



Oak Forest Elementary School

Shelby County Schools

Response to Intervention for Behavior RTI²-
B/Tier I

Implementation Manual

2021-2022

RTI²-Behavior Implementation Manual

Oak Forest Elementary

Shelby County Schools

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Angela Gardner SpEd. Teacher
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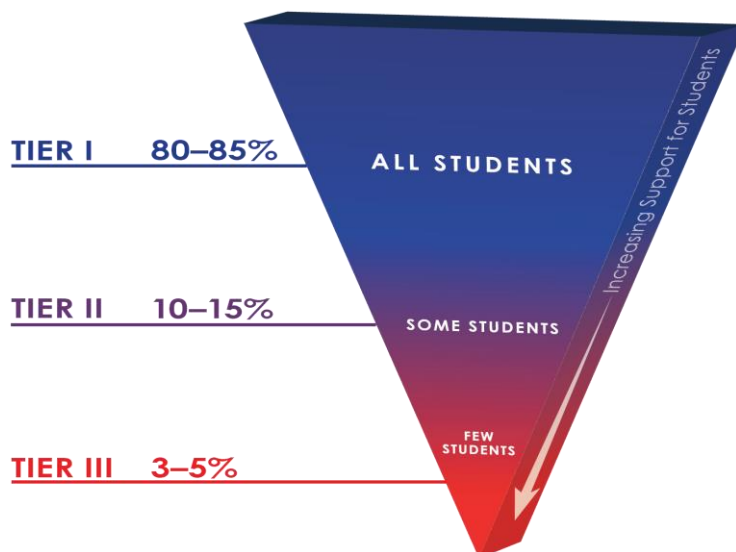
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RTI²-B Overview

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 that goal.



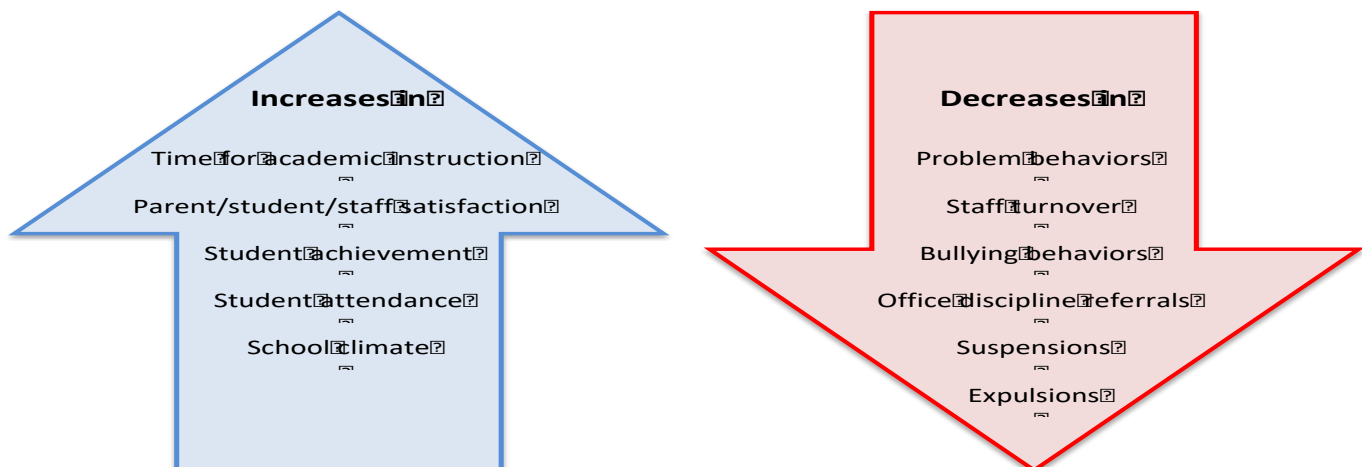
Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

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

Oak Forest 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 our school is for educators to teach students a way of thinking and behaving that will lead them to overall school success. Students are responsible for embracing and practicing a way of thinking and behaving that supports a safe place for all to learn and co-exist.

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.
LaShinda Hughes	Principal	thompsonl2@scsk12.org	(901) 416-2257
*Kim Jessee	School Counselor/Data Analyst	jesseekh@scsk12.org	(901) 416-2257
Jacqueline Davis	Librarian/Recorder	adamsjl@scsk.org	(901) 416-2257
**Samantha Schramm	2 nd Teacher/Communicator	schramms@scsk12.org	(901) 416-2257
Carnell McCoy	P.E. Teacher/Time Keeper	mccoyC@scsk12.org	(901) 416-2257
Melba Seaborn	3 rd Teacher/Facilitator	harwellm@scsk12.org	(901) 416-2257
Angela Gardner	SPED Teacher	gardneram1@scsk12.org	(901)416-2257
Stacy McCutchen	KK Classroom Teacher	mccutchens@scsk12.org	(901)416-2257
Mary Whalen	1 st Classroom Teacher	whalenma@scsk12.org	(901)416-2257
Michelle Rodgers	4 th Classroom Teacher	rodgersms@scsk12.org	(901)416-2257
Tracy Braswell	5 th Classroom Teacher	braswellt@scsk12.org	(901)416-2257
Catherin Cloer	ESL Teacher	cloerc@scsk12.org	(901)416-2257
Vernikie Crump	Parent	vcrump@innovativebehavior.org	(901)416-2257
Day to meet-Wednesday after every 20 Days	Time: 3:30 p.m.-4:30 p.m.		
Location: Oak Forest room #101/ currently virtual using Microsoft Teams/Oak Forest RTI2B Team Channel			
Dates to present to faculty: Tuesday faculty meeting following RTI2B Team meeting (virtually)			
Reminders: <ul style="list-style-type: none">Place a * next to the name of the team coach **co-coach			

<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 and end on time • Be prepared • Listen and be engaged • Even distribution of team responsibilities Analyze data

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.

<p>Oak Forest Behavioral Expectations are called Essential Agreements and Self-Management Skills</p>
<p>Essential Agreements: Be Safe Be Respectful Be Responsible</p> <p>Self-Management Skills: Follow directions the first time they are given Walk on the right side of the hallway following the 3-2-1-0 Rule Always use a soft inside voice while in the building* Keep hands, feet, and other objects to yourself at all times Respect myself, others, and my school</p>
<p>*Voice Level Guide: 0=Silent 1=Whisper voice 2=Normal speaking voice 3=Recess voice</p>

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

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

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

LESSON PLANS

In order to consistently teach the behavioral expectations with social skills in all locations throughout the school, lesson plans have been developed. There is a scripted lesson plan for each location listed on the matrix. Faculty members will be given a schedule at the beginning of each school year that will list when groups of students will be taught the expectations and social skills in each location listed on the matrix. Once lesson plans have been initially taught in each location, teachers will continue to use lesson plans to re-teach and make corrections. **Completed lesson plans are located in Appendix A 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 the faculty beginning of each new school year	Each leadership team member will take a component to present	During In-Service week when faculty returns on Aug-2020
Introduce the plan to students	First week students return. They will attend a Success Assembly. Teachers will leave and reteach in small groups to practice skills required on behavior matrix	First day faculty returns on Aug-2021 *during virtual learning, students will be taught in their homeroom Teams channel and reinforced in support classes
Create and display posters for each setting before students arrive	Create new posters reflecting a new behavior matrix. A faculty member will be trained use poster machine. Display in designated high traffic areas. Posters will be stored in P.E. trailer over summer	After faculty training and before students first day
Use lesson plans to teach expected behaviors in all settings	Location assigned to faculty/staff based on Principal/Coach designee. Principal/coach will schedule follow up based on data and SCS schedule	Beginning of year; After Fall break; Semester; After long breaks; After state testing ends; any other times deemed necessary *return after winter break, some students will be in the building and majority will remain at home. All will continue learning virtually. We will conduct a live Teams event for all students January 2021 Success Assembly.
Review the plan and reteach lessons throughout the year	Follow calendar schedule	Beginning of year; After Fall break; Semester; After long breaks; After state testing ends; any other times deemed necessary
Teach the plan to new students throughout the year	Utilize student leaders in the classroom to explain and model expected behaviors to new students	Follow schedule and as new students enter the school
Ambassadors will function as STUDENT LEADERSHIP TEAM	Students will be nominated by teachers and their peers. They will go through an interview process. Two students from each upper grade level classroom will be chosen. School counselor will be in charge.	End of 2019-2020 Beginning of 2021/2022 *Note: Oak Forest inducted Junior Beta Club in January 2020. Resume when back in building with induction. The students will elect

	*not during virtual learning	officers and serve as a student leadership team 2021-2022 SY in some capacity.
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Teaching the Plan to Staff		
Who will be trained on the plan? Custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers		
How: The plan will be taught to all staff members during in-service.		When: First week faculty returns on Aug-2021
How will you train staff to teach expectations and deliver acknowledgements?		
How: During our RTI2-B Workshop during in-service, the leadership team will review the plan with the staff and ask for feedback. The leadership team will also provide material needed for training purposes.		When: First week faculty returns on Aug-2021 *training will take place virtually in Teams during in-service when virtual
How will you teach the components of the discipline process to all staff?		
How: The leadership team will teach the components of the discipline process To the staff during the RTI2-B Workshop during in-service. The plan will be reviewed to the staff with opportunities for feedback. The staff will be able to see the plan on share point.		When: First week faculty returns on Aug-2021 *training will take place virtually in Teams during in-service when virtual
How will you teach core features of the plan to substitute teachers?		
How: Substitutes will have a folder to review the important features of the RTI2-B plan. Also, all forms needed will be in the substitute folder. Classroom teachers will ensure that the information is in their folder.		When: First week faculty returns on Aug-2021 *substitute folders will be housed virtually by the teacher and will contain Oak Forest School-wide and Classroom Expectations when virtual.

What important dates will you share?	
How: We will share the dates of implementing the plan to students and all dates of celebration.	When: First week faculty returns on Aug-2021 and again at the first formal team meeting in September.
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?	
At the beginning of the school year, the core feature of the plan will be shared with family/community members during our Title 1 meeting.	
How often will information about the plan be shared with family/community members?	
Family and community members are shared the plan once a month during the cite based decision-making panel.	
How can families incorporate RTI²-B in the home?	
Families may incorporate RTI ² -B through the school's web site and postings on Class Dojo	
What additional resources can family/community members access for more RTI²-B information and support?	
School website will have information regarding RTI ² -B, PBISworld.com	
Who will be the liaison between the school and family/community?	
Our IB coordinator and school counselor will be the liaisons between the school and family/community.	
How can family/community members get involved with RTI²-B at your school?	
Any family member or community member that walk inside of our school, will automatically get involved with RTI ² -B. However, family/community member may attend our monthly meetings or join our PTO for more involvement in RTI ² -B	
Does your school have an established parent organization? If so, who will communicate with the parent organization?	
The PTO is the name of our parent organization, however the PTO's president who is on the team, will communicate with the parents.	

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 a ticket system and class Dojo point system as a part of the acknowledgement system. **A copy of the IB ticket system and Dojo point system 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	Impressive Behavior Club	IB golden tickets will be given out to students who exhibit impressive behavior according to our International Baccalaureate Learner Profiles and attitudes for academics and behaviors. <i>*this acknowledgement will not be implemented virtually</i>	Daily (Aug.-May)	All locations	Faculty/staff
	Impressive Behavior Club	Students receiving golden tickets will place them in the ticket holder in the main office. Issuing teacher will prepare a golden letter for child to take home to their parents acknowledging receipt. Child will have their name called over the intercom, pull a number that will be placed on the IB Club Board with their name on it and receive a bracelet to wear acknowledging accomplishment. Student's name is written in the IB Celebrity Book. <i>*this acknowledgement will not be implemented virtually</i>	Daily (Aug.-May) Tuesdays/ Thursdays	Main office/IB Club Board	Faculty/staff School Counselor
	Impressive Behavior Club	When 10 in a row is achieved, those students receive a special prize from the IB Treasure Chest and have their picture taken as a group for the IB Board. Teacher with the largest number of students also receives a special prize and is in the picture with the students. <i>*this acknowledgement will not be implemented virtually</i>	Quarterly	Main office/IB Board	School Counselor

	Dojo Points	Teachers will publicly acknowledge students at the end of ELA, Math, Science, Social Studies, and Support classes for meeting the three expectations. Students have the opportunity to earn 25 points every week. Based on criteria for success, students will be able to attend the 20-day classroom celebration. <i>*this acknowledgement will be implemented virtually and serve as our primary system until we return to the building for instruction.</i>	Everyday	On website: classdojo.com	Classroom teachers and specialist
	Dojo Party	The Dojo classroom-based parties could include Music, Go-Noodle, Just Dance, Treats, Extra recess, and social-time (10 to talk).	Every 20 days	Classroom	Classroom Teachers

Staff	Morning Announcements "spotlight"	Teachers are given a "spotlight" during the morning announcements that allow all to hear they are going above and beyond. <i>*this acknowledgement will not be implemented virtually but acknowledgements will be shared in morning and afternoon huddle</i>	Daily	Main Office	Faculty/Staff
	PTO snacks/gifts quarterly	The culture and climate committee assign teachers/halls to contribute to snacks and fun during meetings <i>*this acknowledgement will not be implemented virtually</i>	Once monthly/ quarterly	Teacher lounge/Faculty meetings	Faculty/Staff
	The IB Teacher Treasure Chest	Teachers who have given the largest number of IB tickets in "10 in a row" are able to choose a treasure from the treasure chest <i>*this acknowledgement will not be implemented virtually</i>	Quarterly	All locations	Faculty/Staff
	Culture and Climate Committee	The CCC was established to guarantee that our faculty/staff has a teacher lead acknowledgement system including: Teacher of the Month.	Quarterly	All locations	Faculty/Staff

<i>Family/Community</i>	Class Dojo	Teachers use Class Dojo to easily share pictures and updates with parents	Daily (Aug-May)	Classrooms	Faculty/Staff
	Weekly Newsletters	Teachers and administration send home weekly newsletters with updates and exciting news to keep parents informed.	Weekly (Aug-May)	All locations	Faculty/Staff
	Positive Phone Call	Teachers call parents in order to inform them of positive behavior from their child.	Daily (Aug-May)	Classrooms	Faculty/Staff

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. In order to document the minors, the team created a Minor Incident Report form (MIR), also known as our Falcon Slips. The team determined that once a student has reached 3 similar minors with one teacher, the student is issued a Falcon Slip. Teachers must track minor behaviors (30 consecutive days) on the Daily Tracking Forms for Minor Behaviors when the student receives their 4th Falcon Slip. The principal will then have documentation of what the teacher has done to try to eliminate the unwanted behavior(s). When sending a student with minors to the office, the teacher will include the MIR form, daily tracker, and an office discipline report form (ODR). **The MIR, daily tracker, and ODR forms are located in the appendix of this manual.**

DISCIPLINE PROCESS FLOWCHART

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

CLASSROOM CHECKLIST

Together as a team, in order to 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)
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RTI ² -B School Team Meetings	Every 20-day Period
Initial Session to Teach Core Components to Staff	First week faculty returns In-Service August 2021
Booster Sessions to Teach Core Components to Staff	Each Semester
Begin School-wide Implementation (e.g., Kick-off Celebration) <i>*A virtual live event will not take place. SCS is using Microsoft Teams which does not have the capacity for our student population at this time for a live event. Teachers will kick-off implementation in homeroom teams channel.</i>	First day students return to school August 2021
Teaching Expectation Lesson Plans to Students in All Settings	Beginning of year; After Fall break; Semester; After long breaks; After state testing ends
Re-teaching Expectation Lesson Plans to Students in All Settings	Beginning of year; After Fall break; Semester; After long breaks; After state testing ends; any other times deemed necessary <i>*some students may return to in- building January 2021, all students will remain learning virtually. All to return in person August 2021</i>
Celebrations <i>*Celebrations will be held virtually in the Microsoft Teams platform following our virtual acknowledgement system schedule. Renew decision upon return to all in person learning.</i>	October 2021 November 2021 December 2021 January 2022 February 2022 March 2022 April 2022 May 2022
Family Nights <i>*Family Engagement activities will be held virtually. Renew decision upon return to all in person learning.</i>	August 2021 September 2021 February 2022 May 2022
Other: School-wide Student Clubs <i>*clubs will not be conducted during virtual learning. Renew decision upon return to all in person learning.</i>	Monthly/aligned with Assemblies

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. Teachers will include student feedback.	Different classes will be responsible at quarterly assemblies to review Behavior Expectations and teach lessons on them	Different classes will be surveyed annually to provide ideas from acknowledgements, student leaders will create a Suggestion Box for students to provide input	Have student be part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at the school
Staff	A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs	Each grade level will have lesson plans sent to them to review.	A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs	All behaviors will be sorted with the staff into office vs, classroom managed during the RTI2-B workshop, team will create definitions, faculty and staff will provide examples and non-examples

Family/ Community	All parts of the plan will be reviewed with family and community during back to school night.	All parts of the plan will be reviewed with family and community during back to school night.	All parts of the plan will be reviewed with family and community during back to school night.	All parts of the plan will be reviewed with family and community during back to school night.
	Administrations will ask for feedback from PTO representative	Administrators will ask for feedback from PTO representative	Administrators will ask for feedback from PTO representative	Administrators will ask for feedback from PTO representative
		School will recruit a parent team member for the RTI2-B Leadership Team.	School will recruit a parent team member for the RTI2-B Leadership Team.	School will recruit a parent team member for the RTI2-B Leadership Team.

EVALUATION PLAN

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

Data	Evaluation Tool	Date to be Completed
System to collect, organize, and summarize Discipline Data	Our school uses: PowerSchool and Power BI and BrightBytes data	<i>Recommendation:</i> Our plan: Summarize discipline data following the SCS district 20-Day period calendar
Fidelity Data	Tiered Fidelity Inventory (TFI)	<i>Recommendation :</i> Our plan : Compare data every 20-Day period and adjust plan to meet the need of students that may be tier 2/3 and to meet goals.

Social Validity	Primary Intervention Rating Scale (PIRS) (Also called the “Staff Input Survey”)	<i>Recommendation:</i> Our plan: In Spring we will conduct the PIRS Survey with staff and share results with stakeholder groups.
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APPENDIX

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Posters

Expectation Poster

Matrix

Virtual Matrix

Virtual Classroom Posters

Posters by location

SCS Covid19 Safety Posters following CDC Guidelines

Virtual Lesson Plan

Lesson Plans by Location *covid re-entry plan

Virtual Conduct Rubric and Documentation Form with Scoring Criteria

Lesson Compliance Documentation

IB Acknowledgement Ticket

Dojo Point Acknowledgement System

Virtual Dojo Point Acknowledgement System

Schedules Aligned with the SCS 20-Day Reporting Period and 4 Quarters for RTI2B Meetings

Virtual Acknowledgement System Calendar

Operational Definitions

Teacher managed (minors) / Office managed (majors)

Steps for Correction

Possible Interventions

Minor Incident Report Form (MIR)

Office Discipline Report Form (ODR)

Flowchart *remains the same during virtual learning and re-entry plan

Classroom Checklist

POSTERS

Expectations Poster



- I can BE SAFE
- I can BE RESPECTFUL
- I can BE RESPONSIBLE

Expectations




Voice Level Guide

- 0= Silent
- 1= Whisper
- 2= Normal speaking voice
- 3= Recess voice

MATRIX

School-Wide Expectations	Hallway	Classroom	Cafeteria	Restroom	Bus	Multi Purpose Room	Playground /Courtyard	Arrival	Dismissal
Be Safe IB Standards: Cooperation Knowledgeable Reflective Thinker	<ul style="list-style-type: none"> Hands and feet to self Walk 	<ul style="list-style-type: none"> Hands and feet to self 	<ul style="list-style-type: none"> Feet on the floor Bottoms on the bench Face forward Eat only your food Walk 	<ul style="list-style-type: none"> Give privacy One person per stall Voice level 0 	<ul style="list-style-type: none"> Stay in seat Voice Level I Watch for stop 	<ul style="list-style-type: none"> 3-2-1-0 Listen to directions 	<ul style="list-style-type: none"> Use equipment properly Report problems and injuries to nearest adult Hands and feet to self 	<ul style="list-style-type: none"> Enter 3-2-1-0 Use sidewalk when entering building Keep personal belongings to self 	<ul style="list-style-type: none"> Exit classroom 3-2-1-0 Watch for traffic in hallway
Be Respectful IB Standards: Appreciation Caring Confidence Communicator Empathy Integrity Open-Minded Respectful Tolerance	<ul style="list-style-type: none"> Walk on right side of hallway 3-2-1-0 	<ul style="list-style-type: none"> Keep floor free of objects/trash Stay in assigned seat Hands and feet to self Raise hand 	<ul style="list-style-type: none"> Hands and feet to self Voice Level 2 	<ul style="list-style-type: none"> Wait your turn in toilet Hands and feet to self Report water and trash on floor 	<ul style="list-style-type: none"> Hands and feet to self Feet on floor Report problems to teacher/bus driver 	<ul style="list-style-type: none"> Pay attention Voice level 0 Follow teacher instructions 	<ul style="list-style-type: none"> Pay attention Voice level 0-4 Follow teacher instructions 	<ul style="list-style-type: none"> Enter 3-2-1-0 Walk on right side 	<ul style="list-style-type: none"> Voice level 0
Be Responsible IB Standards: Balanced Commitment Confidence Creativity Curiosity Independence Inquirer Principled	<ul style="list-style-type: none"> Hands and feet to self 	<ul style="list-style-type: none"> Be on time Follow directions Stay on task Place equipment and materials in designated place 	<ul style="list-style-type: none"> Clean your area Place trash in trash can 	<ul style="list-style-type: none"> Place tissue in toilet Flush Wash your hands Turn off water Place trash in trash can 	<ul style="list-style-type: none"> Stay in assigned seat Keep personal belongings in lap or at feet Watch for stop 	<ul style="list-style-type: none"> Voice level 0 stay in seat. Listen to directions 	<ul style="list-style-type: none"> Line up at signal Follow teacher instructions 	<ul style="list-style-type: none"> Follow directions Help younger students Go to designated place 	<ul style="list-style-type: none"> Go to designated area immediately Make sure to have all personal belongings

VIRTUAL MATRIX

	School-wide Teaching Matrix Remote			
	Virtual classroom	Independent learning at home	Packets/Workbooks/Technology	Wellness
Be Safe IB Standards: Cooperation Knowledgeable Reflective Thinker	<ul style="list-style-type: none"> Set up your virtual class space in an appropriate setting Wear school-appropriate clothing Communicate with teacher and classmates in an approved and appropriate manner 	<ul style="list-style-type: none"> Ask for help when needed If something is making you feel uncomfortable or worried, talk to your parent, teacher or school counselor about it 	<ul style="list-style-type: none"> Follow directions Use resources and materials as intended 	<ul style="list-style-type: none"> Safely stay connected with friends and family Exercise at least 15 minutes/day while physical distancing
Be Respectful IB Standards: Appreciation Caring Confidence Communicator Empathy Integrity Open-Minded Respectful Tolerance	<ul style="list-style-type: none"> Mute yourself when not speaking Keep camera on and still, "showing midsection up"/check your surroundings Use the raise hand button to be acknowledged Follow the SOAR virtual learning matrix 	<ul style="list-style-type: none"> Keep the volume low so others (family members) can work too (check with family) Use earphones if available Keep your work space organized 	<ul style="list-style-type: none"> Be respectful in my words, actions, content and all forms of communication Speak in a kind way to those helping me Take care of the technology, resources and materials my school has provided me 	<ul style="list-style-type: none"> Participate in brain breaks, recess and P.E. with your virtual class Take time for yourself after the school day ends to reflect and recharge Practice self-compassion
Be Responsible IB Standards: Balanced Commitment Confidence Creativity Curiosity Independence Inquirer Principled	<ul style="list-style-type: none"> Check your technology and lighting before class begins Be ready and on-time in a quiet work space Respond promptly to teacher directions on the screen or in the chat box Stay on task and fully engaged in learning during class Complete assignments and tasks as assigned 	<ul style="list-style-type: none"> Choose a quiet distraction free work space Follow your assigned schedule Be on time prepared and ready to learn Follow directions as given Stay on task until work is completed giving it your best effort Proof read/check over work/assignment Turn in all assignments on time 	<ul style="list-style-type: none"> Set aside time each day to work on homework and assignments Keep all m supplies and materials in one place Turn in all assignments of time 	<ul style="list-style-type: none"> Use your calming strategies Eat healthy food If you don't feel well report your symptoms to your parent, teacher or school counselor

VIRTUAL LEARNING MATRIX

**OAK FOREST
ELEMENTARY SCHOOL**
*Virtual Self-Management
Skills Essential
Agreements*



**While learning virtually,
I am expected to...**

S.O.A.R. VIRTUAL LEARNING MATRIX	
S SELF-CONTROL	<ul style="list-style-type: none"> Follow instructions Wait for your turn to speak or contribute Use the raise your hand feature Minimize distractions Utilize chat features appropriately
O ON-TASK	<ul style="list-style-type: none"> Log in on time Be present/actively engaged Organize your materials Set daily goals Make yourself visible Have a backup plan if you get disconnected
A ACHIEVEMENT	<ul style="list-style-type: none"> Complete tasks on time/Stay on top of assignments Be prepared Complete preparation work Reach out to the teacher for help Share and collaborate Write in complete sentences Create a schedule/space to complete assignments (something about time and space management)
R RESPECT	<ul style="list-style-type: none"> Mute microphone when others are speaking Respect others' perspectives Use kind words Use proper text etiquette (i.e., ALL CAPS, bold, italics, sarcasm/jokes, etc.). Can be misinterpreted in a digital space Help each other during group assignments and in designated meeting rooms Resolve conflict peacefully

POSTERS BY LOCATION

HALLWAY

Expectations



HALLWAY

BE SAFE

- Hands and feet to self

BE RESPECTFUL

- Walk on right side of hallway
- 3-2-1-0

BE RESPONSIBLE

- Hands and feet to self

RESTROOM

Expectations



Restroom

BE SAFE

- Give privacy
- One person per stall
- Voice level 0

BE RESPECTFUL

- Wait your turn
- Hands and feet to self
- Report water and trash on floor

BE RESPONSIBLE

- Place tissue in toilet
- Flush
- Wash your hands
- Turn off water
- Place trash in trash can

CAFETERIA

Expectations



Cafeteria

BE SAFE

- Walk
- Feet on floor
- Bottoms on the bench
- Face forward
- Eat only your food

BE RESPECTFUL

- Hands and feet to self
- Level 2 voice

BE RESPONSIBLE

- Clean your area
- Place trash in trash can

CLASSROOM

Expectations



Classroom

BE SAFE

- Keep hands and feet to self

BE RESPECTFUL

- Keep floor free of objects/trash
- Stay in assigned seat
- Hands and feet to self
- Raise hand

BE RESPONSIBLE

- Be on time
- Follow directions
- Stay on task
- Place equipment and materials in designated place

MULTIPURPOSE ROOM

Expectations



Multi-Purpose Room

BE SAFE

- 3-2-1-0
- Listen to directions

BE RESPECTFUL

- Pay attention
- Voice level 0
- Follow teacher instructions

BE RESPONSIBLE

- Voice level 0
- Stay in seat
- Listen to directions

ARRIVAL

Expectations



Arrival

BE SAFE

- Enter 3-2-1-0
- Use sidewalks when entering building
- Keep personal belongings to self

BE RESPECTFUL

- Enter 3-2-1-0
- Walk on right side

BE RESPONSIBLE

- Follow directions
- Help students go to designated place
- Help younger students

Bus

Expectations



Bus

BE SAFE

- Stay in seat
- Voice level 1
- Watch for stop

BE RESPECTFUL

- Hands and feet to self
- Feet on floor
- Report problems to teacher/bus driver

BE RESPONSIBLE

- Stay in assigned seat
- Keep personal belongings in lap or at feet
- Watch for stop

Playground/Courtyard

Expectations



Playground/Courtyard

BE SAFE

- Line up at signal
- Follow teacher instructions

BE RESPECTFUL

- Use equipment properly
- Report problems and injuries to nearest adult
- Hands and feet to self

BE RESPONSIBLE

- Pay attention
- Voice level 0-4
- Follow teacher instruction

Dismissal

Expectations



Dismissal

BE SAFE

- Exit classroom 3-2-1-0
- Watch out for traffic in hallway

BE RESPECTFUL

- Voice level 0

BE RESPONSIBLE

- Go to designated area immediately
- Make sure to have all personal belongings

SCS Covid-19 Safety Posters following CDC guidelines are displayed throughout the building and in prominent areas. They will be followed by all faculty/staff, students and visitors. Above each poster is a sign that includes our school-wide expectations: Be safe, Be respectful, Be responsible.

Hey Falcons...when you follow these SCS and CDC Safety guidelines established for everyone's safety during the covid19 Pandemic, you are following our RTI2B school-wide expectations:

Be Safe



Be Respectful



Be Responsible











Virtual Lesson Plan

Behavioral Expectation Lesson Plan: Virtual Classroom Lesson plans should be taught by all teachers hosting a classroom or channel in the T.E.A.M.S. format and should take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the virtual classroom.
Setting:	Virtual Teams Classroom
Expectations Taught : (see behavior expectation matrix)	<u>BE SAFE</u> <ul style="list-style-type: none"> • Set up your virtual class space in an appropriate setting • Wear school-appropriate clothing • Communicate with teacher and classmates in an approved and appropriate manner <u>BE RESPECTFUL</u> <ul style="list-style-type: none"> • Mute yourself when not speaking • Keep camera on and still, “showing midsection up”/check your surroundings • Use the raise hand button to be acknowledged • Follow the SOAR virtual learning matrix <u>BE RESPONSIBLE</u> <ul style="list-style-type: none"> • Check your technology and lighting before class begins • Be ready and on-time in a quiet work space • Respond promptly to teacher directions on the screen or in the chat box • Stay on task and fully engaged in learning during class • Complete assignments and tasks as assigned
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students enter virtual classroom on mute, on time and prepared. 2. Students stay in view of camera, in one spot showing mid-section up. 3. Students will raise hand to get teachers attention and wait for response. 4. Students will get/put back equipment/materials in designated place.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students arrive late and unprepared to virtual class. 2. Students are sitting in bed or on the couch. 3. Students are in their bedroom, or bathroom. 4. Students talk without raising their hand and are not on mute. 5. Students leave classroom session without permission. 6. Students not organizing equipment/materials ahead of time.

Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	1. Modeling and practicing expectations. 2. Review and reinforce through boosters (after each break and quarter). 3. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Virtual Dojo Point System for all students

Lesson Plans by Location ***covid 19 re-entry plan addition**

Behavioral Expectation Lesson Plan: Classroom Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the classroom.
Setting:	Classroom
Expectations Taught : (see behavior expectation matrix)	Be Safe: <ul style="list-style-type: none"> Keep hands and feet to self Keep as much distance as possible. Keep your mask on. Keep your area clean and sanitized. Be Respectful: <ul style="list-style-type: none"> keep floor free of objects/trash stay in assigned seat hands and feet to self raise hand Keep your headphones plugged in Be Responsible: <ul style="list-style-type: none"> be on time follow directions stay on task

	<ul style="list-style-type: none"> Place equipment and materials in designated place Make sure your tablet is charged before school
Examples: Teach using “I do, we do, you do”	5. Throw all trash into the trash can 6. Student enter classroom at Level 0 7. Stay in assigned seat 8. Students will raise hand to get teachers attention 9. Students will get/put back equipment/materials in designated place.
Non-examples: (Adults model only)	7. Students enter the classroom talking 8. Students talk without raising their hand 9. Students getting up out of chair without permission 10. Students not organizing equipment/materials
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	4. Modeling and practicing expectations. 5. Review and reinforce through boosters (after each break and quarter). 6. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Behavioral Expectation Lesson Plan: Hallway Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the hallway.
Setting:	Hallway

Expectations Taught : (see behavior expectation matrix)	Be Safe: Hands and feet to self Be Respectful: Walk on right side of hallway, 3-2-1-0 Be responsible: Hands and feet to self
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students will be at a voice level 0 (silent) in the hallway 2. Students will keep hands, feet, and other objects to themselves. 3. 3 blocks away from the wall, 2 feet inside block, 1 block in-between you and the person in front of/behind you, 0 voice level in the hallway. 4. Students will remain socially distant in hallways (as close to CDC recommendation as possible) 5. Students will follow traffic flow in hallway 6. Students stand in 2 lines if line is too long when following CDC guidelines
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Students walking in the hallway not following 3-2-1-0 2. Students not standing in a straight line in the hallway 3. Students running 4. Students pushing and shoving in the hallway 5. Not 3 blocks away from the wall 6. Talking in the hallway 7. Students not being socially distant (gathering in pods) 8. Students not following traffic flow of hallway 9. Students standing in one line, not socially distant
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). <p>Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).</p>
Acknowledgement: (How will behaviors be acknowledged in this setting?)	<p>Dojo Point System for all students</p> <p>Impressive Behavior Club Golden Ticket aligned with IB Program</p>

Behavioral Expectation Lesson Plan: Multipurpose Room ***not using during Covid 19**

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

Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the multipurpose room.
Setting:	Multipurpose Room
Expectations Taught : (see behavior expectation matrix)	<p>Be Safe:</p> <ul style="list-style-type: none"> • 3-2-1-0 • listen to directions <p>Be Respectful:</p> <ul style="list-style-type: none"> • pay attention • voice level 0 • follow teacher instructions <p>Be Responsible:</p> <ul style="list-style-type: none"> • voice level 0 • stay in seat • listen to directions
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Students will enter multipurpose room at a voice level 0 2. Students will give full attention to speaker 3. Students will follow all directions when asked the first time 4. Students will stay in designated seat, sitting correctly 5. 3 blocks away from the wall, 2 feet inside block, 1 block in-between you and the person in front of/behind you, 0 voice level in the hallway.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Entering the multipurpose room talking 2. Talking while the speaker is presenting 3. Not sitting correctly or laying down 4. Student not doing as asked or following directions

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. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Students who exhibit exemplary behavior will receive a Golden Ticket.

Behavioral Expectation Lesson Plan: Restroom Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the restroom.
Setting:	Restroom
Expectations Taught : (see behavior expectation matrix)	<p>Be Safe:</p> <ul style="list-style-type: none"> • Give privacy • one person per stall • voice level 0 <p>Be Responsible:</p> <ul style="list-style-type: none"> • Place tissue in toilet • flush, wash your hands • turn off water • place trash in trash can <p>Be Respectful:</p> <ul style="list-style-type: none"> • wait your turn • hands and feet to self

	<ul style="list-style-type: none"> report water and trash on floor
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> Students will use a voice level 0 in the restroom Students will place tissue in toilet and flush Students will wash hands and turn off water Place all trash in the trash can Students will wait their turn to enter the restroom Keep hand and feet to self Students will report water and trash on floor Students will remain socially distant in hallways (as close to CDC guidelines as possible) Students will follow traffic flow in hallway Students will remain socially distant while in the restroom and washing hands (2 at a time- do not use middle stall) Students will wash hands with soap and hot water, following CDC guidelines
Non-examples: (Adults model only)	<ol style="list-style-type: none"> Talking while in line for the bathroom Not throwing away trash, flushing the toilet, keeping the water running Pushing into the restroom Students not washing their hands Students throwing water/soap Students not being socially distant (gathering in pods) Students not washing hands following CDC guidelines Students not following traffic flow of hallway
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> Modeling and practicing expectations. Review and reinforce through boosters (after each break and quarter). Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Behavioral Expectation Lesson Plan: Bus *continue and follow CDC guidelines Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being Safe, Respectful, and Responsible on the bus.
Setting:	Bus
Expectations Taught : (see behavior expectation matrix)	Safe: <ul style="list-style-type: none"> • Stay in seat • Voice level 1 • watch for stop Respectful: <ul style="list-style-type: none"> • Hands and feet to self • Feet on floor • Report problems to teacher/bus driver Responsible: <ul style="list-style-type: none"> • Stay in assigned seat • Keep personal belongings in lap or at feet • Watch for stop
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Student demonstrates sitting on bus. 2. Keep hands in lap. 3. Student keeps feet on floor. 4. Students will remain in seat until bus stop is reached. 5. Raise your hand if you need help. 6. Keep personal belongings in lap or floor. 7. Voice level 1.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Loud talking on bus. 2. Kicking another person 3. Standing up 4. Throwing backpack/objects. 5. Crawling under or climbing over seat 6. Walking while bus is moving

Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	1. Modeling and practicing expectations. 2. Classroom teachers'/Bus duty teachers' review and reinforce through boosters (after each break and quarter).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Behavioral Expectation Lesson Plan: Cafeteria Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPECTFUL, and RESPONSIBLE.
Setting:	Cafeteria
Expectations Taught : (see behavior expectation matrix)	Respectful: <ul style="list-style-type: none"> Hands and feet to self Level 2 Voice Responsible: <ul style="list-style-type: none"> Clean and sanitize your area Place trash in trash can Clean hands before eating Safe: <ul style="list-style-type: none"> Walk keeping a distance between the person in front of you Feet on the floor Bottoms on the bench keeping a distance between you and others.

	<ul style="list-style-type: none"> • Face Forward • Eat only your food • Keep a distance between you and others around you
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Walk into cafeteria using a level 2 voice. 2. Hold tray with two hands facing the front in line. 3. Get all supplies before leaving the cafeteria line. 4. Students will remain seated at table using as much distances as possible 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 2 voice while in cafeteria. 9. Wash your hands or sanitize them before eating.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line. 2. Running. 3. Not showing respect (e.g., eating others food, loud talking, making fun others food) 4. Not showing responsibility 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. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Behavioral Expectation Lesson Plan: Playground/Courtyard Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPECTFUL, and RESPONSIBLE.
Setting:	Playground/Courtyard *not using during Covid-19
Expectations Taught : (see behavior expectation matrix)	Respectful: <ul style="list-style-type: none"> • Use equipment properly • Report problems and injuries to the nearest adult • Hands and feet to self Responsible: <ul style="list-style-type: none"> • Pay attention • Voice level 0-4 • Follow teacher instructions Safe: <ul style="list-style-type: none"> • Line up at signal • Follow teacher instructions
Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Use a voice level that is appropriate for outside 2. Notify a teacher of any problems 3. You should use all equipment appropriately 4. Use 3-2-1-0 while in hallway traveling 5. Put up all equipment 6. You must stay within eye-sight of your teacher 7. 3 blocks away from the wall, 2 feet inside block, 1 block in-between you and the person in front of/behind you, 0 voice level in the hallway.
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Talking in line. 2. Running. 3. Not showing responsibility cleaning up after yourself and putting up equipment. 4. Leaving the area where your teacher cannot see you

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. Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Behavioral Expectation Lesson Plan: Arrival *continue during Covid following CDC guidelines Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the hallway.
Setting:	Arrival
Expectations Taught : (see behavior expectation matrix)	Be Safe: <ul style="list-style-type: none"> • Enter 3-2-1-0 • Use sidewalk when entering building • Keep personal belongings to self Be Respectful: <ul style="list-style-type: none"> • Enter 3-2-1-0 • Walk on right side Be responsible: <ul style="list-style-type: none"> • Follow directions • Help students go to designated place • Help younger students
Examples: Teach using "I do, we do, you do"	<ol style="list-style-type: none"> 1. Enter school 3-2-1-0 2. Use side walks 3. Keep book bag on your back 4. Follow directions 5. Help younger students entering the building 6. Go to designated place

	7. 3 blocks away from the wall, 2 feet inside block, 1 block in-between you and the person in front of/behind you, 0 voice level in the hallway. *stand on the designated round sticker on the floor
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 1. Leaving designated area 2. Roaming hallways 3. Throwing/giving away your belongings 4. Pushing through the hallway
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). Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Behavioral Expectation Lesson Plan: Dismissal *continue during Covid following CDC guidelines Lesson plans should be taught in the area and take 10-15 minutes	
Objective:	The students will demonstrate being SAFE, RESPONSIBLE, AND RESPECTFUL in the hallway.
Setting:	Dismissal
Expectations Taught : (see behavior expectations matrix)	Be Safe: <ul style="list-style-type: none"> • Exit classroom 3-2-1-0 • Watch for traffic in hallway Be Respectful: <ul style="list-style-type: none"> • Voice level 0 Be responsible: <ul style="list-style-type: none"> • Go to designated area immediately • Make sure to have all personal belongings

Examples: Teach using “I do, we do, you do”	<ol style="list-style-type: none"> 1. Exit classroom 3-2-1-0 2. Watch out for traffic in the hallway 3. Voice level 0 while exiting the classrooms and buildings 4. Make sure to have all belongings 5. Go to designated area immediately 6. 3 blocks away from the wall, 2 feet inside block, 1 block in-between you and the person in front of/behind you, 0 voice level in the hallway. *stand on the designated round sticker on the floor
Non-examples: (Adults model only)	<ol style="list-style-type: none"> 10. Students walking in the hallway not following 3-2-1-0 11. Students running to designated area 12. Leaving behind belongings 13. Talking in the hallway
Follow Through and Practice: (How will behavior expectations continue to be taught throughout the school year?)	<ol style="list-style-type: none"> 3. Modeling and practicing expectations. 3. Review and reinforce through boosters (after each break and quarter). Show PowerPoint to teach expectations (every teacher shows, have students demonstrating in the ppt).
Acknowledgement: (How will behaviors be acknowledged in this setting?)	Dojo Point System for all students Impressive Behavior Club Golden Ticket aligned with IB Program

Oak Forest ES 2021-2022 Conduct

The students will be held to the following expectations throughout the entire lesson. Teachers will keep a weekly log (below) of students that participate in class. When a student participates by answering questions, reading, showing work, sharing, etc. they will receive a positive point. If a student is not earning points, the teacher will reach out to the adult through phone call, text, or class dojo so the parent is aware.

Expectations

- Be on time and ready to learn
- Always remain muted during the lesson, unless called on to respond
- Keep the camera on during the entire lesson
- Show attention by sitting up straight, keeping eye contact with the speaker, and keeping all other distractions to a minimum including other people, televisions, music, and video games.
- Respond when called on and participate in class.

Conduct Scale

The teacher will go down the scale as needed for a repeating conduct offence.

1. Verbal warning
2. Written warning (use weekly log)
3. One-on-One conversation
4. Parent Conference - virtually

Daily Conduct Grade Scale:

- 0 Conduct Marks- 100% E
- 1 Conduct Mark- 90% G
- 2 Conduct Marks- 80% S
- 3 Conduct Marks- 70% N
- 4 Conduct Marks- 60% U

If a student has received a 60 or below for three consecutive weeks, the teacher will call the parent to discuss the concerns.

Report Card Conduct

- E 0-3 Conduct Marks
- G 4-6 Conduct Marks
- S 7-9 Conduct Marks
- N 10-12 Conduct Marks
- U 13-15 Conduct Marks

Positive Conduct Rewards

- Class Dojo point
- Positive parent phone call
- Lunch with Teacher – virtually
- Verbal praise
- Virtual high fives, fist bumps, thumbs up
- Positive conduct mark
- Can save any award for return to in person if the student wishes.

Teacher: _____ Grade-Section _____ Day/Time _____

	Name										Notes
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Positive Behaviors	Negative Behaviors
Safe: A. Facing the Screen B. Camera On C. Sitting up in the Work Area Respectful: D. Mute Camera when not your turn to speak E. Paying Attention to Speaker C. Helping Others Responsible: E. Self-managing Behavior G. Actively Engaged with Learning H. Completing Work on Time	1. Logging out of class on purpose before end of class 2. Talking/Playing during instruction 3. Disrespectful to teacher/staff 4. Using profanity/inappropriate language 5. Not following directions 6. Being disruptive in class 7. Not cooperating 8. Making Noises/ Playing on Microphone 9. Not working on activity/Not Participating 10. Sleeping 11. Typing messages in chat area that are not on topic

0 Conduct Marks- 100%
3 Conduct Marks- 70%N

1 Conduct Mark- 90% G
4 Conduct Marks- 60% U

2 Conduct Marks- 80% S

Oak Forest Elementary School RTI2B Implementation Behavior Expectation Lesson Plan Compliance Documentation

Log the lessons that you implemented and re-taught for the 2020-2021 school year. Place the date this occurred in the space provided and initial next to entry. Lessons should be taught, practiced and reinforced initially during the first week of school. Then again after Fall Break, Semester, Spring Break, any long break, state testing end, and any other times deemed necessary. If you should use all spaces, log on the back of the sheet using the same formatting. During fidelity checks with your grade-level rep, this sheet will be reviewed. If we are 100% virtual, place NA in the column for any lessons required for in-building/hybrid learning. You will be required to submit your completed form at the end of the year with final signature and date (to be submitted electronically if we are a virtual or hybrid/virtual district).

Thank you,

RTI2B Team

Behavior Expectation Lessons	Initially Taught (date/s)	Re-taught (date)	Re-taught (date)	Re-taught (date)	Re-taught (date)	Re-taught (date)
Virtual Classroom Expectations						
Classroom Expectations						
Hallway						
Multipurpose Room						
Restroom						
Bus						
Cafeteria						
Playground/Courtyard						

Arrival						
Dismissal						




Teacher Signature _____ Date _____

Grade-Section _____

SCHOOL WIDE ACKNOWLEDGEMENT TICKET

Oak Forest is an International Baccalaureate World School that acknowledges impressive behavior through the IB Learner Profile and Attitudes. We have created an acknowledgement ticket for each. IB Learner Profile: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance. IB Attitudes: Balanced, Communicator, Caring, Inquirer, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Taker, and Thinker. Below we have included samples. Regardless of the area of acknowledgement, all students receive a letter of acknowledgement to take home to their parent/guardian. *** not utilized during virtual learning. Refer to virtual system**

<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and respect Appreciation when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and responsibility Commitment when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and respect Confidence when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 
<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and safety Cooperation when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude Creativity when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and responsibility Curiosity when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 
<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and respect Empathy when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude Enthusiasm when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and responsibility Independence when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 
<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and respect Integrity when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude Respect when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Attitude and respect Tolerance when he/she _____ _____ _____ _____ Teacher: _____ Date: _____</p> 

<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and respect Open-Minded when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and responsibility Balanced when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and responsibility Principled when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 
<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and respect Communicator when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and responsibility Inquirer when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and safety Reflective when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 
<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and respect Caring when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and safety Knowledgeable when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 	<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile Risk-Taker when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 
<p>Oak Forest Impressive Behavior Club Name _____ G/S _____ showed this IB Learner Profile and safety Thinker when he/she _____ _____ _____ Teacher: _____ Date: _____</p> 		

SCHOOL WIDE ELECTRONIC ACKNOWLEDGEMENT SYSTEM

Oak Forest recognizes the need to have an instantly available system for all students that is classroom-based to recognized student willingness to follow school-wide expectations. Each twenty-day period classroom teachers reward students using the Class Dojo Rewards chart. These teacher-led rewards take on the classroom cultural flare to meet the needs of all students. Students bank points regarding personal reward choice. Each twenty-day period leads to the quarter school-wide celebration. The RTI2B Dojo store is available school-wide each 20-days.

Class Dojo Rewards

***not used during virtual learning, refer to virtual system**

Dojo Points Level	Teacher Led Rewards
100 Points	Go to the store
90 Points	Classroom Dojo Party
80 Points	Lunch in classroom with a peer
70 Points	No Homework Pass
60 Points	15 min extra computer time
50 Points	Mix- it up Day in the classroom
40 Points	Sticker from teacher

Dojo Point System

Students who earn 85% of the available points are able to go to quarter celebrations.

Quarter 1: Movie

- Points necessary: 179

Quarter 2: Fashion Show

- Points necessary: 158

Quarter 3: Karaoke

- Points necessary: 192

Quarter 4: Big Event

- Points necessary: 183

Students can earn 5 points per day, this includes: ELA, Math, Science, Social Studies, and support classes.

Points will start over each quarter and students can use tickets to “purchase” based on the Teacher Led Rewards. Teacher can choose to allow students to “spend” points every 20 days.

- October 2021
- January 2022
- April 2022
- May 2022

Virtual Acknowledgement System

OAK FOREST ELEMENTARY SCHOOL *Virtual Learning Acknowledgement System*



Class Dojo Rewards

Dojo Points Level	Teacher Led Rewards
100 Points	Teacher Choice
90 Points	Pajama Day
80 Points	Lunch with Teacher
70 Points	No Homework Pass
60 Points	Gallery Time
50 Points	Hat Day
40 Points	Show and Tell Time

Students can earn 5 points per day, this includes: ELA, Math, Science, Social Studies, and support classes. Points will start over each quarter and students can use points to “purchase” based on the Teacher Led Rewards. Teacher can choose to allow students to “spend” points every 20 days.

Schedules aligned with the 2021-22 SCS 20-Day Reporting Period And 4 Quarters

20-Day Reporting Period	RTI2B Team Meeting Schedule	Acknowledgement System Calendar (Teacher Led Rewards listed first) (*School-wide Quarter Celebration) Students who earn 85% of the available cumulative points are able to go to quarter celebrations.
1. 08/08/21-09/03/21	09/08/21 @ 3:30-4:30 p.m.	Friday 09/03/21
2. 09/07/21-10/04/21	10/06/21 @ 3:30-4:30 p.m.	Friday 10/08/21 Q1*Friday 10/29/21
3. 10/05/21-11/08/21	11/10/21 @ 3:30-4:30 p.m.	Friday 11/12/21
4. 11/09/21-12/14/21	12/15/21 @ 3:30-4:30 p.m.	Friday 12/17/21
5. 12/15/21-01/26/22	02/02/22 @ 3:30-4:30 p.m.	Friday 01/28/22 Q2*Friday 01/21/22
6. 01/27/22-02/24/22	03/02/22 @ 3:30-4:30 p.m.	Friday 02/25/22
7. 02/25/22-03/31/22	04/06/22 @ 3:30-4:30 p.m.	Friday 04/01/22 Q3*Friday 04/01/22
8. 04/01/22-04/29/22	05/04/22 @ 3:30-4:30 p.m.	Friday 04/29/22
9. 05/02/22-05/27/22	05/27/22 @ 3:30-4:30 p.m.	Friday 05/27/22 Q4*Friday 05/27/22

Operational Definitions

Major Problem Behaviors

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., mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. Of other
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 the 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, passing gas
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Forged notes from parents, doctors, teacher, etc. Stealing hiding/purchasing stolen property, aiding someone in stealing	
Harassment/Bullying (Harass.)	Student delivers disrespectful messages* (verbal or gestural) to another person that	Repeated verbal harassment or abuse, inappropriate touching,	

	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>	gesturing, notes or pictures.	
Inappropriate Display of Affection (Inapp. Affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	Inappropriate contact with another students or adult	Students give a brief hug of friendship
Other Behavior (Other)	Student engages in problem behavior not listed.		
Physical Aggression (P. Agg.)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Fighting with the intent to hurt	Horseplay
Property Damage/Vandalism (Prop. Dam.)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property	
Skip class (Skip)	Student leaves or misses a class without permission.		
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 class after bell	Student is in the door when the bell rings
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.	Smelling of alcohol, possession of alcohol	

Minor Problem Behaviors

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 assignment	
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, passing gas	
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	Shirt untucked, no belt	
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up etc.	
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.		
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "Not keeping hands and feet to self.	
Property Misuse (M-Property Misuse)	Student engages in low-intensity misuse of property.	Breaking pencils, crayons, kicking furniture, mishandling, textbooks/library books/tearing up paper/assignments, handouts, slamming door	

Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	Student enters the classroom after bell rings without excuse or an admit slip	
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Using computer time inappropriately, possessing electronic devices without permission	

Steps for Correction

Procedures for Handling Behavior

1. Creating, modeling, and practicing the agreements (proactive discipline)

- Staff and students collaborate together to develop their essential agreements. These agreements help them take care of themselves, each other and the school environment. Throughout the day, teachers should model, practice, and reinforce the agreements.

2. Reminding and Redirecting

- Reminding and redirecting are the primary means of guiding students. We recognize that sometimes children will not follow the agreements. When an agreement is broken, staff will *Speak* directly and respectfully to the student about the behavior. Some students may need more than one reminder at the beginning of the year. Once procedures are established only one reminder is given before asking students to take a break. This helps children understand that you will maintain consistent behavioral expectations.

Always Remember the Basics of Teacher Language

- Be direct, authentic and respectful
- Keep it **brief**
- Know when to be silent
- Show faith in children's intentions and abilities
- Keep it action-oriented

3. Logical Consequences

- Logical Consequences are ways to help fix problems that result from children's words and actions when they break or forget agreements. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. Logical consequences should always be respectful of the child, relevant to the situation, and reasonable.

Logical Consequences that we use include:

- "You break it", your fix it, children are expected to fix it if they break something or make a mess, whether intentional or not.
- "Apology of Action" is used when a child hurts another child through words or actions to solve problems between students.
- "Loss of Privilege" is temporary removal of a privilege to help a child understand the connection between privileges and responsibilities.
- "Take a Break" in the classroom is a **brief** (1 minute per year of age) time away from the class activity to allow a student to gain self-control.

Logical Consequences are not seen as punishments, but as additional forms of redirection. Afterward the teacher checks in with the student to make sure he/she understands the reason for the logical consequence.

4. Positive Behavior Support Plan or Behavior Intervention Plan (BIP)

- These steps to self-control may not be enough for some children to be successful. In such cases plans will be developed and implemented with the knowledge and help of all professionals in the building. Plans will identify specific strategies and interventions to help the child develop self-control. The teacher will develop a behavior plan for a child that has 2 falcon slips.

Teacher Responsibility Outside the Classroom

All teachers are to help see that student order is maintained in all areas of our campus.

Teachers are to correct *all* students.

Chronic Discipline:

Classroom discipline is the classroom teachers' primary responsibility. Do not bring or send students to the office with their discipline referral. Teachers must follow the Procedures for Handling Disruptive Behavior. Only in cases of danger does a teacher skip to step 6 and call the office. All staff must notify an Administrator **immediately** in cases of inappropriate touching, major injury, head injury, inappropriate exposure, sexual references (movements/pictures/words), weapons and suicidal or homicidal expressions. Once a teacher calls for an administrator, the office referral paperwork must be completed by the teacher and given to the responding administrator before leaving campus that day. When office referrals are made, please adhere to the following guidelines:

- Discipline referral forms must be filled out completely and given to office staff **immediately**
- Teachers must have documentation of previous contact with the parent about discipline
- When a child has received two flacon slips, the teacher must create a behavior plan
- An administrator will communicate disciplinary actions with the teacher and parent once a referral has been received
- **Text messages/emails are not acceptable forms of communication when informing parents of disciplinary actions.** Teachers must call or leave a message asking for the parent to return their call. Teachers must communicate with an administrator before he/she leaves for the day when a discipline referral is sent to the office
- In the event a student is assigned to some type of detention and/or suspension, it is the teacher's responsibility to supply all classroom assignments for that student

Possible Interventions

Possible Classroom Interventions

- General discussion during classroom activities
- Contact with parents
- Positive Communication
- Role Playing
- Student Conference
- Weekly Reports/Parent's Signature
- Community Resources (Mentors, Adopters)
- Paired Learning
- Student Contracts

- Take A Break in the classroom
- Conflict Resolution (See Ms. Jessee for instructions)

Procedures/ Rules (Essential Agreements)

Do not confuse rules with procedures. Procedures are “how we do things in this class.” You will need to establish and teach procedures for things like...

- What do I do when I enter the room?
- How and when do we go the restroom?
- How do I hand in papers?
- How do I get my lunch and where do I sit?
- What do I do if I need help?
- How do I line up?
- How do I sharpen my pencil?
- What do I do when I need to ask a question?

Procedures do not carry rewards or consequences. The teacher explains procedures and consistently practices them with the students. For example, when a student yells out an answer, he has not followed a procedure. You should ask, “What is the correct procedure?” and then have the student raise his hand and practice the procedure. **It is never appropriate to scold, lecture, or yell when students do not follow procedures.** Teachers or students need to restate procedures and expectation before EVERY transition. Teachers should spend a great deal of time at the beginning of the year teaching procedures and they should be reinforced throughout the year and at the beginning of each quarter. A classroom where procedures have been taught well will have more uninterrupted teaching and learning time.

All teachers will lead their class in developing 3 to 5 classroom essential agreements. Teachers must post class agreements or goals in a prominent place within the classroom. There is no need to repeat school-wide expectations; however, you are obligated to enforce all school-wide expectations both in your classroom and on school grounds.

The key to having a positive learning environment lies in the teacher’s ability and willingness to enforce agreements consistently and fairly. You should be able to enforce agreements without nagging or losing your temper. If a student consistently chooses not to follow the

agreements, follow the progressive discipline plan. Students will respect you if you have high expectations for their behavior, treat them fairly, and enforce the agreements and procedures **consistently**.

Changing students' behavior requires individual attention to each student. Embarrassing a student in front of other students or another teacher is never acceptable. Teachers can be firm and consistent and still be aware of the feelings of the students.

Minor Incident Report (MIR)

Oak Forest Elementary
Falcon Slip

- ☐ Student has an IEP ☐ Student has up to date behavior plan
☐ Student has a 504 plan

Student _____ Grade _____ Date _____ Time _____

Homeroom Teacher _____ Issuing Teacher _____

Location

- | | | | | | | |
|------------------------------------|------------------------------------|----------------------------------|-----------------------------------|--|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Hallway | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Bus | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Library | <input type="checkbox"/> Music | <input type="checkbox"/> PE | <input type="checkbox"/> Art | <input type="checkbox"/> Special Event | <input type="checkbox"/> Field Trip | |

School Wide Expectation - the following expectations are not being met (check all that apply)

- ☐ Safe
☐ Respectful
☐ Responsible

Problem Behavior(s)

- | | | | | | |
|---|---|-------------------------------------|--|----------------------------|----------------------------|
| <input type="checkbox"/> Bullying/Teasing | <input type="checkbox"/> Disruptive Behavior | <input type="checkbox"/> Cheating | <input type="checkbox"/> Defiance/Insubordination | | |
| <input type="checkbox"/> Peer Threats | <input type="checkbox"/> Uniform Violation | <input type="checkbox"/> Dishonest | <input type="checkbox"/> Use of Electronic Device | | |
| <input type="checkbox"/> Property Misuse | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Misconduct | <input type="checkbox"/> Theft (less than \$500 value) | | |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

Notice

- | | |
|--|--|
| <input type="checkbox"/> Notice of Impending Issued/Parent Contacted, Guidance Consult, Tracker Begins (3) | <input type="checkbox"/> Detention Notice |
| <input type="checkbox"/> ISS Notice Issued, Tracker Complete and Submitted, Guidance Referral (4) | <input type="checkbox"/> Disciplinary Referral |

Notes/Comments/Interventions Tried (1-3 Interventions Implemented for Minimum of 30 Days)

Revised January 2018

Reflection Summary

The following character trait(s) were NOT shown through my behavior: (Check ALL that apply)

- ☐ Cooperation ☐ Equality ☐ Forgiveness ☐ Honesty ☐ Kindness
☐ Patience ☐ Positive Attitude ☐ Respect ☐ Responsibility ☐ Self-control

The reason(s) for my behaviors: (Check ALL that apply)

- ☐ Avoid tasks/activities ☐ Avoid adult(s) ☐ Avoid peer(s)
☐ Obtain items/activities ☐ Obtain adult attention ☐ Obtain peer attention
☐ Activity/ movement ☐ Exert/ achieve power ☐ Other _____

Here is my apology: _____

In the future, I will show good character by _____

Reflection Summary

MY BEHAVIOR WAS:

GOOD



BAD



WHEN I BEHAVE

THIS WAY, I FEEL:

HAPPY



SAD



OTHERS FEEL:

HAPPY



SAD



(Have student copy the following

statement on the line below)

"I am sorry for my behavior."

DAILY TRACKING FORM FOR MINOR BEHAVIORS (TEACHER MANAGED)

Student Name: _____ Class: _____

Instructions: <ul style="list-style-type: none"> The teacher in each selected setting completes the rating and initials the form at the end of each tracking period in the appropriate box. Indicators for each number have been attached. (modify to “blocks” <i>or</i> to match your academic day) In the blanks, provide the intervention(s) provided to students. Interventions must be provided for at least 30 days and up to 3 interventions can be used together. Additional Teacher comments may be made on the back of this form. The student reviews this form each day with teacher. Both sign and a copy is sent home for parent signature on Fridays. 	Indicators: 1= Poor 2= Fair 3 = Average 4 = Very Good 5 = Outstanding Student Daily Goal _____ *Remember, Praise and positive reinforcement=positive results! Encourage students to “Strive for a Five!”
--	--

Target Expected Behavior 1: Be Safe

Target Expected Behavior 2: Be Respectful

Target Expected Behavior 3: Be Responsible

*** Targeted Behaviors should match the School-Wide Behavioral Expectations on listed on RTI2-B Behavior Matrix**

To be completed daily	Location:	Teachers should use this space to document which interventions they are implementing. Up to 3 interventions can be used. (Refer to PBISworld.com for suggestions for interventions.) NOTE: It is recommended that students receive 30 consecutive days of interventions which include praise and positive reinforcements for behavior changes to occur.
Date:	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Date:	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Date:	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Date:	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Date:	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	

MET GOAL ☐ Yes ☐ No

Student Signature: _____ Comments: _____

Teacher Signature: _____ Comments: _____

Parent Signature: _____ Comments: _____

Rubric:

0 checks- 5

1 checks- 4

2 checks- 3

3 checks- 2

4 checks- 1

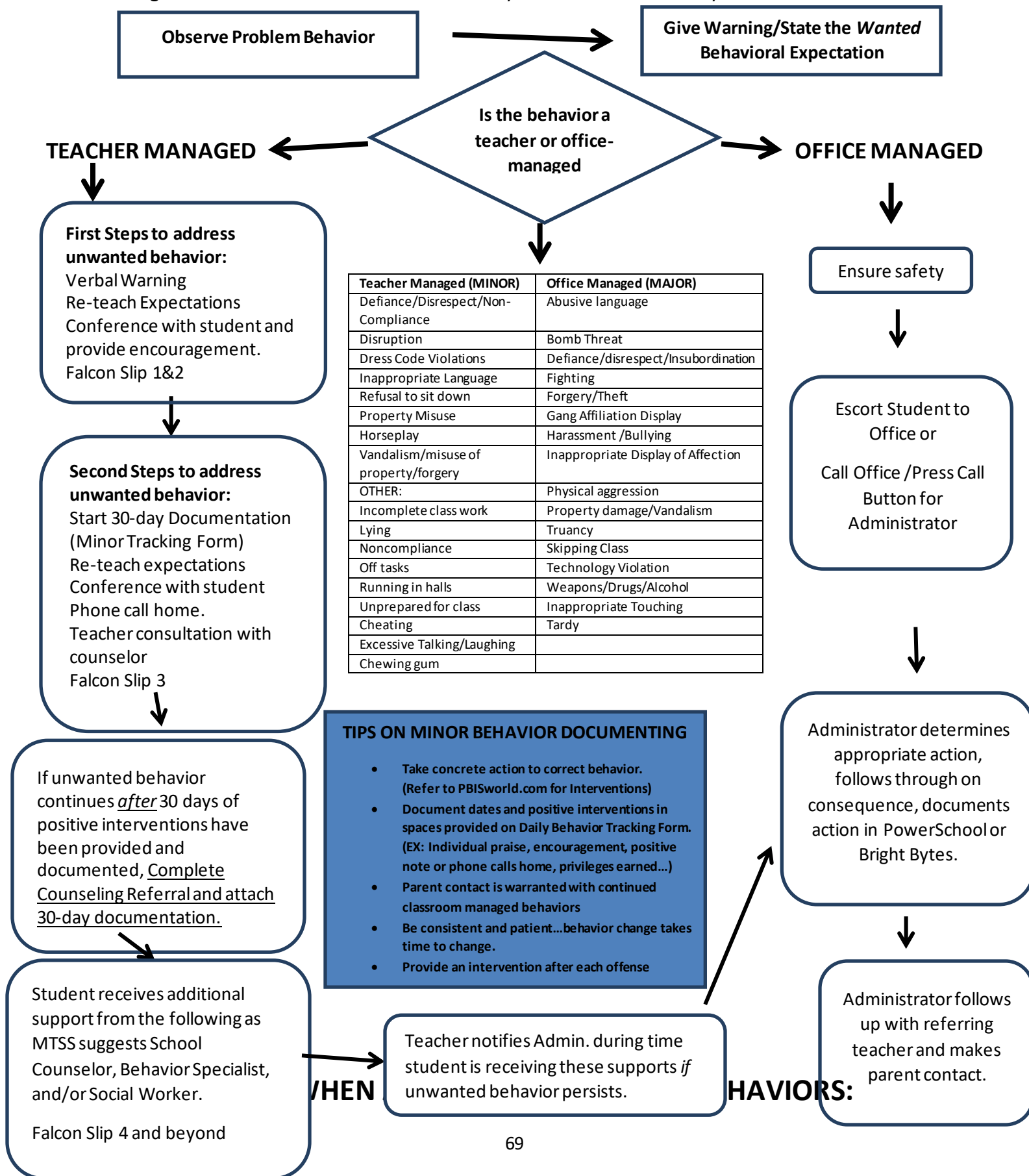
Office Discipline Report Form (ODR)

Disciplinary Actions addressed by administration using the office discipline report form (ODR) provided by the district will follow the SCS student code of conduct which can be found on the Shelby County Schools website at www.scsk12.org/policy Student Conduct policy #6022 and contained in the SCS Parent/Student Handbook pages 21-26 by following the link on the district website homepage.

DISCIPLINARY REFERRAL		
School _____	Date _____	
Student _____	Grade _____	Race _____ Sex _____
Date of Incident _____	Time _____	Teacher/Bus Driver _____
NOTICE TO PARENTS: The purpose of this report is to inform you of a disciplinary incident involving the student at school, school-sponsored activity or on the school bus. We trust that you appreciate the action taken by the teacher or bus driver and will cooperate with the corrective action initiated today.		
INCIDENT LOCATION (i.e., room#, bus#, etc.) _____		
INCIDENT TYPE		
<input type="checkbox"/> 17-Possession, use, or distribution of illegal drugs <input type="checkbox"/> 18-Possession of handgun <input type="checkbox"/> 19-Possession of rifle or shotgun <input type="checkbox"/> 20-Possession of explosive, incendiary device <input type="checkbox"/> 21-Non-lethal firearm <input type="checkbox"/> 22-Possession of weapon other than firearm <input type="checkbox"/> 23-Possession, use, or distribution of alcohol <input type="checkbox"/> 24-Violation of school rules <input type="checkbox"/> 25-Theft of property <input type="checkbox"/> 26-Vandalism, damage of property <input type="checkbox"/> 27-Bomb threat	<input type="checkbox"/> 28-Other type of threat <input type="checkbox"/> 29-Bullying <input type="checkbox"/> 30-Fighting <input type="checkbox"/> 31-Sexual harassment <input type="checkbox"/> 32-Assault of teacher or staff <input type="checkbox"/> 33-Assault of student <input type="checkbox"/> 34-Sexual assault <input type="checkbox"/> 35-Aggravated assault of teacher or staff <input type="checkbox"/> 36-Aggravated assault of student <input type="checkbox"/> 37-Attempted homicide <input type="checkbox"/> 38-Homicide	
ACTION TAKEN BY TEACHER/BUS DRIVER PRIOR TO REFERRAL		
<input type="checkbox"/> 1- Consulted Counselor <input type="checkbox"/> 5-Changed Student's Seat <input type="checkbox"/> 99-Other _____ <input type="checkbox"/> 2- Held Conference with Student <input type="checkbox"/> 6-Telephoned Parent <input type="checkbox"/> 3-Denied Privileges <input type="checkbox"/> 7-Held Conference with Parent <input type="checkbox"/> 4-Consulted Other Teachers <input type="checkbox"/> 8-Sent Previous Report Home		
Teacher Comments _____		
Student Comments _____		
ACTION TAKEN (State Action)		
<input type="checkbox"/> In-School Suspension <input type="checkbox"/> Out-of-School Suspension (1-10 days) <input type="checkbox"/> Expulsion/Remand (11-180 days)		
ADMINISTRATIVE ACTION (Local Action)		
<input type="checkbox"/> Student Regrets Incident, Cooperative <input type="checkbox"/> Recurring Incidents will be Reported <input type="checkbox"/> Student will Make Up Time <input type="checkbox"/> Student Denied Bus Privilege <input type="checkbox"/> Student Suspended from Bus <input type="checkbox"/> Student/Teacher/Administrator Conference <input type="checkbox"/> Student/Parent/Administrator Conference <input type="checkbox"/> Case Referred: Guidance Department		
<input type="checkbox"/> Case Referred: Mental Health Center <input type="checkbox"/> Case Referred to Others <input type="checkbox"/> Assigned Detention Hall/Supervised Study <input type="checkbox"/> Assigned In-School Suspension <input type="checkbox"/> Assigned Out-of-School Suspension <input type="checkbox"/> Case Referred: District Discipline Official <input type="checkbox"/> Recommended for Expulsion <input type="checkbox"/> Other _____		
ADMINISTRATIVE NOTE: All discipline referrals must be entered into PowerSchool SMS for state reporting purposes.		
Administrative Comments (will appear on suspension form) _____		
Teacher/Driver Signature _____	Administrator Signature _____	Student Signature _____
Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information. <div style="display: flex; justify-content: space-around;"> White-Parent's Copy Pink-Teacher's Copy Blue-School's Copy </div>		

Flowchart

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



RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

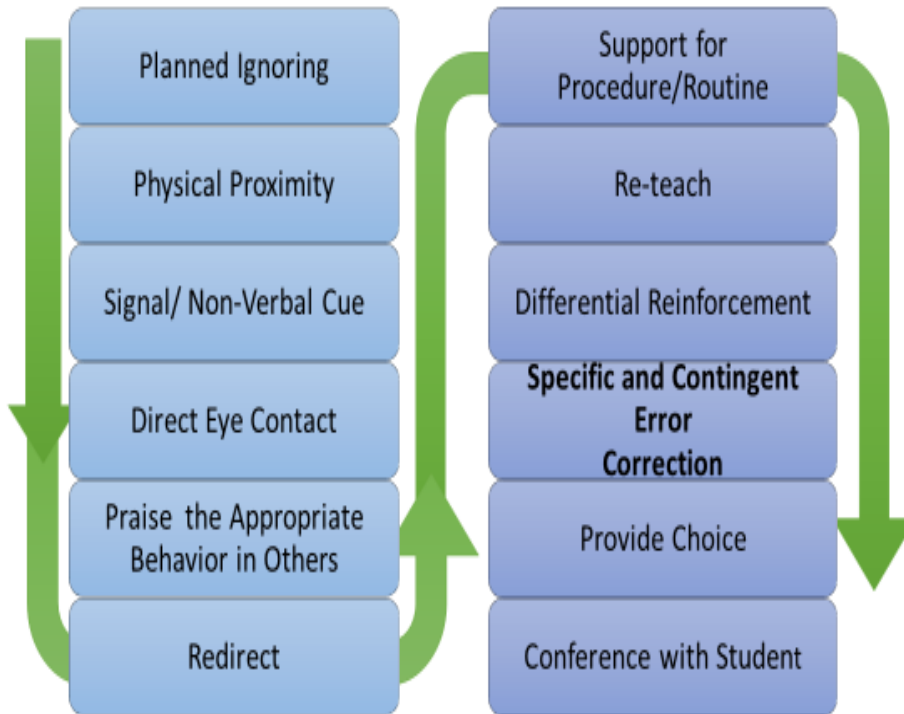
- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

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



CLASSROOM CHECKLIST

RTI²-B Core Components	Features in the Classroom
Behavioral Expectations	<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.
Teaching Behavioral Expectations	<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.
Acknowledgement System	<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.
Discipline Process	<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.