



RTI²-Behavior Implementation Manual

RTI²-Behavior Implementation Manual

(Egypt Elementary)

(Shelby County Schools)

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**(2019-2020) TEAM MEMBERS: Mrs. Pruitt, Ms. Gossett, Mrs. Edwards-Johnson
Ms. Johnson, Ms. Lee, Mrs. Brown**



TABLE OF CONTENTS

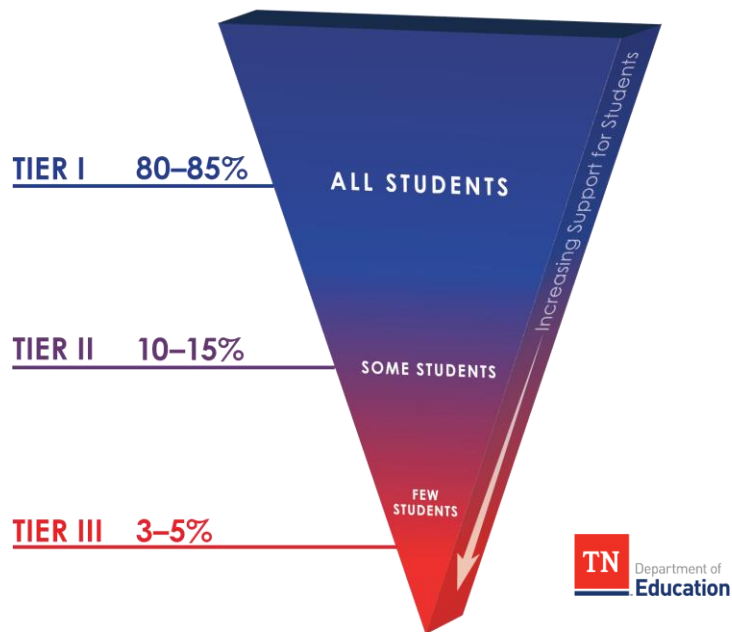
RTI ² -B Overview.....	4
Purpose Statement.....	8
Team Composition and Norms.....	8
School -wide Behavioral Expectations.....	9
School-wide Behavioral Expectations Matrix.....	14
Lesson Plans.....	31
Teaching the Plan.....	11
Acknowledgement System.....	14
Operational Definitions with examples and non-examples.....	36
Minor vs. Major Offenses.....	36
Minor Incident Report Form.....	41
Discipline Process Flowchart.....	46
Classroom Checklist.....	47
Calendar of Events.....	18
Planning for Stakeholder Input.....	19
RTI ² -B Evaluations.....	21
Appendix.....	22

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.

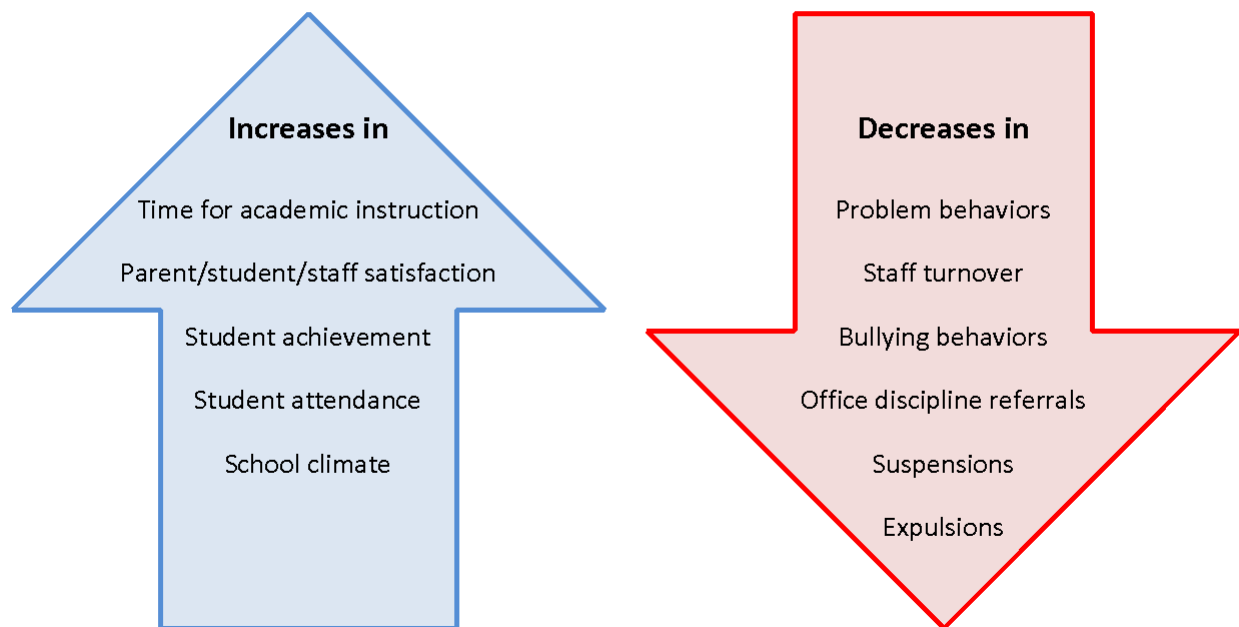
Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff,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



PURPOSE

Egypt Elementary RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at Egypt Elementary is to prepare all students to reach proficiency or higher, and to develop critical thinkers who are able to read with understanding, write with purpose, and speak with clarity.

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.

RTI ² -B School Team Composition			
NAME	School Role	E-mail Address	Phone No.
Mrs. Pruitt	Principal	pruittdm@scsk12.org	(901)416-9300
*Ms. Gossett	Coach	gossettnn@scsk12.org	(901)416-4150
Mrs. Yates	Recorder	robertspl@scsk12.org	(901)416-4150
Mrs. Brown	Communicator	johnsondm5@scsk12.org	(901)416-4150
Ms. Johnson	Data Analyst	johnsonj19@scsk12.org	(901)416-4150
Ms. Lee	Time Keeper	leetd@scsk12.org	(901)416-4150
Holly Chapman		chapmanh@scsk12.org	(901)416-4150
Danyelle Bates		batesdl@scsk12.org	(901)416-4150
Day to meet: 1st Thursday of each month		Time: 3:30-4:30	
Location: Room 408			
Dates to present to faculty: The 2 nd Tuesday of each Month			

EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS:

Coach:

- ✓ Send agenda items to recorder.
- ✓ Start the meetings on time.
- ✓ Use agenda to manage the flow of meeting.
- ✓ Ask questions, Prompt participation.
- ✓ Implement group norms.
- ✓ Determine date/time/location for next meeting.

Recorder:

- ✓ Get agenda items from facilitator.
- ✓ Prepare agenda/make copies for team members.
- ✓ Write meeting minutes.
- ✓ Ask for clarification about items to include in minutes.
- ✓ Provide copy of completed meeting minutes to all team members within 24 hours of meeting.

Data Analyst:

- ✓ Develop data report (include descriptions of potential problems, new problems, previously discussed problems).
- ✓ Distribute data report to all team members.
- ✓ Ask facilitator for data report to be added to agenda.
- ✓ Lead discussion about data.

Communicator:

- ✓ Gather feedback/questions from school staff.
- ✓ Ask facilitator to add staff feedback/questions to agenda.
- ✓ Share feedback and questions with team.
- ✓ Guide discussion to develop plan to address feedback/questions.
- ✓ Disseminate information from meeting to school staff.

Time Keeper:

- ✓ Insure meetings begin and end on time.
- ✓ Manage agenda items (Tracks how long each agenda item takes to discuss).
- ✓ Prompt the facilitator when to move to different agenda items.

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.

Egypt Elementary Behavioral Expectations are called (Pharaoh's Pillars)
School – Wide Expectations: 1. Positive 2. Purposeful 3. Persistent

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 to follow and to remind students of expectations as they transition from one location to the next. **A copy of the matrix is located in the appendix of this implementation manual.**

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

LESSON PLANS

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

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

Teaching the Plan to Students		
What will be done?	How will it be done?	When will it be done?
RTI ² -B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i>	The coach will hold a PD session for all the faculty and staff. Each faculty member will be given a hardcopy of the manual.	This training will take place during teacher in-service prior to school starting.
Introduce the plan to students, <i>(e.g., describe steps for first introducing the school-wide plan to all students) (create FUN activities)</i>	The teachers will introduce the plan to the students during assembly.	This will take place during the first two weeks of school.
Create and display posters for each setting before students arrive. (Expectation posters/ Expectations with Social Skills Posters) <i>Where will posters be displayed? How will they be attached to walls? Where will posters be stored for summer months?</i>	A team member will be asked to hang posters in classrooms, cafeteria, buses, walkers, hallways, restroom, entrance of the school, and in the office.	This will be completed before the students arrive the first day of school.
Use lesson plans to teach expected behaviors in all settings. <i>Who will initially teach in each location? How will groups go to locations for lesson plans? How will faculty be trained on how to follow-up with lesson plans?</i>	All teachers will teach the lesson plan for classroom, hallway, and cafeteria. A designated teacher from each grade level will teach skills for buses, walkers, and car riders to bus riders, walkers, and car riders. The cafeteria plan will be taught to each student by their homeroom teacher.	This will be completed during the first two weeks of school and at the end of each quarter. Teachers follow up will be ongoing.
Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break)</i>	All teachers will teach the lesson plan for classroom, hallway, and cafeteria. The designated teacher will reinforce skills for buses, walkers, and cafeteria.	This will take place after each break during the school year.
Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i>	The new students will go through an orientation and they will be taught what being Positive, Purposeful, and Persistent is.	This will take place upon arrival to the school.
Establish a STUDENT LEADERSHIP TEAM. <i>(How will students be picked for the team? How many on team? What will their responsibilities be? Who will be in charge?)</i>	The student leadership team will be picked by the faculty. It will consist of a diverse group of students. There will be students selected from both 4th and 5th grade.	4th grade leadership team members will remain on team during their 5th grade year and new members from 4th grade will be added in the spring of each year.

Teaching the Plan to Staff	
Who will be trained on the plan? <i>(e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers)</i>	
How: All faculty and staff members The teachers will have training during a PD prior to students starting school. Teachers will be trained as new information need to be introduced or as administration see fit to refresh teachers the RTI2B plan. The teachers will have a RTI2B PD at least once a quarter.	When: The week before school starts and during Thursday PLC meetings as new information is needed to be communicated.
How will you train staff to teach expectations and deliver acknowledgements?	
How: Each grade level has a teacher that is a part of RTI2B and that person will be responsible for teaching expectations to his or her team and to deliver acknowledgements to his or her grade level team member.	When: Monthly or as new information needs to be communicated.
How will you teach the components of the discipline process to all staff? <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>	
How: The staff will be taught by the RTI2B coach.	When: During the first two weeks of school and during Thursday PLC if new information is added.
How will you teach core features of the plan to substitute teachers? <i>(e.g., expectations, acknowledgements, discipline)</i>	
How: The substitutes will be briefed in the morning prior to receiving students and the information will be available in the substitute folder.	When: Their first day at our school.
What important dates will you share? RT2B meeting dates will be shared.	
How: RTI2B night and dates for monthly meetings will be shared through email, announcements, and Monday memos.	When: Meeting dated will be shared prior to school starting and throughout the school year.

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)	
	We will have a RTI2B night to share with stakeholders, and we will continue to place information on the website as well as send home letters to parents about important information that they should know.
How often will information about the plan be shared with family/community members?	
	Information will be updated on the website quarterly and flyers will be sent home about upcoming events.
How can families incorporate RTI²-B in the home? (e.g., home matrix, home acknowledgement system) we will send home a matrix.	
	We will make updates on class Dojo and on the school's website.
What additional resources can family/community members access for more RTI²-B information and support? (e.g., online resources, resources within the district)	
	There will be information on the website that family and community members can print off for their personal use.
Who will be the liaison between the school and family/community?	
	Mrs. Reyes
How can family/community members get involved with RTI²-B at your school?	
	They can volunteer to join the RTI2B team and help organize events to support the RTI2B team.
Does your school have an established parent organization? If so, who will communicate with the parent organization?	
	Yes, Mrs. Reyes will keep the PTA updated.

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. If your school is using a different acknowledgement system (e.g. point system), please clarify in this section. **A copy of the ticket that will be used is located in the appendix of this manual.**

	School-wide Acknowledgment System Matrix				
<i>Students</i>	Name	Description	When (frequency)	Where (location)	Who (distributors)
	Caught being Pharaoh Strong	As students are caught exhibiting one of Egypt's core values, the student will earn an acknowledgement ticket with their name on it and the caught being pharaoh strong ticket will be stapled to the wall. The "Caught being Pharaoh Strong" wall is located the main wall of the building. Students will have tickets with their names on them placed on the Caught <u>Being Pharaoh Strong</u> Wall of Fame in addition to an announcement being made of the intercom. Students will receive a ticket redeemable for a treat.	High frequency	Classroom, Cafeteria, hallway, restroom, Gym,	Teacher/ Administrators
	Pharaoh of the Month	Pharaoh of the Month will be selected by grade level teachers each month. This student will exhibit being positive, purposeful and persistent in the classroom, cafeteria, hallway, restroom and during afternoon dismissal. A picture of the student will be taken and placed on the hallway of that grade level.	Monthly	Classroom, Cafeteria, hallway, restroom, Gym,	Grade level teachers

	Party at the Pyramid	Ensures good behavior and school wide expectations are being followed across all settings. Student who exhibit good conduct and at least a C average and no N or U on report card or progress report. Students will be invited to “party at the pyramid”.	Quarterly	Gym	School wide
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<i>Staff</i>	Perfect Attendance	Attendance certificates will be issued out by the principal each month to all teachers that have perfect attendance for the month.	Monthly	Website	Administrator
	Teacher of the Month	The Teacher of the month will be chosen by other teachers in the building. The teacher of the month will receive a special parking spot for the month that they are Teacher of the month.	Monthly	Hallway	Administrator

<i>Family/Community</i>	Volunteers	Community and family members will be acknowledged for their participation with RTI2B.	Quarterly	Class Dojo and Newsletters	Administrator
	Adopters	Adopters will be acknowledged for their participation with RTI2B	Quarterly	Website and Newsletters	Administrator

DEALING WITH PROBLEM BEHAVIORS

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

The operational definitions of problem behaviors are located in the appendix of this manual. To further clarify what is to be handled in the classroom (minor offense) and what is to be handled in the principal’s office (major offense), the RTI²-B Leadership Team created a chart that lists offenses that may be seen in the classroom, handled by the classroom teacher, and offenses that require an

immediate trip to the principal's office. Please note that the teacher managed offenses are not all inclusive. There are minor offenses that may not be listed. It is expected that teachers will use discretion and be consistent. **This chart is located in the appendix of this manual.**

In order to give guidance to teachers on handling minor problem behaviors, **guiding steps to follow are located in the appendix of this manual along with possible interventions.**

MINOR INCIDENT REPORT FORM

Though using the guiding steps to change problem behaviors into good behaviors, it does not always work for all students. With this in mind, the team determined that once a student has reached (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.**

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

OFFICE DISCIPLINE REFERRAL FORM

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

CLASSROOM CHECKLIST

Together as a team, in order to ensure 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	August 1, 2019, September 5,2019, October 3, 2019, November 7,2019, December 5, 2019, January 9,2020, February 6,2020, March 5,2020, April 2,2020, May 7,2020
Initial Session to Teach Core Components to Staff	August 6, 2019
Booster Sessions to Teach Core Components to Staff	September 8,2019
Begin School-wide Implementation (e.g., Kick-off Celebration)	September 25, 2019
Teaching Expectation Lesson Plans to Students in All Settings	August 12 ,2019
Re-teaching Expectation Lesson Plans to Students in All Settings	October 14, 2019
Celebrations/Assemblies	December 20,2019
Family Nights	October 25,2019
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.	All classes and grade level teachers will be responsible for reviewing the behavior expectations and reteaching the lesson plans.	Classes will be surveyed annually to provide ideas for our system.	Student will be a part of the discipline process to provide input on creating student ownership at school.
Staff	A draft of the RTI2B handbook will be sent to the faculty and staff for feedback through grade level RTI2B member.	Lesson will be sent to each grade level by the RTI2B chair to review and offer suggestions prior to the RTI2B workshop day.	A draft of the RTI2B handbook will be sent to the faculty and staff for feedback through grade level RTI2B member.	All behaviors will be sorted with the staff office vs. classroom managed during the RTI2B workshop, team will create definitions, faculty and staff will provide examples and non-examples.

<p>Family/ Community</p>	<p>All parts of the plan will be reviewed with family and community during back to school night.</p> <p>Administrators will ask for feedback from PTO representative.</p> <p>School will recruit a parent team member for the RTI2B Leadership team.</p>	<p>All parts of the plan will be reviewed with family and community during back to school night.</p> <p>Administrators will ask for feedback from PTO representative.</p> <p>School will recruit a parent team member for the RTI2B Leadership team.</p>	<p>All parts of the plan will be reviewed with family and community during back to school night.</p> <p>Administrators will ask for feedback from PTO representative.</p> <p>School will recruit a parent team member for the RTI2B Leadership team.</p>	<p>All parts of the plan will be reviewed with family and community during back to school night.</p> <p>Administrators will ask for feedback from PTO representative.</p> <p>School will recruit a parent team member for the RTI2B Leadership team.</p>
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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: Egypt's Weekly Tracker, and PowerSchool Data from discipline referrals will be charted bi-weekly in the hallway located outside the cafeteria, in order for students, faculty, and other stakeholders to be informed. Data is reviewed monthly by the PBIS team in order to develop interventions for problem areas. Overall homeroom attendance will be charted daily, and discipline referrals will be charted bi-weekly. Data is reviewed monthly by the team to develop interventions for excessive absences, along with the SART team.	<i>Recommendation:</i> Summarize discipline data monthly Our plan: Monthly we will identify students who are potentially disruptive and attempt to address the behavior early.
Fidelity Data	Tiered Fidelity Inventory (TFI)	<i>Recommendation:</i> Two times per year (fall and spring) Our plan: Monthly
Social Validity	Primary Intervention Rating Scale (PIRS) (Also called the "Staff Input Survey")	<i>Recommendation:</i> Once per year (spring) Our plan: Conduct this in the Spring.

APPENDIX

TABLE OF CONTENTS

Posters

Expectation Poster.....	23
Matrix.....	24
Posters by location.....	26
Lesson Plans by Location.....	31
Acknowledgement Ticket.....	30
Operational Definitions.....	36
Teacher managed (minors) / Office managed (majors).....	39
Steps for Correction.....	43
Possible Interventions.....	43
Minor Incident Report Form (MIR).....	41
Office Discipline Report Form (ODR).....	42
Flowchart.....	46
Classroom Checklist.....	47

POSTERS

EXPECTATIONS POSTER



MATRIX

Locations → Expectations ↓	ALL CLASSROOMS	CAFETERIA	HALLWAY	RESTROOM	BUS
Positive	<ul style="list-style-type: none"> -Greet teacher and students. -Listen for instructions. -Raise your hand for assistance. -Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> -Listen for instructions. -Wait your turn in line quietly. -Speak in a 6-inch voice at the table. 	<ul style="list-style-type: none"> -Zero Zone. -Listen for instructions. -Hold door for others. 	<ul style="list-style-type: none"> -Honor privacy. -Zero Zone. -Wait your turn. 	<ul style="list-style-type: none"> -Greet bus driver. -Listen for instructions. -Stay in your seat. -Speak in a 6-inch voice.
Purposeful	<ul style="list-style-type: none"> -Have all supplies materials. -Be on time. -Keep backpack, cell phone and coats in locker. 	<ul style="list-style-type: none"> -Eat only in the cafeteria. -Get all items before sitting. -Remain seated. -Throw trash away in bin. 	<ul style="list-style-type: none"> -Walk to the right. -Hands, feet, and objects to self. 	<ul style="list-style-type: none"> -Turn water off. -Keep stalls and walls graffiti free. -Keep floors dry. -Close stall doors gently. 	<ul style="list-style-type: none"> -Place trash in a trash bin. -Hands, feet, and objects to self. -Keep personal belongings in lap or at your feet.
Persistent	<ul style="list-style-type: none"> -Complete all assignments. -Stay on task. -Keep area clean. 	<ul style="list-style-type: none"> -Eat only your food. 	<ul style="list-style-type: none"> -3-Blocks from the wall. -2-Feet in a block. -1-Square apart. -0-Zero Zone. 	<ul style="list-style-type: none"> -Walk in the restroom. -Throw away trash in trash bin. 	<ul style="list-style-type: none"> -Watch for your bus stop. -Stay seated until the bus stops.



Egypt Pharaoh's Classroom Expectations

Positive:

Greet teacher and students.

Listen for instructions.

Raise your hand for assistance.

Keep hands, feet, and objects to self.

Purposeful:

Have all supplies and materials.

Be on time.

Keep backpack, cell phone, and coat in locker.

Persistent:

Complete all assignments.

Stay on task.

Keep area clean.

Egypt Pharaoh's Hallway Expectations

Positive:

Zero Zone.

Listen for instructions.

Hold door for others.

Purposeful:

Walk to the right.

Hands, feet, and objects to self.

Persistent:

3- Blocks from the wall.

2- Feet in a block.

1- Square apart.

0- Zero Zone



RESTROOM

Egypt Pharaoh's Restroom Expectations

Positive:

Honor Privacy.

Zero Zone.

Wait your turn.

Purposeful:

Turn water off.

Keep stalls and walls graffiti free.

Keep floors dry.

Close stall doors gently.

Persistent:

Walk in the restroom.

Place all trash in trash bin.



Egypt Pharaoh's Cafeteria Expectations



Positive:

Listen for instructions.

Wait your turn in line quietly.

Speak in a 6-inch voice at the table.

Purposeful:

Eat only in the cafeteria.

Get all items before sitting.

Remain seated.

Throw trash away in bin.

Persistent:

Eat only your food.



Egypt Pharaoh's Classroom Expectations



Positive:

Greet teacher and students.

Listen for instructions.

Raise your hand for assistance.

Keep hands, feet, and objects to self.

Purposeful:

Have all supplies and materials.

Be on time.

Keep backpack, cell phone, and coat in locker.

Persistent:

Complete all assignments.

Stay on task.

Keep area clean.



SCHOOL WIDE ACKNOWLEDGEMENT TICKET

Caught Being Pharaoh Strong

I am Pharaoh Strong!



Our Core Values

Positive

Purposeful

Persistent

Name _____

has contributed to the well-being of others by displaying the
following Core Value(s). Grade _____ Section _____

Positive Purposeful Persistent

Recommended By: _____

Behavioral Expectation Lesson Plan: Cafeteria Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being Positive, being Purposeful, and being Persistent in the cafeteria.
Setting:	Cafeteria
Expectations Taught: (see behavior expectation matrix)	Positive: Listen for instructions. Wait your turn in line quietly. Speak in a 6-inch voice at the table. Purposeful: Eat only in the cafeteria. Get all items before sitting. Remain seated. Throw trash away in bin. Persistent: Eat only your food.
Examples: Teach using "I do, we do, you do"	Listen for instructions by demonstrating what listening looks like. Demonstrate how to walk to your lunch line and in line quietly without skipping others in line. Show examples of a 6-inch tone and which students to converse with around your seat. Demonstrate what items students need before sitting. Explain and demonstrate how to place trash in the bin as it passes each student.
Non-examples: (Adults model only)	Talking in line. Not using polite manners (e.g., eating others food, loud talking, making fun others food). Not cleaning up after yourself.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Teachers will practice the appropriate behavior with students and continue to reinforce appropriate behavior.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	At the end of each month students who have earned the desired amount of dojo points will receive a treat.

Behavioral Expectation Lesson Plan: Classroom Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being Positive, being Purposeful, and being Persistent when in the classroom.
Setting:	Classroom
Expectations Taught: (see behavior expectation matrix)	Respectful: Positive Talk Only Keep hands, feet, objects and unkind words to yourself. Move in a safe manner Raise your hand before speaking Responsible: Keep environment safe and clean Get permission to get onto the floor Resourceful: Have the supplies you need before entering class.
Examples: Teach using "I do, we do, you do"	Students will practice raising their hand before speaking. Teacher will show examples of areas that are clean and free from clutter. Students will practice by showing their area clean. Teacher will model how to enter the classroom quietly and prepared. Students will practice entering with prepared items and exiting with prepared items.
Non-examples: (Adults model only)	Teacher will demonstrate inappropriate ways to enter, exit, and sit in the classroom. Teacher will show examples of how to not get permission to talk, walk, or leave classroom. Teacher will give examples of what not keeping your hands, feet, ad objects to yourself.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Teachers will practice the appropriate behavior with students and continue to reinforce appropriate behavior. Each teacher will revisit rules throughout the school year frequently and coming back from breaks.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive Dojo points and treat on Friday

Behavioral Expectation Lesson Plan: Hallway Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being Positive, being Purposeful, and being Persistent in the Hallway.
Setting:	Hallway
Expectations Taught: (see behavior expectation matrix)	Positive: Zero Zone. Listen for instructions. Hold door for others. Purposeful: Walk to the right. Hands, feet, and objects to self. Persistent: 3-Blocks from the wall. 2-feet in a block. 1-square apart. 0-Zero Zone.
Examples: Teach using "I do, we do, you do"	Teacher will model how students are to stand with their hallway position on. All students will walk directly behind the student that is in front of them. Students will walk the entire time that they are in the hallway.
Non-examples: (Adults model only)	Teacher will show examples of the following to demonstrate what not to do in the hallway. Running in the hall. Talking/humming/clapping in hall. Hands swinging.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Teachers will practice the appropriate behavior with students and continue to reinforce appropriate behavior.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	At the end of each month students who have earned the desired amount of dojo points will receive a treat.

Behavioral Expectation Lesson Plan: Bus Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being Positive, being Purposeful, and being Persistent while waiting for bus.
Setting:	Bus
Expectations Taught: (see behavior expectation matrix)	Positive: Greet bus driver. Listen for instructions. Stay in your seat. Speak in a 6-inch voice. Purposeful: Place trash in a trash bin. Hands, feet, and objects to self. Keep personal belongings in lap or at feet. Persistent: Watch for your bus stop. Stay seated until the bus stops.
Examples: Teach using "I do, we do, you do"	Demonstrate how to greet the Bus driver and listen for instructions before moving. Give visual examples of what it looks like to keep hands feet, and objects to yourself and your belongings in lap or at your feet. Demonstrate what it looks like to sit and watch for your bus stop.
Non-examples: (Adults model only)	Changing seats while the bus is moving, talking while the bus driver is talking,
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Teachers will practice the appropriate behavior with students and continue to reinforce appropriate behavior.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	At the end of each month the bus with the best transition will receive a treat.

Behavioral Expectation Lesson Plan: Restroom Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being Positive, being Purposeful, and being Persistent in the restroom.
Setting:	Restroom
Expectations Taught: (see behavior expectation matrix)	Positive: Honor privacy. Zero Zone. Wait your turn. Purposeful: Turn water off. Keep stalls and walls graffiti free. Keep floors dry. Close stall doors gently. Persistent: Walk in the restroom. Place trash in trash bin.
Examples: Teach using "I do, we do, you do"	Teacher will demonstrate walking into the restroom, waiting in line for their turn, opening and closing stall doors, and disposing of trash.
Non-examples: (Adults model only)	Teacher will demonstrate inappropriate ways to visit the restroom using examples below. Running into the stalls. Talking in the restroom. Placing tissue on the floor. Using more than 2 pumps for soap. Wasting paper towels. Disposing of tissue on the floor.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	Teachers will practice the appropriate behavior with students and continue to reinforce appropriate behavior.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Classroom praise and a dojo point will be given at the end of each restroom break the class with the most dojo points received at treat at the end of the month.

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Abusive Language/ Inappropriate Language/ Profanity (Inappropriate Language)	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.
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.	Student talking about a threat that they saw on the news which may be classified as something currently happening in the city, state, or nation.
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/argumentative.	Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, or passing gas.

Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Clothing that has gang or profanity on it.	Shirt not tucked, wrong colored top or bottom.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	Horse play, playful grabbing, pinching, non-aggressive punching or clapping, chasing, shoving.	Hitting with the intent to hurt, punching, kicking, hair pulling, scratching, or choking.
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.	Students jokingly writes another student's name without intent to harm, steal, or forge.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.	Student blatantly throws up gang sign to other students or teachers with the attempt to intimidate others.	Students in a group of two or more laughing and playing.
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>	Repeated verbal abuse, inappropriate touching, gesturing, notes or pictures.	Telling a student once that they look nice. Two students have conflict.
Inappropriate Display of Affection (Inappropriate 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 in appropriate area of school property.	Student in restroom without permission.
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Forged notes from parents, doctors, teacher etc. Stealing hiding/purchasing stolen property, aiding someone in stealing. Taking someone else's	Students makes up story regarding homework or not have appropriate material.

		work and claims it to be their own.	
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 attempt 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 desk, chairs, computers, destruction of any property.	Accidentally breaking an item that does not belong to the student.
Skip class (Skip)	Student leaves or misses class without permission.		Student has permission to go to another teacher's room.
Truancy (Truancy)	Student receives an 'unexcused absence' for ½ day or more.		
Tardy (Tardy)	Student is late (as defined by the school) to class or the startup of the school day (and Tardy is not considered a minor problem behavior in the school).	Student enters the class after class has started.	
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Has cell phone or another inappropriate device visible.	Devices are properly stored, but not turned to silence.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	Smelling of alcohol, possession of alcohol.	
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Has possession of	
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.	Has possession of ...	
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.	Has possession of ...	

Use/Possession of Weapons (Weapons)	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	Has possession of ...	
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Minor Problem Behavior	Definition	EXAMPLE Handled by teacher	NON-EXAMPLE
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, or refusal to complete assignment.	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal.
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 of seat, or passing gas.	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment.
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...	Clothing that has gang or profanity on it.
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.,	Using profanity toward an adult in the building.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.	Talking in the hallway, walking on the classroom floor without permission.	Screaming, loud talk, attempting to fight. Any behavior more than nagging that impedes the educational environment.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.	Giving birthday licks, or hitting a student in attempt to play tag etc.	
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, or 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.	Taking unapproved restroom breaks during class transitions.

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 or possessing electronic devices without permission.	Using to the computer or cell phone to download, view or show sexual content to other students in the building.
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The following clarifies behaviors that will be handled by the school office and by the teacher.

Office Managed Problem Behavior	Teacher Managed Problem Behavior
Fighting with the use of weapons. Continuous hitting to the face and body.	Pushing or hitting with open hand. Shoving back and forth.
Terroristic threats	Verbal altercation
Bringing weapons/toy or real	Breaking line
Recreational drugs/alcohol	Out of uniform (clothes or shoes)
Aggressive threats to school personnel or other students	Lack of school supplies
Physical aggression toward school personnel/students (cutting hair, stabbing with pencil, etc.)	Disrespect/talking back (trying to clarify or explain point of view)
Threatening to take one's life or their own	Talking out during instruction
Destruction of property (computers, windows, smartboards, etc.)	Out of seat without permission
Bringing or viewing pornographic material	Reading personal material during instruction
Engaging in inappropriate sexual behavior	Playing with personal toys

Minor Incident Report Form

1st Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Corridor <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Horseplay <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class rules, cheating, cell phone, off task Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
2nd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Corridor <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Horseplay <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class rules, cheating, cell phone, off task Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
3rd Incident	Date	Time
Location	Problem Behavior	Staff Intervention/Action Taken
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Corridor <input type="checkbox"/> Locker Room <input type="checkbox"/> Outside Building/Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Disruption: Excessive talking, argumentative. <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Horseplay <input type="checkbox"/> Profanity/Inappropriate Language <input type="checkbox"/> Non-Compliance: Class rules, cheating, cell phone, off task Student Signature: _____	<input type="checkbox"/> Warning/Retaught Expectation <input type="checkbox"/> Contact Parent via <input type="checkbox"/> Email: _____ <input type="checkbox"/> Phone: _____ <input type="checkbox"/> Note Home Date: _____ <input type="checkbox"/> Parent Conf Date: _____ <input type="checkbox"/> Lunch Detention: _____ <input type="checkbox"/> Seat Change/Student Conference <input type="checkbox"/> Other: _____ Teacher Initials: _____
After the 3 rd Minor Infraction, this completed form should be sent to the office along with the Office Discipline Referral Form		

Office Discipline Referral Form		
Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: K 1 2 3 4 5 Referring Staff: _____ Others Involved in Incident: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____		Location <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Bathroom <input type="checkbox"/> Arrival/Dismissal <input type="checkbox"/> Other: _____
Activity the student was engaged in when the event took place: <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Individual Work <input type="checkbox"/> Alone <input type="checkbox"/> Working with peers <input type="checkbox"/> One-on-one instruction <input type="checkbox"/> Interacting with peers <input type="checkbox"/> Other: _____		
Staff-Managed Problem Behavior <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other: _____	Office-Managed Problem Behavior <input type="checkbox"/> Abusive Language <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display Aff. <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Skipping Class <input type="checkbox"/> Other: _____	Possible Motivation <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Nurse <input type="checkbox"/> School Counselor <input type="checkbox"/> Other: _____
Administrative Decision <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized instruction		<input type="checkbox"/> In-school suspension (_____ hours/days) <input type="checkbox"/> Out of school suspension (_____ hours/days) <input type="checkbox"/> Other: _____
Parent Signature: _____		Date: _____

STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

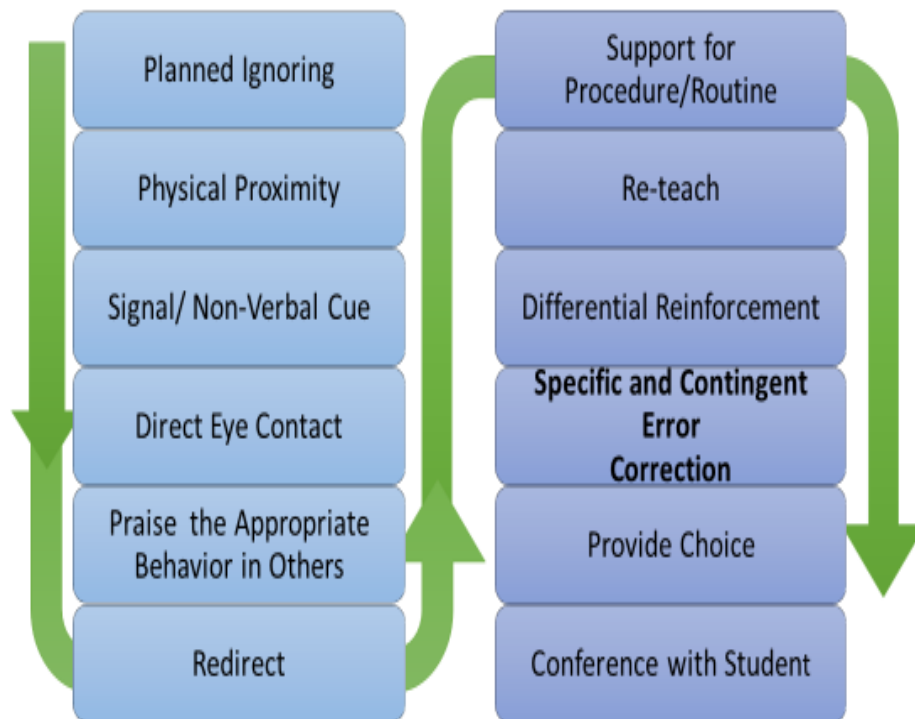
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

- Active supervision
- Pre-corrects
- Increased praise

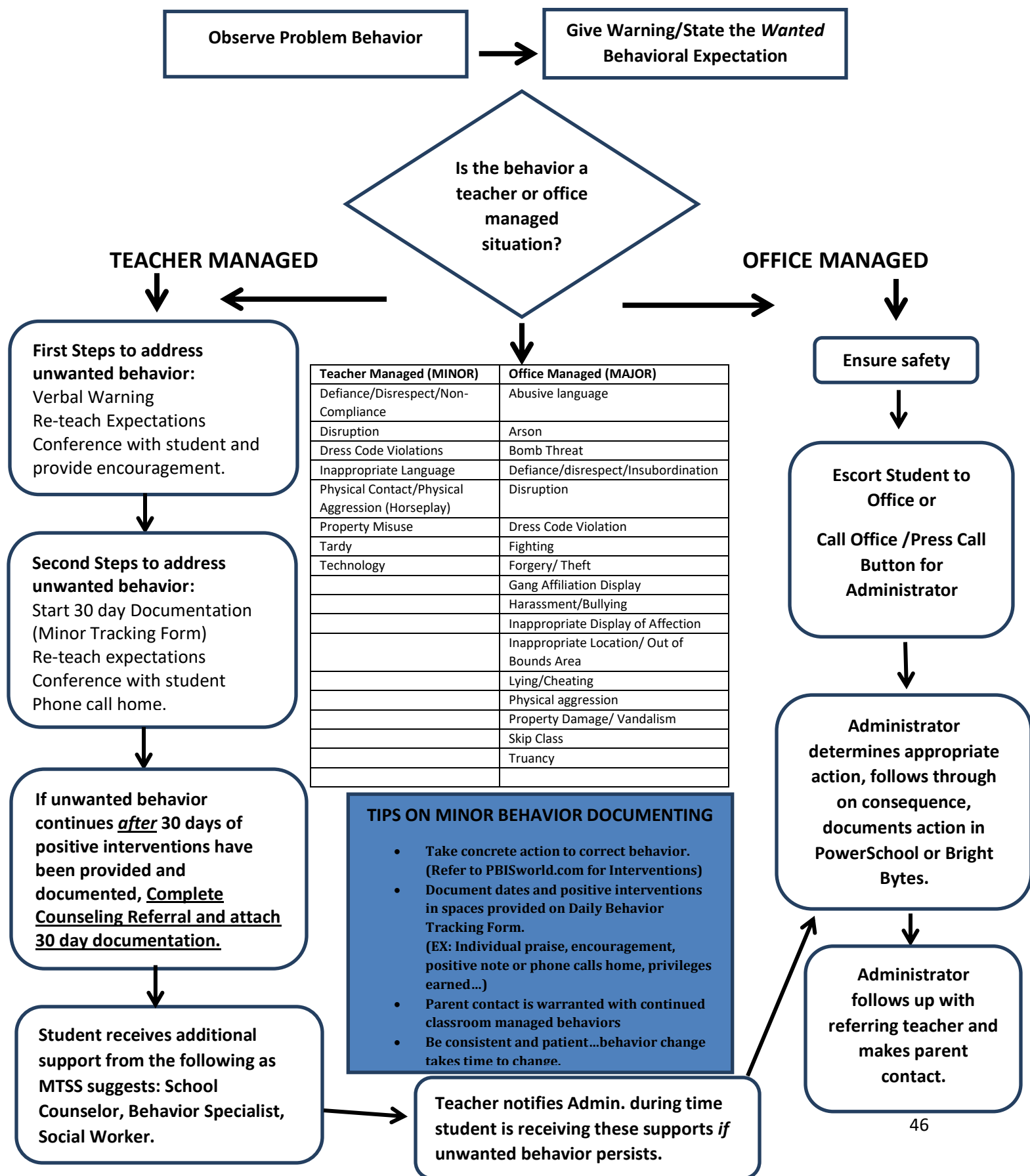
	ACTIVE SUPERVISION	PRE-CORRECTS
What is it?	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why?	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase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

Develop a Continuum of Responses to Inappropriate Behavior



What is your school already doing as an alternative to sending students to the office?	What are new alternatives your school could use?
<ul style="list-style-type: none"> - Time in another classroom - Phone calls home 	<ul style="list-style-type: none"> - Debriefing and problem solving with students - Increasing praise -Active supervision -Pre-corrects -Using a continuum of Responses -Error Correction
What is your school already doing as an alternative to suspension?	What are new alternatives your school - could use?
<ul style="list-style-type: none"> - In School Suspension 	<ul style="list-style-type: none"> - Restorative Circles - Restitution - Teaching problem solving and conflict resolution during morning meeting - Community and family awareness of prevention strategies

Egypt Elementary DISCIPLINE FLOW CHART USING MTSS



CLASSROOM CHECKLIST

RTI ² -B Core Components	Features in the Classroom
Behavioral Expectations	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.