



KEYSTONE ELEMENTARY

RTI² - Behavior

Implementation Manual



RTI² Behavior Implementation Manual
KEYSTONE ELEMENTARY - SHELBY COUNTY SCHOOLS

DATE CREATED: May 2019

DATE LAST MODIFIED: July 2021

(2021) TEAM MEMBERS:

Chanel M. Conner - COACH

Dr. James A. Patton - Principal

Karmeta Carter – Assistant Principal

Lauri Deener – Learning Lab Teacher

Jasmine Deener - SPED

Marilyn Glass – Teacher

Shereatha James-RESET Teacher



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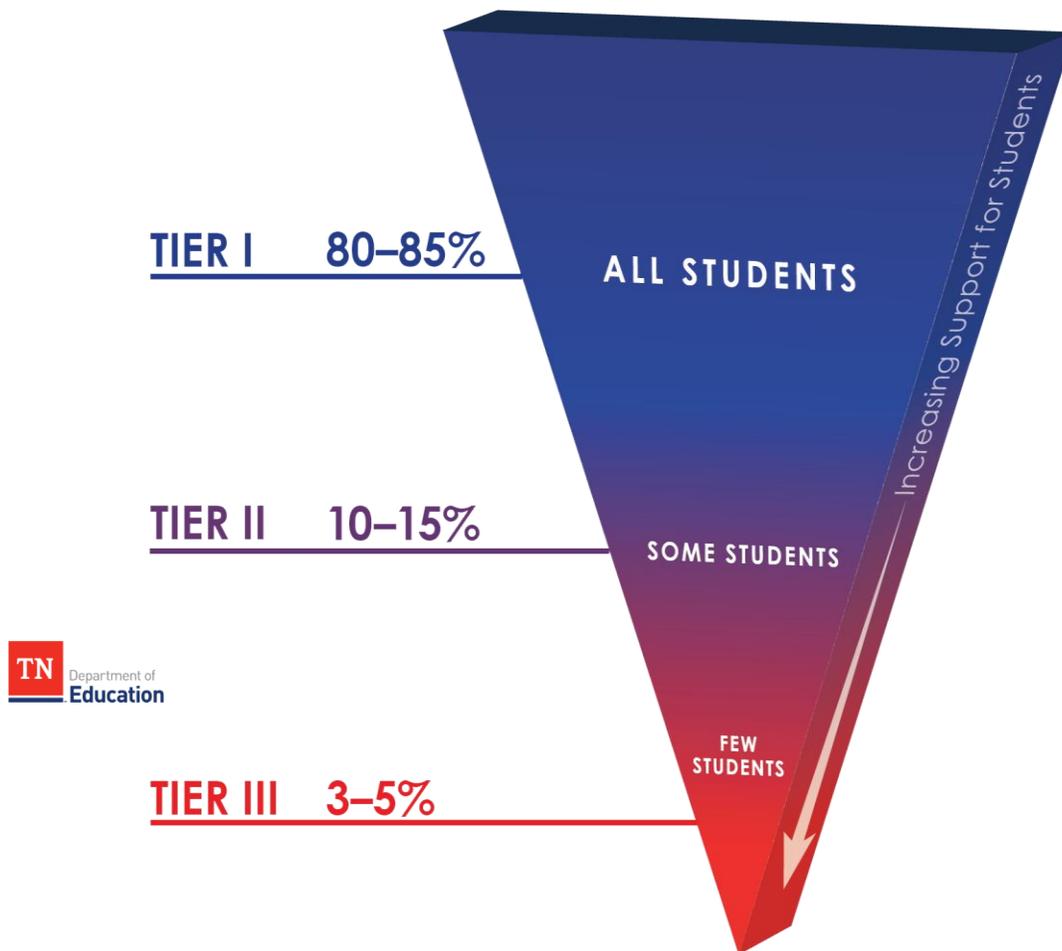
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RTI²-B Overview

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 those goals.



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.

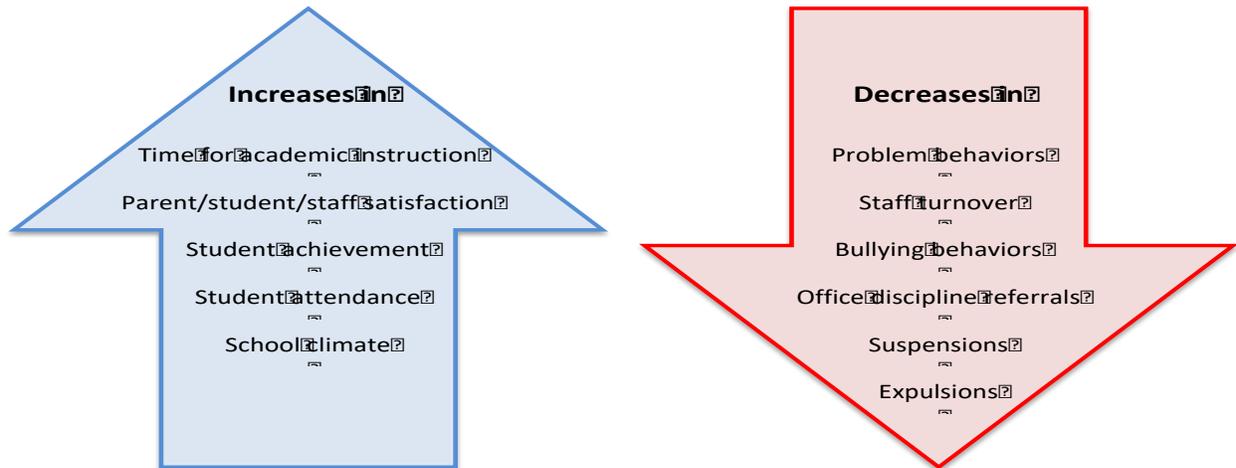
Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff,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

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



PURPOSE

Keystone Elementary School RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at our school is to support students academically, socially, and behaviorally to become productive citizens of society.

TEAM COMPOSITION AND NORMS

The school leadership team for (2019-2020) is listed below. The team will meet monthly to review school data and report findings to the faculty. Faculty and staff are encouraged to contact a team member at any time if there are questions or concerns that need to be addressed at team meetings. Each year up to 50% of team members may roll off as members of the team and new members may be instated. Team member expectations are listed below.

RTI²-B School Team Composition			
NAME	School Role	E-mail Address	Phone No.
*Chanel Conner	Guidance Counselor	connercm@scsk12.org	9014160916
Dr. James Patton	Principal	pattonj@scsk12.org	9014160900
Karmeta Carter	Assistant Principal	carterkm@scsk12.org	9014160913
Lauri Deener	SPED teacher	deenerlm@scsk12.org	9014168268
Marilyn Glass	General Education Teacher	Simeltonmm@scsk12.org	9014168214
Jasmine Deener	SPED teacher	deenerj@scsk12.org	9014168241
Shereatha James	Reset Teacher	Jamesd@scsk12.org	9014168242
Day to meet: 2 nd Thursday (monthly)		Time: 3:40-4:40	
Location: PLC Library			
Dates to present to faculty: Last Wednesday of the month – 3:40-4:40			
Reminders: <ul style="list-style-type: none">• <i>Place a * next to the name of the team coach</i>• <i>Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).</i>			
EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS: <ul style="list-style-type: none">• Arrive on time• Attend all meetings• Participate actively• Monitor airtime• Respect all ideas and suggestions			

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.

Keystone Elementary School-wide Behavioral Expectations - ROAR
R - Respect O - Organization A - Acceptance R - Responsibility

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. **Pictures of the school-wide behavioral expectation posters are 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 and 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 each designated locations will be displayed highlighting the social skills anchored to the expectations for each specific area. **Pictures of these posters are located in the appendix of this manual.**

LESSON PLANS

Every homeroom and content area teacher will deliver lessons, using the designated lesson plans, on a regular basis to introduce and reinforce expectations. Homeroom teachers are designated as the mentor/coach for their homeroom students. During the first week of school each homeroom selects a class name, participates in getting to know each other activities, and participates in physical challenges to bond as a team. Also, students will learn how to support a classroom buddy in their homeroom. Various “circle” techniques will be shared with teachers who, in turn, share with their students. Time for learning circles is designated on Fridays. Circle topics may include but are not limited to responsibility, integrity, bullying, goal-setting, and growth mindsets.

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 in 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 as needed. **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. <i>(e.g., training on all components of the manual)</i>	Training will be conducted during In-Service week. RTI ² -B team members and administrators will model lessons.	August 2021
Introduce the plan to students <i>(e.g., describe steps for first introducing the school-wide plan to all students) (create FUN activities)</i>	Introduction of the RTI ² -B plan will be introduced to students during school-wide assemblies. (K-2 and 3 rd -5 th)	First week of school August 2021
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>	Our RTI ² -B team and computer lab teacher will create posters for all areas of the matrix. Posters will be displayed throughout the designated areas, and teachers will display a set of posters in their classrooms.	August 2021(First week 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>	Lesson plans will be divided amongst all teachers and staff. Each group will rotate every 15 minutes to each location. Faculty and staff will have training sessions periodically during faculty meetings.	August 2021
Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (Fall, Christmas, Spring Break)</i>	Grade level assemblies (K-2 and 3-5) will be held Quarterly to review and reteach behavior expectations. Behavior expectations will be addressed during morning announcements.	Assemblies-Quarterly beginning in August 2021 Morning Announcements-Daily
Teach the plan to new students throughout the year. <i>(Consider using student leadership team)</i>	Professional School Counselor (PSC) and Student Ambassadors will host new student orientation sessions for new student and parents.	When the student arrives, Professional School Counselor will complete a brief orientation. During the months of October, December, and March the PSC and Student Ambassadors will host orientation sessions for new students.

<p>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>)</p>	<p>KES has established a Student Ambassador team of 3rd- 5th grade students. Ambassadors are chosen by their homeroom teachers (2 male and 2 female) based on academics, leadership, and behavior. Professional School Counselor will be in charge of student ambassadors.</p>	<p>Beginning of the school year, August 2021.</p>
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<p style="text-align: center;">Teaching the Plan to Staff</p>	
<p>Who will be trained on the plan? All faculty and staff members will be trained. (<i>e.g., custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers</i>)</p>	
<p>How: The leadership team along with RTI2-B committee will present during in-service week.</p>	<p>When: August 2021</p>
<p>How will you train staff to teach expectations and deliver acknowledgements?</p>	
<p>How: During In-Service week, Administrators and RTI2-B committee will roll out RTI2-B plan. Administrators and RTI2-B committee members will model and engage KES staff on how to deliver/teach expectations to students.</p>	<p>When: August 2021</p>
<p>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>)</p>	
<p>How: During In-Service week, Administrators and RTI2-B committee will roll out RTI2-B plan during faculty meeting. The committee will discuss the different components of our discipline process.</p>	<p>When: August 2021</p>
<p>How will you teach core features of the plan to substitute teachers? (<i>e.g., expectations, acknowledgements, discipline</i>)</p>	
<p>How: Classroom expectations will be included in all substitute folders and posted in all classrooms.</p>	<p>When: August 2021</p>
<p>What important dates will you share?</p>	

<p>How: Administration will share important dates through emails, Monday Memos, call outs, faculty meetings, and school calendars.</p>	<p>When: Periodically throughout the school year, weekly, daily, and monthly.</p>
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Teaching the Plan to Family and Community
<p>How will core features of the plan be shared with family/community members at the beginning of the school year? (e.g. expectations, acknowledgements, discipline)</p>
<p>Our plan will be shared by school website, parent letters, school messenger, open house, Title One Parent meetings, and Title I Parent and Student Handbook. Administrators and RTI2-B committee will conduct an overview of the RTI2-B plan and its benefits to the school.</p>
<p>How often will information about the plan be shared with family/community members?</p>
<p>Parents and Community members will be given monthly calendars, along with updates on the website. There will be several opportunities such as parent/ teacher conferences, student agendas, homework folders, Facebook, and Instagram.</p>
<p>How can families incorporate RTI²-B in the home? (e.g., home matrix, home acknowledgement system)</p>
<p>Families can adopt our ROAR expectations and check student folders/agendas daily for suggestive rewards for acceptable behaviors at home.</p>
<p>What additional resources can family/community members access for more RTI²-B information and support? (e.g., online resources, resources within the district)</p>
<p>Family and community members can access additional resources from KES website, student's agendas and folders and TBSP websites. (Positive Behavior Intervention Support and Tennessee Behavior Support Project)</p>
<p>Who will be the liaison between the school and family/community?</p>
<p>Keystone Elementary Administration, teachers, and board members will be the liaison between school/family and community.</p>
<p>How can family/community members get involved with RTI²-B at your school?</p>

Community members will have the opportunity to donate items to be used as incentives and rewards. Members will also be invited to school-wide events and to give motivational encouragement.

Does your school have an established parent organization? If so, who will communicate with the parent organization?

ACKNOWLEDGEMENT SYSTEM

Our RTI²-B Leadership Team investigated several options for positively acknowledging students and faculty. The purpose of our 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 and staff 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 class dojo and cougar bucks as a part of the acknowledgement system. **A copy of the cougar bucks that will be used is located in the appendix of this manual.**

School-wide Acknowledgment System Matrix					
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students	Cougar Bucks	Cougar bucks will be given to students when they follow expectations identified in specific areas throughout the building. Students will also receive cougar bucks for academic achievement, academic growth, and attendance.	Daily	All settings	Administration, teachers, staff, and cafeteria workers
	Cougar Classroom Treasure Chest	At their discretion, teachers will reward students for meeting expectations, attendance, academic growth and academic achievement.	Immediate rewards	All classrooms	Teachers

Students	Cougar Store	<p>Upon the issuance of report cards, students will earn cougar bucks based on grades and conduct. These cougar bucks will be in addition to cougar bucks from their teachers. All cougar bucks may be spent at the Cougar Store.</p> <ul style="list-style-type: none"> Academics (Report Cards): A - \$10, B - \$5, C - \$1 Overall Behavior (Report Cards): E - \$10, G - \$5, S - \$1 	Quarterly	Cougar Store	RTI2-B Committee
	Cougar Celebration	<p>Student participation will be determined each month by the cougar bucks students have acquired. Ex. dances, basketball games, movie days, ice cream socials.</p>	Monthly	Back Mall, Gym & Cafeteria	RTI2-B Committee
	Cougar Spotlight	<p>One student from each grade will be acknowledged daily for student growth, academics, behavior, and attendance.</p>	Daily	Morning Announcements	Administration
	Cougar Star of the Month	<p>One boy and girl, from each team or grade, will be recognized monthly for going above and beyond school expectations.</p>	Monthly	Cafeteria Bulletin Board	Teachers, RTI2-B Committee, and Paraprofessionals
	Honors Program	<p>School-wide assemblies (K-1, 2-3, 4-5) to acknowledge student academic success will be held.</p>	Quarterly	Cafeteria	Professional School Counselor
	Perfect Attendance	<p>Students who have perfect attendance with NO tardies, early check-outs, or absences will receive \$5 in cougar bucks from homeroom teachers weekly. Students that are present every day can dress out of uniform on the last Friday of each month.</p>	Weekly & Monthly	Homeroom	Teachers

	Teacher & Employee of the Month & Year	<p>Teacher and employees are nominated by peers monthly. They are awarded with a parking space, certificate, and recognition on award wall.</p>	Monthly & Yearly	In various settings	Administration
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Staff	Teacher Appreciation Week	Administrators and community members recognize all teachers with a luncheon and a token of appreciation.	One-week yearly	School setting	Administration and Community Adopters
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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 the minor misbehaviors which will be managed by the classroom teachers and the major misbehaviors that will be addressed by an administrator, the RTI²-B Leadership Team created a chart. Please note that the teacher-managed offenses are not all inclusive; there are minor misbehaviors 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 misbehaviors, **guiding steps to follow are located in the appendix of this manual along with possible interventions.**

MINOR INTERVENTION REPORT/TRACKER - Teachers will maintain conduct records (E, G, S, N or U) daily for every student in every class and will communicate with parents daily through the use of folders (K, 1) or agenda books (grades 2-5). If a student earns an N or U in a class, the teacher of that class will complete one section of the Minor Infraction Tracker by identifying the behaviors, incident description, interventions, and how the expectation was re-taught. Once the student has received 3 minor infractions with that teacher, that teacher will share a copy of the Minor Infraction Tracker with the Professional School Counselor

(PSC). The PSC will consult with the teacher and to discuss Tier 2 interventions and supports. Teachers will also document behaviors and interventions in BrightBytes as mandated by SCS. **The IT form is located in the appendix of this manual.**

DISCIPLINE PROCESS FLOWCHART

A discipline process flowchart has been created. The flowchart is designed to show steps faculty will take when dealing with major offenses that are to be dealt with by the assistant principal or principal. 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

In order to ensure that all teachers are consistent, a class-room checklist has been created. The checklist will be used 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 Monthly RTI ² -B Meetings	Second Thursday of each month Last Wednesday of each month
Initial Session to Teach Core Components to Staff	August 2021
Booster Sessions to Teach Core Components to Staff	Monthly faculty meetings
Begin School-wide Implementation (e.g., Kick-off Celebration)	August 2021
Teaching Expectation Lesson Plans to Students in All Settings	First week of school August 2021

Re-teaching Expectation Lesson Plans to Students in All Settings	Quarterly assemblies and after all breaks and holidays
Celebrations/Assemblies	Throughout the 2021-2022 school year
Family Nights/Parent Teacher Conferences	August 2021, October 2021, December 2021, and February 2022
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 ambassadors will review and provide feedback to the RTI ² -B team.	Student ambassadors and classes will be responsible at quarterly assemblies to review behavior expectations and teach lessons.	Student Ambassadors will create a suggestion box to provide student input.	Students will participate in restorative circles, learning circles, and conduct peer counseling sessions as needed.

Staff	Copies of the RTI2-B handbook will be provided to faculty and staff, through grade level and department chairs, for feedback.	Lessons will be provided to each grade level chair to be reviewed with team members.	Each faculty and staff member will receive a copy of KES RTI2-B plan.	Behaviors will be reviewed with staff with focus on office vs classroom managed during the RTI2-B workshop. Faculty and staff will provide examples and non-examples.
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Family & Community	<p>RTI2-B plan will be reviewed with community stakeholders and families during KES Meet the Teacher Event.</p> <p>KES leadership team will recruit parent ambassadors for the 2020-2021 school year.</p>	RTI2-B plan will be reviewed with community stakeholders and families during KES Meet the Teacher Event.	<p>Each community stakeholder and parent ambassador will receive a copy of our RTI2-B plan.</p> <p>Stakeholder and parents will be able to provide feedback twice per year.</p>	KES administrative team will recruit Parent Ambassadors for the RTI2-B Leadership team.
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EVALUATION PLAN

Data will be collected and reviewed monthly to identify any areas that need strengthening and make important decisions regarding student behaviors. 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
<p align="center">System to collect, organize, and summarize discipline data</p>	<p align="center">Power BI and PowerSchool BrightBytes</p>	<p><i>Recommendation:</i> <i>Summarize discipline data monthly</i></p> <p>Our plan: To review attendance and behavior data weekly and monthly per 20-day period.</p>
<p align="center">Fidelity Data</p>	<p align="center">Tiered Fidelity Inventory (TFI)</p>	<p><i>Recommandation :</i> <i>Two times per year</i></p> <p>Our plan: We will conduct inventory fidelity checks in fall and spring.</p>
<p align="center">Social Validity</p>	<p align="center">Primary Intervention Rating Scale (PIRS) (Also called the “Staff Input Survey”)</p>	<p><i>Recommendation:</i> <i>Once per year (spring)</i></p> <p>Our plan: will be to provide the Staff Input Survey in April 2021</p>

APPENDIX

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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

Intervention Tracker Teacher Managed (IT)

Office Discipline Report Form (ODR)

Flowchart

Classroom Checklist

School-Wide Expectations

Please repeat them after me:

R - Respect

O - Organization

A - Acceptance

R - Responsibility

(Daily Affirmation stated during the morning announcements)

MATRIX

	Morning Entry	Hallways	Classroom	Cafeteria	Assembly	Restroom	Recess	Dismissal	Bus
R Respect	-walk -voice level 1 -sit in defined areas -honor personal space	-voice level 0 -honor personal space -walk to right in straight line -stay on blue line	-watch for voice level cues -listen -hands, feet, and other objects to self	-voice level 1 - say please and thank you - stay in line	- sit with voice level 0 -track the speaker -keep hands and feet to self -applause at the end	-wait your turn -voice level 0 - one person per stall -hands and feet to self	-share equipment -take turns and play -follow game rules	-walk -voice level 0 -go directly to your designated area -follow directions -sit in defined areas	-sit in defined area/seat -voice level 0 while waiting -voice level on bus 1 -follow directions
O Organization	-have needed supplies -be in uniform	-only carry what you need -keep personal items to self	-have needed supplies -turn in homework/class work -chair/desk legs on floor -personal items stay in book bag	-get what is needed before sitting -sit in assigned area -face forward	-sit in assigned area -follow directions	-complete business in toilet or urinal -place toilet paper in toilet -put paper towels in the trash can	-wear coats and jackets when needed -stay within the boundaries teachers give -store equipment	-stay in single file line -have needed materials	-wear backpacks on front -all items kept in backpack -sit in assigned seats
A Acceptance	-practice active listening -follow directions first time given -accept individual differences -greet people with smile/eye contact	-voice level 0 -follow directions first time given - accept individual differences	-accept behavior outcomes -accept/practice classroom expectations - accept individual differences/opinions	-eat only from your plate	- accept individual difference s/opinions -practice active listening -follow directions first time given	-wait your turn	-play with everyone	-follow directions -help a friend in need	-accept bus rules
R Responsibility	-go directly to designated location	-follow good behavior -follow noise zones -transition quickly	-do your own work -be on time -stay on task -raise hand for attention -complete all work	-walk -hands and feet to self -stay in seat until dismissed -listen for instructions -place trash in trash cans -clean your area	-listen for instructions -stay in seat until dismissed	-turn off water -report problems to adults -go directly to designated area -flush toilet, 1 pump of soap, 3 pumps of paper towel	-put away equipment -line up when called first time -voice level 4	-follow directions -listen for instructions	-listen for instructions -go directly to assigned seat

EXPECTATIONS POSTERS

Morning Entry

Expectations

Be a Cougar!  Be a Cougar!

KEYSTONE ELEMENTARY

Respect
 Walk
 Sit in defined areas
 Honor personal space
 Voice Level 1

VOICE LEVEL 1 

Organization
 Have needed supplies
 Be in uniform



Acceptance
 Practice active listening
 Follow directions first time given
 Accept individual differences
 Greet people with smile/eye contact



Responsibility
 Go directly to designated location



Hallway

Expectations

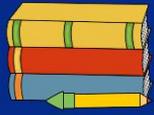
Be a Cougar!  Be a Cougar!

KEYSTONE ELEMENTARY

Respect
 Voice level 0
 Honor personal space
 Walk to right in straight line
 Stay on blue line

VOICE LEVEL 0 

Organization
 Only carry what you need
 Keep personal items to self



Acceptance
 Voice level 0
 Follow directions first time asked
 Accept individual differences



Responsibility
 Follow good behavior
 Follow noise zones
 Transition quickly



Classroom

Expectations

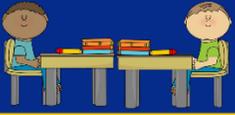
Be a Cougar!  Be a Cougar!

KEYSTONE ELEMENTARY

Respect
 Watch for voice level cue
 Listen
 Hands, feet, and other objects to self

VOICE LEVEL 0 1 2
3 4 

Organization
 Have needed supplies
 Turn in homework and classwork
 Chair and desk legs on floor
 Personal items left in bookbag



Acceptance
 Accept behavior outcomes
 Accept and practice classroom rules
 Accept individual differences and opinions



Responsibility
 Do your own work
 Be on time
 Stay on task
 Raise hand for attention
 Complete all work



Cafeteria

Expectations

Be a Cougar!  Be a Cougar!

KEYSTONE ELEMENTARY

Respect
 Use a level 1 voice
 Say please and thank you
 Stay in line

VOICE LEVEL 1 

Organization
 Get what is needed before sitting
 Sit in assigned area
 Face forward



Acceptance
 Eat only from your plate



Responsibility
 Walk
 Hands and feet to self
 Stay in seat until dismissed
 Listen for instructions
 Place trash in trash can
 Clean your area



Assembly

Expectations

Be a Cougar!  **KEYSTONE ELEMENTARY** Be a Cougar!

Respect
 Use a level 0 voice
 Track the speaker
 Keep hands and feet to self
 Applause at the end

VOICE LEVEL 0 

Organization
 Sit in assigned area
 Follow directions



Acceptance
 Accept individual differences and opinions



Responsibility
 Listen for instructions
 Stay seated until dismissed



Restroom

Expectations

Be a Cougar!  **KEYSTONE ELEMENTARY** Be a Cougar!

Respect
 Use a level 0 voice
 Wait your turn
 Keep hands and feet to self
 Applause at the end

VOICE LEVEL 0 

Organization
 Complete business in toilet or urinal
 Place toilet paper in toilet
 Put paper towels in trash can



Acceptance
 Wait your turn



Responsibility
 Turn off water
 Report problems to an adult
 Go directly to designated area



Recess

Expectations

Be a Cougar!  **KEYSTONE ELEMENTARY** Be a Cougar!

Respect
 Share equipment
 Take turns and play
 Follow game rules

VOICE LEVEL 4

Organization
 Wear coats and jackets when needed
 Stay within boundaries teachers give
 Store equipment



Acceptance
 Play with everyone



Responsibility
 Put away equipment
 Line up when called the first time-
 Level 0

VOICE LEVEL 0 

Dismissal

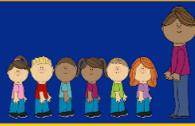
Expectations

Be a Cougar!  **KEYSTONE ELEMENTARY** Be a Cougar!

Respect
 Use a level 0 voice
 Wait your turn
 Keep hands and feet to self
 Applause at the end

VOICE LEVEL 0 

Organization
 Stay in single file line
 Have needed materials



Acceptance
 Follow directions
 Help a friend in need



Responsibility
 Follow directions
 Listen for instructions



Be a Cougar!

Bus Expectations

KEYSTONE ELEMENTARY

Respect
 Sit in defined area or seat
 Voice level 0 while waiting
 Voice level 1 on bus

VOICE LEVEL 0 1

Organization
 Wear backpack on front
 All items kept in backpack
 Sit in assigned seat



Acceptance
 Accept bus rules



Responsibility
 Listen for instructions
 Go directly to assigned seat



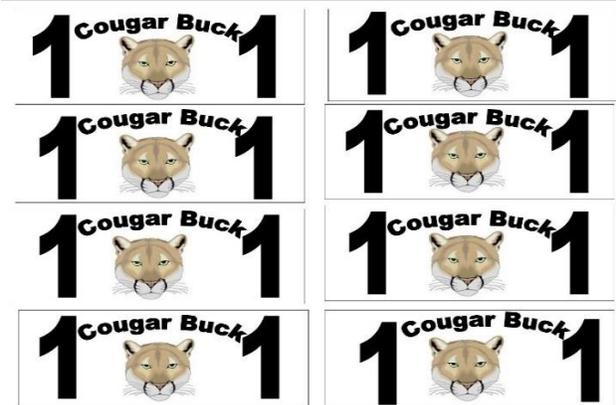
Virtual Expectations

 <h3>Virtual Learning Expectations</h3> 	
R espect	Listen and pay attention to the speaker. Eliminate distractions. Refrain from eating, drinking, playing, talking, and using any devices. Raise your hand to speak.
O rganization	Be prepared and on time. Keep all class material/supplies in learning area. Stay on task and on the same site with class. Use headphones in a quiet learning area.
A cceptance	Show respect when speaking and writing. Receive comments without negative reactions or responses. Share positive remarks. Receive correction without explanations.
R esponsibility	Stay muted until asked to unmute. Fully face forward at all times. Keep camera on. Complete all work.



SCHOOL WIDE ACKNOWLEDGEMENTS

Keystone Cougar Bucks



Jeans Day Pass



Shout-Out - Teacher and Employee of the Month



Keystone Elementary Behavioral Expectation Lesson Plan – Morning Entry Lesson plans will be taught in the hallways and take 10-15 minutes.	
Objective:	The students will demonstrate ROAR .
Setting:	Morning Entry

<p>Expectations Taught : (see behavior expectation matrix)</p>	<p>Respect:</p> <ul style="list-style-type: none"> • Walk • Level 1 Voice • Sit in defined areas • Honor personal space <p>Organization:</p> <ul style="list-style-type: none"> • Be in uniform • Have needed supplies <p>Acceptance:</p> <ul style="list-style-type: none"> • Practice active listening • Follow directions first time given • Accept individual differences • Greet people with a smile and use eye contact <p>Responsibility:</p> <ul style="list-style-type: none"> • Walk in hall • Go directly to designated location • Hands and Feet to self • Stay seated until told to stand • Listen for instructions
<p>Examples: Teach using “I do, we do, you do”</p>	<ol style="list-style-type: none"> 1. Enter into the school building using a level 1 voice. 2. Keep to the right and walk on the blue line. 3. Go to designated area. 4. Keep hands, feet, and other objects to yourself. 5. Raise your hand if you need help.
<p>Non-examples: (Adults model only)</p>	<ol style="list-style-type: none"> 1. Talking out loud. 2. Running. 3. Not showing respect (e.g.: Good Morning/Hello, and How are you?) 4. Unpacking as you enter the building. 5. Eating in hallways.
<p>Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)</p>	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
<p>Acknowledgement: (How will behaviors be acknowledged in this setting?)</p>	<p>Students who exhibit exemplary behaviors will receive Cougar Bucks.</p>

<p>Keystone Elementary Behavioral Expectation Lesson Plan - Hallway</p>	
<p>Lesson plan will be taught in the hallway and take 10-15 minutes</p>	
<p>Objective:</p>	<p>The students will demonstrate ROAR.</p>

Setting:	Hallways
Expectations Taught : (see behavior expectation matrix)	<p>Respect:</p> <ul style="list-style-type: none"> • Level 0 Voice. • Honor personal space. • Walk to the right in a straight line. • Stay on blue line. <p>Organization:</p> <ul style="list-style-type: none"> • Only carry what you need. • Keep personal items to self. <p>Acceptance:</p> <ul style="list-style-type: none"> • Level 0 voice. • Follow directions 1st time given. • Accept individual differences. <p>Responsibility:</p> <ul style="list-style-type: none"> • Follow good behavior. • Follow noise zones. • Transition quickly.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Walk quietly without disruptions on the blue line. 2. When walking, stay one square tile directly behind the person in front of you. 3. Avoid touching such as high fives, handshakes and stepping on the back of your peer’s heels. 4. Take all supplies with you, when transitioning.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line and inappropriate language. 2. Running. 3. Not showing respect/acceptance (e.g. hitting, kicking, profanity). 4. Not showing responsibility by leaving supplies in the previous classroom.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behaviors will receive Cougar Bucks.

Keystone Elementary Behavioral Expectation Lesson Plan - Classroom

Lesson plans will be taught in the classroom and take 10-15 minutes.

Objective:	The students will demonstrate ROAR .
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Setting:	Classroom
Expectations Taught : (see behavior expectation matrix)	<p>Respect:</p> <ul style="list-style-type: none"> • Watch for level voice cues. • Listen when the teacher is talking. • Keep hands, feet, and other objects to self. <p>Organization:</p> <ul style="list-style-type: none"> • Have needed supplies. • Turn in homework/classwork. • Keep chair/desk legs on floor. • Keep personal items in book bag. <p>Acceptance:</p> <ul style="list-style-type: none"> • Accept behavior outcomes. • Practice classroom expectations. • Accept individual differences/opinions. <p>Responsibility:</p> <ul style="list-style-type: none"> • Do your own work. • Be on time. • Stay on task. • Raise hand and wait to be acknowledged. • Complete all work.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Watch for voice level cues. 2. Follow expectations and accept behavior outcomes. 3. Stay on task and complete all assignments. 4. Students will remain seated at desk until dismissed. 5. Keep hands, feet, and other objects to yourself. 6. Raise your hand if you need help.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking at inappropriate times, not following voice cues. 2. Not showing respect/acceptance (e.g. out of seat, bothering others) 3. Not showing responsibility (e.g. incomplete work, being unprepared for class)
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive Cougar Bucks.

Keystone Elementary Behavioral Expectation Lesson Plan – Cafeteria
Lesson plan will be taught in the hallway and cafeteria and take 10-15 minutes

Objective:	The students will demonstrate ROAR .
Setting:	Cafeteria
Expectations Taught : (see behavior expectation matrix)	<p>Respect:</p> <ul style="list-style-type: none"> • Voice level 1. • Say Please and Thank You. • Stay in line. <p>Organization:</p> <ul style="list-style-type: none"> • Get what is needed before sitting. • Sit in your assigned area. • Face forward. <p>Acceptance:</p> <ul style="list-style-type: none"> • Eat only from your plate. <p>Responsibility:</p> <ul style="list-style-type: none"> • Walk • Hands and feet to self. • Stay in seat until dismissed • Listen for instructions • Clean your area • Place trash in trash can • Raise your hand if you need help
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Walk into cafeteria using a level 0 voice. 2. Hold tray with two hands facing the front of the line and say “Please and Thank you”. 3. Get all supplies before leaving the cafeteria line and sitting in your assigned area. 4. Remain seated at table until dismissed. 5. Keep hands, feet and other objects to yourself. 6. Raise your hand if you need help. 7. Clean up after yourself and place trash in can. 8. Continue to use a level 1 voice while in cafeteria.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line. (entry and dismissal) 2. Running. 3. Not showing respect/acceptance (e.g. eating others food, loud talking, making fun of others food) 4. Not cleaning up after yourself.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement:	Students who exhibit exemplary behavior will receive Cougar Bucks.

(How will behaviors be acknowledged in this setting?)	
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Keystone Elementary Behavioral Expectation Lesson Plan – Assembly Lesson plan will be taught in the playroom and cafeteria and take 10-15 minutes.	
Objective:	The students will demonstrate ROAR .
Setting:	Assembly
Expectations Taught : (see behavior expectation matrix)	Respect: <ul style="list-style-type: none"> • Sit with voice level 0. • Track the speaker. • Keep hands and feet to self. • Applause at the end. Organization: <ul style="list-style-type: none"> • Sit in assigned area. • Follow directions. Acceptance: <ul style="list-style-type: none"> • Practice active listening. • Follow directions first time given. • Accept individual differences and opinions. Responsibility: <ul style="list-style-type: none"> • Listen for instructions. • Stay in seat until dismissed.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Enter into the assembly area using a level 0 voice. 2. Go to designated area. 3. Keep hands, feet, and other objects to yourself. 4. Raise your hand if you need help.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking and not paying attention. 2. Running. 3. Not showing respect to the presenter. 4. Getting out of seat without permission.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behaviors will receive Cougar Bucks.

Keystone Elementary Behavioral Expectation Lesson Plan - Restroom Lesson plan will be taught in the hallway and restrooms and take 10-15 minutes.	
Objective:	The students will demonstrate ROAR .
Setting:	Restroom
Expectations Taught : (see behavior expectation matrix)	Respect: <ul style="list-style-type: none"> • Voice level 0. • Wait your turn • One person per stall • Hands and feet to self Organization: <ul style="list-style-type: none"> • Complete business in toilet or urinal • Place toilet paper in toilet • Put paper towels in the trashcan Acceptance: <ul style="list-style-type: none"> • Wait your turn Responsibility: <ul style="list-style-type: none"> • Flush toilet, 1 pump of soap, and 3 pumps of paper towel. • Report problems to adults. • Go directly to designated area.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Always knock before entering; one person at a time. 2. Avoid touching of any kind, keeping hands and feet to self. 3. Be respectful by completing all business in the stall or urinal. 4. Keep the area clean. 5. Always tell adults if the toilet is broken or supplies are empty.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Not showing respect/acceptance. 2. Not showing responsibility by using too much of the restroom supplies or using it inappropriately.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behaviors will receive Cougar Bucks.

Keystone Elementary Behavioral Expectation Lesson Plan: Recess Lesson plan should be taught in the play area and take 10-15 minutes.
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Objective:	The students will demonstrate ROAR .
Setting:	Recess
Expectations Taught : (see behavior expectation matrix)	<p>Respect:</p> <ul style="list-style-type: none"> • Share equipment. • Take turns and play. • Follow game rules. <p>Organized:</p> <ul style="list-style-type: none"> • Wear coats and hats when needed. • Store equipment. • Stay within the boundaries that teachers give. <p>Acceptance:</p> <ul style="list-style-type: none"> • Play with everyone. <p>Responsibility:</p> <ul style="list-style-type: none"> • Put the equipment away. • Line up when called. • Voice level 0 upon entering the building.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Walk outside with appropriate clothing. 2. Play with classmates. 3. Say please and thank you when sharing playground toys. 4. Follow the directions of your teacher when it is time to go. 5. Line up quietly and gather all playground toys. 6. Enter the building walking and on Level 0.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line. 2. Running. 3. Not showing respect/acceptance. 4. Not cleaning up after yourself. 5. Running in the building.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behaviors will receive Cougar Bucks.

Lesson plan will be taught in the classrooms, hallways, cafeteria, and sidewalks and take 10-15 minutes.	
Objective:	The students will demonstrate ROAR .
Setting:	Dismissal
Expectations Taught : (see behavior expectation matrix)	<p>Respect:</p> <ul style="list-style-type: none"> • Voice level 0. • Follow directions. • Walk. • Go directly to your designated areas. • Sit in defined area. <p>Organization:</p> <ul style="list-style-type: none"> • Stay in single file line. • Have needed materials. <p>Acceptance:</p> <ul style="list-style-type: none"> • Follow directions. • Help a friend if needed. <p>Responsibility:</p> <ul style="list-style-type: none"> • Follow directions. • Listen for instructions.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Walk to designated areas using a level 0 voice. 2. Get all supplies before leaving the classroom and sit in your assigned area. 3. Students will remain seated at cafeteria table until dismissed. 4. Keep hands, feet, and other objects to yourself. 5. Raise your hand if you need help.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line. 2. Running. 3. Not showing respect/acceptance (e.g. loud talking, making fun of others). 4. Not having all belongings for dismissal.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Recreate first Behavior Expectation Walk-Through.
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behaviors will receive Cougar Bucks.

Keystone Elementary Behavioral Expectation Lesson Plan: Bus Lesson plan be taught in the hallway and on the bus and take 10-15 minutes.	
Objective:	The students will demonstrate ROAR .
Setting:	Bus
Expectations Taught : (see behavior expectation matrix)	Respect: <ul style="list-style-type: none"> • Sit in defined area/seat. • Follow the directions of the bus driver and teachers. • Enter the bus at voice level 0 and sit in assigned seat. • Keep objects inside of backpack. Organization: <ul style="list-style-type: none"> • Wear backpacks on front upon entering the bus. • Keep all belongings inside backpack. Acceptance: <ul style="list-style-type: none"> • Accept bus rules. Responsibility: <ul style="list-style-type: none"> • Listen for instructions. • Go directly to assigned seat.
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Walk outside with all belongs. 2. Walk to bus in a straight line. 3. Keep backpack on your front. 4. Go to assigned seat, and do not get up until your stop.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line. 2. Running 3. Not showing respect/acceptance (e.g. ignoring the bus driver and teachers request) 4. Taking materials out of backpack. 5. Leaving assigned area.
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Rehearse behavior expectations (Walk-Through)
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behaviors will receive Cougar Bucks.

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
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, argumentative	Talking back, not following directions, sleeping, disrupting the teachers
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 talking, and fighting	Change seats, throwing paper, passing pencils to other students
Fighting & Physical Aggression (Fight)	Student engages in actions involving serious physical contact with another student or staff member.	Punching, hitting, kicking, choking, stabbing others with objects, and biting.	Not keeping hands and feet to self, punching, horse play, chasing, and shoving.
Forgery & Theft (Forgery/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, teachers,	
Harassment & Bullying (Harassment)	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	
Property Damage/Vandalism (Property damage)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desk, chairs, computers, or other objects	

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, refusal to complete assignments	Leaving designated areas without permission, refusal to comply with school rules
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, passing gas	Disruption to teachers/classmates; leaving designated area without permission
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, wrong shirt/pants color	Navy, White or Gold uniform shirts, and black, navy or khaki pants uniform pants. Shirts must be tucked in.
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	Points and laughs at other students.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	Student enters classroom after bell rings without excuse	Student disrupts class while teachers are teaching,

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

Teacher Managed Misbehaviors	Administration Managed Misbehaviors
Bothering/rude to others	Bullying
Café/hall/restroom misbehavior	Assault
Name Calling/profanity	Fighting
Not following directions	Damage to property
Uniform Violation	Defiance/insubordination
Refusal to do assignment	Disrespect (continuously)
Gum/food/toys/phone	Forgery
Not seated when asked	Hurting self/others
Missing agenda/supplies	Physical aggression
Breaking/arguing about place in line	Possession of drugs/weapons
Talking out of turn/loud	Gang affiliation
Arrival/Dismissal misbehavior	Threatening someone
Property misuse	Stealing
Theft (under \$1000)	Obscene/immoral conduct
Other	Sexually inappropriate comments/behaviors

STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

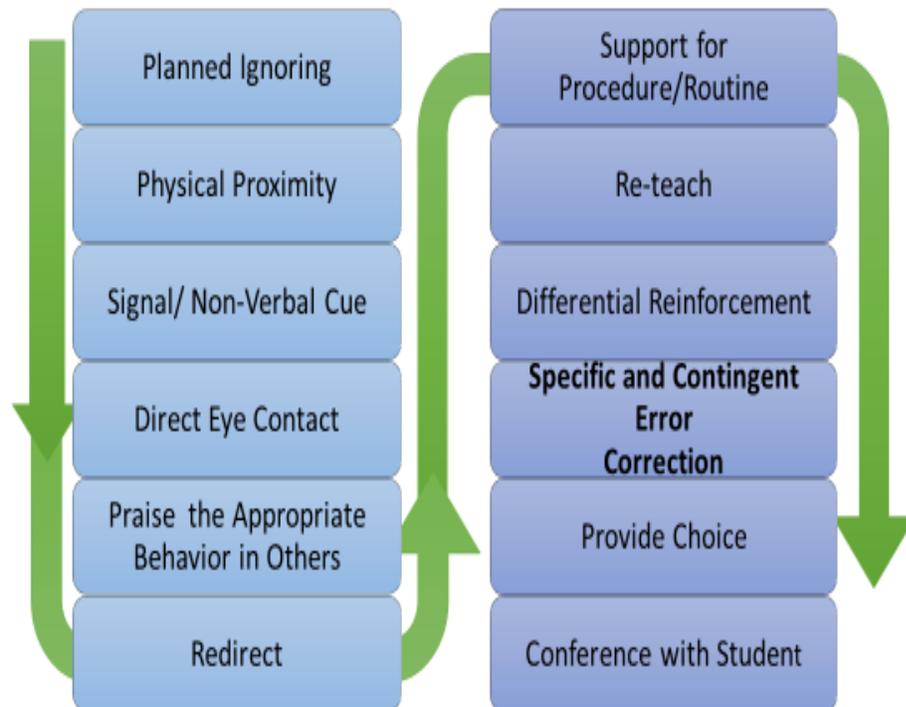
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

- Active supervision
- Pre-corrects
- Increased praise

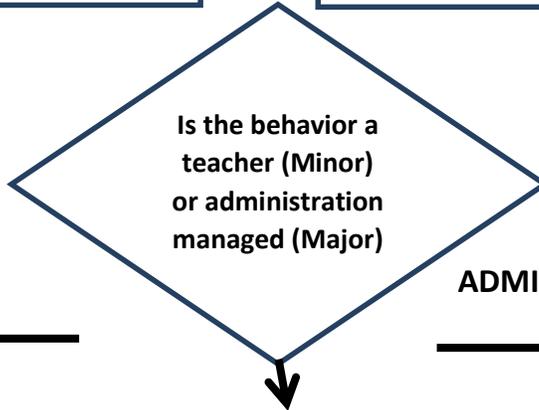
	ACTIVE SUPERVISION	PRE-CORRECTS
What is it?	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why?	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase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

Develop a Continuum of Responses to Inappropriate Behavior



Intervention Tracker

ODR



TEACHER MANAGED

ADMINISTRATOR MANAGED

1. Follow RTI2B plan. Reteach and practice appropriate expectations.

2. Review classroom expectations. Apply classroom consequences. Contact parent.

3. Document unwanted behavior(s) and intervention(s) used. Call parent.

4. When the student has received 3 minor infractions with that teacher, that teacher will share a copy of the Intervention Tracker with the PSC. Teacher will document behavior(s) and intervention(s) in BrightBytes.

Minor Behaviors	Major Behaviors
Bothering/rude to others Café/hall/restroom Misbehavior Name calling/profanity Not following directions Uniform violation Refusal to do assignment Gum/food/toys/phone Not seat when asked Missing agenda/supplies Breaking/arguing about a place in line Talking out of turn/loud Arrival/Dismissal misbehavior Property Misuse Theft (under \$1000) Other	Fighting Profanity directed towards staff/student Threatened violence Theft/Vandalism Repeated or extreme insubordination Bullying, Cyber-bullying, Harassment, and Intimidation Gang Activity/Recruiting Any possible criminal offense Obscene/immoral conduct Sexually inappropriate comments/behaviors

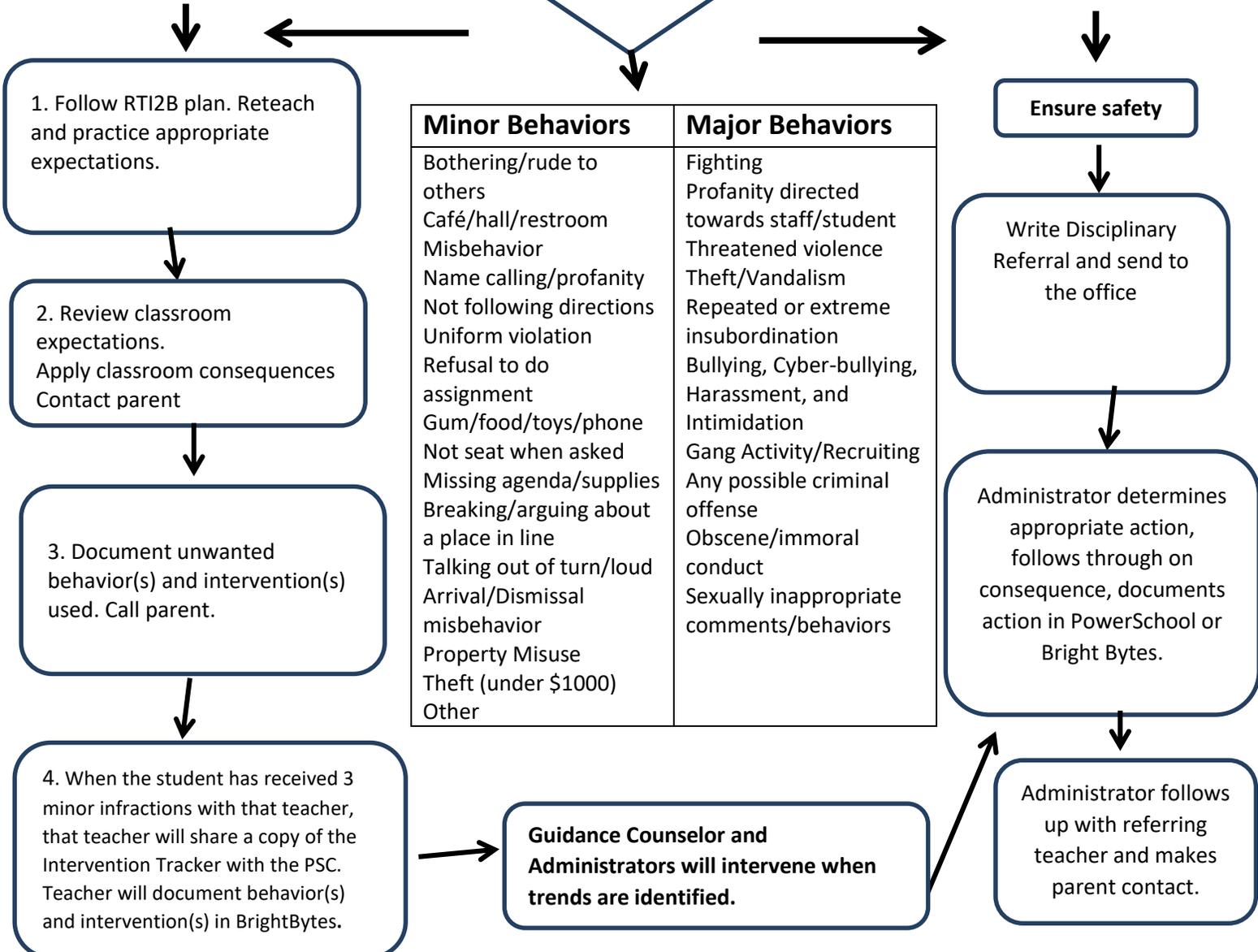
Ensure safety

Write Disciplinary Referral and send to the office

Administrator determines appropriate action, follows through on consequence, documents action in PowerSchool or Bright Bytes.

Administrator follows up with referring teacher and makes parent contact.

Guidance Counselor and Administrators will intervene when trends are identified.



CLASSROOM CHECKLIST

RTI ² -B Core Components	Features in the Classroom
<p style="text-align: center;">Behavioral Expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have the school-wide behavioral expectations posted in my classroom. <input type="checkbox"/> My classroom expectations align with the school-wide behavioral expectations. <input type="checkbox"/> 80% of my students can state the school-wide behavioral expectations.
<p style="text-align: center;">Teaching Behavioral Expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have taught the school-wide behavioral expectations in my classroom. <input type="checkbox"/> I have retaught the school-wide behavioral expectations throughout the year in my classroom. <input type="checkbox"/> I refer to the school-wide behavioral expectations regularly. <input type="checkbox"/> My substitute plans include RTI²-B core components.
<p style="text-align: center;">Acknowledgement System</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I use a variety of strategies to give specific positive feedback in my classroom. <input type="checkbox"/> My students can tell how they receive acknowledgement for expected behavior. <input type="checkbox"/> I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom. <input type="checkbox"/> My students are able to participate in the school-wide acknowledgement system.
<p style="text-align: center;">Discipline Process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed. <input type="checkbox"/> I use the Office Discipline Referral form when students engage in office-managed problem behavior. <input type="checkbox"/> I refer to the school-wide discipline process flowchart when students engage in problem behavior. <input type="checkbox"/> I provide students an opportunity to get back on track after engaging in problem behavior.