

A. Maceo Walker Middle School

1900 E. Raines Rd

Memphis, TN 38116



A. Maceo Walker Middle School

.....where Jaguars Believe in B-R³

JAGUARS Believe In B-R³

School-Wide Behavioral Expectations Manual

RTI²-Behavior Implementation Manual A.
Maceo Walker Middle School Shelby County
Schools



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(2019-2020) TEAM MEMBERS: Dr. T. Brittenum, Ms. Spears, Mr. Rankin, Mr. Clark, Mr. Smith, Ms. Ford, Mr. Swift, Ms. Golden, Cordai Bell, Mr. Rodney Smith and Mr. Taylor



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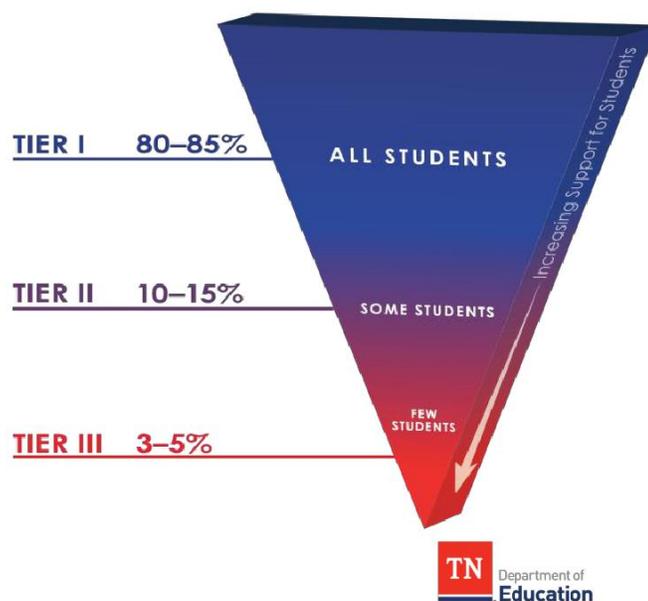


RTI²-B Overview

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.



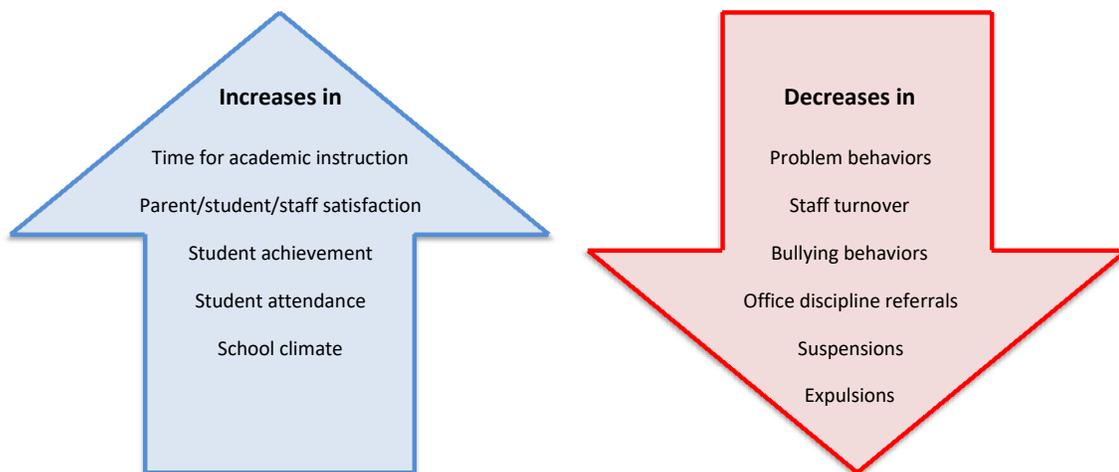
Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

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.

Benefits of RTI²-B
(Horner et al., 2014)



PURPOSE

A. Maceo Walker Middle School 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 support the social and behavioral climate of our school by reducing student misconduct/ referrals, reducing suspensions and expulsions, increasing the number of proficient and advanced students on TN Ready and training staff to provide emotional and social support to students experiencing Adverse Childhood Experiences (ACES).

TEAM COMPOSITION AND NORMS

The school leadership team for 2018-2019 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.

RTI2-B School Team Composition			
NAME	School Role	E-mail Address	Phone No.
Dr. Brittenum	Administrator	brittenumtd@scsk12.org	416-1030
*Tosha Spears	School Counselor	spearstl@scsk12.org	416-1048
Rodney Smith	School Counselor	smithre@scsk12.org	416-0279
Melissa McCall	PLC Coach	harrisml@scsk12.org	416-4595
Anzari Rankin	Gen. Ed. Teacher	rankina@scsk12.org	416-1030
Willie Swift	Sped. Ed. Teacher	swiftwc@scsk12.org	416-1030
Demetria Jackson	Parent Volunteer	Demetria1957@gmail.com	326-3474
Cordai Bell	Student Representative	Dee1toolove7@gmail.com	900-74-53

Day PBIS Team Meet: 3rd Thursday Per month (**If school is closed then we will meet the following Wednesday*).

Time: 3:30 p.m. – 4:30 p.m.

Location: S209

Dates presented to faculty: 4th Monday per Month (**If is school closed then we will meet the following Monday*).

Location: Cafeteria or Library (*Exact location will be announced at least 24 hours prior to scheduled date*)

Time: 3:30 p.m. – 4:30 p.m.

Reminders:

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

EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS:

- *Start on time & End on time*
- *Stay on task*
- *Listen to understand not reply*
- *Actively Participate*
- *Cellphones are turn off or on silent mode*
- *If you have a conflict with team meeting date, you agree to inform the RTI²-B Internal Coach/Facilitator at least 24 hours in advanced.*

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.

A. Maceo Walker Middle School Behavioral Expectations School – Wide Expectations: “ A. Maceo Walker Middle Schools- Where Jaguars Believe In B-R³. ” Be R espectful Be R esponsible Be R ight

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 and Faculty		
What will be done?	How will it be done?	When will it be done?
<p>RTI²-B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual).</i></p>	<p>The Faculty will be trained with the staffs. RTI²-B team will deliver the training for faculty/Staffs. RTI²-B team will deliver the training for faculty. The faculty/staffs will be trained using a Theme kick-off (e.g., Aretha Franklin “Respect”, Breakfast for faculty, etc.). There will be Rotations Stations for faculty (grade level teams) to move about to each station. Each station will focus on a particular setting (from the Matrix). Lesson Plans and role plays will be used at each station to teach expectations and acknowledgement system. Faculty/staff will be trained to immediately recognize the positive behaviors exhibited and the expectation observed. During this training, faculty/staff will also learn “how and when to give positive verbal/social</p>	<ul style="list-style-type: none"> • August: In-service Week (1 week prior to students’ 1st day) • Practice of expectations will be on-going throughout the school year.

acknowledgement," and" how and when to give **L.A. Bucks** for access to reinforcement system." Afterwards, a video will be shown to faculty demonstrating the SW-Behavioral Expectations for all settings as well as how and when to acknowledge/reinforce behaviors that align with the school-wide expectations. To check for understanding, grade level teams (each team will be numbered) will be asked to develop a skit (Characters: a teacher and students) demonstrating SW-Behavioral Expectations for a specific location (i.e., cafeteria, school bus, computer lab, etc.). Each team that demonstrates accurately the expected behaviors and how and when to positively reinforce schoolwide behavioral expectations for that setting) will be given a ticket to place in a drawing to win a prize for their team. At the end, Faculty/Staff will be required to take a post-test at the end of the training. Each individual faculty/Staff member must score 80% or higher to be considered proficient in the SW-Expectations. If any faculty/staffs score below 80% then the RTI²-B team will meet with those faculties /staffs immediately following the training to review missed questions, model corrections, and re-test them. Each faculty/staff will be provided with a copy of the entire RTI²-B Manual.

(Note: a QR code may be used to help quickly assess and get results)

<p>Introduce the plan to students (e.g., describe steps for first introducing the school-wide plan to all students. Create FUN activities).</p>	<p>Students will be trained using a Theme Kick-off (e.g., student assembly, Playing Game, song & dance, etc.). A RTI2B student spokesperson or team member will be used to introduce the SW-Expectations Slides and/or video on School Wide Expectations (Optional: A Video can be shown to students demonstrating the SW-Behavioral Expectations for all settings). Slides will include the school's Matrix and Posters, and team members will discuss what each means. RTI2B team members will perform several skits (for different settings like cafeteria, hallway, restrooms) showing correct and incorrect behavioral expectations. Skits will also demonstrate how and when students can/will be + reinforced for appropriate behaviors that align with the school-wide expectations. Discussions questions will be asked to evaluation students understanding of the school-wide behavioral expectations (i.e., students will be asked to yell out the expectation – be Respectful, be Responsible, be Right. Then individual students will be selected to answer more specific question for each setting as demonstrated in the skit and/or video.). Finally, students will be dismissed with homeroom teachers who will take their students to various settings on the Matrix (using a rotation station schedule) and train students on the Behavioral Expectations for that setting using the lesson plans. Students will be positively reinforced (using our school's Acknowledgement System) each time he/she demonstrates the behavioral expectation for that setting, and the Teachers will clearly state the expectations and social/behavioral skills the</p>	<ul style="list-style-type: none"> • August: First week of school (students-in) • Students who did not master 80% or higher will be retrained the following week by PSC or designee. • Students who did not master 80% or higher after the second training will be retrained the following week by PSC or designee and provided with modification to the assessment (i.e., read-aloud)
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	<p>student(s) demonstrated to earn the + reinforcement. After all settings have been covered, Teachers will return to their homeroom with the students to evaluate student learning based on student responses and post-assessment score. Teachers will give their students a Post-Assessment on the SW-Behavioral Expectations, and students must pass with an 80% or higher grade. If a student scores less than 80%, then the PSC or designee will retrain those students within 1-week post- assessment. If a student scores less than 80% the second time, then the PSC or designee will retrain those students within 1-week post-assessment with modifications to assessment (i.e., read-aloud).</p> <p><i>(“Retrain” example: Students not able to walk and face forward in the hallway or student(s) not following behavioral expectations in a setting will have to repeat the social/behavioral skill of the correct expectation in that setting When the correct behavior/social skill is observed, the student will be praised for meeting that expectation).</i></p>	
<p>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></p>	<p>RTI²-B team members will make copies on the school poster using the school’s (or District’s) poster maker. Posters (for each particular setting) will be displayed on the walls near or directly in that setting. Posters will be attached to the wall using glue dots, command poster hanging strips, teacher tape and/or transfer tape-industrial. All posters will be stored in the bookroom over the summer.</p>	<ul style="list-style-type: none"> • August: Posters will be displayed during in-service week at least 24 hours before the first day of faculty training, which is at least week prior to students first school day.

Use lesson plans to teach expected behaviors in all settings. *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?*

During the first week of school (students-in), homeroom teachers will rotate through each location (See Matrix for locations). Using the RTI²-B lesson plans, homeroom teachers will take their students to the location on his or her rotation schedule to teach their class the School-wide Behavioral expectations for that setting. Homeroom teachers will take their students to various settings on the Matrix (using a rotation station schedule) and train students on the Behavioral Expectations for that setting using the lesson plans. Students will be positively reinforced (using our school's Acknowledgement System) each time he/she demonstrates the behavioral expectation for that setting, and the Teachers will clearly state the expectations and social/behavioral skills the student(s) demonstrated to earn the + reinforcement (RTI²-B team members will be on standby at each location to assist with training and ensure training is efficient). After all settings have been covered, teachers will return to their homeroom with the students to evaluate student learning based on student responses and post-assessment score. Teachers will give their students a Post-Assessment on the SW-Behavioral Expectations, and students must pass with an 80% or higher grade. If a student scores less than 80%, then the PSC or designee will retrain those students within 1-week post-assessment. If a student scores less than 80% the second time, then the PSC or designee will retrain those students within 1-week post- assessment with modifications to assessment (i.e., read-aloud).

- **August:** Initial faculty/staff training will occur the week of in-service (1-week prior to students start date).
- **August:** Initial student training will occur the 1st week (or first 2 weeks) of school and re-training/re-teaching will occur over the next 2-3 weeks.

*(**NOTE: Teaching SW-Expectations should occur the first 4 weeks of school. The initial teaching must start the first week of school. Classroom expectations should be taught starting on day 1 of school (students-in) even if, due to adjusted rotation schedules, other settings are not able to be taught to every student until later in the week or month (see alternative schedule above). The length of time it will take to completely train ALL students will be based on student enrollment numbers.)*

Teachers are expected to embed SW-Expectations into their daily lessons.

[*Note: After developing a rotation schedule, if it appears to not be enough time in the first day for all teachers to rotate to every setting, then the team will consider the following alternative schedule:

6th – 8th grade schools: *The First week of school (students-in) –*

Day 1 = All students trained on classroom expectations.

Day 1-2 = 6th grade levels on a rotations schedule.

Day 2-3 = 7th grade levels on a rotation schedule.

Day 3-4 = 8th grade levels on a rotation schedule.

Day 4-5 = Fill-in and Makeup Day.]

*(**NOTE: Teaching SW-Expectations should occur the first 4 weeks of school. The initial teaching must start the first week of school. Classroom expectations should be*

	<p><i>taught starting on day 1 of school (students-in) even if, due to adjusted rotation schedules, other settings are not able to be taught to every student until later in the week or month (see alternative schedule above). The length of time it will take to completely train ALL students will be based on student enrollment numbers.)</i></p>	
<p>Review the plan and reteach lessons throughout the year.</p> <p><i>(e.g., after each break - Fall, Christmas, Spring break, etc.)</i></p>	<ul style="list-style-type: none"> - A semester assembly will be held after Winter break and the RT12-B team will re-view/reteach all SW- Behavioral Expectations <i>(optional: a school-made video of all SW- Behavioral Expectations will be shown during assembly)</i>. Students will be positively reinforces when they demonstrate behavioral expectations. Grades will attend assembly based on rotation schedule. - After each break*, classroom teachers will revisit all expectations with students in each setting. Teachers will embed the SW-Expectations into their daily lessons. Teachers will positively reinforce students' appropriate behaviors (that align with SW-behavioral expectations). - Behavior Expectations will be stated daily during announcements 	<ul style="list-style-type: none"> • October • November • December/January • March • Re-entry/reset following all breaks • Daily during announcements <i>(Behavior Expectations)</i> <p>(* Break – when school is closed for 3 or more consecutive days)</p>
<p>Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i></p>	<p>Student Leadership Team and Professional School Counselor(s) will have a “Welcoming Committee.” Behavioral Expectations will be taught to new students (in a small group) using the Matrix, Posters, Lesson Plans, Positive Reinforcements/</p>	<ul style="list-style-type: none"> • Expectations (Other settings): 1st and 3rd Monday of each Month (during school hours). <i>If the Monday falls on a holiday, then New student training will occur on the following Monday.</i>

	<p>Acknowledgement system, and video (<i>optional</i>). The welcoming committee will discuss what each behavioral expectations means. Then new students will visit each setting (except the classroom), where student council members (and PSC) will demonstrate what the expectation looks-like and sounds-like for that setting. New students will then be asked to demonstrate school-wide expectations for that setting. When the student is observed meeting the expectation then he or she will be given positive social, sensory, and/or tangible reinforcement/ acknowledgement, such as a L.A. Bucks for access to our reinforcement system.</p> <p>Homeroom teacher will be responsible for teaching all new students the classroom expectations. Teachers will use the Classroom Expectations Lesson plans to teach. When the student is observed meeting the expectation then he or she will be given positive social, sensory, and/or tangible reinforcement/ acknowledgement, such as a L.A. Bucks for access to our reinforcement system. Classroom expectations must be taught within the first week of the new student's start date.</p> <p>Student's responses and modeling appropriate behaviors will be used to check for understanding.</p>	<ul style="list-style-type: none"> • Classroom Expectations: within the first week of the student's start date.
<p>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>)</p>	<p>Students will be determined by the building Principal, elected by peers and/or Volunteer to be on student leadership team (SLT).</p>	<p><u>SLT Team members identified:</u></p> <ul style="list-style-type: none"> • between August and September

	<p>6th - 8th Grade: SLT will consist of 2 students from 6th grade, 3 students from 7th grade, and 3 students from 8th grades. For a total of 8 students.</p> <p>SLT will be responsible for welcoming, mentoring, and assisting with training all new students on school-wide behavioral expectations. SLT will also be responsible for assisting the student leadership team advisor(s) with gathering input and information from their grade level student population.</p> <p>Student Leadership Advisor TBD by Principal at the beginning of each school year (in August).</p>	<p><u>Welcoming New Students/train:</u></p> <ul style="list-style-type: none"> Expectations (Other settings): 1st and 3rd Monday of each Month (during school hours). <i>If the Monday falls on a holiday, then New student training will occur on the following Monday.</i> <p><u>Gathering input/information from student population:</u></p> <ul style="list-style-type: none"> As needed (i.e., surveys)
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<p style="text-align: center;">Teaching the Plan to Staff</p> <p>Who will be trained on the plan? <i>(e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)</i></p> <p>How: All support staff (e.g., cafeteria staff, custodial staff, office staff, and teacher assistance) will be trained with the faculty, and the same materials used to train faculty will be used to train staffs (i.e., the behavior matrix, poster, lesson plans, operational definitions, acknowledgement system, RTI²-B Manual, etc.). RTI²-B Team members and/or designated RTI²B members will train all staffs. <i>For more information of staff training see section on "Faculty Booster Training."</i></p> <p>How will you train staff to teach expectations and deliver acknowledgements?</p>	<p>When:</p> <ul style="list-style-type: none"> August: In-service Week (1 week prior to students' 1st day) Practice of expectations will be on-going throughout the school year.
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<p>How:</p>	<p>When:</p>
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The Staffs will be trained with the faculty. RTI²-B team will deliver the training for faculty/Staffs. The faculty/staff will be trained using a Theme kick-off (e.g., Breakfast for faculty/staff, etc.). There will be Rotations Stations for faculty/staff to move about to each station. Each station will focus on a particular setting (from the Matrix). Lesson Plans and Skits will be used at each station to teach expectations and acknowledgement system. Faculty/Staff will be trained to immediately recognize the positive behaviors exhibited and the expectation observed. During this training, faculty/staff will also learn “how and when to give positive verbal/social acknowledgement,” and “how and when to give out **L.A. Bucks** for access to reinforcement system.” Afterwards, a video will be shown to faculty/staffs demonstrating the SW- Behavioral Expectations for all settings as well as how and when to acknowledge/reinforce behaviors that align with the school-wide expectations. To check for understanding, staff members will team up (each team will be numbered), and will be asked to develop a skit (Characters: staff member and students) demonstrating SW-Behavioral Expectations for a specific location (i.e., cafeteria, school bus, computer lab, etc.). Each team that demonstrates accurately (expected behaviors and how and when to positively reinforce schoolwide behavioral expectations for that setting) will be given a ticket to place in a drawing to win a prize for their team. At the end, Faculty/Staff will be required to take a post-test at the end of the training. Each individual faculty/Staff member must score 80% or higher to be considered proficient in the SW-Expectations. If any faculty/staffs score below 80% then the RTI²-B team will meet with those faculties /staffs immediately following the training to review missed questions, model corrections, and re-test them.

(note: a QR code may be used to help quickly assess and get results)

- **August:** In-service Week (1 week prior to students’ 1st day)
- Monthly Faculty meetings.
- As needed

How will you teach the components of the discipline process to all staff?

(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)

How:

Using paper copies and PowerPoint, faculty/staff will be trained on the operational definitions of Minor and Major problem behaviors. The RTI²-B team will present and review all operational definitions. Faculty/staff will be provided with resources to find quick and easy interventions for Minor offenses as well as ways to promote positive behaviors vs. negative behaviors.

Faculty/staff will be provided with a copy of the **Behavioral Incident Flowchart (BIF)** and the **Minor Infraction Report Form (MIR)**. The RTI²-B team will review the BIF and MIR with faculty/staffs. Skits will then be used to teach faculty/staff how to recognize Minor vs. Major behavioral issues as well as how and when to use/fill out the **Minor Infraction Report Form (MIR)** correctly.

When:

- **August:** In-service Week (1 week prior to students’ 1st day)
- Monthly Faculty meetings.
- As needed

Faculty/staffs will then be divided into groups and given a scenario sheet with a **behavior** (i.e., Behavior = Defiance- the student in this scenery is refusing to sit down in his/her chair), **number of weeks same or similar behavior has been present** (i.e., This is going into week 3 of this student engaging in the same/similar type of behavior in Teacher 1 classroom), and **identified characters** (i.e., Teacher 1, Defiant Student, and other Students who are meeting expectations).

Each group will be asked to develop a skit, role-play of their scenario, and role-play behavioral management techniques. At the end of the skit, the group must then **(1)** Explain to its audience of faculty/staffs if the student’s behavior is a minor or major incident, **(2)** Describe, based on the BIF, what the teacher should do next, and **(3)** Explain to the audience which form (MIR or ODR) they would fill out, and explain how to fill it out. RTI²-B team members will provide corrective feedback, if needed.

At the end of the training, each faculty/staff will be provided with a colored, laminated copy of the **BIF** to be posted on the wall in their main setting (i.e., classroom teachers would post the **BIF** in their classroom so he or she can quickly reference when needed). The faculty/staff will also be provided with 10 starter copies of the **MIR Form**. Each faculty/staff will be responsible for making additional copies of the **MIR form**.

Note: Bright Bytes/Clarity can be used to document all information (from MIR form) electronically. For faculty/staff that DO NOT prefer keeping up with paper copies, Bright Bytes/Clarity is a great tool to use. However, documentation into Bright Bytes/Clarity should mirror information on MIR Form (e.g., Student name, Date, Location, Behavior Infraction, Intervention(s), Outcome, etc. – see MIR form for more details).

How will you teach core features of the plan to substitute teachers?

(e.g., expectations, acknowledgements, discipline)

How:

Substituted teacher will receive a folder with relevant components of the RTI²-B processes – a 1-page handout that reviews the important features of the RTI²-B plan, classroom and hallway lesson plan, a packet of **L.A. Bucks**, Operational major and minor definitions, Behavioral Incident Flowchart (BIF), Minor Infraction Report forms (MIR) and Office Discipline Referral (ODR).

The substitute teacher will be briefed by an administrator or designee on school-wide behavioral expectations and items in the folder prior to entering the classroom.

When:

- Day of reporting duty
- Prior to entering the classroom

What important dates will you share?

- Initial RTI²-B Kickoff date
- Initial RTI²-B students/faculty/staff “Teaching the Plan” dates
- Booster RTI²-B students/faculty/staff “Teaching the Plan” dates
- Family and community members “Teaching the Plan” dates
- All celebration dates will be shared (Weekly, monthly, and Quarterly, and End-of Year celebrations).
- RTI²B Team monthly meetings
- Monthly Faculty/staff meetings

How:

- Annual Calendar/Monthly Calendar
- News Letter
- Emails
- RoboCalls
- School Intercom
- School Website

When:

- Annually/August
- Quarterly (*End of Grading Periods*)
- Monthly
- Weekly
- As needed

Teaching the Plan to Family and Community

How will core features of the plan be shared with family/community members at the beginning of the school year? (e.g. expectations, acknowledgements, discipline)

During Back to School Night, the school administrators will start the open house with an overview of the RTI²-B plan and its benefits to the school. Each classroom teacher will review specifics of the plan, in their classroom during their time with parents. Parents will be asked to sign a copy of the Matrix and one copy will be sent home for parents to review, when needed. Any parent who did not attend open house will receive 2 copy of the School-wide Expectations Matrix and asked to review then with their child(ren), keep one at home as a reference, and return the other copy with both parent and child(ren) signature. Homeroom teachers will keep a copy of the signed Matrices in a file in their classroom.

How often will information about the plan be shared with family/community members?

Parents will be given monthly updates in the school newsletter, along with updates on the school website and Parent University. Parents will also be given monthly updates at parent events (i.e., Donuts with Dads, Muffin with Mom, Coffee with the Counselor, District Family Data Night, Annual Title 1 meeting, Parent Teacher Conference Nights, School Improvement Planning Committee, PTSO and etc.

If a student commits a second (similar/same) minor behavioral infraction, the Parent(s)/Guardian(s) will be contacted via "Parent Letter."

There will be opportunities during the school year (during PTSSO meetings) to learn more about the plan from the parent representative.

How can families incorporate RTI²-B in the home? (e.g., home matrix, home acknowledgement system)

Parent(s)/families will be provided with a copy of a blank home-based matrix with Expectations listed, only and a completed school Matrix. Parent(s)/families will also be provided exerts of Behavior Expectation from Teach Like a Champion by Doug Lemov. During parent(s)/families' trainings, RTI²-B team members and/or Parent representative will present to families (using PPT) social skills that align with each of the school's Expectations (e.g., **be Respectful, be Responsible, be Right**). At least 1 home-based social skill, per each expectation, should be presented to families. Following the presentation, a discussion about how to incorporate the behavioral expectations into home and when and how to acknowledge appropriate behaviors that align with the home-based behavioral expectations will be demonstrated for parents/ families. Parents will then be asked to complete their blank home-based matrix (while being provided with examples from the PPT) and asked to identify a minimum of 10 ways they can reinforce their child.

Parents/families will also be encouraged to ask their child(ren) the amount of **L.A. Bucks** he/she earns each week. The parents should identify the desired number of **L.A. Bucks** to be earned on a weekly basis by the child in order for the child to earn an home-based positive reinforcement from the **Acknowledging Behavior Expectation from Teach Like a Champion by Doug Lemov**. If child does not like any of the reinforcements from the list, then the child and parent should identify other ways the child can be acknowledged for demonstrating appropriate behaviors at school. When positively reinforcing/acknowledging the child, the parent should offer the child 2 choices from the list.

What additional resources can family/community members access for more RTI²-B information and support? (e.g., online resources, resources within the district)

Tennessee Behavior Supports Project website (www.Tbspmemphis.com), parent trainings provided at school each semester, school counselor will pull together family resources to share on school website, flyers from family engagement specialist, and www.pbisworld.com.

Who will be the liaison between the school and family/community?

The school will have a PTSSO representative that will act as the liaison between the school team and the family/community.

How can family/community members get involved with RTI²-B at your school?

Through the PTSSO there will be opportunities to help create materials, support celebration or raffles, participate in acknowledging staff during appreciation breakfasts, and help share information about the plan with other parents.

Does your school have an established parent organization? If so, who will communicate with the parent organization? **PTSSO Representative – Dr. Kevin Patterson**

ACKNOWLEDGEMENT SYSTEM

Our RTI²-B Leadership Team investigated several options for positively acknowledging students and faculty; and, family and community. The purpose of the acknowledgement system for students is to promote a positive culture within the building and to encourage and motivate students to be the best they can be. The purpose of the acknowledgement system for faculty, family and community is to show appreciation for their support. The acknowledgement system matrix for each group is below.

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

School-wide Acknowledgment System Matrix					
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students	L.A. Bucks	<p>L.A. Bucks are the foundation of A. Maceo Middle School Behavioral system. As a school we must hand out a lot of L. A. Bucks reinforcing demonstrations of <i>be Respectful, be Responsible, be Right</i> for the program to work. The goal is to recognize students for demonstrating positive behaviors. Students will be given daily classroom points (Documented in Class Dojo, or on a Tracking form) for demonstration of R³. These points will then be converted into</p> <p>bucks at the end of the week.</p> <p>The bucks used by classroom teachers and school personnel represent real currency. All teachers, staff, community stakeholders distributed varied values of L. A. Bucks based on students exhibiting schoolwide expectations.</p>	Daily	All Locations	<ul style="list-style-type: none"> • Classroom teachers • School personnel • Paraprofessionals • Substitute teachers • Administrators • Community Stakeholders

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		<p>Classroom teacher may hand out any number of points/bucks throughout the day to students demonstrating be Respectful, be Responsible, be Right.</p> <p>Special teachers (music, art, library, computer, P.E., etc.) may hand out 5 Points/bucks to an entire class when they have done a great job demonstrating expectations, or may single out exceptional students during a class period and give 1 point/buck each time the student demonstrates expectations. They may also hand out a 5 bucks to those Being Responsible (meeting class participation goals) points. This is up to the teacher.</p> <p>Any staff member (teacher’s assistant, office staff, nurses, custodians, etc.) may hand out bucks to students at any time for demonstrating be Respectful, be Responsible, be Right.</p> <p><i>Note: Students are responsible for putting their names on and keeping their own bucks. If bucks are lost or misplaced, a student will not be reimbursed. Faculty/staff are asked to write their signature on the bucks for tracking purpose. Faculty/staff must fill out bucks (it may be easier to sign one full sheet and then make copies), circle the appropriate behavior, and reward student(s).</i></p>			
	<p>The Jaguar</p>	<p>There is a weekly competition for the class that earns the most Being Responsible Participation Bucks</p> <p>L.A. Bucks for more details).</p> <p>Classroom teachers will take a count of the number of students who received Being Responsible Participation Bucks on Thursday</p> <p>afternoon, they will give the count to the School Counselor, who will announce the top class winners from each grade level during Mornings</p>	<p>Weekly</p>	<p>Classroom</p>	<ul style="list-style-type: none"> Classroom teacher

Meetings of Friday with Dean Robertson. These classes will receive the **Jaguar** to display for the following week, as well as an extra bucks for the entire class from the Administrator. Copies of these tally sheets will be in your folders.

Jaguar-Mart

Students will be allotted a time to visit the Jaquar-Mart every *Tuesday, Wednesday and Friday afternoons based on grade level. Students must arrive to school early enough to make a purchase. The store will close 10 minutes prior to the end of the school day.*

Weekly

**Jaguar
Mart**

- RTI²-B Team
- Classroom teacher

We utilized student surveys to determined what items would be stocked in the Jaquar-Mart store. These items were purchased from our top retail market. Some items that have been stocked our graphic tees, toiletries, tooth brushes, hair accessories, cd's, and electronics.

Individual classroom incentives as determined by teachers: You may determine other ways your students may spend bucks in your classroom. This is optional, although most teachers may find it to be very successful. You may choose to have no classroom incentives beyond the school-wide incentives (see acknowledgment system: students). That is fine. Tailor this program to fit your own needs and teaching style!

The Jaguar

The **Jaguar** reward will be given to the table of students that exhibits the most respectful, responsible, and safe behaviors in the cafeteria for a week. The following week, that table will have the **Jaguar** displayed in the

Weekly

Cafeteria

- Cafeteria staff

middle of their table.

	Monthly Celebration	Student who have a predetermined number of L.A. Bucks may attend a monthly school-wide reward activity. These activities may include sundae, game day, movie day, etc.	Monthly	Gym, Café, or Assembly	<ul style="list-style-type: none"> • RTI²-B Team • Classroom teacher • Designee
	Quarterly Celebration	Student who have a predetermined number of L.A. Bucks may attend a Quarterly school-wide reward activity. These activities may include social party & popcorn, food truck meal and party, outside grill party.	Quarterly <i>(end of grading period)</i>	Gym, Assembly, or outside	<ul style="list-style-type: none"> • RTI²-B Team • Classroom teacher • Designee

Reinforcing Faculty/Staff [Optional] Choices		
<u>Weekly</u>	<u>Monthly</u>	<u>End of Grading Period (Q)</u>
<ul style="list-style-type: none"> • Shout out recognition • Casual Friday • Certificates of Recognition 	<ul style="list-style-type: none"> • Special parking spots • Recognition at staff meeting • Staff member of the month (voted on by students) • W.O.W. 	<ul style="list-style-type: none"> • Raffle for BIG prizes (i.e., gift certificates for message, restaurants, gas) • Comp period • Teacher Appreciation Luncheon

Faculty/Staff

<p>Shout Outs</p>	<p>Faculty/staff members who implement the plan with fidelity will receive shout-outs in the morning announcements. Teachers who receive a shot out will get to choose from the weekly reinforcements above.</p>	<p>Weekly</p>	<p>Morning Announcements</p>	<ul style="list-style-type: none"> • RTI²-B Team
<p>Raffles</p>	<p>There is a weekly competition for the class that earns the most points/bucks by being on green (see Jaguar Bucks for more details) at the end of day. Classroom teachers will take a count of the number of students on green at the end of each day. On Thursday afternoon, they will give the count to the school secretary, who will announce the top class winners from each grade level on Friday mornings (intercom). These teachers will receive the Jaguar to display for the following week, as well as a ticket to be dropped in the monthly drawing box each week. The more tickets you earn, the greater chance of winning. At the end of the month, winners can choose a monthly positive reinforcement for list above.</p>	<p>Monthly</p>	<p>Classrooms</p>	<ul style="list-style-type: none"> • RTI²-B Team • Administrator • Designee
<p>Raffles</p>	<p>Each time an Orange Buck is spent, it will be place in the Paraprofessional Jar. Each month, 3 different orange bucks will be pulled. The 3 winners will win a prize. (<i>Paraprofessionals should ensure their names are on bucks they have given out to students</i>).</p>	<p>Monthly</p>	<p>All Settings</p>	<ul style="list-style-type: none"> • RTI²-B Team • Administrator • Designee
<p>Jaguar Breakfast</p>	<p>The PTO and RTI²-B Leadership Team will host a monthly breakfast for all winning staff members. The breakfast is a way to say “thank you” for participating in RTI²-B at the school.</p>	<p>Quarterly</p>	<p>Teacher’s Lounge or Meeting Area</p>	<p>PTO & RTI²-B Leadership Team</p>

Family/Community	Busy Jaguar	Community groups and family members will be acknowledged for their participation (i.e., donations, ² volunteer time, etc.) in the RTI ² -B framework. A bulletin board will be kept in the front office/entry area of the building. Each month, new community groups/family members will have their names/pictures displayed, along with a large “thank you” sign.	Monthly	Front Office/Front Entry Area	Office Staff & RTI ² -B Leadership Team
	School Website	There will be a running banner on the school website highlighting participation from the community and families.	Quarterly	Website	RTI ² -B Leadership Team and tech person
	Thanking Members of our Jaguar	This will be an annual celebratory event to thank family and community members who have been involved with RTI ² -B over the course of the year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, etc.	Annually <i>(at end of school year)</i>	On campus <i>(outside; in Gym if it rains)</i>	RTI ² -B Leadership Team, Office Staff, Administrator; all teachers and students to assist (e.g., making cards or pictures, etc.)

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. **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 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. **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

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

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 ensure 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)
RTI ² -B School Team Meetings	3 rd Wednesday Per month
Initial Session to Teach Core Components to Staff	<ul style="list-style-type: none"> • August: In-service Week (1 week prior to students' 1st day) • Practice of expectations will be on-going throughout the school year.
Booster Sessions to Teach Core Components to Staff	<ul style="list-style-type: none"> • Monthly during Faculty/staff meetings (4th Monday per Month) • After each <u>BREAK</u> <p>(* <i>BREAK – when school is closed for 3 or more consecutive days</i>)</p>
Begin School-wide Implementation (e.g., Kick-off Celebration)	August: Jaguar be R ³ Kickoff will begin the 1 st of school
Teaching Expectation Lesson Plans to Students in All Settings	August: Initial student training will occur the 1 st week (or first 2 weeks) of school and re-

	training/re-teaching will occur over the next 2-3 weeks
Re-teaching Expectation Lesson Plans to Students in All Settings	<ul style="list-style-type: none"> • October (Fall Break) • November/December (Thanksgiving) • January (Winter Break) • March (Spring Break) • After each <u>BREAK</u> <p>(* <u>BREAK</u> – when school is closed for 3 or more consecutive days)</p>
Celebrations/Assemblies	Weekly Monthly Quarterly
Family Nights	August September October January February

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	Student Leadership team will review and provide feedback.	Teachers will be responsible for reviewing the school-wide expectations and teaching lessons during designated times (beginning of the year and after all breaks*). <i>(* BREAK – when school is closed for 3 or more consecutive days)</i>	Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input.	Students will be part of the discipline process using Restorative Circles. Student leaders will provide input on how to create student ownership at the school.
Staff	A draft of the RTI ² -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 ² -B workshop day.	Faculty/staff will be asked to provide feedback verbal and/or written regarding acknowledgement system.	All behaviors will be sorted with the staff into office vs. classroom managed during the RTI ² -B workshop, team will create definitions, faculty and staff will provide examples and non-examples
Family/ Community	All parts of the plan will be reviewed with family and community during back to school night. Administrators will ask for feedback from PTO Representative.	Matrix will be sent home in order to reinforce the same expectations as those taught in school. A copy of the Matrix will also be printed in the student agenda books for parents	All parts of the plan will be reviewed with families and community members during back to school night. Administrators will ask for feedback	All parts of the plan will be reviewed with families and community members during back to school night. Administrators will ask for feedback

	School will recruit a parent team member for the RTI ² -B Leadership team.	and students to review and reinforce, as needed. All parts of the plan will be reviewed with families and community members during back to school night, open house, Parent-Teacher meetings, PTO Meetings, and Family Engagement Nights/Activities.	from PTO representative. School will recruit a parent team member for the RTI ² -B Leadership team. RTI ² -B parent team member will be asked to provide suggestions/ feedback.	from PTO representative. School will recruit a parent team member for the RTI ² -B Leadership team. RTI ² -B parent team member will be asked to provide suggestions/ feedback.
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EVALUATION PLAN

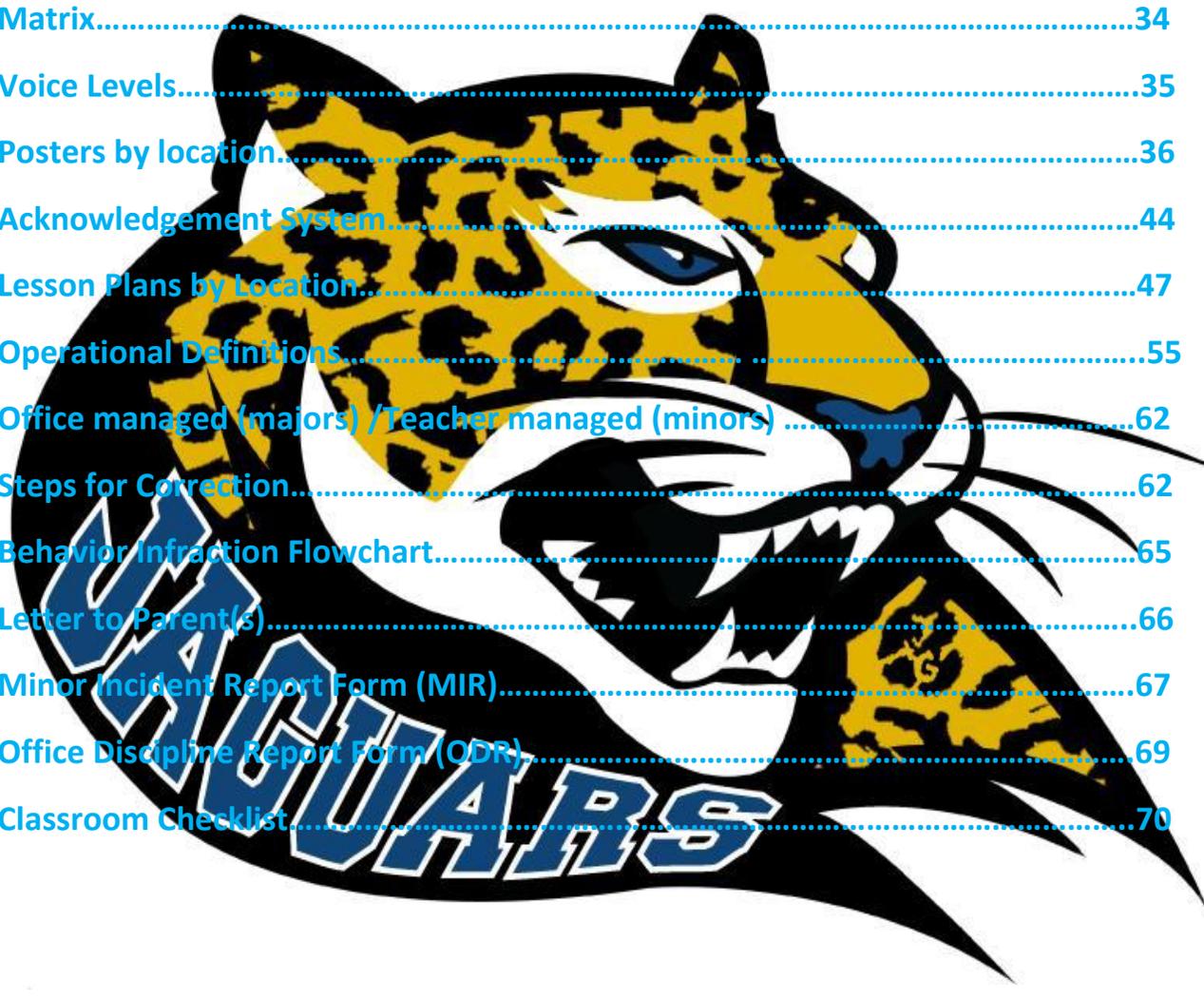
Data will be collected and reviewed monthly to identify any weak areas and to make important decisions regarding student behavior. A collection of data will also be used to determine fidelity of the process and teacher satisfaction. The chart below will identify evaluation tools that will be used and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

Data	Evaluation Tool	Date to be Completed
<p>System to collect, organize, and summarize Discipline Data</p>	<p><u>Our school uses:</u> PowerSchool Power BI Bright Bytes</p>	<p>Our plan: The team will meet monthly to interpret data, disaggregate the data to define problem(s), establish a goal based on the data, and develop steps/actions that need to be implemented to address the data concerns and meet the established goal.</p>

<p>Fidelity Data</p>	<p>Tiered Fidelity Inventory (TFI)</p>	<p>Our plan: the TFI will be conducted twice per year (during the Fall and Spring)</p>
<p>Social Validity</p>	<p>Primary Intervention Rating Scale (PIRS) (Also called the “Staff Input Survey”)</p>	<p>Our plan: Once in the Spring per year.</p>

APPENDIX

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“A. Maceo Walker Middle School-Where JAGUARS Believe In **B-R³”**

A. Maceo Walker M.S. Behavior Expectations Matrix

Jaguars Believe In B-R³

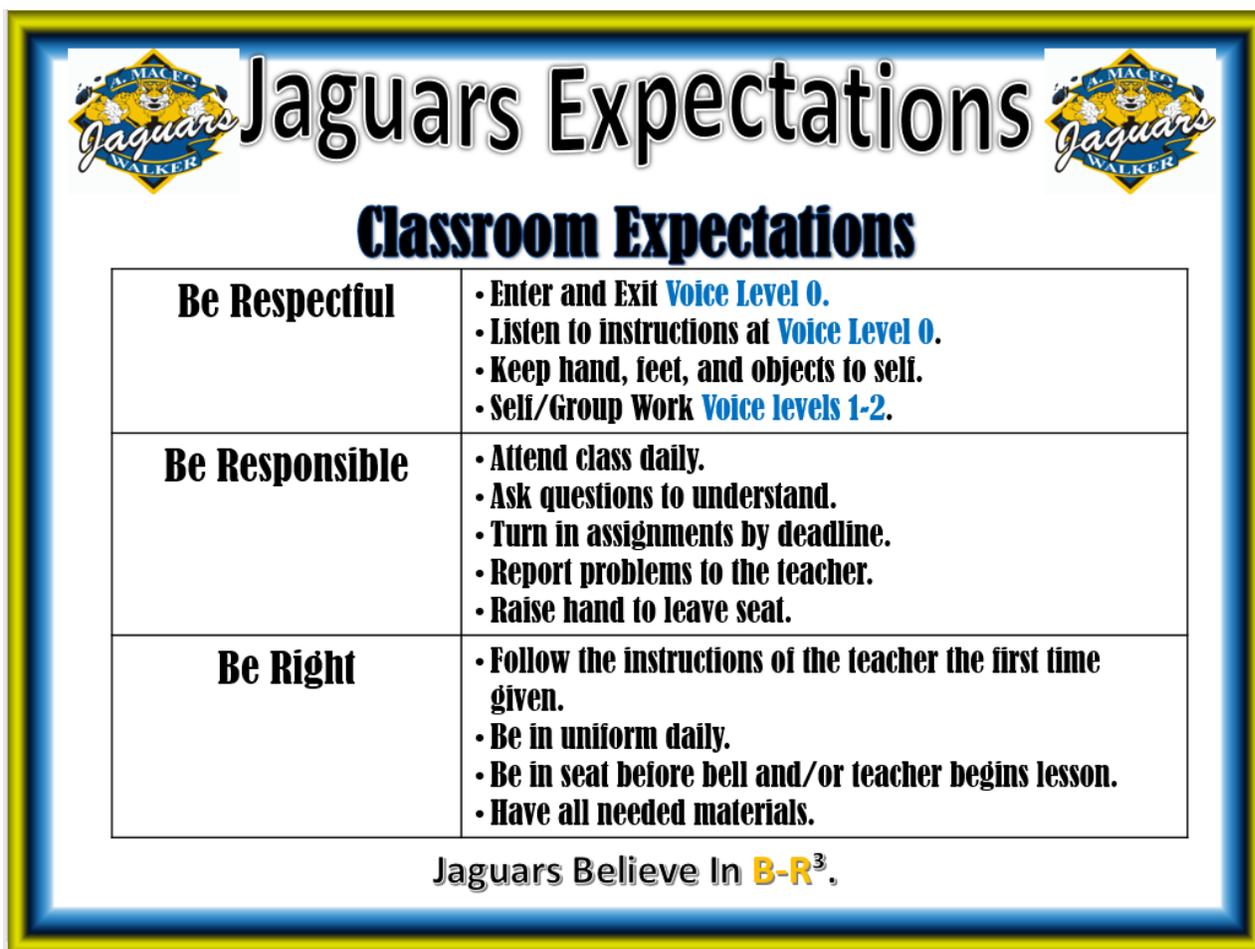
Location	Respectful	Responsible	Right
Classroom	<input type="checkbox"/> Enter/Exit Voice level 0 <input type="checkbox"/> Listen to instructions at Voice level 0 <input type="checkbox"/> Keep hands, feet, and objects to self <input type="checkbox"/> Self/ Group Work Voice level 1-2	<input type="checkbox"/> Attend class daily <input type="checkbox"/> Ask questions to understand <input type="checkbox"/> Turn in assignments by deadline <input type="checkbox"/> Report problems to the teacher <input type="checkbox"/> Raise hand to leave seat	<input type="checkbox"/> Follow the instructions of the teacher the first time given <input type="checkbox"/> Be in uniform daily <input type="checkbox"/> Be in seat before bell and/ or teacher begins lesson <input type="checkbox"/> Have all needed materials
Cafeteria	<input type="checkbox"/> Enter and Exit at Voice level 0 <input type="checkbox"/> Follow directions of cafeteria monitors and staff <input type="checkbox"/> Say "thank you" to cafeteria workers <input type="checkbox"/> Voice levels 1-2 while at table	<input type="checkbox"/> Remain seated once you get your tray <input type="checkbox"/> Leave your area clean <input type="checkbox"/> Tell adults of any problems <input type="checkbox"/> Have your lunch number ready	<input type="checkbox"/> Follow instructions of the cafeteria admin/ monitors the first time given <input type="checkbox"/> Keep food on your plate <input type="checkbox"/> Raise your hand to leave seat
Hallway/ Locker	<input type="checkbox"/> Voice level 0 <input type="checkbox"/> Walk in straight line <input type="checkbox"/> Walk to the right of the hall <input type="checkbox"/> Keep hands, feet, and objects to yourself <input type="checkbox"/> Give personal space	<input type="checkbox"/> Display valid hall pass <input type="checkbox"/> Go straight to your destination <input type="checkbox"/> Use hall pass for stated purposes only <input type="checkbox"/> Pick up litter and place in trash bin <input type="checkbox"/> Enjoy wall displays with eyes only	<input type="checkbox"/> Transition without delay <input type="checkbox"/> Use your assigned locker only
Restroom	<input type="checkbox"/> Wait your turn <input type="checkbox"/> Allow others privacy <input type="checkbox"/> Voice level 1 <input type="checkbox"/> Keep wall free of graffiti <input type="checkbox"/> Walk away from conflict <input type="checkbox"/> Report any misconduct	<input type="checkbox"/> Keep the restroom clean <input type="checkbox"/> Go, Flush, Wash, and Dry <input type="checkbox"/> Put paper towels in the trash can <input type="checkbox"/> Return to classrooms promptly	<input type="checkbox"/> Report any misconduct <input type="checkbox"/> Keep hands and feet to self <input type="checkbox"/> Turn off water <input type="checkbox"/> Keep water in sink <input type="checkbox"/> Have valid hall pass visible
Auditorium/ Assembly	<input type="checkbox"/> Enter on Voice level 0 <input type="checkbox"/> Pay attention, and follow teacher's directions <input type="checkbox"/> Sit in designated area only <input type="checkbox"/> Always be encouraging/supportive	<input type="checkbox"/> Enter and exit quickly <input type="checkbox"/> Remain seated throughout assembly until signaled by the teacher <input type="checkbox"/> Give performance/ speaker your full attention	<input type="checkbox"/> Tell an adult of any problems <input type="checkbox"/> Stay with your call section <input type="checkbox"/> Be prepared to participate when appropriate <input type="checkbox"/> Exit Voice level 0
Bus	<input type="checkbox"/> Follow directions of the driver at all times <input type="checkbox"/> Enter bus at Voice level 0 <input type="checkbox"/> Say "hello", "good-bye" and "thank you" to the bus driver <input type="checkbox"/> Keep hand, feet, and objects to yourself	<input type="checkbox"/> Always sit and face front <input type="checkbox"/> Have your bus pass with you at all times <input type="checkbox"/> Stay seated until bus stops <input type="checkbox"/> Discard trash when un-boarding the bus	<input type="checkbox"/> When seated Voice level 1 <input type="checkbox"/> Be at bus stop before bus arrives <input type="checkbox"/> Have bus card ready and visible <input type="checkbox"/> Report acts of bullying, harassment, and other issues to staff
Computer Lab	<input type="checkbox"/> Pay attention and follow teacher's direction <input type="checkbox"/> Listen to know what voice level to use <input type="checkbox"/> Take care of computer and all its components	<input type="checkbox"/> Stay on task <input type="checkbox"/> Stay on approved websites <input type="checkbox"/> Complete all technology based on assignments <input type="checkbox"/> Report problems to teacher	<input type="checkbox"/> Follow the instructions of the teacher the first time <input type="checkbox"/> Exit Voice level 0 <input type="checkbox"/> Stay on task
Arrival	<input type="checkbox"/> Enter at Voice level 0 <input type="checkbox"/> Walk away from conflict <input type="checkbox"/> Keep school grounds clean <input type="checkbox"/> Place trash in trash bin	<input type="checkbox"/> Arrive on time <input type="checkbox"/> Go directly to destination <input type="checkbox"/> Keep hands, feet, and objects to self	<input type="checkbox"/> Respond immediately when teacher/ adults call <input type="checkbox"/> Stay in designated area until teacher gives instructions <input type="checkbox"/> Sit in designated area as directed <input type="checkbox"/> Report any misconduct to an adult
Dismissal	<input type="checkbox"/> Exit at Voice level 0 <input type="checkbox"/> Walk away from conflict <input type="checkbox"/> Keep school grounds clean	<input type="checkbox"/> Keep hands, feet, and objects to self <input type="checkbox"/> Pick up litter and place in trash bin <input type="checkbox"/> Go directly to destination <input type="checkbox"/> Proceed to bus, car, or home	<input type="checkbox"/> Adhere to dismissal time <input type="checkbox"/> Respond immediately when teacher/ adults call <input type="checkbox"/> Stay in designated area until teacher gives instructions <input type="checkbox"/> Report any misconduct to an adult

VOICE LEVELS



A. Maceo Walker Middle School

Classroom Expectations



The poster features a yellow and blue border. At the top, the school name 'A. Maceo Walker Middle School' is written in yellow. Below it, 'Classroom Expectations' is written in large black letters. The title 'Jaguars Expectations' is written in a large, stylized font with a blue outline. Two 'Jaguars Walker' logos are positioned on either side of the title. Below the title, the words 'Classroom Expectations' are written in a bold, blue font. A table with three rows and two columns is centered on the page. The first column contains the expectations: 'Be Respectful', 'Be Responsible', and 'Be Right'. The second column contains a bulleted list of specific behaviors for each expectation. At the bottom of the poster, the text 'Jaguars Believe In B-R³.' is written in black.

Expectation	Behaviors
Be Respectful	<ul style="list-style-type: none">• Enter and Exit Voice Level 0.• Listen to instructions at Voice Level 0.• Keep hand, feet, and objects to self.• Self/Group Work Voice levels 1-2.
Be Responsible	<ul style="list-style-type: none">• Attend class daily.• Ask questions to understand.• Turn in assignments by deadline.• Report problems to the teacher.• Raise hand to leave seat.
Be Right	<ul style="list-style-type: none">• Follow the instructions of the teacher the first time given.• Be in uniform daily.• Be in seat before bell and/or teacher begins lesson.• Have all needed materials.

Jaguars Believe In **B-R³**.



#LOVEAMACEO

A. Maceo Walker Middle School

Cafeteria Expectations



Jaguars Expectations



Cafeteria Expectations

Be Respectful	<ul style="list-style-type: none"> • Enter and Exit voice level 0 • Follow directions of cafeteria monitors and cafeteria staff. • Say “Thank You” to cafeteria workers. • Voice level 1-2 while sitting at table
Be Responsible	<ul style="list-style-type: none"> • Remain seated once you get your tray • Leave your area clean. • Tell adults of any problems. • Have your lunch number ready.
Be Right	<ul style="list-style-type: none"> • Follow the instructions of the cafeteria administration/monitors the first time given. • Keep food on your plate. • Raise your hand to leave seat

Jaguars Believe In **B-R³**.



#LOVEAMACEO

A. Maceo Walker Middle School

Hallway/Locker Expectations

 Jaguars Expectations  Hallway/Locker Expectations	
Be Respectful	<ul style="list-style-type: none"> • Voice level 0. • Walk in a straight line. • Walk to the right of the hall. • Keep hands, feet and objects to yourself. • Give personal space.
Be Responsible	<ul style="list-style-type: none"> • Display valid hall pass. • Use hall pass for stated purpose only. • Pick up litter and place in trash bin. • Enjoy wall displays with eyes only. • Go straight to your destination.
Be Right	<ul style="list-style-type: none"> • Transition without delay. • Use your assign locker only.

Jaguars Believe In **B-R³**.



#LOVEAMACEO

A. Maceo Walker Middle School

Restroom Expectations

 Jaguars Expectations  Restroom Expectations	
Be Respectful	<ul style="list-style-type: none">• Wait your turn.• Allow others privacy.• Voice level 1.• Keep wall free of graffiti.• Walk away from conflict.• Report any misconduct.
Be Responsible	<ul style="list-style-type: none">• Keep the restroom clean.• Go, Flush, Wash and Dry.• Put paper towels in the trash can.• Return to classrooms promptly.
Be Right	<ul style="list-style-type: none">• Report any misconduct.• Keep hands and feet to self.• Turn off water.• Keep water in sink.• Have valid hall pass visible.

Jaguars Believe In **B-R³**.



#LOVEAMACEO

A. Maceo Walker Middle School

Auditorium Expectations

	
Be Respectful	<ul style="list-style-type: none"> • Enter auditorium voice level 0. • Pay attention, and follow teacher's directions. • Sit in designated area only. • Always be encouraging/supportive
Be Responsible	<ul style="list-style-type: none"> • Enter and exit quickly • Remain seated throughout assembly until signaled by the teacher. • Give performance/speaker your full attention
Be Right	<ul style="list-style-type: none"> • Tell an adult of any problems. • Stay with your class section. • Be prepare to participate when appropriate. • Exit voice level 0
<p>Jaguars Believe In B-R³.</p>	



#LOVEAMACEO

A. Maceo Walker Middle School

Bus Expectations

 Jaguars Expectations  Bus Expectations	
Be Respectful	<ul style="list-style-type: none">• Follow the directions of the driver at all times.• Enter bus voice level 0.• Keep hands, feet and objects to yourself.• Say “hello”, “good-bye” and “thank you” to the bus driver.
Be Responsible	<ul style="list-style-type: none">• Always sit and face front.• Have your bus pass with you at all times.• Stay seated until bus stops.• Discard trash when un-boarding the bus.
Be Right	<ul style="list-style-type: none">• When seated voice level 1.• Be at bus stop before bus arrives.• Have bus card ready and visible.• Report acts of bullying, harassment, and other issues to staff.

Jaguars Believe In **B-R³**.



A. Maceo Walker Middle School

Arrival Expectations

 <h1>Jaguars Expectations</h1>  <h2>Arrival Expectations</h2>	
Be Respectful	<ul style="list-style-type: none">• Enter building voice level 0.• Walk away from conflict.• Keep school ground clean.• Place trash in trash bin.
Be Responsible	<ul style="list-style-type: none">• Arrive on time.• Go directly to destination.• Keep hands, feet and objects to self.
Be Right	<ul style="list-style-type: none">• Respond immediately when teacher/adults call.• Stay in designated area until teacher gives instructions.• Report any misconduct to an adult.• Sit in designated area as directed

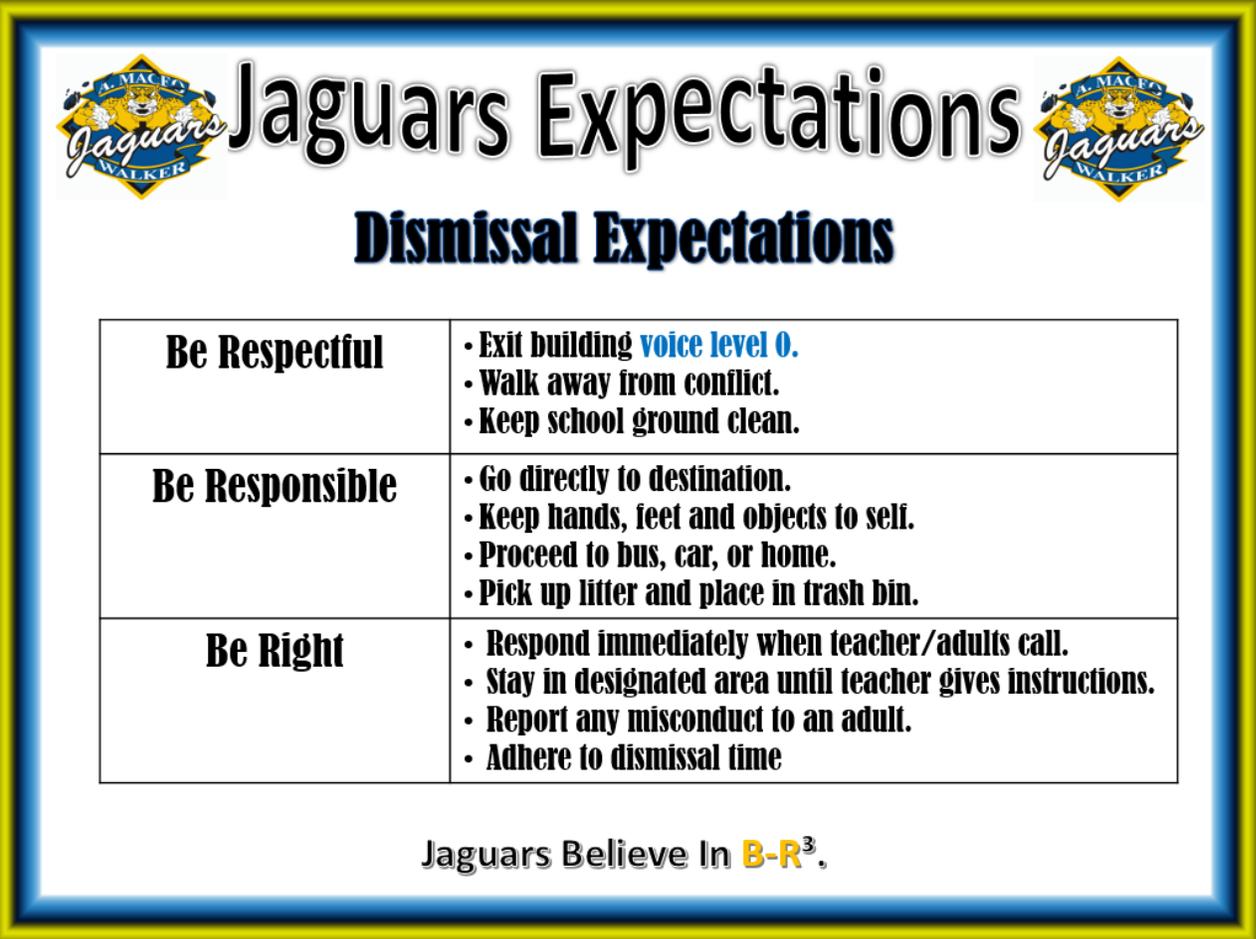
Jaguars Believe In **B-R³**.



#LOVEAMACEO

A. Maceo Walker Middle School

Dismissal Expectations



Jaguars Expectations

Dismissal Expectations

Be Respectful	<ul style="list-style-type: none">• Exit building voice level 0.• Walk away from conflict.• Keep school ground clean.
Be Responsible	<ul style="list-style-type: none">• Go directly to destination.• Keep hands, feet and objects to self.• Proceed to bus, car, or home.• Pick up litter and place in trash bin.
Be Right	<ul style="list-style-type: none">• Respond immediately when teacher/adults call.• Stay in designated area until teacher gives instructions.• Report any misconduct to an adult.• Adhere to dismissal time

Jaguars Believe In **B-R³**.



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A. Maceo Walker Middle School

Computer Lab Expectations



Jaguars Expectations



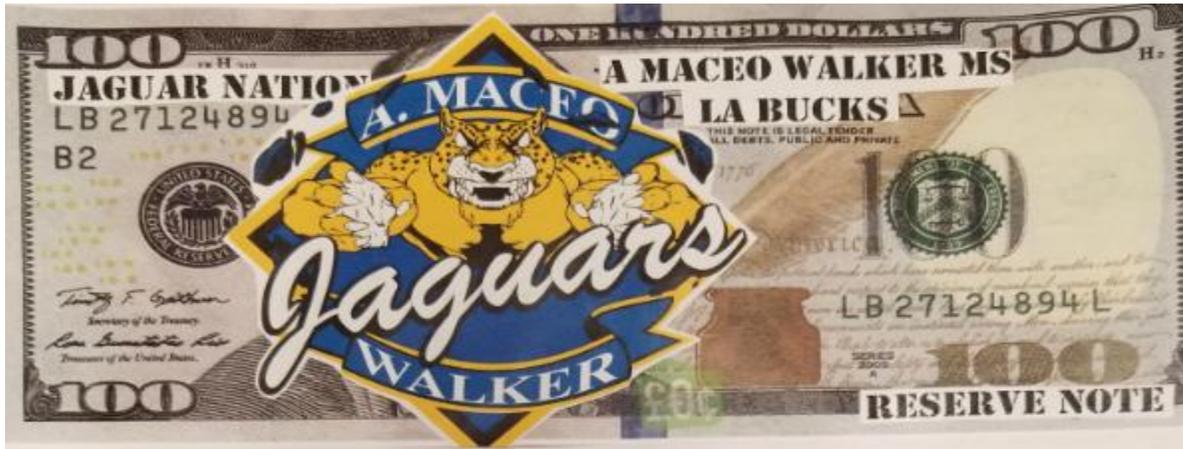
Computer Lab Expectations

Be Respectful	<ul style="list-style-type: none">• Pay attention, and follow teacher's directions.• Listen to know what voice level to use.• Take care of computer and all it's components.
Be Responsible	<ul style="list-style-type: none">• Stay on task.• Stay on approved websites.• Complete all technology based on assignments.• Report problems to the teacher.
Be Right	<ul style="list-style-type: none">• Follow the instructions of the teacher the first time given.• Exit voice level 0.• Stay on task.

Jaguars Believe In **B-R³**.

School Wide Incentive (L.A. Bucks)





Behavioral Expectation Lesson Plan:

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

Objective	The students will be respectful; be responsible, and be right in the Computer Lab.
Setting:	Computer Lab
Expectations Taught:	<p>Be RESPECTFUL:</p> <ul style="list-style-type: none"> • Pay attention follow teacher’s directions • Listen to see what voice level to use • Take care of the computer and all of its components <p>Be RESPONSIBLE:</p> <ul style="list-style-type: none"> • Stay on task • Stay on approved websites • Complete all technology based assignments • Report all problems to the teacher <p>Be RIGHT:</p> <ul style="list-style-type: none"> • Follow the instructions of the teacher first time given • Exit voice level 0 • Stay on task
<p>Examples:</p> <p>Teach using “I Do, we do, you do”</p>	<ol style="list-style-type: none"> 1. Students will report all issues and concerns to staff. 2. Students will ask for help when he/she does not understand by raising hand. 3. Students works with others conversing at a whisper or where only the group can hear. 4. Students will Enter class, Exit class, and listen to staff’s instructions on silent voice (mouth closed and no sound coming out). 5. Student will keep hands, feet, and all objects to self. 6. Students will raise hand to answer and ask questions or for permission to get out of the chair/seat.
<p>Non-Examples: (Adults) Model Only</p>	<ol style="list-style-type: none"> 1. Students getting out of seat without teacher/staffs permission. 2. Students working in a group and talking at level where others can hear them. 3. Student witnessing or is being bullied/harassed and not reporting to staff; instead the student may choose to hit, fight, kick, or become verbally aggressive towards others. 4. Student talking while the teacher is talking. Student enters and exits room talking. 5. Student doesn’t understand but chooses not to ask any questions
<p>Follow Through and Practice</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p>	<ol style="list-style-type: none"> 1. Faculty will model and practice expectations daily 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
<p>Acknowledgement: (How will behaviors be acknowledged in this setting?)</p>	<p>Students exhibiting exemplary behavior will receive Points Class Dojo/Paper Tally Behavior Monitoring system or L.A. bucks. If students receive points, the Points will be converted to dollars to be used for access to school-wide positive reinforcement System.</p>

Behavioral Expectation Lesson Plan:

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

Objective:	The students will be respectful, be responsible, and be right in Assembly/Auditorium.
Setting:	Auditorium/Assembly
Expectations Taught : (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Enter and Exit on Voice level 0 • Listen and Watch at Voice level 0 • Sit facing front <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Keep feet on the floor • Refrain from eating or drinking • Keep chairs and tables graffiti free <p>Be RIGHT</p> <ul style="list-style-type: none"> • Know and sit with grade level • Bring items requested to the auditorium • Transition within 5 minutes or less • Raise hand to leave seat
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students will walk to assigned seat/area quietly. 2. Student will raise hand and wait for permission before leaving seat. 3. Students will face forward and listen at voice level 0 during presentation/performance. 4. Students will keep hands and objects to self and feet on the floor. 5. Students will report all issues to teacher or staff immediately 6. Students will bring requested material(s) with them to auditorium. 7. Students will transition quietly to and from auditorium/assembly within 5 minutes. 8. Students will keep food and drinks in backpacks or lockers. 9. Students will use writing utensil only for paper or dry erase board.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Student sitting with other class or not where he/she is assigned. 2. Students prop their feet on another student’s desk or chair. 3. Students face peers instead of speaker or students talking during presentation/performance. 4. Student sees graffiti or damage to school property and does not report it to staff. 5. Student talking during the presentation. 6. Student eating, drinking, or have food insight. 7. Student getting out of seat before staff give permission. 8. Student refusing or choosing to sit with another grade level or in unassigned area. 9. Students lagging behind, fraternizing, etc. instead of moving quickly to next destination within 5 minutes.
Follow Through and Practice (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty/staffs will model and practice expectations daily. 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points Class Dojo/Paper Tally Behavior Monitoring system or L.A. bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan:

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

Objective:	The students will be respectful, be responsible, and be right in the Hallway/lockers.
Setting:	Hallway/Locker
Expectations Taught : (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Walk to right • Voice level 0 • Walk 1 behind the other • Arm length apart • Keep hands, feet, and objects to self <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Display valid HALL Pass • Go straight to your destination • Use HALL Pass for stated purpose only • Pick up litter and place in trash bin <p>Be RIGHT</p> <ul style="list-style-type: none"> • Follow locker schedule • Use your assigned locker only
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will walk to the right (on color tile), remain 1 arm length from person in front, and stay with class at all times. 2. Students will keep hands, feet, and objects to self as they walk to right of hallway. 3. Students will pick up all trash (pencil, paper, etc.) and place in garbage bin. 4. Students will carry hall pass when out of the classroom. He/She will go to reported destination and return to class (without stops) within 5 minutes or less. 5. Students will only go to lockers at assigned times and store items in his/her own locker. 6. Students will remain at voice level 0 while in hallway. 7. Students will ensure staff can visible see their HALL pass.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students walking to left or in the middle of isle or jogging or running. 2. Students touching others with feet, hands, or other objects 3. Students in hallway without a valid hall pass. Their hall pass may be fake or not visible for staff. 4. Students lagging behind class or standing less than 1 arm's length from another student or staff. 5. Student sees trash, paper, pencil, etc. on floor and leaves it there. 6. Students talking at voice levels 1 – 5. 7. Student goes to locker at unassigned time or student puts their personal items in another student's locker.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty/staffs will model and practice expectations daily. 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan:

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

Objective:	The students will be respectful, be responsible, and be right in the Restroom.
Setting:	Restroom
Expectations Taught: (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Knock, Listen, Look, and Enter • Voice level 1 <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Go, Flush, Wash, and Dry • Dispose trash in garbage bin • Keep wall graffiti free • Report all graffiti and/or damage to staff <p>Be RIGHT</p> <ul style="list-style-type: none"> • Get staff permission to go • Bring necessary items only • Have a valid HALL Pass
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students will knock, listen for response, and look under stall before entering stall and only 1 person per stall and urinal. 2. Student will pick up all trash (pencil, paper, etc.) and place in garbage bin. 3. Student will go, flush toilet, wash and dry hands, place trash in bin, and promptly return to class. 4. Student will carry hall pass when out of the classroom. He/She will go to reported destination and return to class (without stops) within 5 minutes or less. 5. Student will report any graffiti or damages to staff immediately. 6. Student will remain silent while in restroom area. 7. Student witnessing or is being bullied/harassed will report to staff immediately.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students open doors and/or look at peer over walls of occupied stalls. 2. More than one student is in stall or using urinal at the same time. 3. Student sees trash, paper, pencil, etc. on floor and leaves it there. 4. Students will not have Hall pass, or student will use restroom hall pass to go to lockers. 5. Students talking in line while waiting to enter the restroom. 6. Student returns to class 6 minutes later. 7. Student writes, draws, or damages school property. 8. Student witnessing or is being bullied/harassed and not reporting to staff.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty/staffs will model and practice expectations daily. 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan:

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

Objective:	The students will be respectful, be responsible, and be right in cafeteria.
Setting:	Cafeteria
Expectations Taught: (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Enter and Exit on Voice level 0 • Listen to staff instructions 1st time • Voice levels 1 – 2 while at tables • Eat your own food <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Get supplies before sitting • Stay in your seat • Pick up trash around area • Place trash in bin <p>Be RIGHT</p> <ul style="list-style-type: none"> • Seat 8 to a table • Use restroom before lunch • Raise hand to leave seat
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Student will walk into cafeteria on silent and leave café on silent. 2. Student will eat his/her own food on tray or in lunchbox/bag. 3. Student will stay seated until signaled by staff to line up. If a student needs to leave his/her seat, then he/she will raise hand and wait on staff permission to get out of seat. 4. Students will get utensils, milk, condiments, etc. before leaving the lunch line. 5. Students will talk to persons next the them at whisper or so only persons to left and right can hear conversation. 6. Student will look around the table and pick up all trash and place in garbage bin. 7. Students will use the restroom before entering the cafeteria. 8. Students will sit 8 persons to one table.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students talking while entering or leaving cafeteria. 2. Students sharing food items, lying, and getting out of seat before staff gives permission. 3. Students forgetting utensil, milk, condiment item, etc. after they have seat. 4. Students yelling, screaming across the room or talking a voice level that others (not next to student) can engage in conversation. 5. Students will have 9 or more persons sitting at one table 6. Students will ask to use the restroom while in the cafeteria. 7. Student will get out of seat without staff’s permission. He/she may get out of seat and claim to have forgotten to raise hand before getting up.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty will model and practice expectations daily 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan:

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

Objective:	The students will be respectful, be responsible, and be right in the classrooms.
Setting:	Classrooms
Expectations Taught : (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> ● Enter and Exit on Voice level 0 ● Raise hand to speak ● Listen to instructions at voice level 0 ● Keep hands, feet, and objects to self ● Group work: Voice levels 1 – 2 <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> ● Attend class daily ● Ask questions to understand ● Turn in assignments by deadline ● Report acts of bullying, harassment, and other issues to staff <p>Be RIGHT</p> <ul style="list-style-type: none"> ● Have all materials ● Be in seat before bell and/or teacher begins lesson ● Have homework ready to submit ● Be in uniform daily
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students will be present in every class each day and he/she will bring pencil, paper, book, etc. before bell rings or teachers begins lesson. 2. Students will report all issues and concerns to staff. 3. Students will ask for help when he/she does not understand by raising hand. 4. Students works with others conversing at a whisper or where only the group can hear. 5. Students will have homework out for teacher to pick up or they will place in designated area upon teacher’s request. 6. Students will have on correct size and color pants, shirts, and shoes. If belt is needed or required, the student will be wearing one. 7. Students will Enter class, Exit class, and listen to staff’s instructions on silent voice (mouth closed and no sound coming out). 8. Student will keep hands, feet, and all objects to self. 9. Students will raise hand to answer and ask questions or for permission to get out of the chair/seat.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students arrives after the bell or after the teacher has started teaching the lesson. 2. Students comes to class empty-handed or without pencil, paper, book, or homework. 3. Students has on baggy pants, wrong color shirt, pant, or shoes. Shirt may not be tucked. 4. Students getting out of seat without teacher/staffs permission. 5. Students working in a group and talking at level where others can hear them. 6. Student witnessing or is being bullied/harassed and not reporting to staff; instead the student may choose to hit, fight, kick, or become verbally aggressive towards others. 7. Student talking while the teacher is talking. Student enters and exits room talking. 8. Student skips class or is absent from school. 9. Student doesn’t understand lesson but choices not to ask questions.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty will model and practice expectations daily 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan:

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

Objective:	The students will be respectful, be responsible, and be right on the buses.
Setting:	Buses
Expectations Taught : (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Voice levels 1 – 2 • Follow driver’s directives 1st time • Say “Hello”, “Good morning”, “Good afternoon”, “Thank you”, “Sorry”, “Excuse me” <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Always sit and face front • Keep hands and objects inside the bus • Discard trash when un-boarding the bus • Remain seated until bus stops <p>Be RIGHT</p> <ul style="list-style-type: none"> • Be at bus stop before bus arrives • Transition within 5 minutes or less • Report acts of bullying, harassment, and other issues to staff • Have bus card ready and visible
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students will use Kind words like “Thank you”, “You’re Welcome”, “Please,” “Good morning or afternoon,” “Excuse me,” and “I’m sorry.” 2. Students will remain seated, facing the front unit they reach destination and bus comes to complete stop. 3. Students will whisper or talk at low voice level to persons next to them on the bus. 4. Students will become silent when bus driver begins talking to ensure they hear information the 1st time. 5. Students will keep hands, arms, legs, backpacks, hats, lunchboxes, etc. inside the windows. 6. Students will arrive at the bus stop before the bus arrives. 7. Students will report any act of bullying, harassment, and other issues that occur on bus. 8. Student throws away trash as he or she exits the bus.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Student not at bus stop or running to catch bus after the bus arrives. 2. Student hanging body parts, clothes, etc. outside of bus window. 3. Students yelling, screaming, or speaking loudly to others behind them or in front of them. 4. Students witness or being a victim of bullying and/or harassment or other issues and does not report to staff. 5. Student standing up on bus while it is in motion. Student throwing trash on floor or refusing to pick up litter and discard when un-boarding.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty will model and practice expectations daily 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan: Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will be respectful, be responsible, and be right upon arrival.
Setting:	Arrival
Expectations Taught : (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Enter on Voice level 0 • Walk to right in line <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Keep all food items in backpack or locker while in auditorium • Pick up litter and place in trash bin <p>Be RIGHT</p> <ul style="list-style-type: none"> • Sit in designated area as directed • Proceed to Auditorium or Cafeteria or Designated area
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will enter the school building on silent. 2. Students will walk to the right of the building 3. Students will walk to the cafeteria for breakfast or to designated areas in the upon arrival. 4. Students will keep all food items brought from home inside their back packs. 5. Students will clean area by picking up any trash or litter and placing it in trash bin. 6. Student will sit where ever staff has assigned him or her to sit.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students will enter the school building talking, laughing, whispering, yelling or at voice level where others can hear them. 2. Students will walk to the left or in middle of the building 3. Students will walk outside, hang out in stairwell, go hang out in gym, etc. instead of going to designated area. 4. Students will eat food items brought from home or will have them outside their back packs. 5. Students will leave trash or other items around their area. Students may complain or tell staff it doesn't belong to them and refuse to pick up. 6. Student will sit where ever they want to sit. He or she may refuse to sit in assigned area or choose not to sit in that area. 7.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty will model and practice expectations daily 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Behavioral Expectation Lesson Plan: Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will be respectful, be responsible, and be ready at dismissal.
Setting:	Dismissal
Expectations Taught : (see behavior expectation matrix)	<p>Be RESPECTFUL</p> <ul style="list-style-type: none"> • Exit on Voice level 0 • Walk to Right in line • Proceed to bus, car, or home <p>Be RESPONSIBLE</p> <ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Pick up litter and place in trash bin • Remain in designated area when inside and outside <p>Be RIGHT</p> <ul style="list-style-type: none"> • Dismiss when called • Adhere to dismissal time
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Student will exit at a silent voice. 2. Student will walk to the right in a straight line and proceed straight to destination without stopping.0 3. Students will keep hands, feet, and objects to self. 4. Students will stay in the assigned area when inside or outside the building. 5. Students will listen for their name, bus, walkers so they can dismiss safely and immediately. 6. Students will dismiss when called.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students will exit the building talking, whispering, laughing, yelling or speaking where others can hear them. 2. Student will walk to the left or beside someone and stop instead of going straight to destination. 3. Students will horseplay, push, shove, hit, kick, play with other hair, etc. 4. Students will leave assigned area when inside or outside the building. 5. Students will be talking or not paying attention when their name, bus, walker-line is called. Student may miss dismissal.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Faculty will model and practice expectations daily 2. Review expectations and reinforce through boosters after each break and quarter 3. Show PowerPoint to teach expectations (every teacher shows and has students to demonstrate)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students exhibiting exemplary behavior will receive Points in Kickboard/Live School/Class Dojo/Paper Tally Behavior Monitoring system or bucks. If students receive points, the points will be converted to dollars to be used for access to school-wide positive reinforcement system.

Major Problem Behavior (Office Managed)	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing or use of words in an inappropriate way. <i>(see SCS Discipline Guide for more information)</i>	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal. (i.e., f***, N*gg**, Sh**, D***, H**, B****, Noose, etc.)	Put downs, taunts, or slurs of a non-offensive nature, (i.e., saying stupid, ugly, shut up, etc.) mild oaths not directed at an individual.
Arson (Arson)	Student plans and/or participates in malicious burning of property. <i>(see SCS Discipline Guide for more information)</i>	Setting fires to or on school property. Possession of combustible items	Student is carrying a lighter and turns in to faculty/staff.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. <i>(see SCS Discipline Guide for more information)</i>	Written or verbal bomb threat, deliberately pulling fire alarm when not warranted, planting an explosive device on school grounds/property, making or attempting to construct a bomb at school	Student illustrates a picture depicting an explosion
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disruption)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions. <i>(see SCS Discipline Guide for more information)</i>	Leaving class without permission; verbal defiance/ argumentative after teacher delivered appropriate classroom consequences & student continues to refuse to comply the date of incident.	Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; and/or sustained out-of-seat behavior. <i>(see SCS Discipline Guide for more information)</i>	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out or seat, passing gas

Major Problem Behavior (Office Managed)	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Dress Code Violation (Dress)	Student wears sagging pants, visible under clothes, failure to wear school uniform; other specifications listed in the school rules/notifications. <i>(see SCS Discipline Guide for more information)</i>	Sagging pants, visible under clothes, out of uniform.	Shirt untucked, no belt
Fighting (Fight)	Student(s) is/are involved in mutual participation in an incident involving physical violence. <i>(see SCS Discipline Guide for more information)</i>	Hitting with intent to cause harm (i.e., punching, kicking, hair pulling, scratching, choking)	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission. <i>(see SCS Discipline Guide for more information)</i>	Forged notes from parents, doctors, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	Student forgot his school supplies and borrowed from a classmate without returning them
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang; drawing/painting gang graffiti on school property; found in possession of (drawings, symbols, codes, text, sign language, etc.) <i>(see SCS Discipline Guide for more information)</i>	Student wears gang paraphernalia and tries to cover it with a jacket, sweater, etc.; student throws hand gesture that results in mobs of alternant gangs responding; uses intimidation and/or threatening behaviors.	Student uses a scarf to wrap hair with gang affiliated colors without proven knowledge of its association w/gang.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. <i>(see SCS Discipline Guide for more information)</i>	Oral, anal, or vaginal penetration; kissing mouth-to-mouth or mouth-to-cheek; lingering (more than 30 seconds) hug.	Students give a brief hug of friendship and holding hands.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school). <i>(see SCS Discipline Guide for more information)</i>	Caught in inappropriate area of school property	Student in restroom without a pass

Major Problem Behavior (Office Managed)	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Physical Aggression (Phy. Agg)	Student touches or strikes another person against his or her will or intentionally causing serious bodily harm to an individual(s). <i>(see SCS Discipline Guide for more information)</i>	Engages in actions involving serious physical contact where injury may occur such as hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc..	Horse-playing and accidentally come in physical contact with another person or persons.
Property Damage/Vandalism (Prop dam)	Student willfully destroys or defaces school or personal property. <i>(see SCS Discipline Guide for more information)</i>	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property	Drop a computer by accident.
Skip class (Skip)	Student intentionally misses class beyond the reasonable length (determined by principal) or leaves the school grounds for any time period without permission). <i>(see SCS Discipline Guide for more information)</i>	Student leaves or misses class without permission	Student has an emergency in the restroom and is unable to report to class on time (and had permission from faculty/staff).
Truancy (Truant)	Student receives at least <u>5 unexcused</u> absences. <i>(see SCS Discipline Guide for more information)</i>	Missing 5 or more unexcused days.	Missing 4 unexcused days.
Tardiness (Tardy)	Student is late (as defined by the school) to class or the startup of the school day (and Tardy is not considered a minor problem behavior in the school). <i>(see SCS Discipline Guide for more information)</i>	Student enters class after bell or class starting time (and tardy is considered a major problem behavior).	Student is in the school door and/or classroom door when the bell rings.
Cell Phone/Technology Violation (Cell/Tech)	Student in possession of cell phone/pager (cell phone/pager not in authorized areas). Student engages in inappropriate (as defined by SCS Discipline Guide) music/video players, camera, and/or computer. <i>(see SCS Discipline Guide for more information)</i>	Has cell phone or other inappropriate device visible (This includes visible in back pant pockets or visible in purse pocket)	Devices are properly stored, but not turned to silence

Major Problem Behavior (Office Managed)	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
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). <i>(see SCS Discipline Guide for more information)</i>	Has possession of a combustible product	Student reports that another student has a combustible product
Use/Possession of Alcohol and/or Drugs (Alcohol/Drugs)	Student is in possession of or is under the influence of alcohol. Student is in possession of or is under the influence of illegal drugs/substances or imitations. Sale, use, possession, under influence of alcohol/illegal drug on SCS property. <i>(see SCS Discipline Guide for more information)</i>	Marijuana, Heroin, Beer, Liquor, Wine, K2 Spice, other Spice, etc.	Student has candy or liquid that resembles a pill, alcohol, or other medication
Use/Possession of Tobacco Products (Tobacco)	Student is in possession of or is using tobacco. <i>(see SCS Discipline Guide for more information)</i>	Black & Mild, chewing tobacco, nicotine devise, electronic cigarettes, vapors, cigarettes, etc.	Student has rolled paper, grass, or any other substance resembling tobacco or drugs
Use/Possession of Weapons (Weapons)	Student is in possession of a lethal or non-lethal firearm or other weapon on SCS property or school function. <i>(see SCS Discipline Guide for more information)</i>	Knives, BB Gun(s), Pellet Gun, Toy Gun, or other objects readily capable of causing bodily harm.	Student brings a toy knife to school made of PAPER
Bullying/Harassment (Bullying/Harass.)	Repeated negative behaviors intended to frighten or cause discomfort. These may include, but are not limited to verbal or written threats or physical harm. <i>(see SCS Discipline Guide for more information)</i>	Isolated or ongoing incidents that has escalated to physical interactions and is in congruent with harassing behaviors. Ongoing incidents using electronic devices to make threats, taunts, defame character, etc.	Staring/looking at someone.

Minor Problem Behavior (Teacher Managed)	Definition	EXAMPLE Handled by teacher	NON-EXAMPLES Handled by Office
Defiance/Disrespect/ Non-compliance (TM-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests.	Not following classroom rules, directions, procedures Unorganized students/prepared Hallway and bathroom misconduct Not following procedure in bathrooms and hallway Turning lights off in bathroom Not staying in line Talking back first time Refusal to do what is asked Out of seat No homework Running Minor disrespect: name calling, put downs Minor safety concerns such as leaning back in chair, objects on floor, etc.	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Disruption (TM-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Talking out/not in their seat Regular classroom disruptions Anything that distracts learners	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors

Minor Problem Behavior (Teacher Managed)	Definition	EXAMPLE Handled by teacher	NON-EXAMPLES Handled by Office
Dress Code Violation (TM-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	First time asking student to remove hat First time asking student to change inappropriate language or tobacco/alcohol/drug displays Clothes that are not appropriate	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Inappropriate Language (TM-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Student speaking calmly when inappropriate language is accidentally used Students angry with other students Most playground conflicts Not keeping hands to self	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Physical Contact/ Physical Aggression (TM-Contact)	Student engages in non-serious, but inappropriate physical contact.	Kicked a student	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Property Misuse (TM-Prpty Misuse)	Student engages in low-intensity misuse of property.	Swinging on bathroom doors Writing on desks	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Tardy (TM-Tardy)	Student arrives at class after the bell (or signal that class has started) and tardy is considered a Minor Problem Behavior (as determine by the Principal).	Late to class (as defined by the principal)	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Cell Phone/Technology Violation (TM-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Phone rings/buzzes while in backpack, purse, locker, etc., but is not in visible sight;	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors

Minor Problem Behavior (Teacher Managed)	Definition	EXAMPLE Handled by teacher	NON-EXAMPLES Handled by Office
Lying/Cheating (TM-Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Student makes up story regarding homework or not have appropriate materials	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Horse Playing (TM-Playing)	Student engages in non-serious, but inappropriate physical contact when other students involved are also participating in a playful manner.	Playful grabbing, inching, nonaggressive punching or slapping, chasing, shoving, "Not keeping hands and feet to self."	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Food Violation (TM-Food)	Student has food in his or her mouth while at school.	Eating chips, candy, etc. in area outside of the cafeteria without faculty/staff permission.	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Noncompliance (TM-Noncompliant)	Student delivers message/information that is untrue.	Tell teacher/adult dog ate homework.	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Off-Task (TM-Task)	Student is not participating in class activities being directed by teacher.	Sleeping, not writing down notes, reading library book during instruction, student not participating in cooperative group.	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Unprepared for Class (TM-Unprepared)	Student does not have textbooks or any other materials needed for class assignments and participation.	Student does not have project, binder, paper, textbook, homework, pencil/pen, etc.	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors
Running in Halls/Classroom (TM- Running)	Student is moving through school at an accelerated rate, knees are bending and both feet leaving the floor.	Student is moving through school at an accelerated rate, knees are bending and both feet leaving the floor.	Refer to Major/Office Managed for Non-Examples of Minor Problem Behaviors

THE FOLLOWING CLARIFIES BEHAVIORS THAT WILL BE HANDLED BY THE SCHOOL OFFICE AND BY THE TEACHER.

Teacher Managed (MINOR)	Office Managed (MAJOR)
Defiance/Disrespect/Non-Compliance	Abusive language
Disruption	Arson
Dress Code Violations	Bomb Threat/Threats
Inappropriate Language	Defiance/disrespect/Insubordination
Physical Contact/Physical Aggression (Horseplay)	Fighting
Property Misuse	Forgery/Theft
Horseplay	Gang Affiliation Display
Vandalism/misuse of property/forgery	Harassment /Bullying
PDA (i.e., holding hands)	Inappropriate Display of Affection
Incomplete class work	Physical aggression
Lying	Property damage/Vandalism
Noncompliance	Truancy
Off tasks	Skipping Class
Running in halls	Technology Violation
Unprepared for class	Weapons/Drugs/Alcohol
Cheating	Inappropriate Touching
Excessive talking out	5th Minor Infraction with Interventions documented

STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

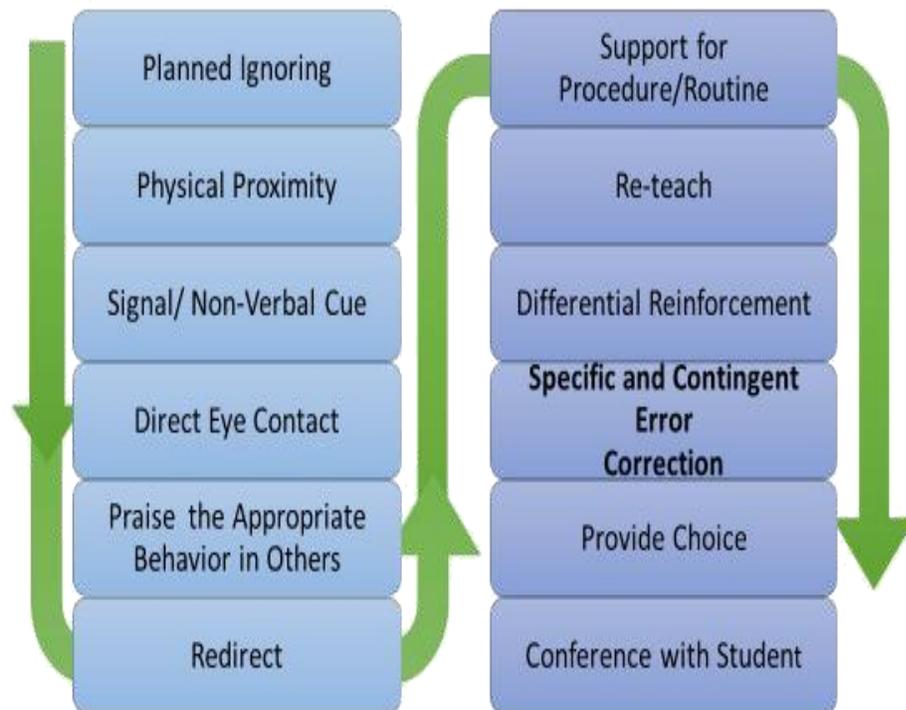
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

- Active supervision
- Pre-corrects
- Increased praise

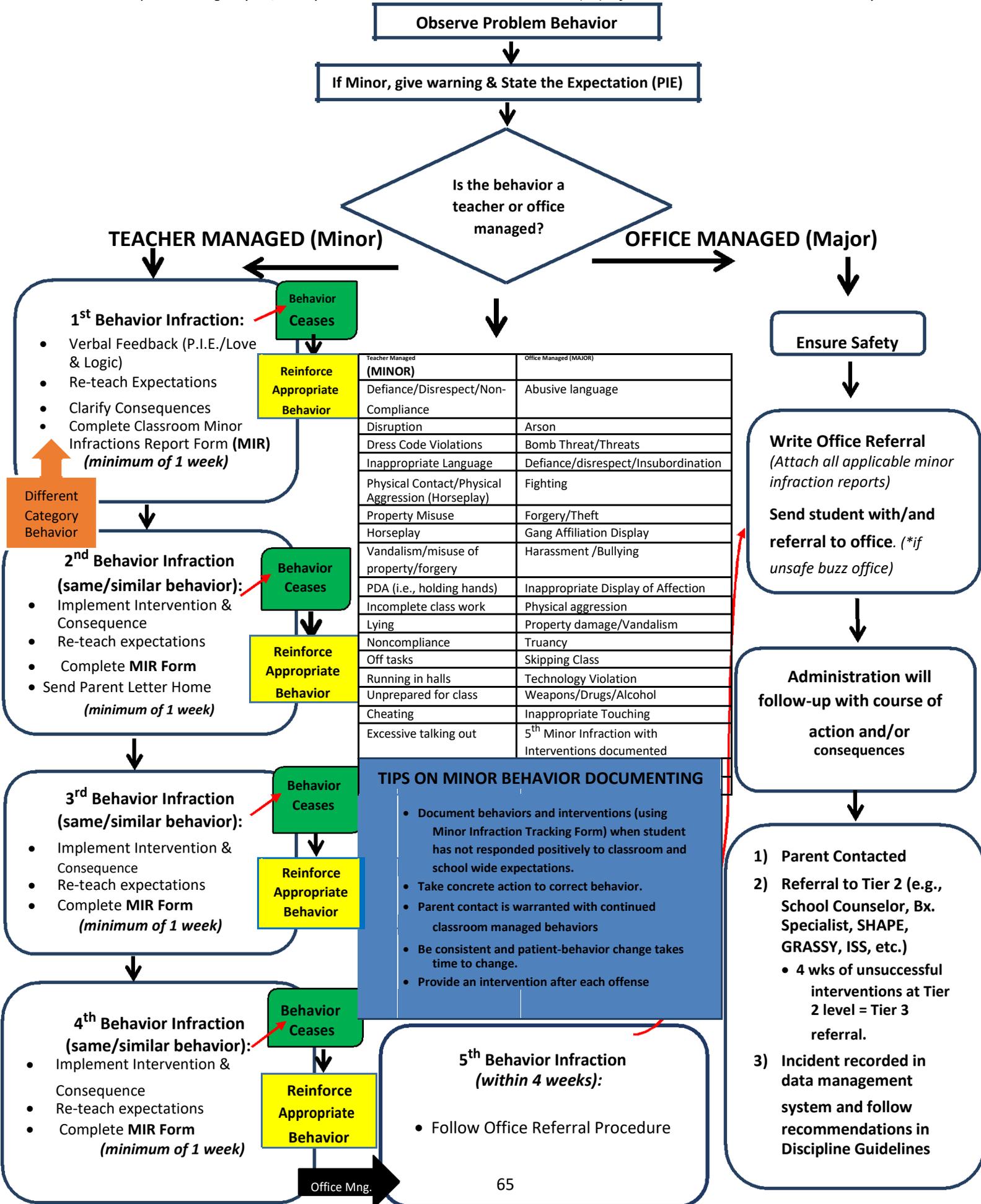
	ACTIVE SUPERVISION	PRE-CORRECTS
What is it?	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why?	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase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

Develop a Continuum of Responses to Inappropriate Behavior



BEHAVIORAL INCIDENT FLOWCHART (BIF)

Optional: BrightBytes/Clarity can be used to document all Behavior (Bx) Infractions & Interventions electronically



Observe Problem Behavior

If Minor, give warning & State the Expectation (PIE)

Is the behavior a teacher or office managed?

TEACHER MANAGED (Minor)

OFFICE MANAGED (Major)

1st Behavior Infraction:

- Verbal Feedback (P.I.E./Love & Logic)
- Re-teach Expectations
- Clarify Consequences
- Complete Classroom Minor Infractions Report Form (MIR) (minimum of 1 week)

Behavior Ceases

Reinforce Appropriate Behavior

2nd Behavior Infraction (same/similar behavior):

- Implement Intervention & Consequence
- Re-teach expectations
- Complete MIR Form
- Send Parent Letter Home (minimum of 1 week)

Behavior Ceases

Reinforce Appropriate Behavior

3rd Behavior Infraction (same/similar behavior):

- Implement Intervention & Consequence
- Re-teach expectations
- Complete MIR Form (minimum of 1 week)

Behavior Ceases

Reinforce Appropriate Behavior

4th Behavior Infraction (same/similar behavior):

- Implement Intervention & Consequence
- Re-teach expectations
- Complete MIR Form (minimum of 1 week)

Behavior Ceases

Reinforce Appropriate Behavior

Teacher Managed (MINOR)	Office Managed (MAJOR)
Defiance/Disrespect/Non-Compliance	Abusive language
Disruption	Arson
Dress Code Violations	Bomb Threat/Threats
Inappropriate Language	Defiance/disrespect/Insubordination
Physical Contact/Physical Aggression (Horseplay)	Fighting
Property Misuse	Forgery/Theft
Horseplay	Gang Affiliation Display
Vandalism/misuse of property/forgery	Harassment /Bullying
PDA (i.e., holding hands)	Inappropriate Display of Affection
Incomplete class work	Physical aggression
Lying	Property damage/Vandalism
Noncompliance	Truancy
Off tasks	Skipping Class
Running in halls	Technology Violation
Unprepared for class	Weapons/Drugs/Alcohol
Cheating	Inappropriate Touching
Excessive talking out	5 th Minor Infraction with Interventions documented

TIPS ON MINOR BEHAVIOR DOCUMENTING

- Document behaviors and interventions (using Minor Infraction Tracking Form) when student has not responded positively to classroom and school wide expectations.
- Take concrete action to correct behavior.
- 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

5th Behavior Infraction (within 4 weeks):

- Follow Office Referral Procedure

Ensure Safety

Write Office Referral
(Attach all applicable minor infraction reports)

Send student with/and referral to office. (*if unsafe buzz office)

Administration will follow-up with course of action and/or consequences

- 1) Parent Contacted
- 2) Referral to Tier 2 (e.g., School Counselor, Bx. Specialist, SHAPE, GRASSY, ISS, etc.)
 - 4 wks of unsuccessful interventions at Tier 2 level = Tier 3 referral.
- 3) Incident recorded in data management system and follow recommendations in Discipline Guidelines

Office Mng.

A. Maceo Walker Middle School
Student Minor Incident Message to Parent(s)

CLD 04/22/19

Date: _____

Dear Parent(s)/Guardian(s)

It is our goal at **A. Maceo Walker Middle School** for your child to shine. However, your child is experiencing difficulty following our School Wide Behavioral Expectation listed below.

_____ **Be Respectful** (*check skill below*) in the (location) _____

Always walk to right

Raise hand

Other: _____

_____ **Be Responsible** (*check skill below*) in the (location) _____

Attend class daily

Turn in assignments by deadline

Other: _____

_____ **Be Right** (*check skill below*) in the (location) _____

Have all materials

Be seated before bell and/or teacher begins lesson

Other: _____

I hope that we can work together to help your child improve in this area and meet all of our School Wide Behavioral Expectations. Please take the time to discuss this behavior with your child. By working as a team, we can guide your child to succeed in all areas of school (both academically and behaviorally). Please sign the form below and return to school.

Thank you for your cooperation,

Teacher Signature _____

Date _____

Student Signature _____

Date _____

Parent Signature _____

Date _____

Admin. Signature (*Optional*) _____

Date _____

Minor Infraction Report Tracking Form (MIR)

Instructions: This form is completed when a student is not meeting the (taught) SW-Expectations & the behavior is a minor infraction. (1) Each faculty/staff collects his/her own data (form does NOT travel class-2-class). (2) Try Multiple interventions – interventions should be tried for a **minimum of 4 weeks**, and more than 1 intervention may be implemented at the same time, (3) Collect & track specific data on each intervention tried and its effect/outcome, and (4) If your data indicates no progress after a minimum of 4 weeks, you may consider moving to Behavior Infraction 5 (see BIF chart for further instructions).

Student Name _____

Faculty/Staff Name _____

Expectation not met: Be Respectful

Be Responsible

Be Ready

1st Minor Behavior Infraction

Incident Category (See categories on flow chart or below) & Description:

Student Signature _____

Teacher Initials: _____

Date/Time _____

Location _____

***Interventions must be used for 1st offense:**

* Verbal Feedback (P.I.E./Love & Logic)

* Restate & Re-teach Expectations

* Clarify Consequences

Intervention(s) Outcome: Behavior Ceases (*Reinforce Appropriate Behavior*) Moderate Progress No Progress

Expectation not met: Be Respectful

Be Responsible

Be Ready

2nd Minor Behavior Infraction

[Same/Similar Behavior: YES or NO]

- Disruptive Sleeping
- Dress Code Minor dishonesty
- Electronic Device Throwing
- Physical Contact Disrespect
- Inappropriate Language Physical contact
- Defiance Property Misuse
- Stealing Other _____

Date/Time _____

Location _____

Intervention:

- Planned ignoring Alternative seating
- Redirect Walk
- Private Conversation Proximity to student
- Acknowledge Positive Behavior Stu/teacher negotiated Reinforcement
- Relaxation exercises/sensory Natural Consequence
- Removal student/Class Journaling/Reflection
- Loss of privileges Other _____

Incident Description: _____

Restate Expectation & Re-teach Yes or No _____

Comments: Parent letter sent home on the following date: _____

Student Signature _____

Teacher Initials: _____

Intervention(s) Outcome: Behavior Ceases (*Reinforce Appropriate Behavior*) Moderate Progress No Progress

Expectation not met: Be Respectful

Be Responsible

Be Right

3rd Minor Behavior Infraction

[Same/Similar Behavior YES or NO]

- Disruptive Sleeping
- Dress Code Minor dishonesty
- Electronic Device Throwing
- Physical Contact Disrespect
- Inappropriate Language Physical contact
- Defiance Property Misuse
- Stealing Other _____

Date/Time _____

Location _____

Intervention:

- Planned ignoring Alternative seating
- Redirect Walk
- Private Conversation Proximity to student
- Acknowledge Positive Behavior Stu/teacher negotiated Reinforcement
- Relaxation exercises/sensory Natural Consequence
- Removal student/Class Journaling/Reflection
- Loss of privileges Other _____

Incident Description: _____

Restate Expectation & Re-teach Yes or No _____

Comments: _____

Student Signature _____

Intervention(s) Outcome: Behavior Ceases (Reinforce Appropriate Behavior) Moderate Progress No Progress

Teacher Initials: _____

[Back page]

Expectation not met: **Be Respectful**

Be Responsible

Be Right

4th Minor Infraction Behavior

Date/Time _____ **Location** _____

[Same/Similar Behavior: YES or NO]

Intervention:

- Disruptive Sleeping
- Dress Code Minor dishonesty
- Electronic Device Throwing
- Physical Contact Disrespect
- Inappropriate Language Physical contact
- Defiance Property Misuse
- Stealing Other _____

- Planned ignoring Alternative seating
- Redirect Walk
- Private Conversation Proximity to student
- Acknowledge Positive Behavior Stu/teacher negotiated Reinforcement
- Relaxation exercises/sensory Natural Consequence
- Removal student/Class Journaling/Reflection
- Loss of privileges Other _____

Incident Description: _____

Restate Expectation & Re-teach Yes or No _____

Comments: _____

Student Signature _____

Intervention(s) Outcome: Behavior Ceases (Reinforce Appropriate Behavior) Moderate Progress No Progress

Teacher Initials: _____

5th Minor Behavior Infraction

Write an **Office Discipline Referral**.

Attach and submit this Classroom Minor Infraction Tracking Form with Office Discipline Referral to office. Send student to the Office.

Teacher Initials: _____

Additional Comments (when referencing to different date(s), please specify in your comments below):

Teacher Signature: _____ End Date _____

CLASSROOM CHECKLIST

RTI ² -B Core Components	Features in the Classroom
Behavioral Expectations	<ul style="list-style-type: none"> I have the school-wide behavioral expectations posted in my classroom. My classroom expectations align with the school-wide behavioral expectations. 80% of my students can state the school-wide behavioral expectations.
Teaching Behavioral Expectations	<ul style="list-style-type: none"> I have taught the school-wide behavioral expectations in my classroom. I have retaught the school-wide behavioral expectations throughout the year in my classroom. I refer to the school-wide behavioral expectations regularly. My substitute plans include RTI²-B core components.
Acknowledgement System	<ul style="list-style-type: none"> I use a variety of strategies to give specific positive feedback in my classroom. My students can tell how they receive acknowledgement for expected behavior. I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom. My students are able to participate in the school-wide acknowledgement system.
Discipline Process	<ul style="list-style-type: none"> <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.