



TROJAN CODE HANDBOOK

SIMSBURY HIGH SCHOOL

Positive Behavior Interventions
and Supports (PBIS)

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POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

What are Positive Behavior Interventions and Supports (PBIS)?

Positive Behavior Interventions and Supports (PBIS) is a school-wide, positive, proactive approach to improving social behavior and promoting academic achievement for all students. School-wide PBIS focuses on teaching and supporting good behaviors in order to prevent problem behavior and improve school climate for all stakeholders. Developed using research in the fields of behavior theory and effective instruction, PBIS supports all students through a continuum of programs that range from school-wide systems to individualized plans for students in need of greater support. Simsbury High School’s implementation of PBIS is through a program that we call the “Trojan Code.”

How does PBIS support SRBI?

PBIS directly supports Scientific Researched-Based Interventions (SRBI) by meeting the needs of all learners through pro-active placement and tiered intervention. The State of Connecticut requires a tiered intervention system to meet the needs of all students. SHS fully implements this tiered approach to intervention, in large part through its Student Intervention Team (SIT). The first tier of intervention (Tier 1) consists of preventive practices implemented at the classroom/teacher level that are designed to ensure success for all students. SHS ensures that the following Tier 1 structures and practices are in place:

- All students receive high quality curriculum and instruction
- Classroom interventions for struggling students are attempted and documented by teachers
- Differentiated instructional techniques help to ensure that all students in the classroom are learning

Tier 2 and 3 interventions, used to support students who are not academically or socially successful with Tier 1 practices alone, are discussed further on pages 14-16 of this handbook.

Who is on the School-wide PBIS Team (Trojan Code Committee)?

The Trojan Code Committee (PBIS team) is representative of the school’s staff, including members from different academic disciplines, teachers of different grade levels, non-teaching staff, and an administrator. The team also maintains connections to parent and student groups in a variety of ways. Please refer to the Trojan Code webpage at www.simsbury.k12.ct.us for a list of current members of the Trojan Code Committee.

What does the Trojan Code Committee do?

- Holds monthly meetings to plan, implement, monitor, and adjust school-wide behavior systems
- Attends professional meetings and trainings to develop and maintain the Trojan Code

- Presents Trojan Code updates at staff meetings to keep staff informed about Trojan Code progress and to receive input and feedback from staff
- Designates a Trojan Code chairperson or coach to facilitate monthly meetings and to be the liaison for district PBIS efforts
- Reviews reports of bullying and makes recommendations to the Administrative Team in accordance with the Safe School Climate plan

While the Trojan Code Committee works throughout the year to promote the expectations and work of the program, it is expected that **all school staff will be active participants** in the school-wide programming, including general and special education teachers, paraprofessionals, school counselors, administrators, substitute teachers, custodians, security guards, cafeteria workers, and others.

How does the Trojan Code Committee communicate with staff?

The Trojan Code Committee has two primary ways of communicating with staff. The *Trojan Code Trends* newsletter is published quarterly and distributed to all staff. The newsletter highlights committee work, reviews important data, provides information related to student behaviors, and recognizes staff members who demonstrate the expectations of the Trojan Code. The *Trojan Code Connections* emails provide brief reminders and updates to staff between faculty meetings and newsletter publications.

SCHOOL-WIDE TENETS AND BEHAVIOR EXPECTATIONS

Be Respectful

Be Honorable

Be Responsible

Why do we have School-wide Behavior Expectations?

Having a few simple, positively stated tenets facilitates the teaching of behavior across settings within our school because students and adults are using the same language. There are only three tenets to ensure that they can be clearly taught, easily remembered, and frequently encouraged. The positive tone of the tenets and expectations is important, as research has shown that recognizing students for behaving well is more likely to improve future behavior than merely identifying behavior as undesirable. Positively stated expectations help students better understand what *to do*, rather than simply stating what *not to do*.

The three broad tenets—“Be Respectful, Be Honorable, Be Responsible”—encompass a wide variety of specific behaviors that we hope to see across settings in our school community. Some examples of these specific behaviors include:

- Raising your hand to be called on to contribute to a class discussion is an example of **Being Respectful**.



- Picking up a stray food wrapper and dropping it into the garbage can on your way out of the cafeteria is an example of **Being Honorable**.
- Making and being on time to an appointment to complete a missed assignment is an example of **Being Responsible**.

The **Matrix of Behavioral Expectations and Settings** (see page 5) uses the three school-wide tenets to frame more specific behavioral expectations for each school setting.

How are School-wide Behavioral Expectations & Routines taught?

Although appropriate behavior may seem obvious to many, research has shown that good behavior is more likely to occur when it is explicitly taught. Simsbury High School’s Trojan Code Committee supports all staff members as they teach students to know and follow “The Code” in a variety of ways.

STARTING THE YEAR OFF RIGHT

During the first weeks of school, members of the Trojan Code Committee, with the help of faculty and staff, focus on teaching the three school-wide tenets (Be Respectful, Be Honorable, Be Responsible), our specific behavioral expectations, and daily routines to all students across all settings in the school. Students learn about the general principles of the Trojan Code at beginning-of-the-year class assemblies, are taught classroom expectations by their teachers, and become familiar with expectations for non-academic settings (e.g. restrooms, hallways, the cafeteria, etc.) through lessons in SHS Connect groups.

During the first weeks of school, teachers and administrators also establish clear routines, consisting of policies and procedures that students are expected to follow to keep things running smoothly and prevent problem behaviors. Examples of student routines include: sitting down and taking out the day’s assignment when entering the classroom, waiting in line to purchase lunch, washing hands before leaving the restroom, moving efficiently through the hallway to arrive at class on time, etc. Faculty and staff work to purposefully design and reinforce routines that will encourage good behavior and minimize disruptions to learning.

ONGOING SUPPORT AND RE-TEACHING

Like all important lessons, our school recognizes that it is often necessary to teach behavioral expectations and routines more than once. Periodically, adults will re-teach expectations to students, particularly at relevant times of the year. For example, staff will review sporting event expectations prior to a pep rally or assembly expectations prior to a performance for students. It is also necessary to revisit expectations when a review of school-wide data indicates an increasing behavioral challenge in the building. The Trojan Code Committee will ask teachers to re-teach expectations, reconsider routines, and/or increase the number of Trojan Code tickets given for particular expectations. The Trojan Code Committee also designates activities to support positive school culture, which help students and adults to maintain their focus on the expectations throughout the year.

Our school surveys students and adults every other year to monitor the effectiveness of the program and to identify areas in need of further support and teaching. To be most effective, it is important that the Trojan Code expectations continue to be recognized by at least 90% of the school's staff and students, and that the language of the Trojan Code be regularly used in both classroom and non-classroom settings.

VISUAL PRESENCE

Trojan Code posters are posted in instructional and non-instructional spaces in the school, including all classrooms, the cafeteria, hallways, etc. This helps to remind staff and students of the behavioral expectations for each setting. Please notify a committee member if a poster needs to be replaced.

The Trojan Code Bulletin Board, located by the stairs leading from the main lobby to the second floor, is a constant, visual reminder of the work of Trojan Code. The bulletin board displays expectations, quarterly goals, and activities for staff and students. Student and staff accomplishments are featured, as well as the accumulation of "Pay It Forward" contributions.



THE TROJAN CODE

Matrix of Behavioral Expectations and Settings

	RESPECTFUL	HONORABLE	RESPONSIBLE
Academic Setting (classroom, library, CRC, computer labs)	<ul style="list-style-type: none"> • Listen when someone else is speaking • Use appropriate language and tone • Be considerate of property and personal space • Be polite and positive • Follow adult direction appropriately • Silence or turn off cell phones and other electronics as appropriate 	<ul style="list-style-type: none"> • Be truthful and accountable • Demonstrate academic integrity • Do your best work • Address inappropriate behavior 	<ul style="list-style-type: none"> • Arrive on time • Be prepared • Engage in the learning process • Report unsafe behavior • Use technology for academic purposes only • Leave area as you found it or better
Hall	<ul style="list-style-type: none"> • Use appropriate language and tone • Be considerate of property and personal space • Be physically appropriate • Follow adult direction appropriately • Move through hallway quietly • Allow sufficient passing room at all times 	<ul style="list-style-type: none"> • Be truthful and accountable • Address inappropriate behavior 	<ul style="list-style-type: none"> • Use electronic devices during passing time only • Keep halls clean and neat • Report unsafe behavior and vandalism • Arrive quickly (within 5 minutes) at your destination when on open period • Always have a pass when out of a class
Cafeteria	<ul style="list-style-type: none"> • Quickly and quietly find your seat • Maintain your spot in line • Use appropriate language and tone • Follow adult direction appropriately 	<ul style="list-style-type: none"> • Be truthful and accountable • Address inappropriate behavior 	<ul style="list-style-type: none"> • Clean your space • Dispose of trash appropriately • Leave area as you found it or better
Restroom	<ul style="list-style-type: none"> • Be considerate of property and personal space 	<ul style="list-style-type: none"> • Only use restroom when necessary • Be truthful and accountable • Address inappropriate behavior 	<ul style="list-style-type: none"> • Return to class immediately • Keep area clean • Be sanitary: flush, wash and dry • Report unsafe behavior
School Grounds	<ul style="list-style-type: none"> • Be considerate of property and personal space • Be physically appropriate • Follow adult direction appropriately 	<ul style="list-style-type: none"> • Park on school grounds only when and where authorized 	<ul style="list-style-type: none"> • Drive safely at all times • Remain on school grounds and in appropriate areas during school hours
Assembly	<ul style="list-style-type: none"> • Listen attentively • Follow instructions of presenter • Follow adult direction appropriately • Turn off cell phones and other electronic devices 	<ul style="list-style-type: none"> • Express appreciation at appropriate times • Address inappropriate behavior 	<ul style="list-style-type: none"> • Enter and exit in an orderly manner • Leave area as your found it or better
Sporting Events	<ul style="list-style-type: none"> • Use appropriate language and tone • Follow adult direction appropriately • Be spirited and positive 	<ul style="list-style-type: none"> • Be considerate of all competitors, spectators, and officials • Act as a positive representative of SHS 	<ul style="list-style-type: none"> • Leave area as you found it or better
Bus	<ul style="list-style-type: none"> • Use appropriate language and tone • Be considerate of property and personal space • Be physically appropriate • Follow adult direction appropriately 	<ul style="list-style-type: none"> • Be truthful and accountable • Address inappropriate behavior 	<ul style="list-style-type: none"> • Adhere to all safety rules • Report unsafe behavior and vandalism



TROJAN CODE TICKET SYSTEM

Why do we want to recognize expected behavior?

While teaching expected behavior is essential, it is also important to regularly recognize students for engaging in appropriate behavior. Research has shown that “catching” students engaging in good behavior is even more important for classroom climate and learning than catching students breaking the “rules.” Recognizing students for correct behavior is important because it encourages the student recognized to continue to behave well, it identifies model student behavior for others, and it increases the ratio of positive to negative interactions taking place in the setting. Research on effective teaching has found that teachers should engage in at least four positive interactions with students for every one negative interaction (**4:1 ratio**) in any classroom or non-classroom setting. The 4:1 ratio is one of the best ways to foster a positive school climate.

Teachers informally reinforce students in a variety of ways, most typically through praise. At Simsbury High School the Trojan Ticket system is a way to more formally acknowledge students’ good behavior. Each adult in the building can use a Trojan Code ticket to recognize a student for being Respectful, Honorable, or Responsible. The ticket asks teachers to identify which specific behavior the student performed, and to link the behavior to the appropriate broader tenet. For example:

THANK YOU!

RESPECTFUL • HONORABLE • RESPONSIBLE

SIMSBURY HIGH SCHOOL

▶ Brian Smith

▶ GRADE: 9 10 11 12

▶ YOU HAVE SHOWN:
 Respect Honor Responsibility

▶ BY: Being on time to
class with your
materials all week.

▶ GIVEN BY: Mrs. Jones

Drawing Pay It Forward

Trojan Code tickets provide the most effective feedback when they immediately follow the desirable behavior, and when the adult makes it clear to the student for what behavior, specifically, the ticket was given. The most important part of giving a ticket is the conversation with the student. If a teacher or staff member is pressed for time, it is far more important to have the conversation without the ticket, than to give the ticket without the conversation. The ticket can then be given to the student at a later time.

Who should be handing out Trojan Code Tickets?

All adults employed in the school are provided with Trojan Code Tickets, including general and special education teachers, paraprofessionals, school counselors, administrators, substitute teachers, custodians, security guards, cafeteria workers, and others. Tickets can be given at any time, by any adult, to students or other adults, to acknowledge that expectations have been met.

How many tickets are given out?

The goal is for the program to reach all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. Challenging students probably benefit most from a program like the Trojan Code, as they may be most in need of explicit teaching of good behavior, and least likely to otherwise experience positive recognition.

What do students do with their tickets?

Students are encouraged to turn their tickets in to boxes located in the Assistant Principals' offices for drawings that occur every two weeks. Students have a choice about whether to submit tickets to a drawing for a small prize, or whether to submit the ticket for "Pay It Forward." Those students who submit tickets for the drawing listen to morning announcements during SHS Connect, as tickets are drawn from each grade level. Students whose tickets are pulled in the drawing receive a small prize. Students who choose to "Pay It Forward" submit tickets toward a charitable contribution. For each ticket submitted, a dollar is donated toward a charity selected annually by the Trojan Code Committee. Contributions from local organizations, such as the Rotary Club, have made the "Pay It Forward" initiative possible.



TROJAN CODE CONSEQUENCES AND SUPPORTS

While the goal of the Trojan Code is to be proactive in order to prevent disciplinary incidents from occurring, some students will occasionally make poor choices. The PBIS model emphasizes consistent and fair disciplinary procedures. Without logical and predictable consequences, students are unlikely to learn good behavior, or be motivated to change disruptive behavior. PBIS promotes a respectful disciplinary process that, to as great an extent possible, emphasizes teaching good behavior, opportunities for remediation when appropriate, and use of natural consequences when possible.

UNDERSTANDING THE ABCS OF BEHAVIOR AND NATURAL CONSEQUENCES

In most cases, students perform inappropriate behaviors due to conditions of the setting in which they find themselves, and/or as a result of rewarding consequences associated with the behavior. According to behavior theory, the chain of events surrounding a student's behavior choices looks like this (the "ABC"s of behavior):



Sometimes, modifying an antecedent is enough to alter a student's behavior. For example, a student watches for his friends to pass in the hallway, shouting to them and disrupting class when he sees them pass. Although the teacher has attempted a consequence for the student (explaining why the behavior is disruptive, perhaps assigning a class detention), the student continues to behave the same way. Having identified the antecedent of the student's behavior (seeing friends in the hallway), the teacher might anticipate the student's behavior and encourage him to socialize during passing time, lunch, or another appropriate time. If this proactive approach fails, moving the student's seat so that the hallway is no longer visible, closing the classroom door, or instructing students in the hallway to return to their assigned location are all possible ways of altering the antecedent, and correcting the behavior.

Behavior can also be modified by focusing on consequences. Ideally, a student would experience natural consequences in a social setting that deter problem behavior. For example, if the student described above shouts to friends in the hall and is ignored, while peers in the room whisper "Shhh!" and glare, he will probably be less likely to perform the behavior again. Likewise, if the student has a good relationship with the classroom teacher, and the teacher is obviously disapproving, the teacher's response also lessens the likelihood of the student choosing the behavior again. In a school where most students behave appropriately, expectations are explicitly taught, and meaningful relationships exist among adults and students alike, these types of natural (social) consequences are more likely to occur.

Many times, though, relying on antecedent changes and natural consequences is not enough. The student in this situation is still choosing to disrupt the class. It is important to identify the rewarding consequence that encourages the student to continue his behavior. Does the student obtain

attention from peers inside the classroom? From the teacher? Does the student avoid an academic task through disruption? If the student is seeking attention, and is sent out of the room, that consequence will likely be effective. However, if the student is trying to avoid a task, being sent out of the room is reinforcing, and the student might actually *increase* the frequency of behavior.

According to the PBIS model, adults can modify a significant amount of undesirable student behavior by paying close attention to antecedents and consequences and making small, but often significant, class- or student-specific changes.

OFFICE DISCIPLINARY REFERRAL (ODR) PROCEDURES

Minimizing lost instructional time and building relationships are key goals of the PBIS model. As a result, staff members are encouraged to address “minor” problem behaviors in their classrooms to as great an extent possible. When it becomes evident that a student is not responsive to teacher prevention/intervention (usually after three “minor” offenses for the same behavior), the behavior may become a “major” behavior, resulting in referral to a building administrator. Some student behaviors are disruptive or dangerous enough that they constitute “major” violations on the first offense. These “major” violations are referred directly and often immediately to a building administrator. Specific administrative consequences for particular violations are included in the Student Handbook.

The following pages contain materials detailing the consequence system at our school. A list of “minor” and “major” violations, and definitions of each, is included, along with a Discipline Procedures Flowchart that illustrates the process teachers engage in when a student behaves inappropriately. The Office Discipline Referral form is used by staff for reporting major disciplinary issues to the appropriate administrator.

Behavior	Definition	Type of Violation*
Disrespect	Student openly refuses to follow directions, talks back, or does not comply with teacher request. Note: Repetition constitutes defiance/insubordination/non-compliance (see “Majors” section, below).	Minor
Disruption	Student behavior causes an interruption during a class or activity. Examples include sustained loud talk, yelling, making noise with materials, horseplay or roughhousing, or sustained out-of-seat behavior.	Minor
Dress Code Violation	Student wears clothing that is in violation of the handbook dress code policy.	Minor
Inappropriate Display of Affection	Student engages in inappropriate but consensual verbal interchange and/or physical gestures/contact of a sexual nature i.e. kissing.	Minor



Inappropriate Language/Profanity	Language inappropriate for school (swearing, talking about drugs/alcohol/sexual behavior, etc.).	Minor
Inappropriate Location/Area	The student is not where he or she is supposed to be within the building at a particular time.	Minor
Lying/Cheating	Student is intentionally deceptive or deceitful OR Student has cheated, as defined by the handbook (notify guidance and assistant principal).	Minor
Skipping (Class Cut)	Student leaves or misses a class without permission. Note: Missing more than half a class period constitutes an unexcused absence.	Minor
Tardy (Unexcused)	Student arrives unexcused to class after the bell has rung. If student misses more than half of a class period, the student is considered absent (unexcused).	Minor
Technology Violation	Student is inappropriately using a cell phone, computer, or other electronic device. If the student is using the device at an inappropriate time (e.g. texting during class), violation is minor. If the student is violating the Acceptable Use Policy (e.g. sexting), violation is major.	Minor/Major
Abusive Language	Threats, aggressive/escalating comments, name-calling, or other verbal attacks. Note: This may constitute bullying (see bullying policy).	Major
Forgery/Theft	Student is in possession of, has taken and passed on, or is responsible for removing someone else's property, or has signed a person's name without that person's permission.	Major
Defiance/Insubordination/Non-compliance	Repeated refusal to follow directions, escalating back talk, and/or refusal to comply with an adult's reasonable requests.	Major
Multiple Minor Offenses	The student has accumulated at least three "minors."	Major
Property Damage/Vandalism	Student deliberately causes damage to or destroys property.	Major
Skipping Detention or Saturday School	Student fails to appear for detention or Saturday school.	Major
Truancy	Student is absent without excuse from all or most classes on a given day.	Major
Use/Possession of Tobacco	Student is in possession of or is using tobacco products.	Major
Arson	Student plans and/or participates in malicious burning of property.	Major/Crisis
Bomb Threat/False Alarm	Student delivers a message indicating that explosive materials may be on or near campus, or unnecessarily	Major/Crisis

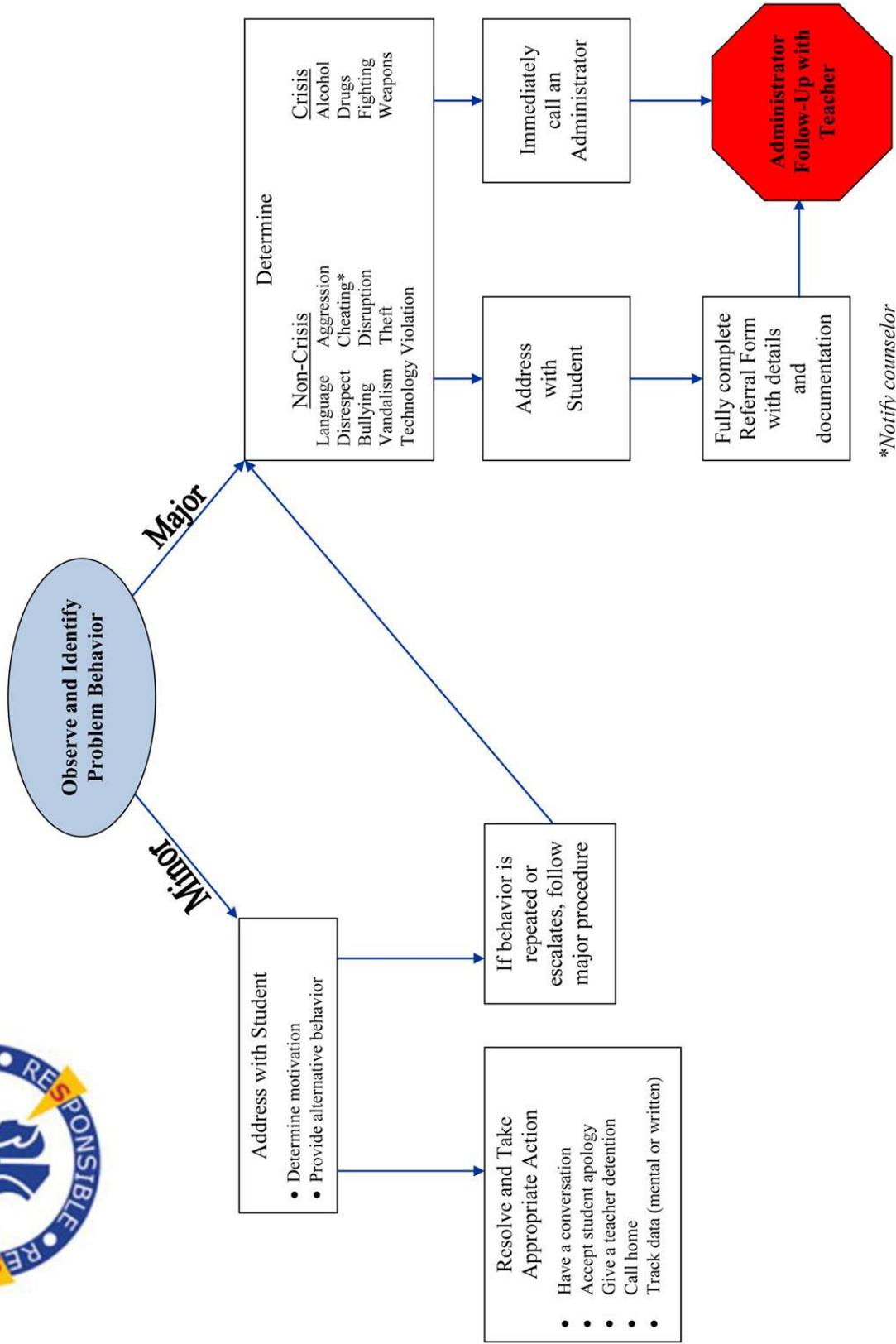


	triggers a lockdown/evacuation.	
Harassment/Bullying	As defined by the Student Handbook: (a) the repeated use by one or more students of a written, oral, or electronic communication, such as cyber-bullying, directed at or referring to another student attending school in the same school district, or (b) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student's property (2) places such student in reasonable fear of harm to self, or of damage to his or her property (3) creates a hostile environment at school or school-sponsored activity for such student (4) infringes on the rights of such student at school or school-sponsored activity, or (5) substantially disrupts the education process or the orderly operation of school or school-sponsored activity.	Major/Crisis
Physical Aggression/Fighting	Student engages in action involving serious physical contact where injury is likely to occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Major/Crisis
Use/Possession of Alcohol	Student possesses alcohol or is visibly intoxicated.	Major/Crisis
Use/Possession of Combustibles	Student possesses substances or objects capable of causing bodily harm or property damage, including matches, lighters, firecrackers, gasoline, or lighter fluid.	Major/Crisis
Use/Possession of Drugs	Student possesses drugs, drug paraphernalia, or imitations; student is visibly intoxicated.	Major/Crisis
Use/Possession of Weapons	Student is in possession of real or imitation knives, guns, or other objects readily capable of causing bodily harm.	Major/Crisis
<p>*Definitions: Minor: Teacher redirection or consequence for the first two violations. Third offense results in office disciplinary referral. Major: Results in office disciplinary referral. Crisis: Should be <u>immediately</u> reported to administration/security.</p>		





**Simsbury High School
Procedure for Dealing with Problem Behavior**



**Notify counselor*



Grade 9 ALL - Pera
 Grade 10-12 A-K - Robert
 Grade 10-12 L-Z - Patrino

**SIMSBURY HIGH SCHOOL
 DISCIPLINARY REFERRAL FORM
 (Shaded Areas Must be Completed)**

For Office Use Only
 PS: _____ SWIS: _____
 Date of Detention: _____

Student(s) Involved: _____ Grade: _____

Present: _____ Not Present: _____
 Date Mailed: _____

Referring Staff Member: _____ Date of Incident: _____ Subject: _____

Specific Location of Incident: _____ Period: _____ Time: _____

Minor Behavior Problem <i>For Teacher Use Only</i> <small>3 minor offenses with varied interventions in a short period of time become a major offense.</small>	Date	Possible Motivation	Major Behavior Problem <i>For use when referring student to administration</i>	Date
<small>Please check only 1 or indicate primary offense.</small> <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/Physical aggression <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code violation <input type="checkbox"/> Technology violation: <input type="checkbox"/> Cell <input type="checkbox"/> Electronic Device <input type="checkbox"/> Computer <input type="checkbox"/> Tardy <input type="checkbox"/> Other (please describe)		<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid tasks/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Unknown motivation <input type="checkbox"/> Other motivation	<small>Please check only 1 or indicate primary offense.</small> <input type="checkbox"/> Abusive Language <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Defiance/Insubordination/Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Disruption <input type="checkbox"/> Tardy <input type="checkbox"/> Skipping (Class Cut) <input type="checkbox"/> Truancy <input type="checkbox"/> Property damage/Vandalism <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation <input type="checkbox"/> cell <input type="checkbox"/> electronic device <input type="checkbox"/> computer <input type="checkbox"/> Inappropriate Display Affection <input type="checkbox"/> Inappropriate location/area <input type="checkbox"/> Gang affiliation display <input type="checkbox"/> Use/Possession of tobacco <input type="checkbox"/> Use/Possession of alcohol <input type="checkbox"/> Use/Possession of drugs <input type="checkbox"/> Use/Possession of combustibles <input type="checkbox"/> Bomb threat/False alarm <input type="checkbox"/> Arson <input type="checkbox"/> Use/Possession of weapons <input type="checkbox"/> Skipping Det/SatSchool <input type="checkbox"/> Multiple Minor Offenses	
Teacher Decision/Intervention Verbal warning _____ Conference with Student _____ <input type="checkbox"/> Parental contact _____ <input type="checkbox"/> Lunch detention _____ <input type="checkbox"/> After School detention (teacher) _____ <input type="checkbox"/> Temporary change in schedule _____			Administrator Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____	
Referring Staff Member Comments: _____ _____				
Administrative Decision/Intervention <input type="checkbox"/> Time in office <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent contact <input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Restitution <input type="checkbox"/> Community Service <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Bus suspension <input type="checkbox"/> In-School suspension <input type="checkbox"/> Out-of-School suspension <input type="checkbox"/> Saturday School <input type="checkbox"/> Expulsion <input type="checkbox"/> Other Admin Decision	Date(s) and/or hours _____ _____ _____ _____ _____ _____ _____ _____ _____ _____			

Administrator/Assistant Signature _____

Date _____

Revised 7.25.16



SCHOOL-WIDE INFORMATION SYSTEM (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The Trojan Code Data Team examines disciplinary data on a monthly basis to make decisions about school-wide programming and to identify individual students in need of additional support. Examples of the data reports examined include average frequency of problem behaviors by month, day of week, and time of day; most common types of problem behavior; locations of problem behavior; and grade level and sub-group comparisons. The Data Team also looks at students who have received several referrals to make sure those students are receiving tier 2 or 3 supports.

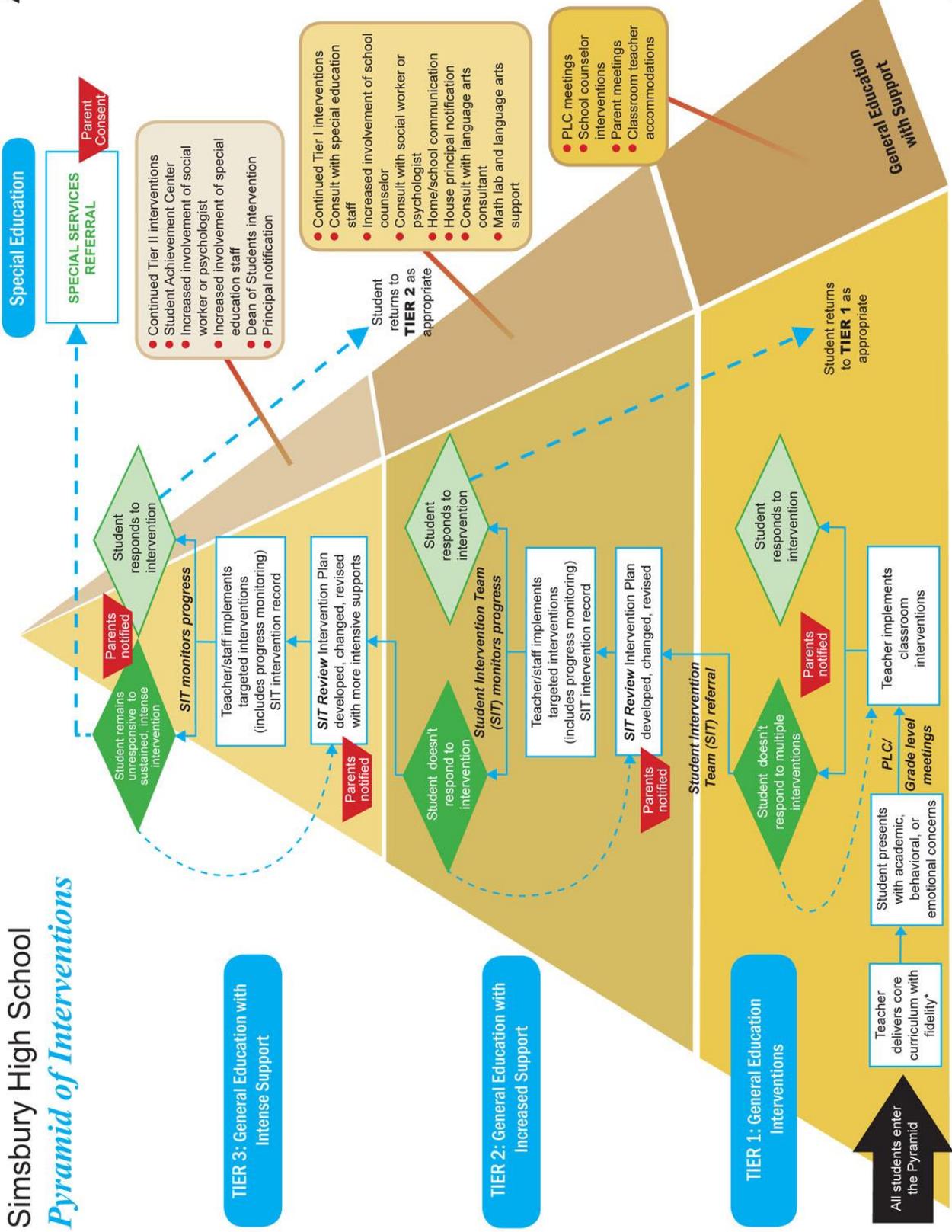
TIER 2 AND 3 INTERVENTIONS AND SUPPORTS

The faculty, staff, and administration of Simsbury High School want all of our students to succeed. We know that sometimes circumstances or situations inside or outside the school may interfere with a child's opportunity for success, affecting the student emotionally, physically, and academically. Students and families have access to resources available through the school should they need additional help or support. School counselors may offer assistance, or will direct the student to the resource person in the school who is best able to support the student. Some students experience an ongoing pattern of difficulty that requires more continuous support (Tier 2) to ensure social and academic success. These students are referred to the Student Intervention Team (SIT), which follows a Pyramid of Intervention as outlined by the State of Connecticut's educational Scientific Research-Based Intervention (SRBI) guidelines (illustrated on page 15). Our school surveys students and adults every other year to monitor the effectiveness of the program and to identify areas in need of further support and teaching. To be most effective, it is important that the Trojan Code expectations continue to be recognized by at least 90% of the school's staff and students, and that the language of the Trojan Code be regularly used in both classroom and non-classroom settings.



Simsbury High School Pyramid of Interventions

Special Education Consideration for special education evaluation may occur at any point but will occur most commonly after Tier III.



*Fidelity refers to the delivery of instruction or interventions as they were designed to be implemented.

Students who need Tier 2 interventions continue with their general education program with increased support. Students may be assigned to subject-specific academic support (e.g. the math lab), the Student Achievement Center, or social skills groups run by the school psychologist or social worker. Communication between home and school is increased, and a referral may be made for a specific daily Tier 2 intervention such as a Check-In/Check-Out (CICO) plan.

Students who do not succeed with Tier 2 interventions and support progress to Tier 3, where they continue with their general education program with intensive support. There is an increase in the involvement of the administration, special education staff, social worker, psychologist, language arts consultant, or behavior coach. Students may be referred to the Pathways program, which provides intensive support in an alternative setting during the school day.

PROMOTING POSITIVE SCHOOL CULTURE

School communities are positive when the relationships among individuals within them are strong. PBIS seeks to promote positive relationships among students, between students and adults, and among adults. The success of the Trojan Code at Simsbury High School depends on a commitment from adults to teach, model, and recognize behavior that is respectful, honorable, and responsible. If you have questions for a member of the committee, are looking for strategies to promote positive school culture, or would like to get involved in our work, committee members' names can be found on Simsbury High School's website. Please join us as we continue to improve relationships at SHS!

