

# ASBURY HIGH SCHOOL



RAMNATION  
FOUNDATION  
FACULTY  
HANDBOOK

# TABLE OF CONTENTS

The Foundations Process  
page 3

Guidelines for Success & Students Expectations  
page 6

Discipline in the Secondary Classroom & CHAMPS  
page 15

Acknowledging and Rewarding Positive Behavior  
page 16

Levels of Behavior  
page 17

Response to Intervention & the Problems Solving Team  
page 24

# THE FOUNDATIONS PROCESS

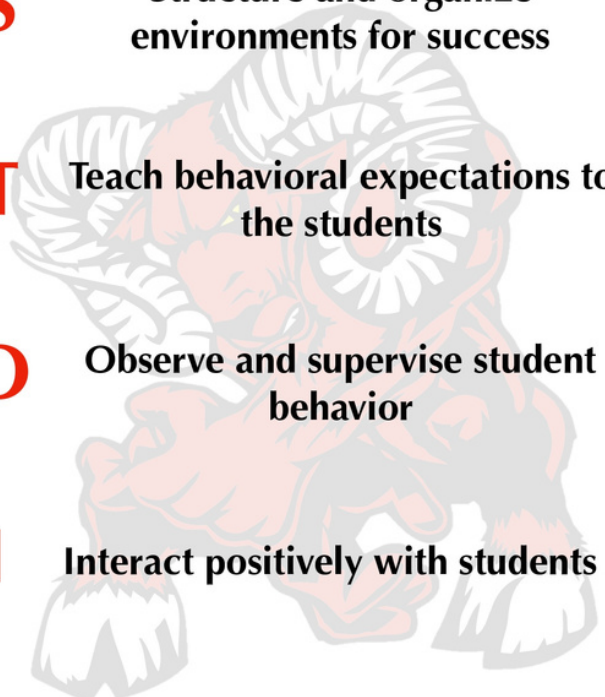
## Our Goals

The Asbury High School Foundations Team works to promote a safe and civil school environment for all students and staff. The goals of the team are to reduce behavioral and motivational barriers to learning by establishing a positive climate, enhancing staff consistency, promoting safety and prosocial behavior, supporting academic instruction and social-emotional learning, and reducing misbehaviors. The team works to identify areas that need improvement and develop solutions to those problems through collaboration with all faculty and staff.

## The Process

The Foundations team uses data-driven decision making to identify problems. Multiple sources of data are considered, including: annual surveys of staff, students, and parents; common area observations; incident referrals; school records for attendance, tardiness, suspensions, expulsions, referrals to alternative school.

When developing solutions, the Foundations Team incorporates the principles of STOIC:

- 
- S**      **Structure and organize environments for success**
  - T**      **Teach behavioral expectations to the students**
  - O**      **Observe and supervise student behavior**
  - I**      **Interact positively with students**
  - C**      **Correct misbehavior fluently (briefly, calmly, and consistently)**

Responsible \* Accountable \* Motivated \* Successful

The Foundations Team also monitors progress toward problem resolutions, and makes adjustments to the solutions as needed.

The Foundations Team operates with the full support of the Marshall County Schools district staff, and the team asks for faculty support as it continues the process of identifying problems and areas of concern.



## Foundations Team Members

Mrs. Tidwell- AHS Foundations Coach ALSDE  
*Reports to Foundations Team*

Dr. Spike- Marshall County Schools Representative  
*Reports to Central Office and Admins*

Dr. Webber- Foundations Chair  
*Reports to Office Staff, ISS, Virtual Academy, SRO, Lunchroom*

Ms. Henderson- DSC/CHAMPS Chair  
*Reports to DSC Team, Bus Drivers*

Coach Godwin- The Notebooks and Lists  
*Reports to PE, Career Tech, Instructional Aides, Fine Arts*

Dr. McBride- Materials Manager  
*Reports to High School History, Math, Science, & ELA Teachers*

Dr. Chastain- Data/ Reports  
*Reports to Peer Helpers*

Mrs. Partrick- Recorder/ Minutes/ Notes  
*Reports to Middle School History, Math, Science, & ELA Teachers*

Ms. Dickerson- Multi-Tiered System of Supports Coordinator  
*Reports to Special Education Staff, Nurses, Library, EL Staff*

Officer Hollis- Safety Coordinator

Mrs. Monday-Support Staff Liaison

## Our Timeline

Year One (Summer of 2018) : Guidelines for Success

Year Two (2018-2019): The Cafeteria, DSC/Champs

Year Three (2019-2020): One-liner Corrections, The Hallways, Break Time,  
The PST/RTI Process

Year Four (2020-2021): Restrooms, Arrival & Dismissal, Transition to Gym,  
Positive Behavior Incentive Plan

Year Five (2021-2022): Consistency, Academic Achievement

# TEACHING OUR EXPECTATIONS & ROUTINES

In order to start the school year off right, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The Foundations team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the school year off right we will need participation and support from the entire staff.

Teachers will be provided a Foundations information packet with mini-lessons. Plan to teach the expectations aggressively throughout the kickoff week. Teachers should reinforce daily concepts through modeling, demonstrations, and practicing appropriate behaviors from the Foundations Guide.



## WHY TEACH THE RULES, EXPECTATIONS, AND ROUTINES?

One of the major reasons to teach behavioral expectations and routines across settings is so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines. Lessons may need to be repeated and positive behaviors should be reinforced frequently.

## WHAT ARE BEHAVIORAL EXPECTATIONS?

Behaviorial expectations are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, transtioning to the gym, the dismissal process at the end of the day, etc. Choosing expectations should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Expectations should be taught and reinforced periodically so that everyone in the school is following the same set of procedures.

# We are RAMS!!!!

## RESPECTFUL

Polite, compliant, mannerly

## ACCOUNTABLE

Dependable, responsible

## MOTIVATED

Inspired, hard-working, goal-oriented

## SUCCESSFUL

Achieves high goals, healthy, happy



# One-liner Corrections



## Catch & Release

- Keep our hallways PDA free
- Give your friend a quick side-hug and then go

## Language

- Use school appropriate language
- Speak with courtesy and respect

## Hats Off

- Take your hat off and place it in your backpack or locker

## Small Talk

- Lower your voice to Voice Level 1
- Only your shoulder partner should be able to hear you

## Walk & Talk

- Don't congregate around the lockers or restrooms
- Walk on the right side of the hallway

## Housekeeping

- Clean up your trash
- Put away your supplies
- Take your belongings with you





# CAFETERIA EXPECTATIONS

Goal: The lunch line and cafeteria of Asbury High School will be a safe and clean environment where people interact with courtesy and respect.

## LOOKS LIKE

### Students will:

- enter through the side door
- stand in line in single file
- keep hands, feet, and objects to themselves
- exit through the front of the lunchroom to return to the classroom when dining in classroom
- sit at assigned table when dining in the lunchroom (middle school only)
- keep their food on their lunch tray, not on the floor or airborne
- throw away trash and clean up desk area after finishing lunch when dining in the classroom
- remain seated until a teacher or lunch room monitor dismisses you to throw away you trash
- line up at the front of lunchroom to return to classroom

## SOUNDS LIKE

### Students will:

- use conversational voice levels (Voice Level 1)
- use school appropriate language
- respond with please and thank you to the servers and other school staff
- be courteous and respectful to those around them

### Teachers will:

- actively monitor in the lunchroom, hallways, and classroom based on student expectations

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful



# BREAK EXPECTATIONS

Goal: Break time at Asbury High School will be a calm, safe, and clean environment where people interact with courtesy and respect.

## LOOKS LIKE

### Students will:

- remain in classrooms for break
- wait to be called to purchase snacks
- have correct change ready
- stand in single file line when called to purchase snacks
- keep hands and feet to yourself
- pick up and dispose of any trash

## SOUNDS LIKE

### Students will:

- use conversational voice levels (Voice Level 1)
- use school appropriate language
- respond with please and thank you to school staff
- be courteous and respectful to those around you

### Teachers will:

- actively monitor classroom based on class expectations

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful

# HALLWAY EXPECTATIONS

Goal: The hallways of Asbuty High School will be a safe and clean environment where people interact with courtesy and respect.

## LOOKS LIKE

### Students will:

- walk on the right side in hallways and walkways
- not use public displays of affection
- keep hands and feet to themselves
- pick up and dispose of trash
- have individual passes when in hallways during class times
- have continuous movement and not congregate in groups
- be on time to class

## SOUNDS LIKE

### Students will:

- use conversational voice levels (Voice Level 1)
- use school appropriate language
- be courteous and respectful to those around you

### Teachers will:

- actively monitor in both hallways and classroom based on student expectations

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful

# RESTROOM EXPECTATIONS

Goal: Students at Asbuty High School will be able to use proper restroom behavior so that personal hygiene and minimal class disruptions will be maintained.

## LOOKS LIKE

### Students will:

- make an effort to use restroom before school, during break, between classes, and at lunch when directed by the teacher
- have restroom pass from teacher
- flush toilets, wash hands, and dispose of trash
- keep walls and stalls clean of writing and graffiti
- act appropriately by respecting others' right to privacy

## SOUNDS LIKE

### Students will:

- use quiet voices (Voice Level 1)

### Teachers will:

- monitor restroom passes
- check restrooms between classes to monitor student behavior (as assigned by duty roster)

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful

# TRANSITION TO GYM

Goal: Transitions between the gym and high school building will be a safe and calm experience.

## LOOKS LIKE

### Students will:

- walk only on the designated pathway to and from the gym
- pay attention to any moving vehicles
- line up at the doors outside of high school building/lunch room when going to PE

## SOUNDS LIKE

### Students will:

- use conversational voice levels (Voice Level 1)
- use school appropriate language
- be courteous and respectful to those around them

### Teachers will:

- walk with students from the high school to the designated path to the gym to monitor and maintain order

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful

# STUDENT ARRIVAL

Goal: When students arrive at Asbury High School, they will show respect to others by being responsible and following the rules.

## LOOKS LIKE

### Students will:

- remain on the bus or in the car line until released to go to the lunchroom at 7:10
- stand in single file line in the serving line
- report to 1st period class after their getting breakfast tray
- eat breakfast in their 1st period classroom
- throw away trash and clean up desk area after finishing breakfast

## SOUNDS LIKE

### Students will:

- use conversational voice levels (Voice Level 1)
- use school appropriate language
- be courteous and respectful to those around them

### Teachers will:

- be at their classrooms at 7:15, ready to greet students
- actively monitor hallway and classroom to ensure students are following expectations

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful

# STUDENT DISMISSAL

Goal: When students depart from Asbury High School, they will show respect to others by being responsible and following the rules.

## LOOKS LIKE

### Students will:

- know how they will get home after school (bus, car rider)
- leave at the designated time your group is called (student drivers, car riders, bus riders)
- go to lockers immediately upon exiting classrooms
- immediately clear hallways after finishing at locker

## SOUNDS LIKE

### Students will:

- use conversational voice levels (Voice Level 1)
- use school appropriate language
- be courteous and respectful to those around them

### Teachers will:

- actively monitor hallways, parking lot, and bus loading, as assigned

### Teachers will:

- correct student misbehaviors respectfully and consistently; using the one-liner corrections when appropriate

Respectful \* Accountable \* Motivated \* Successful



# CHAMPS!

## CONVERSATION:

What is your voice level?

## HELP:

How do I get help?

## ACTIVITY:

What am I working on?

## MOVEMENT:

What is my movement?

## PARTICIPATION:

How do I show I am participating?

## SUCCESS:

We follow our CHAMPS expectations.





# SCHOOL-WIDE INCENTIVE PLAN FOR POSTIVE BEHAVIOR

Goal: Utilize the RAMS Guidelines for Success to establish and incorporate a psotive social culture. Provide behavior supports needed to improve social, emotional, behavioral and academic outcomes for all students.

- Students are expected to follow the RAMS Guidelines for Success, and follow all common area expectations
- Students who display appropriate behaviors and do not receive ISS during the 9 week time frame will receive one ticket with their name on it. Each ticket will be placed in a drawing for that 9 weeks.
- One name will be drawn for students in grades 6 through 8, and another name for grades 9 through 12.
- The winners will receive free gate entry and one food/drink item at all athletic events for the remainder of the school year. An alternate prize may be given for student athletes who cannot make use of free gate entry.
- The incentive plan resets each 9 weeks so that all students have a fresh start each 9 weeks.

We are Rams!

RESPECTFUL \* ACCOUNTABLE \* MOTIVATED \* SUCCESSFUL

# LEVEL 1 BEHAVIORS

Corrected Immediately by Adult \* No Incident Referral Generated

BEHAVIOR	LOOKS LIKE~SOUNDS LIKE	SUGGESTED INTERVENTIONS
Negative response that is out of character for a student	Not working, sighing, mumbling under breath	Move closer to student, visit one-on-one w/ student, repeat directions, ignore
Argumentative	"I am doing my work." Wanting to negotiate a request.	Remind student of classroom policy, visit one-on-one, change seats, keep after class, call parents
Not bringing materials	Lacking paper, pencil, agenda, class book, etc.	Conference with student, offer supplies, loss of participation points
Student passively refuses to comply (do work/take notes)	Out of seat, digging in backpack/purse, writing, erasing, writing repeatedly, playing with objects	Move closer to student, verbal reminder, respond consistently, loss of participation points, keep after class
Wearing ear buds	Earbuds in ear(s)	Visit one-on-one with student, point to ear buds & gesture to put them away, take earbuds and/or device (return @ end of class)
Dropping books on floor	Sound of books hitting floor, dropping books in the middle of lecture/directions	Verbal reminder, visit one-on-one with student, revisit classroom expectations
Off task	Engaged in activity not class related, talking, head down, out of seat, not following CHAMPS	Teach students how to stay on task, pre-correct students right before they usually become off task, 4:1 positive

# LEVEL 1 BEHAVIORS

Corrected Immediately by Adult + No Incident Referral Generated

		interactions, respond consistently to student behavior
Head on desk	Head down, sleeping, snoring, drooling, not responding to name being called	Move closer to student, visit one-on-one with student, tap desk to refocus, wake them up, encouragement, talk in hall to discover what's going on, instruct them to stand if they can't remain awake
Talking out of turn	Shouting out, talking over and/or interrupting others	Verbal correction, positive reinforcement
Out of seat	Wandering room, standing up	Verbal correction, positive reinforcement
Horseplay	"playful" misbehavior, non-safety issue	verbal correction, visit in hall one-on-one, change seats
Teasing	Mutual and not meant to harm, 1st offense, no victim	Verbal correction, change seats, keep after class
Minor Dress Code	Sagging, bandanas, hats, metal chains, sunglasses, etc.	Verbal reminder, point out dress code in agenda, visit one-on-one in the hall
Disrespect/Rudeness	Arguing with the teacher, refusing a request, raised voice, rolling eyes, sarcastic remarks, negative tone, smacking lips	Verbal correction, visit one-on-one in hall, review class policy, revisit expectations

# LEVEL 1 BEHAVIORS

Corrected Immediately by Adult + No Incident Referral Generated

Public Displays of Affection	kissing, students sitting on one another's lap, lingering hugs, standing & leaning together against the wall/locker, inappropriate hand placement	<p><b>CATCH &amp; RELEASE</b></p> <p>verbal correction, re-direct or replacement behavior offered</p>
Inappropriate or Foul Language	Not in anger, not directed, not appropriate to school setting, vulgar or slang, no victim or target, not intended to disrupt	<p><b>LANGUAGE</b></p> <p>verbal correction, visit one-on-one in hall, keep after class, revisit expectations for communicating</p>
Disruptive Behavior	Tapping, pestering, rudeness, noises, throwing things	<p>Verbal reminder, visit one-on-one, keep after class, re-direct, replacement behavior offered</p>
Littering	Throwing waste on floor/school lawn, leaving lunch remains on hallway floor	<p><b>HOUSEKEEPING</b></p> <p>verbal reminder, re-visit "Keep our campus beautiful".</p>
Cheating 1	Copying someone else's homework or daily work, sharing answers on homework when not expressly allowed, intentionally allowing another student to duplicate work	<p>Student will receive a 0 for the assignment, explain or re-visit student handbook</p>
Phone	Texting, surfing internet, playing a game, head down looking in lap for long periods of time	<p>Confiscate phone, review school policy, point out phone policy in agenda</p>

# LEVEL 1 BEHAVIORS

Corrected Immediately by Adult + No Incident Referral Generated

Wandering the halls	Student is seen on multiple floors with the same pass, using restrooms on different floor than where class is located, taking the long way to get to destination	Ask to check pass, escort the student (or ask another staff member) to desired destination, review hallway expectations
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## LEVEL 2 BEHAVIORS

*Corrected Immediately by Adult - Referral Generated - Parent Contact Required*

BEHAVIOR	LOOKS LIKE~SOUNDS LIKE	SUGGESTED INTERVENTIONS
Repeated Level 1 behavior	Ignoring a teacher request while continuing to display unwanted behavior.	Call the parent with notice of the problem and discuss the next step if the problem persists.
Student stands up and says, "I'm not doing this work".	Student speaks out of turn, raises his/her voice, refuses to sit down, perhaps throwing a tantrum by dropping objects on the floor	Remain calm. Restate request with a calm voice. If the student still refuses, ask the student to step in the hall; visit with the student to find out what is going on. If this is a frequent occurrence, set up a behavior contract with the student. If the student doesn't change their tone in the hall, give him/her the option between returning to class with correct behavior or going to the administrator.
Throws material at someone or across room	Items are seen flying through the air. Thrown with intent to harm or in an aggressive manner, to distract class. You hear someone ask for a student to stop throwing items. A student approaches a teacher about items being thrown while class is going on	Teacher picks up items to ensure the safety of students and conferences with the student. Restate classroom policy, restate behavior expectations. Contact the parent about the incident and discuss setting up a behavior contract.
The student routinely uses inappropriate language during class time. Though not directed toward staff or students, the student disrupts the learning process.	Uses demeaning, racial, stereotypical, or culturally insensitive words. Talk about inappropriate things and/or make sexual comments. Use sensitive words in an insulting or joking manner, "gay", "fag", etc.	Verbal warning.  Hallway discussion. Remove/isolate the student. Call or email the parent. Contact counselor or administrator.

## LEVEL 2 BEHAVIORS

Corrected Immediately by Adult - Referral Generated - Parent Contact Required

Physical Contact/Safety: arising from horseplay	Aggressive behavior, student safety a concern, student-to-student physical contact made, property damage, "just goofing around"	Verbal reminder, remind students of student handbook code of conduct, change seats if needed, call or email the parent about behaviors
Walks out of classroom	Student leaves academic area without permission	Ask the student to please have a seat, conference in hall, make a call to the office about the AWOL student, refer to BIP if applicable, call or email the parent about the situation.
Cheating 2	Cheating on daily work/homework—2nd offense. Cheating on test or major assignment	The student will receive 0 on the assignment. Parents will be contacted, and administration will be notified.
Wandering Halls	Repeatedly seen in the halls during instruction time, repeatedly seen on wrong floor to use restroom	Ask to check student's pass, escort back to class (or get another staff member to), make parent contact, either by phone or email, discuss consequences for repeated behavior



## LEVEL 3 BEHAVIORS

*Incident Referral Generated - Administrator Action Required Immediately*

BEHAVIOR	LOOKS LIKE~SOUNDS LIKE
General Fighting	Aggressive, obvious victim/suspect(s), student-to-student physical contact made, injury occurs
Profanity/Vulgar Language	Directed at another student, spoken in anger or derogatory tone, causes a disruption, cursing at a staff member
Threatening Speech	Obvious victim/suspect(s), spoken in anger or derogatory tone, causes a disruption, directed at a staff member
Physical Contact/Safety: arising from horseplay	Aggressive misbehavior that has been taken to another level (mood changes), student safety a concern, obvious victim/suspect(s), physical contact made, property damage
Bullying	Purposeful behavior that intends to cause harm or distress; is repeated over time; occurs in a relationship where there is an imbalance of power; includes cyber bullying which is sending or posting harmful text or images using the internet or other digital media sources
Harassment	Verbal or physical behavior that puts another person down or shows hostility toward another person and group of persons based on their race, color, religion, gender, national origin, age, sexual orientation or disability
Sexual Harassment	Unwanted and unwelcome sexual behavior which interferes with your right to get an education or to participate in school activities; may result from words or conduct of a sexual nature that offend, stigmatized, demean, frighten or threaten because of gender; may cause the target to feel uncomfortable, embarrassed or threatened; can happen once or many times
Acting to Incite-Verbal Escalation to Fight	Any language whose intent is to instigate a conflict with an individual or group. Can also be participating in a group whose purpose is to instigate or continue a conflict.

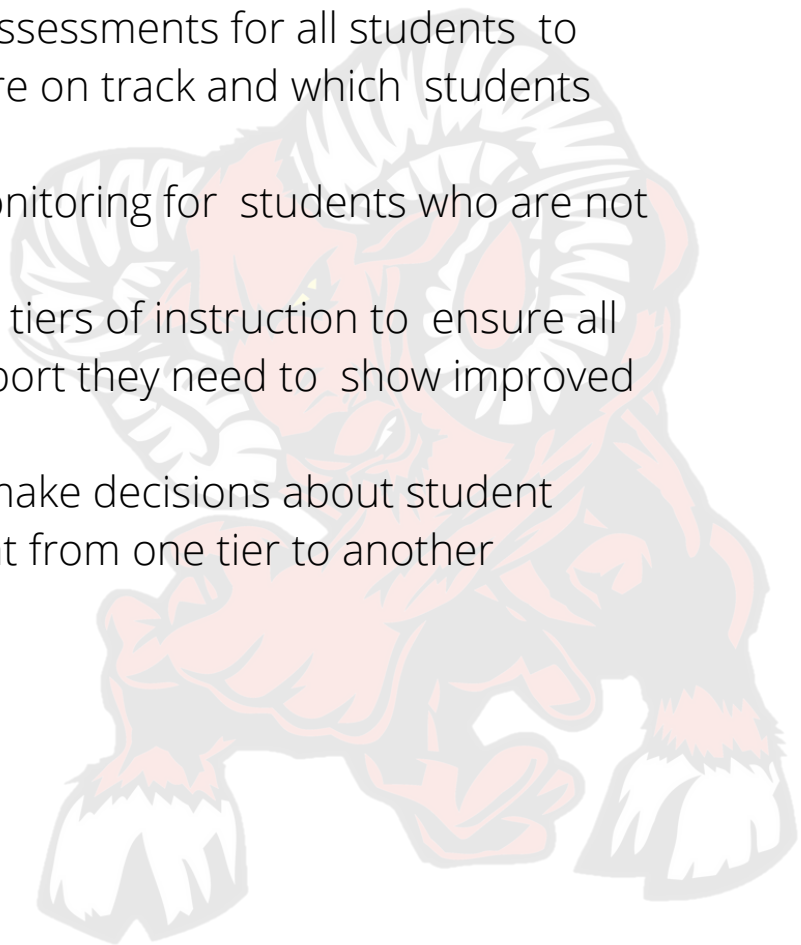
# RESPONSE TO INTERVENTION

## & the Problem Solving Team

Goal: To create a positive school climate that supports the academic, behavioral and social needs of all students through forms of disciplined inquiry and data-informed decision-making.

### THE PROBLEM SOLVING TEAM WILL:

- use universal screening assessments for all students to identify which students are on track and which students are not
- use monthly progress monitoring for students who are not on track
- use increasingly intensive tiers of instruction to ensure all students receive the support they need to show improved learning outcomes
- use assessment data to make decisions about student placement and movement from one tier to another



## PST Matrix for Reading

	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Universal Screening</b>				
Tier I, II, III	<ul style="list-style-type: none"> <li>ACAP Results (End of year)</li> <li>iReady Diagnostic (B-M-E)</li> </ul>			<ul style="list-style-type: none"> <li>Gr 9-STAR (B-M-E)</li> <li>Gr 10-STAR (B-M-E); Pre-ACT (MOY)</li> <li>Gr 11-STAR (B-M-E); ACT (MOY)</li> <li>Gr 12-STAR (B-M-E); ACT (BOY); Workkeys (MOY)</li> </ul>
<b>Criteria for Placement</b>				
Tier II	<ul style="list-style-type: none"> <li>iReady Diagnostic Results (at least 2 or more grade levels below)</li> <li>Teacher Recommendation</li> </ul>			<ul style="list-style-type: none"> <li>STAR Diagnostic Results (at least 2 or more grade levels below)</li> <li>Teacher Recommendation</li> <li>Readiness Benchmark ACT 16-19</li> </ul>
Tier III	<ul style="list-style-type: none"> <li>iReady Diagnostic Results (at least 3 or more grade levels below)</li> <li>Teacher Recommendation</li> </ul>			<ul style="list-style-type: none"> <li>STAR Diagnostic Results (at least 3 or more grade levels below)</li> <li>Teacher Recommendation</li> <li>Readiness Benchmark ACT 15 or below</li> </ul>
<b>Intervention Menu</b>				
Prescribed by PST/Student Intervention Plan				
Tier II	<ul style="list-style-type: none"> <li>Edgenuity</li> <li>Teaching Strategies (SREB, Highly Effective Practices, Evidence-Based)</li> <li>iReady: Online lessons/Teacher Led Lessons; Diagnostic/Prescriptive Teaching</li> <li>Intervention Class Placement</li> <li>Other-Per PST/Student Intervention Plan</li> </ul>			
Tier III	Lexia STAR IXL Language LIVE MSLE ACT NOW Intervention Class Placement Diagnostic/Prescriptive Teaching Other-Per PST/Student Intervention Plan			
<b>Progress Monitoring</b>				
Tier II Once a month per MCS approval	<ul style="list-style-type: none"> <li>iReady Online Instruction Printout (Indiv. St.)</li> <li>Edgenuity Progress Report Printout</li> <li>STAR Progress Monitoring Report</li> </ul>			
Tier III Every 2 weeks per MCS approval	<ul style="list-style-type: none"> <li>iReady Online Instruction Printout</li> <li>Lexia Printout</li> <li>Language! Live Printouts</li> <li>MSLE Report</li> <li>STAR Progress Monitoring Report</li> </ul>			
PST Team (s)	<ul style="list-style-type: none"> <li>Meet following 4 ½ week progress report/report card</li> <li>Develop intervention plans</li> <li>Data Analysis</li> <li>Review of Referrals</li> <li>Parent Contacts</li> </ul>			
Dyslexia Screening	Any student who scores 15% or below (Percentile Rank) on STAR READING			
EL Committee	EL students who score in bottom percentiles for 1 or more of Universal Screeners			

## PST Matrix for Mathematics

	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Universal Screening</b>				
Tier I, II, III	<ul style="list-style-type: none"> <li>ACAP Results (End of year)</li> <li>iReady Diagnostic (B-M-E)</li> </ul>			<ul style="list-style-type: none"> <li>Gr 9-STAR (B-M-E)</li> <li>Gr 10-STAR (B-M-E); Pre-ACT (MOY)</li> <li>Gr 11-STAR (B-M-E); ACT (MOY)</li> <li>Gr 12-STAR (B-M-E); ACT (BOY); Workkeys (MOY)</li> </ul>
<b>Criteria for Placement</b>				
Tier II	<ul style="list-style-type: none"> <li>iReady Diagnostic Results (at least 2 or more grade levels below)</li> <li>Teacher Recommendation</li> </ul>			<ul style="list-style-type: none"> <li>STAR Diagnostic Results (at least 2 or more grade levels below)</li> <li>Teacher Recommendation</li> <li>Readiness Benchmark ACT 16-19</li> </ul>
Tier III	<ul style="list-style-type: none"> <li>iReady Diagnostic Results (at least 3 or more grade levels below)</li> <li>Teacher Recommendation</li> </ul>			<ul style="list-style-type: none"> <li>STAR Diagnostic Results (at least 3 or more grade levels below)</li> <li>Teacher Recommendation</li> <li>Readiness Benchmark ACT 15 or below</li> </ul>
<b>Intervention Menu</b>				
<b>Prescribed by PST/Student Intervention Plan</b>				
Tier II	<ul style="list-style-type: none"> <li>Edgenuity</li> <li>Teaching Strategies (SREB, Highly Effective Practices, Evidence-Based)</li> <li>iReady: Online Lessons/Teacher Led Lessons; Diagnostic/Prescriptive Teaching</li> <li>Intervention Class Placement</li> <li>Other-Per PST/Student Intervention Plan</li> </ul>			
Tier III	<ul style="list-style-type: none"> <li>IXL</li> <li>Intervention Class Placement</li> <li>Other-Per PST/Student Intervention Plan</li> <li>Diagnostic/Prescriptive Teaching</li> </ul>			
<b>Progress Monitoring</b>				
Tier II Once a month per MCS approval	<ul style="list-style-type: none"> <li>iReady Online Instruction Printout (Indiv. St.)</li> <li>Edgenuity Progress Report Printout</li> <li>Teacher-Made Probes</li> <li>STAR Progress Monitoring Report</li> </ul>			
Tier III Every 2 weeks per MCS approval	<ul style="list-style-type: none"> <li>iReady Online Instruction Printout (Indiv. St.)</li> <li>IXL Printout</li> <li>Teacher-Made Probes</li> <li>STAR Progress Monitoring Report</li> </ul>			
PST Team (s)	<ul style="list-style-type: none"> <li>Meet following 4 ½ week progress report/report card</li> <li>Develop intervention plans</li> <li>Data Analysis</li> <li>Review of Referrals</li> <li>Parent Contacts</li> </ul>			

## PST Matrix for Behavioral Supports

	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Universal Screening</b>				
Tier I, II, III	STI Reports – Attendance, ODR, Grades			
<b>Criteria for Placement-Flexible, based on pattern and history of student</b>				
Tier II	<ul style="list-style-type: none"> <li>● Chronic Absences – Per BOE Policy</li> <li>● ODRs -pattern and PST decision</li> <li>● Grades – Score of “F” on 9-week Report Card</li> <li>● Teacher Recommendation – Situational, at-risk characteristics</li> <li>● Outside Agency Referral</li> <li>● Parent Referral</li> </ul>			
Tier III				
<b>Intervention Menu</b> Prescribed by PST/Student Intervention Plan				
Tier II	<ul style="list-style-type: none"> <li>● Required documentation of parent contact (conference preferred)</li> <li>● Counseling/ At-Risk Counselor</li> <li>● Mentoring (peer or adult)</li> <li>● Incentive Program</li> <li>● Communication/Planning Notebook to be signed by teachers and/or parent</li> <li>● SEL Curriculum</li> <li>● Grade Recovery Plan</li> <li>● Referral to Outside Agency (JPO, DHR, Mental Health)</li> <li>● Executive Functioning Training/Skill Development</li> </ul>			
Tier III	<ul style="list-style-type: none"> <li>● <b>Required:</b> Functional Behavioral Assessment/Behavior Intervention Plan (FBA.BIP)</li> <li>● <b>Required:</b> Documentation of Classroom Interventions at Tier II Level</li> </ul>			
<b>Progress Monitoring</b>				
Tier II Once a month per MCS approval	<ul style="list-style-type: none"> <li>● STI Reports/Printout</li> <li>● Teacher Feedback</li> <li>● Grade Reports – Comprehensive Progress Report</li> <li>● Work Samples</li> <li>● Parent Contact Log</li> <li>● Communication/Planning NB</li> <li>● Counseling, Mentoring Logs or Documentation</li> <li>● Instructional Log/Lesson Plans</li> <li>● Documentation of Implementation of Behavior Intervention Plan (BIP)</li> </ul>			
Tier III Every 2 weeks per MCS approval				
<p>Note: ALL students are required to comply with Marshall County Schools’ Code of Student Conduct and are subject to the disciplinary procedures described by the BOE.</p>				
PST Team (s)	<ul style="list-style-type: none"> <li>● Meet following 4 ½ week progress report/report card</li> <li>● Develop intervention plans</li> <li>● Data Analysis</li> <li>● Review of Referrals</li> <li>● Parent Contacts</li> </ul>			