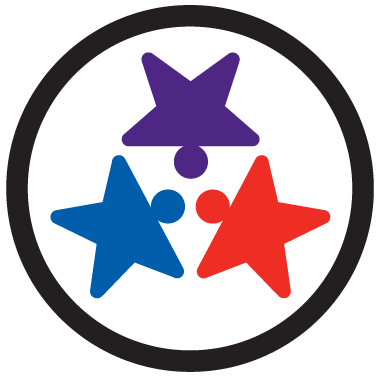
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EXAMPLE

BRAMBLE SCHOOL

Response to Instruction and Intervention for Behavior (RTI2-B)

Implementation Manual

2020-2021

Implementation Plan designed by the RTI2-B School Team Members

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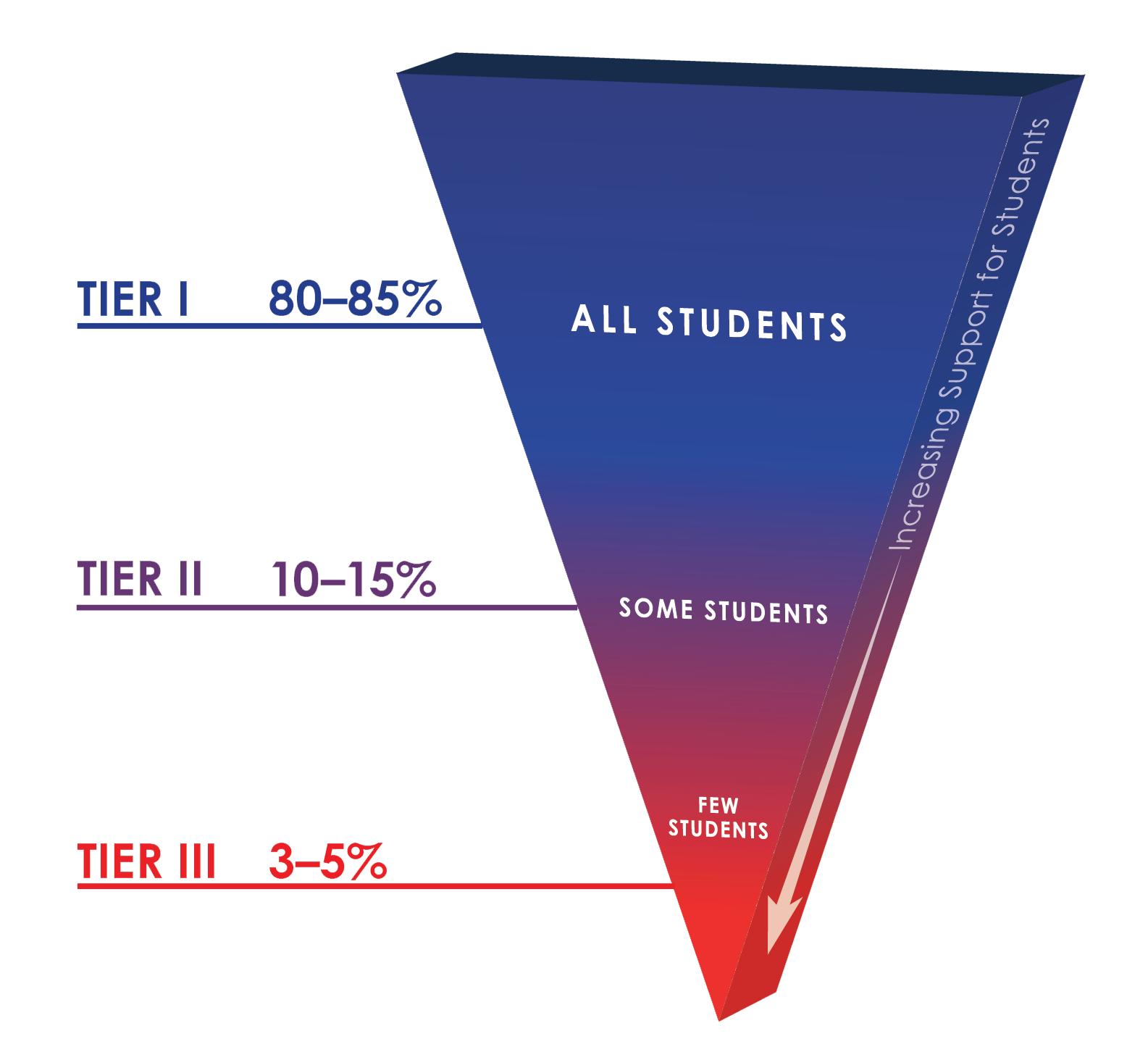
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# RTI2-B Overview

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). All of 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.

****

# Tier I Documents

**Dream Climate**

We discussed our vision for our dream school climate. This in an ongoing school-wide discussion, but referring back to our dream climate helps us shape our implementation goals.

Considerations

* + - If you could create the school climate of your dreams, what would it look like and sound like to be in your building?
    - What are your intended outcomes for your school?
    - How will this align with your School Improvement Plan and your Mission?

|  |
| --- |
| Our Dream Climate |
| Students see the value in education and prioritize their own learning  Consistent communication with all stakeholders (staff, students, family, and community members)  All students are safe  All students engaged in the classroom and extra-curricular activities  All stakeholders feel a sense of community  Respectful climate that prioritizes building relationships |

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

# Purpose Statement

We developed a brief statement purpose for our team to guide our work. We considered who we are serving, how we are adding value to our school, and exactly what we will be doing as we implement RTI2-B.

|  |
| --- |
| **The purpose of our RTI2-B team is to:** |
| The purpose of our RTI2-B Team is to help develop a school-wide plan to improve school climate for all students, staff, and families. We will encourage building relationships between all stakeholders and will use input to when creating and modifying our plan to make sure all voices are heard. |

**RTI2-B School Team**

# Tier I Team Roles & Responsibilities

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Before** Meeting | **During** Meeting | **After** Meeting |
| **Team Lead** | * Schedules meetings * Sets meeting agenda * Sends meeting reminders | * Facilitates discussion * Follows meetings norms and provides input | * Follows up on assigned tasks * Completes assigned tasks |
| **Recorder** | * Creates meeting minutes * Sends agenda before meeting | * Records meeting minutes * Reviews action items with team * Respectfully participates in meetings | * Shares minutes with team * Completes assigned tasks |
| **Data Analyst** | * Prepares data and graphs * Review Agenda | * Leads discussion on data * Respectfully participates in meetings | * Completes assigned tasks |
| **Communicator** | * Collects input from staff to share at the meeting * Review Agenda | * Represents staff voice * Considers what training staff will need * Respectfully participates in meetings | * Shares updates with all staff * Completes assigned tasks |
| **Time Keeper** | * Reviews agenda | * Keeps team on topic * Monitors time needed to discuss agenda * Ensures meetings start and end on time * Respectfully participates in meetings | * Completes assigned tasks |

# Tier I Team Meeting Foundations Form

Our RTI2-B Tier I Team reflected on the professional behaviors that characterize efficient and effective meetings during their training. The working agreements are listed below in an effort to support the team’s productivity.

**Tier I Team Meeting Foundations Form**

|  |  |
| --- | --- |
| **Team Norms** | **Decision Making Procedures** |
|  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Team Roles & Responsibilities** | | | | | |
|  | **Team Lead** | **Recorder** | **Data Analyst** | **Communicator** | **Time Keeper** |
| **Primary** |  |  |  |  |  |
| **Back Up** |  |  |  |  |  |
| **Responsibilities** | Meeting Agenda | Meeting Notes | Data Reports | Shares updates to staff | Keeps team on track |

|  |  |  |  |
| --- | --- | --- | --- |
| **Team Meeting Schedule** | | | |
| **When** | **Where** | **Start/End Time** | **Agenda & Meeting Minute Location** |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Data Tool** | **Data Collection &**  **Data Entry Schedule**  *Who & When* | **Report Generation**  *What, Who & When* |
| **Tiered Fidelity Inventory (TFI)** |  |  |
| **Universal Behavior Screener (SRSS-IE)** |  |  |
| **Office Discipline Referrals (ODRs)** |  |  |
| **Staff Feedback (PIRS)** |  |  |
| **Annual Report** |  |  |

# Tier I Team Meeting Agenda

Our RTI2-B Tier I Team selected an agenda to use at every team meeting. This will help us have efficient and effective meetings. *\*Note: If you plan to use a different agenda, then replace this example with the agenda your team uses for Tier I Meetings*

**Tier I Team Meeting Minutes Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Meetings:** | **Date/Time:** | **Location:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** |
| Today’s Meeting |  |  |  |  |  |  |  |
| Next Meeting |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier I Team Members** (Place “X” to left of name if present) | | | | | | | |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Today’s Agenda** (Place “X” to left of item after completed) | | | | Agenda Items for Next Meeting: |
|  | Review Agenda (2 min) |  | Data Review (10 min) |  |
|  | Celebrations (3 min) |  | Administrative/General Issues (15 mins) |  |
|  | Review Previous Meeting’s Tasks (5 min) |  | Assign Action Items (5 min) |  |
|  | Meeting Foundations/Upcoming Data  (2 min) |  | Evaluation of Team Meeting (1 min) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Administrative/General Information and Issues** | | | | |
| Issue/Information | Discussion/Decision/Task | By When? | Who? | Staff Communication |
|  |  |  |  |  |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Review**  *ODR Review for ODRs, SRSS-IE Spreadsheet, TFI Report at pbisassessment.org, PIRS Report, Annual Report* | | | | | |
| Data Tool | Discussion/Decision/Task | Goal | By When? | Who? | Staff Communication |
|  |  |  |  |  |  |
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|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation of Team Meeting (Mark your ratings with an “X”)** | **Our Rating** | | |
|  | Yes | So-So | No |
| 1. Was today’s meeting a good use of our time? |  |  |  |
| 2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? |  |  |  |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior? |  |  |  |

**Behavioral Expectations**

# Behavioral Expectations and Behavioral Expectations Matrix

|  |
| --- |
| Our **Bramble Elementary School Behavioral Expectations** are called:  Bramble Behaviors |
| 1. Be Safe  2. Be Respectful  3. Be Responsible |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Bramble Elementary Behavioral Expectations Matrix** | | |
| **BE SAFE** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| **CAFETERIA** | -Hold tray with 2 hands  -Keep food to self without sharing | -Use an inside talking voice  -Use a napkin to clean self and spills | -After getting lunch and all utensils, choose a seat and stay there  -Dump tray and recycle milk carton in appropriate place |
| **RECESS** | -Use equipment appropriately  -Keep hands and feet to self | -Practice good sportsmanship  -Take turns and share equipment | -Line up when the bell rings  -Put equipment away |
| **HALLS** | -Stay with line  -Walk | -Keep hands off walls  -Be quiet in halls and commons | -Go directly to where you need to go  -Look to your teacher for directions |
| **ARRIVAL/**  **DEPARTURE** | -Cross only at cross walk even when adults are present  -Walk inside and outside on school grounds | -Follow directions of Safety Patrol members  -Wait with a calm body and quiet voice in line | -Be on time  -Go directly to destination |
| **CLASSROOM** | Keep hands, feet, and objects to self  Walk | -Listen to speaker  -Wait your turn | -Follow class rules at all times  -Finish work |
| **RESTROOM** | -Use soap and water for washing hands  -Keep restrooms clean and dry | -Honor privacy  -Wait patiently for your turn | -Flush toilet after use  -Use quickly, then leave |
| **GYM/PE** | -Use equipment appropriately  -Keep hands and feet to self | -Follow teacher directions | -Put equipment away |
| **BUS** | -Stay in seat  -Keep hands, feet, and objects to self | -Use a quiet voice  -Follow bus driver directions | -Get to bus on time  -Walk on and off quickly |
| **ASSEMBLIES/**  **SPECIAL EVENTS** | -Sit correctly on floor (criss-cross applesauce)  -Keep hands and feet to self | -Sit quietly | -4 A’s of Audience: attend, appreciate, applaud, allow |

|  |  |  |  |
| --- | --- | --- | --- |
| **Bramble Middle School Behavioral Expectations Matrix** | | | |
|  | **BE SAFE** | **BE RESPECTFUL** | **BE PREPARED** |
| **CAFETERIA** | -Wait in line for your turn  -Walk in and out of the cafeteria | -Speak at an appropriate volume  -Follow adult directions  -Show good table manners | -Throw away your trash and recycle plastic bottles  -Clean your area after eating  -Stay seated |
| **TECHNOLOGY** | -Visit school appropriate sites only  -Report inappropriate content  -Use equipment with care and obtain permission before using | -Leave equipment the same as you found it  -Speak at an appropriate volume | -Keep food and drinks away from computers  -Use technology for academic purposes only |
| **HALLS** | -Walk with your feet moving in the direction of traffic on the right side of the hall and stairs  -Keep hands to self | -Keep hands off walls and pick up trash  -Use quiet voices  -Follow adult directions | -Go directly to where you need to go  -Be efficient and arrive to class on time |
| **ARRIVAL/**  **DEPARTURE** | -Respond immediately when teachers/adults call  -Stay in designated area  -Walk both inside and outside of school grounds | -Speak at an appropriate volume both inside and outside of school building  -Resolve conflicts with others | -Arrive on time  -Go directly to destination |
| **CLASSROOM** | -Keep hands, feet, and objects to yourself  -Appropriate responses to adults and peers at all times | -Pay attention to the speaker  -Follow directions  -Work well with others | -Complete all classwork  -Be present with all materials ready  -Ask questions as needed |
| **RESTROOM** | -Keep restrooms clean  -Report any problems or misbehaviors to staff (graffiti, fighting, horseplay, bullying, etc.) | -Honor privacy  -Wait patiently for your turn  -Keep restrooms clean | -Use restroom quickly  -Return to classroom promptly and quietly  -Use soap and water for washing hands |
| **GYM/PE** | -Use equipment appropriately  -Keep hands, feet and objects to yourself | -Follow teacher directions  -Use appropriate language and tone | -Put equipment away  -Be on time and present |
| **BUS** | -Stay in your seat  -Keep your hands, feet, and objects to yourself  -Report any misbehavior to staff | -Use a quiet voice  -Follow bus driver directions  - Use appropriate language | -Get to bus on time  -Walk on and off quickly  -Clean up after yourself |
| **ASSEMBLIES/**  **SPECIAL EVENTS** | -Listen to adult directions  -Sit in assigned area | -Stay positive  -Pay attention | -Enter quickly and quietly  -Speak at appropriate times |

|  |  |  |  |
| --- | --- | --- | --- |
| **Bramble High School Behavioral Expectations Matrix** | | | |
|  | **BE ENGAGED** | **BE RESPECTFUL** | **BE RESPONSIBLE** |
| **CLASSROOM** | -Stay focused  -Ask for help when needed  -Be involved in activities  -Take notes | -Be attentive  -Allow others to ask questions  -Treat others as you want to be treated | -Bring required materials  -Arrive on time  -Turn in assignments & make-up work on time  -Treat resources with care |
| **CAFETERIA** | -Use free time productively  -Have appropriate conversations with your friends | -Take your place at the end of the line  -Pick up own trash and that of others  -Listen and follow adult requests  -Use appropriate language and volume | -Have ID and money ready  -Use your cell phones only at your table or in lines  -Clean your area  -Stay seated unless getting food  -Recycle plastic bottles |
| **HALLWAYS** | -Move with purpose to your next class so that you arrive on time  -Congregate only in designated areas | -Be aware of others around you  -Use appropriate language and volume  -Cooperate with supervising adults | -Walk to the right  -Keep your locker combination confidential  -Use only the locker assigned to you |
| **PARKING LOT** | -Focus on the rules of the road  -Be aware of your surroundings | -Be patient  -Follow traffic and parking rules  -Be a courteous driver  -Allow pedestrians to cross | -Pick up trash  -Drive cautiously  -Encourage positive actions among peers |
| **TECHNOLOGY** | -Report inappropriate content  -Be aware of what you put on the internet  -Remember all digital material is permanent  -Put devices away when asked | -Leave equipment the same as you found it  -Stay on appropriate sites  -Keep food and drink away from devices | -Use appropriate language  -Communicate the same as you would in person  -Use equipment with permission only |
| **LOCKER ROOMS/ RESTROOMS** | -Take care of business quickly and return directly to class  -Dress out quickly when changing into PE uniform | -Use appropriate language  -Maintain appropriate personal space  -Honor privacy of others  -Keep facilities clean | -Lock up valuables  -Wash your hands  -Have proper pass from teacher for restroom  -Dispose of waste appropriately  -Flush |
| **BUS** | -Stay seated in assigned seat  -Follow rules  -Report any misbehavior to staff | -Listen to the bus driver  -Be courteous to peers and driver  -Use appropriate language and voice level  -Keep hands inside the bus and to yourself | -Keep yourself and your belongings in your own space  -Keep aisle clear  -Remain in seat |
| **ASSEMBLIES/**  **SPECIAL EVENTS** | -Applaud politely  -Focus on presentation  -Listen to adult directions | -Use appropriate volume  -Remain quiet during performances  -Keep your feet on the floor  -Remain seated until dismissed | -Sit only in assigned area  -Enter quickly and find your seat |

**Teaching Expectations to Students, Staff, Family and Community**

# Lesson Plans

Lesson Plans are an important way to consistently teach all students the behavioral expectations in all locations throughout the school. Together as a team, we created lesson plans for every setting, and they are listed in the Appendix.

|  |  |
| --- | --- |
| **Behavioral Expectations Lesson Plan**  Lesson plans should be taught in the area and take 10-15 minutes | |
| **Objective:** |  |
| **Setting:** |  |
| **Expectations:**  (see behavior expectation matrix) |  |
| **Examples:**  Teach using “I do, we do, you do” |  |
| **Non-examples:**  (Adults model only) |  |
| **Follow Through and Practice:**  (How will behavior expectations continue to be taught throughout the school year?) |  |
| **Acknowledgement:**  (How will behaviors be acknowledged in this setting?) |  |

# Calendar

The RTI2-B School Team added the RTI2-B Calendar Components to our school calendar in an effort to organize our implementation efforts.

|  |  |
| --- | --- |
| **RTI2-B Calendar Components** | **Date(s)** |
| RTI2-B School Team Meetings | 2nd Thursday of each Month |
| Initial Session to Teach Core Components to Staff | Thursday, August 1st (all day workshop) |
| Booster Sessions to Teach Core Components to Staff | Monthly at faculty meetings |
| Begin School-wide Implementation  (e.g., Kick-off Celebration) | Friday, August 9th 9:00 – 9:30 AM |
| Teaching Expectation Lesson Plans to Students in All Settings | During Related Arts Monday, August 12th |
| Re-teaching Expectation Lesson Plans to Students in All Settings | Quarterly Assembly (last Friday of Quarter) |
| Celebrations/Assemblies | Quarterly Assembly (last Friday of Quarter) |
| Family Nights | Thursday, August 23rd  Thursday, December 10th  Thursday, April 17th |
| Other: |  |

# Teaching the Plan

Our RTI2-B Team worked through the logistics of teaching the plan to all students, staff, family and community in our school, and the details are listed in the charts below.

|  |  |
| --- | --- |
| **Teaching the Plan to Students** | |
| **How will you introduce the plan to students?**  *(e.g., describe steps for first introducing the school-wide plan to all students)* | |
| *How:*  Students will receive tickets and school-wide Behavior Expectations will be posted throughout the school, they will then attend an assembly introducing the RTI2-B plan to them | *When:*  First day of school before the brunch schedule begins (9:00 – 9:30) |
| **How will you create and post the expectations in all locations?** | |
| *How:*  RTI2-B team members will make copies on the school poster maker during the summer planning day | *When:*  Will be hung before the first day of school |
| **How will you review the plan and reteach lessons throughout the year?**  *(e.g., after each break)* | |
| *How:*  - Quarterly assemblies will be held where students re-teach Behavior Expectations  - After each break classroom teachers will revisit expectations in the classroom,  - Behavior Expectations will be announced daily during announcements | *When:*  Assemblies – quarterly  Classroom – after each break  Behavior Expectations – Daily during announcements |
| **How will you teach the plan to new students throughout the year?** | |
| *How:*  Students and school counselor will have a “welcoming committee” Behavior Expectations will be taught to new students. | *When:*  Beginning of each month |

|  |  |
| --- | --- |
| **Teaching the Plan to Family and Community** | |
| **How will core features of the plan be shared with family/community members at the beginning of the school year?** (e.g. expectations, acknowledgements, discipline) | |
| The school administrators will start the open house with an overview of the RTI2-B plan and its benefits to the school. Each classroom teacher will review specifics of the plan in their classroom during their time with parents. | **When:**  During Back to School Night |
| **How can families incorporate RTI2-B in the home?**  (e.g., home matrix, home acknowledgement system) | |
| A home matrix will be provided to parents with the same school-wide behavior expectations with home settings. During parent trainings, ways to incorporate different strategies used within the RTI2-B plan in the home will be discussed. | **When:**  Fall and Spring Parent Night, posted on website |
| **What additional resources can family/community members access for more RTI2-B** **information and support?** (e.g., online resources, resources within the district) | |
| Tennessee Behavior Supports Project website ([www.tennesseebsp.org](http://www.tennesseebsp.org/)), parent trainings provided at school each semester, school counselor will pull together family resources to share on school website. | **When:**  Ongoing reminders for parents to check the website |
| **Who will be the liaison between the school and family/community?** | |
| The school will have a PTO representative that will act as the liaison between the school team and the family/community. | **When:**  Ongoing |
| **How can family/community members get involved with RTI2-B at your school?** | |
| Through the PTO there will be opportunities to help create materials, support celebration or raffles, participate in acknowledging staff during appreciation breakfasts, and help share information about the plan with other parents. | **When:**  Ongoing |
| **Does your school have an established parent organization?  If so, who will communicate with the parent organization?** | |
| PTO Representative | **When:**  Ongoing |

|  |  |
| --- | --- |
| **Teaching the Plan to Staff** | |
| **How will you train staff on the plan?** | |
| All support staff will be trained (e.g., cafeteria staff, custodial staff, office staff, bus drivers) during an ins-service. They will also provide all materials needed to faculty. | **When:**    August 1st at 8 AM |
| **How will you train staff to teach expectations and deliver acknowledgements?** | |
| We will have an RTI2-B Workshop during in-service. During that time, the school team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty.    Staff will practice using behavior-specific praise and utilizing the Bramble Bucks with each other and a raffle will be held during the day. | **When:**    Thursday, August 1st (all day workshop) |
| **How will you teach the components of the discipline process to all staff?**  *(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)* | |
| We will have a RTI2-B Workshop during in-service. During that time, the school team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty. | **When:**    Thursday, August 1st (all day workshop) |
| **How will you teach core features of the plan to substitute teachers?**  *(e.g., expectations, acknowledgements, discipline)* | |
| Substitutes will have a 1 page handout that reviews the important features of the RTI2-B plan, a packet of Bramble Bucks, and Office Discipline Referral forms and Behavior definitions in their substitute folder. | **When:**    Ongoing |

# Planning for Stakeholder Input

Our RTI2-B team discussed possible ways to involve our school community (students, staff, family/community) in developing the RTI2-B framework at our school. We hope to receive their input and continued feedback.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavioral Expectations** | **Teaching and**  **Re-teaching of Expectations** | **Acknowledgement System** | **Discipline**  **Process** |
| **Staff** | A draft of the RTI2-B handbook will be sent to faculty and staff for feedback through grade level chairs | Lessons will be sent to each grade level chair to be reviewed and suggestions offered before RTI2-B workshop day | 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 |
| **Students** | Student Leadership team will review and provide feedback | Different classes will be responsible at quarterly assemblies to review Behavior Expectations and teach lessons on them | Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input | Have student be part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at the school |
| **Family/**  **Community** | All parts of the plan will be reviewed with family and community during back to school night.    Administrators will ask for feedback from PTO  representative    School will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night.    Administrators will ask for feedback from PTO  representative    School will recruit a parent team member for the RTI2-B School  team | All parts of the plan will be reviewed with family and community during back to school night.    Administrators will ask for feedback from PTO  representative    School will recruit a parent team member for the RTI2-B School  team | All parts of the plan will be reviewed with family and community during back to school night.    Administrators will ask for feedback from PTO  representative    School will recruit a parent team member for the RTI2-B School team |

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

**Acknowledgment System**

# Acknowledgement System Matrix

Our RTI2-B team discussed possible ways to acknowledge students, staff, and family/community throughout the school year in an effort to acknowledge expected behaviors and show appreciation of their continued support.

Considerations:

* + - * Consider various ideas for acknowledging students/staff/families/community
      * Link system to your behavioral expectations
      * Use across settings
      * Share this acknowledgement system with all stakeholders

**Bramble Elementary School Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
|  | The Beehive | What: A large beehive of recognition will be posted on a main wall in the building.    How: As students earn acknowledgements (Bramble Bucks), they get stapled onto the beehive. Bramble Bucks can be stapled onto the wall every Friday after students and teachers have the opportunity to document how many Bramble Bucks each student has earned over the course of the week. When the beehive is full, the whole school earns a celebration. | Bramble Bucks given on daily basis and posted on beehive. Celebration earned when beehive is full (e.g., monthly) | Bramble Bucks given in all settings in school. Beehive posted in main entrance area of school where all students and staff can see it. | All staff responsible for distributing tickets. RTI2-B school team and office staff responsible for upkeep of beehive. |
| The Honey Pot | What: A Honey Pot to display on the table    How: The Honey Pot reward will be given to the table of students that exhibits the most respectful, responsible, and safe behaviors in the cafeteria for a week. The following week, that table will have the Honey Pot displayed in the middle of their table. | Weekly | Cafeteria | Cafeteria staff |
| Bramble Bucks | What: Paper slips of recognition    How: Bramble Bucks will be given to individual students for exhibiting Bramble Behaviors (behaviors that are safe, respectful, and responsible (see Behavioral Expectations Matrix). Upon receipt of a Bramble Buck, students will write their name and teacher’s name on ticket. Each classroom should have a system for organizing students’ Bramble Bucks. Every Friday, students/teachers should count and document how many Bramble Bucks each student has earned for the week. The Bramble Bucks will then be delivered to the office for the office staff and RTI2-B School Team to put on the Beehive board. | Daily | All settings | All staff responsible for distributing Bramble Bucks |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Worker Bee Award | What: A Worker Bee poster will be displayed on the classroom door of a teacher (selected by the administrator and RTI2-B school team). The poster remains on the classroom door for a one week period. At that point, it is given to another teacher.  How: Teachers are given the Worker Bee Award (poster) for the following behaviors: doing an exceptional job teaching/re-teaching Bramble Behaviors, acknowledging students, etc. | Weekly | Worker Bee Award poster displayed on teachers’ classroom doors | Administrator and RTI2-B School Team |
| Raffles | What: A prize drawing for teachers    How: Once the Beehive is full and the school has earned its celebration, the Bramble Bucks posted on the Beehive will be taken down and placed in a box/bucket. At the next staff meeting, one or two Bramble Bucks will be drawn. The teachers’ whose names are on the Bramble Bucks will win a prize. | Approximately monthly (whenever Beehive is full) | All Settings; drawings happen at staff meetings | All staff responsible for distributing Bramble Bucks; RTI2-B School Team responsible for setting up drawings |
| Beekeeper Breakfast | What: A breakfast to say “thank you” for participating in RTI2-B at the school.    How: The PTO and RTI2-B School Team will host a quarterly appreciation breakfast for all staff members. | Quarterly | Teacher’s Lounge or Meeting Area | PTO & RTI2-B School Team |
|  | Busy Bees | What: A community member recognition bulletin board    How: Community groups and family members will be acknowledged for their participation (i.e., donations, volunteer time, etc.) in the RTI2-B framework. A bulletin board will be kept in the front office/entry area of the building. Each month, new community groups/family members will have their names/pictures displayed, along with a large “thank you” sign. | Monthly | Front Office/Front Entry Area | Office Staff & RTI2-B School Team |
| School Website | What: A running banner on the school website highlighting participation from the community and families.    How: The RTI2-B School Team will keep track of community participation and work with the school’s tech representative to post about those contributions on the school website. | Ongoing (changed out monthly or quarterly) | Website | RTI2-B School Team and tech person |
| Thanking Members of our Beehive | What: An annual celebratory event to thank family and community members who have been involved with RTI2-B over the course of the year.    How: The RTI2-B team, with help from school staff and students, will host a party for family and community members at the end of the school year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, etc. | One time per year (at end of school year) | TBD | RTI2-B School Team, Office Staff, Administrator; all teachers and students to assist |

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

**Bramble Middle School Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
|  | The Beehive | What: A large beehive of recognition will be posted on a main wall in the building.    How: As students earn acknowledgements (Bramble Bucks), they get stapled onto the beehive. Bramble Bucks can be stapled onto the wall every Friday after students and teachers have the opportunity to document how many Bramble Bucks each student has earned over the course of the week. When the beehive is full, the whole school earns a celebration. | Bramble Bucks given on daily basis and posted on beehive. Celebration earned when beehive is full (e.g., monthly) | Bramble Bucks given in all settings in school. Beehive posted in main entrance area of school where all students and staff can see it. | All staff responsible for distributing tickets. RTI2-B school team and office staff responsible for upkeep of beehive. |
| Star Stingers | What: Lunch line privilege    How: The Star Stingers award will be given to the table of students that exhibits the most respectful, prepared, and safe behaviors in the cafeteria for a week. The following week, that table will be the first allowed to line up for the lunch line. | Weekly | Cafeteria | Cafeteria staff |
| Bramble Bucks | What: Paper slips of recognition    How: Bramble Bucks will be given to individual students for exhibiting Bramble Behaviors (behaviors that are safe, respectful, and responsible (see Behavioral Expectations Matrix). Upon receipt of a Bramble Buck, students will write their name and teacher’s name on ticket. Each classroom should have a system for organizing students’ Bramble Bucks. Every Friday, students/teachers should count and document how many Bramble Bucks each student has earned for the week. The Bramble Bucks will then be delivered to the office for the office staff and RTI2-B School Team to put on the Beehive board. | Daily | All settings | All staff responsible for distributing Bramble Bucks |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Golden Jacket Award | What: : A Golden Jacket with the school’s mascot will be displayed on the classroom door of a teacher (selected by the administrator and RTI2-B school team). The jacket remains on the classroom door for a one week period. At that point, it is given to another teacher.    How: Teachers are given the Golden Jacket Award for the following behaviors: doing an exceptional job teaching/re-teaching Bramble Behaviors, acknowledging students, etc. | Weekly | Worker Bee Award poster displayed on teachers’ classroom doors | Administrator and RTI2-B School Team |
| Raffles | What: A prize drawing for teachers    How: Once the Beehive is full and the school has earned its celebration, the Bramble Bucks posted on the Beehive will be taken down and placed in a box/bucket. At the next staff meeting, one or two Bramble Bucks will be drawn. The teachers’ whose names are on the Bramble Bucks will win a prize. | Approximately monthly (whenever Beehive is full) | All Settings; drawings happen at staff meetings | All staff responsible for distributing Bramble Bucks; RTI2-B School Team responsible for setting up drawings |
| Yellow Jacket Breakfast | What: A breakfast to say “thank you” for participating in RTI2-B at the school.    How: The PTO and RTI2-B School Team will host a quarterly appreciation breakfast for all staff members. | Quarterly | Teacher’s Lounge or Meeting Area | PTO & RTI2-B School Team |
|  | Eager Yellow Jackets | What: A community member recognition bulletin board    How: Community groups and family members will be acknowledged for their participation (i.e., donations, volunteer time, etc.) in the RTI2-B framework. A bulletin board will be kept in the front office/entry area of the building. Each month, new community groups/family members will have their names/pictures displayed, along with a large “thank you” sign. | Monthly | Front Office/Front Entry Area | Office Staff & RTI2-B School Team |
| School Website | What: A running banner on the school website highlighting participation from the community and families.    How: The RTI2-B School Team will keep track of community participation and work with the school’s tech representative to post about those contributions on the school website. | Ongoing (changed out monthly or quarterly) | Website | RTI2-B School Team and tech person |
| Yellow Jacket Gratitude | What: An annual celebratory event to thank family and community members who have been involved with RTI2-B over the course of the year.    How: The RTI2-B team, with help from school staff and students, will host a party for family and community members at the end of the school year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, etc. | One time per year (at end of school year) | TBD | RTI2-B School Team, Office Staff, Administrator; all teachers and students to assist |

**Bramble High School Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
|  | Yellow Jacket of the Month | What: Gift basket and public recognition for improved behavior    How: Once a month, two students from each grade level will be selected as Yellow Jackets of the Month. The RTI2-B Team will review the nominations from Administrators, Counselors, Nurse, Social Worker, and Teachers. Nominated students should be those who have struggled in the past, are working hard to make improvements in their behavior and/or academics, have overcome obstacles, are not typically recognized for academics or behavior, and demonstrate being engaged, respectful, and responsible. Students will receive a gift basket of special items and certificates. Students will be recognized on the announcements, at the assemblies, on the website, and on our Yellow Jacket of the Month poster in the office. | Monthly | All settings | All staff responsible for submitting monthly nominations.  RTI2-B school team will review the nominations to select the students and will work with office staff to organize gifts and recognition. |
| Stinger Pass | What: Special lunch privileges    How: On Fridays, the cafeteria monitors will hand out Stinger Passes to students that exhibit the most respectful, responsible, and engaged behaviors in the cafeteria for a week. The following week, those students will be able to show their pass and go straight to the front of the lunch line. | Weekly | Cafeteria | Cafeteria staff and monitors |
| Bramble Bucks | What: Tickets for monthly raffle    How: Bramble Bucks will be given to individual students for exhibiting Bramble Behaviors (behaviors that are engaged, respectful, and responsible (see Behavioral Expectations Matrix). Upon receipt of a Bramble Buck, students will write their name and teacher’s name on ticket.  Students must keep their Bramble Bucks in their agendas until there is a raffle. Once a month, there will be a raffle for special items such as spirit wear, VIP Parking, and free prom ticket. Students will be able to put their Bramble Buck in buckets for the items they wish to win on the day before the raffle. The raffles will take place at the grade-level assemblies or the morning announcements (for months without an assembly). | Daily | All settings | All staff responsible for distributing Bramble Bucks; RTI2-B School Team responsible for setting up drawings |
|  | Yellow Jacket of the Month | What: Gift basket and public recognition for exceptional work    How: Once a month, a staff member will be selected as the Yellow Jacket of the Month. The RTI2-B Team and Administrators will review nominations from staff members. The Yellow Jacket of the Month is someone who is exceptional, does what is best for students, acknowledges students, and demonstrates being engaged, respectful, and responsible. The staff member will be announced at the faculty meeting and will receive a certificate and a gift basket of special items and certificates. He or she will also be featured on the website. | Monthly | Staff Meeting Area | All staff responsible for submitting monthly nominations.  RTI2-B school and Administrator team will review the nominations and will work with office staff to organize gifts. |
| Raffles | What: A prize drawing for teachers and staff    How: Bramble Bucks left over from the monthly student raffles will be kept until the next staff meeting. The Principal will draw the Bramble Bucks and the teachers’ whose names are on the Bramble Bucks will win a prize or certificate. Teachers are part of the drawing because they gave out Bramble Bucks to students. | Approximately monthly (whenever Beehive is full) | All Settings; drawings happen at staff meetings | All staff responsible for distributing Bramble Bucks; RTI2-B School Team responsible for setting up drawings |
| Yellow Jacket Breakfast | What: A breakfast to say “thank you” for participating in RTI2-B at the school.    How: The PTO and RTI2-B School Team will host a quarterly appreciation breakfast for all staff members. | Quarterly | Cafeteria or Meeting Area | PTO & RTI2-B School Team |
|  | Yellow Jacket Supporters | What: A community member recognition bulletin board    How: Community groups and family members will be acknowledged for their participation (i.e., donations, volunteer time, etc.) in the RTI2-B framework. A bulletin board will be kept in the front office/entry area of the building. Each month, new community groups/family members will have their names/pictures displayed, along with a large “thank you” sign. | Monthly | Front Office/Front Entry Area | Office Staff & RTI2-B School Team |
| School Website | What: A running banner on the school website highlighting participation from the community and families.    How: The RTI2-B School Team will keep track of community participation and work with the school’s tech representative to post about those contributions on the school website. | Ongoing (changed out monthly or quarterly) | Website | RTI2-B School Team and tech person |
| Yellow Jacket Gratitude | What: An annual celebratory event to thank family and community members who have been involved with RTI2-B over the course of the year.    How: The RTI2-B team, with help from school staff and students, will host a party for family and community members at the end of the school year. The event could involve students performing for the guests, making cards/pictures to give to the guests, food, student-led games/activities, etc. | One time per year (at end of school year) | TBD | RTI2-B School Team, Office Staff, Administrator; all teachers and students to assist |

**Additional Bramble High School Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name | Description | When  (frequency) | Where  (location) | Who  (distributors) |
|  | **Viking PRIDE Tickets** | When students are showing Viking PRIDE he or she is given a Viking Pride Ticket.  These tickets are entered in a weekly drawing for various prizes. | Throughout the day- students can receive as many as they are presented. | Hall  Locker  Lunchroom  Restroom  Gym  Classroom  School Bus | Teachers  Bus Drivers  Office Staff  Administrators |
| **Viking PRIDE Celebration** | Students who have not received a written referral in a grading period will be treated to a celebration in our school gym or football stadium. It will start over every 9-weeks. | Each 9-weeks: October 20, December 10, March 22, May 15 | Celebration:  Free time with games & snacks. | Teachers  Administrators |
| **Viking PRIDE Trip** | Students who have not received a written referral in a semester will be treated to an off-campus field trip. It will start over each semester. | Each Semester  1st- Semester  January 11  2nd- Semester  May 16 | Field Trip Possibilities:  Skating, Park, Fun center, Movie,  McDonald’s | Teachers  Administrators |
| **Class Referral Competition** | Each week we will post the number of referrals per grade 9-12, at the end of each 4 1/2 weeks we will reward the whole grade with the least referrals with a “no dress code” day the following Monday. | At the end of each week | Main Hall | The Committee |
|  | **Off-campus Lunch** | Teachers will put their name on the back of the VIKING PRIDE tickets they award. A drawing will be held to select a winner. They will get a 1-hour lunch break and will be allowed to bring a colleague. | Every 9 weeks | Off-campus restaurant | Principal, RTI2-B Team |
| **½ Day Off** | Teachers will put their name on the back of the VIKING PRIDE tickets they award. A drawing will be held to select a winner. They will be awarded ½ day off work. | Every 9 weeks | Anywhere they want. | Principal, RTI2-B Team |
|  | **Parent Phone** | Parents will be given phone calls praising their student for showing Viking pride. | Once a week. Teachers will document their positive calls in a log provided by the RTI2-B Team. |  | Teachers |
| **News Article** | Sending pictures and news about any positive behavior and/or student of the month. | As needed. | Humboldt Chronicle | RTI2-B Team, Teachers |
| **Viking PRIDE Postcard** | Teachers will mail 1 Viking Pride positive postcard to parents/guardians. | Once a week. | Teachers will turn their postcard in to Ms. King to mail by Friday of each week. | Teachers, Office Staff |

**Problem Behavior Definitions and Discipline Procedures**

# Problem Behavior Definitions and Office-Managed vs. Staff-Managed Chart

Our school categorizes problem behaviors as office-managed and staff-managed. We used our school’s discipline handbook and the behavior definitions to determine which problem behaviors will be office-managed and which will be staff-managed in our discipline process. We also agreed on the definitions, examples, and non-examples listed below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Lying/Cheating:** | Lying – Making a statement to which one knows to be untrue.  Cheating – using dishonest methods to gain academic advantage. | Cheating on tests  Copying work (without teacher permission)  Lying to an adult | Teacher approved: Cooperative Learning  Sharing  Projects |
| **Inappropriate Verbal Language or Nonverbal Language (Disrespectful):** | Student engages in low-intensity instance of inappropriate language toward other students Calling names  Use of inappropriate vocal tones | Stupid, ugly, shut-up, sucks, freakin’, etc.  Eye rolling, mumbling disrespectful statements under breath | Swearing or cursing toward any individual teacher or another adult, yelling at adult, flipping the middle finger |
| **Physical Contact:** | Student engages in non-serious, but inappropriate physical contact.  Inappropriate touching with the hands or feet which **did not display of perceived threat or result in injury.** | Pushing, shoving, horseplay, hugging, kissing | Punching, hitting, kicking |
| **Disruption/ Noncompliance:** | Student engages in brief or low-intensity failure to respond to adult requests.  Refusing to obey; challenging or resisting authority; engaging in power struggles | Talking back, not following teacher or staff directions | Yelling at the teacher, leaving class without permission |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one’s self or others. | Talking, tapping pencils, repeated noises, blurting out, out of seat, passing gas, burping | Yelling, turning over furniture |
| **Property Misuse:** | Use of Property in a way in which it was not designed, **does not cause physical harm or injury to one’s self or others.** | Kicking furniture, purposefully breaking classroom materials (e.g., pencils, crayons) | Breaking classroom items, throwing desks, chairs, computers |
| **Forgery/Theft:** | Forgery – Signing someone else’s name or taking credit for something which is not yours.  Theft – Taking someone else’s property without permission | Taking someone else’s pencil or other property valued of $5, turning in someone else’s work as your own, signing your parent’s name. | Stealing school or teacher’s property |
| **Teasing/ Taunting:** | Inappropriate comments and/or unwanted verbal, physical, or emotional advances. | Making faces, shooting a bird, calling other student’s names, using sexual, racial, or intellectual slurs, without the receiver feeling unsafe, intimidated or excluded. | Bullying, repeated verbal abuse, inappropriate touching, inappropriate gestures, pictures, or notes. |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Office-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Abusive Language:** | Swearing or curse words directed toward others in a demeaning or provoking manner, words used to hurt or demean | Calling others names, making racial or sexual slurs | Saying stupid, ugly, shut up, etc. to other students, profanity |
| **Defiance:** | Leaving classroom without permission, repeated verbal defiance over 5 minutes or direct refusal to obey (after two directives) | “I’m not going to!”  “You can’t make me”  Refusal to go to the office | Not completing work, talking back, not following directions, eye rolling, mumbling disrespectful statements under breath |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment causing potential harm to one’s self or others | Prolonged yelling, turning over furniture, escalated confrontation between students, slamming books or knocking books to the floor in anger, acts of rage | Talking, tapping pencils, repeated noises, yelling for under a minute. |
| **Fighting/Physical Aggression:** | Physical contact with intent or outcome of causing injury or harm to others | Punching, hitting, kicking, spitting, causing physical harm to another | Pushing, shoving, horseplay that does not escalate |
| **Theft:** | Stealing school, student or teacher’s property over a value of $10 | Taking money, calculators, teachers’ editions or other books, taking valuable property that belongs to the school or another student, taking money | Turning in someone else’s work as your own, signing your parent’s names |
| **Harassment/Threats:** | Repeated verbal abuse, inappropriate touching, threats of physical harm, including threats of weapons | Repeated inappropriate comments or physical contact that makes the receiver fee unsafe, intimidated, or excluded. “You better watch yourself!” | Horseplay actions or comments that do not make the receiver feel threatened, unsafe, intimidated or excluded. |
| **Property Damage:** | Intentional destruction of property belonging to the school or the teacher, or students through misuse or aggressive behavior. | Breaking classroom materials, throwing desks, chairs, and computers. Destroyed textbooks, urination/defecation in inappropriate places, placement of bodily fluids on community property | Kicking furniture, breaking pencils, crayons, leaving caps off markers, etc. |
| **Weapons:** | Having possession of a weapon or weapon look alike capable of causing bodily harm | Knives or guns (real or look alike) or other objects readily capable of causing bodily harm found on the student or in lockers, backpacks, purses, etc. (including cigarette lighters) | Pencils, scissors, and toys when being used properly |
| **Drugs and Alcohol:** | Any possession of drugs and alcohol including cigarettes will be considered a major behavior and will be handled by the office. | Alcohol, cigarettes, or drugs found in a student’s locker, backpack, purse, jackets, etc. or found in the pockets or hands of the student. | Tylenol  Prescriptions with a note from home/doctor  Cough drops |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. | | | | |

# Discipline Process Flowchart

Together as a team, we updated our Discipline Process Flowchart and it is provided below. This will help improve consistency on the steps to take when problem behaviors occur. *\*Note: If you plan to use a different flowchart template, then replace this example flowchart with the one your school will be using*

**Bramble Elementary**

Observe Problem Behavior

Implement Classroom

Management Plan:

Implement general classroom discipline strategies (move to new seat, serve time after class, assign silent lunch, phone call or note to parent etc.)

Complete Major ODR Form (attach minor referral form if applicable)

Redirect behavior and give warning.

Is the Behavior *Major?*\*

NO

YES

Remove student if a danger to self or others

YES

File minor referral form in appropriate place

No

Is this the student’s 3rd minor within 4.5 weeks? ( ((

Conference with student & Complete Minor Discipline Referral Form and determine a loss of privilege.

Administration follow-up with referral source within 3 days when needed

Complete Minor referral form and attach to a Major ODR Form

Make copy of form and send original Major ODR form to office.

Administration determines consequence

**Bramble Middle**

**Observe Problem Behavior**

**NO**

**YES**

Send student to Office, or call Office to have student removed.

Use Teacher Consequence(s):

1. Redirection/Proximity

2. Conference with student

3. Take a break inside/outside classroom

4. Time off recess

5. Consult team member or previous teacher

**Teacher Managed**

* *Lying*
* *Disrespect*
* *Physical Contact*
* *Noncompliance*
* *Disruption*
* *Property Misuse*
* *Forgery/Theft*
* *Teasing/Taunting*

**Office Managed**

* *Abusive Language*
* *Defiance*
* *Disruption*
* *Fighting/Aggression*
* *Theft*
* *Harassment/Threats*
* *Property Damage*
* *Weapons*
* *Drugs & Alcohol*

Complete office discipline referral (ODR).

If behavior is unchanged, and all consequences have been given, contact the parent to discuss the behavior.

Administrator follows through on consequence.

**No**

**Yes**

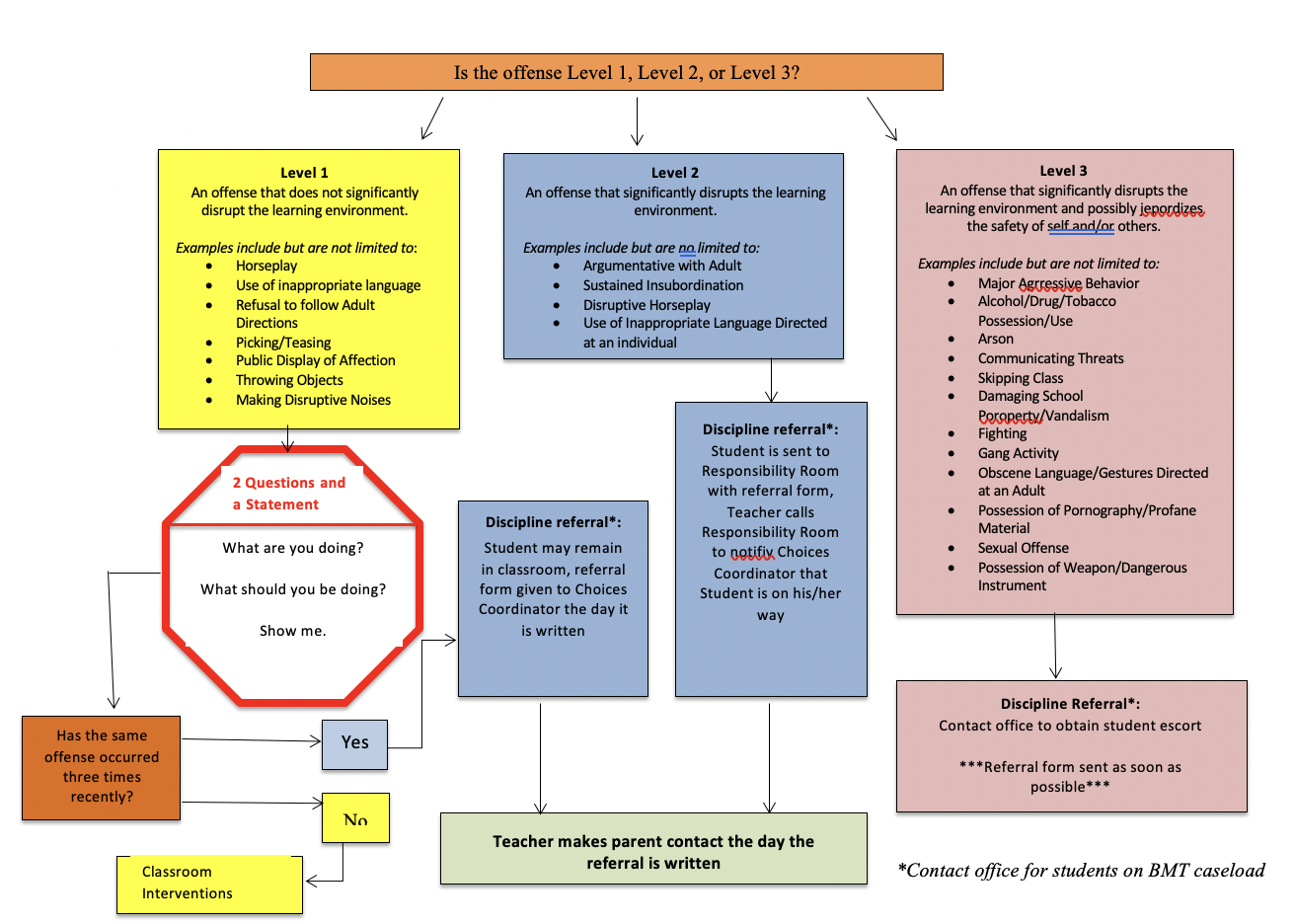
Administrator provides feedback to teacher in a timely manner.

Write referral to the office, using an ODR form.

Continue teacher management until 3 parent contacts have been made.

(teacher

**Bramble High**



Office Discipline Referral (ODR) Form

ODR Forms are an important way to collect data on problem behaviors occurring in our school. Together as a team, we checked to see if the essential elements are included in our school’s ODR form, and our updated form is located below. *\*Note: If you plan to use a different ODR form template, then replace this example form with the one your school will be using.*

|  |  |  |
| --- | --- | --- |
| **Office Discipline Referral Form** | | |
| **Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Grade:** K 1 2 3 4 5 6 7 8 9 10 11 12  **Referring Staff:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Others Involved in Incident:**  ☐None ☐Peers ☐Staff ☐Teacher ☐Substitute ☐Unknown  ☐Other: \_\_\_\_\_\_\_ | | **Location**   * Playground * Cafeteria * Hallway * Classroom * Library * Bathroom * Arrival/Dismissal * Other: \_\_\_\_\_\_\_\_ |
| **Activity the student was engaged in when the event took place:**  ☐Whole group instruction ☐Small group instruction ☐Individual Work ☐Alone  ☐Working with peers ☐One-on-one instruction ☐Interacting with peers ☐Other\_\_\_\_\_\_\_\_\_ | | |
| **Staff-Managed**  **Problem Behavior** | **Office-Managed**  **Problem Behavior** | **Possible Motivation** |
| * Inappropriate Language * Physical Contact * Defiance * Disruption * Dress Code * Property Misuse * Tardy * Electronic Violation * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Abusive Language * Fighting/Physical Aggression * Defiance/Disrespect * Harassment/Bullying * Dress Code * Inappropriate Display Aff. * Electronic Violation * Lying/Cheating * Skipping Class * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Obtain peer attention * Obtain adult attention * Obtain items/activities * Avoid Peer(s) * Avoid Adult * Avoid task or activity * Don’t know * Nurse * School Counselor * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Administrative Decision** | | **Other Comments** |
| * Loss of privilege * Time in office * Conference with student * Parent Contact * Individualized instruction | * In-school suspension   ( \_\_\_\_\_ hours/days)   * Out of school suspension   ( \_\_\_\_\_ hours/days)   * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**Data-Based Decision Making**

# Data Collection Plan

This chart is a document the team used to organize Tier I school data. Data will be collected in various ways throughout the year, and the team will look at this data to make decisions. Your school may add additional school-wide data to this chart (e.g., course performance data, attendance data, counseling or nurse referrals, or classroom-managed problem behavior data) for the team to review.

|  |  |  |
| --- | --- | --- |
| **Data** | **Evaluation Tool** | **Collection Schedule** |
| **Office Discipline Referrals (ODR) Data** | Our school uses:  Skyward  (e.g., SWIS, PowerSchool,  Infinite Campus, Skyward) | ***Recommendation:*** *Summarize discipline data monthly*  Suggested plan: We will look at ODR at our monthly meetings. |
| **Universal Behavior Screener** | Student Risk Screening Scale for Internalizing and Externalizing Behavior (SRSS-IE) | ***Recommendation:*** *Three times per year (fall, winter, and spring)*  Suggested plan: Teachers will complete the screener in September, December, and April. |
| **Fidelity Data** | Tiered Fidelity Inventory (TFI) | ***Recommendation:*** *Two times per year (fall and spring)*  Suggested plan: The RTI2-B team will complete the TFI with an RTI2-B District Coach at our meetings in October and May. |
| **Social Validity** | Primary Intervention Rating Scale (PIRS) | ***Recommendation:*** *Once per year in the spring*  Suggested plan: All staff will complete the electronic survey emailed to them in February. |
| **Annual Evaluation** | Annual School Report | ***Required:*** *Annually at the end of the school year for implementing schools*  Suggested plan: The RTI2-B Team will complete the Annual Report at the end of the year and submit by June 15th. |

# Useful Tier I Resources

**Strategies to Discourage Problem Behavior**

The chart below gives examples of helpful classroom strategies. Discuss which are best for the scenarios discussed at training as well as scenarios from your building.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Explanation** | **Example** |
| **Re-direct** | This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behavior. A re-direct includes a specific statement of the school-wide, non-classroom or classroom rule/procedure. A re-direct emphasizes the “what” of the behavior instead of the “why.” | “Jason, please begin your writing assignment.” (Later) “Nice job being responsible, Jason, you have begun your assignment.” |
| **Re-teach** | Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the students the immediate opportunity to practice demonstrating the behavior. Once the student uses the appropriate behavior, then specific positive feedback should follow. | “Jason, you need to be responsible by being on-task. That means your desk is clear of everything except your book and notebook, you begin working right away, continue working until done, and if you need help, you raise your hand. (Pause) Nice job being responsible, Jason; it looks like you are ready to work. Let me know if you need help.” |
| **Provide Choice** | Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives: the preferred or desired behavior and a less-preferred choice. When options are paired this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, praise. | “McKenzie, you are asked to get on-task and begin your work or you can finish the activity later today during our special activity. I will watch to see if you would rather begin now.”  OR  “Lynn, you can get organized and work here at your seat, or you can work in the quiet area. Which would you prefer?” |
| **Student Conference** | This is a lengthier re-teaching or problem-solving opportunity when behavior is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, and a plan is made to ensure the behavior is used in the future. This is to be done when students are calm, not while students are escalated. | “B.J., several times today I have reminded you about being on-task. When you are given an assignment, you need to . . . When you do that, you can finish faster and move on to things you enjoy. Tell me what you will do when given an assignment. Let’s practice . . . How can I help you do that if you get stuck?” (then) “Can I get a commitment from you to do that?” |
| **Proximity** | Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behavior. The teacher is a source of support and strength and helps the student to control his impulses by her proximity. | When Alan is off-task or talking, the teacher continues to teach the group while, at the same time, moving toward Alan or even standing next to him for a moment. Once Alan brings his behavior in line, brief specific positive feedback will help maintain the desired behavior. “Thanks, Alan, for showing respect with your attention.” |
| **Signal Non-verbal Cue** | Teachers have a variety of signals that communicate to the student(s) what is expected. These non-verbal techniques include such things as eye contact, hand gestures, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behavior and is prepared to intervene if the behavior continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group. | When Sarah begins to talk to her neighbor, the teacher glances in her direction and holds the look until she is again quiet and attending. The teacher then praises Sarah for her attention.  The group of students is getting restless. The teacher uses her hand to signal to regain their attention, then praises the group and reminds them of the expectations for independent work time. |
| **Ignore/**  **Attend/Praise** | This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, then attention and praise are provided. | James is off-task during independent work time. The teacher briefly ignores James and specifically praises a student nearby who is on-task, “LeBron, thank you for working on the correct assignment!” When James begins to get back on-task, then the teacher immediately praises him, “Thanks, James for being on-task. You’ll be sure to get your work done.” |

**Activities for Gathering Staff Input**

The chart below lists suggestions on how to gather staff input on components of your Tier I plan. Select one or two activity ideas from each category (Foundations, Behavioral Expectations, and Problem Behavior Definitions) to complete with your staff. These can be done at faculty meetings, grade level-meetings, department meetings, or PLCs.

|  |  |  |
| --- | --- | --- |
| **Suggested Activities** | | **References** |
| **Foundations** | 1. Complete “Dream Climate Activity” with staff | Implementation Manual |
| 1. Show foundational videos: | **“Atlanta Speech School”** https://www.youtube.com/watch?v=VxyxywShewI  **“RTI2-B Overview”**  http://tennesseebsp.org/videos/ |
| 1. Share your team’s purpose statement | Implementation Manual |
| 1. Review the TFI Report:  * discuss strengths and areas for growth * discuss using TFI as a foundation for building the plan | Refer to “TFI Tier I Score Report” |
| 1. Distribute staff survey | Example Binder Section 7. Faculty Involvement |

|  |  |  |
| --- | --- | --- |
| **Behavioral Expectations** | 1. All staff place a sticker on a school map indicating where they think the most problem behaviors occur  * As a staff determine expectations for those locations and develop the matrix for those areas | Implementation Manual |
| 1. Everyone reviews the draft of the behavioral expectations matrix and provides suggestions on what to change or add | Implementation Manual |
| 1. Review expectations vs. rules when explaining the expectations matrix and ask for feedback | Day 1 Presentation  Implementation Manual |
| 1. Send lesson plans to each grade level/department chair to review with team to provide feedback or develop additional lesson plan ideas | Implementation Manual |

|  |  |  |
| --- | --- | --- |
| **Suggested Activities** | | **References** |
| **Problem Behavior Definitions** | 1. With staff sort problem behaviors into Office-Managed vs. Staff Managed | Implementation Manual |
| 1. Discuss problem behaviors sorted as both Office-Managed vs. Staff-Managed (Major vs. Minor) and clarify definitions for those behaviors | Implementation Manual |
| 1. Provide staff with the top three problem behaviors using ODR data    * have staff come up with a definition of those problem behaviors    * come to a group consensus on what the school-wide definition, examples, and non-examples will be for those problem behaviors | School Office Discipline Referral Data (ODR) |
| 1. Show staff the Cost/Benefit Worksheet and how time could be regained for students, teachers, and administrators | Day 1 Presentation  http://www.pbismaryland.org/ |

**Training Your Staff for Implementation**

Use this chart to organize the aspects of your Tier I plan that will need to be shared with staff.

|  |  |
| --- | --- |
| **Behavioral Expectations and**  **Teaching Expectations**   * Provide expectations to faculty and staff and provide rationale for why expectations will be similar throughout the school. * Explain the difference between a School-wide Expectation and the behaviors listed in the expectation Matrix. * Ask faculty and staff to review the expectations and see if there are any missing. * Have each table review the matrix and present to other faculty what the expectations look like in each school setting. | **Problem Behavior Definitions and**  **Discipline Procedures**   * Review Problem Behavior Definitions. * To obtain staff buy-in allow faculty and staff to review definitions and sort (whole or small group) into office vs. staff managed * Review Discipline Flowchart * Use Discouraging Inappropriate Behavior Activity to review responses to problem behavior * Review Office Discipline Referral * Create scenarios and have staff practice writing referrals for each scenario. * Review Minor Tracking Procedures * Create scenarios for staff to determine whether each behavior is office or staff managed. |
| **Feedback and Acknowledgement**   * Review Feedback procedures with staff * Discuss the use of acknowledgement at an adult level * Use faculty acknowledgement system during presentation. * Have grade levels or small groups brainstorm acceptable incentives for students (non-tangible or tangible). * Have faculty and staff brainstorm school-wide incentives. | **Faculty Involvement**   * Review expectations for faculty involvement. * Provide all materials to faculty at training * Implementation Manual * Tickets (if applicable) * Problem Behavior definitions * School-wide Expectation Posters * Implementation Calendar * Allow faculty to provide feedback on Tier I plan * Surveys, anonymous comments, grade level chairs |

**Tier I Implementation Checklist**

Use this checklist to determine what your team needs to complete prior to implementing Tier I.

|  |
| --- |
| **Tier I Implementation Checklist** |
| * Finalize Tier I Implementation Manual * Tier I Team Meeting Foundations Form * Tier I Team Meeting Agenda * Behavioral Expectations Matrix * Lesson Plans * Calendar for Implementation (e.g., staff training, student roll-out, team meetings) * Teaching the Plan to Students, Staff, and Family/Community * Planning for Stakeholder Input * Acknowledgement System Matrix * Problem Behavior Definitions for Office-Managed vs. Staff-Managed Chart * Discipline Process Flowchart * Office Discipline Referral Form * Data Collection Plan * Finalize Materials to Share with Students, Staff, and Family/Community * Behavioral expectations posters for all classrooms and all settings * Tickets or other acknowledgement systems * Ticket/Acknowledgement System Tip Sheet * Reinforcer ideas list * Staff presentation and roll-out plan (including Food Service, Custodial Staff, Transportation, and others as applicable) * Implementation manual for all staff members * Student kick off assembly and roll-out plan * System to teach students the behavioral expectations lesson plans in all settings * Presentation for families * Letter to families * Meet as a team to finalize all materials and set-up plan for student and staff roll-out * Gather staff input on Tier I plan (ongoing) * Send all finalized materials to TBSP at [tennesseebsp@vanderbilt.edu](mailto:tennesseebsp@vanderbilt.edu), your county’s educational consultant, OR upload documents to [tennessebsp.org](http://tennesseebsp.org/) |

**Appendix A**

**Elementary Lesson Plans for Each Setting**

**Bramble Elementary (Lower Elementary)**

**School-wide Expectations Lesson Plan: Cafeteria**

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

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all cafeteria routines.*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when in the cafeteria for all meals. |
| **Setting** | School cafeteria |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:**Hold tray with two hands. Keep food to self without sharing.  **Respectful:**Use an inside talking voice. Use a napkin to clean self and spills.  **Responsible:**After getting lunch and all utensils, choose a seat and stay there. Dump tray and recycle milk carton in appropriate place. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Students carry trays with two hands, get two utensils, and then choose a seat and stay seated. 2. Students eat only their food. 3. Students use an inside voice at lunch (model voice level). 4. Students will use a napkin to wipe hands/face and table, if needed. 5. Students will walk to the garbage cans/recycling bin while carrying their tray with two hands and dump their tray in the appropriate place. |
| **Non-Examples: Model Only** | 1. Holding tray with one hand, putting it on head, etc. 2. Yelling in the cafeteria. 3. Taking food from another student’s tray. 4. Spilling milk and not wiping it up or asking for help. 5. Leaving tray and napkins on table. |
| **Follow Through and Practice** | 1. After teaching the expectations in an “I do, we do, you do” format, teach the non-examples by modeling the incorrect way and have students tell you how to fix what you are doing incorrectly. 2. Have students play “I have who has...”. Give some students cards with pictures of the appropriate behavior and some students a card with a picture symbol and word representing the behavioral expectation (i.e. safe, respectful, responsible). 3. Students will need to find their match between the behavioral expectation and appropriate behavior. 4. Students tell each other and/or show each other the appropriate behavior (i.e. carrying a tray with two hands or using their inside voice level). |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the cafeteria. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors. |

**Bramble Elementary (Lower Elementary)**

**School-wide Expectations Lesson Plan: Restroom**

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

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all restroom procedures.*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when using the restroom. |
| **Setting** | Classroom bathroom or school-wide bathroom. |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:**Use soap and water for washing hands. Keep restrooms clean and dry.  **Respectful:**Honor privacy. Wait patiently for your turn.  **Responsible:**Flush toilet after use. Use quickly, then leave. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Students will knock on the bathroom door or stall door, and then wait patiently away from the door if it is in use. 2. Students will flush toilet when they are done, pick up any garbage that may have dropped, and exit the bathroom stall. 3. Students will go to sink and wash their hands using soap and water. 4. Students will wipe down around sink with a paper towel if it is wet. |
| **Non-Examples: Model Only** | 1. Opening the door when someone says they are in there. 2. Not flushing the toilet. 3. Leaving without washing hands. 4. Leaving water all over the sink area. 5. Hanging out and talking in the bathroom. |
| **Follow Through and Practice** | 1. Students will use either a paper copy or technology version (e.g. a PowerPoint, or ActivInspire Workbook) of matching a picture to the expectation. 2. Students will say the expectation represented by the picture, and either the teacher or students will match the written expectation to the picture. 3. It can be made into a class activity by having students model the exemplar behavior while you take pictures for the matching game. 4. For maintenance, in the beginning of the day or before the class uses the restroom after lunch the teacher can lead to students to do a brain blurt in which they say every expectation about using the restroom they can think of and the teacher will write down what the students say. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the restroom. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors. |

**Bramble Elementary**

**School-wide Expectations Lesson Plan: School Bus**

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

|  |  |
| --- | --- |
| **Objective** | The students will show citizenship and arrive at school on time and in a safe manner. |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:**Stay in seat. Hands, feet, and objects to self.  **Respectful:**Quiet voice. Follow bus driver directions.  **Responsible:**Get to bus on time. Walk on and off quickly. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Keeping hands, objects, and body to self 2. Bottom to bottom, back to back 3. Conversational voice level |
| **Non-Examples: Model Only** | 1. Arguing/fighting over seats (e.g., yelling, shouting, pushing, hitting, etc.) 2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.) |
| **Follow Through and Practice** | 1. **Behavior Expectation Scavenger Hunt:** Have students go through the room and find the behavioral expectations that match the area of the school (e.g. provide the student with a worksheet that says bus, and in the room the students will find the list of appropriate behavior expectations for the bus such as stay in seat, keep hands and feet to self, use a quiet voice). This can be done by having students scan QR codes in which the expectations are revealed when the code is scanned. 2. Set up classroom chairs to mimic school bus benches. Practice walking on bus. Have students load from back to front. 3. Use classroom lights as a signal to practice voices on and off. 4. **Foldable Fun**: Have students create a classroom procedure foldable out of a blank sheet of paper. You can assign “The Bus” for them to explain. Each side of the foldable can represent one category on the matrix (safe, respectful, responsible). These can be hung and reviewed as the students exit the classroom.     *\*Practice signals to use:*“Peace Sign” means silent voice. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Before dismissal each day for the first weeks of school and when a refresher is needed have students do a Brain Blurt. During a Brain Blurt the teacher will state a topic or write it on a board. Students have one-minute to think and then brainstorm as many behaviors that are safe, respectful, and responsible for the bus; students have the option of stating the answers and a scribe recording them or each student can write their answer(s) on a post-it and stick it to the board. 2. Give Bramble Bucks to bus drivers to distribute. |

**Bramble Elementary (Upper Elementary)**

**School-wide Expectations Lesson Plan: Classroom**

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

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all classroom routines (e.g., sharpening pencils, lining up to leave classroom, transitioning between centers, turning papers in, asking for help, working with a partner, etc.)*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when in the classroom setting and during all classroom routines. |
| **Setting** | Grade-Level Classrooms and Related Arts Classrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:**Hands, feet, and objects to self. Use walking feet.  **Respectful:**Listen to speaker. Wait your turn.  **Responsible:**Follow class rules at all times. Finish work. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Students put materials away in desk upon teacher’s signal and walk to the rug at the front of the room. 2. Students use walking feet and line up single file at the door. 3. Eyes on teacher with a quiet mouth when teacher is talking. 4. Soliciting teacher assistance by raising hand without talking and waiting for teacher. |
| **Non-Examples: Model Only** | 1. Running in the classroom 2. Interrupting teacher while teacher is talking 3. Pushing peers while standing in line. |
| **Follow Through and Practice** | 1. Have students read a short story about students who are not following the classroom procedures. 2. Have students rewrite the story, making sure the main character is following the classroom procedures according to the behavior expectations. 3. Have students write a song that covers the important parts of one of the classroom procedures. Assign small groups or partners procedures and allow them to present their song to the class. 4. Have students play “Back to School Procedures: Find Somebody Who...” give students a 4 x 4 grid of statements such as “Find somebody who knows where you should turn in your homework” or “Find somebody who can tell you what NOT to do if you have a question.” Have the students circulate around the classroom to find these people, and the peer they find must demonstrate the behavior and then sign their sheet. Offer incentives for filling up their entire sheet, getting 4 in a row, etc. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the classroom. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors. |

**Bramble Elementary**

**School-wide Expectations Lesson Plan: Gym/P.E.**

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

|  |  |
| --- | --- |
| **Objective** | The students will exhibit safe, respectful, and responsible behaviors in P.E. |
| **Setting** | Gym/P.E. |
| **Expectations** | **Safe:**Use equipment appropriately. Keep hands and feet to self.  **Respectful:**Follow teacher directions.  **Responsible:**Put equipment away. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. When on scooters, hold onto the inside of the handle. 2. Being a “good sport” (e.g., using kind words with peers, cheering on teammates, tolerating losing without getting upset, etc.). 3. Sitting quietly, listening to instructions given by teacher. 4. Practice putting equipment away properly. |
| **Non-Examples: Model Only** | 1. Running in the wrong direction. 2. Pushing another student too hard instead of lightly tagging them when playing a game of tag. 3. Being a “poor sport” (e.g., calling other students names, crying/throwing a tantrum if team/student has lost, etc.). |
| **Follow Through and Practice** | 1. Spread equipment around and have students pick up and return to proper place. 2. Practice freezing on signal. 3. Practice finding a partner quickly and quietly. 4. Class watches small groups follow the directions and provide feedback about what the small groups did well and behaviors to improve upon. 5. Have students play **Find Somebody Who...** In this game students receive a 4x4 game board with different procedures (e.g. Find somebody who can show you where to turn in homework, or find somebody who can show you how not to ask a teacher a question). Students will find their peer, and their peer will demonstrate or say how to or how not to do one of the procedures. Students then mark that square off. Teachers can offer incentives for completing the board, getting 4 in a row, etc.   *\*Practice signals to use:*Whistle blow; practice use of any class signals teacher uses in the gym/P.E. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Prior to starting P.E. class have students play a whole group game of **Two Truths and a Lie.** The teacher will state two appropriate behaviors and one inappropriate behavior for the gym and the students will identify the inappropriate behavior. 2. Provide Bramble Bucks and praise for good decision-making and safe, respectful, responsible participation. |

**Appendix B**

**Middle School Lesson Plans for Each Setting**

**Bramble Middle**

**School-wide Expectations Lesson Plan: School Bus**

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

|  |  |
| --- | --- |
| **Objective** | The students will demonstrate safe, respectful and prepared behaviors on the bus to and from school. |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:**Stay in seat. Keep your hands, feet, and objects to self. Report any misbehavior to staff.  **Respectful:**Use a quiet voice. Follow bus driver directions. Use appropriate language.  **Prepared:**Get to bus on time. Walk on and off quickly. Clean up after yourself. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Keeping hands, objects, and body to self. 2. Bottom to bottom, back to back. 3. Conversational voice level. 4. Report misbehavior. |
| **Non-Examples: Model Only** | 1. Arguing/fighting (e.g., yelling, shouting, pushing, hitting, etc.). 2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.). 3. Standing up and moving seats while the bus is moving. |
| **Follow Through and Practice** | 1. Have students create posters of bus behaviors that are safe, respectful and prepared. 2. Have students model and practice appropriate bus behaviors in their classroom before dismissal. 3. Have teachers supervise a bus at dismissal. Teachers should review the expectations on the bus and provide behavior specific praise and feedback for appropriate bus behaviors before departure.   *\*Practice signals to use:*Hand Clap for attention; Call and response for attention. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Give Bramble Bucks to bus drivers and teachers to distribute. 2. Review the behaviors using a game through the Kahoot website, or having students write a how-to paper. |

**Bramble Middle**

**School-wide Expectations Lesson Plan: Cafeteria**

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

|  |  |
| --- | --- |
| **Objective** | The students will be exhibit safe, respectful, and prepared behavior in the cafeteria. |
| **Setting** | Cafeteria |
| **Expectations** | **Safe:**Wait in line for your turn. Walk in and out of the cafeteria.  **Respectful:** Speak at an appropriate volume. Follow adult directions. Show good table manners.  **Prepared:**Throw away your trash and recycle plastic bottles. Clean your area after eating. Stay seated. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. One student holds a tray to go to the table using a quiet voice. 2. Student stands in the food line correctly (space between bodies, facing forward). 3. Model appropriate table manners (using utensils to eat, sipping your drink quietly, chewing with your mouth closed). 4. Model cleaning up after yourself. 5. Raise hand to leave assigned area. |
| **Non-Examples: Model Only** | 1. Running to the front of the line and pushing peers. 2. Out of your seat, talking to different tables. 3. Making a mess (e.g., food and trash on floor or table, and not on tray) and not cleaning up after self. 4. Impolite table manners (e.g., loud talking, playing with food, shoving food in mouth, eating and talking at the same time, etc.). |
| **Follow Through and Practice** | 1. Practice lunch routine by grade level before getting lunch and support with live feedback. 2. Have students make a video modeling the appropriate and inappropriate cafeteria papers. Groups of students can make a video for different aspects of the cafeteria such as entering and going through the food line, sitting at the table during lunch, and then cleaning up after the meal. Have student groups share their videos with the class. 3. Have students make posters (hand drawn or on the computer) for the appropriate behaviors to hang in the cafeteria 4. Put weekly cafeteria behavioral objective on white board in the cafeteria.   *\*Practice signals to use:*Hand Up, Voices Off; Call and respond clap |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Have cafeteria monitors distribute Bramble Bucks to kids who are following the expectations and weekly objective. 2. Classes that do the best job meeting the cafeteria objective for the week will earn the Star Stingers Award. |

**Bramble Middle**

**School-wide Expectations Lesson Plan: Gym/P.E.**

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

|  |  |
| --- | --- |
| **Objective** | The students will exhibit safe, respectful, and prepared behaviors in P.E. |
| **Setting** | Gym/P.E. |
| **Expectations** | **Safe:**Use equipment appropriately. Keep hands, feet and objects to self.  **Respectful:**Follow teacher directions. Use appropriate language and tone.  **Prepared:**Put equipment away. Be on time and present. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Being a “good sport” (e.g., using kind words with peers, cheering on teammates, tolerating losing without getting upset, etc.). 2. Sitting quietly, listening to instructions given by teacher. 3. Practice putting equipment away properly. |
| **Non-Examples: Model Only** | 1. Talking and continuing to play after the teacher has signaled to stop. 2. Pushing another student during a game of tag football. 3. Being a “poor sport” (e.g., calling other students names, laughing when another student misses a basket, etc.). |
| **Follow Through and Practice** | 1. Spread equipment around and have students pick up and return to proper place. 2. Practice freezing on signal. 3. Practice finding a partner quickly and quietly. 4. Class watches small groups follow the directions and provide feedback about what the small groups did well and behaviors to improve upon. 5. Have students go on a scavenger hunt throughout the gym to find the behavior expectations that match the part of gym class (e.g. entering, cleaning up the gym, while playing games). 6. Play two truths and a lie (two appropriate behaviors and one inappropriate behavior) at the beginning of each PE class to have student identify the inappropriate behavior.   *\*Practice signals to use:*Whistle blow; practice use of any class signals teacher uses in the gym/P.E. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Provide Bramble Bucks and praise for good decision-making and safe, respectful, prepared participation. |

**Bramble Middle**

**School-wide Expectations Lesson Plan: Restroom**

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

|  |  |
| --- | --- |
| **Objective** | The students will be able to use the bathrooms in a safe, respectful, and prepared manner. |
| **Setting** | Restrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:**Keep restrooms clean. Report any misbehaviors to staff  **Respectful:**Honor privacy. Wait patiently for your turn. Keep restrooms clean.  **Prepared:**Use restroom quickly. Return to classroom promptly and quietly. Use soap and water for washing hands. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. A student uses the restroom and then washes their hands. 2. A student uses the restroom, sees his or her friend and says “Hi,” and leaves quickly to walk back to class. 3. A student walks in the restroom and sees someone throwing paper towels. She asks them to stop and walks away calmly to report the situation to an adult. |
| **Non-Examples: Model Only** | 1. Two students cutting class and hanging out in the restroom. 2. Student is writing graffiti on the bathroom walls. 3. Students pushing or saying hurtful things in the bathroom to another student. |
| **Follow Through and Practice** | 1. Split students into male and female groups. Have a male and female teacher lead discussion. Show a picture of a school bathroom and have students brainstorm ways that it is clean and orderly. 2. Have students create a PowerPoint on appropriate bathroom behavior. 3. Watch a video of examples of appropriate bathroom behavior. Have students keep a list of appropriate behavior they noticed. Share out as a class. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teachers thank students for using the restroom efficiently. 2. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary. 3. Distribute Bramble Bucks |

**Appendix C**

**High School Lesson Plans for Each Setting**

**Bramble High School**

**School-wide Expectations Lesson Plan: Assemblies & Special Events**

Lesson plan videos should take place in the area and take 10-15 minutes

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| --- | --- |
| **Objective** | The students will be able to use engaged, respectful, and responsible, audience behavior in assemblies and special events. |
| **Setting** | Assemblies and Special Events (typically held in the gym or cafeteria) |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Engaged:**Listen to adult directions. Applaud politely. Focus on presentation.  **Respectful:**Use appropriate volume. Remain quiet during performances. Keep your feet on the floor. Remain seated until dismissed.  **Responsible:**Sit only in assigned area. Enter quickly and find your seat. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Walk towards your assigned area and quickly sit with your voices at a quiet volume. 2. Voices off while speakers are talking and keep your focus on the presentation or performances. 3. Applaud politely after performance is finished and remain seated appropriately until dismissed. |
| **Non-Examples: Model Only** | 1. Talking or yelling while the presenter is speaking 2. Talking to your friends in a different assigned area during the transition 3. Sitting slouched in your chair and sleeping |
| **Follow Through and Practice** | 1. Have students create a poster with specific examples and visuals of good audience behaviors. 2. Find and use a video of an audience. Create a graphic organizer of positive audience behavior and negative audience behavior. Have students critique the audience behavior in partners. 3. Practice audience behavior during student led classroom presentations. Review the expectations of engaged, respectful, and responsible audience behaviors prior to presentations. Provide behavior specific praise and feedback to students after each presentation.   *\*Practice signals to use:* Hand Up, Voices Off, Stay Seated |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teachers supervise students and distribute Bramble Bucks. |

**Bramble High School**

**School-wide Expectations Lesson Plan: School Bus**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will demonstrate engaged, respectful, and responsible behaviors on the bus to and from school. |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Engaged:**Stay in assigned seat. Follow rules of the bus. Report any misbehavior to staff.  **Respectful:**Listen to the bus driver. Be courteous to peers and driver. Use appropriate language and voice level. Keep hands inside the bus and to yourself.  **Responsible:**Keep yourself and your belongings in your own space. Keep aisle clear. Remain in seat. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Keep hands, objects, and body to self in your own space while keeping the aisle clear. 2. Stay in assigned seat and listen to the bus driver. 3. Use a conversational voice level and appropriate language. 4. Report misbehavior to staff and be courteous to peers and driver. |
| **Non-Examples: Model Only** | 1. Arguing/fighting (e.g., yelling, shouting, pushing, hitting, etc.). 2. Putting objects out the widow or in someone else’s space. 3. Standing up and moving seats while the bus is moving. |
| **Follow Through and Practice** | 1. Have students create posters of bus behaviors that are engaged, respectful and responsible. 2. Have students model and practice appropriate bus behaviors in their classroom before dismissal. 3. Have teachers supervise a bus at dismissal. Teachers should review the expectations on the bus and provide behavior specific praise and feedback for appropriate bus behaviors before departure.   *\*Practice signals to use:*Call and response for attention. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Give Bramble Bucks to bus drivers and teachers to distribute. |

**Bramble High School**

**School-wide Expectations Lesson Plan: Cafeteria**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will be exhibit engaged, respectful, and responsible behavior in the cafeteria. |
| **Setting** | Cafeteria |
| **Expectations** | **Engaged:**Use free time productively. Have appropriate conversations with your friends.  **Respectful:** Take your place at the end of the line. Pick up own trash and that of others. Listen and follow adult requests. Use appropriate language and volume.  **Responsible:**Have ID and money ready. Use your cell phone only at your table or in lines. Clean your area. Stay seated unless getting food. Recycle plastic bottles. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. One student holds a tray to go to the table using a quiet voice. 2. Student stands in the food line correctly (space between bodies, facing forward) with ID and money out and ready to use. 3. Model appropriate table manners (using utensils to eat, sipping your drink quietly, chewing with your mouth closed). 4. Model cleaning up after yourself and recycling plastic bottles. 5. Stay seated at table until the bell for dismissal. |
| **Non-Examples: Model Only** | 1. Running to the front of the line and pushing peers. 2. Out of your seat, talking to different tables. 3. Making a mess (e.g., food and trash on floor or table, and not on tray) and not cleaning up after self. 4. Impolite table manners (e.g., loud talking, playing with food, shoving food in mouth, eating and talking at the same time, mixing all food together, etc.). |
| **Follow Through and Practice** | 1. Practice lunch routine with homeroom teacher before getting lunch and support with live feedback. 2. Put weekly cafeteria behavioral objective on white board in the cafeteria.   *\*Practice signals to use:*Hand Up, Voices Off |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Have cafeteria monitors distribute Bramble Bucks to students who are following the expectations and weekly objective. 2. On Fridays, the cafeteria monitors will hand out Stinger Passes to students that exhibit the most respectful, prepared, and engaged behaviors in the cafeteria for a week. The following week, those students will be able to show their pass and go straight to the front of the lunch line. |

**Bramble High School**

**School-wide Expectations Lesson Plan: Classroom**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will use engaged, respectful, and responsible behaviors when in the classroom setting and during all classroom routines. |
| **Setting** | All Classrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Engaged:**Stay focused. Ask for help when needed. Get involved. Take notes.  **Respectful:**Be attentive. Allow others to ask questions. Treat others as you want to be treated.  **Responsible:**Bring required materials. Arrive on time. Turn in assignments and make-up work on time. Treat resources with care. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Students enter the classroom quietly and sit at their seat before the bell rings. 2. Students silently and independently complete a worksheet. 3. On teachers signal, students speak to their partners about the answers to their worksheet in a quiet voice. 4. Eyes on teacher while staying quiet and taking notes when teacher is talking. 5. Soliciting teacher assistance by raising hand without talking and waiting for teacher. |
| **Non-Examples: Model Only** | 1. Head down on desk while class is completing worksheet. 2. Interrupting teacher while teacher is talking. 3. Talking to a peer while teacher is talking. 4. Arriving to class late without any materials. |
| **Follow Through and Practice** | 1. Teacher gives a hand signal to indicate it’s time for quiet voices and eyes on the teacher. Students practice turning their voices off when the teacher gives the hand signal. Teacher provides feedback and behavior-specific praise. 2. Teacher uses an auditory or visual signal (e.g., lights on and off, visual timer, etc.) to indicate it’s time to transition to independent work time. Students practice entering the classroom, pulling out necessary materials, and starting their assignment quietly. Teacher provides feedback and behavior-specific praise. 3. Students brainstorm what engaged, respectful, and responsible behaviors look like in the classroom. They role-play those behaviors and provide feedback to each other. Teacher models non-examples.   *\*Practice signals to use:*Hand signals, timer/visual signals |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting engaged, respectful, and responsible behaviors in the classroom. Teacher pairs Bramble Bucks with behavior-specific praise. 2. Teachers can consider using a class-wide acknowledgement system to help reinforce appropriate behaviors. |

**Bramble High School**

**School-wide Expectations Lesson Plan: Hallways**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will follow the expectations to be engaged, respectful, and responsible in the hallways and commons. |
| **Setting** | Hallways |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Engaged:**Move with purpose to your next class so that you arrive on time. Congregate only in designated areas.  **Respectful:**Be aware of others around you. Use appropriate language and volume. Cooperate with supervising adults.  **Responsible:**Walk to the right. Keep your locker combination confidential. Use only the locker assigned to you. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Hands to your side, feet walking forward, and going to where you need to be. 2. Picking up trash and throwing it away. 3. Speaking at a quiet volume and using appropriate language. 4. Walking at a brisk pace while being polite and careful of other walkers. |
| **Non-Examples: Model Only** | 1. Hands on people or on walls. 2. Yelling in the halls. 3. Running through the halls. |
| **Follow Through and Practice** | 1. Repeated practice of walking and waiting in the hallways. 2. Students make posters with pictures of appropriate hallway behavior.   *\*Practice signals to use:*Hand signal/gesture given by supervising adults for quiet voices; sign with pictures/sign language (if needed) |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Bramble Bucks given out by supervising adults for following hallway expectations. |

**Bramble High School**

**School-wide Expectations Lesson Plan: Locker Room/Restroom**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will be able to use the locker room/restroom in an engaged, respectful, and responsible manner. |
| **Setting** | Locker Rooms and Restrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Engaged:**Take care of business quickly and return directly to class.  **Respectful:**Use appropriate language. Maintain appropriate personal space. Honor privacy of others. Keep facilities clean.  **Responsible:**Lock up valuables. Wash your hands. Have proper pass from teacher for restroom. Dispose of waste appropriately. Flush. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. A student uses the restroom and then washes their hands. 2. A student uses the restroom, sees his or her friend and says “Hi,” and leaves quickly to walk back to class. 3. A student puts valuables in the locker and dresses out quickly before gym. |
| **Non-Examples: Model Only** | 1. Two students skipping class and hanging out in the restroom. 2. Student is writing graffiti on the bathroom walls. 3. Students pushing or saying hurtful things in the bathroom to another student. 4. Students leaving their items on the benches in the locker room and taking extra time to change clothes. |
| **Follow Through and Practice** | 1. Homeroom teacher remind students of expectations. Show a picture of a school bathroom and have students brainstorm ways that it is clean and orderly. 2. Gym teachers remind students of expectations in the locker room. 3. Watch a video of examples of appropriate locker room and restroom behavior. Have students keep a list of appropriate behavior they noticed. Share out as a class. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teachers thank students for using the restroom efficiently. 2. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary. 3. Gym teachers committed to monitoring their gender specific locker rooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary. 4. Supervising adults distribute Bramble Bucks. |

**Bramble High School**

**School-wide Expectations Lesson Plan: Parking Lot**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will exhibit engaged, respectful, and responsible behaviors in the parking lot. |
| **Setting** | School Parking Lot |
| **Expectations** | **Engaged:**Focus on the rules of the road. Be aware of your surroundings. Allow pedestrians to cross.  **Respectful:**Be patient. Follow traffic and parking rules. Be a courteous driver.  Allow pedestrians to cross.  **Responsible:**Pick up trash. Drive cautiously. Encourage positive actions among peers. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Follow traffic rules such as coming to a complete stop at stop signs, using turn signals, and parking in between the lines in your space. 2. Be patient in parking lot traffic and be courteous to others. 3. While walking to the car, pick up any trash you see and engage in positive interactions with peers. |
| **Non-Examples: Model Only** | 1. Driving through stop signs, cutting off other cars, parking over the line. 2. Yelling at other drivers. 3. Causing pedestrians to jump out of the way. 4. Littering or walking by trash on the ground. |
| **Follow Through and Practice** | 1. Remind students basic driving and parking rules. 2. Have students create posters of driving behaviors that are engaged, respectful, and responsible. 3. Have teachers supervise the parking lot during arrival and dismissal. Homeroom teachers should review the expectations of the parking lot and provide behavior specific praise and feedback for appropriate behaviors.   *\*Practice signals to use:*Signal for students to continue walking towards their car. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Supervising staff should provide Bramble Bucks and praise for engaged, respectful, and responsible behaviors. |

**Bramble High School**

**School-wide Expectations Lesson Plan: Technology**

Lesson plan videos should take place in the area and take 10-15 minutes

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| **Objective** | The students will be engaged, respectful, and responsible when using technology. |
| **Setting** | Computer lab and/or classroom |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Engaged:**Report inappropriate content. Be aware of what you put on the internet. Remember all digital material is permanent.  Put devices away when asked.  **Respectful:**Leave equipment the same as you found it. Stay on appropriate sites. Keep food and drink away from devices.  **Responsible:**Use appropriate language. Communicate the same as you would in person. Use equipment with permission only. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Using google or library search engines to research facts for a school project. 2. Keeping desk clear with drinks and food in a safe container away from the technology. 3. Speaking in a quiet voice as not to disturb others. 4. Putting device away when asked by a teacher. |
| **Non-Examples: Model Only** | 1. Being on Facebook, Instragram, Twitter, Youtube, or other websites that are inappropriate for school. 2. Talking loudly or yelling. 3. Eating and drinking while on the computer. 4. Touching the screen, picking up the keyboard, mishandling the device in any way. 5. Keeping device on desk when asked to put devices away. |
| **Follow Through and Practice** | 1. Teacher demonstrating appropriate websites and library search engines for doing research in computer lab. Students work in partners to answer questions on a worksheet about different features of the library search engine. 2. Homeroom teachers review and reteach expectations once a month for students using technology   *\*Practice signals to use:*Signal for devices down in class so students know to put their devices away |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Make sure teachers provide Bramble Bucks for appropriate technology use. |

**Notes on updating your Implementation Manual**

1. The Table of Contents automatically adjusts and reformats according to any changes you make. Use the following steps as a guideline to update page numbers:
   1. Click on the title “Table of Contents”
   2. A box should appear above where you clicked that says “Table” with an arrow
   3. Click on the arrow that appears in the box
   4. Click on “Update Table”
   5. Click on “Update Page Numbers Only
   6. Click “OK” and the page numbers should update
2. Insert the listed items where called for, as indicated by yellow highlights. Delete the highlighted instructions when finished adding the materials. All requested items should be copy and pasted directly from the RTI2-B School Team Workbook that was completed during training.