



WELLS STATION ELEMENTARY

Home of the Roadrunners!

Behavior Implementation Manual

Wells Station Elementary School

Shelby County Schools

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(2020-2021) TEAM MEMBERS:

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Communicator: Sheri Eubanks

Data Analyst: Danielle Singleton

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Timekeeper: Brandon Jones

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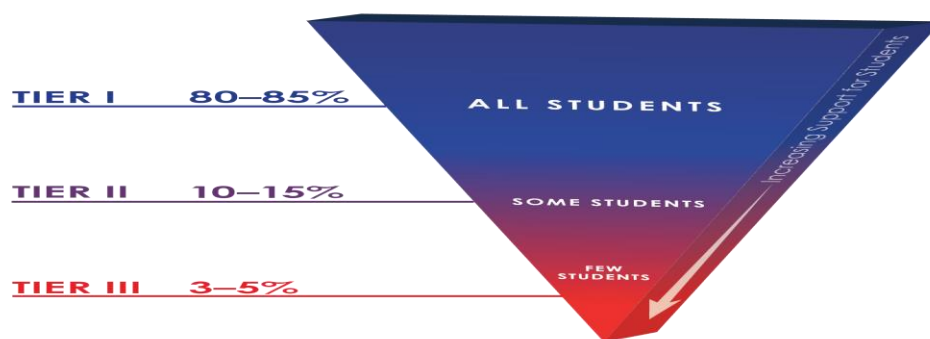
RTI²-B Overview

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

RTI²-B is a promising framework for prevention and intervention within an

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

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



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

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

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

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

PURPOSE Wells Station 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 provide a positive place where each child feels welcome and wanted. We hold high expectations for honor and achievement. We teach our students to practice self-discipline and make good choices. It is our desire that everyone works cooperatively to have a productive and safe learning environment).

TEAM COMPOSITION AND NORMS

The school leadership team for 2019 is listed below. The team will meet monthly to review school data and report findings to the faculty. Faculty and staff are encouraged to contact a team member at any time if there are questions or concerns that need to be addressed at team meetings. Each year up to 50% of team members may roll off as members of the team and new members may be instated. Team member expectations are listed below.

RTI ² -B School Team Composition			
NAME	School Role	E-mail Address	Phone No.
A.Goode*/S. Scott*	School Coach	goodea@	901-416-2172
Keisa Jackson	Principal	jacksonkb@scsk12.org	901-416-2172
Sheri Eubanks	Communicator	eubankss@scsk12.org	901-416-2172
Danielle Singleton	Data Analyst	singletondn@scsk12.org	901-416-2172
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Marlo Harper	Grade Level Representative	harperme@scsk12.org	901-416-2172
Erika Anderson	Grade Level Representative	andersone@scsk12.org	901-416-2172
Thomas Nesmith	Grade Level Representative	nesmithtf@scsk12.org	901-416-2172
Pertina Sizer	Grade Level Representative	sizerpt@scsk12.org	901-416-2172
	Student Representative		901-416-2172
	Student Representative		901-416-2172
Day to meet: End of each month			
Location: TBA			
Dates to present to faculty: September 2020			
Reminders: <ul style="list-style-type: none">• <i>Place a * next to the name of the team coach</i>• <i>Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).</i>			
EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS: Begin and End on time Listen with respect Stay on task Limit talking time 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.

Wells Station Elementary School's Behavioral Expectations are called Roadrunner 3R's
School – Wide Expectations: Be Ready Be Responsible Be Respectfully

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 given a booster training on components listed in the implementation manual. Each faculty will be email a copy and signed off for keepsakes.	During In-service begin 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 in a school wide assembly and introduced to the expectations and reward system.	The first weeks of school of each school year.
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>	A Team Member will hand all posters in each designated area. Teacher will be given a copy to have posted in their classrooms.	All posters will be hung before enter school each year.
Use lesson plans to teach expected behaviors in all settings. <i>Who will initially teach in each location? How will groups go to locations for lesson plans? How will faculty be trained on how to follow-up with lesson plans?</i>	Each teacher will teach their classes the expectations for al area in the building. Teachers will also follow-up the lesson with an ice-breaker, daily questions, or activity to reinforce the lesson plan.	During the first two weeks of schools. Teachers will follow up as needed and it will be on-going.
Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break)</i>	After each break in the school year, the lesson plan will be re-taught. Teacher will be responsible for the activities for each lesson and area revised.	After each break in the school year.
Teach the plan to new students throughout the	A member of the student leadership team or PBIS Member	Upon arrival of a new student to the building.

year. (Consider using student leadership team)		
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>)	Each school if needed a The PBIS Team will pick a student leadership member.	Student members will remain on the grade level teams but in the spring of each year, a new student may be pick if needed.

Teaching the Plan to Staff	
Who will be trained on the plan? PBIS Team	
How: All support staff will be trained (cafeteria staff, custodial staff, office staff, bus drivers, teacher's assistants) during an in-service. All materials will be provided to faculty.	When: This will occur during the first week of school 20-21 school year.
How will you train staff to teach expectations and deliver acknowledgements?	
How: We will conduct an RTI2-b Workshop during in-service. During that time, the leadership will review the plan with the faculty and ask for feedback and consensus on components of the plan. We will provide all materials needed to the faculty. Staff will practice using behavior-specific praise and utilizing the RoadRunner Tickets with each other and a raffle will be held during the day .	When: This will occur during the first week of the school year.
How will you teach the components of the discipline process to all staff?	

<p>How: We will have an RTI2-b workshop during in-service. During that time, the leadership team will review the plan with the faculty and ask for feedback and consensus on components. We will also provide all materials needed to the faculty.</p>	<p>When: This will occur during the first week of the school year.</p>
<p>How will you teach core features of the plan to substitute teachers?</p>	
<p>How: Substitutes will have a one-page handout that reviews the important features of the RTI2-b plan. They will also receive a packet of Roadrunner Tickets and Office Discipline Referral forms and Behavior definitions in their substitute folders.</p>	<p>When: This will occur during the first week of the school year.</p>
<p>What important dates will you share?</p>	
<p>How: All dates of celebrations, the teaching plan for students and when screeners will be administrated will be reviewed and provided to faculty and staff during the workshop.</p>	<p>When: This will occur during the first week of the school year.</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>	

During Back to School Night, the school administrators will start the open house with the overview of the RTI2b plan and its benefits to the school. Each classroom teacher will review specifics of the plan in their classroom during their time with parents.

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

There will be opportunities during the school year during PTO meetings to learn more about the plan as well, from the parent representative.

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

A home matrix will be provided to parents with the same school – wide behavior expectations with home settings. During parent trainings, ways to incorporate different strategies used within the RTI2B plan in the home will be discussed.

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 Projects website (www.Tbspmemphis.com), parent trainings provided at school each semester, school counselor will pull together family resources to share on school website.

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

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

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

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

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

ACKNOWLEDGEMENT SYSTEM

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

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

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 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 Student Minor Incident Form (SMI) 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 SMI and ODR forms are located in the appendix of this manual.**

DISCIPLINE PROCESS FLOWCHART Together as a team, a discipline process flowchart has been created. The flowchart is designed to show steps faculty will take when dealing with behavioral issues and for the major offenses that are sent immediately to principal's office. It is deemed important that all faculty follow the flowchart to promote consistency in the school environment. **The flowchart is located in the appendix of this manual.**

OFFICE DISCIPLINE REFERRAL FORM

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

CLASSROOM CHECKLIST

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

CALENDAR OF EVENTS

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

RTI²-B Calendar Components	Date(s)
RTI ² -B School Team Meetings	Once every Month
Initial Session to Teach Core Components to Staff	In-Service at the beginning of each school year
Booster Sessions to Teach Core Components to Staff	1 st nine weeks of school
Begin School-wide Implementation (e.g., Kick-off Celebration)	Within the 1 st 9weeks
Teaching Expectation Lesson Plans to Students in All Settings	First and second weeks of school each school year
Re-teaching Expectation Lesson Plans to Students in All Settings	On-going and /or as needed

Celebrations/Assemblies	On- going each grading period
Family Nights	Fall of each year
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	Student leadership team will review and provide feedback	Different classes will be responsible at quarterly assemblies to review Behavior Expectations and teach lessons on them	Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input	Have 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 RTI2B 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 RTI2B workshop day	A draft of RTI2B 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 RTI2B workshop, team will create definitions, faculty and staff will provide examples and non-examples
Family/ Community	A draft of RTI2B handbook will be sent to PTO Representative s for feedback	The plan will be viewed with family and community during back to school night	A matrix of school expectations will be provided for parents. They will be able to review the plan at home with their children	Parents will be updated through the school website and monthly calendars

EVALUATION PLAN

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

Data	Evaluation Tool	Date to be Completed
System to collect, organize, and summarize Discipline Data	Our school uses: BrightBytes and SIMI Student minor infraction with the disciplinary forms	Our plan: Every 20 days

Fidelity Data	Tiered Fidelity Inventory (TFI) Monthly Staff Meeting Surveys	Our plan: 2 times a year
Social Validity	Primary Intervention Rating Scale (PIRS) (Also called the "Staff Input Survey")	Our plan: Twice a year

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Posters by location

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Minor Incident Report Form (MIR)

Office Discipline Report Form (ODR)

Flowchart

Classroom Checklist

POSTERS

SCHOOL WIDE ACKNOWLEDGEMENT TICKET



Wells Station Elementary School's Behavioral Expectations are called Roadrunner 3R's

School – Wide Expectations:

Be Ready

Be Responsible

Be Respectfully

Locations Expectations	ALL CLASSROOMS	HALLWAY	CAFETERIA	PLAYGROUND	RESTROOM	BUS	LOCKER CUBBIES	ASSEMBLY
READY	<ul style="list-style-type: none"> -Have supplies -Listen -Store supplies in designated locations -Chair legs on floor -Feet on floor 	<ul style="list-style-type: none"> -Enjoy wall art with eyes only -Voice level 0 	<ul style="list-style-type: none"> -Voice Level 0 in serving line -Say thank you and please to workers -Stay in line -Wait your turn -Know your lunch choice -Voice level 2 after eating 	<ul style="list-style-type: none"> -Listen for instruction -Stay in line on entry and exiting -Voice level 0 entering and exiting -One child on slide at a time 	<ul style="list-style-type: none"> -Give privacy -One person per stall -Graffiti free walls -Voice level 1 	<ul style="list-style-type: none"> -Greet the driver -Voice level 1 -Listen to bus driver directions -Check for your items 	<ul style="list-style-type: none"> -Follow assigned locker/cubby schedule -Close locker door gently -Voice level 1 	<ul style="list-style-type: none"> -Voice level 0 -Listen -Enter and exit in a single file line -Look at the stage/speaker
RESPONSIBLE	<ul style="list-style-type: none"> -Be on time -Turn in homework -Follow directions -Complete assignments -Stay on task -Watch for voice level cue -Place equipment/materials in designated locations -Personal items left at home -Graffiti free 	<ul style="list-style-type: none"> -Listen for directions -Walk to right -Stay in line 	<ul style="list-style-type: none"> -Listen for directions -Get all items before sitting -Stay in seat -Sit then eat -Talk after eating -Place trash in trash bin 	<ul style="list-style-type: none"> -Return equipment to teacher -Line up the first time called -Listen and watch for teacher's signal -Share -Include others -Slide down 	<ul style="list-style-type: none"> -Complete business in toilet or urinal -Place tissue in toilet -Flush -Wash -2 pumps of soap -2 paper towels -Turn off water -Place trash in trash bin 	<ul style="list-style-type: none"> -Stay in assigned seat -Keep personal belongings in lap or at feet -Watch for stop 	<ul style="list-style-type: none"> -Use only your locker/cubby 	<ul style="list-style-type: none"> -Follow teacher directions -Sit in assigned area
RESPECTFUL	<ul style="list-style-type: none"> -Keep floor free of objects/trash -Hands and feet to self -Arm's length from the person in front of you -Stay in assigned seat -Raise hand to gain attention -When leaving desk or table, push chair under desk/table -Profanity free 	<ul style="list-style-type: none"> -Walk -Hands and feet to self -Arm's length from the person in front of you 	<ul style="list-style-type: none"> -Eat only your food -Hands and feet to self -Leave area free of trash -Watch monitor for change in voice level -Profanity free 	<ul style="list-style-type: none"> -Use equipment as instructed -Leave nature's objects on the ground -Wait your turn -Hands and feet to self -Stay in designated area -Report problems to teacher -Profanity free 	<ul style="list-style-type: none"> -Wait your turn -Hands and feet to self -Report water on the floor -Graffiti free 	<ul style="list-style-type: none"> -Hands and feet to self -Feet on floor -Report problems to teacher -Graffiti free 	<ul style="list-style-type: none"> -Wait your turn -Get needed materials -Return to designated area promptly -Walk 	<ul style="list-style-type: none"> -Hands and feet to self -Give space -Use appropriate applause



School Mission Statement

To create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students at Wells Station Elementary School to achieve social, emotional, and academic success.



WELLS STATION ELEMENTARY

Home of the Roadrunners!

Bathroom Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none"> -Give privacy -One person per stall -Graffiti free walls 	<ul style="list-style-type: none"> -Complete your business in the toilet/urinal -Place tissue in toilet -Flush -Wash -Place trash in trash can 	<ul style="list-style-type: none"> - Wait your turn - Keep hands clean - Report problem to teacher



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Classroom Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none"> - Have supplies - Listen - Chair legs on floor - Feet on floor 	<ul style="list-style-type: none"> - Be on time - Turn in homework - Follow directions - Complete assignments - Watch voice level cues - Graffiti FREE 	<ul style="list-style-type: none"> - Keep floor free of objects/trash - Keep Hands and Feet Clean - Stay in assigned seat - Raise hand to speak - Profanity FREE



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Hallway Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none"> - Enjoy wall ART with eyes only - Voice level 0 	<ul style="list-style-type: none"> - Listen to directions - Walk to the RIGHT - Stay in line 	<ul style="list-style-type: none"> - Walk - Keep Hands and feet to SELF - Arm's length from others in front of you



WELLS STATION ELEMENTARY

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Cafeteria Expectations



Ready	Responsible	Respectful
Voice level 0 in line Stay in line Wait your turn Voice level 2 after eating	<ul style="list-style-type: none"> - Listen to directions - Get all items before sitting - Stay in seat - Sit then eat - Place trash in garbage bin 	<ul style="list-style-type: none"> - Eat only your food - Keep hands and feet to SELF - Clean your area - Profanity FREE - Watch monitor for voice level



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Playground Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none"> - Listen for instructions - Stay in line - One child on the slide at a time 	<ul style="list-style-type: none"> - Return equipment to teacher - Line up the first time called - Listen and Watch for teacher's signal - Share and include others 	<ul style="list-style-type: none"> - Use equipment as instructed - Keep the area clean - Keep hands and feet to SELF - Stay in designated area - Report problems to teacher - Profanity FREE



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BUS Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none"> - Greet the driver - Voice level 1 - Listen to bus driver directions - Check for your items 	<ul style="list-style-type: none"> - Stay in assigned seat - Keep personal belongings to self - Watch for your stop 	<ul style="list-style-type: none"> - Keep hands and feet to SELF - Feet on the floor - Report problems to bus driver - Graffiti FREE - Profanity FREE



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Locker & Cubbies Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none">- Follow assigned schedule- Close locker door gently- Voice level 1	<ul style="list-style-type: none">- Use only your locker/cubby	<ul style="list-style-type: none">- Wait your turn- Get needed materials- Return to designated area promptly- Walk



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Assembly Expectations



Ready	Responsible	Respectful
<ul style="list-style-type: none">- Voice level 0- Listen- Enter & Exit in a single file line- Look at the speaker/stage	<ul style="list-style-type: none">- Follow teacher directions- Sit in assigned area	<ul style="list-style-type: none">- Keep hands and feet to SELF- Give space- Use appropriate applause

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible in the classroom
Setting:	Classroom
Expectations Taught: (see behavior expectation matrix)	Be Ready -Have supplies -Listen -Store supplies in designated locations -Chair legs on floor -Feet on floor Be Responsible -Be on time -Turn in homework -Follow directions -Complete assignments -Stay on task -Watch for voice level cue -Place equipment/materials in designated locations -Personal items left at home -Graffiti free Be Respectful -Keep floor free of objects/trash -Hands and feet to self -Stay in assigned seat -Raise hand to gain attention -When leaving desk or table, push chair under desk/table -Profanity free
Examples: Teach using "I do, we do, you do"	Teacher Role-Play (Positive examples): Two teachers, sitting at desks and raising their hands quietly while waiting to be called on The teacher not called on putting her hand down and raising it only after the other one finishes speaking Students Practice: One student demonstrating the part of the teacher and calling on one of two students with their hands raised The student not called on putting his hand down and raising it only after the other student finishes speaking.

Non-examples: (Adults model only)	Yelling an answer without raising a hand, talking over the teacher, interrupting the student whose turn it is to speak Jumping in the chair Writing on the board Talking while teacher talking
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Have students pair/share: "Tell your neighbor the behavior expectations for the classroom." Teachers walk around to assess understanding and give out praise and shout outs Teacher: Practice rules with students, students fill out fill-in-the-blank sentences with rules and recite. Teacher: Remind students at the start of each day for one week.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Student will be rewarded in the classroom

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible in the hallway
Setting:	Hallway

Expectations Taught: (see behavior expectation matrix)	Be Ready -Enjoy the wall art with eyes only -Voice level 0 Be Responsible - Listen for directions -Walk to the right -Stay in line Be Respectful -Walk -Hand and feet to self Arm's length from the person in front of you
Examples: Teach using "I do, we do, you do"	I DO: Show an example of 3,2,1,0 Hallway Protocol – 3 blocks from the wall, 2 hands by your side, 1 block in between you and the person in front of you, and 0 noise in the hallway. You DO: Have the students line up in the hallway on the right side. Have them practice lining up three blocks from the wall with both feet in a square. Guide them to walk down the hallway with two hands by their sides and looking forward. Have them practice walking in the hall with voice level 0. We Do: Have the students practice correct hallway procedures while lining up to change classes, go to lunch, go to assemblies, go to support, and during dismissal.
Non-examples: (Adults model only)	Running down hallway Horse-playing Talking and yelling Touching all the wall art

Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Behavior expectations will be taught using specific lessons at the beginning of the year. They will be reinforced throughout the year. Additionally, they will be reinforced anew after every holiday break. Behavior expectations will also be reinforced daily by classroom teachers, guidance counselors, support teachers, ESL teachers, and administrators.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Behaviors will be acknowledged through the use of verbal praise, incentive tickets, assembly recognitions, and incentive parties. All staff will acknowledge students following our hallway protocols.

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible in the cafeteria
Setting:	Cafeteria
Expectations Taught: (see behavior expectation matrix)	Be Ready - Voice Level 0 in serving line - Say thank you and please to workers - Stay in line - Wait your turn - Know your lunch choice Voice level 2 after eating Be Responsible - Listen for directions - Get all items before sitting - Stay in seat - Sit then eat - Talk after eating - Place trash in trash bin Be Respectful - Eat only your food - Hands and feet to self - Leave area free of trash - Watch monitor for change in voice level

	-Profanity free
Examples: Teach using "I do, we do, you do"	Tell students-- "Today we are going to talk about how we are READY, RESPONSIBLE, and RESPECTFUL in the cafeteria. Could someone tell us what we are going to learn and practice today? Show the Poster of Expectations with pictures and walk through the expectations. Discuss the details of the expectations with the students. Ready-Show examples of what it looks like to be Ready (ex. Waiting your turn and staying in line) Responsible-Show examples of what it looks like to be Discussion: "Tell me what it means to be Ready, Responsible, and Respectful in the Cafeteria." Discussion: "Show me how you are supposed to walk in the cafeteria and sit at your table during lunch."
Non-examples: (Adults model only)	Voice Level 3 in serving line Not placing trash in trash bins Eating other students' food

Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Students will enter the cafeteria and follow all of the expectations, with an adult monitoring. The adult monitor will debrief students and allow students to ask questions. (example: Are there any questions you have about being READY, RESPONSIBLE, and RESPECTFUL in the cafeteria?)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Cafeteria monitors will verbally praise students when they follow the expectations in the cafeteria. The cafeteria monitors will verbally encourage students who do not follow the expectations in the cafeteria. The cafeteria monitor will model expectations for students who may need additional assistance following the expectations in the cafeteria. The cafeteria monitor will pair students who are following the expectations with students who may need peer to peer encouragement.

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible on the playground
Setting:	Playground
Expectations Taught: (see behavior expectation matrix)	Be Ready -Listen for instruction -Stay in line on entry and exiting -Voice level 0 entering and exiting - One child on slide at a time Be Responsible -Return equipment to teacher -Line up the first time called Listen and watch for teacher's signal -Share

	<ul style="list-style-type: none"> -Include others -Slide down <p>Be Respectful</p> <ul style="list-style-type: none"> - Use equipment as instructed -Leave nature's objects on the ground -Wait your turn -Hands and feet to self -Stay in designated area -Report problems to teacher -Profanity free
<p>Examples:</p> <p>Teach using "I do, we do, you do"</p>	<p>Tell students-- "Today we are going to talk about how we are READY, RESPONSIBLE, and RESPECTFUL on the playground. Could someone tell us what we are going to learn and practice today? Show the Poster of Expectations with pictures and walk through the expectations.</p> <p>Discuss the details of the expectations with the students.</p> <p>Ready-Show examples of what it looks like to be Ready (ex. Waiting your turn and staying in line)</p> <p>Responsible-Show examples of what it looks like to be Responsible (ex. Sharing)</p> <p>Respectful- Show examples of what it looks like to be Respectful (ex. Hands and feet to yourself)</p> <p>Discussion: "Tell me what it means to be Ready, Responsible, and Respectful on the playground."</p> <p>Discussion: "Show me how you are supposed to play on the slide on the playground."</p>
<p>Non-examples: (Adults model only)</p>	<p>NOT READY</p> <ul style="list-style-type: none"> -Not Listening for instruction -Not Staying in line on entry and exiting -Voice level over 0 entering and exiting - Several children on slide at a time <p>NOT RESPONSIBLE</p> <ul style="list-style-type: none"> -Not Returning equipment to teacher -Not Lining up the first time called Not Listening and watching for teacher's signal -Not Sharing -Not Including others

	<ul style="list-style-type: none"> -Walking up the slide <p>NOT RESPECTFUL</p> <ul style="list-style-type: none"> -Not Using equipment as instructed -Not Leaving nature's objects on the ground -Not waiting your turn -Not keeping Hands and feet to self -Not Staying in designated area -Not Reporting problems to teacher -Using Profanity
<p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p>	<p>Students will go on the playground and follow all of the expectations, with an adult monitoring. The adult monitor will debrief students and allow students to ask questions. (example: Are there any questions you have about being READY, RESPONSIBLE, and RESPECTFUL on the playground?)</p>
<p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p>	<p>All staff will provide shout out for positive reinforcements</p> <p>Teacher: Practice rules with students, students fill out fill-in-the-blank sentences with rules and recite.</p> <p>Teacher: Remind students at the start of each day for one week.</p>

<p>Behavioral Expectation Lesson Plans</p> <p>Lesson plans should be taught in the area and take 10-15 minutes</p>	
Objective:	I can be Ready, Respectful, and Responsible in the restroom
Setting:	Restroom
<p>Expectations Taught:</p> <p>(see behavior expectation matrix)</p>	<p>Be Ready</p> <ul style="list-style-type: none"> - Give privacy -One person per stall -Graffiti free walls -Voice level 1 <p>Be Responsible</p> <ul style="list-style-type: none"> - Complete business in toilet or urinal

	<ul style="list-style-type: none"> -Place tissue in toilet -Flush -Wash -2 pumps of soap -2 paper towels -Turn off water -Place trash in trash bin <p>Be Respectful</p> <ul style="list-style-type: none"> - Wait your turn -Hands and feet to self -Report water on the floor -Graffiti free
<p>Examples:</p> <p>Teach using “I do, we do, you do”</p>	<p>Be Ready-</p> <p>Wait quietly in line until toilet is not occupied</p> <p>Be Responsible-</p> <p>Flush toilet after using</p> <p>Wash hand with appropriate amount of soap</p> <p>Throw away paper towel</p> <p>Be Respectful-</p> <p>Waiting in the hallway in a straight line until someone exits the restroom</p>
<p>Non-examples: (Adults model only)</p>	<p>Push someone away from the sink</p> <p>Wait quietly with hands at sides</p> <p>Play with the soap for a long time</p> <p>Take only to the count of 5 at the water fountain</p>

Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Students will model the expectations and will role play.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	All staff will provide shout out for positive reinforcements Teacher: Practice rules with students, students fill out fill-in-the-blank sentences with rules and recite. Teacher: Remind students at the start of each day for one week.

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible on the bus
Setting:	BUS
Expectations Taught: (see behavior expectation matrix)	Be Ready -Greet the driver -Voice level 1 -listen to bus driver directions -Check for your items Be Responsible -Stay in your assigned seat -Keep personal belongings in lap or at feet -Watch for your stop Be Respectful -Hands and feet to self -Feet on the floor Report a problem to teacher Graffiti free

Examples: Teach using "I do, we do, you do"	Be Ready - Walk on the bus and speak to driver Be Responsible- -Go directly to your assigned seat Be Respectful -Feet on the floor while watching for your stop
Non-examples: (Adults model only)	Jumping in the seat and seating in somebody's seat Writing on the seats Talking level at 4
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Students will get on a makeshift bus and follow all of the expectations, with an adult monitoring. The adult monitor will debrief students and allow students to ask questions. (example: Are there any questions you have about being READY, RESPONSIBLE, and RESPECTFUL on the bus?)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	All staff will provide shout out for positive reinforcements Teacher: Practice rules with students, students fill out fill-in-the-blank sentences with rules and recite. Teacher: Remind students at the start of each day for one week.

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible in the classroom locker/cubby.
Setting:	Classroom lockers/cubbies
Expectations Taught: (see behavior expectation matrix)	Be Ready -follow assigned locker/cubby schedule -Close locker door gently -Voice level 1 Be Responsible

	<ul style="list-style-type: none"> - Use only your locker/cubby <p>Be Respectful</p> <ul style="list-style-type: none"> - Wait your turn -Get needed materials -Return to designated area promptly -Walk
<p>Examples:</p> <p>Teach using “I do, we do, you do”</p>	<p>I do: I am going to show you some ways to use your locker/cubby. Watch me and see if I am using my locker correctly.</p> <p>We do: Tables 1 & 2, walk to your locker; open/shut the doors. Tables 3 & 4, walk to your locker; open/shut the doors. Tables 5& 6, walk to your locker; open/shut the doors.</p> <p>* After each example, ask the students if we did it correctly.</p> <p>You do: Allow tables 1 & 2, nest tables 3 & 4 and last tables 5 &6.</p>
<p>Non-examples: (Adults model only)</p>	<p>Slam the locker door.</p> <p>Go in another student’s locker/cubby and ramble through their things.</p> <p>Run to the locker.</p> <p>Push, hit and kick other students.</p>
<p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p>	<p>Students will be reminded of the behaviors, by having visuals of Locker/Cubby Procedure Posters.</p> <p>It will be taught after school wide breaks.</p>

Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students will be rewarded for the proper use of lockers and cubbies.
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Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can be Ready, Respectful, and Responsible in an assembly
Setting:	Assembly
Expectations Taught: (see behavior expectation matrix)	Be Ready -Voice level 0 -Listen -Enter and exit in single file line -Look at the stage /speaker Be Responsible - Follow teacher directions -Sit in assigned area Be Respectful - Hands and feet to self -Give space -Use appropriate applause
Examples: Teach using "I do, we do, you do"	I do: I am going to show you how to enter and behave in an assembly; by entering the assembly in a single line, voices on 0, Look at the speaker, follow the teacher directions, sit in assigned area, hands and feet to self, give each other space and use appropriate applause. Watch me and see if I do it correctly. We do: Let's walk into the assembly in a single line, voices on 0, Look at the speaker, follow the teacher directions, sit in assigned area, hands and feet to self, give each other space and use appropriate applause.

	<p>After each example, ask the students if we did it correctly.</p> <p>You do: Allow a group of students to demonstrate and let the other student critique.</p> <p>Students will be reminded of the behaviors, by having visuals of Assembly Posters.</p>
<p>Non-examples: (Adults model only)</p>	<p>Talk when the speaker is talking.</p> <p>Run into the assembly.</p> <p>Push and kick another student.</p> <p>Yell boo.</p>
<p>Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)</p>	<p>Students will be reminded of the behavior expectations before assembly.</p>
<p>Acknowledgement: (How will behaviors be acknowledged in this setting?)</p>	<p>Students will be rewarded for proper behavior in the classroom.</p>



Teacher _____

Date _____



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 student, hostile threats either written, spoken, or non-verbal	Put downs, taunts, non-offensive nature, saying ugly, stupid, shut-up. Offensive communications targeting race, gender, faith, etc
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

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON- EXAMPLE
Bomb Threat/ False Alarm (Bomb)	<p>Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</p>	<p>Written or verbal bomb threats, pulling fire alarm, planting explosive device on school grounds, making or attempting construct a bomb at school</p>	
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	<p>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.</p>	<p>Refusing to comply with rules or expectations, leaving class without permission, verbal defiance/argumentative</p>	<p>Low-intensive talking back , not following directions, sleeping, ignoring teachers, refusal to complete assignments</p>

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 talking, fighting. A behavior more than nagging that disrupts the learning environment of others	Intentional distractions, noises, pranks, annoying statements/questions, breaking the line, making a mess, throwing paper wads, tapping pencil or desk, out of 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, pant below waist
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	Hitting with intent to hurt, punch, kicking, hair pulling, scratching, choking	Horseplay, playful grabbing, pinching, non-aggressive punching, clapping, chasing, shoving

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON- EXAMPLE
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, teachers Stealing, hiding, purchasing stolen items, aiding someone to steal	
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.		
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	

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	Student or teacher give or receive a brief hug
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 the school grounds	Student in and around school without a pass or permission
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Forged note from parent, doctor, or teacher Takes some's else 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.).	Fight with the intent to hurt	Horseplay
Property Damage/Vandalism	Student participates in an activity that results	Purposely breaking	

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON- EXAMPLE
(Prop dam)	in destruction or disfigurement of property.	classroom materials, throwing desks, chairs, computer, destruction of any school property	
Skip class (Skip)	Student leaves or misses class without permission.		
Truancy (Truancy)	Student receives an 'unexcused absence' for ½ day or more.		
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 a cell phone or another smart device visible	Devices are properly stored, but not turn on silence
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	Smelling of alcohol, possession of alcohol	

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

Minor Problem Behavior	Definition	EXAMPLE Handled by teacher	NON-EXAMPLE
Defiance/Dis respect/ 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 assignments	Low-intensive talking back , not following directions, sleeping, ignoring teachers, refusal to complete assignments
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions noises, pranks, annoying statements/questions, breaking line, making mess, throwing wads, tapping pencil, out of seat, passing gas	Intentional distractions, noises, pranks, annoying statements/questions, breaking the line, making a mess, throwing paper wads, tapping pencil or desk, out or seat, passing gas
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 pants below the waist	Shirt untucked, no belt, pant below waist
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Put downs, taunts, or slurs of non-offensive nature saying stupid, ugly, shut-up etc	Put downs, taunts, non-offensive nature, saying ugly, stupid, shut-up. Offensive communications targeting race, gender, faith, etc
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, chasing, shoving	Horseplay

Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	Breaking pencils/crayons, kicking furniture, mishandling, books tearing up paper or assignments slamming locker	
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	Students enters classroom after bell ring without excuse or and 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 or smart devices without permission	Device out and ringing not on silence and stored away

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

Office Managed Problem Behavior	Teacher Managed Problem Behavior
Weapons	Cheating
Illegal substances	Excessive talking
Exchanging unwanted physical aggression/fighting	Off task/doing no classwork/incomplete classwork
Threats to others Threats to self – see counselors	Incorrect hallway protocol (talking, running)
Extreme defiance	Low intensity defiance
Walking out of the classroom without permission/leaving campus without permission	Horseplay
Sexual harassment	Cellphone/electronics/toys brought to school
Throwing food	Incorrect dress code
Inappropriate comments/cursing	Yelling out in class
Vandalism/destroying school or classroom items	Unprepared for class
Continual minor behavior (3 times or more with completed documentation) 3minor = 1MAJOR	Out of seat/loitering
	Lying
	Arguing with teacher or classmates
	Conduct chart or conduct calendar not signed
	Weekly papers, report card, or progress reports not signed and returned

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

Student Minor Infraction Form

Student Name:	Grade: _____	Teacher:
1st offense Date of Incident: ____/____/____ <input type="checkbox"/> Ready <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful *All behavior must be monitored for 30 days Start Date _____ End Date _____ Student Signature: _____ Actions for Offenses: <input type="checkbox"/> Verbal Redirections/ Verbal Warning <input type="checkbox"/> Conference with student (date: ____) <input type="checkbox"/> Contact Parents/ Guardians (date: ____) ***Teachers are encouraged to make two attempts to contact parents.*** <input type="checkbox"/> Request Parent/Teacher Conference (date: ____) <input type="checkbox"/> Guidance Referral (date: ____) ❖ Positive Follow Up Actions: <input type="checkbox"/> Kudos Call Home <input type="checkbox"/> Roadrunner Ticket <input type="checkbox"/> Free computer time <input type="checkbox"/> Lunch w/ teacher <input type="checkbox"/> Verbal Praise Interventions used:	2nd offense Date of Incident: ____/____/____ <input type="checkbox"/> Ready <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful *All behavior must be monitored for 30 days Start Date _____ End Date _____ Student Signature: _____ Actions for Offenses: <input type="checkbox"/> Verbal Redirections/ Verbal Warning <input type="checkbox"/> Conference with student (date: ____) <input type="checkbox"/> Contact Parents/ Guardians (date: ____) ***Teachers are encouraged to make two attempts to contact parents.*** <input type="checkbox"/> Request Parent/Teacher Conference (date: ____) <input type="checkbox"/> Guidance Referral (date: ____) ❖ Positive Follow Up Actions: <input type="checkbox"/> Kudos Call Home <input type="checkbox"/> Roadrunner Ticket <input type="checkbox"/> Free computer time <input type="checkbox"/> Lunch w/ teacher <input type="checkbox"/> Verbal Praise Interventions used:	3rd offense Date of Incident: ____/____/____ <input type="checkbox"/> Ready <input type="checkbox"/> Responsible <input type="checkbox"/> Respectful *All behavior must be monitored for 30 days Start Date _____ End Date _____ Student Signature: _____ Actions for Offenses: <input type="checkbox"/> Verbal Redirections/ Verbal Warning <input type="checkbox"/> Conference with student (date: ____) <input type="checkbox"/> Contact Parents/ Guardians (date: ____) ***Teachers are encouraged to make two attempts to contact parents.*** <input type="checkbox"/> Request Parent/Teacher Conference (date: ____) <input type="checkbox"/> Guidance Referral (date: ____) ❖ Positive Follow Up Actions: <input type="checkbox"/> Kudos Call Home <input type="checkbox"/> Roadrunner Ticket <input type="checkbox"/> Free computer time <input type="checkbox"/> Lunch w/ teacher <input type="checkbox"/> Verbal Praise Interventions used:

Office Disciplinary Form

DISCIPLINARY REFERRAL

School _____ Date _____

Student _____ Grade _____ Room _____

Teacher/Referrer _____

INCIDENT LOCATION (i.e. room, hallway, etc.) _____

INCIDENT TYPE

1. Disrespectful, rude, or abusive behavior of student	16. Disruption of class
2. Disrespectful behavior of student	17. Disruption of class
3. Disrespectful behavior of student	18. Disruption of class
4. Disrespectful behavior of student	19. Disruption of class
5. Disrespectful behavior of student	20. Disruption of class
6. Disrespectful behavior of student	21. Disruption of class
7. Disrespectful behavior of student	22. Disruption of class
8. Disrespectful behavior of student	23. Disruption of class
9. Disrespectful behavior of student	24. Disruption of class
10. Disrespectful behavior of student	25. Disruption of class
11. Disrespectful behavior of student	26. Disruption of class
12. Disrespectful behavior of student	27. Disruption of class
13. Disrespectful behavior of student	28. Disruption of class
14. Disrespectful behavior of student	29. Disruption of class
15. Disrespectful behavior of student	30. Disruption of class

Teacher Comments _____

ADMINISTRATIVE ACTION

Out-of-School Suspension (1-10 days)

Supervisor/Referral (11-180 days)

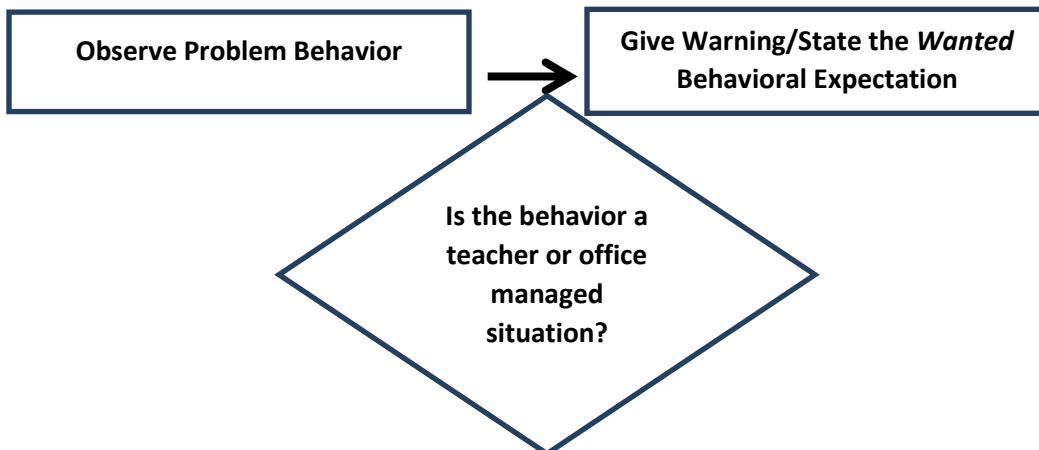
Other Action

Teacher/Referrer Signature _____

Administrator Signature _____

Student Signature _____

Wells Station Elementary Flow Chart



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

TEACHER MANAGED

OFFICE MANAGED

Office Managed Problems Behavior	Teacher Managed Problem Behavior
Weapons	Cheating
Illegal Substance	Excessive Talking
Exchanging unwanted physical aggression/fighting	Off Task/doing no classwork/incomplete classwork
Threats to others	Incorrect hallway protocol-talking/running
Threats to self-see counselor	Low Intensity Defiance
Extreme Defiance	Horseplay
Walking out the classroom without permission/leaving campus without permission	Cellphone/electronics/toys brought to school
Sexual Harassment	Incorrect dress code
Throwing Food	Yelling out in class
Inappropriate comments/cursing	Unprepared for class
Vandalism/destroying school classroom items	Out of seat
Continual minor behavior (3 times or more with completed documentation 3minor=1major over a 30 days period)	Arguing with teacher/classmate
	Conduct chart or conduct calendar not signed
	Weekly papers, report card, progress report not signed and returned

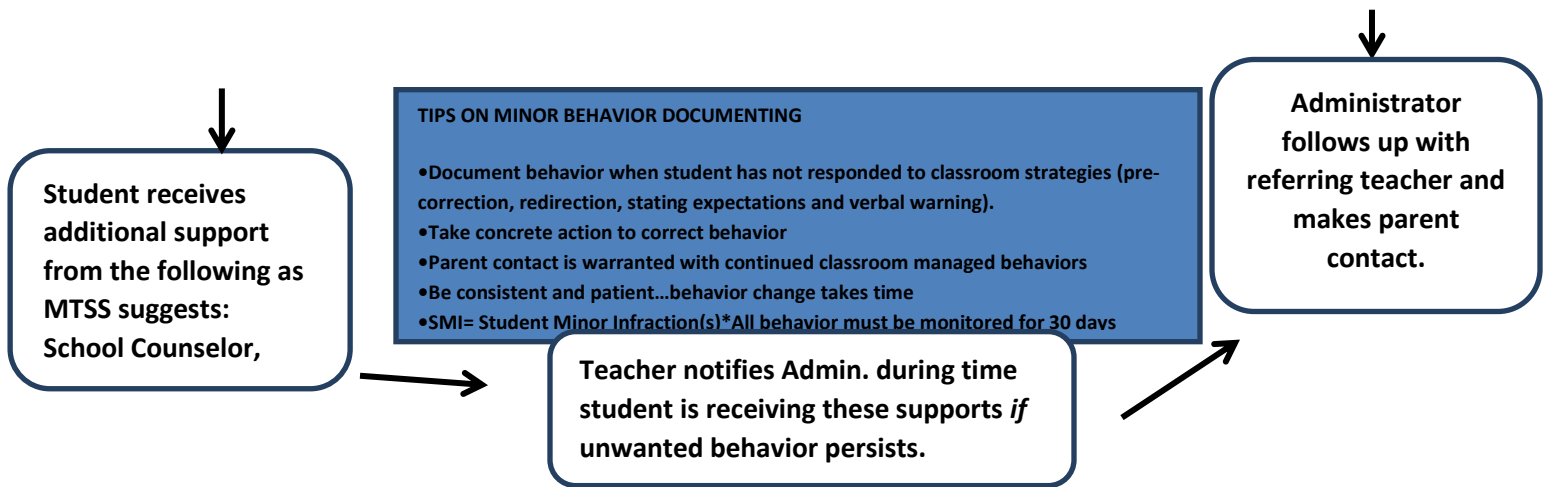
Ensure safety

Escort Student to Office or
 Call Office /Press Call Button for Administrator along with SMI and ODR

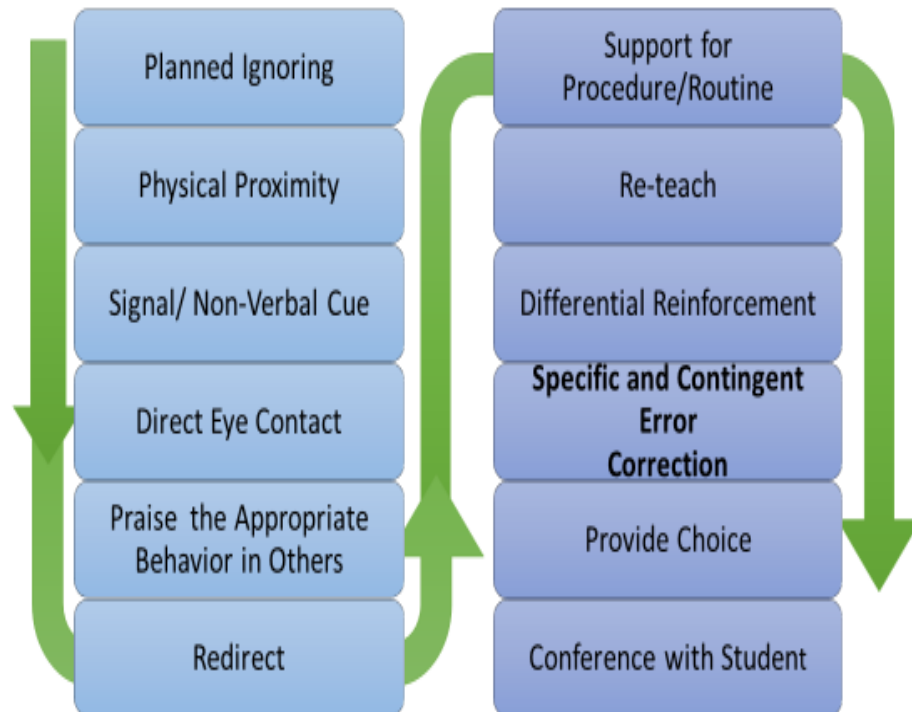
Second Steps to address unwanted behavior:
 Start 30-day Documentation (SMI)
 Re-teach expectations
 Conference with student
 Phone call home.

If unwanted behavior continues after 30 days of positive interventions have been provided and documented, Complete Counseling

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



Develop a Continuum of Responses to Inappropriate Behavior



CLASSROOM CHECKLIST

RTI²-B Core Components	Features in the Classroom
Behavioral Expectations	<p>I have the school-wide behavioral expectations posted in my classroom.</p> <p>My classroom expectations align with the school-wide behavioral expectations.</p> <p>80% of my students can state the school-wide behavioral expectations.</p>
Teaching Behavioral Expectations	<p>I have taught the school-wide behavioral expectations in my classroom.</p> <p>I have retaught the school-wide behavioral expectations throughout the year in my classroom.</p> <p>I refer to the school-wide behavioral expectations regularly.</p> <p>My substitute plans include RTI²-B core components.</p>
Acknowledgement System	<p>I use a variety of strategies to give specific positive feedback in my classroom.</p> <p>My students can tell how they receive acknowledgement for expected behavior.</p> <p>I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom.</p> <p>My students are able to participate in the school-wide acknowledgement system.</p>
Discipline Process	<p>I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed.</p> <p>I use the Office Discipline Referral form when students engage in office-managed problem behavior.</p> <p>I refer to the school-wide discipline process flowchart when students engage in problem behavior.</p> <p>I provide students an opportunity to get back on track after engaging in problem behavior.</p>

Acknowledgment System

	School-wide Acknowledgment System Matrix				
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students	Shout-Outs	Students will receive verbal praises for the Roadrunner 3 R's Ready, Respect, Responsible,	Daily	All Locations in building	All Staff certified and classified
	Monthly Drawing	Students name will be given to grade level team leaders to be place a monthly drawing in the main office by the 3 rd Monday of the month	Monthly	Main Office	Grade Level Team Leaders
	School Wide Celebrations	Student will have the opportunity to celebrate in a school wide activity based on Attendance and Behavior every 9 weeks	Quarterly	Cafeteria/Gym	PBIS Team Members
Staff	Shout-OUTS	Teachers will be recognized for the following: Attendance Team Leader of the Month Am/Pm Duties	Monthly	Staff Meeting one a month	School Administrators
Family/Community	Snap Shots	Parents, Families, and Community Leaders will be recognized for their involvements in the following: School Events Field Trips Community Activities Volunteer Services Lunch Dates School Visits Proctoring	Monthly	School Websites and Monthly Calendars	Parents Teachers Administrators Community Leaders Students

Addendum

8/21/2020

Virtual Behavior Flow Chart

Virtual Behavior Matrix

Virtual Lesson Plan

School Wide Acknowledgment System (Virtual)

Staff Meeting Sign-In Sheet

FLOW CHART (Virtual)

Observe the Problem Behavior

Give Warning/State the Wanted Behavioral Expectation

Is the behavior a teacher or office managed situation?

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

Teacher Managed

Second Steps to address unwanted behavior:

Start 30-day Documentation (SMI)
Re-teach
Expectations
Conference with Student
-Phone call home.



-Cheating
-Excessive Talking
-Off Task/doing no classwork/
Incomplete classwork
-low intensity defiance
-Horseplay
-Cellphone/electronics/toys in view

-Inappropriate dress code
-Unprepared for class
-Out of seat
-Arguing with teacher/classmate
-Conduct chart or conduct calendar not signed
-Weekly papers, report card, progress report not signed

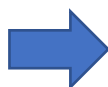
If unwanted Behavior continues after 30 days of positive interventions have been provided and documented:
Complete Counselor Referral Form



Student receives Additional support from the following as MTSS suggests:
School Counselor,



Teacher notifies Admin. During time student is receiving these supports if unwanted behavior persists.



Administrator follows up with referring teacher and contacts parent.

TIPS ON DOCUMENTING MINOR BEHAVIOR


-Document behavior when student has not Responding to re-direction, verbal warning, Stated expectations

-Take concrete action to correct behavior.
-Parent contact is mandatory with continued online behavior issues.


-Be consistent and patient...behavior takes Time-ALL BEHAVIOR MUST BE MONITORED FOR 30 DAYS


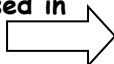
SMI=Student Minor Infraction(s)

Behavior Specialist	
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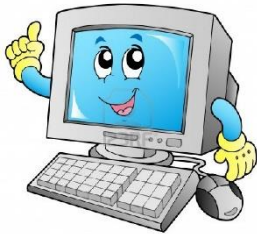
Virtual Office Managed Behavior	Ensure safety by notifying Admin. Immediately for selected behaviors **
Weapons Illegal Substance Exchanging unwanted Physical aggression/ Fighting *Physical harm Categorized as Abuse *Threats to others *Threats to self (call 1-877-237-0004) Extreme Defiance Sexual Harassment Inappropriate comment Cursing Vandalism/destroying School property 3 minors=1 major over a 30 day period	Administrator determines Appropriate action, follows through on Consequence, documents action in PowerSchool. 
	Administrator follows up with referring teacher and makes parent contact.

Behavior Lesson Plan (Virtual)

Objective:	I can be Ready, Respectful, and Responsible
Setting: 	Virtual Classroom

Expectations to be Taught	Lesson
 <p>** (Specific behavior addressed in this Lesson Plan) </p>	<p>Be Ready</p> <ul style="list-style-type: none"> -Charge computer/laptop to 100% -Have all supplies near by -Listen -Be ready to unmute when prompted -Use the restroom and eat before logging in -Avoid multi-tasking -Avoid background distractions <p>Be Responsible</p> <ul style="list-style-type: none"> -Be on time -Follow directions -Stay on task -Complete all assignments -Turn in homework -All personal items out of view -Place equipment/materials near by <p>Be Respectful</p> <ul style="list-style-type: none"> -Stay seated -Use the "raise your hand" icon to ask a question** -Mute mic when asked -Ask for permission before leaving your computer

Examples:



Teacher will role play the desired behavior expectation with the students using positive examples. For example, the teacher will screen shot the "raise your hand" icon for the students to see on the screen. Second, the teacher will press the "raise your hand" icon and ask students if they see his/her hand raised. Next, the teacher will ask all students to press the "raise your hand" icon and remain quiet until their name is called to respond.

Student Practice: Student A will demonstrate the part of the teacher by calling on two students with their hands raised. The student waiting will remain quiet until he/she is acknowledged by Student A.

Copy and Paste the following video for reinforcement:

C:\Users\meeksss\Desktop\Digital Classroom Etiquette.html

**Non-examples:
(Adults model only)**



Yelling an answer without raising a hand,
talking over the teacher, interrupting the
student whose turn it is to speak.

Jumping or moving around in the chair or
around the room

Talking while the teacher is talking



Multi-tasking

Playing with toys or eating food

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<p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p> <p>PRACTICE makes PROGRESS, NOT PERFECT.</p>	<p>Have students share: "Student A, tell us one behavior expectation for our online classroom.</p> <p>Teachers will routinely give out praise and shout outs.</p> <p>Teachers: Practice the rules with the students, then fill out fill-in-the blank sentences with rules and recite.</p> <p>Teacher: Remind students at the start of each day for one week.</p>
<p>Acknowledgement:</p> <p>GREAT JOB!</p> <p>(How will behaviors be acknowledged in this setting?)</p>	<p>Students will be rewarded with verbal praise.</p>

RTI2-B BEHAVIOR MATRIX (VIRTUAL)

Locations  Expectations 	VIRTUAL CLASSROOMS/
READY	Charge computer/laptop to 100% - Have all supplies near by - Listen - Be ready to unmute when prompted - Use the restroom and eat before logging in - Avoid multi-tasking - Avoid background distractions
RESPONSIBLE	- Be on time - Follow directions - Stay on task - Complete all assignments - Turn in homework - All personal items out of view - Place equipment/materials near by - Graffiti free
RESPECTFUL	- Stay seated - Use the “raise your hand” icon to ask a question - Mute mic when asked - Ask for permission before leaving your computer



Virtual School-Wide Behavior Acknowledgment System

The following activities are suggestions for acknowledging students who exhibit the desired behaviors outlined in the RTI2-B Plan everyday:

- Virtual Dance (**Date: TBA**)
- Virtual Lunch w/the Principal and/or Admin. Team (**Date: TBA**)
- **Participate in an online drawing once a month (Prize: Gift bag-1 \$10 gift card from local restaurant included)**

The Virtual School-Wide Behavior Acknowledgment System is not limited to the above activities.

GUIDELINES FOR THE DRAWING

1. Teachers will submit the names of students who made the choice to:
BE READY
BE RESPONSIBLE
BE RESPECTFUL
2. The drawings will be held on the following dates:

October 23, 2020

November 27, 2020

December 14, 2020

January 22, 2021

February 19, 2021

March 26, 2021

April 23, 2021

May 21, 2021

3. Mrs. Goode will pull one name from the list of KK-2nd grade students and Ms. Scott will pull one name from the list of 3rd-5th grade students.
4. We will contact the parents of each student to schedule a time for them to claim their prize.
5. Submit the names of Pre-K-2nd to Mrs. Goode and 3rd-5th to Ms. Scott.

