

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

## Gardenview Elementary School

### Shelby County Schools

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**2019-2020 TEAM MEMBERS:**

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**Recorder: Kirkpatrick, Martha, Draper, Christina**

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**Data Analyst: Scott-Robinson, Jenaë/English, Sonya**

**Time Keeper: Savage, Jamila**



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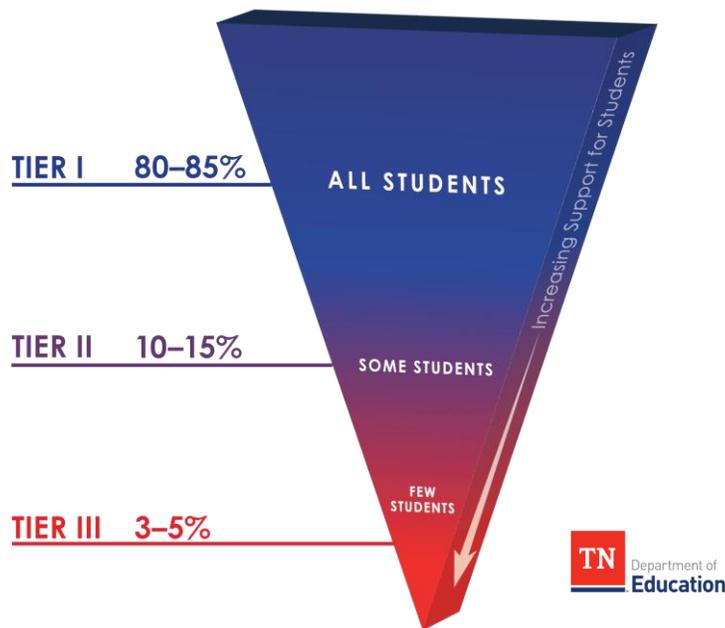
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## **RTI<sup>2</sup>-B Overview**

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

RTI<sup>2</sup>-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). These efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI<sup>2</sup>-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.



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

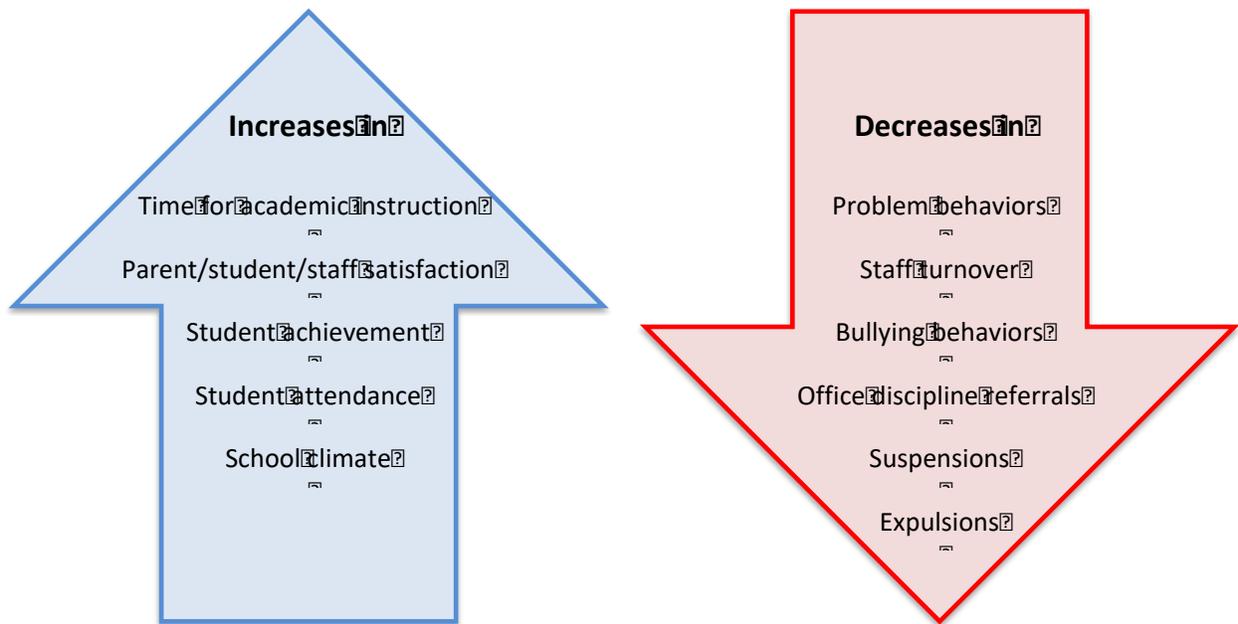
Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff,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

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

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

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



## Purpose Statement

Gardenview Elementary School RTI<sup>2</sup>-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI<sup>2</sup>-B at our school is to foster a safe, family environment that promotes high student achievement and positive social behavior.

## TEAM COMPOSITION AND NORMS

The school leadership team for 2019 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.

<b>RTI<sup>2</sup>-B School Team Composition</b>			
<b>NAME</b>	<b>School Role</b>	<b>E-mail Address</b>	<b>Phone No.</b>
*Sonya English	Leader	englishse@scsk12.org	901-416-3068
Jenae Scott-Robinson Doris Chaney	Communicator	Scottjm@scsk12.org chaneydc@scsk12.org	901-416-6770 901416-3068
Martha Kirkpatrick	Recorder	Kirkpatrickme@scsk12.org	901-416-3068
Jamila Savage	Time Keeper	Savagej@scsk12.org	901-416-3068
Christina Draper	Back up Recorder	drapercd@scsk12.org	901-416-3068
Sonya English	Data	englishse@scsk12.org	901-416-6784
Daniel Raybon	Teacher/Data	raybond@scsk12.org	901-416-3068
Briantae Maddox		Maddoxb@scsk12.org	901-416-3068
Day to meet: Wednesday		Time: 4:00	
Location: Room 1			
Dates to present to faculty: Once a month			
<b>Reminders:</b>			
<ul style="list-style-type: none"> <li>• <i>Star is placed by Team Coach</i></li> <li>• <i>Teams should meet at least monthly, and information should be shared with staff at lease quarterly</i></li> </ul>			
<b>EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS:</b>			
Take care of your needs			
Cell phones off or on vibrate			
Ask Questions			
Listen to others attentively			
Share ideas and information			
Have all materials ready			

## 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.

## SCHOOL-WIDE 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. 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 to follow and 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 <sup>2</sup> -B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i>	Welcome back activities	August during 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>	Video with staff modeling the correct way to behave. This will be done with individual grade levels and an assembly.	August (1 <sup>st</sup> day of school)
Create and display posters for each setting before students arrive. <i>(Expectation posters/ Expectations with Social Skills Posters) Where will posters be displayed? How will they be attached to walls? Where will posters be stored for summer months?</i>	Posters will be posted throughout the school by all staff.	August on the last day of in-service
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>	Kirkpatrick, Savage, English and Scott-Robinson	1 <sup>st</sup> week of school and on-going for new incoming student during and after the first 20 days of school.
Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break)</i>	After Fall Break (October 14-18) Christmas (January 6 <sup>th</sup> ) MLK (January 19 <sup>th</sup> ) Spring Break (March 15 <sup>th</sup> )	After each Break
Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i>	Create a pamphlet /student handbook	Schedule new student orientations

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> )	Create a team of student ambassadors	Complete at the end of the year for students that plan to return to Gardenview Elementary.
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<b>Teaching the Plan to Staff</b>	
<b>Who will be trained on the plan? ALL Teachers, Students and Staff that are in the Building</b> <i>(e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)</i>	
<b>How:</b> Skit-Ms. Scott-Robinson and team will complete during school-wide meeting Lessons (K/1, 2/3, 4/5) will be taught by the classroom teacher in designated classrooms.	<b>When:</b> August 2019
<b>How will you train staff to teach expectations and deliver acknowledgements?</b>	
<b>How:</b> The matrix was completed by the RTI2-B team and presented February 2019 Matrix will be applied to a poster and placed around the school building.	<b>When:</b> August 2019
<b>How will you teach the components of the discipline process to all staff?</b> <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>	
<b>How:</b> District Mandated Staff Orientation and School-Wide Binder/Handbook of Expectations	<b>When:</b> August and September 2019

<b>How will you teach core features of the plan to substitute teachers?</b>	
<p><b>How:</b> Manuals will be available in substitute plan folders</p> <p>All teachers will present their specific classroom expectations to their classrooms School-wide expectations will also be taught by the teacher in their classrooms as well as morning meeting.</p>	<p><b>When:</b> As needed August 2019-May 2020</p>
<b>What important dates will you share?</b>	
<p><b>How:</b> Incentive Dates Data /Team Meetings Lesson Review Dates or any revised plans</p>	<p><b>When:</b> Monthly</p>
<b>Teaching the Plan to Family and Community</b>	
<b>How will core features of the plan be shared with family/community members at the beginning of the school year?</b> (expectations, acknowledgements, discipline)	
Open House/Parent Meeting, PTO Meetings, Post on School Website, Social Media	
<b>How often will information about the plan be shared with family/community members?</b>	
Automated calls to parents, Letters, Parent Teacher Conference, Fall Festival, PTO meeting –Weekly and Quarterly RTI2-B survey, Dance, Book Fairs-Fall and Spring Website, Facebook, Twitter, Class Dojo-Daily	
<b>How can families incorporate RTI<sup>2</sup>-B in the home?</b> (e.g., home matrix, home acknowledgement system)	
Provide parents a copy of the matrix Provide sample behavior charts and Class Dojo contact information	
<b>What additional resources can family/community members access for more RTI<sup>2</sup>-B information and support?</b> (e.g., online resources, resources within the district)	

SCS Website School Website Teacher website/Class Dojo/Newsletters
<b>Who will be the liaison between the school and family/community?</b>
GES Administration and Teachers
<b>How can family/community members get involved with RTI<sup>2</sup>-B at your school?</b>
Community members must go to <a href="http://www.SCSk12.org/face/">www.SCSk12.org/face/</a> and register as a volunteer Parents will have an opportunity to become a member of PTO and/or Parent Advisory Board
<b>Does your school have an established parent organization? If so, who will communicate with the parent organization?</b> We are currently working on a plan to get our parents more involved, but administration and counselor will work with the parents.

## ACKNOWLEDGEMENT SYSTEM

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

As a team, we determined that our school will use the Blue Jay Bucks as a part of the acknowledgement system. **A copy of a Blue Jay Buck 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)
<b>Students</b>	Blue Jay Shout Outs	Morning and Evening announcements, students can be recognized for positive behavior or what they did positively.	Daily	Office/Counselor Office	Administrators
	Blue Jay Bucks	Students can be awarded in the cafeteria during breakfast, lunch and dismissal.	Daily	Morning/Lunch/Dismissal	Teachers
	Blue Jay Bucks	Bucks can be given to reinforce school rules of GES	Daily	Schoolwide	Classroom or Support Teachers

<b>Staff</b>	Flight Jays	Teachers who soar above and beyond will be recognized	1 x a month	Admin	All employees of GES
	Raffles	Teacher names are placed in a basket from student shout outs and be drawn every 9 weeks for a prize.	9 weeks	Office	Teachers
	Party Jays	Food/Candy/Gift Card provided to staff for drawings for attendance/no referrals for behavior/attending events	Varies	School	Any staff

	Jean Day	Teachers will wear jeans and a Gardenview shirt on Fridays.	Weekly	Throughout School	All staff
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<i>Family/Community</i>	Blue Jays Shout Out/Social Media	Families will who help their student achieve a grade level goal will be recognized on the school website and	When appropriate		Admin

## DEALING WITH PROBLEM BEHAVIORS

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

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

To further clarify what is to be handled in the classroom (minor offense) and what is to be handled in the principal's office (major offense), the RTI<sup>2</sup>-B Leadership Team created a chart that 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. **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 along with possible interventions.**

## MINOR INCIDENT REPORT FORM (MINOR BEHAVIOR TRACKING 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 a student who is not meeting classroom expectations will be redirected on the first incident. If the behavior continues, teacher will begin 30 day documentation and use positive praise, interventions and incentive to promote expected behaviors. In order to document the minors, the team created a Minor Behavior Tracking form 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 MBTF 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.**

## CLASSROOM CHECKLIST

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

## CALENDAR OF EVENTS

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

RTI <sup>2</sup> -B Calendar Components	Date(s)
RTI <sup>2</sup> -B School Team Meetings	1 Wednesday per month
Initial Session to Teach Core Components to Staff	August 9 <sup>th</sup>
Booster Sessions to Teach Core Components to Staff	After every break
Begin School-wide Implementation (e.g., Kick-off Celebration)	August 16 <sup>th</sup> and September 6 <sup>th</sup>
Teaching Expectation Lesson Plans to Students in All Settings	August 12 <sup>th</sup> –16 <sup>th</sup>
Re-teaching Expectation Lesson Plans to Students in All Settings	Monthly (After 20 day period ends) New Student Orientation and refresher lessons as needed.
Celebrations/Assemblies	Quarterly  September 6 <sup>th</sup> and Kickoff Celebration August 16 <sup>th</sup>
Family Nights	Quarterly
Other:	

## PLANNING FOR STAKEHOLDER INPUT

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

	<b>Behavioral Expectations</b>	<b>Teaching and Re-teaching of Expectations</b>	<b>Acknowledgement System</b>	<b>Discipline Process</b>
<b>Students</b>	Student Leadership team will review and provide feedback.	Different classes will be responsible at quarterly assemblies to review behavior expectations and teach lessons on them.	Classes will be surveyed annually to provide ideas for acknowledgements. Student leaders will create a suggestion box for students to provide input.	Have students be a part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at school.
<b>Staff</b>	A draft of the RTI <sup>2</sup> -B handbook will be sent to faculty and staff for feedback through grade level chairs.	Lessons will be sent to each grade level chair to be reviewed and suggestions offered before RTI <sup>2</sup> -B workshop day.	A draft of the RTI <sup>2</sup> -B handbook will be sent to faculty and staff for feedback through grade level chairs.	All behaviors will be sorted with the staff into office vs. classroom managed during the RTI <sup>2</sup> -B workshop, team will create definitions, faculty and staff will provide examples and non-examples.

<p style="text-align: center;"><b>Family/ Community</b></p>	<p>All parts of the plan will be reviewed with family and community during our back to school night.</p> <p>Survey will be provided to parents School will recruit a parent team member for the RTI2-B (PTO)</p>	<p>All parts of the plan will be reviewed with family and community during our back to school night.</p> <p>Survey will be provided to parents School will recruit a parent team member for the RTI2-B (PTO)</p>	<p>All parts of the plan will be reviewed with family and community during our back to school night.</p> <p>Survey will be provided to parents School will recruit a parent team member for the RTI2-B (PTO)</p>	<p>All parts of the plan will be reviewed with family and community during our back to school night.</p> <p>Survey will be provided to parents School will recruit a parent team member for the RTI2-B (PTO)</p>
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## EVALUATION PLAN

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

Data	Evaluation Tool	Date to be Completed
<b>System to collect, organize, and summarize Discipline Data</b> (e.g., SWIS, PowerSchool, Infinite Campus)	Our school uses:  _Power Bi and Bright Bytes_____	<b>Recommendation:</b> Summarize discipline data monthly  Our plan: Check systems on Monday when updates occur.
<b>Fidelity Data</b>	Tiered Fidelity Inventory (TFI)	<b>Recommendation:</b> Two times per year (fall and spring)  Our plan: Team members will rotate on a schedule for checking and monitoring the plan.
<b>Social Validity</b>	Primary Intervention Rating Scale (PIRS) (Also called the “Staff Input Survey”)	<b>Recommendation:</b> Once per year (spring)  Our plan: Survey the staff students and parents quarterly.

# **APPENDIX**

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### **Posters**

**Expectation Poster**

**Matrix**

**Posters by location**

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**Operational Definitions**

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**Steps for Correction**

**Possible Interventions**

**Minor Incident Report Form (MIR)**

**Office Discipline Report Form (ODR)**

**Flowchart**

**Classroom Checklist**

# POSTERS

## Expectations Poster

Clipboard Font Paragraph Styles Editing



**V**OICE **L**LEVEL **C**HART  
*THE BLUE JAY WAY*



**Green** Cup (Level 2) = Normal Speaking Voice  
**Yellow** Cup (Level 1) = Whispering Voice  
**Red** Cup (Level 0) = Silent

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Clipboard Font Paragraph Styles

**S**CHOOL-WIDE **B**EHAVIORAL **E**XPECTATIONS  
*THE BLUE JAY WAY*



**G** GIVE RESPECT  
**E** EXHIBIT EXCELLENCE  
**S** STAY READY

Page 11 536 words 81%



				you to workers			
<b>Exhibit Excellence (Responsible)</b>	<ul style="list-style-type: none"> <li>- be on time</li> <li>-wear a mask</li> <li>-stay 6ft apart</li> </ul>	<ul style="list-style-type: none"> <li>- be on time</li> <li>- turn in homework</li> <li>- follow directions</li> <li>- complete assignments</li> <li>- stay on task</li> <li>- watch for voice level cue</li> <li>- place equipment/materials in designated locations</li> <li>- personal items left at home</li> </ul>	<ul style="list-style-type: none"> <li>- listen for directions</li> <li>- walk to right</li> <li>- stay in line</li> <li>-follow the floor markers (6ft) apart</li> </ul>	<ul style="list-style-type: none"> <li>- listen for directions</li> <li>- get all items before sitting</li> <li>- stay in seat</li> <li>- sit then eat</li> <li>- place trash in trash bin</li> </ul>	<ul style="list-style-type: none"> <li>- complete business in toilet or urinal</li> <li>- place tissue in toilet</li> <li>- flush</li> <li>- wash hands</li> <li>- 2 pumps of soap/sanitizer</li> <li>- 2 paper towels</li> <li>- turn off water</li> <li>- place trash in trash bin</li> </ul>	<ul style="list-style-type: none"> <li>- stay in assigned seat</li> <li>- keep personal belongings in lap or at feet</li> <li>- watch for stop</li> <li>- face forward</li> <li>-stay 6ft apart</li> </ul>	<ul style="list-style-type: none"> <li>-listen for name to be called</li> <li>-stay seated in designated areas</li> <li>-return loaned items before leaving</li> <li>-remember ALL personal items before leaving the Building</li> <li>-keep a seat apart</li> <li>-wear your mask</li> </ul>
<b>Stay Ready</b>	<ul style="list-style-type: none"> <li>- follow directions first time given</li> <li>-wear your mask</li> </ul>	<ul style="list-style-type: none"> <li>- have supplies</li> <li>- listen</li> <li>- store supplies in designated locations</li> <li>- chair legs on floor</li> <li>- feet on floor</li> </ul>	<ul style="list-style-type: none"> <li>- enjoy wall art with eyes only</li> <li>-stay 6ft apart</li> <li>-wear a mask</li> </ul>	<ul style="list-style-type: none"> <li>-Voice level 0 in serving line</li> <li>- stay in line</li> <li>- wait your turn</li> <li>- know your lunch choice</li> </ul>	<ul style="list-style-type: none"> <li>- wait your turn</li> <li>- hands and feet to self</li> <li>- report water on the floor to teacher</li> <li>-wear your mask</li> </ul>	<ul style="list-style-type: none"> <li>- greet the driver</li> <li>- voice level 1</li> <li>- listen to bus driver directions</li> <li>- have personal items</li> </ul>	<ul style="list-style-type: none"> <li>-report problems to teacher</li> <li>-watch monitors for change in voice levels.</li> </ul>

**POSTERS BY LOCATION**

**Virtual Expectations**

Virtual Matrix.pdf 1 / 2

<p><b>G</b> GIVE RESPECT</p>	<ul style="list-style-type: none"> <li>Mute microphone when others are speaking</li> <li>Wait for your turn to speak/Use the raise your hand feature</li> <li>Respect others perspectives</li> <li>Use kind words</li> <li>Use proper text etiquette</li> <li>Help each other during group assignments and in designated meeting rooms</li> <li>Resolve conflicts peacefully</li> </ul>
<p><b>E</b> EXHIBIT EXCELLENCE</p>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Wait for your turn to speak or contribute</li> <li>Use the raise your hand feature</li> <li>Minimize distractions</li> <li>Utilize chat features appropriately</li> <li>Share and collaborate</li> <li>Wear a Mask</li> <li>Stay 6ft apart</li> </ul>
<p><b>S</b> STAY READY</p>	<ul style="list-style-type: none"> <li>Login on time</li> <li>Be present/actively engaged</li> <li>Organize your materials</li> <li>Set daily goals</li> <li>Make yourself visible</li> <li>Have a backup plan if you get disconnected</li> <li>Complete tasks on time/Stay on top of assignments</li> <li>Wear a mask</li> <li>Stay 6ft apart</li> </ul>

## HALLWAY

Clipboard Font Paragraph Styles

# HALLWAY EXPECTATIONS

## THE BLUE JAY WAY

**G** **GIVE RESPECT**   
WALK  
HANDS AND FEET TO SELF  
STAND ON BLOCK BEHIND PERSON IN FRONT OF YOU

**E** **EXHIBIT EXCELLENCE**   
LISTEN FOR DIRECTIONS  
WALK TO RIGHT  
STAY IN LINE

**S** **STAY READY**   
ENJOY WALL ART WITH EYES ONLY

**RESTROOM**

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**RESTROOM EXPECTATIONS**

*THE BLUE JAY WAY*

**G** **GIVE RESPECT** 

GIVE PRIVACY  
ONE PERSON PER STALL  
GRAFFITI FREE WALLS  
VOICE LEVEL 1  
3 STUDENTS AT A TIME

**E** **EXHIBIT EXCELLENCE** 

COMPLETE BUSINESS IN TOILET OR URINAL  
PLACE TISSUE IN TOILET  
FLUSH  
WASH HANDS  
2 PUMPS OF SOAP  
2 PAPER TOWELS  
TURN OFF WATER  
PLACE TRASH IN TRASH BIN

**S** **STAY READY** 

WAIT YOUR TURN  
HANDS AND FEET TO STAY CLEAN  
REPORT WATER TO THE DOOR TO TEACHER

Page 5 of 11 536 words

# CAFETERIA

CAFETERIA EXPECTATIONS

ELEMENTARY

THE BLUE JAY WAY

**G** **GIVE RESPECT**

- EAT ONLY YOUR FOOD
- HANDS AND FEET TO SELF
- LEAVE AREA FREE OF TRASH
- VOICE LEVEL 2 AFTER EATING
- WATCH MONITOR/CUPS FOR CAHNGE IN VOICE LEVEL
- SAY PLEASE AND THANK YOU TO WORKERS

**E** **EXHIBIT EXCELLENCE**

- LISTEN FOR DIRECTIONS
- GET ALL ITEMS BEFORE SITTING
- STAY IN SEAT
- SIT IN SEAT
- SIT THEN EAT
- PLACE TRASH IN TRASH BAG

**S** **STAY READY**

- STAY IN LINE
- WAIT YOUR TURN
- KNOW YOUR LUNCH CHOICE

# CLASSROOM

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**G** *THE BLUE JAY WAY*  
**GIVE RESPECT**  
KEEP FLOOR FREE OF OBJECTS/TRASH  
HANDS AND FEET TO SELF  
STAY IN ASSIGNED SEAT  
RAISE HAND TO GAIN ATTENTION  
WHEN LEAVING DESK, PUSH CHAIR UNDER DESK



**E**  
**EXHIBIT EXCELLENCE**  
BE ON TIME  
TURN IN HOMEWORK  
FOLLOW DIRECTIONS  
COMPLETE ASSIGNMENTS  
STAY ON TASK  
WATCH FOR VOICE LEVEL CUE  
PLACE EQUIPMENT/MATERIALS IN DESIGNATED LOCATIONS  
PERSONAL ITEMS LEFT AT HOME



**S**  
**STAY READY**  
HAVE SUPPLIES  
LISTEN  
STORE SUPPLIES IN DESIGNATED LOCATIONS  
CHAIR LEGS ON FLOOR  
FEET ON FLOOR



# ARRIVAL

**ARRIVAL EXPECTATIONS**  
*THE BLUE JAY WAY*

**G** **GIVE RESPECT**  
HANDS, FEET, OBJECTS TO YOURSELF  
VOICE LEVEL 1  
FOLLOW TEACHERS DIRECTIONS

**E** **EXHIBIT EXCELLENCE**  
BE ON TIME

**S** **STAY READY**  
FOLLOW DIRECTIONS FIRST TIME GIVEN

# DISMISSAL

DISMISSAL EXPECTATIONS

## THE BLUE JAY WAY

**G** **GIVE RESPECT**

- LISTEN FOR INSTRUCTIONS
- STAY AWAY FROM DOORS
- STAY IN DESIGNATED LOCATIONS
- HANDS AND FEET TO YOURSELF



**E** **EXHIBIT EXCELLENCE**

- LISTEN FOR NAME TO BE CALLED
- STAY SEATED IN DESIGNATED AREAS
- RETURN LOANED ITEMS BEFORE LEAVING
- REMEMBER ALL PERSONAL ITEMS BEFORE LEAVING THE BUILDING



**S** **STAY READY**

- REPORT PROBLEMS TO TEACHER
- WATCH MONITORS FOR CHANGE IN VOICE LEVELS



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# BUS

**BUS EXPECTATIONS**  
*THE BLUE JAY WAY*

**G** **GIVE RESPECT**   
HANDS AND FEET TO SELF  
FEET ON FLOOR  
REPORT PROBLEMS TO BUS DRIVER OR MONITOR  
GRAFITTI FREE

**E** **EXHIBIT EXCELLENCE**   
STAY IN ASSIGNED SEAT  
KEEP PERSONAL BELONGINGS IN LAP OR AT FEET  
WATCH FOR STOP  
FACE FORWARD

**S** **STAY READY**   
GREET THE DRIVER  
LISTEN TO THE BUS DRIVER DIRECTIONS  
HAVE PERSONAL ITEMS

SCHOOL WIDE ACKNOWLEDGEMENT BUCKS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Issued By: \_\_\_\_\_

The Blue Jay Bucks



Principal Signature

Jenae Scott-Robinson

<b>Problem Behavior</b>	<b>Definition</b>
<b>Defiance/Non-Compliance</b>	<b>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions</b>
<b>Disruption</b>	<b>Student engages in behavior causing an interruption in a class or activity. Disruption includes any disturbance or interference that takes away from the learning environment causing potential harm to oneself or others.</b>
<b>Property Misuse</b>	<b>Student uses property in a way in which it was not designed</b>
<b>Technology Violation</b>	<b>Student engages in inappropriate use of cell phone, music/video players, camera, and/or computer.</b>
<b>Inappropriate Language</b>	<b>Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.</b>
<b>Arson</b>	<b>Student plans and/or participates in malicious burning of property.</b>
<b>Bomb Threat/False Alarm</b>	<b>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</b>
<b>Bullying</b>	<b>The delivery of direct or technology based messages that involve intimidation, teasing, taunting, threats, or name-calling.</b>

<b>Staff managed/ Minor Offenses</b>	<b>Violation</b>	<b>Definition</b>	<b>Examples</b>	<b>Non-Examples</b>
	<b>Dishonesty/Theft</b>	<b>Student engages in lying, cheating, and/or forgery. Student engages in taking property belonging to someone else w/o permission Value less than \$10.</b>	<b>Lying cheating forgery and/or isolated incidents of theft.</b>	

<b>Staff Managed</b>	<b>Physical Contact (Minor)</b>	<b>Student engages in non-serious but inappropriate physical contact that does not result injury.</b>	<b>Silly horseplay</b>	<b>Student give a brief hug of friendship.</b>
	<b>Disruption</b>	<b>Low-intensity, but inappropriate disruption.</b>	<b>Talking, tapping pencils, repeated noises and/or blurting out.</b>	
	<b>Property Misuse</b>	<b>Low intensity misuse of property.</b>	<b>Breaking pencils/crayons, kicking furniture, tearing up paper.</b>	
	<b>Teasing/Taunting</b>	<b>Student engages in making inappropriate comments and/or unwanted verbal, physical, or emotional advances w/o a pattern of offenses.</b>		
	<b>Defiance/Disrespect/Non-Compliance</b>	<b>Student engages in brief or low intensity failure to respond to adult request.</b>	<b>Talking back, not following teacher or staff instructions</b>	<b>Yelling at the teacher or leaving class without permission</b>

	<b>Inappropriate Language</b>	<b>Student engages in low intensity instance of inappropriate language</b>	<b>Name calling, Inappropriate tone and gestures, Eye rolling</b>	<b>Cursing, slandering another person, hostile threats either written or spoken and/or non-verbal.</b>
	<b>Technology Misuse</b>	<b>Low intensity misuse of technology property (Ipad computer, etc.)</b>	<b>Changing the home screen, being on sites not supposed to be on, tampering w/computer settings, putting a virus on the computer</b>	<b>On Iready or other sites directed by adult.</b>
	<b>Tardy</b>	<b>Student is late to class.</b>	<b>Students enter school/classroom after the bell rings w/o excuse or an adult at the start of each day</b>	<b>Arrive after 12:30 and leaving school w/o permission</b>
	<b>Dress Code</b>	<b>Students wear clothing that does</b>	<b>Pants, skirts worn</b>	<b>Shirt untucked, no belt</b>

		not fit within the dress code guidelines established by school.	below the waist (sagging) Vulgar/abusive language on shirt, back out, tank tops, no shoes or wrong color uniform.	
--	--	---	--	--

**\*If a student has an IEP or FBA/BIP, adhere to those plans first.**

**Major (Office Managed Problem Behavior)**

<b>Major Offenses/Office Managed</b>	<b>Violation</b>	<b>Definition</b>	<b>Examples</b>	<b>Non-Examples</b>
	<b>Abusive Language/Inappropriate Language</b>	<b>Student repeatedly delivers verbal messages that include swearing or</b>	<b>Racial and sexual slurs</b>	<b>Singing a rap song.</b>

<b>Office managed</b>		cursing in a demanding or inappropriate way.		
	<b>Fighting/Physical Aggression</b>	Student engages in actions involving serious physical contact where injury may occur.	Hitting, punching, kicking hair pulling, scratching, choking	Silly horseplay, playful grabbing. Low impact incident.
	<b>Theft</b>	Student in possession of possession of, having passed on, or being responsible for removing someone else's property.	Stealing/hiding stolen property, aiding someone in stealing. Value over \$10.	Legally purchasing property from the owner
	<b>Harassment/Threats/Tease/Taunt (Major)</b>	Student repeatedly delivers disrespectful messages (verbal or gestures) to another person that includes threats and intimidation, obscene gestures,	Bullying repeated verbal harassment or abuse, inappropriate touching, gesturing, notes, or taunts.	Physical Assault/battery threats involving weapons and minor offenses such as name calling, put downs, or taunts.

		<p>pictures, notes. Intense verbal attacks based on ethnic origin, disabilities or other personal matters.</p>		
	<p><b>Property Misuse/Damage</b></p>	<p>Intentional destruction/misuse of property.</p>	<p>Inappropriate websites, destruction of textbooks, damage to higher value property.</p>	
	<p><b>Weapons</b></p>	<p>Having possession of a weapon or weapon look alike capable of causing bodily harm.</p>		
	<p><b>Arson</b></p>	<p>Student plans and participates in malicious burning or property or person.</p>	<p>Setting fires to /on school property.</p>	<p>Possession of lighter, firecrackers, gasoline, lighter fluid</p>
	<p><b>Drugs/Alcohol</b></p>	<p>Any possession of drugs and alcohol including tobacco</p>	<p>Possession of cigarettes, cigars, smoking, chewing tobacco. Possession</p>	

		<b>products or look alike.</b>	<b>using, selling of drugs.</b>	
	<b>Defiance</b>	<b>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.</b>	<b>Refusing to comply with rules/expectations, leaving the class without permission, verbal defiance/argumentative.</b>	<b>Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignments.</b>

**\*If the student has an IEP or FBA/BIP adhere to those plans first.**



## Behavioral Expectation Lesson Plan : Cafeteria

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

<b>Objective:</b>	The students will demonstrate how to Give Respect, Exhibit Excellence and Stay Ready in the cafeteria.
<b>Setting:</b>	Cafeteria
<b>Expectations Taught:</b> (see behavior expectation matrix)	<p><b>Give Respect:</b> Eat your food only, hands feet to self, leave area free of trash, voice level 2, watch monitor/cups for change in voice level, say please and thank you to workers.</p> <p><b>Exhibit Excellence:</b> Listen for directions, get all items before sitting in seat, sit then eat, place trash in trash bin</p> <p><b>Stay Ready:</b> stay in line, wait your turn, know your lunch choice</p>
<b>Examples:</b>  Teach using "I do, we do, you do"	<ol style="list-style-type: none"> <li>1. One student holds a tray to go to the table using an inside voice and demonstrates how to dump tray.</li> <li>2. Student stands in the food line correctly (space between bodies, facing forward).</li> <li>3. Using polite table manners.</li> <li>4. Clean up after self.</li> </ol> <p>Raise hand to leave assigned area.</p>
<b>Non-examples:</b> (Adults model only)	<p>Sharing food</p> <p>Pushing someone, Leaving area dirty</p> <p>Not following directions and walking around.</p>
<b>Follow Through and Practice:</b> (How will behavior expectations continue to be taught throughout the school year?)	Repeated practice
<b>Acknowledgement:</b>  (How will behaviors be acknowledged in this setting?)	Distribute Blue Jay Bucks



**Gardenview Elementary**  
**School-wide Expectations Lesson Plan: Arrival**

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

<b>Objective</b>	The students will be able to enter the building by Giving Respect, Exhibit Excellence and Staying Ready.
<b>Setting</b>	Arrival (includes hallways, sidewalks, parking lots)
<b>Expectations Taught</b>	<b>Give Respect:</b> Hands, feet, objects to yourself, voice level 1, follow teachers directions <b>Exhibit Excellence:</b> Be on time, wear a mask <b>Stay Ready:</b> Follow directions first time given
<b>Examples: Teach using "I Do, we do, you do"</b>	<ol style="list-style-type: none"> <li>1. Students will keep all hands, feet, and objects to themselves</li> <li>2. Students will follow directions first time given.</li> <li>3. Students will listen for instructions</li> <li>4. Students will be attentive to monitors for change in voice levels.</li> </ol>
<b>Non-Examples: Model Only</b>	<ol style="list-style-type: none"> <li>1. Running with an out-of-control body (e.g., flailing arms, shouting, running, etc.).</li> <li>2. Not using cross-walks and crossing between cars.</li> <li>3. Jumping on/over the half-wall in the front of the building.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Practice and model appropriate behavior while entering the building.</li> <li>2. Create school-wide videos that demonstrate appropriate behavior and expectations.</li> <li>3. Practice with the crossing guard signal and signs so students know when they are permitted to cross at the cross-walk.</li> </ol>
<b>Acknowledgement:</b>	Blue Jay Bucks



## Gardenview Elementary

### School-wide Expectations Lesson Plan: Hallways

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

<b>Objective</b>	The students will Give Respect, Exhibit Excellence and Stay Ready in the Hallways.
<b>Setting</b>	Hallways
<b>Expectations Taught</b>	<p><b>Give Respect:</b> Walk, hands and feet to self, stand on block behind person in front of you.</p> <p><b>Exhibit Excellence:</b> Listen for directions, walk to right, stay in line. Stay 6ft apart</p> <p><b>Stay Ready:</b> Enjoy wall art with eyes only.</p>
<b>Examples: Teach using “I Do, we do, you do”</b>	<p>Walk, hands and feet to self, Stay on block behind the person in front of you.</p> <p>Listen for directions, Walk to right, Stay in line, stay 6ft apart and wear a mask.</p> <p>Enjoy wall art with eyes only.</p>
<b>Non-Examples: Model Only</b>	<ol style="list-style-type: none"> <li>1. Hands on people or on walls</li> <li>2. Looking to the side or head turned to look backwards</li> <li>3. Talking, whistling, humming</li> <li>4. Walking too slowly (i.e., not staying with the group), walking too quickly (i.e., getting ahead of the group), running, creating a gap, walking backwards</li> <li>5. Walking beside someone</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Repeated practice of walking and waiting in the hallways</li> </ol> <p><i>*Practice signals to use:</i> Gesture given by teacher for silent voice; sign with pictures/sign language (if needed)</p>
<b>Reinforcement: How will behaviors be reinforced in this setting</b>	<ol style="list-style-type: none"> <li>1. Blue Jay Bucks for following hallway expectations.</li> </ol>



## Gardenview Elementary

### School-wide Expectations Lesson Plan: Restroom

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

<b>Objective</b>	The students will be able to use the restrooms while Giving Respect, Exhibit Excellence, and Staying Ready.
<b>Setting</b>	Restrooms
<b>Expectations Taught</b>	<p><b>Give respect:</b> Give privacy. One person per stall. Graffiti free walls. Voice level 1. Three students at a time. Stay 6ft apart.</p> <p><b>Exhibit excellence:</b> Complete business in toilet or urinal. Place tissue in toilet. Flush. Wash hands. 2 pumps soap. 2 paper towels. Turn off water. Place trash in trash bin.</p> <p><b>Stay ready:</b> Wait your turn. Hands and feet to self. Report water on the floor to teacher.</p>
<b>Examples: Teach using "I Do, we do, you do"</b>	<ol style="list-style-type: none"> <li>1. Joe uses the restroom and washes his hands.</li> <li>2. Macy is in the restroom and sees her friends and says "Hi" but leaves quickly and walks back to class.</li> <li>3. 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.</li> </ol>
<b>Non-Examples: Model Only</b>	<ol style="list-style-type: none"> <li>1. Two students are in the restroom singing in a loud voice.</li> <li>2. Student is splashing water onto the floor from the sink.</li> <li>3. Student is jumping on stalls.</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Videos of proper restroom usage to show to class for discussion/review.</li> <li>2. Videos of non-examples. Classrooms watch, and students are instructed to raise hands when they notice someone NOT following expectations.</li> </ol>
<b>Acknowledgement: How will behaviors be acknowledged in this setting?</b>	<ol style="list-style-type: none"> <li>1. Teachers thank students for using the restroom efficiently.</li> <li>2. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary.</li> <li>3. Distribute Blue Jay Bucks</li> </ol>



## Gardenview Elementary

### School-wide Expectations Lesson Plan: Bus

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

<b>Objective</b>	The students will Give Respect, Exhibit Excellence and Stay Ready
<b>Setting</b>	Bus
<b>Expectations Taught</b>	<p><b>Give Respect:</b> Hands and feet to self on floor, report problems to bus driver or monitor, graffiti free, wear a mask</p> <p><b>Exhibit Excellence:</b> Stay in assigned seat, keep personal belongings in lap or at feet, watch for stop and face forward.</p> <p><b>Stay Ready:</b> Greet the driver, listen to bus driver directions and have personal items</p>
<b>Examples: Teach using "I Do, we do, you do"</b>	<ol style="list-style-type: none"> <li>1. Keeping hands, objects, and body to self</li> <li>2. Bottom to bottom, back to back</li> <li>3. Conversational voice level 1</li> </ol>
<b>Non-Examples: Model Only</b>	<ol style="list-style-type: none"> <li>1. Arguing/fighting over seats (e.g., yelling, shouting, pushing, hitting, etc.)</li> <li>2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.)</li> </ol>
<b>Follow Through and Practice</b>	<ol style="list-style-type: none"> <li>1. Set up classroom chairs to mimic school bus benches. Practice walking on bus. Have students load from back to front.</li> <li>2. Use classroom lights as a signal to practice voices on and off.</li> </ol>
<b>Reinforcement: How will behaviors be reinforced in this setting</b>	<ol style="list-style-type: none"> <li>1. Give Blue Jay Bucks to bus drivers to distribute.</li> </ol>



## Gardenview Elementary

### School-wide Expectations Lesson Plan: Dismissal

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

<b>Objective</b>	The students will be able to exit the building while Giving Respect, Exhibit Excellence and Staying Ready
<b>Setting</b>	Arrival and Dismissal (includes hallways, sidewalks, parking lots)
<b>Expectations Taught</b>	<p><b>Give Respect:</b> Listen for instructions, stay away from doors, stay in designated locations, hands and feet to yourself. Stay 6ft apart and wear a mask</p> <p><b>Exhibit Excellence:</b> Listen for name to be called, stay seated in designated areas, return loaned items before leaving the building.</p> <p><b>Stay Ready:</b> Report problems to teacher, watch monitors for change in voice levels.</p>
<b>Examples: Teach using “I Do, we do, you do”</b>	<ol style="list-style-type: none"> <li>1. Students will wait at the curb for cars to fully stop before moving off of the curb.</li> <li>2. Students will wait for a cross walk attendant to signal safe and appropriate crossing time.</li> <li>3. Students will keep their bodies to self while waiting with a calm, quiet body for the school to dismiss.</li> </ol>
<b>Non-Examples: Model Only</b>	<ol style="list-style-type: none"> <li>1. Running out of the building with an out-of-control body (e.g., flailing arms, shouting, running, etc.).</li> <li>2. Not using cross-walks and crossing between cars.</li> <li>3. Jumping on/over the half-wall in the front of the building.</li> </ol>
<b>Follow Through and Practice</b>	<p>Practice and model appropriate behavior while exiting the building.</p> <p>Create school-wide videos that demonstrate appropriate behavior and expectations.</p> <p>Practice with the crossing guard signal and signs so students know when they are permitted to cross at the cross-walk.</p>
<b>Reinforcement: How will behaviors be reinforced in this setting</b>	<ol style="list-style-type: none"> <li>1. Have crossing guards and adults outside distribute Blue Jay Bucks.</li> <li>2. Put a student in a “teacher role” to help reinforce and model expectations.</li> </ol>



## DAILY TRACKING FORM FOR MINOR BEHAVIORS (Teacher Managed)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>The student carries this form to selected settings each day.</li> <li>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.</li> <li>In the blanks, provide the intervention(s) provided to students. Interventions must be provided for at least 30 days and up to 3 interventions can be used together. Additional Teacher comments may be made on the back of this form.</li> <li>The student reviews this form each day with teacher. Both sign and a copy is sent home for parent signature.</li> </ul>	<p><b>Indicators:</b></p> <p>1= Poor 2= Fair 3 = Average 4 = Very Good 5 = Outstanding</p> <p><b>Student Daily Goal</b> _____</p> <p><b>*Remember, Praise and positive reinforcement=positive results!</b> Encourage students to “Strive for a Five!”</p>
---	---

- Target Expected Behavior 1:** Give Respect  
**Target Expected Behavior 2:** Expect Excellence  
**Target Expected Behavior 3:** Stay Ready

One Form Per Day	Date:	Teachers should use this space to document which interventions they are implementing. Up to 3 interventions can be used. (Refer to PBISworld.com for suggestions for interventions.) <b>NOTE: It is recommended that students receive 30 consecutive days of interventions which include praise and positive reinforcements for behavior changes to occur.</b>
Arrival	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Hallway	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Restroom	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Classroom	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Cafeteria	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Support	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Dismissal	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	

Other: Transition	<b>TB 1:</b> 1 2 3 4 5 <b>TB 2:</b> 1 2 3 4 5 <b>TB 3:</b> 1 2 3 4 5	
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**MET GOAL**    Yes    No

**Student Signature:** \_\_\_\_\_ **Comments:** \_\_\_\_\_  
**Teacher Signature:** \_\_\_\_\_ **Comments:** \_\_\_\_\_  
**Parent Signature:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

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

<p style="text-align: center;">Teacher Managed</p> <ol style="list-style-type: none"> <li>1. Not completing class work</li> <li>2. Not having materials</li> <li>3. Not following staff directions</li> <li>4. Being disrespectful with staff</li> <li>5. Being off task</li> <li>6. Leaving designated area in room</li> <li>7. Being out of seat</li> <li>8. Making disruptive noises</li> <li>9. Talking out</li> <li>10. Lying or cheating</li> <li>11. Spreading rumors/gossip</li> <li>12. Cutting in line</li> <li>13. Running/horseplay in building</li> <li>14. Inappropriate language</li> <li>15. Inappropriate gestures</li> <li>16. Cursing (isolated)</li> <li>17. Throwing objects (no safety concern)</li> <li>18. Using/taking other's belongings</li> <li>19. Not keeping hands/feet to self</li> </ol>	<p style="text-align: center;">Office Managed</p> <ol style="list-style-type: none"> <li>1. Abusive Language</li> <li>2. Bullying/Harassment</li> <li>3. Attendance/Tardies</li> <li>4. Truancy</li> <li>5. Defiance/Disrespect</li> <li>6. Fighting (Actual Punches)</li> <li>7. Forgery</li> <li>8. Insubordination (Repeated)</li> <li>9. Illegal substances</li> <li>10. Physical Aggression</li> <li>11. Inappropriate Touching</li> <li>12. Property Damage</li> <li>13. Theft</li> <li>14. Threats (Arson/Bomb)</li> <li>15. Vandalism</li> <li>16. Weapons</li> <li>17. Drugs/Alcohol</li> <li>18. Gang Affiliation Display</li> </ol> <p style="text-align: center;">Third Minor with Intervention warning/state documentation</p>
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## Office Disciplinary Form (ODR)

### DISCIPLINARY REFERRAL

School \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_

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 49-6-4102) 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.

o 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.)

o Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.)

o Eating/Drinking in class

o Abusing hall pass privileges (i.e., slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.)

o Use of indirect profanity (not towards people)

o Defiance/Mild disrespect to teacher or students (verbal; i.e., arguing, disrespectful tone/attitude, general surliness, etc.)

o Mild insubordination (i.e., slothfully/not following directions, procedures, rules, communicated by teacher when asked (minimal disruption but direct non-compliance)

**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.)

o Fighting (not self-defense)

o Profanity directed towards staff/student (i.e., racial slurs, derogatory language) o Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff)

o Theft/Vandalism

o Repeated or extreme insubordination (teacher has evidence of intervention but student's behavior is persistent and non-responsive)

o Bullying, Cyber-bullying, Harassment & Intimidation (once reported by student or noticed by an adult and there is a possible imbalance of power...see Policy 6046)

o Gang Activity/Recruiting

o 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):** \_\_\_ Change of Seating \_\_\_ Detention \_\_\_ Denied Privileges \_\_\_ Supervised Study \_\_\_ Confiscated Item(s) \_\_\_ Character Ed. Training \_\_\_ Parent-Teacher Conf. \_\_\_ Referral to Counseling \_\_\_ IEP/504 Review \_\_\_ BIP Review \_\_\_ Other \_\_\_\_\_

\_\_\_ Student is remorseful/cooperative/no consequence

**Administrative Response(s):** \_\_\_ Confiscated Item(s) \_\_\_ Parent-Admin Conf. \_\_\_ Referral (i.e., SHAPE, Gang Unit, Counselor, Social Worker, Psychologists) \_\_\_ Bus Suspension \_\_\_ In-School Suspension \_\_\_ Out-of-School Suspension (see Official Notification) \_\_\_

Other \_\_\_\_\_

Teacher Signature: \_\_\_\_\_  
Admin Signature Date \_\_\_\_\_ Date: \_\_\_\_\_

# Gardenview Elementary School Flowchart



Observe Problem Behavior

Give Warning /State the Wanted Behavioral Expectation

Is the behavior a teacher or office managed situation?

Teacher Managed

Office Managed

First Step:  
Verbal Warning  
Document  
Re-teach  
Expectations  
Conference with student and provide encouragement

Ensure safety

Second Step  
Start 30 day documentation (Minor Tracking Form)  
Re-teach expectations  
Conference with student.  
Phone Call Home  
Apply classroom consequences

Teacher Managed	Office Managed
1. Not completing class work	1. Abusive Language
2. Not having materials	2. Bullying/Harassment
3. Not following staff directions	3. Attendance/Tardies
4. Being disrespectful with staff	4. Truancy
5. Being off task	5. Defiance/Disrespect
6. Leaving designated area in room	6. Fighting (Actual Punches)
7. Being out of seat	7. Forgery
8. Making disruptive noises	8. Insubordination (Repeated)
9. Talking out	9. Illegal substances
10. Lying or cheating	10. Physical Aggression
11. Spreading rumors/gossip	11. Inappropriate Touching
12. Cutting in line	12. Property Damage
13. Running/horseplay in building	13. Theft
14. Inappropriate language	14. Threats (Arson/Bomb)
15. Inappropriate gestures	15. Vandalism
16. Cursing (isolated)	16. Weapons
17. Throwing objects (no safety concern)	17. Drugs/Alcohol
18. Using/taking other's belongings	18. Gang Affiliation Display
19. Not keeping hands/feet to self	

Referring teacher completes ODR as a major and escorts the student to the office with the form and/or buzz the office for a student to see administration immediately.

Third Step  
If unwanted behavior continues after 30 days of positive intervention have been provided and documented, Complete Counseling Referral

Third Minor with Intervention warning/state documentation

Administrator determines appropriate action, follows through or consequences, documents action in Powerschool or Brite Bytes.

**TIPS ON MINOR BEHAVIOR DOCUMENTING**

- \*Take concrete action to correct behavior. (Refer to PBISworld.com for Interventions)
- \*Document dates and positive intervention in spaces provided on Daily Behavior Tracking Form. (Ex: Individual praise, encouragement, positive note or phone calls home, privileges earned..)
- \*Parent contact is warranted with continued classroom managed behaviors
- \*be consistent and patient ...behavior change takes time to change.
- \*Provide an intervention after each offense

Send to Office with completed ODR as a major. Student receives support from Counselor, Behavior Specialist, Social Worker.

Administrator follows up with referring teacher and makes parent contact.

## STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

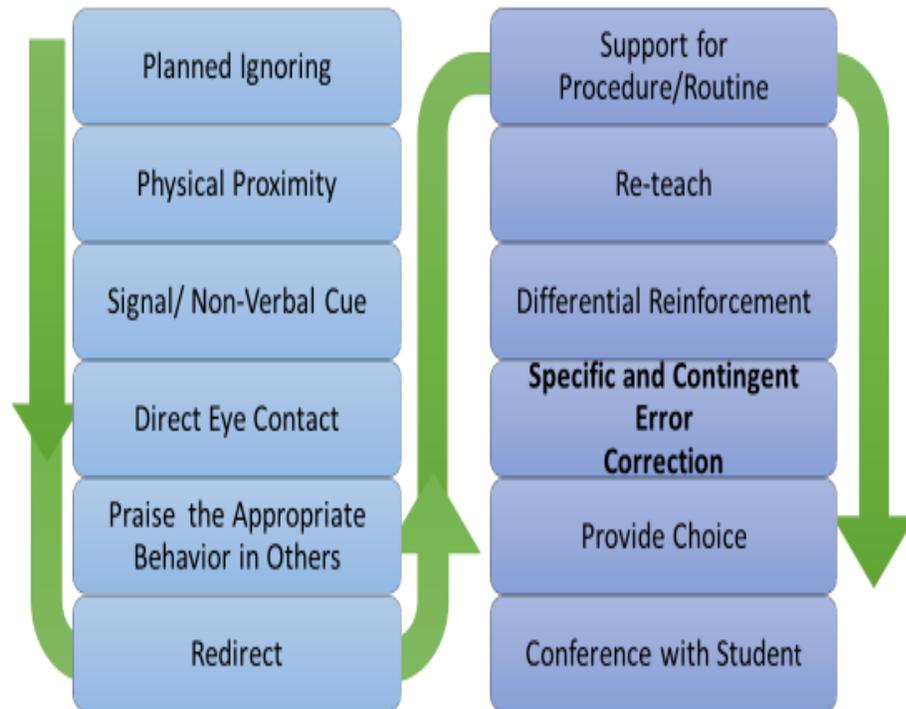
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

- Active supervision
- Pre-corrects
- Increased praise

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

# Develop a Continuum of Responses to Inappropriate Behavior



## CLASSROOM CHECKLIST

RTI <sup>2</sup> -B Core Components	Features in the Classroom
<b>Behavioral Expectations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have the school-wide behavioral expectations posted in my classroom.</li> <li><input type="checkbox"/> My classroom expectations align with the school-wide behavioral expectations.</li> <li><input type="checkbox"/> 80% of my students can state the school-wide behavioral expectations.</li> </ul>
<b>Teaching Behavioral Expectations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have taught the school-wide behavioral expectations in my classroom.</li> <li><input type="checkbox"/> I have retaught the school-wide behavioral expectations throughout the year in my classroom.</li> <li><input type="checkbox"/> I refer to the school-wide behavioral expectations regularly.</li> <li><input type="checkbox"/> My substitute plans include RTI<sup>2</sup>-B core components.</li> </ul>
<b>Acknowledgement System</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of strategies to give specific positive feedback in my classroom.</li> <li><input type="checkbox"/> My students can tell how they receive acknowledgement for expected behavior.</li> <li><input type="checkbox"/> I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom.</li> <li><input type="checkbox"/> My students are able to participate in the school-wide acknowledgement system.</li> </ul>
<b>Discipline Process</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed.</li> <li><input type="checkbox"/> I use the Office Discipline Referral form when students engage in office-managed problem behavior.</li> <li><input type="checkbox"/> I refer to the school-wide discipline process flowchart when students engage in problem behavior.</li> <li><input type="checkbox"/> I provide students an opportunity to get back on track after engaging in problem behavior.</li> </ul>