

Somersworth Universal Team

Mission: The purpose of the SHS Universal Team is to utilize data to guide and support the implementation of Positive Behavior Interventions and Supports.

Behavioral Matrix Ground Rules:

Quorum is 6 members

Expectation	Large Group	Small Group (action team)	Start/ end / transition
Be Responsible	<ul style="list-style-type: none"> • Stick to the task at hand • Be timely in comments • Be concise and non-repetitive in discussion 	<ul style="list-style-type: none"> • Stick to the task at hand • Be timely in comments 	<ul style="list-style-type: none"> • Be on time for the meeting • Be prepared for the meeting
Be Cooperative	<ul style="list-style-type: none"> • Be positive • Work toward consensus • Make every efforts to attend meetings 	<ul style="list-style-type: none"> • Be willing to volunteer for tasks • Be of assistance when you are needed 	<ul style="list-style-type: none"> • Complete tasks assigned to you. • Be willing to take on tasks that need to be done.
Be Respectful	<ul style="list-style-type: none"> • Listen • Stay focused • Participate actively • Speak when others have finished • Avoid side conversations 	<ul style="list-style-type: none"> • Listen • Stay focused • Participate actively • Speak when others have finished 	<ul style="list-style-type: none"> • Resolve all issues at the table • Pick up after yourself

Activity: What are the ground rules for the conference today?

Behavioral Matrix Ground Rules:

Expectation	Large Group	Small Group (action team)	Start/ end / transition
Be Responsible			
Be Cooperative			
Be Respectful			

New Hampshire Center for Effective Behavioral Interventions and Supports
Universal Team Implementation Checklists 2.2
 Adapted from Sugai, Horner, and Lewis-Palmer (2002)¹

School _____
 SAU# _____ State: New Hampshire Cohort # _____

Date of Report District _____

INSTRUCTIONS: The Universal Team should collaboratively complete these checklists at two checkpoints during the school year to monitor activities for implementation of PBIS. After completing the forms, please submit the results on-line via the NH CEBIS website at www.nhcebis.seresc.net, under "Forms, Checklists and Assessments" (in the blue section on the left) and clicking on the link "School-Wide (Universal or Green Team), then the "submit online" link for this checklist. Checkpoint dates are September 15 and March 15.

Universal Team Members:

Checklist #1: Start-Up Activity		
STATUS: In place Partially in place Not in place	TASKS	PRIORITY: High Medium Low
	Establish Commitment	
	1. Administrator(s) support & is actively involved in school-wide PBIS implementation.	
	2. Faculty/Staff support PBIS implementation (One of top 3 school goals, 80% of faculty support implementation).	
	Establish & Maintain Team	
	3. Universal (school-wide) Team is established and is representative of key stakeholders (including families).	
	4. Team has regular meeting schedule, effective operating procedures.	
	5. Team completes a review of all teams/initiatives/committees, etc. that address behavior supports to improve efficiency and organization of efforts.	

	Self-Assessment	
	6. Team/faculty completes the “Effective Behavioral Supports (EBS) self-assessment survey” (full staff survey of the features of effective behavioral support).	
	7. Universal Team summarizes existing school discipline data.	
	8. Strengths, areas of immediate focus & action plan are identified.	
	Establish School-wide Expectations	
	9. 3-5 positively stated school-wide behavior expectations are defined.	
	10. School-wide behavioral matrix is developed.	
	11. Plans for teaching school-wide expectations are developed.	
	12. School-wide behavioral expectations are taught directly & formally.	
	13. System is in place to acknowledge/recognize when school-wide expectations are displayed (system to acknowledge positive behavior).	
	14. Clearly defined & consistent procedures in response to undesirable behaviors are developed: Common definitions for behaviors are in place (Y___ N___) Office v. classroom managed behaviors are determined (Y___N___) Common procedures for staff response when problem behaviors occur are in place (Y___N___)	
	Establish Information System	
	15. Discipline data are gathered, summarized and shared.	
	Build Capacity for Function-based Support	
	16. Personnel with behavioral expertise are identified & involved in the development of behavioral supports.	
	17. A plan is developed to establish systems for teacher support that includes the use of functional assessment and the implementation of function-based behavior support plans.	

Checklist #2: On-going Activity Monitoring

	1. PBIS team meets at least monthly.	
	2. PBIS team gives status report to faculty at least monthly.	
	3. Activities for PBIS action plan are implemented.	
	4. Accuracy of implementation of PBIS action plan is assessed.	
	5. Effectiveness of PBIS action plan implementation is assessed.	
	6. PBIS data is analyzed.	

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Establish Commitment <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	A		
	b.		
	c.		
	d.		
	e.		
2. Establish Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
3. Self-Assessment <ul style="list-style-type: none"> • PBIS/EBS survey • Discipline data • Identification of strengths, 	a.		
	b.		

<p>focus</p> <ul style="list-style-type: none"> Action Plan developed Action Plan presented to faculty 	c.		
	d.		
	e.		
<p>4. School-wide Expectations</p> <ul style="list-style-type: none"> Define 3-5 school-wide behavioral expectations Curriculum matrix Teaching plans Teach expectations Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
<p>5. Establish Information System</p> <ul style="list-style-type: none"> System for gathering useful information Process for summarizing information Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. Build Capacity for Function-based Support</p> <ul style="list-style-type: none"> Personnel with behavioral expertise Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		

Evaluating School-wide Teaching Plans Muscott & Mann (2006)

Activities	In Place	Partially in place	Not in place	Don't know
Prior				
Data based Decision making was used to identify desired outcomes and critical questions to address in the School-wide teaching plan.				
Data-based decision-making was used to prioritize a location and identify a small subset of expected behaviors from the behavioral matrix to be taught.				
A written school-wide teaching plan was developed and shared with faculty in advanced of implementation.				
The written school-wide teaching plan included the roles, if any that faculty would play in the teaching and subsequent practice activities.				
The written school-wide teaching plan included strategies for assessing whether or not the teaching plan was effective in obtaining the desired outcomes.				
Faculty had an opportunity to practice teaching and recognizing the expected behaviors in advance of implementation.				
Families were informed in advance or concurrent with implementation.				
During				
Students were taught the expected behaviors in the location where they occur.				
Students were told the reason(s) for learning for learning the expected behaviors.				
Students were shown multiple examples of the expected behaviors.				
Students were shown on non-example and the demonstration of the problem behavior wasn't more "attention grabbing" than the positive examples.				
Students were given an opportunity to practice the expected behavior in the location.				
Students were recognized when they exhibited behavior during practice.				
Students were reminded or re-taught the expected behavior if they exhibited the non-expected behavior during practice.				
Students were given additional opportunities to practice the expected behaviors by teachers after initial teaching occurred.				

The written plan to recognize expected behavior included strategies for celebrations over time.				
After				
Data was gathered to monitor the effectiveness of the teaching rollout with respect to specified student outcomes.				
Feedback from faculty was used to assess the effectiveness of the teaching rollout with respect to procedures.				
Data-based decision-making was used to inform the next teaching plan.				

Action Plan for Completion of Start-Up Activities

Activity / Task	Person Responsible	Due Date

Building your own Rollout

Behavior that needs improvement: _____

Expectation (from matrix) to be taught: _____

Definition of expectation: _____

Audience	Clear rationale to teach behavior	How will expectation be taught?
Staff and Faculty		
Students		
Other:		

Evaluating School-wide Recognition Plans

Muscott & Mann (2006)

Activities	In Place	Partially in place	Not in place	Don't know
Prior				
The written school-wide recognition plan was aligned with the school-wide teaching plan.				
The written school-wide recognition plan included initial strategies for verbally and visibly recognizing students at high rates for exhibiting the expected behaviors.				
The written school-wide recognition plan included strategies to fade the verbal and visible recognition for students for exhibiting the expected behaviors.				
The written school-wide recognition plan included periodic celebration strategies recognizing students for exhibiting the expected behaviors.				
The written school-wide recognition plan included the roles, if any, that staff would play in the recognizing students for exhibiting the expected behaviors.				
The written school-wide recognition plan included strategies for assessing whether or not it was effective (in combination with the teaching plan) in obtaining the desired outcomes.				
Staff had an opportunity to practice recognizing the expected behaviors in advance of implementation.				
The written school-wide recognition plan included strategies for assessing whether or not staff actually engages in recognition of students in accordance with the plan.				
Families were informed in advanced or concurrent with implementation.				
During				
Students were verbally and visibly recognized at high rates for exhibiting the expected behaviors in the location where they occur during initial practice activities.				
Students continue to be recognized by staff over time in accordance with the plan.				

After				
Data is gathered to monitor the effectiveness of the recognition plan with respect to the specified student outcomes.				
Data was gathered to monitor whether staff are implementing the recognition plan.				
Feedback from staff was used to assess the effectiveness of the recognition plan with respect to the procedures.				
Data-based decision-making was used to inform the next recognition plan.				

Action Plan for Completion of Start-Up Activities

Activity / Task	Person Responsible	Due Date

Building your own Recognition

Type	What does the behavior look like?	What is the recognition?	Who will do the recognizing?	Needed Materials
Short Term (frequent)				
Booster (intermittent)				
Celebration (Periodic)				

Bell to Bell learning

Agenda for staff meeting on 11/09

1. Show Hilltopper Times Season 2 (3 min)- Pam
2. Transition from Video to training (8 min) - Devin
 - a. What would “bell to bell learning” look/sound like?
What would “bell to bell learning” not look/sound like? (see T chart B2B learning Lesson Plan for Students)
3. What can teachers do to promote bell to bell learning? (12 min) (Pam/Sean/Meaghan)
 - a. Have a clear agenda posted at the beginning of class.
 - b. Have a clear teaching objective for everyday.
 - c. What do you want your students to learn today?
 - d. At the end of the block, recap what you covered and learned today. Possibly, tell students what to expect tomorrow.
 - e. Plan more teaching activities than what you think you will ever need. Some of these activities are “extra”, don’t get caught rushing or feeling like you have to get through everything.
 - f. Establish a set routine or structure for everyday.
 - g. Break the 90 minute block into small 20 minute teaching sections with transition activities built in.
4. Go over list of transitions. (5 min) -KR See handout

5. Handout the student B2B Lesson Plan (2 min) – Devin

6. Recognition Plan –

- a. Publicly recognizing students who display “bell to bell learning”.
 - i. Paws are distributed to the class based on the teachers goal to promote bell 2 bell learning. The teacher will decided if there has been improvement with B2B learning. (Devin is going to write specifics/details)
 - ii. For students, they could be trying to reduce the amount of passes and pass time. Students will not put books away early. Students will have books and materials ready at the beginning of class. No cattle corralling at the end of class.
 - iii. Materials: Paws will need to be printed, posters will need to be made
 - iv. Timeframe: 15 cumulative days, starting on 11/15.
 - v. Reward: Tug of War
- b. Teacher regularly models “bell to bell learning”

Lesson Plan to Address “Bell to Bell Learning” For students

Outline

Block one

1. Read the definition of bell to bell learning to your class.
2. Read the rationale for directly teaching bell to bell learning to your class
3. Discussion-create a T-chart.
 - a. Create a T-chart either on newsprint or the whiteboard.
 - b. Ask students for examples of what bell to bell learning looks like and sounds like in the classroom
 - c. Record suggestions on the T-chart.
4. Review all of the classroom expectations in the “Be Responsible” category.

Block two, three and four

1. Further discussion-create a T-chart.
 - a. Create a T-chart either on newsprint or the whiteboard.
 - b. Ask students for examples of what bell to bell learning looks like and sounds like in this classroom
 - c. Record suggestions on the T-chart.

Definition of “Bell to Bell learning

Students are engaged in constructive activities that promote personal, social and academic development.

Rationale for directly teaching “Bell to Bell learning

It is important to be engaged in classroom activities from when the bell starts class to when the bell ends class. Being irresponsible by avoiding class activities significantly interferes with your own learning and decreases your chances of being successful.

What would “bell to bell learning” look/sound like? What would “bell to bell learning” not look/sound like?

Examples	Non-examples
<ul style="list-style-type: none"> • <i>Getting your books, homework, pen/pencil out when you get to class.</i> • <i>Being on time for class.</i> • <i>Bringing everything you need to class.</i> • <i>Etc.</i> 	<ul style="list-style-type: none"> • <i>Needing to go get course material in locker</i> • <i>Packing your stuff up before the bell</i> • <i>Being late to class</i> • <i>Etc.</i>

Reinforcement/Recognition

- 1) Teacher regularly models “bell to bell learning”
 - a. Examples given during the teacher roll-out
 - b. Re-queue, Redirect, Re-teach using posted classroom expectations
- 2) Publicly recognizing students who display “bell to bell learning”
 - a. Individual verbal praise for students who are staying engaged throughout class.

b. Group verbal praise when the entire class stays engaged for the entire class.

3) School Wide recognition → Staff vs. Student tug o' war on Dec 20th 2010

a. With your students establish at least two (2) specific goals for each teach block and write them on the tracking chart. For example: Students will not pack-up before the block ends.

b. Each day that you observe your class meeting your goals, award you class with a paw by taping or gluing a paw to the tracking chart.

c. If every class in the building has earned 15 paws by Dec 17th, then we will hold the Staff vs. Student tug o' war on Dec 20th

* need tracking chart to begin this recognition

Somersworth High School
Behavior Expectations

Expectation	Arriving/Departing	Hallway	Classroom
Be Safe	Hands and feet to yourself. Drive safely. Use designated entrances/exits.	Hands and feet to yourself. Walk, don't run. Use hall passes/visitor passes. Keep the middle of the halls open for traffic. Keep moving toward your destination.	Chemical free. Weapons free. Hands and feet to yourself. Use equipment as it is intended to be used.
Be Respectful	Use appropriate language. Honor personal and public property. Place phone and other electronic devices in your locker.	Use appropriate language. Walk quietly to and from classes. Respect others personal space.	Dress for learning. Use appropriate language. Listen, speak in turn and respond politely. Keep surfaces graffiti-free. Keep hands off the property of others. Keep classroom materials in the classroom
Be Responsible	Report unsafe behavior. Be on time. Dispose of trash properly. Keep your locker locked.	Dispose of trash properly. Be where you are supposed to be. Report spills and other unsafe conditions. Report unsafe/suspicious behavior. Keep your locker locked.	Do your own work. Be there, be ready (bring pencil, books and other appropriate materials). Stay focused and stay awake. Dispose of trash properly.
Be Cooperative	Park in designated areas. Be courteous and assist others.	Acknowledge the mobility needs of others. Stay out of halls during lunch. Assist others when necessary. Respect classes in progress.	Participate (answer questions when you know the answer and ask questions when you don't). Follow classroom expectations. Work well with others. Be a team member.

Somersworth High School
Behavior Expectations

Expectation	Cafeteria	Assemblies/Extra curricular Events	Bathrooms/Locker rooms
Be Safe	Walk, don't run. Keep doorways clear. Keep hands and feet to yourself.	Weapons free. Chemical free. Hands and feet to yourself.	Hands and feet to yourself. Walk, don't run. Use all equipment as intended. Wash your hands. Chemical free.
Be Respectful	Use appropriate language and volume. Wait patiently in line. Be friendly and inviting to others.	Walk quietly to and from assemblies. Use appropriate language. Dress appropriately. Participate appropriately.	Please flush. Use appropriate language and volume. Hands off the property of others. Use paper products efficiently. Use the facility properly. Keep surfaces graffiti-free.
Be Responsible	Enjoy your lunch and finish your food in the cafeteria or Mulligan's Grille. Clear your table and dispose of trash properly. Report spills and other unsafe conditions. Report unsafe behavior.	Respond appropriately to presentations and performances. Dispose of trash properly.	Use the nearest bathroom. Return to class promptly. Dispose of trash properly. Report when bathroom supplies are needed. Report spills and other unsafe conditions. Report unsafe/suspicious behavior. Keep your locker locked.
Be Cooperative	Follow staff directives Assist others when necessary.	Practice sportsmanlike behavior. Be an attentive audience member.	Leave it cleaner than you found it. Follow staff directives. Assist others when necessary. Practice good hygiene.

Levels of Intervention

MINOR OFFICE REFERRAL DEFINITIONS

- Behaviors that do not require an administrator
- Behaviors that are managed by the teacher, paraprofessional, custodian, cafeteria or other staff.
- Behaviors that do not violate other's rights/properties
- Behaviors that are not chronic

Include Procedures to:

- Inform student of the behavior violation
- Describe expected behavior
- Seek student input as to his/her version of the behavior and the cause of behavior.
- Complete staff matrix sheet if level 2 intervention or provide student with a copy of the completed Minor component of Office Discipline Referral Form.

Take into consideration such as:

- Does the student understand the expected behavior?
- Does the parent/guardian need to be contacted?
- Does the behavior expectation need to be taught?
- Is a consequence necessary?
- Could the behavior be diminished by using positive feedback?

Identify possible interventions/consequences such as:

Level 1:

- Verbal Cue to change behavior
- Redirect
- Conference with student or parent
- Relocate to a brief "time-out"
- Re-teach school-wide behavior expectation
- Refer to Guidance, Peer Mediator, Mentor, Student Advocate

Level 2:

- Parent Contact (especially for loss of grade related to plagiarism or cutting class)
- Loss of Privileges (leaving the room, free block, computer privileges ..)
- Grade Loss (Truancy, Cheating or Plagiarism)
- Assign Detention

MAJOR OFFICE REFERRAL DEFINITIONS

Behaviors that:

- Are Chronic Minor Behaviors
- Significantly Violate the Rights of Others
- Are Violent Acts
- Require an administrator as consequences could involve in or out- of-school suspension, or expulsion

Includes procedures to:

- Fill out the Office Discipline Referral Form
- Inform student of the rule violated
- Describe expected behavior
- Seek student input as to his/her version of the behavior and the cause of it
- Complete Office Referral Form, including consequences and provide student or parent a copy of the referral form
- Follow additional Due Process Guidelines for consequences

Identify possible interventions/consequences such as

Level 3:

- Detention
- Restitution / Community Service
- In-School Suspension
- Denial of Field Trip Opportunity
- Mediation
- Counseling
- Recommendation to Targeted Team
- Loss of driving privileges
- Loss of senior privileges

Level 4:

- Out of School Suspension

Level 5:

- Expulsion

The administration has the prerogative to adjust penalties

OFFICE REFERRAL BEHAVIOR DEFINITIONS 6/02/2008

The office referral behavior definitions identify behaviors which need to be addressed and could involve several levels of intervention. The following matrix defines Major behaviors which would be grounds for a referral to an administrative office in the school. Also provided are a range of recommended interventions for both Minor and Major behaviors.

BEHAVIOR	MINOR	MAJOR – Office Referral
Abusive Language/ Inappropriate Language/ Profanity	Student uses a low intensity swear or near swear or offensive gesture which is not directed toward an individual	Student uses swears, racial slurs, near swears, offensive gestures or sexually oriented comments directed towards an adult or about another . >>2 to 5 day suspension
Disruption	Student engages in brief or low intensity behavior that causes an interruption in the educational process of an activity	Student engages in purposeful or persistent behavior that interrupts or significantly disrupts the educational process of the activity or classes
Defiance/Disrespect	Student engages in brief or low- intensity failure to respond to adult request, or responds inappropriately to request.	Student engages in a prolonged or high intensity failure to respond to peer or adult request <u>or</u> to repeatedly not follow school wide expectations >>1 to 2 day suspension
Tardy	Student repeatedly fails to have entire body over the threshold of the classroom door when the bell stops ringing but is in the class within 30 minutes of the bell ringing without authorization to be late. Student is repeatedly tardy to class. Less than 5 minutes is still tardy. >>Intervention: teacher detention. >>Three unsanctioned tardies (over 5 minutes late) count as one unsanctioned absence	Student is repeatedly tardy to class and does not comply with the classroom teacher interventions.

BEHAVIOR	MINOR	MAJOR – Office Referral
Truant/Skip Class	>>Level 1 – Level 2 interventions unless noted otherwise <ul style="list-style-type: none"> • Student fails to attend class, arriving to class more than 30 minutes late, or leaving class without permission and/or proper documentation (staff authorized absence or parent validates absence). • Student leaves class with permission for an unreasonable amount of time. >>intervention: grade of 0, parent contact & detention	>>Level 3 to Level 5 interventions unless otherwise noted <ul style="list-style-type: none"> ▪ 3 failures to attend class or arriving to class more than 30 minutes later without permission and proper documentation >>Recommended intervention: notification of truancy officer
Physical contact/ Fighting/Physical Aggressions	Student engages in low intensity mutual horseplay involving contact with another person such as kicking, hitting, pushing or play.	Student engages in physical contact with another person with the intent to harm or contact resulting in unintentional significant physical injury; Student employs mannerisms or language which conveys a challenge to fight >>minimum of a 2 day suspension, and possible expulsion if it meets the criteria within the SAFE SCHOOL ZONE POLICY
Forgery/Theft		<ul style="list-style-type: none"> ▪ Student is in possession of, has passed on, or is responsible for removing someone else’s property without the person’s permission. ▪ Student has signed another person’s name, without her/his permission. ▪ Student misrepresents himself/herself >>possible notification of law enforcement and possible expulsion if it meets the criteria of SAFE SCHOOL ZONE POLICY
Lying/Cheating/ Plagiarism	Student submits someone else’s work or ideas (intellectual property) as their own and/or allows others to use his/her work as their own Student delivers a message that is untrue >>Plagiarism/Cheating- grade of 0 and parent notification --NHS members- removal from Society	<ul style="list-style-type: none"> ▪ Two or more minor offenses ▪ Student delivers message that is untrue which creates a disruption in a classroom or school

BEHAVIOR	MINOR >>Level 1 – Level 2 interventions unless noted otherwise	MAJOR – Office Referral >>Level 3 to Level 5 interventions unless otherwise noted
Harassment/ Bullying	No minor offense	<ul style="list-style-type: none"> • Bullying - Student engages in persistent and recurring conduct directed towards an individual to insult, taunt, or challenges (verbal, written, physical in nature or otherwise communicated) which is likely to intimidate or provoke a violent or disorderly response from the individual being treated in this manner. (Policy JICFB) • Harassment - Student engages in conduct, actions, writings, or comments based upon an individual’s gender, race, national origin, sexual orientation, religion, age or disability, that is carried out with the intention of, or has the effect of violating a person’s dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. (Policy GBAA and JBAA) • Sexual harassment - Student makes unwelcomed sexual advances, requests for sexual favors, sexually motivated conduct or communication of a sexual nature which severely and pervasively creates an intimidating, hostile or offensive employment or education environment. (Policy GBAA and JBAA) • Hazing/Intimidation-Student engaging in activity which recklessly or intentionally endangers the mental or physical health or safety of a student OR causes personal degradation or disgrace resulting in physical or mental harm. <ul style="list-style-type: none"> ▪ Two or more minor offenses ▪ Student delivers message that is untrue which creates a disruption in a classroom or school

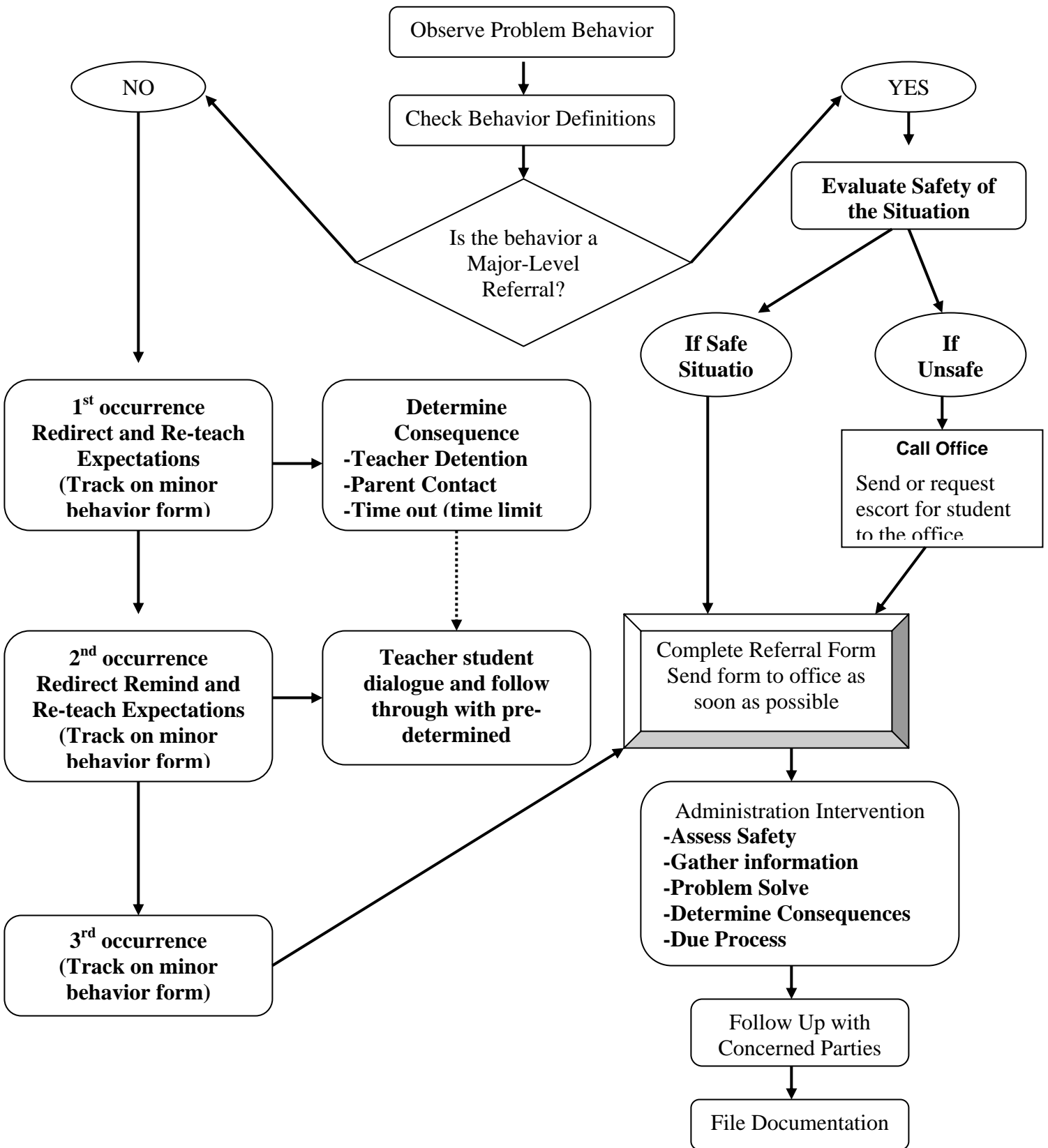
BEHAVIOR	MINOR	MAJOR – Office Referral
Dress Code	<p data-bbox="432 175 1037 240">>>Level 1 – Level 2 interventions unless noted otherwise</p> <ul style="list-style-type: none"> <li data-bbox="432 250 1087 423">▪ Student wears bandanas, durags or ‘hoodies’ (hoods) on the head <i>or</i> head gear (including sunglasses) that make student identity difficult to determine. <i>Hats are at the discretion of the individual classroom teacher.</i> <li data-bbox="432 435 1066 500">▪ Student has <u>any</u> portion of breast or cleavage visible. <li data-bbox="432 511 1087 576">▪ Student wears underwear not covered by outer clothing, including boxers. <li data-bbox="432 587 1075 652">▪ Student has skin between shirt and pants/skirt which is visible <li data-bbox="432 664 1045 696">▪ Student has any portion of buttocks visible. <li data-bbox="432 708 1096 977">▪ Student wears apparel which, through words or design, is sexually suggestive; promotes the use or consumption of alcohol, drugs, or tobacco, including drug paraphernalia; suggests intolerance or lack of respect to others on the basis of gender, race, religion, or ethnic, social, or economic background; promotes violence. <li data-bbox="432 989 991 1053">▪ Student wears, carries or displays gang paraphernalia; <li data-bbox="432 1065 1096 1334">▪ Student wears apparel, (including jewelry,) which, through normal use, is destructive to school property, is inherently dangerous or poses a threat; to the student or others; or could threaten the safety of the student or others in the performance of science labs, career technical classes, athletics or other schoolwork or activities. <p data-bbox="432 1351 1054 1409">>>Request to turn clothing inside out, change clothes or go home for a change of clothing</p>	<p data-bbox="1125 175 1864 207">>>Level 3 to Level 5 interventions unless otherwise noted</p> <ul style="list-style-type: none"> <li data-bbox="1125 250 1843 354">▪ Three minor incidences. Images/content that are blatantly pornographic, profane, intolerant or disrespectful towards others.

BEHAVIOR	MINOR >>Level 1 – Level 2 interventions unless noted otherwise	MAJOR – Office Referral >>Level 3 to Level 5 interventions unless otherwise noted
Misuse of Property	<ul style="list-style-type: none"> ▪ Student marks another’s paper, hides or moves peer’s materials or supplies with the intent to disrupt. ▪ Student fails to use materials/items for its intended use or causes harm to materials/items but does not impair the use of the materials/items. ▪ Student unintentionally causes damage or destruction to school resources, another person’s work or an item of high personal or monetary value, which result in the impairment, or injury of the materials/items. 	<ul style="list-style-type: none"> ▪ Student unknowingly participates in the planning and/or delivery of an activity that results in substantial destruction or disfigurement of property. ▪ Student deliberately or repeatedly causes damage to school resources, another person’s work or items of high personal or monetary value, which could or does result in the impairment or injury of the materials/items.
Arson	No minor offense	<p>Student participates or plans in the malicious burning of school property.</p> <p>>>notification of law enforcement and possible expulsion if it meets the criteria of SAFE SCHOOL ZONE POLICY</p>
Inappropriate Location	<ul style="list-style-type: none"> ▪ Student is located inside the building other than the student’s scheduled location without their passport. ▪ Student loiters anywhere inside the building during free periods other than library, cafeteria or supervised classroom ▪ Student is not in assigned lunch period locations (cafeteria, library, Mulligan’s Grill and Topper Shoppe) with the Grill and Shoppe for paying customers only ▪ Students authorized to arrive to school late fail to sign into the building 	<ul style="list-style-type: none"> ▪ Student leaves school building without authorization ▪ Student leaves school building for lunch and does not have a green card authorizing the departure. ▪ Student authorized to leave the school building fails to sign out through the main office and or in upon his/her return to school. ▪ Student is located in an area of school during student’s scheduled class time which is not authorized by supervising teacher or administration and is involved in damage or disruption to surrounding class environment. participates in the planning and/or delivery of an activity that results in substantial destruction or disfigurement of property. ▪ Student deliberately or repeatedly causes destruction to school resources, another person’s work or items of high personal or monetary value. <p style="text-align: center;">>>minimum ISS</p>

BEHAVIOR	MINOR	MAJOR – Office Referral
Electronic Technology Violation	<p>>>Level 1 – Level 2 interventions unless noted otherwise</p> <ul style="list-style-type: none"> ▪ Student possess or uses cell phone, pager, music/video player, electronic game, cameras during school hours (7:35am to 2:20pm) other than for sanctioned educational activity i.e. field trips(JICJ) ▪ Text messaging/phone calls ▪ Taking pictures i <p>>>confiscated and turned over to the Assistant Principal and returned to a parent/guardian</p> <ul style="list-style-type: none"> ▪ Use of school computer system for recreational, personal or commercial purposes ▪ Use of other’s passwords or allowed use of own password by others ▪ >>loss of computer access privileges, cancellation of account and restitution for cost in such as inappropriate use of paper/ink 	<p>>>Level 3 to Level 5 interventions unless otherwise noted</p> <ul style="list-style-type: none"> ▪ 2nd electronic technology violation with cell phone the parent and student must meet with the Assistant Principal. ▪ 3rd cell phone violation the phone is to be brought to the Assistant Principal’s office each morning and can be picked up at the end of the school day. ▪ Student repeatedly violates electronic technology possession expectation. <p>>> cancellation of account and denied access for all coursework, which could result in removal or failure of course</p> <ul style="list-style-type: none"> ▪ Sending or posting harmful materials or engaging in other forms of social cruelty by using the Internet or other digital technologies which substantially interfere with the work of the school or prevents a safe and positive educational environment or impinges on the rights of others. ▪ Inappropriate use of school network as defined by Acceptable Use Policy including: <ul style="list-style-type: none"> --participate in the transfer or storing of materials which are treasonous, subversive, obscene, sexually explicit or pornographic --involvement with cyber bullying which creates a disruption within the school environment --transferring or storing of illegal materials <p>>> 2 to 5 day suspension</p> <p>>>cancellation of account and denied access for all coursework, which could result in removal or failure of course</p> <p>Illegal use of the network may result in permanent or temporary loss of network privileges, suspension, and/or restitution made for damages caused by the illegal use</p>

BEHAVIOR	MINOR	MAJOR – Office Referral
Bomb Threat/False Alarm	>>Level 1 – Level 2 interventions unless noted otherwise No minor offense	>>Level 3 to Level 5 interventions unless otherwise noted Student participates or plans in the delivery of a message of possible explosive materials being on school property, near school property and/or pending explosion. >>notification of law enforcement and possible expulsion if it meets the criteria of SAFE SCHOOL ZONE POLICY
Inappropriate Display of Affection	Student engages in minor consensual inappropriate verbal and/or physical gestures/contact of a sexual nature with another student (non-brief hugging and kissing)	Student engages in non-consensual inappropriate verbal and/or physical gestures/contact of a sexual nature with another student/adult, or in consensual excessive or illegal contact of a sexual nature with another student or adult.. >>notification of law enforcement and possible expulsion if it meets the criteria of SAFE SCHOOL ZONE POLICY
Vandalism	No minor offense	<ul style="list-style-type: none"> • Student knowingly participates in the planning and/or delivery of an activity that results in substantial destruction or disfigurement of property. ▪ Student deliberately or repeatedly causes destruction to school resources, another person’s work or items of high personal or monetary value. >>notification of law enforcement and possible expulsion if it meets the criteria of SAFE SCHOOL ZONE POLICY

Somersworth High School & Career Technical Center
General Procedures for Problem Behavior Intervention

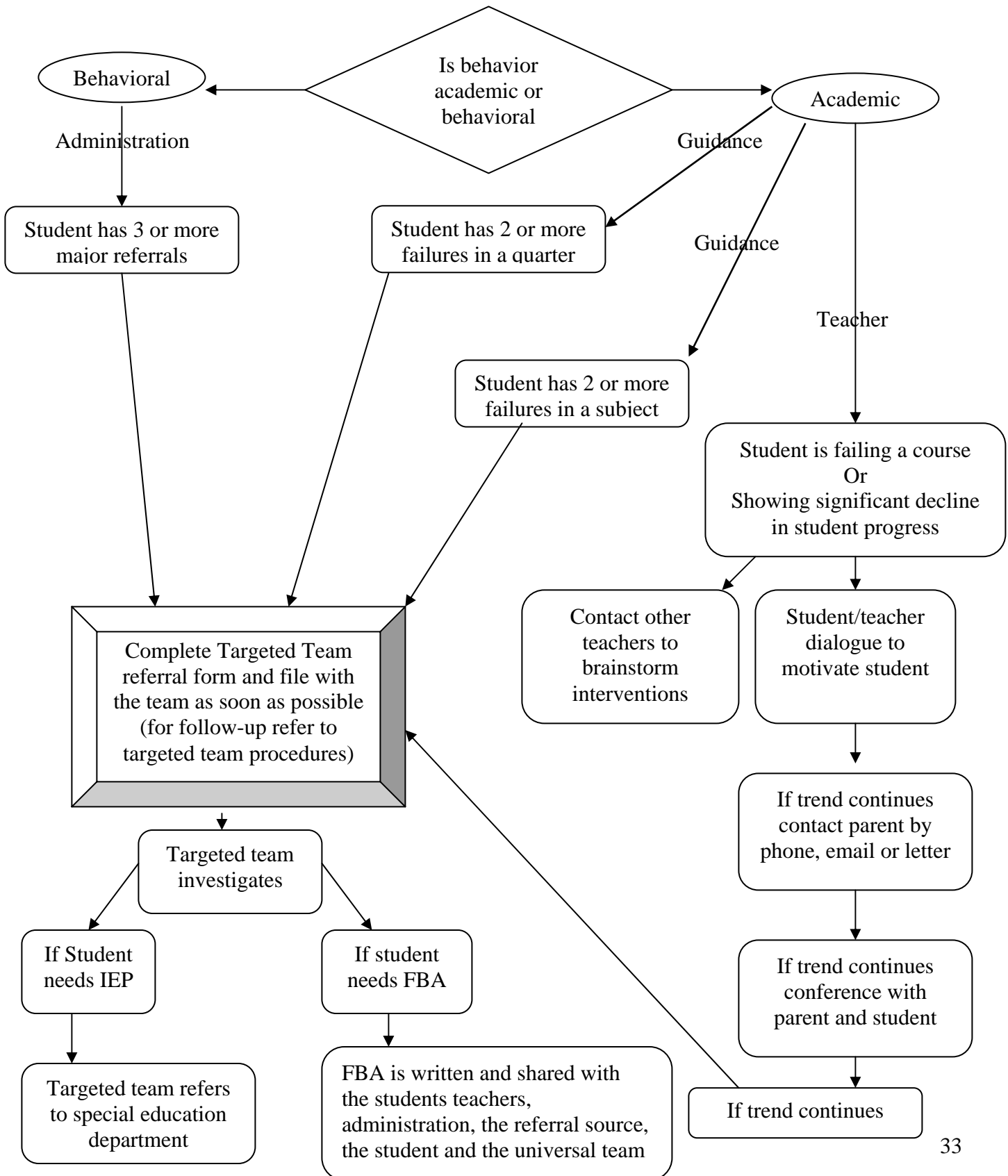


Student teacher dialogue should be handled quickly and quietly

Somersworth High School & Career Technical Center

Procedures for Target student Intervention

Students can be referred to the targeted team by staff, parents, guidance administration or any person who has a concern for a student at Somersworth high school. This chart is a guideline of procedures for referring a student or group of students who may need an academic, behavior or social intervention.



Procedures for student Intervention

Teacher flowchart

