

# Highland Oaks



RTI2-B IMPLEMENTATION MANUAL

## RESPONSE TO INSTRUCTION AND INTERVENTION BEHAVIOR

All Students will SOAR:

**S**peak respectfully to all

**O**bey all expectations

**A**lways give my best  
effort

**R**espect all property  
to *HIGHer Heights!*

**HIGHLAND OAKS  
MIDDLE SCHOOL**

5600 Meadowbriar Trail  
Memphis, TN 38125

901-416-0340

Ms. Monica Bates, Principal

Ms. Judy Davenport, Assistant  
Principal

Ms. Kimberly Kelly, Assistant  
Principal

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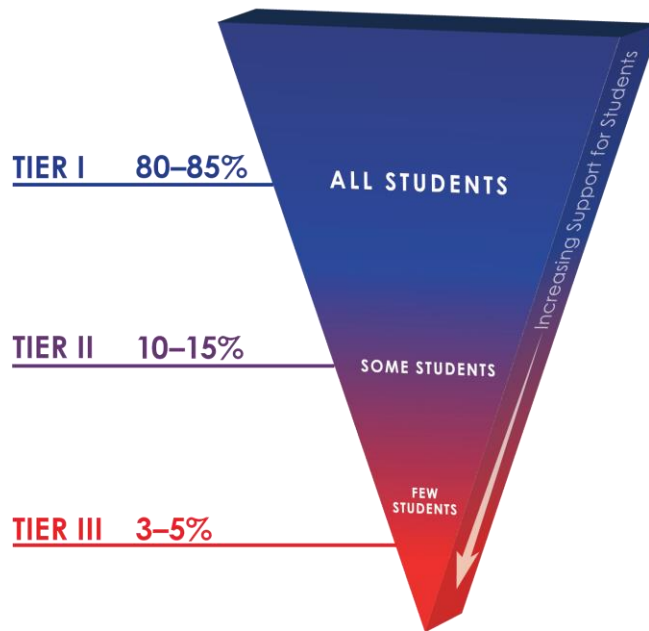
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# RTI<sup>2</sup>-B Overview

Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-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.

RTI<sup>2</sup>-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 RTI<sup>2</sup>-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.



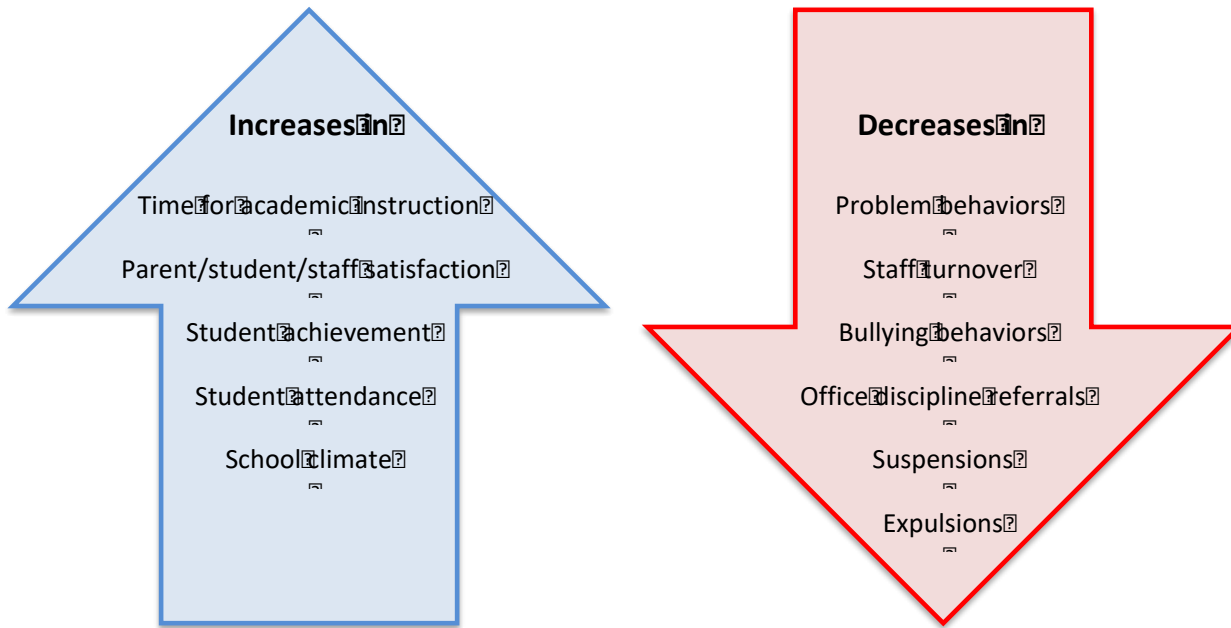
Within the multi-tiered framework of RTI<sup>2</sup>-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

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

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

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

## Benefits of RTI<sup>2</sup>-B (Horner et al., 2014)



## PURPOSE STATEMENT

Our RTI<sup>2</sup>-B School team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing Response to Instruction and Intervention – Behavior at our school is to be committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI<sup>2</sup>-B at our school is incentivize, reward positive behavior and encourage responsible decision-making. Focusing on positive behavior will help decrease disciplinary infractions, increase attendance, and raise academic achievement.

## TEAM COMPOSITION AND NORMS

Our RTI<sup>2</sup>-B School Team reflected on the professional behaviors that characterize efficient and effective meetings during their training. The working agreements are listed below in an effort to support the team's productivity.

| NAME               | SCHOOL ROLE               | EMAIL                  | PHONE NUMBER   |
|--------------------|---------------------------|------------------------|----------------|
| Monica Bates       | Principal                 | batesmo@scsk12.org     | (901) 416-0340 |
| Judy Davenport     | Administrator             | davenportja@scsk12.org | (901) 416-0340 |
| Jonie Rumph        | Coach/Communicator        | oliverjy@scsk12.org    | (901) 416-0340 |
| Pia Stewart        | Coach/Counselor           | stewartpt@scsk12.org   | (901) 416-0340 |
| Chantelle Mitchell | Lead Data Analyst         | mittchellcw@scsk12.org | (901)416-0340  |
| Deedra Clark       | Recorder/Sped Teacher     | clarkd2@scsk12.org     | (901) 416-0340 |
| Jewel Garrison     | Time Keeper               | garrisonjc@scsk12.org  | (901) 416-0340 |
| Whitney Daniels    | General Education Teacher | danielswn@scsk12.org   | (901) 416-0340 |
| Lavita Odom        | General Education Teacher | odomls@scsk12.org      | (901) 416-0340 |

|   |                           |                   |                |
|---|---------------------------|-------------------|----------------|
| Kiara Hunt  | General Education Teacher | huntk2@scsk12.org | (901) 416-0340 |
| Day to meet: 4 <sup>th</sup> Tuesday of each month                              |                           | Time: 2:30 pm     |                |
| Location: Conference Room   |                           |                   |                |
| Dates to present to staff: Teams meets 4 <sup>th</sup> Wednesday of each month. |                           |                   |                |

### **Proposed Norms for the RTI<sup>2</sup>-B Leadership Team**

- We will maintain a positive tone at our meetings.
- We will not complain about a problem unless we can offer a solution.
- We will begin and end our meetings on time and stay fully engaged throughout each meeting.
- We will contribute equally to the workload of this team.
- We will listen respectfully and consider matters from another's perspective.

# BEHAVIORAL EXPECTATIONS

## BEHAVIORAL EXPECTATIONS AND BEHAVIORAL EXPECTATIONS MATRIX

Our school's agreed upon behavioral expectations are operationally defined with examples of what the expected behavior looks like in each location. This will improve clarity and consistency of what is expected throughout the school.



|   |
|---|
| Our Highland Oaks Middle School Behavioral Expectations are called:<br>Hawks  |
| <ol style="list-style-type: none"><li>1. <b>S</b>peak respectfully to all</li><li>2. <b>O</b>bey all expectations</li><li>3. <b>A</b>lways give our best</li><li>4. <b>R</b>espect all property</li></ol> |



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 on page 20.**

## SCHOOL-WIDE BEHAVIORAL EXPECTATIONS TEACHING MATRIX

The RTI<sup>2</sup>-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 TO STUDENTS AND FACULTY

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

| Teaching the Plan to Students and Faculty  |   |  |
|--|---|--|
| What will be done?   | How will it be done?  | When will it be done?  |
| RTI <sup>2</sup> -B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i>  | All staff will be trained during an in-service. Team will also provide all materials needed to faculty.   | Faculty Training: August   |
| 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 be trained during the first two weeks of school through the H.O.W Curriculum (Highland Oaks Way).   | Student Training: August   |
| 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> | RTI <sup>2</sup> -B team members will make copies on the school poster maker during the administrative days (week after students and teachers leave)  | The posters will be displayed in high frequency areas within the school during the week of August.                                     |
| 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>                           | We will have an RTI <sup>2</sup> -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. Team will also provide all materials needed to faculty. Staff will practice using behavior-specific praise and utilizing the Tickets with each other. | Training will occur in August.   |
| Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break)</i>  | <ul style="list-style-type: none"> <li>-Quarterly assemblies will be held where students re-teach Behavior Expectations</li> <li>-After each break classroom teachers will revisit expectations in the classroom (fall, winter, spring break)</li> <li>-Behavior Expectations will be announced daily during announcements</li> </ul>               | 2 <sup>nd</sup> Quarter Meeting: October<br><br>3 <sup>rd</sup> Quarter Meeting: January<br><br>4 <sup>th</sup> Quarter Meeting: March |

|   |  |  |
|---|--|--|
|   |  |  |
| Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i>   | The school counseling team will utilize student ambassadors to assist in completing a brief orientation with new students. New students will be assigned an ambassador to shadow for a week.   | This will be reoccurring throughout the school year as new student enroll at the school. |
| Establish a STUDENT LEADERSHIP TEAM. <i>(How will students be picked for the team? How many on team? What will their responsibilities be? Who will be in charge?)</i> | The student leadership team will consist of Student Counsel/Ambassador students. The students will be selected from the list of Beta Club and Honor students. The team will consist of approximately 10 students. The Student Counselor President will serve as the student lead. They will be responsible for meeting with the administrative team to discuss behavior concerns within the school and develop plans for prevention of those issues. | The team will the first Monday of each month at 12:30 p.m. in the library.               |

## TEACHING THE PLAN TO STUDENTS

Our RTI<sup>2</sup>-B Team worked through the logistics of teaching the plan to all students, staff, family and community in our school, and the details are listed in the charts below.

| Teaching the Plan to Students  |                            |
|--|----------------------------|
| <b>How will you introduce the plan to students?</b><br><i>(e.g., describe steps for first introducing the school-wide plan to all students)</i>  |                            |
| <b>How:</b><br><br>Students will be trained during the first two weeks of school through the H.O.W Curriculum. Teachers will teach the contents of the plan with explicit examples to their homeroom and subsequent classes each day, each period. | <b>When:</b><br><br>August |
| <b>How will you create and post the matrix in all locations?</b>   |                            |
| <b>How:</b><br><br>RTI <sup>2</sup> -B team members will make copies on the school poster maker during the administrative days the week after students and teachers are dismissed.   | <b>When:</b><br><br>May    |

|   |  |
|---|--|
| <b>How will you use lesson plans to teach expected behaviors in all settings?</b>   |  |
| <b>How:</b><br><br>During the first two weeks of school, MAPS teachers will have classes rotate during their normal class times and the RTI <sup>2</sup> -B lessons (H.O.W) will be taught in the same manner as it is done in the core classes.  | <b>When:</b><br><br>First two weeks of school, as students begin transitioning to MAPS classes on the third day of school.                                 |
| <b>How will you review the plan and reteach lessons throughout the year?</b><br><i>(e.g., after each break)</i>   |  |
| <b>How:</b> <ul style="list-style-type: none"> <li>-Quarterly assemblies will be held where students re-teach Behavior Expectations</li> <li>-After each break classroom teachers will revisit expectations in the classroom (fall, winter, spring break)</li> <li>-Behavior Expectations will be announced daily during announcements</li> </ul>   | <b>When:</b><br><br>2 <sup>nd</sup> Quarter Meeting: October<br><br>3 <sup>rd</sup> Quarter Meeting: January<br><br>4 <sup>th</sup> Quarter Meeting: March |
| <b>How will you teach the plan to new students throughout the year?</b>   |  |
| <b>How:</b><br><br>The school counseling team will utilize student ambassadors to assist in completing a brief orientation with new students. New students will be assigned an ambassador to shadow for a week.   | <b>When:</b><br><br>This will be reoccurring throughout the school year as new student enroll at the school.   |
| <b>Teaching the Plan to Staff</b>   |  |
| <b>Who will be trained on the plan?</b><br><i>(e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)</i>   |  |
| <b>How:</b><br>All staff will be trained during an in-service. The RTI <sup>2</sup> -B team provide all materials needed to faculty.  | <b>When:</b><br>August   |
| <b>How will you train staff to teach expectations and deliver acknowledgements?</b>   |  |
| <b>How:</b><br><br>We will have an RTI <sup>2</sup> -B Workshop during in-service. During that time, the leadership team will review the plan with the faculty and ask for questions concerning the implementation of the plan. The team will provide all materials needed to fully implement the plan. Staff will practice using behavior-specific praise and how to track and report specific high frequency infractions. | <b>When:</b><br>August   |

|   |   |
|---|---|
| <b>How will you teach the components of the discipline process to all staff?</b><br><i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>   |   |
| <b>How:</b><br><br>We will have an RTI <sup>2</sup> -B Workshop during in-service. During that time, the leadership team will review the plan with the faculty and ask for questions concerning the implementation of the plan. The team will provide all materials needed to fully implement the plan. Staff will practice using behavior-specific praise and how to track and report specific high frequency infractions. | <b>When:</b><br>August  |
| <b>How will you teach core features of the plan to substitute teachers?</b><br><i>(e.g., expectations, acknowledgements, discipline)</i>  |   |
| <b>How:</b><br><br>A handout that reviews the important features of the RTI <sup>2</sup> -B plan, including definitions of the Minor and Major behavioral infractions and a copy of the office discipline referral form, will be placed in teachers' substitute binder.   | <b>When:</b><br><br>Teachers will place the handout in their substitute binder during the session in August |
| <b>What important dates will you share?</b>   |   |
| <b>How:</b><br>Dates that the curriculum will be taught to students<br>Quarterly meeting dates for retraining of students<br>Dates student celebrations will occur  | <b>When:</b><br>August  |
| <b>Teaching the Plan to Family and Community</b>  |   |
| <b>How will core features of the plan be shared with family/community members at the beginning of the school year?</b><br><i>(e.g. expectations, acknowledgements, discipline)</i>  |   |
| The plan will be share with families/community members during Open House Night scheduled for August. The school administrators will start the open house with an overview of the RTI <sup>2</sup> -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. Additionally, parents may attend quarterly student meetings.          |   |
| <b>How often will information about the plan be shared with family/community members?</b>   |   |
| The plan will be posted on the school's website for parents and the community to review at any time during the school year.   |   |
| <b>How can families incorporate RTI<sup>2</sup>-B in the home?</b><br><i>(e.g., home matrix, home acknowledgement system)</i>   |   |

Families will be encouraged to implement rewards and consequences at home that are directly aligned with the contents of the school's RTI2-B plan. In addition, families will be asked to review the plan with their child at least once per month.

**What additional resources can family/community members access for more RTI<sup>2</sup>-B information and support? (e.g., online resources, resources within the district)**

- Tennessee Behavior Supports Project website ([www.Tbspmemphis.com](http://www.Tbspmemphis.com))
- Parent trainings will be provided at school each semester by the school counselors or designated guests
- Parent information pamphlets will be available in the parent resource center in Room 300.

**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 RTI<sup>2</sup>-B at your school?**

Our PTO will provide opportunities for parents to help create materials, support celebrations, participate in acknowledging staff during appreciation luncheons and to 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, our school has an active parent organization. The school's RTI2-B Coach, Pia Stewart, will communicate with the president of the PTO to notify her of the school's needs.

## ACKNOWLEDGEMENT SYSTEM MATRIX

Our RTI<sup>2</sup>-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)  |
| <i>Students</i>                          | HAWKsome Student Award | Students who maintain a satisfactory or above conduct mark by meeting all expectations from Monday through the following Thursday of each week will have opportunity to participate in a free, bi-weekly dress down day. The dress down days will be rewarded to students every other Friday. A new list will be generated every two weeks. The last Friday of the month, students with satisfactory behavior will have the option to participate in a school dance at the end of the day. | Bi-weekly        | All settings     | All staff members are responsible for tracking student conduct to ensure the appropriate students are rewarded. |
|  | Hawk Café Award        | The Hawk Café Award reward will be given to the table of students that stand out for consistently exhibiting the cafeteria rules and expectations.   | Monthly          | Cafeteria        | Cafeteria Monitors  |

|              |                            |  |         |   |   |
|--------------|----------------------------|--|---------|---|---|
| <i>Staff</i> | The HAWKsome Teacher Award | A HAWKsome Award poster will be displayed on the classroom door of a teacher selected by administrators and RTI2-B leadership team for exemplifying the following behaviors: doing an exceptional job teaching/re-teaching RTI2-B behaviors, acknowledging students, etc. There will be a teacher selected from each grade level. The poster will remain on the teacher's door for a full month. | Monthly | HAWKsome Award poster will be displayed on selected teachers' classroom doors | Administrators and RTI2-B Leadership Team |
|--------------|----------------------------|--|---------|---|---|

|  |                                  |  |              |               |   |
|--|----------------------------------|--|--------------|---------------|---|
|  | Twenty Day Hawk Attendance Award | At the end of each twenty-day grading period, teachers who have perfect attendance will have their name placed in a drawing for to win the opportunity to park on the front of the building until the next twenty-day period ends and a new teacher is selected. | 20-day cycle | Staff Meeting | Administrators and RTI2-B Leadership Team |
|--|----------------------------------|--|--------------|---------------|---|

|                         |                |  |  |           |  |
|-------------------------|----------------|--|--|-----------|--|
| <i>Family/Community</i> | Hawk Shout Out | There will be a running banner on the school website highlighting participation from the community and families.   | Updates will occur once per month                      |           | School's Webmaster                                   |
|                         | Helpful Hawks  | This will be an annual celebratory event to thank family and community members who have been involved with RTI2-B over the course of the year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, etc. | This event will occur the first week of May each year. | Cafeteria | RTI2-B Leadership Team, Office Staff, Administrators |

## DEALING WITH PROBLEM BEHAVIORS

Our RTI<sup>2</sup>-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 RTI<sup>2</sup>-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 three similar minors

with one teacher, the minor then becomes a major and the student is sent to the principal's office for further discipline. In order to document the minors, the team created a Minor Incident Report form (MIR) so that teachers can track minor behaviors and the principal can document what the teacher has done to try to eliminate the problem. When sending a student with minors to the office, the teacher will include the MIR form along with an office discipline report form (ODR). **The MIR and ODR forms are located in the appendix of this manual.**

### DISCIPLINE PROCESS FLOWCHART

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

### CLASSROOM CHECKLIST

Together as a team, in order to insure that all teachers are consistent, a classroom checklist has been created. The checklist will be used to check classrooms to determine how the RTI<sup>2</sup>-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, RTI<sup>2</sup>-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 <sup>2</sup> -B Calendar Components                          | Date(s)   |
|--|---|
| RTI <sup>2</sup> -B School Team Meetings                         | Thursday after each 20-day period                       |
| Initial Session to Teach Core Components to Staff                | During In-service week                                  |
| Booster Sessions to Teach Core Components to Staff               | Monthly faculty meetings                                |
| Begin School-wide Implementation<br>(e.g., Kick-off Celebration) | August 26, 2019   |
| Teaching Expectation Lesson Plans to Students in All Settings    | In-service week   |
| Re-teaching Expectation Lesson Plans to Students in All Settings | Quarterly Classroom Review; after each extended holiday |
| Celebrations/Assemblies  | 4 <sup>th</sup> Friday of each month                    |
| Family Nights  | First Semester: October                                 |



|        |                          |
|--------|--------------------------|
|        | Second Semester: January |
| 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 RTI<sup>2</sup>-B framework. By planning ways to involve them, it is hoped to receive continued input and feedback from them on the components of the RTI<sup>2</sup>-B framework. The following chart suggests ideas on how our school may receive feedback and input.

|                 | <b>Behavioral Expectations</b>   | <b>Teaching and Re-teaching of Expectations</b>  | <b>Acknowledgement System</b>  | <b>Discipline Process</b>  |
|-----------------|--|--|--|--|
| <b>Students</b> | Student Leadership team will review and provide feedback.  | Teachers and students will be responsible for reviewing Behavior Expectations and having open discussions about them.          | Classes will be surveyed annually to provide ideas for acknowledgements. Student leaders will create a Suggestion Box for students to provide input. | Student leaders will provide input on how to create student ownership at the school.   |
| <b>Staff</b>    | A draft of the RTI <sup>2</sup> -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 <sup>2</sup> -B workshop day. | A draft of the RTI <sup>2</sup> -B handbook will be sent to faculty and staff for feedback through grade level chairs.                               | All behaviors will be sorted with the staff into office vs. classroom managed during the RTI <sup>2</sup> -B workshop. Team will create definitions. Faculty and staff will provide examples and non-examples. |

|                              |   |   |   |   |
|------------------------------|---|---|---|---|
| <b>Family/<br/>Community</b> | All parts of the plan will be reviewed with family and community during Open House.   | All parts of the plan will be reviewed with family and community during Open House.   | All parts of the plan will be reviewed with family and community during Open House.   | All parts of the plan will be reviewed with family and community during Open House.   |
|                              | School will recruit a parent team member for the RTI <sup>2</sup> -B Leadership team. | School will recruit a parent team member for the RTI <sup>2</sup> -B Leadership team. | School will recruit a parent team member for the RTI <sup>2</sup> -B Leadership team. | School will recruit a parent team member for the RTI <sup>2</sup> -B Leadership team. |

## EVALUATION PLAN

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

| <b>Data</b>   | <b>Evaluation Tool</b>  | <b>Date to be Completed</b>   |
|---|---|---|
| <b>System to collect, organize, and summarize Discipline Data</b> | Our school uses:<br>Power School<br>Bright Bytes                                    | <b>Recommendation:</b> Summarize discipline data monthly<br><br>Our plan: Every 20 days/once a month            |
| <b>Universal Behavior Screener</b>                                | Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE) | <b>Recommendation:</b> Three times per year (fall, winter, and spring)<br><br>Our plan: October, January, April |
| <b>Fidelity Data</b>  | Tiered Fidelity Inventory (TFI)   | <b>Recommendation:</b> Three times per year (fall, winter, and spring)<br><br>Our plan : October, February, May |
| <b>Social Validity</b>  | Primary Intervention Rating Scale (PIRS)  | <b>Recommendation:</b> Twice per year (fall and spring)<br><br>Our plan: September and February                 |

# **APPENDIX**

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### **Posters**

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## EXPECTATIONS POSTER



**S**peak respectfully to all

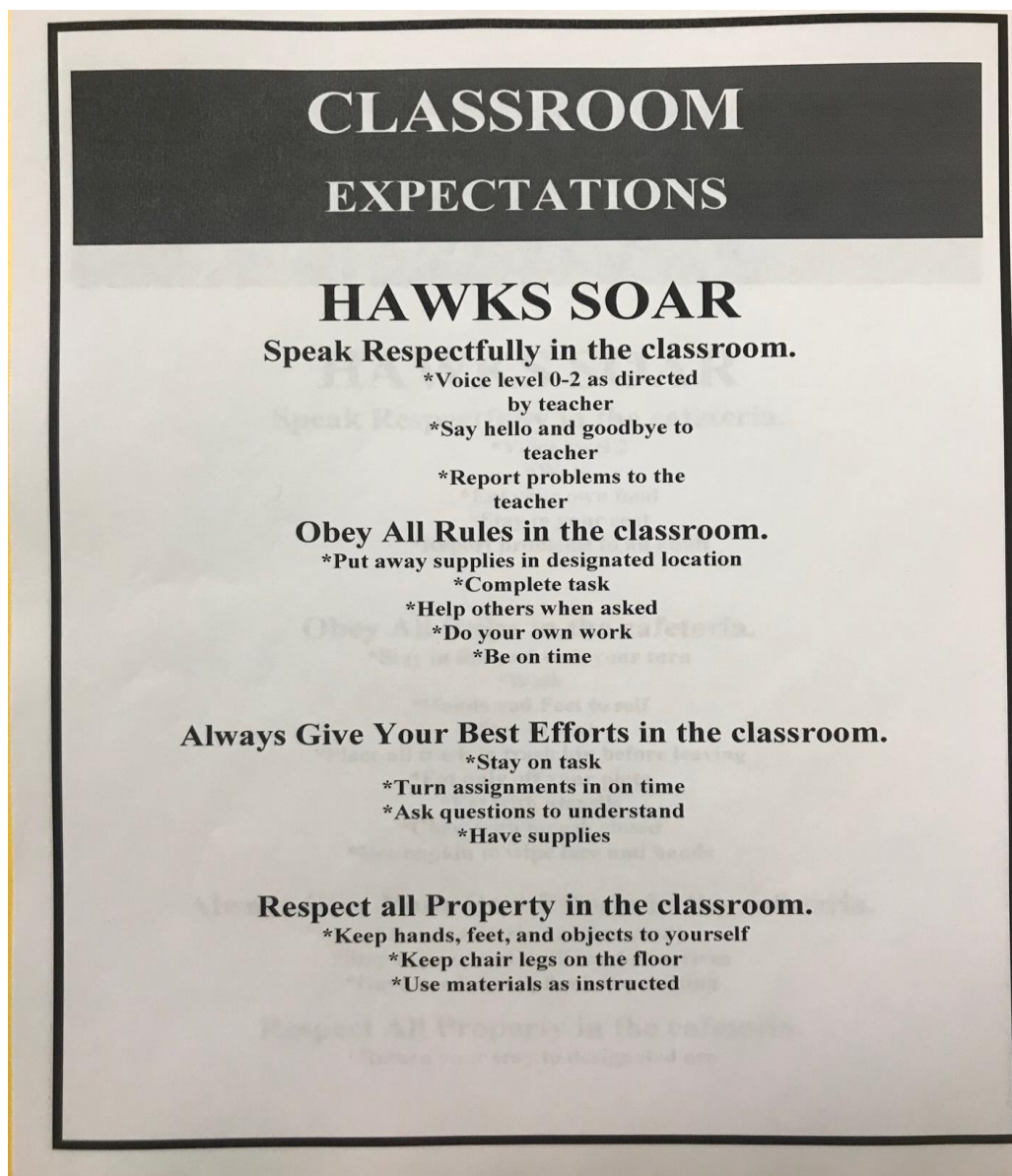
**O**bey all expectations in the class and in the halls

**A**lways give my best effort

**R**espect all property

## MATRIX

| Expectations          | Classroom  | Cafeteria   | Hallway   | Restroom  | Gym   | Library   | Bus   |
|-----------------------|--|---|---|---|---|---|---|
| Speak respectfully    | Voice level 0-2 as directed by teacher<br><br>Say hello and goodbye to teacher<br><br>Report problems to the teacher   | Voice level 2<br><br>Walk<br><br>Eat your own food<br><br>Stay in your seat<br><br>Report problems to an adult  | Walk on the maroon, to the right<br><br>Voice level zero<br><br>Report visitors without badges<br><br>Report problems to an adult | Voice level 0<br><br>Report problems to an adult  | Voice level 1-3 as directed by the teacher<br><br>Report problems and injuries to an adult              | Voice level one<br><br>Report problems to an adult  | Say hello and goodbye to driver<br><br>Voice level 2<br><br>Report problems to driver   |
| Obey all expectations | Keep hands, feet, objects to yourself<br><br>Put away supplies in designated location<br><br>Complete task<br><br>Help others when asked<br><br>Do your own work | Do the right thing without being asked<br><br>Eat your own food<br><br>Chew your food with your mouth closed<br><br>Thank cafeteria workers<br><br>Pick up after yourself | Keep hands, feet, objects to yourself<br><br>Keep hallways clean<br><br>Report unsafe behavior                                    | Keep hands, feet, objects to yourself<br><br>Report problems<br><br>Return to classrooms promptly and quietly | Keep hands, feet, objects to yourself<br><br>Allow others to join in<br><br>Line up at the first signal | Keep hands, feet, objects to yourself<br><br>Treat books, equipment and furniture with care | Say hello to driver as you enter<br><br>Say goodbye and thank you to the driver as you leave<br><br>Keep hands, feet, objects to yourself |
| Always give my best   | Stay on task<br><br>Turn assignments in on time<br><br>Ask questions to understand   | Stay in your seat until teacher arrives<br><br>Clean up after yourself<br><br>Eat your own food   | Go straight to your destination<br><br>Keep your own locker organized<br><br>Carry valid hall pass                                | Pump soap and paper towels once only<br><br>Keep restrooms clean  | Be active and have fun<br><br>Report problems and injuries to an adult                                  | Put books back in their designated spot<br><br>Take care of all borrowed materials          | Report problems to the driver<br><br>Keep personal belongings in lap or at feet   |
| Respect all property  | Sit in seat with feet on the floor<br><br>Use books, pencils, and all equipment as directed  | Return your tray to designated area<br><br>Throw away trash<br><br>Have cafeteria number<br><br>Stay in line<br><br>Wait your turn  | Transition quickly<br><br>Walk on the maroon<br><br>Honor locker schedule<br><br>Use only your locker                             | Go, Flush, Wash,<br><br>Leave<br><br>Throw trash in designated spot   | Use equipment correctly<br><br>Be a problem solver<br><br>Report problems and injuries to an adult      | Return books on time  | Avoid conflicts<br><br>Face forward<br><br>Sit on your bottom<br><br>Be profanity free  |



# **CAFETERIA EXPECTATIONS**

## **HAWKS SOAR**

**Speak Respectfully in the cafeteria.**

- \*Voice level 2
- \*Walk
- \*Eat your own food
- \*Stay in your seat
- \*Report problems to an adult

**Obey All Rules in the cafeteria.**

- \*Stay in line and wait your turn
- \*Walk
- \*Hands and Feet to self
- \*Stay in seat
- \*Place all trash in trash bin before leaving
- \*Eat only off your plate
- \*Eat with utensils
- \*Chew with mouth closed
- \*Use napkin to wipe face and hands

**Always Give Your Best Efforts in the cafeteria.**

- \*Have cafeteria number ready
- \*Stay in your seat until teacher arrives
- \*Have needed supplies before sitting

**Respect All Property in the cafeteria.**

- \*Return your tray to designated area



# HALLWAY EXPECTATIONS

## HAWKS SOAR

### **Speak Respectfully in the hall.**

- \*Walk on the maroon,  
to the right
- \*Voice level zero
- \*Report visitors without  
badges
- \*Report problems to an  
adult

### **Obey All Rules in the hall.**

- \*Place trash in trash bins
- \*Transition without delay
- \*Keep hands, feet, and objects to yourself
- \*Walk to the right on the maroon

### **Always Give Your Best Efforts in the hall.**

- \*Go straight to your destination
- \*Carry a valid hall pass
- \*Give personal space

### **Respect All Property in the hall.**

- \*Enjoy wall art with eyes only



# **RESTROOMS**

## **EXPECTATIONS**

### **HAWKS SOAR**

**Speak Respectfully in the restrooms.**

\*Voice level 0

\*Report problems  
to an adult

**Obey All Rules in the restrooms.**

\*Keep water in sink

\*Keep restroom clean

\*Keep hands, feet, objects to self

\*Wash hands

**Always Give Best Efforts in the restrooms.**

\*Pump soap & paper towels once only

\*Place used paper towels in trash can

\*Report problems to an adult

\*Return to class promptly and quietly

**Respect All Property in the restrooms.**

\*Use toilet/urinal & flush

# **GYM**

## **EXPECTATIONS**

### **HAWKS SOAR**

#### **Speak Respectfully in the gym.**

- \*Voice level 1-3 as directed by the teacher
- \*Report problems and injuries to an adult

#### **Obey All Rules in the gym.**

- \*Line up at the first signal
- \*Use equipment correctly

#### **Always Give Best Efforts in the gym.**

- \*Keep hands, feet, and objects to yourself
- \*Follow directions the first time

#### **Respect All Property in the gym.**

- \*Report problems and injuries to an adult
- \*Be active and have fun

# **LIBRARY**

## **EXPECTATIONS**

### **HAWKS SOAR**

#### **Speak Respectfully in the library.**

\*Voice level one

\*Report problems to an adult

#### **Obey All Rules in the library.**

\*Keep hands, feet, and objects to yourself

\*Follow directions the first time

\*Return books on time

\*Treat books, equipment and furniture with care

#### **Always Give Best Efforts in the library.**

\*Put books back in their designated spot

\*Take care of all borrowed materials

#### **Respect All Property in the library.**

\*Treat books, equipment and furniture with care



# **BUS EXPECTATIONS**

## **HAWKS SOAR**

### **Speak Respectfully on the bus.**

\*Say hello and goodbye to  
driver

\*Voice level 2

\*Report problems to driver

### **Obey All Rules on the bus.**

\*Follow driver's instructions

\*Stay seated until bus stops

\*Keep aisles free of all objects

\*Face forward

### **Always Give Best Efforts on the bus.**

\*Report problems to the driver

\*Keep personal belongings in lap or at feet

### **Respect All Property on the bus.**

Stay in your seat

\*No yelling out window

Keep the bus clean

## LESSON PLANS

| <b>Behavioral Expectation Lesson Plan</b><br>Lesson plans should be taught in the area and take 10-15 minutes      |  |
|--|--|
| Objective:   | The students will demonstrate <b>Speaking respectfully</b> , <b>Obeying all rules</b> , <b>Always giving their best</b> , <b>Respecting all property</b> .   |
| Setting:   | CLASSROOM  |
| <b>Expectations Taught:</b><br>(see behavior expectation matrix)   | <b>Speak Respectfully</b><br>Say hello and goodbye to teacher<br>Watch teacher to know what voice level<br>Report problems to an adult<br>Report bullying<br><b>Obey all expectations</b><br>Keep hands, feet, and objects to yourself<br>Be on time<br>Put away supplies in designated location<br>Complete task<br>Listen<br>Do your own work<br><b>Always give my best</b><br>Stay on task<br>Turn assignments in on time<br>Ask questions to understand<br>Help others when asked<br><b>Respect all property</b><br>Have supplies<br>Keep chair legs on the floor<br>Use materials as instructed |
| Examples:<br>Teach using "I do, we do, you do"   | Students will enter the classroom silently.<br>Once in the classroom, students will take out materials needed to complete assignments.<br>Students will use appropriate voice levels<br>Students will transition, keeping their hands, feet, and objects to themselves.  |
| Non-examples:<br>(Adults model only)   | Classroom Procedures and Expectations<br>Unsafe or destructive behavior (throwing object, pushing, removing items from bulletin boards,<br>Exiting the classroom   |
| Follow Through and Practice:<br>(How will behavior expectations continue to be taught throughout the school year?) | Modeling and practicing expectations.<br>Review and reinforce through boosters (after each break and quarter).<br>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).   |
| Acknowledgement:<br>(How will behaviors be acknowledged in this setting?)  | When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.   |

## Behavioral Expectation Lesson Plan

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

|  |  |
|--|--|
| Objective:   | The students will demonstrate <b>Speaking respectfully</b> , <b>O</b> beying all rules, <b>A</b> lways giving their best, <b>R</b> especting all property.   |
| Setting:   | CAFETERIA  |
| Expectations Taught:<br>(see behavior expectation matrix)  | <b>Speak respectfully</b><br>Say please and thank you to cafeteria workers<br>Voice level 2 unless directed otherwise<br>Hands and Feet to self<br>Report spills to adult by raising hand<br>Report problems to adult by raising hand<br><b>Obey all expectations</b><br>Walk<br>Stay in line<br>Eat only off your plate<br>Stay in your seat until your teacher arrives<br>Chew with mouth closed<br><b>Always giving my best</b><br>Use napkin to wipe face and hands<br>Have needed supplies before sitting<br><b>Respecting all property</b><br>Return your tray to designated area<br>Have cafeteria number ready<br>Wait your turn |
| Examples:<br>Teach using "I do, we do, you do"   | Students will hold tray with two hands facing the front in line.<br>Use polite manners.<br>Students will get all supplies before leaving the cafeteria line.<br>Students will remain seated at table until dismissed.<br>Raise your hand if you need help.<br>Clean up after yourself.   |
| Non-examples:<br>(Adults model only)   | Talking in line.<br>Not using polite manners (e.g., eating others food, loud talking, making fun others food)<br>Not cleaning up after yourself.   |
| Follow Through and Practice:<br>(How will behavior expectations continue to be taught throughout the school year?) | Modeling and practicing expectations.<br>Review and reinforce through boosters (after each break and quarter).<br>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).   |
| Acknowledgement:<br>(How will behaviors be acknowledged in this setting?)  | When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.   |

## Behavioral Expectation Lesson Plan

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

|  |   |
|--|---|
| Objective:   | The students will demonstrate <b>Speaking</b> respectfully, <b>O</b> beying all rules, <b>A</b> lways giving their best, <b>R</b> especting all property  |
| Setting:   | HALLWAY   |
| Expectations Taught:<br>(see behavior expectation matrix)  | <b>Speak respectfully</b><br>Voice Level Zero<br>Report visitors without badges<br>Report problems to an adult<br><b>Obey all expectations</b><br>Enjoy wall art with eyes only<br>Place trash in trash bins<br>Keep hands, feet, and objects to yourself<br>Walk to the right on the maroon<br><b>Always do my best:</b><br>Go straight to your destination<br>Carry a valid hall pass<br><b>Respect all property:</b><br>Transition without delay |
| Examples:<br><br>Teach using "I do, we do, you do"   | Prior to entering the hallway students will silently line up inside the classroom.<br>Once in the hallway, students will remain on the right side of the maroon<br>Students will transition to their destination with voices at level zero<br>Students will transition, keeping their hands, feet, and objects to themselves.   |
| Non-examples:<br>(Adults model only)   | Talking in the hallway<br>Unsafe or destructive behavior (throwing objects, pushing, removing items from bulletin boards,<br>Throwing trash in the hallway  |
| Follow Through and Practice:<br>(How will behavior expectations continue to be taught throughout the school year?) | Modeling and practicing expectations.<br>Review and reinforce through boosters (after each break and quarter).<br>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).  |
| Acknowledgement:<br>(How will behaviors be acknowledged in this setting?)  | When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.  |
|  |   |

## Behavioral Expectation Lesson Plans

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

|  |   |
|--|---|
| Objective:   | The students will demonstrate <b>Speaking respectfully</b> , <b>Obeying all rules</b> , <b>Always giving their best</b> , <b>Respecting all property</b>  |
| Setting:   | RESTROOMS   |
| Expectations Taught:   | <b>Speak respectfully: Voice level 0</b><br><b>Obey all expectations:</b> Keep water in sink; Keep restroom clean. Keep hands, feet, objects to yourself.<br><b>Always do my best:</b> Pump soap & paper towels once only; Place used paper towels in trash can; Report problems to an adult; Return to class promptly and quietly.<br><b>Respect all property:</b> Avoid conflicts; Be profanity free. |
| Examples:<br><br>Teach using "I do, we do, you do"   | Students will walk into restroom quietly.<br>Students will use the toilet/urinal.<br>Students will flush toilet/urinal.<br>Students will wash hands.<br>Students will pump soap and paper towels once only.<br>Students will be profanity free.<br>Students will throw used paper towels in the trash.<br>Students will walk out of the restroom quietly.   |
| Non-examples:<br>(Adults model only)   | Running into the restroom.<br>Using it on the floor.<br>Not flushing.<br><br>Looking in the stall while another student is inside the stall.<br>Yelling.<br>Using profanity.  |
| Follow Through and Practice:<br>(How will behavior expectations continue to be taught throughout the school year?) | Modeling and practicing expectations.<br>Review and reinforce through boosters (after each break and quarter).<br>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).  |
| Acknowledgement:<br>(How will behaviors be acknowledged in this setting?)  | When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.  |



| Behavioral Expectation Lesson Plans<br>Lesson plans should be taught in the area and take 10-15 minutes                |   |
|--|---|
| Objective:   | The students will demonstrate <b>Speaking respectfully</b> , <b>Obeying all rules</b> , <b>Always giving their best</b> , <b>Respecting all property</b>  |
| Setting:   | BUS   |
| Expectations Taught:   | <b>Speak respectfully:</b> Say hello to the driver as you enter; Say goodbye & thank you as you leave<br><b>Obey all expectations:</b> Follow driver's instructions, Stay seated until bus stops, Keep hands, feet, objects to yourself<br><b>Always do my best:</b> Report problems to the driver; Keep personal belongings in lap or at feet, Avoid conflicts; be profanity free<br><b>Respect all property:</b> Keep aisles free of all objects; Face forward; Feet on the floor |
| Examples:<br><br>Teach using "I do, we do, you do"   | Students will walk onto the bus.<br>Students will say hello to the driver.<br>Students will sit in assigned seat.<br>Students will face forward with feet on the floor.<br>Students will place personal belongings at own feet or on own lap.<br>Students will be profanity free.<br>Students will talk with students next to them quietly.<br>Students will walk to the front after the bus has come to a complete stop.<br>Students will thank the driver and exit at own stop.   |
| Non-examples:<br>(Adults model only)   | Running onto the bus.<br>Standing while the bus is moving.<br>Placing personal belongings in the aisle.<br>Facing backwards in the seat.<br>Yelling.<br>Using profanity.  |
| Follow Through and Practice:<br><br>(How will behavior expectations continue to be taught throughout the school year?) | Modeling and practicing expectations.<br>Review and reinforce through boosters (after each break and quarter).<br>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).  |
| Acknowledgement:<br>(How will behaviors be acknowledged in this setting?)  | When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.  |

## Behavioral Expectation Lesson Plan

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

|  |  |
|--|--|
| Objective:   | The students will demonstrate <b>Speaking respectfully</b> , <b>O</b> beying all rules, <b>A</b> lways giving their best, <b>R</b> especting all property.   |
| Setting:   | GYM  |
| Expectations Taught:<br>(see behavior expectation matrix)  | <b>Speak respectfully:</b> Say hello and goodbye to teacher; Voice level 1-3 as directed by the teacher<br><b>Obey all expectations:</b> Follow directions the first time; Line up at the first signal; Report problems and injuries to an adult<br><b>Always do my best:</b> Keep, hands, feet, objects to yourself; Be active and have fun<br><b>Respect all property:</b> Use equipment correctly; Allow others to join in; |
| Examples:<br><br>Teach using "I do, we do, you do"   | Students will:<br><br>Take turns while playing games.<br>Play within the set boundaries of the gym.<br>Clean up the gym area when finished playing.<br>Line up when prompted.  |
| Non-examples:<br>(Adults model only)   | Not following game rules<br>Using gym equipment inappropriately<br>Throwing trash on the floor in the gym<br>Not allowing everyone to play   |
| Follow Through and Practice:<br>(How will behavior expectations continue to be taught throughout the school year?) | Modeling and practicing expectations.<br>Review and reinforce through boosters (after each break and quarter).<br>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).   |
| Acknowledgement:<br>(How will behaviors be acknowledged in this setting?)  | When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.   |

## OPERATIONAL DEFINITIONS

| Minor Problem Behavior                                  | Definition  | EXAMPLE<br>Handled by Teacher   |
|---|---|---|
| Disrespect/Defiance/Non-Compliance                      | Student delivers socially rude or dismissive messages to adults or students.  | Talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment  |
| Disruption  | Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. | Intentionally distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, passing gas. |
| Defiance/Disrespect/ Insubordination/<br>Non-Compliance | Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.   | Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/ argumentative  |
| Dress Code Violation                                    | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.   | Shirt untucked, no belt, jeggings, jeans, hoodies, jackets zipped   |
| Physical Contact/Physical Aggression                    | 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   | Student engages in low-intensity misuse of property.  | Breaking pencils/crayons, kicking furniture, mishandling textbooks/library books/tearing up paper/assignments, handouts, slamming locker                                |
| Tardy   | Student is late (as defined by the school) to class or the start of the school day  | Students enters classroom after bell rings without excuse or an admit slip  |
| Technology Violation                                    | Student engages in inappropriate (as defined by the school) use of cell phone, music/video players, camera, and/or computer.  | Using computer time inappropriately, possessing electronic devices without permission   |
| Major Problem Behavior                                  | Definition  | EXAMPLE<br>Handled by Administration  |
| Abusive Language/ Inappropriate Language/ Profanity     | Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.   | Cursing, slandering another person, hostile threats either written, spoken, or non-verbal, put downs  |
| Bomb Threat/<br>False Alarm                             | Student delivers a message of possible  | Written or verbal bomb threat, deliberately pulling fire alarm when not warranted, planting   |

|  |  |  |
|--|--|--|
|  | explosive materials being on-campus, near campus, and/or pending explosion.  | an explosive device on school grounds/property, making or attempting to construct a bomb at school                               |
| Bullying                                   | The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.  |  |
| Arson                                      | Student plans and/or participates in malicious burning of property   | Setting fires to or on school property. Possession of combustible items  |
| Fighting                                   | Student is involved in mutual participation in an incident involving physical violence.  | Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking  |
| Forgery/Theft/<br>Plagiarism               | 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.<br><br>Stealing, hiding/purchasing stolen property, aiding someone in stealing |
| Gang Affiliation Display                   | Student uses gesture, dress, and/or speech to display affiliation with a gang.   |  |
| Harassment                                 | The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.         | Repeated verbal harassment or abuse, inappropriate touching, gesturing, notes or pictures  |
| Inappropriate Display of Affection         | Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.                | Inappropriate contact with another student or adult  |
| Inappropriate Location/ Out of Bounds Area | Student is in an area that is outside of school boundaries (as defined by school).   | Caught in inappropriate area of school property  |
| Lying/Cheating                             | 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                            |
| Physical Aggression                        | Student engages in actions involving serious physical contact where injury may   | Fighting with the intent to hurt   |

|   |  |  |
|---|--|--|
|   | occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).  |  |
| Property Damage/Vandalism               | Student participates in an activity that results in destruction or disfigurement of property.  | Purposely breaking classroom materials, throwing desks, chairs, computers, |
| Skip class                              | Student leaves or misses class without permission.   |  |
| Truancy                                 | Student receives an 'unexcused absence' for ½ day or more.   |  |
| Use/Possession of Alcohol/Drugs/Tobacco | Student is in possession of or is using alcohol, tobacco, or illegal drugs/substances/imitations   | Smelling of alcohol, possession of alcohol                                 |
| Use/Possession of Combustibles          | Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid). | Has Possession of  |
| Use/Possession of Weapons               | Student is in possession of knives (>6 in., <6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.                                      | Has Possession of  |

## TEACHER-MANAGED vs. ADMINISTRATIVE-MANAGED CHART

Our school categorizes problem behaviors as office-managed and staff-managed. We used our school's discipline handbook and the behavior definitions to determine which problem behaviors will be office-managed and which will be staff-managed in our discipline process.

| Teacher-Managed Problem Behavior                                   | Administrator-Managed Problem Behavior   |
|--|--|
| Inappropriate Language   | Fighting   |
| Running in the Hallway   | Profanity directed towards staff/student (i.e., racial slurs, derogatory language)                         |
| Disrespect (mild)  | Vandalism  |
| Defiance (mild)  | Theft  |
| Tardy/Attendance   | Threatened Violence (physical or extreme verbal aggression with specific threats towards student or staff) |
| Off Task/Unnecessary Movement (disruption, out-of-seat, fidgeting) | Bullying   |
| Tattling   | Gang Activity/Recruiting   |
| Name Calling   | Weapons/Explosives/Drugs/Drug Paraphernalia  |
| Minor Stealing   | Inappropriate Touching   |
| No Supplies  | Truancy (habitual)   |
| Missing Assignments/ Work Habits                                   |  |
| Cheating   |  |
| Chewing Gum/ Eating during class                                   |  |
| Cellphone/Electronics Usage  |  |
| Dress Code Violation (habitual)                                    |  |

**STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:**

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

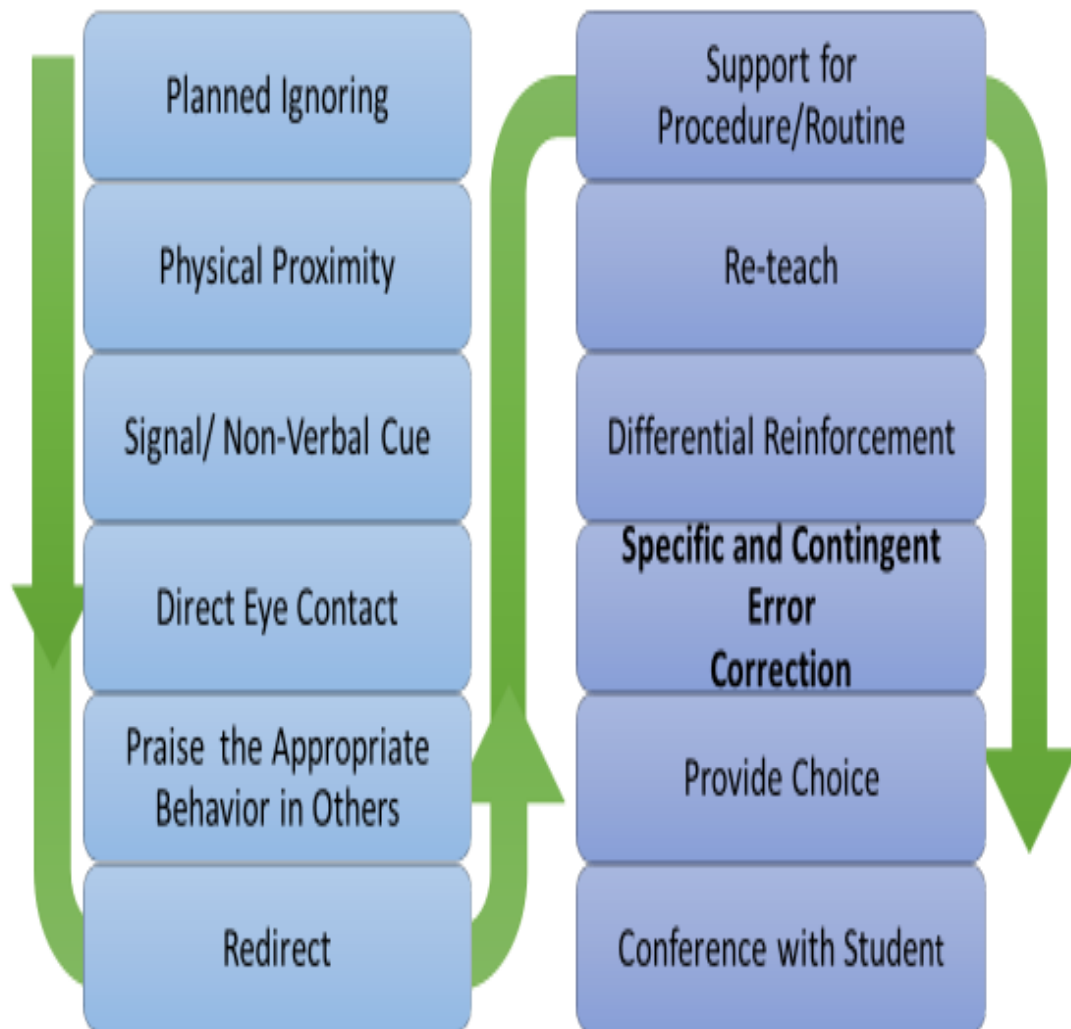
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

- Active supervision
- Pre-corrects
- Increased praise

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

# Develop a Continuum of Responses to Inappropriate Behavior





## Highland Oaks Middle School's Progressive Discipline Tracker

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_

| I - Verbal Warning   |              |  |                                   |
|--|--------------|--|-----------------------------------|
| <b>Verbal<br/>Warning</b>  | <b>Date:</b> | <b>Behavior Infraction:</b>  | <b>Intervention/Action Taken:</b> |
|  | <b>Date:</b> | <b>Behavior Infraction:</b>  | <b>Intervention/Action Taken:</b> |
|  | <b>Date:</b> | <b>Behavior Infraction:</b>  | <b>Intervention/Action Taken:</b> |
| I- Phone Call  |              |  |                                   |
| <b>Parent<br/>Phone Call</b>                                       | <b>Date:</b> | <b>Contact Name/#:</b>   | <b>Outcome of Call:</b>           |
|  | <b>Date:</b> | <b>Contact Name/#:</b>   | <b>Outcome of Call:</b>           |
|  | <b>Date:</b> | <b>Contact Name/#:</b>   | <b>Outcome of Call:</b>           |
| III - Conference with Parent                                       |              |  |                                   |
| <b>Parent<br/>Conferenc<br/>e</b>                                  | <b>Date:</b> | <b>Behavior Infraction:</b>  | <b>Resolution:</b>                |
|  |              | <b>Parent Signature:</b> _____ <b>Student Initials:</b> _____ <b>Teacher Initials:</b> _____ |                                   |
|  | <b>Date:</b> | <b>Behavior Infraction:</b>  | <b>Resolution:</b>                |
|  |              | <b>Parent Signature:</b> _____ <b>Student Initials:</b> _____ <b>Teacher Initials:</b> _____ |                                   |
| IV - Guidance Referral   |              |  |                                   |
| <b>Guidance<br/>Referral<br/>(Attach<br/>copy of<br/>referral)</b> | <b>Date:</b> | <b>Description of Infraction:</b>  | <b>Action Taken:</b>              |
|  |              |  | <b>Counselor's Signature:</b>     |
| V - Office Referral  |              |  |                                   |
| <b>Office<br/>Referral<br/>(Attach<br/>copy of<br/>referral)</b>   | <b>Date:</b> | <b>Description of Infraction:</b>  | <b>Action Taken:</b>              |
|  |              |  | <b>Admin Signature:</b>           |
|  |              |  |                                   |

|  |              |  |   |
|--|--------------|--|---|
|  |              |  |   |
| <b>Second Cycle</b>  |              |  |   |
| <b>VI - Phone Call</b>   |              |  |   |
| <b>Parent Phone Call</b>   | <b>Date:</b> | <b>Contact Name/#:</b>                       | <b>Outcome of Call:</b><br>N            |
| <b>VII - Team Conference with Parent</b>                                       |              |  |   |
| <b>Team Parent Conference</b>  | <b>Date:</b> | <b>Behavior Infraction:</b>                  | <b>Resolution/Action Taken:</b>         |
|  |              | <b>Parent Signature:</b><br><b>Initials:</b> | <b>Student Initials:</b> <b>Teacher</b> |
| <b>VIII - Guidance Referral</b>  |              |  |   |
| <b>Guidance Referral</b><br><i>(Attach copy of referral)</i>                   | <b>Date:</b> | <b>Description of Infraction:</b>            | <b>Action Taken:</b>                    |
|  |              |  | <b>Counselor Signature:</b>             |
| <b>IX - Behavior Intervention Plan</b>   |              |  |   |
| <b>Behavior Intervention Plan</b><br><i>(Attach copy of plan)</i>              | <b>Date:</b> | <b>Description of Infraction:</b>            | <b>Action Taken:</b>                    |
|  |              |  | <b>Parent Signature:</b> _____          |
|  |              |  | <b>Student Signature:</b> _____         |
|  |              |  | <b>Teacher Signature:</b> _____         |
|  |              |  | <b>Counselor/Admin Signature:</b>       |
| <b>X - S-Team</b>  |              |  |   |
| <b>S-Team</b><br><i>(Attach copy of documentation &amp; guidance referral)</i> | <b>Date:</b> | <b>Description of Infraction:</b>            | <b>Action Taken:</b>                    |
|  |              |  | <b>Teacher Signature:</b> _____         |
|  |              |  | <b>Counselor Signature:</b> _____       |
|  |              |  | <b>Admin Signature:</b> _____           |

## DISCIPLINARY REFERRAL



School \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ Race \_\_\_\_\_ Sex \_\_\_\_\_

Date of Incident \_\_\_\_\_ Time \_\_\_\_\_ Teacher/Bus Driver \_\_\_\_\_

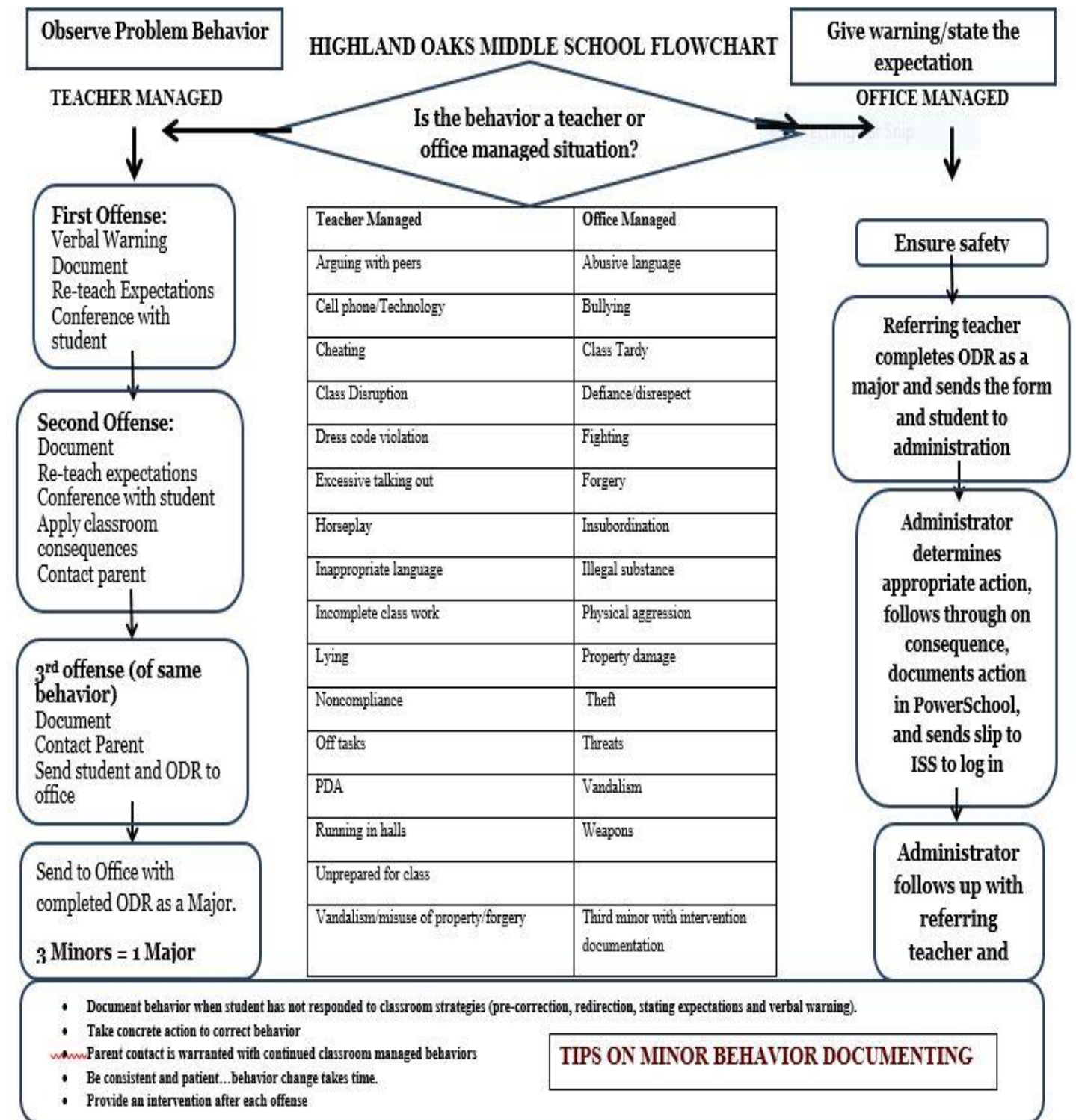
**NOTICE TO PARENTS:** All teachers and bus drivers are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of the school, during intermission or recess period or on any school bus going to or returning from school. (TCA 49-6-4102)

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

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

## Discipline Process Flowchart

Together as a team, we updated our Discipline Process Flowchart using the one provided below. The completed Discipline Process Flowchart for our school will also be located in the appendix of this implementation manual.



## Classroom Checklist

Our school will use this checklist to consider how the RTI<sup>2</sup>-B core components are used in our classrooms.

| RTI <sup>2</sup> -B Core Components     | Features in the Classroom   |
|---|---|
| <b>Behavioral Expectations</b>          | <ul style="list-style-type: none"> <li><input type="checkbox"/> I have the school-wide behavioral expectations posted in my classroom.</li> <li><input type="checkbox"/> My classroom expectations align with the school-wide behavioral expectations.</li> <li><input type="checkbox"/> 80% of my students can state the school-wide behavioral expectations.</li> </ul>   |
| <b>Teaching Behavioral Expectations</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I have taught the school-wide behavioral expectations in my classroom.</li> <li><input type="checkbox"/> I have retaught the school-wide behavioral expectations throughout the year in my classroom.</li> <li><input type="checkbox"/> I refer to the school-wide behavioral expectations regularly.</li> <li><input type="checkbox"/> My substitute plans include RTI<sup>2</sup>-B core components.</li> </ul>   |
| <b>Acknowledgement System</b>           | <ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of strategies to give specific positive feedback in my classroom.</li> <li><input type="checkbox"/> My students can tell how they receive acknowledgement for expected behavior.</li> <li><input type="checkbox"/> I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom.</li> <li><input type="checkbox"/> My students are able to participate in the school-wide acknowledgement system.</li> </ul>  |
| <b>Discipline Process</b>               | <ul style="list-style-type: none"> <li><input type="checkbox"/> I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed.</li> <li><input type="checkbox"/> I use the Office Discipline Referral form when students engage in office-managed problem behavior.</li> <li><input type="checkbox"/> I refer to the school-wide discipline process flowchart when students engage in problem behavior.</li> <li><input type="checkbox"/> I provide students an opportunity to get back on track after engaging in problem behavior.</li> </ul> |



## Positive Behavior Parent Brochure

At Highland Oaks Middle School, we strive to support all students and staff by teaching and promoting positive behavior school-wide. We encourage students and staff to S.O.A.R daily in all areas of the school. S.O.A.R simply means:

**Speak respectfully to all.**

**Obey all rules**

**Always give your best effort**

**Respect all property**

When the rules are followed, students have the opportunity to participate in school celebrations such as bi-weekly dress down days, school dances, club participation, athletic event attendances, etc. When school rules are not followed, specific consequences will be implemented to correct/deter the inappropriate behavior.

**Dear Parent/Guardian,**

Please review all the information contained in this brochure with your child(ren).

- ❖ Ask your child to tell you the school rules.
- ❖ Ask for an example of each way they can demonstrate each rule in school.
- ❖ Discuss with your child ways they can demonstrate these rules at home or in the community.

Once this is done, please sign below and have your child(ren) sign it as well. Return this slip to your child's teacher.

---

Parent/Guardian Signature

---

Student Signature

---





### Highland Oaks Middle Positive Behavior Support Bookmark

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**What is RTI2-B:** Response to Instruction and Intervention Behavior (RTI2-B is a school-wide approach to teaching, modeling, recognizing, and supporting positive behaviors in our school. Through the SOAR program, we will focus on building a school environment in which all students can learn and achieve their personal best.

**Purpose:** The SOAR program is designed to promote positive behaviors within the school and to reward those behaviors when observed. The SOAR expectations of are:

5. **Speak respectfully to all**
6. **Obeying all rules**
7. **Always giving my best effort**
8. **Respect all property**

#### How do I participate:

- Encouraging all students at all times to follow the SOAR expectations.
- Model the SOAR expectations at all times.

**We SOAR to Higher Heights**



### Highland Oaks Middle Positive Behavior Support Bookmark

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**We SOAR to Higher Heights**