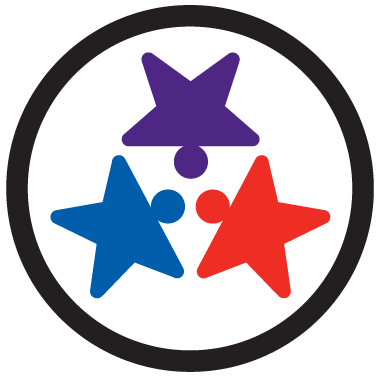
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BRAMBLE HIGH SCHOOL

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

Implementation Manual

2018-2019

Implementation Plan designed by the RTI2-B School Team Members:

Kyle Jonas, Jenny Oyer, Jill Gutierrez, Jordan O’Donnell, Cat Baker

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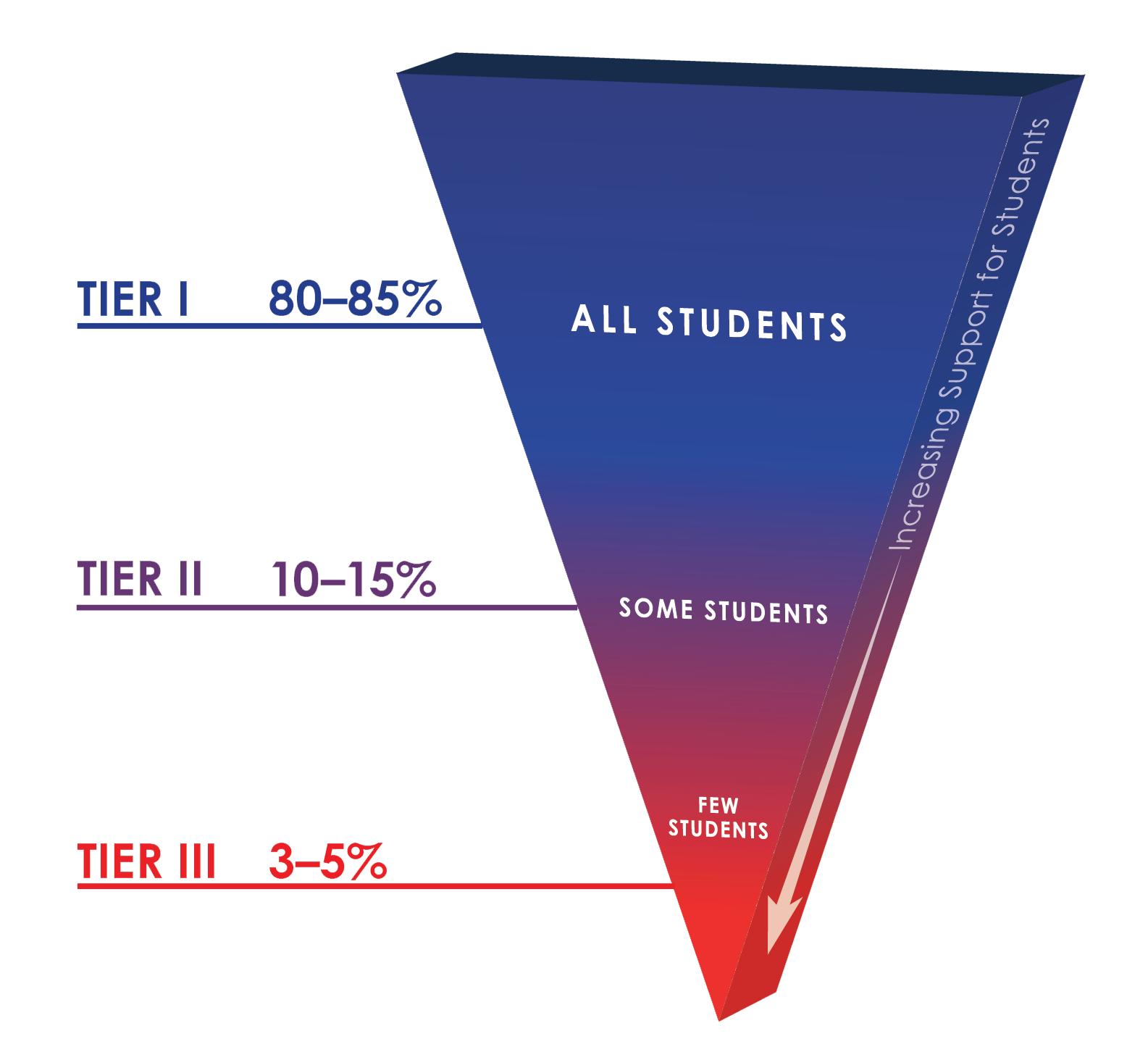
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# RTI2-B Overview

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.

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

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

**Tier II:** Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

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

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# Tier I Documents

# Purpose Statement

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.

|  |  |
| --- | --- |
| **Team Norms** | **Decision Making Procedures** |
| * Start and end on time * Listen to understand, not reply * Use team meeting process * Actively participate * Assume best intentions * Stay on-task | * We think about the student first * We use data to make decisions * Working consensus (everyone comes to an agreement but its ok to have reservations) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Team Roles & Responsibilities** | | | | | | | | |
|  | **Team Lead** | | | **Recorder** | **Data Analyst** | **Communicator** | | **Time Keeper** |
| **Primary** | Kyle Jonas | | | Jenny Oyer | Jordan O’Donnell | Jill Gutierrez | | Cat Baker |
| **Back Up** | Jenny Oyer | | | Cat Baker | Jill Gutierrez | Jordan O’Donnell | | Kyle Jonas |
| **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** | |
| 4th Wednesday of every month | | Conference room | | | 3:30-4:30 | | RTI2-B folder in T-Drive | |
| **Data Tool** | | | **Data Collection &**  **Data Entry Schedule**  *Who & When* | | | | **Report Generation**  *What, Who & When* | |
| **Tiered Fidelity Inventory (TFI)** | | | Abbie (RTI2-B Coach) – October & May | | | | Jordan – Share TFI report to faculty in November | |
| **Universal Behavior Screener (SRSS-IE)** | | | Kyle – September, December, & April | | | | Kyle – Share SRSS triangle data to faculty in October | |
| **Office Discipline Referrals (ODRs)** | | | Jordan – Monthly | | | | Jordan – Share monthly ODR reports at team meeting | |
| **Staff Feedback (PIRS)** | | | Kyle – Remind staff to take survey in February | | | | Jill – Share report at April faculty meeting | |
| **Annual Report** | | | Kyle – June | | | | Kyle – Complete online report by June 15th | |

# 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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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) | | | | | | | |
|  | Kyle Jonas |  | Jordan O’Donnell |  | Cat Baker |  | Robert Smith |
|  | Jenny Oyer |  | Jill Gutierrez |  | Ann Kinsmon |  | Lorraine Southview |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Administrative/General Information and Issues** | | | | |
| Issue/Information | Discussion/Decision/Task | By When? | Who? | Staff Communication |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Behavioral Expectations**

# Behavioral Expectations and Behavioral Expectations Matrix

Our school’s agreed upon behavioral expectations are operationally defined with examples of what the expected behavior looks like in each location. This will improve clarity and consistency of what is expected throughout the school.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 the completed lesson plans are located in the appendix of this implementation manual.

# 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 9:00-10:00 AM, 10:30-11:30 AM, 1:00-2:00 PM, and 2:00-3:00 PM (Grade Level Assemblies) |
| Teaching Expectation Lesson Plans to Students in All Settings | During Homeroom, Week of Monday August 12th-Friday August 16th |
| Re-teaching Expectation Lesson Plans to Students in All Settings | Grade Level Assemblies (last Friday of Quarter) |
| Celebrations/Assemblies | Grade Level Assemblies (last Friday of Quarter) |
| Family Nights | Thursday, August 23rd  Thursday, December 10th  Thursday, April 17th |
| Other: Meet with Student Council | Friday August 2nd, Every other month at RTI2-B School Team Meeting (2nd Thursday of each month) |

# 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 at grade level assemblies (scheduled in gym throughout the day) |
| **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 grade level assemblies will be held where students re-teach Behavior Expectations  - After each break homeroom teachers will revisit expectations  -Students in Media Productions class will help make new videos re-teaching the expectations  - Behavioral Expectations will be announced daily homeroom 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:*  Student Council Representatives will act as a “welcoming committee” and meet with new students to explain the behavioral expectations. This will be organized by the counseling department | *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) | |
| During Back to School Night, 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 behavioral 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:**  Tuesday, August 6th 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 Implementation Manual will be sent to faculty and staff for feedback through department chairs | Lessons will be sent to each department chair to be reviewed and suggestions offered before RTI2-B workshop day | A draft of the RTI2-B Implementation Manual will be sent to faculty and staff for feedback through department 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 Council will review and provide feedback | Student Council and students in Technology class will help create videos to review Behavioral Expectations at grade level assemblies. | Students 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 |

**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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School-wide Acknowledgment System Matrix** | | | | |
|  | Name and Type | Description | When (frequency) | Where (location) | Who (distributors) |
| ***Students*** | 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 |
| ***Staff*** | 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 |
| ***Family/Community*** | 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 |

**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.

**Observe Problem Behavior**

**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.

# Office Discipline Referral Form

Office Discipline Referral 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.

|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |
| --- | --- | --- |
| **Data** | **Evaluation Tool** | **Collection Schedule** |
| **Office Discipline Referrals (ODR) Data** | Our school uses: \_SWIS\_\_  (e.g., SWIS, PowerSchool,  Infinite Campus, Skyward) | ***Recommendation:*** *Summarize discipline data monthly*  Our 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)*  Our 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)*  Our 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*  Our 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*  Our plan: The RTI2-B Team will complete the Annual Report at the end of the year and submit by June 15th. |

# Appendix

**Our 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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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.