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Cougars P-A-W-S

RTI²-Behavior Implementation Manual 2019-2020





RTI²-Behavior Implementation Manual Cordova Middle Optional School Shelby County Schools

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DATE LAST MODIFIED: August 2019 (LB)

(2019-2020) TEAM MEMBERS: Linda F. Banks, Brittany Bratton, Essence Davis, Kollin Falk, Chasity Frazier, Arlena Vassar- Gilliam, Jocelyn Johnson, Marcus Matthews, Sheilia O'Bannon, Quinton

Rayford, Charisse Wooding, and Yuri Yancy







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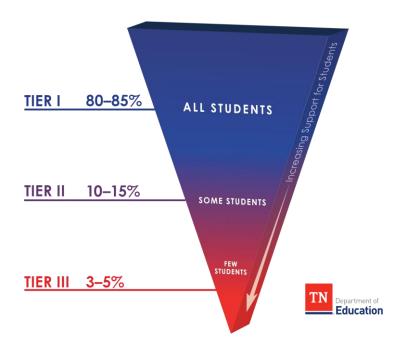
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RTI²-B Overview

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

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

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



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

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

Tier II: Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions

typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

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

? Benefits of TRTI2-B2 (Horner 12et 12al., 122014) 12 Decreases in ? Increases in 2 TimeIforIacademicInstructionI Problem behaviors 2 Parent/student/staff

atisfaction Staff@turnover@ Student@chievement2 Bullying behaviors 2 Office discipline deferrals 2 Studentattendance? School@tlimate2 Suspensions 2 Expulsions 2

PURPOSE

Cordova Middle Optional School RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at our school is to foster and promote a safe and positive school environment that enhances social, emotional, and academic success for all students.

TEAM COMPOSITION AND NORMS

The school leadership team for (2019-20) is listed below. The team will meet monthly to review school data and report findings to the faculty. Faculty and staff are encouraged to contact a team member at any time if there are questions or concerns that need to be addressed at team meetings. Each year up to 50% of team members may roll off as members of the team and new members may be instated. Team member expectations are listed below.

RTI ² -B School Team Composition					
NAME	NAME School Role		Phone No.		
*Linda F. Banks	8 th School	bankslf@scsk12.org	901-416-1511		
	Counselor				
Brittany Bratton	Asst. Principal	clarkbs@scsk12.org	901-416-1522		
Essence Davis	8 th RLA Teacher	davisj1@scsk12.org	Ext. 80883		
Chasity Frazier	7 th RLA Teacher	ewingcc@scsk12.org			
Arlena Gilliam	7 th School	vassara@scsk12.org	901-416-1504		
	Counselor				
Kollin Falk	Special Education	falkk@scsk12.org	Ext. 80877		
Jocelyn Johnson	6 th School	Johnsonj27@scsk12.org	901-416-1517		
	Counselor				
Dr. Marcus Matthews	6 th Teacher	matthewsml@scsk12.org	Ext. 80872		
Sheilia O'Bannon	Family Engagement	obannonsg@scsk12.org	901-416-1512		
	Specialist				
Quinton Rayford	Choir Teacher	rayfordq@scsk12.org	Ext. 80824		
Charisse Wooding	Principal	woodingsmithcn@scsk12.org	901-416-2189		
Yuri Yancy	Asst. Principal	yancyyg@scsk12.org	901-416-1506		

Day to meet: 3rd Wednesday of ea. month Time: 2:30 -3:30 p.m.

Location: Library

Dates to present to faculty: 4th Monday of each month

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).

EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS:

- > Start and end on time.
- > Treat each other with dignity and respect.
- Respect one another's opinions.
- ➤ Practice Equity of Voice (each having a chance to speak and feeling heard, & each listening well).
- > Maintain a positive attitude.
- ➤ Limit cell phone and computer usage

STUDENT BEHAVIORAL EXPECTATIONS

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

Cordova Middle Optional School Behavioral Expectations are called **PAWS**

School – Wide Expectations:



- Practice Respect
- Act Responsibly
- Work Together
 - Stay Safe



Our school designed and created posters to reflect expected behaviors in the school. Posters are displayed throughout the school to prompt students and remind them to follow the expectations. A picture of the school-wide behavioral expectation poster is located in the appendix of this implementation manual.

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS TEACHING MATRIX

The RTI²-B School-wide matrix anchors expected social skills, in all locations of the school, to the school-wide expectations listed above. Students will no longer guess what is expected of them in each location but will, instead, be taught what is expected and positively acknowledged for following the school-wide expectations and social skills. Posters of the matrix with expectations and social skills will be displayed in designated locations in the building to remind and prompt students to follow the expectations/social skills listed on the matrix. Faculty will have a copy of the matrix follow and to remind students of expectations as they transition from one location to the next. A copy of the matrix is located in the appendix of this implementation manual.

To further prompt and remind students and teachers of expectations and social skills, posters (for designated locations) will be displayed highlighting the social skills anchored to the expectation for the specific area. **Pictures of these posters are located in the appendix of this manual.**

LESSON PLANS

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

TEACHING THE PLAN

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

Teaching the Plan to Students and Faculty					
What will be done?	How will it be done?	When will it be done?			
RTI ² -B Booster training for faculty beginning of each new school year. (e.g., training on all components of the manual)	Teachers will receive training in professional development groups. Counselors will present power point and teachers will get in teams to discuss specific aspects and share out.	August 7 th , 2019			
Introduce the plan to students (e.g., describe steps for first introducing the school-wide plan to all students)(create FUN activities)	Students will participate in a PBIS pep rally in the gym. (Cheerleaders will do cheers, creative dance, band, and choir will perform) School will be on activity schedule. The following week in homeroom teachers will allow students to be guided through a scavenger hunt activity.	August 16 th , 2019			
Create and display posters for each setting before students arrive. (Expectation posters/ Expectations with Social Skills Posters) Where will posters be displayed? How will they be attached to walls? Where will posters be stored for summer months?	PBIS leadership team will post these in specific areas like bathroom, classroom, hallways, café, multipurpose room, gym, library and office. We will also post in computer labs and science labs	August 5 th , 2019			

Use lesson plans to teach expected behaviors in all settings. 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?	Teachers will use homeroom time to teach expectations based on lesson plans created by PBIS team. During class changes and exploratory times teachers will escort students to proper location and model appropriate behavior. Faculty will be trained during first week of school and we will reset after holidays and breaks.	August 19 th – 23 ^{rd,} 2019
Review the plan and reteach lessons throughout the year. (e.g., after each break (fall, Christmas, Spring break)	We will reset in homeroom after each break and holiday.	Sept 3, 2019, October 21, 2019, December 1, 2019, January 6, 2020, February 18, 2020, March 23, 2020, April 13, 2020
Teach the plan to new students throughout the year.(Consider using student leadership team)	Counselors will have mini plan on how to teach groups of new students the procedure. There will be brochures and handouts to give to parents and the students. Monthly reteach meetings.	August 30, September 27, October 25, November 29, January 31, February 28, March 27, April 24, May 22
Establish a STUDENT LEADERSHIP TEAM. (How will students be picked for the team? How many on team? What will their responsibilities be? Who will be in charge?)	The students will be chosen from our student ambassadors and teacher referrals and counselor referrals. Two from each grade level. They will meet with PBIS team and be in charge of helping with solutions to issues in their grade level.	September 20, 2019.

Teaching the Plan to Staff

Who will be trained on the plan? Custodian staff, cafeteria workers, bus drivers, office staff, and teachers.

(e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)

How:

All support staff will be trained during in-service during the new school year. They will be provided with the necessary materials.

When:

August 7, 2019

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

How:

During In-service, a RTI2-B Professional Development will be conducted. 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:

Week of August 5-9, 2019

Staff will practice using behavior-specific praise and utilizing the Cougars Bucks, Class Dojo, and PAWS will be held during the day.

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:

During In-service, a RTI2-B Professional Development will be conducted. 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:

Week of August 5-9, 2019

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

(e.g., expectations, acknowledgements, discipline)

How:

Substitute teachers will have a 1-page handout that reviews the important features of the RTI2-B plan, a packet of Cougar Bucks, and Office Discipline Referral forms and Behavior definitions in their substitute folder.

When:

Ongoing

What important dates will you share?

How:

The important dates are: 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 professional development.

When:

August 5-9, 2019 August 16, 2019 August 19-23, 2019

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)

During Back to School Night or Open House, the school administrators will open up with an overview of the

RTI2 -B plan and its benefits to the school. Each classroom teacher will review specifics of the plan in their classroom during their time with parents.

How often will information about the plan be shared with family/community members? Parents will be given monthly updates in the school newsletter through messenger, along with updates on the school website. There will be opportunities during the school PTO meetings and Family Forums to learn more about the plan as well, from the PTO president.

How can families incorporate RTI²-B in the home?

(e.g., home matrix, home acknowledgement system)

The school -behavioral expectation matrix for home will be provided to parents with home settings. During parent trainings, ways to incorporate different strategies used with the RTI2-B plan in the home will be discuss. Parents can ask their student each day after school to give an example of how they followed the expectations.

What additional resources can family/community members access for more RTI²-B information and support? (e.g., online resources, resources within the district)

Tennessee Behavior Supports Project website (<u>www.Tbspmemphis.com</u>), parent trainings provided at the school each semester, school counselor will pull together family resources to share on school website.

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

Cordova Middle School Family Engagement Specialist, Ms. Sheilia O'Bannon.

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

Parents and community members can collaborate with the PTO for opportunities to help create materials, support celebration or raffles, to participate in acknowledging staff during appreciation breakfasts, and help share information about the plan with other parents.

Does your school have an established parent organization? If so, who will communicate with the parent organization? Cordova does have a PTO. The PTO president will communicate the RTI2 – B to the parents during the PTO meetings.

ACKNOWLEDGEMENT SYSTEM (rev. August 2019- LB)

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

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

	School-wide Acknowledgment System Matrix							
Name	Description	When (frequency)	Where (location)	Who (distributors)				
Cougar of the Month	The Cougar of the Month program is meant to promote success in and out of the classroom. For a student to be a well-respected citizen, they must be able to balance many different areas of life. They must exemplify outstanding characteristics both as a student and as a citizen of the community. The student must be able to handle many different	announcement during the first week of each month. The student	The Cougar of the Month Bulletin Board will be located in the main hall of the building where all students	All staff will be responsible for identifying those students who meet the criteria.				

S		aspects of student life while maintaining excellence in the classroom. This award is designed to nominate and select students who promote and take pride in Cordova Middle School and in themselves. To be nominated as Cougar of the Month the candidate must exemplify character in and out of the classroom. The selected student's picture and a description of why the student was selected will be showcased on the "Cougar of the Month" bulletin board.	Month certificate and a goodie bag.	and staff can see it.	
Students	Cougar Bucks	Cougar Bucks will be given to individual students for exhibiting PAWS behavior (behaviors that are respectful, responsible, working together, and safe) (See Behavioral Expectation Matrix.) Upon receipt of a Cougar Buck, students will write their name and teacher's name on the ticket. Each classroom should have a system for organizing students' Cougar bucks. Every Friday, students/teachers should count and document the amount of bucks earned for the week. The Cougar Bucks will then be delivered to the office for the PTO and RTI2-B Leadership Team create a list of students who will be eligible to purchase items from the COUGAR Store.	Weekly	All Settings	All Staff is responsible for distributing Cougar Bucks.

	Class Dojo	ClassDojo is an interactive computer-based communication platform that teachers, students, and families. It promotes social, emotional, and academic learning; it encourages students who often do not receive positive feedback. ClassDojo allows students who may have a reputation for difficult behavior to be FREE of this constraint, to receive immediate positive feedback to reinforce positive behavior. Teachers, counselors, and administrators can record dojo points for those students who exhibit appropriate behavior the expectations.	Daily	All settings	Teachers, Counselors, Administrators, & Staff
Staff	Golden PAW	The framed Golden PAW is a means through which any staff member in our school can acknowledge another staff member for: modeling school-wide PBIS/RTI2B procedures; reinforcing and re-teaching school-wide PBIS/RTI2B procedures; teaching a class that is exhibiting school-wide PBIS/RTI2B procedures. Each quarter during the Honors Awards Program, teachers' names will be drawn for prizes, such as: special parking places; gift certificates (food, movies, shopping, etc.); extra Jeans Days; (items will be donated by businesses or other staff members)	Daily & Quarterly – (Drawing)	All Settings.	Teachers, Counselors, Administration Staff, & RTI2- B Leadership Team

Gift Cards	The Administration Team and the RTI2-B Leadership will distribute gift cards to teachers who received the most Golden PAWS	Quarterly	Given during the Awards Program	The Administration Team and the RTI2-B Leadership
Cougar Breakfast/ Luncheon	The PTO and RTI2-B Leadership Team will host a quarterly appreciation breakfast or luncheon for all staff members. The breakfast/luncheon is a way to say "thank you" for participating in the RTI2-B at the school.	Quarterly	Family Specialist's room or Library	PTO & RTI2-B Leadership Team

nunity	School Website	There will be a running banner on the school website highlighting participation from the community and families.	Ongoing (change quarterly)	Website	RTI2-B Leadership Team and Coach Moore
Family/Community	Appreciation Luncheon	This will be an annual celebratory event to show appreciation to the families and community members(adopters) who have been involved with the RTI2-B program over the course of the school year. (The event could involve the choir or orchestra performing for the guests, student making cards/pictures to give to them)	Annually (close to the end of the school year)	Library or Cafeteria	RTI2-B Leadership Team, Office Staff, Administrators, Family Engagement Specialist, & teachers and students to assist.

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DEALING WITH PROBLEM BEHAVIORS

Our RTI²-B Leadership Team prepared a chart containing operational definitions of problem behaviors showing examples and non-examples to clarify what is considered a minor misbehavior and a major misbehavior. Faculty will refer to this chart to help assist in making decisions regarding the school's discipline process. The operational definitions of problem behaviors are located in the appendix of this manual.

To further clarify what is to be handled in the classroom (minor offense) and what is to be handled in the principal's office (major offense), the RTI²⁻B Leadership Team created a chart that 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 -BRIGHTBYTES

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 **four** 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 teachers, administration, and staff are utilizing BrightBytes in order that teachers can track minor behaviors and the principal can document what the teacher has done to try to eliminate the problem. BrightBytes is a data management system that helps the staff monitors major and minor behavioral incidents and review assigned consequences. When sending a student with minors to the office, the teacher will document any interventions they have implemented on the office discipline report form (ODR). **An example of BrightBytes is 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 RTI²-B components are being implemented and if with fidelity. Teachers are encouraged to do self-checks to make sure all components are in place throughout the year. **The classroom checklist is located in the appendix of this manual.**

CALENDAR OF EVENTS

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

RTI ² -B Calendar Components	Date(s)
RTI ² -B School Team Meetings	3 rd Wednesday of each month
Initial Session to Teach Core Components to Staff	1 st returning week from summer (August 5-9, 2019)
Booster Sessions to Teach Core Components to Staff	August 7 th , 2019
Begin School-wide Implementation (e.g., Kick-off Celebration)	August 16, 2019
Teaching Expectation Lesson Plans to Students in All Settings	August 19-23, 2019
Re-teaching Expectation Lesson Plans to Students in All Settings	(Quarterly): Sept 3, 2019, October 21, 2019, December 1, 2019, January 6, 2020, February 18, 2020, March 23, 2020, April 13, 2020
Celebrations/Assemblies	Quarterly (Last Friday of the quarter)
Family Nights (Family Forums, Open House, Parents Back to School)	TBA (Fall, Winter, and Spring)
Other:	

PLANNING FOR STAKEHOLDER INPUT

Because it is important that our school receive feedback and input from all stakeholders, possible ways were discussed to involve our school community (students, faculty, family/community) in developing the RTI²-B framework. By planning ways to involve them, it is hoped to receive continued input and feedback from them on the components of the RTI²-B framework. The following chart suggests ideas on how our school may receive feedback and input.

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
Students	Student Leadership team will review and provide feedback.	Different classes will be responsible at Quarterly assemblies to review Behavior Expectations and teach lessons on them	Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input.	Have students be part of the discipline process. Student leaders will provide input on how to create student ownership at the school.
Staff	A draft of the RTI2-B handbook will be sent to faculty and the staff for feedback through grade level chair person	Lessons will be sent to each grade level chairperson to be reviewed and suggestions offered before RTI2-B Professional Development.	A draft of the RTI2-B handbook will be sent to faculty and the staff for feedback through grade level chair person	All behaviors will be sorted with the staff into office vs. classroom managed during the RTI2-B Professional Development, team will create definitions, faculty and staff will provide examples and non-examples.

	1	T	T	1
Family/ Community	All parts of the plan will be reviewed with the families and the community during Back to School Night or Open House. Administrators will ask for feedback form from PTO representative. School will recruit a parent team member for the RTI2-B Leadership team.	All parts of the plan will be reviewed with the families and the community during Back to School Night or Open House. Administrators will ask for feedback form from PTO representative. School will recruit a parent team member for the RTI2-B Leadership team.	All parts of the plan will be reviewed with the families and the community during Back to School Night or Open House. Administrators will ask for feedback form from PTO representative. School will recruit a parent team member for the RTI2-B Leadership team.	All parts of the plan will be reviewed with the families and the community during Back to School Night or Open House. Administrators will ask for feedback form from PTO representative. School will recruit a parent team member for the RTI2-B Leadership team.

EVALUATION PLAN

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

Data	Evaluation Tool	Date to be Completed	
System to collect, organize, and summarize Discipline Data (e.g., SWIS, PowerSchool, Infinite Campus)	Our school uses: Power School/Power BI/BrightBytes	Recommendation: Summarize discipline data monthly Our plan: Evaluate every 20 -30 days	
Fidelity Data	Tiered Fidelity Inventory (TFI)	Recommendation: Two times per year (fall and spring) Our plan: Conduct inventory in December and in April.	
Social Validity	Primary Intervention Rating Scale (PIRS) (Also called the "Staff Input Survey")	Recommendation: Once per year (spring) Our plan: Conduct survey in March or Apri	

APPENDIX TABLE OF CONTENTS

Posters

Expectation Poster

Matrix

Posters by location

Lesson Plans by Location

Acknowledgement Ticket

Operational Definitions

Teacher managed (minors) / Office managed (majors)

Steps for Correction

Possible Interventions

BrightBytes

Office Discipline Report Form (ODR)

Flowchart

Classroom Checklist

POSTERS

EXPECTATIONS POSTER



School – Wide Expectations:

- Practice Respect
- Act Responsibly
- Work Together
 - Stay Safe

CMOS MATRIX



Behavioral Expectation Matrix CORDOVA MIDDLE OPTIONAL SCHOOL We are the Key of to Pride, Academics, and Well-Rounded Students

		17				
COUGAR 🛣	Classroom	Cafeteria	Assembly	Restroom	Hallways & Lockers	Bus
Practice Respect	*Raise hand to be acknowledged. *Work with others when directed. *Wait your turn to speak. *Keep hands, feet, & objects to self.	*Use voice level 2. *Keep hands, feet, & objects to self. *Listen when an adult is speaking.	*Use Voice Level 0. *Keep hands, feet, and objects to self.	*Use voice level 1. *Knock. *Listen. *Enter.	*Use voice level 0. *Close lockers gently. *Keep hands, feet, & objects to self. *Go right when exiting classroom.	*Use Voice level 2. *Keep hands, feet, & objects to self.
Act Responsibly	*Have materials ready. *Follow directions lst time given. *In seat before class starts.	*Get all items the 1st time. *Raise hand to leave seat. *Place trash in garbage. * Push chair under table.	*Follow directions first time *Raise hand to be acknowledged.	*Go. *Flush. *Wash. *Return to class promptly.	*Get permission to go into hallway *Carry hall pass. *Report inappropriate behavior.	*Follow directions the 1st time. *Pick up trash. *Keep ALL belongings in backpack. *Exit bus promptly at your stop.
W Work Together	*Actively Participate. *Pick up trash.	*Talk to peer at your table. *Pick up all trash. *Sit only six to table.	*Pick up trash. *Stay with class.	*Pick up trash. *Place trash in garbage.	*Stay with class at ALL times. *Remain in line. *Pick up all trash. *Place trash in garbage.	*Share seats with others.
S Stay Safe	*Use classroom materials as instructed, *Sit with legs and feet under table. *Always Walk.	*Sit in designated area. *Feet under the table. *Eat your own food. *Always Walk.	*Sit in designated area. *Face forward. *Always Walk.	* Use soap. * Always walk.	*Always walk. *Stay to the right. *Face forward.	*Remain seated. *Back to seat. *Face & feet forward. *Place personal property between feet.
3	Talking Voice Levels	0-Voices Off Silent	1 – Whisper Only your peer can hear.	2 – Inside Normal classroom conversation.	3 – Presentation Hear around the room.	4- Outside Loud, only used outside.

POSTERS BY LOCATION

CLASSROOM



Classroom Behavioral Expectation CORDOVA MIDDLE OPTIONAL SCHOOL

We the Key 🚜 to Pride, Academics, and Well-Rounded Students



COUGAR	Classroom
P Practice Respect	 Raise hand to be acknowledged. Work with others when directed. Wait your turn to speak. Keep hands, feet, & objects to self.
A Act Responsibly	 Have materials ready. Follow directions 1st time given. In seat before class starts.
W Work Together	Actively Participate. Pick up trash.
S Stay Safe	 Use classroom materials as instructed. Sit with legs and feet under table. Always Walk.



Talking Voice
Levels:
0
SILENT- No
Conversation
1 – Whisper
Only you & your
peer can hear.
peer can near.
2 – Inside
Normal classroom
conversation.
3 - Presentation
Hear around the
room.
4- Outside
Loud- only used
outside.
1

CAFETERIA



Cafeteria Behavioral Expectation CORDOVA MIDDLE OPTIONAL SCHOOL

We are the Key

to <u>Pride</u>, <u>A</u>cademics, and <u>W</u>ell-Rounded <u>S</u>tud





COUGAR 🐾	Cafeteria	
P	Use voice level 2.	
Practice	 Keep hands, feet, & objects to self. 	
Respect	 Listen when an adult is speaking. 	
A	Get all items the 1 st time.	
Act	 Raise hand to leave seat. 	
Responsibly	 Place trash in garbage. 	
•	 Push chair under table. 	
W	Talk to peer at your table.	
Work	 Pick up all trash. 	
Together	• Sit only six to table.	
S	Sit in designated area.	
Stay	 Feet under the table. 	
Safe	 Eat your own food. 	
	Always Walk.	

Talking Voice Levels:
0 SILENT~ No Conversation
1 - Whisper Only you & your peer can hear.
2 - Inside Normal classroom conversation.
3 – Presentation Hear around the room.
4~ Outside Loud~ only used outside.

ASSEMBLY



Assembly Behavioral Expectation CORDOVA MIDDLE OPTIONAL SCHOOL

We are the Key <page-header> to Pride, Academics, and Well-Rounded Students





assembly

COUGAR 🐾	Assembly	Talking Voice Levels:
P Practice Respect	 Use Voice Level 0. Keep hands, feet, and objects to self. 	O SILENT~ No Conversation
A Act Responsibly	 Follow directions first time Raise hand to be acknowledged. 	1 – Whisper Only you & your peer can hear. 2 – Inside Normal
W Work Together	Pick up trash.Stay with class.	classroom conversation. 3 - Presentation Hear around the room.
S Stay Safe	Sit in designated area.Face forward.Always Walk.	4~ Outside Loud~ only used outside.

RESTROOM



Restroom Behavioral Expectation CORDOVA MIDDLE OPTIONAL SCHOOL

We are the Key \checkmark to Pride, Academics, and Well-Rounded Students





COUGAR	Restroom
P Practice Respect	 Use voice level 1. Knock. Listen. Enter.
A Act Responsibly	 Go. Flush. Wash. Return to class promptly.
W Work Together	 Pick up trash. Place trash in garbage.
S Stay Safe	Use soap. Always Walk.

Talking Voice Levels:
0 SILENT - No Conversation
1 – Whisper Only you & your peer can hear.
2 - Inside Normal classroom conversation.
3 - Presentation Hear around the room.
4- Outside Loud- only used outside.



HALLWAYS & LOCKERS

Hallways & Lockers Behavioral Expectations CORDOVA MIDDLE OPTIONAL SCHOOL

The Key 🖟 to Pride, Academics, and Well-Rounded Students







oice level 0. lockers gently. hands, feet, & objects to self. ght when exiting classroom.
hands, feet, & objects to self. ght when exiting classroom.
ght when exiting classroom.
ermission to go into hallway.
hall pass.
t inappropriate behavior.
vith class at ALL times.
in in line.
ıp all trash.
trash in garbage.
trash in garbage.
vs Walk.

Talking Voice Levels:
O SILENT- No Conversation
I – Whisper Only you & your peer can hear.
2 – Inside Normal classroom conversation.
3 - Presentation Hear around the room.
4- Outside Loud- only used outside.



COUGAR

Bus Behavioral Expectation CORDOVA MIDDLE OPTIONAL SCHOOL

We are the Key 🌾 to <u>P</u>ride, <u>A</u>cademics, and <u>W</u>ell-Rounded <u>S</u>tudents



COUGAR	Bus
P Practice Respect	 Use voice level 2. Keep hands, feet, & belongings to self.
A Act Responsibly	 Follow directions the 1st time. Pick up trash. Keep ALL belongings in backpacks. Exit bus promptly at stop.
W Work Together	Share seats with others.
S Stay Safe	 Remain seated. Back to seat. Face & feet forward. Place personal property between feet.



Talking Voice Levels:	_
0 SILENT- No Conversation	
1 – Whisper Only you & your peer can hear.	
2 – Inside Normal classroom conversation.	
3 - Presentation Hear around the room.	
4- Outside Loud- only used outside.	

ARRIVAL PROCEDURES

School day begins at 7:15 a.m.

Students are to be in their homerooms at 7:15 am! Students are considered late to school after 7:20.

- Upon arrival, students are expected to cross streets only at designated crossings. The crosswalk is located on Sanga directly in front of the school. Before care students enter through the front entrance and report to the cafeteria.
- Walkers and car riders will enter the front entrance at 6:45 am for breakfast.
- If students are not eating breakfast they will wait in front of the school until the bell rings at 7:00am.
- At 7:00 am ALL students will report to their homeroom class. Students who arrive after 7:20 am will report to Ms. O'Bannon in the foyer or the office to receive a tardy slip.
- Car riders' drop-off will be in the front lot each morning and departure will be in the front drive only.



DISMISSAL PROCEDURES

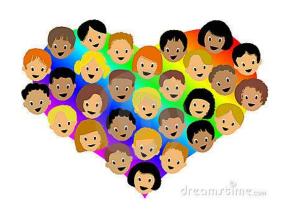
School ends at 2:15 p.m.

- Students will wait to be dismissed at the close of the announcements or by their teacher.
- Students will use Voice Level 1 when they enter the hallway.
- Students will walk on the right side of the hallway until they exit the building.
- Walkers will be dismissed from their grade level hallways.
- Students are expected to cross streets only at designated crossings. The crosswalk is located on Sanga directly in front of the school.
- At 2:15 car riders will use front entrance doors as they exit to be picked up.
- Students are to load cars at the crosswalk area with the faculty monitor.
- After 2:45 pm car riders who remain at the school will report to the main entrance foyer area until their ride arrives.



ASSEMBLY PROCEDURES

- Students will use Voice Level 1 for group work and Voice level 0 when instructed.
- Students will ask for permission to leave seat.
- Students will raise their hand and wait to be called on before talking out in class.
- Student will turn in homework as designated by the teacher
- Students will respect the property of others, keep their hands, feet and other objects to themselves.
- Students are to sit in their designated seats facing forward with their feet underneath the table
- Students will follow directions first time given.
- Teachers will have a Make-up work/grade recovery policy
- Communication with parents (School Messenger, Power School, phone calls, e-mail, Remind, school website.)
- Students will rotate to lockers at scheduled times.



CLASSROOM PROCEDURES

- Students will use Voice Level 1 for group work and Voice level 0 when instructed.
- Students will ask for permission to leave seat.
- Students will raise their hand and wait to be called on before talking out in class.
- Student will turn in homework as designated by the teacher
- Students will respect the property of others, keep their hands, feet and other objects to themselves.
- Students are to sit in their designated seats facing forward with their feet underneath the table
- Students will follow directions first time given.
- Teachers will have a Make-up work/grade recovery policy
- Communication with parents (School Messenger, Power School, phone calls, e-mail, Remind, school website.)
- Students will rotate to lockers at scheduled times.



HALL PASS PROCEDURES

- Students will receive a hall pass upon gaining permission to leave the classroom.
- Students will return hall pass to the classroom teacher as soon as they return to class.
- Students without a hall pass will escorted back to class.



CAFETERIA PROCEDURES

- Students will enter the lunchroom at Voice Level o.
- Students will be seated by next class period after lunch.
- Students will use Voice Level 1 when instructed by monitors.
- Students ask for permission BEFORE leaving their seat.
- Students will line up in one behind the other when instructed to line up.
- Students will follow directions first time given.
- Students will get bathroom pass after they are granted permission to use the restroom.
- When instructed, students will return to a Voice Level o at the time of lunch dismissal.
- Students are to dispose of trash and push their chairs under the table before lining up to leave the cafeteria.
- Teachers will pick up students.



RESTROOM PROCEDURES

- Students must have a Hall Pass or accompanied by a teacher.
- Students will use Voice Level 1 inside restroom.
- Students are to flush the toilet after using.
- Students will wash hands with soap
- Students are to respect the privacy of others.
- Students will keep hands, feet, and other objects to themselves.
- Students will dispose of trash in the trash can
- Exit the restroom at a Voice Level o and return to class promptly.



HALLWAY & LOCKER PROCEDURES

- Students will use Voice Level 1 unless otherwise instructed.
- Students will walk on the right side of the hallway.
- Students are to maintain their personal space at all times.
- · Students should always walk in the hallway.
- Students will help other students with lockers when needed.
- Students are to have permission to go to lockers or be escorted by teacher.
- Students will report any inappropriate behavior to teachers.



SCHOOL WIDE ACKNOWLEDGEMENT TICKET



LESSON PLANS

	Behavioral Expectation Lesson Plan: Classroom							
	Lesson plans should be taught in the area and take 10-15 min							
Objective:	Students will	Practice Respect, Act Responsibly, Work Together a	and Stay safe in the classroom					
Setting:	Classroom	Practice Respect Act Responsibly Work together Stay Safe						
Expectations Taught: (see behavior		Raise hand to speak.	Follow directions 1st time given.	Actively Participate.	Use classroom materials appropriately.			
expectation matrix)		Work well together.	In seat before class starts.	Pick up trash.	Sit with legs and feet under table.			
		Speak one at time.			Walk.			
		Keep hands, feet, and objects to self						
Teach using "I do, we do, you do" Non-examples: (Adults model only)	e do, you do" 4. Keep area clean 5. Ask permission to leave seat Talking out without permission Talking out without permission							
		t without permission						
Follow Through and Practice:	2. Revie	ling and practicing expected behavior w and reinforce through boosters (after each bro PowerPoint to teach expectations	eak and at the start of each semeste	er)				
How will behavior expectations continue to be aught throughout the school year?)								
Acknowledgement:	Students wh	o exhibit exemplary behavior will receive PAWS tick	ets. PAWS redeemed to attend PAW	'S incentive activities.				
(How will behaviors be acknowledged in this setting?)					6			

Behavioral Expectation Lesson Plan: Assembly Lesson plans should be taught in the area and take 10-15 min								
Objective:	Students	Students will Practice Respect, Act Responsibly, Work Together and Stay safe in Assemblies						
Setting:	Assembly	Assembly						
Expectations Taught: (see behavior expectation		Practice Respect	Act Responsibly	Work Together	Stay Safe			
matrix)		Voice Level 0	Follow directions first time	Pick up trash	Sit in designated area			
		Keep hands, feet, and objects to self	Raise hand to be acknowledged.	Stay with class	Face forward			
					Walk			
Examples: Teach using "I do, we do, you do" Non-examples: (Adults model only)	2. Raise 3. Sit in a 4. Keepl 5. Stay w 6. Maint Talking ou Sitting in	1. Use Voice Level o 2. Raise your hand and ask for permission before leaving seat 3. Sit in assigned seat appropriately 4. Keep hands, feet and other objects to self 5. Stay with your class at all times 6. Maintain personal space (at least elbow's length away) Talking out without permission Sitting inappropriately Leaving seat without permission						
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Modeling and practicing expected behavior Review and reinforce through boosters (after each break and at the start of each semester) Show PowerPoint to teach expectations							
Acknowledgement:	Students	who exhibit exemplary behavior	will receive PAWS tickets.	PAWS redeemed to attend PA	WS incentive activities.			
(How will behaviors be acknowledged in this setting?)					8			

	Lesson plans should be taught in the area and take 10-15 min							
Objective:	Studentswi	tudents will Practice Respect, Act Responsibly, Work Together and Stay safe in the cafeteria.						
Setting:	Cafeteria	eteria Practice Respect Act Responsibly Work Together Stay Safe						
Expectations Taught: (see behavior expectation matrix)		Use Voice Level 2 "Get all items the 1st time. Talk to peer at your table. Sit in designated area						
		Keep, hands, feet, and other objects to self	Raise hand to be acknowledged.	Pick up all trash	Feet under table			
			Place trash in garbage	Sit only six to table.	Walk			
			Push chair under table.		Eat your own food			
Examples: Teach using "I do, we do, you do"	2. When g 3. Raise yo 4. Invite of 5. Sit in as 6. Stand of 7. Get all n 8. Keep ar 9. Push yo 10. Respect	 Get all needed items the first time you go through the lunch Keep area clean by taking all personal belongings with you and throwing all trash in the garbage before leaving cafeteria. 						
Non-examples: (Adults model only)	Not cleaning Leaving sea	Talking out without permission Not cleaning up area Leaving seat without permission Inappropriate conversation						
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Modeling and practicing expected behavior Review and reinforce through boosters (after each break and at the start of each semester) Show PowerPoint to teach expectations							
Acknowledgement:	Students wh	no exhibit exemplary behavior w	ill receive PAWS tickets. PAWS	redeemed to attend PAWS inc	entive activities.			
(How will behaviors be acknowledged in this setting?)					10			

Behavioral Expectation Lesson Plan: Cafeteria

Behavioral Expectation Lesson Plan: Restroom Lesson plans should be taught in the area and take 10-15 min							
Objective:							
Setting:	Restroom	ı					
Expectations Taught: (see behavior expectation matrix)		Practice Respect	Act Responsibly	Work Together	Stay Safe		
		Use Voice Level 1	Go.	Pick up trash.	Walk		
		Knock	Flush.	Place trash in garbage.	Use soap.		
		Listen	Wash.				
		Enter	Return to class quietly and promptly.				
Examples: Teach using "I do, we do, you do"	 Knock Place Retur 	toilet paper in toilet and fi n to class quietly and pror					
Non-examples: (Adults model only)		ing up area hall while returning to cl	1.55				
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	2. Rev	Modeling and practicing expected behavior Review and reinforce through boosters (after each break and at the start of each semester)					
Acknowledgement:	Students	who exhibit exemplary be	havior will receive PAWS tickets	s. PAWS redeemed to attend PA	WS incentive activities.		
(How will behaviors be acknowledged in this setting?)					12		

Behavioral Expectation Lesson Plan: Hallway/Lockers	
Lesson plans should be taught in the area and take 10-15 min	

		iavioral Expectation Inlans should be tau		• •			
Objective:	Lesson plans should be taught in the area and take 10-15 min Students will Practice Respect, Act Responsibly, Work Together and Stay safe in the hallway/lockers						
Setting:	Hallway/Lockers	Practice Respect	Act Responsibly	Work Together	Stay Safe		
Expectations Taught: (see behavior expectation matrix)		Use voice level 0. Close lockers quietly. Keep hands, feet, & objects to self. Exit to right	Carry hall pass. Report issues to adults.	Remain in line. Pick up all trash. Place trash in garbage.	Walk. Stay to right. Face forward		
Examples: Teach using "I do, we do, you do"	Report to designal Assist those in nee Walk on right side Keep lockers and Report inappropri Face forward whil Keep hands, feet, Keep area clean (d)	5. Keep lockers and hallway areas clean 6. Report inappropriate behavior to staff/teachers (fighting, bullying, contraband, etc) 7. Face forward while at locker and walking in hallway 8. Keep hands, feet, and other objects to self. 9. Keep area clean (dispose of paper and/or trash appropriately)					
Non-examples: (Adults model only)	Talking too loud Not facing forward Playing in hallway Not cleaning up area	Not facing forward Playing in hallway					
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Modeling and practicing expected behavior Review and reinforce through boosters (after each break and at the start of each semester) Show PowerPoint to teach expectations						
Acknowledgement:	Students who exhibit	exemplary behavior will receive	PAWS tickets. PAWS redeemed	l to attend PAWS incentive a	uctivities.		
(How will behaviors be acknowledged in this setting?)		Students who exhibit exemplary behavior will receive PAWS tickets. PAWS redeemed to attend PAWS incentive activities.					

Behavioral Expectation Lesson Plan: Bus Lesson plans should be taught in the area and take 10-15 min

Objective:	Students will Practice Respect, Act Responsibly, Work Together and Stay safe on the bus.					
Setting:	Bus	Practice Respect	Act Responsibly	Work Together	Stay Safe	
Expectations Taught: (see behavior expectation matrix)		Voice level 2. Keep hands, feet, & objects to self.	.*Follow directions the 1 St time. *Pick up trash. *Keep ALL belongings in backpack. *Exit bus promptly at your stop.	Share seats with others	Remain seated . Back to seat. Face & feet forward. Place personal property between feet.	
Examples: Teach using "I do, we do, you do"	1. Use Voice Level 2 on bus unless otherwise instructed. 2. Remain seated until you reach your stop. 3. Sit on your bottom and facing forward. 4. Exit bus promptly at our stop. 5. Invite others at your table in conversation 6. Share seat with others 7. Be sure your area is clean before getting off the bus 8. Keep alsles clear (feet facing forward, belongings in/under seat) 9. Follow directions first time given 10. Keep all belongings in backpack 11. Keep hands, feet, and other objects to self 12. Keep area clean (dispose of trash, remove personal items upon exit)					
Non-examples: (Adults model only)	Not keeping aisles clear Talking too loud Unpacking backpack on bus Standing up while bus is moving					
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Modeling and practicing expected behavior Review and reinforce through boosters (after each break and at the start of each semester) Show PowerPoint to teach expectations					
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students wh	o exhibit exemplary behavior will r	receive PAWS tickets. PAWS redee	med to attend PAWS incentives	activities. 16	

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Cursing, slandering Another person, hostile threats either written, spoken, or non-verbal	Put downs, checking, taunts, or slurs of non-offensive nature (saying stupid, ugly, fat, etc.) Offensive communication; 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 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/verbal bomb threat; pulling firearm deliberately; planting an explosive device on campus; making or attempting to construct a bomb at school.	NONE
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespt)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	Refusing to comply with expectations; leaving class w/o permission; verbal defiance/argumentat ive with authority figure,	Mildly talking back; not following directions; sleeping; ignoring teacher; refusal to complete assignment.

		EXAMPLE	NON-EXAMPLE
Major Problem Behavior	Definition	IMMEDIATE OFFICE REFERRAL	
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.	Yelling out; Talking loud; fighting; Any behavior more than nagging that impedes the learning environment (out of seat, undirected profanity, writing/passing notes, playing with objects, tapping/drumming, giggling/laughing, dancing, humming, singing)	Intentional distractions, noises, pranks, annoying statements/questions; skipping in line; making messes; throwing paper balls; tapping pencil on desk; out of seat passing gas.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Wearing any attire other than the dress code policy.	Shirt untucked; no belt
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	10 seconds; Hitting with the intent to hurt/harm; punching, kicking, slapping; hair pulling; scratching; choking.	Horse-playing; playful grabbing, pinching, non-aggressive punching or slapping, chasing shoving, not keeping hands/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.	Forging notes from parents, doctors, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	NONE
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.	Evidence of using gestures, clothing (colors) or speech to display.	NONE

		EXAMPLE	NON-EXAMPLE
Major Problem Behavior	Definition	IMMEDIATE OFFICE REFERRAL	
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, (written or cyber) inappropriate touching, gesturing, notes or pictures,	Checking and name calling every now & then.
nappropriate 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 touch/contact with another student or adult	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 any inappropriate area of school property.	In restroom without a hall pass.
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Forged notes from parents, doctors, teachers. Taking someone else's work & claiming it to their own.	Makes up story regarding homework or not having 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/harm.	Horse-playing
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials/windows, throwing furniture (chairs, desks, computers, etc.) Destruction of any school property.	Accidently broke classroom materials.

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Skip class (Skip)	Student leaves or misses class without permission.	Class -cutting	In another class making up work.
Truancy (Truancy	Student receives an 'unexcused absence' for ½ day or more.	Absent 5 or more days.	Student absent less than 5 days.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).	Arriving at school after 7:15 am	Student is in the door when tardy 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 other 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	NONE
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 any combustible items.	NONE
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.	Has possession of any type of drugs.	NONE
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.	Has possession of any type of tobacco.	NONE
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 any type of weapons that can cause bodily harm.	NONE

	2 0	EXAMPLE	NON-EXAMPLE
Minor Problem Behavior	Definition	Handled by teacher	
Bullying (taunting, teasing, name-calling)	Inappropriate comments and/or unwanted verbal, physical, or emotional advances; Use of disrespectful & hurtful language	Making faces, calling others gay, fag, retard, whore	Repeated verbal harassment or abuse, (written or cyber) inappropriate touching, gesturing, notes or pictures
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,	Walking out of classroom without permission
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises. Pranks, annoying statements/comments/qu estions, skipping line, throwing paper balls, tapping pencil on desk, out of seat, passing gas	Loud talking and screaming; any behavior that disturb the learning environment tremendously.
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	Wearing clothing other than what the dress code policy dictates.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Checking, put downs, taunts, or slurs of a non- offensive nature, calling others stupid, fat, ugly, shut up, etc.	Profanity- slandering another person; hostile threats (written, threaten, spoken, or non-verbal)
(Other) Inappropriate Location	Student engages in any other minor problem behaviors that do not fall within the above categories. (Out of Bounds Area)	In restroom without hall pass.	Caught in inappropriate area of school property.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.	Horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving, "not keeping hands and feet to self."	Fighting with the intent to hurt or injure.
Bullying (taunting, teasing, name-calling)	Inappropriate comments and/or unwanted verbal, physical, or emotional advances; Use of disrespectful & hurtful language	Making faces, calling others gay, fag, retard, whore	Repeated verbal harassment or abuse; inappropriate gesturing, notes, pictures.

Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	Breaking pencils/crayons, kicking furniture, destroying textbooks	Theft/Vandalism – intently destroying school property
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	Arriving at school after 7:15 am without an admit slip	Class-Cutting
Technology Violation (M-Tech) /Cell Phone Misuse	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.	Has cell phone out to listen to music, video another student, or posting on social media anything inappropriate.

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

Office Managed Problem Behavior	Teacher Managed Problem Behavior		
Criminal Offense (possession of a	Abusing Hall Pass Privileges (slothful		
weapon, drugs, explosives)	transition; in an unauthorize area)		
Bullying/Cyberbullying/Intimidation/	Arguing/Checking/Name calling		
Harassment			
Fighting (causing physical harm or	Disruption (off task, excessively		
injury)	talking, walking, throwing paper,		
	sleeping)		
Gang Activity/Recruiting	Eating/drinking in class		
Profanity directed toward	Horse-playing (pushing and shoving)		
student/teacher (racial slurs or			
derogatory language)			
Theft/Vandalism (computer/school	Use of indirect profanity (not towards		
property)	anyone)		
Threatened Violence (verbal or	Lack of preparation (missing materials,		
extreme aggression with specific	incomplete classwork/homework)		
threat toward teacher or student)			
Repeated or extreme insubordination	Lying/Cheating/Copying other		
(refuses to comply)	student's work.		
Inappropriate use of cell phone	Dress code violation (call parent or go		
	to counselor's office for clothes)		
Dress code violation (refuses to	Rule Violation		
remedy violation)			
Class cutting	Mild Insubordination (talking back)		
	Late to class (5 mins.)		

STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

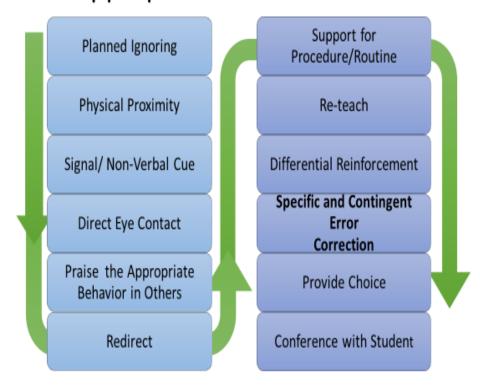
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

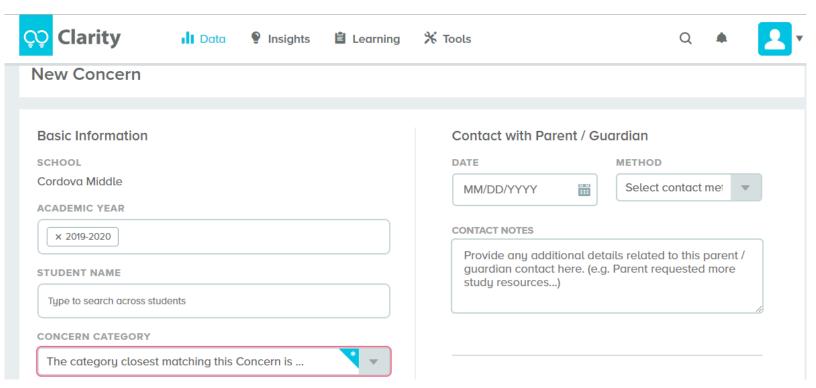
- Active supervision
- Pre-corrects
- Increased praise

	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







DISCIPLINARY REFERRAL

School Date						
Stu	dent	Grade _		_Race	Sex	Andrea start 18th
Dat	te of Incident	Time	_Teac	her/Bus D	river	
disc bus	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.)					
Th the	ne following student behaviors should be managed in teacher(s) and do not warrant office referrals. Bus di all concerns to administration.	the classroom by ivers may submit		notify law enfor		nese violations. Administration priate others for any possible s, weapons, etc.)
OOOTe	i.e., arguing, disrespectful tone/attitude, general surliness,	ing safety plete homework, itions, cutting class, ple) udents (verbal; etc.) p directions,	O Pr der O Th spe O Th O Re of i O Bu (on imit) O Ga O An	reatened vice cific threats towa a left/Vandalist peated or expected by stranger of power ang Activity/ Ty possible on the property of the possible of the property of the possible of the	cted towards sta e) olence (physcial or a rds student or staff) sm ctreme insubord tudent's behavior is pe r-bullying, Hara udent or noticed by an usee Policy 6046) Recruiting	aff/student (i.e., racial slurs, extreme verbal aggression with dination (teacher has evidence ersistent and non-responsive) ssment & Intimidation adult and there is a possible (i.e., possession of weapons,)
	Change of Seating Detention Denied Privileges Character Ed Confiscated Item(s) Referral to Content	. Training	Co Pa Re In Ou	onfiscated Ite arent-Admin eferral (i.e., SH/ us Suspensio -School Susp at-of-School S	Conf. APE, Gang Unit, Couns on ension Suspension (see	elor, Social Worker, Psychologists) e Official Notification)
_	Student is remorseful/cooperative/no consequence					
	acher Signature			n Signature		
Dэ	te		Date			

Behavioral Incident Flowchart (BIF)

Step 1

Student Warning/Reteach Expectations

Step 2

One-One Conversation Re-teach Expectations

Step 3

Move to Start Desk (Continue to engage in lesson) Re-teach Expectations Contact Parent*

Expectations

Contact Parent*

Step 4

Follow Office Referral Procedure

Make sure repeated infractions (3 or more) are documented in BrightBytes

Observe Problem Behavior

Is the behavior classroom or office managed?

Teacher Managed Progressive Discipline

- Disruptive/Off-task behavior (i.e., excessive talking, sleeping, checking, horse-playing)
- Preparedness/Refusing to Work
- Calling Out
- Refusing to Work
- Food/Drinks/Gum
- Dress Code Violations
- Cheating
- Tardiness to class

*When students have not responded positively to classroom and school-wide expectations within 4 weeks in Tier 2, referral to Tier 3 (Require SRT w/School Counselor, Behavior Specialist, Social Worker, revise BSP, etc.). Document in Brightbytes.

** 5 days of OSS – require a Behavior Support Plan (BSP)-Consult school counselor

Office Managed Mandatory Office Referral

- Fighting (not self-defense)
- Profanity directed towards staff/student (i.e. racial slurs, derogatory language)
- Threatened violence (physical or extreme verbal aggression with specific threats towards student or staff) /Sexual Harassment
- · Theft/Vandalism
- Repeated or extreme insubordination (teacher has evidence of intervention but student or noticed by an adult and there is a possible imbalance of power....See Policy 6046)
- Gang Activity/Recruiting
- Any possible criminal offense (i.e. possession of weapons, explosives, drugs/drug paraphernalia, etc.)

Write a SCS Office Disciplinary Referral Form (attach ALL steps document)

Administrator will follow-up with consequence based on SCS Code of Conduct

Confluct

Administrator Contacts Parent Referral to school counselor, behavior specialist, etc.

Administrator provides Feedback to Teacher Record Incident in BrightBytes

BrightByte

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 RTI²-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. 	