BEEP Club
Being Excellent Every Place
Handbook

Created by:
Hulet Elementary School
PBIS team
Update: May 2019
# Table of Contents

<table>
<thead>
<tr>
<th>Section I: Program Overview</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Description</td>
<td>4-5</td>
</tr>
<tr>
<td>Referral Process</td>
<td>5-6</td>
</tr>
<tr>
<td>The BEEP Club Referral Form</td>
<td>7</td>
</tr>
<tr>
<td>Parent/Guardian Letter</td>
<td>8</td>
</tr>
<tr>
<td>Sample School The BEEP Club flyer</td>
<td>9-10</td>
</tr>
<tr>
<td>Script for Parent phone call</td>
<td>11</td>
</tr>
<tr>
<td>FAQ</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II. Initial Meeting</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Meeting Overview</td>
<td>14</td>
</tr>
<tr>
<td>Roles &amp; Responsibilities</td>
<td>15-16</td>
</tr>
<tr>
<td>The BEEP Club Initial Meeting Checklist</td>
<td>17</td>
</tr>
<tr>
<td>The BEEP Club Program Contract</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section III: Daily Procedures</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BEEP Club Specialist Procedures Overview</td>
<td>20-21</td>
</tr>
<tr>
<td>Daily Check-in Checklist</td>
<td>22</td>
</tr>
<tr>
<td>Daily Check-out Checklist</td>
<td>23</td>
</tr>
<tr>
<td>The BEEP Club Card</td>
<td>24</td>
</tr>
<tr>
<td>Positive Post Card</td>
<td>25</td>
</tr>
<tr>
<td>The BEEP Club Rewards Menu</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section IV: Adjustments/Revisions/Fading Process</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fading &amp; Graduation Description</td>
<td>28</td>
</tr>
<tr>
<td>Fading Checklist</td>
<td>29</td>
</tr>
<tr>
<td>Adjustments for Non-Responders &amp; Point Card for Individualizing</td>
<td>30-31</td>
</tr>
<tr>
<td>The BEEP Club Follow-up Meeting form</td>
<td>32</td>
</tr>
</tbody>
</table>
Section I: Overview & Referral Process

Materials Summary:
Request for Assistance Form
The BEEP Club Referral Form
Parent Letter
Script for parent phone call
Frequently Asked Questions
Introduction
The Beep Club is a school-wide, check-in, check-out prevention program for students who are starting to engage in problem behavior. The goals of The BEEP Club are to identify students early who are in need of extra support and provide them with more frequent attention and positive adult interaction, increase structure and feedback on their behavior in hope of preventing student behavior from escalating and future problem behavior. The BEEP Club is intended to be an efficient school-wide program that can support 15-20 students at a time.

Description of a Day on The BEEP Club
Each day students on The BEEP Club will check-in with an adult (usually our BEEP Club specialist) first thing in the morning. Check-in will usually be about 3-4 minutes to check the student’s mood and see if there is anything they might need for a successfully day. During check-in goals for the day will be reviewed with a quick review of behavioral expectations. The student will receive The BEEP Club card (BEEP CARD) that they will carry with them throughout the day. The student will (if possible) fill in their name, date, and daily goal in terms of percentage of total points. The student will deliver the BEEP CARD to the instructor at the beginning of each class period.

When the student delivers the BEEP CARD to the teacher, the teacher should interact with the student in a positive manner. The teacher should remind the student of their goals and give encouragement about their ability to achieve the goals and have a good day.

Teachers will rate the student’s performance during each period of the day. Rating should be based upon how well the student follows the school-wide expectations on the BEEP CARD. One consideration is the number of times that the teacher must correct the student’s behavior. There is a key provided on the BEEP CARD. Zero points are to be given only if the student requires three or more reminders to keep their behavior in check. One point will be given if the student requires one or two reminders, and two points will be given if the student requires no reminders.

At the end of each class period teachers should give verbal feedback on the student’s performance. This feedback should be positive, and specific to the stated goals on the BEEP CARD. Let the student know that the score was not given but earned, and that they are fully capable of meeting their goals. If the student did not get all of their points, provide quick feedback detailing why, and discuss what they could do better tomorrow; end with a positive statement about the student or their behavior that day and a statement that you know they can earn all of their points tomorrow. The teacher then initials the BEEP CARD and returns it to the student if they are moving to another class. Teachers will keep the BEEP CARD throughout the class and offer feedback when transitioning between activities.

At the end of each day the student will bring the BEEP CARD to check-out with The BEEP Club specialist. Check-out usually takes 3-4 minutes. The interaction should be positive, focusing first on things that the student did well that day. Together the student and adult will review the point card and review any areas for improvement developing a plan for the next
day. If the student met their goal, they may be eligible for an incentive. The data for the BEEP CARD will be entered into data tracker, and a parent card will be sent home for the parents to review each week.

It is important to note that this program will not result in any punishment for your student at school or home. If the student did not earn enough points to achieve their goal, the student simply will not earn the incentive at school. No privileges should be removed based on the point card program. The student may receive consequences such as detention at school for their behavior, however it should not be linked to the number of points earned, the point card or The BEEP Club program, same at home. A normal response if a child does not earn their points would be to note the parts of the day that did go well, briefly discuss what didn’t go well and practice how to better be prepared to handle that situation in the future. Let your child know that they did not earn their incentive, but you believe that they will do better tomorrow.

**Referral Process**

**Which students do well in The BEEP Club Program?**

The BEEP Club is a robust program which can benefit many kids. We are focused on identifying students for The BEEP Club who need extra support to be successful in school behaviorally. Students who you are concerned about and/or who are starting to act out are good candidates. Because The BEEP Club is a school-wide program that spans the school day, students who have trouble only in one area, e.g. at lunch or during math, may not be the most appropriate referral to The BEEP Club program. These students may benefit more from an intervention tailored to the specific needs of that routine. Ideally, students who exhibit moderate problem behavior across the day and in multiple settings are good candidates for The BEEP Club. We know The BEEP Club is most likely to be effective with students who respond well to adult attention, but there are so many aspects to The BEEP Club that it can be helpful to many students.

If a student is engaging in potentially dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/defiance) it is important to notify the principal immediately to develop an individualized student plan. These students may require more focused or intensive support that The BEEP Club.

**How are students referred to The BEEP Club Program?**

Students may be referred to The BEEP Club program through three different potential channels: 1) discipline referral data, 2) teacher referrals, and 3) parent referrals.

- **Discipline Referral Data**
  A student may be selected for The BEEP Club based on accumulated behavior discipline referrals. Any student who has received two Office Referral Form (ORF) or four Beeper Resets (minor infractions), will be referred to The BEEP Club program. At the beginning of the year we also review discipline referrals from the previous year and we may identify students who would benefit from support to start the year off right, these students may be referred to The BEEP Club from the beginning of the year.
Teacher Referral
A teacher may recommend a student for The BEEP Club at any time. Prior to referral, the teacher must complete the Teacher Referral Form (please see p. 7). Upon completion, the form needs to be submitted to The BEEP Club Coordinator.

How are students nominated for The BEEP Club Program?
The BEEP Club team meets bi-monthly to review discipline referral data. In collaboration with the teacher, the team will determine whether The BEEP Club program is appropriate or whether another intervention would be more suitable to the student’s needs. If a teacher wants to refer a student before the next scheduled The BEEP Club team meeting, they may make a request completing The BEEP Club Referral form (see p. 7) and email the form or put it in the mailbox of The BEEP Club Coordinator. Following the meeting, the teacher of the student will be notified of the team’s decision. If nominated, the coordinator is expected to make contact with the student’s parent(s)/guardian(s) and teacher(s) within two days following the team meeting to notify them of the intervention.
The BEEP Club Referral Form

Please complete this form and email or place in the coordinator’s mailbox

Student: ______________________ Date: ______________
Referring Staff: ________________ Grade: ____________

Behaviors of Concern:

___ Noncompliance  ___ Inappropriate Language  ___ Theft
___ Disruptive    ___ Physical Fighting    ___ Disrespectful
___ Talking out   ___ Off-task           ___ Work Completion
___ Out of seat   ___ Harassment        ___ Other__________

Please list out daily activities and rate how likely problem behavior will occur in each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
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<tbody>
<tr>
<td>Math</td>
<td>Low High</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Reading</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Recess/Lunch</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Specials</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Reteach/Enrich</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Are there safety concerns?  Yes  No

If yes, please describe & notify the principal immediately.
Parent/Guardian Notification of The BEEP Club Program

Date __________________

Parent/Guardian _________________________

We would like to include your child in our The BEEP (Being Excellent Every Place) Club Program at Hulet Elementary School. The BEEP Club is a program to support students who may be struggling in school with challenging behavior or school engagement. Goals of The BEEP Club program are to help develop positive relationships with students at school and support them to be successful in the classroom.

Students on The BEEP Club program have an additional chance to have a positive check-in and check-out daily with an adult in our building. The student will have a point card to earn incentives and rewards for demonstrating appropriate behavior during the school day. As parents, you are responsible for making sure your child arrives on time each day for check in, and that you review the home card with your child.

Together, we can give your child every opportunity to be successful in school and home!

_______________________________________  __________________________________
                                           The BEEP Club Coordinator               (Date)

For further information, please contact our Principal:  
Kevin Fosburgh at (928-524-6181), or kfosburg@holbrook.k12.az.us
The BEEP Club Parent Phone Contact Script

This is a suggested “script” for calls to parents of children referred to The BEEP Club program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello [parent name], this is [coordinator or teacher].

I want to let you know about a new program at our school that we are excited about. It is called The Being Excellent Every Place Club (The BEEP Club). The BEEP Club is designed to give more support to some of our students who may have trouble finishing their work, staying on task or following our school wide expectations. The BEEP Club has been in place at other schools and students on the program usually improve their school behavior and enjoy participating in the program.

We, here at Hulet, think that this program would help your child be more successful at school.

I’ll send a brochure describing the program. If you do have questions after you read the brochure, you can give me a call at 928-524-6181, or contact our principal.

Thanks so much for your time!
FAQS

Q: How was my child chosen for this program? Is it because he/she is a bad kid?
A: Students can be nominated three different ways: teacher referral, parent referral, and/or based on discipline referral data. The BEEP Club program is effective for a variety of students with a variety of needs. We do not nominate students because they are “bad kids”, we offer the program to help the students who need a little extra support. Several students benefit from The BEEP Club and the need for additional support is completely normal and expected.

Q: How will my child benefit from The BEEP Club program?
A: The BEEP Club program is a positive behavior support program. Through this program, students receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, she/he will check in/check out with the same adult. Throughout the day, she/he will carry a The BEEP Club Card, which teachers will use to rate your child’s behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their Positive Post Card home daily to share their progress with parents.

Q: How long do students usually participate in The BEEP Club program?
A: Students tend to be part of The BEEP Club program for at least 2-3 months. Our goal for the student is to be a successful “self-manager”, so the duration of implementation is dependent on your child’s progress.

Q: How are decisions made regarding implementation?
A: Our The BEEP Club team (includes teachers, principal, school counselor, and special education director) meets every two-weeks to review the students’ progress in the program. All decisions are determined by the group, including teacher and parent input, and student progress data.

Q: How can I help at home?
A: Research shows that programs like The BEEP Club are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating successes, briefly noting the pitfalls, encouraging future success and avoiding punishing consequences. The BEEP Club is a positive support, intended to motivate the student to exhibit pro-social behaviors at school, the student can receive home rewards daily based on the number of points they earn on The BEEP Club program, but they should not receive punishments or lose privileges based daily performance on The BEEP Club program. Focus on the positive!
Section II: 
Initial Meeting

Materials Summary:

Initial Meeting Overview
Roles & Responsibilities
Initial Meeting Checklist
The BEEP Club Contract
Initial Meeting

After a student has been identified for The BEEP Club program and the student’s parents/guardians have been informed, The BEEP Club Coordinator sets up a meeting with the student to introduce The BEEP Club. The initial meeting will include:

1) Procedural training (where & with who)
   a. Morning check-in
   b. Carrying the point card and checking in with teachers
   c. Afternoon check-out
2) Explanation of tracking system
   a. Teach and review behavioral expectations, physical demonstration and student practice through role plays with feedback is preferred
   b. Teach how the point system works (what equals a rating of 2/1/0)
3) Explanation of reward system (describe incentives)
4) Student agreement (contract)
Roles & Responsibilities

The Being Excellent Every Place Club Program (The BEEP Club) Coordinator

It is the responsibility of the coordinator to initiate parent contact and explain the program. The coordinator will develop collaborative relationship with parents/guardian and explain the importance of utilizing the program for increased positive interactions with their children. Emphasize will be placed on the importance of focusing on the positive and avoiding punishment related to The BEEP Club outcomes.

An initial meeting with coordinator and student will take place after parent notification. The program will be presented to the student explaining the value of The BEEP Club Program and how their daily performance will be rated using the point system. The coordinator will discuss behavioral expectations, the reward system, and provide students the opportunity to ask questions.

Once the student begins The BEEP Club Program, the coordinator will collect and assess behavior data and monitor student progress. Data will be presented at biweekly The BEEP Club team meetings.

It is essential that The BEEP Club Program coordinator ensures fidelity of the program by collaborating with The BEEP Club Team. Supporting The BEEP Club team needs through direct and regular communication is crucial to the success of the program. The coordinator is expected to fill in or find an appropriate replacement for team members who are absent or unable to perform necessary The BEEP Club responsibilities.

The BEEP Club Specialist:
The BEEP Club Specialists will be assigned students to check-in and check-out with at the beginning and end of the day.

Check-In (7:55 AM – 8:05 AM)
Check-in Specialists are responsible to review/re-teach student expected behaviors through modeling, role-play, and opportunities to practice at the beginning of the day. When students check in, make sure to greet them happily. Ask them how they are doing and praise them for checking in. If they have a concern or seem to be in a bad mood, discuss this with the student and pull them aside before sending them to class if they need more time to process and prepare for a successful day. Write their name, date, and goal on their new BEEP CARD (The BEEP Club Card) and give it to them to take to class. Remind them when to check out and encourage them to do their personal best in class. If students don’t check in after 20 minutes, take their The BEEP Club Cards to them to see if they are absent. If they are at school, ask them why they didn’t check in, give them their BEEP CARD and encourage them to do a good job. Check in later if the student is not at school to see if they arrived late.
Check-Out (2:55 - 3:05)
At check-out greet the student positively and enthusiastically. Next take a moment with each student to go over how their day went based on their BEEP CARD. It’s important to focus on the positive, and help them feel they can succeed in the future. Then calculate their daily percentages to see if they made their goal. Fill out the Positive Post Card and encourage the student to take it home and share with their parents. Return the completed BEEP CARD to The BEEP Club coordinator’s mailbox.

Teacher:

As your student’s teacher, you hold valuable perspectives on student behavior. This empirically supported system allows teachers to provide immediate, contextually relevant feedback. As you will recall from the initial presentation given by the Positive Behavior Support Team, The BEEP CARD is quick and easy to score and should take no more than 1-2 minutes to complete. It is the responsibility of teachers to quickly go over the student’s score at the end of the class period. Teachers are encouraged to affirm students who are demonstrating improvement and explain to students areas you hope to see them improve on.

How to score the BEEP CARD: The numbers on the BEEP CARD represent how well the student met the expectations of the school.

1) Circle the biggest number on the BEEP CARD if the student met the expectation
2) Circle a number in the middle if they had a brief incident of inappropriate behavior and have been warned (individually) and then a repeated incident of the behavior.
3) Circle the lowest number when the student did not meet the expectation. Students receiving this score have repeated instances of not following directions, being off task repeatedly, or doing something more serious such as fighting.

*As a reminder, The BEEP Club team will only be evaluating raw data. Space will not be provided for comments.
The BEEP Club Program
Initial Meeting Checklist

Student: ___________________________  Date: ___________________________

School: ___________________________

Explanation of Program:

A program designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems. The components of the program are:

Setting up the Program:

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notify parents of child’s participation in The BEEP Club and provide permission form prior to student meeting</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
<tr>
<td>2. Program explained to student, student agreement made, sign The BEEP Club contract</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
<tr>
<td>3. Point card and incentives taught to student</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
<tr>
<td>4. Check-in/out procedures explained to student</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
<tr>
<td>5. Teach student expected behavior through modeling, role play, and opportunities to practice</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
<tr>
<td>6. Send email to staff to inform them of student’s participation in The BEEP Club</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
<tr>
<td>7. Collect and evaluate data, monitor student progress</td>
<td>The BEEP Club Coordinator</td>
<td>Y        N</td>
</tr>
</tbody>
</table>
The BEEP Club Contract

I, ______________________, agree to work to on behaviors that demonstrate our school wide expectations:

1. Respectful

2. Responsible

3. Safe

4. Kind

I will work with ______________________ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals every day.

______________________________
Student Signature

I will do my best to help ______________________ meet his/her goals everyday

______________________________
Signature of Coordinator
Section III: Daily Procedures

**Materials Summary:**

- Daily Check-in Checklist
- Daily Check-out Checklist
- Lower Elementary BEEP CARD (K-2nd)
- Upper Elementary BEEP CARD (3rd-5th)
- The BEEP Club Rewards Menu
The BEEP Club Specialists
Daily Procedures

Overview

▪ Meet with assigned student(s) for 2-3 minutes, twice daily.
▪ Complete forms accurately.
▪ Turn in student’s folders every Tuesday before 1:30 p.m. in the wall file holder next to the School Counselor’s office.
▪ Arrange for coverage, if unable to check-in and check-out with your student(s).

The BEEP Club Staff Daily Expectations

Morning

▪ Check-in with your student(s) between 7:30 and 8:15 a.m., as indicated in your schedule, in the designated areas.
▪ Spend 2-3 minutes with each student. Ask the student questions such as:
  o “What do you need to have an excellent day today?”
  o “So, do you have everything you need for today?”
  o “What did you have for breakfast this morning?”
  o “What time did you go to bed last night?”
  *If any unresolved conflicts are mentioned, briefly problem-solve with student regarding possible solutions & make sure student is in place to go to class.
▪ Collect Home Report sheet from previous day (if student returns it) and take note of any comments. *It is not required to return the sheet.*
▪ Ensure student fills out a new BEEP Club sheet.
▪ Remind student of The BEEP Club goals and review, if necessary.
▪ End the conversation with a positive observation about the student’s ability to achieve their goal(s). Give a thumbs-up, high-five, handshake, shoulder pat or hug, if appropriate.
▪ Reward student with Beep Beeper for checking-in successfully.

Afternoon

▪ Check-out with student(s) in designated areas as indicated in your schedule.
▪ Spend 1-2 minutes with each student. Interactions need to be brief to limit the interruption with the transition home.
▪ Greet student with a positive interaction.
▪ Review The BEEP Club sheet with student:
  o Celebrate time periods student met/exceeded behavioral expectations.
  o Offer gentle corrective feedback, if necessary, for times student did not meet expectations.
Ex. “I see that Math was more difficult today, but I am glad that it did not ruin your day and you were able to get your points up for Math. Good work.”

- If goal was met, award student Beep Beeper. If not, reframe situation as learning experience and remind student tomorrow is a new opportunity to meet his goal.
  - Complete ‘Home Report’ to send home with student summarizing weekly performance.
  - Follow-up with any unfinished business from conversation during morning check-in.
  - Offer a positive farewell (thumbs-up, high-five, handshake, shoulder pat or hug, if appropriate).
  - Turn in The BEEP Club cards to coordinator.
  - Record any necessary notes in students' The BEEP Club folder.

**Weekly Expectations**

- Turn in student’s folders with daily point cards every Monday before 3:30 p.m. in The BEEP Club Coordinators mail box in the office. The BEEP Club Team will begin reviewing student files at 8:00 a.m., on Thursdays, bi-monthly. You will be contacted if there is a change to your student’s behavior or plan.

**As Needed**

- Make copies of blank The BEEP Club sheets.
- Attend The BEEP Club meetings about the student, as requested by teachers or other team members.
- If unable to check-in and check-out with student(s), arrange for coverage. Give the staff person covering your check-in/check-out shift all needed check-in/check-out materials. If you are calling in sick, please inform The BEEP Club coordinator of your absence.

**Check-In Checklist**

<table>
<thead>
<tr>
<th>Student</th>
<th>Positive Greeting</th>
<th>Check student status</th>
<th>Signed The BEEP Club sheet</th>
<th>Review Expectations</th>
<th>Beep Beeper / treat</th>
<th>Ready for School</th>
</tr>
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<td>Pencil</td>
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<td>Notebook</td>
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<td>Work Completed</td>
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Check-Out Checklist

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<thead>
<tr>
<th>Student</th>
<th>Positive Greeting</th>
<th>Review The BEEP Club sheet &amp; Home Report</th>
<th>Praise Positive</th>
<th>Gentle Corrective Feedback</th>
<th>Beep Beeper, if applicable</th>
<th>Positive Farewell</th>
<th>Card given to The BEEP Club Coordinator</th>
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BEEP CLUB (Be Excellent Every Place)

Name: __________________________ Date: __________
Check in: _______ +2 Check out: _______ +2
Points received: _______ Points Possible: _______ Daily Goal: _______% Goal Reached: Y / N

0= nonexistent 1= existent part time 2= always existent

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Check in: _______ +2 Check out: _______ +2
Points received: _______ Points Possible: _______ Daily Goal: _______% Goal Reached: Y / N

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Hulet Elementary
BEEP CLUB
(Be Excellent Every Place)

Daily Positive Post-Card

Student Name: ___________________Date: _______________

I met __________% my goal

One thing I did well today was:
_________________________________________________________________

Something I will work on tomorrow is:
_________________________________________________________________

Comments:

Staff Signature:

_____________________________________

Parent/Guardian Signature:

_____________________________________

Comments:
BEEP CLUB (Be Excellent Every Place)

Rewards Menu:

- Prize from Treasure Box 1 Ticket
- Be the first in line for lunch 1 Ticket
- Lead the Pledge on Intercom 5 Tickets
- Lunch with Your Choice Staff 5 Tickets
- Hat Pass 5 Tickets
- 15 Minutes of Computer Time 5 Tickets
- 15 minutes of Wii Time with friend 10 Tickets
- Homework Pass 10 Tickets
- Games with a Teacher 10 Tickets
- Extra Recess for Your Class 15 Tickets
- 20 Minute activity of your choice 15 Tickets
- Movie Party for your Class 20 Tickets
Section IV: The BEEP Club Adjustments/Revisions

Materials Summary:

- Follow-up Meeting Form
- Fading Process Checklist
- Incentives Survey
- Individualized BEEP CARD Template
Fading Process (or Graduation)

Rationale:
The purpose of the fading process in The BEEP Club Program is to help as many students (with behavior goals) as possible and to support them in realizing that they can manage their own student success. Also, with the limited resources in the school setting, it is wise to “wean” students who are experiencing consistent success in order to help others who are in need of a higher level of behavioral support.

Who are good candidates for the Fading Process?

● Students who have consistently met The BEEP Club percentage point goals for 6 or more weeks (80% average or above)
● Students who have demonstrated a consistent pattern of desired behavior and may be ready to be self-managers (The BEEP Club support may be unnecessary)

Fading Process Procedure

1. The BEEP Club team meets to review student data and to discuss possible candidates for graduation.
2. Initial fading consists of reducing the frequency of reinforcers from daily to 2x's/week to weekly
3. After candidates have been recognized, students will be placed on a “Self-Manager” status.
   a. As Self-Managers, students will begin scoring their own behavior points (student circles and initials their score), during the first 1-2 weeks students will compare scores with teacher ratings (teacher circles and initials their score) and checking to see if the 2 ratings match.
   b. After the first stage, teachers may request to check the students score periodically, or when they might be concerned about behavior in class.
4. The last thing to fade is frequency of check-in and check-out from daily check-ins to weekly or as needed.
5. Upon graduation the student will only check-in and check-out when they need to... and they will no longer carry a card around.
6. Upon graduation, student discipline referrals are tracked. Students with 1 or fewer discipline referrals in a month will be invited to monthly “Alumni Club” celebration with other The BEEP Club graduates.
# Fading Process Checklist

<table>
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<tr>
<th>Steps</th>
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<tbody>
<tr>
<td>1. The BEEP Club Team meets to review student data and to discuss possible candidates for graduation</td>
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<tr>
<td>2. Begin fading reinforcers from daily to 2s/wk to weekly</td>
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<td>3. Self-Manager Status I: Assessing own The BEEP Club points and comparing with the teacher’s rating (approximately 2 weeks)</td>
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<td>4. Self-Manager Status II: Gradually being weaned-off of The BEEP Club sheet (begin with removing the sheet on the last day of the week, then the last 2 days of the week and then the last 3 days, etc.)</td>
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<tr>
<td>5. Self-Manager Status III: Gradually being weaned-off of The BEEP Club morning and afternoon check-ins.</td>
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<td>6. Brief Meeting with parents to celebrate the impending graduation from The BEEP Club Program. Discuss home strategies to increase successful behaviors.</td>
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<td>7. Graduation Party (Root beer floats, hot chocolate, apple cider, etc.) for all The BEEP Club students!</td>
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<tr>
<td>!!! All students who graduate get invitations to all Alumni Club celebrations for that school year. Celebrations will be scheduled in advance and will take place 15 minutes before the end of the school day on the specified date. Some suggested activities will be playing basketball, 4 Square, Dodge ball, cookie decorating, etc.</td>
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<td>!!! Some students who graduate from The BEEP Club will have the opportunity to be The BEEP Club peer mentors. Before the start of the school day, they may help to check-in students who are new to the program</td>
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Adjustments/Revisions (Tweaks!) for Non-Responders

Occasionally a student will not respond to the intervention without some personalization. Though there are an almost endless number of ways this can be approached the following tweaks should be tried before more resource intensive personalization takes place.

- Change The BEEP Club Mentor
- Change incentive
- Change goal level
- Individualize specific The BEEP Club goals
  - Bonus Periods
  - More Frequent Check-In
  - Breaks are Better

Change The BEEP Club Mentor

If a student isn’t responding to The BEEP Club program, particularly if they are not attending check-in or check-out the concern may be the relationship between the student and The BEEP Club mentor. One possibility is to create opportunities for the student and mentor to develop more of a relationship by planning some activities for them to do together to better get acquainted. A second option is to consider an alternate mentor. Having a list of available mentors can help to facilitate this process efficiently. Asking the student and staff members who might be interested in playing this role for the student.

Change the Incentive

If the student is not interested or responding to the standard The BEEP Club incentives, it may be helpful to change the incentives. In this case we need to identify incentives that will be personally meaningful to the student. We can ask the student if current incentives are meaningful to them, or if they would like to change incentives. Another possibility is to have them complete the “Incentives Survey”. Let the student know that the survey will help you choose better rewards for them. If the student does not wish to take the survey it is not necessary to have them do so. Another place to look is at Office Referral data to determine what has been the “possible motivation” behind student problem behavior to see if we can use that information to identify a meaningful incentive.

Change Goal Level

Initially if a student is consistently failing to meet their daily goals it may be because the goals are difficult. If after one week student is not responding to the intervention. Reduce the daily goal to 70% (do not suggest going lower than 70%, if needed individualize goals to make them more specific.)

Be sure to inform the student that the reduction in the daily goal is a temporary measure and the goals is to move the goal back up to 80% as soon as soon as possible. Once the student is experiencing success at the 70% level, praise the student for achieving their goals and tell
them that you think it’s time to try 75%. Continue this process until you are back to the desired daily goal (generally 80%).

Individualize The BEEP Club goals

Another option if the student is not responding to the intervention may be to individualize their daily goals. These goals should be still be linked to the school-wide expectations but should be more focused and specific to the student’s behaviors of concern. Goals should be specific enough that the student will be likely to succeed at achieving their daily goals on a regular basis. Goals will be written directly under the school expectations on the BEEP CARD II version of the BEEP CARD forms (see below).

Once the student is experiencing success using the more specific goals, goals should be altered to be more general, or fading back to or toward the general school-wide expectations. With some students there will be a few iterations of the generalization process before they are able to achieve daily point goals using school expectations as goals, with others one step will suffice.

The BEEP Club

Name: ________________________        Date: _____________________

Teachers: Please indicate Super (2), Somewhat (1), or Oops (0) regarding the student’s achievement for the following goals.

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TEACHER INITIALS

Check In = 2 pts ___ initial   Check Out = 2 pts ___ initial   Lunch/Passing =2 pts Y or N

Daily Goal = 80 % = 48/60              Daily Score = _____ /60

Parent/Caregiver Signature: ______________________________________________

Bonus Periods

If a student struggles during a specific period of the day, such as specials or content area, then students may receive bonus points. This could include earning an additional point for that period or they could earn an additional reward.
**More Frequent Check-Ins**

To provide frequent feedback to students, a student may require checking in more often. This would require the classroom teacher to check in the student more often. The teacher would check in with the student approximately every 10 minutes.

**Breaks are Better**

Breaks are Better (BrB) is a modification of check-in/check-out for students who engage in problem behaviors maintained by escape or avoidance from academic activities, tasks, or assignments. Breaks are Better may be especially effective for students who frequently are off-task in class. The intervention builds off check-in/check-out as students:

1. Carry a point card and earn points for meeting school-wide expectations
2. Interact with students prior to and after class
3. Receive frequent feedback on in-class behavior
4. Meet with the CICO Specialist before and after school each day
5. Earn incentives for meeting school-wide expectations.

The modification that make BrB different from check-in/check-out are what make it effective for students who are motivated to escape or avoid academics. These modifications include:

1. Expected academic behaviors are defined and reinforced

Students are provided with explicit opportunities to take breaks in an appropriate way.

**Daily Cycle of Breaks are Better**

The BrB program has four components that occur daily: 1) morning check-in, 2) daily feedback meetings with teachers, 3) afternoon check-out, and 5) home component. In addition, students have the opportunity to request breaks if needed throughout the day.

**Morning Check-in:**

- The morning check-in will look the same as for students on CICO.
- As in CICO, students return the home note with parent signature and receive a new point card. Students are given a break timer.
- Students show materials to demonstrate that they have what they need for the day
- The coordinator asks the student to give an example of a time or situation when they will likely request a break that day (e.g. “when I get frustrated with the math worksheet, I will ask for a break instead of talking to my friend”) If necessary, a quick reminder of the point card as an aide.

**Daily Point Card:**

- The daily point card should look very similar to the school’s CICO card. The differences are that:
  - Expectations are defined in terms of academic behavior
Students monitor breaks taken appropriately on the point card and earn points for taking breaks appropriately.

- Take back of the point card depicts the break routine—it serves as a prompt for the student to take a break appropriate if needed.

**Afternoon Check-out**

- Just like in CICO, the afternoon check-out is brief, points earned throughout the day are reviewed, feedback is given, and the home note is completed.
- Students turn in the break timer each afternoon.

**Home Component:**

- Each day after school, students will show parents their home note for them to sign, just as in CICO. Students return the signed home note the next morning at check-in.
- Students should not be penalized for not returning their Positive Post-Card.

**Breaks**

- Students can take up to three breaks during each academic routine. Breaks are two minutes in length and students use a timer to let them know when the break is over.
- Students ask for a break by holding up their index finger. Teachers can give a thumbs-up or down to indicate whether a break is appropriate.
- Students have a variety of break options that are mutually acceptable to the teacher and the student.
- Each time a student takes a break the student crosses off a “circle” on the card.
# BREAKS ARE BETTER Point Card

Name: ___________________________ Date: ________________

2 = great job 1 = OK, try again 0 = hard time

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<tr>
<th>Class</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
<th>2 Minute Breaks I can take</th>
<th>Took Breaks appropriately (if needed)</th>
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Today’s Goal: _____ points

Today’s Total Points: 

Number of Breaks Used: 

Parent’s Signature: 

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**How I Take my Break:**
1. Hold up hand with an “#1” signal
2. Wait for teacher to give me a “thumbs up” or “thumbs down”
3. After the “thumbs up”, circle out one of the break circles on the BRR card
4. Start my break timer for 2 minutes
5. Take my break the right way until the timer goes off
6. When the timer goes off, my break is over & I will get back to work!

**When I Might Ask for a Break:**
- When I want to step working for a few minutes
- When I’m having a hard time keeping my eyes on the teacher
- When I want to get out of my seat
- If I get frustrated or want to take a break from my work

**If my teacher gives me a “Thumbs Down”:**
- It’s no big deal
- I should keep working the best I can
- I can keep working to earn my points
- I can ask for a break a little later

**My Break Choices:**
- Put my head down and relax
- Doodle in a Notebook
- Work on a Drawing or Picture
- Look at a Book or Read a Book
The BEEP Club

Follow-up Meeting

Student: ___________________________ Date: ______________
School: ___________________________ Coordinator: ____________

1. Present The BEEP Club data from Weekly Point Sheet & Daily Point Cards

   a. The BEEP Club Weekly Data sheet or graph presented? Y N

2. Evaluate success and decide whether to make changes or maintain program as needed: **To determine effectiveness of the The BEEP Club plan, the team needs to review the following questions:
   - Has the # of ORF’s decreased, increased, or remained the same, since implementation of The BEEP Club plan?
   - How often is the student’s BEEP CARD % at or above goal line? 6 or less days in 2 wks or 4 consecutive days below goal line should be considered for program modification/change.
   - Is there variability and/or patterns between % within time periods?
   - Has SRA, or other curriculum-based measurements, scores increased, decreased, or remained the same since implementation?
      a. Is the program working? Y N
      b. Do we want to continue using the program? Y N
      c. Do we need to make some changes? Y N

   If yes, detail changes below:

   **Next steps/ Changes/ Continued Monitoring** (detail specific modification or changes to plan)

3. If program is not working, will student be referred for FBA/BSP? Y N
   a. If No, identify next steps ___________________________ ___________________________

   b. Does student have an IEP? Y N
   *If so, inform case manager of any changes and future steps.

   To be completed by BEEP Coordinator
   Date new plan implemented: _______

   The BEEP Club

   Name: ___________________________ Date: ______________

   Teachers: Please indicate Super (2), Somewhat (1), or Oops (0) regarding the student’s achievement for the following goals.
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</table>

Check In = 2 pts _____ initial Check Out = 2 pts _____ initial  
Lunch/Passing = 2 pts Y or N

Daily Goal = 80% = 48/60  
Daily Score = _____ /60

Parent/Caregiver Signature: ________________________________________________

**The BEEP Club**

Name: ___________________  
Date: ___________________

Teachers: Please indicate Super (2), Somewhat (1), or Oops (0) regarding the student's achievement for the following goals.