WHITEHAVEN HIGH SCHOOL
RTI²- Behavioral Implementation Manual
2020-2021

Remember! See The Vision Through The Eye Of The Tiger!!!!!!!

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RTI²-Behavior Implementation Manual

Whitehaven High

Shelby County Schools

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2019-2020 TEAM MEMBERS: Jason Bolden, Ed.D, Nedra Corey, Traci Townsel, Monica Govan, Galvin Sims, Derry Phillips, Tiffany Wren-Dyson

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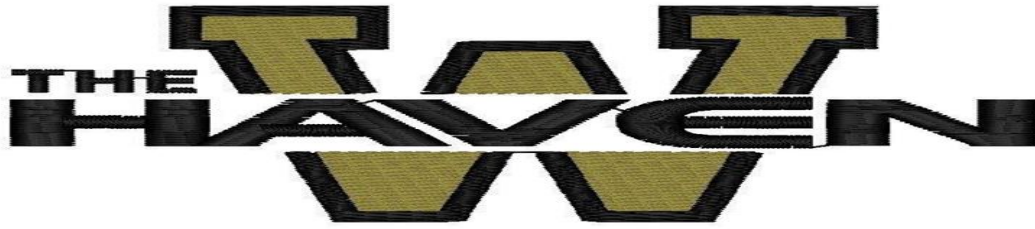
TABLE OF CONTENTS

RTI²-B Overview

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

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

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

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

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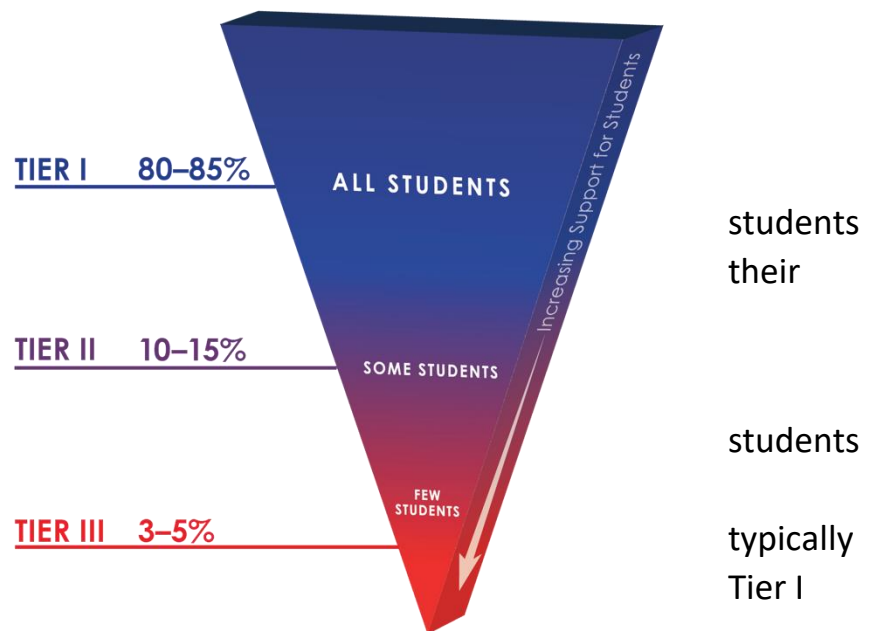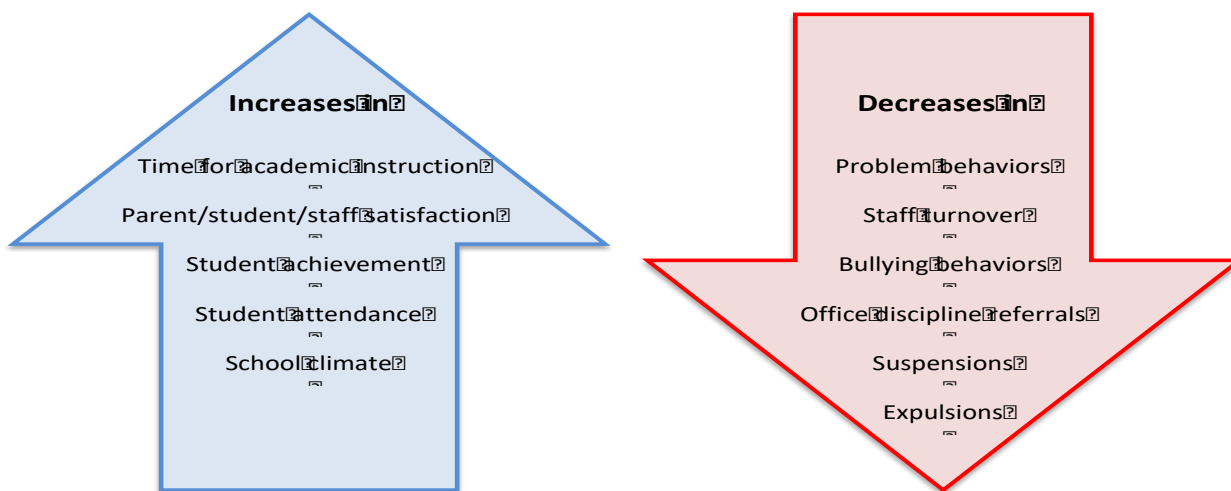
acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders' opinions are valued.

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

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

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

Increases in	Decreases in
Time for academic instruction	Problem behaviors
Parent/student/staff satisfaction	Staff turnover
Student achievement	Bullying behaviors
Student attendance	Office discipline referrals
School climate	Suspensions
	Expulsions

Purpose

Whitehaven 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 promote caring relationships, mutual respect, of all stakeholders, and ownership of behaviors by promoting a foundation for academic success, within a safe and caring learning environment in an effort to support the needs of the student holistically.

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 50% of team members may roll off as members of the team and new members may be instated. Team member expectations are listed below.

RTI²-B School Team Composition				
Name	Team Role	School Role	E-mail Address	Phone No.
Jason Bolden*	Coach	Assistant Principal	boldenjp@scsk12.org	
Traci Townsel	Communicator	School Counselor	lemonstd@scsk12.org	
Nedra Corey	Data Analyst	Teacher	coreyn@scsk12.org	
Galvin Sims	Data Analyst	ISS Teacher	simsgd@scsk12.org	
Tiffany Wren-Dyson	Timekeeper	Teacher	wrent1@scsk12.org	
Nedra Corey	Recorder	Teacher (SpEd)	coreyn@scsk12.org	
Monica Govan	Communicator	Teacher	govanm@scsk12.org	
Day to meet: Wednesday			Time: 2:30	
Location: Virtual				
Dates to present to faculty: Faculty Meeting Monday's after team meeting				
Reminders: • *Place a * next to the name of the team coach* • *Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).*				
Proposed Norms for the RTI²-B Leadership Team				
• Start and end meetings on time • Stay on task • Listen to understand • Actively participate • If you have a conflict with the team meeting date, tell the coach the day before the meeting				

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.

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Whitehaven High Behavioral Expectations
School – Wide Expectations: Be Intentional, Be Accountable, 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 located in the appendix of this implementation manual.**

School-Wide Behavioral Expectations Matrix

The RTI[2]-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.**

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Lesson Plans

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

Teaching The Plan

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

Teaching the Plan to Students	
How will you introduce the plan to students? *(e.g., describe steps for first introducing the school-wide plan to all students)*	
How: Student assembly, and behavior pep rally	**When:** (Initial implementation will begin Jan, 2020) Beginning of school year and after Winter Break Fall 2020 Virtual presentation
How will you create and post the matrix in all locations?	
How: Art will create posters to be placed in all rooms from the school matrix.	**When:** Before the Winter break and before the new school year starts Fall 2020 Virtual Presentation and Introduction of Virtual Class Norms
How will you use lesson plans to teach expected behaviors in all settings?	
How: Each teacher with a homeroom, will show the students a powerpoint and/or video to introduce and teach students the WHS Way.	**When:** January 2. 2020 Fall 2020 Virtual Class Norms introduced in each classroom; School wide community during Open House
How will you review the plan and reteach lessons throughout the year? *(e.g., after each break)*	
How: Teachers will revisit the WHS Way after each break.	**When:** Teachers will review and reteach lessonplans after each break. The WHS Way is introduced virtually beginning Fall 2020
How will you teach the plan to new students throughout the year?	
How: A flyer will be created to give to students that has the WHS Behavior Matrix from guidance.	**When:** When a student receives his/her schedule and/or from the school web site

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Teaching the Plan to Staff	
Who will be trained on the plan? *(office staff, paraprofessionals, teachers, support staff)*	
How: All support staff will be trained (e.g., cafeteria staff, custodial staff, office staff, bus drivers) during an in-service. They will also provide all materials needed to faculty.	**When:** Beginning of school year and after Winter Break
How will you train staff to teach expectations and deliver acknowledgements?	
How: We will have an RTI^2-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. They will also provide all materials needed to faculty.	**When:** Beginning of school year and after Winter Break Fall 2020 Virtual during Open House and during PTO meetings/Parent University
How will you teach the components of the discipline process to all staff? *(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)*	
How: We will have a RTI^2-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. They will also provide all materials needed to faculty.	**When:** Beginning of school year and after Winter Break **2020 Fall; Virtual Faculty Meeting at start of academic year**
How will you teach core features of the plan to substitute teachers? *(e.g., expectations, acknowledgements, discipline)*	
How: Substitutes will have a 1 page handout that reviews the important features of the RTI^2-B plan, a packet of Tiger Paws, and Office Discipline Referral forms and Behavior definitions in their substitute folder.	**When:** As they are assigned **Sub teachers are provided with a summary**
What important dates will you share?	
How: All dates of celebrations, the teaching plan for students and when screeners will be administered will be reviewed and provided to faculty and staff during the workshop	**When:** Beginning of school year and after Winer Break

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Teaching the Plan to Family and Community
How will core features of the plan be shared with family/community members at the beginning of the school year? (e.g. expectations, acknowledgements, discipline)
Parent University and grade level class meetings
How often will information about the plan be shared with family/community members?
Once per semester
How can families incorporate RTI^2-B in the home? (e.g., home matrix, home acknowledgement system)
Model system of rewards and consequences; families can share the website updates reviewing the recognized students; parents can also tune into the virtual and/or live events
What additional resources can family/community members access for more RTI^2-B information and support? (e.g., online resources, resources within the district)
TBSPMemphis.com, PBISWorld.com, RTI2B Implementation plan, activities, and recognitions will be on the school website
Who will be the liaison between the school and family/community?
RTI2-B Coach
How can family/community members get involved with RTI^2-B at your school?
Meeting agendas Monthly meetings will be placed on the week at a glance and school website.
Does your school have an established parent organization? If so, who will communicate with the parent organization?
WEZ PTSO RTI2-B Coach

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.**

		High School	School-wide Acknowledgment System Matrix		
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students	**TIGER Paws Nomination**	When students display Tiger PRIDE, he or she nominated for "Student of the Week." Will receive a certificate and medallion. Will be posted on Website. These nominations are entered in a weekly drawing for various prizes.	Throughout the day/week- students can receive nominations	Hall Locker Lunchroom Restroom Gym Classroom	Faculty/Staff Office Staff Administrators
	TIGER Paws Celebration	Students who have not received a written referral and earned all E's and S' in conduct in a grading period will be treated chance to win a e-gift card. It will start over every 9-weeks.	Each 9-weeks October January March	Celebration: Drawing for gift cards.	Teachers Administrators Support Staff

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	TIGER PAWS Trip	Students who have not received a written referral and earned all E's and S' in conduct in a semester will be eligible to attend an off-campus field trip. It will start over each semester.	Each Semester 1st- Semester January 2nd- Semester May	Field Trip Possibilities but not limited to: Skating Park Fun center Movie McDonald's	Teachers Administrators
	Class Referral/Att endance Competition	Each week, the number of referral or attendance percentage per grade 9-12, will be posted; and at the end of each 4 1/2 weeks, the whole grade with the least referrals will be rewarded with a "out of uniform" day the following week.	At the end of each week	Main Hall	The Committee Administration
Staff	**Off-campus Lunch or Gift Card**	Teachers will copy Dr. Bolden on each student of the week nomination. A drawing will be held to select a winner.	Every 9 weeks	Off-campus restaurant	Principal, RTI^2-B Team
	PD Time	Teachers will put their name on each student of the week nomination. A drawing will be held to select a winner. They will receive time away for individualed PD.	Every 9 weeks	Anywhere they want.	Principal, RTI^2-B Team
	Parent Phone	Parents will be given phone calls praising their student for TIGER pride "Catch a Student Doing Good."	Once a week. Teachers will document their positive calls in a log provided by the RTI2-B Team.		Teachers

Family/Community	**Schoolwide communications on social media**	Sending pictures and news about any positive behavior and/or student of the week "Catch a Student Doing Good." Celebrating donors, supporters, and adoptors on the school wide website.	As needed.	Social Media School Website	RTI[2]-B Team, Teachers, PRO TEAM

Dealing With Problem Behaviors

Our RTI[2]-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[2]-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.**

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Minor Incident Report Form (MIR) and Office Disicipline 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 exhausted (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 RTI^2-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 RTI^2-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^2-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 Government will review plan and provide feedback	Students will revisit behavior expectations during grade level assemblies with Guidance Counselor	Students will complete a survey at the begin of each semester to provide ideas for acknowledgements.	Students will be a part of the discipline process as conflict managers. Restorative circles will be used within the classroom to manger classroom behaviors.

			Student Government members will collections ideas from students present to administration	Student Government members will meet with Administration to provide input regarding student discipline process
Staff	A draft of the RTI^2-B Plan will be distributed to faculty and staff during the beginning of year in-service. Plan will be revisited quarterly during faculty meeting	Teachers will model expectations at the beginning of each nine week grading period	RTI^2-B plan will be reviewed during grade level meetings for feedback before beginning of year in-service	Behaviors will be placed in office vs classroom managed categories by staff during faculty meeting. The Behavior team will create definitions and examples of discipline process and expectations during in-service

Calendar Of Events

Together as a team, RTI^2-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	Wednesdays 2:45
Initial Session to Teach Core Components to Staff	August 2020
Booster Sessions to Teach Core Components to Staff	Beginning of Fall and Winter Semesters
Begin School-wide Implementation (e.g., Kick-off Celebration)	August 2020
Teaching Expectation Lesson Plans to Students in All Settings	August 2020

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Re-teaching Expectation Lesson Plans to Students in All Settings	Beginning of each quarter March 8, 2020 for In-Person/Traditional Students
Celebrations/Assemblies	As scheduled/Quarterly
Family Nights	As scheduled
Other:	

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: PowerSchool and PowerBi _____	Our plan: Summarize discipline data per 20 day attendance period
Fidelity Data	Tiered Fidelity Inventory (TFI)	*Our plan: Two times per year (fall and spring)*
Social Validity	Primary Intervention Rating Scale (PIRS) (Also called the "Staff Input Survey")	*Our plan: Once per year (spring)*

Appendix

School-Wide Behavior Matrix

		Locations				
		Auditorium	Classroom	Restroom	Hallways	Cafeteria
Expectations	**Be Intentional**	Enter and be seated promptly Sit in approved location as quickly as possible Sit quietly when announcements are being mad	Be Punctual Be Prepared Be Engaged	Wash your hands Place trash in appropriate waste basket Clean up after yourself	Be dressed in school uniform Go straight to your destination Use lockers appropriately Use transition time wisely Report to class on time Clean up after yourself	Observe the dress code Only consume food in cafeteria Put away all electronic devices
	Be Accountable	Be where you are supposed to be Do what you are asked to do Go where you are told to go	Complete "Do Now"! Participate in class Complete measurable closure	Have a hall pass during class time Return to class immediately once done Be timely	Carry a valid hall pass Black card members should have cards on at all times Electronic devices should be put away Report anything that is unsafe	Place trash in trash cans Have lunch number ready
	Be Respectful	Be where you are supposed to be Do what you are asked to do Go where you are told to go 0-1 Voice Level	Greet others with a smile Show empathy! Raise your hand! Enter at 0-1 Voice level	Give others their privacy Keep your hands to yourself Use appropriate language Maintain voice level 1-2	Use your inside voice Walk on the right side of the hall Respect others space Listen to all adults Voice Level 1-2	Use appropriate words and tones Be respectful to others Listen to adults

THE W HAVEN HALLWAYS

*BE INTENTIONAL

BE DRESSED IN SCHOOL UNIFORM
GO STRAIGHT TO YOUR DESTINATION
USE LOCKERS APPROPRIATELY
USE TRANSITION TIME WISELY
REPORT TO CLASS ON TIME
CLEAN UP AFTER YOURSELF

*BE ACCOUNTABLE

CARRY A VALID HALL PASS
BLACK CARD MEMBERS SHOULD HAVE CARDS ON AT ALL TIMES
ELECTRONIC DEVICES SHOULD BE PUT AWAY
REPORT ANYTHING THAT IS UNSAFE

*BE RESPECTFUL

USE YOUR INSIDE VOICE

WALK ON THE RIGHT SIDE OF THE HALL

RESPECT OTHERS SPACE

VOICE LEVEL 1-2

THE HAVEN CAFETERIA

*BE INTENTIONAL

OBSERVE THE DRESS CODE

ONLY CONSUME FOOD IN CAFETERIA

PUT AWAY ALL ELECTRONIC DEVICES

*BE ACCOUNTABLE

PLACE TRASH IN TRASH CANS

HAVE LUNCH NUMBER READY

*BE RESPECTFUL

USE APPROPRIATE WORDS & TONES

BE RESPECTFUL TO OTHERS

LISTEN TO ADULTS

VOICE LEVEL 1-2

THE HAVEN

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THE W HAVEN CLASSROOM

*BE INTENTIONAL

BE PUNCTUAL

BE PREPARED

BE ENGAGED

*BE ACCOUNTABLE

COMPLETE "DO NOW"!

PARTICIPATE IN CLASS

COMPLETE MEASURABLE CLOSURE

*BE RESPECTFUL

GREET OTHERS WITH A SMILE

SHOW EMPATHY!

RAISE YOUR HAND!

ENTER AT 0-1 VOICE LEVEL

THE W HAVEN RESTROOM

*BE INTENTIONAL

WASH YOUR HANDS

PLACE TRASH IN APPROPRIATE WASTE BASKET

CLEAN UP AFTER YOURSELF

*BE ACCOUNTABLE

HAVE A HALL PASS

RETURN TO CLASS IMMEDIATELY ONCE DONE

BE TIMELY

*BE RESPECTFUL

GIVE OTHERS THEIR PRIVACY

KEEP YOUR HANDS TO YOURSELF

USE APPROPRIATE LANGUAGE

MAINTAIN VOICE LEVEL 1-2

THE W HAVEN

Virtual Classroom Norms

Be Intentional

- Be Punctual to Each Class
- Be Prepared with Necessary Supplies
- Be Engaged and Away from Other Devices

Be Accountable

- Complete and Submit Academic Assignments
- Actively Participate (Ask and Answer Questions)
- Maintain Electronic and Written Notes

Be Respectful

- Dress Appropriately
- Use Meeting Chat
- Raise Your Hand to Speak
- Enter on Mute

THE W HAVEN AUDITORIUM

*BE INTENTIONAL

ENTER & BE SEATED PROMPTLY

SIT IN APPROVED LOCATION AS QUICKLY AS POSSIBLE

SIT QUIETLY WHEN ANNOUNCEMENTS ARE BEING MADE

*BE ACCOUNTABLE

BE WHERE YOU ARE SUPPOSED TO BE

DO WHAT YOU ARE ASKED TO DO

GO WHERE YOU ARE TOLD TO GO

*BE RESPECTFUL

BE WHERE YOU ARE SUPPOSED TO BE

DO WHAT YOU ARE ASKED TO DO

GO WHERE YOU ARE TOLD

0-1 VOICE LEVEL

See the Vision through the Eye of the Tiger

	AUDITORIUM	CLASSROOM	RESTROOM	HALLWAYS	CAFETERIA
Be Intentional	Enter & be seated promptly Sit in approved location as quickly as possible Sit quietly when announcements are being mad	Be Punctual Be Prepared Be Engaged	Wash your hands Place trash in appropriate waste basket Clean up after yourself	Be dressed in school uniform Go straight to your destination Use lockers appropriately Use transition time wisely Report to class on time Clean up after yourself	Observe the dress code Only consume food in cafeteria Put away all electronic devices
Be Accountable	Be where you are supposed to be Do what you are asked to do Go where you are told to go	Complete "Do Now"! Participate in class Complete measurable closure	Have a hall pass Return to class immediately once done Be timely	Carry a valid hall pass Black card members should have cards on at all times Electronic devices should be put away Report anything that is unsafe	Place trash in trash cans Have lunch number ready
Be Respectful	Be where you are supposed to be Do what you are asked to do Go where you are told 0-1 Voice Level	Greet others with a smile Show empathy! Raise your hand! Enter at 0-1 Voice level	Give others their privacy Keep your hands to yourself Use appropriate language Maintain voice level 1-2	Use your inside voice Walk on the right side of the hall Respect others space Voice Level 1-2	Use appropriate words & tones Be respectful to others Listen to adults Voice Level 1-2

Lesson Plans

<table>
<tr><td colspan="2" align="center">Behavioral Expectation Lesson Plans

Lesson plans should be taught in the area and take 10-15 minutes</td></tr>
<tr><td>Objective:</td><td>I can demonstrate the WHS Way: Be Intentional, Be Accountable, Be Respectful</td></tr>
<tr><td>Setting:</td><td>Restroom</td></tr>
<tr><td>Expectations Taught:

(see behavior expectation matrix)</td><td>Be Intentional:

• Wash your hands, place trash in the appropriate waste basket, and clean up after yourself.
Be Accountable:

• During class time, have a teacher's hall pass and when you are done, return to class immediately, be timely
Be respectful:

• Give others their privacy, keep your hands to yourself, use appropriate language, and maintain appropriate voice level</td></tr>
<tr><td>Examples:

Teach using "I do, we do, you do"</td><td>• Use waste basket to dispose of trash
• Keep hands to yourself at all times
• Respect the privacy of others</td></tr>
<tr><td>Non-examples:

(Adults model only)</td><td>• Peaking over or under the stalls
• Skipping class in the restroom
• Throwing trash on the floor</td></tr>
<tr><td>Follow Through and Practice:

(How will behavior expectations continue to be taught throughout the school year?)</td><td>• Behavior matrix will be displayed in the restroom.
• Students can demonstrate through a skit or video on examples of the expectations while in the restroom.
• During assembly, admin will remind students to be mindful of the WHS Way.
• After a break, i.e. Fall, Winter, Spring, students will be reminded of the WHS Way.</td></tr>
</table>

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Acknowledgement: (How will behaviors be acknowledged in this setting?)	• Verbal praise • Tiger Paw Ticket

Behavioral Expectation Lesson Plans	
Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can demonstrate the WHS Way: **Be Intentional, Be Accountable, Be Respectful**
Setting:	Auditorium
Expectations Taught: (see behavior expectation matrix)	Be Intentional: Enter and be seated promptly, sit in approved location as quickly as possible, and sit quietly when announcements are being made Be Accountable: Be where you are supposed to be, what what are you asked to do, go where you are told to go Be Respectful Be where you are supposed to be, do what you are asked to do, go where you are told to go, and have 0=1 voice level
Examples: Teach using "I do, we do, you do"	• When entering the auditorium, voice levels should be between 0-1. • When someone is speaking, sit quietly
Non-examples: (Adults model only)	• Talking loudly while entering the auditorium • Not following the directions of the teachers/administrators on where to sit
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	• Behavior matrix will be displayed in the audiorium • Students can demonstrate through a skit or video on examples of the expectations while in the auditorium • During assembly, admin will remind students to be mindful of the WHS Way. • After a break, i.e. Fall, Winter, Spring, students will be reminded of the WHS Way.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Verbal praise Tiger Paw Ticket

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Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can demonstrate the WHS Way: **Be Intentional, Be Accountable, Be Respectful**
Setting:	Classroom
Expectations Taught: (see behavior expectation matrix)	Be Intentional: • Be punctual, Prepared, and Engaged Be Accountable: • Complete the "Do Now", participate in class, and compete the measurable closure Be respectful: • Greet others with a smile, show empathy, raise your hands to be acknowledged, enter the classroom with voice level 0-1
Examples: Teach using "I do, we do, you do"	• Have supplies out and ready • Participate in class • Turn in assignments on time
Non-examples: (Adults model only)	• Entering the classroom with voice level over 2 • Arriving late to class • Lacking supplies for class
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	• Behavior matrix will be displayed in the classroom • Students can demonstrate through a skit or video on examples of the expectations while in the classroom • During assembly, admin will remind students to be mindful of the WHS Way • During class, teacher will remind students of the WHS Way • After a break, i.e. Fall, Winter, Spring, students will be reminded of the WHS Way

Acknowledgement: (How will behaviors be acknowledged in this setting?)	• Verbal praise • Tiger Paw Ticket

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Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can demonstrate the WHS Way: **Be Intentional, Be Accountable, Be Respectful**
Setting:	Hallway
Expectations Taught: (see behavior expectation matrix)	Be Intentional: • Be dressed in school uniform, go straight to your destination, use lockers appropriately, use transition time wisely, report to class on time, clean up after yourself Be Accountable: • Carry a valid hall pass, black card members should have cards on at all times, electronic devices should be put away, report anything that is unsafe Be respectful: • Walk on the right side of the hall, respect others space, listen to all adults, voice level should be 1-2
Examples: Teach using "I do, we do, you do"	• Limit conversations with friends • Walk on the right side of the hallway • Make haste to get to next destination
Non-examples: (Adults model only)	• Using electronic devices • Stopping and standing • Out of uniform
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	• Behavior matrix will be displayed in the hallways • Students can demonstrate through a skit or video on examples of the expectations while in the hallway • During assembly, admin will remind students to be mindful of the WHS Way • After a break, i.e. Fall, Winter, Spring, students will be reminded of the WHS Way

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Acknowledgement: (How will behaviors be acknowledged in this setting?)	• Verbal praise • Tiger Paw Ticket

Behavioral Expectation Lesson Plans Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	I can demonstrate the WHS Way: **Be Intentional, Be Accountable, Be Respectful**
Setting:	Virtual
Expectations Taught: (see behavior expectation matrix)	Be Intentional: • Be punctual to each class • Be prepared with necessary supplies • Be engaged and away from other devices Be Accountable • Complete and submit academic assignments • Actively participate • Maintain electronic and written notes Be Respectful • Dress appropriately • Use meeting chat • Raise your hand to speak • Enter on mute
Examples: Teach using "I do, we do, you do"	• Enter the virtual classroom timely and stay until end of class • Make sure device is charged and ready for classwork • Ask questions by raising your electronic hand • Write and save notes provided by the teacher • Make sure you are properly dressed for the camera • Use the meeting chat to participate in class dialogue
Non-examples: (Adults model only)	• Playing music/video games during class • Not responding when teacher asks you to unmute • Not being properly dressed for class
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	• Behavior matrix will be displayed in the Team chat box • Teacher will reinforce during bellwork time • School wide expectations will be reviewed at least once quarter • Students will be reminded during announcements and on school media (website)

Acknowledgement: (How will behaviors be acknowledged in this setting?)	• Verbal praise/phone calls • Tiger Incentive/Recognition system

Behavioral Expectation Lesson Plans

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

School-wide Acknowledgement Ticket

Tiger Paw Pride

1 Ticket

For use only in Whitehaven High School's Bookstore for supplies and rewards. Rewards may be purchased only before 7:15 a.m. daily.

Made Exclusively for Whitehaven High School, Official Adopt-A-School Sponsor

Tiger Paw Pride

1 Ticket

BE

BE Intentional   BE Accountable   BE Respectful

Staff-Managed vs. Office Managed Chart

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

Office-Managed Problem Behavior	Staff-Managed Problem Behavior
• Abusive and/or inappropriate language • Alchohol or drug use • Chronic minor infractions • Fighting or aggressive physical contact • Harassment/Bullying (towards student or teacher) • Major classroom disruption • Property damage • Theft/Forgery • Bomb threat/False alarm, arson • Truancy • Use of tobacco or vape • Weapons • Defiance, disrespectful, insubordination and non-compliance • Technology violation • Gang affiliation display • Inappropriate display of affection • Third classroom tardy	• Class disruption • Dress code violation • Technology violation • Food or drink • Misuse of school property • Tardiness • Throwing objects • Defiance, disrespectful, non compliance • Inappropriate language • Physical contact/horseplay • 1st and 2nd class tardy • Student out of seat • Student off task • Student not prepared

Operational Definitions of Problem Behaviors

Minor Problem Behavior	Definition	Example	Non-examples
Defiance/Disrespect/ Non-compliance (M-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests.	Talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment	
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out or seat, passing gas	
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 non-offensive 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 (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	Breaking pencils/crayons, kicking furniture, mishandling textbooks/library books/tearing up paper/assignments, handouts, slamming locker	
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	Students enters classroom after bell rings without excuse or an admit slip	
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	

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Minor Problem Behavior	Definition	Example	Non-examples
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 non-offensive nature, mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others.	

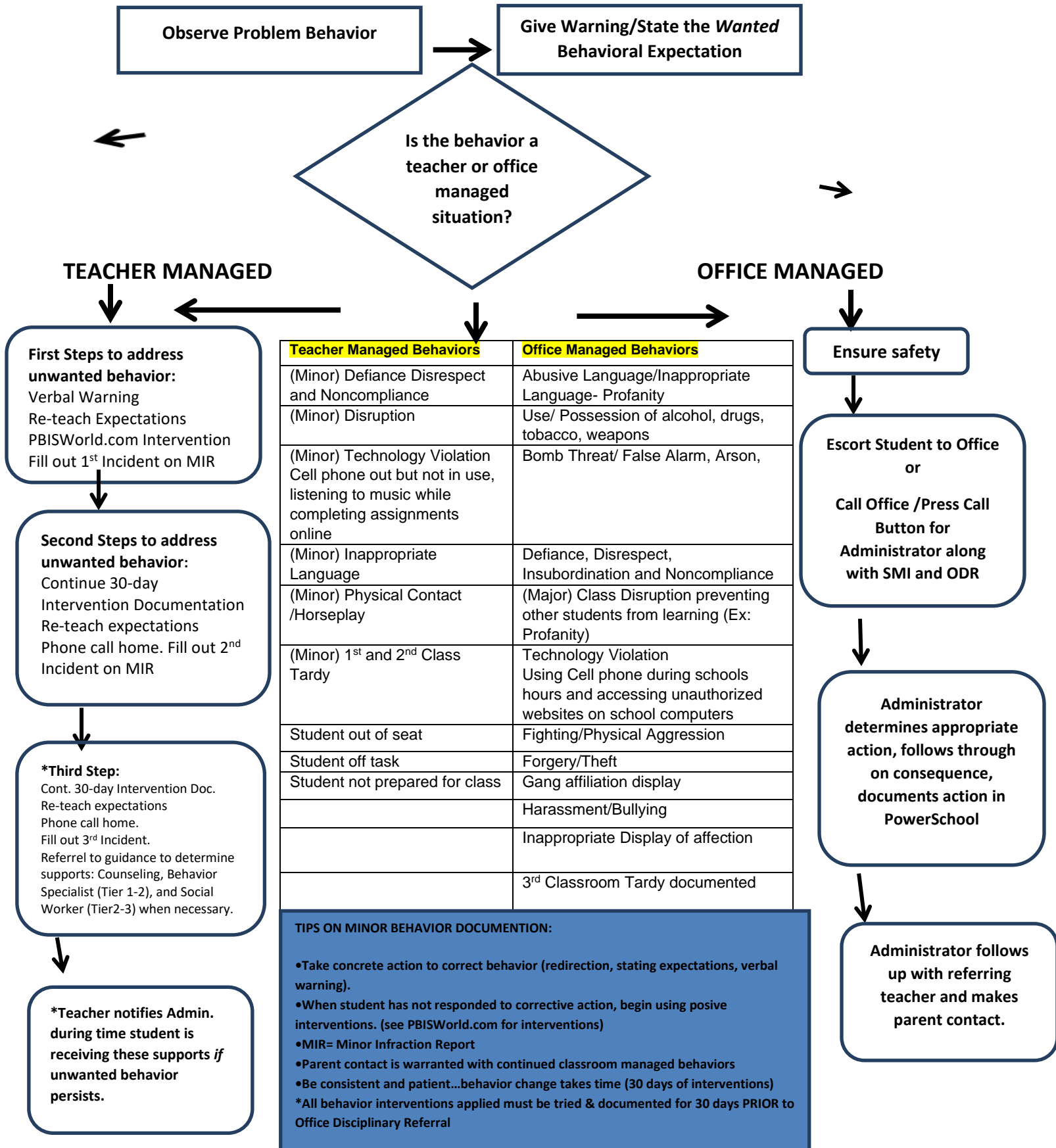| Major Problem Behavior	Definition	Example	Non-example
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Cursing, slandering another person, hostile threats either written, spoken, 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,

Major Problem Behavior	Definition	Example	Non-example
			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, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Forged notes from parents, doctors, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.		
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. *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.	Repeated verbal harassment or abuse, inappropriate touching, gesturing, notes or pictures	

Major Problem Behavior	Definition	Example	Non-example
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	Inappropriate contact with another student or adult	Students give a brief hug of friendship
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).	Caught in inappropriate area of school property	Student in restroom without a pass
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Forged notes from parents, doctors, teachers. Takes someone else's work and claims it to be their own	Student makes up story regarding homework or not have appropriate materials
Other Behavior (Other)	Student engages in problem behavior not listed.		
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Fighting with the intent to hurt	horseplay
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property	
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	

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

Discipline Process Flowchart

Whitehaven High School Flow Chart

| Observe Problem Behavior | → | Give Warning/State the *Wanted* Behavioral Expectation |

Is the behavior a teacher or office managed situation?

← →

TEACHER MANAGED   **OFFICE MANAGED**

First Steps to address unwanted behavior:
Verbal Warning
Re-teach Expectations
PBISWorld.com Intervention
Fill out 1st Incident on MIR

Second Steps to address unwanted behavior:
Continue 30-day Intervention Documentation
Re-teach expectations
Phone call home. Fill out 2nd Incident on MIR

*Third Step:
Cont. 30-day Intervention Doc.
Re-teach expectations
Phone call home.
Fill out 3rd Incident.
Referrel to guidance to determine supports: Counseling, Behavior Specialist (Tier 1-2), and Social Worker (Tier2-3) when necessary.

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

Teacher Managed Behaviors	Office Managed Behaviors
(Minor) Defiance Disrespect and Noncompliance	Abusive Language/Inappropriate Language- Profanity
(Minor) Disruption	Use/ Possession of alcohol, drugs, tobacco, weapons
(Minor) Technology Violation Cell phone out but not in use, listening to music while completing assignments online	Bomb Threat/ False Alarm, Arson,
(Minor) Inappropriate Language	Defiance, Disrespect, Insubordination and Noncompliance
(Minor) Physical Contact /Horseplay	(Major) Class Disruption preventing other students from learning (Ex: Profanity)
(Minor) 1st and 2nd Class Tardy	Technology Violation Using Cell phone during schools hours and accessing unauthorized websites on school computers
Student out of seat	Fighting/Physical Aggression
Student off task	Forgery/Theft
Student not prepared for class	Gang affiliation display
	Harassment/Bullying
	Inappropriate Display of affection
	3rd Classroom Tardy documented

TIPS ON MINOR BEHAVIOR DOCUMENTION:

•**Take concrete action to correct behavior (redirection, stating expectations, verbal warning).**
•**When student has not responded to corrective action, begin using posive interventions. (see PBISWorld.com for interventions)**
•**MIR= Minor Infraction Report**
•**Parent contact is warranted with continued classroom managed behaviors**
•**Be consistent and patient…behavior change takes time (30 days of interventions)**
*All behavior interventions applied must be tried & documented for 30 days PRIOR to Office Disciplinary Referral

Ensure safety

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

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

Administrator follows up with referring teacher and makes parent contact.

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Minor **I**ncident **R**eport **Form (MIR)**

Student Name _____ Grade ___ Teacher Name_____Class_____ *21 Days to Break a Habit, 66 Days to Form a New Habit, Can you Give me 30 Days*

1st Incident	**Date**	**Time**
Location	**Problem Behavior (Classroom Managed)**	**Staff Action/Interventions Applied**

☐Classroom
☐Cafeteria
☐Gym
☐Corridor
☐Locker Room
☐Outside Building/Playground
☐Restroom
☐Other:
_____
	☐Disruption: Excessive talking, argumentative.
	☐Dress Code Violation
	☐Horseplay
	☐Profanity/Inappropriate Language
	☐Non-Compliance: Class rules, cheating, cell phone, off task
	
	Student Signature:
	_____
		☐ Seat Change
		    Date: _____
		☐ Conference with Student
		    Date:_____
		☐ Contact Parent via:
		      ☐ Email
		      ☐ Phone
		      ☐ Note Home
		      ☐ Parent Conf
		        Date:_____
		☐ Classroom based **positive intervention(s)** applied:
		    _____
		    _____
		    (pbisworld.com)
		    Start date: _____
		    End date: _____
		☐ Refer to Guidance (**after 30 days of intervention**) Intervention(s)
		Teacher Initials: _____

2nd Incident	**Date**	**Time**
Location	**Problem Behavior (Classroom Managed)**	**Staff Intervention/Action Taken**

☐Classroom
☐Cafeteria
☐Gym
☐Corridor
☐Locker Room
☐Outside Building/Playground
☐Restroom
☐Other:
_____
	☐Disruption: Excessive talking, argumentative.
	☐Dress Code Violation
	☐Horseplay
	☐Profanity/Inappropriate Language
	☐Non-Compliance: Class rules, cheating, cell phone, off task
	
	Student Signature:
	_____
		☐ Seat Change
		    Date: _____
		☐ Conference with Student
		    Date:_____
		☐ Contact Parent via:
		      ☐ Email
		      ☐ Phone
		      ☐ Note Home
		      ☐ Parent Conf
		        Date:_____
		☐ Classroom based **positive intervention(s)** applied:
		    _____
		    _____
		    (pbisworld.com)
		    Start date: _____
		    End date: _____
		☐ Refer to Guidance (**after 30 days of intervention**) Intervention(s)
		Teacher Initials: _____

3rd Incident	**Date**	**Time**

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Location	Problem Behavior	Staff Intervention/Action Taken
☐Classroom ☐Cafeteria ☐Gym ☐Corridor ☐Locker Room ☐Outside Building/Playground ☐Restroom ☐Other: _____	☐Disruption: Excessive talking, argumentative. ☐Dress Code Violation ☐Horseplay ☐Profanity/Inappropriate Language ☐Non-Compliance: Class rules, cheating, cell phone, off task **Student Signature**: _____	☐ Seat Change Date: _____ ☐ Conference with Student Date:_____ ☐ Contact Parent via: 　☐ Email 　☐ Phone 　☐ Note Home 　☐ Parent Conf 　Date:_____ ☐ Classroom based **positive intervention(s)** applied: _____ _____ (pbisworld.com) Start date: _____ End date: _____ ☐ Refer to Guidance (**after 30 days of intervention**) Interv ention(s) **Teacher Initials: _____**
After the 3rd Minor Infraction and 30 days of classroom intervention(s) from the teacher of record, this completed form should be sent to the office along with the **Office Discipline Referral Form**		

Office Discipline Referral Form (ODR)

Office Discipline Referral Form

Name: _____

Date: _____ **Time:** _____

Teacher: _____

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12

Referring Staff: _____

Others Involved in Incident:

☐None ☐Peers ☐Staff ☐Teacher ☐Substitute ☐Unknown

☐Other: _____

Location
- ☐ Outside
- ☐ Cafeteria
- ☐ Hallway
- ☐ Classroom
- ☐ Library
- ☐ Bathroom
- ☐ Arrival/Dismissal
- ☐ Other: _____

Activity the student was engaged in when the event took place:

☐Whole group instruction ☐Small group instruction ☐Individual Work ☐Alone

☐Working with peers ☐One-on-one instruction ☐Interacting with peers ☐Other_____

Classroom-Managed Problem Behavior	Office-Managed Problem Behavior	Possible Motivation
☐ Inappropriate Language ☐ Physical Contact ☐ Defiance ☐ Disruption ☐ Dress Code ☐ Property Misuse ☐ Tardy ☐ Electronic Violation ☐ Other: _____	☐ Abusive Language ☐ Fighting/Physical Aggression ☐ Defiance/Disrespect ☐ Harassment/Bullying ☐ Dress Code ☐ Inappropriate Display Aff. ☐ Electronic Violation ☐ Lying/Cheating ☐ Skipping Class ☐ Other: _____	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid Peer(s) ☐ Avoid Adult ☐ Avoid task or activity ☐ Don't know ☐ Nurse ☐ School Counselor ☐ Other: _____
Administrative Decision		**Other Comments**
☐ Loss of privilege ☐ Time in office ☐ Conference with student ☐ Parent Contact ☐ Individualized instruction	☐ In-school suspension (_____ hours/days) ☐ Out of school suspension (_____ hours/days) ☐ Other: _____	

Parent Signature: _____ **Date:** _____

Classroom Checklist

RTI^2-B Core Components	Features in the Classroom
Behavioral Expectations	□ I have the school-wide behavioral expectations posted in my classroom. □ My classroom expectations align with the school-wide behavioral expectations. □ 80% of my students can state the school-wide behavioral expectations.
Teaching Behavioral Expectations	□ I have taught the school-wide behavioral expectations in my classroom. □ I have retaught the school-wide behavioral expectations throughout the year in my classroom. □ I refer to the school-wide behavioral expectations regularly. □ My substitute plans include RTI^2-B core components.
Acknowledgement System	□ I use a variety of strategies to give specific positive feedback in my classroom. □ My students can tell how they receive acknowledgement for expected behavior. □ I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom. □ My students are able to participate in the school-wide acknowledgement system.
Discipline Process	□ I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed. □ I use the Office Discipline Referral form when students engage in office-managed problem behavior. □ I refer to the school-wide discipline process flowchart when students engage in problem behavior. □ I provide students an opportunity to get back on track after engaging in problem behavior.