

Turner Junior High School



Positive Behavior Intervention & Supports

664 Lincoln Ave

Jacksonville, IL 62650

Positive Behavioral Intervention System **Parent Handbook**

Table of Contents

Universal team members	3
Purpose statement	3
What is PBIS?	4
PBIS for students and staff	5
Titan Pride matrix	6
Matrix purpose	7
Behavior lesson plans/booster lessons/foundations	8-9
Titan Pride leveling system	9-10
POR/T-chart/Target behaviors/ODR	11-14
Using data	14
PBIS review/Tier 2/CICO/SAIG	15-18
What is the Parent Role?	18
PBIS terms	19-20

PBIS Universal Team Members

Stephanie Davidsmeyer-Alexander, External Coach
Holly O'Neil, Associate Principal/Internal Coach/Data Analysis
Tiffany Hickox, Teacher/Internal Coach/Facilitator
Katie Collins/Counselor
Erin Grimsley/Special Education Teacher
Cathy Gibson/Teacher/Minute Taker
Sarah Rhea/Teacher
Mandy Friedrich/Teacher
Todd Sweatman/Teacher
Lynn Gotschall/Secretary
Nick Mayberry/Custodian
Jennifer Pool/Teacher/Data Analysis
Matt Fraas/Assistant Principal
Pam Howell/Teacher
Michelle Aring/Aide

PBIS Purpose Statement

The goal of the Jacksonville School District is to provide a safe, nurturing, and respectful school environment where students can learn and achieve their unique potential. The Universal Team will accomplish this through the implementation of PBIS (Positive Behavior Intervention and Supports). The purpose of PBIS is:

1. To create a more positive culture in our school/family/community.
2. To identify all students in need of support.
3. To create consistency among adults.
4. To strengthen our family partnerships.
5. To use data to guide our decision making.
6. To reduce Office Discipline Referrals (ODR).

What Is PBIS?

PBIS (Positive Behavioral Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

The program focuses on how to positively impact behavior using a three tier behavioral system: Universal (whole school), Targeted (individual child or group of at-risk children), and Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).

The Universal team developed school-wide behavioral expectations that are clear and identifiable (Behavior Matrix), lessons to teach the expected behaviors (Foundations/Cool Tools), and a plan to encourage and acknowledge appropriate behavior through school-wide celebrations (i.e. Early out days, movie days, ticket drawings, cook outs...) these positive behaviors consistently and systematically. The team utilizes teacher managed referrals and office discipline referrals entered into SWIS to gather and analyze data, target interventions, and analyze the effectiveness of the interventions.

The Turner Universal Team meets monthly to review student data that teachers maintain in their classrooms, along with any discipline data entered into Skyward and SWIS. When the data reveals an increase of a specific discipline problem or in a particular location, problem solving solutions such as all-school re-teaching of the correct behavior or ticket floods for desired behaviors are brain stormed and implemented.

PBIS for All Students & Staff

Annually students and staff at Turner Junior High are introduced to a School-Wide Positive Behavioral Intervention and Support Program. The PBIS program is based on three main ideas:

Students need to know what is expected of them.

Students need to be directly taught the correct way to behave.

The behavior needs to be consistently encouraged and acknowledged using positive common language.

Students need to know what is expected of them.

The staff at Turner Junior High School implement the same rules in each classroom. School-wide, students are provided with consistent visual reminders of our expectations that have been communicated to students, staff, and parents. Students know what is expected of them and are reminded daily when teachers re-teach/review/redirect student behaviors using consistent language to help students better understand the rules. Our three expectations for students and staff are:

“Be Respectful”

“Be Responsible”

“Be Safe”

With these three expectations, we can address any behavior and help students to be respectful, responsible, and safe in all school settings. Posters with the expectations are posted in all areas of the school.

Turner’s Behavior Matrix is included on the next page, and clearly defines school rules. The Matrix is designed to take each rule and apply it to all the settings where our students work & play: classrooms, restrooms, gym, bus, hallway, library, office, etc.

Adaptation from www.hcebis.seresc.net
Rockingham Community Action Head Start

Titan PRIDE Matrix

Productive, Respectful Individuals Dedicated to Education

Hall	Restroom	Cafeteria	Classroom	Events/ Assemblies	Bus	Locker Room/Gym	Media Center	School/ Community
<ul style="list-style-type: none"> • Make only positive comments to others • Talk quietly 	<ul style="list-style-type: none"> • Make only positive comments to others 	<ul style="list-style-type: none"> • Use peaceful and appropriate language at all times • Speak in a low volume • Speak to people at own table • Remain in line 	<ul style="list-style-type: none"> • Be quiet while the teacher is talking • Listen to peers share their answers and opinions • Ask permission to use materials or for privileges 	<ul style="list-style-type: none"> • Show good sportsmanship • Support and respect the efforts of all participants • Listen to peers being recognized • Respect opponents and officials • After school, eat in designated areas 	<ul style="list-style-type: none"> • Keep to your own space • Use appropriate language 	<ul style="list-style-type: none"> • Keep to self • Use only your belongings • Keep negative comments to self • Respect personal space and individual differences • Demonstrate good sportsmanship 	<ul style="list-style-type: none"> • Use quiet voices • Wait your turn • Respect others' space 	<ul style="list-style-type: none"> • Use appropriate language • Speak in a low volume • Respect property • Convey a positive attitude • Be polite
Be Respectful								
<ul style="list-style-type: none"> • Keep the hallway and stairs clean • Use time wisely 	<ul style="list-style-type: none"> • Flush the toilet • Throw paper towels in the wastebasket • Turn the water off • Leave the restroom clean 	<ul style="list-style-type: none"> • Clean up after yourself • Keep to yourself • Place trash in the trash can • Get everything the first time • Use time wisely 	<ul style="list-style-type: none"> • Use materials appropriately • Have necessary materials for class • Make it to class on time • Use time wisely and hand homework in on time 	<ul style="list-style-type: none"> • Clean up your area • Give 100% effort • Be prepared to be called 	<ul style="list-style-type: none"> • -Maintain condition of the bus • Be on time 	<ul style="list-style-type: none"> • Open only your own locker • Place all items in locker • Practice good personal hygiene 	<ul style="list-style-type: none"> • Return books in good condition • Be productive • Return books on time • Have a purpose/agenda ready • Ask for help when needed 	<ul style="list-style-type: none"> • Accept consequences for choices made • Follow school dress code • Clean up after yourself • Follow the law
Be Responsible								
<ul style="list-style-type: none"> • Hands and feet to self • Keep moving • Walk on the right side • Touch each stair 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Take care of your business in a timely fashion and return to class • Leave when finished 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Touch only your own food • Use food appropriately 	<ul style="list-style-type: none"> • Use materials appropriately 	<ul style="list-style-type: none"> • Move during designated times • Be seated quickly • Use stairs on the bleachers 	<ul style="list-style-type: none"> • Follow rules of the driver • Sit appropriately in your seat • Remain in seat • Move quickly to bus after school 	<ul style="list-style-type: none"> • Dress quickly • Lock lockers • Use equipment properly • Gum and candy prohibited 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Use paint sticks correctly • Push in chairs 	<ul style="list-style-type: none"> • Allow personal space • Have school ID at all times
Be Safe								

Purpose of the behavior matrix:

The goal is to provide a behavior management plan which is consistent in approach and expectations from classrooms to other areas of the school. The ultimate goal is for all students to exhibit self-discipline. The following are important components to the discipline system at Turner Junior High School.

- **School-Wide Behavior Management Plan:** The Expectation Matrices will be adhered to in ALL settings. Appropriate behaviors are taught, positive behaviors are acknowledged, and problem behaviors have clear consequences.
- **Administrative Discipline Plan:** When a student is sent to the office with an office discipline referral, it is regarded as a serious matter. The administrators will follow the district and school discipline code, and assign appropriate consequences and/or interventions. The decisions will be recorded in Skyward and available to the team leader. All referrals will be dealt with on an individual basis.
- **Expectation Matrices:** The expectation matrices (school-wide and site specific) display, but do not limit the appropriate behavior in each of the selected settings. Students and staff should make every effort to be aware of the expectations in each setting visited in the course of a day. These expectations are posted throughout the building, taught directly, and reinforced regularly.
- **Discipline Referral Forms:** Based on the severity of the misconduct, either a Teacher Managed Referral (TMR) or Office Discipline Referral (ODR) form needs to be filled out to document student misconduct. Refer to the T-Chart and discipline flow chart for guidance. It is important that each data area is filled in: motivation, time, and place of incident.

Students need to be taught directly the school’s behavioral expectations so it is clear to what they are held accountable.

Our 3 expectations are very general and do not specifically explain how to:

“Be Respectful”	“Be Responsible”	“Be Safe”
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Through individual classroom lessons called **“COOL TOOLS”** students review each part of the expectations and how they apply to the different locations in the school. For example, being safe in the classroom may include:

- Sitting in chairs properly
- Walking and moving around carefully
- Keeping your hands, feet, and objects to yourself

To teach, for example, walking and moving around carefully, the teacher will explain why it is an important part of being safe. The students will be given examples of situations where walking will keep them safe and they will take part in activities that will allow them to practice. Teachers will always show the students (model) what the correct behavior looks like so they will become familiar with it. This will give them a very clear idea of the expected behaviors that are acceptable.

The **“COOL TOOLS”** are developed to teach the behavior in the applied setting. It is important to teach the behavior where you want it to take place. For example, teaching safe gymnasium behavior needs to be taught in the gymnasium. The same is true for meal times, bus behavior, and behavior related to other places the student visits during the day. Students will be better able to make the connection between the behavior and the setting if it is taught in the actual setting.

At the beginning of the school year, all students will attend **“Foundations”** to learn or review all the expectations for each specific setting. Students enrolling in Turner after the beginning of the school year will receive direct instruction from the counselor.

Adaptation from www.hcebis.seresc.net
Rockingham Community Action Head Start

Foundations Student and Staff Responsibilities

Students will...

- Be attentive
- Be ready to learn
- Demonstrate expectations as taught
- Be respectful, Be responsible, Be safe

Staff will...

- Be prepared
- Directly teach various location expectations
- Sign student Foundation Cards as they demonstrate proficiency
- Be respectful, Be responsible, Be safe

Titan Pride Leveling System

Leveling-

- Data collection and monitoring
 - Data will be reviewed at mid-term and end of quarter
 - Students will be given appropriate level stamp based on collected data
- Once on level
 - Students have privileges associated with that level
 - Students must present ID card with stamp on back to use earned privileges (*even for passes- agenda and ID required*)
 - Students will remain on earned level until next review of data (*mid-term or quarter*)

Titan Pride Program
Productive, Respectful Individuals Dedicated to Education

<u>Red Level</u>	<u>Blue Level</u>	<u>Green Level</u>	<u>Orange Level</u>
Criteria	Criteria	Criteria	Criteria
1 or fewer tardies 0 TMRs 95% work completion 0 major offenses No suspensions	3 or fewer tardies 1 or fewer TMRs 90% work completion 0 major offenses No suspensions	5 or fewer tardies 2 or fewer TMRs 85% work completion 1 or fewer major offenses No suspensions	8 or fewer tardies 3 or fewer TMRs 80% work completion 2 or fewer major offenses 1 or fewer AEP/No OSS
Privileges	Privileges	Privileges	Privileges
Eligible to earn Titan Pride Tickets Monthly Titan Pride Lunch Free admission to Turner home sporting events Pass Privileges Cafeteria seating privileges Eligible for Privilege Lunch Listen to music during SH	Eligible to earn Titan Pride Tickets Monthly Titan Pride Lunch Extra-curricular privileges Pass Privileges Cafeteria seating privileges Eligible for Privilege Lunch Listen to music during SH	Eligible to earn Titan Pride Tickets Monthly Titan Pride Lunch Extra-curricular privileges Pass Privileges Cafeteria seating privileges	Eligible to earn Titan Pride Tickets Pass Privileges Cafeteria seating privileges

Data collection and leveling dates

2012 – 2013

- M1: 8/16– 9/14 Level: 9/18
- T1: 9/17 – 10/19 Level: 10/23
- M2: 10/22 – 11/16 Level: 11/20
- T2: 11/19 – 12/21 Level: 1/8
- M3: 1/7 – 2/8 Level: 2/12
- T3: 2/11 – 3/8 Level: 3/12
- M4: 3/11 – 4/19 Level: 4/23
- T4: 4/22 – end of year Level: TBD

Early Out Celebrations – 2012-2013

Students choosing to participate must have a signed permission slip and an ID.

- October 4th – Red/Blue out at 11:50
- February 14th – Red/Blue out at 11:50
- May celebrations TBD**

Positive Office Referrals (POR's)

1. Teacher writes a POR for a student as a positive acknowledgment of behavior. It can be a "caught being good" kind of moment or a consistent good behavior slip
2. The student takes the POR to the office.
3. An administrator/secretary will with the student call home and inform the parent of the referral. The student may also receive a tangible reward and/or add their name to a bulletin board containing other recipients.

Positive Office Referral

Titan Pride

Productive, Respectful Individuals, Dedicated to Education

Presented to: _____

Location

- Classroom
- Cafeteria
- Hallway
- Restroom
- Bus
- Gym
- Media Center

Respect Others & Self

- Talk quietly
- Listen to teachers/peers
- Show good sportsmanship
- KHFOOTY
- Wait your turn
- Leave areas clean
- Keep to self

Respect Property

- KHFOOTY
- Clean up desk
- Use materials appropriately
- Textbooks in good condition
- Lock lockers
- Have necessary materials
- Use stairs appropriately

Respect Time

- Get to class on time
- Dress for gym quickly
- Use class time wisely
- Ask for help when needed
- Return books/assignments on time

TMR

ODR

Teacher Referrals	Office Referrals
<ul style="list-style-type: none">• Tardy• Minor Profanity• Assigned work• School provided materials• Minor arguing• Non-compliance• Name calling• Lying• Academic dishonesty• Minor harassment• Minor disruptions• Excessive Talking• Technology Misuse	<ul style="list-style-type: none">• Excessive tardiness/attendance issues• Vandalism• Substances• Defiance• Weapons• Confrontational Profanity• Major disruptions• Fighting• Verbal/physical intimidation• Stealing• Cutting school• Wanderers• Gang related activity• Dress code violations• Major harassment (including sexual)• Chronic lying/cheating• Major technology violation• Chronic public displays of affection

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Targeting Behaviors

Teacher Managed Referrals:

1. In the occurrence of negative behaviors, the need for keeping track of these behaviors for specific students, times, locations, etc...arises
2. Teachers should use the Behavior T chart to aid their decision in the type of form to complete
3. If the behavior falls on the left-hand side of the T chart, a Teacher Managed Referral should be pulled up from the j drive discipline folder and completed

TEACHER MANAGED REFERRAL
TERM 4
PARENT COPY

TURNER JUNIOR HIGH SCHOOL
664 Lincoln Avenue
Jacksonville, IL 62650
Ofc: 217-243-3383
Fax: 217-243-3459



Student

Offense <input type="text"/>	Offense Description <input type="text"/>	Action <input type="text"/>
Teacher <input type="text"/>	Teacher Signature _____	Detail <input type="text"/>
Date <input type="text"/>	Motivation <input type="text"/>	Previous Actions <input type="text"/> <input type="text"/> <input type="text"/>
Time <input type="text"/>		

4. TMRs are teacher managed referrals, and considered a “minor” referral
5. Students can earn 3 TMRs per half-quarter. Should a student engaged in a 4th minor infraction, it will be recorded and addresses as a major infraction and be referred to administration

Office Discipline Referrals:

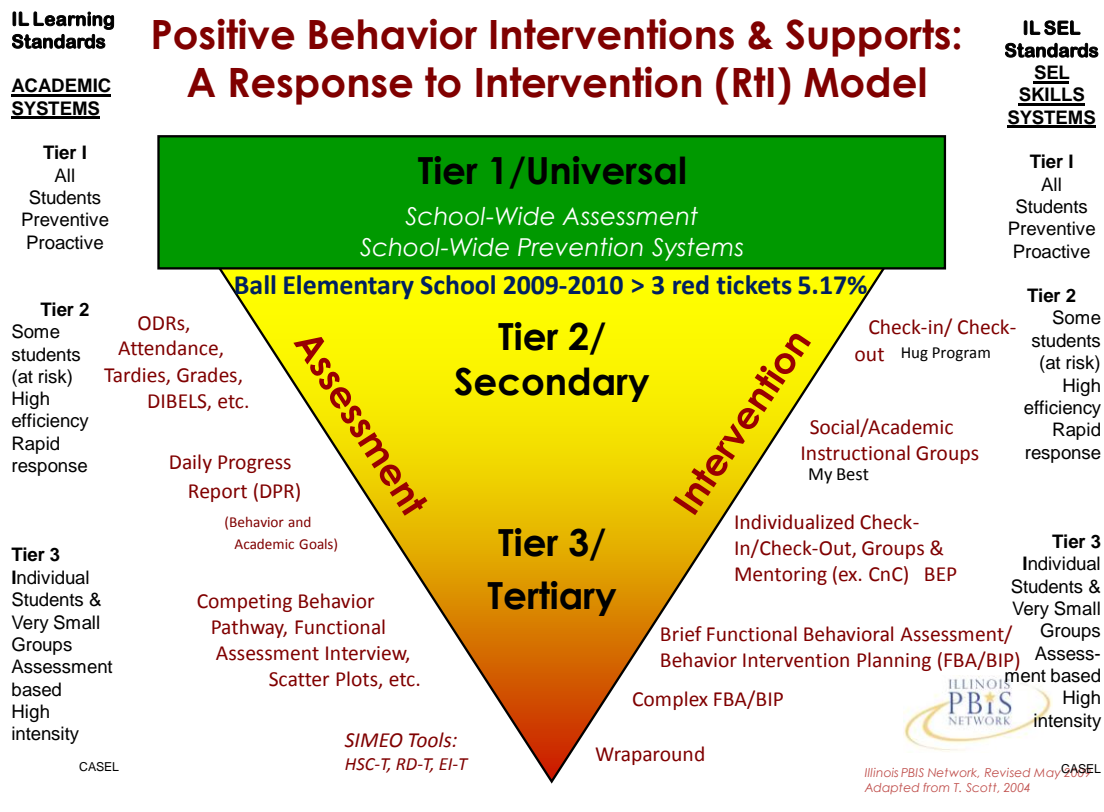
1. In the occurrence of negative behaviors, the need for keeping track of these behaviors for specific students, times, locations, etc...arises
2. Teachers should use the Behavior T chart to aid their decision in the type of form to complete
3. If the behavior falls on the right-hand side of the T chart or if it is the fourth Teacher Managed Referral, then an Office Discipline Referral (ODR) should be pulled up in Skyward, completed, and saved
4. This will automatically be sent to administrators to determine consequences for the behavior

How does the Universal Team use the data? Who looks at it? What does it mean?

- ☺ Continue to Meet on a monthly basis, building upon the Universal Systems
- ☺ Attend PBIS Trainings as needed and maintain the Action Plan
- ☺ Monitor problem behaviors through data
- ☺ Develop Universal Interventions to decrease problem behaviors (i.e. cool tools, ticket floods, etc...)
- ☺ Facilitate the School-wide Celebrations
- ☺ Be available to staff to provide support regarding PBIS

Adaptation from www.hcebjs.seresc.net
Rockingham Community Action Head Start

The Big Picture



PBIS Illinois, CASEL, ISBE

Definitions of Tier 2/Secondary and Tier 3/Tertiary Interventions

Interventions are described in order of complexity from simple secondary to the most complex tertiary.

Tier 2/Secondary Interventions (#1 - #4):

1) Check-In, Check-Out (CICO): Relatively easy and quick to implement for up to 10-15% of all students. Teachers should consistently complete DPR using positive language.

- Each adult volunteer checks in and out with multiple youth (up to 10 students)
- All youth get same intervention
- Same check in and out time
- Same school-wide behavioral expectations as goals
- Same number of opportunities for behavioral feedback (ratings)
- Same Daily Progress Report (DPR)

Data to assess Impact of Intervention: Reduction in ODRs, points earned on Daily Progress Report (DPR), grades, attendance, etc.

Data Example: After 6 weeks, 28 of the 33 students on CICO (85%) of students earned 80% or more of Daily Progress Report (DPR) points, and there has been a 50% overall reduction in total ODRs for these 33 students.

2) Social/Academic Instructional Groups (SAIG): Youth are supported in a small group for direct instruction of replacement behaviors, structured practice and feedback. Teachers should consistently complete DPR using positive language.

Examples:

- **Problem-Solving:** To learn replacement behaviors for fighting, arguing, etc.
- **Pro-social Skills:** To learn replacement behaviors for avoidance, withdrawal, etc.
- **Academic Behaviors:** To learn replacement behaviors for getting out of seat, calling out during instruction, poor studying habits, etc.

Data to assess Impact of Intervention: Reduction in ODRs, percentage of points on Daily Progress Report (DPR), grades, attendance, behavior surveys, etc.

Data Example: After 4-6 weeks of the social skills instructional group, 7 of the 8 students have earned 80% or more of their Daily Progress Report (DPR) points and there has been a 50% reduction in total ODRs for these 8 students.

3) Simple Tier 2/Secondary Interventions with Individualized Feature/s: Individualizations are fairly generic (see below), and designed without lengthy discussion of individual students.

Examples:

- **Check-In, Check-Out with Individualized Feature/s (same CICO as above with one or more of the following changes):**
 - Change location or time of Check-In and/or Check-Out
 - Change Check-In, Check-Out person (change adult or use a peer instead)
 - Individualize student expectations/goals beyond regular school-wide expectations
- **Check-n-Connect (CnC):** One adult has scheduled check-in times with the student throughout the day to provide ongoing support, pre-corrects or simply a connection/relationship.

Data to assess Impact of Intervention: Reduction in ODRs, grades, attendance, percentage of Daily Progress Report (DPR) points earned, etc.

Data Example: After 2-3 weeks of the CnC, student has earned 80% of Daily Progress Report (DPR) points and there has been a 50% reduction in ODRs.

4) Brief Function-based Behavioral Intervention Plan (Developed by Tier 2 Team): A simple behavior support plan developed quickly/easily for one student by the tier 2 generic problem-solving team. Brief tier 2 behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on assessed "function" of the youths' behavior or skills-deficits (i.e. youth needs to know how to appropriately ask for attention.)

Examples of Function-based Supports:

- Increased adult support and monitoring; instructional prompts in the natural environment.
- Individualized school-based supports for student success (alter routines and physical arrangements.)
- Function-based social skills training and practice (teach key rules and skills.)

Data to assess Impact of Intervention: Reduction in ODRs, percentage of Daily Progress Report (DPR) points earned, direct observation data recorded on simple scatter plots, etc.

Data Example: A 50% reduction in minors and ODRs, has earned 80% of DPR points, and grades, attendance, post-scatter plot data indicates a 50% decrease in frequency of problem behavior

Tier 3/Tertiary Interventions (#5 & #6):

5) Complex/Multiple-life-domain FBA/BIP: developed by a unique team for each student.

- Individualized team created specifically for one individual youth including the family and relevant school-based adults who interact with student and who will be implementing the plan.
- Interventions in behavior plan are designed based on assessed "function" of the youths' behavior or skills-deficits (i.e. youth needs to know how to appropriately ask for attention.)
- Interventions/strategies address multiple settings and/or behaviors.
- Interventions are highly individualized.

Data to Assess Impact of Intervention: SIMEO Data, SWIS data, Daily Progress Report (DPR), direct observation data via scatter plots, etc.

Data Example: A 50% reduction in minors and ODRs, has earned 80% of DPR points, grades, attendance, post-scatter plot data indicates a 50% decrease in frequency of problem behavior, and Time 2 (3, 4, etc.) EI-T & RD-T reflect sufficient progress (numeric improvement by at least one point on two items on each tool, for a total of four).

6) Wraparound: An identified team facilitator engages and develops a unique team for each student and facilitates regular meetings to develop, refine and monitor a variety of interventions and supports that address multiple life domains across settings (i.e. home, school, and community).

- Plans include highly individualized Interventions and supports designed based on strengths and big needs (quality of life indicators) identified by youth and family and other team members.
- Strengths/Needs data Tools (SIMEO Tools) that document perceptions of youth/family and other team members are used regularly at meetings to guide progress.
- Team includes the family and a balance of school professionals, community representation and natural supports.
- Wrap team meetings held more frequently in the beginning until sufficient progress is made.

Data to Assess Impact of Intervention: SWIS Data, grades, attendance, daily points. Data from SIMEO tools: Referral Disposition Tool, Home, School, Community Tool, and Education Information Tool indicate progress.

PBIS Illinois Evaluation Tools

What is the Parent Role?

- Work to develop a positive school climate.
- Participate on the leadership team.
- Teach your children the importance of school-wide expectations at home, at school, and in the community.
- Volunteer in school activities.
- Support with teaching and reinforcement of expectations in home and community settings.
- Help with school efforts to advertise the program to the community.
- Work to gather community resources (earn funds, canvas local merchants for participation) for creating and maintaining the program.
- Take part in the instruction and reinforcement systems if your child is part of a classroom or individual intervention program.
- Celebrate your child's successes.

Adapted from: "Positive Behavior Supports: Tips for Parents," by Candace Cartwright Dee, PhD, and John Boyle, EdS, NCSP, www.nasponline.org, 2007. The full handout is available online at www.nasponline.org/families.

PBIS Terms

PBIS - Positive Behavior Interventions and Supports. A positive system used to reinforce appropriate behavior with students using common language. Based around 3 – 5 basic rules that all students are aware of.

PRIDE Grid – Used in connection with Titan Tickets to recognize positive behavior. Call outs from the grid occur periodically. The students should be sent to the office when a call out is done. Once a call out is done the grid should be cleared.

Titan Tickets – Positive reinforcers that are handed out randomly to students to promote good behavior. Once a student receives a “Titan Ticket” they save or spend them as they wish. Teachers can also choose to use the “Titan Tickets” in other ways in the classroom. “Titan Tickets” are available to all members of the Turner staff and bus drivers.

Cool Tools – Programs that have been set up for specific reasons. These programs are readily available to the staff to reinforce appropriate behavior. Teacher can utilize these when students are in need of a booster for a certain behavior.

Boosters – Talks given to students to reinforce appropriate behavior in certain locations. These are done on an as needed basis. A Booster can be done for individual groups of students or as a whole school. On the whole school Booster day all staff should wear their “Wildcat PBIS” shirts.

Celebration – A reward for the students periodically given/earned for any/all students level based or not.

Internal Coaches – Staff members that have been assigned in the building to collect and analyze the data.

External Coaches – Staff members that work with all buildings to help with the PBIS process.

CICO – Check In and Check Out – Individual intervention used to help a student to become more aware of their behavior and making appropriate choices. The student Checks In with a specific staff member in the morning and then Checks Out with the same person at the end of the day.

BIP – Behavior Intervention Plan – Individualized plan for a student to help change inappropriate behavior.

Ticket Flood – Based on data, teachers will be periodically asked to shower students for exhibiting chosen behaviors that may need improvement.

Teacher Managed Referral (TMR) - A discipline referral written by a staff member for a minor behavior infraction.

Office Discipline Referral (ODR) – A discipline referral written by a staff member and consequences given by the administration for a major behavior infraction.

Social Academic Intervention Group (SAIG) - A Tier 2 intervention in the PBIS model for students that are not succeeding with Tier 1 support.

Positive Office Referral (POR) – A positive referral given to a student to reward their meeting of expectations.

Titan Pride Rubric – The chart of criteria and incentives for each level of the Titan Pride system.

School Wide Matrix – The chart of expectations for all locations of the school setting.

Data Collection Period – The dates that data is collected (i.e. tardies, missing assignments, referrals) between two leveling periods.

Leveling – An acknowledgment system for students' achievements occurring approximately each midterm and quarter.