsible*   *Be Ready*

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 manual.**

School-Wide Behavioral Expectations Matrix

The RTI[2]-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 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 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 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.

How will you introduce the plan to students?	
How: Every teacher will be trained on the Behavior Matrix and issued lesson plans to teach to teach students. Teachers will follow a schedule provided which includes what setting to teach each day. The settings will be rotated daily. The RtI2-B Team will conduct classroom walkthroughs to check for understanding. Also, the broadcasting department wills video mini skits displaying appropriate and inappropriate expectations from the Behavior Matrix. Students will also view the matrix as a reminder through the video daily broadcast. Selected students will promote and encourage the student body to be RESPECTFUL be RESPONSIBLE be READY THE OVERTON WAY through mini skits, chants, and leading by example	**When:** November 18, 2019
How will you create and post the matrix in all locations?	
How: Copies of the Behavior Matrix and expectations will be revised for all settings and hung throughout the school	**When:** Posters will be hung before we leave for Winter Break

How will you use lesson plans to teach expected behaviors in all settings?	
How: Lesson Plans will be used as a guide for teachers to teach expectations during class time. While students view morning announcements, they also will have an opportunity to see demonstrations of appropriate and inappropriate behaviors expected. Staff will be asked to reiterate behaviors expected in all school settings.	**When:** Lesson plans will start being taught November 18, 2019
How will you review the plan and re-teach lessons throughout the year? *(e.g., after each break)*	
How: Quarterly assemblies will be held where students re-teach Behavior Expectations After each break classroom teachers will revisit expectations in the classroom and morning announcements will be made daily encourage students to behave "The Overton Way"	**When:** Assemblies- Quarterly Classroom- after each break Behavior Expectations – During morning announcements
How will you teach the plan to new students throughout the year?	
How: The RTI2-B Student Leadership Team members will provide students of the Behavior Matrix and teach them to new students	**When:** Once a month

Teaching the Plan to Staff	
Who will be trained on the plan? *Teachers, Eve. Bldg Engineer(Fletcher)r, Day Bldg. Engineer(Watkins)Paraprofessionals, Campus Monitors, Office Staff, Cafeteria Workers,*	
How: During faculty meetings, breakout sessions (for hall monitors and bldg. engineers office staff, paraprofessionals). All materials will be provided for all school community involved	**When:** November 13, 2019

How will you train staff to teach expectations and deliver acknowledgements?	
How: RtI2-B Overview during in-service. We will roll out introductory Behavior Matrix and Lesson Plan format to ask for feedback and consensus on components. Behavior Matrix as well as the Lesson Plan format will be provided to all faculties. Staff will begin to practice using behavior-specific matrix and recognizing those individuals that carry out the behaviors through verbal praise during morning announcements.	**When:** November 8, 2019 November 13, 2019 Monday, November 18, 2019
How will you teach the components of the discipline process to all staff? *(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)*	
How: We will teach RtI2-B Overview during in-service. During that time, the leadership team will review the plan with the faculty and ask for feedback and consensus on components.	**When:** November 8, 2019
How will you teach core features of the plan to substitute teachers? *(e.g., expectations, acknowledgements, discipline)*	
How: Substitutes will have a 1 page handout that reviews the important features of the RtI2-B plan, and ODR forms and Behavior Matrix in their substitute folder.	**When:** Ongoing
What important dates will you share?	
How: Trainings of the plan being discussed in faculty meetings/in-service and when celebrations will take place.	**When:** November 8th - ongoing

Teaching the Plan to Family and Community
How will core features of the plan be shared with family/community members at the beginning of the school year? (e.g. expectations, acknowledgements, discipline)
School administrators will present an overview to families during the open house assembly in the auditorium. Teachers will review specifics of the plan in their classrooms during their presentation to parents.

How often will information about the plan be shared with family/community members?
Information will be highlighted monthly on the school website, along with updates through school messenger communication tool.

How can families incorporate RTI²-B in the home? (e.g., home matrix, home acknowledgement system)
Families will be offered copies of lesson plans and matrix in order to align parent expectations with school expectations. Assistance will be offered to parents needing help with Behavior Management in the home, as well as a point of contact for any information needed.

What additional resources can family/community members access for more RTI²-B information and support? (e.g., online resources, resources within the district)
Tennessee Behavior Supports Project website (www.Tbspmemphis.com), parent trainings provided at school each semester, RtI2-B team can also pull together resources to share on the website.

Who will be the liaison between the school and family/community?
The school will utilize alumni, school social worker, community agencies that partner within the school, and a parent that will act as liaisons between the school team and family/community.

How can family/community members get involved with RTI²-B at your school?
Through hosting appreciation breakfasts, sponsoring celebrations, creating material, and sharing information about the plans with other parents.

Does your school have an established parent organization? If so, who will communicate with the parent organization?
N/A

Acknowledgement System

Our RTI²-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)
Students	School-wide Assemblies	Student recognitions made for those displaying positive behaviors, most improved, citizenship, and perfect attendance	Every 20 day period	Auditorium	Admin RtI2-B Team
	Grizzlies Tickets	Tickets will be awarded to those student's names deposited in a drawing. Each Wednesday, ten students will be presented with two tickets as recognition for his or her behavior.	Weekly	Guidance	School Counselor
	Chick-Fil-A Gift Card	Tickets will be awarded to those student's names deposited in a drawing. Each Friday, three students will be presented with two tickets as recognition for his or her behavior.	Weekly	Guidance	School Counselor

	Sonic Certificates	Tickets will be awarded to those student's names deposited in a drawing. Each Wednesday, three students will be presented with two tickets as recognition for his or her behavior.	Weekly	Guidance	School Counselor
	Verbal Praise	Verbal praise will be made to those students who exhibit behaviors described in the Behavior Matrix.	On a daily basis	In all school settings; classroom, hallways, during morning announcements, school events	All staff members
Staff	Staff Breakfast/ Lunch	A quarterly breakfast/lunch will be provided for staff to show appreciation and as a way of saying "Thank You" for supporting the RtI2-B Project at Overton.	Quarterly	Teacher Lounge	Administrators RtI2-B Team Overton Partners in Education (OPIE)
	Shouts Out	Faculty/staff members who implement the plan with fidelity will receive shout-outs in the morning announcements	Weekly/Monthly	Morning Announcements/ Monthly Faculty Mtg	Admin RtI2-B Team
	Giveaways	Faculty/staff members who implement the plan with fidelity will receive giveaways such as OHS blankets, classroom coverage for a period, special parking space,	Monthly	In all school settings	Admin RtI2-B Team
	Bulletin Board	Community groups and families will be acknowledged for their participation (i.e. donations, volunteer time, etc.) a bulletin board will be displayed in a hallway atrium area of the building. Names/pic-	Monthly	Atrium Area near gym	Students RtI2-B Team

		tures will be displayed saying "thank you" for their support with RtI2-B implementation			
Family/Community	School Website	The school website will display a running banner highlighting participation from the community and families	Quarterly	Website	RtI2-B Team

Dealing With Problem Behaviors

Our RTI[2]-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[2-]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 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^2-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^2-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^2-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	Student leadership team will meet and provide feedback	Teachers will be responsible for reviewing the Behavior Matrix and expectations and teach the lessons during designated times	Classes will be surveyed to provide ideas for acknowledgements, student leaders will request feedback from student body	Students will learn new practices to be a part of the discipline process. Student leaders will then be able to provide input on how to create student ownership at the school
Staff	A copy of the RTI2-B handbook will be provided to all faculty for feedback	Lesson plans will be furnished to all staff to review and offer suggestions	Faculty/staff will be asked to provide feedback regarding acknowledgment system	All behaviors will be sorted with the office managed vs. classroom managed during RTI2-B overview during staff meeting, team will play Kahoot to determine what staff already knows and will also use Mentimeter to provide feedback from staff and contribute to the presentation.
Family/ Community	The plan will be shared with family and community during Parent Teacher Conferences, School Messenger, and school website.	The Matrix will be shared on school website, texts through School Messenger to reinforce the same expectations taught at school.	During Parent Teacher Conferences the plan will be reviewed for feedback from families.	During Parent Teacher Conferences the plan will be reviewed for feedback from families.

Calendar of Events

Together as a team, RTI²-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.

RTI²-B Calendar Components	Date(s)
RTI²-B School Team Meetings	1st Monday of each month
Initial Session to Teach Core Components to Staff	In-Service date
Booster Sessions to Teach Core Components to Staff	Staff Meetings
Begin School-wide Implementation (e.g., Kick-off Celebration)	November 18, 2019
Teaching Expectation Lesson Plans to Students in All Settings	November 19, 2019 – December 20, 2019
Re-teaching Expectation Lesson Plans to Students in All Settings	January (Winter Break) March (Spring Break)
Celebrations/Assemblies	Weekly Monthly Quareterly
Family Nights	January February

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.

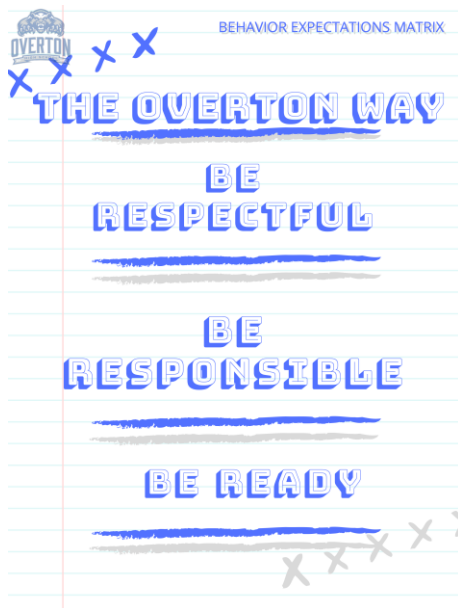| Data	Evaluation Tool	Date to be Completed
System to collect, organize, and summarize Discipline Data (e.g., SWIS, PowerSchool, Infinite Campus)	Our school uses: PowerSchool, BrightBytes, and Power BI	***Recommendation:*** *Summarize discipline data monthly* Our plan: Monthly team meetings will be held to review discipline data and will adjust plans according to outcomes.
Fidelity Data	Tiered Fidelity Inventory (TFI) Surveys	***Recommendation:*** *Two times per year (fall and spring)* Our plan: Will consist of conducting a survey in the Spring
Social Validity	Primary Intervention Rating Scale (PIRS) (Also called the "Staff Input Survey")	***Recommendation:*** *Once per year (spring)* Our plan: Once in the Spring per year

Appendix

School-Wide Behavior Matrix

THE OVERTON WAY

	CLASSROOM	CAFETERIA	HALLWAY	RESTROOM	BUS	SCHOOL EVENTS
RESPECTFUL	• Use appropriate language and tone • Share the learning space with others • Keep hands to yourself	• Respect others' personal space • Keep your area clean • Wait your turn in line • Eat only in designated areas	• Be courteous • Use school appropriate language and voice level • Listen to directives from adults • Greet others positively • Keep traffic moving on the right side of the hall	• Keep walls and stalls clean and graffiti free • Always check for occupancy before entering a stall • Use school- appropriate behavior & language	• Follow the directions from the bus driver • Use crosswalks when crossing streets • Stay on the sidewalks when walking home • Report home promptly	• Avoid talking during performance or presentation • Show sportsmanship to the opposing team and fans • Be supportive of peers • Celebrate others success
RESPONSIBLE	• Report problems/ concerns to an adult • Arrive to class on time everyday • Bring all materials to class • Be on task	• Report any spills promptly • Report to cafe at designated time • Remain in the cafeteria • Report any problems to an adult	• Arrive on time with all materials • Headphones and cell phones should not be visible • Have a hall pass at all times when leaving a class • Report any issues to an adult • Follow dress code policy daily	• Use appropriate hygienic practices • Keep restrooms clean and in working order • Report all problems to an adult immediately • Handle property and equipment with care	• Have bus pass or parking decal • Use appropriate crosswalks and pathways	• Represent the school in a positive manner. • Follow guidelines and procedures • Allow others to listen and learn • Keep event area clear and clean
READY	• Seek assistance from others • Take initiative to solve problems • Set goals • Always give your best	• Build quality relationships • Use time to refocus • Compliment cafeteria staff • Encourage others	• Assist others in the hall • Keep hallway traffic moving • Remain silent during drills	• Report illegal activity • Throw trash and hygiene items in the trash can • Always report lack of supplies to an adult	• Be on time for bus arrival • Use conflict resolution • Report danger to the nearest adult • Be available to assist others in need	• Be on time • Sit in designated areas • Find solutions when the unexpected happens

Posters

Expectations Poster

Behavior Matrix Poster

THE OVERTON WAY

	CLASSROOM	CAFETERIA	HALLWAY	RESTROOM	BUS	SCHOOL EVENTS
RESPECTFUL	• Use appropriate language and tone • Share the learning space with others • Keep hands to yourself	• Respect others' personal space • Keep your area clean • Wait your turn in line • Eat only in designated areas	• Be courteous • Use school appropriate language and voice level • Listen to directives from adults • Greet others positively • Keep traffic moving on the right side of the hall	• Keep walls and stalls clean and graffiti free • Always check for occupancy before entering a stall • Use school-appropriate behavior & language	• Follow the directions from the bus driver • Use crosswalks when crossing streets • Stay on the sidewalks when walking home • Report home promptly	• Avoid talking during performance or presentation • Show sportsmanship to the opposing team and fans • Be supportive of peers • Celebrate others success
RESPONSIBLE	• Report problems/concerns to an adult • Arrive to class on time everyday • Bring all materials to class • Be on task	• Report any spills promptly • Report to cafe at designated time • Remain in the cafeteria • Report any problems to an adult	• Arrive on time with all materials • Headphones and cell phones should not be visible • Have a hall pass at all times when leaving a class • Report any issues to an adult • Follow dress code policy daily	• Use appropriate hygienic practices • Keep restrooms clean and in working order • Report all problems to an adult immediately • Handle property and equipment with care	• Have bus pass or parking decal • Use appropriate crosswalks and pathways	• Represent the school in a positive manner. • Follow guidelines and procedures • Allow others to listen and learn • Keep event area clear and clean
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Cafeteria

Bus

Classroom

CLASSROOMS

- Use appropriate language and tone
- Share the learning space with others
- Keep hands to yourself

...BE RESPECTFUL

- Report problems/concerns to an adult
- Arrive to class on time everyday
- Bring all materials to class
- Be on task

...BE RESPONSIBLE

- Seek assistance from others
- Take initiative to solve problems
- Set goals
- Always give your best

...BE READY

OVERTON

Hallways

Hallways

Time is GOLD

- Be courteous
- Use school appropriate language and voice level
- Listen to directives from adults
- Greet others positively
- Keep traffic moving on the right ...Be respectful

- Arrive on time with all materials
- Headphones and cell phones should not be visible
- Have a hall pass at all times when leaving a class
- Report any issues to an adult
- Follow dress code policy daily
...Be responsible

- Assist others in the hall
- Keep hallway traffic moving
- Remain silent during drills
...Be ready

and learning takes time.

SO BE ON TIME!!!

OVERTON
HIGH SCHOOL

Events

OVERTON
HIGH SCHOOL

SCHOOL EVENTS

Avoid talking during performance or presentation
Show sportsmanship to the opposing team and fans
Be supportive of peers
Celebrate others success

...BE RESPECTFUL

Represent the school in a positive manner
Follow guidelines and procedures
Allow others to listen and learn
Keep event area clear and clean

...BE RESPONSIBLE

Be on time
Sit in designated areas
Find solutions when the unexpected happens

...BE READY

Restrooms

OVERTON

RESTROOMS

- Keep walls and stalls clean and graffiti free
- Always check for occupancy before entering a stall
- Use school- appropriate behavior & language

...BE RESPECTFUL

- Use appropriate hygienic practices
- Keep restrooms clean and in working order
- Report all problems to an adult immediately
- Handle property and equipment with care

...BE RESPONSIBLE

- Report illegal activity
- Throw trash and hygiene items in the trash can
- Always report lack of supplies to an adult

...BE READY

Lesson Plans

<table>
<tr><td colspan="2" align="center">Behavioral Expectation Lesson Plans
Lesson plans should be taught in the area and take 10-15 minutes</td></tr>
<tr><td>Objective:</td><td>The student shall be RESPECTFUL, be RESPONSIBLE, and be READY during school events</td></tr>
<tr><td>Setting:</td><td>School Events</td></tr>
<tr><td>Expectations Taught:
(see behavior expectation matrix)</td><td>Be Respectful
• Be supportive of peers
• Celebrate others success
• Show sportsmanship to opposing teams and fans
• Avoid talking during a performance or presentation
Be Responsible
• Represent the school in a positive manner
• Follow guidelines and procedures provided
• Allow others to listen and learn
• Keep event area clear and clean
Be Ready
• Be on time
• Sit in designated area
• Find solutions when the unexpected happens</td></tr>
<tr><td>Examples:

Teach using "I do, we do, you do"</td><td>
1. Students will be seated in designated areas before the speaker begins talking.
2. Students will remain at voice level 0 during the presentation/performance.
3. Students will treat others kindly and with respect.
4. Students will show appreciation with applause.</td></tr>
<tr><td>Non-examples:
(Adults model only)</td><td>
1. Students walking in late.
2. Students talking during the presentation/performance.
3. Students laughing, checking, name calling others.</td></tr>
</table>

Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	1. Faculty will model and practice expectations. 2. Review and remind students of expectations daily(those not being followed), after breaks and each quarter. Expectations will be reminded through morning announcements, classrooms, multi-media videos, and expectations posted throughout the school settings
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Through verbal praise, gift cards, Grizzlies tickets, giveaways, and restaurant certificates

School-wide Acknowledgement Ticket

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

	ACTIVE SUPERVISION	PRE-CORRECTS
What is it?	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why?	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.

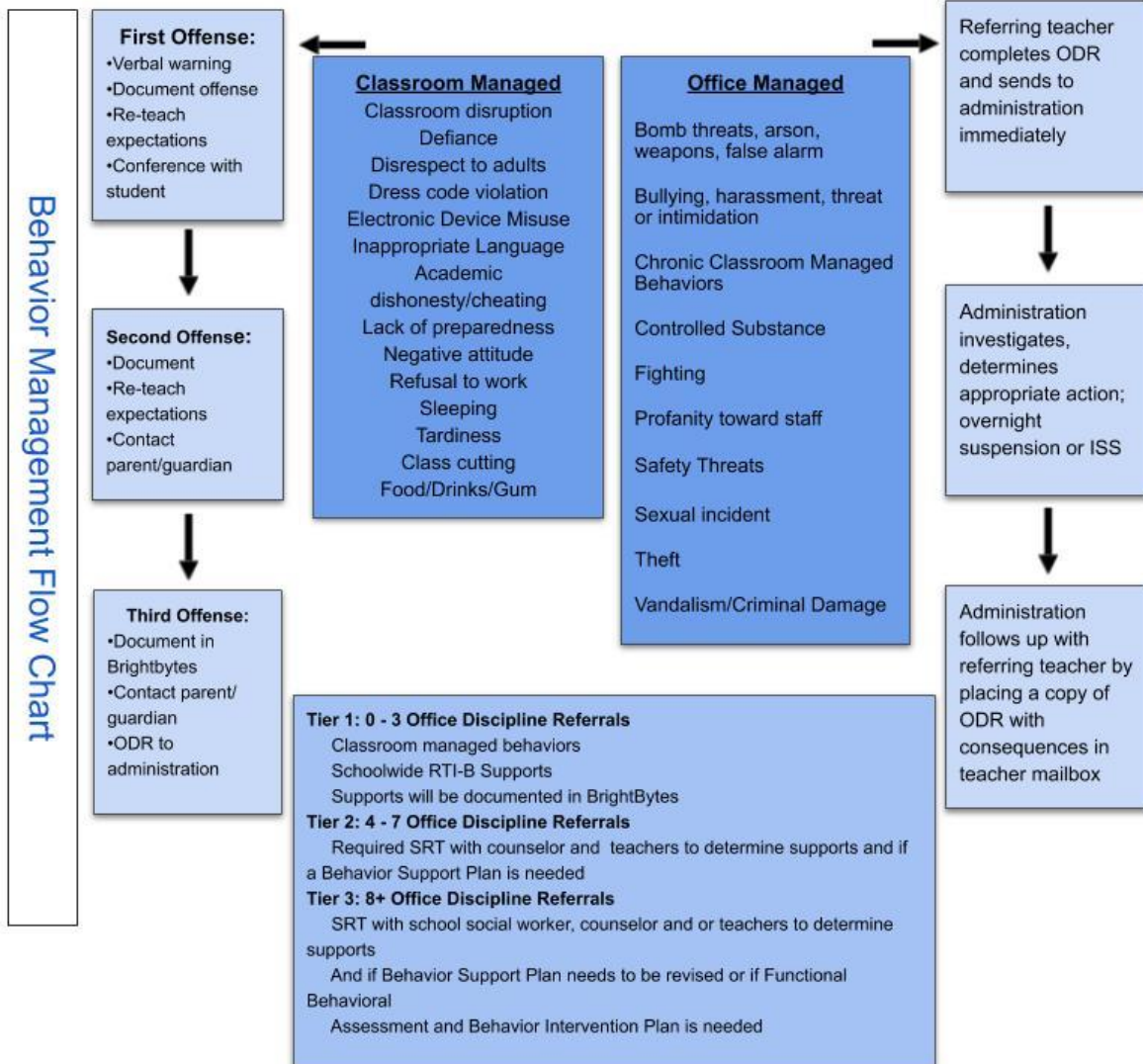| Staff-Managed Problem Behavior	Office-Managed Problem Behavior
Classroom Disruption Defiance Disrespect to Adults Electronic Device Misuse Inappropriate Language Dishonest/Cheating Lack of Preparedness Negative Attitude Refusal to Work Sleeping in Class Tardiness Class Cutting Food/Drink/Gum	Bomb Threats/Arson/Weapons/False Alarms Bullying, Harassment, Threat, or Intimidation Chronic Classroom Behaviors Controlled Substance Fighting Profanity toward Staff Safety Threats Sexual Incidents Theft Vandalism/Criminal Damage

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	Refusal to comply with established rules, leaving class without permission, verbal defiance/ argumentative. Inappropriate public display of affection. Inappropriately possessing speakers and other electronic devices.
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 or seat, passing gas	Loud talk, yelling, screaming, horse-playing
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, sagging pants, moderate skin exposure(ripped jeans), wearing headgear inside the building	Skirts/short above the knee. Low cut shirts or crop tops showing abdomen. Flip flops, slides, and sandals without straps.
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.,	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal.
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."	Shoving matching, slapping, or other such low impact incident not severe enough to constitute a fight under Shelby County Schools policy.
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	Broken windows / damaged property as a result of horseplay/ aggressive behaviors, etc., tampering with equipment/ impairing its usefulness, tampering with a computer's settings or putting a virus on a computer; writing on desk.

Major Problem Behavior	Definition	Example	Non-example
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	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 (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 the fire alarm when not warranted, planting an explosive device on school grounds/property, making or attempting to construct a bomb at school	
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/ argumentative	Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out or seat, passing gas
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Wearing something other than what dress code dictates	Shirt untucked, no belt
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	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, teachers, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	Telling untruths/wrongful accusations, copying, obtaining questions/answers to assignments or assessments
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.	Bandanas with known gang related colors, gang symbols drawn on personal property or self	Sagging pants, Decorative belts, shirts with known gang colors

**Overton High School
Behavior Management
Flow Chart**

Behavior Management Flow Chart

First Offense:
•Verbal warning
•Document offense
•Re-teach expectations
•Conference with student

Second Offense:
•Document
•Re-teach expectations
•Contact parent/guardian

Third Offense:
•Document in Brightbytes
•Contact parent/guardian
•ODR to administration

Classroom Managed
Classroom disruption
Defiance
Disrespect to adults
Dress code violation
Electronic Device Misuse
Inappropriate Language
Academic dishonesty/cheating
Lack of preparedness
Negative attitude
Refusal to work
Sleeping
Tardiness
Class cutting
Food/Drinks/Gum

Office Managed
Bomb threats, arson, weapons, false alarm

Bullying, harassment, threat or intimidation

Chronic Classroom Managed Behaviors

Controlled Substance

Fighting

Profanity toward staff

Safety Threats

Sexual incident

Theft

Vandalism/Criminal Damage

Referring teacher completes ODR and sends to administration immediately

Administration investigates, determines appropriate action; overnight suspension or ISS

Administration follows up with referring teacher by placing a copy of ODR with consequences in teacher mailbox

Tier 1: 0 - 3 Office Discipline Referrals
Classroom managed behaviors
Schoolwide RTI-B Supports
Supports will be documented in BrightBytes
Tier 2: 4 - 7 Office Discipline Referrals
Required SRT with counselor and teachers to determine supports and if a Behavior Support Plan is needed
Tier 3: 8+ Office Discipline Referrals
SRT with school social worker, counselor and or teachers to determine supports
And if Behavior Support Plan needs to be revised or if Functional Behavioral
Assessment and Behavior Intervention Plan is needed

Minor Incident Report Form

1st Incident	Date	Time
Location	**Problem Behavior**	**Staff Intervention/Action Taken**

□ Classroom
□ Cafeteria
□ Gym
□ Hallway
□ Locker Room
□ Outside of Building
□ Restroom
□ Other: _____
	□ **Disruption:** Excessive talking, Checking, Argumentative
	□ **Dress Code Violation**
	□ **Horseplay**
	□ **Profanity/Inappropriate Language**
	□ **Non-Compliance:** Class rules, cheating, cell phone, off task
	□ **Tardy**
	□ **Class cutting**
	
	Student Signature:
	_____
		□ Warning/Retaught Expectation
		□ Contact Parent date:_____
		VIA □ Email: _____
		       □ Note Home:_____
		       □ Phone #: _____
		       □ Parent Conf Date: _____
		□ Cafeteria Duty:_____
		□ Seat Change/Student Conference
		□ Peer Mediation:_____
		□ Other:_____
		
		Teacher Initials: _____

2nd Incident	Date	Time
Location	**Problem Behavior**	**Staff Intervention/Action Taken**

□ Classroom
□ Cafeteria
□ Gym
□ Hallway
□ Locker Room
□ Outside of Building
□ Restroom
□ Other: _____
	□ **Disruption:** Excessive talking, Checking, Argumentative
	□ **Dress Code Violation**
	□ **Horseplay**
	□ **Profanity/Inappropriate Language**
	□ **Non-Compliance:** Class rules, cheating, cell phone, off task
	□ **Tardy**
	□ **Class cutting**
	
	Student Signature:
	_____
		□ Warning/Retaught Expectation
		□ Contact Parent date:_____
		VIA □ Email: _____
		       □ Note Home:_____
		       □ Phone #: _____
		       □ Parent Conf Date: _____
		□ Cafeteria Duty:_____
		□ Seat Change/Student Conference
		□ Peer Mediation:_____
		□ Other:_____
		
		Teacher Initials: _____

3rd Incident	Date	Time
Location	**Problem Behavior**	**Staff Intervention/Action Taken**

□ Classroom
□ Cafeteria
□ Gym
□ Hallway
□ Locker Room
□ Outside of Building
□ Restroom
□ Other: _____
	□ **Disruption:** Excessive talking, Checking, Argumentative
	□ **Dress Code Violation**
	□ **Horseplay**
	□ **Profanity/Inappropriate Language**
	□ **Non-Compliance:** Class rules, cheating, cell phone, off task
	□ **Tardy**
	□ **Class cutting**
	
	Student Signature:
	_____
		□ Warning/Retaught Expectation
		□ Contact Parent date:_____
		VIA □ Email: _____
		       □ Note Home:_____
		       □ Phone #: _____
		       □ Parent Conf Date: _____
		□ Cafeteria Duty:_____
		□ Seat Change/Student Conference
		□ Peer Mediation:_____
		□ Other:_____
		
		Teacher Initials: _____

After the 3rd Minor Infraction, this completed form should be sent to the office along with the **Office Discipline Referral Form**

DISCIPLINARY REFERRAL

School Overton High School   **Date**

Student _____ **Grade** _____ **Race** _____ **Sex** _____

Date of Incident _____ **Time** _____ **Teacher/Bus Driver** _____

NOTICE TO PARENTS: All teachers and bus drivers are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of that school, during intermission or recess period or any school bus going to or returning from school. (TCA 49-6-4102)

INCIDENT LOCATION (i.e., room #, bus #, etc.) _____

Referral to Parent *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.*	**Referral to Office** *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.)*
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.)*	Fighting *(not self defense)*
Lack of preparation *(i.e. missing materials, incomplete homework, inappropriate dress, etc.)*	Profanity directed towards staff/students *(i.e., racial slurs, derogatory language)*
Eating/Drinking in class	Threatened violence *(physical or extreme verbal aggression with specific threats towards students or staff)*
Abusing hall pass privileges *(i.e. slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.)*	Theft/Vandalism
Use of indirect profanity *(not towards people)*	Repeated or extreme insubordination *(teacher has evidence of intervention but student's behavior is persistent and non-responsive)*
Defiance/Mild disrespect to teacher or students (verbal; i.e. arguing, disrespectful tone/attitude, general surliness, etc.)	Bullying, Cyber-bullying, Harassment & Intimidation *(once reported by student or noticed by an adult and there is a possible imbalance or power…. See policy 6046)*
Mild insubordination *(i.e. slothful/not following directions, procedures, rules, communicated by teacher when asked (minimal disruption but direct non-compliance)*	Gang Activity/Recruiting
	Any possible criminal offense *(i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.)*

Teacher Notes:

Student Statement (*may also attach separately***):**

Classroom Response(s):		Administrative Response(s):
Change Seating	Detention	Confiscated Item(s)
Denied Privileges	Supervised Study	Parent-Admin Conf.
Confiscated Item(s)	Character Ed. Traning	Referral *(i.e., SHAPE, Gang Unit, Counselor, Social Worker, Psychologists)*
Parent-Teacher Conf.	Referral to Counseling	Bus Suspension

IEP/504 Review		BIP Review	In-School Suspension
Other:			Other:
Student is remorseful/cooperative/no consequence			
Teacher Signature:			**Admin Signature**
Date:			**Date**

Classroom Checklist

RTI²-B Core Components	Features in the Classroom
Behavioral Expectations	□ I have the school-wide behavioral expectations posted in my classroom. □ My classroom expectations align with the school-wide behavioral expectations. □ 80% of my students can state the school-wide behavioral expectations.
Teaching Behavioral Expectations	□ I have taught the school-wide behavioral expectations in my classroom. □ I have retaught the school-wide behavioral expectations throughout the year in my classroom. □ I refer to the school-wide behavioral expectations regularly. □ My substitute plans include RTI²-B core components.
Acknowledgement System	□ I use a variety of strategies to give specific positive feedback in my classroom. □ My students can tell how they receive acknowledgement for expected behavior. □ I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom. □ My students are able to participate in the school-wide acknowledgement system.
Discipline Process	□ I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed. □ I use the Office Discipline Referral form when students engage in office-managed problem behavior. □ I refer to the school-wide discipline process flowchart when students engage in problem behavior. □ I provide students an opportunity to get back on track after engaging in problem behavior.