



FLORIDA'S STATEWIDE DATABASE for Behavior

User's Guide

November 2014


Version 4.1

www.flrtib.org

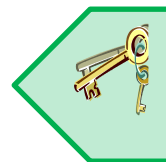


Welcome to the Rtl:B Database User's Guide

What's in the Guide: The Rtl:B Database User's Guide provides screenshots, instructions, and supporting resources for all basic functions of the Rtl:B Database.

Using the Guide: The Table of Contents is your link to the entire User's Guide. Go directly to the topic(s) you are interested in **by clicking on the titles in the Table of Contents**. To navigate back to the Table of Contents, click on the Rtl:B logo  at the bottom of each page. The organization of Section 2 is consistent with the drop-down menu items found in the database.

Key Concepts: Important (or “key”) concepts are indicated by the icon you see to the right of this paragraph. The database quiz will focus on the Key Concepts. Remember that the quiz questions you will receive correspond to the access level assigned to you and the tiers of the database used by your school.



District Administrators: Section 4 of the User's Guide explains the unique responsibilities and permissions of District Administrators. However, we suggest that at least 1 district level user become familiar with all of the database features, such as school account set up and report generation.

School Administrators: Information contained in Sections 1-3 is relevant to School Administrators. For convenience, a Quick Start Guide is available at the beginning of Section 1 that summarizes the steps involved to get your new Rtl:B account up and running.

This guide was developed by the staff of Florida's Positive Behavior Support (PBS:RtlB) Project. Florida's Positive Behavior Support Project is part of the Department of Child and Family Studies of the Louis de la Parte Institute at the University of South Florida, and is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education ACT (IDEA), Part B. terms of use.

© 2012 Florida Positive Behavior Support Project (FLPBS)

University of South Florida (USF)
13301 Bruce B. Downs Blvd., MHC 2-113A
Tampa, FL 33612

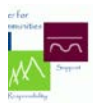


Table of Contents

SECTION 1: ACCOUNT ACCESS & TRAINING OPTIONS

*Quick Start Guide for School Administrators	6
Activation Process.....	10
Logging in to RtI:B	11
Users with access to multiple schools.....	12
Training Options	14
The Database Quiz	15
Quiz Study Guides	19
Checklist: New School Account Set-Up.....	20
Checklist: Returning School Account Maintenance	22

SECTION 2: USING THE DATABASE

Administration

Manage Student Information.....	26
Manage Staff Information.....	31
Activate Staff Accounts.....	37
Manage Staff Permissions	39
Staff List	41
School Profile	43
School Demographics & School Days per Month.....	45
School-Wide Expectations	48
Assessment Periods & Points per Expectation	50
Sample Progress Monitoring Card for Tier 2	51
Custom Fields.....	54
Tier 2 Interventions	60

Incidents

Enter Incident	64
Search Incident.....	69
Edit Incident.....	71
Disciplinary Actions for Major or SESIR Incidents	72

continued...

Tier 2

Daily Entry	75
Edit Daily Entry	78
Tier 2 Enrollment & Plan Changes	80
Correct Current Plan Changes	85
Make a Plan Change.....	87
View Prior Plan Change Information.....	90
Correct Plan Change History.....	93
List Plan Changes.....	96
List Intervention	98
Search Daily Entry	99

Reports

Individual Student Reports.....	102
Tier 1 School-Level Reports	105
SESIR Reports	106
Specific Population Reports.....	108
Annual Summary Reports.....	111
Tier 1 Custom Reports.....	113
Tier 1 Report for a Specific Time Frame.....	116
Tier 1 Frequent Flyer Report	118
Tier 2 School-Level Reports	118

SECTION 3: TROUBLESHOOTING**Log-In Difficulties**

First Time Log-In	122
Returning User	123
Re-set Your Password	123
Retrieve User Name.....	123
Add Staff with no Email or District ID.....	124
Duplicate Students	125
Duplicate Incidents.....	126
Record Bus Referrals	127
Record Free/Reduced Lunch Referrals	130

SECTION 4: DISTRICT ADMINISTRATOR INFORMATION

Quick Start Guide for District Administrators	132
---	-----

continued...

District Administrator pre-Quiz permissions (* indicates a unique permission)

Select a school to work with.....	137
Add a new school to the database*.....	137
Activate a school*	139
“Turn Off” tiers for a school.....	140
Activate a school administrator*.....	141
Activate a user at a school.....	143
View users’ quiz status	143
Override quiz for another user*	144
Add a new staff member	145
Retrieve user name	145

District Administrator Post-Quiz permissions (* indicates a unique permission)

Retrieve Student*	147
District profile*	148
District Custom Fields*	149
District Tier 2 interventions*	149
Search Incident.....	149
Search Daily Entry	150
Reports.....	150
District-Level Reports*	150

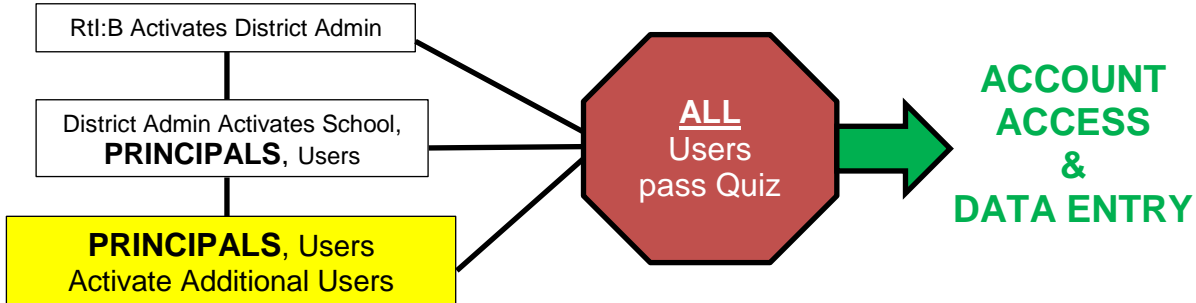
SECTION 5: APPENDIX

Access Levels Summary	155
District Administrator Study Guide.....	156
School Administrator Study Guide.....	159
Data Entry Study Guide.....	163
Coach Study Guide	167
Specialist Study Guide	170
Teacher Study Guide	172
Tier 1 Fields List.....	173
Problem Behavior Definitions	178
Sample ODR Form.....	187
Sample Tier 2 Progress Monitoring Form	188

If you have any questions or suggestions please email us at RTIDB@usf.edu.

Quick Start Guide for School Administrators

****Note:** Hyperlinks are active only when viewed in the Rtl:B User's Guide. To download a complete copy of the guide, visit www.flrtib.org.



STEP 1 - ACCESS YOUR RTI:B ACCOUNT

1. After the District Administrator activates your account in the database, you will receive an **email** stating that your account has been activated.
2. Click on the link in the email to go to your school's log-in page. If you would like to see more information about logging in to the database, click [HERE](#).

STEP 2 – TAKE YOUR QUIZ *OR* ACCESS LIMITED FEATURES

As a School Administrator, you can access limited database features that will allow other users to log in **before** you take your quiz, or you can choose to **take the quiz and access ALL** of the school-level database features (click [HERE](#) to get more information about the database quiz).

Limited Features Available Pre-Quiz	Additional Features Available Post-Quiz
Activate a user at the school	ALL school-level database features are available to an individual activated as a School Administrator.
"Turn Off" a tier for the school	
View an activated user's quiz status	
Retrieve username	

This is an example of the message you will receive after logging in & changing your password:

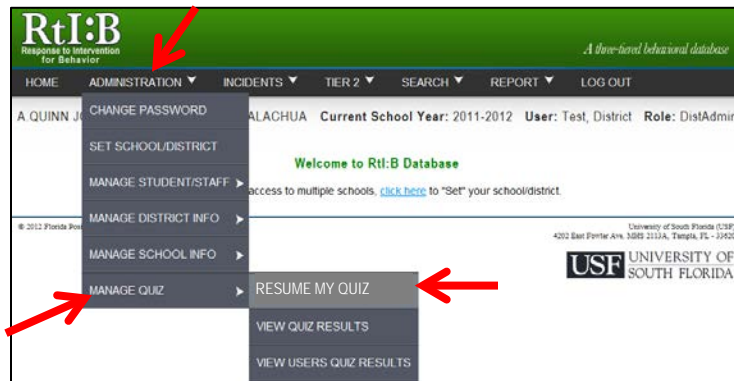
WELCOME TO THE RTI:B DATABASE!

You can access **limited database features** now. If you need to learn more about pre-quiz permissions or the new quiz system, visit www.flrtib.org and download a copy of our User's guide. To gain access to all of the features of your Rtl:B account, you will need to pass the quiz.

-OR-

You can **take your database quiz** now. You will still be able to access your limited database features while you're taking your quiz.

If you choose to access limited features prior to starting your quiz, you can go back to your quiz by going to the Administration tab, "Manage Quiz," and selecting **Resume My Quiz**.



The remainder of this Quick Start Guide for School Administrators will focus on the limited features available **Pre-Quiz**. To learn about the **additional** features available after you have passed the quiz, please refer to the school-level features described in this User's Guide.

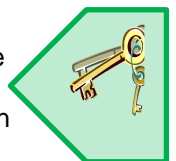
STEP 3 - IDENTIFY THE TIERS OF THE DATABASE TO BE USED AT YOUR SCHOOL

By default, all schools are enabled for both Tier 1 and Tier 2 features of the RtI:B database. If your school will only be using **one** of the Tiers, you will need to "turn off" the other Tier. **Note: this is one of the main factors in determining which quiz questions will be assigned to users from your school.**

1. Go to the Administration tab, "Manage School Info," and select the School Profile from the drop-down menu.
2. On the School Profile screen, make sure the tiers of the database your school will use are checked, and **click the "Save" button** at the bottom of the screen if you need to update the information.

STEP 4: IDENTIFY WHO WILL LOG IN TO YOUR SCHOOL'S ACCOUNT

Your school and/or district can decide how many people will log in to your school's account. The number of users per school/district is not limited. Multiple default access levels exist to provide RtI:B access that is appropriate to individuals' role within their school, and may be adjusted even



further to meet individuals' and schools' needs. If you'd like more information about the different access levels and the features they can use, click [HERE](#).

STEP 5 – INFORM PERSONNEL OF THEIR ACCESS LEVEL, YOUR SCHOOL'S TIERS OF USE, & TRAINING OPTIONS

Individuals' activation emails will let them log in to the database immediately, but ALL users except for District and School Administrators will have to pass their quiz **BEFORE** accessing the school's account. **Help them learn how to use the database features they are responsible for PRIOR TO activating their account.** Find out if your district has a pre-established training plan. You can also visit www.flrtib.org for supporting resources and to register for a live webinar.

STEP 6 - ACTIVATE USERS AT YOUR SCHOOL

Unless you will be the primary person responsible for all data entry and Rtl:B account management at your school, identify the staff members who will support you. The database offers multiple access levels with varying permission sets, including a "Data Entry" level that has access to the same features you do. Click [HERE](#) to view instructions on Activating a User.

****Note:** Individuals must be listed on the staff roster prior to activation. If the individual(s) you wish to activate are not on your staff roster, School Administrators must pass their database quiz before they can add them. You may also contact your District Administrator or Rtl:B support to add individuals to your staff roster prior to completing your quiz. ******

STEP 7 –SET UP YOUR SCHOOL'S ACCOUNT INFORMATION

Every school account requires some basic information to help reports function properly. Access a checklist that explains each step by clicking [HERE](#).

STEP 8 (if necessary) – VIEW USERS' QUIZ STATUS

If you need to check on your staff's progress with the database quiz, you can review their Quiz Status from the Staff List screen. Click [HERE](#) to view the steps to follow to view a user's quiz status.

STEP 9 (if necessary) – RETRIEVE A USERNAME

If one of your primary users loses their username and is unable to access the database, you can retrieve the username by following the steps on this [LINK](#).

--END--

SECTION 1

ACCOUNT ACCESS

&

TRAINING OPTIONS

The Activation Process

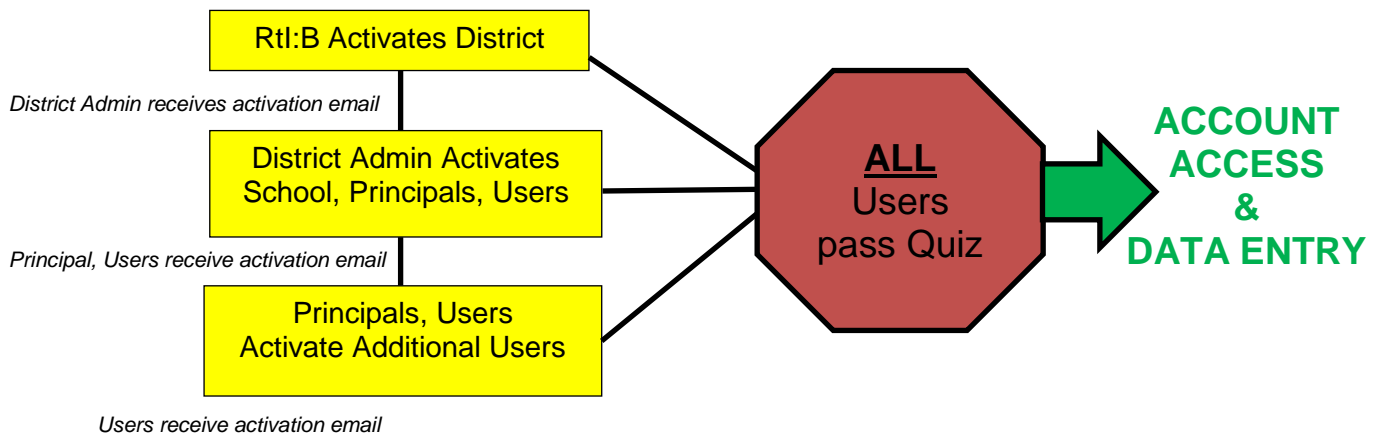
****District & School Administrators:** see your respective [Quick Start Guide](#) for an overview of the Activation Process and school information set-up**

Section Overview	Access Levels
How to get your username and password for your school's Rtl:B account.	<p>ALL</p> <p><i>*This information applies to NEW users, users who receive access to ANOTHER SCHOOL'S Rtl:B account, and prior users whose administrators RE-ACTIVATED their account after July 1st, 2012.</i></p>

THE SHORT ANSWER: School and/or district administrators are responsible for activating properly trained individuals so that they may have access to the database that is appropriate to their role at the school.



THE DETAILS:



1. Gaining access to your Rtl:B account begins with the *activation process* **which is handled by people within your school and district.** Your District Administrator begins the process by identifying schools that should use the database, and then activating principals and/or their designees. Each school administrator (or their designee) then activates additional users for their school. All users activated after July 1st, 2012 will have to pass a short quiz in order to utilize their school's Rtl:B database features.
2. When you have been activated, you will receive an email with your log-in information (the "Activation Email"). **If you haven't received an activation email but believe you should have, please see our [troubleshooting section](#).**

Logging in to Rtl:B

Section Overview	Access Levels
Get the link to log-in to your school's account	All
How to log-in to a school if you have access to more than one school's account	Any users with access to multiple schools, regardless of access level

THE SHORT ANSWER: The “activation email” contains the link to log in to your school's account, your Rtl:B username, and temporary password.

THE DETAILS:

1. You will receive an email from “**usfmit**” notifying you that your individual user account has been activated. *Note: Before you try to access your account, you should **find out your level of access** and the tiers of the database your school will be using.*
2. Here is an example of the activation email:

Congratulations – your Rtl:B database account has been activated!

Next Steps:

1. Learn how to use the database (*requires training*)*
2. Log-in and PASS THE DATABASE QUIZ
 - Log-in Page: <https://xxxxxx.flrtib.org>
 - User Name: xxx
 - Password: xxx
3. Start using your account

**Check with your school or district administrator to find out your district's plan for database training.*

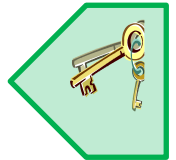
Learn more about **getting started** with your school's account, download a **study guide** for the quiz, access helpful **resources**, and/or register for **online training** by visiting our website: <http://www.flrtib.org>

We hope you enjoy the database - email us anytime!

rtidb@usf.edu

3. Click on the link in the email and it will take you to the log-in page. **You can save the log-in page in your “Favorites” folder on your internet browser.**
4. Enter the username and temporary password provided in the email. Please note that passwords are case sensitive!
5. Your username will never change.
 - a. If you lose your username, find someone with district, administrator, or data entry level permissions to retrieve it.
 - b. If you can't find someone, you can email support at RTIDB@usf.edu.

6. When you log-in to the RtI:B database for the first time you will be forced to **re-set your password**. No one will have access to your password unless you share it with them. The password requirements are:
1. 8 character minimum length
 2. Must contain one or more characters from all of the following classes:
 - English uppercase letters (A through Z)
 - English lowercase letters (a through z)
 - Numbers (0 through 9)
 - Non-alphabetic characters: @ \$ % & / () + ? ' ` * ~ # ! - _ . : [] \ < > |
7. If you ever lose/forget your password, you can reset it from the log-in page of the database. Click on the link and the database will send you a new temporary password:



8. If you have access to **multiple schools'** database accounts, you will need to tell the database which school you'd like to work with each time you log into the database:

- a. Select the school you're interested in from the drop-down menu.

- c. Double-check to make sure the database is set on the correct school by reading the school name under the menu tabs.

The screenshot shows the top of the RtI:B Database interface. The header is green with the RtI:B logo and the text "Response to Intervention for Behavior" and "A three-tiered behavioral database". Below the header is a dark navigation bar with links: HOME, ADMINISTRATION, INCIDENTS, TIER 2, SEARCH, REPORT, and LOG OUT. Below the navigation bar is a light gray bar containing the text: "Training School 01 - Dataland", "Current School Year: 2010-2011", "User: Training, Coach01", and "Role: Coach". A red box highlights "Training School 01" with an arrow pointing to a text box below it. Another red box highlights "Role: Coach" with an arrow pointing to a text box below it. The text "Welcome to RtI:B Database" is centered below the light gray bar.

You can double-check which school you're working with anytime by looking for the school name at the top of the screen.

This tells you which access level you have at this school

9. After you have changed your password and "set" your school (if you have access to multiple schools) **you will be required to pass the Database Quiz** before you can access your school's information. Many resources are available to help you learn how to use database.

Training Options

Section Overview	Access Levels
District training	All Access Levels
Facilitated online training (webinar)	
Full Recorded training	
Mini-Modules	

THE SHORT ANSWER: Each individual user has the responsibility for making sure they know how to use the relevant features of the database before logging in or trying out a new feature in their school's account. Read below to see the different training options.



THE DETAILS:

1. **District training.** Check with your administrator to find out if your district has planned training for its Rtl:B users. You may have a local face-to-face training by in-house experts, or a special webinar scheduled around your district's other activities.
2. **Facilitated online training (webinar).** The Rtl:B database team offers monthly facilitated online trainings that guide you through all of the basic features of account set-up and data entry (including key concepts that will be on the quiz). This training is listed as "Database 101" on our training calendar. You can see when the next training is scheduled and register for the session [HERE](#).
3. **Full recorded training.** If the webinar dates and times won't fit your schedule, you can view a recorded "Database 101" training from our website. You can pause & rewind the recorded training as needed, all from the comfort of your jammies (or your office, if you prefer). There is no limit on the number of times you can view this training, and no registration is needed. Access the recording from the training page of our website: <http://www.flrtib.org/training.html>
4. **Mini-Modules.** Break it down: watch our mini-modules to see each task performed for all of the tabs and drop-down menus in the database. These are a great resource if you need to freshen-up your skills or be reminded of how to use a particular feature. Click [HERE](#) to take you to the mini-modules on the website.

The Database Quiz

Section Overview	Access Levels
Description of quiz	All
How to start & complete the quiz	All
How to view users' quiz progress	District & School Administrators, Data Entry, and Coach

THE SHORT ANSWER: You can only access your school's Rtl:B information **AFTER** you pass the database quiz. The quiz is required of **everyone** and will only cover the most critical information for you to use the database successfully. There are multiple ways to prepare for the quiz – check with your administrator(s) or visit www.flrtib.org to find out how.

THE DETAILS:

The Database Quiz is designed to target:

- The **key concepts for each tier** of the database that the school will be using (Tier 1, Tier 2, or both)
- Each individual user's access level. You will only see questions for each Tier of use that impact your own access level.

Throughout this User's Guide you will see a **key icon** (the green arrow with a key inside), which means that the information involves a key concept that is addressed by one of the quiz items.



STARTING & COMPLETING THE QUIZ

4. **To start the quiz**, log in to the database. Once you've changed your password, the ability to start the quiz will appear on your main screen as soon as you log in. Click on the button to "**Continue**" your quiz.
 - a. If you have access to **multiple** schools' Rtl:B accounts, after changing your password you'll need to tell the database which school you'd like to work with. Once you've "Set" your school, you will be able to start the quiz **for that school**. If you are concerned about taking multiple quizzes, see your district administrator.

WELCOME TO THE RTI:B DATABASE!

Before you can access your school's information, you'll need to pass the Database Quiz.

The quiz questions you receive will depend on your assigned **access level** and the database features used by your school (**Tier 1, Tier 2, or Both**). If you are unsure what access you will have, please check with your school or district administrator so you can prepare for the quiz. You can also visit www.flrtib.org for more information about the activation process and database quiz.

Continue to Quiz



5. **Learn how to use the database prior to taking the quiz.** Your district may have already made arrangements for training, and there are additional options and resources on our website. Look for resources that are specific to your access level, and focus on information that's necessary for your school's tiers of use.
6. **All questions are single-response multiple choice.** If you're not sure about the answer, check the supporting resources available on the training page of our website. You can also open a 2nd internet window and experiment in our demo database: <https://demo.flrtib.org>.
7. **All questions must be answered before receiving feedback on your answers.** You will be reminded of each question and your response on the quiz results screen.
8. **All questions must be answered correctly.** If your answer is incorrect, you will receive feedback that contains a general rule, a link to the relevant section of the User's Guide, and a link to the relevant mini-modules to assist you in learning the information.
9. **The database will log you out after 30 minutes of inactivity.** If you're researching the answer to a question, be mindful of the passing time.
10. **You can complete the quiz in more than one session.** Just log out of the database/quiz, and the next time you log in to the database you will be redirected to the question where you left off. Remember to click on "submit" before leaving the session so your answer will be saved.
11. **The quiz can be taken as many times as needed.** Each item has multiple variations that cover the same content.

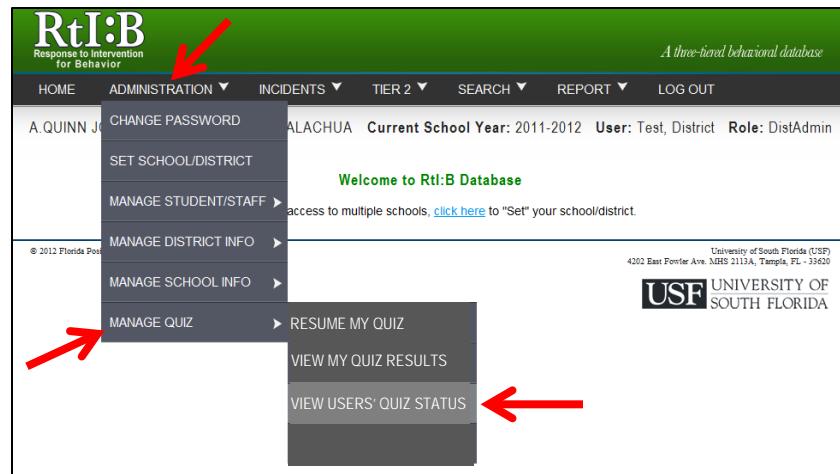
VIEWING USERS' QUIZ PROGRESS

If you have **District Administrator, School Administrator, Data Entry or Coach** access and you need to see if a colleague you've activated can access your school's information, you can check their progress on the quiz.

District and School Administrators can view users' progress before taking their own quiz if they need to, but Data Entry and Coach users must pass their quiz before accessing this feature.

1. From the **Administration** tab, go to "**Manage Quiz**" and then select "**View Users' Quiz Status**" from the drop-down menu.

continued...



2. This will take you to the Staff List screen, which shows all staff names on the school's roster. The "Database Status" column will tell you which users have been activated at the school. Each database status is defined at the top of the screen for your reference. **Only "Active" users will have the ability to take the database quiz.**

Staff List

The following staff member names have been entered into the database. To change a user's access level or staff list status, use the links from the administration drop-down menu.

Active: Staff have a valid User ID and password. They have received their email that grants them access to the database, and may log in to use the database at any time.

Inactive: Staff are listed on the staff roster, but they are not able to log in to the database. A school administrator, data entry user, or Coach must activate their User ID (Administration menu, "Manage Student/Staff", "Activate Staff").

Disabled: Staff have been removed from the staff roster and their User ID and password have been removed from the database. They are not able to log in to the database and will not be able to be chosen as referring staff for incidents. You may update the staff's status in the Manage Staff section of the Administration tab as needed.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL

Name	AccessLevel	ID	Database Status	Quiz Status
Abbott, Timmy	Teacher	3630269	Active	Number of attempts: 1 Complete.

3. The Quiz Status column will show you each user's progress with the quiz. The **"Number of Attempts"** reflects the number of times the user has taken the quiz.
- The Number of Attempts will change to "1" as soon as the user sees the first question on their quiz. It will remain "1" until the user finishes all of the questions for their quiz.
 - If a user answers even one question incorrectly, they will get another attempt at the quiz. Each additional attempt will only contain questions the user answered incorrectly on their last attempt. The number of attempts will not change until the user begins their next attempt. As soon as the user sees the first question on their next attempt, the number of attempts will advance on the quiz status screen.

continued...

4. There are several status labels you may see:
- Not Started:** The individual has not started their quiz. This could mean:
 - The individual was not activated (their database status will say "Inactive"), or
 - The user was activated but didn't start their quiz yet. In this case, the user's database status will say "**Active**," and their quiz status will say "Not Started."
 - In Progress:** The user has seen at least one question on their database quiz. The number of attempts will tell you if the user is still trying to finish their first quiz, or if they've finished their first attempt and answered some items incorrectly and have begun an additional attempt.
 - Complete:** These users have answered all of their quiz questions correctly and **can now access the school's account**. They will only have access to the features assigned to their access level, which is listed next to their name in the staff list.

Here are some examples of the different combinations of database status, quiz status, and number of attempts:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL

Name	AccessLevel	ID	Database Status	Quiz Status	
Frey, Michael	Teacher	4104572	Inactive	Not started	User was not activated.
Bass, Belinda	Teacher	19589	Active	Not started	User was activated but hasn't started their quiz.
Abbott, Timmy	Teacher	3630269	Active	Number of attempts: 1 Complete.	User has passed quiz on their first try, can access Teacher level features.
Bowers, Aimee	Teacher	28513	Active	Number of attempts: 1 Additional attempt required	User has completed their first attempt but answered at least one question wrong. They haven't started their second attempt.
Caldwell, Jim	SchoolAdmin	5799599	Active	Number of attempts: 2 Complete.	User has passed quiz on their 2 nd try, can access ALL School Admin features.
Baker, Esteban	Teacher	1343329	Active	Number of attempts: 3 In progress	User has completed their quiz twice but still answered at least one question wrong. They started their 3rd attempt; see if they need assistance/resources.

Study Guides

Section Overview	Access Levels
Links to all of the Study Guides	All

THE SHORT ANSWER: Avoid frustration – be prepared! Make sure you understand all the key concepts for your access level and your school(s) tier(s) of use. Select the appropriate study guide from the list below.

THE DETAILS:

The study guides cover the critical concepts for each user's level of access and the tiers that your school is using. Find the study guide for your own access level, and focus on the content for the tier(s) your school will use in the database.

You can click on the title of the guide to jump to that section of the User's Guide. You can also download the guides after clicking on the New Users tab at:

http://www.flrtib.org/getting_started.html

Below are links to the Quiz Study Guide for each of the default Access Levels:

- [District Administrator](#)
- [School Administrator](#)
- [Data Entry](#)
- [Coach](#)
- [Specialist](#)
- [Teacher](#)

CHECKLIST: NEW SCHOOL SET-UP

Note: Hyperlinks are active only when viewed in the Rtl:B User's Guide. To download a complete copy of the guide, visit www.flrtib.org.

THE SHORT ANSWER: This checklist will help remind you of the steps involved in setting up your new Rtl:B account so all reports and features function correctly.

STEP 1: ENSURE YOUR SCHOOL PROFILE INFORMATION IS ACCURATE

Your School or District Administrator may have already updated this information, but participation varies by school. Make sure the correct grade levels are entered, the tiers your schools will use in the database are updated, and contact information is available. To see detailed instructions for these steps, click [HERE](#).

STEP 2: IDENTIFY WHO WILL LOG IN TO YOUR SCHOOL'S ACCOUNT

Your school and/or district can decide how many people will log in to your school's account. The number of users per school/district is not limited. Multiple default access levels exist to provide Rtl:B access that is appropriate to individuals' role within their school, and may be adjusted even further to meet individuals' and schools' needs. If you'd like more information about the different access levels and the features they can use, click [HERE](#).



STEP 3: INFORM PERSONNEL OF THEIR ACCESS LEVEL, YOUR SCHOOL'S TIERS OF USE, & TRAINING OPTIONS

Individuals' activation emails will let them log in to the database immediately, but ALL users except for District and School Administrators will have to pass their quiz **BEFORE** accessing the school's account. **Help them learn how to use the database features they are responsible for PRIOR TO activating their account.** Find out if your district has a pre-established training plan. You can also visit www.flrtib.org for supporting resources and to register for a live webinar.

STEP 4: ACTIVATE USERS AT YOUR SCHOOL

Check to see if the individuals who will log in to your school's database account are already listed on your staff roster. To learn how to view your staff list, click [HERE](#). If you need to add an individual to your staff roster, you can do this through the Manage Staff screen. Click [HERE](#) to see how. Once you've confirmed that the individuals who will log in to your school's database account are on your staff roster, you can click [HERE](#) to view instructions on Activating a User.

STEP 5: ADD SCHOOL-LEVEL DEMOGRAPHICS AND SCHOOL DAYS PER MONTH

School-Level demographics and the number of school days per month must be entered at the same time. Look up this information in your district's main data system, and then click [HERE](#) to see how to add the information to your school's Rtl:B account.

STEP 6: ADD SCHOOL-WIDE EXPECTATIONS

This step is optional for schools using the database's Tier 1 features, but is **REQUIRED FOR SCHOOLS USING THE DATABASE'S TIER 2 FEATURES**. Once your school's school-wide expectations have been entered, they shouldn't be changed for the rest of the school year. Click [HERE](#) to see how to add your school-wide expectations.

STEP 7 (for schools using Tier 2 features): ADD CHECK-IN/ASSESSMENT PERIODS & POINTS PER EXPECTATION

This step only applies to schools using the Tier 2 features of the database. If your school is only using the database for Tier 1, skip to STEP 9. Otherwise, click [HERE](#) for instructions on adding Tier 2 check-in periods and points per expectation.

STEP 8 (for schools using Tier 2 features): ADD TIER 2 INTERVENTIONS FOR YOUR SCHOOL

Your account will have four Tier 2 interventions available, and you can add and remove interventions as needed. Your school can have up to eight active Tier 2 interventions at any given time. Click [HERE](#) to see how to add them.

STEP 9 (optional): ADD CUSTOM FIELDS FOR TIER 1 INCIDENT ENTRY

This step only applies to schools using the Tier 1 features of the database, and can be completed at any point during the school year. Once you've established custom fields for Tier 1, avoid making changes to them until the next school year. For more information about your optional Tier 1 custom fields, click [HERE](#).

--END--

CHECKLIST:

SCHOOL ACCOUNT MAINTENANCE

****Note:** Hyperlinks are active only when viewed in the Rtl:B User's Guide. To download a complete copy of the guide, visit www.flrtib.org.

STEP 1: UPDATE YOUR PASSWORD

Starting in SY 2012-2013, all passwords must meet specific requirements. You can see the requirements when you log in to your account, or you can view them [HERE](#).

****STEP 2: PROTECT YOUR STUDENTS' DATA****

Disable individuals' log-in credentials if they should no longer have access to your school's Rtl:B account. You can see whether they have the ability to log in from the Staff List screen (all "Active" individuals can log in). Click [HERE](#) to see how to disable their log-in credentials.

STEP 3: UPDATE YOUR SCHOOL PROFILE

****Note: The school profile now contains information that determines the quiz questions your newly activated users will receive.**** Update the tiers your school will use in the database, and be sure the rest of your school's information is accurate and up to date. Click [HERE](#) to see instructions for updating your school's profile.

STEP 4: IDENTIFY WHO WILL LOG IN TO YOUR SCHOOL'S ACCOUNT THIS YEAR

Make sure district-level personnel who need to log in have been added to your school's roster, and activate them with an appropriate access level. ****ALL NEWLY ACTIVATED USERS WILL HAVE TO PASS THE DATABASE QUIZ BEFORE ACCESSING YOUR ACCOUNT.**** To learn more about the quiz, click [HERE](#).

STEP 5: INFORM PERSONNEL OF THEIR ACCESS LEVEL, YOUR SCHOOL'S TIERS OF USE, & TRAINING OPTIONS

Individuals' activation emails will let them log in to the database immediately, but ALL newly activated users except for District and School Administrators will have to pass their database quiz **BEFORE** accessing the school's account. **Help them learn how to use the database features they are responsible for PRIOR TO activating their account.** Find out if your district has a pre-established training plan. You can also visit www.flrtib.org for supporting resources and to register for a live webinar.

STEP 6: ACTIVATE USERS AT YOUR SCHOOL

Check to see if the individuals who will log in to your school's database account are already listed on your staff roster (click [HERE](#) to see how to view the staff list). If you need to add an individual to your staff roster, you can do this through the Manage Staff screen (click [HERE](#) to see how it's done). Once you've confirmed that the individuals who will log in to your school's database account are on your staff roster, you can activate them by going to the Administration tab,

selecting “Manage Students/Staff,” and then “Activate Staff” (click [HERE](#) to jump to that section of the guide).

STEP 7: UPDATE YOUR SCHOOL-LEVEL DEMOGRAPHICS & SCHOOL DAYS PER MONTH

This information is necessary for certain school- and district-level reports. You may need to update this information at additional times during the school year if your population changes by 10% or more. If you'd like to see instructions on how to record this information, click [HERE](#).

STEP 8: ENSURE YOUR SCHOOL'S ACCOUNT INFORMATION IS UP TO DATE

Make sure your school-wide expectations, custom fields, check-in periods, and max points per expectation are set up correctly for the year. Avoid making changes to this information during the school year, as this can impact how your account functions. You can see how expectations are added [HERE](#), review how to add check-in periods and points per expectations [HERE](#), and learn how to establish custom fields by clicking [HERE](#).

--END--

SECTION 2:

USING

THE

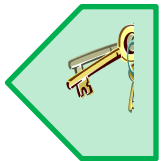
DATABASE

THE ADMINISTRATION TAB

Manage Student Information

Section Overview	Access Levels
Add a student to your roster	District Administrator School Administrator Data Entry Coach
Transfer a student to your school's roster (within-district only)	
Edit student information	
Remove a student name from your roster	

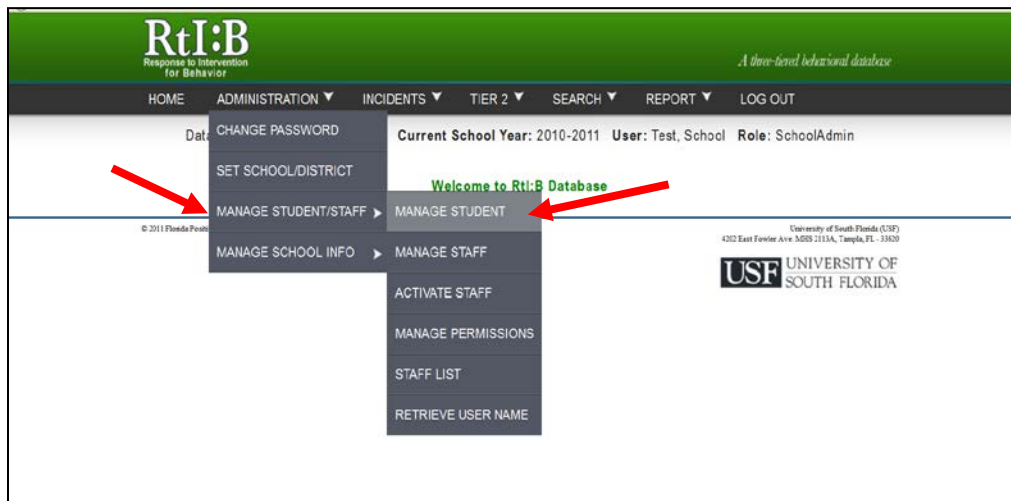
THE SHORT ANSWER: Type in the correct information & click to “save” or “update” the student’s record. **Student names can’t be deleted and their ID numbers can’t be edited**, so be sure you know the correct format to use for your district (**this can be confirmed by your IT/MIS/ET department**). Read below for more information.



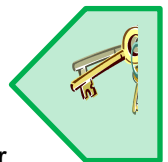
THE DETAILS:

ADD A STUDENT TO YOUR ROSTER

1. Click on the “Administration” tab and scroll to “Manage Student/Staff.” Click on the “Manage Student” link.



2. The “Student Information” screen will display. All fields are required. ***Please note: the student ID can’t be changed once you’ve saved the student’s information.*** If you’re not sure about the format your district uses for ID numbers, contact someone in your IT/MIS/ET department to find out. If you enter an incorrect ID number in this field, you’ll have to contact rtidb@usf.edu and request a correction.



Student Information

To ADD a new student to the database, enter their information below. To EDIT an existing student's information, select their name: Student

Please note: All fields are required.

FIRST name	<input type="text"/>
LAST name	<input type="text"/>
Date of birth <small>MM/DD/YYYY</small>	<input type="text"/>
Student ID ?	<input type="text"/> *Please check for accuracy
Education Status ?	GenEd <input type="button" value="v"/>
Gender	<input type="button" value="v"/>
Student list status ?	<input type="radio"/> Show Name <input type="radio"/> Hide Name

ETHNICITY AND RACE [?](#)

Ethnicity <small>You must select one</small>	<input type="radio"/> Hispanic <input type="radio"/> Non-Hispanic
Race <small>You must select one</small>	<input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Pacific Islanders <input type="checkbox"/> White

1. **To ADD a new student**, enter the required information. **Please note: You must choose one ethnicity AND at least one race.**
 - a. "Student List Status" determines whether a student's name will appear on your roster. If you are adding a new student, "Student List Status" should be marked to indicate "Show Name."
2. Click on the "Save" button to add the student to your school's roster.
 - a. If the student name is already stored on your school's roster you will get the following message. Please check your student roster again to locate the student.

STUDENT PROFILE ALREADY EXISTS

Student profile that you are trying to create already exists in the RtI:B database. Please click on the following link to go back to student profile management page.

[Add/Edit student profile](#)

TIP: Look for the student by their FIRST name and their LAST name as they may have been entered incorrectly.

You can also double-check that the student you are trying to add has a **unique Student ID**.

TRANSFER A STUDENT TO YOUR SCHOOL'S ROSTER

1. To **TRANSFER** a student into your school from another school in your district, follow the same steps as if you were adding a new student record and click "Save." If the student record is present in the Rtl:B database (but not on your school's roster), you will see the following "Student Transfer" screen:

Student Transfer

The student that you were trying to add is already assigned to a different school. To transfer the student to your school, verify the information below and click 'Transfer Student' button. To go back to the Student Profile page without completing the transfer, please click on 'Cancel' button.

First name	TOMMY
Last name	[REDACTED]
District ID	3004567
District	[REDACTED]
Old school	[REDACTED]
New School	GAINESVILLE HIGH SCHOOL
Comment	<div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> Transfer on 9/14/11 by M. Veguilla </div>

This information should match the information for your student. If it doesn't, click "Cancel" at the bottom of the screen.

Adding a comment that documents the transfer may be helpful in the future. This is an optional field.

2. After clicking the "Transfer Student" button you will get the following confirmation message:

STUDENT TRANSFER COMPLETED

You have successfully transferred the student to your school. Please click on the following link to go to student profile page.


[Student Profile](#)

- b. You can verify that the student was transferred to your school's roster by clicking the blue "Student" button and locating their name on your student roster.

Please note: The database will not transfer incident and progress monitoring data from school to school. If you want a copy of this information, please follow your district's policy for sharing student behavior records.

EDIT STUDENT INFORMATION

1. **To Edit student information**, go to the Student Management screen and click on the “Student” button. A pop-up window will appear that contains all of the student names associated with your school's account. Only the first 50 names will display; to see more, use the letters at the top of the pop-up window to jump to that section of the alphabet, or click on “ALL” for all names to appear.


Rtl:B
 Response to Intervention
 for Behavior

A three-tiered behavioral database


[HOME](#)
[ADMINISTRATION ▼](#)
[INCIDENTS ▼](#)
[TIER 2 ▼](#)
[SEARCH ▼](#)
[REPORT ▼](#)
[LOG OUT](#)

Dataland SuperSchool - Dataland
 Current School Year: 2011-2012
User: Test, School
Role: SchoolAdmin

Student Information

To ADD a new student to the database, enter their information below. To EDIT an existing student's information, select their name: Student

Please note: All fields are required.

FIRST name	<input type="text"/>
LAST name	<input type="text"/>
Date of birth MM/DD/YYYY	<input type="text"/>
Student ID 	<input type="text"/> *Please check for accuracy

The screenshot shows the Rti:B DataLand Super application interface. On the left is a sidebar with navigation links: HOME, ADMINSTR, and DataLand Super. The main content area displays a table of student records. At the top of the table is a 'CLOSE' button. The table has two columns: 'Name' and 'ID'. The records listed are:

Name	ID
Anderson, Mike	22262436
Anderson, Wayne	72626441
Anderson, Elton	146261
Anderson, Atkins	92747227
Anderson, Marsha	52746265
Anderson, Tame	02646265
Anderson, Cleveland	126261
Anderson, Jason	62626271
Anderson, Maurice	72626271
Anderson, Alkira	92746265
Anderson, Chelley	42626265
Anderson, David	52746265

At the bottom of the sidebar, there is a 'Base' section with a link to 'View Student Records (List of African American)'. The bottom of the application shows a footer with '© 2000 African American' and 'All Rights Reserved'.

2. Click on the student's name and the student's information will automatically appear for you to edit.
3. Click on the "Update" button to save your edited information.

REMOVE A STUDENT'S NAME FROM YOUR ROSTER

1. To **REMOVE A STUDENT'S NAME FROM YOUR ROSTER**, go to the Student Management screen and click on the Student button to bring up the student list. Select the student from the list so their information appears on the screen.
 - a. Please note that you won't be able to completely remove the student's name from your school's roster, but you will be able to **HIDE** the student's name from the student list that appears during incident entry.
 - i. This reduces visual clutter as staff submit/enter incidents into the database, while protecting each individual student's data.
2. Locate the **"Student List Status"** field towards the middle of the screen. Select "Hide Name," and click "Update" to save the change. The student name will no longer appear on the student list during incident entry and Tier 2 student management.

RtI:B
Response to Intervention for Behavior
A three-tiered behavioral database

HOME ADMINISTRATION INCIDENTS TIER 2 SEARCH REPORT LOG OUT

Dataland SuperSchool - Dataland Current School Year: 2011-2012 User: Test, School Role: SchoolAdmin

Student Information

To ADD a new student to the database, enter their information below. To EDIT an existing student's information, select their name: Student

Please note: All fields are required.

FIRST name	Bart
LAST name	Simpson
Date of birth MM/DD/YYYY	06/01/2011
Student ID	1_250 <small>*Please check for accuracy</small>
Education Status	EP
Gender	Male
Student list status	<input type="radio"/> Show Name <input checked="" type="radio"/> Hide Name
ETHNICITY AND RACE	

3. You can't completely remove or delete a student name from the roster. You'll have to contact rtidb@usf.edu and request a correction.



Please note: You can't delete a student from your roster. If a student's name is mistakenly recorded twice, you will need to contact the RtI:B database team and request a correction (rtidb@usf.edu). We will call you back for the information (student information shouldn't be shared through email).



Manage Staff Information

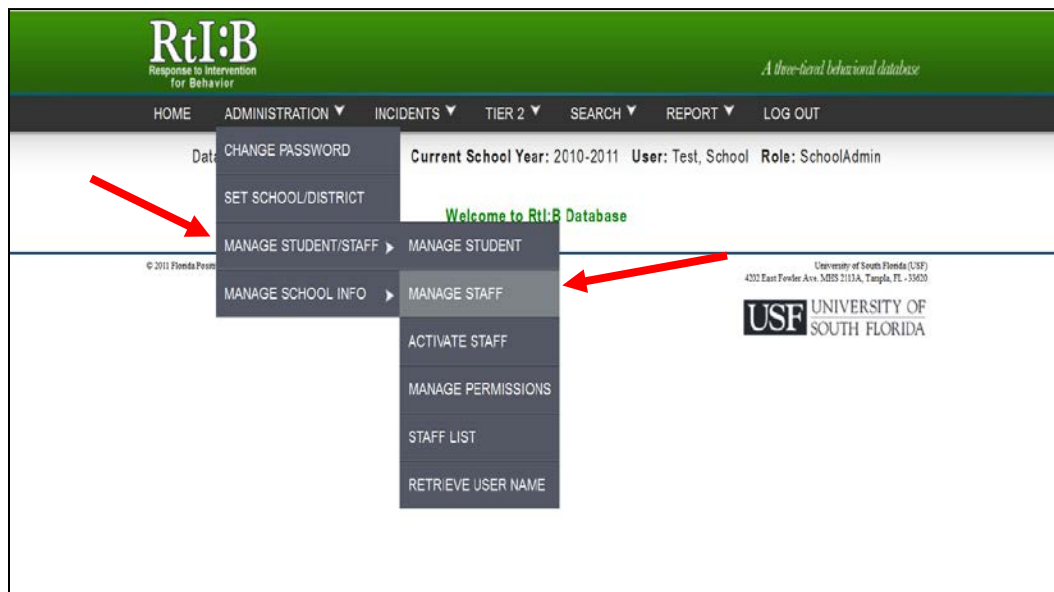
Section Overview	Access Levels
Add staff members to your school's roster	District Administrator School Administrator Data Entry Coach
Edit staff information (name change, email change)	
Remove a staff name from your roster	
Promote/Demote a staff member's access level	
Disable a user's ability to log-in to the database	

THE SHORT ANSWER: Type in the correct information & click to "save" or "update" the staff record. Staff ID numbers can't be edited, and staff names can't be deleted. Read below for more information.

THE DETAILS:

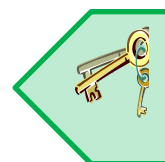
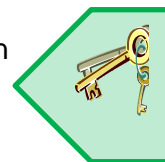
ADD STAFF MEMBERS TO YOUR SCHOOL'S ROSTER

1. Click on the "Administration" tab and scroll to "Manage Student/Staff." Click on "Manage Staff".



2. The “Staff Account Information” screen will display. All fields are required.
Please note: the employee ID can't be changed once you've saved the staff member's information. If you enter an incorrect ID number in this field, you'll have to contact rtidb@usf.edu and request a correction.

3. To **ADD** a staff member to your school's roster, enter the information on the screen. The access level will be grayed out until the entry is saved.
- Adding a staff member will only add their name to your school's roster. Individuals must be activated in order to log in to the database. Click [HERE](#) to see how to activate a staff member.
 - The access level can be changed after the staff member has been activated. Only staff that has a need to log in to the database and have been properly trained should be activated. Click [HERE](#) to jump to the Activate Staff section of the User's Guide.
 - AFTER a staff member has been activated, you can change their access level from the Staff Account Information screen. This will change their **entire set** of permissions. You can “promote” their access level so they can access more features, or “demote” their access level to restrict the features they can use. If you would like more information about the different access levels and their features, click [HERE](#) to view a summary.
 - You change a single permission for a staff member from the Manage Permissions screen. Click [HERE](#) to jump to the Manage Permissions section of the User's Guide.
 - An **email address** is **required** for every individual you add to the staff roster. If you're adding an individual who doesn't have an email account with the district, we've provided an alternative: rtibdatabase@gmail.com
 - PLEASE NOTE: THE RtI:B DATABASE TEAM WILL NOT RESPOND TO EMAILS SENT TO THE GMAIL ACCOUNT.**
 - If your school would like to keep track of referrals from substitute teachers or bus drivers (or people in similar roles), see the



instructions in the Troubleshooting section of the User's Guide. Click [HERE](#) to jump to that section.

- c. The **Staff List Status** gives you the option to "Show Name" or "Hide Name". If you are adding a new staff member, "Staff List Status" should be marked to "**Show Name**."

2. Click "Save Staff Profile" to save the new record.

Please note: adding a staff member to your school's roster does NOT give them access to your school's database account. Only staff whose accounts have been "activated" and who have passed the quiz will gain access to the database. Individuals must be added to your roster before they can be activated, but you do not need to activate all of your staff members.



EDIT STAFF INFORMATION

1. To **EDIT staff information**, go to the Manage Staff screen and click on the blue "Staff" button. A pop-up window will appear that contains all of the staff names associated with your school's account. Only the first 50 names will display; to see more, use the letters at the top of the pop-up window to jump to that section of the alphabet, or click on "ALL" for all names to appear.
 - a. When accessing the staff list from the Administration tab/Manage Staff screen, you are accessing a "master" roster that shows a complete history of staff associated with your school. Only staff whose List Status is "Show Name" will appear on the rosters for Tier 1 incident entry.
 - i. If a staff member leaves your school for an extended period of time, you can temporarily change their List Status to "Hide Name," and change it back to "Show Name" when they return. *Note: This will also disable that person's log-in credentials if they have been activated.*

TIP: Changing a staff member's name will **NOT** change their RtI:B username.

RtI:B
Response to Intervention for Behavior

A three-tiered behavioral database

HOME ADMINISTRATION ▾ INCIDENTS ▾ TIER 2 ▾ SEARCH ▾ REPORT ▾ LOG OUT

Dataland SuperSchool - Dataland Current School Year: 2011-2012 User: Test, School Role: SchoolAdmin

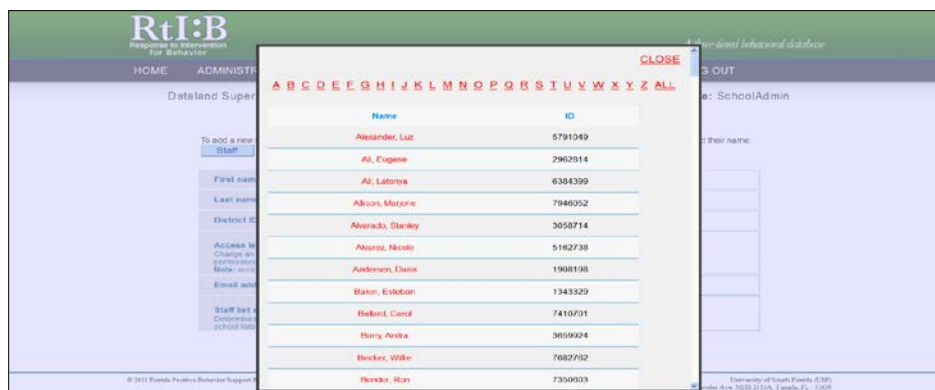
Staff Account Information

To ADD a new staff member to the database, enter their information below. Or, to EDIT an existing staff member's information, select their name:

[Staff](#)

Please note: All fields are required.

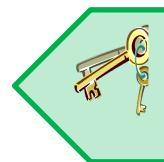
First name	<input type="text"/>
Last name	<input type="text"/>
Employee ID	<input type="text"/> *Please check for accuracy
Access level	<input type="text"/> Access levels for new staff are automatically set to "Teacher" but may



2. Click on the staff member's name and their information will come up on the screen for you to edit.
3. Click on the **"Update"** button to save your edited information.

REMOVE A STAFF NAME FROM YOUR INCIDENT ENTRY ROSTER

1. To **REMOVE** staff member's name from your incident entry roster, go to the Administration tab, Manage Staff screen and click on the blue button to bring up the "master" staff roster.
 - a. Select the individual's name from the list. When their information displays, click on **"Hide Name"** for Staff list status.
 - i. Please note that **you won't be able to completely remove the staff name from your school's roster**, but you will be able to **HIDE** the name from the roster that appears during incident entry.
 - ii. This reduces visual clutter as staff submit/enter incidents into the database, while protecting each individual's data.
 - b. Removing a staff member's name from the incident entry roster will also disable their ability to log-in to the database (if the user has been activated).
 - c. **You can't completely remove or delete a staff name from the roster. You'll have to contact rtidb@usf.edu and request a correction.**
2. Click "Update Staff Profile" to save your changes.



PROMOTE/DEMOTE A STAFF MEMBER'S ACCESS LEVEL

1. To **PROMOTE or DEMOTE** a staff member's access level, pull up their staff record as described in the Edit Staff Information section.
2. Locate the drop-down menu for Access Level.
3. Select the appropriate access level from the menu, and click "Update Staff Profile" to save the information.
 - a. Promoting/Demoting an individual's Access Level only affects users who have been activated.
 - b. The staff member will **not** receive any notification of the change.
 - c. Users with the ability to promote/demote other users can only promote up to their own access level. A "Data Entry" user can promote other users to Data Entry, but can't promote a user to School Administrator.
 - d. You can confirm users' access level by viewing the Staff List screen. Click [HERE](#) to jump to that section.

Dataland SuperSchool - Dataland **Current School Year:** 2011-2012 **User:** Test, School **Role:** SchoolAdmin

Staff Account Information

To ADD a new staff member to the database, enter their information below. Or, to EDIT an existing staff member's information, select their name:

[Staff](#)

Please note: All fields are required.

First name	Carol
Last name	Ballard
Employee ID ?	7410701 Please check for accuracy
Access level ? User will not be able to log-in until account is activated.	<div> Teacher Teacher Specialist Dataentry Staff School Admin Coach </div> Access levels for new staff are automatically set to "Teacher" but may
Email address	ymbjm.com
Staff list status Determines whether name will appear on school lists	<input checked="" type="radio"/> Show Name <input type="radio"/> Hide Name

[Update Staff Profile](#)
[Cancel](#)

DISABLE A USER'S ABILITY TO LOG-IN TO THE DATABASE

4. To **DISABLE** a user's ability to log-in to the database, pull up their staff record as described in the Edit Staff Information section. Disabling a user's ability to log-in will ALSO remove their name from the Tier 1 incident entry roster.
 - a. Select "Hide Name" for their Staff List Status, and click "Update Staff Profile" to save the information.
 - i. The staff member will **not** receive any notification of the change.
 - ii. You can confirm that the users' ability to log-in was disabled by viewing the Staff List screen. The individuals' Database Status will say "Disabled." Click [HERE](#) to jump to that section.

Staff Account Information

To ADD a new staff member to the database, enter their information below. Or, to EDIT an existing staff member's information, select their name:

Staff

Please note: All fields are required.

First name	<input type="text" value="Carol"/>
Last name	<input type="text" value="Ballard"/>
Employee ID <small>?</small>	<input type="text" value="7410701"/> *Please check for accuracy
Access level <small>?</small> <small>User will not be able to log-in until account is activated.</small>	<div style="display: flex; align-items: center;"> <input type="text" value="Teacher"/> <div style="margin-left: 5px;">▼</div> <div style="margin-left: 10px; font-size: small;">Access levels for new staff are automatically set to "Teacher" but may be updated at any time.</div> </div>
Email address	<input type="text" value="weizep.gwobfv@cqcxy.ymbjm.com"/>
Staff list status <small>Determines whether name will appear on school lists</small>	<div style="display: flex; align-items: center;"> <input type="radio"/> Show Name <input checked="" type="radio"/> Hide Name </div>

Staff list status
Determines whether name will appear on school lists

☐ Show Name

☒ Hide Name

Update Staff Profile

Cancel

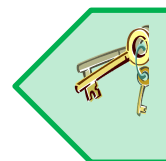
Activate Staff Accounts

Section Overview	Access level
Give other staff the ability to log-in to your schools' Rtl:B account	District Administrator School Administrators Data Entry Coach

THE SHORT ANSWER: After you've notified individuals of their access level and your school's tiers of use in the database, locate the individuals' names on the Activate Staff screen. Select the access level you want them to have and click "Activate Staff." They will be able to log in to the database and take their quiz almost immediately.

THE DETAILS:

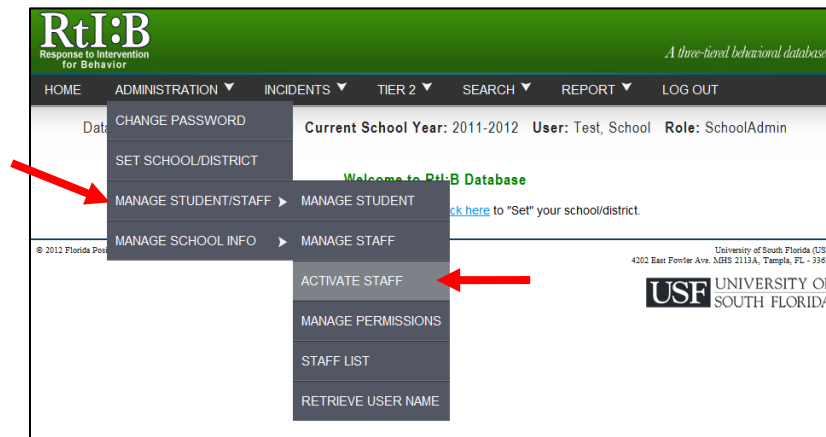
Your school and/or district can decide how many people will log in to your school's account. The number of users per school/district is not limited. Multiple default access levels exist to provide Rtl:B access that is appropriate to individuals' role within their school, and may be adjusted even further to meet individuals' and schools' needs. If you'd like more information about the different access levels and the features they can use, click [HERE](#).



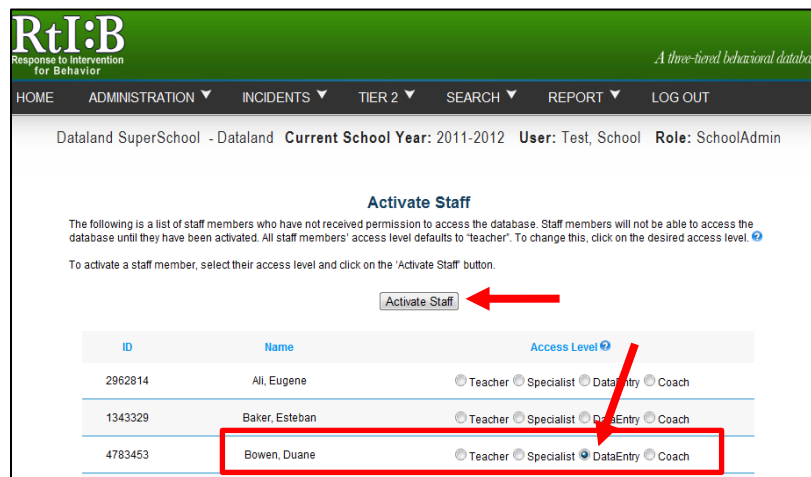
1. **Inform personnel** of their access level, your school's tiers of use, & training options.
 - a. Individuals' activation emails will let them log in to the database immediately, but ALL users except for District and School Administrators will have to pass their quiz **BEFORE** accessing the school's account. **Help them learn how to use the database features they are responsible for PRIOR TO activating their account.** Find out if your district has a pre-established training plan. You can also visit www.flrtib.org for supporting resources and to register for a live webinar.
2. Check to see if the individuals who will log in to your school's database account are already listed on your staff roster. To learn how to view your staff list, click [HERE](#).
 - a. If you need to add an individual to your staff roster, you can do this through the Manage Staff screen. Click [HERE](#) to see how.

continued...

3. Click on the "Administration" tab and then "Manage Student/Staff". Click on "Activate Staff".



4. A list of **staff** that are not able to log in to your school's RtI:B account will display.



5. Locate the name of the staff you would like to activate and click on the access level for that individual.
 - a. Click [HERE](#) for a description of the specific permissions provided with each access level.
6. Click on the "Activate Staff" button.
7. A window will display that shows you have successfully activated new staff.
 - b. An email will **immediately** be sent to the staff confirming that their account has been activated. The email will give them the link to their log in screen, their permanent username and their temporary password. For more information about the activation process and first-time log-ins, click [HERE](#).

Manage Staff Permissions

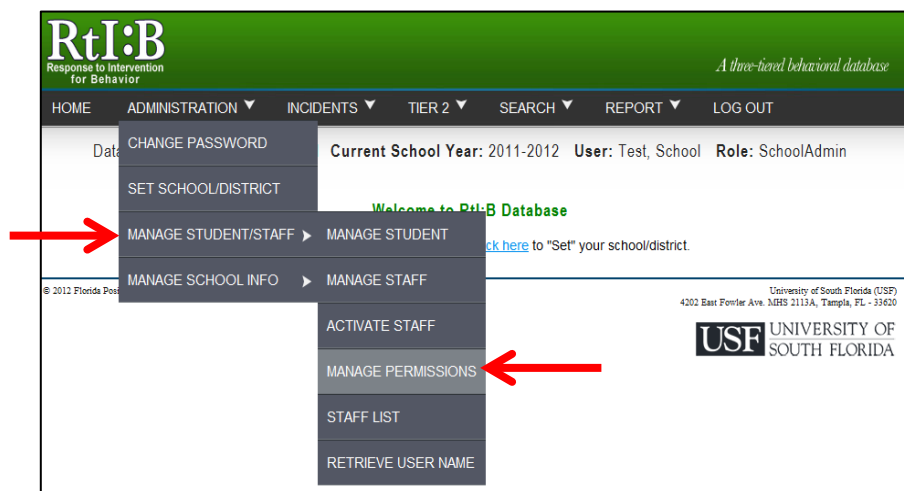
Section Overview	Access Level
Increase or decrease individual permissions for staff that have been activated.	District Administrator School Administrators Data Entry Coach

THE SHORT ANSWER: The default permission sets included on each Access Level can be adjusted for individuals as needed. After selecting the individual's name, check/un-check the specific permissions, and click "Save Permissions" at the bottom of the screen.



THE DETAILS:

1. Click on the "Administration" tab, scroll to "Manage Student/Staff" and click on the "Manage Permissions" link.



2. The "Assign Custom Permissions" screen will appear. Click on the blue "Staff" button and select the staff member from the list in the pop-up window.


Assign Custom Permissions

To give an individual user access to database privileges that are different from those typically allowed by their access level, select their name from the pop-up list, and then check the appropriate box(es) below. To restrict an individual user's database privileges, remove the check from the appropriate box(es).

Select staff: Barry, Anita Staff

CATEGORY	LABEL	PRIVILEGES
Edit/Assign Access Levels	<input checked="" type="checkbox"/> Add/Edit staff account	Add staff account for staffs not already in the staff list OR Edit account for staff currently in the staff list
	<input checked="" type="checkbox"/> Add/Edit student information	Add student information for students not already in the student list OR Edit information for students currently in the student list
School Information	<input checked="" type="checkbox"/> Manage school profile	Edit school name, grade levels, address, contact information.
	<input checked="" type="checkbox"/> Manage school demographics	Edit school enrollment information, number of school days per month.
	<input checked="" type="checkbox"/> Establish school expectations/periods	Enter the school-wide expectations, number of periods per day, and total number of periods.

3. The staff member's current set of permissions will appear for you to edit. Tasks and features that the individual can access are indicated by a check mark. If a task/feature doesn't have a check mark, the individual does not have access to the item. Add or remove permissions as needed by adding or removing checkmarks.

Progress Monitoring	<input checked="" type="checkbox"/> Add daily entry <input checked="" type="checkbox"/> Review daily entries	Record the points earned per period for a student receiving a Tier 2 intervention(s). Review the progress monitoring entries for all students receiving a Tier 2 intervention(s).
Report Access	<input checked="" type="checkbox"/> Tier 1 School Report <input checked="" type="checkbox"/> Tier 1 Student Report <input checked="" type="checkbox"/> Tier 2 School Report <input checked="" type="checkbox"/> Tier 2 Student Report	View reports of major, minor, and SESIR incidents from the entire school. View individual students' records of major, minor, and SESIR incidents. View school-wide compilations of progress monitoring data. View individual students' progress monitoring information.
<div style="text-align: right;"> <input type="button" value="Save Permissions"/>  </div>		

4. Click on the "Save Permissions" button to save your changes. The staff member will not receive a notification of the change, but the new permissions will take effect the next time they log in.

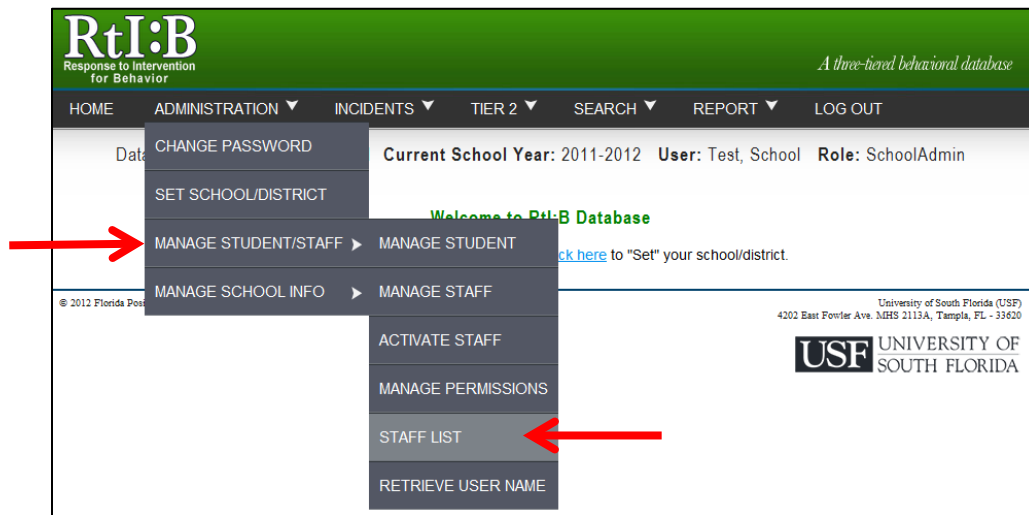
Staff List

Section Overview	Access Level
View all staff associated with your school's RtI:B account	District Administrator School Administrator Data Entry Coach
Determine if individuals can log in to the database	
Identify individuals' access level	

THE SHORT ANSWER: The Staff List is a comprehensive summary of individuals' log in status for your school's account. If you need to confirm an individuals' access, this is the place to view it.

THE DETAILS:

1. From the Administration tab, click on Manage Student/Staff, and select "Staff List."



2. The Staff List screen shows a cumulative history of staff that has been associated with your school's RtI:B account.
 - a. All staff members have an Access Level, but this designation only matters if the individual's database status is listed as "Active."
 - b. The definition for each database status is listed at the top of the screen.
 - i. **"Active"** status means the individual can log in to the database at any time.
 - ii. **"Inactive"** status means the individual was not given the ability to log-in to your school's RtI:B account.

- iii. **“Disabled”** status means the individual was able to log in to your school’s account at one point in time, but can no longer do so.
 1. There is no distinction between staff whose names are hidden from the incident entry roster and staff whose log-in credentials have been revoked (“Disabled” status).

Staff List				
The following staff member names have been entered into the database. To change a user’s access level or staff list status, use the links from the administration drop-down menu.				
Active: Staff have a valid User ID and password. They have received their email that grants them access to the database, and may log in to use the database at any time.				
Inactive: Staff are listed on the staff roster, but they are not able to log in to the database. A school administrator, data entry user, or Coach must activate their User ID (Administration menu, "Manage Student/Staff", "Activate Staff").				
Disabled: Staff have been removed from the staff roster and their User ID and password have been removed from the database. They are not able to log in to the database and will not be able to be chosen as referring staff for incidents. You may update the staff's status in the Manage Staff section of the Administration tab as needed.				
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL				
Name	AccessLevel	ID	Database Status	Quiz Status
Abbott, Timmy	Teacher	3630269	Active	Number of attempts: 1 Complete.
Acosta, Jeff	Teacher	02258	Active	Number of attempts: 1 Complete.
Administrator1, Test	Teacher	23467	Active	Number of attempts: 1 Complete.
Aguirre, Dexter	Teacher	41695	Active	Number of attempts: 1 Complete.

For information about the quiz status column, see the section about the Database Quiz (click [HERE](#)).

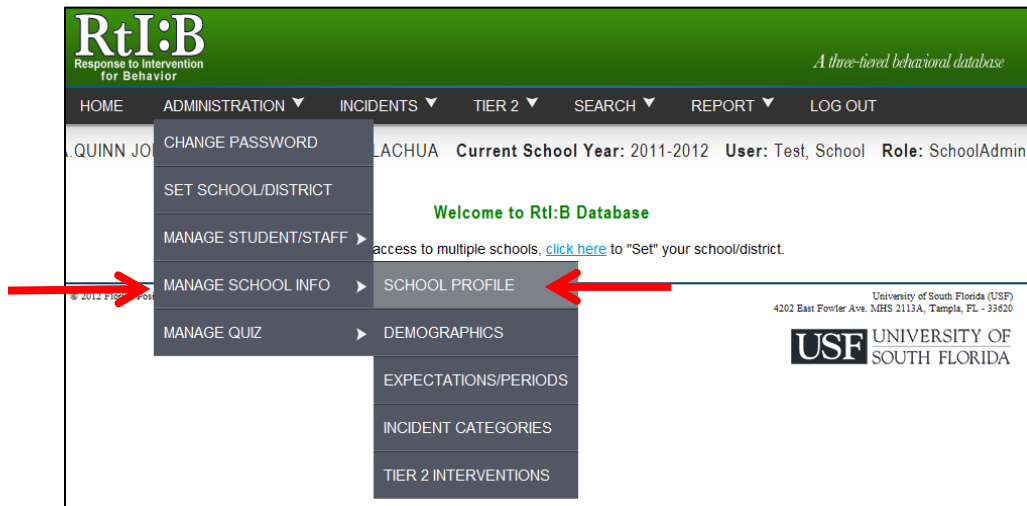
Set-Up/Edit Your School Profile

Section Overview	Access Level
Identify your school type, grade levels served, and tiers of use in the database	District Administrator School Administrator
Update contact information for your school	Data Entry Coach

THE SHORT ANSWER: The School Profile has important information that impacts the quiz questions your new users will see, the ability to enter incidents, and district-level reports. Make sure the information is accurate and up-to-date throughout the year to help ensure the database functions smoothly for your users.

THE DETAILS:

1. Click on the “Administration” tab, “Manage School Info,” and then “School Profile.”



2. To enter or edit information on the school profile, type into the different data entry fields.
 - a. **Note:** The selection(s) entered into the “Database Choice” field will determine which quiz questions your newly activated users will see.
 - b. Users will not be able to enter Tier 1 incidents until grade levels served are selected.
 - c. The “School Type” is needed for District-Level reports.

School Profile	
To edit school profile information, type the information in the fields below and click 'Save.'	
School name	<input type="text"/>
School type	Other <input type="button" value="v"/>
Database Choice	<input type="checkbox"/> Tier 1 <input checked="" type="checkbox"/> Tier 2
Grade levels	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
School code	0052
Database status	<input checked="" type="radio"/> Active <input type="radio"/> Inactive
MAILING ADDRESS	
Street	<input type="text"/>
City	GAINESVILLE
Zip	<input type="text"/>
PHYSICAL ADDRESS	

3. Contact information should be listed for the person who will be the main point of communication/ authorization for database issues.
 - a. Once you start to update the contact information, you will be required to complete all fields prior to saving the information.

PHYSICAL ADDRESS (<input type="checkbox"/> SAME AS MAILING ADDRESS)	
Street	11223 Good Decisions Dr.
City	Better Future
Zip	22334 - 5678
CONTACT DETAIL	
School phone	334-455-6677
Ext	889
School fax	334-455-6678
Contact title	Mrs
Contact first name	Futura
Contact last name	Leaders
Contact email	FuturLeaders@SuperSchool.Dataland.edu
School Website	SuperschoolDataLand.edu



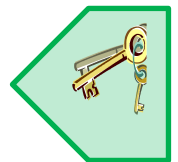
4. When you're finished updating the information, click on the "Save" button.

Note: If you are setting up a district profile, you will follow a similar procedure, but from the Administration menu select "Manage District Info," and then "District Profile." Only **District Administrators** can manage district profiles.

Set-Up/Edit School Demographic Information & School Days per Month

Section Overview	Access Level
Entering/ Editing school-level demographics	District Administrator School Administrators Data Entry Coach
Maintaining your school-level demographics	
Entering school days per month	

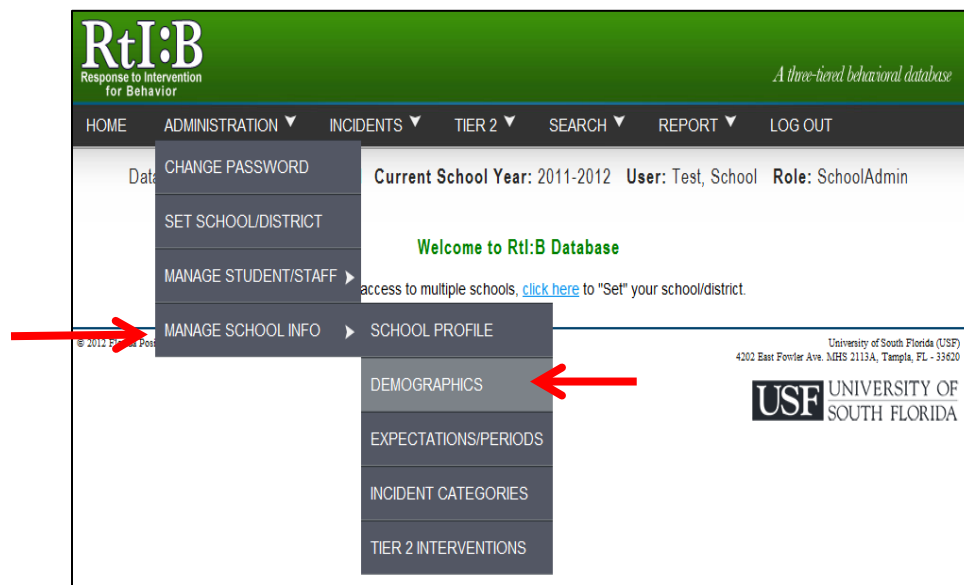
THE SHORT ANSWER: The accuracy of school-level demographics and school days per month impacts reports. These data only need to be updated if there is a significant change (>10%) during the year.



THE DETAILS:

ENTERING/EDITING SCHOOL-LEVEL DEMOGRAPHICS

1. Click on the "Administration" tab, "Manage School Info," and then "Demographics."



2. If school-level demographics or school days per month have already been entered, you will receive a warning message, otherwise you will proceed directly to the demographics screen.

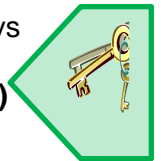
SCHOOL DEMOGRAPHICS ALREADY EXIST

School demographics for the current school year already exist. Please click on the following link to edit school demographics for the current school year.

[Edit School Demographics](#)

Click on the link to edit your school's demographics

3. To **ENTER** or **EDIT** information about your school's demographics or school days per month, type into the different data entry fields. **Please note that you must enter all demographics (school demographics and school days per month) during one sitting.**



- The number of students with IEP should not include gifted students.
- ONLY ENTER ZERO FOR THE "UNKNOWN" RACE CATEGORY.**
 - Entering a value other than zero will negatively impact the accuracy (and resulting interpretations) of school and district level reports.
 - The "unknown" category was added to accommodate irregularities in historical data for a subset of schools, but should **not** be used for current Rtl:B data.

4. Click on **"Save"** to record your school's information.

School Demographics

To update a school's demographic information or school days per month, type the information in the fields below. **Note:** Enrollment information should be updated if changes affect 10% of the total enrollment or more.

Total enrollment	1012		
# of Students with IEP	28		
ETHNICITY (NUMBER)			
Hispanic	226		
RACE (NUMBER)			
American Indian or Alaskan Native	40		
Asian	100		
Black/African American	216		
Native Hawaiian or Other Pacific Islander	60		
White	225		
Multi-Racial	146		
Unknown <small>Enter zero for this field</small>	0		
SCHOOL DAYS PER MONTH			
Aug 13	Sep 21	Oct 21	Nov 19
Dec 15	Jan 21	Feb 20	Mar 22
Apr 15	May 22	Jun 6	July 0

Save

Always set the value for "Unknown" to ZERO.

Tip: before entering your demographics, print out the webpage and fill it out by hand, and then come back and enter. This will save you time by knowing what to enter in each field in advance.

MAINTAINING YOUR SCHOOL-LEVEL DEMOGRAPHICS

You will occasionally need to **MAINTAIN** your Rtl:B demographics by comparing your enrollment information from your school's main data system to the information stored in Rtl:B. If these numbers become very different your school- and district-level reports can be affected.



ENTERING SCHOOL DAYS PER MONTH

1. After logging in, click on the "Administration" menu, "Manage School Info," and then "Demographics."

2. Scroll to the bottom of the screen and enter the correct number of **school days** for each month.

Note: Enter "0" for the months there is no school.

3. When you're finished updating the information, click "Save".

School-Wide Expectations

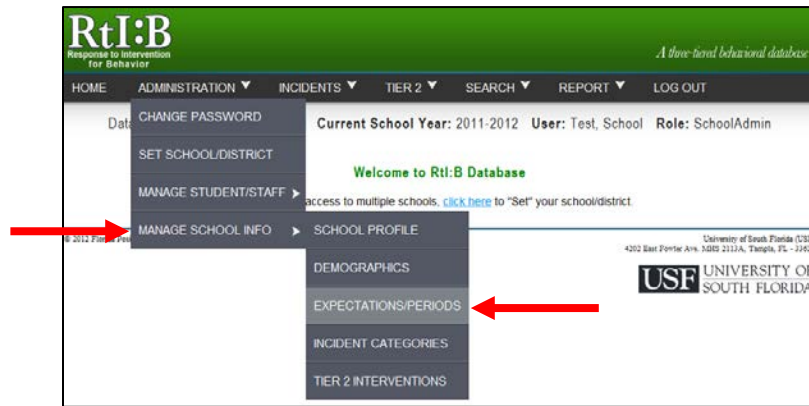
Section Overview	Access Level
Entering School-Wide Expectations	District Administrator School Administrators
Editing School-Wide Expectations	Data Entry Coach

THE SHORT ANSWER: Add up to 6 school-wide expectations to your school's account. This information is optional for Tier 1 use but required if your school wishes to use the Tier 2 features of the database. **Note: Once information on any part of this screen is established, avoid making changes for the rest of the year.**

THE DETAILS:

ENTERING SCHOOL-WIDE EXPECTATIONS

1. After logging in, click on the "Administration" menu, "Manage School Info," and then "Expectations/Periods."



2. Enter your school-wide expectations by typing one expectation into the field provided and clicking "Add Expectation." You may repeat this for up to 6 expectations.
 - a. All additions take effect IMMEDIATELY.

School-Wide Expectations & Tier 2 Set-Up

Please note: Once information on any part of this screen is established, avoid making changes for the rest of the year. Click on the question mark icon next to each heading for instructions and more information.

SETTING UP SCHOOL-WIDE EXPECTATIONS FOR TIER 1 USE

SETTING UP INFORMATION FOR TIER 2 USE

SCHOOL-WIDE EXPECTATIONS (MAXIMUM SIX)

Check indicates an active expectation

<input checked="" type="checkbox"/>	Be Respectful
<input checked="" type="checkbox"/>	Be Kind
<input checked="" type="checkbox"/>	Be Responsible

3. Expectations appear underneath the data entry field, with active expectations indicated by a checkmark. Expectations that may have been used in past school years (but currently don't appear on your school's incident entry menu) appear without a check mark.

SCHOOL EXPECTATIONS (MAXIMUM SIX)

Check indicates an active expectation

<input checked="" type="checkbox"/>	Be Safe
<input checked="" type="checkbox"/>	Be Respectful
<input type="checkbox"/>	Be Responsible

Active/Current Expectations

Inactive/Historical Expectation

EDITING SCHOOL-WIDE EXPECTATIONS

Please note: School-wide expectations SHOULD NOT be changed during the school year. Changing them during the school year may impact your school's Tier 1 reports, will change your school's Tier 2 daily entry screen, and may cause your school to lose the ability to edit existing Tier 2 daily entries.



- Check or uncheck the expectations you want to remove. Changes take effect immediately.
 - If you type an expectation incorrectly you must enter it again. You cannot edit the expectation.
- Adding or removing an expectation will change the total number of points per period available on the Tier 2 Daily Entry screen. If Tier 2 Daily Entries are already present in the database, you may lose the ability to edit them.
 - If daily entries have already been recorded for this school year but you need to change your school-wide expectations, make sure all Tier 2 daily entries are up-to-date and accurate before changing your school-wide expectations.



- b. Existing daily entries will be saved but you may not be able to edit them.
- c. New daily entries will reflect the Tier 2 set-up changes, even if students have existing data that was based on the old number of expectations.

Assessment Periods & Points per Expectation

Section Overview	Access Level
Background on Tier 2	District Administrator School Administrators Data Entry Coach
See how your Daily Progress Report Card (DPR) for Behavior matches up to the database fields	
Enter your assessment periods and max points per expectation	

THE SHORT ANSWER: Add up to 10 assessment periods for students who receive Tier 2 supports at your school. The highest point value on your assessment scale must also be recorded so the database can calculate the percent of points earned for each student. This information is optional for Tier 1 use, but is required if your school wishes to use the Tier 2 features of the database. **Note: Once information on any part of this screen is established, avoid making changes for the rest of the year.**

THE DETAILS: BACKGROUND ON TIER 2

The purpose of Tier 2 interventions is to intervene with students early to prevent problems from getting worse. Tier 2 interventions should be relatively standardized across students, and utilize appropriate decision rules to help guide changes in support status. This allows students to contact additional support quickly, **immediately provides a source of data to use in decision making**, and allows school staff to spend more of their time providing interventions and problem-solving for individual students with more intensive needs (Tier 3).

Regular progress monitoring of students who receive Tier 2 supports is a required part of problem solving for behavior. Progress monitoring tools must be sensitive to small changes in behavior. The Daily Progress Report Card for behavior is appropriately sensitive for Tier 2 progress monitoring, and easy to use. It can be used as a standard measure across interventions, including those which don't utilize the paper report card. For these reasons, Rtl:B database's progress monitoring system for Tier 2 is based on this tool. If you would like more information about Tier 2 or Tier 3 systems for behavior, you can download the MTSS Project's white paper, "Implementing a Multi-Tiered System of Support for Behavior: A Practical Guide," from <http://flpbs.fmhi.usf.edu> (the link to the paper can be found at the bottom of the home page).

The next page provides an example of how the DPR matches to the fields in the Rtl:B Database.

School-Wide Expectations & Tier 2 Set-Up

Please note: Once information on any part of this screen is established, avoid making changes for the rest of the year. Click on the q mark icon next to each heading for instructions and more information.

SETTING UP SCHOOL-WIDE EXPECTATIONS FOR TIER 1 USE

SETTING UP INFORMATION FOR TIER 2 USE

SCHOOL-WIDE EXPECTATIONS (MAXIMUM SIX)

Add Expectation

Check indicates an active expectation

- ☒ Be Respectful
- ☒ Be Responsible
- ☒ Be Motivated

TIER 2 CHECK-IN/ASSESSMENT PERIODS

Establish the maximum number of "Check-In" periods for your school by checking the appropriate number of periods below.

- ☒ Period 1
- ☒ Period 2
- ☒ Period 3
- ☒ Period 4
- ☒ Period 5
- ☒ Period 6
- ☒ Period 7
- ☐ Period 8
- ☐ Period 9
- ☐ Period 10

Maximum points per expectation

3

Update Points

Successfully updated school points !

Daily Progress Report
 Adapted from Crone, Homer & Hawken (2004)

Name: _____ **Date:** _____
Intervention Program: * _____

Points Possible: 63
Points Received: 49
% of Points: 78
Goal Achieved? Y **N**

Rating Scale: 3 = Good day 2 = Mixed day 1 = Will try harder tomorrow

GOALS:

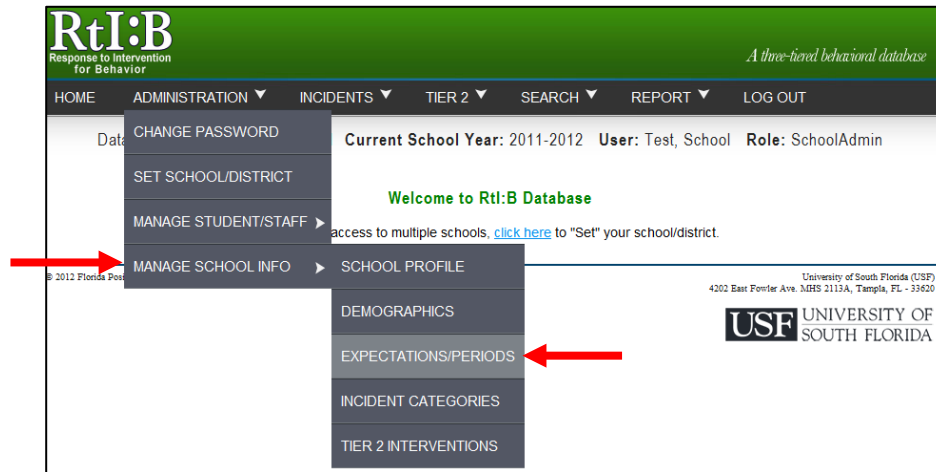
	Period 1 Homeroom	Period 2 1 st Block	Period 3 2 nd Block	Period 4 Lunch	Period 5 3 rd Block	Period 6 Phys Ed.	Period 7 Block 4
Be Respectful	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Be Responsible	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Be Motivated	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Teacher Comments:

Parent Signature(s) and Comments:

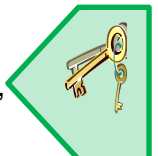
ENTER ASSESSMENT PERIODS & POINTS PER EXPECTATION

1. After logging in, click on the "Administration" menu, "Manage School Info," and then "Expectations/ Periods."



2. Scroll down to the middle section of the screen to see the number of assessment periods that are currently active at your school. Active periods are indicated by a check mark.
 - a. Check-In/Assessment periods refer to the different points in the school day when an adult records their assessment of a student's behavior. Assessment periods may or may not correspond to a school's master schedule.

3. To set up assessment periods for your school, check the **maximum** number of periods that will be applicable for a student who could receive Tier 2 supports at your school.
 - a. **Note: Once information on any part of this screen is established, avoid making changes for the rest of the year.** Changing expectations,



assessment periods, or max points per expectation will change your Tier 2 Daily Entry screen and cause your school to lose the ability to edit some existing daily entries.

- i. Existing daily entries will be saved but you may not be able to edit them.
- ii. New daily entries will reflect the Tier 2 set-up changes, even if students have existing data that was based on the old number of expectations.



TIER 2 CHECK-IN/ASSESSMENT PERIODS

Establish the *maximum* number of "Check-In" periods for your school by checking the appropriate number of periods below.

<input checked="" type="checkbox"/>	Period 1
<input checked="" type="checkbox"/>	Period 2
<input checked="" type="checkbox"/>	Period 3
<input checked="" type="checkbox"/>	Period 4
<input type="checkbox"/>	Period 5
<input type="checkbox"/>	Period 6
<input type="checkbox"/>	Period 7
<input type="checkbox"/>	Period 8
<input type="checkbox"/>	Period 9
<input type="checkbox"/>	Period 10

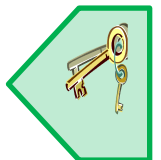
Note: Changes take effect immediately

Maximum points per expectation [Update Points](#)

To see a preview of your school's daily entry screen click [HERE](#)

SET-UP/EDIT POINTS PER EXPECTATION

Note: Once information on any part of this screen is established, avoid making changes for the rest of the year. Changing expectations, assessment periods, or max points per expectation will change your Tier 2 Daily Entry screen and cause your school to lose the ability to edit some existing daily entries.



1. Scroll to the bottom of the School Expectations/Management screen to locate the field for "Maximum points per expectation".

Period 10

Maximum points per expectation [Update Points](#)

To see a preview of your school's daily entry screen click [HERE](#)

2. Enter the maximum points per expectation in the field provided. Note that this value is the same as the maximum value on your school's assessment scale, **and is based on the points a student may earn PER EXPECTATION.**
 - a. For example, if **during one period** a student can earn 3 points for "Being Respectful," 3 points for "Being Responsible," and 3 points for "Being Safe" the maximum points per expectation are **three**.
 - i. By contrast, the total points per **period** in this example are **nine** (3 points possible for each of 3 expectations). You should not enter this value, as the database calculates this automatically for you.
 - b. Click the "Update Points" button to record the maximum points per expectation. You will receive a confirmation message that the maximum points per expectation are successfully saved.
 - c. If you're not sure whether you've set up your Tier 2 information correctly, you can **get a preview of your school's Daily Entry screen** by clicking the link on the bottom of the screen (see below).
 - i. Note that the Daily Entry screen displays the (automatically calculated) points per **period** to facilitate efficient data entry.

Period 10

Maximum points per expectation

To see a preview of your school's daily entry screen click [HERE](#)

Behavior Support Project (FLPBS)

University of South Florida (USF)
4202 East Fowler Ave. MHS 2113A, Tampa, FL - 33620

USF UNIVERSITY OF SOUTH FLORIDA

Period	Maximum points per period
Period 1	N/A 0 1 2 3 4 5 6 7 8 9
Period 2	N/A 0 1 2 3 4 5 6 7 8 9
Period 3	N/A 0 1 2 3 4 5 6 7 8 9
Period 4	N/A 0 1 2 3 4 5 6 7 8 9

3. If you update the maximum points per expectation after daily entries have been entered, the existing daily entries will be saved but you may not be able to edit them.
 - a. New daily entries will reflect the Tier 2 set-up changes, even if students have existing data that was based on the old number of expectations.



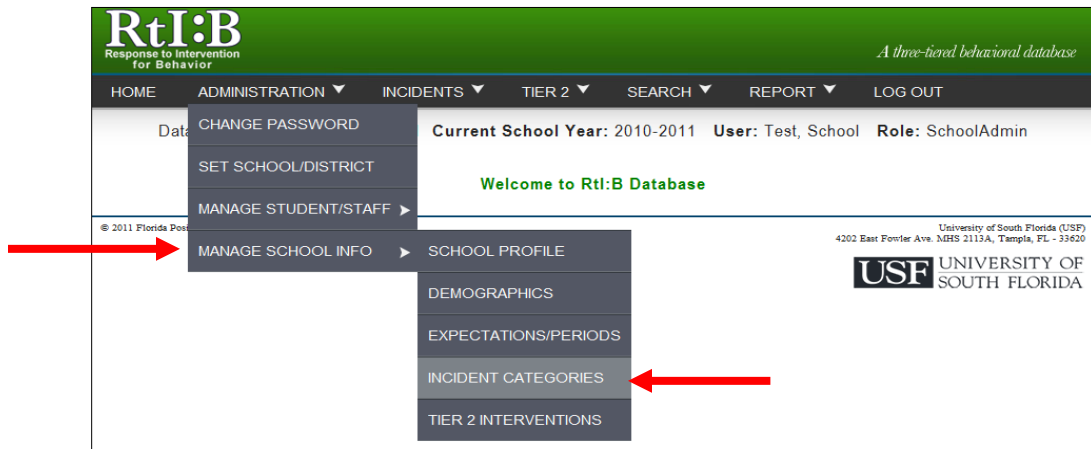
Custom Fields

Section Overview	Access Level
Add Custom Fields with drop-down menus	District Administrator School Administrator
Add custom problem behaviors and administrative decisions	Data Entry Coach

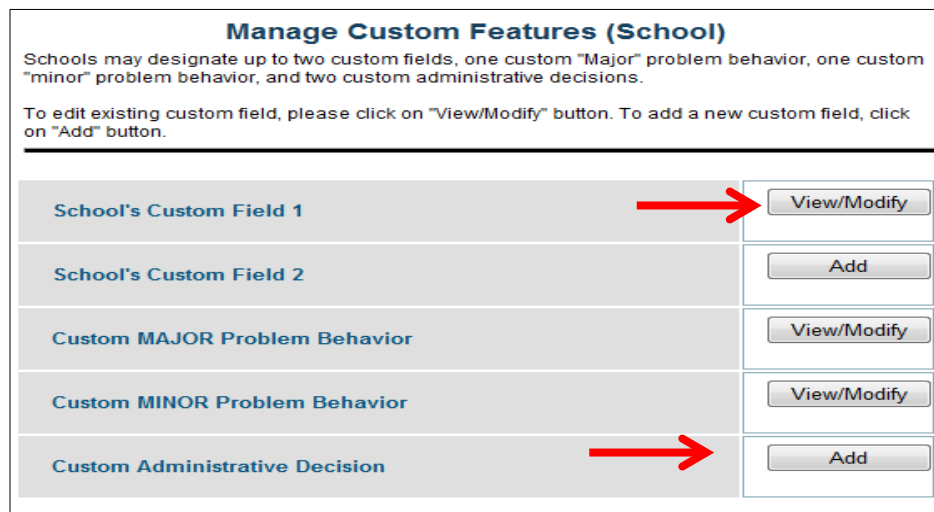
THE SHORT ANSWER: Schools and districts can add custom information to their Tier 1 incident entry options. The number of active fields is limited, and changes during the year should be avoided.

THE DETAILS:

1. After logging in, click on the "Administration" menu, "Manage School Info," and then "Incident Categories."



2. To add or edit a custom field, click on the button ("Add" or "View/Modify") to the right of the field.



Schools may designate up to 2 of the following:

- **General custom fields** with their own drop-down menus
- **Major** problem behaviors
- **Minor** problem behaviors
- **Administrative** decisions.
 - Each **district** may designate additional custom fields that will appear on all of their schools' incident entry screens. For more information, click [HERE](#).

ADD CUSTOM FIELDS WITH DROP DOWN MENUS

1. To **ADD** a new **CUSTOM FIELD**, type the category name into the first field and click **SAVE**.
 - a. Custom fields will appear at the bottom of screen 2 for incident entry.
 - b. Custom fields are **not required** for incident submission/entry, even if they are listed on the incident entry screen.

Manage Custom Features (School)

To edit the custom field, update textbox value and hit "Save." To discontinue the custom field, click on "Discontinue." To remove an option from the custom field's drop-down list, remove the checkmark next to the item's name.
NOTE: Custom fields and drop-down list options should be considered throughout the school year - avoid making multiple changes to these options during the school year.

School's Custom Field 2	A Custom Field	Save	Discontinue
Custom Field 2 Drop-Down List Options		Add	

continued...

2. To add items to the custom field's **DROP DOWN MENU**, type the name of the item into the **second** field and click **ADD**.
 - a. **If you make a mistake** while typing the category name, you can correct it by typing over the information and clicking "Save."

Manage Custom Features (School)

To edit the custom field, update textbox value and hit "Save." To discontinue the custom field, click on "Discontinue." To remove an option from the custom field's drop-down list, remove the checkmark next to the item's name.
NOTE: Custom fields and drop-down list options should be considered throughout the school year - avoid making multiple changes to these options during the school year.

School's Custom Field 1	A Custom Field	Save	Discontinue
Custom Field 1 Drop-Down List Options	Bus #6	Add	

3. The drop-down menu item you just added will automatically display in a list below the fields with a check mark to indicate that it is active.
 - a. You can add up to 50 items to the drop-down menu, but it's recommended that you limit the items to a much smaller number to make the data entry process easier for your users.
 - i. You can make drop-down menu items inactive at any time by removing their checkmark.
 1. **If you make a mistake** typing the name of an item for the drop-down menu, make the item "inactive" by taking away its check mark. You can enter the item correctly and "Add" it to the list – only the items with checkmarks will appear on the drop-down menu.

Manage Custom Features (School)

To edit the custom field, update textbox value and hit "Save." To discontinue the custom field, click on "Discontinue." To remove an option from the custom field's drop-down list, remove the checkmark next to the item's name.
NOTE: Custom fields and drop-down list options should be considered throughout the school year - avoid making multiple changes to these options during the school year.

School's Custom Field 1	A Custom Field	Save	Discontinue
Custom Field 1 Drop-Down List Options		Add	

Active	
<input type="checkbox"/>	1312
<input type="checkbox"/>	1852
<input type="checkbox"/>	2618
<input type="checkbox"/>	3487
<input type="checkbox"/>	4296
<input type="checkbox"/>	5
<input checked="" type="checkbox"/>	Bus #6
<input checked="" type="checkbox"/>	Bus 1
<input checked="" type="checkbox"/>	Bus 2
<input checked="" type="checkbox"/>	Bus 3

Your custom field will appear towards the bottom of screen 2 in Incident Entry:

Major Incident Submission - Part II

Incident Submission Part 2 continues below. If you need to make changes to the information in Part 1, click "Edit." Placement: at the top of the screen, over the title text that says "Incident Submission - Part 1 (EDIT)."
 Note: (*) indicates required fields.

INCIDENT DETAIL	
Location*	
Context	The general activity taking place at the start of the incident
Problem behavior*	
Others participating*	Individuals who were actively involved in the incident
Possible motivation	Your best guess about why the student violated in this category
A Custom Field	<div> Drop-Down Menu Item 1 Drop-Down Menu Item 2 Drop-Down Menu Item 3 Drop-Down Menu Item 4 Drop-Down Menu Item 5 Drop-Down Menu Item 6 </div>
Expectation violated	
Additional information	Real narrative regarding circumstances of incident

Save and Proceed Cancel

4. To **REMOVE A CUSTOM FIELD** from your school, click **DISCONTINUE** next to the category title immediately, and can be immediately reversed if you change your mind by clicking "Continue."

- a. **NOTE:** Avoid making multiple changes to your school's custom fields during a school year, as the changes will clutter your Tier 1 graphs.

TIP: If your school would like to track incidents by bus number, they'll need to use one of their custom fields to record the information. Click [HERE](#) to see how it's done.

ADDING CUSTOM PROBLEM BEHAVIORS AND ADMINISTRATIVE DECISIONS

1. To **ADD** a custom problem behavior or administrative decision, select the category you're adding to from the main Custom Fields page. The button to select the category will say "Add" if you've never added a custom item to that category, or it will say "View/Modify" if you've added a prior custom item(s).

RtI:B
Response to Intervention
for Behavior

A three-tiered behavioral database

HOME ADMINISTRATION INCIDENTS TIER 2 SEARCH REPORT LOG OUT

Training School 01 - Dataland Current School Year: 2011-2012 User: Training, Coach01 Role: Coach

Manage Custom Features (School)

Schools may designate up to two custom fields, one custom "Major" problem behavior, one custom "minor" problem behavior, and two custom administrative decisions.

To edit existing custom field, please click on "View/Modify" button. To add a new custom field, click on "Add" button.

School's Custom Field 1	Add
School's Custom Field 2	Add
Custom MAJOR Problem Behavior	View/Modify
Custom MINOR Problem Behavior	Add
Custom Administrative Decision	Add

2. Type the name into the data entry field and click **"Add."** The custom item will appear below the data entry field.

Manage Custom Features (School)

Schools may activate a total of TWO major behaviors. This problem behavior will appear as a choice on the drop-down list for problem behavior on all office-managed incidents.

Custom Major Problem Behavior

Active

☐ A school's custom problem behavior

continued...

3. Confirm your custom problem behavior or administrative decision in the list below the data entry field, and **add a checkmark to the item** when you're ready for it to appear as a choice for problem behavior or administrative decision. You'll be asked to confirm your decision, and then your choice will take effect immediately.

Manage Custom Features (School)

Schools may activate a total of TWO major behaviors. This problem behavior will appear as a choice on the drop-down list for problem behavior on all office-managed incidents.

Custom Major Problem Behavior

Active

☒ A school's custom problem behavior

- a. Custom majors only appear on the problem behavior drop-down menu for MAJOR incidents.
- b. Custom minors only appear on the problem behavior drop-down menu for MINOR incidents.

- c. Custom administrative decisions appear as a selection for **all** incident types.

4. To **remove** old custom problem behaviors or administrative decisions, remove the checkmark from the item (picture below).

- Avoid making multiple changes to custom categories during the school year, as this will impact your school's reports.
- Please note that you cannot delete any of the items on the list regardless if it is inactive. If you misspell an entry you must enter it again, you cannot edit the incorrect entry.

Note: The procedure for setting up a district-level custom field, problem behaviors, or administrative decision is similar to the procedure for school-level fields. Click [HERE](#) to jump to the section of the guide for District Administrators.

Tier 2 Interventions

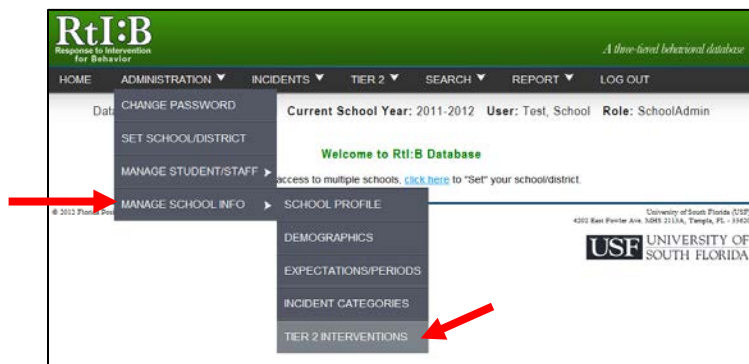
Section Overview	Access Level
Add a Tier 2 intervention to your school's menu	District Administrator School Administrator Data Entry Coach
Edit the notes for a Tier 2 intervention	
Remove Tier 2 interventions from your school's menu	

THE SHORT ANSWER: All schools will have four Tier 2 interventions on their menu when they first log in. Schools and districts can add and remove interventions as needed by typing in the name of their new intervention, adding a checkmark to make the intervention appear on their menu, or removing a checkmark to remove the intervention from their menu. Schools can have up to 8 active Tier 2 interventions at one time.

Note: As with any school account information, Tier 2 interventions should be managed with care – avoid making multiple additions/deletions to your menu selections during the school year.

THE DETAILS:

1. After logging in, click on the “Administration” menu, “Manage School Info,” and then “Tier 2 Interventions.”



2. **To Add** a Tier 2 Intervention, type the information in the fields provided on the right side of the screen.
 - a. The “Notes” field may be left blank, or it may be used to identify decision rules for entering and exiting an intervention, to summarize an intervention, to describe populations the intervention is appropriate for, to identify the on-site facilitator for the intervention, etc.

Tier 2 Interventions Management

To remove a Tier 2 intervention from schools' menus, uncheck the appropriate box. You may re-activate the intervention by re-checking the box. Note: Interventions should be managed with care – avoid making multiple changes to categories.

Active	Title	Intervention Level
<input checked="" type="checkbox"/>	CICO/BEP (notes)	RtB
<input checked="" type="checkbox"/>	Second Step (notes)	RtB
<input checked="" type="checkbox"/>	Mentoring (notes)	RtB
<input checked="" type="checkbox"/>	Social Skills (notes)	RtB
<input type="checkbox"/>	On Time (notes)	RtB
<input type="checkbox"/>	Check in with home room (notes)	RtB
<input type="checkbox"/>	Time Management (notes)	RtB

ADD TIER 2 INTERVENTION

To add a new Tier 2 intervention to all schools' menu, type in the name of the intervention, a short description with citation showing its evidence base, and click 'Add.'

Intervention name: LEAPS

Notes: Decision rules: ADD students to this intervention if they're not making progress with CICO/BEP within 2 weeks and the function of their problem behavior involves "getting attention." All students should complete the entire sequence of classes.

Add New Intervention

3. Click "Add New Intervention" when you're done entering information. The intervention name will appear on the left side of the screen. **You will need to add a checkmark to the intervention in order for it to appear on your school's intervention menu.**

Tier 2 Interventions Management

To remove a Tier 2 intervention from schools' menus, uncheck the appropriate box. You may re-activate the intervention by re-checking the box. Note: Interventions should be managed with care – avoid making multiple changes to categories.

Active	Title	Intervention Level
<input checked="" type="checkbox"/>	CICO/BEP (notes)	RtB
<input checked="" type="checkbox"/>	Second Step (notes)	RtB
<input checked="" type="checkbox"/>	Mentoring (notes)	RtB
<input checked="" type="checkbox"/>	Social Skills (notes)	RtB
<input type="checkbox"/>	Peer buddies (notes)	District
<input checked="" type="checkbox"/>	LEAPS (notes)	School

Add New Intervention

New intervention is added successfully!

To EDIT THE NOTES for a Tier 2 intervention, click on the "Notes" button next to the intervention name.

1. A pop-up window will appear that displays the intervention's notes. Make changes as needed, and then scroll down to the bottom of the pop-up window and click "Save."

Tier 2 Interventions Management

To remove a Tier 2 intervention from schools' menus, uncheck the appropriate box. You may re-activate the intervention by re-checking the box. Note: Interventions should be managed with care – avoid making multiple changes to categories.

Active	Title	Intervention Level
<input type="checkbox"/>	On Time (notes)	RtB
<input type="checkbox"/>	Check in with home room (notes)	RtB
<input type="checkbox"/>	Time Management (notes)	RtB
<input type="checkbox"/>	Mentor another student (notes)	RtB
<input checked="" type="checkbox"/>	CICO/BEP (notes)	RtB
<input checked="" type="checkbox"/>	Second Step (notes)	RtB
<input checked="" type="checkbox"/>	Mentoring (notes)	RtB
<input checked="" type="checkbox"/>	Social Skills (notes)	RtB
<input type="checkbox"/>	Peer buddies (notes)	District
<input checked="" type="checkbox"/>	LEAPS (notes)	School

Notes

ADD students to this intervention if they're not making progress with CICO/BEP within 2 weeks and the function of their problem behavior involves "getting attention."


All students should complete the entire sequence of classes.

Consider more intensive support after 3 weeks of classes.

Save

To REMOVE A TIER 2 INTERVENTION FROM YOUR SCHOOL'S MENU, simply remove the checkmark from that intervention. You'll be asked to confirm your decision, and then the intervention will be removed from your school's menu immediately.

You may remove the default Tier 2 interventions and interventions added by your district if needed.



Response to Intervention
for Behavior

A three-tiered behavioral database

HOME ADMINISTRATION ▼ INCIDENTS ▼ TIER 2 ▼ SEARCH ▼ REPORT ▼ LOG OUT

Dataland SuperSchool - Dataland Current School Year: 2010-2011 User: Test, School Role: SchoolAdmin

Tier 2 Interventions Management

To remove a Tier 2 intervention from schools' menus, uncheck the appropriate box. You may re-activate the intervention by re-checking the box. **Note: Interventions should be managed with care – avoid making multiple changes to categories.**

TIER 2 INTERVENTIONS		
Active	Title	Intervention Level
<input checked="" type="checkbox"/>	CICO/BEP (notes)	RtI:B
<input checked="" type="checkbox"/>	Second Step (notes)	RtI:B
<input checked="" type="checkbox"/>	Mentoring (notes)	RtI:B
<input checked="" type="checkbox"/>	Social Skills (notes)	RtI:B
<input type="checkbox"/>	Peer buddies (notes)	District

ADD TIER 2 INTERVENTION

To add a new Tier 2 intervention to all schools' menu, type in the name of the intervention, a short description with a citation showing its evidence base, and click 'Add.'

Intervention name

Notes

Add New Intervention

THE INCIDENTS TAB

Enter Incidents

Section Overview	Access Levels
Important design features	ALL
Submit/Enter incidents	School Administrator Data Entry Coach Specialist Teacher
Search incidents	
Edit/Delete incidents	
Record disciplinary actions for Major & SESIR incidents	

THE SHORT ANSWER: The Rtl:B database was designed to support both electronic and paper incident entry. As a result, different aspects of incident entry are tied to specific access levels and incident types. At a minimum, read about the important design features prior to initiating incident entry for your school.

THE DETAILS:

IMPORTANT DESIGN FEATURES

Recording disciplinary decisions for Office-Managed (Major) incidents. Only users with School Administrator and Data Entry access levels can record disciplinary decisions for Major (office-managed) incidents.

- All access levels (except for District Administrators) can **enter** MINOR incidents completely (including the disciplinary decision).
- All access levels (except for District Administrators) can **submit** MAJOR incidents (incident description without the disciplinary decision).
- If an individual who does not have a School Administrator or Data Entry access level but needs to record decisions for Major incidents, you can adjust their default permission set to enable this feature through the Manage Permissions screen. Click [HERE](#) to see instructions.

Selecting disciplinary decisions for Teacher-Managed (Minor) incidents.

Teacher-managed ("minor") incidents have disciplinary decisions that are typically administered by classroom teachers or supervisors (time out, phone parent, etc.). Disciplinary decisions that are typically administered by the front office (e.g., detention, suspension, referral to law enforcement, etc.) cannot be assigned to Minor incidents.

- To see a list of minor problem behaviors and the disciplinary decisions that may be selected for this incident type, please refer to our "Tier 1 Fields" resource listed in the Appendix. Information pertaining to minors starts on page three. Click [HERE](#) to jump to this resource.

continued...

- For a complete, cross-referenced list of Minor, Major, and SESIR problem behaviors contained in the database, please refer to our "Problem Behavior Definitions" resource listed in the Appendix. Click [HERE](#) to jump to this resource.

Editing/Deleting incidents. Only users with School Administrator and Data Entry access levels can edit incident information, even for Minor incidents. No incident may be deleted, but the information (including student & staff name, date, time, and incident type) may be completely edited to reflect another referral.

- To give an individual the ability to edit incident information, their access level must be changed to Data Entry.

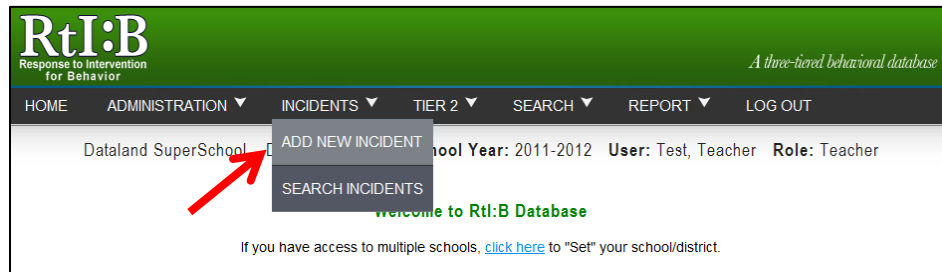
Incident Notifications. Referring staff will receive a notification when a disciplinary decision has been recorded for their Major incident. This was intended to facilitate communication between the front office and classroom teachers. Staff may log in to review a summary of the incident (including the disciplinary decision and administrator comments), or they can follow up with their administrator in person. If the notifications are bothersome, the staff member's email address can be changed to the database Gmail account (click [HERE](#) for instructions). Please note, however, that changing their email will interfere and/or prevent this individual from logging in to the school's RtI:B account until their correct email address is restored.



SUBMIT/ENTER INCIDENTS

*Please note: All access levels can submit/enter an incident **except for** District Administrators.*

- Go to the "**Incidents**" menu on the menu bar and click on "Add New Incident."



- The "**Incident Submission – Part I**" screen will display. All fields on this screen are required.
 - If your school's grade levels served have not yet been entered in the School Profile, you will be redirected to this page to complete the required information.
 - If your access level doesn't permit you to record your school's grade levels, you will need to contact someone at your school/district with the appropriate permissions.



- b. The **Reported** by field refers to the staff member who witnessed the incident.
 - i. If the staff member is not on the list, you must first add them to your staff roster.
 - If your referring staff is a bus driver, consider using the “Default Bus” record for this incident.
 - For more information about entering bus referrals, click [HERE](#).
 - c. Note that the incident date defaults to the current day; you can enter past incidents by clicking to bring up the calendar or typing the date directly into the field.
 - d. **Times earlier than 7am** are listed towards the bottom of the drop down menu for time.
 - e. Users with Teacher access levels do not have the **option of submitting a SESIR incident**. Users with this access level should submit the incident as a Major, and their school administrator will update the incident type as needed.
 - i. All access levels (except for District Administrators) can enter **MINOR** incidents. All access levels (except for District Administrators) can *submit* **MAJOR** incidents.
 - f. **The incident type will determine the list of problem behaviors you may choose from, and the types of disciplinary decisions you may select.** Refer to your school’s discipline referral process or see our problem behavior definitions resource for a more detailed description of Teacher-Managed, Office-Managed, and SESIR incidents.
3. At the top of incident submission Part 2, you will see a summary of what was entered for Part I.
 - a. You can edit Part I by using the EDIT link at the top of the summary or by using your browser’s “Back” button.

****Note: All SESIR incidents must still be entered into your district's system for FLDOE reporting.****



RtI:B
Response to Intervention for Behavior
A three-tiered behavioral database

HOME ADMINISTRATION INCIDENTS TIER 2 SEARCH REPORT LOG OUT

Dataland SuperSchool - Dataland Current School Year: 2011-2012 User: Test, Specialist Role: Specialist

INCIDENT SUMMARY - PART I (EDIT)	
Incident type	Major
Student	Bart Simpson
Grade level	K
Reported by	Duane Bowen
Date	04/02/2012
Time	10:15 am

Major Incident Submission - Part II

Incident Submission Part 2 continues below. If you need to make changes to the information in Part 1, click "Edit." Placement: at the top of the screen, over the title text that says "Incident Submission - Part I(EDIT)."

Note: (*) indicates required fields.

- b. If you have no edits, scroll down the screen to enter the incident details.

INCIDENT SUBMISSION PART 2

4. Several fields are optional in **Part 2** of incident submission. Only **Location, Problem Behavior, and Others Participating** are required (as denoted by the asterisk by each field).
 - a. In some cases, you may not have the information needed to fill in some of the optional fields. **It's better to leave them blank unless you know you have accurate information.**
 - b. If your school has custom fields they will be listed towards the bottom of the list before the "Additional Information" field.
5. Click on the drop down menu for each field to enter your details.

Minor Incident Submission - Part II

Incident Submission Part 2 continues below. If you need to make changes to the information in Part 1, click "Edit." Placement: at the top of the screen, over the title text that says "Incident Submission - Part I(EDIT)."

Note: (*) indicates required fields.

INCIDENT DETAIL	
Location*	<input type="text"/>
Context The general activity taking place at the start of the incident	<input type="text"/>
Problem behavior*	<input type="text"/>
Others participating* Individuals who were actively involved in the incident	<input type="text"/>
Possible motivation Your best guess about why the student engaged in this behavior	<input type="text"/>
Expectation violated	<input type="text"/>
Additional information Brief narrative regarding circumstances or incident	<input type="text"/>

6. Click "Save and Proceed" at the bottom of the screen when you are done.
 - a. If you have a **Teacher, Coach, or Specialist access level** & are submitting a **MAJOR** incident, you will get a confirmation message that

the incident was sent to your administrator. You'll receive an email notification after the administrator records the disciplinary decision for the Major incident.

YOUR OFFICE DISCIPLINE REFERRAL HAS BEEN SUBMITTED

This incident has been forwarded to the school administrator for review. You will receive a confidential email notification of this incident's outcome once it has been resolved.

[My home page](#)

- b. If you are entering a **MINOR** incident, or if you are a **data entry or a school administrator** you will proceed to **Part III**.

INCIDENT ENTRY PART 3

7. In incident entry **Part 3**, users will have one more opportunity to review what's already been entered and edit screens one and two if needed.
 - a. **If you click "Edit"** you will be taken back to Part 1 and **the problem behavior will be erased**. If you only need to edit information from screen 2, hit the "back" button on your browser, and the problem behavior will be preserved.
 - i. Keep your notes/record of the incident handy until the incident entry is completed.



RtI:B
Response to Intervention for Behavior
A three-tier behavioral database

HOME ADMINISTRATION INCIDENTS TIER 2 SEARCH REPORT LOG OUT

Dataland SuperSchool - Dataland Current School Year: 2010-2011 User: Test, Teacher Role: Teacher

REVIEW INCIDENT SUMMARY **EDIT**

Incident type	Minor	Location	Playground
Student	Bart Simpson	Context	
Grade	K	Problem behavior	Aggression
Reported by	Marjorie Allison	Others participating	Peers
Date	07/29/2011	Possible motivation	
Time	10:00 am		
Expectation violated			
Additional Information			

8. Identify the disciplinary decisions applied to this incident. **You may select as many actions as were used.** You can also add a short summary or narrative, but it's not required.
9. After marking all decisions that apply, click "Submit" to complete the incident submission.
10. An acknowledgement of your submission will confirm that your entry has been recorded in the system.
 - a. This will be your **only confirmation** of the incident entry.

YOUR ADMINISTRATIVE DECISION HAS BEEN RECORDED

This incident record is complete. The referring staff member will be notified of your decision automatically.

[My home page](#)

When you receive this confirmation message, the referring staff for the incident will receive their email notification:

Notification of Tier 1 Administrative Decision

Sent:
To:

An office discipline referral that you generated has been reviewed by a school administrator. You may contact your administrator for more information about this incident. Thank you.

Search Incidents

Section Overview	Access Levels
How to find and review complete incidents	ALL
How to search for incidents that have been submitted but not completed ("Pending" incidents)	

THE SHORT ANSWER: You may search for an incident by a single field or by a combination of fields. Users with Teacher access levels may only view their own incidents.

THE DETAILS:

1. Go to the **"Incidents"** tab on the menu bar and click on "Search Incidents."
 - a. Please note that **teachers** will only be able to search for incidents in which they were the reporting staff. District and School Administrators, Data Entry users, Coaches and Specialists may view any incident record for the school.
2. The "Incident Searching" screen will display.



3. To view a list of incident records or to search for a specific record, enter your search criteria in the fields and click the **“Search”** button at the **top OR bottom** of the screen. You may search by a single field or by a combination of fields.

Tip: To look at all incidents associated with your school since your account was first established, click the “Reset” button and then “Search”.

- a. Searching by multiple fields will produce fewer results.
- b. Please note that “Start Date” and “End Date” are automatically set to display the first date of the school year and today's date.
- c. If you make a mistake and wish to erase all of the fields simply click “Reset”. This will blank all of the fields with the exception of the “End Date” which will be set at today's date. However, you can change the “End Date” as needed.

4. **SCROLL TO THE BOTTOM OF THE SCREEN TO VIEW YOUR RESULTS.** Search results frequently display below users' line of sight on their computer screen.

5. To view a specific incident in detail, click on the date of the incident.

	Date	Student Name	Grade	Reported By	Time	Incident Type	Location	Incident Context	Problem Behavior	Motivation	Decision
Edit	09/13/2010	Bart Simpson	K	Eugene Ali	2:00 pm	Major	Bus zone	Unstructured Activity/Setting	Property Misuse	To get peer attention	Resolved
Edit	07/21/2011	Darren Aguilar	K	Esteban Baker	2:00 pm	Minor	Bus zone	Unstructured Activity/Setting	Property Misuse	To get peer attention	Resolved

Click the date to see the incident entry

After clicking on the date you will be shown a summary of the incident. You cannot edit or change any information on this screen.

Edit an Incident

Section Overview	Access Levels
How to edit an incident	School Administrator Data Entry

THE SHORT ANSWER: Only School Administrator and Data Entry users can edit incidents. **Please be aware that the problem behavior will be erased when you begin to edit an incident.** Follow the steps to Search for an incident, and then click on the “Edit” link next to the record you need to edit.



THE DETAILS:

1. Follow the steps to SEARCH for the incident you need to edit. Click [HERE](#) to jump to that section of the User's Guide.
2. When your search results display, click on the “Edit” link in the first (far left) column.

Student	<input type="text"/> <input type="button" value="Student"/>
Reporting staff	<input type="text"/> <input type="button" value="Staff"/>
Start Date	<input type="text"/>
End Date	07/21/2011
Incident Type	<input type="radio"/> Major <input type="radio"/> Minor <input type="radio"/> SESIR
Problem behavior	<input type="text"/>
Student grade	K
Incident time	2:00 pm
Location	<input type="text"/>
Possible motivation	<input type="text"/>
Others participating	<input type="text"/>
Administrative decision	<input type="text"/>

End date: 07/21/2011 Grade: K Incident time: 2:00 pm

The following records match your criteria. To view the incident details, click on the date of the record.

	Date	Student Name	Grade	Reported By	Time	Incident Type	Location	Incident Context	Problem Behavior	Motivation	Decision
Edit	09/13/2010	Bart Simpson	K	Eugene Ali	2:00 pm	Major	Bus zone	Unstructured Activity/Setting	Property Misuse	To get peer attention	Resolved
Edit	01/13/2011	Darren Aguilar	K	Esteban Baker	2:00 pm	Minor	Bus zone	Unstructured Activity/Setting	Property Misuse	To get peer attention	Resolved

Click “Edit” to revise your entry

****Note:** Once you click edit you will lose the entry for Problem Behavior even if this is not the field that you wish to edit. Please be sure to note the behavior on a sheet of paper as you will be required to enter it again once you begin to edit the incident.



3. After clicking "Edit" you will be taken to Part 1 of that incident. You can edit any or all of the incident information. Click "Save" to lock-in your changes.

Edit/Delete an Incident

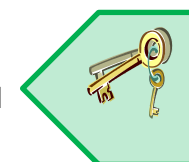
Section Overview	Access Levels
How to "delete" (overwrite) an incident	School Administrator Data Entry

THE SHORT ANSWER: Only School Administrator and Data Entry users can delete/overwrite incidents. Follow the steps to Edit an incident, and record new information in all of the fields.



THE DETAILS:

Once someone has told the database an incident occurred, there is no way to change history: an incident has taken place, and can't be reversed. If the incident was reported inaccurately, only School Administrators and Data Entry users can update (edit) the record to reflect accurate information.



Record Disciplinary Actions for Major or SESIR Incidents

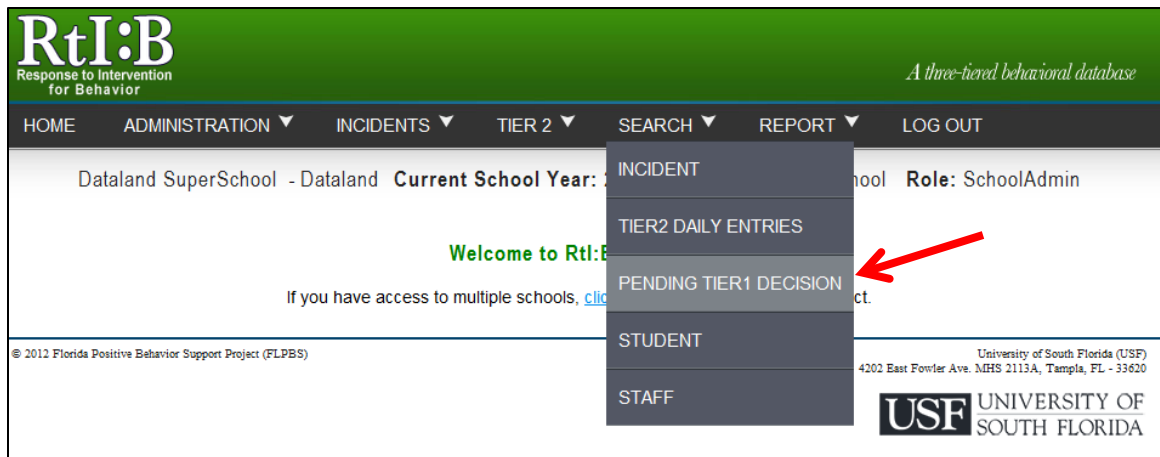
Section Overview	Access Levels
How to enter a disciplinary action for a pending Major or SESIR incident	School Administrator Data Entry

THE SHORT ANSWER: Pending incidents can be located through the Search tab, under "Pending Tier 1 Decisions." Clicking on the incident date will take you to Part 3 of incident entry, where you can review the incident and assign the disciplinary decision(s). **Only School Administrator and Data Entry users' default permission sets allow disciplinary decisions to be assigned to Major and SESIR incidents.**

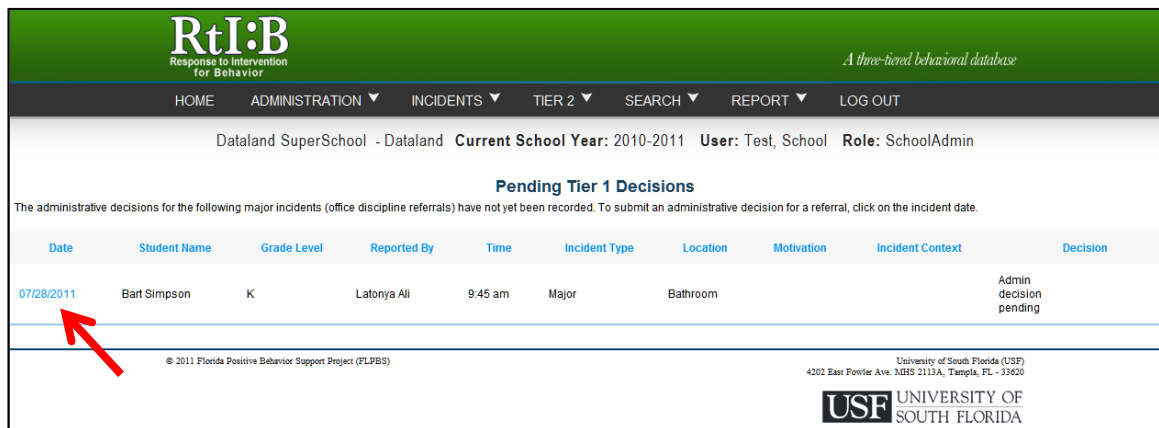


THE DETAILS:

1. If you have School Administrator or Data Entry access, go to the "**Search**" tab on the menu bar and select "Pending Tier 1 Decisions."



2. Click on “Pending Tier 1 Decision”
 - a. Referrals which are pending an administrative decision will display with the most recent referral at the top of the list.



3. Click on the date of the referral that you wish to enter an administrative decision(s) for.
4. A summary of the incident will be displayed as well as the section for entering the administrative decision(s). You can edit the incident if needed. Otherwise, scroll down to record the administrative decision(s).
 - a. ***Note: If you choose to edit the incident, the Problem Behavior will be cleared. All other information will remain. Please jot down the behavior prior to editing if this is not the field you wish to edit.***
5. Click “Submit” when you are done.
 - a. An acknowledgment message will confirm that your decision has been recorded. The referring staff will receive an email notifying them that the decision has been recorded.



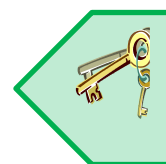
THE TIER 2 TAB

Daily Entry

Section Overview	Access Levels
Record progress monitoring information for students receiving Tier 2 interventions at your school.	School Administrators
Record progress monitoring information for students who receive feedback less frequently than other students who receive Tier 2 supports.	Data Entry Coach Specialist Teacher

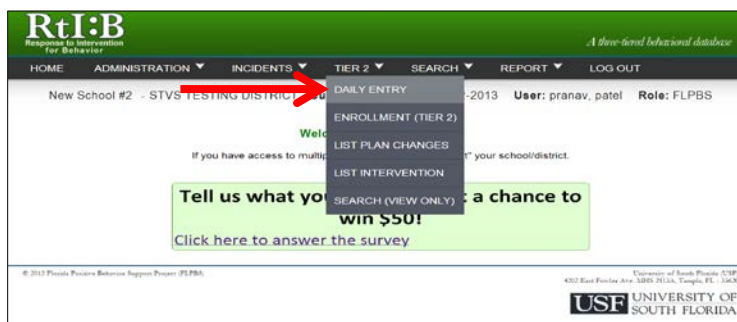
THE SHORT ANSWER: Enter the total number of points earned by the student during each assessment period. If a student's behavior is assessed less frequently than others', **enter the points earned in the period that most closely represents the time of day the behavior is assessed, and leave the non-applicable periods blank.**

The "Comments" section can be used for general notes about the student's performance that day. **Plan changes should be recorded through the Tier 2 Enrollment screen.**



THE DETAILS:

1. Click on "Daily Entry" from the "Tier 2" tab.

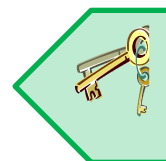


2. Select the date of the daily entry, and then click the blue "Student" button to select the student's name.
 - a. This student list will only show students who have been enrolled through the Tier 2 Enrollment & Plan Changes screen. **If you don't see the name of the student you're looking for, they may need to be enrolled in Tier 2 prior to initiating progress monitoring.**

The daily entry screen:

Tier 2 Daily Entry	
Click on the blue "Student" button to enter Tier 2 daily entry information for a student. If you do not see the student's name after clicking the blue button, go to the Tier 2 Enrollment screen to enroll the student in Tier 2.	
Enrollment Date: 11/1/2012... GoalLine: 70... Interventions: CICO...Last Plan Change Date: 1/4/2013	
Date	01/19/2013
Student	Adams, Clark Student
School status	<input checked="" type="radio"/> School In <input type="radio"/> No School
Student status	<input checked="" type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> No Data
Points per period <small>Total points earned across all expectations</small>	Period 1 <input checked="" type="radio"/> N/A <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Period 2 <input checked="" type="radio"/> N/A <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Period 3 <input checked="" type="radio"/> N/A <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
Today's % of total points	0.00 %
Comments <small>Optional – for general comments only. To make a plan change, go to the Enrollment screen.</small>	<div style="border: 1px solid #ccc; height: 40px;"></div>
Save	

3. When a student's name is selected, the fields showing the possible points per period will become available. A status bar will also appear just above the date field displaying the student's initial enrollment date, and current support plan information (goal line, intervention(s), and last plan change date).
4. **School status:** Selecting "No School" will grey out all of the fields for points entry.
5. **Student Status:** Selecting "Absent" or "No Data" will also grey out all of the fields for points entry.
 - a. **No Data** should only be used if the student participated in the intervention but did not submit their DPR for the day (lost card, destroyed card, etc.)
 - i. If a student has earned "0" **points for the day due to out-of-school or in-school suspension, enter "0"** for the affected periods.
6. **Entering points per period:**
 - a. Indicate how many points that student earned for the entire period (across all school-wide expectations)
 - i. Each period represents a point during the school day when the student's behavior is assessed. Periods may or may not correspond to the school's master schedule.
 - ii. If a student's behavior is assessed only once per day, enter the points earned in the period that most closely represents the time of day for the assessment.



1. For example, If the student is only being assessed once a day (at the end of the day), record their points in the last period for the day.
- b. "N/A" may be used for situations where the lack of points should NOT be counted against a student's total for the day (e.g., an excused absence in the middle of the day, or when the frequency of a student's assessments are reduced).
7. **Today's % of total points:** As you enter the total points earned for each period, the daily percentage will calculate automatically.
8. The "Comments" section is an optional field that may be used to record a brief narrative about the student's daily performance or school day. **THIS FIELD IS NO LONGER USED TO RECORD PLAN CHANGE INFORMATION.** Plan changes should be recorded through the Tier 2 Enrollment screen.
 - a. Information recorded in this field may be viewed on the daily entry screen and in the list of daily entry search results (see screen shots below).
9. **CLICK "SAVE" TO RECORD THE DAILY ENTRY.** You may need to scroll down the screen to see the "Save" button.

Viewing comments on the daily entry screen:

Tier 2 Daily Entry

Click on the blue "Student" button to enter Tier 2 daily entry information for a student. If you do not see the student's name after clicking the blue button, go to the Tier 2 Enrollment screen to enroll the student in Tier 2.

Enrollment Date: 11/1/2012... GoalLine: 50... Interventions: CICO,Second Step...Last Plan Change Date: 11/1/2012

Date	11/02/2012
Student	Clark Adams Student
School status	<input checked="" type="radio"/> School In <input type="radio"/> No School
Student status	<input checked="" type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> No Data
Points per period <small>Total points earned across all expectations</small>	Period 1 <input checked="" type="radio"/> N/A <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Period 2 <input type="radio"/> N/A <input type="radio"/> 0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Period 3 <input type="radio"/> N/A <input type="radio"/> 0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
Today's % of total points	16.67 %
Comments <small>Optional – for general comments only. To make a plan change, go to the Enrollment screen.</small>	Excused absence (Doctor's appointment) during Period 1; Clark seemed groggy and unmotivated the rest of the day.

Update

Viewing daily entry comments from the Search results:

Daily Entry Search (Tier 2)

To view a summary history of a student's daily entries, enter their name below. You may limit your search criteria by filling in additional information.

Student	Adams, Clark	Student
Start Date	08/01/2012	
End Date	01/17/2013	
Student Status	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> No Data <input checked="" type="radio"/> All	
Grade	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;"> ▼ </div>	

To view entry details, select a date.

Date	Student Name	Grade Level	School Status	Student Status	% Point	Comments
01/17/2013	Clark Adams	6	School In	Present	33.33	Excused absence during Period 1 (another Dentist appt). Clark seemed groggy & unmotivated the rest of the day.
11/14/2012	Clark Adams	6	School In	Present	75	
11/12/2012	Clark Adams	6	School In	Present	66.67	
11/08/2012	Clark Adams	6	School In	Present	16.67	
11/07/2012	Clark Adams	6	School In	Present	16.67	

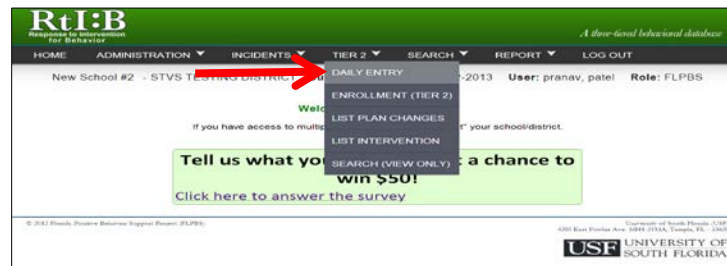
EDIT A DAILY ENTRY

THE SHORT ANSWER: You can edit a daily entry the same way you would create a new daily entry. Simply pull up the student and date of the entry that needs to be corrected, make the necessary changes and scroll down to "Update" the information.

If your school changed their Expectations/Periods screen after daily entries were recorded for a student, some of those daily entries may be no longer be edited.



1. After logging in, go to the “Tier 2” tab and select “Daily Entry”.



2. Enter the date of the entry you would like to edit.
3. Select the student whose entry you are revising.
 - a. The points and daily comments that are currently recorded for that date and student will display. Make the necessary changes to the entry and click “Update” when you are done.
 - i. You may need to scroll down the screen to see the “Update” button.
 - ii. A confirmation message will display acknowledging your revisions.

Editing a daily entry:

ELECTRONIC PROGRESS MONITORING: Your school can progress monitor students who receive Tier 2 supports without using a paper DPR card by “editing” the student’s daily entry throughout the day (period by period). In this case, each “edit” would add the number of points the student earned during that period until all the assessments for the day have been recorded.

Tier 2 Enrollment & Plan Changes

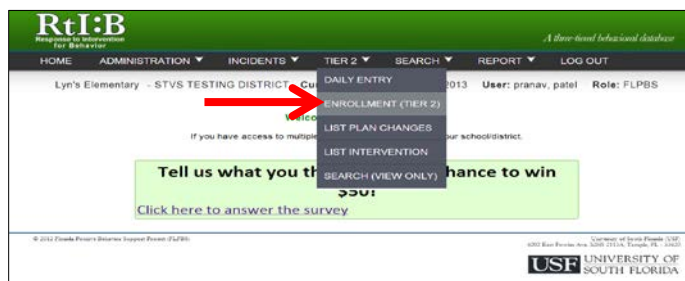
Section Overview	Access Levels
Enroll a student in Tier 2	School Administrator Data Entry Coach Specialist
Record changes to a student's Tier 2 plan	
Correct Tier 2 plan information	

THE SHORT ANSWER: You must enroll a student in Tier 2 before recording their daily progress monitoring points. The Enrollment & Plan Changes screen provides access to all of a student's Tier 2 plan information for the current school year. Plan information may be updated by “Adding a plan change,” while errors in the student's plan information may be corrected by clicking the “Edit this information” link.

THE DETAILS:

ENROLL A STUDENT IN TIER 2

1. From the “Tier 2” tab, select “Enrollment (Tier 2)”



2. The Tier 2 Enrollment & Plan Changes screen will display. Click on the blue “Student” button to select the student you wish to enroll.
 - a. **Please note that by default, users with a “Teacher” access level may not access this screen.**
 - i. The default permission set for a user may be changed through the Administration tab – Manage Student/Staff -- Manage Permissions screen (select “Student Interventions”). Click [HERE](#) to see how to “manage permissions” for a staff member.

The Enrollment & Plan Changes screen:

Tier 2 Enrollment & Plan Changes [?]

*This screen shows you a student's **current** Tier 2 monitoring plan*

Various features accessible from this screen allow you to view and manage a student's Tier 2 plan information. Click on the question mark icon next to each heading for instructions and more information.

[ENROLL A STUDENT IN TIER 2 [?]](#)
[CORRECT CURRENT PLAN INFORMATION [?]](#)
[MAKE A PLAN CHANGE [?]](#)
[VIEW PRIOR PLAN CHANGE INFORMATION [?]](#)
[CORRECT PLAN CHANGE HISTORY [?]](#)

Student	<input type="text"/> Student Plan Change History [?]
Grade	Select a grade ▼
Initial enrollment date [?] <small>For this school year</small>	01/17/2013 * Once saved, this date may not be changed
Intervention(s)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> CICO <input type="checkbox"/> Mentoring <input type="checkbox"/> Motivation </div> <div> <input type="checkbox"/> Second Step <input type="checkbox"/> Social Skills <input type="checkbox"/> Intervention E </div> </div> Add New
Current goal line	Select a goal line ▼
Description	<div style="border: 1px solid #ccc; height: 40px;"></div>
Notify staff <small>Note: Send staff members a general notice to check RtI:B for information about a student's Tier 2 enrollment.</small>	<input type="button" value="Staff"/>

[Edit this information [?]](#)

3. After selecting the student's name, select the student's current grade level.
4. Record the student's initial enrollment date.
 - a. **Please note: Once saved, the enrollment date for this school year cannot be changed.**
 - i. The enrollment date for all **new** Tier 2 enrollments will default to today. Click on the date to bring up the calendar feature if the student started receiving Tier 2 supports at an earlier point in the school year.
 1. Students must be enrolled in Tier 2 each school year (enrollment does not carry over from year to year). Each school year will have its own "Initial enrollment date."
 - a. Students enrolled in Tier 2 at the end of the school year will be marked as "Inactive" during the summer months. If the student receives Tier 2 supports the following school year, they will have to be "re-enrolled" in the system.
5. Select the Tier 2 intervention(s) in which you wish to enroll the student.
 - a. If you do not see the intervention listed, click "Add New" to add a new intervention.
 - i. Please note that when adding a new intervention, it will be added to the school's list of Tier 2 interventions and thus will be available

to all students. Schools are limited to a total of 8 Tier 2 interventions.

1. Click [HERE](#) to see how to add Tier 2 interventions to your school's menu.
6. Click on the drop down arrow to select the student's current goal line.
7. The **description** field requires a brief description of the student's Tier 2 plan.
 - a. **The description should help Tier 2 team members identify that this is the student's initial Tier 2 enrollment for the current school year,** and be brief enough so that it's not labor intensive to record
 - i. For example: "Initial T2 Enrollment for SY 12-13, Social Skills intervention 1x/week with Ms. Smith."
 - ii. The description will appear on the Enrollment screen and on the "List Plan Changes" screen. Later on, if a change is made in the student's Tier 2 plan the description will also display in the pop-up window that appears after clicking the "Plan change history" link on the Enrollment screen.

Viewing the description field on the "List Plan Changes" screen:

Plan Change Summary (Tier 2)

To view a list of a student's Tier 2 plan changes, click on the blue Student button and select their name. If a student's name is not listed, they have not been enrolled in Tier 2.

Student	Time, Justin Student
Start Date	08/01/2012
End Date	01/19/2013

[Search](#) [Cancel](#)

Enrollment Date: 1/14/2013... Current GoalLine: 75... Current Interventions: CICO...

Academic Year	Plan Change Date	Plan Change Reason
2012-13	01/18/2013	Increase goal to 75%
2012-13	01/16/2013	Add CICO
2012-13		Initial T2 Enrollment for SY 12-13, Social Skills intervention 1x/week with Ms. Smith

Viewing the description field from the Enrollment screen's "Plan change history" link:

Plan Change Date		Comments	
01/18/2013	Increase goal to 75%		view historical details
01/16/2013	Add CICO		view historical details
	Initial T2 Enrollment for SY 12-13, Social Skills intervention 1x/week with Ms. Smith		view historical details

8. The optional "**Notify Staff**" feature allows you to send a general message to selected staff members regarding the student's Tier 2 plan information. The message is intended to improve communication and coordination of support.
 - a. The message reads as follows:

Dear Colleague,

This message was generated by the Rtl:B Database. You are being notified by a database user at your school that Tier 2 information for *(student's first initial, last name)* has been updated. To help protect this student's privacy, you may log in to the Rtl:B database to view more information. If you don't have log-in credentials for the database, please see your school administrator or your school's Rtl:B database contact person.

- b. If the staff members have been activated in the database with the appropriate set of permissions, they can log in to view the Tier 2 enrollment information for the student.
 - i. Please note that users with "Teacher" access levels cannot view Tier 2 enrollment information with their default set of permissions; however their permissions can be adjusted to allow them to access this screen (Administration tab – Manage Student/Staff – Manage Permissions). Click [HERE](#) to learn how.
- c. Only staff members selected for notification will receive the email. You may select as many staff members as necessary.
- d. To identify the staff members who will receive the message, click on the blue "Staff" button in the Notify Staff field. A pop-up window will appear with your school's staff list.
 - i. If a staff member's name is "hidden" from the master roster, the name will not appear on this list.

Tier 2 Enrollment & Plan Changes
This screen shows you a student's **current** Tier 2 monitoring plan

Various features accessible from this screen allow you to view and manage a student's Tier 2 plan information. Click on the question mark icon next to each heading for instructions and more information.

ENROLL A STUDENT IN TIER 2
CORRECT CURRENT PLAN INFORMATION
MAKE A PLAN CHANGE
VIEW PRIOR PLAN CHANGE INFORMATION
CORRECT PLAN CHANGE HISTORY

Student New, Tier 2 Student [Student](#) [Plan Change History](#)

Grade 7

Initial enrollment date 01/08/2013 * Once saved, this date may not be changed

Intervention(s) ☒ CICO ☐ Second Step ☐ Mentoring ☐ Social Skills ☐ Motivation ☐ Intervention E [Add New](#)

Current goal line 50%

Description Initial Tier 2 enrollment 1/8/13; CICO w/ Mr. Smithsonian

Notify staff
Note: Send staff members a general notice to check RUB for information about a student's Tier 2 enrollment. [Staff](#) [Edit this information](#)

[Enroll / Save](#)

- e. Select the specific staff members to receive the message by placing a check in the box to the right of their name. You can select as many staff members as necessary. **You must click the "Save and Continue" link in the top right corner of the window in order for the staff members to receive the notification** (see screen shot below).
 - i. You can navigate to different parts of the staff list by clicking on the alphabet letters at the top of the pop up window.

The “Notify Staff” feature:

Tier 2 Enrollment & Plan Changes

CLOSE Save and Continue

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL

Name	ID	Email
Staff, One	0980809	<input checked="" type="checkbox"/>
Staff, Two	0980983	<input checked="" type="checkbox"/>

Enroll / Save

- f. Once you've clicked “Save and Continue,” you will be returned to the student's Tier 2 enrollment screen. If the student's Tier 2 plan information is complete, scroll to the bottom of the screen and **click “Enroll/Save.”**
 - i. You will get a confirmation after clicking ‘Enroll/Save’.
 - ii. The selected staff members will receive the email notification after you click on “Enroll/Save”.

Saving a student's initial enrollment:

Tier 2 Enrollment & Plan Changes

This screen shows you a student's **current** Tier 2 monitoring plan.

Various features accessible from this screen allow you to view and manage a student's Tier 2 plan information. Click on the question mark icon next to each heading for instructions and more information.

ENROLL A STUDENT IN TIER 2
CORRECT CURRENT PLAN INFORMATION
MAKE A PLAN CHANGE
VIEW PRIOR PLAN CHANGE INFORMATION
CORRECT PLAN CHANGE HISTORY

Student New, Tier 2 Student **Student**

Grade 7

Initial enrollment date 01/08/2013 Once saved, this date must be the same as the student's current Tier 2 enrollment date.

Intervention(s) ☒ CICO ☐ Second Step ☐ Mentoring ☐ Social Skills ☐ Motivation ☐ Intervention E

Current goal line 50%

Description Initial Tier 2 enrollment 1/8/13; CICO w/ Mr. Smithsonian

Notify staff Note: Send staff members a general notice to check RtI:B for information about a student's Tier 2 enrollment.

Enroll / Save

TIER 2 PLAN INFORMATION SAVED

The student's Tier 2 plan information has been saved.

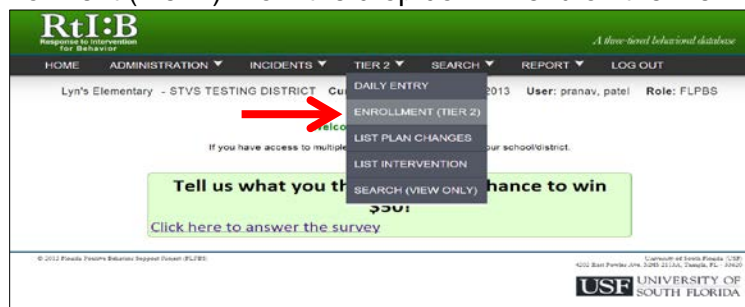
[Return to Tier 2 Enrollment](#)

CORRECT CURRENT PLAN INFORMATION

Please note: Correcting plan information will ERASE the current version of the student's Tier 2 plan. Your changes cannot be reversed.

Correcting a student's plan information with the "Edit this information" link should only be used when errors in a student's plan information have been discovered. If you need to update a student's Tier 2 plan based on their response to intervention, select **"Add a plan change" to update their information.**

1. Select "Enrollment (Tier 2)" from the drop down menu on the Tier 2 tab.



2. Click on the blue "Student" button on the Enrollment & Plan Changes screen and select a student name. If the student has been enrolled in Tier 2 during the current school year, their most **current** Tier 2 plan information will automatically appear.
 - a. If you don't see the student's name after clicking on the blue "Student" button, look on the master roster found under the Administration tab (Administration – Manage Student).
 - i. You may need to "unhide" the student's name or add the student to the master roster in order for their name to appear on the Enrollment screen's Student List. Click [HERE](#) for more information on how to "manage" a student's roster information.

The Enrollment & Plan Changes screen for a currently enrolled student:

Tier 2 Enrollment & Plan Changes
This screen shows you a student's current Tier 2 monitoring plan

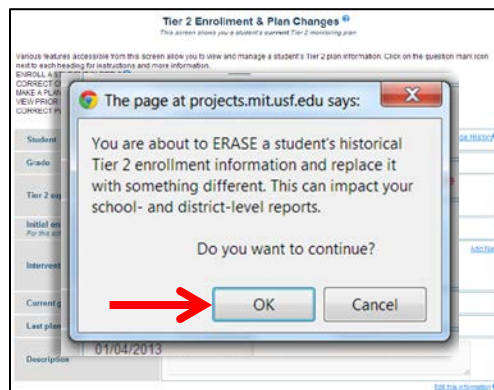
Various features accessible from this screen allow you to view and manage a student's Tier 2 plan information. Click on the question mark icon next to each heading for instructions and more information.

ENROLL A STUDENT IN TIER 2
CORRECT CURRENT PLAN INFORMATION
MAKE A PLAN CHANGE
VIEW PRIOR PLAN CHANGE INFORMATION
CORRECT PLAN CHANGE HISTORY

Student	Clark Adams	Student	Plan Change History
Grade	6		
Tier 2 support status	<input checked="" type="radio"/> Enrolled <input type="radio"/> Inactive <input type="radio"/> Graduated/Successfully completed		
Initial enrollment date <small>For this school year</small>	11/01/2012 * Once saved, this date may not be changed		
Intervention(s)	<input checked="" type="checkbox"/> CICO <input type="checkbox"/> Second Step Add New <input type="checkbox"/> Mentoring <input type="checkbox"/> Social Skills <input type="checkbox"/> Motivation <input type="checkbox"/> Intervention E		
Current goal line	70%		
Last plan change date	01/04/2013		
Description	Student will check in with Mr. Smith instead of Ms. Jones		

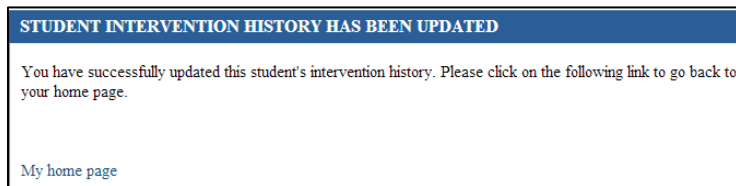
[Edit this information](#)

3. If there are errors or omissions in the student's current plan information, scroll to the bottom of the screen and click on "Edit this information" link found in the lower right hand corner of the screen.
 - a. The "Edit this information" link **should NOT be used** to record changes to a student's Tier 2 plan that were made as a result of a student's response to intervention. This feature is reserved for over-writing a student's current Tier 2 plan without saving the old information.
 - i. The "Edit this information" link will not produce a phase change line on the student's progress monitoring graphs.
 - ii. If you need more information on how to record changes to a student's plan as a result of their response to intervention, click [HERE](#) to see how to add a plan change.
4. A pop-up window will appear to alert you that you are about to **erase** a student's Tier 2 plan information. Confirm that you intend to erase the existing information by clicking "OK".



5. Make necessary changes by adding or deleting information in any of the active fields. You **cannot** edit the "Initial enrollment date" or the "Last plan change date."

- a. You may add notes about the student's plan or describe your corrections in the "Description" field. Click into the text box and type your notes on a new line. Be careful to avoid typing over the existing information.
 - i. This will help other staff members understand any changes they may see in the student's plan information.
6. Select "**Erase & Replace**" to save your corrections. The warning message will appear in a pop-up window a second time to remind you that you are about to **erase** a student's Tier 2 plan information. If you do not want to over-write the student's existing plan information, click "Cancel."
 - a. If you intend to erase the student's prior plan information and replace it with the new information, click "OK". You will receive a confirmation message that verifies your changes were saved.

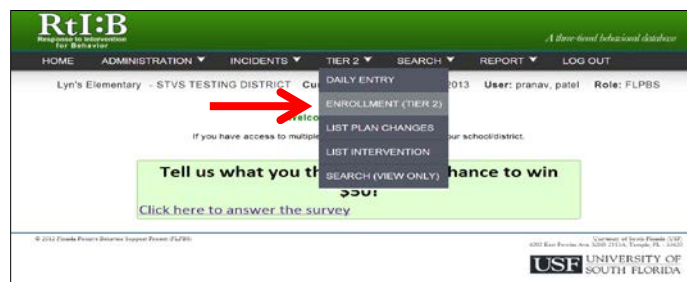


MAKE A PLAN CHANGE

A plan change is defined as a modification to some aspect of the student's Tier 2 support plan that is made **as a result of the student's response to intervention** (a positive response, questionable response, or poor response to intervention). It **creates a red "phase change" line** on the student's progress monitoring graph that cues the Tier 2 team that something different was done to the student's support plan to address a trend in the their data.

Adding a plan change to a student's record will **preserve the student's prior plan information**. These prior versions of the student's plan for the current school year may be viewed through the "Plan change history" link, and plan information for prior school years may be viewed through the "List Plan Changes" screen.

1. Log into your account and go to the "Tier 2" menu on the menu bar. Select "Enrollment (Tier 2)".



2. Click on the blue “Student” button on the Enrollment & Plan Changes screen and select a student name. If the student has been enrolled in Tier 2 during the current school year, their most **current** Tier 2 plan information will automatically appear.

The Enrollment & Plan Changes screen for a currently enrolled student:


Tier 2 Enrollment & Plan Changes
This screen shows you a student's current Tier 2 monitoring plan

Various features accessible from this screen allow you to view and manage a student's Tier 2 plan information. Click on the question mark icon next to each heading for instructions and more information.

ENROLL A STUDENT IN TIER 2
CORRECT CURRENT PLAN INFORMATION
MAKE A PLAN CHANGE
VIEW PRIOR PLAN CHANGE INFORMATION
CORRECT PLAN CHANGE HISTORY

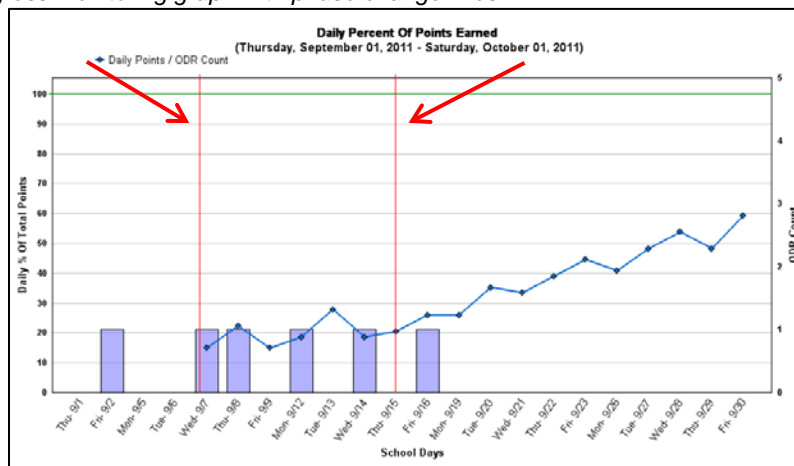
Student	Clark Adams	Student	Plan Change History
Grade	6		
Tier 2 support status	<input checked="" type="radio"/> Enrolled <input type="radio"/> Inactive <input type="radio"/> Graduated/Successfully completed		
Initial enrollment date <small>For this school year</small>	11/01/2012 * Once saved, this date may not be changed		
Intervention(s)	<input checked="" type="checkbox"/> CICO <input checked="" type="checkbox"/> Second Step <input checked="" type="checkbox"/> Mentoring <input checked="" type="checkbox"/> Social Skills <input type="checkbox"/> Motivation <input type="checkbox"/> Intervention E		
Current goal line	50%		
Last plan change date	01/04/2013		
Description	add		

[Add New](#)
[Edit this information](#)

 [Add a PLAN CHANGE](#)

3. Scroll to the bottom of the screen and click on the “Add a PLAN CHANGE” button.
 - a. This feature should be used when you need to **modify a student's current Tier 2 plan as a result of their response to intervention**. The student's prior plan information will be saved as “history.”
 - i. Adding a plan change will produce a red phase change line on the student's progress monitoring graphs.

Example of a progress monitoring graph with phase change lines:



4. Record the date the change was made to the student's Tier 2 plan in the field provided. A brief description of the change is also required.
 - a. Plan changes must be recorded in chronological order (e.g., you may not enter an old plan change that occurred before the most recent plan change in the system, or before the enrollment date for the current school year).
5. If the plan change included a modification to the student's grade level, Tier 2 support status, intervention(s), and/or goal line, **scroll down the screen** and make the changes to the appropriate fields.

The plan change screen:

Add a plan change (Tier 2)
Save the student's old plan information as history and add a phase change line to the student's graph

Enter the date and a brief description of the plan change. If the plan change includes a change to the student's Grade, Tier 2 Support Status, Intervention, or Current Goal Line, **make the change to the necessary field(s)** and click "Record this plan change."

Plan change date	10/01/2012
Description of plan change <small>Note: Remember to update the student's plan information in the fields below if needed</small>	Increase goal to 65%
Student	Sally Jennings Plan change history

The student's current Tier 2 plan is listed below. If the plan change included a modification to any of these fields, make the necessary changes below and click "Record this plan change".

Grade	7
Tier 2 support status	<input checked="" type="radio"/> Enrolled <input type="radio"/> Inactive <input type="radio"/> Graduated/Successfully completed
Initial enrollment date <small>For this school year</small>	09/01/2012 * This date may not be changed
Intervention(s)	<input type="checkbox"/> CICO <input checked="" type="checkbox"/> Second Step <input type="checkbox"/> Mentoring <input type="checkbox"/> Social Skills <input type="checkbox"/> Motivation <input type="checkbox"/> Intervention E
Current goal line	60%
Notify staff <small>Note: Send staff member(s) a general notice to check RtI:B for information about a student's Tier 2 plan change</small>	<input type="button" value="Staff"/>

➔

6. **If a student no longer requires Tier 2 support**, mark their status as "Inactive" or "Graduated/Successfully completed."
 - a. **Inactive** status may be selected when the student discontinues the intervention (e.g., the student changes schools, refuses to participate, etc.).
 - b. **Graduated/Successfully completed** may be selected when the student no longer requires any Tier 2 supports.
7. You can notify staff members that a change was made to the student's plan by clicking on the blue "Staff" button and selecting as many individuals as needed from the staff roster.
 - a. If you would like more information on the Notify Staff feature, click [HERE](#).
8. When all information about the plan change has been recorded, **scroll to the bottom of the screen and click "Record this plan change"** to save the

information. You will receive a message to confirm that your plan change was saved.

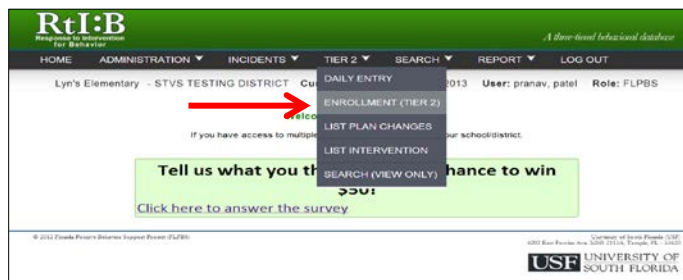
TIER 2 PLAN INFORMATION SAVED

The student's Tier 2 plan information has been saved.

[Return to Tier 2 Enrollment](#)

VIEW PRIOR PLAN CHANGE INFORMATION

1. Log into your account and go to the "Tier 2" tab. Select "Enrollment (Tier 2)."



2. Click on the blue "Student" button on the Enrollment & Plan Changes screen and select a student name. If the student has been enrolled in Tier 2 during the current school year, their most **current** Tier 2 plan information will automatically appear.

The Enrollment & Plan Changes screen for a currently enrolled student:

Tier 2 Enrollment & Plan Changes
This screen shows you a student's current Tier 2 monitoring plan

Various features accessible from this screen allow you to view and manage a student's Tier 2 plan information. Click on the question mark icon next to each heading for instructions and more information.

ENROLL A STUDENT IN TIER 2 ?
CORRECT CURRENT PLAN INFORMATION ?
MAKE A PLAN CHANGE ?
VIEW PRIOR PLAN CHANGE INFORMATION ?
CORRECT PLAN CHANGE HISTORY ?

Student	Clark Adams	Student	Plan Change History
Grade	6		
Tier 2 support status ?	<input checked="" type="radio"/> Enrolled <input type="radio"/> Inactive <input type="radio"/> Graduated/Successfully completed		
Initial enrollment date ? <small>For this school year</small>	11/01/2012 * Once saved, this date may not be changed		
Intervention(s)	<input checked="" type="checkbox"/> CICO <input checked="" type="checkbox"/> Second Step <input checked="" type="checkbox"/> Mentoring <input checked="" type="checkbox"/> Social Skills <input type="checkbox"/> Motivation <input type="checkbox"/> Intervention E		
Current goal line	50%		
Last plan change date	01/04/2013		
Description	add		

[Edit this information](#)

Add a PLAN CHANGE

3. Click on the **“Plan change history”** link to the right of the blue **“Student”** button. A pop-up window will appear that provides links to view plan information for the student from earlier in the school year.
 - a. The dates for each of the earlier versions of the student's plan correspond to dates that a plan change was recorded for that student. **Click on the “View historical details” link to view the information associated with that plan change.**
 - i. To view Tier 2 plan information from other school years, go to the Tier 2 tab and select **“List Plan Changes.”** View additional instructions for the List Plan Changes screen by clicking [HERE](#).

Viewing the plan change history for the current school year:

CLOSE		
Plan Change Date	Comments	
11/13/2012	Add social skills	view historical details
11/09/2012	11/12/12-add mentoring	view historical details
11/01/2012	Add 2nd step intervention.	view historical details
	11/1/12-enrolled in CICO at 50%.	view historical details

4. After clicking the **“View historical details”** link, the **“Historical Plan Change Details”** screen will display, providing specific information associated with the plan change recorded on that date.

The Historical Plan Change Details screen:

Historical Plan Details (Tier 2)

These details reflect a student's Tier 2 monitoring plan that was in place at an earlier point in time. This student's plan has been changed. To view this student's current plan information, go to the Enrollment screen.

Student	Clark Adams	
Grade	6	
Initial enrollment date	11/01/2012	
For this school year		

Plan Details for this time period:

These plan started on:	11/12/2012	Revise start date? <input type="radio"/> Yes <input checked="" type="radio"/> No Must be after last plan change date 11/1/2012
These plan changed on:	11/13/2012	
Description	11/12/12-add mentoring	
Tier 2 Support Status	<input checked="" type="radio"/> Enrolled <input type="radio"/> Inactive <input type="radio"/> Graduated/Successfully completed	
Intervention(s)	<input checked="" type="checkbox"/> CICO <input checked="" type="checkbox"/> Second Step <input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> Social Skills <input type="checkbox"/> Motivation <input type="checkbox"/> Intervention E	
Goal Line	50%	

[Edit this information](#)

- a. Identifying information for the student is provided on this screen, followed by fields indicating the **“start”** date for the plan details, and the date those details were changed. Both of these dates correspond to plan change dates.

- i. The “**This plan started on**” field reflects the date of the plan change that produced the plan details included on this screen.
- ii. The date in the “**This plan changed on**” field reflects the date of the *next* plan change that produced a *new* set of plan details.

Consider the following example:

Initial enrollment					Plan change #1					Plan change #2					Plan change #3					Plan change #4 (current plan)							
8/21	8/22	8/23	8/24	8/25	8/26	8/27	8/28	8/29	8/30	8/31	9/1	9/2	9/3	9/4	9/5	9/6	9/7	9/8	9/9	9/10	9/11	9/12	9/13	9/14	9/15	9/16	9/17
CICO					CICO & Social Skills					Social Skills					Social Skills & Lunch Buddies					Lunch Buddies							

If you were to look at the historical plan details for **Plan change #2**, the date that would appear on the “**This plan started on**” field would be “**09/01/2012**.” This is the date of the plan change in which the CICO intervention was discontinued, and the student only received the Social Skills intervention.

The date that would appear in the “**This plan changed on**” field would be “**09/07/2012**,” which is the date of the next plan change, where the Lunch Buddies intervention was provided in addition to the Social Skills intervention.

5. If you notice an error in the historical plan information, you can correct the record. For instructions on how to correct prior plan information, click [HERE](#).
6. When you are done reviewing the plan details, scroll to the bottom of the Historical Plan Change Details screen and click the button to “Cancel & return to enrollment screen.”
 - a. You will return to the Enrollment & Plan Changes screen, where the student’s current plan information will be displayed.

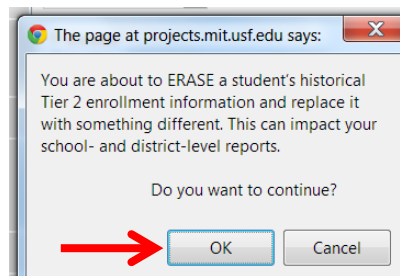
CORRECT PLAN CHANGE HISTORY

Please note: Correcting prior plan information will ERASE that version of the student's Tier 2 plan. Your changes cannot be reversed.

Correcting a student's plan information with the "Edit this information" link should only be used when errors in a student's plan information have been discovered.

1. As you review the Historical Plan Change Details screen, you may correct errors or omissions in the student's prior plan information by **scrolling to the bottom of the screen** and clicking on the **"Edit this information"** link.
 - a. This feature is reserved for over-writing a student's prior Tier 2 plan details without saving a copy of the old information.
 - b. You can only correct plan change information for the current school year.
 - c. To see how to access the Historical Plan Change Details screen, click [HERE](#).


2. A pop-up window will appear to alert you that you are about to **erase** a student's Tier 2 plan information. Confirm that you intend to erase the existing information by clicking "OK".




3. Make necessary changes by adding or deleting information in any of the active fields (Grade level, Description, Tier 2 support status, Intervention(s), and Goal

line). You cannot edit the “Initial enrollment date” or the date provided in the field named “This plan changed on.”







- a. It is recommended to add notes that describe your corrections in the “Description” field. Click into the text box and type your notes on a new line, being careful to avoid typing over the existing information.
 - i. This will help other staff members understand any changes they may see in the student’s plan information.
4. If your correction(s) include revising the date listed in the “This plan started on” field, locate the area of the screen that provides the option to “Revise date.” Select “Yes” to open the “This plan started on” date for editing.
 - a. **Note:** You must first select the “Edit this information link” in order to activate the “Revise date” function.



Historical Plan Change Details (Tier 2) 

These details reflect a student's Tier 2 plan that was in place at an earlier point in time. Another plan change has since been added, so these details are no longer in effect. To view the student's current plan information, go to the Enrollment screen.

Student	Clark Adams
Grade	6
Initial enrollment date  <small>For this school year</small>	11/01/2012 * This date may not be changed

Plan details for this time period:

This plan started on 	<div style="border: 1px solid black; padding: 2px;">11/01/2012</div> <div style="text-align: right; margin-top: 5px;">   Revise start date? <input checked="" type="radio"/> Yes <input type="radio"/> No <small>Must be after: 11/1/2012 </small> </div>
This plan changed on 	11/9/2012
Description	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> Add 2nd step intervention. </div>
Tier 2 support status 	<input checked="" type="radio"/> Enrolled <input type="radio"/> Inactive <input type="radio"/> Graduated/Successfully completed
Intervention(s)	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input checked="" type="checkbox"/> CICO</div> <div style="width: 50%;"><input checked="" type="checkbox"/> Second Step</div> <div style="width: 50%;"><input type="checkbox"/> Mentoring</div> <div style="width: 50%;"><input type="checkbox"/> Social Skills</div> <div style="width: 50%;"><input type="checkbox"/> Motivation</div> <div style="width: 50%;"><input type="checkbox"/> Intervention E</div> </div>
Goal line	50%



[Edit this information](#)

Erase & Replace

Cancel & return to Enrollment screen

- b. You may not revise the “This plan started on” date for the details associated with the student’s initial enrollment.
- c. You may only **backdate** the “This plan started on” field (e.g., you can revise the date so the details started at an earlier time than was listed, but not a later time than was listed).
- d. You may **not** revise the date so that it falls before other plan change dates, and you may not revise the date so that it falls before the initial enrollment date.
- e. If someone at your school changed the information on the Expectations/Periods screen (the number of school-wide expectations, check-in periods, or the max points per expectation) since the plan change was entered, **you will be unable to make a date revision.**

Consider the following examples:

Original Expectations/Periods											Expectations/Periods were changed																
Initial enrollment					Plan change #1						Plan change #2					Plan change #3					Plan change #4 (current plan)						
8/21	8/22	8/23	8/24	8/25	8/26	8/27	8/28	8/29	8/30	8/31	9/1	9/2	9/3	9/4	9/5	9/6	9/7	9/8	9/9	9/10	9/11	9/12	9/13	9/14	9/15	9/16	9/17
CICO					CICO & Social Skills						Social Skills					Social Skills & Lunch Buddies					Lunch Buddies						

Sometime after 9/17, You would like to...	Is this permitted?	Explanation
Revise the "This plan started on" field for Plan Change #3 from 9/7 to 9/5	Yes	This action meets all revision criteria
Add notes to the Description field for the initial enrollment	Yes	Revisions to plan details on the initial enrollment are permitted; revisions to "This plan started on" field on the initial enrollment are not
Revise the "This plan started on" field for the initial enrollment from 8/21 to 8/20	No	You may not revise the "This plan started on" date for the details associated with the student's initial enrollment
Revise the "This plan started on" field for Plan Change #3 from 9/7 to 9/9	No	Date revisions may only be backdated
Revise the "This plan started on" field for Plan Change #3 from 9/7 to 8/30	No	You may not revise the "This plan started on" date so that it falls before other plan change dates
Revise the "This plan started on" field for Plan Change #1 from 8/26 to 8/20	No	You may not revise the "This plan started on" date so that it falls before the initial enrollment date
Revise the "This plan started on" field for Plan Change #1 from 8/26 to 8/24	No	You may not revise the "This plan started on" date if the Expectations/Periods screen was changed since the plan change was originally recorded

5. Select **"Erase & Replace"** to save your corrections, including any date revisions. The warning message will appear a second time to remind you that you are about to **erase** a student's Tier 2 plan information. If you do not want to overwrite the student's existing plan information, click "Cancel."
 - a. You will receive a confirmation message that verifies your changes were saved.

STUDENT INTERVENTION HISTORY HAS BEEN UPDATED
<p>You have successfully updated this student's intervention history. Please click on the following link to go back to your home page.</p> <p>My home page</p>

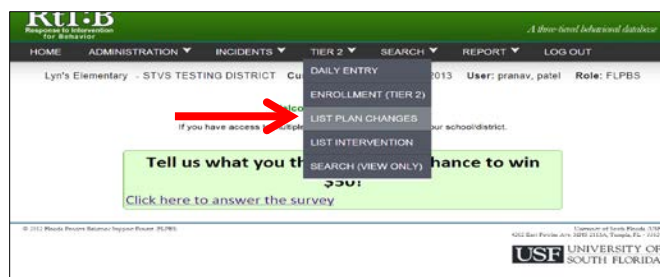
List Plan Changes

Section Overview	Access Levels
View a list of all plan changes for a student	ALL

THE SHORT ANSWER: Set the date range for the time period you'd like to see, and the results will appear at the bottom of the screen. Click on the Academic Year next to a plan change to see details from that period of time.

THE DETAILS:

1. From the Tier 2 tab, select "List Plan Changes."



2. On the Plan Change Summary screen, click the blue "Student" button to select the student whose history you're interested in viewing.
3. Select the start and end dates for the period of history you would like to see. You can enter dates that span several years if desired.

The Plan Change Summary screen for a student who received Tier 2 supports in prior school years but no longer receives them:

Click on the academic year to view the plan details

Plan Change Summary (Tier 2)

To view a list of a student's Tier 2 plan changes, click on the blue Student button and select their name. If a student's name is not listed, they have not been enrolled in Tier 2.

Student	LastYear's Student	Student
Start Date	08/01/2006	
End Date	01/21/2013	

This student does not have an active enrollment.

Academic Year	Plan Change Date	Plan Change Reason
2005-06	11/15/2006	PC 5 Inactivate
2005-06	10/30/2006	PC 4
2005-06	10/15/2006	PC 3
2005-06	09/30/2006	PC 2
2005-06	09/15/2006	PC 1

4. The list of plan changes, if any exist for the student during that time frame, will appear at the bottom of the screen. If the student was enrolled in Tier 2 at some point during the current school year, their initial enrollment date for the current

year will appear at the top of the results along with their most recent goal line and interventions.

The Plan Change Summary screen for a student who received Tier 2 supports during the current school year:

Plan Change Summary (Tier 2)

To view a list of a student's Tier 2 plan changes, click on the blue Student button and select their name. If a student's name is not listed, they have not been enrolled in Tier 2.

Student	Adams, Clark	Student
Start Date	08/01/2012	
End Date	01/21/2013	

Enrollment Date: 11/1/2012... Current GoalLine: 70... Current Interventions: CICO...

Academic Year	Plan Change Date	Plan Change Reason
2012-13	01/07/2013	Student transferred to another school
2012-13	01/04/2013	Student will check in with Mr. Smithsonian instead of Ms. Jones
2012-13	11/13/2012	Add social skills and Lunch Buddies
2012-13	11/09/2012	11/12/12-add mentoring
2012-13	11/01/2012	Add 2nd step intervention.
2012-13		11/1/12-enrolled in CICO at 50%. Will check in with Mr. Smithsonian

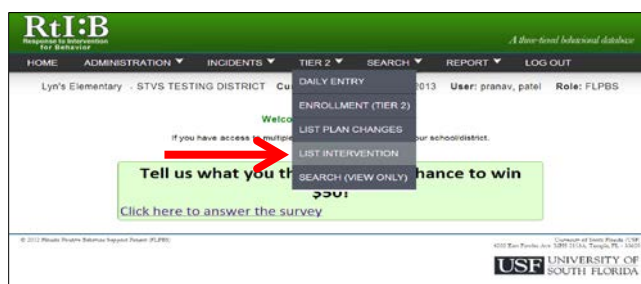
List Intervention

Section Overview	Access Levels
View students currently enrolled in a specific intervention	ALL

THE SHORT ANSWER: The Tier 2 Intervention Listing displays all Tier 2 interventions that have been used by your school. You can view any notes your team provided that describes the interventions, as well as a list of students who are currently enrolled in each intervention.

THE DETAILS:

- From the Tier 2 tab, select “List Intervention” from the drop-down menu:



- You can view the list of interventions, view any notes provided for each intervention, and view the list of students who are currently enrolled in a specific intervention.

Tier 2 Intervention Listing [?]

This screen displays a cumulative list of interventions that have been used at your school. To see which students are currently enrolled in each intervention, click “View” to see the intervention’s current enrollment.

Title	Students Enrolled
CICO (notes)	view
Second Step (notes)	view
Mentoring (notes)	view
Social Skills (notes)	view

Click here to view notes about that intervention that were saved by your school’s Tier 2 team.

Click here to view a list of students who are currently enrolled in this intervention

- If no student is currently enrolled in an intervention, you will see the following information. Click on the “Back” button to return to the Tier 2 Intervention Listing.

Current Intervention Enrollment (Second Step)

The following students are currently enrolled in this intervention:

No students are assigned for the selected intervention.

[Back](#)

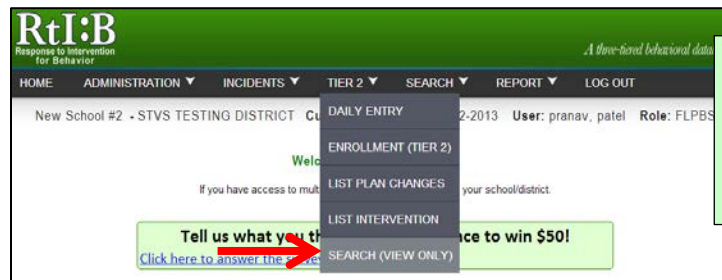
Search Daily Entry

Section Overview	Access Levels
View a list of a student's daily entries	ALL

THE SHORT ANSWER: Search Daily Entries allows you to generate a summary list of a student's entries that includes daily entry comments. Clicking on the date of a daily entry will take you to the Daily Entry screen for that day where you can make edits if necessary.

THE DETAILS:

1. Click on the “Tier 2” tab and select “Search” from the drop-down menu.



TIP: You can also go to the “Search” menu and select the “Tier 2 Daily Entries” to view a student's daily

2. The following “**Daily Entry Search**” page will display:

3. Select the student whose entry you wish to view by clicking on “**Student**” and selecting their name from the list.
4. Optional: You can **limit** your search results to a specific date range, student status or grade.
 - a. The “**Start Date**” and “**End Date**” will already be prepopulated with the first day of the school year and today’s date. You can change these dates by clicking on the date field.
 - b. You can only view up to 11 months of entries at one time.
5. Click “**Search**” when you have set your search parameters. The daily entries will be listed by date with the most recent entry listed first.
 - a. Comments that have been recorded on the daily entry screen will also show in this summary.

To view entry details, select a date.

Date	Student Name	Grade Level	School Status	Student Status	% Point	Change Status	Plan Change Detail
03/17/2011	Bart Simpson	1	School In	Present	100	Changed	Graduated successfully from Tier 2 on 3/17/2011.
03/16/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/15/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/14/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/11/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/10/2011	Bart Simpson	1	School In	Present	98.15	Unchanged	
03/09/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/08/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/07/2011	Bart Simpson	1	School In	Present	98.15	Unchanged	
03/04/2011	Bart Simpson	1	School In	Present	100	Unchanged	
03/03/2011	Bart Simpson	1	School In	Present	98.15	Unchanged	
03/02/2011	Bart Simpson	1	School In	Present	96.3	Unchanged	

6. If you wish to view an entry in detail, click on the date.
 - a. You may edit the daily entry from this screen if needed.

THE REPORTS TAB

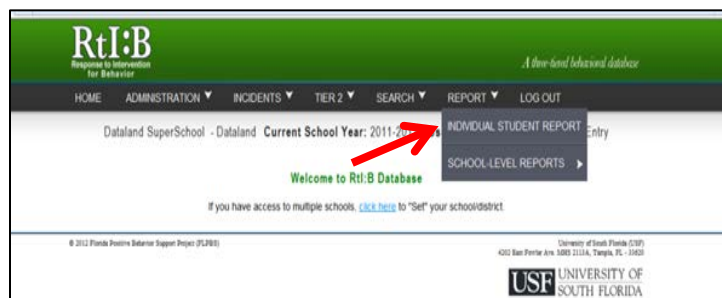
Individual Student Reports

Section Overview	Access Level
Tier 1 Student Summary	District Administrator School Administrator Data Entry Coach Specialist
Tier 2 Progress Monitoring	
Tier 2 Average Points per Period	
Tier 2 Progress Monitoring for a Specific Period	

THE SHORT ANSWER: Individual student reports offer a limited set of report options. Set your preferences and click to generate the report.

THE DETAILS:

1. Click on the **Report** menu and then on **Individual Student Report**.



2. The Individual Student Reports screen will appear. Click on the report title to go to that report's options screen.

Individual Student Reports

Note: all reports are confidential

Student Tier 1 Report

Summary Report

Provides a summary of all minor, major, and SESIR incidents for a student

Student Tier 2 Reports

Progress Monitoring

What is this student's response to our Tier 2 interventions?

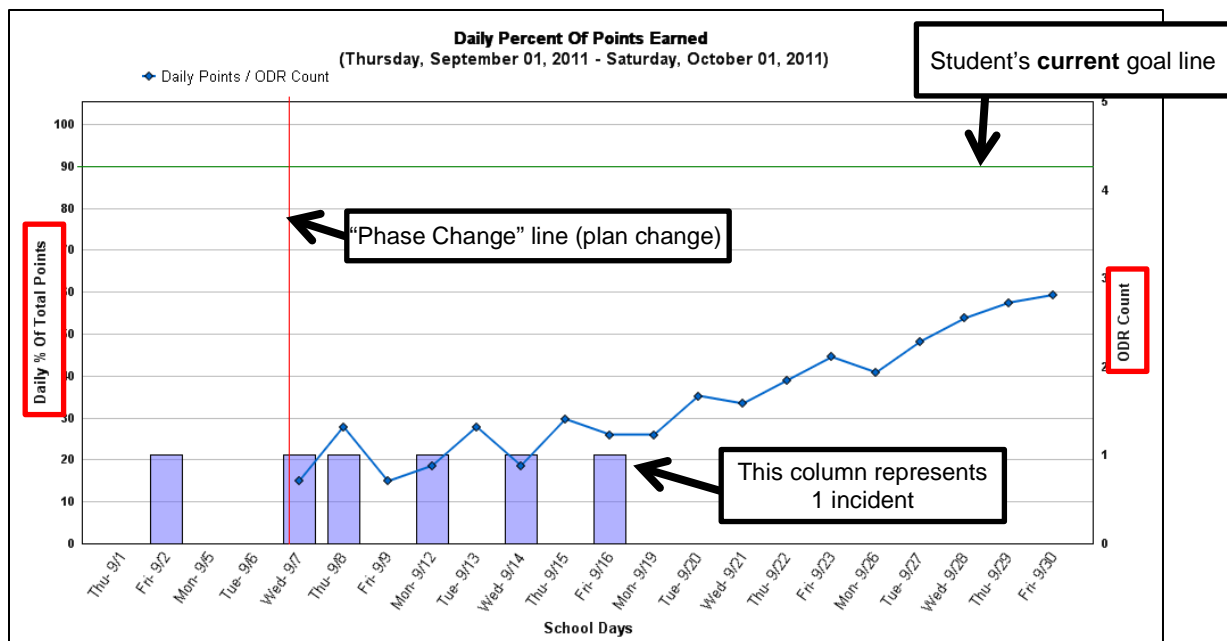
Average Points per Period

Is this student more successful in one part of the day over another?

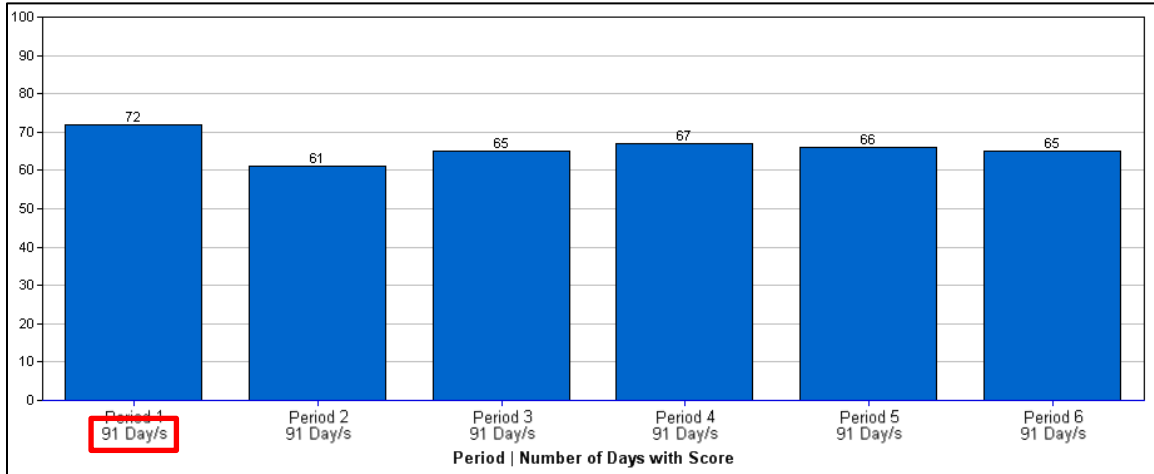
Progress Monitoring for a Specific Period

What is this student's response to our Tier 2 interventions during a specific part of the day?

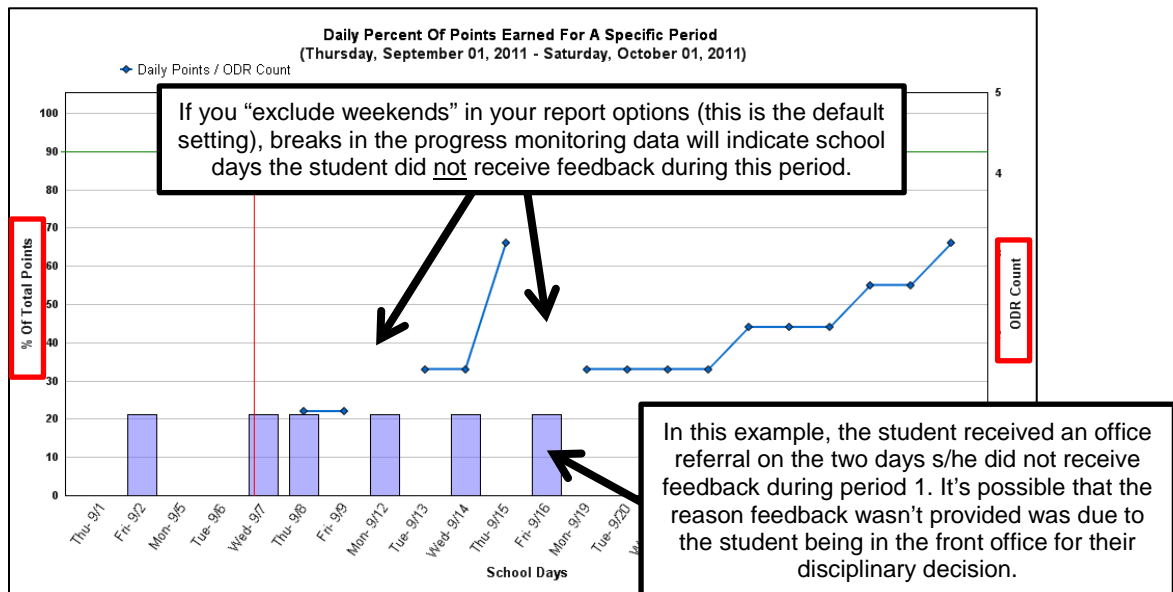
3. The Student **Tier 1 Summary** report will display the student's incidents during a specific calendar year.
 - a. You can filter the report to show only majors, only minors, or both.
 - b. You can show/hide staff name to see which staff members recorded incidents for the student.
 - c. Note that student reports based on transferred SWIS data may not reflect a complete record.
 - d. The summary report provides the "Big 5" reports for a student, plus incidents by context, expectation, grade level and staff.
 - i. If you're interested in a variable that isn't listed in the Tier 1 Summary report, you can use **Custom Reports** or **Incident Search** to pull the information. Click [HERE](#) to see how Custom Reports are generated; or click [HERE](#) to see how an Incident Search is performed.
4. The **Tier 2 Progress Monitoring** report shows the student's percent of points earned on a daily basis.
 - a. You can view up to **10 months** of daily points at one time.
 - i. One graph will display for each month you requested.
 - b. If you want a listing of each day's total percent, select "Show Table" on the report options screen.
 - c. If your school enters their office discipline referrals (ODRs) in the database, the graphs will automatically display the student's ODRs on the same graph as their progress monitoring points. The scale for the number of incidents is shown on the right side of the graph; the scale for percent of points earned in on the left side (traditional location).



5. The **Average Points per Period** report shows the percent of possible points within a specific check-in period that was earned by the student. The column represents an **average** for that period.
 - a. You can view up to **10 months** of information at one time.
 - b. The number of days represented in each check-in period is listed at the bottom of the graph.



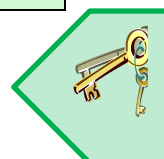
6. The **Tier 2 Progress Monitoring for a Specific Period** report shows the student's percent of points earned on a daily basis within a specific check-in period. This report provides more detailed information than the Average Points per Period graph.
 - a. You can view up to **10 months** of information at one time.
 - b. The period you selected will be displayed at the top of the screen for your reference.
 - c. If you want a listing of each day's total percent, select "Show Table" on the report options screen.



Tier 1 School-Level Reports

Section Overview	Access Level
General information about Tier 1 reports	District Administrator School Administrator Data Entry Coach Specialist

THE SHORT ANSWER: Set your report options and start exploring – the database offers standard and custom reports to answer questions about your incident data.



THE DETAILS:

You can navigate to the different Tier 1 reports by using the drop-down menu (if you know which report you want to generate), or by clicking on “School Level Reports” from the Reports tab in the database:

School-level reports “landing page”

Clicking on the “School-Level Reports” item will take you to the school-level reports landing page (next picture)

Generating a Tier 1 report is a straightforward process. Each report has its own set of basic report options (school year, incident type, percentage or number, etc.) that are easy to use.

With the Tier 1 “**Big 5**” Reports, you are able to determine if behavior incidents are increasing or decreasing, the most common problem behavior, what time of day and location they most often occur and the administrative decision.

With the Tier 1 “**Additional**” Reports, you are able to identify staff and students who could use more support, and view referrals by grade level. You can determine the activities most often associated with incidents (Referrals by Context), find out which expectations need to be taught and/or rewarded more intensively (Referrals by Expectation), and help identify effective interventions at Tiers 1, 2, and 3 by finding out

TIP: If you're looking at a school-level report that requires a date range, leave the maximum value blank or enter an impossible number (e.g., 5000).

the most likely functions of students' problem behaviors (Referrals by Motivation). You can also view referrals by time across a 24-hour period (instead of the 10-hour day provided in the Big 5 report).

****Please note**** Many of the fields involved in generating the Tier 1 Additional reports are **optional** fields for data entry. If your school chooses to track this information, it must be recorded consistently in order for these reports to be useful.

There are a handful of Tier 1 school-level reports that require additional description, which you can find in the pages that follow. Also be sure to check our website (www.flrtib.org) for live webinars and new recordings that explore our reports (and how to apply them) in more detail.

If your school had **SWIS data transferred into Rtl:B**, the quality of these reports for years containing SWIS data may be poor. Reports that are impacted have a warning printed on the reports option screen, and were **disabled** in school years where missing SWIS information could result in grossly inaccurate interpretations.

SESIR Reports

Section Overview	Access Level
See how your combined SESIR offenses compare to your non-SESIR incidents	District Administrator School Administrator Data Entry
See a report of SESIR incidents	Coach Specialist

THE SHORT ANSWER: Your total SESIR offenses are shown in the Referrals by Problem Behavior report (Big 5); to view the offenses separately, view the Tier 1 Additional "Referrals by Problem Behavior (SESIR only)" report.

NOTE: All SESIR incidents must be reported to the FLDOE through your district's main database. Rtl:B does NOT communicate with the state reporting system.

THE DETAILS:

TO SEE HOW YOUR COMBINED SESIR OFFENSES COMPARE TO YOUR NON-SESIR INCIDENTS

1. Navigate to the Tier 1 **Big 5** reports and select “**Referrals by Problem Behavior**” from the menu.

School-Level Reports

Tier 1 Big 5 Reports

- [Monthly Referral Rate](#)
Are our behavior incidents increasing or decreasing?
- [Problem Behavior](#) ←
- [Location](#)
Where do most of our behavior incidents occur?
- [Time](#)
When are we more likely to experience problem behaviors? (7am-5pm)
- [Administrative Decision](#)
How do we respond to problem behavior?

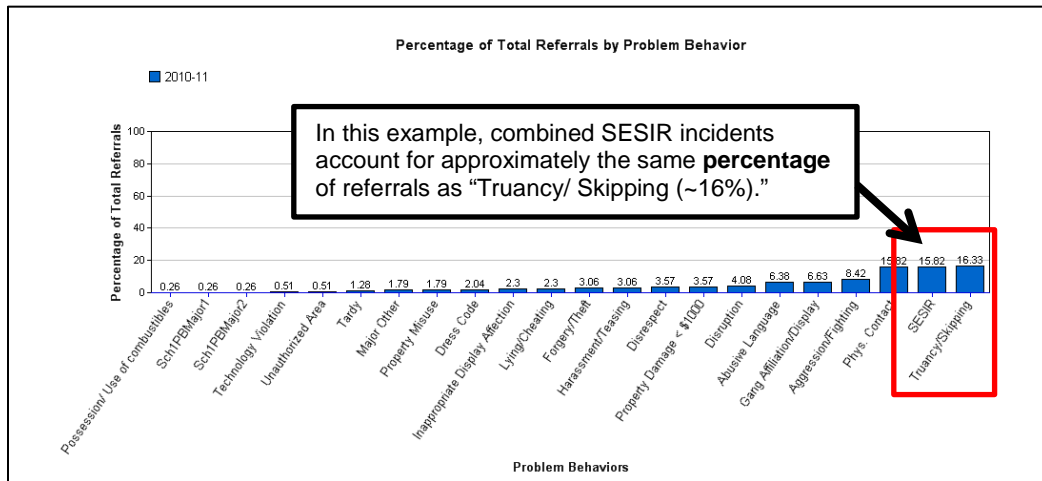
Tier 2 Reports

- [Performance By Student](#)
How successful are our students who receive Tier 2 interventions?
- [Performance By Intervention](#)
How effective are our Tier 2 interventions?
- [Comprehensive Summary](#)
How does the overall performance of our students who receive Tier 2 interventions look over time?

Tier 1 Additional Reports

- [Distribution Reports](#)
- [Tier 1 Custom Reports](#)
Custom Reports

2. After setting your report options, generate the report. All of your SESIR incidents will be reflected in the “SESIR” column:



TO SEE A REPORT OF YOUR SESIR INCIDENTS

1. Navigate to the Tier 1 Additional Reports and select “**Referrals by Problem Behavior (SESIR only)**” from the menu.

Tier 1 Additional Reports

Distribution Reports

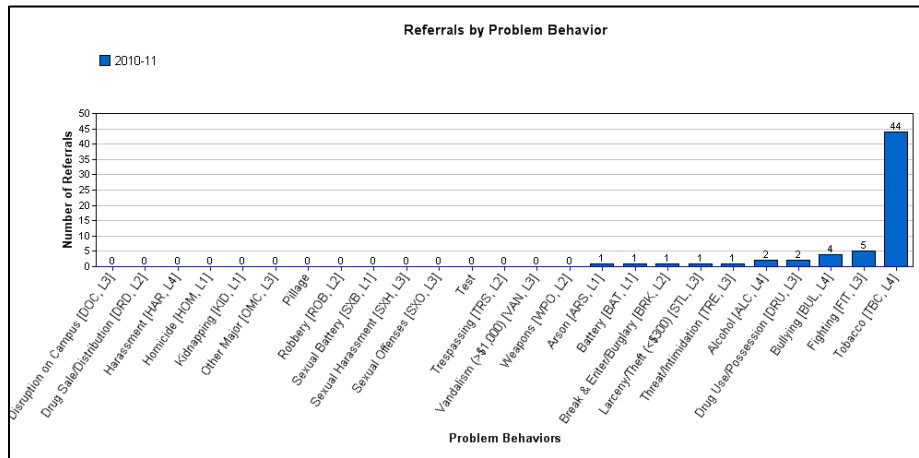
- [Staff](#)
Which of our colleagues could use more support?
- [Students](#)
Which of our students could use more support?
- [Grade Level](#)
Is there a more effective way to support a large number of students?
- [Context](#)
Which types of activities are more likely to lead to problem behavior?
- [Expectation](#)
Which expectation needs to be taught and rewarded more intensively?
- [Motivation](#)
Why might our students engage in problem behavior?
- [Problem behavior \(SESIR only\)](#) ←
- [Time \(24 Hours\)](#)
When are we more likely to experience problem behaviors? (24 hours)

Specific Population Reports

Tier 1 Custom Reports

Custom Reports
Custom Reports will allow you to drill down into your school-wide data to answer specific questions about different Tier 1 variables.

- After setting your report options, generate the report. The results for each of your SESIR incidents will be reflected on the graph.



Specific Population Reports

Section Overview	Access Level
View a simple comparison of referrals and suspensions generated by students from different racial/ethnic groups and educational status	District Administrator School Administrator Data Entry Coach Specialist
View the relative difference between groups of students in their risk for receiving an office discipline referral (ODR)	

THE SHORT ANSWER: The referral and suspension **Comparison** reports show how the number of referrals generated by a group of students compares to their proportion of the student population, and can be impacted by students who receive multiple referrals.

The **Risk Ratio** reports show differences between groups of students in relation to each other, and is not impacted by students who receive multiple referrals.

Note: At this time, the Risk Ratio for Suspension reports (ISS & OSS) are only available through the District Administrator access level. These reports will be available for school-level users soon; you can request your school's information from your District Administrator for RtI:B, or by emailing the database support team.

THE DETAILS:

1. Navigate to the Tier 1 **Additional** reports and choose a report from the **Specific Population** area.

Tier 1 Additional Reports

Distribution Reports

- **Staff**
Which of our colleagues could use more support?
- **Students**
Which of our students could use more support?
- **Grade Level**
Is there a more effective way to support a large number of students?

Context
Which types of activities are more likely to lead to problem behavior?

Expectation
Which expectation needs to be taught and rewarded more intensively?

Motivation
Why might our students engage in problem behavior?

Problem behavior (SESIR only)
What impact do serious problem behaviors have on our referral data?

Time (24 Hours)
Which groups of students receive the most referrals? (24 hours)

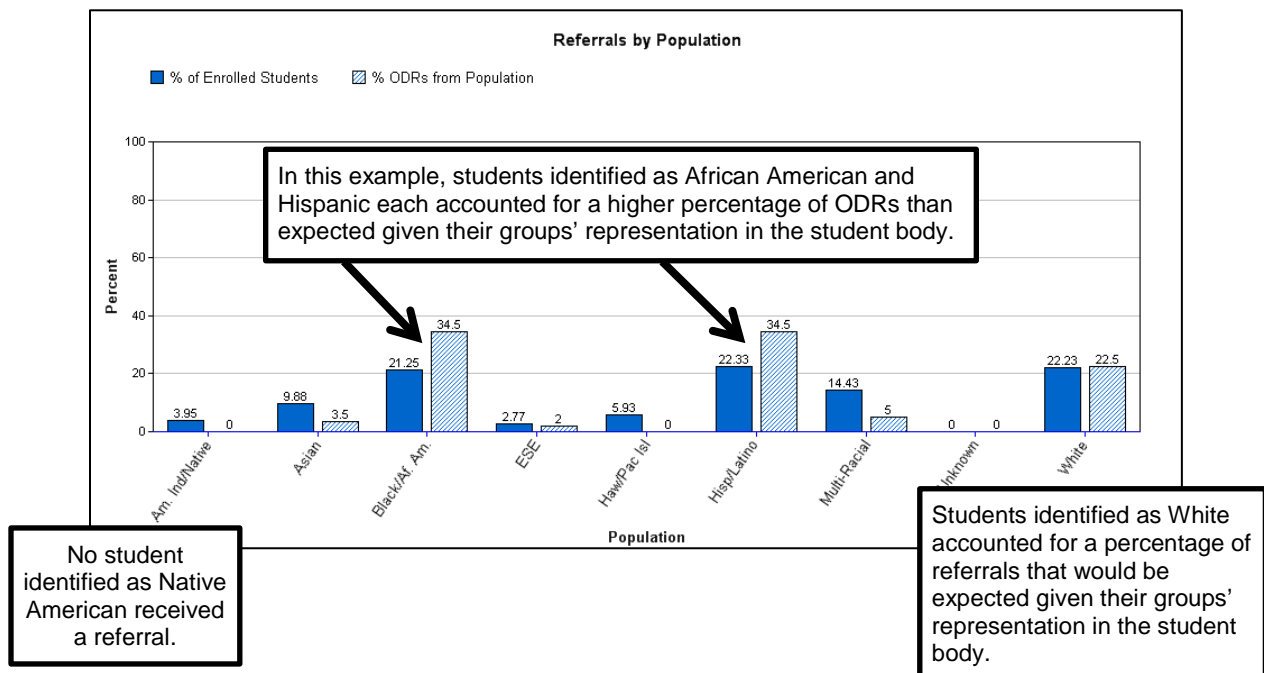
Specific Population Reports

- **Referral Comparison**
Do groups of students receive more office discipline referrals (ODRs) than expected?
- **Referral Risk Ratio**
Do groups of students receive a disproportionate share of office discipline referrals (ODRs)?
- **Suspension Events Comparison**
Do groups of students receive more suspensions than expected?
- **Suspension Days Comparison**

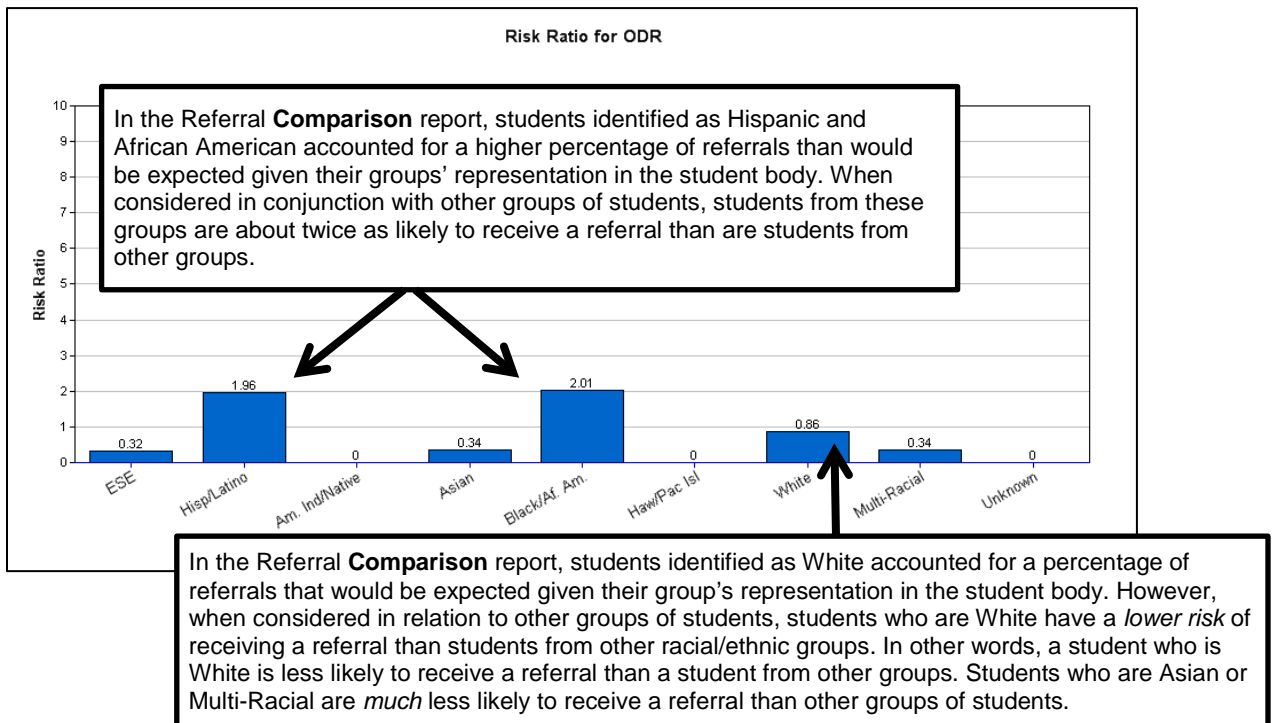
Tier 1 Custom Reports

Custom Reports
Custom Reports will allow you to drill down into your school-wide data to answer specific questions about different Tier 1 variables.

2. Select the school year you would like to view, and generate the report.
 - a. Specific population reports are only available for SY 2011-2012 and later.
 - b. Specific population reports do not include minor incidents.
3. The **Referral Comparison** report shows the percent of ODRs accounted for by each group of students, as well as that group's percentage of the school population.
 - a. In general, it is expected that the percent of office referrals accounted for by each group of students and their percentage of the school population will be similar.



4. The **Referral Risk Ratio** report summarizes a particular group's risk of receiving an ODR compared to the risk of all other students combined.
 - a. Risk ratio values close to 1.0 are desirable; this indicates that students from that group have an **equal risk** of receiving a referral as students from all other groups.
 - b. Risk ratio values **higher than 1.0** indicate that students from that group **have a higher risk** of receiving a referral than students from all other groups.
 - i. Risk ratio of 1.5 = students from that group are 50% more likely to receive a referral
 - ii. Risk ratio of 2.0 = students from that group are two times more likely to receive a referral
 - iii. Risk ratio of 2.5 = students from that group are two and a half times more likely to receive a referral
 - c. Risk ratios higher than 7.0 are rare, and may be due to a very small population. Interpretations of risk ratios of this magnitude should be made with caution.



5. The **Suspension Events Comparison** report shows the percent of suspensions (ISS and OSS) accounted for by each group of students, as well as that group's percentage of the school population.
 - a. Interpretation of the Suspension Events **Comparison** is similar to the interpretation of the Referral **Comparison**. In general, it is expected that the percent of suspension events accounted for by each group of students and their percentage of the school population will be similar.

6. The **Suspension Days Comparison** report shows the percent of suspension days accounted for by each group of students, as well as that group's percentage of the school population.
- Interpretation of the Suspension Days **Comparison** is similar to the interpretation of the Referral **Comparison**. In general, it is expected that the percent of suspension days accounted for by each group of students and their percentage of the school population will be similar.

Annual Summary Reports

Section Overview	Access Level
Referrals per Year per 100 Students	District Administrator School Administrator Data Entry Coach Specialist
Referrals by Grade per 100 Students	
Annual Suspension Report	
Suspensions per 100 Students	
Percentage Report	

THE SHORT ANSWER: The Annual Summary reports were intended to help schools evaluate their yearly outcomes, but can be useful throughout the year as well.

THE DETAILS:

- Navigate to the **Tier 1 Annual Summaries** section of the School-Level reports and select a report. After setting your report options, generate the report.

Specific Population Reports

- [Referral Comparison](#)
Do groups of students receive more office discipline referrals (ODRs) than expected?
- [Referral Risk Ratio](#)
Do groups of students receive a disproportionate share of office discipline referrals (ODRs)?
- [Suspension Events Comparison](#)
Do groups of students receive more suspensions than expected?
- [Suspension Days Comparison](#)
Do groups of students receive more days of out-of-school suspension (OSS) than expected?

Tier 1 Annual Summaries

Yearly Totals per 100 students

- [Referrals Per Year Per 100 Students](#)
How does our annual rate of behavioral incidents compare to last year?
- [Referrals By Grade Per 100 Students](#)
How does our annual rate of behavioral incidents for different grade levels compare to last year?

Suspension Report

- [Annual Suspension Report](#)
How many days and events of in-school suspension (ISS) and out-of-school suspension (OSS) did we have in a given year?
- [Suspensions per 100 Students](#)
What is our rate of suspensions for the year?

Percentage of Total Students w/ # of Referrals
What percent of our school's population received multiple referrals?

2. The **Referrals per Year per 100 Students** report shows you the number of referrals per 100 students for the last 3 years (if data are available).
 - a. This allows you to see if the annual **rate** of referrals has changed over time, even if the number of students enrolled at your school varied from year to year.
 - b. The report can be filtered to show only minors, majors, or both.
3. The **Referrals by Grade per 100 Students** report shows you the rate of referrals for each grade level in your school from year to year.
 - a. This allows you to see if the annual **rate** of referrals for a grade level has changed over time, even if the number of students enrolled in that grade has varied from year to year.
 - b. The report can be filtered to show only minors, majors, or both.
4. The **Annual Suspension Report** presents the total number of suspension events and suspension days from year to year, for both ISS and OSS.
 - a. You can display these totals for up to 5 years at once on the same graph.
5. The **Suspensions per 100 Students** report provides the rate of suspension (ISS and OSS) for your school from year to year.
 - a. You can display up to 5 years at once in the same graph.
6. The **Percentage Report** shows you the percent of students at your school who have 1 referral, 2 referrals, 3 referrals, 4 referrals, and so on.
 - a. You can filter the report so it shows majors, minors, or both.
 - b. To see a complete distribution of referrals at your school, leave the value for "Max Referrals" blank.

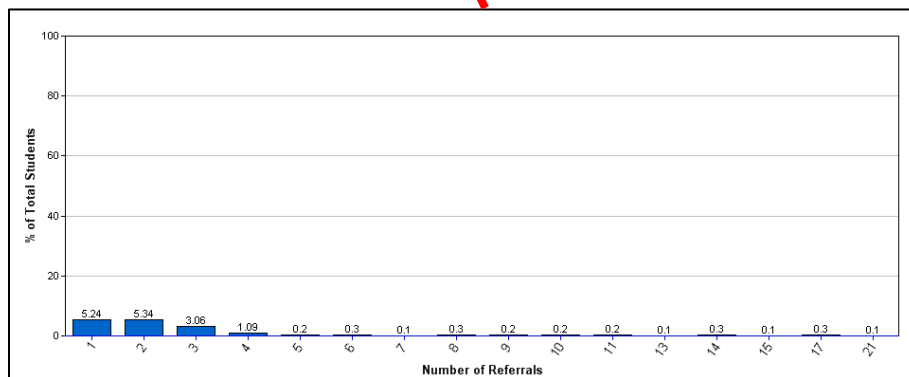
Percentage of Total Students W/ # Referrals

[Main Menu](#)

Select Tier 1 Report Options

School Year	2011-2012	
Incident Type	All Incident Types	
Show Table	<input type="checkbox"/>	
Referrals	Min: 1	Max:

[Generate Report](#)
[Reset](#)



- c. If less than 20% of your students receive multiple ODRs by the end of the year, your core curriculum for behavior is considered to be sufficient.

Tier 1 Custom Reports

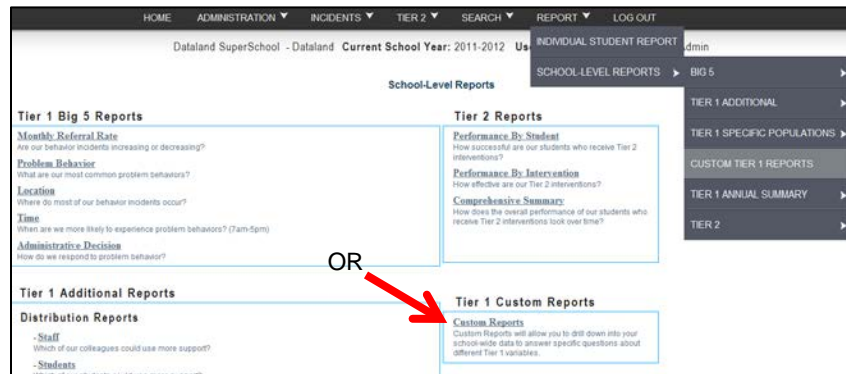
Section Overview	Access Level
How to run a custom report	District Administrator School Administrator Data Entry Coach Specialist
How to run a Big 5 report for a specific time frame	
Understanding the “Frequent Flyer” report	

THE SHORT ANSWER: Custom reports allow you to drill down into your school-wide data to answer specific questions about different Tier 1 variables. Let the main questions on each page guide you in generating your report.

THE DETAILS:

HOW TO RUN A CUSTOM REPORT

1. Click on the “Custom Reports” link from the School-Level Reports landing page or select “Custom Tier 1 Reports” from the drop-down menus.



Reports that include SWIS data (SY 2010-2011 and earlier) and rely on individuals' identifying information will **not reflect all incidents entered into SWIS.*

2. Step 1 asks you to pick the type of report you want to investigate. The variable you select in Step 1 should be the main variable for which you're gathering information. For example, if you wanted more specific information about referrals for “Major Disrespect,” you would choose “Major Problem Behavior”, select “Disrespect” from the drop-down list that appears, and then click “Next” to proceed to the next step.

Custom Report

Custom Reports will allow you to drill down into your school-wide data to answer specific questions about different Tier 1 variables. To get started, select the main report (or the main variable) you are interested in. After clicking "Next," you will be able to select the kind of information to display for this variable, and on screen 3 you can select additional fields that will result in more limited results.

3. In Step 2, you are telling the database the specific information you'd like to know about the variable selected in Step 1. This information will display horizontally on the graph (it will become your "X" Axis). For example, if you wanted to know the **motivation** for "Major Disrespect," you would select "Motivation" in Step 2, and then click "Next" to proceed to the next step.

4. When you're done making a selection for Step 2, click "Next" to go to Step 3. If at any time you wish to go back to any of the prior steps you can click on the step on the left hand column.
5. A summary of what was selected for Step 1 and Step 2 will be above your choices for Step 3.
6. In Step 3, you can narrow down your results even more. Simply select as many limiting factors as you'd like (*hint: if you narrow down your results too much, there may not be any information for the graph to display*).
 - a. Your results are automatically limited to the current school year, but you can change that by entering new values in the Date Range. After you have selected your options for Step 3 click Finish.

[Step 1](#)

[Step 2](#)

[Step 3](#)

Do you want to limit the results? Select as many as apply.

(If you do not want to limit your results, select "Finish")

Step 1: Major problem behavior - Disrespect Step 2: Motivation

☒ Date range

☐ Time

☐ Grade

☐ Location

☐ AYP group

☐ ESE status

☐ Show table

08/01/2011

To

11/23/2011

7:00 am

To

7:00 am

K

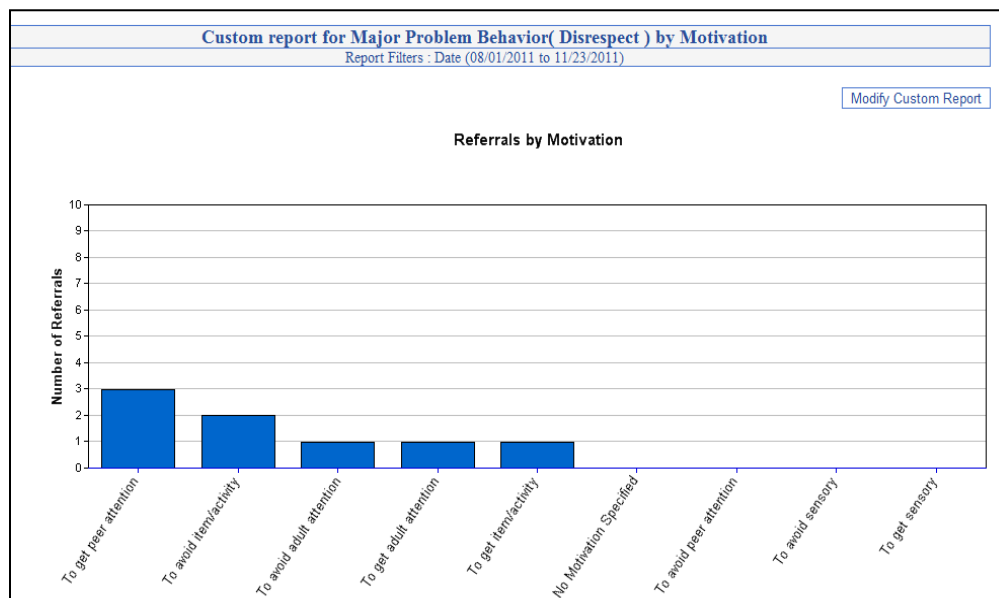
Bathroom

American Indian/Alaskan Native

GenEd

Previous

Finish



TIER 1 REPORT FOR A SPECIFIC TIME FRAME

1. To generate a specific time frame, follow the steps to generate a Tier 1 Custom Report.
2. In **Step 1**, scroll to the bottom of the page to select “**Tier 1 Reports for a Specific Time Frame.**”
 - a. A drop-down list will appear that allows you to select minor, major, SESIR, or all incident types.
 - b. Click “Next” to proceed to the next step.

Context

Expectation

AYP group*

ESE status*

Frequent flyer detail*

Tier 1 Reports for a specific time frame

Major

Next

3. In Step 2, select the report that you want to generate.
 - a. Notice that your custom fields are available for selection.

TIP: You can run a report for your **Custom Field** by selecting the field in Step 2

What do you want to know? (Hint: this will be your "X" axis)

Step 1: Tier 1 Reports for a specific time frame

Problem behavior

Bus Number

Monthly referral rate

Location

Motivation

Time

Admin decision

Staff* (☐ Check this to show staff names on the report)

Student* (☐ Check this to show student names on the report)

Grade*

Context

Expectation

Previous Next

4. In Step 3, select the time frame that you wish to view. If you'd like to narrow your results even further, just select the information from the drop-down menus.
 - a. Reminder: If you limit your results too much, there may not be any information to display in the graph.
 - b. Click "Finish" to generate your time-limited Tier 1 report.

Custom Report

Custom Reports will allow you to drill down into your school-wide data to answer specific questions about different Tier 1 variables. To get started, select the main report (or the main variable you are interested in. After clicking "Next," you will be able to select the kind of information to display for this variable, and on screen 3 you can select additional fields that will result in more limited results.

Some reports that include SWIS data (SY 2010-2011 and earlier) will **not reflect all incidents entered into SWIS.*

[Step 1](#)
[Step 2](#)
[Step 3](#)

Do you want to limit the results? Select as many as apply.
(If you do not want to limit your results, select "Finish")

Step 1: Tier 1 Reports for a specific time frame Step 2: Motivation

☒ Date range
☐ Time
☐ Grade*
☐ Location
☐ AYP group*
☐ ESE status*
☐ Show table

08/01/2011

To

06/26/2012

7:00 am

To

7:00 am

K

Bathroom

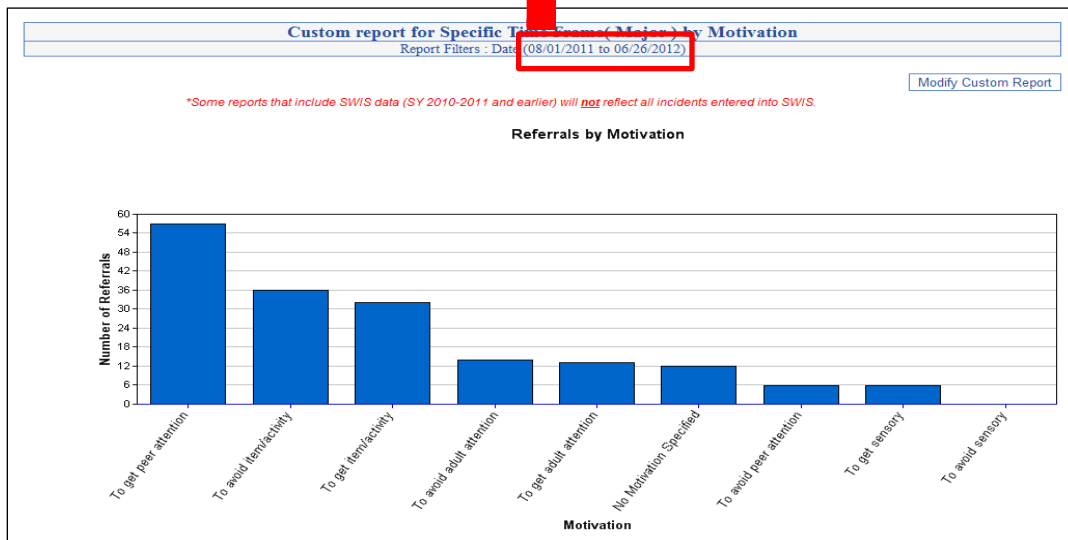
American Indian/Alaskan Native

GenEd

[Previous](#) [Finish](#)

Custom report for Specific Time Frame(Major) by Motivation

Report Filters : Date (08/01/2011 to 09/01/2011)



TIER 1 FREQUENT FLYER REPORT

The frequent flyer report is generated like any custom report; the option to select “Frequent Flyer Report” appears in **Step 1**. You can set a range for your “frequent flyer” students, so the database searches for students who have received a specific range of referrals.

****NOTE**** The Frequent Flyer Report begins by searching **students’ complete history of ODRs** while enrolled in your school. If your min/max range for frequent flyers was set for 3-6 referrals, a student who received one referral per year for the last 3 years would be identified as a “frequent flyer.”

For best results, **set the min/max values high for the frequent flyer report**; you can also include an “impossible number” (such as 50,000) in the field for maximum referrals.

In Step 2 of custom reports, you will identify the information you would like to know about your “frequent fliers.” In Step 3, the date range is automatically set to limit the results to records in the current school year. **Be sure to keep this setting.**

In Step 3, limiting the results to the current school year will eliminate students who have had multiple referrals in past years (but have no current referrals). When your custom report displays, the information will reflect **students who have had a history of behavior problems at your school and who have continued to receive referrals this school year.**

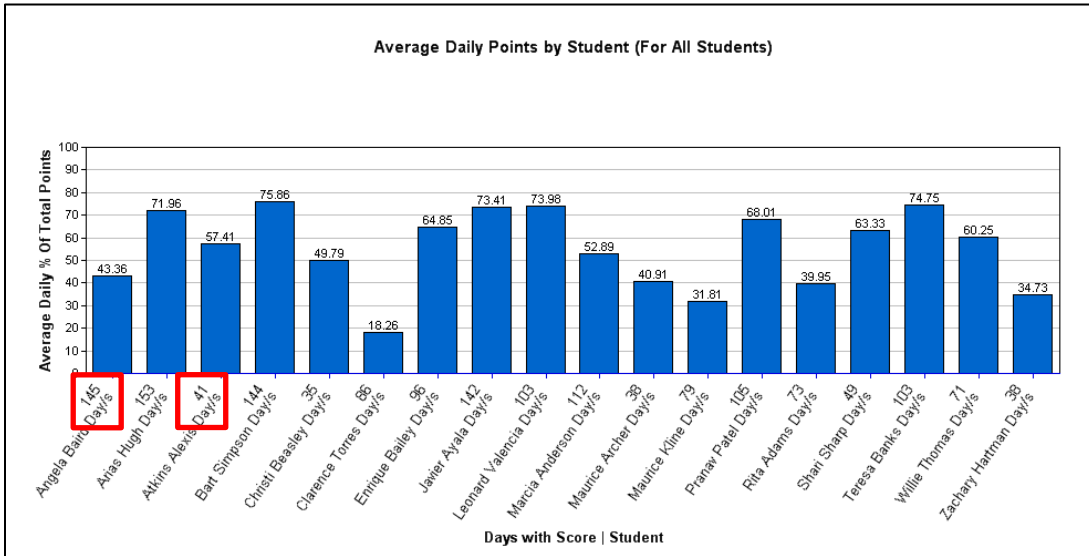
Tier 2 School-Level Reports

Section Overview	Access Level
Performance by Student	District Administrator School Administrator Data Entry Coach Specialist
Performance by Intervention	
Comprehensive Summary	

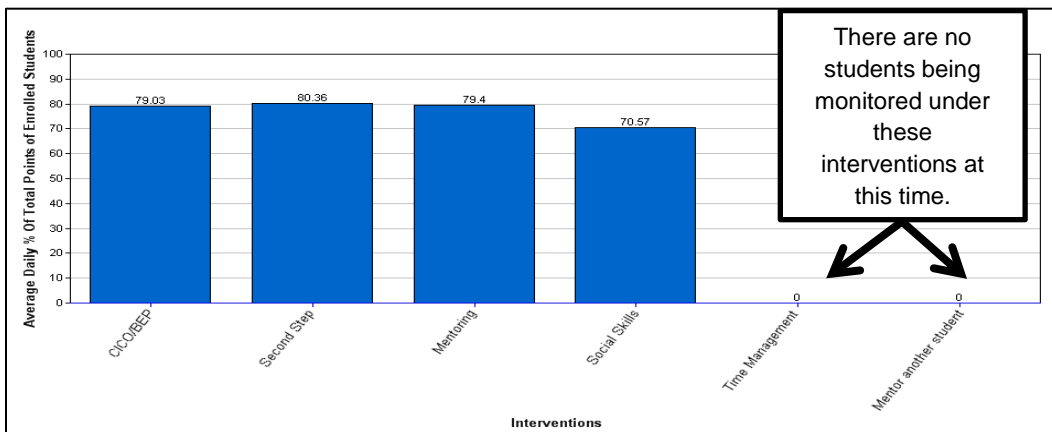
THE SHORT ANSWER: Monitoring Tier 2 information at the school level will help school teams find out if their current interventions are effective, and quickly identify students who need additional support. Check out the different reports to see how they can help your school-based problem-solving team.

THE DETAILS:

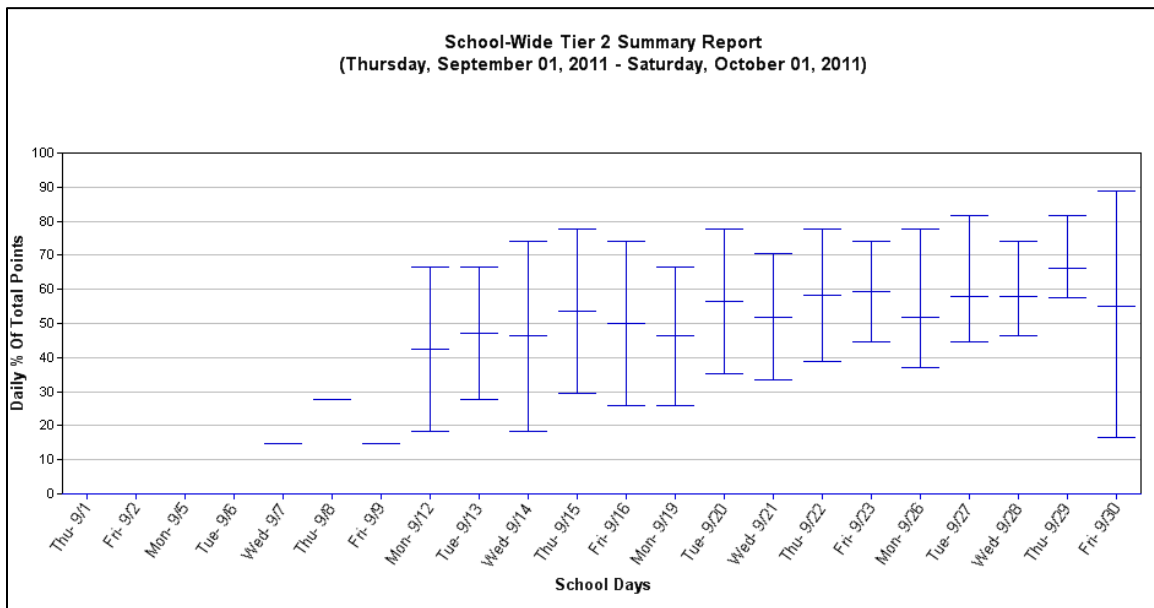
1. Navigate to the School-Level Tier 2 reports and select “**Performance by Student.**”
 - a. The report can display up to 10 months of data.
 - b. All students enrolled in a Tier 2 intervention during that time frame will be reflected on this report.
 - i. The number of days for each student is listed at the end of their name.
 - c. Each column represents a student’s **average** percent of points earned during the specified time frame.



2. The **Performance by Intervention** report will show you if students tend to earn a higher percent of daily points in one intervention versus another.
 - a. Each intervention that is currently active at your school will display along the X axis.
 - b. The columns represent the average percent of points earned by all students enrolled in that intervention.
 - i. Note that students who receive multiple Tier 2 interventions will be counted under each of their interventions.



3. The **Comprehensive Summary Report** provides a daily snapshot of enrollment and average progress for each Tier 2 intervention at your school (or all interventions combined).
 - a. After setting your date range, option for displaying a table, intervention and weekend days, generate the report.
 - b. If only one student is enrolled during your time frame, a hash mark will appear on the graph that represents that student's percent of points earned for the day.
 - c. When more than one student is enrolled on a given day, a vertical line appears with three hash marks drawn horizontally through the line.
 - i. These hash marks represent the **lowest percent of points earned** by any of the enrolled students on that day, the **average percent of points earned** by all of the students on that day, and the **highest percent of points earned** by any of the students enrolled in that day.
 1. Note that when new students are enrolled, the lowest percent of points earned may drop while the new student builds success over time.



SECTION 3:

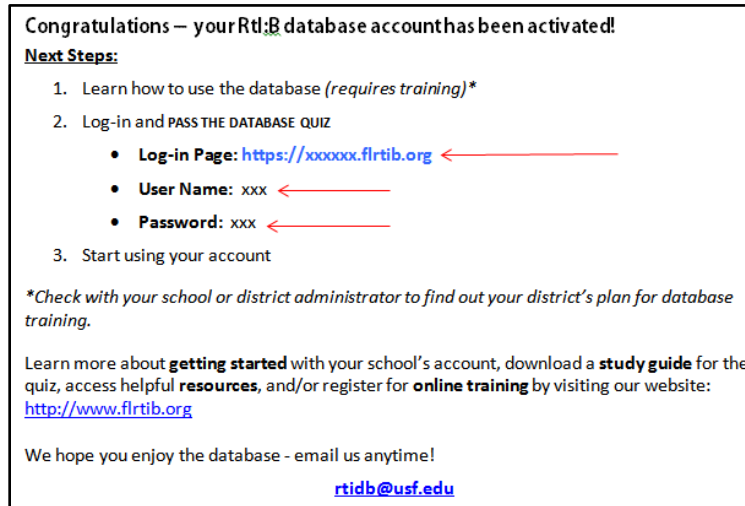
TROUBLESHOOTING

Log-In Difficulties - FIRST TIME USERS

Gaining access to your Rtl:B account is handled by your **school administrator** and/or **your district administrator**.

If you've never logged in to the database before and haven't received an email with the information to do so, please see your school and/or district administrator for the database.

This is an example of the email:



If you'd like more information on the Activation process, click [HERE](#) to jump to Section 1 of this guide.

If you're a school or district administrator who needs to understand why a person you activated hasn't received their activation email:

1. Make sure their email address is recorded in the database correctly (click [HERE](#) to go to the Manage Staff screen and see how to edit staff information).
2. Check their status in the Staff List screen and make sure they're active and confirm their quiz status. Click [HERE](#) for more information on checking users' quiz status.
3. If their email and status appear to be correct, contact rtidb@usf.edu for troubleshooting support.

Log-In Difficulties - RETURNING USERS

LOST PASSWORD

If you ever forget or lose your password, **you can reset it from the log-in page of the database.** Click on the link and the database will send you a new temporary password:

LOST USERNAME

If you lose your username, remember that it follows a specific format: the **first letter** of your **FIRST** name, **followed by your last name**. If you have a common last name, you may have a number at the end of your username. For example, if there are three people named Jon Smith, the possible usernames would be:

JSmith

JSmith1

JSmith2

You can also find someone with District administrator, School administrator, or Data Entry level permissions to look it up for you, or email the database support team at rtidb@usf.edu.

RETRIEVE USERNAME

Users who have District Administrator, School Administrator, or Data Entry access can retrieve a colleague's RtI:B username. Go to the Administration tab, select Manage Student/Staff, and then **"Retrieve Username."**

You can search for your colleague by any or all of the fields listed on the screen. Results will appear at the bottom of the screen. If you don't see a Username listed with your colleague's name, it means that the staff member has not been activated. Click [HERE](#) to see how to activate a staff member.

Add Staff with no Email or District ID

If your school would like to track incidents generated by personnel whose identifying information isn't readily available (such as **substitute teachers and bus drivers**), you can use a "default" account for these roles.

A "DEFAULT, BUS" entry is already present on your staff roster. You can select this entry for the "Reported By" field in the first screen of incident entry. If you want to keep track of referrals by bus number, you'll need to also use a Custom Field to accomplish this. Click [HERE](#) for instructions.

You can create a **"DEFAULT, SUB" entry on your staff roster for referrals reported by substitute teachers**. Click on the "Administration" link and scroll to "Manage Student/Staff."

1. Follow the steps to add a new staff member to your school's roster. Click [HERE](#) if you want to review the instructions.
2. In the District ID field, enter "99999"
3. In the field for their email address, enter rtibdatabase@gmail.com. This account is maintained by the Rtl:B database team, so any notifications or accidental activation emails will come to this address.
 - a. Please note: the database support team will **not** respond to emails sent to the gmail account.
4. Make sure the new record's Staff List Status is marked "Show Name" and click to save the new staff profile.
 - a. You may receive a message that the staff member was already present in the database. You can ignore this message.
5. The Default Sub record will appear in your staff list for incident entry.

Duplicate Students

1. Make a note of any incidents or Tier 2 daily entries that have been entered under the incorrect record.
2. Click on the "Administration" link and scroll to "Manage Student/Staff." Click on the "Manage Student" link.
3. The "Student Information" screen will display. Bring up the **INCORRECT student record** from the student list.

Student Information

To ADD a new student to the database, enter their information below. To EDIT an existing student's information, select their name: [Student](#)

Please note: All fields are required.

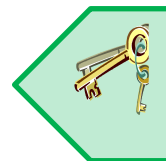
FIRST name	<input type="text"/>
LAST name	<input type="text"/>
Date of birth	<input type="text"/>
Student ID	<input type="text"/> *Please check for accuracy
Education Status	GenEd
Gender	<input type="text"/>
Student list status	<input type="radio"/> Show Name <input type="radio"/> Hide Name
ETHNICITY AND RACE	
Ethnicity You must select one	<input type="radio"/> Hispanic <input type="radio"/> Non-Hispanic
Race You must select one	<input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Pacific Islanders <input type="checkbox"/> White

4. Go to "Student List Status" and click on "Hide Name." This removes the incorrect record from the student list for Tier 1 and Tier 2 and will prevent any additional information from being attributed to the incorrect record.
5. **CONTACT THE RTI:B DATABASE TEAM AND REQUEST A CORRECTION** (rtidb@usf.edu). We will call you back to gather the information so no sensitive student information is exchanged through email. This is the **only** way to correct the information. You cannot delete a student from your roster or edit their student ID.



Duplicate Incidents

If you discover that an incident has been recorded more than once in the database, the duplicate incidents **cannot** be deleted. However, users with School Administrator and Data Entry access can edit all of the fields in the duplicate incident so it reflects information for a new (valid) entry.



After identifying the duplicate entry, follow the steps to **edit an incident** (click [HERE](#) to see instructions). When you click to edit the incident, you will be taken to Screen 1 of incident entry. Take the information from your new (valid) incident, and enter the **new student name, grade, staff name, date, time, and incident type** into the fields provided. Continue updating the information on Screen 2 and 3 of incident entry, and then save the information.

Record Bus Referrals

It's not unusual to see a relatively high number of bus referrals in schools. Even though the problem behavior occurs "off campus," bus referrals can impact students' academic engaged time. If schools keep track of behavior incidents that take place on the bus, they can use a problem solving process to develop interventions that will help reduce the likelihood of problem behavior in this setting.

Every school has an entry on their staff roster called "**Bus Driver, Default**" that can be selected as the "Reported by" staff member when entering a bus referral. To track **specific** information about bus referrals (such as the bus number, driver's name, bus name, etc.), schools will need to add a **custom field**.

Manage Custom Features (School)	
Schools may designate up to two custom fields, one custom "Major" problem behavior, one custom "minor" problem behavior, and two custom administrative decisions.	
To edit existing custom field, please click on "View/Modify" button. To add a new custom field, click on "Add" button.	
School's Custom Field 1	View/Modify
School's Custom Field 2	Add
Custom MAJOR Problem Behavior	View/Modify
Custom MINOR Problem Behavior	View/Modify
Custom Administrative Decision	View/Modify

Follow the instructions for adding a custom field to your school's Rtl:B account (Click [HERE](#) to see the instructions). The category name for your custom field should reflect the general kind of information you want to track (such as "Bus Number"). The items in the drop-down menu should reflect the specific information you're tracking (Bus #1, Bus #2, etc.).

Manage Custom Features (School)							
To edit the custom field, update textbox value and hit "Save." To discontinue the custom field, click on "Discontinue." To remove an option from the custom field's drop-down list, remove the checkmark next to the item's name. NOTE: Custom fields and drop-down list options should be considered throughout the school year - avoid making multiple changes to these options during the school year.							
School's Custom Field 1	Bus Number Save Discontinue						
Custom Field 1 Drop-Down List Options	Add						
<div>Active</div> <table border="1"> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td>1312</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>1852</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2618</td> </tr> </tbody> </table>		<input checked="" type="checkbox"/>	1312	<input checked="" type="checkbox"/>	1852	<input checked="" type="checkbox"/>	2618
<input checked="" type="checkbox"/>	1312						
<input checked="" type="checkbox"/>	1852						
<input checked="" type="checkbox"/>	2618						

When incidents that occurred on the bus are entered into the database, the "Bus Driver, DEFAULT" record may be used as the reporting staff member on screen 1 of incident entry (*if appropriate*). The "location" of the incident should reflect "Bus," and the specific information contained in the custom field can be recorded on screen 2 of incident entry (*see example below*).

RtI:B
Response to Intervention
for Behavior

A three-level behavioral database

HOME ADMINISTRATION INCIDENTS TIER 2 SEARCH REPORT LOG OUT

Dataland SuperSchool - Dataland Current School Year: 2010-2011 User: pranav, patel Role: FLPBS

Incident Submission - Part I
To create a record of a student's inappropriate behavior, enter the information below and click "Save and Proceed."

Student name	Banks, Teresa	Student
Grade	5	
Reported by	Bus Driver, DEFAULT	Staff
Incident date	10/26/2011	
Incident time	7:00 am	
Incident type	<input type="radio"/> Major <input checked="" type="radio"/> Minor <input type="radio"/> SESR	

Save and Proceed Reset

INCIDENT DETAIL

Location*	Bus
Context The general activity taking place at the start of the incident	
Problem behavior*	
Others participating* Individuals who were actively involved in the incident	
Possible motivation Your best guess about why the student engaged in this behavior	
Bus Number	<div> <input type="text"/> <div> 1312 1852 2618 3487 4296 </div> </div>
Expectation violated	
Additional information Brief narrative regarding circumstances or incident	

If you've chosen to track specific information about your bus referrals, you can view graphs of the information using the "Custom Reports" feature. Go to School-Level Reports, and click on the **Tier 1 Custom Reports** link.

1. In Custom Reports' Step 1, select "Location," and click on "Bus" from the drop-down menu:

[Step1](#)
[Step 2](#)
[Step3](#)

Which main report do you want to further investigate? (pick one)

☐ Major problem behavior
☐ Minor problem behavior
☐ SESIR offense
☐ Bus Number
☒ Location
☐ Motivation
☐ Time
☐ Admin decision
☒ Staff*
☒ Student*
☒ Grade*
☐ Context
☐ Expectation
☒ AYP group*
☒ ESE status*

Bathroom
 Bathroom
 Bus
 Bus zone
 Cafeteria
 Classroom
 Common area
 Field trip
 Gymnasium
 Hall
 Library
 Locker room
 Music room
 Off campus
 Office
 Other
 Other location
 Parking lot
 Playground
 Stadium

2. In Custom Reports' Step 2, select your custom field. This will list each of your custom field's drop-down menu items along the horizontal axis of your graph.

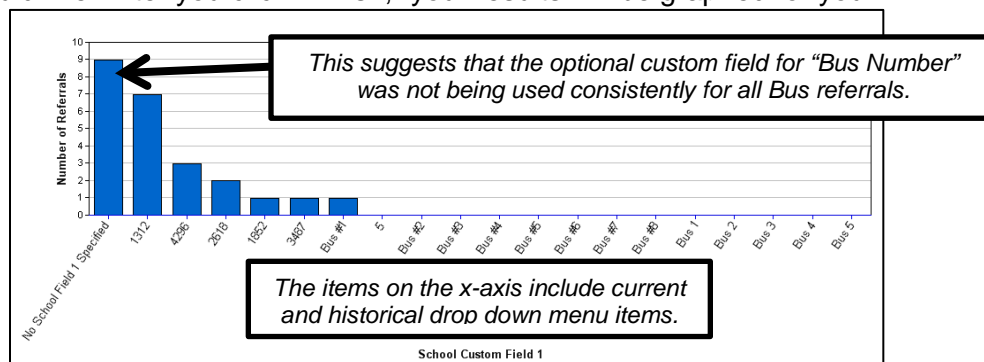
[Step1](#)
[Step 2](#)
[Step3](#)

What do you want to know? (Hint: this will be your "X" axis)

Step 1: Location - Bus

☐ Problem behavior
☒ Bus Number
☐ Monthly referral rate
☐ Motivation
☐ Time
☐ Admin decision
☒ Staff* (☐ Check this to show staff names on the report)
☒ Student* (☐ Check this to show student names on the report)
☒ Grade*
☐ Context
☐ Expectation

3. In Custom Reports' Step 3, you may opt to narrow down your results as much as you'd like. After you click "Finish," your results will be graphed for you:



Record Free/Reduced Lunch Referrals

Schools can choose to keep track of incidents generated by students who receive Free/Reduced Lunch (FRL). The process is the same as the process for keeping track of bus referrals.

A custom field must be established for "Free/Reduced Lunch." The items in the drop-down menu would indicate the student's FRL status (yes/no, or "Free," "Reduced," "Not Eligible").

Custom Reports must also be used to view reports that include FRL status. However, the selections in each step of Custom Reports are different than the selections used for viewing custom bus information.

1. In Custom Reports Step 1, select the FRL category. This will focus the custom report information on referrals that were associated with the selected FRL status.

2. In Custom Reports Step 2, select the type of information you want to find out for students who receive FRL. For example, you could find out the most common problem behaviors among students who receive FRL; the rate of referrals for students who receive FRL; and so on.
3. In Custom Reports Step 3, you can limit your results as needed. If you'd like more information about this report, please see the section on Custom Reports or Recording Bus Referrals.

SECTION 4:

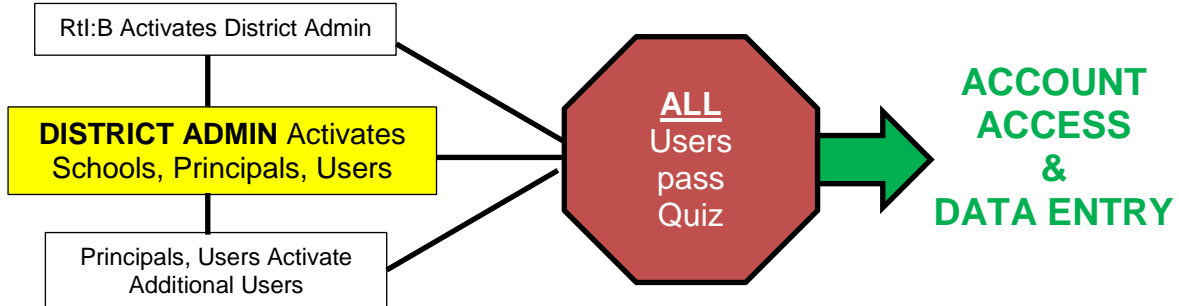
DISTRICT

ADMINISTRATOR

INFORMATION

Quick Start Guide for DISTRICT Administrators

****Note:** Hyperlinks are active only when viewed in the Rtl:B User's Guide. To download a complete copy of the guide, visit www.flrtib.org.



STEP 1 - ACCESS YOUR RTI:B ACCOUNT

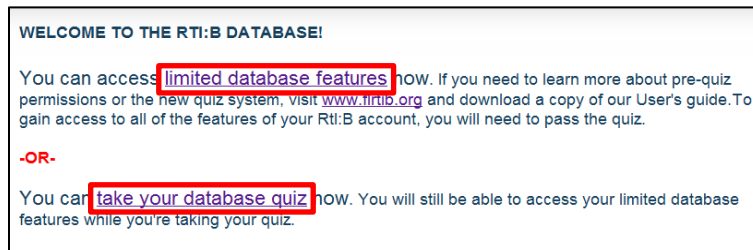
1. After Rtl:B Database staff activates your account in the database, you will receive an **email** stating that your account has been activated.
2. Click on the link in the email to go to your log-in page. If you would like to see more information about logging in to the database, click [HERE](#).

STEP 2 – TAKE YOUR QUIZ *OR* ACCESS LIMITED FEATURES

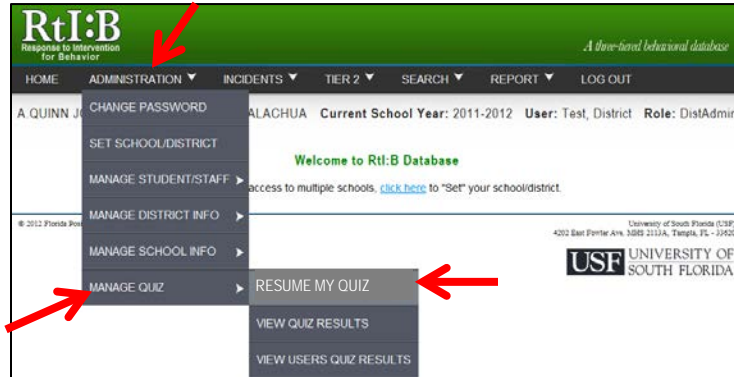
As a District Administrator, you can access limited database features that will allow other users to log in **before** you take your quiz, or you can choose to **take the quiz and access ALL** of the district-level database features (click [HERE](#) to get more information about the database quiz).

Limited Features Available Pre-Quiz	Additional Features Available Post-Quiz
Add a school to the database	ALL District-Level database features are available to an individual activated as a District Administrator (e.g., District-Level reports, school reports, etc.).
Select a school to work with	
Activate a school	
“Turn Off” a tier for the school	
Activate a School Administrator	
Add a new staff member to the school roster	
Activate a user at the school	
View an activated user’s quiz status	
Override quiz requirement for a user	
Retrieve username	

This is an example of the message you will receive after logging in & changing your password:



If you choose to access limited features prior to starting your quiz, you can go back to your quiz by going to the Administration tab, "Manage Quiz," and selecting **Resume My Quiz**.



*The remainder of this Quick Start Guide for District Administrators will focus on the limited features available **Pre-Quiz**. To learn about the **additional** features available after you have passed the quiz, please refer to the district-level features described in the User's Guide.*

STEP 3 – ACTIVATE SCHOOLS THAT WILL USE THE DATABASE

Each district has a pre-populated list of schools available under the Administration tab, Manage School Info, "School Listing." Select the school(s) to activate (click [HERE](#) for instructions). If you need to add a school to this list, click [HERE](#) for instructions. You must come back to the School Listing screen to activate the newly added school.

STEP 4 – SELECT A SCHOOL TO WORK WITH

Once schools in your district have been activated, they will appear in a drop-down menu for selection. In most cases, the database will automatically direct you to this page before allowing you to perform any actions; however, it's important that you keep track of the school the database is currently "set" to in order to **avoid performing actions on the wrong school account**. For more information about selecting a school to work with, click [HERE](#).

STEP 5 - IDENTIFY THE TIERS OF THE DATABASE TO BE USED AT THE SCHOOL

Note: You may delegate this responsibility to the School Administrator. If you choose to delegate this task, make sure the School Administrator completes this step prior to activating other users at their school. The Quick Start guide for School Administrators includes this step in the proper sequence.

By default, all schools are enabled for both Tier 1 and Tier 2 features of the RtI:B database. If the school will only be using **one** of the Tiers, you will need to "turn off" the other Tier. **Note: this is one of the main factors in determining which quiz questions will be assigned to users from this school.**

1. Go to the Administration tab, "Manage School Info," and select the School Profile from the drop-down menu.
2. On the School Profile screen, make sure the tiers of the database the school will use are checked, and **click the "Save" button** at the bottom of the screen if you need to update the information.

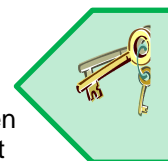
School Profile

To edit school profile information, type the information in the fields below and click 'Save.'

School name	Dataland
School type	Other
Database Choice	<input checked="" type="checkbox"/> Tier 1 <input checked="" type="checkbox"/> Tier 2
Grade levels	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
School code	12345
Database status	<input checked="" type="radio"/> Active <input type="radio"/> Inactive
MAILING ADDRESS	

STEP 6: IDENTIFY WHO WILL LOG IN TO THE SCHOOL'S ACCOUNT

Each school and/or district can decide how many people will log in to a school's account. The number of users per school/district is not limited. Multiple default access levels exist to provide Rtl:B access that is appropriate to individuals' role within their school, and may be adjusted even further to meet individuals' and schools' needs. If you'd like more information about the different access levels and the features they can use, click [HERE](#).



STEP 7 – INFORM PERSONNEL OF THEIR ACCESS LEVEL, THEIR SCHOOL'S TIERS OF USE, & TRAINING OPTIONS

Individuals' activation emails will let them log in to the database immediately, but ALL users except for District and School Administrators will have to pass their quiz **BEFORE** accessing the school's account. **Help them learn how to use the database features they are responsible for PRIOR TO activating their account.** Your district may arrange for a specific training plan (you can contact the database team for support with this), or you may allow school(s) and/or school personnel to choose a training option that is suited to their needs/preferences. For more information about training options, click [HERE](#).

STEP 8 - ACTIVATE A SCHOOL ADMINISTRATOR

Only District Administrators and the database support team can designate School Administrators in the database. School Administrators are the only school-level users who can access some database features before taking their quiz. These users are also able to access all school-level features (including editing incidents) **after** passing their quiz. You may decide which school users will have School Administrator access (it doesn't have to be the school principal). To see more information on how to activate a School Administrator, click [HERE](#).

OPTIONAL—SET UP THE SCHOOL'S ACCOUNT INFORMATION

Every school account requires some basic information to help reports function properly. Access a checklist that explains each step by clicking [HERE](#).

OPTIONAL— VIEW USERS' QUIZ STATUS

If you need to check on your staff's progress with the database quiz, you can review their Quiz Status from the Staff List screen. Click [HERE](#) to view the steps to follow to view a user's quiz status.

OPTIONAL - ACTIVATE OTHER USERS AT THE SCHOOL

If you would like to give a district-level employee (such as a PBS Coach or school psychologist) access to a school's database account, you can add the individual to the school's roster and activate them. The database offers multiple access levels with varying permission sets, including a "Data Entry" level that has access to the same features as School Administrators (Data Entry level users are required to pass their quiz prior to accessing the school's account). Click [HERE](#) to view instructions on Activating a User.

****Note:** Individuals must be listed on the staff roster prior to activation. If the individual(s) you wish to activate are not on the staff roster, District Administrators can add them to a school's staff roster prior to completing their quiz. ******

OPTIONAL– OVERRIDE ANOTHER USERS' QUIZ REQUIREMENT

This feature should ONLY be used with properly trained individuals who have successfully passed a comprehensive quiz for at least one school AND demonstrated sufficient knowledge of the database's features/requirements. District-Level employees who access multiple schools' accounts may qualify for an override after passing a comprehensive quiz for one of their schools. Click [HERE](#) to view the steps to override a user's quiz requirement.

OPTIONAL - RETRIEVE A USERNAME

If one of your primary users loses their username and is unable to access the database, you can retrieve the username by following the steps on this [LINK](#).

--END--

DISTRICT ADMINISTRATOR PRE-QUIZ PERMISSIONS

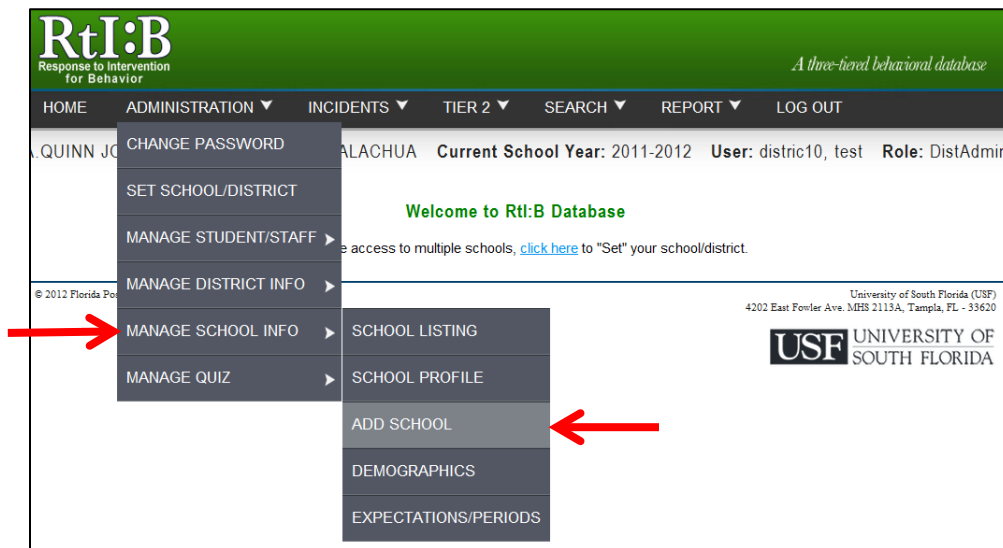
This Section of the User's Guide contains explanations and descriptions of how to perform Rtl:B Database **functions exclusively for the District Administrator**. It is hopeful that as a District Administrator you will become familiar with ALL the functions of the Rtl:B Database. Please contact rtldb@usf.edu for support with training and technical assistance.

SELECT A SCHOOL TO WORK WITH

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

ADD A NEW SCHOOL TO THE DATABASE

1. From the Administration menu, navigate to "Manage School Info" and then select "Add School."



continued...

2. Complete the School Profile information. All fields are required. Click "Add" to add the school to your district's School Listing:

Add New School

To add a new school to the database, type the information in the fields below.

Note: New schools must be activated through the Rtl:B Database Administrator before the account can be accessed. Please contact an Rtl:B Administrator for more information.

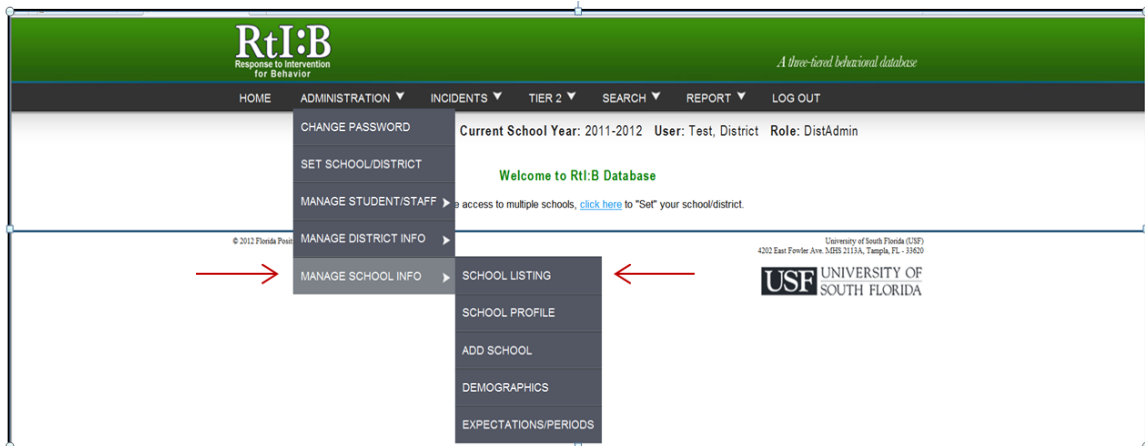
District	ALACHUA ▼
School name	<input type="text"/>
School type	PreK ▼
Database Choice	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2
Grade levels	<input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
School code	<input type="text"/>
Database status	<input checked="" type="radio"/> Active <input type="radio"/> Inactive
MAILING ADDRESS	
Street	<input type="text"/>
City	<input type="text"/>
Zip	<input type="text"/> - <input type="text"/>
PHYSICAL ADDRESS (<input type="checkbox"/> SAME AS MAILING ADDRESS)	
Street	<input type="text"/>
City	<input type="text"/>
Zip	<input type="text"/> - <input type="text"/>
CONTACT DETAIL	
School phone	<input type="text"/>
Ext	<input type="text"/>
School fax	<input type="text"/>
Contact title	<input type="text"/>
Contact first name	<input type="text"/>
Contact last name	<input type="text"/>
Contact email	<input type="text"/>
Contact URL	<input type="text"/>

Add

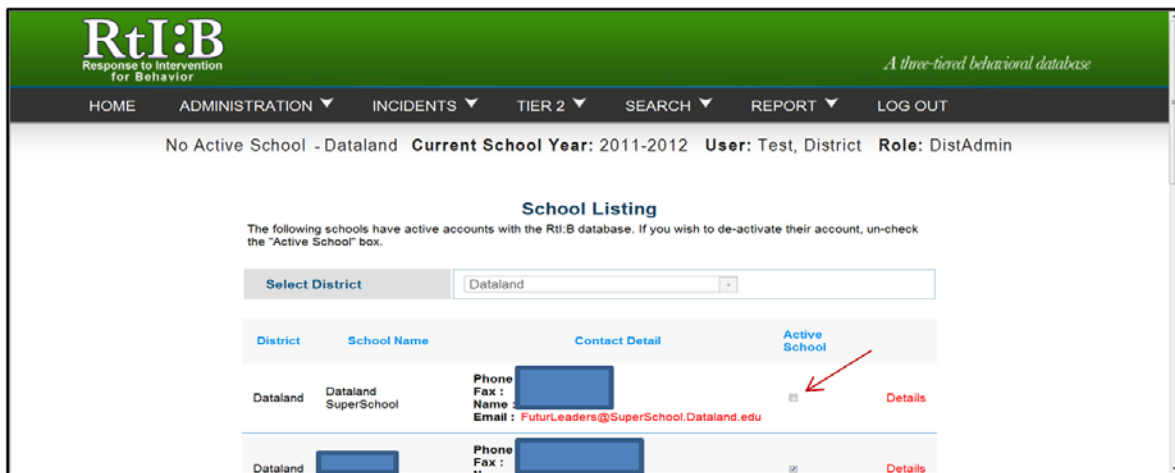
3. You can confirm that the new school was added by navigating to the School Listing page.

ACTIVATE A SCHOOL

1. From the "Administration" tab, scroll to the "Manage School Info" and click on "School Listing".



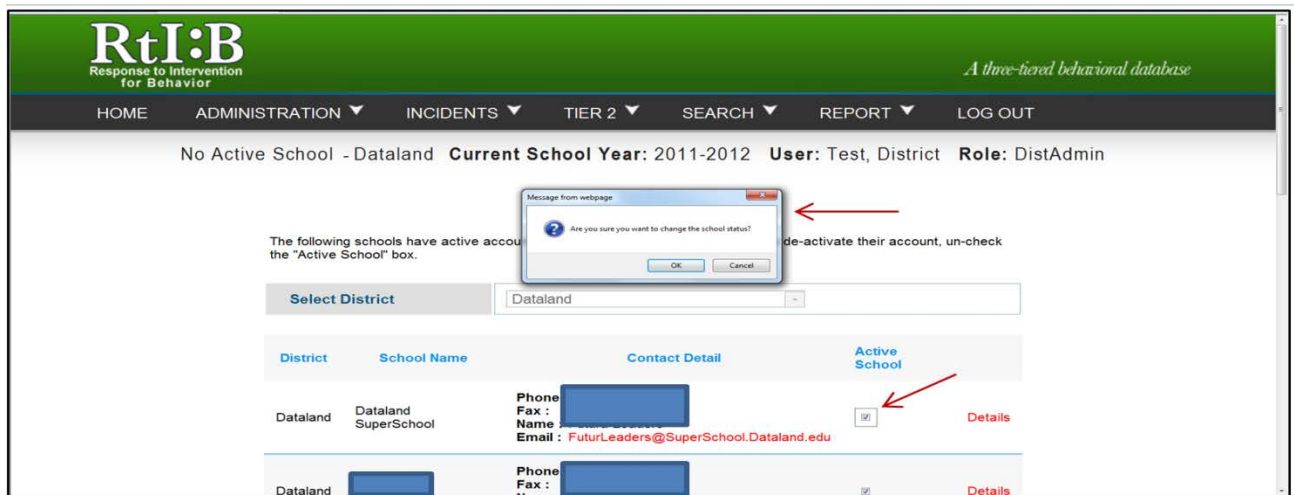
2. The "School Listing" screen will show and a list of schools will appear. Next look for the school(s) you would like to activate and place a check mark in the box under the column labeled "Active School."



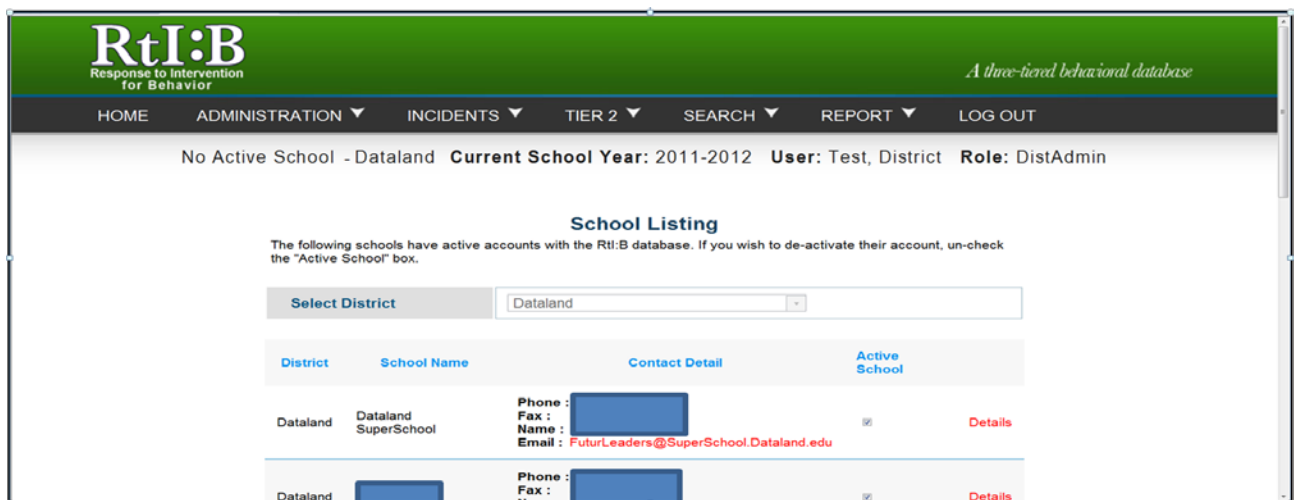
3. Once you click the school you would like to activate, a screen will appear asking you to confirm the activation of the new school. Click "OK".

Note: If you are activating more than one school, each school will need to be activated individually.

continued...



- The new school is now active, and will appear in the School Listing screen with a checkmark in the "Active School" column.



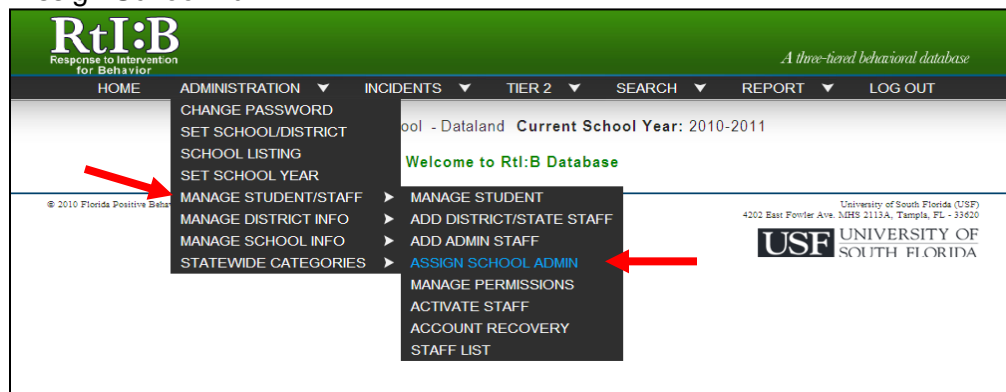
“TURN OFF” TIERS FOR A SCHOOL

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

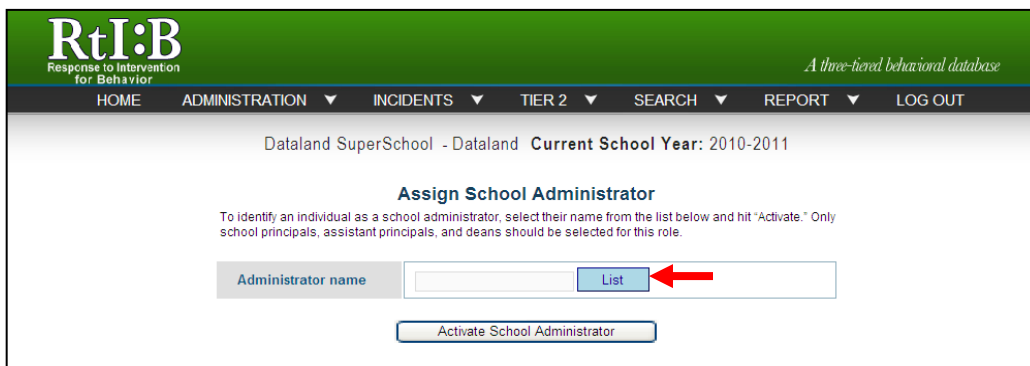
ACTIVATE A SCHOOL ADMINISTRATOR

Note: Only a DISTRICT Administrator and the database support team can activate a School Administrator.

1. Set the database to the school whose administrator(s) you would like to activate.
2. From the "Administration" tab, scroll to "Manage Student/Staff" and click on the "Assign School Admin" link..



3. The "Assign School Administrator" screen will appear. Click on the blue "List" button to bring up a list of **INACTIVE** staff for this school.



4. A list of school staff will appear.

TIP: If you don't see the individual's name on this staff list:

- They may already be activated, **OR**
- They may not be on this school's roster. You can add them through the Manage Student/Staff menu.

TIP: Only **inactive** staff are displayed in this staff list. **Active** staff may be assigned to a School Administrator role by going to the "Manage Staff" screen.

Name	ID
Barry, Anita	3659924
Becker, Willie	7682762
Bender, Ron	7350603
Boone, Margarita	4899483
Bradshaw, Renee	3896375
Caldwell, Jim	5799599
Chung, Earnest	2417194
Clay, Enrique	4253016
Foley, Rita	2662881
Gross, Roy	2011132
Jefferson, Levi	1999571

5. Click on the staff name that you would like to assign as School Administrator.
6. Click on "Activate School Administrator" button.

Assign School Administrator

To identify an individual as a school administrator, select their name from the list below and hit "Activate." Only school principals, assistant principals, and deans should be selected for this role.

Administrator name:

7. A screen will appear asking to confirm the activation of a new school administrator account. Click "OK".

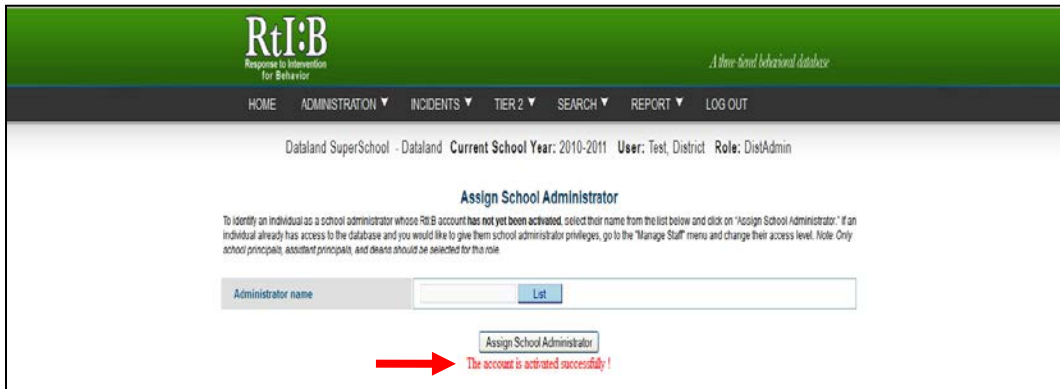
Assign School Administrator

To identify an individual as a school administrator whose RtI:B account has not yet been activated, select their name from the list below and click on "Assign School Administrator." If an individual already has access to the database and you would like to give them school administrator privileges, go to the "Manage Staff" menu and change their access level. Note: Only school principals, assistant principals, and deans should be selected for this role.

Administrator name:

Are you sure you want to activate new school administrator account?

8. A screen will appear stating that “The account has been activated successfully.”



9. The individual will immediately receive an email with their log-in information.

ACTIVATE A USER AT A SCHOOL

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

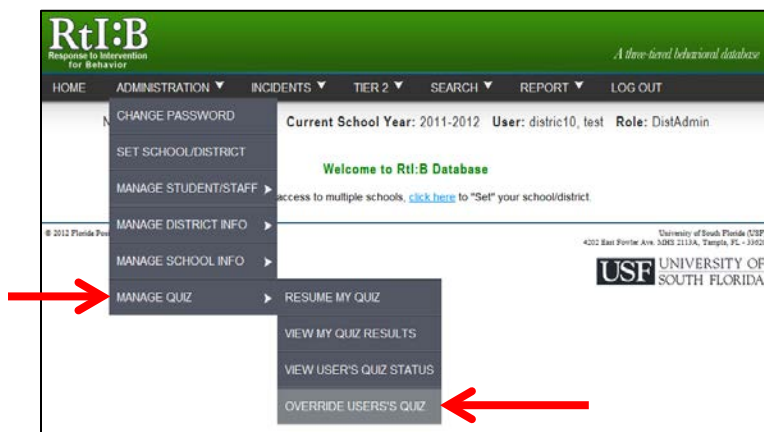
VIEW USER'S QUIZ STATUS

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

NOTE: This feature should ONLY be used with properly trained individuals who have successfully passed a comprehensive quiz for at least one school AND demonstrated sufficient knowledge of the database's features/requirements. District-Level employees who access multiple schools' accounts may qualify for an override after passing a comprehensive quiz for one of their schools.

The quiz requirement is managed at the **school level**. If a user has access to multiple school accounts and requests a quiz override, the quiz must be overridden for each of the schools in question. The database team recommends all users pass their quiz for at least one of their schools before being exempted from additional attempts.

1. Set the database to the school where the quiz will be overridden for the user.
2. From the Administration tab, scroll to Manage Quiz and select "Override User's Quiz" from the drop-down menu.



3. Please note the screen text on the Override Quiz screen. When you override a user's quiz, you accept responsibility for the user's actions within the database.

Override Quiz Users

Warning: In overriding individual's quiz requirements, you accept responsibility for their use of the RtI:B database.

The database quiz helps to ensure that every individual who uses the system is familiar with key information necessary for accurate data entry and display. Inappropriate use of the database can result in graphs that are inaccurate and/or misleading, which can in turn impact decisions for individual students, groups of students, schools, and/or your district. The Override Quiz Requirement should ONLY be used with properly trained individuals who have successfully passed a comprehensive quiz for at least one school AND demonstrated sufficient knowledge of the database's features/requirements.

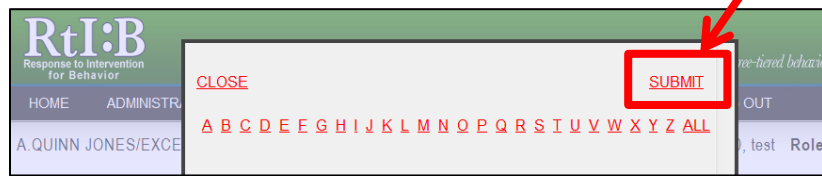
If you accept responsibility for overriding the quiz requirement for an individual(s), click on the button to bring up the staff list for this school. After selecting the individual(s) name(s), click on "Submit" in the upper right-hand corner of the staff list to override their quiz requirement.

[Select Staff](#)

4. Click the blue "Select Staff" button to bring up the staff list for this school. Select the individual whose quiz will be overridden.

continued...

5. When you click "SUBMIT" from the staff list pop-up window, the user's quiz requirement for this school will be overridden and they will have access to all of the features prescribed by their access level.



NOTE: The override takes effect immediately after clicking on "Submit." There is no opportunity to cancel/confirm the request.

ADD A NEW STAFF MEMBER TO A SCHOOL'S ROSTER

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

RETRIEVE USER NAME

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

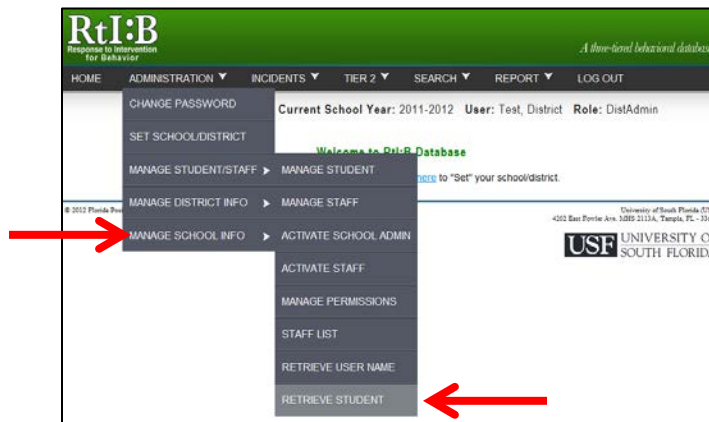
DISTRICT ADMINISTRATOR POST-QUIZ PERMISSIONS

RETRIEVE STUDENT

Users with access levels that permit them to “Manage” student records have the ability to transfer a student from one school’s roster to their own (click [HERE](#) to see how this is done).

If you need to confirm which school a student is currently associated with, you can look up the information from the “Retrieve Student” link on the Manage Student/Staff menu.

1. From the Administration tab, scroll down to “Manage Student/Staff” and select “Retrieve Student” from the drop-down menu.



2. You can search for the student’s school by one or all of the fields provided. Click “Retrieve” to display the results. The student’s ID number and birthdate are provided to help you confirm that you have the correct student’s information.

Retrieve Student Name

If you need to retrieve a student information, complete the information below.

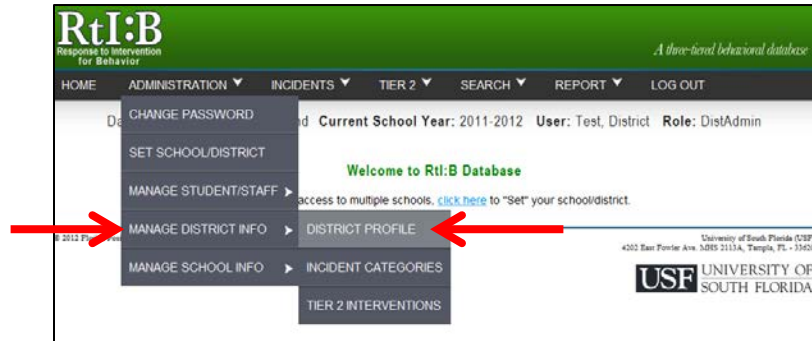
District Identifier	<input type="text"/>
First name	<input type="text" value="bart"/>
Last name	<input type="text"/>

School	Name	DistrictIdentifier	DOB
Dataland SuperSchool	Simpson, Bart	1_250	06/01/2011

DISTRICT PROFILE

The district profile contains basic information for your district's main point of contact for the Rtl:B database. The database support team members and your other District Administrators are the only users who will see your district profile. The database support team will contact the person named in this profile to communicate database-related information.

1. From the Administration tab, scroll down to "Manage District Info" and select "District Profile" from the drop-down menu.



2. Enter the information in the fields provided. All fields are required. Scroll to the bottom of the screen to click "Save" or "Update" to record the information.

District-Level Contact Information	
To update the contact information for an active district, highlight the district name in the drop-down list and type the information in the fields below. To add a new district, CLICK ON THE 'ADD NEW' LINK at the top of the profile form. All fields are required.	
Districts	<input type="text" value="Dataland"/>
District name	<input type="text" value="Dataland"/>
FLDOE district ID	<input type="text" value="00"/>
Status	<input checked="" type="radio"/> Active <input type="radio"/> Inactive
CONTACT DETAIL	
Title	<input type="text" value="Dr."/>
First name	<input type="text" value="Wayne"/>
Last name	<input type="text" value="Smith"/>
Email	<input type="text" value="wsmith@dataland.fl.us"/>
Street	<input type="text" value="precision"/>
City	<input type="text" value="byte city"/>
Zip	<input type="text" value="23454"/> - <input type="text" value="8456"/>
Phone	<input type="text" value="813-555-1212"/>
<input type="button" value="Update"/>	

DISTRICT CUSTOM FIELDS

District custom fields appear as **optional** incident entry fields for every active database school in your district. Once saved, they will immediately appear on all of your school's incident entry screens (on screen #2 – incident details). Avoid making changes to district level custom fields, as multiple entries/changes will clutter your schools' graphs.

Districts can add one of each of the following:

- Custom category ("field") with its own drop-down menu
- Major problem behavior
- Minor problem behavior
- Administrative decision (that will be available to majors and minors)

The procedure for adding a district-level custom field is the same procedure that schools follow to add their school-level custom fields. Click [HERE](#) to jump to that section of the Guide.

DISTRICT TIER 2 INTERVENTIONS

Districts may add Tier 2 interventions that will appear on all of their schools' menus. District-level interventions count towards schools' maximum of eight active Tier 2 interventions at one time. Districts can inactivate interventions added by the Rtl:B database for all of their schools if these interventions are not used in your districts.

The procedure for adding a district-level Tier 2 intervention is the same procedure that schools follow to add their school-level Tier 2 interventions. Click [HERE](#) to jump to that section of the Guide.

SEARCH INCIDENTS

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

SEARCH DAILY ENTRIES

This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

INDIVIDUAL & SCHOOL-LEVEL REPORTS

District Administrators have access to **all** individual student and school-level reports. This information is available in the main section of the database User's Guide. Click [HERE](#) to jump to that section.

DISTRICT-LEVEL REPORTS

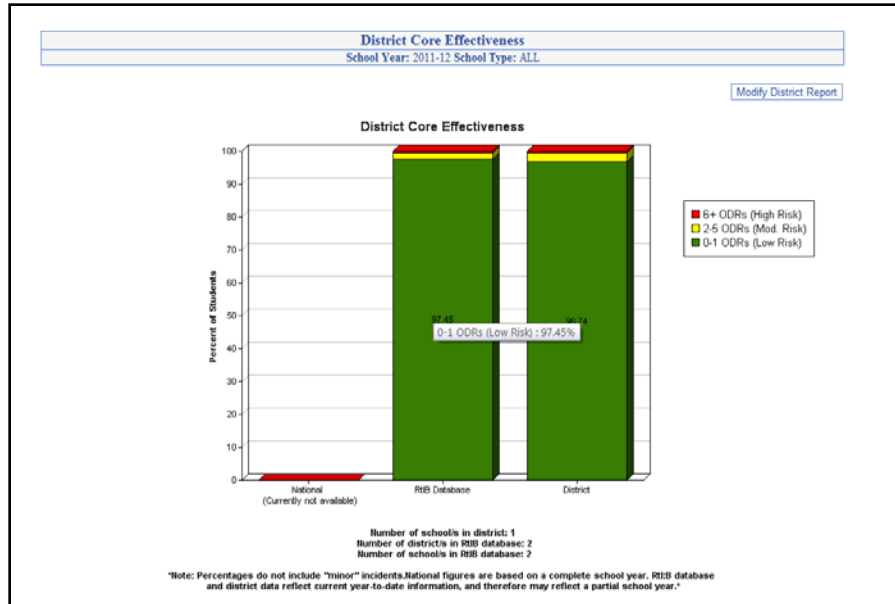
District-Level reports provide a snapshot of the effectiveness of district's core curricula for behavior.

DISTRICT CORE EFFECTIVENESS

As a district, how effective is our core behavior curriculum?

This report looks at all of the students in a district and shows the percent who are at low risk of experiencing behavioral problems (0-1 office referrals over the course of a school year), the percent of students at moderate risk of behavioral problems (2-5 referrals), and students who are at high risk of experiencing behavioral problems (6+ referrals). Only students from schools that are using the database are represented.

The report can be filtered by school type, so student breakdowns can be calculated for elementary, middle, and high schools separately. Districts can also see how their breakdown compares to the other schools in the database, and to the national sample of schools that use SWIS (the national comparison should be available next year).

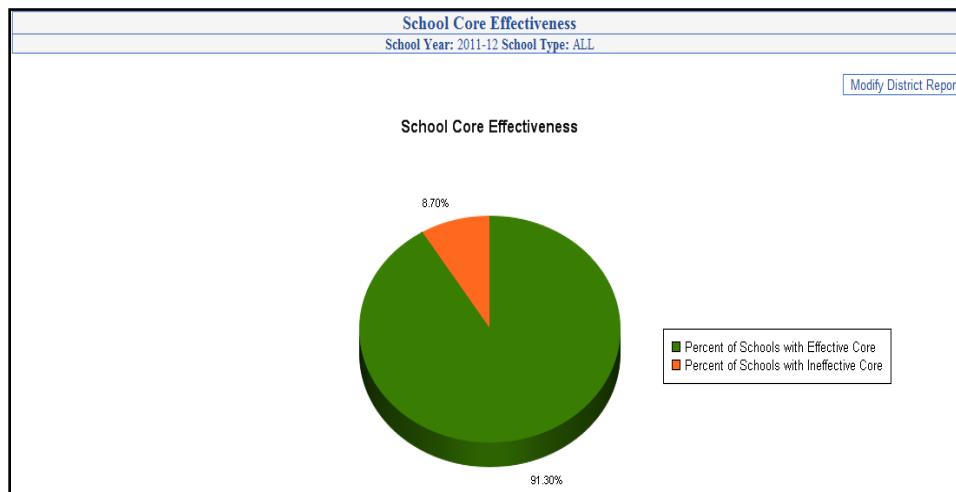


SCHOOL CORE EFFECTIVENESS

What percent of our schools have effective core curricula for behavior?

This report looks at the percent of schools in the district where less than 20% of the student population receives multiple referrals over the course of a school year. If less than 20% of a school's population receives multiple referrals, they are considered to have an "Effective" core curriculum for behavior.

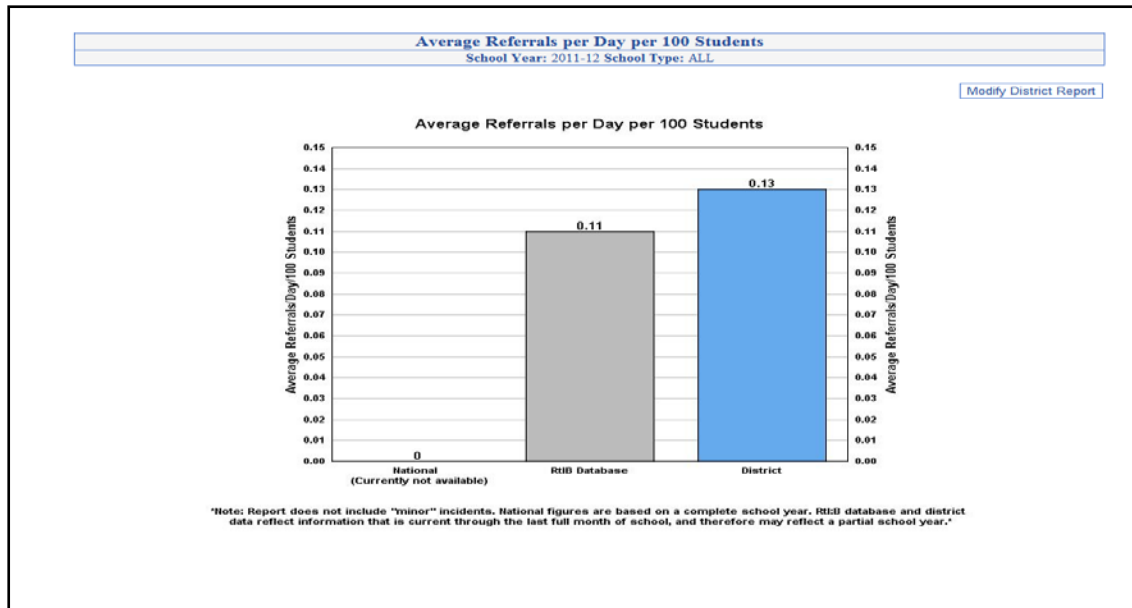
A list of schools that do not have effective core behavior curricula will be printed out below the graph, with hyperlinks to each school's reports page. The report can be filtered by school type (elementary, middle, high, center/alternative, or other).



AVERAGE REFERRALS PER DAY

How many ODRs per 100 students are generated on a daily basis?

View the average number of office referrals per 100 students generated by their schools that use the Rtl:B database. This allows personnel to get a sense of the daily rate of referrals in their district, which can also be compared to the daily rate of referrals across all schools that use the database in Florida, and the national sample of school. The report can be filtered by school type, so daily rates can be calculated for elementary, middle, and high schools separately.



DAYS LOST: OSS

How many instructional days has our district lost due to out-of-school suspensions?

This report provides a running total of the number of OSS days from all of the districts' schools that use the database. The report can be filtered by school type.



DISTRICT RISK RATIO

Do all groups of students in our district benefit equally from our core curricula?

This report looks at all of the students in a district to see if students from a particular AYP group are more/less likely than all other students to receive a referral, out-of-school suspension, or in-school suspension. The report can be filtered by school type, and can be generated for multiple years so districts can see changes in the risk ratio over time.



RISK RATIO BY SCHOOL

Do any schools have groups of students who do not benefit equally from our core curricula?

Identify which schools have groups of students who receive consequences at a disproportionate rate compared to all other students. View schools that have a risk ratio for any group of students that exceeds 1.0, 1.5, 2.0, 2.5, or 3.0. The report can be filtered by school type, as well. Click on the schools' names to be taken to that school's report page.

School Risk Ratio for OSS
School Year: 2011-12 School Type: ALL Ratios: 1.0 and higher

[Modify District Report](#)

Click on any school's name to go to their school-level reports page.

The following schools had risk ratios for OSS that exceeded your threshold:

School	ESSE	Hispanic	Am. Indian	Asian	Black	Native Hawaiian	White	Multi-Racial	Unknown
[School Name]	2.98	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[School Name]	0.00	0.38	0.00	0.00	1.22	0.00	1.82	0.00	0.00
[School Name]	1.20	1.54	0.00	1.68	1.44	0.00	0.58	1.08	0.00
[School Name]	1.95	0.00	0.00	0.25	1.79	0.00	0.65	2.16	0.00

SECTION 5:

APPENDIX

Rtl:B Database Access Level Summary (Default Permissions)

Access Level	Default Permissions*
Teacher <i>(Classroom Teachers, Teaching Assistants)</i>	<ul style="list-style-type: none"> • Enter minor referrals • Submit major referrals (does NOT include recording disciplinary decisions) • Review your own disciplinary incidents • Enter Tier 2 daily progress monitoring information for students
<i>The permissions above are included in the next level of access...</i>	
Specialist <i>(Guidance Counselors, Staffing Specialists, Behavior Specialists, Psychologists)</i>	<ul style="list-style-type: none"> • Review all users'/students' disciplinary incidents • Submit SESIR referrals (does NOT include recording disciplinary decisions) • Review all individual and school-wide reports • Assign students to Tier 2 interventions • Review progress monitoring entries for all students receiving Tier 2 supports
<i>All preceding permissions are included in the next level of access...</i>	
Coach	<ul style="list-style-type: none"> • Add & Edit student and staff rosters • Activate staff • Retrieve staff member's user name • Manage staff permissions (except their own) • Update school demographic and profile information • Set up school-defined incident categories • Set up Tier 2 information (interventions, expectations, periods)
<i>All preceding permissions are included in the next level of access...</i>	
Data Entry School Administrator	<ul style="list-style-type: none"> • Record disciplinary decisions for major and SESIR referrals • Review all disciplinary incidents • Edit disciplinary incidents
<i>District Administrators have unique permissions...</i>	
District Administrator <i>(Cannot enter incidents or progress monitoring information)</i>	<ul style="list-style-type: none"> • Activate school accounts • Add school administrators to the database • Add & Edit student and staff rosters • Create district-wide categories • Set up school profile, demographics, categories & interventions • View school incidents, progress monitoring entries & reports • View district-level reports

* Coach, Data Entry, School Administrator, and District users can further adjust individual users' permissions to meet their school's needs.

“DISTRICT ADMINISTRATOR” ACCESS LEVEL STUDY GUIDE

***NOTE:** Prior to taking and passing their quiz, individuals with District Administrator access can activate school level accounts and perform other functions. To learn more about the pre-quiz permissions, download the RtI:B User's Guide or visit www.flrtib.org*

This guide identifies the key concepts of the RtI:B database quiz that are presented to users who have the District Administrator access level.

Contents - This guide covers key concepts for:

- **All Users:** Applies to all District Administrator users, regardless of which tiers their school uses in the database.

All “District Administrator” Users	Key Concept	What you need to know
	Some advance planning & professional development will be needed to use the database	Schools' current practices and forms may not always be a perfect fit with the information collected by the database. Advance planning and professional development will make it possible for your school to use the system effectively. The database's supporting website (www.flrtib.org) and technical assistance team (rtidb@usf.edu) offer resources to assist.
	After you “merge” two student records, the action can’t be reversed	Occasionally, duplicate names may appear on student rosters. "Merging" combines all of the information associated with the two records into one. After this action is performed, it can't be undone.
	Activation of user accounts must involve school and/or district personnel	Each school can “activate” (or create user accounts) for as many or as few users as they would like. However, all activated personnel should be adequately trained and have the permission of the principal or district administrator before being activated.
	Some school-level information must be updated each year	Each year someone from your school will need to enter the current year’s enrollment information, prevent unauthorized users from logging in to your school’s account by “hiding” the name on the staff roster, and make any necessary updates to other school-related fields.
	School-Level demographics must be entered for some reports to function	Certain reports can’t be generated until the current year’s enrollment and school days per month have been recorded. These fields must be entered at the same time, and once saved this information should be reviewed at least twice every year. To keep your reports accurate, remember to update these fields any time your school’s population or school days per month changes by 10% or more.
	You can obtain a new password any time you need one	You do not have to wait for the RtI:B Database team, your district administrator or your school administrator to reset your password. Go to your login page, click on “forgot password” and you will receive instructions on how to get a new password.

continued...

	Key Concept	What you need to know
All District Admin - Tier 1	Minor incidents can't result in "Major" disciplinary decisions like detention or suspension	The database was designed to help school personnel align the severity of a problem behavior to the severity of the consequence. Significant administrative decisions such as In-School and Out-of-School suspension, Corporal Punishment, Detention, Expulsion, Parent Shadowing, Restraint, Seclusion, and Referral to Law Enforcement <u>cannot be applied to MINOR incidents.</u>
	The database offers a multitude of standard and custom reports to help you problem-solve	The number of possible ways the database can graph your information is almost endless. For more information, visit the resources section of our website (www.flrtib.org), or experiment with our "Demo" database (https://demo.flrtib.org ; use the "School" log-in link).
All District Administrator Users - Tier 2	Your school-wide expectations should be included in progress monitoring for all Tier 2 interventions in your school	Tier 2 supports address students' skill and performance deficits so they will be successful demonstrating the core standards. For behavior, the core standards consist of the school-wide expectations. Progress monitoring for Tier 2 should help schools understand whether students are making progress towards demonstrating the school-wide expectations. Because of this, progress monitoring tools for Tier 2 supports should include measures that are based on your school-wide expectations.
	Your school-wide expectations should apply to ALL expected behavior in your school	Your school-wide expectations are your school's core standards for behavior, and they should be broad enough to address any behavior in your school.
	A simple daily rating scale may be sufficient for Tier 2 progress monitoring	Progress monitoring at Tier 2 should be quick, easy, capable of picking up on small changes in a student's behavior, and allow schools to compare progress across students. Teachers can quickly provide a simple daily assessment of a student's behavior by using a standard rating scale ("Great day," "Average day," "Will do better tomorrow"). When the same rating scale is used for all students, one student's progress can be compared to another student's progress regardless of which intervention each student receives.

continued...

Key Concept	What you need to know																														
<p>A paper version of the behavior report card that shows your school’s expectations and rating scale gives teachers a convenient place to record their overall impression of a student’s behavior.</p> <p>Understanding the key components of a behavior report card will make it easier to establish a systematic process for progress monitoring at your school.</p>	<div><div>ONCE-A-DAY Behavior Report Card</div><div><div>Name: Sally Smith</div><div>Dates: 10/7-10/11</div><div>Intervention: Mentoring</div></div><div><div>Rating Scale: 3=Good day 2=Mixed day 1=Will try harder tomorrow</div><div>3 points possible for each expectation</div></div><div><div>School-Wide Expectation</div><table><thead><tr><th>SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:</th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thurs.</th><th>Friday</th></tr></thead><tbody><tr><td>BE SAFE Stay in assigned areas</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td></tr><tr><td>BE RESPECTFUL Focus on speaker</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td></tr><tr><td>BE RESPONSIBLE Complete your mentoring log</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td></tr><tr><td>DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td><td>3 2 1 3 2 1</td></tr></tbody></table><div><div>12 Points possible each DAY</div><div>4 expectationsX 3 possible points= 12 possible points</div></div></div></div> <div><div>Scores from the paper report card can be entered into the database by classroom teachers, or by a designated data entry person. Once entered, the database automatically calculates students’ percent of daily points earned and allows users to compare progress across students and across interventions.</div><div><div>Compare progress across students</div><div>Compare progress across interventions</div></div><div><div>See these reports up close in our demo database: https://demo.flrtib.org (select the “School” log-in link).</div></div></div>	SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday	BE SAFE Stay in assigned areas	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	BE RESPECTFUL Focus on speaker	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	BE RESPONSIBLE Complete your mentoring log	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1
SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday																										
BE SAFE Stay in assigned areas	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1																										
BE RESPECTFUL Focus on speaker	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1																										
BE RESPONSIBLE Complete your mentoring log	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1																										
DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1	3 2 1 3 2 1																										
<p>Changes to the Expectations/Periods screen should be made only when ABSOLUTELY necessary</p>	<p>If your school needs to make an essential change to the school-wide expectations, assessment periods, or max points per expectation, make sure that students’ existing daily entries are up-to-date and reflect accurate information.</p> <p>Once you make the change to the Expectation/Periods screen, new daily entries will reflect the changes in the Tier 2 set-up information. However, you won’t be able to edit any existing daily entries. The old entries will continue to show the old Tier 2 set-up information.</p>																														
<p>The database offers a number of ways to view students’ progress with Tier 2 interventions</p>	<p>The Rtl:B database automatically graphs individual students’ daily progress, average progress per assessment/check-in period, and daily progress within a specific assessment/check-in period. Several school-level graphs allow users to compare progress across students, across interventions, and view a daily summary of progress across the school or within a specific intervention. To see examples of the database’s graphing capabilities at Tier 2, visit the demo database at https://demo.flrtib.org (use the “School” log-in link).</p>																														

You're done - good luck on your quiz!

“SCHOOL ADMINISTRATOR” ACCESS LEVEL STUDY GUIDE

***NOTE:** Prior to taking and passing their quiz, individuals with School Administrator access can activate staff accounts and perform other functions. To learn more about the pre-quiz permissions, download the Rtl:B User's Guide or visit www.flrtib.org*

This guide identifies the key concepts of the Rtl:B database quiz that are presented to users who have the School Administrator access level.

Contents - This guide covers key concepts for:

- **All Users:** Applies to all School Administrator users, regardless of which tiers their school uses in the database.
- **Tier 1:** Applies to School Administrator users whose school utilizes the Tier 1 features of the database. If your school isn't using the database's Tier 1 features, you can skip this section.
- **Tier 2:** Applies to School Administrator users whose school utilizes the Tier 2 features of the database. If your school isn't using the database's Tier 2 features, you can skip this section.
- If your school is using both the Tier 1 AND Tier 2 features of the database, this entire guide applies to you.

All "School Administrator" Users	Key Concept	What you need to know
	Some advance planning & professional development will be needed to use the database	Schools' current practices and forms may not always be a perfect fit with the information collected by the database. Advance planning and professional development will make it possible for your school to use the system effectively. The database's supporting website (www.flrtib.org) and technical assistance team (rtidb@usf.edu) offer resources to assist.
	After you “merge” two student records, the action can’t be reversed	Occasionally, duplicate names may appear on student rosters. "Merging" combines all of the information associated with the two records into one. After this action is performed, it can't be undone.
	Activation of user accounts must involve school and/or district personnel	Each school can “activate” (or create user accounts) for as many or as few users as they would like. However, all activated personnel should be adequately trained and have the permission of the principal or district administrator before being activated.
	Some school-level information must be updated each year	Each year someone from your school will need to enter the current year's enrollment information, prevent unauthorized users from logging in to your school's account by “hiding” the name on the staff roster, and make any necessary updates to other school-related fields.
	School-Level demographics must be entered for some reports to function	Certain reports can't be generated until the current year's enrollment and school days per month have been recorded. These fields must be entered at the same time, and once saved this information should be reviewed at least twice every year. To keep your reports accurate, remember to update these fields any time your school's population or school days per month changes by 10% or more.
	You can obtain a new password any time you need one	You do not have to wait for the RtlB Database team, your district administrator or your school administrator to reset your password. Go to your login page, click on “forgot password” and you will receive instructions on how to get a new password.

continued...

Tier 1 Only

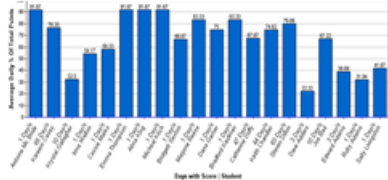
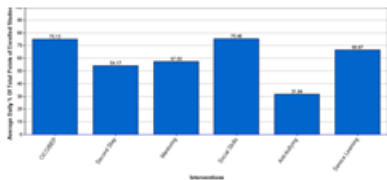
Tier 1 "School Administrator" Users	Key Concept	What you need to know
	Minor incidents can't result in "Major" disciplinary decisions like detention or suspension	The database was designed to help school personnel align the severity of a problem behavior to the severity of the consequence. Significant administrative decisions such as In-School and Out-of-School suspension, Corporal Punishment, Detention, Expulsion, Parent Shadowing, Restraint, Seclusion, and Referral to Law Enforcement cannot be applied to MINOR incidents.
	Users must have a "Data Entry" or "School Admin" access level to record Major incidents	Only Data Entry and Administrator access levels have preset permission to enter administrative decisions for Major and SESIR incidents. However, permissions can be adjusted to allow any user the ability to use this feature (using the "Manage Staff Permissions" screen).
	Clicking the link to "edit" an incident will remove the original problem behavior	When you "edit" an incident, the database prepares for the possibility that you will edit any (or all) of the incident information, including the incident type (Minor, Major, SESIR). Since problem behaviors vary according to the type of incident selected, the original problem behavior selected is erased as soon as you click "edit." If necessary, make a note of the problem behavior <u>prior</u> to editing an incident.
	An incident that has been entered CANNOT be deleted	Once a school has recorded that an incident has taken place, they may not delete the record. However, every field in incident entry can be edited , so while incidents can't be deleted they <u>may</u> be completely overwritten with new information.
	The database offers a multitude of standard and custom reports to help you problem-solve	The number of possible ways the database can graph your information is almost endless. For more information, visit the resources section of our website (www.flrtib.org), or experiment with our "Demo" database (https://demo.flrtib.org ; use the "School" log-in link).

If your school uses Tier 2 features, please continue to the next page.

If your school only uses Tier 1 features, you're done - good luck on your quiz!

Tier 2 Only

Tier 2 "School Administrator" Users

Key Concept	What you need to know																															
Your school-wide expectations should be included in progress monitoring for all Tier 2 interventions in your school	Tier 2 supports address students’ skill and performance deficits so they will be successful demonstrating the core standards. For behavior, the core standards consist of the school-wide expectations. Progress monitoring for Tier 2 should help schools understand whether students are making progress towards demonstrating the school-wide expectations. Because of this, progress monitoring tools for Tier 2 supports should include measures that are based on your school-wide expectations.																															
Your school-wide expectations should apply to ALL expected behavior in your school	Your school-wide expectations are your school’s core standards for behavior, and they should be broad enough to address any behavior in your school.																															
A simple daily rating scale may be sufficient for Tier 2 progress monitoring	Progress monitoring at Tier 2 should be quick, easy, capable of picking up on small changes in a student’s behavior, and allow schools to compare progress across students. Teachers can quickly provide a <u>simple</u> daily assessment of a student’s behavior by using a standard rating scale (“Great day,” “Average day,” “Will do better tomorrow”). When the same rating scale is used for all students, one student’s progress can be compared to another student’s progress regardless of which intervention each student receives.																															
Tier 2 “School Administrator” Users	<p>A paper version of the behavior report card that shows your school’s expectations and rating scale gives teachers a convenient place to record their overall impression of a student’s behavior.</p> <p>Understanding the key components of a behavior report card will make it easier to establish a systematic process for progress monitoring at your school.</p>	<div><p style="text-align: center;">ONCE-A-DAY Behavior Report Card</p><p>Name: <u>Sally Smith</u> Dates: <u>10/7-10/11</u> Intervention: <u>Mentoring</u></p><p>Rating Scale: 3=Good day 2=Mixed day 1=Will try harder tomorrow 3 points possible for each expectation</p><div><p>School-Wide Expectation</p><table><thead><tr><th>SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:</th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thurs.</th><th>Friday</th></tr></thead><tbody><tr><td>BE SAFE <u>Stay in assigned areas</u></td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>BE RESPECTFUL <u>Focus on speaker</u></td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>BE RESPONSIBLE <u>Complete your mentoring log</u></td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>DEMONSTRATE A POSITIVE ATTITUDE <u>Contribute to conversations</u></td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr></tbody></table></div><p style="text-align: center;">12 Points possible each DAY 4 expectationsX 3 possible points= 12 possible points</p></div>	SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday	BE SAFE <u>Stay in assigned areas</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	BE RESPECTFUL <u>Focus on speaker</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	BE RESPONSIBLE <u>Complete your mentoring log</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	DEMONSTRATE A POSITIVE ATTITUDE <u>Contribute to conversations</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
	SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday																										
BE SAFE <u>Stay in assigned areas</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																											
BE RESPECTFUL <u>Focus on speaker</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																											
BE RESPONSIBLE <u>Complete your mentoring log</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																											
DEMONSTRATE A POSITIVE ATTITUDE <u>Contribute to conversations</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																											
	<p>Scores from the paper report card can be entered into the database by classroom teachers, or by a designated data entry person. Once entered, the database automatically calculates students’ percent of daily points earned and allows users to compare progress across students and across interventions.</p> <div><div><p>Compare progress across students</p></div><div><p>Compare progress across interventions</p></div></div> <p>See these reports up close in our demo database: https://demo.flrtib.org (select the “School” log-in link).</p>																															

continued...

Tier 2 "School Administrator" Users	Key Concept	What you need to know
	<p>Changes to the Expectations/Periods screen should be made only when ABSOLUTELY necessary</p>	<p>If your school needs to make an essential change to the school-wide expectations, assessment periods, or max points per expectation, make sure that students' existing daily entries are up-to-date and reflect accurate information.</p> <p>Once you make the change to the Expectation/Periods screen, new daily entries will reflect the changes in the Tier 2 set-up information. However, you won't be able to edit any existing daily entries. The old entries will continue to show the old Tier 2 set-up information.</p>
	<p>If you use fewer than the maximum number of assessment periods with a student, enter daily points in the periods they were earned</p>	<p>While all students who receive Tier 2 interventions should have goals that are based on (and explicitly linked to) the school-wide expectations, the number of times student behavior is assessed throughout the day can vary according to need.</p> <p>If you use fewer than the maximum number of assessment (or "check-in") periods for a student, simply skip the periods the student does not receive feedback on his/her behavior when entering daily points. Leaving the value for skipped periods as the default "N/A" allows the database to calculate total percent of points earned only for the check-in periods that are used.</p>
	<p>The database offers a number of ways to view students' progress with Tier 2 interventions</p>	<p>The RtI:B database automatically graphs individual students' daily progress, average progress per assessment/check-in period, and daily progress within a specific assessment/check-in period. Several school-level graphs allow users to compare progress across students, across interventions, and view a daily summary of progress across the school or within a specific intervention. To see examples of the database's graphing capabilities at Tier 2, visit the demo database at https://demo.flrtib.org (use the "School" log-in link).</p>

You're done - good luck on your quiz!

“DATA ENTRY” ACCESS LEVEL STUDY GUIDE

This guide identifies the key concepts of the RtI:B database quiz that are presented to users who have the Data Entry access level.

Contents - This guide covers key concepts for:

- **All Users:** Applies to all Data Entry users, regardless of which tiers their school uses in the database.
- **Tier 1:** Applies to Data Entry users whose school utilizes the Tier 1 features of the database. If your school isn't using the database's Tier 1 features, you can skip this section.
- **Tier 2:** Applies to Data Entry users whose school utilizes the Tier 2 features of the database. If your school isn't using the database's Tier 2 features, you can skip this section.
- If your school is using both the Tier 1 AND Tier 2 features of the database, this entire guide applies to you.

All "Data Entry" Users	Key Concept	What you need to know
	Some advance planning & professional development will be needed to use the database	Schools' current practices and forms may not always be a perfect fit with the information collected by the database. Advance planning and professional development will make it possible for your school to use the system effectively. The database's supporting website (www.flrtib.org) and technical assistance team (rtidb@usf.edu) offer resources to assist.
	After you “merge” two student records, the action can’t be reversed	Occasionally, duplicate names may appear on student rosters. "Merging" combines all of the information associated with the two records into one. After this action is performed, it can't be undone.
	Activation of user accounts must involve school and/or district personnel	Each school can “activate” (or create user accounts) for as many or as few users as they would like. However, all activated personnel should be adequately trained and have the permission of the principal or district administrator before being activated.
	Some school-level information must be updated each year	Each year someone from your school will need to enter the current year’s enrollment information, prevent unauthorized users from logging in to your school’s account by “hiding” the name on the staff roster, and make any necessary updates to other school-related fields.
	School-Level demographics must be entered for some reports to function	Certain reports can’t be generated until the current year’s enrollment and school days per month have been recorded. These fields must be entered at the same time, and once saved this information should be reviewed at least twice every year. To keep your reports accurate, remember to update these fields any time your school’s population or school days per month changes by 10% or more.
	You can obtain a new password any time you need one	You do not have to wait for the RtIB Database team, your district administrator or your school administrator to reset your password. Go to your login page, click on “forgot password” and you will receive instructions on how to get a new password.

continued...

Tier 1 Only

Tier 1 "Data Entry" Users	Key Concept	What you need to know
	Minor incidents can't result in "Major" disciplinary decisions like detention or suspension	The database was designed to help school personnel align the severity of a problem behavior to the severity of the consequence. Significant administrative decisions such as In-School and Out-of-School suspension, Corporal Punishment, Detention, Expulsion, Parent Shadowing, Restraint, Seclusion, and Referral to Law Enforcement cannot be applied to MINOR incidents.
	Users must have a "Data Entry" or "School Admin" access level to record Major incidents	Only Data Entry and Administrator access levels have preset permission to enter administrative decisions for Major and SESIR incidents. However, permissions can be adjusted to allow any user the ability to use this feature (using the "Manage Staff Permissions" screen).
	Clicking the link to "edit" an incident will remove the original problem behavior	When you "edit" an incident, the database prepares for the possibility that you will edit any (or all) of the incident information, including the incident type (Minor, Major, SESIR). Since problem behaviors vary according to the type of incident selected, the original problem behavior selected is erased as soon as you click "edit." If necessary, make a note of the problem behavior <u>prior</u> to editing an incident.
	An incident that has been entered CANNOT be deleted	Once a school has recorded that an incident has taken place, they may not delete the record. However, every field in incident entry can be edited , so while incidents can't be deleted they <u>may</u> be completely overwritten with new information.
	The database offers a multitude of standard and custom reports to help you problem-solve	The number of possible ways the database can graph your information is almost endless. For more information, visit the resources section of our website (www.flrtib.org), or experiment with our "Demo" database (https://demo.flrtib.org ; use the "School" log-in link).

If your school uses Tier 2 features, please continue to the next page.

If your school only uses Tier 1 features, you're done - good luck on your quiz!

Tier 2 Only

Tier 2 "Data Entry" Users

Key Concept	What you need to know																														
Your school-wide expectations should be included in progress monitoring for all Tier 2 interventions in your school	Tier 2 supports address students' skill and performance deficits so they will be successful demonstrating the core standards. For behavior, the core standards consist of the school-wide expectations. Progress monitoring for Tier 2 should help schools understand whether students are making progress towards demonstrating the school-wide expectations. Because of this, progress monitoring tools for Tier 2 supports should include measures that are based on your school-wide expectations.																														
Your school-wide expectations should apply to ALL expected behavior in your school	Your school-wide expectations are your school's core standards for behavior, and they should be broad enough to address any behavior in your school.																														
A simple daily rating scale may be sufficient for Tier 2 progress monitoring	Progress monitoring at Tier 2 should be quick, easy, capable of picking up on small changes in a student's behavior, and allow schools to compare progress across students. Teachers can quickly provide a simple daily assessment of a student's behavior by using a standard rating scale ("Great day," "Average day," "Will do better tomorrow"). When the same rating scale is used for all students, one student's progress can be compared to another student's progress regardless of which intervention each student receives.																														
<div>A paper version of the behavior report card that shows your school's expectations and rating scale gives teachers a convenient place to record their overall impression of a student's behavior.</div> <div>Understanding the key components of a behavior report card will make it easier to establish a systematic process for progress monitoring at your school.</div>	<div><div>ONCE-A-DAY Behavior Report Card</div><div>Name: Sally Smith Dates: 10/7-10/11 Intervention: Mentoring</div><div>Rating Scale: 3=Good day 2=Mixed day 1=Will try harder tomorrow 3 points possible for each expectation</div><div>School-Wide Expectation</div><table><thead><tr><th>SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:</th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thurs.</th><th>Friday</th></tr></thead><tbody><tr><td>BE SAFE Stay in assigned areas</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>BE RESPECTFUL Focus on speaker</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>BE RESPONSIBLE Complete your mentoring log</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr></tbody></table><div>12 Points possible each DAY</div><div>4 expectationsX3 possible points= 12 possible points</div></div> <div><div>Scores from the paper report card can be entered into the database by classroom teachers, or by a designated data entry person. Once entered, the database automatically calculates students' percent of daily points earned and allows users to compare progress across students and across interventions.</div><div><div>Compare progress across students</div><div>Compare progress across interventions</div><div>See these reports up close in our demo database: https://demo.flrtib.org (select the "School" log-in link).</div></div></div>	SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday	BE SAFE Stay in assigned areas	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	BE RESPECTFUL Focus on speaker	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	BE RESPONSIBLE Complete your mentoring log	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday																										
BE SAFE Stay in assigned areas	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										
BE RESPECTFUL Focus on speaker	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										
BE RESPONSIBLE Complete your mentoring log	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										
DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										

continued

Tier 2 "Data Entry" Users	Key Concept	What you need to know
	Changes to the Expectations/Periods screen should be made only when ABSOLUTELY necessary	<p>If your school needs to make an essential change to the school-wide expectations, assessment periods, or max points per expectation, make sure that students' existing daily entries are up-to-date and reflect accurate information.</p> <p>Once you make the change to the Expectation/Periods screen, new daily entries will reflect the changes in the Tier 2 set-up information. However, you won't be able to edit any existing daily entries. The old entries will continue to show the old Tier 2 set-up information.</p>
	If you use fewer than the maximum number of assessment periods with a student, enter daily points in the periods they were earned	<p>While all students who receive Tier 2 interventions should have goals that are based on (and explicitly linked to) the school-wide expectations, the number of times student behavior is assessed throughout the day can vary according to need.</p> <p>If you use fewer than the maximum number of assessment (or "check-in") periods for a student, simply skip the periods the student does not receive feedback on his/her behavior when entering daily points. Leaving the value for skipped periods as the default "N/A" allows the database to calculate total percent of points earned only for the check-in periods that are used.</p>
	The database offers a number of ways to view students' progress with Tier 2 interventions	<p>The RtI:B database automatically graphs individual students' daily progress, average progress per assessment/check-in period, and daily progress within a specific assessment/check-in period. Several school-level graphs allow users to compare progress across students, across interventions, and view a daily summary of progress across the school or within a specific intervention. To see examples of the database's graphing capabilities at Tier 2, visit the demo database at https://demo.flrtib.org (use the "School" log-in link).</p>

You're done - good luck on your quiz!

"COACH" ACCESS LEVEL**STUDY GUIDE**

This guide identifies the key concepts of the RtI:B database quiz that are presented to users who have the Coach access level.

Contents - This guide covers key concepts for:

- **All Users:** Applies to all Coach users, regardless of which tiers their school uses in the database.
- **Tier 1:** Applies to Coach users whose school utilizes the Tier 1 features of the database. If your school isn't using the database's Tier 1 features, you can skip this section.
- **Tier 2:** Applies to Coach users whose school utilizes the Tier 2 features of the database. If your school isn't using the database's Tier 2 features, you can skip this section.
- If your school is using both the Tier 1 AND Tier 2 features of the database, this entire guide applies to you.

All "Coach" Users	Key Concept	What you need to know
	Some advance planning & professional development will be needed to use the database	Schools' current practices and forms may not always be a perfect fit with the information collected by the database. Advance planning and professional development will make it possible for your school to use the system effectively. The database's supporting website (www.flrtib.org) and technical assistance team (rtidb@usf.edu) offer resources to assist.
	After you "merge" two student records, the action can't be reversed	Occasionally, duplicate names may appear on student rosters. "Merging" combines all of the information associated with the two records into one. After this action is performed, it can't be undone.
	Activation of user accounts must involve school and/or district personnel	Each school can "activate" (or create user accounts) for as many or as few users as they would like. However, all activated personnel should be adequately trained and have the permission of the principal or district administrator before being activated.
	Some school-level information must be updated each year	Each year someone from your school will need to enter the current year's enrollment information, prevent unauthorized users from logging in to your school's account by "hiding" the name on the staff roster, and make any necessary updates to other school-related fields.
	School-Level demographics must be entered for some reports to function	Certain reports can't be generated until the current year's enrollment and school days per month have been recorded. These fields must be entered at the same time, and once saved this information should be reviewed at least twice every year. To keep your reports accurate, remember to update these fields any time your school's population or school days per month changes by 10% or more.
Tier 1 "Coach" Users	You can obtain a new password any time you need one	You do not have to wait for the RtIB Database team, your district administrator or your school administrator to reset your password. Go to your login page, click on "forgot password" and you will receive instructions on how to get a new password.
	Minor incidents can't result in "Major" disciplinary decisions like detention or suspension	The database was designed to help school personnel align the severity of a problem behavior to the severity of the consequence. Significant administrative decisions such as In-School and Out-of-School suspension, Corporal Punishment, Detention, Expulsion, Parent Shadowing, Restraint, Seclusion, and Referral to Law Enforcement cannot be applied to MINOR incidents.
	Users must have a "Data Entry" or "School Admin" access level to record Major incidents	Only Data Entry and Administrator access levels have preset permission to enter administrative decisions for Major and SESIR incidents. However, permissions can be adjusted to allow any user the ability to use this feature (using the "Manage Staff Permissions" screen).
	The database offers a multitude of standard and custom reports to help you problem-solve	The number of possible ways the database can graph your information is almost endless. For more information, visit the resources section of our website (www.flrtib.org), or experiment with our "Demo" database (https://demo.flrtib.org ; use the "School" log-in link).

If your school uses Tier 2 features, please continue...If your school only uses Tier 1 features, you're done - good luck on your quiz!

	<div>Key Concept</div> <div>What you need to know</div>																														
<div>Your school-wide expectations should be included in progress monitoring for all Tier 2 interventions in your school</div>	<div>Tier 2 supports address students’ skill and performance deficits so they will be successful demonstrating the core standards. For behavior, the core standards consist of the school-wide expectations. Progress monitoring for Tier 2 should help schools understand whether students are making progress towards demonstrating the school-wide expectations. Because of this, progress monitoring tools for Tier 2 supports should include measures that are based on your school-wide expectations.</div>																														
<div>Your school-wide expectations should apply to ALL expected behavior in your school</div>	<div>Your school-wide expectations are your school’s core standards for behavior, and they should be broad enough to address any behavior in your school.</div>																														
<div>A simple daily rating scale may be sufficient for Tier 2 progress monitoring</div>	<div>Progress monitoring at Tier 2 should be quick, easy, capable of picking up on small changes in a student’s behavior, and allow schools to compare progress across students. Teachers can quickly provide a simple daily assessment of a student’s behavior by using a standard rating scale (“Great day,” “Average day,” “Will do better tomorrow”). When the same rating scale is used for all students, one student’s progress can be compared to another student’s progress regardless of which intervention each student receives.</div>																														
<div>Tier 2 “Coach” Users</div> <div><div>A paper version of the behavior report card that shows your school’s expectations and rating scale gives teachers a convenient place to record their overall impression of a student’s behavior.</div><div>Understanding the key components of a behavior report card will make it easier to establish a systematic process for progress monitoring at your school.</div></div>	<div><div>ONCE-A-DAY Behavior Report Card</div><div><div>Name: Sally Smith</div><div>Dates: 10/7-10/11</div><div>Intervention: Mentoring</div></div><div><div>Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow</div><div>3 points possible for each expectation</div></div><div><div>School-Wide Expectation</div><table><thead><tr><th>SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:</th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thurs.</th><th>Friday</th></tr></thead><tbody><tr><td>BE SAFE Stay in assigned areas</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>BE RESPECTFUL Focus on speaker</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>BE RESPONSIBLE Complete your mentoring log</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr><tr><td>DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td><td>3 2 1</td></tr></tbody></table><div><div>12 Points possible each DAY</div><div>4 expectationsX 3 possible points= 12 possible points</div></div></div></div> <div><div>Scores from the paper report card can be entered into the database by classroom teachers, or by a designated data entry person. Once entered, the database automatically calculates students’ percent of daily points earned and allows users to compare progress across students and across interventions.</div><div><div>Compare progress across students</div><div>Compare progress across interventions</div></div><div>See these reports up close in our demo database: https://demo.flrtib.org (select the “School” log-in link).</div></div>	SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday	BE SAFE Stay in assigned areas	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	BE RESPECTFUL Focus on speaker	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	BE RESPONSIBLE Complete your mentoring log	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.	Wed.	Thurs.	Friday																										
BE SAFE Stay in assigned areas	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										
BE RESPECTFUL Focus on speaker	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										
BE RESPONSIBLE Complete your mentoring log	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										
DEMONSTRATE A POSITIVE ATTITUDE Contribute to conversations	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1																										

continued...

	Key Concept	What you need to know
Tier 2 "Coach" Users	<p>Changes to the Expectations/Periods screen should be made only when ABSOLUTELY necessary</p>	<p>If your school needs to make an essential change to the school-wide expectations, assessment periods, or max points per expectation, make sure that students' existing daily entries are up-to-date and reflect accurate information.</p> <p>Once you make the change to the Expectation/Periods screen, new daily entries will reflect the changes in the Tier 2 set-up information. However, you won't be able to edit any existing daily entries. The old entries will continue to show the old Tier 2 set-up information.</p>
	<p>If you use fewer than the maximum number of assessment periods with a student, enter daily points in the periods they were earned</p>	<p>While all students who receive Tier 2 interventions should have goals that are based on (and explicitly linked to) the school-wide expectations, the number of times student behavior is assessed throughout the day can vary according to need.</p> <p>If you use fewer than the maximum number of assessment (or "check-in") periods for a student, simply skip the periods the student does not receive feedback on his/her behavior when entering daily points. Leaving the value for skipped periods as the default "N/A" allows the database to calculate total percent of points earned only for the check-in periods that are used.</p>
	<p>The database offers a number of ways to view students' progress with Tier 2 interventions</p>	<p>The RtI:B database automatically graphs individual students' daily progress, average progress per assessment/check-in period, and daily progress within a specific assessment/check-in period. Several school-level graphs allow users to compare progress across students, across interventions, and view a daily summary of progress across the school or within a specific intervention. To see examples of the database's graphing capabilities at Tier 2, visit the demo database at https://demo.flrtib.org (use the "School" log-in link).</p>

You're done - good luck on your quiz!

“SPECIALIST” ACCESS LEVEL STUDY GUIDE

This guide identifies the key concepts of the RtI:B database quiz that are presented to users who have the Specialist access level.

Contents - This guide covers key concepts for:

- **All Users:** Applies to all Specialist users, regardless of which tiers their school uses in the database.
- **Tier 1:** Applies to Specialist users whose school utilizes the Tier 1 features of the database. If your school isn't using the database's Tier 1 features, you can skip this section.
- **Tier 2:** Applies to Specialist users whose school utilizes the Tier 2 features of the database. If your school isn't using the database's Tier 2 features, you can skip this section.
- If your school is using both the Tier 1 AND Tier 2 features of the database, this entire guide applies to you.

All “Specialist” Users	Key Concept	What you need to know
	Some advance planning & professional development will be needed to use the database	Schools' current practices and forms may not always be a perfect fit with the information collected by the database. Advance planning and professional development will make it possible for your school to use the system effectively. The database's supporting website (www.flrtib.org) and technical assistance team (rtidb@usf.edu) offer resources to assist.
	You can obtain a new password any time you need one	You do not have to wait for the RtIB Database team, your district administrator or your school administrator to reset your password. Go to your login page, click on “forgot password” and you will receive instructions on how to get a new password.

Tier 1 Only

Tier 1 “Specialist” Users	Key Concept	What you need to know
	Minor incidents can't result in “Major” disciplinary decisions like detention or suspension	The database was designed to help school personnel align the severity of a problem behavior to the severity of the consequence. Significant administrative decisions such as In-School and Out-of-School suspension, Corporal Punishment, Detention, Expulsion, Parent Shadowing, Restraint, Seclusion, and Referral to Law Enforcement cannot be applied to MINOR incidents.
	Users must have a “Data Entry” or “School Admin” access level to record Major incidents	Only Data Entry and Administrator access levels have preset permission to enter administrative decisions for Major and SESIR incidents. However, permissions can be adjusted to allow any user the ability to use this feature (using the “Manage Staff Permissions” screen).
Tier 1 “Specialist” Users	The database offers a multitude of standard and custom reports to help you problem-solve	The number of possible ways the database can graph your information is almost endless. For more information, visit the resources section of our website (www.flrtib.org), or experiment with our “Demo” database (https://demo.flrtib.org ; use the “School” log-in link).

If your school uses Tier 2 features, please continue to the next page.

If your school only uses Tier 1 features, you're done - good luck on your quiz!

continued...

Tier 2 Only

Tier 2 "Specialist" Users	Key Concept	What you need to know
	Your school-wide expectations should be included in progress monitoring for all Tier 2 interventions in your school	Tier 2 supports address students' skill and performance deficits so they will be successful demonstrating the core standards. For behavior, the core standards consist of the school-wide expectations. Progress monitoring for Tier 2 should help schools understand whether students are making progress towards demonstrating the school-wide expectations. Because of this, progress monitoring tools for Tier 2 supports should include measures that are based on your school-wide expectations.
	Your school-wide expectations should apply to ALL expected behavior in your school	Your school-wide expectations are your school's core standards for behavior, and they should be broad enough to address any behavior in your school.
	A simple daily rating scale may be sufficient for Tier 2 progress monitoring	Progress monitoring at Tier 2 should be quick, easy, capable of picking up on small changes in a student's behavior, and allow schools to compare progress across students. Teachers can quickly provide a <u>simple</u> daily assessment of a student's behavior by using a standard rating scale ("Great day," "Average day," "Will do better tomorrow"). When the same rating scale is used for all students, one student's progress can be compared to another student's progress regardless of which intervention each student receives.
	If you use fewer than the maximum number of assessment periods with a student, enter daily points in the periods they were earned	While all students who receive Tier 2 interventions should have goals that are based on (and explicitly linked to) the school-wide expectations, the number of times student behavior is assessed throughout the day can vary according to need. If you use fewer than the maximum number of assessment (or "check-in") periods for a student, simply skip the periods the student does not receive feedback on his/her behavior when entering daily points. Leaving the value for skipped periods as the default "N/A" allows the database to calculate total percent of points earned only for the check-in periods that are used.
	The database offers a number of ways to view students' progress with Tier 2 interventions	The RtI:B database automatically graphs individual students' daily progress, average progress per assessment/check-in period, and daily progress within a specific assessment/check-in period. Several school-level graphs allow users to compare progress across students, across interventions, and view a daily summary of progress across the school or within a specific intervention. To see examples of the database's graphing capabilities at Tier 2, visit the demo database at https://demo.flrtib.org (use the "School" log-in link).

You're done - good luck on your quiz!

“TEACHER” ACCESS LEVEL STUDY GUIDE

This guide identifies the key concepts of the RtI:B database quiz that are presented to users who have the Teacher access level.

Contents - This guide covers key concepts for:

- **All Users:** Applies to all Teacher users, regardless of which tiers their school uses in the database.
- **Tier 1:** Applies to Teacher users whose school utilizes the Tier 1 features of the database. If your school isn't using the database's Tier 1 features, you can skip this section.
- **Tier 2:** Applies to Teacher users whose school utilizes the Tier 2 features of the database. If your school isn't using the database's Tier 2 features, you can skip this section.
- If your school is using both the Tier 1 AND Tier 2 features of the database, this entire guide applies to you.

All “Teacher” Users	Key Concept	What you need to know
	Some advance planning & professional development will be needed to use the database	Schools' current practices and forms may not always be a perfect fit with the information collected by the database. Advance planning and professional development will make it possible for your school to use the system effectively. The database's supporting website (www.flrtib.org) and technical assistance team (rtidb@usf.edu) offer resources to assist.
	You can obtain a new password any time you need one	You do not have to wait for the RtIB Database team, your district administrator or your school administrator to reset your password. Go to your login page, click on “forgot password” and you will receive instructions on how to get a new password.

Tier 1 “Teacher” Users	Key Concept	What you need to know
	Minor incidents can't result in “Major” disciplinary decisions like detention or suspension	The database was designed to help school personnel align the severity of a problem behavior to the severity of the consequence. Significant administrative decisions such as In-School and Out-of-School suspension, Corporal Punishment, Detention, Expulsion, Parent Shadowing, Restraint, Seclusion, and Referral to Law Enforcement cannot be applied to MINOR incidents.
	Users must have a “Data Entry” or “School Admin” access level to record Major incidents	Only Data Entry and Administrator access levels have preset permission to enter administrative decisions for Major and SESIR incidents. However, permissions can be adjusted to allow any user the ability to use this feature (using the “Manage Staff Permissions” screen).

If your school uses Tier 2 features, please continue...

If your school only uses Tier 1 features, you're done - good luck on your quiz!

Tier 2 “Teacher” Users	Key Concept	What you need to know
	If you use fewer than the maximum number of assessment periods with a student, enter daily points in the periods they were earned	While all students who receive Tier 2 interventions should have goals that are based on (and explicitly linked to) the school-wide expectations, the number of times student behavior is assessed throughout the day can vary according to need. If you use fewer than the maximum number of assessment (or “check-in”) periods for a student, simply skip the periods the student does not receive feedback on his/her behavior when entering daily points. Leaving the value for skipped periods as the default “N/A” allows the database to calculate total percent of points earned only for the check-in periods that are used.

You're done - good luck on your quiz!

RtI:B Database Tier 1 Incident Entry Fields

List of Fields

(* indicates a required field)

Field Name	Definition
Student Name*	Student's name
Grade*	Pre-K through 12
Reported By*	Staff member who witnessed the incident
Incident Date*	Date when the incident took place
Incident Time*	Time of the day when the incident occurred. Time ranges from 12AM to 11:45 PM, in 15 minute intervals (7:00, 7:15, 7:30, etc.)
Incident Type*	Major (Office-Managed), Minor (Teacher-Managed) or SESIR (state-defined office-managed incidents)
Location*	Location where the incident happened (<i>see drop-down listing</i>)
Context	Type of activity taking place at the start of the incident
Problem Behavior*	Problem behavior observed during the incident. Different choices of problem behaviors are presented for Major, Minor and SESIR incidents.
Others Participating*	Others who are involved in the incident Ex. Peers, Non-Student, None etc.
Possible Motivation	Motivation of the incident Ex. To get adult attention, To avoid adult attention etc.
School-Defined Field 1	School-Defined custom field with its own drop-down menu
School-Defined Field 2	School-Defined custom field with its own drop-down menu
District-Defined Field	District-Defined custom field with its own drop-down menu (will appear for all schools)
Expectation Violated	School-Wide behavior expectations (Core Curriculum for Behavior), defined by the school
Additional Information	Additional information/description of the incident
Admin Decision*	Disciplinary Consequence for Major (office-managed) incidents
Days Suspended	Number of Days of In- or Out-of-School Suspension (increments of half days)
Other Comment	Additional comment on the incident decision made by the school administrator

CONTINUED...

Drop-Down menus

LOCATION*	CONTEXT	OTHERS PARTICIPATING*	MOTIVATION
Bathroom	Centers	None	To get adult attention
Bus	Instruction (Individual)	Peers	To get peer attention
Bus zone	Instruction (Small Group)	Staff Assistant	To get item/activity
Cafeteria	Instruction (Large Group)	Teacher	To avoid adult attention
Classroom	Work (Individual)	Substitute	To avoid peer attention
Common area	Work (Partner)	Non-Student	To avoid item/activity
Gymnasium	Work (Group)	Other	To get sensory
Hall	Transition		To avoid sensory
Library	Unstructured Activity/Setting		
Locker room	Other		
Music room			
Off campus			
Office			
Parking lot			
Playground			
Field trip			
Stadium			
Other location			

CONTINUED...

“Minor” (Teacher-Managed) incidents are paired with administrative decisions that do not require the involvement of the front office. Therefore, admin decisions such as corporal punishment, detention, expulsion, in-school suspension, out-of-school suspension, parent shadowing, referral to law enforcement, restraint, seclusion, Saturday school, or time in office will not be found on the menu for Minor incidents.

“Major” problem behaviors and administrative decisions may be found on the next page...

MINOR PROBLEM BEHAVIORS	MINOR ADMIN DECISIONS
Aggression	Apology
Disrespect	Conference with Parent
Disruption	Contract (earn privilege)
Dress Code	Cool Down/Break
Forgery/Theft	Curriculum Change
Inappropriate Display of Affection	Establish Prompt/Cue
Inappropriate Language	Instructional Change
Lying/Cheating	Lose class privilege
Physical Contact	Peer Mediation
Property Damage	Phone Parent
Property Misuse	Problem solving ("Conference w/ Student")
Tardy	Redirection
Teasing/Taunt	Restitution
Technology Violation	Re-Teach, Practice Expectation
Unauthorized Area	Schedule Change
Other Minor	Seat Change
School Defined Minor 1	Sent to room #
School Defined Minor 2	Time Out
District Defined Minor	Work Detail
	Other

CONTINUED...

MAJOR PROBLEM BEHAVIORS	MAJOR ADMIN DECISIONS
Abusive Language	Apology
Aggression	Bus Suspension
Disrespect	Conference with Parent
Disruption	Contract (earn privilege)
Dress Code	Corporal Punishment
Forgery/Theft	Curriculum Change
Gang Affiliation/Display	Detention
Harassment/Teasing	Expulsion
Inappropriate Display Affection	In-School Suspension
Lying/Cheating	Instructional Change
Phys. Contact	Lose class privilege
Possession/ Use of combustibles	Out-of-School Suspension
Property Damage < \$1000	Parent Shadowing/Report
Property Misuse	Peer Court
Tardy	Peer Mediation
Technology Violation	Phone Parent
Truancy/Skipping	Problem solving ("Conference w/ Student")
Unauthorized Area	Referral to Law Enforcement
Major Other	Restitution
School Defined Major 1	Restraint
School Defined Major 2	Re-Teach, Practice Expectation
District Defined Major	Sat. School
	Schedule Change
	Seclusion
	Time in Office
	Work Detail
	Other
	District Defined Admin Decision

CONTINUED...

SESIR INCIDENTS	SESIR ADMIN DECISIONS
Alcohol [ALC, L4]	SESIR Admin Decisions are the same as used for “Major” problem behaviors
Arson [ARS, L1]	
Battery [BAT, L1]	
Break & Enter/Burglary [BRK, L2]	
Bullying [BUL, L4]	
Disruption on Campus [DOC, L3]	
Drug Sale/Distribution [DRD, L2]	
Drug Use/Possession [DRU, L3]	
Fighting [FIT, L3]	
Harassment [HAR, L4]	
Hazing [HAZ, L3]	
Homicide [HOM, L1]	
Kidnapping [KID, L1]	
Larceny/Theft (<\$300) [STL, L3]	
Physical Attack [PHA, L2]	
Robbery [ROB, L2]	
Sexual Assault [SXA, L2]	
Sexual Battery [SXB, L1]	
Sexual Harassment [SXH, L3]	
Sexual Offenses [SXO, L3]	
Threat/Intimidation [TRE, L3]	
Tobacco [TBC, L4]	
Trespassing [TRS, L2]	
Unsubstantiated Bullying [UBL]	
Unsubstantiated Harassment [UHR]	
Vandalism (>\$1,000) [VAN, L3]	
Weapons [WPO, L2]	
Other Major [OMC, L3]	

END

RtI:B Problem Behavior Categories & Definitions

The following definitions are general descriptions of problem behavior categories. Schools/Districts are responsible for identifying specific behaviors that fall into each category.

MINOR INCIDENTS

Incidents where the disciplinary consequence is provided by the person who witnessed the incident ("Teacher-Managed Incidents"). The purpose of recording minor incidents is to collect information to develop interventions that PREVENT a recurring behavior from happening in the future.

When minor offenses are examined at a school-wide level, they help to identify behaviors that need to be taught and encouraged on a school-wide basis.

Definitions marked with an asterisk (*) are based on SWIS Referral Form Definitions (Todd, Horner, & Tobin, 2010).

Problem Behavior Category (Minor Incidents)		Definition
MINORS	Aggression	Lower-intensity physical actions with the intent to cause harm or inflict pain (e.g., hitting, pushing, etc.). <i>Related: Aggression/ Fighting (Major), Battery (SESIR); Fighting (SESIR)</i>
	Disrespect	* Refusal to follow directions, talking back and/or socially rude interactions; includes Defiance/ Non-Compliance/ Insubordination. <i>Related: Disrespect (Major); Harassment (SESIR)</i>
MINORS	Disruption	* Behavior that causes an interruption in a class or activity; includes loud talk, yelling, or screaming; noise with materials; and/or out-of-seat behavior. <i>Related: Disruption (Major); Disruption on Campus (SESIR)</i>
MINORS	Dress Code	* Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. <i>Related: Dress Code (Major)</i>
	Forgery/ Theft	* Student is in possession of, has passed along, or is responsible for removing someone else's property valued under \$XX , or has signed a person's name without that person's permission. <i>Related: Forgery/Theft (Major); Larceny/Theft (SESIR)</i>
MINORS	Inappropriate Display of Affection	* Lower-intensity inappropriate but consensual verbal and/or physical gestures/contact of a romantic or sexual nature. <i>Related: Inappropriate Display of Affection (Major); Sexual Offenses (SESIR)</i>
	Inappropriate Language	* Student engages in lower-intensity instance of inappropriate language (e.g., cursing after stubbing a toe). <i>Related: Abusive Language (Major); Threat/Intimidation (SESIR)</i>

		Problem Behavior Category (Minor Incidents)	Definition
MINORS		Lying/ Cheating	* Student engages in lower-intensity levels of not telling the truth or copying someone else's work <i>Related: Lying/ Cheating (Major)</i>
		Physical Contact	*Lower-intensity inappropriate physical contact without intent to cause harm or inflict pain. <i>Related: Physical Contact (Major); Sexual Harassment (SESIR)</i>
MINORS		Property Damage	Student breaks or makes a lower-cost item unusable (item valued under \$XX dollars). <i>Related: Property Damage <\$1,000 (Major); Vandalism (SESIR)</i>
		Property Misuse	*Student engages in misuse of property that may cause permanent damage. <i>Related: Property Misuse (Major)</i>
MINORS		Tardy	* Student is late (as defined by the school) to class or the start of the school day. <i>Related: Tardy (Major)</i>
		Teasing/ Taunt	* Student delivers lower-intensity disrespectful messages to another person that may include negative comments, obscene gestures, pictures, or written notes. *Disrespectful messages include negative comments based on ethnicity, race, religion, gender, gender identity, sexual orientation, disability, age, national origin or other personal matters. <i>Related: Harassment/ Teasing (Major); Bullying (SESIR); Harassment (SESIR)</i>
MINORS		Technology Violation	Use of cell phone, music/video player, camera, computer, and/or other electronic devices in violation of school or district policy. <i>Related: Technology Violation (Major)</i>
		Unauthorized Area	Student is found in an area where they are not supposed to be at the time. <i>Related: Unauthorized Area (Major); Trespassing (SESIR)</i>
MINORS		Other Minor	Lower-intensity behaviors not previously defined where the disciplinary consequence is provided by the person who witnessed the incident.
		School-Defined Minor #1	Custom minor problem behavior
MINORS		School-Defined Minor #2	Custom minor problem behavior
		District-Defined Minor	Minor problem behavior designated by district-level personnel.

Rtl:B Problem Behavior Categories & Definitions

The following definitions are general descriptions of problem behavior categories. Schools/Districts are responsible for identifying specific behaviors that fall into each category.

MAJOR INCIDENTS

Incidents where the disciplinary consequence is provided outside of the student's assigned setting by someone other than the student's teacher or supervisor ("Office-Managed Incidents").

Definitions marked with an asterisk (*) are based on SWIS Referral Form Definitions (Todd, Horner, & Tobin, 2010).

	Problem Behavior Category (Major Incidents)	Definition
MAJORS	Abusive Language	* Verbal messages that include swearing, name calling or use of words in an inappropriate way. <i>Related: Inappropriate Language (Minor), Threat/ Intimidation (SESIR)</i>
	Aggression/ Fighting	Higher-intensity physical actions with the intent to cause harm or inflict pain (e.g., punching, kicking, etc.). <i>Related: Aggression (Minor); Battery (SESIR); Fighting (SESIR)</i>
MAJORS	Disrespect	* Refusal to follow directions, talking back and/or socially rude interactions; includes Defiance/ Non-Compliance/ Insubordination. <i>Related: (Disrespect (Minor), Harassment (SESIR)</i>
	Disruption	* Behavior that causes an interruption in a class or activity; includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behavior. <i>Related: Disruption (Minor); Disruption on Campus (SESIR)</i>
MAJORS	Dress Code	* Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. <i>Related: Dress Code (Minor)</i>
MAJORS	Forgery/Theft	* Student is in possession of, has passed along, or is responsible for removing someone else's property valued over \$XX , or has signed a person's name without that person's permission. <i>Related: Forgery/ Theft (Minor); Larceny/ Theft (SESIR)</i>
	Gang Affiliation/ Display	* Student uses gesture, dress, and/or verbal or written expressions to display affiliation with a gang. <i>Related: none</i>
MAJORS	Harassment/ Teasing	Student delivers higher-intensity disrespectful messages to another person that may include negative comments, obscene gestures, pictures, or written notes. *Disrespectful messages include negative comments based on ethnicity, race, religion, gender, gender identity, sexual orientation, disability, age, national origin or other personal matters. <i>Related: Teasing/ Taunt (Minor); Bullying (SESIR); Harassment (SESIR)</i>

MAJORS

MAJORS

MAJORS

MAJORS

MAJORS

MAJORS

Problem Behavior Category (Major Incidents)	Definition
Inappropriate Display of Affection	* Higher-intensity inappropriate, but consensual verbal and/or physical gestures/contact of a romantic or sexual nature. <i>Related: Inappropriate Display of Affection (Minor); Sexual Offenses (SESIR)</i>
Lying/ Cheating	* Student engages in higher-intensity levels of not telling the truth or copying someone else's work that have more intense/serious consequences for their own or others' well-being. <i>Related: Lying/ Cheating (Minor)</i>
Physical Contact	* Higher-intensity inappropriate physical contact without intent to cause harm or inflict pain. <i>Related: Physical Contact (Minor); Sexual Harassment (SESIR)</i>
Possession/ Use of Combustibles	* Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, gasoline, lighter fluid). <i>Related: none</i>
Property Damage <\$1,000	* Student participates in an activity that results in destruction or disfigurement of property <\$1000. <i>Related: Property Damage (Minor); Vandalism (SESIR)</i>
Property Misuse	* Student engages in high-intensity misuse of property that may cause permanent damage or continues despite previous warning or direction to stop. <i>Related: Property Misuse (Minor)</i>
Tardy	* Student is late (as defined by the school) to class or the start of the school day. <i>Related: Tardy (Minor)</i>
Technology Violation	Use of cell phone, music/video player, camera, computer, and/or other electronic devices in serious violation of school or district policy. <i>Related: Technology Violation (Minor)</i>
Truancy/ Skipping	* Student leaves or misses class without permission. <i>Related: none</i>
Unauthorized Area	Student is found in an area where they are not supposed to be and/or the area is off-limits to students. <i>Related: Unauthorized Area (Minor); Trespassing (SESIR)</i>
Major Other	Higher-intensity behaviors not previously defined where the disciplinary consequence is provided by someone other than the student's teacher or supervisor.
School-Defined Major #1	Custom major problem behavior
School-Defined Major #2	Custom major problem behavior
District-Defined Major	Major problem behavior designated by district-level personnel.

RtI:B Problem Behavior Categories & Definitions

SESIR INCIDENTS

SESIR incidents are defined by the State of Florida, and represent offenses that are against the law or represent serious breaches of the code of student conduct. This includes (but is NOT limited to) those incidents considered severe enough to require the involvement of a School Resource Officer (SRO) or incidents to be reported to Law Enforcement. SESIR incidents must also be reported through your district database so they may be communicated to the Department of Education.

All definitions match the FLDOE SESIR Definitions, Revised (2011), and are available for download at <http://www.fl DOE.org/safeschools/pdf/EnvironmentalSafetyPoster.pdf>

Problem Behavior Category (SESIR Incidents)	Definition
Alcohol [ALC, L4]	Possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. <i>Related: none</i>
Arson [ARS, L1]	To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. <i>Related: none</i>
Battery [BAT, L1]	The physical use of force or violence by an individual against another. <i>Related: Aggression (Minor); Aggression/ Fighting (Major); Fighting (SESIR)</i>
Break & Enter/Burglary [BRK, L2]	The unlawful entry with force, or unauthorized presence in a building or other structure or conveyance with evidence of the intent to damage or remove property or harm a person(s). <i>Related: none</i>
Bullying [BUL, L4]	<u>(Intimidating Behaviors)</u> Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; <u>or</u> unreasonably interfere with the individual's school performance or participation. <i>Related: Teasing/ Taunt (Minor); Harassment/ Teasing (Major), Hazing (SESIR)</i>

Problem Behavior Category (SESIR Incidents)	Definition
Disruption on Campus [DOC, L3]	Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. <i>Related: Disruption (Minor); Disruption (Major)</i>
Drug Sale/Distribution [DRD, L2]	The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug. <i>Related: none</i>
Drug Use/Possession [DRU, L3]	The use or possession of any drug, narcotic, controlled substance, or any substance when used for hallucinogenic purposes. Use should be reported only if the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. <i>Related: none</i>
Fighting [FIT, L3]	When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury . <i>Related: Aggression (Minor); Aggression (Major); Battery (SESIR)</i>
Harassment [HAR, L4]	<u>(Insulting Behaviors)</u> Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that (1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. <i>Related: Teasing/ Taunt (Minor); Harassment/ Teasing (Major); Sexual Harassment (SESIR); Threat/ Intimidation (SESIR)</i>
Hazing [HAZ, L3]	Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements. <i>Related: Teasing/ Taunt (Minor); Harassment/ Teasing (Major); Bullying (SESIR)</i>

Problem Behavior Category (SESIR Incidents)	Definition
Homicide [HOM, L1]	The unjustified killing of one human being by another. <i>Related: none</i>
Larceny/Theft (<\$300) [STL, L3]	The unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm. <i>Related: Forgery/ Theft (Minor); Forgery/ Theft (Major)</i>
Physical Attack [PHA, L2]	Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual. <i>Related: Aggression (Minor); Aggression/Fighting (Major); Fighting (SESIR)</i>
Robbery [ROB, L2]	The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear. <i>Related: Forgery/ Theft (Minor); Forgery/Theft (Major)</i>
Sexual Assault [SXA, L2]	An incident that includes a threat of: rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability. <i>Related: Sexual Battery (SESIR), Sexual Harassment (SESIR), Sexual Offenses (SESIR), Threat/Intimidation (SESIR)</i>
Sexual Battery [SXB, L1]	Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object. <i>Related: Sexual Assault (SESIR)</i>
Sexual Harassment [SXH, L3]	Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. (6A-19.008 (1) SBE Rule). An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence. <i>Related: Physical Contact (Minor); Physical Contact (Major); Sexual Assault (SESIR)</i>
Sexual Offenses [SXO, L3]	Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures or comments or sexual activity, or exposing private body parts in a lewd manner. <i>Related: Inappropriate Display of Affection (Minor); Inappropriate Display of Affection (Major); Sexual Assault (SESIR), Sexual Harassment (SESIR)</i>

Problem Behavior Category (SESIR Incidents)	Definition
Threat/Intimidation [TRE, L3]	<p>(Instilling fear in others) A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: (1) intent—an intention that the threat is heard or seen by the person who is the object of the threat; (2) fear—a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) capability—the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.</p> <p><i>Related: Teasing/ Taunt (Minor); Harassment/ Teasing (Major); Bullying (SESIR); Sexual Assault (SESIR). Sexual Harassment (SESIR)</i></p>
Tobacco [TBC, L4]	<p>The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.</p> <p><i>Related: none</i></p>
Trespassing [TRS, L2]	<p>To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus without authorization or invitation and with no lawful purpose for entry.</p> <p><i>Related: Unauthorized Area (Minor); Unauthorized Area (Major)</i></p>
Unsubstantiated Bullying [UBL]	<p>After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).</p> <p><i>Related: Teasing/ Taunt (Minor); Harassment/ Teasing (Major); Harassment (SESIR) Sexual Harassment (SESIR); Threat/ Intimidation (SESIR)</i></p>
Unsubstantiated Harassment [UHR]	<p>After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).</p> <p><i>Related: Teasing/ Taunt (Minor); Harassment/ Teasing (Major); Threat/ Intimidation (SESIR)</i></p>
Vandalism (>\$1,000) [VAN, L3]	<p>The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it.</p> <p><i>Related: Property Damage (Minor); Property Damage (Major)</i></p>

Problem Behavior Category (SESIR Incidents)	Definition
Weapons [WPO, L2]	<p>Possession of any instrument or object (as defined by Section 790.001(13), Florida Statutes, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.</p> <p><i>Related: none</i></p>
Other Major [OMC, L3]	<p>Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified (SESIR).</p> <p><i>Related: none</i></p>

--END--

STUDENT INCIDENT REPORT

Florida Statewide Behavior Database

Shaded areas to be completed by Office

STUDENT NAME		REPORTED BY		CHECK HERE IF RECORDING TEACHER-MANAGED BEHAVIOR: <input type="checkbox"/>																																																						
GRADE	DATE	TIME		Student ID	Gender M / F																																																					
				Ethnicity NH / H	Race AI/AN AS B NH/PI W																																																					
Complete this side for ALL incidents				Office to Complete for all SESIR incidents																																																						
LOCATION: <input type="checkbox"/> Bathroom <input type="checkbox"/> Field Trip <input type="checkbox"/> Off Campus <input type="checkbox"/> Bus # _____ <input type="checkbox"/> Gymnasium <input type="checkbox"/> Office <input type="checkbox"/> Bus zone <input type="checkbox"/> Hall <input type="checkbox"/> Parking Lot <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Playground <input type="checkbox"/> Classroom <input type="checkbox"/> Locker Room <input type="checkbox"/> Stadium <input type="checkbox"/> Common Area <input type="checkbox"/> Music Room <input type="checkbox"/> Other:				SESIR ELEMENTS <input type="checkbox"/> Alcohol <input type="checkbox"/> Drugs <input type="checkbox"/> Gang <input type="checkbox"/> Bullying - General <input type="checkbox"/> Bullying - Race <input type="checkbox"/> Bullying - Religion <input type="checkbox"/> Bullying - Gender <input type="checkbox"/> Bullying - Sex orientation <input type="checkbox"/> Bullying - Disability <input type="checkbox"/> Hate <input type="checkbox"/> Hazing <input type="checkbox"/> Injury <input type="checkbox"/> Weapon <input type="checkbox"/> Weapon discharge																																																						
CONTEXT: <input type="checkbox"/> Instruction (Individual) <input type="checkbox"/> Work (Partner) <input type="checkbox"/> Transition <input type="checkbox"/> Instruction (Small Group) <input type="checkbox"/> Work (Group) <input type="checkbox"/> Other: <input type="checkbox"/> Instruction (Large Group) <input type="checkbox"/> Centers <input type="checkbox"/> Work (Individual) <input type="checkbox"/> Unstructured Activity																																																										
OTHERS INVOLVED: <input type="checkbox"/> None <input type="checkbox"/> Staff, Assistant <input type="checkbox"/> Substitute <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Non-Student <input type="checkbox"/> Other:																																																										
POSSIBLE MOTIVATION (Check one): <table border="0"> <tr> <td>To Get</td> <td>To Avoid</td> </tr> <tr> <td><input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity</td> <td><input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity</td> </tr> <tr> <td><input type="checkbox"/> Peer Attention <input type="checkbox"/> Sensory</td> <td><input type="checkbox"/> Peer Attention <input type="checkbox"/> Sensory</td> </tr> </table>				To Get	To Avoid	<input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity	<input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity	<input type="checkbox"/> Peer Attention <input type="checkbox"/> Sensory	<input type="checkbox"/> Peer Attention <input type="checkbox"/> Sensory	WEAPON CODE <input type="checkbox"/> Firearm other (F) <input type="checkbox"/> Multiple types of firearm (M) <input type="checkbox"/> Knife (K) <input type="checkbox"/> Rifle or shotgun (R) <input type="checkbox"/> Handgun (H) <input type="checkbox"/> Unknown weapon (U)																																																
To Get	To Avoid																																																									
<input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity	<input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity																																																									
<input type="checkbox"/> Peer Attention <input type="checkbox"/> Sensory	<input type="checkbox"/> Peer Attention <input type="checkbox"/> Sensory																																																									
EXPECTATION VIOLATED:																																																										
INCIDENT TYPE (Check one): <table border="0"> <tr> <td><input type="checkbox"/> Custom District Incident 1</td> <td><input type="checkbox"/> Harassment/Tease/Taunt</td> <td><input type="checkbox"/> Technology Violation</td> </tr> <tr> <td><input type="checkbox"/> Custom School Incident 1</td> <td><input type="checkbox"/> Inappropriate Display Affection</td> <td><input type="checkbox"/> Truancy/Skipping</td> </tr> <tr> <td><input type="checkbox"/> Custom School Incident 2</td> <td><input type="checkbox"/> Language</td> <td><input type="checkbox"/> Unauthorized Area</td> </tr> <tr> <td><input type="checkbox"/> Aggression/Fighting(No Injury)</td> <td><input type="checkbox"/> Lying/Cheating</td> <td><input type="checkbox"/> D Minor:</td> </tr> <tr> <td><input type="checkbox"/> Defiance/Disrespect</td> <td><input type="checkbox"/> Phys. Contact</td> <td><input type="checkbox"/> D Major:</td> </tr> <tr> <td><input type="checkbox"/> Disruption</td> <td><input type="checkbox"/> Poss./Use Combustibles</td> <td><input type="checkbox"/> S Minor:</td> </tr> <tr> <td><input type="checkbox"/> Dress Code</td> <td><input type="checkbox"/> Property Damage</td> <td><input type="checkbox"/> S Minor:</td> </tr> <tr> <td><input type="checkbox"/> Forgery/Theft</td> <td><input type="checkbox"/> Property Misuse</td> <td><input type="checkbox"/> S Major:</td> </tr> <tr> <td><input type="checkbox"/> Gang Affiliation/Display</td> <td><input type="checkbox"/> Tardy</td> <td><input type="checkbox"/> S Major:</td> </tr> </table>				<input type="checkbox"/> Custom District Incident 1	<input type="checkbox"/> Harassment/Tease/Taunt	<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Custom School Incident 1	<input type="checkbox"/> Inappropriate Display Affection	<input type="checkbox"/> Truancy/Skipping	<input type="checkbox"/> Custom School Incident 2	<input type="checkbox"/> Language	<input type="checkbox"/> Unauthorized Area	<input type="checkbox"/> Aggression/Fighting(No Injury)	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> D Minor:	<input type="checkbox"/> Defiance/Disrespect	<input type="checkbox"/> Phys. Contact	<input type="checkbox"/> D Major:	<input type="checkbox"/> Disruption	<input type="checkbox"/> Poss./Use Combustibles	<input type="checkbox"/> S Minor:	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Property Damage	<input type="checkbox"/> S Minor:	<input type="checkbox"/> Forgery/Theft	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> S Major:	<input type="checkbox"/> Gang Affiliation/Display	<input type="checkbox"/> Tardy	<input type="checkbox"/> S Major:	SESIR CODE (Check one) <table border="0"> <tr> <td><input type="checkbox"/> Alcohol [ALC, L4]</td> <td><input type="checkbox"/> Larceny/Theft (>\$300) [STL, L3]</td> </tr> <tr> <td><input type="checkbox"/> Arson [ARS, L1]</td> <td><input type="checkbox"/> Physical Attack [PHA, L2]</td> </tr> <tr> <td><input type="checkbox"/> Battery [BAT, L1]</td> <td><input type="checkbox"/> Robbery [ROB, L2]</td> </tr> <tr> <td><input type="checkbox"/> Break & Enter/Burglary [BRK, L2]</td> <td><input type="checkbox"/> Sexual Assault [SXAB, L2]</td> </tr> <tr> <td><input type="checkbox"/> Bullying [BHA, L4]</td> <td><input type="checkbox"/> Sexual Battery [SXB, L1]</td> </tr> <tr> <td><input type="checkbox"/> Disruption on Campus [DOC, L3]</td> <td><input type="checkbox"/> Sexual Harassment [SXH, L3]</td> </tr> <tr> <td><input type="checkbox"/> Drug Sale/Distribution [DRD, L2]</td> <td><input type="checkbox"/> Sexual Offenses [SXO, L3]</td> </tr> <tr> <td><input type="checkbox"/> Drug Use/Possession [DRU, L3]</td> <td><input type="checkbox"/> Threat/Intimidation [TRE, L3]</td> </tr> <tr> <td><input type="checkbox"/> Fighting [FIT, L3]</td> <td><input type="checkbox"/> Tobacco [TBC, L4]</td> </tr> <tr> <td><input type="checkbox"/> Harassment [HAR, L4]</td> <td><input type="checkbox"/> Trespassing [TRS, L2]</td> </tr> <tr> <td><input type="checkbox"/> Hazing [HAZ, L3]</td> <td><input type="checkbox"/> Vandalism (>\$1K) [VAN, L3]</td> </tr> <tr> <td><input type="checkbox"/> Homicide [HOM, L1]</td> <td><input type="checkbox"/> Weapons [WPO, L2]</td> </tr> <tr> <td><input type="checkbox"/> Kidnapping [KID, L1]</td> <td><input type="checkbox"/> Other Major [OMC, L3]</td> </tr> </table>		<input type="checkbox"/> Alcohol [ALC, L4]	<input type="checkbox"/> Larceny/Theft (>\$300) [STL, L3]	<input type="checkbox"/> Arson [ARS, L1]	<input type="checkbox"/> Physical Attack [PHA, L2]	<input type="checkbox"/> Battery [BAT, L1]	<input type="checkbox"/> Robbery [ROB, L2]	<input type="checkbox"/> Break & Enter/Burglary [BRK, L2]	<input type="checkbox"/> Sexual Assault [SXAB, L2]	<input type="checkbox"/> Bullying [BHA, L4]	<input type="checkbox"/> Sexual Battery [SXB, L1]	<input type="checkbox"/> Disruption on Campus [DOC, L3]	<input type="checkbox"/> Sexual Harassment [SXH, L3]	<input type="checkbox"/> Drug Sale/Distribution [DRD, L2]	<input type="checkbox"/> Sexual Offenses [SXO, L3]	<input type="checkbox"/> Drug Use/Possession [DRU, L3]	<input type="checkbox"/> Threat/Intimidation [TRE, L3]	<input type="checkbox"/> Fighting [FIT, L3]	<input type="checkbox"/> Tobacco [TBC, L4]	<input type="checkbox"/> Harassment [HAR, L4]	<input type="checkbox"/> Trespassing [TRS, L2]	<input type="checkbox"/> Hazing [HAZ, L3]	<input type="checkbox"/> Vandalism (>\$1K) [VAN, L3]	<input type="checkbox"/> Homicide [HOM, L1]	<input type="checkbox"/> Weapons [WPO, L2]	<input type="checkbox"/> Kidnapping [KID, L1]	<input type="checkbox"/> Other Major [OMC, L3]
<input type="checkbox"/> Custom District Incident 1	<input type="checkbox"/> Harassment/Tease/Taunt	<input type="checkbox"/> Technology Violation																																																								
<input type="checkbox"/> Custom School Incident 1	<input type="checkbox"/> Inappropriate Display Affection	<input type="checkbox"/> Truancy/Skipping																																																								
<input type="checkbox"/> Custom School Incident 2	<input type="checkbox"/> Language	<input type="checkbox"/> Unauthorized Area																																																								
<input type="checkbox"/> Aggression/Fighting(No Injury)	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> D Minor:																																																								
<input type="checkbox"/> Defiance/Disrespect	<input type="checkbox"/> Phys. Contact	<input type="checkbox"/> D Major:																																																								
<input type="checkbox"/> Disruption	<input type="checkbox"/> Poss./Use Combustibles	<input type="checkbox"/> S Minor:																																																								
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Property Damage	<input type="checkbox"/> S Minor:																																																								
<input type="checkbox"/> Forgery/Theft	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> S Major:																																																								
<input type="checkbox"/> Gang Affiliation/Display	<input type="checkbox"/> Tardy	<input type="checkbox"/> S Major:																																																								
<input type="checkbox"/> Alcohol [ALC, L4]	<input type="checkbox"/> Larceny/Theft (>\$300) [STL, L3]																																																									
<input type="checkbox"/> Arson [ARS, L1]	<input type="checkbox"/> Physical Attack [PHA, L2]																																																									
<input type="checkbox"/> Battery [BAT, L1]	<input type="checkbox"/> Robbery [ROB, L2]																																																									
<input type="checkbox"/> Break & Enter/Burglary [BRK, L2]	<input type="checkbox"/> Sexual Assault [SXAB, L2]																																																									
<input type="checkbox"/> Bullying [BHA, L4]	<input type="checkbox"/> Sexual Battery [SXB, L1]																																																									
<input type="checkbox"/> Disruption on Campus [DOC, L3]	<input type="checkbox"/> Sexual Harassment [SXH, L3]																																																									
<input type="checkbox"/> Drug Sale/Distribution [DRD, L2]	<input type="checkbox"/> Sexual Offenses [SXO, L3]																																																									
<input type="checkbox"/> Drug Use/Possession [DRU, L3]	<input type="checkbox"/> Threat/Intimidation [TRE, L3]																																																									
<input type="checkbox"/> Fighting [FIT, L3]	<input type="checkbox"/> Tobacco [TBC, L4]																																																									
<input type="checkbox"/> Harassment [HAR, L4]	<input type="checkbox"/> Trespassing [TRS, L2]																																																									
<input type="checkbox"/> Hazing [HAZ, L3]	<input type="checkbox"/> Vandalism (>\$1K) [VAN, L3]																																																									
<input type="checkbox"/> Homicide [HOM, L1]	<input type="checkbox"/> Weapons [WPO, L2]																																																									
<input type="checkbox"/> Kidnapping [KID, L1]	<input type="checkbox"/> Other Major [OMC, L3]																																																									
BRIEF DESCRIPTION of INCIDENT:				Describe other major incident																																																						
ACTION(S) TAKEN <table border="0"> <tr> <td><input type="checkbox"/> Apology</td> <td><input type="checkbox"/> Peer Mediation</td> <td><input type="checkbox"/> Seat Change</td> </tr> <tr> <td><input type="checkbox"/> Conf. with Parent</td> <td><input type="checkbox"/> Phone Parent</td> <td><input type="checkbox"/> Sent to Room # _____</td> </tr> <tr> <td><input type="checkbox"/> Contract (earn priv.)</td> <td><input type="checkbox"/> Problem Solving</td> <td><input type="checkbox"/> Time in Office</td> </tr> <tr> <td><input type="checkbox"/> Cool Down/Break</td> <td><input type="checkbox"/> Redirection</td> <td><input type="checkbox"/> Time Out</td> </tr> <tr> <td><input type="checkbox"/> Curriculum Change</td> <td><input type="checkbox"/> Re-Teach/Practice Ex</td> <td><input type="checkbox"/> Work Detail</td> </tr> <tr> <td><input type="checkbox"/> Establish Prompt/Cue</td> <td><input type="checkbox"/> Restitution</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Instructional Change</td> <td><input type="checkbox"/> Restraint</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Lose Class Privilege</td> <td><input type="checkbox"/> Schedule Change</td> <td></td> </tr> </table>				<input type="checkbox"/> Apology	<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Seat Change	<input type="checkbox"/> Conf. with Parent	<input type="checkbox"/> Phone Parent	<input type="checkbox"/> Sent to Room # _____	<input type="checkbox"/> Contract (earn priv.)	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Time in Office	<input type="checkbox"/> Cool Down/Break	<input type="checkbox"/> Redirection	<input type="checkbox"/> Time Out	<input type="checkbox"/> Curriculum Change	<input type="checkbox"/> Re-Teach/Practice Ex	<input type="checkbox"/> Work Detail	<input type="checkbox"/> Establish Prompt/Cue	<input type="checkbox"/> Restitution	<input type="checkbox"/> Other	<input type="checkbox"/> Instructional Change	<input type="checkbox"/> Restraint		<input type="checkbox"/> Lose Class Privilege	<input type="checkbox"/> Schedule Change		ACTION(S) TAKEN by OFFICE <table border="0"> <tr> <td><input type="checkbox"/> Bus Suspension</td> <td><input type="checkbox"/> Parent Shadowing</td> </tr> <tr> <td><input type="checkbox"/> Corporal Punishment</td> <td><input type="checkbox"/> Peer Court</td> </tr> <tr> <td><input type="checkbox"/> Detention: _____</td> <td><input type="checkbox"/> Referral to Law Enforcement</td> </tr> <tr> <td><input type="checkbox"/> Expulsion</td> <td><input type="checkbox"/> Sat. School: _____</td> </tr> <tr> <td><input type="checkbox"/> ISS DAYS _____</td> <td><input type="checkbox"/> Seclusion</td> </tr> <tr> <td><input type="checkbox"/> OSS DAYS _____</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>		<input type="checkbox"/> Bus Suspension	<input type="checkbox"/> Parent Shadowing	<input type="checkbox"/> Corporal Punishment	<input type="checkbox"/> Peer Court	<input type="checkbox"/> Detention: _____	<input type="checkbox"/> Referral to Law Enforcement	<input type="checkbox"/> Expulsion	<input type="checkbox"/> Sat. School: _____	<input type="checkbox"/> ISS DAYS _____	<input type="checkbox"/> Seclusion	<input type="checkbox"/> OSS DAYS _____	<input type="checkbox"/> Other: _____																	
<input type="checkbox"/> Apology	<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Seat Change																																																								
<input type="checkbox"/> Conf. with Parent	<input type="checkbox"/> Phone Parent	<input type="checkbox"/> Sent to Room # _____																																																								
<input type="checkbox"/> Contract (earn priv.)	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Time in Office																																																								
<input type="checkbox"/> Cool Down/Break	<input type="checkbox"/> Redirection	<input type="checkbox"/> Time Out																																																								
<input type="checkbox"/> Curriculum Change	<input type="checkbox"/> Re-Teach/Practice Ex	<input type="checkbox"/> Work Detail																																																								
<input type="checkbox"/> Establish Prompt/Cue	<input type="checkbox"/> Restitution	<input type="checkbox"/> Other																																																								
<input type="checkbox"/> Instructional Change	<input type="checkbox"/> Restraint																																																									
<input type="checkbox"/> Lose Class Privilege	<input type="checkbox"/> Schedule Change																																																									
<input type="checkbox"/> Bus Suspension	<input type="checkbox"/> Parent Shadowing																																																									
<input type="checkbox"/> Corporal Punishment	<input type="checkbox"/> Peer Court																																																									
<input type="checkbox"/> Detention: _____	<input type="checkbox"/> Referral to Law Enforcement																																																									
<input type="checkbox"/> Expulsion	<input type="checkbox"/> Sat. School: _____																																																									
<input type="checkbox"/> ISS DAYS _____	<input type="checkbox"/> Seclusion																																																									
<input type="checkbox"/> OSS DAYS _____	<input type="checkbox"/> Other: _____																																																									
COMMENTS:																																																										

Student Signature

Administrator Signature

Return to Class Time

Parent Signature

The Daily Progress Report for Behavior

The Daily Progress Report (DPR) is a progress monitoring tool for students receiving Tier 2 interventions. The DPR allows educators to use their school-wide expectations as behavioral goals for their students. The DPR is based on the Check-In/Check-Out and Behavior Education Program interventions, but may be used with any Tier 2 intervention.

The DPR tracks teachers' perceptions of student behaviors throughout the day. When utilizing the RtI:B database to track teacher ratings, each school will identify the maximum number of periods throughout the day when students will be assessed on their behavior (depending on their intervention, this may or may not include providing feedback to the student). The number of assessment periods generally corresponds to a school's master schedule (e.g., Homeroom, 1st period, 2nd period, etc. for secondary schools; **or** Calendar time, specials, reading block, etc. for primary schools), but schools may select up to 10 different check-in periods if needed. The RtI:B database allows schools to vary the number of assessment periods utilized by each student, so students who are assessed once per day may be monitored as well as students who are assessed throughout the day. **Once the total number of expectations, assessment periods and maximum points per expectation have been established for a school, avoid making changes for the rest of the year.**

Daily Progress Report

Adapted from Crone, Horner & Hawken (2004)

Name: _____ Date: _____

Intervention Program: _____

Rating Scale: 3 = Good day 2 = Mixed day 1 = Will try harder tomorrow

GOALS:

The maximum points per expectation in this example is

	Period 1 Homeroom	Period 2 1 st Block	Period 3 2 nd Block	Period 4 Lunch	Period 5 3 rd Block	Period 6 Phys Ed.	Period 7 Block 4
Be Respectful	1 (2) 3	1 2 (3)	1 2 (3)	1 2 (3)	1 2 (3)	1 2 (3)	1 2 (3)
Be Responsible	1 (2) 3	1 (2) 3	1 (2) 3	1 2 (3)	1 (2) 3	1 2 (3)	1 (2) 3
Be Motivated	(1) 2 3	1 (2) 3	1 (2) 3	1 2 (3)	(1) 2 3	1 2 (3)	(1) 2 3

Points Possible: 63

Points Received: 49

% of Points: 78

Goal Achieved? Y (N)

Teacher Comments:

Parent Signature(s) and Comments: