



Crump Elementary School

Where the Best Achieve Excellence



RTI2 - Behavior Implementation Manual

RTI²-Behavior Implementation Manual

Crump Elementary

Shelby County Schools

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(2021-2022) TEAM MEMBERS:

Ashley Owens-Davis, Coach

Shaneena Stinson

Keisha Shelton, Co-Coach

Latoya Gill

Betty Lee

Debra Hill

Dr. Lyne Ssebikindu

Clarenda Hurd

Jennifer Henderson

Amy Adler

Kara Crossley-Eddins

Ralph Rodgers

Kelly Connor

Erica Matthews (Parent)

Tammy Scott



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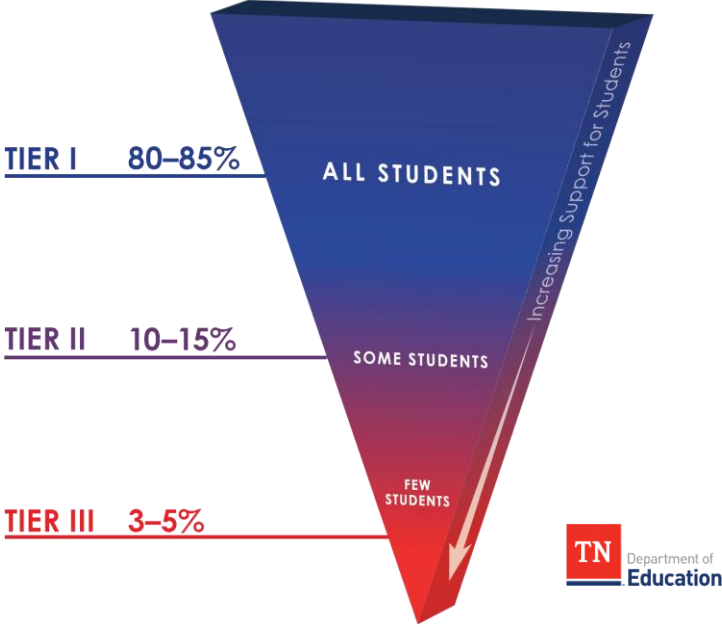
RTI²-B Overview

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.



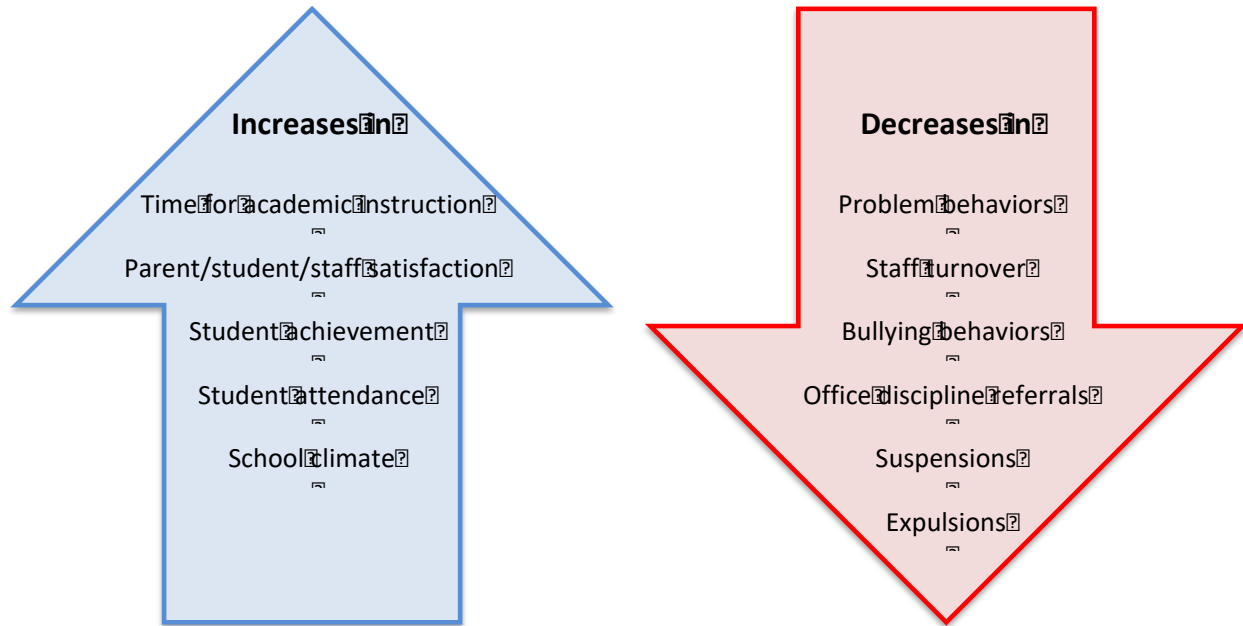
Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

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

Crump 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 establish and maintain a nurturing, respectful environment committed to achieving academic excellence with a strong, solid foundation of skills, knowledge, and values.

TEAM COMPOSITION AND NORMS

The school leadership team for 2019-20 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.

| NAME | SCHOOL ROLE | EMAIL | PHONE NUMBER |
|---|---|--|--------------|
| Ashley Owens-Davis | Counselor/Coach | owensal@scsk12.org | 9014161970 |
| Betty Lee | Counselor | leebj@scsk12.org | 9014161970 |
| Keisha Shelton | RTI2-A Lead/Recorder/Co-Coach | sheltonkj@scsk12.org | 9014161970 |
| Tammy Scott | Instructional Facilitator/Communicator | bradleyts@scsk12.org | 9014161970 |
| Dr. Ssebikindu | Principal/Time Keeper | ssebikinduln@scsk12.org | 9014161970 |
| Jennifer Henderson | Primary Grades | hendersonj@scsk12.org | 9014161970 |
| Debra Hill | ESL | hilld@scsk12.org | 9014161970 |
| Clarenda Hurd | Intermediate Grades | hurdc@scsk12.org | 9014161970 |
| Day to meet: Every 3 rd Tuesday of the month | | Time: 3:30p.m. | |
| Location: RTI2 Virtual (MS TEAMS) | | | |
| Dates to present to staff: Wednesday after meeting | | | |

Proposed Norms for the RTI²-B Leadership Team

All meetings will start on time, end on time, stay on task, listen to understand, If you have a conflict with team meeting date, tell the coach the day before meeting, actively participate.

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.

Name of Behavioral Expectations:

“B” Rules

List Expectations:

1. Respectful
2. Responsible
3. Safe

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 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 below.**

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.**

| <i>Bee Rules</i> | <i>Be Respectful</i> | <i>Be Responsible</i> | <i>Be Safe</i> |
|-------------------------|--|--|---|
| Classroom | -Be on time, -Watch for voice level cues, -Turn in homework -Follow directions -Complete assignments -Stay on task, -Place materials in designated locations -Personal item at home | -Follow directions -Stay on task | -Hands, feet and all other objects to self -Clear classroom of clutter |
| Restroom | -Wait your turn -Hands and feet to self | -Complete business in toilet or urinal -Place tissue in toilet -Flush, -2 pumps soap -Place trash in bin | -Always wash and dry hands after using facilities -Report water on floor |
| Hallway | -Walk -Arms length from the person in front of you -Hands and feet to self | -Listen to directions -Stay in line | -Walk on the right side of the hall -Stand two blocks from the wall |
| Cafeteria | -Eat you're your food -Watch monitor for change of voice level -Hands and feet | -Get all items before sitting -Listen for directions -Voice level 0 when standing | -Sit then eat -Walk carefully -Watch out for others |

| | | | |
|--|---|---|--|
| | to self -Leave area free of trash | and voice level 1 when seated -Place trash bin -Stay in seat | |
|--|---|---|--|

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 training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i> | As a professional development | During in-service/Faculty Meeting |
| Introduce the plan to students through modeling and practice | Walkthroughs during the beginning of the school year with each team member representing specific locations. | First week of school |

| | | |
|---|--|--|
| <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 create posters, have them laminate, and posted in designated areas of the school building.</p> | <p>Prior to in-service week</p> |
| <p>Use lesson plans to teach expected behaviors in all settings.</p> <p><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></p> | <p>Each team member will be assigned a location to teach the lesson plan in that location. A schedule will be developed to identify when small groups, with teacher, will go to each location to hear the lesson plan. Teachers will follow up the lesson plan with planned activities to reinforce the lesson plan.</p> | <p>During the first two weeks of school. Teachers follow-up will be ongoing.</p> |
| <p>Review the plan and reteach lessons throughout the year.</p> <p><i>(e.g., after each break, thanksgiving, fall, Christmas, Spring break)</i></p> | <p>After each break in school (fall, Thanksgiving, Christmas, Spring), the lesson plans will be re-taught to small groups in each locations. Teachers will be responsible for completing this activity</p> | <p>After each break (during the school year)</p> |
| <p>Teach the plan to new students throughout the year.<i>(Consider using student leadership team)</i></p> | <p>Teachers will be responsible of informing new students of the rules and allowing students in the class to demonstrate the expectations</p> | <p>The day the new students arrive.</p> |
| <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>A student leadership team will be picked by teachers as approval of administrator. It will consist of a diverse group of students. There will be 4 students chosen from 4th and 5th grades. A leadership team member will facilitate the student team.</p> | <p>4th grade members will remain on team during their 5th grade year and new members from 4th grade will be added in the spring before the new year begins.</p> |

Teaching the Plan to Staff

Who will be trained on the plan?

How: Teachers and office staff will be trained during in-service. Bus drivers and custodians will be trained during summer meeting as designated by administrative team. Teachers and office staff will be trained during in-service. Bus drivers and custodians will be trained during summer meeting as designated by administrative team.

When:
In-service during week before school

How will you train staff to teach expectations and deliver acknowledgements?

How: Staff will be trained during in-service through videos, lecture and review of the RTI2 Behavior Implementation Plan. There will also be role play and scenario quiz given on Kahoot!

When:
In-service during week before school

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

How: Discussion about behavior definitions to dissolve any misconceptions. Reviewing office/staff managed behaviors using the T chart in behavior plan. Teachers will be trained on strategies to discourage inappropriate behaviors, how and when to complete a minor incident report form and

when to send a student to the office with an ODR along with a MIR. Teachers will be given a flowchart in order to follow the discipline system. Discussion about behavior definitions to dissolve any misconceptions. Reviewing office/staff managed behaviors using the T chart in behavior plan. Teachers will be trained on strategies to discourage inappropriate behaviors, how and when to complete a minor incident report form and

when to send a student to the office with an ODR along with a MIR. Teachers will be given a flowchart in order to follow the discipline system.

When:
In-service during the week before school begins.
Touched on at every faculty meeting.

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

How:
Substitute teachers will receive a folder before they enter a classroom with relevant components of the RTI2-B process (lesson plans, reward system, flowchart, tickets). They will be briefed on responsibilities prior to entering a classroom.

When:
At the reporting time

What important dates will you share?

| | |
|--|---|
| <p>How: All celebration dates will be shared.</p> <p>The initial teaching of lesson plans will be shared along with when lessons will be done after each break in school.</p> <p>Emails, Faculty meetings</p> | <p>When: Monthly review</p> <p>Weekly emails</p> |
| <p>Teaching the Plan to Family and Community</p> | |
| <p>How will core features of the plan be shared with family/community members at the beginning of the school year?</p> | |
| <p>Parents and community members will be given expectations during registration. This will also be revisited during the first parent meeting and continuously at the monthly Family Engagement meetings to review expectations and discuss acknowledgments.</p> | |
| <p>How often will information about the plan be shared with family/community members?</p> | |
| <p>Monthly at Family Engagement meetings, emails, and RTI²-B surveys conducted during the Fall and Spring.</p> | |
| <p>How can families incorporate RTI²-B in the home?</p> | |
| <p>Families can be given laminated flow charts of Steps to Specific and Contingent Error Correction, coupled with examples during Family Engagement Meetings. Reward systems can also be set up with the help of the Family Engagement Specialist, Professional School Counselor, SPED teacher, and the Behavioral Specialist.</p> | |
| <p>What additional resources can family/community members access for more RTI²-B information and support?</p> | |
| <p>Family/Community members can access the following additional resources:</p> <ul style="list-style-type: none"> • TBSP Website • Updates on School's Website for strategies and ideas <p>Class Dojo/Remind101</p> | |
| <p>Who will be the liaison between the school and family/community?</p> | |
| <p>Admin Team</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • PLC Coach • Instructional Facilitator | |

- Interventionist

School Family/Community Engagement Coordinator

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

Approved Parent Volunteers can help monitor and assist during classroom transitions and large group management (ex. Cafeteria duty, dismissal, school functions). Parents will also be encouraged to volunteer to help for school-wide celebrations and providing rewards for students.

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

Yes. The RTI²-B Leadership Team will serve as a conduit between the Crump Admin Team and PTO. The Admin Team will be responsible for providing updates regarding the implementation of the behavior plan. This information will also be shared with the PTO.

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 part of the manual.**

| School-wide Acknowledgment System Matrix | | | | | |
|--|------------------------|--|------------------|------------------|--------------------|
| | Name | Description | When (frequency) | Where (location) | Who (distributors) |
| <i>Students</i> | E-Club | Students that have all E's on their Thursday Folders | Daily | Classroom | Teachers |
| | Cougars Reporters Club | Students that have excellent behavior will be able to take part in the morning announcements | Weekly | Hall board | Hoffman |

| | | | | | |
|-------------------------|-------------|--|--------------|--------------------------|--------------------------|
| | No-Hype | No Fight Bulletin Board | Daily | Counselors board | B Lee |
| <i>Staff</i> | Starlight | Teacher of the Month Teachers will be selected by the school Principal with a picture of the teacher posted outside of the main office, throughout the school year. | Monthly | Office Board | Leadership Team |
| | Recognition | Choose Positivity | Daily | PB Board | Leadership Team |
| | Cougar Slay | Teacher Daily/Weekly recognition for attendance and behavior | Daily/Weekly | Announcements Marquee | Lee/ Loggins/ Shannon |
| <i>Family/Community</i> | FAB | Community Family Arts Nights | Twice a Year | Cafeteria | Winfield |
| | FAM | Community Family Night Sock Hop | Once a year | Gym | Winfield |
| | CFN | Community Family Basketball | Once a year | Gym | Winfield |

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.**

| Major Problem Behavior | Definition | EXAMPLE IMMEDIATE OFFICE REFERRAL | NON-EXAMPLE |
|------------------------|------------|---|-------------|
|------------------------|------------|---|-------------|

| Major Problem Behavior | Definition | EXAMPLE IMMEDIATE OFFICE REFERRAL | NON-EXAMPLE |
|--|--|--|--|
| Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan) | Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way. | Cursing, slandering another person, hostile threats either written, spoken, or non-verbal | Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc., mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others. |
| Arson (Arson) | Student plans and/or participates in malicious burning of property. | Setting fires to or on school property. Possession of combustible items | Student is carrying a lighter |
| Bomb Threat/ False Alarm (Bomb) | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. | Written or verbal bomb threat, deliberately pulling fire alarm when not warranted, planting an explosive device on school grounds/property, making or attempting to construct a bomb at school | Student carrying a lighter or matches at school. |
| Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect) | Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions. | Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/ argumentative | Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment |

| Major Problem Behavior | Definition | EXAMPLE IMMEDIATE OFFICE REFERRAL | NON-EXAMPLE |
|--|---|--|--|
| Disruption (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 or seat, passing gas |
| Dress Code Violation (Dress) | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. | Wearing something other than what dress code dictates | Shirt untucked, no belt |
| Fighting (Fight) | Student is involved in mutual participation in an incident involving physical violence. | Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking | Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self." |
| Forgery/ Theft (Forge/Theft) | Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission. | Forged notes from parents, doctors, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing | Parent signed notes |
| Gang Affiliation Display (Gang Display) | Student uses gesture, dress, and/or speech to display affiliation with a gang. | Gang Para; notes of knowledge/involvement | Team jerseys |
| Harassment/Bullying (Harass) | Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i> | Repeated verbal harassment or abuse, inappropriate touching, gesturing, notes or pictures | One inappropriate incident without proof of malice intent |

| Major Problem Behavior | Definition | EXAMPLE IMMEDIATE OFFICE REFERRAL | NON-EXAMPLE |
|--|--|--|---|
| 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. | Inappropriate contact with another student or adult | Students give a brief hug of friendship |
| Inappropriate Location/ Out of Bounds Area (Out Bounds) | Student is in an area that is outside of school boundaries (as defined by school). | Caught in inappropriate area of school property | Student in restroom without a pass |
| Lying/Cheating (Lying) | Student delivers message that is untrue and/or deliberately violates rules. | Forged notes from parents, doctors, teachers. Takes someone else's work and claims it to be their own | Student makes up story regarding homework or not have appropriate materials |
| Other Behavior (Other) | Student engages in problem behavior not listed. | | |
| Physical Aggression (PAgg) | 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 | Horseplay |
| Property Damage/Vandalism (Prop dam) | 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 | See (COC) Code of Conduct |
| Skip class (Skip) | Student leaves or misses class without permission. | Hiding in restroom, etc. without reporting to class | Arriving late to class due to running an errand for another teacher |
| Truancy (Truan) | Student receives an 'unexcused absence' for ½ day or more. | Absent a number of days without an excuse (student doesn't want to come to school because they don't feel like it) | Absent a number of days with an excuse (doctor's appointment) |

| Major Problem Behavior | Definition | EXAMPLE IMMEDIATE OFFICE REFERRAL | NON-EXAMPLE |
|---|--|--|---|
| Tardy (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). | Student enters class after bell | Student is in the door when the bell rings |
| Technology Violation (Tech) | Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. | Has cell phone or another inappropriate device visible | Devices are properly stored, but not turned to silence |
| Use/Possession of Alcohol (Alcohol) | Student is in possession of or is using alcohol. | Smelling of alcohol, possession of alcohol | Pretending to be drinking/drunk |
| 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). | Has possession of | Student has objects to be used as a part of a science experiment with the permission of the teacher |
| Use/Possession of Drugs (Drugs) | Student is in possession of or is using illegal drugs/substances or imitations. | Has possession of | Parent gives student an aspirin without the knowledge or consent of the office. |
| Use/Possession of Tobacco (Tobacco) | Student is in possession of or is using tobacco. | Has possession of | Pretending or paper made cigarettes. |
| Use/Possession of Weapons (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 | Paper made weapons |

| Minor Problem Behavior | Definition | EXAMPLE Handled by teacher | NON-EXAMPLE |
|---|---|--|-----------------------------|
| Defiance/Disrespect/ Non-compliance (M-Disrespect) | Student engages in brief or low-intensity failure to respond to adult requests. | Talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment | Student threatening teacher |

| | | | |
|--|---|--|---|
| Disruption (M-Disruption) | Student engages in low-intensity, but inappropriate disruption. | Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out or seat, passing gas | Student harassing other students/staff |
| Dress Code Violation (M-Dress) | Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. | Shirt untucked, no belt | Purposely ripped and cut cloths |
| Inappropriate Language (M-Inapp Lan) | Student engages in low-intensity instance of inappropriate language. | Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc., | Student that is uncontrollable and continues to use profanity after correction |
| Other (M-Other) | Student engages in any other minor problem behaviors that do not fall within the above categories. | | |
| Physical Contact/ Physical Aggression (M-Contact) | Student engages in non-serious, but inappropriate physical contact. | Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self." | Fighting |
| Property Misuse (M-Prpty Misuse) | Student engages in low-intensity misuse of property. | Breaking pencils/crayons, kicking furniture, mishandling textbooks/library books/tearing up paper/assignments, handouts, slamming locker | Carving and/or painting property |
| Tardy (M-Tardy) | Student arrives at class after the bell (or signal that class has started). | Students enters classroom after bell rings without excuse or an admit slip | Student comes in 2 hours late without admit slip |
| Technology Violation (M-Tech) | Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. | Using computer time inappropriately, possessing electronic devices without permission | Student is viewing any material that would normally be blocked by the district. |

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 min 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 below.**



| | | |
|--|--|---|
| 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"/> Corridor <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Horseplay <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class rules, cheating, cell phone, off task Student Signature: _____ | <input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____ |
| 2nd Incident | Date | Time |
| Location | Problem Behavior | Staff Intervention/Action Taken |
| <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Corridor <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Horseplay <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class rules, cheating, cell phone, off task Student Signature: _____ | <input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____ |

| 3 rd Incident | Date | Time |
|--|---|---|
| Location <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Corridor <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____ | Problem Behavior <input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Horseplay <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class rules, cheating, cell phone, off task Student Signature: _____ | Staff Intervention/Action Taken <input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____ |
| After the 3 rd Minor Infraction, this completed form should be sent to the office along with the Office Discipline Referral Form | | |

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.**

Crump Elementary School

| | | | | | |
|--|---------------------------------|---|--|---|--|
| | | | |  | |
| | Observe Problem Behavior | | | | |
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TEACHER MANAGED

OFFICE MANAGED



| | | | | | | | |
|--|--|--|--|--|--|--|--|
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Teacher Managed

- Arguing with peers
- Cell phone/Technology
- Cheating
- Class Disruption
- Dress code violation
- Excessive talking out
- Horseplay
- Inappropriate language
- Incomplete class work
- Lying
- Noncompliance
- Off tasks
- PDA
- Running in halls
- Unprepared for class

Office Managed

- Abusive language
- Bullying
- Class Tardy
- Defiance/disrespect
- Fighting
- Forgery
- Insubordination
- Illegal substance
- Physical aggression
- Property damage
- Theft
- Threats
- Vandalism
- Weapons
- Third minor with intervention documentation

OFFICE DISCIPLINE REFERRAL FORM

The Office Discipline Referral form will be completed for major offenses. **A copy of the ODR is located I the appendix of this manual. We will used the one provided by the school district.**

DISCIPLINARY REFERRAL



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

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

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

| Referral to Parent | Referral to Office |
|---|---|
| <p><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></p> | <p><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></p> |
| <ul style="list-style-type: none"> <input type="radio"/> 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="radio"/> Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.) <input type="radio"/> Eating/Drinking in class <input type="radio"/> Abusing hall pass privileges (i.e., slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.) <input type="radio"/> Use of indirect profanity (not towards people) <input type="radio"/> Defiance/Mild disrespect to teacher or students (verbal; i.e., arguing, disrespectful tone/attitude, general surliness, etc.) <input type="radio"/> 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="radio"/> Fighting (not self-defense) <input type="radio"/> Profanity directed towards staff/student (i.e., racial slurs, derogatory language) <input type="radio"/> Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff) <input type="radio"/> Theft/Vandalism <input type="radio"/> Repeated or extreme insubordination (teacher has evidence of intervention but student's behavior is persistent and non-responsive) <input type="radio"/> Bullying, Cyber-bullying, Harassment & Intimidation (once reported by student or noticed by an adult and there is a possible imbalance of power...see Policy 6044) <input type="radio"/> Gang Activity/Recruiting <input type="radio"/> Any possible criminal offense (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.) |
| <p>Teacher Notes:</p> | |
| <p>Student Statement (may also attach separately):</p> | |
| <p>Classroom Response(s):</p> <ul style="list-style-type: none"> ___ Change of Seating ___ Denied Privileges ___ Confiscated Item(s) ___ Parent-Teacher Conf. ___ IBP/504 Review ___ Other _____ | <p>Administrative Response(s):</p> <ul style="list-style-type: none"> ___ 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 _____ |
| <p>___ Student is remorseful/cooperative/no consequence</p> | |
| <p>Teacher Signature</p> | <p>Admin Signature</p> |
| <p>Date</p> | <p>Date</p> |

For revisions/corrections of this document, please contact Dr. Jil Blocker at blockerj@scsnc12.org

CLASSROOM CHECKLIST

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

place throughout the year. **The classroom checklist is located in the appendix of this manual.**

CALENDAR OF EVENTS

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

| RTI ² -B Calendar Components | Date(s) |
|--|-------------------------------------|
| RTI ² -B Leadership Team Meetings | 2 nd Monday of the month |
| Initial Session to Teach Core Components to Staff | In-service |
| Booster Sessions to Teach Core Components to Staff | Monthly Faculty meeting |
| Begin School-wide Implementation (e.g., Kick-off Celebration) | First week of school |
| Teaching Expectation Lesson Plans to Students in All Settings | First week of school |
| Re-teaching Expectation Lesson Plans to Students in All Settings | Ongoing |
| Celebrations/Assemblies | Monthly |
| Family Nights | Once a month |
| Other: | |

PLANNING FOR STAKEHOLDER INPUT

Because it is important that our school receive feedback and input from all stakeholders, possible ways were discussed to involve our school community (students, faculty, family/community) in developing the 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 | Designated students leaders will review and provide feedback | Different classes will be responsible at quarterly assemblies to review Behavior Expectations and teach lessons on them | Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input | Have student 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 | A draft of the RTI ² -B handbook will be sent to faculty and staff for feedback through grade level chairs | All behaviors will be sorted with the staff into office vs. classroom managed during the RTI 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 open house Administrators will ask for feedback from PTO representative School will recruit a parent team member for the RTI ² -B Leadership team | All parts of the plan will be reviewed with family and community during open house. Administrators will ask for feedback from PTO representative School will recruit a parent team member for the RTI ² -B Leadership team | All parts of the plan will be reviewed with family and community during open house. Administrators will ask for feedback from PTO representative School will recruit a parent team member for the RTI ² -B Leadership team | All parts of the plan will be reviewed with family and community during open house. Administrators will ask for feedback from PTO representative School will recruit a parent team member for the RTI ² -B Leadership 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 (e.g., SWIS, PowerSchool, Infinite Campus, Skyward)</p> | <p>Our school uses:</p> <ul style="list-style-type: none"> PowerSchool Power BI Office Referrals Bright Bytes Counselor referrals | <p>Recommendation: Summarize discipline data monthly</p> <p>Our plan: Monthly in faculty meetings</p> <p>Discuss in leadership meetings</p> <p>And Weekly PLCs</p> |
| <p>Fidelity Data</p> | <p>Tiered Fidelity Inventory (TFI) (action plan)</p> | <p>Recommendation: Two times per year (fall and spring)</p> <p>Our plan: Fall and Spring of current school year</p> |

| | | |
|---|---|---|
| <p style="text-align: center;">Social Validity</p> | <p style="text-align: center;">Primary Intervention Rating Scale (PIRS)</p> | <p>Recommendation: <i>Once per year (spring)</i></p> <p>Our plan:</p> <p>Once a year after spring state testing.</p> |
|---|---|---|

APPENDIX

TABLE OF CONTENTS

Posters

Expectation Poster

Posters by location

Lesson Plans by Location

Acknowledgement Ticket

Teacher managed (minors) / Office managed (majors)

Steps for Correction

Possible Interventions

Office Discipline Report Form (ODR)

Crump Elementary



Zone "0"

(Quiet in the Hallway)

Lesson Plans

| Behavioral Expectation Lesson Plans-Restroom Lesson plans should be taught in the area and take 10-15 minutes | |
|---|--|
| Objective: | The students will demonstrate being RESPECTFUL, being RESPONSIBLE, and being SAFE in the restroom. |
| Setting: | Restroom |
| Expectations Taught: (see behavior expectation matrix) | Responsible: Complete business in toilet or urinal, place tissue in toilet, flush, 2 pumps soap, place trash in bin Respectful: wait your turn, hands and feet to self Safe: Wash hands and dry hands, report water on the floor |
| Examples: Teach using "I do, we do, you do" | Use water appropriately do not turn water on high Use two squirt of soap Only get 2 paper towels Only one student in the stall at one time Close stalls while using the restroom and after using the restroom walk into each stall alone only two people at the sink at a time make sure all stall are empty before entering urinate in toilet or urinal |
| Non-examples: (Adults model only) | Climbing on stalls On voice level 1 or above Constantly pumping soap pass the two required pumps Getting more than the required 2 paper towels |

| | |
|--|--|
| | |
| <p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p> | <p>Teachers and staff will help demonstrate the expectation during faculty meeting</p> <p>Teachers and staff will watch videos or power point presentation on how the expectations should be displayed</p> <p>Teachers and staff will receive a packet on the expectations to keep in their classrooms as a reference.</p> |
| <p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p> | <p>Praise, special privileges, shout outs, and small tokens.</p> |

| | |
|--|--|
| <p>Behavioral Expectation Lesson Plans- Hallway</p> <p>Lesson plans should be taught in the area and take 10-15 minutes</p> | |
| <p>Objective:</p> | <p>The students will demonstrate being RESPECTFUL, being RESPONSIBLE, and being SAFE in the hallway.</p> |
| <p>Setting:</p> | <p>Hallway</p> |
| <p>Expectations Taught: (see behavior expectation matrix)</p> | <p>Responsible: Listen to directions, stay in line</p> <p>Respectful: walk, hands and feet to self, Arms length from the person in front of you</p> <p>Safe: stand two blocks from the wall, walk on the right</p> |

| | |
|--|---|
| <p>Examples:</p> <p>Teach using “I do, we do, you do”</p> | <p>Adults and students on voice level “0” in the hallway</p> <p>Hands are down by your side</p> <p>Walk with heads up and to the right of the hall.</p> |
| <p>Non-examples: (Adults model only)</p> | <p>Adults and students on level 1 or above in hallway</p> |
| <p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p> | <p>Model and practice expectations</p> <p>Show power point to help teach expectations</p> |
| <p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p> | <p>During the assembly</p> <p>Evening announcements</p> |

| | |
|--|--|
| <p>Behavioral Expectation Lesson Plans- Cafeteria</p> <p>Lesson plans should be taught in the area and take 10-15 minutes</p> | |
| <p>Objective:</p> | <p>The students will demonstrate being RESPECTFUL, being RESPONSIBLE, and being SAFE in the cafeteria.</p> |
| <p>Setting:</p> | <p>Cafeteria</p> |

| | |
|--|--|
| <p>Expectations Taught: (see behavior expectation matrix)</p> | <p>Responsible: listen for directions, get all items before sitting, sit then eat, stay in seat, voice level "0" when standing, and voice level "1" when seated, place trash bin</p> <p>Respectful: eat only your food, hands and feet to self, leave area free of trash, watch monitor for change of voice level.</p> <p>Safe: walk carefully, watch out for others, Sit then eat</p> |
| <p>Examples:</p> <p>Teach using "I do, we do, you do"</p> | <p>The student will walk/stand on voice level "0" and sit on voice level "1."</p> <p>Clean your area</p> <p>Raise hand for assistant</p> <p>Be polite to others</p> <p>Students will get all supplies before leaving the line</p> <p>Student will remain seated until dismissed</p> <p>Walking to your seat and to the trash bin while holding the tray with 2 hands.</p> |
| <p>Non-examples: (Adults model only)</p> | <p>Talking in line</p> <p>Not being polite</p> <p>Leaving food in area</p> |
| <p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p> | <p>Model expectations with staff</p> <p>Show power point to teach expectations</p> <p>Review and demonstrate (quarterly).</p> |
| <p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p> | <p>Students will receive verbal praise. Classes and students will receive rewards or recognition for following the matrix.</p> |

Behavioral Expectation Lesson Plans- Classroom

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

| | |
|---|--|
| Objective: | The students will demonstrate being RESPECTFUL, being RESPONSIBLE, and being SAFE in the classroom. |
| Setting: | Classroom |
| Expectations Taught: (see behavior expectation matrix) | Responsible: be on time, watch for voice level cues, turn in homework, follow directions, complete assignments, stay on task, place equipment/materials in designated locations, personal item at home Respectful: floor free of objects/trash, stay in assigned seat, raise hand to get attention, push chair under desk Safe: Clear of clutter, hands, feet, and objects to yourself |
| Examples: Teach using "I do, we do, you do" | Student will be present and on time for class. Students will raise hands and wait to be recognized before speaking Students will watch teacher for voice level cues Students will leave personal items at home or away from classroom Students will keep hands, feet and all other objects to themselves |
| Non-examples: (Adults model only) | Throwing trash on the floor Talking during instruction to classmates Touching others desk/items |
| Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?) | Model and practicing expectations Review and reinforce through assemblies (before each semester) Show Power Point to teach expectations (every teacher shows, have students demonstrate). |

| | |
|---|---|
| <p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p> | <p>Students who exhibit exemplary behavior will receive? (Ask Doc?)</p> |
|---|---|

DISCIPLINARY REFERRAL



School _____ Date _____

Student _____ Grade _____ Race _____ Sex _____

Date of Incident _____ Time _____ Teacher/Bus Driver _____

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

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="radio"/> 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="radio"/> Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.) <input type="radio"/> Eating/Drinking in class <input type="radio"/> Abusing hall pass privileges (i.e., slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.) <input type="radio"/> Use of indirect profanity (not towards people) <input type="radio"/> Defiance/Mild disrespect to teacher or students (verbal; i.e., arguing, disrespectful tone/attitude, general rudeness, etc.) <input type="radio"/> Mild insubordination (i.e., 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="radio"/> Fighting (not self-defense) <input type="radio"/> Profanity directed towards staff/student (i.e., racial slurs, derogatory language) <input type="radio"/> Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff) <input type="radio"/> Theft/Vandalism <input type="radio"/> Repeated or extreme insubordination (teacher has evidence of intervention but student's behavior is persistent and non-responsive) <input type="radio"/> Bullying, Cyber-bullying, Harassment & Intimidation (once reported by student or noticed by an adult and there is a possible imbalance of power...see Policy 6044) <input type="radio"/> Gang Activity/Recruiting <input type="radio"/> Any possible criminal offense (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.) |
| <p>Teacher Notes:</p> | |
| <p>Student Statement (may also attach separately):</p> | |
| <p>Classroom Response(s):</p> <ul style="list-style-type: none"> ___ Change of Seating ___ Denied Privileges ___ Confiscated Item(s) ___ Parent-Teacher Conf. ___ IBP/504 Review ___ Other _____ <p>___ Student is remorseful/cooperative/no consequence</p> | <p>Administrative Response(s):</p> <ul style="list-style-type: none"> ___ 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 _____ |
| <p>Teacher Signature</p> | <p>Admin Signature</p> |
| <p>Date</p> | <p>Date</p> |

CRUMP ELEMENTARY SCHOOL

"WHERE THE BEST ACHIEVE EXCELLENCE"

Just list which behaviors are office managed and which behaviors are teacher managed

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

| Office Managed Problem Behavior | Teacher Managed Problem Behavior |
|---|--------------------------------------|
| Abusive language | Arguing with peers |
| Bullying | Cell phone/Technology |
| Class Tardy | Cheating |
| Defiance/disrespect | Class Disruption |
| Fighting | Dress code violation |
| Forgery | Excessive talking out |
| Insubordination | Horseplay |
| Illegal substance | Inappropriate language |
| Physical aggression | Incomplete class work |
| Property damage | Lying |
| Theft | Noncompliance |
| Threats | Off tasks |
| Vandalism | PDA |
| Weapons | Running in halls |
| Third minor with intervention documentation | Unprepared for class |
| | Vandalism/misuse of property/forgery |

STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent

- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

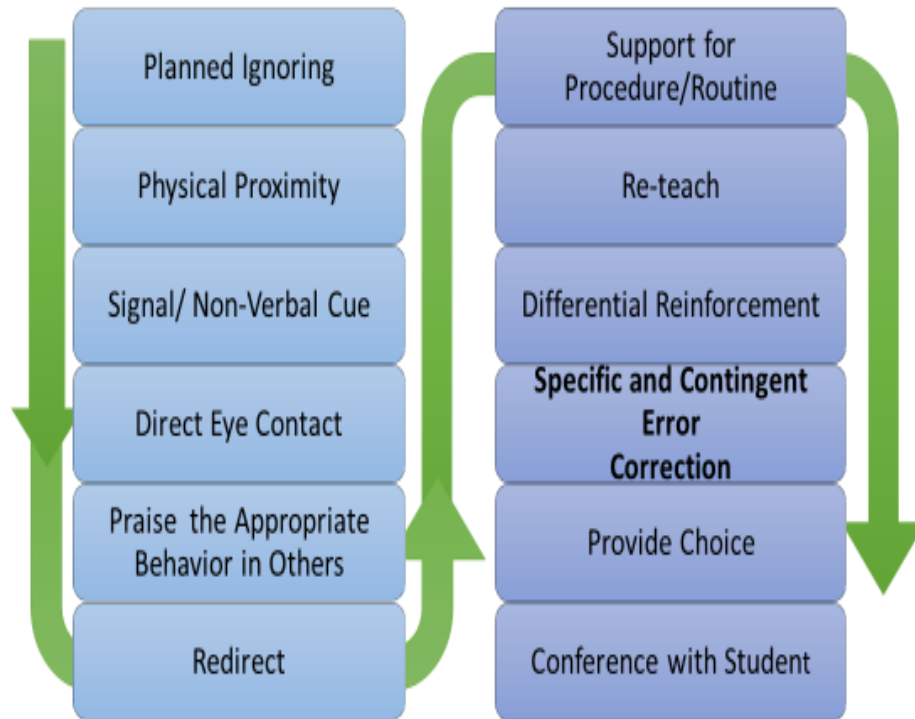
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

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



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. |