Response to Intervention

Handbook

Enfield Station School

October 3, 2012

Flow Chart for RTI Plan

* Screen all students with NWEA
* Collect and organize school NWEA data
* Identify “at risk” student population for discussion at RTI team.
* RTI team recommends a Tier I intervention.

Tier I

 Core classroom program with differentiated small group instruction.

Classroom teacher provides additional instruction or oversees support to at risk students.

* Assess the “at risk” student’s specific skill concerns
* Develop intervention plan and discuss progress-monitoring process at RTI meeting
* Implement focused instruction based on the plan
* Document progress/or lack of for at risk students
* Continue plan if successful or if no progress made convene a RTI team meeting to make changes in the intervention plan or, after 3 data points (initial assessment and then two data points), discuss referral to SAT for a Tier II intervention plan OR
* When grade level goal has been met according to exit assessment, phase out intervention

Tier II

 Small group of three to four students and duration in group depends on student need. Involves interventionist with push in or pull out groups. Interventionist may plan the intervention to be carried out by other staff or will deliver the intervention.

* Bring concerns to SAT meeting
* Review Tier I interventions,progress monitoring
* Continue or modify Tier 1 intervention and progress monitoring
* Develop a Tier II intervention and progress monitoring process
* Notify parents of intervention
* Implement focused instruction
* Gather information and graph a minimum of 3 additional data points
* Continue plan if successful or if no progress made convene a SAT team meeting to make changes in the intervention plan or, after 3 data points, discuss referral to a Tier III intervention plan
* When grade level goal has been met according to exit assessment, phase out intervention

Tier III

 1:1 intervention or 1:2 group in an intensive pull out situation.

* Tier I will continue, but Tier II will be replaced by Tier III
* Develop a Tier III intervention and progress monitoring process
* Notify parents of intervention progress and plan
* Implement focused instruction
* Continue plan if successful or if no progress made convene a SAT team meeting to make changes in the intervention plan or, after 3 data points, discuss referral to Tier IV
* When grade level goal has been met according to exit assessment, phase out intervention

Tier IV

Referral process for further assessments to determine if the student qualifies for services in special education will be recommended after student has received interventions in Tiers 1, 2, and 3 and has not made progress.

* Prepare referral with the data from the tiers of intervention
* Notify parents of intervention progress and referral for further assessment
* Continue to provide interventions for the student during the referral process

**Curriculum Based Measures (CBM) Assessments**

Progress Monitoring Assessments

Literacy

|  |  |  |
| --- | --- | --- |
| Group | Entry/ExitAssessments | ProgressMonitoring |
| Reading Recovery | Observation Survey,Scott Foresmann leveled texts | Running Records from leveled texts, book graph, writing vocabulary graph, |
| Emergent Literacy | Observation Survey, Observation Survey LID, RIGBY, Writing Prompt | Letter ID, writing sample with checklist, anecdotal notes, Running Records from leveled texts |
| Extra Reading | Observation Survey, RIGBY, NECAP, NWEA | Running Records from leveled text, book graph, journal writing with rubric,PM Benchmark kit |
| Extra Writing | Writing Prompt, Developmental Spelling | Writing journal with checklist or writing prompt with rubric scoring, writing vocabulary graph,core words with graph |
| Comprehension | RIGBY, NECAP,NWEA | Benchmark books, writing sample with rubric,  |
| Fluency | RIGBY | Running Records from leveled or benchmark books with graphWPM (words per minute) graph, Quick Reads |

**Curriculum Based Measures (CBM) Assessments**

Progress Monitoring Assessments

Math

|  |  |  |
| --- | --- | --- |
| Strands | Entry/Exit Assessment | Progress Monitoring |
| Operations and Algebraic Thinking | Investigations, Moby Math, NWEA | Moby Math, Khan Academy, coolmath.com, learner.org, free.ed.gov, mathwire.com, Minute Math |
| Numbers and Operations | Investigations, Moby Math, EasyCBM, NWEA | Moby Math, Khan Academy, free.ed.gov,learningtoday.com, mathpppst.com, learner.org, Minute Math |
| Measurement and Data | Investigations, Moby Math, EasyCBM, NWEA | Moby Math, Khan Academy, aaamath.com, funbrain.com, teachervision.fen.com, Minute Math |
| Geometry | Investigations, Moby Math, EasyCBM, NWEA | Moby Math, Khan Academy, math.com, classzone.com, mathisfun.com,aaastudy.com, Minute Math, kutasoftware.com, classroom.jc-schools.net |

**Tier I**

**MSAD 31**

**Reading**

Interventions: Progress Monitor

Comprehension Running Record

 Notice and Note protocol Retelling/rubric

Guided Reading plus Maze

 Comprehension Focus Groups Checklist

 Soar to success

Vocabulary

 DSA work

Word Sorts W.J. /W.T.W. weekly check

 4-square

 Word Study Notebooks

Phonics

Word Building Core Phonics

 Word and Part Study DRA word analysis

 Spell in parts Running Record

 Making Big Words Letter ID with sounds

 Letter names/sounds

Phonemic Awareness/Phonological Awareness

Thumbs Up/Thumbs Down McGinnis

 Move the Parts

 Sound Boxes DRA Word Analysis Rhyming Yopp-Singer

Segmenting/Blending

 Apart and Together

Fluency

 Fluency Development Lesson Running Record

 Echo Reading Oral Reading Fluency

 Partner Reading

 Reader’s Theater

 **Math**

Moby Math EasyCBM

Khan Academy

Any websites that are grade level

**Tier II & III**

**MSAD 31**

Interventions Progress Monitor

Reading

(Strategic work, PA, phonics, fluency, vocabulary, comprehension)

Kindergarten: (LLI) Leveled Literacy Intervention Kit Benchmark Kit

First Grade: Tier II (LLI) Leveled Literacy Intervention Kit Benchmark Kit

 Tier III Reading Recovery Observation Survey/graphs

Second Grade: (LLI) Benchmark Kit

 Benchmark Kit

**Reading Comprehension & Fluency**

Quick Reads Graph

Comprehension Focus Groups (CIM) Checklist

Response Journals Rubric

Scholastic kit non-fiction Graph

Comprehension Tool Kit Rubrics/Graph

**Spelling/Writing**

Elkonin Boxes HRSW- Observation Survey

WTW- workbooks (sorts) WTW and/or WTW

Interactive Writing Groups Writing rubric

Assisted Writing Groups (CIM) Rubric

Comprehension Focus Plus Groups -reading response Graph/checklist

**Math** Program Assessments

Moby Math Graph easyCBM Graph

**Title I ELA Identification Protocol**

**MSAD 31**

**1. Screen all students using:**

**K: Letter ID (after November)**

Identify in risk bands using local norms

· HR (high risk) 0-10

· MR (moderate risk) 10-25

**1: Observation Survey**

Identify in risk bands using Maine norms/local norms

 HR (high risk) : Stanine 4 and below

**2-5: NWEA**

Identify in risk bands

· HR (high risk) = 1-20 %ile

· MR (moderate risk) = 20 -34%ile

Note: Title I will not directly serve students with an IEP for ELA unless that service is designated in the IEP

**2. Administer further screening and diagnostic assessments** for students scoring below partially proficient on the NWEA or HR on Letter ID, below stanine 4 on Observation Survey . These assessments may include:

· DRA to check Comprehension/Fluency

 Core Words or DSA to check spelling/vocabulary

· Word Analysis (DRA Kit) to check Phonics

 Analyzed Running Records to check Comprehension/Fluency/Accuracy/Phonics

 Writing CBM

· Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

→Use assessment recommendations to identify students as benchmarks on any additional assessments used.

**3. Gather information from the ELA teacher including: (complete the classroom teacher reflection sheet)**

· Grades on classroom assessments

· Homework progress and completion

· Assistance provided in class – yes/no, type

· Behavioral concerns that may impact academic performance

· Observable levels of student engagement during ELA class

· Teacher assessment of student strengths and weaknesses

**4. Triangulate the data** collected from all assessments and teacher input to identify students for Title I services.

**Note:** When triangulating data if there is a piece where a student meets the standard then they will not be eligible for Title I services.

Classroom Interventions:

 Tier I data documented using RTI handbook sheets.

**5. Progress monitor** identified students at least biweekly (i.e. second and fourth Thursday) pull-out. Monitoring should include:

· Running Records

· EasyCBM- Maze

· Writing Prompt

**Title I Math Identification Protocol**

**MSAD 31**

**1. Screen all students using:**

**K:**

**1: NWEA**

HR (high risk) = 1-20 %ile

· MR (moderate risk) = 20 -34%ile

**2-5: NWEA**

Identify in risk bands

· HR (high risk) = 1-20 %ile

· MR (moderate risk) = 20 -34%ile

Note: Title I will not directly serve students with an IEP for math unless that service is designated in the IEP

**2. Administer further screening and diagnostic assessments** for students scoring partially proficient or below on the NWEA or HR on EasyCBM. These assessments may include:

· Investigations Assessment

· Moby Math initial assessment

 EasyCMB (excluding 1st Grade)

 Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

→Use assessment recommendations to identify students as benchmarks on any additional assessments used.

**3. Gather information from the math teacher including: (complete the classroom teacher reflection sheet)**

· Grades on classroom assessments

· Homework progress and completion

· Assistance provided in class – yes/no, type

· Behavioral concerns that may impact academic performance

· Observable levels of student engagement during math class

· Teacher assessment of student strengths and weaknesses

**4. Triangulate the data** collected from all assessments and teacher input to identify students for Title I services.

**Note:** When triangulating data if there is a piece where a student meets the standard then they will not be eligible for Title I services.

Classroom Interventions:

 Tier I data documented using RTI handbook sheets.

**5. Progress monitor** identified students at least biweekly (i.e. second and fourth Thursday) pull-out. Monitoring should include:

· Aimsweb computation

· EasyCBM- math

· Moby math assessment update

Tier l Intervention Plan - Example

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Teacher: Kindergarten Area of Concern: Phonics

Screening Results

|  |  |
| --- | --- |
|  | 9/1/10- Initial Observation Survey LID- 2/54 |

Interventions

|  |  |  |  |
| --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service |
| Learn the names of the alphabet | Name cards, letter sorts, magnetic letters |  10 minutes daily | Classroom ed. Tech. |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

\_\_\_\_ Based on significant progress, the child will be dismissed from Tier I services.

\_\_\_\_ Based on progress monitoring results, student will continue in Tier I services with current instructional interventions as currently identified and implemented.

\_\_\_\_ Based on lack of process, the student’s intervention plan will be modified.

\_\_\_\_ Based on lack of progress, student will be referred to a Tier II intervention.

|  |
| --- |
|  |

Progress Monitoring Chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
| 12/54 |   |   |   |  X |   |   |
| 7/54 |   |   |  X |   |   |   |
| 5/54 |   |  X |   |   |   |   |
| 2/54 |  X |   |   |   |   |   |
| Date |  9/7/10 |  9/14/10 |  9/21/10 |  9/28/10 |   |   |

Goal: Learn the names of 12 or more letters by the end of September.

Progress monitoring tool: Observation Survey, LID - every 5-7 sessions.

Benchmark should be marked in red and student score in black/blue

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
| Date |   |   |   |   |   |   |

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Progress monitoring tool\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benchmark should be marked in red and student score in black/blue

Tier lI Intervention Plan

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_

Teacher: Grade 3 teacher Area of Concern: Reading

Screening Results

|  |
| --- |
| 9/27/10 Fall Developmental Reading Assessment LV 20 Accuracy 94% Comprehension 20 score of 2 in retelling10/1/12 Running Record Level 20 Accuracy 95% Retelling 2  |

Interventions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service | Date goal met |
| To solve words in continuous text while increasing text level |  Vowel combinations, look for known parts in words |  30 minutes daily pull out |  Intervention teacher |  |
| Complete an oral retell with all important events in sequence from beginning to end |  Sequence activities, graphic organizers |  During above time |  same |  |
|   |   |   |   |  |
|   |   |   |   |  |

Parent Notification Letter sent\_\_\_\_\_X\_\_\_\_\_\_\_\_\_\_\_

Evaluation

 \_\_\_\_\_Based on significant progress, student will be dismissed from Tier II services

 \_\_\_\_\_ Based on progress monitoring results, students will continue in Tier II services with current instructional interventions

\_\_\_\_\_Based on lack of progress, the student’s intervention plan will be modified

\_\_\_\_\_\_Based on lack of progress student’s will be referred to a Tier llI intervention

Progress Monitoring Chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
| 98 |   |   |   |  X |   |   |
|  95 |  X |   |   |   |   |   |
| 93 |   |   |  X |   |   |   |
| 92 |   |   |   |   |  X |   |
|  89 |   |  X |   |   |   |   |
| Dates |  11/12/10 |  11/19/10 |  12/3/10 |  12/10/10 |  12/17/10 |   |

Goal: Read with accuracy rate of 95% or better while increasing text level.

Progress monitoring tool: analyze running record every 5-7 sessions

Benchmark should be marked in red and student score in black/blue

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|  18 |   |   |   |  X |  X |   |
|  15 |   |   |  X |   |   |   |
|   |   |   |   |   |   |   |
|  9 |   |  X |   |   |   |   |
|  6 |  X |   |   |   |   |   |
|   |   |   |   |   |   |   |
| Date |  11/12/10 |  11/19/10 |  12/3/10 |  12/10/10 |  12/7/10 |   |

Goal: Retell will include most important events from beginning to end generally in sequence will increasing text level.

Progress monitoring tool: retell checklist of events every 5-7 sessions

Benchmark should be marked in red and student score in black/blue

Tier lII Intervention Plan

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

Teacher: First grade teacher Area of Concern: Reading

Screening Results

|  |
| --- |
| 9/2/10 Initial Observation Survey (stanines) LID-4 CAP-1 WT-2 Dic-3 Text-0Running Record Level A Accuracy 85%, Miscues- not using initial letter sounds |

 Interventions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service | Date Goal Met |
| To meet stanines of 5 or better in all areas of Observation Survey. |  Reading Recovery |  30 minutes daily |  Reading Recovery teacher |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |

Parent Notification Letter sent\_\_\_\_\_X\_\_\_\_\_\_\_\_\_\_\_

Evaluation

\_\_\_\_\_Based on significant progress, student will be dismissed from Tier III services

\_\_\_\_\_\_\_ Based on progress monitoring results, students will continue in Tier III services with current instructional interventions

\_\_\_\_\_\_\_Based on lack of progress, the student’s intervention plan will be modified

\_\_\_\_\_\_\_Based on lack of progress student will be referred for further evaluation for special education services

Progress Monitoring

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|  3 |   |   |  X |   |   |   |
|  2 |   |  X |   |   |   |   |
|  1 |  X |   |   |   |   |   |
| Date |  9/10/10 |  9/17/10 |  9/24/10 |   |   |   |

Goal: Read at an accuracy level of 95% or better while increasing text level to average of class.

Progress monitoring tool: Book graph every 5 sessions

Benchmark should be marked in red and student score in black/blue

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|  10 |   |   |   |   |   |   |
|  8 |   |   |   |   |   |   |
|  5 |   |   |   |   |   |   |
| Date |  9/10/10 |  9/17/10 |  9/17/10 |   |   |   |

Goal: Increase written vocabulary to average of class.

Progress monitoring tool: Vocabulary graph every 5 sessions

Benchmark should be marked in red and student score in black/blue

**Enfield Station School’s**

**RTI Process for Behavior Concerns**

All students at Enfield Station School (ESS) are assessed two times per year (October and March) using the Systematic Screening for Behavior Disorders program. The program consists of the classroom teachers categorizing students into Internal or External behavior categories. Once categorized the top 3 students from each are screened using a form that assesses critical behavior events, adaptive behaviors, and maladaptive behaviors. Using the flow chart from SSBD the assessments are scored and either dismissed or qualified for further assessment. Further assessment consists of three 15 minute observations. 2 observations are completed during academic work time and measures time on task and the 3rd observation is completed during unstructured time and measures peer interactions.

o Results from the initial screening process are discussed during the next schedule SAT meeting with each grade level

o Results from the observations of those that qualified are discussed at the next scheduled SAT meeting with each grade level. A discussion about the results occurs and interventions are brainstormed and applied by the SAT team.

Throughout the school year there are monthly meetings held among grade levels that involve the classroom teachers, special education teacher, literacy specialist, math specialist, school counselor and the Principal. During these SAT meetings children are discussed that are demonstrating behavior concerns.

o Teachers discuss interventions they have used within the classroom to address the behaviors. If these interventions have had success or not. If the teacher has not implemented an intervention within the room the SAT team recommends interventions (such as redirection, seating change, modified assignment, etc), and the next SAT meeting the team follows up with progress or not.

o If the teacher has tried interventions without success the student is then recommended for a TIER 2 intervention. Follow up is done at the next SAT meeting.

During the school year a teacher can meet with the school counselor at any time to discuss behavior concerns with a student. Through this consultation the school counselor gives suggestions for TIER 1 interventions to use within the classroom. If those are not successful the teacher and school counselor can make the decision to implement a TIER 2 intervention. The information is shared at the next schedule SAT meeting.

**Recommended Behavior Interventions**

TIER 1

§ Classroom guidance lessons

§ Moved seating arrangement

§ Apology letter

§ Loss of time a recess

§ Loss of a privilege – one time

§ Proximity to the teacher

§ Discussion with student about the behavior and what positive behavior could have been demonstrated instead

§ Review of classroom rules

§ Positive Recognition classroom system – brownie scoops, homework return tracker, etc

§ Re-direction

§ Ignore behavior and give proximal praise

§ Use of quiet workspace within the classroom

§ Teach problem solving skills

§ Coping skills (fidget tool, stress ball, doodling, schedule movement)

§ Behavior reflection sheets

TIER 2

§ BEP (behavior education plan)

§ Social skills group with school counselor

§ Home/School communication

§ Lunch buddy group

§ Give student a job each day to allow for extra movement

§ Quiet working space outside of the classroom

§ Use of daily schedule to help on task behavior

§ 1:1 with school counselor on specific behavior need – short term

§ Free pass for making a loop

TIER 3

§ 1:1 school counselor support – more skills focused and applying the skills outside the office

§ Loss of a privilege to be earned back over time

§ Coordination with community mental health providers

§ Behavior classroom for partial time or full time

§ Parent meeting and brainstorming

§ Reduced school day

§ Staff support on the school bus

§ Individual instruction

**Enfield Station School**

**School Wide Positive Behavior Recognition System**

LEVEL 1:

Each week teachers discuss the school rules of Be Safe, Be Respectful, Follow directions & Listen. Students are able to earn tickets each week for demonstrating a school rule behavior.

The amount of tickets teachers will be given to hand out to students will be assigned by the behavior team and posted in the entry way of the school each week – this way student too will know how hard they have to work to be “caught” each week

TICKETS:

Teachers will be given a certain number of tickets every week

There are two tickets –

1. When a staff catches a student following a school rule, the staff writes the name of the student on both tickets

2. Tear the ticket in half – 1 ticket goes in that grade’s pod container and 1 ticket goes to the office (staff can have a folder to keep tickets in for the week, but all tickets have to be brought to the office by noon on Friday’s, because one ticket will be drawn. The winner of the week will get to add a train car to the Enfield Station Behavior Train, which will be on the wall in the entry way and grow throughout the year)

3. Tell the student to put a star sticker on their class card

\*The grade level pod containers will be monitored by the behavior team, and once full the grade will get a reward (extra recess, freeze pops, etc). Once the pods container is full, it will get dumped into the school wide container. Once the school wide container is full, then the whole school gets a reward (yet to be determined).

LEVEL 2:

Once a student has earned 5 star stickers they get to get their picture taken with the other students that have earned 5 star stickers and Mrs. Weiss.

These pictures are placed on the 5 STAR bulletin board in the entry way, so they can get recognition for their accomplishment. The pictures will remain on the board all year.

LEVEL 3:

Once a student has earned 5 more star stickers (10 total) they get to have their picture taken and a word balloon coming off their picture stating what they did to earn their stars – they get to put their picture anywhere in the school. The picture remains up for the rest of the school year.

LEVEL 4:

Once a student has earned 5 more star stickers (15 total) they get to trace their hand print and color it on the “Behavior Hall of Frame” bulletin board. 15 star students also get a certificate for Behavior Excellence and are recognized over the intercom.

**School Wide Behavior Expectations and Rules**

 The staff met as a whole are developed 3 core school rules that are expected to be followed in all areas of the school and playground.

o Respect Self, Others, and Property

o Listen & Follow Directions

o Be Safe: hands and feet to self

The staff met as a whole and created a Behavior Matrix to outline what each of the core school rules looks like in each area of the school along with the playground.

The behavior matrix is a teaching tool within the classrooms to educate the students of the rules and what the expected behavior looks like and sounds like. These lessons are taught throughout the year with an increased focused the week after any vacation.

The behavior matrix was also customized between the top floor (grades 3-5) and the bottom floor (grades 4yo-2), adjusting the language to be appropriate for developmental ranges.

Posters are in the various locations within the school showing what each rule looks like in that particular area

**School Wide Behavior Procedures**

 Low Level Behaviors: Deal with in the moment, no write up needed

o If a student is demonstrating a yellow behavior frequently they teacher needs to bring the student up at the next schedule SAT meeting. The SAT team will develop a plan for the student. At the following SAT meeting the plan will be discussed and assessed for effectiveness. If the behaviors are still present the student is then moved to the Medium level for that behavior

* Medium/Minor Level Behaviors: Tracked by Mrs. Priest; Office referral form (green sheet) filled out
* High/Major Level Behaviors: Tracked by Mrs. Priest; Office referral form (green sheet) filled out; student sent directly to the office with the form

* Grades 4YO – 2nd behaviors have been adjusted for developmental appropriateness
* Grades 3rd – 5th behaviors have been adjusted for developmental appropriateness

* Bulls-eye forms are created and posted in each classroom.
* Bulls-eye forms are in the handbooks that go home at the beginning of each school year.

School Wide Behavior/Consequences Matrix

* Consequences are linked directly to the level of the behavior exhibited by the student
* Consequences are given by staff members for Low and Medium level behaviors
* Consequences are given by the Principal for High level behaviors
* Consequence matrix’s are posted in all classrooms and in the handbook