

Peabody Elementary School
RtI²-Behavior Implementation Manual



2086 Young Avenue
Memphis, Tennessee 38104

RTI²-Behavior Implementation Manual

Peabody Elementary School

Shelby County Schools

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DATE LAST MODIFIED:

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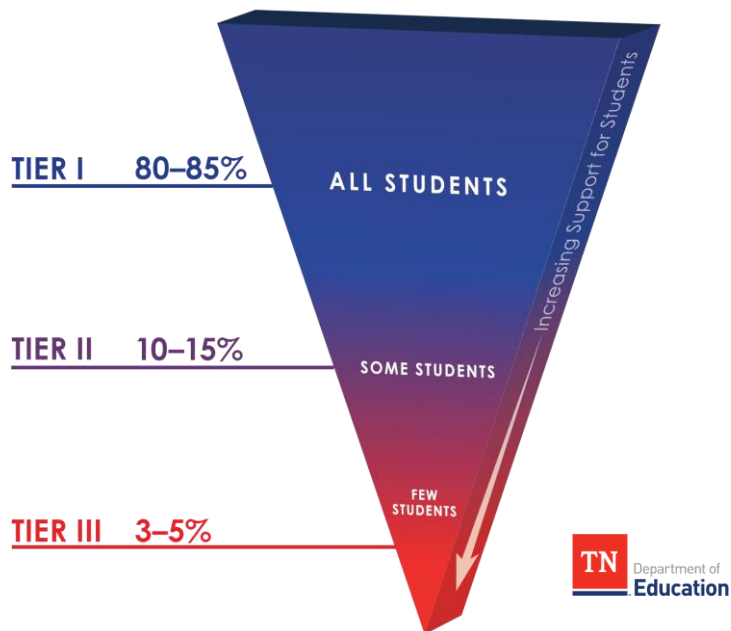
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RTI²-B Overview

Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI²-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). These efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see, as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI²-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.



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

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

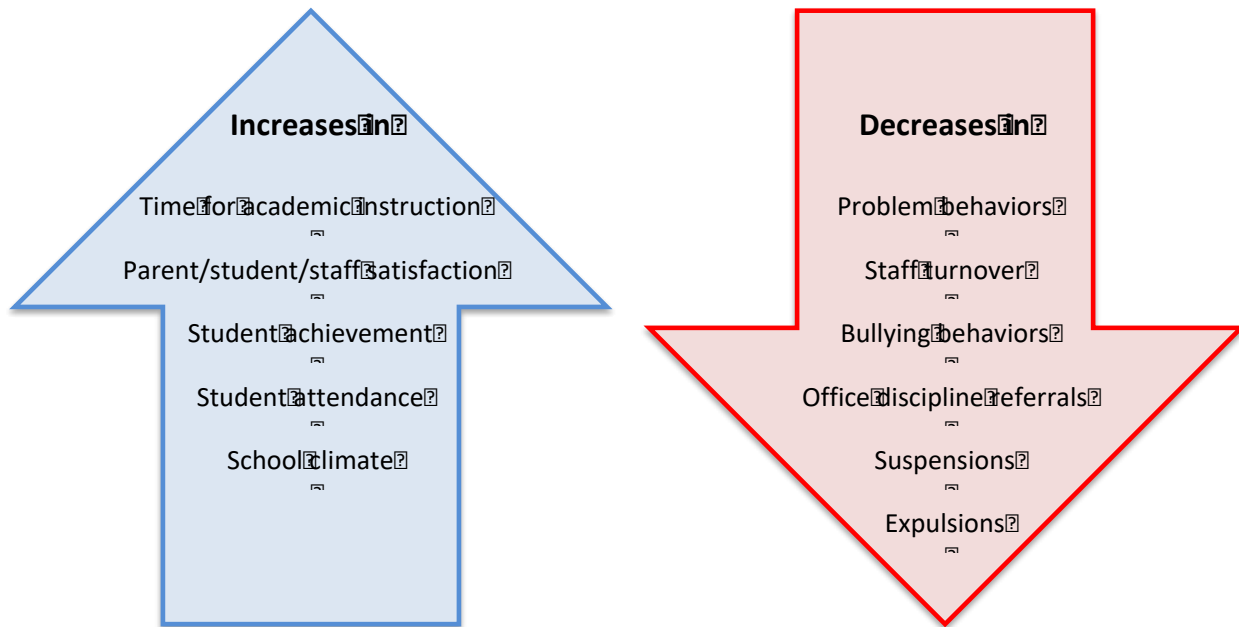
Tier II: Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that

are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

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

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



PURPOSE

Peabody Elementary RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at our school is to teach a core set of beliefs and

expectations, that when modeled and practiced consistently, can only lead to creating a safe and engaging learning environment.

TEAM COMPOSITION AND NORMS

The school leadership team for the 2019-2020 school year 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.
Melanie Nelson	Principal	nelsonmc@scsk12.org	(901) 416-4606
Tamara Turner*	School Counselor	turnertl@scsk12.org	(901) 416-8860
LaShanda Bell	Assistant Principal	belllj@scsk12.org	(901) 416-4606
Kevin Morris	2 nd Grade Teacher/MEA	morrisk1@scsk12.org	(901) 416-4606
Gina Guthrie	PLC Coach	garronegc@scsk12.org	(901) 416-8863
Paula Barnes	Community Partner	pbarnes31@comcast.net	
Danyelle Griffin	Parent	danyellegriffin2@gmail.com	
Day to meet: 4 th Tuesday of each month		Time: 3:45pm-4:30pm	
Location: Room 216			
Dates to present to faculty: By the 3 rd Wednesday of each month			
Reminders:			
<ul style="list-style-type: none"> • 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: Meetings will start promptly at 3:45 pm and end promptly at 4:30pm. Every team member should come prepared to discuss current data and complete the roles they are assigned. Each member should actively participate and contribute to the team.			

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.

Peabody Elementary School Eagle Expectations
School – Wide Expectations: <ul style="list-style-type: none">❖ READY❖ RESPECTFUL❖ RESPONSIBLE

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

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS TEACHING MATRIX

The RTI²-B School-wide matrix anchors expected social skills, in all locations of the school, to the school-wide expectations listed above. Students will no longer guess what is expected of them in each location but will, instead, be taught what is expected and positively acknowledged for following the school-wide expectations and social skills. Posters of the matrix with expectations and social skills will be displayed in designated locations in the building to remind and prompt students to follow the expectations/social skills listed on the matrix. Faculty will have a copy of the matrix follow and to remind students of expectations as they transition from one location to the next. **A copy of the matrix is located in the appendix of this implementation manual.**

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

LESSON PLANS

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

TEACHING THE PLAN

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

Teaching the Plan to Students		
What will be done?	How will it be done?	When will it be done?
RTI ² -B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i>	Faculty will be trained on all components of the RtI2-B plan. Digital copies will be emailed to all staff for reference.	During In-service week of each school year
Introduce the plan to students <i>(e.g., describe steps for first introducing the school-wide plan to all students)(create FUN activities)</i>	Students will gather for a school-wide assembly to introduce the expectations and reward system.	During the first week of school
Create and display posters for each setting before students arrive. <i>(Expectation posters/ Expectations with Social Skills Posters) Where will posters be displayed? How will they be attached to walls? Where will posters be stored for summer months?</i>	Expectation posters were created by the RtI2-B team. Teacher assistants will be asked to hang all posters in designated locations. The matrix will be hung at the entrance of the school and in the office of the person in charge of discipline. Each teacher will be responsible for hanging the classroom poster in their classrooms. Expectation posters will be hung throughout the building.	This will be completed before students arrive on the first day of school.
Use lesson plans to teach expected behaviors in all settings. <i>Who will initially teach in each location? How will groups go to locations for lesson plans? How will faculty be trained on how to follow-up with lesson plans?</i>	Teachers will teach the lesson plans to their students in each designated location on the matrix. A schedule will be developed to identify when classes will go to each location to hear the lesson plan.	During the first two weeks of school.
Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break)</i>	After each break in school (fall, winter, and Spring), the lesson plans will be re-taught to students in each location. Teachers will be responsible for completing this activity. Expectations will also be reinforced as needed by teachers through daily morning meetings	After each break (fall, winter, and spring break) Daily as needed
Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i>	Teachers will assign new students a class mentor to assist in teaching the school-wide expectations.	As new students arrive to the school
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>	Student Council members selected by their sponsor will serve as the Student Leadership Team. It will consist of 5 members.	Each year during the first month of school, new members will be selected to serve on the Student Leadership Team.

Teaching the Plan to Staff	
Who will be trained on the plan? Teachers, administrators, office staff, teacher assistants, cafeteria manager	
How: RtI2-B training during in-service/faculty meeting Cafeteria manager/teacher assistants/staff will be present when teachers practice the expectations with students for the cafeteria	When: First two weeks in August
How will you train staff to teach expectations and deliver acknowledgements?	
How: RtI2-B training during in-service/faculty meeting	When: First two weeks in August
How will you teach the components of the discipline process to all staff? <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>	
How: RtI2-B training during in-service/faculty meeting	When: First two weeks in August
How will you teach core features of the plan to substitute teachers? <i>(e.g., expectations, acknowledgements, discipline)</i>	
How: Expectations, acknowledgement system, and discipline procedures will be maintained in the Sub folder	When: By September
What important dates will you share? Student/Faculty RtI2-B Kick-off; Booster sessions (October, January, & March); staff trainings; parent meetings; celebrations	
How: Emails, morning meeting, faculty meeting, Monday Memo	When: Weekly Monday Memo Faculty meetings Additional Weekly emails

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)
Peabody Informer, PTA meetings, Back to School/Open House, School website
How often will information about the plan be shared with family/community members?
Peabody Informer (weekly), Open House (Fall), School website (daily); parent meetings (Fall/Spring)
How can families incorporate RTI²-B in the home? (e.g., home matrix, home acknowledgement system)
A blank matrix can be made available for home use on the parent information table in the main hallway.
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 (TBSP) Website Updates on school website
Who will be the liaison between the school and family/community?
PTA representative and school administrators will serve as the liaison between the school RtI2-B team and families. An administrator and adopt a school coordinator with serve as the liaison between the team and community adopters.
How can family/community members get involved with RTI²-B at your school?
Family and community members will get involved by assisting us with tangible rewards/incentives for our acknowledgment system for students and staff. Community and family members will have the opportunity to participate in celebrations.
Does your school have an established parent organization? If so, who will communicate with the parent organization? Yes, PTA. Administrators will communicate with PTA.

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 Eagle Buck, Links, and Drops in the Bucket as a part of the acknowledgement system. **A copy of the Eagle Buck, Compliment Link, and Drop in the Bucket 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	Eagle Bucks	Eagle bucks are earned by students when they are following the eagle expectations that are identified in that specific area. Eagle bucks can be used to shop in the Eagle Buck Store on the last Friday of every month.	Daily	Any location	Teachers, administrators, support teachers, TA's, office staff
	Compliment Links	Compliment links will be given to individual classes when following the Peabody Eagle Expectations. Links are connected to form a chain. 50 links= popcorn party 75 links= ice cream party 100 links= movie with chips/drinks 150 links= sock hop with pizza	Daily	Support Classes (Music, Art, PE, Library, Russian, & Cafeteria)	Administrators Support teachers and cafeteria monitors
	Drops in the Bucket	Drops in the Bucket are issued when students are following the Peabody Eagle Expectations for the hallway. The class with the most drops in the bucket each month will (5) eagle bucks for students and lunch provided for the teacher by adopters	Daily	Hallway	Administrators & Adopters

Staff	Happy Hour	PTA provides snacks for all teachers outside of their classroom/office door	Monthly	Classroom	PTA
	Perfect Attendance	Teachers who come to school every day without absences or tardies will have their name placed in the drawing for a gift card and reserved parking space.	Monthly	Classroom. Drawings held on the 30 th of each month during morning announcements	Administrator
	Teacher of the Month	Based on attendance, timely completion of all attendance/intervention reports and alerts teacher will receive 45-minute break on Friday and reserved Teacher of the Month parking space.	Monthly	All settings. Teacher is named during the morning announcements on the 30 th of each month	Administrator
Staff	Drops in the Bucket	The teacher with the most drops in the bucket for hallway expectations will receive lunch from adopters	Monthly	Hallway; winner is named during morning announcements on the 30 th of each month	Administrator & Adopters

Family/Community	Recognition of Adopters	Peabody adopters will be recognized for their commitment to our school.	Quarterly/End of Year	Quarterly & End of Year Honors Assemblies	Administration
	Parent Recognition	Shout outs to Parents/PTA as they assist for various reasons throughout the school year. (ex. Fundraisers, career day, Peabody clean-up, AR store, etc.)	Weekly	Peabody Informer	Administrator

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. With this in mind, 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.**

DISCIPLINE REFERRAL FORM

The Office Discipline Referral form will be completed for major offenses. **A copy of the ODR is located in the appendix of this manual.**

CLASSROOM CHECKLIST

Together as a team, in order to insure that all teachers are consistent, a classroom checklist has been created. The checklist will be used to check classrooms to determine how the RTI²-B components are being implemented and if with fidelity. Teachers are encouraged to do self-checks to make sure all components are in place throughout the year. **The classroom checklist is located in the appendix of this manual.**

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
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CALENDAR OF EVENTS

Together as a team, RTI²-B calendar components are listed with approximate dates for the school year. At the beginning of each year, the team will add confirmed dates to the school calendar. The approximate dates with components are listed below.

RTI²-B Calendar Components	Date(s)
RTI ² -B School Team Meetings	4 th Tuesday of each month
Initial Session to Teach Core Components to Staff	In-service week of each school year
Booster Sessions to Teach Core Components to Staff	January
Begin School-wide Implementation (e.g., Kick-off Celebration)	First Friday of school year
Teaching Expectation Lesson Plans to Students in All Settings	First week of school
Re-teaching Expectation Lesson Plans to Students in All Settings	Fall, Winter, and Spring Break
Celebrations/Assemblies	Monthly intercom announcements Quarterly & end of year assemblies/adopter recognition
Family Nights	Quarterly
Parent Orientation Nights by Grade Levels	Second week of school year

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.

Students	The student Leadership Team will review and provide feedback.	Different classes will be involved in teaching and re-teaching expectations during Kick-off assembly and after fall, winter, and spring break.	A representative sample of students will be surveyed yearly to provide input on acknowledgement system.	The Student Leadership Team will review and provide feedback on the discipline process
Staff	Draft of plan will be provided to staff before in-service for feedback from grade-level chairs; PD will be provided during In-service week; Refresher PD Mid-Year; End of year recap and survey	Teachers will review lesson plans prior to in-service PD; Feedback from grade-level chairs will be gathered by RtI ² -B team before training.	Draft of plan will be provided to staff before in-service for feedback from grade-level chairs.	Staff will review classroom & office managed behaviors and their definitions. Examples and non-examples will also be reviewed. Teachers/staff new to school will be trained. Assistance provided by RtI ² -B team for teachers needing additional help
Family/ Community	The RtI ² -B plan will be reviewed during Parent Orientation nights and Open House. PTA representatives will be asked for input. A parent representative will be a part of the RtI ² -B team.	The RtI ² -B plan will be reviewed during Parent Orientation nights and Open House. PTA representatives will be asked for input. A parent representative will be a part of the RtI ² -B team.	The RtI ² -B plan will be reviewed during Parent Orientation nights and Open House. PTA representatives will be asked for input. A parent representative will be a part of the RtI ² -B team.	The RtI ² -B plan will be reviewed during Parent Orientation nights and Open House. PTA representatives will be asked for input. A parent representative will be a part of the RtI ² -B team.

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>Our school uses: Bright Bytes, BIP's, Behavior Trackers, PowerSchool</p>	<p>Recommendation: Summarize discipline data monthly</p> <p>Our plan: Monthly</p>
<p>Fidelity Data</p>	<p>Tiered Fidelity Inventory (TFI)</p>	<p>Recommendation: Two times per year (fall and spring)</p> <p>Our plan: December & April</p>
<p>Social Validity</p>	<p>Primary Intervention Rating Scale (PIRS) (Also called the "Staff Input Survey")</p>	<p>Recommendation: Once per year (spring)</p> <p>Our plan: April</p>

APPENDIX

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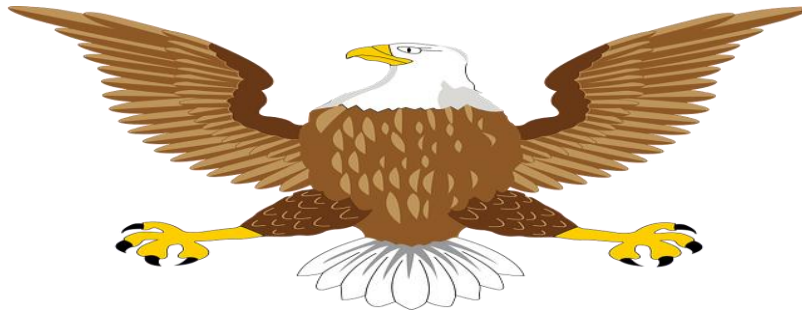
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POSTERS

EXPECTATIONS POSTER

Peabody Eagle Expectations

READY
RESPECTFUL
RESPONSIBLE



MATRIX


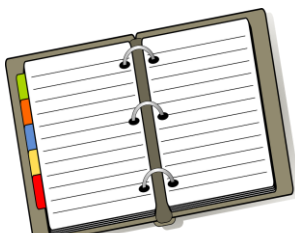


Peabody Elementary School

RtI2-B Behavior Matrix

EXPECTATIONS	Classroom	Cafeteria	Hallway	Restroom	Assemblies	Playground	Bus
READY	<ul style="list-style-type: none"> *Sign in to class on time *Listen *Actively participate *Have supplies 	<ul style="list-style-type: none"> *Enter and exit at Level 0 *Gather all items from the serving line *Sit in your assigned area *Sit on your bottom 	<ul style="list-style-type: none"> *Hands by my side *Always facing forward *Line straight *Lips sealed 	<ul style="list-style-type: none"> *Enter and exit at Level 0 *Give privacy *One person per stall 	<ul style="list-style-type: none"> *Be engaged *Sit on your bottoms 	<ul style="list-style-type: none"> *Stay in line on entry and exiting *Follow game rules 	<ul style="list-style-type: none"> *Enter and exit bus in single line * Two students per seat *Face forward
RESPECTFUL	<ul style="list-style-type: none"> *Enter & exit at Level 0 *Sit & work quietly *Hands and feet to self *Use respectful language 	<ul style="list-style-type: none"> *Enter & exit at Level 0 *Say Thank You & Please *Eat only your food *Raise your hand for assistance 	<ul style="list-style-type: none"> *Level 0 in line *Hands, feet, objects to self *Walk slowly *Stay to the right 	<ul style="list-style-type: none"> *Level 0 while using restroom *Graffiti-free walls *Hands, feet, objects to self *Report problems to teacher immediately 	<ul style="list-style-type: none"> *Enter & exit at Level 0 *Hands, feet, objects to self *Listen and learn from the speaker 	<ul style="list-style-type: none"> *Enter and exit at Level 0 *Stay in designated area *Include others *Wait your turn 	<ul style="list-style-type: none"> *Voice at Level 1 *Listen to the bus driver *Hands, feet, objects to self *Use respectful language
RESPONSIBLE	<ul style="list-style-type: none"> *Follow directions first time *Complete assignments *Store supplies in designated area *Keep area clutter free 	<ul style="list-style-type: none"> *Clean your area after eating *Watch the stop light for voice level changes *Level 0 on red light 	<ul style="list-style-type: none"> *Keep floor free of objects *Follow directions 	<ul style="list-style-type: none"> *Complete your business in toilet or urinal *Flush toilet *Wash hands with (2) pumps of soap *Dry hands with (2) pumps of paper towel 	<ul style="list-style-type: none"> *Wear your school uniform with pride *Follow directions 	<ul style="list-style-type: none"> *Leave nature's objects on the ground *Use equipment as instructed *Report problems to the teacher immediately 	<ul style="list-style-type: none"> *Stay in your seat *Follow directions *Watch for your stop *Keep area clutter free

POSTERS BY LOCATION

CLASSROOM

CLASSROOM		
Eagle Expectations		
		
READY	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none">❖ Sign in to class on time❖ Listen❖ Actively participate❖ Have supplies	<ul style="list-style-type: none">❖ Enter and exit at Level 0❖ Sit and work quietly❖ Hands and feet to self❖ Use respectful language	<ul style="list-style-type: none">❖ Follow directions first time❖ Complete assignments❖ Store supplies in designated area❖ Keep area clutter free
		

CAFETERIA

Eagle Expectations



READY

- ❖ Enter and exit at Level 0
- ❖ Gather all items from the serving line
- ❖ Sit in your assigned area
- ❖ Sit on your bottom



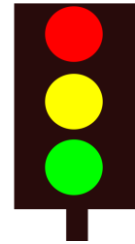
RESPECTFUL

- ❖ Enter and exit at Level 0
- ❖ Say Thank you and Please
- ❖ Eat only your food
- ❖ Raise your hand for assistance



RESPONSIBLE

- ❖ Clean your area after eating
- ❖ Watch the stop light for voice level changes
- ❖ Level 0 on red light



CAFETERIA

HALLWAY

Eagle Expectations



READY

- ❖ **Hands by your side**
- ❖ **Always facing forward**
- ❖ **Line straight**
- ❖ **Lips sealed**



RESPECTFUL

- ❖ **Level 0 in line**
- ❖ **Hands, feet, objects to self**
- ❖ **Walk slowly**
- ❖ **Stay to the right**



RESPONSIBLE

- ❖ **Keep floor free of objects**
- ❖ **Follow directions**



RESTROOM

Eagle Expectations



READY

- ❖ Enter and exit at Level 0
- ❖ Give privacy
- ❖ One person per stall



RESPECTFUL

- ❖ Level 0 while using restroom
- ❖ Graffiti-free walls
- ❖ Hands, feet, objects to self
- ❖ Report problems to teacher immediately



RESPONSIBLE

- ❖ Complete your business in urinal
- ❖ Flush toilet
- ❖ Wash hands with (2) pumps of soap
- ❖ Dry hands with (2) pumps of paper towel



ASSEMBLIES

Eagle Expectations



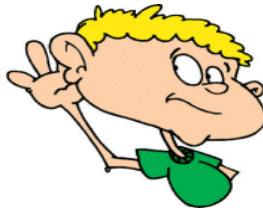
READY

- ❖ Be engaged
- ❖ Sit on your bottoms



RESPECTFUL

- ❖ Enter and exit at Level 0
- ❖ Hands, feet, objects to self
- ❖ Listen and learn from the speaker



RESPONSIBLE

- ❖ Wear your school uniform with pride
- ❖ Follow directions



PLAYGROUND

Eagle Expectations



READY

- ❖ Stay in line on entry and exiting
- ❖ Follow game rules



RESPECTFUL

- ❖ Enter and exit at Level 0
- ❖ Stay in designated area
- ❖ Include others
- ❖ Wait your turn



RESPONSIBLE

- ❖ Leave nature's objects on the ground
- ❖ Use equipment as instructed
- ❖ Report problems to teacher immediately



BUS

Eagle Expectations



READY

- ❖ Enter and exit bus in a single line
- ❖ Two students per seat
- ❖ Face forward



RESPECTFUL

- ❖ Voice at Level 1
- ❖ Listen to the bus driver
- ❖ Hands, feet, objects to self
- ❖ Use respectful language



RESPONSIBLE

- ❖ Stay in your seat
- ❖ Follow directions
- ❖ Watch for your stop
- ❖ Keep area clutter free



Behavioral Expectation Lesson Plan	
Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL and RESPONSIBLE .
Setting:	CLASSROOM
Expectations Taught: (see behavior expectation matrix)	READY: Sign into class on time; listen; actively participate; have supplies RESPECTFUL: Enter and exit at level 0; sit and work quietly; hands and feet to self; use respectful language RESPONSIBLE: Follow directions the first time; complete assignments; store supplies in designated area; keep area clutter free
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will enter and exit the classroom at level 0. 2. Students will sign in as they enter the classroom. 3. Students will have the necessary supplies for class. 4. Students will participate during activities. 5. Students will keep their area clutter free. 6. Students will use respectful language when talking to their peers or adults
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking as you enter and exit the classroom 2. Passing the sign in table to walk straight into class 3. Sitting in class without necessary supplies such as pencil and paper 4. Desk and area around it is full of clutter 5. Incomplete assignments 6. Using unkind words towards others
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussions
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive an Eagle buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc.

Behavioral Expectation Lesson Plan	
Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL, and RESPONSIBLE.
Setting:	CAFETERIA
Expectations Taught: (see behavior expectation matrix)	<p>READY: Enter and exit at Level 0. Gather all items from the serving line. Sit in your assigned area. Sit on your bottom.</p> <p>RESPECTFUL: Enter and exit at level 0. Say thank you and please. Eat only your food. Raise my hand for assistance.</p> <p>RESPONSIBLE: Clean my area after eating. Watch the stop light for voice level changes. Voice level 0 on red light.</p>
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will walk into cafeteria and through the line at Level 0. 2. Students will get all supplies before leaving the cafeteria line. 3. Students will use polite manners. 4. Students will sit at assigned table on their bottoms. 5. Students will remain seated at table until dismissed. 6. Students will raise their hand if help is needed. 7. Students will clean up after themselves. 8. Students will stop talking when stop light is on red.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line 2. Using impolite manners 3. Leaving your trash on the table 4. Sitting on your knees 5. Getting out of seat without permission. 6. Talking on the red light.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussion
Acknowledgement: (How will behaviors be acknowledged in this setting?)	<p>Students who exhibit exemplary behavior will receive an Eagle buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc. Students can also receive as a class "Compliment Links" during cafeteria. Links are used to make a chain.</p> <p>50 links= popcorn party; 75 links= ice cream party; 100 links= movie with chips/drinks; 150 links= sock hop with pizza</p>

Behavioral Expectation Lesson Plan Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL , and RESPONSIBLE .
Setting:	HALLWAY
Expectations Taught: (see behavior expectation matrix)	READY: Hands by my side. Always facing forward. Line straight. Lips sealed. RESPECTFUL: Level 0 in line. Hands, feet, objects to self. Walk slowly. Stay to the right. RESPONSIBLE: Keep floor free of objects. Follow directions.
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will stand quietly in a straight line. 2. Students will keep hands, feet, and objects to self. 3. Students will walk slowly. 4. Students will stay to the right. 5. Students will keep the hallways clean. 6. Students will follow directions.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line 2. Hitting and kicking others. 3. Running 4. Leaving items on the floor. 5. Not following directions.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussion.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive an Eagle Buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc. Students can also receive as a class "Drops in the Bucket" for displaying appropriate eagle expectations in the hallway. Classes with the most drops in the bucket at the end of each month will receive 5 eagle bucks each (students) and lunch provided by adoptor (teacher).

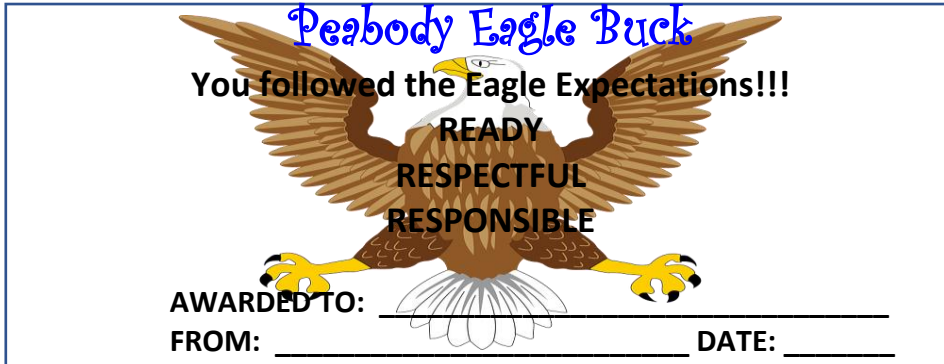
Behavioral Expectation Lesson Plan Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL, and RESPONSIBLE.
Setting:	RESTROOM
Expectations Taught: (see behavior expectation matrix)	READY: Enter and exit at Level 0. Give privacy. One person per stall. RESPECTFUL: Level 0 while using restroom. Graffiti free walls. Hands, feet, objects to self. Report problems to teacher immediately. RESPONSIBLE: Complete your business in toilet or urinal. Flush toilet. Wash hands with (2) pumps of soap. Dry hands with (2) pumps of paper towel.
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will enter the restroom without talking. 2. Students will go into the stall one person at a time 3. Students will keep hands, feet, objects to themselves. 4. Students will report problems to the teacher 5. Students will flush toilet/urinal when finished 6. Students will wash their hands. 7. Students will dry their hands.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking while in the restroom. 2. Two or more people in the stall at the same time. 3. Horse-playing, hitting, or kicking. 4. Leaving the stall/urinal without flushing. 5. Passing the sink without washing or drying hands.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussion.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive an Eagle buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc.

Behavioral Expectation Lesson Plan Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL , and RESPONSIBLE .
Setting:	ASSEMBLIES
Expectations Taught: (see behavior expectation matrix)	READY: Be engaged. Sit on your bottom. RESPECTFUL: Enter and exit at level 0. Hands, feet, objects to self. Listen and learn from the speaker. RESPONSIBLE: Wear your school uniform with pride. Follow directions.
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will sit on their bottoms with their voices at level 0. 2. Students will face forward with their eyes on the speaker.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking as you enter the assembly. 2. Turning and talking to your neighbor. 3. Eyes focused on classmates.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussion.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive an Eagle buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc.

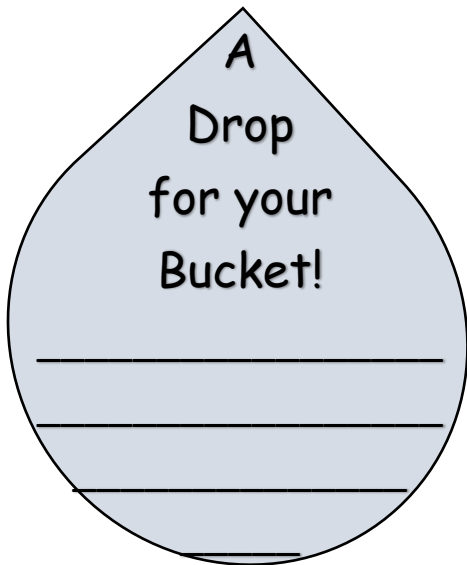
Behavioral Expectation Lesson Plan	
Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL, and RESPONSIBLE.
Setting:	PLAYGROUND
Expectations Taught: (see behavior expectation matrix)	READY: Stay in line on entry and exiting. Follow game rules. RESPECTFUL: Enter and exit at Level 0. Stay in designated area. Include others. Wait your turn. RESPONSIBLE: Leave nature's objects on the ground. Use equipment as instructed. Report problems to the teacher immediately.
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will enter and exit the building at Level 0. 2. Students will follow all game rules. 3. Students will stay in designated area. 4. Students will include others in play. 5. Students will wait their turn for playground equipment. 6. Students will leave objects such as sticks, rocks, dirt and other objects on the ground. 7. Students will report all problems to teacher. 8. Students will stay in line when entering and exiting the building.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Leaving your designated area. 2. Ignoring the rules of games. 3. Talking as you enter and exit building. 4. Skipping another student while waiting to use playground equipment. 5. Purposely leaving others out while playing. 6. Throwing rocks, dirt, sticks or other objects found on the ground. 7. Continuing to play after the teacher has called you to line up. 8. Ignoring problems on the playground.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussion.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive an Eagle buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc.

Behavioral Expectation Lesson Plan	
Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate how to be READY, RESPECTFUL, and RESPONSIBLE.
Setting:	BUS
Expectations Taught: (see behavior expectation matrix)	READY: Enter and exit in a single line. Two students per seat. Face forward. RESPECTFUL: Voice at Level 1. Listen to the bus driver. Hands, feet, objects to self. Use respectful language. RESPONSIBLE: Stay in your seat. Follow directions. Watch for your stop. Keep area clutter free.
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Students will enter and exit bus in a single line. 2. Students will sit two to a seat. 3. Students will face forward. 4. Students will listen to the bus driver. 5. Students will keep hands, feet, and objects to self. 6. Students will use respectful language. 7. Students will stay in their seat. 8. Students will watch for their stop 9. Students will keep their area clutter free 10. Students will use talk to seat partner on bus with Level 1 voice.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Running to the bus. 2. Sitting 3 or more to a seat. 3. Facing the back of the bus. 4. Ignoring the bus driver. 5. Hitting, kicking, or pushing someone. 6. Using unkind words. 7. Standing up on the bus. 8. Ignoring your stop 9. Leaving trash on the bus. 10. Yelling or screaming on the bus.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Teachers will model and practice expectations with students. 2. Review and reinforce through booster sessions held after fall break, winter break, and spring break. 3. Morning meeting discussion.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive an Eagle buck. Eagle Bucks can be used to shop in the Eagle Buck store for items such as puzzles, slime, journals, pencils, dolls, etc.

SCHOOL WIDE ACKNOWLEDGEMENT TICKET



Drop in the Bucket



Compliment Link (a picture of our compliment link is below. Students earn links for incentives such as popcorn, chips, movie, and pizza party).



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal. Offensive communications targeting race, gender, faith, etc. of others.	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc., mild oaths not directed at an individual.
Defiance/Disrespect/ Insubordination/ Non-compliance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/ argumentative	Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, talking
Fighting	Student is involved in mutual participation in an incident involving physical violence.	Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Theft	Student is in possession of, having passed on, or being responsible for removing or taking someone else's property	Stealing, hiding/purchasing stolen property, aiding someone in stealing	

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.	Student displays hand signs and/or drawings of gang signs, verbally expresses gang affiliation, wears gang paraphernalia	
Harassment/Bullying	Student delivers repeated disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.	Repeated verbal harassment or abuse, inappropriate touching, gesturing, notes or pictures	Normal conflict/disagreement between students Students calling each other names or students both hitting each other
Inappropriate Touching/ Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	Inappropriate contact with another student or adult	Students give a brief hug of friendship
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).	Caught in inappropriate area of school property; student runs away from designated area	Student in restroom, hallway, etc. without permission
Physical Aggression/Threatened Violence	Physical or extreme verbal aggression with specific threats (verbal or written) towards students or staff. Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Fighting with the intent to hurt; extreme verbal or written threats	horseplay
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property, textbooks	
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Student is on You Tube or any other non-approved school site; cell phone is visible; student uses cell phone during school hours to text, talk, or take photos	Devices are properly stored in locker and turned off

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Use/Possession of Alcohol	Student is in possession of or is using alcohol.	Smelling of alcohol, possession of alcohol	
Use/Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Has possession of	
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.	Has possession of	
Use/Possession of Tobacco	Student is in possession of or is using tobacco.	Has possession of	
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	Has possession of	

Minor Problem Behavior	Definition	EXAMPLE Handled by teacher	NON-EXAMPLE
Defiance/Disrespect/ Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.	Talking back, not following directions, ignoring teacher, refusal to complete assignment, student did not tell the truth	A student says, "I am not going to do my work." A student lied about taking something off your desk.
Disruption	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat- will not sit down, passing gas, chewing gum, sleeping in class, throws temper tantrum, talking	A student is throwing paper towels in the restroom. A student continues to get out of seat without permission. Answering questions without being called
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	Shirt untucked, no belt, wrong color uniform	A student will not tuck shirt inside pants.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, name- calling, etc.	A student tells a student, "I hate you."
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.	Horse play, playful grabbing, pinching, pushing, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."	A student pushes another student in line. Students exchanging hand smacks.
Property Misuse	Student engages in low-intensity misuse of property.	Breaking pencils/crayons, kicking furniture, mishandling textbooks/library books/tearing up paper/assignments, handouts, slamming locker	Student has torn work assignment or homework.
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Using computer time inappropriately, possessing electronic devices without permission	Students uses You Tube instead of intervention site.

Minor Problem Behavior	Definition	EXAMPLE Handled by teacher	NON-EXAMPLE
Taunting/Teasing	Inappropriate comments and/or unwanted verbal, physical, or emotional advances	Making faces, calling other students names such as gay, fag, retard, whore, or pimp without the receiver feeling uncomfortable or threatened	A student licks tongue at another student. A student calls a student dumb.
Profanity	Inappropriate language, cursing	Inappropriate language or curse word not directed at anyone specifically	Student says, "Sit your --- down."

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

Teacher Managed Problem Behavior (Minor)	Office Managed Problem Behavior (Major)
Minor Defiance/Disrespect/Non-compliance	Abusive Language/Inappropriate Language/Profanity
Disruption	Defiance/Disrespect/Insubordination/Non-compliance
Dress Code Violation	Disruption
Inappropriate Language	Fighting
Physical Contact/Physical Aggression	Theft
Property Misuse	Gang Affiliation Display
Technology Violation	Harassment/Bullying
Taunting/Teasing	Inappropriate Touching/ Display of Affection
Profanity	Inappropriate Location/Out of Bounds
Lying	Physical Aggression/Threatening Violence (towards students or staff)
Cheating	Property Damage/Vandalism
	Technology Violation
	Any possible criminal offense (ex. Possession or use of drugs, tobacco, alcohol, weapons, combustibles)
	Repeated problem behaviors (at least 3 documented minor incidents of the same problem. Teacher has documentation of intervention implemented for at least 4 weeks)

STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

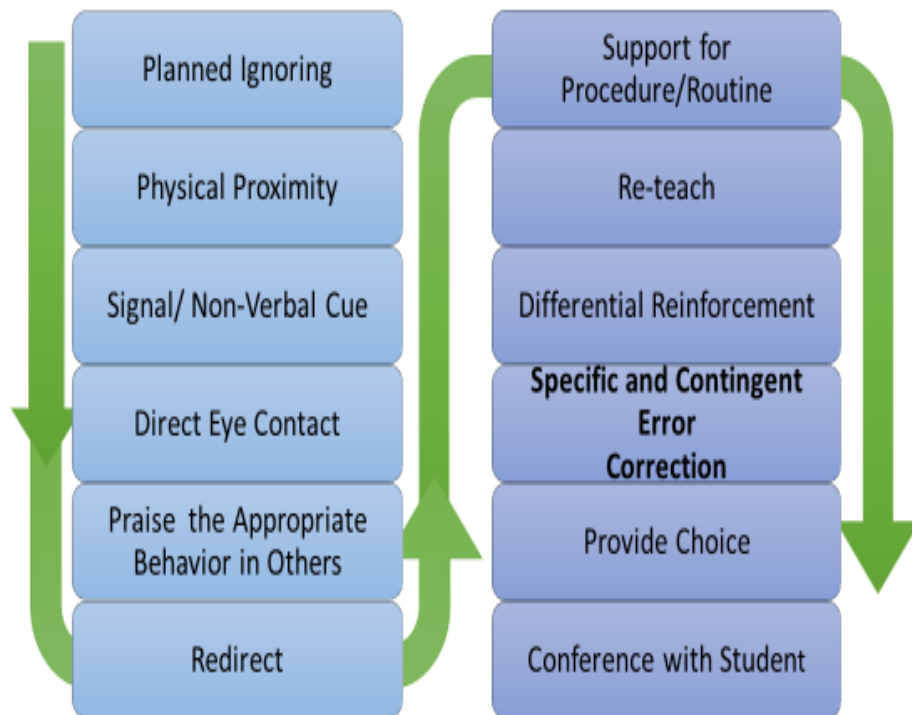
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

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



Minor Incident Report Form

1st Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, out of seat, etc. <input type="checkbox"/> Non-Compliance/Defiance/Disrespect <input type="checkbox"/> Physical Contact/Horseplay <input type="checkbox"/> Profanity/Inappropriate Language Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
2nd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, out of seat, etc. <input type="checkbox"/> Non-Compliance/Defiance/Disrespect <input type="checkbox"/> Physical Contact/Horseplay <input type="checkbox"/> Profanity/Inappropriate Language Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
3rd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, out of seat, etc. <input type="checkbox"/> Non-Compliance/Defiance/Disrespect <input type="checkbox"/> Physical Contact/Horseplay <input type="checkbox"/> Profanity/Inappropriate Language Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
After the 3 rd Minor Infraction, this completed form and the Daily Tracking Form for minor behaviors should be sent to the office with the Office Disciplinary Referral Form		

Minor Incident Daily Behavior Tracker

Student Name: _____

Date: _____

Problem Behavior: _____

<p>Instructions:</p> <ul style="list-style-type: none"> • Only the teacher where the misbehavior occurs completes the rating and initials the form at the end of each tracking period in the appropriate box. Indicators for each number have been attached. • If you are departmentalized, and the misbehavior is occurring in more than one class, the student carries this form to those classes each day. • In the blanks, provide intervention(s) provided to students. Interventions must be provided for at least 30 days and up to 3 interventions can be used together. Additional Teacher comments may be made on the back of this form. • The student reviews this form each day with teacher. Both sign and a copy is sent home for parent signature. 	<p>Indicators:</p> <p>1= Poor 2= Fair 3 = Average 4 = Very Good 5 = Outstanding</p> <p>Student Daily Goal _____</p> <p>*Remember, Praise and positive reinforcement=positive results! Encourage students to “Strive for a Five!”</p>
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Target Expected Behavior 1: READY

Target Expected Behavior 2: RESPECTFUL

Target Expected Behavior 3: RESPONSIBLE

*** Targeted Behaviors should match the School-Wide Behavioral Expectations on listed on RTI2-B Behavior Matrix**

One Form Per Day	Date:	Teachers should use this space to document which interventions they are implementing. Up to 3 interventions can be used. (Refer to PBISworld.com for suggestions for interventions.) NOTE: It is recommended that students receive 30 consecutive days of interventions, which include praise and positive reinforcements for behavior changes to occur.
8:00am-8:30am	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
8:30am-10:10am	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
10:10am-11:45am	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
11:45am-12:15pm	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
12:15pm-12:45pm	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
12:50pm-1:35pm	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
1:35pm-3:15pm	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	

MET GOAL Yes No

Student Signature: _____ Comments: _____

Teacher Signature: _____ Comments: _____

Parent Signature: _____ Comments: _____

OFFICE DISCIPLINARY REFERRAL (ODR)

DISCIPLINARY REFERRAL



School _____ Date _____
 Student _____ Grade _____ Race _____ Sex _____
 Date of Incident _____ Time _____ Teacher/Bus Driver _____

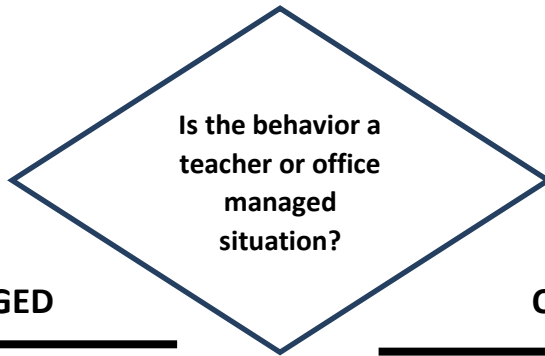
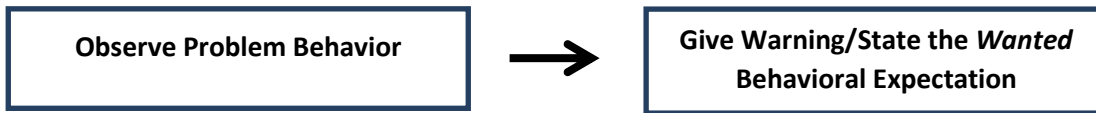
NOTICE TO PARENTS: All teachers and bus drivers are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of the school, during intermission or recess period or on any school bus going to or returning from school. (TCA 29-6-4102)

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

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

For revisions/corrections of this document, please contact Dr. JB Blocker at blockerj@scsk12.org

FLOW CHART FOR MANAGING PROBLEM BEHAVIORS USING MTSS



TEACHER MANAGED

OFFICE MANAGED

First Steps to address unwanted behavior:
 Verbal Warning
 Re-teach Expectations
 Conference with student and provide encouragement.

Second Steps to address unwanted behavior:
 Start 30-day Documentation (Minor Incident Report Form/Daily Tracker)
 Re-teach expectations
 Conference with student
 Phone call home.

If unwanted behavior continues *after* 30 days of positive interventions have been provided and documented, Complete Counseling Referral and attach 30-day documentation.

Student receives additional support from the following as MTSS suggest: School Counselor, Behavior Specialist, or Social Worker.

Teacher Managed (MINOR)	Office Managed (MAJOR)
Defiance/Disrespect/Non-Compliance	Abusive language
Disruption	Disruption
Dress Code Violations	Defiance/Disrespect/Insubordination
Inappropriate Language	Fighting
Physical Contact/Physical Aggression (Horseplay)	Theft
Property Misuse	Gang Affiliation Display
Technology Violation	Harassment/Bullying
Taunting/Teasing	
Profanity	Inappropriate Touching/Display of Affection
Incomplete class work	Physical aggression/Threatening Violence towards staff or student
Lying	Property damage/Vandalism
Cheating	Technology Violation
Off tasks	Any possible criminal offense (ex. Possession or use of drugs, alcohol, weapons, tobacco, combustibles)
Running in halls	Repeated problem behaviors (3 documented minor incidents of the same problem. Teacher has documentation of implementing intervention for 30 days.
Unprepared for class	Weapons/Drugs/Alcohol

Ensure safety

Referring teacher completes ODR as a major and send the form to the office. An administrator will send for student.

Administrator determines appropriate action, follows through on consequence, documents action in PowerSchool or Bright Bytes.

Administrator follows up with referring teacher and makes parent contact.

TIPS ON MINOR BEHAVIOR DOCUMENTING

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

After 3 minor incidents of same behavior, complete ODR and attach all documentation (MIR, Daily Tracker of interventions) and turn in to main office.

CLASSROOM CHECKLIST

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