

# Depoali Middle School STRIKE

Welcome to Depoali Middle School and the home of the Diamondbacks. At Depoali, we will be working to develop young adults who are personally responsible, accountable, and productive. It is our intent to establish a positive learning environment for all students in order to provide the greatest opportunity for all students to excel. We will be implementing a School-Wide Positive Behavioral Interventions and Supports (SWPBIS) system to help provide clear expectations and a method to meet students' social and emotional needs. Through SWPBIS we will work together as a community of students, parents, and staff to create a safe and productive learning environment.

## **Guiding Principles**

We will use our STRIKE matrix to establish the guiding principles for our school and community. The guiding principles listed below will be used to establish the code of conduct for our students:

*S*trength- we have self-confidence and determination to succeed

*T*olerance- we respect others and accept differences

*R*esponsibility- we own our actions, decisions, and their outcomes

*I*ntegrity- we do the right thing even when no one else is watching

*K*nowledge- we are active participants in our education

*E*mpathy- we seek to understand the feelings of others


## **Strategies for Implementing Expectations**

The teachers will be teaching and modeling the expectations for each guiding principle within the STRIKE matrix within the first three to four weeks of school. Students will then be participating in reflection assignments and activities to help develop a concrete understanding of the guiding principles. Staff will randomly ask students to verify that they know the guiding principles and examples of the expectations. The staff will provide ongoing instruction regarding the STRIKE matrix and will re-teach the expectations following Winter and Spring break.

## **Explanation of Management System**

Within the SWPBIS system, we will be using positive reinforcement to recognize the expected behaviors listed on the STRIKE matrix (attached). Teachers will verbally acknowledge students, who are meeting the expectations, provide teacher signatures in each area of the matrix where the students are meeting the expectations, and will be awarded a credit of one token per signature. STRIKE signatures may be redeemed for items in the student store quarterly. The school will also provide random drawings for all students who

received tickets for every ten teacher initials in one week. There will also be mid-quarter and end-of-quarter rewards for students who have met the criteria listed in the KDMS Student Rewards and Requirements (attached). For those students who are not meeting the expectations, the teacher/team will be providing consequences and instruction regarding the behavior. Teachers/Teams will be notifying parents or referring students to the discipline office for assistance as well. This process for referrals is listed in the Student Behavior Management Process (attached).

 Highlighted are Diamondback Dailies	<b>S</b> <b>Strength</b> We have self-confidence and determination to succeed.	<b>T</b> <b>Tolerance</b> We respect others and accept differences.	<b>R</b> <b>Responsibility</b> We own our actions, decisions and their outcomes.	<b>I</b> <b>Integrity</b> We do the right thing even when no one else is watching.	<b>K</b> <b>Knowledge</b> We are active participants in our education.	<b>E</b> <b>Empathy</b> We seek to understand the feelings of others.
<b>Classroom</b>	*Apply knowledge/directions to overcome obstacles and succeed *Push yourself to meet and exceed expectations	*Speak and listen respectfully *Use appropriate language and accountable talk	*Be prompt/prepared/ready to learn *Clean-up work areas *Monitor your grades and complete all work	*Do your own work *Tell the truth and accept the results *Care for technology/equipment/ supplies	*Be an active learner: participate/ complete work/contribute *Search for answers by inquiring	*Work collaboratively, respect all viewpoints and differences *Include all students in groups/activities
<b>Cafeteria/Hallways/Bathrooms/Grounds</b>	*Do the right thing *Seek assistance to resolve problems after you have used STOP-WALK-TALK	*Treat others with kindness and respect *Accept ALL others *Respect the space and needs of others	*Keep hands/feet/hurtful words to yourself *Comply with all staff *Keep your school clean *Keep an orderly line and have your ID *Have a pass at all times *Keep food in cafeteria	*Be honest and respectful with peers/adults *Use self-manager badge with integrity *Communicate concerns to an adult	*Apply your knowledge to make good decisions *Honor the dress code	*Show genuine care for others *Get to know and learn about others who are different than you
<b>Athletics/Assemblies/Activities</b>	*Encourage athletes/participants/speakers *Show your best effort/abilities	*Respect and welcome visitors *Show good sportsmanship, accepting all ability levels *Listen to new things	*Be a positive participant/spectator *Follow the rules for the event *Meet eligibility requirements to participate	*Remain seated and respectful for the entire event *Play fair, cheer fair	*Be aware of responsibilities and behavior expectations for all activities *Learn from others in athletics, activities, and assemblies	*Appreciate and recognize the efforts of all participants *Win with class/lose with dignity
<b>Bus/Vehicle Areas</b>	*Make safe decisions around buses/vehicles- Walk your bikes and scooters at all times *Be a role model for others	*Be patient with peers and drivers- look all directions	*Use safe routes and all crosswalks *Follow all bus rules/driver's instructions	*Follow the rules to promote safety *Be on time to buses	*Know your bus rules and communicate rules to others *Know the rules of the road- bike lanes *Know your bus stop and bus number	*Understand there are many vehicles and students trying to get somewhere at the same time, take time to be safe
<b>Home/Community</b>	*Be a positive community member *Give your best effort on homework *Use resources to seek assistance	*Communicate with your family/community members *Be friendly to all	*Do your homework daily *Attend school and be on time	*Do the right thing when unsupervised *Make decisions that benefit you, your family, and your community- give back!	*Check Infinite Campus for grades and assignments *Share learning and progress with family *Apply your knowledge when in the community	*Recognize and strive to appreciate the efforts and struggles of your family/community members

## **Teaching the expectations**

The teachers will be teaching and modeling the expectations for each guiding principle within the STRIKE matrix within the first two weeks of school, which we call our Basic Training. They will model the expectations, take the students on a tour of the building to teach each of the expectations in the specific areas of the building, and provide reflection activities for each guiding principle in the matrix. During Basic Training each advisory views the Weapons video, Dangers of Prescription Drugs video, and introduce our Stop, Walk, Talk strategy to prevent and report bullying. The end of Basic Training is celebrated as our first Mid-Quarter Reward. All students graduate by successfully completing the Basic Training requirements that include displaying knowledge of all STRIKE expectations, viewing the required videos, and implementing the Stop, Walk and Talk technique.

In each advisory class teachers will continue to teach STRIKE curriculum focusing on the guiding principles once per week throughout the year. There will be an announcement for that week providing the students with a STRIKE focus for the week that is related to the activity to be taught within that week's curriculum. The staff will also re-teach the expectations following winter and Spring break. Staff will randomly ask students to verify that they know the guiding principles and examples of the expectations. In addition to the direct instruction regarding the STRIKE expectations, the teachers will prompt the students to establish goals to improve in a specific area of the matrix. The student will then share their goals and successes within their advisory classes. Finally, students will establish home/community goals where they work to generalize these expectations to areas outside of the school. These goals will be reinforced at home with the use of one parent signature per week to count toward school-wide Mid-Quarter and Quarter Reward Activities. Home activities may also be sent home for students to complete with their parent/guardian and may be worth up to three signatures.

# STOP – WALK – TALK

- Demonstrates a technique for dealing with bullying situations



WALK



# STOP

- Use the stop signal when students experience problem behavior *or* when they see another student experiencing problem behavior



# WALK

- *Sometimes, even when students tell others to “stop”, problem behavior will continue.* **WALK**  
*When this happens, students are to "walk away" from the problem behavior.*
- Walking away removes the reinforcement for problem behavior
- Students should encourage one another when they use the appropriate response

# TALK



**TALK**

- *Sometimes even when you use “stop” and you have “walked away” from the situation, students may continue to behave inappropriately toward you.*
- *If that happens, you should "talk" to an adult*



## **Reinforcing the expectations**

Students will be asked to exhibit the expectations set forth in the STRIKE matrix with a focus on the Diamondback Dailies. These Diamondback Dailies will be the key to student success both socially and academically. Within the SWPBIS system, we will be using positive reinforcement to recognize the expected behaviors listed on the STRIKE matrix. The staff will reinforce those students who are exhibiting the Diamondback Dailies and any other expectations from the STRIKE matrix. Staff will verbally acknowledge students, who are meeting the expectations, provide teacher signatures in each area of the matrix where the students are meeting the expectations. Signatures may be redeemed for items in the student store at the end of each quarter. The school will also provide random drawings for all students who received tickets for every ten teacher initials per week. There will also be mid-quarter and end-of-quarter rewards for students who have met the criteria of five signatures per week as listed in the KDMS Student Rewards and Requirements (attached). These reward activities are designed to provide recognition to those students who are meeting the goal of five signatures per week, and to reinforce the expected behaviors at Depoali Middle School. All students will be involved in an activity during those reward days. Those who did not meet the criteria for the reward activity will be provided additional instruction regarding the STRIKE matrix expectations, set goals for achieving five signatures per week, and a reflection activity regarding the STRIKE matrix.



**S**  
**Strength**

We have self-confidence and determination to succeed.

**T**  
**Tolerance**

We respect and accept that others are different than us.

**R**  
**Responsibility**

We own our actions and decisions and their outcomes.

**I**  
**Integrity**

We do the right thing even when no one else is watching.

**K**  
**Knowledge**

We are active participants in our education.

**E**  
**Empathy**

We seek to understand the feelings of others.

**Week One**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Two**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Three**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Four**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Five**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Six**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Seven**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

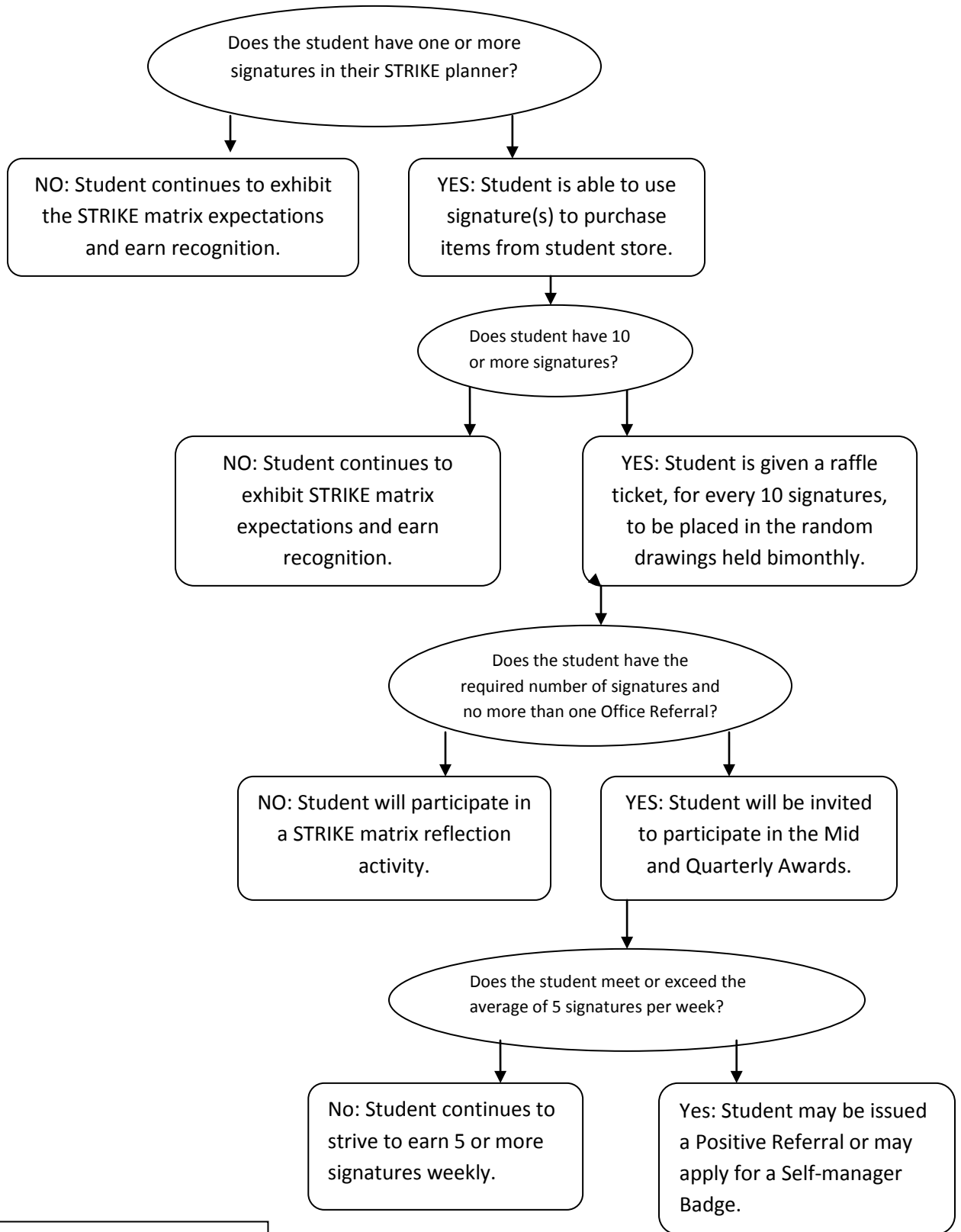
**Week Eight**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

**Week Nine**  
**Total** \_\_\_\_\_

**Advisory Initial** \_\_\_\_\_

# KDMS POSITIVE REINFORCEMENT SYSTEM



## WEEKLY EXPECTATIONS

- Earn 5 signatures per week
- Complete home goal/activity
- Follow you matrix and meet the 6 daily expectations

## Positive Reinforcement Levels

**LEVEL ONE:** Staff recognizes students who are meeting the expectations of the matrix by providing specific verbal praise and a signature in the student's Strike Planner.

**LEVEL TWO:** Staff totals the number of signatures for each student in their advisory class once per week. The total number of signatures is recorded in the grade book. For every signature a student is given a credit of one Diamond Buck to be used to purchase items within the student store quarterly.

### **Student Store List**

Pens/Pencils  
Extra hall pass  
Folders  
Front of line pass  
Early Out pass  
One day late homework pass  
Highlighters  
STRIKE t-shirt

\*\*For every 10 signatures a student is given a raffle ticket to be placed in the school-wide random drawings. The drawings will be held on a bimonthly basis and all tickets will be removed at the end of each quarter.

### **Prizes for Random Drawings**

Students will be issued a ticket to be placed in the random drawings for every 10 signatures. Drawings may be held by the academic teams or school-wide. Items from the student store will be given as prizes.

### **School-Wide Mid and Quarterly Rewards**

Students who meet the required number of teacher signatures will be invited to participate in the following school-wide activities. School-wide goals will also be established and used to determine when an activity/event will be held. Students are expected to earn 5 signatures per week, and one may be given at home. When home activities are assigned, students may earn up to three signatures at home for completing and returning the activity. Some additional criteria may include passing grades in all classes or demonstration of growth in

academics and promptness to classes. Criteria for each reward period will be communicated to students and parents through daily announcements and the school website. When students do not meet the criteria for the reward, they are provided an additional opportunity to learn the STRIKE expectations and begin earnings signatures for the next reward period.

### **Reward Activities:**

**Chips and Salsa/Popcorn-** students will be invited to an extended lunch period where chips and salsa or popcorn will be served as appetizers.

**Pancake Breakfast-** students will be provided a pancake breakfast during advisory.

**Dance/Activity Event-** Student will be invited to attend a dance or participate in activities such as game rooms, sports, movies, computer or tech games.

**End of the Year-** students will participate in the 6<sup>th</sup> grade Medieval Celebration, 7<sup>th</sup> grade Field Day, and 8<sup>th</sup> grade Field Trip.

**LEVEL THREE:** The students who meet or exceed the 5 weekly signatures will be eligible for level three and will be eligible for a positive referral and may apply for a self-manager badge.

**Positive Referral** - A positive referral will be written by a teacher and sent to the office. The student will be called to the office and provided praise and feedback for their ability to manage their personal behavior. A parent will be notified and provided a copy of the referral.

**Self-Manager Badge** - These students will complete an application for a self-manager badge to be reviewed by the STRIKE committee for approval. Students will be given a sticker to be placed on their ID badge. This sticker will allow them to use their MP3/Ipod devices at lunch, enter the building prior to school to sit in the cafeteria, and eat lunch in the courtyard.

# STRIKE Self Manager Badge Application

\*completed applications can be turned into Mrs. Perkins or Ms. Williams in the office  
*Please answer in 2-3 complete sentences*

Name \_\_\_\_\_ Advisory \_\_\_\_\_ Grade \_\_\_\_\_

How many signatures did you earn last quarter \_\_\_\_\_

Why do you think you deserve a self manager badge?

Give an example of how you have demonstrated each of our expected behaviors below (I show strength when I...)

S  
T  
R  
I  
K  
E

What qualities do you bring to Depoali Middle School?

How many days have you been absent so far this year    1-5    6-10

How many tardies have you had this year?                    1-5    6-10

List three adults at Depoali who would give you a positive recommendation and why

- 1.
- 2.
- 3.

What other extra responsibilities do you have at home?

What other ideas do you have for students who earn a self manager badge besides being able to use electronics?

If you are interested in becoming a peer mentor or peer advocate please describe what school survival skills you would be able to teach and model to other students during class time or lunch.

## **Proactively redirecting students to meet the expectations**

When students are not exhibiting the expected behaviors the teacher will determine if the behavior they are exhibiting are minor or major behaviors. Teachers will use the Student Behavior Management Process flow chart (attached) and behavior definitions to determine if the behavior is minor or major.

- A minor behavior will be managed by the teacher and an intervention will be implemented.
- If the same minor behavior occurs three times within the reward period (4-5 weeks), the student will be referred to the office for a major behavior where an administrator will manage the referral.
- If a student is referred to the office for any major behavior, an intervention and/or consequence will be implemented and a parent will be notified.

All minor and major forms will be entered into a data management system so the STRIKE Core team can use the data to make data-based decisions. If a student has three or more minor referrals or one major office referral within the reward period (4-5 weeks) they will be a target for an intervention. In addition, we will utilize the Student Risk Screening Survey (SRSS) results to identify students who may need a Tier 2 intervention to be successful. The SRSS is based on a 0-3 Lickert scale where the teachers rate each student for their level of risk in the following seven categories: stealing, lying cheating sneaking, behavior problems, peer rejection, low academic achievement, negative attitude, and aggressive behavior. The STRIKE team will investigate that student's progress in exhibiting expected behaviors based on their STRIKE signature totals. That student may be placed on a Tier 2 level of intervention (see attached

descriptions). If students are not showing progress or meeting the Tier 2 intervention goal after twenty days, then students will be considered for an individualized Tier 3 intervention.

# Student Concern Referral Form

Student Name: _____ Grade: _____	
Referring Teacher(s): _____	Team: _____
_____ _____ _____ _____	<b>Referral given to:</b> <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Other _____ <input type="checkbox"/> Copy placed in Team Binder
Parent/Guardian: _____	

<b>To be completed by IAT member:</b>
ID Number: _____
Date of Birth: _____
Referral Date: _____
Address: _____ _____
Phone: _____

**Parent/Guardian Contact Prior to Referral**

Phone Call   
  Note Home   
  Conference   
  Home Visit

**Reason for Referral (Primary Concern):**  
 Academic   
  Behavioral   
  Emotional   
  Medical   
  Attendance

**1. Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional, medical or attendance factors that negatively impact the student's performance.**

\_\_\_\_\_

\_\_\_\_\_

**2. How do this student's academic skills compare to those of an average student in your classroom? (circle one)**  
 At     Above     Below

**Comments:**

\_\_\_\_\_

**3. In what settings/situations does the problem occur most often?**

\_\_\_\_\_

**4. In what settings/situations does the problem occur least often?**

\_\_\_\_\_

**5. What are the student's strengths, talents or specific interests?**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**Interventions attempted to date:**

1. Begin date \_\_\_\_\_ End date \_\_\_\_\_ Person(s) responsible \_\_\_\_\_  
 What have you tried to do to resolve this problem?  
 \_\_\_\_\_  
 How did it work? \_\_\_\_\_

2. Begin date \_\_\_\_\_ End date \_\_\_\_\_ Person(s) responsible \_\_\_\_\_  
 What have you tried to do to resolve this problem?  
 \_\_\_\_\_  
 How did it work? \_\_\_\_\_

3. Begin date \_\_\_\_\_ End date \_\_\_\_\_ Person(s) responsible \_\_\_\_\_  
 What have you tried to do to resolve this problem?  
 \_\_\_\_\_  
 How did it work? \_\_\_\_\_

**Please be prepared to discuss the following things with IAT member:**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ The behavior/academic problems for which you are referring the student</li> <li>▪ The student's academic and social strengths and weaknesses</li> <li>▪ Select two or three behaviors or academic areas for which you wish the team to help you develop interventions</li> <li>▪ For behavioral cases: discuss how often the behaviors occur and/or how long they last</li> <li>▪ The explicit expectations taught</li> </ul> | <ul style="list-style-type: none"> <li>▪ What consistent reinforcers/praise have been provided</li> <li>▪ Discuss when (before or after an event, subject, instruction, type of request/command, time of day) or with whom (teacher/peer) the behavior is more likely to occur</li> <li>▪ Estimate the level that the student can perform academic work independently and the level at which he/she is actually receiving instruction</li> <li>▪ Incentives for which the student may be willing to work</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**For IAT use ONLY**

Date Reviewed by IAT: \_\_\_\_\_

**Decision Made:**

- Placement
  - ELA Support
  - Math Support
  - CICO
  - Attendance Monitor
  - Other \_\_\_\_\_

No Placement

Comments:

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**Data Reviewed:**

- Scores:
  - MAP \_\_\_\_\_
  - CRT \_\_\_\_\_
  - Other: \_\_\_\_\_

- Grades:
  - Math \_\_\_\_\_
  - ELA \_\_\_\_\_
  - SCI \_\_\_\_\_
  - SS \_\_\_\_\_
  - Other: \_\_\_\_\_

- Feedback:
  - Parent \_\_\_\_\_
  - Student \_\_\_\_\_
  - Staff \_\_\_\_\_

Notes:

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**If placement is made:**

- |                                             |                                          |                                                   |
|---------------------------------------------|------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> IAT folder created | <input type="checkbox"/> RTI letter sent | <input type="checkbox"/> Parent/Guardian notified |
| Initial/Date: _____                         | Initial/Date: _____                      | Initial/Date: _____                               |

**Additional Comments:**

## Tier 2 Interventions and Criteria

### Check-in/Check-out (CICO) Criteria

1. 3 or more Minor Referrals during a reward period with a motivation of attention seeking.
2. 2 or more Major Referrals during a reward period with a motivation of attention seeking.
3. High-risk on the SRSS in the categories related to externalizing behaviors (problem behaviors, aggressive behaviors, negative attitude)

**Intervention Description:** Student will check in each day with an adult to review their goals and progress on their CICO sheet. The adult will provide them with positive feedback and reinforcement for progress toward meeting their goal and exhibiting desired behaviors. A copy of the CICO sheet will be provided to the student to take home to their parent/guardian.

**Method of Measurement:** CICO data will be taken daily for 20 days with a weekly report to determine progress toward goal. When they've reached 80% accuracy over 10 days or more, they will be exited.

### Social/School Success Skills Advisory

1. 3 or more Minor Referrals during a reward period with a motivation to avoid adult, peers or task/activity.
2. 2 or more Major Referrals during a reward period with a motivation of avoid adult, peers or task/activity.
3. High-risk on the SRSS in the categories related to internalizing behaviors (low academic achievement, peer rejection, lying, cheating, and sneaking)

**Intervention Description:** Students will be provided direct instruction during advisory class to improve their social skills and school success skills using the Sean Covey's, 7 Habits of Highly Effective Teens.

**Method of Measurement:** data for minor referrals, IC majors. When a student has completed the Social Skills class meeting all objectives and has less than 3 minor referrals and/or less than one major in a reward period, they will be exited. If a student does not complete the class objectives or meet the referral reduction requirements, then they will be reviewed for an additional intervention. The students will have the teachers complete a score sheet upon entering this course and exiting this course.

### Peer Mentoring

1. 3 or more Minor Referrals during a reward period with a motivation to avoid adult, peers or task/activity and the behaviors are poor impulse control, hyperactivity, or high levels of aggression.
2. 2 or more Major Referrals during a reward period with a motivation of avoid adult, peers or task/activity and the behaviors are poor impulse control, hyperactivity, or high levels of aggression.
3. High-risk on the SRSS in the categories related to externalizing behaviors ( problem behaviors or aggressive behaviors)

**Intervention Description:** Students will be placed with a positive peer role model within their classes. Their peers will provide support in maintaining a focus on tasks. The peer will also ignore and report all unwanted behavior to the classroom teacher.

**Method of Measurement:**

-Off-task oriented behavior that is impeding a student from completing work/participating in class will be measured by the task completion reported in the teacher grade book. The student must have completed 80% of all assignments over 20 days.

-Impulsive oriented behavior that is disrupting the classroom will be monitored using the weekly behavior grade of 2 points per class. The student must earn 44 points per week or more over 20 days to be exited.



# STRIKE

## Check In/Check Out

(Advisory to 7<sup>th</sup>)

Name:		Period							
Date:		Adv	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
<b>Responsibility</b>	Has all supplies & on time	2	2	2	2	2	2	2	2
	Missing supplies <b>or</b> tardy	1	1	1	1	1	1	1	1
	Tardy without supplies	0	0	0	0	0	0	0	0
<b>Strength &amp; Knowledge</b>	Completed class work <b>AND</b> homework/participated & applied effort	2	2	2	2	2	2	2	2
	Partial completion(class work <b>OR</b> homework/ Participation/some effort	1	1	1	1	1	1	1	1
	No work/participation or effort	0	0	0	0	0	0	0	0
<b>Tolerance/ Integrity/Empathy</b>	Honest, works well with peers & respects all	2	2	2	2	2	2	2	2
	1 instance of dishonesty/ disrespect/working poorly with others	1	1	1	1	1	1	1	1
	>1 instance of dishonesty/ disrespect/working poorly with others	0	0	0	0	0	0	0	0
<b>Teachers' Initials</b>									
<b>Total Points</b>								<b>48</b>	
<b>Did you earn &gt;80% (38 points)?</b>							<b>Yes!</b>	<b>No</b>	

### **TIER 3 Interventions**

**Behavior Intervention Plan:** When a student does not respond to a Tier 2 intervention or show progress toward meeting the 80% goal, then a student may be placed on a Tier 3 Behavior Intervention Plan. When developing these plans, a Functional Behavioral Analysis will be conducted to determine the function of the behavior and plan to replace or extinguish that behavior with a desired behavior. When developing these plans, an individualized positive behavior support model will be used following the Prevent-Teach-Reinforce framework by Glen Dunlop et al. PTR is an individualized tier three intervention plan which consists of three components: prevention, teaching, and then reinforcement. In the prevention component changes are made in the student's activities, settings, or social circumstances. The teach component involves selecting and teaching new skills that will give the student an alternative to the challenging behavior. In the reinforcement component effective and appropriate motivators are selected and used to encourage desirable behavior. These strategies are selected by the school-based team, including the parent, using the PTR assessment. Parents will be notified if their student is tier 3 and the PTR strategy is scheduled to be implemented.

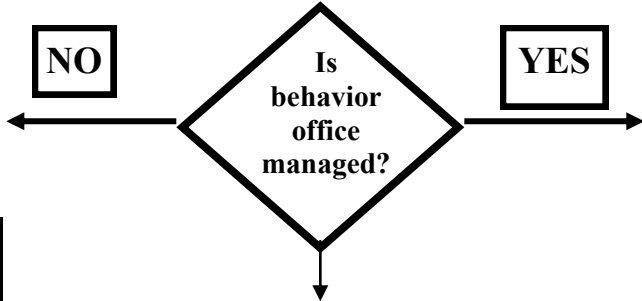
# Depoali Middle School

## STUDENT BEHAVIOR MANAGEMENT PROCESS

- Teacher will issue teacher/team intervention:
1. 1st—Verbal Cue— state expectation
  2. Loss of item/privilege
  3. Loss of free time
  4. Modify work
  5. Peer mediation
  6. Phone parent— required on 3rd offense
  7. Recovery in room
  8. Re-teach expectation
  9. Seating change
  10. Student conference
  11. Student contract
  12. Time out
  13. Extra time on task

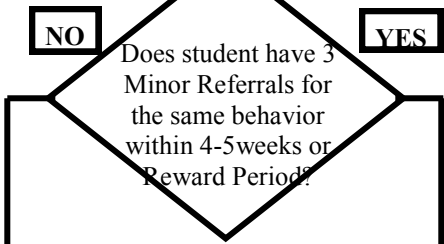
Observe problem behavior

Problem-solve with student



Write Major Office Referral and send student to the office.

Complete Minor Incident Report. Send copy home.



Continue teacher management until 4th minor referral. Communicate with parents/admin.

Write major referral to office. Prior to 4th incident parent contact will be made by teacher.

Classroom Managed	Office Managed
vs	
<ul style="list-style-type: none"> <li>Academic Integrity</li> <li>Damage to school property</li> <li>Defiance/Disrespect/Insubordination</li> <li>Dress Code Violation</li> <li>Inappropriate Language</li> <li>Invasion of Personal Space</li> <li>Other—failing grades</li> <li>Physical Aggression</li> <li>Property Misuse</li> <li>Tardy</li> <li>Technology Violation</li> </ul>	<ul style="list-style-type: none"> <li>Admin investigation/ bullying</li> <li>Academic Integrity</li> <li>Attendance/Truancy/habitual*</li> <li>Arson*</li> <li>Battery*</li> <li>Bomb Threat/FalseAlarm*</li> <li>Bullying /Cyber Bullying*</li> <li>Combustibles/Incendiary*</li> <li>Damage/Destruction to school property*</li> <li>Defiance/Disrespect/ Insubordination</li> <li>Disregard for School Rules</li> <li>Disturbance of school/ activities*</li> <li>Dress Code Violation</li> <li>Extortion*/Threat of</li> <li>Fighting/Physical Aggression*</li> <li>Gang-Related behavior*</li> <li>Harassment/Intimidation*</li> <li>Interference w/instruction</li> <li>Instigation/promotion of fight or violence</li> <li>Possession Alcohol*</li> <li>Possession Drug Paraphernalia</li> <li>Possession/Sales controlled substance (s)*</li> <li>Tardy</li> <li>Technology Violation</li> <li>Theft*</li> <li>Threats/Staff/student(s)*</li> <li>Tobacco</li> <li>Violence Harmful*</li> <li>Weapons Possession/Use*</li> </ul>
<p><b>*Note: All major offenses are subject to an Emergency Suspension and a due process hearing at the district level which may result in long-term suspension, or expulsion.</b></p> <p><b>Habitual Discipline Problem will also result in a hearing at the district level which may result in long-term suspension or expulsion. NRS 392.4655 indicates that a student who is suspended five times or a student who instigates two fights, or has threatened extortion or attempted to extort is a habitual discipline problem.</b></p>	

Administrator determines consequence and contacts a parent. The incident is recorded in Infinite Campus.

Administrator follows through on consequence

Administrator provides teacher feedback

**Team/Teacher Minor Referrals:**

**1st Offense:** Teacher will state the expectation to student—verbal cue

**2nd Offense:** Teacher will implement an intervention and complete a minor referral.

**3rd Offense:** Teacher will implement an intervention, complete minor referral and contact a parent.

**4th Offense:** Student is given a major referral to the office for disciplinary action with administration.

**Office Referrals:**

All office referrals are subject to a 3 hour detention at Friday/Saturday School, In-school suspension to be served in a time-out room in the main office, or a Suspension out of school.

## POSITIVE BEHAVIOR SUPPORT TRACKING FORM

**Student Name:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Behavior Event #:** \_\_\_\_\_

**Staff Member:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**School:** \_\_\_\_\_

LOCATION OF EVENT	
<input type="checkbox"/> Restroom	<input type="checkbox"/> Locker Room
<input type="checkbox"/> Bus	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Office
<input type="checkbox"/> Classroom	<input type="checkbox"/> Parking Lot
<input type="checkbox"/> Common Area	<input type="checkbox"/> Playground
<input type="checkbox"/> Gym	<input type="checkbox"/> Special Event
<input type="checkbox"/> Hallway	<input type="checkbox"/> Unknown
<input type="checkbox"/> Library	<input type="checkbox"/> Other

POSITIVE RECOGNITION	<input type="checkbox"/> Academic Recognition: _____ <input type="checkbox"/> Positive Behavior Recognition: _____ <input type="checkbox"/> Award / Other: _____
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MINOR BEHAVIOR EVENT	INTERVENTION (STAFF)	POSSIBLE MOTIVATION
<input type="checkbox"/> Academic Integrity <input type="checkbox"/> Damage to School Property <input type="checkbox"/> Defiance/Disrespect/Insubordination <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Invasion of Personal Space <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown	<input type="checkbox"/> Intervention: _____ <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Modify Work <input type="checkbox"/> Verbal Cue <input type="checkbox"/> Positive Reinforcement: _____ <input type="checkbox"/> Re-Teach Expectation <input type="checkbox"/> Student Conference <input type="checkbox"/> Student Contract <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Reflection Activity <input type="checkbox"/> Extra Time Spent on Task <input type="checkbox"/> Referral to Intervention Asst. Team (IAT) <input type="checkbox"/> Loss of Item/Class privilege <input type="checkbox"/> Focused Detention <input type="checkbox"/> Reflection Activity <input type="checkbox"/> Instructional Recovery <input type="checkbox"/> Other: _____ <input type="checkbox"/> Conference/Contact <input type="checkbox"/> Parent <input type="checkbox"/> Student Date: _____ <input type="checkbox"/> Recovery in Room <input type="checkbox"/> Seating Change	<input type="checkbox"/> Avoid Adult(s) <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Item/Activity <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown
		OTHERS INVOLVED
		<input type="checkbox"/> Peers <input type="checkbox"/> Staff Member <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

MAJOR BEHAVIOR EVENT	BEHAVIOR RESOLUTION (ADMINISTRATION)
<input type="checkbox"/> Academic Integrity <input type="checkbox"/> Attendance/ Truancy <input type="checkbox"/> Damage to School Property <input type="checkbox"/> Defiance/Disrespect/Insubordination <input type="checkbox"/> Disturbance of School Activities <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Fighting/ Physical Aggression <input type="checkbox"/> Gang Related Behavior <input type="checkbox"/> Harassment/Bullying/Intimidation <input type="checkbox"/> Possession of Alcohol <input type="checkbox"/> Possession of Controlled Substance  <input type="checkbox"/> Possession of Weapon: _____ <input type="checkbox"/> Sales/ Distribution of CS <input type="checkbox"/> Tardy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Theft <input type="checkbox"/> Threat to Staff <input type="checkbox"/> Threat to Student <input type="checkbox"/> Tobacco <input type="checkbox"/> Violence/Harmful <input type="checkbox"/> Violence/Staff <input type="checkbox"/> Other: _____	<input type="checkbox"/> Referral to Intervention Asst. Team (IAT) <input type="checkbox"/> Intervention <input type="checkbox"/> Tier 2 Intervention: _____ <input type="checkbox"/> Check In / Check Out (CICO) <input type="checkbox"/> Tier 3 Intervention: _____ <input type="checkbox"/> Conference/Contact <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> School Beautification <input type="checkbox"/> Restitution <input type="checkbox"/> Focused Detention <input type="checkbox"/> Reflection Activity <input type="checkbox"/> Instructional Recovery <input type="checkbox"/> Other: _____ <input type="checkbox"/> ISS <input type="checkbox"/> BUS Start Date: _____ End Date: _____ <input type="checkbox"/> Saturday School Date: _____ <input type="checkbox"/> After School Intervention <input type="checkbox"/> GRIP/SIP/VIP: _____ <input type="checkbox"/> Other Admin Decision _____

**ADDITIONAL COMMENTS:**

**ADDITIONAL INFORMATION (SEE ATTACHED)**

<b>SIGNATURES:</b> _____ / _____ / _____ / _____
Student Signature                      Administrator Signature                      Parent Signature                      Date
<i>*Parent Notification/Signature Required After Each Major Event</i>

## WCSD

### Positive Behavior Support Tracking Form

#### Definitions

##### Top heading:

- **Behavior event**

If a school or teacher is tracking minor behaviors this section is provided to keep track of the number of like behaviors that have occurred. PBS recommends that when a third behavior of a similar type occurs it turns into a major. It is also recommend that the student gets a fresh start every two weeks.

##### Positive recognition:

If a school decides they want to track positive recognitions and provide documentation to parents regarding their child's positive decision-making, this section has been provided for this purpose. This can be done school-wide or by an individual teacher or classified employee.

##### Minor behavior event:

- **Academic Integrity**

Student engages in non-serious but inappropriate (as defined by school) cheating on an assignment, project or test.

- **Damage to school property**

Student engages in low-intensity damage to school property (as defined by school)

- **Defiance/Disrespect/Insubordination**

Student engages in brief or low-intensity failure to respond to adult requests.

- **Dress code violation**

Student wears clothing that is near, but not within, the dress code guidelines defined by the school/WCSD.

- **Invasion of personal space**

Student engages in non-serious, but inappropriate invasion of space, including verbal statements and/or personal contact that violates another person.

- **Inappropriate language**

Student engages in low-intensity instance of inappropriate language.

- **Physical aggression**

Student engages in non serious, but inappropriate physical contact.

- **Property misuse**

Student engages in low-intensity misuse of property (as defined by school).

- **Tardy**

Student is late (as defined by school) to class or the start of the school day but timeframe and circumstances are not significant enough to warrant a major referral (as defined by school).

- **Technology violation**

Student engages in non-serious but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.

- **Other**

Student engages in other minor problem behaviors that do not fall within the above categories.

- **Unknown**

Student engages in problem behavior that is unknown.

### **Intervention (Staff):**

Because research is clear that using punishment alone in dealing with problem behaviors actually increases the problem, WCSD is committed to using proactive interventions before moving to a major referral. Teachers and staff are expected to check off interventions tried before sending a student to the office.

- **Intervention**

Student was provided a proactive intervention by a teacher or staff which was targeted to student concern.

- **Peer mediation**

Mediation between student in question and one of his/her peers.

- **Modify work**

Student is asked to re-do an assignment that was unacceptable.

- **Verbal cue**

Student is given verbal prompt(s) for re-direction.

- **Positive reinforcement**

Student is re-directed by use of a verbal or tangible reinforcement

- **Re-teach expectations**

Student is re-taught school-wide or classroom expectations.

- **Student conference and/or contract**

A conference with student focused on behavior in question. The development of a contract that includes positive incentives to extinguish behavior(s) identified.

- **Differentiated instruction**

Adjusting instructional methods that include more than one modality (visual, verbal, kinesthetic, auditory, physical).

- **Reflection activity**

Student is provided a prompt to reflect on the behavior in question and possible positive alternatives than the inappropriate one chosen.

- **Extra time spent on task**

Student may be experiencing academic frustration due to difficulty so more time is given on assignment to complete.

- **Referral to intervention assistance team (IAT)**

Before a behavior escalates to a major referral it is recommended teachers and staff refer to IAT after some interventions have been attempted.

- **Loss of item/class privilege**



While not an intervention, sometimes this strategy will help re-direct the student.

- **Focused detention (reflection activity, instructional recovery, etc.).**

The purpose of detention is to help the student understand the impact of his/her behavior. Therefore having them sit quietly in a room is not recommended on most occasions and instead them reflecting on what they did and possible alternatives and/or instructional recovery is recommended.

- **Conference/Contact (Parent/Student)**

This section is primarily used to record parent contacts. If student was present during this meeting or phone conference please indicate by checking student as well.

- **Recovery in room**

Designed for student to recover lost instructional time as a result of acting out behavior.

- **Seating change** (no definition necessary)

**Possible motivation:**

Students act out for a purpose and it is important to make a hypothesis (educated guess) on why they did. While you may not be 100% sure please check the possible motivation whether it is a minor or major behavior event.

**Others involved:**

Please check if someone other than the student was involved in the behavior in question.

**Major Behavior Event:**

- **Academic Integrity**

Student is caught deliberately cheating on an assignment, test, or project and/or plagiarizing the work of another person.

- **Attendance/Truancy**

A student is considered truant when he/she receives an unexcused absence for a ½ day or more (unless otherwise stipulated by the school).

- **Damage to school property**

Student participates in an activity that results in destruction or disfigurement of property.

- **Defiance/Disrespect/Insubordination**

Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.

- **Disturbance of school activities**

Student engages in serious disturbance (as defined by school) of class, activity, sporting event, fieldtrip, or other events or places deemed as school-wide activities.

- **Dress code violation**

Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.

- **Fighting/physical aggression**

Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

- **Gang related behavior**

Student uses gesture, dress, and/or speech to display affiliation with a gang.

- **Harassment/Bullying/Intimidation**

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, sexual orientation and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.*

- **Possession of alcohol**

Student is in possession of or using alcohol.

- **Possession of a controlled substance**

Student is in possession of or is using illegal drugs/substances or imitations.

- **Possession of a weapon**

Student is in possession of knives or guns (real or look alike, or other objects readily capable of causing bodily harm).

- **Sales/distribution of a controlled substance**

Student is in possession of with intent of selling or distributing a using illegal drugs/substances or imitations.

- **Tardy**

Student is late (as defined by the school) to class or the start up of the school day (and tardy is not considered a minor problem behavior in the school).

- **Technology violation**

Student engages in inappropriate (as defined by the school) use of cell phone, music video players, camera, and/or computer.

- **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.

- **Threat to staff**

Student delivers a threat (verbal or non-verbal) to staff threatening bodily harm or another type of injury.

- **Threat to student**

Student delivers a threat (verbal or non-verbal) to student threatening bodily harm or another type of injury.

- **Tobacco**  
Student is possession of or using tobacco.
- **Violence/Harmful**  
Student engages in a violent act which inflicts bodily harm on another student.
- **Violence/Staff**  
Student engages in a serious violent act which inflicts bodily harm on a staff member.
- **Other**  
Student engages in other major problem behaviors that do not fall within the above categories.

**Behavior Resolution (Administration):**

- **Referral to Intervention Assistance Team (IAT)**  
Student is referred to IAT for proactive interventions.
- **Intervention**  
A universal (all students) type of intervention is chosen which targets behavior in question.
- **Tier 2 Intervention**  
A group based (not to exceed 5-7 students) researched validated intervention is chosen that targets the behavior in question.
- **Check-In/Check Out (CICO)**  
The student is placed on a CICO plan in which he/she checks-in with a safe adult in the morning and at the end of the day. A point sheet is signed by each teacher/staff member that he/she is responsible to indicating if he/she is meeting expectations. A positive day, week, or month can result in tangible reinforcements.
- **Tier 3 Interventions**  
Tier 3 interventions are individualized and should not include more than 3-5 students at one time in an intervention group. Prior to placement in a tier 3 intervention schools should follow the PTR strategy for conducting a functional behavior assessment and behavior intervention plan.
- **Conference**  
When major referrals occur it is recommended both the student and parent(s) attend to address problem behavior.
- **School beautification**  
Student participates in cleaning up grounds, cafeteria, etc. During activity it is recommended students be asked to reflect on poor choices and what they will do differently. Following beautification it is also recommended they write down what they plan to change for next time.

- **Restitution**

Students are asked to make tangible or non-tangible restitution for damaged property, bodily harm, items stolen and/or damaged emotions.

- **Focused Detention**

Focused detention is intended to be detention with a purpose. The goal is for student to have an opportunity to reflect on poor decisions made and what they will do differently next time. It is recommended students conclude this time with writing down these reflections.

- **ISS/BUS**

These are resolution types. ISS stands for In School Suspension and Bus is just that. Suspension from use of the bus.

- **Saturday School**

Students attend school on Saturday.

- **After school intervention**

A targeted intervention is chosen after-school to address problem behavior.

- **GRIP/SIP/VIP:**

- **GRIP:** Gang Reduction Intervention Program

**SIP:** Substance Intervention Program

**VIP:** Violence Intervention Program

- **Other administrative decision**

To be used when none of the above apply

**Additional Comments & Additional Information (SEE ATTACHED):**

Because the tracking form is meant to be user-friendly and efficient it is recommended schools indicate whether other information or comments are attached by checking either of these boxes.

**Signatures:** Signatures of parent and student are only required for major referrals. A school may decide to also have parents sign on minor referrals. If parent cannot be brought in it is recommended the administrator call and once contact was made put the date in the parent section the conversation occurred.

# WASHOE COUNTY SCHOOL DISTRICT MIDDLE SCHOOL DRESS CODE

The United States Supreme Court rendered a decision in 2000 that school administrators can establish policies prohibiting conduct which materially and substantially interferes with the educational process. This includes, but is not limited to, inappropriate clothing or attire. The Court noted that it is a highly appropriate function of public school education to prohibit offensive language or clothing in public discourse. The First Amendment does not prevent schools from establishing guidelines to prevent the undermining of their basic educational mission.

The primary responsibility for dress and grooming rests solely with our students and their parents and/or legal guardians. However, the school district does reserve the right to establish a comprehensive dress code with limitations for students which addresses what clothing they may wear and how they may wear that clothing. School authorities have the professional responsibility and legal sanction to enforce student dress requirements, and within this authority, the right to request that students change their attire to conform to the Washoe County School District Middle School Dress Code. The following requirements are not intended to silence expressive conduct, but instead, constitute an attempt to maintain a productive, safe, learning environment.

As specified in Washoe County School District administrative regulations (5132), "the dress or grooming of all students must not present potential health or safety problems or cause distractions." Specific prohibitions or limitations include, but are not limited to, the following:

## Condition and Wear of Clothing

Nothing that distracts or poses a safety hazard  
No holes, rips, or tears that reveal the body  
No tight-fitting or revealing clothing

## Safety

No clothing that can pose a potential health or safety problem  
No gloves inside the building; no single glove at any time  
No jewelry or chains that can cause injury  
No hanging chains  
No metal spiked or metal studded accessories

## Tops/Skirts/Dresses

Tops must cover the upper and middle torso at all times.  
Skirts must cover the lower torso with no skin showing between top and skirt  
Skirts and dresses must be at least mid-thigh in length; no mini-skirts  
No exposed undergarments  
No halter, tank or tube tops; no transparent, half, or muscle shirts  
No exposed shoulders  
No low cut necklines, exposed cleavage, or spaghetti straps  
No pajamas, lounge wear, or bath robes  
Inappropriate tops may not be covered with sheer shirts, sweatshirts or jackets

## Pants/Shorts

Must cover lower torso with no skin showing between top and pants/shorts  
No exposed undergarments  
No sagging pants or shorts  
No single rolled up pant leg  
No exposed buttocks  
Belt buckle monograms must be appropriate  
No hanging or extended belt lengths  
No unfastened overalls  
No cut-offs  
Shorts must be hemmed and at least mid-thigh in length  
No mini-shorts; no spandex shorts

## Head Coverings

No head coverings or sunglasses worn in the building during school hours  
Exceptions are made for religious or medical reasons  
No bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps, or hair picks at any time on campus or at any school-sponsored event

## Footwear

Proper footwear at all times  
No house slippers

## Language / Illustrations on Clothing

No obscene, vulgar, profane, or derogatory language or illustrations on clothing  
No sexual overtones, or anything that promotes weapons, alcohol, drugs, tobacco, gang membership, or violence  
Nothing that may be deemed a safety issue

## Gang Attire

All items that have been identified as gang-related by local law enforcement agencies and WCSD school police are prohibited. These may include but are not limited to:

No dangling belts  
No chains  
No unfastened overalls  
No sagging pants/shorts  
No single rolled up pant leg  
No hairnets, bandanas, or do-rags (all colors)  
No blue or red shoelaces on footwear at any time; other colors may be deemed inappropriate as necessary to protect student safety on campus  
No altered insignias or graffiti  
No jewelry or belt buckles symbolizing any gangs  
No graffiti in or on personal belongings symbolizing any identified gang

## Consequences

At the beginning of the 2005-2006 school year if a student violates the dress code s/he will be given a warning by school staff. School staff will notify school administrators with the student's name. School administrators will notify parent/legal guardian of the warning. The student must correct the clothing violation at that time, prior to returning to his/her class schedule. Refusal to change clothes will constitute insubordination. After the first five school days of the 2005-2006 school year, the warning system will be terminated and the following sequential and progressive discipline plan will be followed:

## First Offense

1. Parent notified
2. Student must change clothing violation
3. Student assigned detention
4. Student warned of consequences for second violation
5. Consequence/conference entered in student discipline documentation

## Second Offense

1. Parent notified
2. Student must change clothing violation
3. In-school suspension, Saturday school, work crew, or multiple detentions assigned, depending on the consequence available at school site
4. Student warned of consequence for third offense
5. Consequence/conference entered in student discipline documentation

## Third Offense

1. Parent notified
2. Student must change clothing violation
3. Out-of-school suspension assigned
4. Warned that any further violations will result in multiple days of suspension
5. Consequence/conference entered in student discipline documentation

**NOTE: Students will NOT be allowed to carry backpacks during the school day at Kendyl Depoali Middle School. Students will unload their backpacks in the morning and leave their backpack in their locker until they are ready to leave at the end of the school day. This policy is in place to ensure student safety and to allow students to move about the building without causing unnecessary accidents.**

## **Depoali Middle School Attendance/Tardy Policy**

### **Tardy Policy**

Students at Depoali Middle School are expected to be in class on time and prepared to work. If students are tardy to school in the morning, they will earn a focused detention at lunch. The attendance reports are reviewed every two weeks to target those students who have more than 3 tardies to school. Their parents will be notified and informed that the student will need to attend school on time or be subject to additional consequences to include after school detention. Tardiness throughout the school day will be managed as a minor/major referral. The administration will also run attendance reports to target students having multiple tardies within a reward period. If students continue to be tardy after an intervention, they will be referred to the STRIKE Core team and be considered for a different intervention.

### **Attendance Policy**

All students within the Washoe County School District must meet the 90% attendance policy. Please see the attached policy.

### **Depoali Electronics Policy**

The attached district policy and procedures regarding pagers, portable phones, and electronics devices will be enforced per 5144.1 Washoe County School District Administrative regulation.

### **Searches of Students**

The attached Washoe County School District Administrative regulation 5144.10 regarding searches of students will be implemented and enforced at Depoali.

## Attendance Policy

The Nevada Revised Statutes 392.122 is the basis for the WCSD Attendance Policy and Procedure. NRS 392.122 states that the Board of Trustees shall establish a minimum attendance requirement for promotion to the next grade or earning credit. The WCSD Board of Trustees has established a policy requiring **90% attendance** for promotion to the next grade or earning credit. The emphasis of the attendance policy is on the importance of keeping students in school and providing access to the curriculum. During the 2005 Legislature, NRS 392.122 was revised. Because of this change in statute, the WCSD Board of Trustees adopted a policy that considers a medical absence as an approved/excused absence if the student completes the make-up work.

The attendance policy is for all students at the elementary level, including kindergarten and first grade, and secondary level. There are some differences between the two levels because of the manner in which credit is earned at the secondary level. The major points of the policy are as follows:

Absences that **do not count** against the 90%:

- **10 Circumstance** absences per year for elementary and middle school students or 5 Circumstance absences per each semester for high school students do not count if approved by the site administrator. Examples of these types of absences are:

<b>Religious Legal</b>	<b>Family business Personal business</b>	<b>Pre-arranged Emergencies</b>	<b>Bereavement</b>
----------------------------	----------------------------------------------	-------------------------------------	--------------------
- **Medical absences** do not count against the 90%. There are two types of codes for medical absences. One code designates a medical absence which has documentation provided by a health care professional. The other medical absence is coded to indicate that the parent/guardian has affirmed that the absence is of a medical nature. The school has the right to request a parent/guardian conference if medical absences become excessive and if there is no documentation of a health concern provided by a medical professional. It is extremely important that parents/guardians provide a note from a medical professional if available and **always** notify the school of an absence due to a medical reason.

It should be noted that parents/guardians must send a note or call the school regarding **any absence**. This must be done within three days after the student returns to school. Of course, calls or notes in advance are always appreciated. Pre-arranged absences must be requested at least 2 school days in advance of the absence and should be requested earlier than 2 days in advance if the absence is for an extended period of time.

There are certain types of absences that **do count** against the 90% attendance rule.

- Any absence that is not verified by a parent/guardian within the three days after the student returns to school counts against the 90%.
- Any Domestic absence counts against the 90%.
  - A Domestic absence is any absence beyond the 10 (elementary/middle school) or 5 per semester (high school) Circumstance absences.
  - Absences that are within the parent's/guardian's control also count as Domestic absences. Examples of these types of absences are:

<b>Staying home to care for siblings</b>	<b>Didn't feel like coming to school</b>
<b>Excessive transportation issues</b>	<b>Sleeping in too late</b>

At the elementary level, missed instruction is recorded when the student does not attend the entire A.M. or P.M. session, but does attend 2/3 of the session. At the elementary level, if a student attends less than 2/3 of the A.M. or P.M. session s/he will be recorded as absent. At the secondary level, missed instruction is recorded when the student is late or leaves at any time during the class period.

Make-up work must be provided for any absence, but it is the student's responsibility to request the make-up work in advance or on the first day s/he returns to class. Because it is impossible to make-up some in-class assignments, coursework of a similar nature may be assigned. It is the student's responsibility to turn in all make-up class work at the designated deadline. Failure to complete the make-up work within the designated deadline will result in no credit received for the make-up work. **If your child has failed to meet the 90% requirement, you may ask for a review of the absences. Please note that in order for any absence to be considered for review, the make-up work must have been completed per District policy. The principal or his/her designee will review the absences and notify the parent/guardian of the decision. Students who attend less than 90% of the year or course will be retained or not earn credit.**

If you have any questions regarding the attendance policy, contact your child's school. Attendance is a shared responsibility and concern of students and parents/guardians with the assistance and support of school staff and the community. Let's all work together to get our children in school and make every day count!

**WASHOE COUNTY SCHOOL DISTRICT ADMINISTRATIVE REGULATION  
PROHIBITED CONDUCT 5144.1**

**13. RADIO PAGERS (BEEPERS) AND PORTABLE PHONES:** Students may possess or use electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones, provided that the use of such devices is confined to areas outside school buildings—before and/or after school hours or during lunch break. Electronic signaling devices shall not be carried into classrooms during assessments, semester exams, or other testing situations. Inside school buildings and during the school day, electronic signaling devices shall be in the “off” position at all times. Electronic signaling devices should be stored in the student’s locker, if possible. When not possible, the electronic signaling devices may be carried in the “off” position in the student’s backpack or other carry item. Outside of the school instructional hours or during school activities, electronic signaling devices may be carried in the “vibrate” or “silent ringer” notification mode.

**CONSEQUENCES**

**First Offense**

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- The policy shall be reviewed with this student and his/her parent/legal guardian.
- A warning shall be given regarding the consequence(s) for any future violation of the policy.

**Second Offense**

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for “administrative insubordination” or “disregard for school rules.”
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

**Third Offense**

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for second offense for “administrative insubordination” or “disregard for school rules.”
- Electronic signaling device privileges shall be revoked for a period of 90 school days.
- The policy shall be again reviewed with this student and his/her parent/legal guardian.

A further warning shall be given regarding the consequence(s) for any future violation of the policy. 5144.1 45144.1 5

**Fourth Offense**

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for third offense for “administrative insubordination” or “disregard for school rules.”
- Electronic signaling device privileges shall be revoked for remainder of student’s school career.

Appeals: A parent or legal guardian shall have the right of appeal to the Superintendent or his/her designee regarding fourth offenses. Said request for appeal shall be submitted in writing directly to the Superintendent within ten (10) working days after the determination of a fourth offense.

NOTE: Offenses shall be cumulative for the students in grades 7-12.



# WASHOE COUNTY SCHOOL DISTRICT ADMINISTRATIVE REGULATION

## SEARCHES OF STUDENTS

5144.10

The primary function of the public schools is education. In order to serve this function, the schools must maintain discipline and order and must provide students with physical safety and security.

School officials and teachers act in loco parentis to the students during the time students are under their supervision.

To provide an orderly and safe school environment, the school must control the behavior of students and prevent the introduction by students of harmful, damaging, unlawful or deleterious items onto the school premises. The law, therefore, permits school authorities to search students, their personal possessions and their desks and lockers under appropriate circumstances.

A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the following guidelines:

### **1. Student's Rights and Responsibilities**

The student has a right of privacy in his/her person, his/her personal belongings and effects and his/her personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm and orderly school environment.

Students shall not carry or conceal or bring onto the school premises any material that is prohibited by law or published school district rules, regulations or policies or any material that will detract from the maintenance of a calm, orderly and safe school environment.

### **2. Searches**

A teacher, administrator or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession, or the student's automobile parked on school grounds, under any of the following circumstances:

- a. The search is made in connection with a lawful arrest.
- b. The search is made with the voluntary consent of the student.
- c. The search is conducted on the reasonable suspicion that the student is engaged in an activity which violates a law or published school district rule, regulation or policy or that the student is carrying, concealing or sequestering material the possession of which is prohibited by law or by published school district rule, regulation or policy.

If the search is made with the consent of the student, there should be a witness to the obtaining of the consent and to the search.

The teacher, administrator, or other designated school employee making the search shall be of the same sex as the student searched, unless the need for an immediate search requires a search by a teacher, administrator or school employee of the other sex. When the search is made by someone of a different sex than the student searched, there should be a witness to the search.

The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:

- d. The search is made to maintain discipline and protect the students from the introduction into the school of offensive or undesirable materials, or
- e. The search is made on the reasonable suspicion that the student is engaged in an activity which violates a law or a published school district rule, regulation or policy or that the student is using the school property in the form of a locker or desk for illegal or wrongful purposes or to sequester

material the possession of which is prohibited by law or by published school district rule, regulation or policy.

In all other cases, a search warrant should be obtained before a search is conducted.

### **3. Reasonable Suspicion**

In those cases requiring a reasonable suspicion as the basis for the search, the school official or employee authorizing the search shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by school district rules, regulations or policies will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include, but are not limited to, the student's age, history and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school. The required "reasonable suspicion" must be based on facts relating to a particular student whose person, belongings, automobile, desk or locker is to be searched and such suspicion must arise immediately prior to the proposed search.

### **4. Limitations on Right of Privacy: Lockers and Desks**

The student does not have the exclusive right to possession of the locker or desk to which he or she is assigned and the school reserves the right to conduct searches of lockers and desks as outlined in Section 2 above. Each student shall accept and use the assigned locker or desk on such basis.

### **5. Canine Searches**

The school district may conduct random canine sniffs of school hallways, lockers, classrooms, buildings, parking lots, and other school property through the use of a canine unit. A canine unit consists of a qualified handler, and a dog specially trained to detect illegal or prohibited substances, weapons or bombs.

If a teacher, administrator, other school official, employee, school police, or security personnel, have a reasonable suspicion to believe that a student or students have in his/her/their possession a weapon or a controlled substance or material which is prohibited by law or school district rules, regulations and policies, a sniff may be conducted of a student by the canine unit on campus. Such a search of a student may only be conducted on reasonable suspicion, described above in paragraph 3.

### **6. Role of Law Enforcement Agencies**

School personnel should call for assistance from the School Police Department when there is reason to believe the situation is dangerous.

If a search by school personnel results in the discovery of materials the possession of which is prohibited by law, the district's School Police Department shall be notified and the materials shall be turned over to them.

Adopted: 11-13-79

Revised: 09-22-92; 04-22-97