

RTI²-Behavior Implementation Manual
Cordova Elementary Optional School
Shelby County Schools



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2022-2023 TEAM MEMBERS: Ms. Doss, Dr. Gunter, Mrs. Morgan, Ms. Hancock, Mrs. Pelke, Ms. Evans, Mrs. Butler, Ms. Blissett, Ms. Mitchell, Ms. Pulliam & Miles Butler (student)



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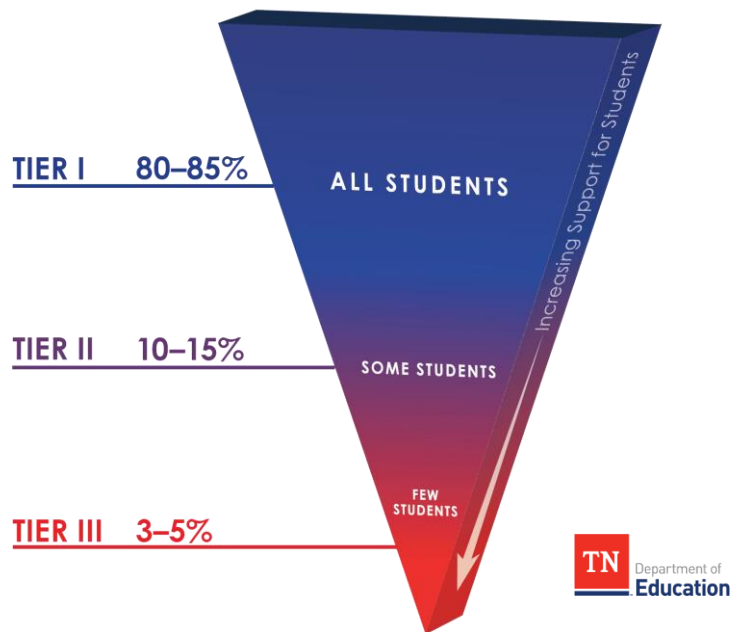
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RTI²-B Overview

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. 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.



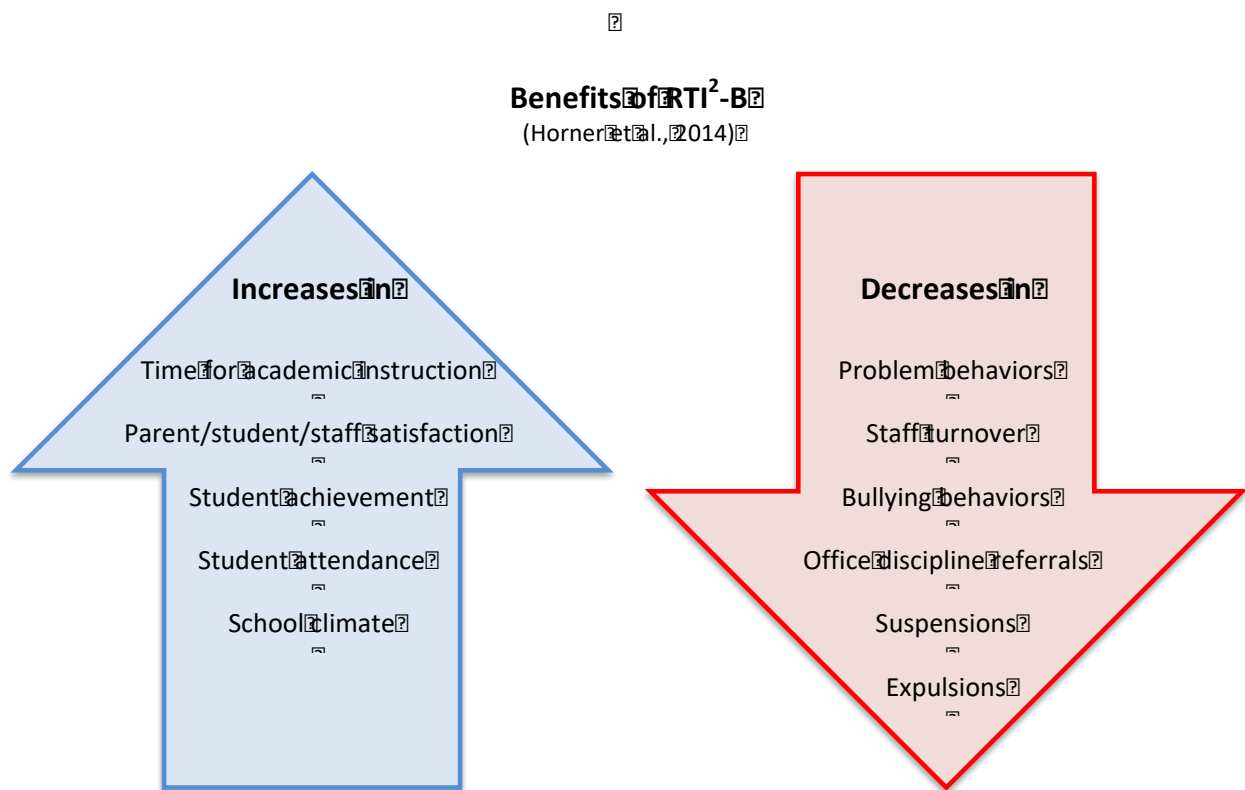
Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

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.



PURPOSE

Cordova Elementary RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at our school is to create a positive climate that supports, improves, and maintains students behavioral and academic achievement. We will successfully address the academic, behavioral and social needs of our students and staff.

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 ² -B School Team Composition			
NAME	School Role	E-mail Address	Phone No.
Thelma Doss*	Counselor	dosst@scsk12.org	9014161700
Karina Morgan	Teacher	morgankm@scsk12.org	9014161700
Lauren Hancock	Teacher	hancockl@scsk12.org	9014161700
Sarah Pelke	Teacher	Pelkess@scsk12.org	9014161700
Emily Mitchell	Teacher	mittcheller@scsk12.org	9014161700
Blanche Steward	SPED Teacher	stewardb@scsk12.org	9014161700
Tracy Benson	Interventionist	bensontn@scsk12.org	9014161700
Lakisha Evans	HESA	Evansla2@scsk12.org	9014161700
Day to meet: Thursday after 20 day period.		Time: 3:45-4:45	
Location: Conference Room			
Dates to present to faculty: Following faculty meeting.			
Reminders: <ul style="list-style-type: none">• <i>Place a * next to the name of the team coach</i>• <i>Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).</i>			

<p>EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS:</p> <p>Promote Positive Behavior</p> <p>Attendance Data</p> <p>Behavior Data</p> <p>Incentives for Students and Teachers</p>

STUDENT BEHAVIORAL EXPECTATIONS

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

<p>Cordova Elementary Behavioral Expectations are called Cougar Cub Code.</p>
<p>School – Wide Expectations:</p> <p>Come Prepared</p> <p>Use Respect</p> <p>Be Responsible</p> <p>Show Commitment</p>

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 school-wide behavioral expectation poster is located in the appendix of this implementation manual.**

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS TEACHING MATRIX

The RTI²-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 follow and 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		
What will be done?	How will it be done?	When will it be done?
RTI ² -B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i>	Present the plan, discuss the plan, and model the plan.	The very first week of in service.
Introduce the plan to students <i>(e.g., describe steps for first introducing the school-wide plan to all students)(create FUN activities)</i>	Students will gather in an assembly and introduce the expectations in form of a video to show students the correct and incorrect way to behave in all areas.	The first week of school.
Create and display posters for each setting before students arrive. (Expectation posters/ Expectations with Social Skills Posters) <i>Where will posters be displayed? How will they be attached to walls ?Where will posters be stored for summer months?</i>	Posters will be displayed in all areas (gym, classroom, hallways, playground, cafeteria, library, bus, assembly areas, and restrooms). The matrix will be hung in the entrance of the school. Each teacher will be responsible for hanging the posters.	This will be completed before students arrive the first day of school.
Use lesson plans to teach expected behaviors in all settings. <i>Who will initially teach in each location? How will groups go to locations for lesson plans? How will faculty be trained on how to follow-up with lesson plans?</i>	Each staff member will be assigned a location to teach the lesson plan in that location. A schedule will be developed to show the videos. Teachers will follow up the lesson plan with planned activities to reinforce the lesson plan.	This will be completed before students arrive the first day of school.
Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break)</i>	Review the plan after each break in school, the lesson plans will be re-taught to groups in each group locations. Teachers will be responsible for completing this activity.	After each break in the school year.
Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i>	A member of the student leadership team will be assigned to a new students. The team member will	Upon arrival of a new student.

	mentor the new student on the process.	
Establish a STUDENT LEADERSHIP TEAM. (<i>How will students be picked for the team? How many on team? What will their responsibilities be? Who will be in charge?</i>)	Teacher will make recommendations for students. There will be three students per grades 3-5. They are responsible for assist tourist, model expectations, and peer coaching.	2nd, 3rd, and 5th grade students will be selected in the spring prior to the next school year

Teaching the Plan to Staff		
Who will be trained on the plan? Teachers, paraprofessional, office staff.		
How: All staff will be trained during in service and during staff meetings. They will also provide all materials need to faculty.		When: Week of In service
How will you train staff to teach expectations and deliver acknowledgements?		
How: We will have an RTI2-B Workshop during in service. During the team, the leadership team will review plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty. Staff will practice using behavior-specific praise and utilizing the Cub Cash, coupons from restaurants, and celebrations.		When: Week of In Service
How will you teach the components of the discipline process to all staff? <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>		
How: We will have a RTI2-B Workshop during in service. During that time, the leadership team will review the plan with the faculty. They will also provide all materials needed to faculty.		When: Week of In service

How will you teach core features of the plan to substitute teachers? <i>(e.g., expectations, acknowledgements, discipline)</i>	
How: Teachers will have an insert with lesson plans for substitutes to review.	When: Ongoing
What important dates will you share?	
How: All dates of celebration, the teaching plan for students and when screener will be administered will be reviewed and provided to faculty and staff during the meetings.	When: Week of In service
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? <i>(e.g. expectations, acknowledgements, discipline)</i>	
The RTI2-B plan will be inserted into the student-parent handbook. It will be given the first week of school in the students Wednesday folder.	
How often will information about the plan be shared with family/community members?	
Invite parents and community so they will become familiar with the school process. Messages will be sent to parents by all calls on the automotive system to share the Cubs Code matrix. They will be sent daily the first week of school. After the first week, messages will be sent weekly to remind parents of the RTI2-B plan. On parent night, all teachers will give a hand out to parents showing the Cubs Code.	
How can families incorporate RTI²-B in the home? <i>(e.g., home matrix, home acknowledgement system)</i>	
Parents can share the matrix with their children at home. They can utilize it therefore students will see it on a constant basis.	
What additional resources can family/community members access for more RTI²-B information and support? <i>(e.g., online resources, resources within the district)</i>	

Family and community members can go online on the district website to get more information about PBIS2-B plan.
Who will be the liaison between the school and family/community?
The liaison between the school and family/community are the PBIS leaders in order to help the community be on board with the PBIS2-B plan.
How can family/community members get involved with RTI ² -B at your school?
Parents and community members can get involved by working with the teachers and staff implement the matrix.
Does your school have an established parent organization? If so, who will communicate with the parent organization? The school does not have a parent organization at the time. We are working on building an parent organization.

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 Cub Cash as a part of the acknowledgement system.

	School-wide Acknowledgment System Matrix				
	Name	Description	When (frequency)	Where (location)	Who (distributors)

Students	Cub Bucks	<p>Cub Bucks will be awarded to individual students for exhibiting behavior that exemplifies Coming Prepared, Using Respect, Being Responsible and Showing Commitment, (CUBS). Students may save bucks to purchase gifts of their choice from the Cub Store.</p> <p>Students will visit the store bi-monthly to spend their Cub Bucks.</p> <p>20 Day Attendance – Student who have Perfect Attendance during a 20-day period will receive a prize</p> <p>Chronic Absenteeism-These students will receive weekly treats if they are not absent. If they are present for the entire 20-day period, their name will be entered into a drawing for a gift card</p>	Daily	All settings	All staff responsible for distributing Cub Bucks
	Cougar Cub Cafe	<p>Each day, classes can earn 1 star for meeting the behavior expectations. At the end of the week, if the class receives 4 or more stars during the week, they will earn a paw. Stars Incentive: Class shout out through email and Friday afternoon announcements.</p> <p>Each class's paw will be placed under the words "COUGAR CUBS CAFÉ."</p> <p>1) When COUGAR is earned, the class will get an extra recess.</p> <p>2) When CUBS is earned, the class will receive cool pencils or erasers.</p> <p>3) When CAFÉ is earned, the class gets a Café Party. Parties will be given quarterly.</p>	Cub paws will be moved weekly.	Mrs. Robinson will arrange with teachers to provide extra recess time, give out pencils & erasers, and will schedule and conduct the Café Party	The cafeteria monitors will track the behavior, mark the chart and move the paws.

		<p>Quarterly: Once the students earned "COUGAR CUB CAFÉ," they will receive a Café Party.</p> <p>Incentives: Popcorn, chips& juice, popsicle or dance party.</p>			
	Student of the Week	Teachers will select a student for the week to have his/her choice of classroom jobs.	Students will be chosen weekly.	Each classroom will have a Student of the Week.	Classroom teachers will select the Student of the Week.

Staff	Teacher of the Month	Every month a teacher will be selected as Teacher of the Month. The Teacher of the Month will receive a special parking spot in the front of the school.	The Teacher of the Month will be awarded one a month.	The teacher will have a special parking spot at the front of the school.	The Principal will select and announce the teacher of the month.
	Outstanding Attendance Award	Teachers with perfect attendance each quarter will be given an extra planning period.	Teachers will be recognized for perfect attendance each quarter.	Teachers will receive coverage for their class and have an extra planning period.	The administration will recognize the teacher and arrange coverage for their class.
	Staff Member of the Month	Every month a staff member will be selected as Staff Member of the Month. The Staff member of the Month will receive a special parking spot in the front of the school.	The Staff Member of the Month will be	The staff member will have a special parking spot	The Principal will select and announce the staff member of the month.

			awarded one a month.	at the front of the school.	
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<i>Family/Community</i>	Parent of the Month	<p>Classroom teachers will nominate a parent for Parent of the Month. The teacher will have the class write thank you letters to the parent and send them to the parent. Teachers will then submit the name of the parent to the office. The names will go into a drawing and the winner will be invited to breakfast in the morning with their child.</p> <p>Qualities to consider when selecting a parent of the month:</p> <ul style="list-style-type: none"> • They have good open communication with the teacher. • They volunteer at or support school activities • They reinforce CUB Expectations with their child 	The Parent of the Month will be awarded one a month.	The Parent of the Month will be invited to breakfast in the morning with their child.	The Principal will select and announce the parent of the month from the submissions made by classroom teachers.
	School Newsletter and Website	The Parent of the Month will be announced in the school newsletter and/or on the school website.	This will be announced monthly.	The parent will be highlighted in the school newsletter and on the school website.	The counselor will announce the parent of the month in the Counselor's Corner of the School newsletter and the website. Administrator: Mrs. Hannah will put the parent on the website.
	End of the Year Volunteer Breakfast	An end of the year Thank You breakfast will be held for parent and community volunteers that helped	This will be an annual event held at the end of	The breakfast will be held in either the	Counselors will organize and oversee the breakfast with

		support the school's efforts to implement the RTI2-B plan.	the school year.	cafeteria or library depending on the number of attendees.	input from the teachers and administration regarding who to invite.
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DEALING WITH PROBLEM BEHAVIORS

Our RTI²-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.

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 RTI²-B Leadership Team created a chart that lists 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. In order to give guidance to teachers on handling minor problem behaviors, **guiding steps to follow are located in the appendix of this manual along with possible interventions.**

MINOR INCIDENT REPORT FORM

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 reached 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.**

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.**

OFFICE DISCIPLINE REFERRAL FORM

The Office Discipline Referral form will be completed for major offenses. **A copy of the ODR is 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 RTI²-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.**

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.

RTI ² -B Calendar Components	Date(s)
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RTI ² -B School Team Meetings	RTI2-B meetings will be held the Wednesday after the end of each 20 day period.
Initial Session to Teach Core Components to Staff	The initial session to teach the core components to the staff will be conducted during the week of in-service .
Booster Sessions to Teach Core Components to Staff	Booster sessions will be conducted during the first faculty meeting of each new quarter.
Begin School-wide Implementation (e.g., Kick-off Celebration)	A school wide implementation celebration will be held at the end of the first week of school after the students have returned and have been taught the expectations.
Teaching Expectation Lesson Plans to Students in All Settings	Teaching the expectations in each location will happen during the first week of school when the students return for the school year.
Re-teaching Expectation Lesson Plans to Students in All Settings	Students will be re-taught the expectations at the beginning of each school quarter.
Celebrations/Assemblies Cub Code Celebration	School wide celebration held at the end of each 20 day period.
Family Nights	There will be one family night per quarter. These nights will be aligned to coincide with the Family Math and Science Night and the Family Reading Night.
Other:	Donuts for dad will be held on September and Muffins with Moms will be held in October.

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 RTI²-B framework. By planning ways to involve them, it is hoped to receive continued input and feedback from them on the components of the RTI²-B framework. The following chart suggests ideas on how our school may receive feedback and input.

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
Students	Three students liaisons from fourth and three student liaisons from fifth grade will provide input and feedback about the implementation of the RTI2-B plan.	Students will help create videos and role play scenarios in order to teach the behavioral expectations in the matrix.	Student liaisons will take suggestions from the student body about the implementation of the RTI2-B plan.	Students will practice restorative discipline through the use of restorative circles and peer mediation.
Staff	The RTI2-B plan will be presented to the staff during a faculty meeting. The staff will provide input and feedback for use by the RTI2-B team.	The administration will model how to teach the behavioral expectations embedded in the lessons plans that have been created from the matrix.	The RTI2-B plan will be presented to the staff during a faculty meeting. The staff will provide input and feedback for use by the RTI2-B team.	The RTI2-B team will create and provide the staff with a flow chart identifying office managed behaviors and teacher managed behaviors. The RTI2-B team will also define these behaviors and provide examples

				and non-examples of each behavior.
Family/ Community	<p>Parent liaisons will provide input and feedback about the RTI2-B plan and its implementation.</p> <p>The RTI2-B plan will be presented to parents at the Meet the Teacher/Open house night in September and again at Family Reading Night and the Family Math and Science Night.</p>	<p>Parent liaisons will provide input and feedback about the RTI2-B plan and its implementation.</p> <p>The RTI2-B plan will be presented to parents at the Meet the Teacher/Open house night in September and again at Family Reading Night and the Family Math and Science Night.</p>	<p>Parent liaisons will provide input and feedback about the RTI2-B plan and its implementation.</p> <p>The RTI2-B plan will be presented to parents at the Meet the Teacher/Open house night in September and again at Family Reading Night and the Family Math and Science Night.</p>	<p>Parent liaisons will provide input and feedback about the RTI2-B plan and its implementation.</p> <p>The RTI2-B plan will be presented to parents at the Meet the Teacher/Open house night in September and again at Family Reading Night and the Family Math and Science Night.</p>

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 and Bright Bytes	<i>Recommendation:</i> Summarize discipline data monthly Our plan: is to present the discipline data at the RTI2-B meeting that is held at the end of each 20 day period as defined by the school district.
Fidelity Data	Minor Incident Report Positive Behavior Tracking Form Guidance Referral Discipline Referral	<i>Recommendation:</i> Two times per year (fall and spring) Our plan: Fidelity checks will be conducted twice a year, at the end of each semester.
Social Validity	Parent survey of RTI2-B plan Teacher survey of RTI2-B plan	<i>Recommendation:</i> Once per year (spring) Our plan: Parents and teachers will be surveyed at the end of the spring semester each year.

DAILY POSITIVE BEHAVIOR TRACKING FORM

Student Name: _____

Date: _____

<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. The student carries this form to selected settings each day. 2. The teacher in each selected setting completes the rating and initials the form at the end of each tracking period in the appropriate box. Indicators for each number have been attached. 3. Additional Teacher comments may be made on the back of this form. 4. The student reviews this form each day with _____ who initials the bottom row of this form. 	<p><u>Target Behaviors</u></p> <p>TB 1: Come Prepared</p> <p>TB 2: Use Respect</p> <p>TB 3: Be Responsible</p> <p>TB 4: Show Commitment</p> <p style="font-size: small;">*Choose 1 target behavior to focus on for 30 days</p>	<p><u>Rating:</u></p> <p>1= Poor</p> <p>2= Fair</p> <p>3 = Average</p> <p>4 = Very Good</p> <p>5 = Outstanding</p>
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Day # _____	Date:	Behavior: _____ Interventions:
Classroom	TB #: ____ RTG: ____ C1 ____ C2 ____ C3 ____	
Hallway	TB #: ____ RTG: ____	
Cafeteria	TB #: ____ RTG: ____	
Gym Support	TB #: ____ RTG: ____	
Restroom	TB #: ____ RTG: ____	
Bus	TB #: ____ RTG: ____	

Playground	TB #: ____ RTG: ____	
Library/ Computer	TB #: ____ RTG: ____	
Assembly	TB #: ____ RTG: ____	
Reviewed By:	TOTAL PTS: ____ ____ pts /by ____ areas = ____	GOAL: The goal for the student is to receive an average of 3 points per area. *Divide the number of total points by the number of areas to get the average. Not all students are bus riders and there is not an assembly every day.

MET GOAL ☐ Yes ☐ No

Student Signature: _____ **Comments:** _____

Teacher Signature: _____ **Comments:** _____

APPENDIX

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Matrix

Posters by location

Lesson Plans by Location

Acknowledgement Point Items

Operational Definitions

Teacher managed (minors) / Office managed (majors)

Steps for Correction

Possible Interventions

Minor Incident Report Form (MIR)

Office Discipline Report Form (ODR)

Flowchart

Classroom Checklist

Cub Bucks

Virtual CUB Code

Virtual Parent Expectations

Virtual Incentives

 <p>\$ CUB BUCK \$ CORDOVA ELEMENTARY</p> <p>DATE _____</p> <p>TEACHER _____</p> <p>STUDENT _____</p>	 <p>\$ CUB BUCK \$ CORDOVA ELEMENTARY</p> <p>DATE _____</p> <p>TEACHER _____</p> <p>STUDENT _____</p>
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 <p>\$ CUB BUCK \$ CORDOVA ELEMENTARY</p> <p>DATE _____</p> <p>TEACHER _____</p> <p>STUDENT _____</p>	 <p>\$ CUB BUCK \$ CORDOVA ELEMENTARY</p> <p>DATE _____</p> <p>TEACHER _____</p> <p>STUDENT _____</p>

MATRIX


Locations Expectations	ALL CLASSROOMS	HALLWAY	CAFETERIA	GYM	RESTROOM	BUS	PLAYGROUND	LIBRARY	ASSEMBLIES
C COME PREPARED	<ul style="list-style-type: none"> -Have supplies -Listen -Store supplies in designated locations 	<ul style="list-style-type: none"> -Enjoy wall art with eyes only -Voice level 0 	<ul style="list-style-type: none"> -Voice Level 0 in serving line -Say thank you and please to workers -Stay in line -Wait your turn -Know your lunch choice 	<ul style="list-style-type: none"> -Listen -Stay in line on entry and exiting -Enter and exit out as instructed 	<ul style="list-style-type: none"> -Give privacy -One person per stall -Graffiti free walls -Voice level 0 -3 students at a time -Come with Partner and Hall Pass 	<ul style="list-style-type: none"> -Greet the driver -Voice level 1 -Listen to bus driver's directions 	<ul style="list-style-type: none"> -Listen -Line up when called 	<ul style="list-style-type: none"> -Voice level 1 -Listen -Return books in the condition you checked them out 	<ul style="list-style-type: none"> -Voice level 0 -Leave classroom materials in classroom
U USE RESPECT	<ul style="list-style-type: none"> -Keep floor free of objects/trash -Hands and feet to self -Stay in assigned seat -Raise hand to gain attention -Push chair under desk -Graffiti free desks 	<ul style="list-style-type: none"> -Walk -Hands and feet to self 	<ul style="list-style-type: none"> -Eat only your food -Hands and feet to self -Leave area free of trash -Voice level 1 after eating -Watch monitor for voice level 	<ul style="list-style-type: none"> -Use equipment as instructed -Wait your turn -Hands and feet to self -Stay in designated area 	<ul style="list-style-type: none"> -Wait your turn -Hands and feet to self 	<ul style="list-style-type: none"> -Hands and feet to self -Feet on floor - Report problems to bus driver - Graffiti free 	<ul style="list-style-type: none"> -Leave nature's objects on the ground -Share equipment -Take turns -Hands, feet, and objects to yourself 	<ul style="list-style-type: none"> -Hands and feet to self -Give space -Leave area free of trash 	<ul style="list-style-type: none"> -Voice level 0 - "Give Me 5" -Follow directions -Keep hands and feet to self
B BE RESPONSIBLE	<ul style="list-style-type: none"> -Be on time -Turn in homework -Follow directions -Complete assignments -Stay on task -Watch for voice level cue -Place equipment/materials in designated locations -Leave personal items at home 	<ul style="list-style-type: none"> -Listen for directions -Walk to right -Stay in line -3 blocks from the wall -1 space in front of you -Listen to Cub Patrol -Stay with teacher 	<ul style="list-style-type: none"> -Listen -Get all items before sitting -Stay in seat -Sit then eat -Place trash in trash bin 	<ul style="list-style-type: none"> - Return equipment to designated locations -Line up the first time called - Freeze when whistle blows -Share - Include 	<ul style="list-style-type: none"> -Complete business in toilet or urinal -Place tissue in toilet -Flush toilet -Wash hands -2 pumps soap -2 paper towels -Turn off water -Place trash in trash bin -Use grade level restroom 	<ul style="list-style-type: none"> -Stay in assigned seat -Keep personal belongings in lap or at feet - Watch for stop 	<ul style="list-style-type: none"> -Use equipment as instructed -Stay in designated area -Use walking feet on concrete -Return equipment to designated location -Have personal items 	<ul style="list-style-type: none"> -Follow teacher directions -Return books on time -Place equipment and materials in designated areas 	<ul style="list-style-type: none"> -Sit on bottom -Feet on floor -Criss cross applesauce -Listen -Stay in line

				e others					
S SHOW COMMIT MENT	-Stay focused -Chair legs on floor -Feet on floor	-Face forward	-Report spills to cafeteria monitor -Carry tray with both hands	- Report problems to teacher -Take belongings with you	-Listen to monitor -Go at scheduled times -Report water on the floor -Walk	-Be at stop on time -Take belongings with you	-Follow directions -Enter and exit as instructed -Report problems to teacher	-Hands and feet to self -Give space -Keep chair legs and feet on floor -Push chairs under table when exiting	-Face forward -Dismiss when called

POSTERS

CLASSROOM


Cougar Cub



CUB CDE

CLASSROOM

Cougar Cub



C	C.	<u>Come Prepared:</u> Listen, have your supplies, and store supplies in the designated areas.	C
O			
R	U.	<u>Use Respect:</u> Hands and feet to self, stay seated, raise hand to get attention, graffiti free desks, keep floor free of objects/trash, and push chairs under desks.	U
D			
O	B.	<u>Be Responsible:</u> Leave personal items at home, be on time, follow directions, stay on task, complete assignments, turn in homework, watch for voice level cue, and place materials in designated locations.	B
V			
A	S.	<u>Show Commitment:</u> Stay focused, and keep feet and chair legs on the floor.	S

Cougar Cub



CUB CODE HALLWAYS

Cougar Cub



C

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V

A

C.

Come Prepared: Enjoy wall art with eyes only and be at voice level 0.

U.

Use Respect: Walk and keep hands and feet to self.

B.

Be Responsible: Listen for directions, walk to the right, stay 3 blocks from the wall, and have 1 space in front of you in line.

S.

Show Commitment: Face forward.

C

U

B

S

Cougar Cub



CUB CODE

Cougar Cub



GYM



RESTROOM



BUS



PLAYGROUND

Cougar Cubs



CUB C**DE**

Cougar Cub



LIBRARY

Cougar Cub



CUB CDE

LIBRARY

Cougar Cub



C

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C.

Come Prepared: Listen, voice level 1, and return books in the condition you checked them out.

U.

Use Respect: Hands and feet to self, give space, and leave area free of trash.

B.

Be Responsible: Follow teacher directions, return books on time, and place equipment and materials in designated areas.

S.

Show Commitment: Keep chair legs and feet on floor, and push chairs under table when exiting.

C

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Cougar Cubs



CUB CODE

ASSEMBLIES

Cougar Cubs



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Come Prepared: Be at voice level 0 and leave classroom materials in the classroom.

U.

Use Respect: Follow directions, keep hands and feet to yourself, and respond to "Give me 5".

B.

Be Responsible: Sit on your bottom with your feet on the floor, listen, and stay in line.

S.

Show Commitment: Face forward and dismiss when called.

C

U

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School-wide Expectations Lesson Plan: Classroom

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

Objective	Students will come to class prepared and will demonstrate respect, responsibility, and commitment while in the classroom.
Setting	Classroom
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Come Prepared: Listen, Have your supplies, Store supplies in the designated areas</p> <p>Use Respect: Hands and feet to self, Stay seated, Raise hand to get attention, Graffiti free desks, Keep floor free of objects/trash, Push chairs under desks</p> <p>Be Responsible: Leave personal items at home, Be on time, Follow directions, Stay on task, Complete assignments, Turn in homework, Watch for voice level cue, Place equipment/materials in designated locations.</p> <p>Show Commitment: Stay focused, Feet and chair legs on floor</p>
Examples: Teach using "I Do, we do, you do"	<ol style="list-style-type: none"> 1. I will leave personal items at home. 2. I will come to class on time with my supplies 3. I will put my supplies in the designated location 4. I will stay in my seat with the chair legs and my feet on the floor. 5. I will raise my hand to get attention 6. I will Keep my desk graffiti free and the floor free of trash. 7. I will follow directions, stay on task, and complete my assignments. 8. I will turn in my homework. 9. I will push my chair under my desk when I leave.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Bring toys and games from home 2. Leave my supplies at home 3. Put my supplies in the floor besides me. 4. Shout out to ask a question 5. Draw on my desk 6. Walk around the room 7. Talk and play instead of completing my assignments. 8. Leave my homework in my desk or backpack 9. Leave trash around my desk or my chair in pulled out from my desk.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Trivia game between groups over how to meet an expectation. Ex: Johnny enters for the day with his books and papers what should he do?
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Shout outs and praises for groups that are the first or best at meeting the expectations

Teacher Notes	<ol style="list-style-type: none"> 1. Students should not be penalized for not having supplies. 2. Teachers should get needed supplies from the counselor. 3. Teachers should provide supplies in a discrete manner that other students do not notice.
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Cordova Elementary
School-wide Expectations Lesson Plan: Hallways

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

Objective	The students will be prepared, respectful, responsible and committed as they enter, exit, and travel through the building.
Setting	Hallways during arrival, dismissal, and transitions.
Expectations	<p>Come Prepared: Enjoy wall art with eyes only and be at voice level 0.</p> <p>Use Respect: Walk and keep hands and feet to self.</p> <p>Be Responsible: Listen for directions, walk to the right, stay 3 blocks from the wall, and have 1 space in front of you in line.</p> <p>Show Commitment: Face forward.</p>
Examples: Teach using “I Do, we do, you do”	<ol style="list-style-type: none"> 1. I will stay on the right side of the hallway in a single file line at level zero. 2. I will enjoy wall art with my eyes only. 3. I will walk 3 blocks from the wall with 1 space in front of me. 4. I will listen for directions and to the Cub Patrol. 5. I will face forward.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Students walking down the middle or on the left side of the hallway. 2. Students rubbing their hands on the wall, touching the artwork or leaning on the wall. 3. Students ignoring the direction of the Cub Patrol. 4. Students walking side by side or backward and talking to peers.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Practice and model appropriate behavior while traveling through the building. 2. Create school-wide videos that demonstrate appropriate behavior and expectations. 3. Practice with teacher as they transition through the school.
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Teachers will give out Cub Cash for meeting expectations. 2. Teachers will model expectations for students. 3. Expectations will be reviewed each quarter and as needed.

Cordova Elementary Optional School
School-wide Expectations Lesson Plan: Cafeteria

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

Objective	Students will be prepared and committed to having a respectful and responsible lunch period.
Setting	Cafeteria
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Come Prepared: Stay in line and wait your turn, Voice level 0 in line, Know your lunch choice, and Say please and thank you</p> <p>Use Respect: Eat only your food, keep hands and feet to self, voice level 1 after eating, watch monitor for voice level, leave area free of trash</p> <p>Be Responsible: Get all items before sitting, sit then eat, stay in seat and listen, place trash in trash bin</p> <p>Show Commitment: Carry tray with both hand and report spills to the monitor</p>
Examples: Teach using "I Do, we do, you do"	<p>10. I will be on voice level 0 while you stay in line and wait your turn.</p> <p>11. I will say please and thank you to the cafeteria workers.</p> <p>12. I will get all my items before sitting down and eating.</p> <p>13. I will stay in my seat and be on voice level 1 after I finish eating.</p> <p>14. I will listen for directions.</p> <p>15. I will place trash in the trash bin.</p> <p>16. I will use both hands to carry my tray and report spills to the monitor.</p>
Non-Examples: Model Only	<p>10. Standing side by side, skipping others, and talking while in line</p> <p>11. Demanding and snatching your food from the lunch ladies</p> <p>12. Moving from table to table, changing seats, and yelling across the cafeteria</p> <p>13. Ignoring monitors</p> <p>14. Leaving trash on the table or floor</p> <p>15. Balancing your tray on your head and pretending like you didn't spill anything</p>
Follow Through and Practice	<p>1. Play statue game with Straight line, tray position, seated quietly.</p>
Reinforcement: How will behaviors be reinforced in this setting	<p>2. Silver Spoon Award by grade to class that does the best job meeting expectations each day/week.</p>

Cordova Elementary Optional School
School-wide Expectations Lesson Plan: Gym

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

Objective	Students will be prepared for and demonstrate respect, responsibility, and commitment during PE.
Setting	Gym
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Come Prepared: Listen, Stay in line while entering and exiting, Enter and exit as instructed</p> <p>Use Respect: Keep hands and feet to self, Stay in the designated area, Use equipment as instructed, Wait your turn,</p> <p>Be Responsible: Freeze when the whistle blows, Share and include others, Return equipment to the designated areas, Line up the first time called</p> <p>Show Commitment: Take belongings with you, Report problems to the coach</p>
Examples: Teach using “I Do, we do, you do”	<p>17. I will listen and freeze when the whistle blows.</p> <p>18. I will stay in line and follow the instructions for entering and exiting the gym.</p> <p>19. I will include others, share with them, and wait my turn.</p> <p>20. I will keep my hands and feet to myself.</p> <p>21. I will stay in the designated area and use the equipment as instructed.</p> <p>22. I will return equipment to the designated area at the end of class.</p> <p>23. I will get my belongings and line up the first time I am called.</p> <p>24. I will report any problems to the coach.</p>
Non-Examples: Model Only	<p>16. Keep playing when the whistle blows.</p> <p>17. I will stand in line beside my friend.</p> <p>18. I will enter and exit through the closest door.</p> <p>19. I will leave equipment in the middle of the gym and my belongings in the stage when class ends.</p> <p>20. I will run all over the gym taking all the equipment for myself.</p> <p>21. I will shove or throw things at others that bother me or don’t meet the expectations.</p>
Follow Through and Practice	<p>2. Have students identify which of the expectations are not met in each of the non-examples.</p> <p>3. Show video of a stampede and ask students to tell how this might represent expectations not being followed.</p> <p>Crowd Stampede Video: https://www.youtube.com/watch?v=bAxvZ7aYdbs</p> <p>Only show the first 15 seconds of the video. The event worker are like the teachers trying to keep things in order and people safe.</p>
Reinforcement: How will behaviors be reinforced in this setting	<p>3. Jobs such as line leader, equipment manager, team captains, line leader awarded to students for meeting expectations.</p>

Cordova Elementary Optional School
School-wide Expectations Lesson Plan: Restroom

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

Objective	The students will be able to use the bathrooms in a safe, respectful, and responsible manner.
Setting	Restrooms
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Come Prepared: Give privacy, One person per stall, Graffiti free walls, Voice Level 0, 2-3 students at a time</p> <p>Use Respect: Hands and feet to self, Wait patiently for your turn.</p> <p>Be Responsible: Flush toilet after use, Use soap and water for washing hands. Keep restrooms clean and dry., Use assigned restroom stall, 2 pumps of soap, 2 sheets of paper towels, Place tissue in toilet</p> <p>Show Commitment: Walk, Listen to the monitor, Go at scheduled times, and Report water on the floor</p>
Examples: Teach using “I Do, we do, you do”	<p>25. Joe uses the restroom, washes his hands, and throws his trash in the bin.</p> <p>26. Macy is in the restroom and waits her turn using voice level 0.</p> <p>27. Abby walks in the restroom and sees someone throwing paper towels around. She asks them to stop and walks away calmly to report the situation to an adult.</p>
Non-Examples: Model Only	<p>22. Two students are in the restroom singing in a loud voice.</p> <p>23. Student is splashing water onto the floor from the sink.</p> <p>24. Students are running and hitting others in the restroom.</p> <p>25. Students are writing on the wall or stall with a marker.</p>
Follow Through and Practice	<p>4. Videos of proper restroom usage to show to class for discussion/review.</p> <p>5. Videos of non-examples. Classrooms watch, and students are instructed to raise hands when they notice someone NOT following expectations.</p>
Reinforcement: How will behaviors be reinforced in this setting	<p>4. Teachers thank students for using the restroom efficiently.</p> <p>5. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary.</p> <p>6. Distribute Cub Bucks</p>

Cordova Elementary
School-wide Expectations Lesson Plan: School Bus

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

Objective	The students will be prepared, respectful, responsible and committed as they ride the bus to and from school.
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Setting	School Bus
Expectations	<p>Come Prepared: Greet the driver, listen to directions, and stay at voice level 1.</p> <p>Use Respect: Keep hands and feet to self, feet on the floor, graffiti free area, and report problems to the driver.</p> <p>Be Responsible: Stay in your assigned seat with your belongings in your lap or at your feet, and watch for your stop.</p> <p>Show Commitment: Be at your stop on time and take your belonging with you.</p>
Examples: Teach using “I Do, we do, you do”	<ol style="list-style-type: none"> 1. Hello Mrs. Lawrence where would you like me to sit today? 2. I will Keep hands, objects, and body to self and speak at voice level 1. 3. I will be in my seat with my belonging in my lap or at my feet. 4. I will Be at my stop in the morning and watch for it in the afternoon. 5. I will Take my belongings with me when I get off the bus.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Arguing/fighting over seats (e.g., yelling, shouting, pushing, hitting, etc.) 2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.) 3. Being late to your bus stop. 4. Ignoring the driver’s directions. 5. Having belongings out.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Set up classroom chairs to mimic school bus benches. Practice walking on bus. Have students load from back to front. 2. Use classroom lights as a signal to practice voices on and off.
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Give Cub Cash to bus drivers to distribute.

Cordova Elementary Optional School
School-wide Expectations Lesson Plan: Playground
 Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will be safe, respectful, and responsible during recess while on the playground. .
Setting	Recess
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Come Prepared: Follow teacher directions, and line up when called.</p> <p>Use Respect: Leave nature’s objects on the ground, share equipment, take turns, keep area clean, keep hands, feet, and all other objects to yourself.</p>

	<p>Be Responsible: Use equipment correctly, keep up with your belongings, jacket, ball, etc, stay in designated area, walk, and return equipment to proper place.</p> <p>Show Commitment: Follow directions, enter and exit as instructed, report problems to teacher.</p>
<p>Examples: Teach using “I Do, we do, you do”</p>	<ol style="list-style-type: none"> 1. I will walk to recess. 2. I will share equipment. 3. I will pick up all belongings.
<p>Non-Examples: Model Only</p>	<ol style="list-style-type: none"> 1. When walking to the line, start playing with a ball 2. Yelling and hitting friends 3. Wander around the line and bump into classmates 4. Actions or talk that disrespects others (e.g., using unkind words, calling peers names, etc.)
<p>Follow Through and Practice</p>	<ol style="list-style-type: none"> 1. Review rules after every break 2. When problems arise review the rules or reteach the lesson plan
<p>Reinforcement: How will behaviors be reinforced in this setting</p>	<ol style="list-style-type: none"> 1. Make sure teachers provide Cub Bucks with specific praise while kids are lining up at the end of recess and following rules during recess.

Cordova Elementary Optional School
School-wide Expectations Lesson Plan: Library

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

Objective	Students will be prepared for and demonstrate respect, responsibility, and commitment during Library.
Setting	Library
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Come Prepared: Listen, Voice level 1, Return books in the condition you checked them out.</p> <p>Use Respect: Hands and feet to self, Give space, Leave area free of trash</p> <p>Be Responsible: Follow teacher directions, Return books on time, Place equipment and materials in designated areas</p> <p>Show Commitment: Keep chair legs and feet on floor, Push chairs under table when exiting</p>
<p>Examples: Teach using “I Do, we do, you do”</p>	<ol style="list-style-type: none"> 28. I will listen and be on voice level 1. 29. I will follow directions. 30. I will return books on time in the condition that I checked them out. 31. I will give others space and keep my hands and feet to myself. 32. I will keep my feet and the legs of the chair on the floor.

	33. I will push my chair under the table and leave my area free of trash when exiting.
Non-Examples: Model Only	26. Shouting, laughing, and ignoring the teacher. 27. Ignoring directions or due dates for my book 28. Writing in a book or tearing out its pages 29. Kicking people under the table. 30. Propping my feet up on the table or leaning my chair back on two legs. 31. Stacking my chair on the table when it is time to leave. 32. Placing books on top of the bookshelves. 33. Leaving books and trash on the table.
Follow Through and Practice	6. Students will examine the library to see how many “mistakes” they can identify. Ex. Books on shelves, chairs not pushed under, trash on floor.
Reinforcement: How will behaviors be reinforced in this setting	7. Special privileges like computer time, Legos, checking out an extra book, or being a library helper for students that meet expectations.

Cordova Elementary
School-wide Expectations Lesson Plan: Assemblies
Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will be prepared, respectful, responsible and committed as they attend assemblies.
Setting	Assemblies (typically held in the multi-purpose room)
Expectations	<p>Come Prepared: Be at voice level 0 and leave classroom materials in the classroom.</p> <p>Use Respect: Follow directions, keep hands and feet to yourself, and respond to “Give me 5”.</p> <p>Be Responsible: Sit on your bottom with your feet on the floor criss cross applesauce, listen and stay in line.</p> <p>Show Commitment: Face forward and dismiss when called.</p>
Examples: Teach using “I Do, we do, you do”	1. I will stay in line as I silently enter and exit the assembly. 2. I will leave classroom materials in the classroom.

	<ol style="list-style-type: none"> 3. I will follow directions of where to sit "Give me 5" when an adult asks for my attention. 4. I will keep my hands and feet to myself. 5. I will sit on my bottom facing forward with my feet on the floor. 6. I will listen to the speaker. 7. I will stay seated until I am called to dismiss.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Walking side by side and talking as you enter 2. Bringing pencils books or other things with you to the assembly. 3. Pushing, shoving, touching others around you. 4. Laying or propping your feet up in your seat. 5. Going to sit with another class. 6. Talking or playing instead of "Give me 5" or listening to the speaker. 7. Getting up before you are called to dismiss.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Practice "Give me 5" 2. Use students to make a video of an audience. Have your class critique their audience behavior. <p><i>*Practice signals to use: Give me 5; Hand Up, Voices Off</i></p>
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Teachers watching for students to earn Cub Cash. 2. Give shout outs to classes as they enter and meet the set expectations.

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Weapons	Student has a gun, knife, or other instrument whose purpose is to do harm to another individual.	A student has a knife in his/her backpack.	A student has a plastic knife in his/her lunchbox.
Fighting	Student engages in inappropriate contact that is intended to do physical harm to another student.	Students begin punching and kicking each other.	A student pushes in front of a peer in line.
Threats	Student expresses his/her intention to harm themselves or another student either verbally or in writing.	A student passes a note detailing how he/she is going to jump someone in the restroom.	Arguing students say, "Don't make me come shut you up."
Harassment/Bullying	Bullying is aggressive behavior repeated over time in a relationship where there is an imbalance of power or strength that intends to cause harm or distress.	A student makes fun of another student's disability every day at lunch.	Students begin checking each other at recess.
Inappropriate Touching	Inappropriate physical contact that makes a person feel uncomfortable or touching a private area of someone's body.	A student slaps another student on the butt.	A student keeps walking when the line stops and runs into another student.
Theft over \$500	Destruction or removal of major school or personal items that do not belong to that student.	A student steals a school laptop.	A student steals another student's textbook.
Assault with Injury	Excessive force by hand or with an object that does considerable damage to another and is beyond the physical harm due to a fist fight.	A student knocks another student down and stomps on them and hit them with a chair.	Students in a fight exchange punches.
Assault of Teacher	Physical violence toward a teacher or staff member.	A student hits or throws an object at a teacher in an attempt to harm the teacher.	A student pulls or jerks away from a teacher when they touch him/her.
Chronic Minor Infractions	Student's behavior is ongoing over an extended period of time and is interfering with normal classroom instruction.	A student continues to ignore teacher directions and argues back in a defiant and disrespectful way that interrupts classroom instruction.	A student refuses to wake up and do his/her work in class.

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.	A student rips the keys off of a school computer.	A student draws on a desk.
Skip/Walkout of class (Skip)	Student leaves or misses class without permission.	A student runs out of the classroom unattended.	A student leaves the classroom because of a bathroom emergency.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	A student has alcohol.	A student pretends to be drinking alcohol.
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	A student has a lighter.	A student rub two sticks together to start a fire.
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.	A student has pills and gives them out to a fellow classmate.	A student pretends to be smoking something.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.	A student has cigarettes in his/her backpack.	A student pretends to be smoking something.
Extreme Disruption	The student's actions make it impossible to conduct normal classroom instruction.	A student screams and throws objects in the room.	A student pouts when they are corrected by the teacher.

Minor Problem Behavior	Definition	EXAMPLE Handled by teacher	NON-EXAMPLE
Defiant/Disrespectful Attitude or Tone (M-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests, talks back to adult, or displays attitude (pouts, rolls eyes, mumbles under breath)	A student argues or pouts when they are corrected by the teacher.	A student screams and throws objects in the room when the teacher corrects him/her.
Calling Out/Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption such as talking in class or making noises.	A student is talking during instruction.	A student is continuously screaming while the teacher is trying to deliver instruction.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	A student has on a green jacket.	A student has on a pair of shorts with a hole that exposes his/her underwear.
Profanity/Inappropriate Language/Put Downs (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language. This includes profanity and checking other students.	A student calls another student a curse word or inappropriate name.	A student stands up and begins shouting obscenities at the class.
Dishonesty (M-Other)	Student lies about a situation or another student.	A student lies about cheating on a test.	A student lies about vandalizing a school computer.
Minor Exchange of Blows (M-Contact)	Student engages in non-serious, but inappropriate physical contact with not injury to another student.	Students pus each other on the playground.	Students begin punch and kicking each other over who gets to be the team captain.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	A student draws on a desk.	A student rip the keys off the computer keyboard.
Preparedness (M-Prep)	Student does not have the required materials for class.	A student does not have his/her textbook.	A student with asthma does not have his/her inhaler.
Electronic Devices (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.	A student has a cell phone in his/her pocket.	A student uses a cell phone to video a fellow student beating up someone in the bathroom.

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

Office Managed Problem Behavior	Teacher Managed Problem Behavior
Weapons	Minor Exchange of Blows
Fighting (injury or blood)	Electronic Devices
Threats	Profanity/Inappropriate Language/Put Downs
Harassment/Bullying	Preparedness
Inappropriate Touching	Calling Out/Disruption
Theft over \$500	Property Misuse
Assault with Injury	Dishonesty
Assault of Teacher	Defiant/Disrespectful Attitude/Tone
Chronic Minor Infractions	Dress Code
Property Damage/Vandalism	
Skip/Walk out of Class	
Alcohol	
Combustibles	
Drugs	
Tobacco	
Extreme Disruption	

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

Minor Incident Report Form	Teacher: _____	GR/Sec: _____
1st Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Assemblies <input type="checkbox"/> Bus	<input type="checkbox"/> Disruption: Excessive talking, argumentative, yelling out <input type="checkbox"/> Minor Exchange of Physical Contact <input type="checkbox"/> Defiant/Disobedient/Disrespect <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class/School rules, cheating, cell phone, off task Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <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"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
2nd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Assemblies <input type="checkbox"/> Bus	<input type="checkbox"/> Disruption: Excessive talking, argumentative, yelling out <input type="checkbox"/> Minor Exchange of Physical Contact <input type="checkbox"/> Defiant/Disobedient/Disrespect <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class/School rules, cheating, cell phone, off task Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <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"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
3rd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken

<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Assemblies <input type="checkbox"/> Bus	<input type="checkbox"/> Disruption: Excessive talking, argumentative, yelling out <input type="checkbox"/> Minor Exchange of Physical Contact <input type="checkbox"/> Defiant/ Disobedient/ Disrespect <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class/School rules, cheating, cell phone, off task Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <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"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
After the 3 rd Minor Infraction, this completed form should be sent to the office along with the Office Discipline Referral Form		

Office Discipline Report Form

DISCIPLINARY REFERRAL



School _____ Date _____

Student _____ Grade _____ Race _____ Sex _____

Date of Incident _____ Time _____ Teacher/Bus Driver _____

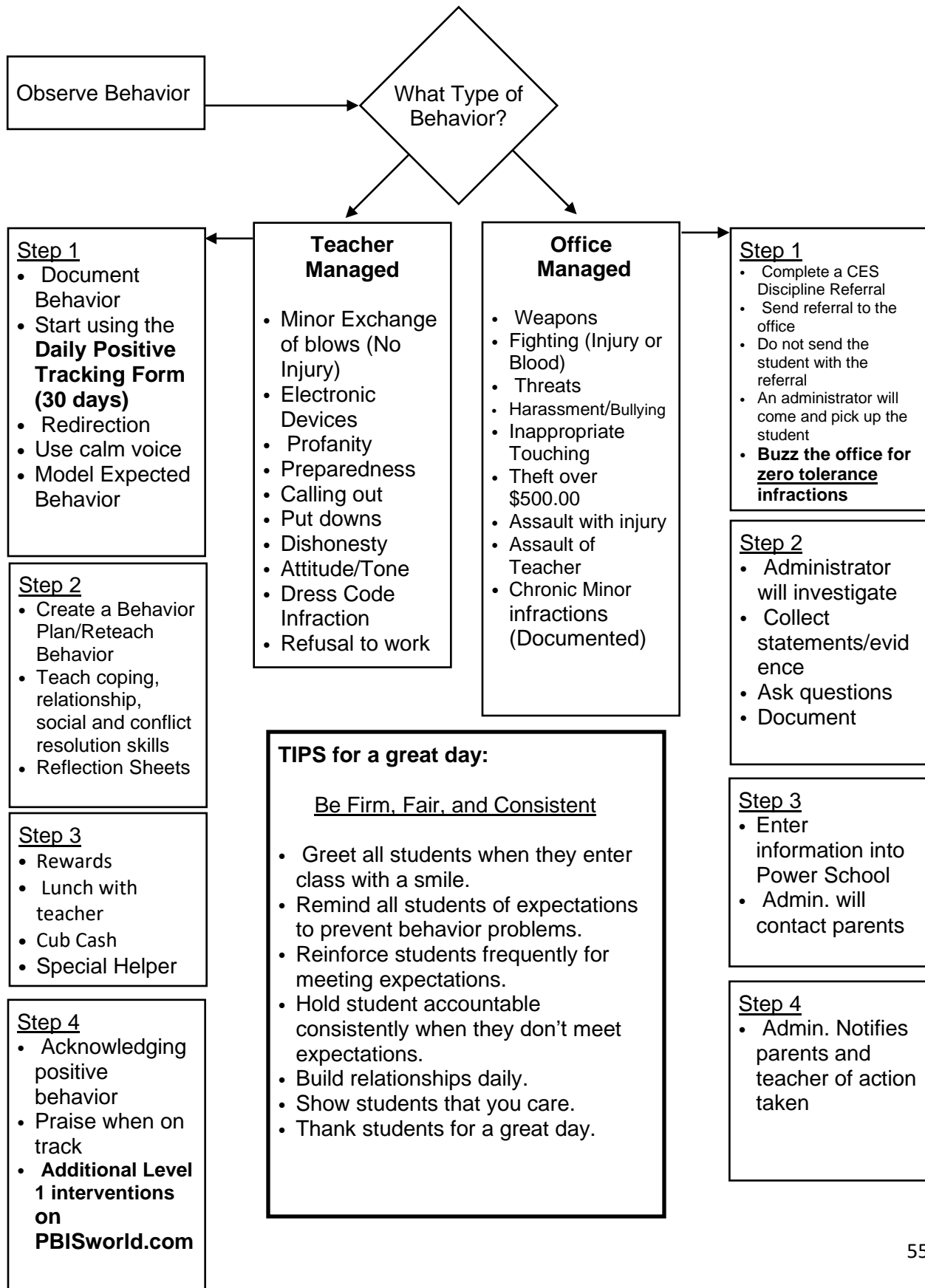
NOTICE TO PARENTS: All teachers and bus drivers are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of the school, during intermission or recess period or on any school bus going to or returning from school. (TCA 49-6-4103)

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

Referral to Parent	Referral to Office
<p>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.</p>	<p>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.)</p>
<ul style="list-style-type: none"> <input type="radio"/> Disruptive/Off-task Behavior (i.e., excessive talking, sleeping, talking, playing, standing or other mild disruptions; ignoring teacher procedures, use of electronics, phones, tablets, etc.) <input type="radio"/> Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.) <input type="radio"/> Eating/Drinking in class <input type="radio"/> Abusing hall pass privileges (i.e., clocking in/out, eating alone, excessive tardiness, unauthorized areas, etc.) <input type="radio"/> Use of indirect profanity (not towards people) <input type="radio"/> Defiance/Mild disrespect to teacher or students (verbal) (i.e., arguing, disrespectful tone/attitude, general rudeness, etc.) <input type="radio"/> Mild insubordination (i.e., slow/no/late following directions, procedures, rules, communicated by teacher when asked (minimal disruption but direct noncompliance) 	<ul style="list-style-type: none"> <input type="radio"/> Fighting (not eye-poking) <input type="radio"/> Profanity directed towards staff/student (i.e., racial slurs, derogatory language) <input type="radio"/> Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff) <input type="radio"/> Theft/Vandalism <input type="radio"/> Repeated or extreme insubordination (teacher has evidence of insubordination but student's behavior is persistent and nonresponsive) <input type="radio"/> Bullying, Cyber-bullying, Harassment & Intimidation (once reported by student or noticed by an adult and there is a possible violation of person-use Policy 2000) <input type="radio"/> Gang Activity/Recruiting <input type="radio"/> Any possible criminal offenses (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.)
<p>Teacher Notes:</p> 	
<p>Student Statement (may also attach separately):</p> 	
<p>Classroom Response(s):</p> <p> <input type="checkbox"/> Change of Seating <input type="checkbox"/> Detention <input type="checkbox"/> Denied Privileges <input type="checkbox"/> Supervised Study <input type="checkbox"/> Confiscated Item(s) <input type="checkbox"/> Character Ed. Training <input type="checkbox"/> Parent-Teacher Conf. <input type="checkbox"/> Referral to Counseling <input type="checkbox"/> IEP/504 Review <input type="checkbox"/> BIP Review <input type="checkbox"/> Other _____ </p> <p><input type="checkbox"/> Student is remorseful/cooperative/no consequence</p>	<p>Administrative Response(s):</p> <p> <input type="checkbox"/> Confiscated Item(s) <input type="checkbox"/> Parent-Admin Conf. <input type="checkbox"/> Referral (i.e., ARMS, Drug Unit, Counselor, Social Worker, Psychologist) <input type="checkbox"/> Bus Suspension <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Out-of-School Suspension (see Official Notification) <input type="checkbox"/> Other _____ </p>
<p>Teacher Signature</p>	<p>Admin Signature</p>
<p>Date</p>	<p>Date</p>

For revisions/corrections of this document, please contact Dr. M. Elston at elston@shelbyschools.org

Cordova Elementary Behavior Flowchart



CLASSROOM CHECKLIST

RTI ² -B Core Components	Features in the Classroom
Behavioral Expectations	<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.
Teaching Behavioral Expectations	<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 ² -B core components.
Acknowledgement System	<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.
Discipline Process	<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.

Virtual CUB Code

Come Prepared	<ul style="list-style-type: none">• Have electronic device and accessories• Have supplies and materials• Charge electronic device• Dress appropriately
Use Respect	<ul style="list-style-type: none">• Listen and pay attention• Comment Appropriately• Mute microphone• Use raise hand feature• Use proper text communication• Follow Directions
Be Responsible	<ul style="list-style-type: none">• Log in on time• Share and collaborate• Participate and ask questions• Complete classwork and homework• Turn in assignments on time• Log back in if disconnected• Aim camera
Show Commitment	<ul style="list-style-type: none">• Stay focused and on task• Organize materials• Designate a work area• Eliminate distractions• Only have class materials• Ask for help

Virtual Parent Expectations

Come Prepared	<ul style="list-style-type: none">• Know SCS policies on student conduct• Dress child appropriately
Use Respect	<ul style="list-style-type: none">• Honor student workspace• Honor class times
Be Responsible	<ul style="list-style-type: none">• Communicate regularly with teacher• Collaborate with teacher on academics and behavior• Monitor child's progress & work habits
Show Commitment	<ul style="list-style-type: none">• Dedicate a workspace for your child• Eliminate distractions• Make use of virtual resources

Virtual Incentives

Acknowledgement Point Items

Dojo Points Level	Rewards
*Students will receive 5 daily points for Attendance, Coming Prepared, Using Respect, Being Responsible, Showing Commitment	*Teachers will be able to award extra points for positive “above and beyond” behavior.
20 Points	Show and tell, tell a joke to the class, help lead morning meeting, choose Go Noodle activity
30 Points	Wear a funny hat in class, Skip the Do Now activity, choose the teacher’s virtual background, select a song to play as class begins or during independent work time, be addressed as king or queen for the day
40 Points	Homework Pass (1 Class/1 assignment), online game time, lunch with teacher, submit a message for the class newsletter, select class assignment (odd or even #'s, set A or B)
50 Points	Have teacher wear a funny hat, have teacher do sing I’m a Little Teapot w/motions, call from principal, omit 1 test question, post picture or video message on school website
80 Points	Students can purchase a ticket to the Cub Code Celebration held every 20 days.

Virtual Progressive Discipline Flow Chart

Step 1 - Teachers should begin addressing unwanted behaviors by reminding students of the CUB Code expectations and redirecting their behavior so that it is in line with these expectations.



Step 2- If the behavior persists, the teacher should refer to PBIS world and select tier 1 interventions to use with the student. Teachers should note this in Bright Bytes and inform the counselor and the parent of the behavior and the interventions that are being implemented. The interventions must be documented and implemented for 30 days. Use the Personal Story in Class Do Jo. State the unwanted behavior, list the intervention, and give a 1-5 rating each day on how well the student did in meeting the expectations. 1-Poor, 2-Fair, 3-Average, 4-Very Good, 5-Outstanding



Step 3 - During this time (30 days of Tier 1 interventions) teachers can still implement other disciplinary actions. These actions include muting the student and removing the student from the class. At this time the teacher should notify both the counselor and the administration and conduct a conference with the parent.



Step 4 - After 30 days of tier 1 interventions, teachers should meet with the counselor to determine which tier 2 interventions to implement and with the administration to determine if administrative disciplinary action should occur.

