

NSU Middle Lab School Positive Behavior Interventions Support

NSU Middle Lab School Expectations

Overview

NSU Middle Lab's school-wide expectations are a list of 3-5 specific, positively stated characteristics or concepts that apply to all faculty and students. These expectations are in line with the school's mission statement and are taught to all students during advisory classes. The concepts are general, so they are applicable in multiple school settings, but specific enough to be of assistance when generating rules for targeted settings.

The School-Wide Expectations are:



Each area of the school has behavioral expectations that are aligned with the school-wide expectations.

These areas are:

- Car/bus lines
- Cafeteria
- Hallway
- Play Ground
- Restroom

Car and Bus Line:

- Go quickly to the bus or car line area.
- Make sure you have everything you need before going to the bus or car line.
- Keep following the dress code until you get home.
- Bus line students:
 - Bus line students are to sit quietly on the bench while watching for your bus.
 - Bus line students are to know and follow the rules of the bus driver for the safety of yourself and others.
- Car line students:
 - Car line students are to stay against the wall within sight of the duty teacher or on the steps while watching for you ride.
 - Enter your car between the two sets of steps.
 - Do not cross the line of cars unless escorted by a teacher.

Hallway:

- Walk quickly and quietly to your destination.
- Keep your lockers and the hallways clean.
- Use your inside voice in the hallways and at lockers.
- No physical contact in the hallways and at lockers.
- Be on time to all classes.
- Visit locker only at designated times.
- Be courteous to others by holding the door open.

Playground:

- Respond quickly to the directions of the duty teacher.
- Adjust clothing to meet dress code before re-entering the building.
- Avoid activities during which you or others may be injured.
- Collect materials needed for the next class upon re-entering the building.
- Be safe and watchful of hazardous areas such as the street and culvert.
- Keep your playground clean by putting all trash in the trash can.

Restroom Rules:

- Use the restroom and supplies properly.
- Keep the restroom neat and clean.
- Wash hands before leaving the restroom.
- Put all trash in the trash can
- Quickly return to class.
- Dispose of personal items properly.
- Keep the restroom graffiti free.
- Report plumbing and cleanliness problems.

NSU Middle Lab Incentives

Demon Dollars:

- At the teachers' discretion, students will be given Demon Dollars for exhibiting behaviors aligned with the NSU Middle School Behaviors and Expectations.
- All students are eligible to receive Demon Dollars when they exhibit positive student behavior.
- Students will collect/save Demon Dollars in order to exchange them for some type of reward throughout the year.

Faculty Incentive

Demon Dollar Drawing - A teacher's name will be called from the back of a Demon Dollar each week. The teacher is provided a reward such as classroom supplies, candy, cold drink, etc.

Classroom Incentives

Demon Dollars are given to students for behavior above and beyond required expectations.

School wide Incentives

Conduct Celebrations: Students who receive 1 or fewer conduct marks for the nine weeks will attend the celebration.

Friday Drawings: Students receive a Demon Dollar for positive behaviors observed by teachers and are used for the school-wide, Friday reward drawing

Demon Dollars Activities: Students may participate in "pay to play" activities. These activities require students to use their earned Demon Dollars to participate. Examples include: Free Dress, Jeans Day, Extra Recess, School Dance, Lunch Line Pass (first in line), etc.

Behavior Consequences

Minor Behavior Incidents

See Minor Infraction Form

Minor Infractions are to be documented on an infraction form located in the agenda. One form per nine weeks is located in the student agenda. On the first and second minor infraction the teacher will conference with the student and restate behavioral expectations. The consequence for the third minor infraction is a call to parents to explain behavioral problems.

On the fourth minor infraction the student will serve lunch detention. Upon the fifth minor infraction, Saturday School will be assigned. Minor infractions received after the fifth infraction will be referred to the principal. The teacher will complete an office referral form (JCAMPUS), and the student will be sent to the principal's office. The principal will determine the consequence for that infraction and any subsequent infractions.

New infraction forms are in the agenda for each nine weeks and the infraction process starts over.

Major Behavior Incidents

Behavior	Definition
Abusive/Inappropriate Language	Verbal messages including swearing, name calling, etc., with malicious intent.
Disruption	High-intensity, inappropriate disruption, such as talking back to an adult or socially rude interaction that disrupts the entire class.
Defiance, Disrespect/ Noncompliance	Student engages in brief or low-intensity disrespectful or defiant behavior. Student fails to respond to adult.
Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Fighting/ Physical Aggression	Examples: Hitting, pushing and shoving with malicious intent.
Harassment / tease / taunt	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Skip class / truancy	Student leaves class / school without permission or stays out of class / school without permission.

Forgery / theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Lying / cheating	Student delivers message that is untrue and/or deliberately violates rules.
Tobacco	Student is in possession of or is using tobacco.
Alcohol	Student is in possession of or is using alcohol.
Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Property Damage	Student deliberately impairs the usefulness of property
Bomb threat / False alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Arson	Student plans and/or participates in malicious burning of property.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.

Documentation

PBIS Team will meet monthly and keep records of all meetings. Quarterly meetings will be held to analyze data from the previous nine weeks infraction forms and office referrals.

Minor Infraction Form - Teachers will use the Minor Infraction Form located in the school agenda. Advisors collect the forms at the end of each nine weeks for the PBIS Committee. The committee will compile the data, review it on a quarterly basis, and report the findings to the faculty, staff and parents via email.

Major Office Referral- The school will use the Louisiana State Department of Education referral form. Referrals will be submitted to the office. The PBIS Committee will review this data from JCampus on a quarterly basis. A summary of the data is reported in a quarterly report to faculty, staff, and parents via email.

2016-2017

PBIS Team Members

Shauna Hicks – Team Leader/Teacher
Tracy Armstrong – Team Leader/Counselor
Casey Hendricks – Teacher
Ben LaGrone – Principal
Michelle Shirley – Teacher
Kate White – Parent Representative
Rhonda Vienne – District Representative

2016-2017 Goals

1. Reduce infractions for classroom disruption from 49 (Average for each 9 week period last year) to 30 or less in each 9 week period this year.

-“Classroom Disruption” will be thoroughly defined for students through advisory. Students will sign a contract pledging to avoid these behaviors after the lesson.

-Monthly agenda checks will take place in advisory. Any student who receives 2 or more infractions for disruption will be referred to the counselor. All students who have no infractions for disruption will be allowed to wear jeans on the last Friday of each month as a reward.

2. To foster improved student behavior we hope to increase the number of students who receive 0-1 minor infractions in a 9 week grading period from 130 (last year’s 9 week average) to 143. This would be a 10% increase.

-Students receiving 0-1 minor infractions will be rewarded each grading period.

-Data will be analyzed to determine which minor infractions are most frequently assigned. Lessons addressing problem behaviors will be taught through advisory.

-Minor infraction forms will be analyzed at the end of each grading period to determine if an intervention is needed for an individual student.