



**2014-15
Incline Middle School
Expected Behaviors
And
Positive Behavior Interventions and
Supports**

This plan is an effort to empower individual teachers and teams to create an atmosphere of high standards that is conducive to the enhancement of student academic achievement and, at the same time, provide a nurturing and caring environment which promotes academic, social and emotional growth in all IMS Students.

The goal is to provide clear expectations for our students along with the opportunities for them to review and practice desired characteristics and behaviors. We have adopted a school wide system of Positive Behavior Interventions and Supports which is posted clearly around the school. The language of the expected behavior matrix has become a common language in the school. Students understand that the rules and procedures help to maintain a safe and orderly environment in which they can learn and play.

Although we understand that not all efforts to enforce rules and consequences will be successful, it is our hope to more effectively identify students who would benefit from early and focused intervention and provide these students the support they need to reach their potential. Successful students will be acknowledged and supported for their effort.

The Incline Middle School Student Behavior Management Process and PBIS

The IMS Positive Behavior, Interventions, and Support team started in the 2009-2010 school year. That year we were honored to be selected to be an official part of the WCSD PBS (now MTSS) cohort and had 6 members of our staff attend a summer PBS training for three days. To date, these are our accomplishments:

1. PBS is common language and all teachers have common classroom expectations based upon the PBS expectations.
2. An “Expected Behavior” matrix was created based on feedback from faculty surveys. The matrix included the adopted ROARS and identifies what those behaviors “look like” in the classrooms and libraries, the hallways and bathrooms, the cafeteria, and during athletics, activities, and outside events. A copy of the matrix was given to each student. It is also posted throughout the school.
3. The 2010 WCSD behavior tracking and referral form was implemented and has been in use for several years. IMS implements a progressive discipline process for minor behavior issues in which teachers follow a system of documentation, parent phone calls, student conferencing, and team or teacher interventions before the student is actually sent to the office. This year teachers will be able to enter the minor behavior issues on Infinite Campus to allow parents to monitor their students’ behavior. This is a key element to the progressive discipline plan.
4. Incline MS has numerous Positive Supports and Recognitions, some of which are newly created and some of which are part of the existing school culture. Some recognitions are given by individual teachers, others are Team Awards, and others are school wide recognitions. Among them are gold tickets that students can redeem in the student store or enter into raffles for items such as flash drives or the opportunity to dress as the school mascot at home sporting events.

Our School Wide goal is that students will be able to demonstrate knowledge and understanding of how to be safe, respectful, and responsible in the targeted areas of the school: the classroom and library, the halls and bathrooms, the gym and locker rooms, and the outside grounds. We empower students to take responsibility for their actions and to make better choices.

IMS ROARS Matrix

Settings and Expected Behaviors					
	Cafeteria	Hall	Commons/ Playground Rules/Gym/ Assemblies	Restroom	Bus Area
Respect	<i>Wait your turn in line; use inside voices; use appropriate language</i>	<i>Be silent when classes are in session; use appropriate language</i>	<i>Use appropriate language; be kind and include others</i>	<i>Use appropriate language; keep walls and doors free of graffiti; follow school electronic policy</i>	<i>Use appropriate language</i>
Open-Minded	<i>Welcome others to your table</i>	<i>Be kind and considerate</i>	<i>Share equipment; include others</i>		<i>Be accepting to new seatmates</i>
Active Learner	<i>Memorize your lunch code; recycle</i>	<i>Plan ahead; proceed immediately to class or home</i>	<i>Be aware; listen to the speakers or supervising adults</i>		<i>Be aware</i>
Responsible	<i>trash in appropriate receptacle; clean up after yourself</i>	<i>Use only your own locker; keep halls clean</i>	<i>Return equipment; stay within boundaries; keep campus clean</i>	<i>Clean up after yourself; flush toilet</i>	<i>Be timely; have appropriate paperwork; keep campus clean</i>
Safe	<i>Keep bodies and objects to yourself; walk; all books and binders in lockers; one person per seat; all students seated</i>	<i>Keep bodies and objects to yourself; walk on the right</i>	<i>Keep bodies and objects to yourself; follow game rules; use equipment appropriately</i>	<i>Keep bodies and objects to yourself; keep floors dry; wash your hands</i>	<i>Keep bodies and objects to yourself; walk; approach bus after it stops; remain in designated area</i>

The Progressive Discipline System

With leadership from the MTSS team, teachers at Incline MS have developed a list of school-wide expected classroom behaviors. These include:

1. Be on time
2. Be prepared for class – bring supplies
3. Follow directions
4. Be on task
5. Take responsibility for your behavior
6. Be respectful and courteous
7. Follow all WCSD policies

This plan was reviewed and taught in all classes during the first week of school and will be revisited as necessary. Teachers refer to the expectations when speaking to students – either when giving positive feedback or asking students to correct unaccepted behaviors.

The following are the steps the school will adhere to should a conflict or misconduct arise in the classroom or on campus. For this progressive discipline plan, a conflict or misconduct is defined as anything that detracts from the learning environment. As a general rule, Incline MS will adhere to a system of increasing consequences.

It is important that the words “First Offense” refer to the first “documented” offense. Teachers should have at least one private conversation with students to discuss ROARS behaviors. Students also need to be directed to the posted expectations and behavior matrix. This is a chance for teachers to help students begin to take responsibility for their own actions. Education on the process is key.

1. **Verbal Warnings** - Teacher/Student conference; desired behavior discussed with student input. (Not documented, no phone call, no consequence)
2. **First Documented Offense.** Teacher/Student conference. Student name put on the board. There is a loss of 2 behavior points and documentation in IC as a minor offense.
3. **Second Documented Offense.** Teacher/Student conference. Desired behavior discussed with student input. Parental contact made. Loss of 4 behavior points. Documentation in IC as a minor offense.
4. **Third Documented Offense.** Teacher/Student conference. Desired behavior reviewed. Parental contact made. Lunch detention assigned.
5. **Fourth Documented Offense.** Removal from class. Referral to office.

Respectful/Open-minded/Active learner/Responsible/Safe

- Teachers understand that the above discipline documentation concerns the same behavior with the same teacher within a two week period. (10 school days)
- Teachers need to document the interventions they have tried.
- The teacher will send or e-mail the Behavior Form which will include all interventions tried and parental contacts made.
- Every effort will be made to keep the student in the classroom so as not to lose instructional time.
- When the administrator handles the situation s/he will remind both the student and the parents of the prior interventions and documentation as listed on the referral form.
- Further decisions will be made about administrative interventions and consequences. If the behavior involves chronic insubordination, disobedience, and disrespect, the student may be suspended.

This is the school-wide guide that will be used and followed by all faculty and staff as consistently as possible. It is very important that we all honor and support this plan. The students need to understand that all faculty and staff not only expect, but require appropriate behavior.

Immediate Office Referral

There are some behavioral situations that warrant an immediate office referral. If an immediate office referral is required, the student should, ideally, be escorted to the office by the teacher with a written referral. If necessary, an administrator will be called to remove the student. Professional judgment by the teacher will be used to determine the severity of the incident and the need for an immediate trip to the office. If there is any chance a physical confrontation between students may erupt later in the day, teachers will notify the office or send one or more of the students involved to the office.

If it is possible that a student is under the influence of or in possession of a controlled substance or weapon of any kind, the office will be notified immediately so that the appropriate action can be taken. Examples of behaviors that typically constitute an immediate office referral are as follows:

- Possession of weapon
- Fighting or Instigating a fight
- Bullying or Harassment
- Tobacco, Alcohol, Controlled Substance, Over-the-Counter Drugs
- Inappropriate, profane, or vulgar language towards a staff member
- Overt gang/gang-like Activity or Graffiti
- Destruction/Theft of Property

IMS ROARS!!

Administrative Consequences

When a student is sent to the office on referral it is for two reasons:

1. He or she warrants an immediate office referral.
2. He or she has reached the Fourth Offense on the referral form.

Either of these two reasons results in Administrative Consequences as outlined in the WCSD Behavior Matrix:

NOTE: Every effort is made to create interventions that will not result in student loss of instructional time. Sometimes, the student behavior is such that an in-house suspension (first choice) or out of school suspension (last choice) is unavoidable.

1. Chronic Disruptive Behavior
2. Fighting
3. Drugs or Alcohol
4. Weapons
5. Continuous insubordination, disrespect, and disregard of school rules.
6. **NRS 392.4645 Removal of pupil from classroom: Notice; assignment to temporary alternative placement; exceptions.**
 7. 1. The plan established pursuant to [NRS 392.4644](#) must provide for the temporary removal of a pupil from a classroom if, in the judgment of the teacher, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and with the ability of the other pupils to learn. The plan must provide that, upon the removal of a pupil from a classroom pursuant to this section, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent or legal guardian of the pupil of the removal.
 8. 2. Except as otherwise provided in subsection 3, a pupil who is removed from a classroom pursuant to this section must be assigned to a temporary alternative placement pursuant to which the pupil:
 9. (a) Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
 10. (b) Studies under the supervision of appropriate personnel of the school district; and
 11. (c) Is prohibited from engaging in any extracurricular activity sponsored by the school.
 12. 3. The principal shall not assign a pupil to a temporary alternative placement if the suspension or expulsion of a pupil who is removed from the classroom pursuant to this section is:
 13. (a) Required by [NRS 392.466](#); or
 14. (b) Authorized by [NRS 392.467](#) and the principal decides to proceed in accordance with that section.
 15. ➤ If the principal proceeds in accordance with [NRS 392.466](#) or [392.467](#), the pupil must be removed from school in accordance with those sections and the provisions of [NRS 392.4642](#) to [392.4648](#), inclusive, do not apply to the pupil.
 16. (Added to NRS by [1999, 3185](#))
17. **NRS 392.4646 Removal of pupil from classroom: Conference; recommendation of principal.**
 18. 1. Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom pursuant to [NRS 392.4645](#), a conference must be held with:
 19. (a) The pupil;

Respectful/Open-minded/Active learner/Responsible/Safe

20. (b) A parent or legal guardian of the pupil;
21. (c) The principal of the school; and
22. (d) The teacher who removed the pupil.
23. ➔ The principal shall give an oral or written notice of the conference, as appropriate, to each person who is required to participate.
24. 2. After receipt of the notice required pursuant to subsection 1, the parent or legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent or legal guardian confirming that the conference has been postponed at the request of the parent or legal guardian.
25. 3. If a parent or legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent or legal guardian confirming that the parent or legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection 6.
26. 4. Except as otherwise provided in this subsection, a pupil must not return to the classroom from which the pupil was removed before the conference is held. If the conference is not held within 3 school days after the removal of the pupil, the pupil must be allowed to return to the classroom unless:
 27. (a) The parent or legal guardian of the pupil refuses to attend the conference;
 28. (b) The failure to hold a conference is attributed to the action or inaction of the pupil or the parent or legal guardian of the pupil; or
 29. (c) The parent or legal guardian requested that the date of the conference be postponed.
30. 5. During the conference, the teacher who removed the pupil from the classroom or the principal shall provide the pupil and the pupil's parent or legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and the pupil's parent or legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.
31. 6. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than 3 school days after the removal of a pupil from a classroom, the principal shall recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.
32. (Added to NRS by [1999, 3186](#))
33. **NRS 392.4647 Establishment of committee to review temporary alternative placement of pupils.**
34. 1. The principal of each public school shall establish at least one committee to review the temporary alternative placement of pupils. A committee established pursuant to this section must consist of the principal and two regular members who are teachers selected for membership by a majority of the teachers who are employed at the school. One additional teacher must be selected in the same manner to serve as an alternate member.
35. 2. If a pupil is removed from the classroom pursuant to [NRS 392.4645](#) by a teacher who is a member of a committee established pursuant to this section, the teacher shall not participate in the review of the placement of the pupil and the alternate member shall serve on the committee for that review.
36. (Added to NRS by [1999, 3187](#))
37. **NRS 392.4648 Powers and duties of committee to review temporary alternative placement of pupils.** If, in accordance with subsection 6 of [NRS 392.4646](#), the principal recommends that a pupil be returned to the classroom from which the pupil was removed and the teacher who removed the pupil does not agree with the recommendation, the principal shall continue the temporary alternative placement of the pupil and shall immediately convene a meeting of the committee created pursuant to [NRS 392.4647](#). The principal shall inform the parent or legal guardian of the pupil that the committee will be conducting a meeting. The committee shall review the circumstances of the pupil's removal from the classroom and the pupil's behavior

Respectful/Open-minded/Active learner/Responsible/Safe

- that caused the pupil to be removed from the classroom. Based upon its review, the committee shall assess the best placement available for the pupil and shall, without limitation:
38. 1. Direct that the pupil be returned to the classroom from which he or she was removed;
 39. 2. Assign the pupil to another appropriate classroom;
 40. 3. Assign the pupil to an alternative program of education, if available;
 41. 4. Recommend the suspension or expulsion of the pupil in accordance with [NRS 392.467](#); or
 42. 5. Take any other appropriate disciplinary action against the pupil that the committee deems necessary.
 43. (Added to NRS by [1999, 3187](#))