

RTI2- Behavior Implementation Manual

White Station High School

Shelby County School

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2020-2021 TEAM MEMBERS

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RTI²-B Overview

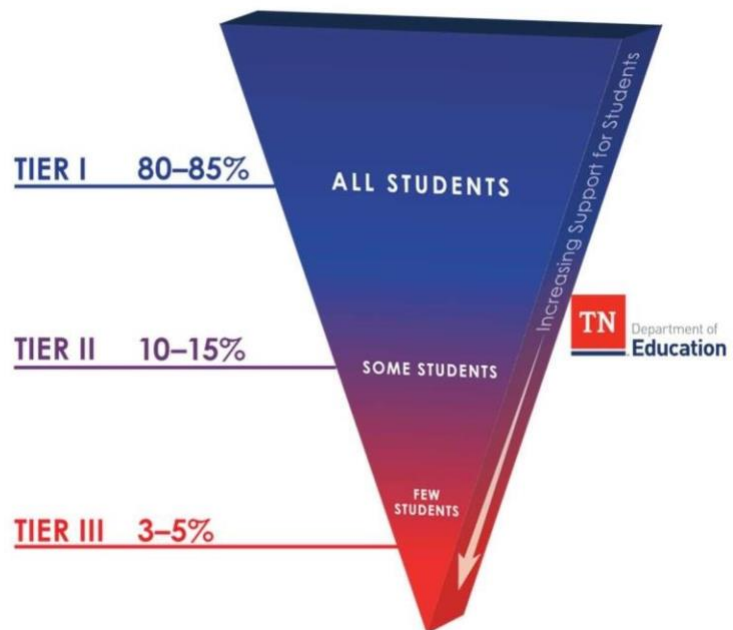
Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI²-B is a promising framework for prevention and intervention within an integrated, threetiered 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.

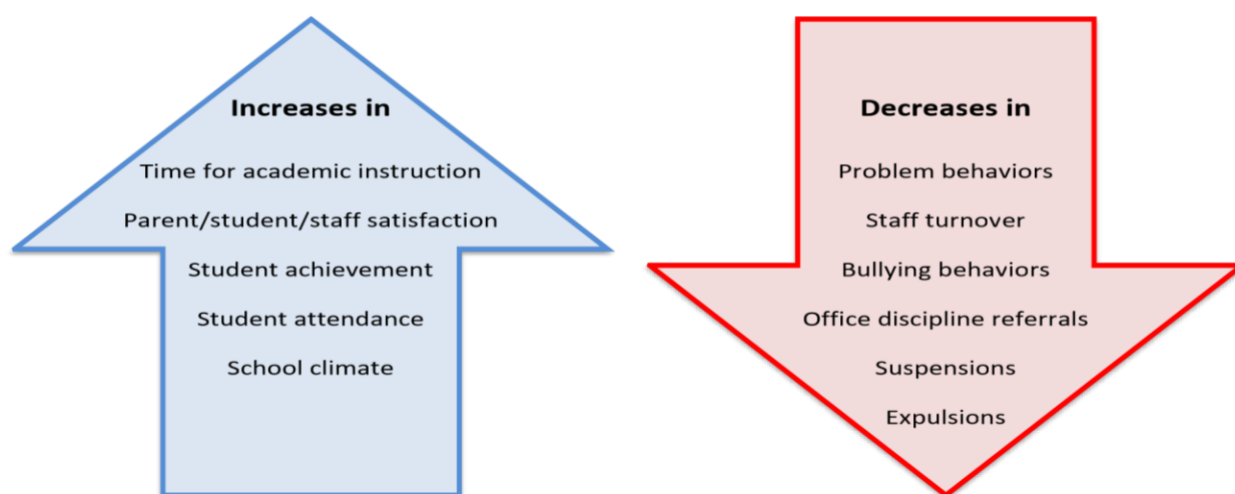
Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, 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 schoolwide 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

White Station High School RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at our school is to support our mission here at White Station High School. We will implement RTI²-B as a multi-tiered, problem solving approach to preventing and reducing unwanted behaviors while accelerating achievement and increasing daily attendance. Through this system, our drive is to promote appropriate behaviors with academically engaging lessons in all classrooms by setting high expectations for both teachers and students. This creates classroom climates where students want to be involved and challenged. We will establish a positive school culture by forging positive relationships between all students and all staff. We will implement effective Tier 1 supports for our complexly diverse student body as each of our students works to successfully navigate their late adolescent years as they transition to life after high school. We will address social, emotional, and behavioral concerns via the lens of the whole child. Instead of issuing consequences to students, we will have expectations. We will seek to learn the root cause of behaviors in order to appropriately support students. It is our belief that instead of simply addressing the student's behavior we should examine each student as an individual. By focusing on the individual, we will be able to produce strong, leaders with empowered voices who consider the impact of their actions, not only as a reflection of themselves, but also the impact their actions have on the community around them.

Team Composition And Norms

The school leadership team for 2019/2020 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 15% (1 out of 7) 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	Team Role	School Role	E-mail Address	Phone No.
Michael Ayers	Communicator	Vice Principal	Ayersm@scsk12.org	901-573-0998
Anthony Bowen	Admin/Communicator	Admin	bowenao@scsk12.org	901-486-9319
Heather Heaston	Time Keeper	PSC	Heastonha@scsk12.org	901-249-2811
Amy Robinson-Durley	Recorder	Gen Ed Teacher	Robinsondurleya@scsk12.org	662-279-0469
Terri Robinson	Recorder	Sped Teacher	Robinsontl@scsk12.org	901-315-5850
Tara Bone	Coach/Data	Instructional Facilitator	bonetm@scsk12.org	901-416-8880
Day to meet: 3 rd Tuesday of the Month			Time: 12:30-1:30	
Location: Library Conference Room				
Dates to present to faculty: Monthly (4 th Wednesday of the month)				
Proposed Norms for the RTI ² -B Leadership Team				
<ul style="list-style-type: none">• Start and End on time• Stay Focused on the agenda items• Respect who is speaking				

Student Behavioral Expectations

Our school's agreed-upon behavioral expectations are operationally defined. This will improve clarity and consistency of what is expected throughout the school.

White Station High School Behavioral Expectations are called We 'R' Sparta
School – Wide Expectations: Build Relationships Be Responsible Be Respectful

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 behavioral expectation poster is in the appendix of this implementation manual.

School-Wide Behavioral Expectations 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 in order 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 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
How will you introduce the plan to students? (e.g., describe steps for first introducing the school-wide plan to all students)

How: Students will be gathered in an assembly and introduced to the expectations and reward system. Students and faculty will produce commercial/video (with music and skits). A demonstration of the reward system will be shown through grade level drawings for a prize.	When: After returning from Holiday Break Teaching the plan to students will take place during the first week of school. The plan will be revisited after every extended break period.
How will you create and post the matrix in all locations?	
How: Art department will create visual posters that will be posted in all high traffic areas; specifically, near school entrance and in the office of the administrator that handles discipline.	When: Once the matrix is approved for this school year. Posters will be displayed during in-service week at least 24 hours before the first day of faculty training, which is at least week prior to students first school day.
How will you use lesson plans to teach expected behaviors in all settings?	
How: 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.	When: Home Room January/August: Initial student training will occur the 1st week (or first 2 weeks) of school and re-training/reteaching will occur over the next 2-3 weeks
How will you review the plan and reteach lessons throughout the year? (e.g., after each break)	
How: When: The return of each long- extended breaks. After each break in school (fall, Christmas, Spring), the lesson plans will be re-taught to small groups in each location. Teachers will be responsible for completing this activity.	Teachers will reteach the lessons on the behavior matrix.
How will you teach the plan to new students throughout the year?	
How: The morning announcement staff will read the school's behavior matrix or motto at the beginning of each new quarter.	When: At the beginning of each new quarter.

Teaching the Plan to Staff

Who will be trained on the plan? All Staff (teachers, office staff, paraprofessionals, support staff) (e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)	
<p>How: Small group presentations during teacher planning periods. Through hands-on, presentation and group discussion.</p> <p>All support staff (e.g., cafeteria staff, custodial staff, office staff, and teacher assistance) will be trained with the faculty, and the same materials used to train faculty will be used to train staffs (i.e., the behavior matrix, poster, lesson plans, operational definitions, acknowledgement system, RTI2-B Manual, etc.). RTI2-B Team members and/or designated RTI2-B members will train all staffs.</p>	<p>When: Various dates throughout December and January</p> <p>August: In-service Week (1 week prior to students' 1st day)</p> <p>Practice of expectations will be on-going throughout the school year.</p>
How will you train staff to teach expectations and deliver acknowledgements?	
<p>How: Small group presentations during teacher planning periods. Through hands-on, presentation and group discussion.</p> <p>The Staff will be trained with the faculty. RTI2-B team will deliver the training for faculty/Staffs. The faculty/staff will be trained using a Theme kick-off (e.g., Breakfast for faculty/staff, etc.). There will be Rotations Stations for faculty/staff to move about to each station. Each station will focus on a setting (from the Matrix). Lesson Plans and Skits will be used at each station to teach expectations and acknowledgement system. Faculty/Staff will be trained to immediately recognize the positive behaviors exhibited and the expectation observed. During this training, faculty/staff will also learn how and when to use the rewards system to ensure reinforcement of the system.</p>	<p>When:</p> <p>August: In-service Week (1 week prior to students' 1st day)</p> <p>Beginning of Semester</p> <p>As needed</p>
<p>How will you teach the components of the discipline process to all staff?</p> <p>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</p>	

<p>How: Small group presentations during teacher planning periods. Through hands-on, presentation and group discussion.</p> <p>Using paper copies and PowerPoint, faculty/staff will be trained on the operational definitions of Minor and Major problem behaviors. The RTI2-B team will present and review all operational definitions.</p> <p>Faculty/staff will be provided with resources to find quick and easy interventions for Minor offenses as well as ways to promote positive behaviors vs. negative behaviors.</p> <p>Faculty/staff will be provided with a copy of the Behavioral Incident Flowchart (BIF) and the Minor Infraction Report Form (MIR). The RTI2B team will review the BIF and MIR with faculty/staffs. Skits will then be used to teach faculty/staff how to recognize Minor vs. Major behavioral issues as well as how and when to use/fill out the Minor Infraction Report Form (MIR) correctly.</p>	<p>When:</p> <p>August: In-service Week (1 week prior to students' 1st day)</p>
<p>How will you teach core features of the plan to substitute teachers? (e.g., expectations, acknowledgements, discipline)</p>	
<p>How:</p> <p>Substitute teacher will receive a folder with relevant components of the RTI2-B processes – a 1-page handout that reviews the important features of the RTI2-B plan, classroom and hallway lesson plan, a packet of Devil Bucks, Operational major and minor definitions, Behavioral Incident Flowchart (BIF), Minor Infraction Report forms (MIR) and Office Discipline Referral (ODR). The substitute teacher will be briefed by an administrator or designee on school-wide behavioral expectations and items in the folder prior to entering the classroom.</p>	<p>When:</p> <p>Day of reporting duty</p> <p>Prior to entering the classroom</p>
<p>What important dates will you share?</p>	

<p>How: Meetings dates and documentation dates</p> <p>Initial RTI2-B Kickoff date</p> <p>Initial RTI2-B students/faculty/staff “Teaching the Plan” dates</p> <p>Booster RTI2-B students/faculty/staff “Teaching the Plan” dates</p> <p>Family and community members “Teaching the Plan” dates</p> <p>All celebration dates will be shared (Weekly, monthly, and Quarterly, and End-of Year celebrations).</p> <p>RTI2B Team monthly meetings</p> <p>Monthly Faculty/staff meetings</p> <p>How:</p> <p>Annual Calendar/Monthly Calendar</p> <p>Newsletter</p> <p>Emails</p> <p>RoboCalls</p> <p>School Intercom</p> <p>School Website</p>	<p>When:</p> <p>Annually/August</p> <p>Quarterly (End of Grading Periods)</p> <p>Monthly</p> <p>Weekly</p> <p>As needed</p>
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Teaching the Plan to Family and Community
<p>How will core features of the plan be shared with family/community members at the beginning of the school year? (e.g. expectations, acknowledgements, discipline)</p>
<p>Posters, website, counselors’ corner, & (student handbook)</p> <p>During Back to School Night, the school administrators will start the open house with an overview of the RTI2-B plan and its benefits to the school. Each classroom teacher will review specifics of the plan, in their classroom during their time with parents. Parents will be asked to sign a copy of the Matrix and one copy will be sent home for parents to review, when needed. Any parent who did not attend open house will receive 2 copy of the Schoolwide Expectations Matrix and asked to review then with their child(ren), keep one at home as a reference, and return the other copy with both parent and child(ren) signature. Homeroom teachers will keep a copy of the signed Matrices in a file in their classroom.</p>
<p>How often will information about the plan be shared with family/community members?</p>

Monthly
Parents will be given monthly updates in the school newsletter, along with updates on the school website. Parents will also be given monthly updates at parent events (i.e., Donuts with Dads, Muffin with Mom, Community and Coffee, Grandparents day, etc.) If a student commits a second (similar/same) minor behavioral infraction, the Parent(s)/Guardian(s) will be contacted via "Parent Letter." There will be opportunities during the school year (during PTO meetings) to learn more about the plan from the parent representative.
How can families incorporate RTI ² -B in the home? (e.g., home matrix, home acknowledgement system)
Share matrix with students and parents
What additional resources can family/community members access for more RTI ² -B information and support? (e.g., online resources, resources within the district)
Physical copy of matrix, more information on school website Tennessee Behavior Supports Project website (www.Tbspmemphis.com), parent trainings provided at school each semester, school counselor will pull together family resources to share on school website, flyers from family engagement specialist, and www.pbisworld.com .
Who will be the liaison between the school and family/community?
The RTI ² -B team and school administrators will be the liaison between the school and family/community.
How can family/community members get involved with RTI ² -B at your school?
Subgroups within parent organizations; sharing information through parent support groups (PIE)
Does your school have an established parent organization? If so, who will communicate with the parent organization?
PIE; RTI ² -B team and school administrators

Acknowledgement System

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

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

School-wide Acknowledgment System Matrix					
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students	SPARTAN ShoutOuts	<ul style="list-style-type: none"> • Positive comments • Positive notes/calls home to parents • Homework pass • Recognition during morning announcements • Shout out/Recognition in Monday Memo • Shout out/Recognition on school social media platforms 	Weekly	WSHS	All faculty and staff
	Spartan Store	<ul style="list-style-type: none"> • Certificate at student assembly • Chance to act as teacher's assistant • Parking space near building for student with most improved attendance • Breakfast/lunch with faculty member • School supplies • Food gift certificate for restaurants • Ice cream/pizza party for class with best attendance • Choice of donated items, such as movie tickets or gift certificates • WSHS apparel (t-shirts, hoodies, hats) 	Monthly	WSHS	All faculty and staff
Staff	SPARTAN Shout-Outs	<ul style="list-style-type: none"> • Recognition during morning announcements • Parking space near building • Shout out/Recognition in Monday Memo • Shout out/Recognition on school social media platforms 	Weekly	WSHS	Administrators and Parent/Community
	Spartan Store	<ul style="list-style-type: none"> • Food gift certificate for restaurants • Ice cream/pizza party for class with best attendance • WSHS apparel (t-shirts, hoodies, hats) 	Monthly	WSHS	Administrators
	SPARTAN ShoutOuts	<ul style="list-style-type: none"> • Shout out/Recognition in Monday Memo • Shout out/Recognition on school social media platforms 	Monthly (Parenting Meeting)	WSHS	Teachers/ Counselors/ Administrators

Family/Community	Spartan Store	<ul style="list-style-type: none"> • Tickets to sporting events – Entering names of parents/guardians or family members in a raffle for different prizes • WSHS apparel (t-shirts, hoodies, hats) 	Quarterly	WSHS	Teachers/ Counselors/ Administrators
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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 list 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.

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.

Minor Incident Report Form (MIR) and Office Discipline Referral Form (ODR)

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 reach three (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.

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.

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 suggest ideas on how our school may receive feedback and input.

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
Students	Student Leadership team will review and provide feedback.	Teachers will be responsible for reviewing the schoolwide expectations and teaching lessons during designated times (beginning of the year and after all breaks*). (* BREAK – when school is closed for 3 or more consecutive days)	Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input.	Students will be part of the discipline process using Restorative Circles. Student leaders will provide input on how to create student ownership at the school.
Staff	A draft of the RTI ² B handbook will be sent to faculty and staff for feedback through grade level chairs.	Lessons will be sent to each grade level chair to be reviewed and suggestions offered before RTI ² -B workshop day.	Faculty/staff will be asked to provide feedback verbal and/or written regarding an acknowledgement system.	All behaviors will be sorted with the staff into office vs. classroom managed during the RTI ² -B workshop, team will create definitions, faculty and staff will provide examples and non-examples

Family/ Community	<p>All parts of the plan will be reviewed with family and community during back to school night.</p> <p>Administrators will ask for feedback from PTO</p> <p>Representative. School will recruit a parent team member for the RTI2 -B Leadership team.</p>	<p>Matrix will be sent home in order to reinforce the same expectations as those taught in school. A copy of the Matrix will also be printed in the student agenda books for parents</p> <p>and students to review and reinforce, as needed.</p> <p>All parts of the plan will be reviewed with families and community members during back to school night, open house, ParentTeacher meetings, PTO Meetings, and Family Engagement Nights/Activities.</p>	<p>All parts of the plan will be reviewed with families and community members during back to school night.</p> <p>Administrators will ask for feedback from PTO representative. School will recruit a parent team member for the RTI2 -B Leadership team. RTI2 -B parent team member will be asked to provide suggestions/ feedback.</p>	<p>All parts of the plan will be reviewed with families and community members during back to school night.</p> <p>Administrators will ask for feedback from PTO representative. School will recruit a parent team member for the RTI2 -B Leadership team. RTI2 -B parent team member will be asked to provide suggestions/ feedback.</p>
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Calendar Of Events

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

RTI ² -B Calendar Components	Date(s)
RTI ² -B School Team Meetings	3 rd Tuesday of each month
Initial Session to Teach Core Components to Staff	Beginning of School year
Booster Sessions to Teach Core Components to Staff	Quarterly

Begin School-wide Implementation (e.g., Kick-off Celebration)	Beginning of the school year
Teaching Expectation Lesson Plans to Students in All Settings	First week of the semester
Re-teaching Expectation Lesson Plans to Students in All Settings	Quarterly
Celebrations/Assemblies	End of Quarters 1-3
Family Nights	Quarterly
Other: Adopters	Quarterly

Evaluation Plan


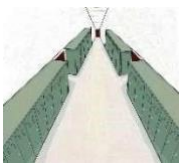



Data will be collected and reviewed monthly to identify any weak areas and to make important decisions regarding student behavior. A collection of data will also be used to determine fidelity of the process and teacher satisfaction. The chart below will identify evaluation tools that will be used and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

Data	Evaluation Tool	Date to be Completed
System to collect, organize, and summarize Discipline Data (e.g., SWIS, PowerSchool, Infinite Campus)	Our school uses: Power BI, Bright Bytes Power School	Recommendation: Summarize discipline data monthly Our plan: Analyze data and discuss the trends at end of each 20 Day period

Fidelity Data	Tiered Fidelity Inventory (TFI)	<p>Recommendation: Two times per year (fall and spring)</p> <p>Our plan: At end of each semester</p>
Social Validity	<p>Primary Intervention Rating Scale (PIRS)</p> <p>(Also called the “Staff Input Survey”)</p>	<p>Recommendation: Once per year (spring)</p> <p>Our plan: Annually (April)</p>

Appendix

School-Wide Behavior Matrix

				 <p>School Activities</p>
 Build Relationships	<ul style="list-style-type: none"> • Be genuine • Encourage others • Show empathy 	<ul style="list-style-type: none"> • Be cooperative • Have positive interactions with new people • Be Courteous 	<ul style="list-style-type: none"> • Keep restroom clean • Report problems • Be a positive role model 	<ul style="list-style-type: none"> • Show appropriate enthusiasm • Keep remarks and gestures positive and polite • Accepting winning and losing graciously

Be Responsible	<ul style="list-style-type: none"> • Complete assignments • Be prepared • Participate 	<ul style="list-style-type: none"> • Arrive with your lunch or lunch number • Pick up after yourself • Be accountable to yourself and others 	<ul style="list-style-type: none"> • Use a hallway pass/agenda when needed • Schedule restroom breaks wisely 	<ul style="list-style-type: none"> • Give the presenter your full attention • Sit in an appropriate fashion • Cooperate with all adult requests • Adhere to the code of conduct for spectator behavior
Be Respectful	<ul style="list-style-type: none"> • Engage • Arrive on time • Follow set procedures 	<ul style="list-style-type: none"> • Be polite to staff, students and visitors. • Maintain the appropriate language and volume level 	<ul style="list-style-type: none"> • Respect school property • Respect others privacy • Wash hands properly • Use appropriate language and voice level 	<ul style="list-style-type: none"> • Use appropriate language and voice level • Respect visiting team and spectators • Respect school property • Adhere to the code of conduct for spectator behavior

Posters

Expectations Poster

Behavior Matrix Poster

Common Areas



Restroom

Common Areas



- Build Relationships**
 - Be cooperative
 - Have positive interactions with new people
 - Be courteous
- Be Responsible**
 - Arrive with your lunch or lunch number
 - Pick up after yourself
 - Be accountable to yourself and others
- Be Respectful**
 - Be polite to staff, students, and visitors
 - Maintain the appropriate language and volume level

Restroom



- Build Relationships**
 - Keep restroom clean
 - Report problems
 - Be a positive role model
- Be Responsible**
 - Use hallway pass/agenda when needed
 - Schedule restroom breaks wisely
- Be Respectful**
 - Respect school property
 - Respect others' privacy
 - Wash hands properly
 - Use appropriate language and voice level

School Activities

School Activities



- Show appropriate enthusiasm
 - Keep remarks and gestures positive and polite
- Build Relationships**
- Accept winning and losing graciously
- Give the presenter your full attention
 - Sit in an appropriate fashion
- Be Responsible**
- Cooperate with all adult requests
 - Adhere to the code of conduct for spectator behavior
- Use appropriate language and voice level
- Be Respectful**
- Respect visiting team and spectators
 - Respect school property
 - Adhere to the code of conduct for spectator behavior

Classroom



- Be genuine
 - Encourage others
 - Show empathy
- Build Relationships**
- Complete assignments
 - Be prepared
 - Participate
- Be Responsible**
- Engage
 - Arrive on time
 - Follow set procedures
- Be Respectful**

Lesson Plans

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	Students will demonstrate the Spartan qualities of building relationships, being responsible, and remaining respectful in classrooms.
Setting:	Classroom
Expectations Taught : (see behavior expectation matrix)	<ul style="list-style-type: none"> • Build Relationships: Be genuine, encourage others, and show empathy. • Be Responsible: Complete assignments, be prepared, and participate. • Be Respectful: Engage, arrive on time, and follow set procedures.
Examples: Teach using “I do, we do, you do”	<ul style="list-style-type: none"> • Be honest and true to yourself. • Support your peers and remain understanding. • Complete and submit assignments on time. • Arrive to class on time ready to learn every day. • Follow classroom procedures and expectations.
Non-examples: (Adults model only)	<ul style="list-style-type: none"> • Mocking peers for answering a question incorrectly. • Coming to class with no supplies. • Sleeping or not focusing in class. • Arriving late. • Ignoring classroom procedures.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ul style="list-style-type: none"> • Daily reminders via announcements. • Expectations posted on the school’s website and social media pages. • Expectations posted at the front of each classroom. • Revisit and reteach at the beginning of each quarter.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	<ul style="list-style-type: none"> • Teachers will give positive reinforcement to students following expectations or will provide corrective feedback as necessary. • Faculty and staff can nominate students who exceed expectations to be entered in a drawing to receive a reward.

<p align="center">Behavioral Expectation Lesson Plans</p> <p align="center">Lesson plans should be taught in the area and take 10-15 minutes</p>	
Objective:	Students will demonstrate the Spartan qualities of being resilient, responsible, and respectful in the restroom and common areas.
Setting:	Restroom and common areas
Expectations Taught: (see behavior expectation matrix)	<ul style="list-style-type: none"> •Build Relationships: Be cooperative, courteous, and interact positively with others. •Be Responsible: Arrive with your lunch or lunch #. Use a hallway pass. Maintain cleanliness. •Be Respectful: Be polite to peers, staff, and visitors. Maintain the use of appropriate language and voice level. Respect property and others' privacy.
Examples: Teach using "I do, we do, you do"	<ul style="list-style-type: none"> •Be patient and kind to others. •Clean up food or trash. •Respect others' privacy and personal space. •Speak calmly and considerately. •Help maintain school property.
Non-examples: (Adults model only)	<ul style="list-style-type: none"> •Cutting line or bumping into others. •Leaving food and trash behind. •Being unprepared. •Shouting or using inappropriate language. •Damaging the property of the school or others.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ul style="list-style-type: none"> • Daily reminders via announcements. •Expectations posted on the school's website and social media pages. •Expectations posted in the restrooms, cafeterias, hallways, etc. •Revisit and reteach at the beginning of each quarter via grade assembly.

Acknowledgement: (How will behaviors be acknowledged in this setting?)	<ul style="list-style-type: none"> •Faculty and staff will give positive reinforcement to students following expectations or will provide corrective feedback as necessary. •Faculty and staff can nominate students who exceed expectations to be entered in a drawing to receive a reward.
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Behavioral Expectation Lesson Plans

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

Objective:	Students will demonstrate the Spartan qualities of being resilient, responsible, and respectful in school activities.
Setting:	School activities
Expectations Taught: (see behavior expectation matrix)	<ul style="list-style-type: none"> • Build Relationships: Show appropriate enthusiasm, remain positive, and graciously accept wins and losses. • Be Responsible: Pay attention to the presenter and cooperate with requests. Adhere to the dress code and behavioral code of conduct. • Be Respectful: Maintain the appropriate language and voice level. Respect visitors, spectators, and school property.
Examples: Teach using “I do, we do, you do”	<ul style="list-style-type: none"> • Support your peers, regardless of outcomes. • Actively listen and participate in an appropriate manner. • Follow conduct and dress codes. • Treat visitors, spectators, and school property with dignity.
Non-examples: (Adults model only)	<ul style="list-style-type: none"> • Mocking peers for their mistakes. • Talking over presenters. • Breaking conduct and dress codes. • Being rude to visitors or spectators. • Damaging or defacing school property.

<p>Follow Through and Practice:</p> <p>(How will behavior expectations continue to be taught throughout the school year?)</p>	<ul style="list-style-type: none"> •Daily reminders via announcements. •Expectations posted on the school's website and social media pages. •Expectations posted in the gym, auditorium, athletic fields, etc. •Revisit and reteach at the beginning of each quarter via grade assembly.
<p>Acknowledgement:</p> <p>(How will behaviors be acknowledged in this setting?)</p>	<ul style="list-style-type: none"> •Faculty and staff will give positive reinforcement to students following expectations or will provide corrective feedback as necessary. •Faculty and staff can nominate students who exceed expectations to be entered in a drawing to receive a reward.

School-wide Acknowledgement Ticket



SPARTAN Name _____

This ticket is an acknowledgement for:

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

Staff-Managed vs. Office Managed Chart

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

Staff-Managed Problem Behavior	Office-Managed Problem Behavior
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<p>Disruptive/Off-task Behavior</p> <ul style="list-style-type: none"> (excessive talking, sleeping, walking, playing, checking or other mild disruptions, ignoring safety procedures, use of electronics, phones, tablets, etc.) <p>Lack of preparation</p> <ul style="list-style-type: none"> (i.e., missing materials, incomplete homework, inappropriate dress, etc.) <p>Eating/Drinking in class</p> <p>Abusing hall pass privileges</p> <ul style="list-style-type: none"> (i.e., slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.) <p>Use of indirect profanity (not towards people)</p> <p>Defiance/Mild disrespect to teacher or students</p> <ul style="list-style-type: none"> (verbal; i.e arguing, disrespectful tone/attitude, general surliness, etc.) <p>Mild insubordination</p> <ul style="list-style-type: none"> (i.e.slothfully/not following directions, procedures, rules, communicated by teacher when asked (minimal disruption but direct noncompliance) 	<p>Fighting (not self-defense)</p> <p>Profanity directed towards staff/student</p> <ul style="list-style-type: none"> (i.e., racial slurs, derogatory language) <p>Threatened violence</p> <ul style="list-style-type: none"> (physical or extreme verbal aggression with specific threats towards student or staff) <p>Theft/Vandalism</p> <p>Repeated or extreme insubordination</p> <ul style="list-style-type: none"> (teacher has evidence of intervention but student's behavior is persistent and non-responsive) <p>Bullying, Cyber-bullying, Harassment & Intimidation</p> <ul style="list-style-type: none"> (once reported by student or noticed by an adult and there is a possible imbalance of power... <p>Gang Activity/Recruiting Any possible criminal offense</p> <ul style="list-style-type: none"> (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.)
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Operational Definitions of Problem Behaviors

Minor Problem Behavior	Definition	Example	Non-examples

Defiance/Disrespect/ Noncompliance (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	
Disruption (MDisruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, 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	
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Put downs, taunts, or slurs of a nonoffensive nature, saying stupid, ugly, shut up, 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 or slapping, chasing, shoving. "not keeping hands and feet to self."	
Property Misuse (MPrpty 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	
Minor Problem Behavior	Definition	Example	Non-examples

Tardy (MTardy)	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	
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	
Taunting/teasing	Inappropriate comments and/or unwanted verbal, physical, or emotional advances	Making faces, calling other students names such as gay, fag, retard, whore, or pimp without the receiver felling uncomfortable or threatened	
Profanity	Inappropriate language, cursing	Inappropriate language or curse word not directed at anyone specifically	
Name calling	Use of disrespectful, hurtful language	Putdowns, taunts, or slurs of a nonoffensive nature, mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others.	

Major Problem Behavior	Definition	Example	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.

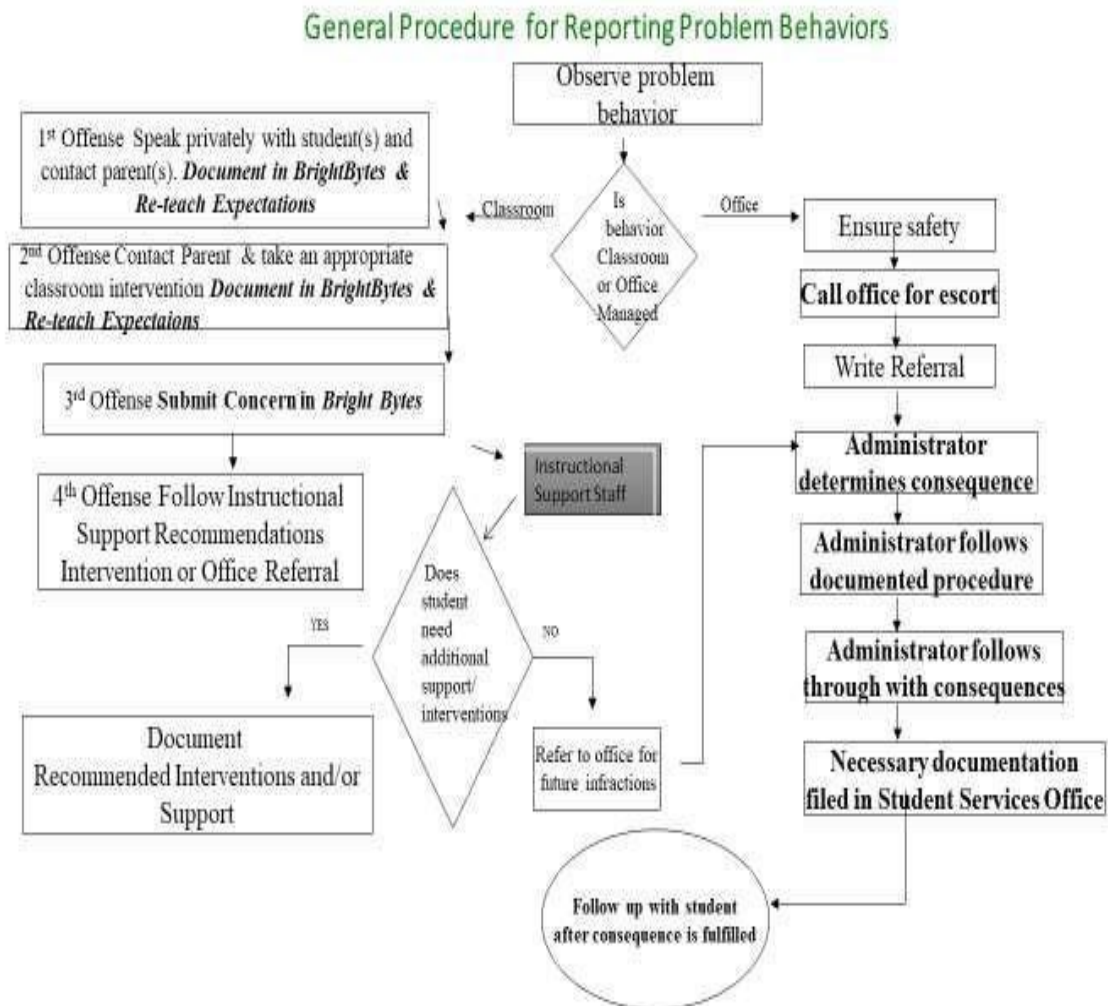
Arson (Arson)	Student plans and/or participates in malicious burning of property.	Setting fires to or on school property. Possession of combustible items	Student is carrying a lighter
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, 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	
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
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, nonaggressive punching or slapping, chasing, shoving. “not keeping hands and feet to self.”

Major Problem Behavior	Definition	Example	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, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	

Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.		
Harassment/Bullying (Harass)	<p>Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>*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.</p>	Repeated verbal harassment or abuse, inappropriate touching, gesturing, notes or pictures	
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	
Major Problem Behavior	Definition	Example	Non-example

Skip class (Skip)	Student leaves or misses class without permission.		
Truancy (Truan)	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 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	
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	

Discipline Process Flowchart



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Minor Incident Report Form

1 st 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/Parking Lot <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class expectations, 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"/> <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
2 nd 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/Parking Lot <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class expectations, 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"/> <input type="checkbox"/> Seat <input type="checkbox"/> Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
3 rd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken

Office Discipline Referral Form

TEACHER 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>
<input checked="" type="checkbox"/> Disruptive/Off-task Behavior (i.e., excessive talking, sleeping, walking, playing, checking or other mild disruptions, ignoring safety procedures, use of electronics, phones, tablets, etc.) <input type="checkbox"/> Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.) <input type="checkbox"/> Eating/Drinking in class <input type="checkbox"/> Abusing hall pass privileges (i.e., slothful transitions, cutting class, excessive tardiness, unauthorized area, etc.) <input type="checkbox"/> Use of indirect profanity (not towards people) <input type="checkbox"/> Defiance/Mild disrespect to teacher or students (verbal: i.e., arguing, disrespectful tone/attitude, general surliness, etc.) <input type="checkbox"/> Mild insubordination (i.e., slothfully/not following directions, procedures, rules, communicated by teacher when asked (minimal disruption but direct non-compliance))	<input type="checkbox"/> Fighting (not self-defense) <input type="checkbox"/> Profanity directed towards staff/student (i.e., racial slurs, derogatory language) <input type="checkbox"/> Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff) <input type="checkbox"/> Theft/Vandalism <input type="checkbox"/> Repeated or extreme insubordination (teacher has evidence of intervention but student's behavior is persistent and non-responsive) <input type="checkbox"/> Bullying, Cyber-bullying, Harassment & Intimidation (once reported by student or noticed by an adult and there is a possible imbalance of power...see Policy 6046) <input type="checkbox"/> Gang Activity/Recruiting <input type="checkbox"/> Any possible criminal offense (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.)
Teacher Notes: <div style="background-color: #e0e0ff; height: 40px; border: 1px solid #ccc;"></div>	
Student Statement (may also attach separately): <div style="background-color: #e0e0ff; height: 40px; border: 1px solid #ccc;"></div>	
Classroom Response(s): <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Change of Seating <input type="checkbox"/> Denied Privileges <input type="checkbox"/> Confiscated Item(s) <input type="checkbox"/> Parent-Teacher Conf. <input type="checkbox"/> IEP/504 Review <input type="checkbox"/> Other _____ </div> <div style="width: 50%;"> <input type="checkbox"/> Detention <input type="checkbox"/> Supervised Study <input type="checkbox"/> Character Ed. Training <input type="checkbox"/> Referral to Counseling <input type="checkbox"/> BIP Review </div> </div> <input type="checkbox"/> Student is remorseful/cooperative/no consequence	Administrative Response(s): <input type="checkbox"/> Confiscated Item(s) <input type="checkbox"/> Parent-Admin Conf. <input type="checkbox"/> Referral (i.e., SHAPE, Gang Unit, Counselor, Social Worker, Psychologists) <input type="checkbox"/> Bus Suspension <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Out-of-School Suspension (see Official Notification) <input type="checkbox"/> Other _____
Teacher Signature _____ Date _____	Admin Signature _____ Date _____

Revised 6/26/19

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

Classroom Checklist





Components

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	<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	<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>

ADDENDA

The following items have been added to account for students learning in a virtual environment.

WHITE STATION HIGH SCHOOL BEHAVIOR MATRIX (Virtual)

	Entering Class 	Teacher-led Whole Group Instruction 	Small-Group Activities (Breakout Rooms) 	Independent Practice 
Build Relationships	<ul style="list-style-type: none">• Be genuine• Encourage others• Show empathy	<ul style="list-style-type: none">• Have positive interactions with teacher and classmates• Be courteous	<ul style="list-style-type: none">• Have appropriate enthusiasm and energy• Keep remarks and gestures positive and polite• Accept winning and losing graciously	<ul style="list-style-type: none">• Keep work area clean• Complete work independently• Ask for assistance when needed
Be Responsible	<p>Be on time and prepared to learn</p> <p>Have materials prepared</p> <p>Participate</p>	<ul style="list-style-type: none">• Ask questions (voice or chat)• Be present- avoid multitasking• Be accountable to yourself and others	<ul style="list-style-type: none">• Encourage each other to stay on topic (focus)• Complete the work together• Be present -avoid multitasking	<ul style="list-style-type: none">• Ask questions• Try your best• Be present – avoid multitasking
Be Respectful	<ul style="list-style-type: none">• Video on at all times• Audio off• Use Chat as needed• Use Raise hand to ask/answer questions	<ul style="list-style-type: none">• Audio off when not talking• Video on at all times• Answer questions on cue and promptly	<ul style="list-style-type: none">• Use appropriate language and voice level• Respect other views• Listen to others/One speaker at a time• Adhere to the code of conduct for spectator behavior• Video on at all times w/audio	<ul style="list-style-type: none">• Ask questions• Respect others privacy• Respect deadlines• Use resources appropriate ly

Staff-Managed vs Office-Managed Behaviors (Virtual)

Staff-Managed Problem Behavior	Office-Managed Problem Behavior
<ul style="list-style-type: none"> • Disruptive/Off-task Behavior (i.e., excessive talking, sleeping, walking, playing, checking or other mild disruptions, ignoring class procedures, use of electronics, phones, tablets, etc.) • Lack of preparation (i.e., missing materials, incomplete homework, inappropriate dress, etc.) Eating/Drinking in class • Tardiness/Early Dismissal • Use of indirect profanity (not towards people) • Defiance/Mild disrespect to teacher or students (verbal, i.e. arguing, disrespectful tone/attitude, general surliness, etc.) • Mild insubordination (i.e., slothfully/not following directions, procedures, expectations, communicated by teacher when asked (minimal disruption but direct non-compliance) 	<ul style="list-style-type: none"> • Profanity directed towards staff/student (i.e., racial slurs, derogatory language) • Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff) • Repeated or extreme insubordination/defiance (teacher has evidence of intervention, but student's behavior is persistent and non-responsive) • Bullying, Cyber-bullying, Harassment & Intimidation (once reported by student or noticed by an adult and there is a possible imbalance of power...see Policy 6046) • Gang Activity/Recruiting Any possible criminal offense (i.e., possession of weapons, explosives, drugs/drug paraphernalia, etc.)

PRE-OFFICE REFERRAL STEPS (may include additional restorative practices)

As a result of student virtual misconduct, teachers may:

- o Redirect students verbally/electronically (i.e., audio and video restrictions etc.)
- o Hold Virtual Parent Conferences at alternate times
- o Restrict privileges/rewards
- o Place students in isolated virtual classes (separated from the group but continuing with virtual instruction), if there is a teacher assistant to continue instruction with the removed student
- o Submit student referrals to administration for persistent/serious misbehavior
- o Teachers will report possible criminal offenses, abuse, and neglect to DCS/law enforcement. Please see the following policy for more specifics SCS Policy 7005.

WHITE STATION HIGH SCHOOL VIRTUAL LEARNING DISCIPLINE FLOWCHART
(All actions are to be documented in BrightBytes)

1st & 2nd Offense:

- Teachers will regularly communicate behavior expectations to students. Expectations should be briefly stated at the beginning of each virtual course to remind students of protocol and appropriate use of their devices.
- Teachers may utilize audio and video features on the technological platform to limit a student's interaction, if the student's behavior is disruptive to the virtual schooling process.
- Teachers will remain cognizant of the social emotional needs of students, even while interacting within the virtual setting.
- Teachers will continue to monitor, implement and revisit interventions and restorative (i.e., Bright Bytes etc.) practices as a deterrent to removing students completely from virtual class
- Teachers will routinely communicate student behaviors to parents and involve them in the development of behavior support plans and intervention strategies

3rd/4th Offense:

- *As a result of persistent student virtual misconduct, teachers may:*
 - Redirect students verbally/electronically (i.e., audio and video restrictions etc.)
 - Hold Virtual Parent Conferences at alternate times
 - Restrict privileges/rewards
 - Place students in isolated virtual classes (separated from the group but continuing with virtual instruction), if there is a teacher assistant to continue instruction with the removed student
 - Submit student referrals to behavior support personnel and/or administration for persistent/serious misbehavior
 - Other creative and appropriate interventions.

**Continued
misbehavior and/or**

- Teachers will report persistent misbehavior to administration, only after varied interventions and supports have been implemented and failed.
- Teachers will report any instances of harassment, bullying, intimidation and any forms of harassment based on discrimination to administration within **24 hours**.

WSHS Attendance Plan Play-by-Play

Who?	How?			
Teachers	<ul style="list-style-type: none"> Teachers will roll call using Microsoft Teams and take and record attendance in PowerTeacher Pro within the first 15 minutes of every class period. If students are absent, the teacher will mark them with the Absent by Teacher (AT) code. Teachers will monitor attendance of virtual students in Teams and will be required to update the attendance of students who are tardy to Teams each period. If the teacher has marked a student absent using the AT code, the teacher will change the absent code (AT) to a tardy (T) code. TEAMS Attendance records will reflect the login and logout times of each student captured in TEAMS. Teachers will call parent/guardian of students who have missed 2 or more days of class and will document in BrightBytes. Teachers will search/review BrightBytes and add <i>notes</i>, if an attendance concern already exists by another faculty member for a student. <ul style="list-style-type: none"> Teachers will download attendance for each TEAMS session (prior to ending the session) and upload to WSHS Faculty Teams --> Attendance Channel --> Files --> Teacher Folder 			
Substitute Teachers	<ul style="list-style-type: none"> Substitute teachers will report to the main office to receive paper copies of class rosters. Subs will use these rosters to take attendance on hard copy and will submit at the end of each period to attendance secretary. Attendance secretary will update PowerSchool roll with attendance. Rosters will be kept on file. 			
Attendance Administrator (Satar)	<ul style="list-style-type: none"> Attendance administrator will run daily report to ensure that teachers are inputting attendance. Report will be shared daily with administrative team, and grade level administrators will check in with their assigned teachers about discrepancies in attendance reports (i.e., teacher did not submit attendance). Attendance administrator will run attendance/truancy reports and share with administrative team. Attendance administrator is responsible for sending 3-day warning letters to ALL students who have 3 unexcused absences and will document in PowerSchool. 			
Administrative TEAM (Ayers, Bone, Bouldin, Bowen, Durham, Holland Newton,)	<ul style="list-style-type: none"> Administrative Team will check in with any teachers on their team who have not submitted their daily attendance. Report will be shared daily by attendance administrator. After receiving attendance/truancy reports from attendance administrator, grade level administrators will be responsible for following the procedures for 5-day (SART) and 7-day (SARB) reporting (see chart below). 			
Attendance Secretary & Office Team (Attendance Secretary: Heather Long) Grade Level Teams: Wilkerson, Oliver, Schusster, Griffith)	<ul style="list-style-type: none"> Attendance secretary (Heather Long) will ensure attendance is reconciled daily. All parent or guardian notes (i.e., absent and late) will be sent to the grade level office team member listed below, as well as the teacher of record via email. This will be used to reconcile attendance. Notes must be received from the parent or guardian email that is on record in PowerSchool. The attendance secretary will make any updates/changes in PowerSchool, based on the verified documentation submitted to the grade level office team member, NOT the teachers. The district is required to keep a hard copy of all check-ins and check-outs, each school will develop a plan on how to retrieve that documentation and how it is stored by the attendance secretary. All attendance documentation must be stored for five years. <ul style="list-style-type: none"> Grade level office team members will verify email address, print off received communication, and submit hard copy to attendance secretary for filing; grade level office team members will reconcile meeting attendance codes, and make changes in PowerSchool If email address does not match what is in the PowerSchool system, the office team member will reply to the parent/guardian to let them know that the email is invalid. Attendance secretary will reconcile daily attendance codes, make changes in PowerSchool, and monitor filing system accordingly. 			
	Freshman Office Team	Sophomore Office Team	Junior Office Team	Senior Office Team
	Cheryl Wilkerson WILKERSONCD@scsk12.org	Jasmine Oliver OLIVERJ2@scsk12.org	Stephanie Schusster SCHUSSTERS@scsk12.org	Kevaughn Griffith GRIFFITHK@scsk12.org
Attendance Team	<ul style="list-style-type: none"> Attendance Team, consisting of administration, teachers, and school counselors, will meet twice monthly to review/analyze student attendance data as well as current course grades for students who are missing classes. Meetings will be held the 2nd and 4th Tuesday of each month. 			