

USE OF FACILITIES – FEBRUARY 2013

**COMMUNITY CENTER (Hallway)**

February 9, 2013

February 16, 2013

12PM – 4PM

Golden Rams Baseball Registration

Contact: Stan Necheff

(no fees)

**FOOTBALL FIELD/COMMUNITY CENTER**

March 23, 2013

12PM – 3PM

Harrison Township Easter Egg Hunt

Contact: Neal Mackowski, Recreation Director

(no fees)

**HIGHLANDS HIGH SCHOOL**

June 17, 2013 through June 21, 2013

8:30 AM – 4:00 PM

C-MITES Program Room A108

Contact: Pam Piskurich

\$50.00 per day

## 7.1 *Substitute Teacher Call List*

Nee, Kasara  
Sec. English Teacher  
Ratify: 1-18-13

Hampshire, Allen  
Elementary Teacher  
Ratify: 1-18-13

Killeen, Kennan  
Sec. English Teacher  
Ratify: 1-18-13

Heder, Crystal  
Health / Phys Ed Teacher  
Ratify: 1-18-13

Surovchak, Daniel  
Art Teacher  
Ratify: 1-15-13

Bateman, Robert  
Tech Ed Teacher  
Ratify: 1-15-13

Bell, Linda  
Elementary Teacher

# HIGHLANDS SCHOOL DISTRICT

SECTION: PUPILS

TITLE: **POSITIVE** BEHAVIORAL  
SUPPORT PLAN

ADOPTED: February 19, 2007

REVISED: February 18, 2013

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|  | 113.2 <b>POSITIVE</b> BEHAVIORAL SUPPORT PLAN  |
| 1. Purpose<br>Title 22<br>Sec 14.133     | <p>Special education students have special rights in dealing with behavioral situations within the school environment. These behaviors are considered problems when they interfere with productive interpersonal relationships and productive situations. Every situation must be dealt with on an individual basis within the guidelines outlined in the district's behavioral support policy.</p> <p>Communication within this process is imperative and consistency must be maintained with all individuals involved with the student, including the student, the parent/guardian, the Special Education teacher, the regular teacher and the administrator. Parents / Guardians are participants in the IEP teams and provide input and content for behavioral interventions contained therein.</p>  |
| 2. Authority                             | The Board recognizes the need to provide the behavioral support to students necessary to receive appropriate instruction.  |
| 3. Definition<br>Title 22<br>Sec. 14.133 | <b>Positive</b> Behavioral Support shall be defined as those specific procedures, methods and techniques required to assist children in developing and maintaining the necessary social skills in order to facilitate learning.  |
| 4. Guidelines                            | <p>Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning and self-fulfillment. Positive techniques for development, change and maintenance of behavior shall be the least intrusive necessary. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing and program concerns, shall be reviewed and addressed prior to development of a positive behavior support program. The policy also presents an array of models from which to choose, depending upon staff training and type of behaviors which require attention. The least intrusive methods necessary shall be utilized. The three (3) levels of intervention are:</p> <p>Level I – Proactive Classroom Management</p> <p>Level II – Individual Management</p> |

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| <p>Title 22<br/>Sec.14.133</p> | <p>Level III – Restrictive Management</p> <p>Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a positive behavior support program. The following aversive techniques are inappropriate and may not be used:</p> <ol style="list-style-type: none"><li>1. Corporal Punishment</li><li>2. Punishment for a manifestation of a student’s disability.</li><li>3. Locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.</li><li>4. Noxious substances.</li><li>5. Deprivation of basic human rights, i.e., withholding meals, water or fresh air.</li><li>6. Serial suspensions.</li><li>7. Treatment of a demeaning nature.</li><li>8. Electric shock.</li><li>9. Methods implemented by untrained personnel.</li><li>10. Methods which have not been outlined in the agency’s plan.</li></ol> <p style="text-align: center;"><b>INTERVENTION LEVELS</b></p> <p style="text-align: center;"><b>LEVEL I – PROACTIVE CLASS MANAGEMENT</b></p> <p>All students have unique and individual ways of behaving; therefore, successful classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating an environment that encourages learning and appropriate behavior. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventive methods.</p> <ol style="list-style-type: none"><li>1. Classroom Management Strategies:<ol style="list-style-type: none"><li>a. Meetings with entire educational instructional team to outline the specialized behavior management and instruction required for the exceptional student.</li><li>b. In-service training on effective behavior management techniques and</li></ol></li></ol> |
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|  | <p>instructional techniques for exceptional students.</p> <p>c. Transitional services:</p> <ol style="list-style-type: none"><li>1) Building to building.</li><li>2.) Teacher to teacher.</li><li>3.) Class to class.</li><li>4.) School to life.</li></ol> <p>d. Frequent monitoring of student's progress</p> <p>e. Posted clear class expectations</p> <p>f. Positive reinforcement.</p> <p>2. Pro Social Behavior:</p> <ol style="list-style-type: none"><li>a. Systematic reinforcement.</li><li>b. Modeling Pro Social Behavior.</li><li>c. Verbal instruction.</li><li>d. Role-playing.</li></ol> <p>3. Social Problem-Solving:</p> <ol style="list-style-type: none"><li>a. Classroom discussions of real life dilemmas.</li><li>b. Role-playing.</li><li>c. Student participation in decision making activities.</li><li>d. Alternative thinking.</li><li>e. Means-end thinking.</li><li>f. Self-instruction training.</li></ol> <p>4. Affective and Communication:</p> <ol style="list-style-type: none"><li>a. Values clarification activities.</li></ol> |
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- b. Active listening.
- c. Communication skills training.

## LEVEL II – INDIVIDUALIZED MANAGEMENT

The goal of individualized behavior management is to maintain and/ or increase appropriate and adaptive behavior and to extinguish and /or decrease inappropriate or maladaptive behaviors.

### Definitions

**Individual behavior management** is the ability to deal with a student's behavioral problems as mandated by the student' individualized education plan. This plan will not attempt to list all the procedures for dealing with individualized problems, but it will serve as a guideline for successful intervention.

1. Define the problem.
2. Analyze the behavior – its consistency and its circumstances.
3. Analyze the antecedent (what happens before), the behavior (what happens during) and the consequences (what happens after).
4. Be consistent, specific and immediate with consequences.
5. Choose the most effective level of intervention.
56. The addition of any negative component in an intervention should always be accompanied by the introduction of an additional opportunity to earn a positive reward.
7. Plan for maintenance of appropriate behavior.

### Aggression Replacement Training

1. Social skills training techniques for students and instructional staff.
2. Crisis prevention and intervention techniques.
3. Self-monitoring of inappropriate behaviors.

### Assertive Discipline

1. Systematic process of rules, rewards and consequences.

2. All behaviors, consequences and rewards are documented.

Behavior Modification

1. Direct instruction
2. Reinforcement techniques.
3. Verbal prompts.
4. Cueing.
5. Redirection.
6. De-escalation time in specific increments.
7. Behavior Contracts.
8. Environmental restructuring.
9. Removal of individual from class.
10. Alternative dining.
11. Isolation room.
12. In-school suspension.
13. Out-of-school suspension.
14. Manipulation of antecedents and consequences.
15. Extended day.

Cognitive Training / Self-Actualization

1. Self-monitoring.
2. Self-evaluation.
3. Self-reinforcement.

Reality Training

1. Confrontational questioning.
2. Classroom / Individual meetings.
3. Social problem solving.
4. Behavior contracting.
5. Logical consequences.
6. Time-outs.

#### Social Skills Training

1. Direct instruction.
2. Modeling and rehearsal.
3. Coaching.
4. Self-instruction.

#### Various Teacher / Student Interaction Programs

1. Parent/Guardian notification/involvement.
2. Teacher / Parent communication.

### LEVEL III – RESTRICTIVE MANAGEMENT

Level III interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining and are considered more intrusive to personal freedom than either Level I or Level II interventions. Restrictions shall not be used as a punishment, as a convenience for staff or as a substitute for an instructional program. The District will have a procedure for restraint procedures.

#### Physical Restraints

Non-violent physical intervention techniques shall be used only to control acute or episodic aggressive behavior. Physical restraints shall be used only when a child is a clear and present danger to self or others. At any time a physical restraint is used, an IEP meeting shall be convened to review the appropriateness and effectiveness of the IEP.



### Mechanical Restraints

Mechanical restraints shall be used to control involuntary movement or lack of muscular control of student due to organic causes or conditions. Mechanical restraints shall prevent a student from injuring him / herself or others, or promote normative body positioning and physical functioning. Mechanical restraints may be used only as specified in the IEP resulting from recommendation from a medical professional and agreed to by the students' parents/guardians.

### Circumstances That May Warrant Removal

1. Assault of a staff member.
2. Assault of another student.
3. Use, sale and possession of narcotics or alcoholic beverages.
4. Carrying, possessing or transmitting firearms, explosives or dangerous instruments.
5. Any other behaviors believed to immediately jeopardize the safety, welfare and security of school employees.
6. Self-abusive behavior.

### Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

1. Parent/Guardian contact to immediately remove student from school.
2. Notifying police.
3. Notifying mental health professional.
4. Calling emergency services and ambulance.

### Special Education Students Reported for a Crime

For any student reported for a crime, a functional behavior analysis and Positive Behavior Support Plan shall be developed, reviewed and/or revised.

### Training

School personnel working with students requiring Positive Behavior Support services shall be trained on specific procedures, methods, and techniques. Staff will be trained on restraint procedures. CPI training is available to all staff. The Highlands School District will access Professional Development and Technical Assistance from the AIU and BSE / PATTAN.

References:

State Board of Education Regulations – 22 PA Code Sec. 14.133

Individuals with Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300

## APPENDIX 12.1B

No. 123.1

SECTION: PROGRAMS

# HIGHLANDS SCHOOL DISTRICT

TITLE: ATHLETIC AND CHEERLEADING  
RESPONSIBILITIES

ADOPTED: October 18, 2004

REVISED: February 19, 2013

|            | 123.1. ATHLETIC AND CHEERLEADING RESPONSIBILITIES  |
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| 1. Purpose | <p>The opportunity to represent the Highlands School District and its communities as a member of an athletic team or cheerleading squad is a privilege that must not be taken lightly or abused. All participants in these activities are bound by the following district guidelines, in addition to the regulations specific to each individual sport or cheerleading squad.</p> <p>The following regulations apply to all students participating in athletic or cheerleading activities. Penalties will be imposed for violations occurring at all times during the activity's season, or at any time during school hours, on school property, at a school-sponsored activity, or while representing the district.</p> <p><u>Tobacco</u><br/>The use or possession of any tobacco products, including smokeless tobacco, is prohibited.</p> <p><u>First Offense:</u></p> <p>One (1) week suspension from the team or activity, if during the season.</p> <p><u>Second Offense:</u></p> <p>Dismissal from the team or activity, if during the season.</p> <p>Exclusion from the team or activity for one (1) season, if violation occurs out of season.</p> <p>Referral to the Student Assistance Team for counseling.</p> <p><u>Third Offense:</u></p> |

## APPENDIX 12.1B

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|                       | <p>Possible one (1) year suspension from all extracurricular activities.</p> <p>Referral to the Student Assistance Team for counseling.</p> <p><u>Controlled Substances:</u></p> <p>The use, possession, sale or purchase of controlled substances is prohibited. Controlled substances shall be those defined in Board Policy 227. Controlled substances include, but are not limited to, alcohol, prescription drugs and illegal substances. The use of prescription drugs without a doctor's written instruction will be determined as illicit use. All prescription drugs and over-the-counter drugs must be registered with the school nurse. In addition, the use of any volatile substance (gasoline, paint, glue, etc.) as an inhalant is prohibited, except a medicinal inhalant prescribed by a physician specifically for that student.</p> <p>Any student who violates this prohibition will be immediately suspended from all extracurricular activities for one (1) year. However, the successful completion of a program recommended by the SAP team may be considered just cause for the possible reduction of the length of the suspension to not less than four (4) weeks.</p> <p>A second offense will result in the permanent loss of all extracurricular privileges, including attendance at any school-sponsored activities.</p> <p>Suspensions from the activities covered under this policy may be appealed to a committee consisting of the high school principal and assistant principal, the athletic director, two (2) members of the athletic council, and a school board member appointed by the board president.</p> |
| 2. General Guidelines | <ol style="list-style-type: none"> <li>1. Attendance at all scheduled practices is mandatory if the student is in attendance at school the day of the scheduled practice. All practices scheduled by the coach are mandatory. Only a coach or advisor may excuse a student from practice.</li> <li>2. Attendance at all games, meets and events is mandatory. To participate in a scheduled game, meet, or event, a student must have attended a full day of school that day, unless an absence was due to a school-approved activity, college visit, or appointment.</li> <li>3. Students must use direct transportation to and from all</li> </ol>  |



## APPENDIX 12.1B

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|                                    | <p>away games and events. Due to liability regulations, the only exception to this rule is that a student may return home with a parent/guardian if approval has been given by a coach or advisor.</p> <p>4. Student participants are responsible for all equipment, items, and uniforms issued by the district. Students will be required to pay the district the cost of replacement of equipment, items, or uniforms lost, damaged or not returned.</p>   |
| 3. Cheerleader-Specific Guidelines |  |
| 3.1 Definitions                    | <p>Varsity Squad – a squad selected from the combined Freshman, Sophomore, Junior and Senior classes, according to the following schedule of maximum total participants:<br/> 2013-14 school year: 32 individuals<br/> 2014-15: 28 individuals<br/> 2015-16: 24 individuals<br/> 2016-17 and future years: 20 individuals</p> <p>Competition Squad – a squad focused on competitive cheerleading, chosen from among the members of the varsity squad.</p> <p>Middle School Squad – a squad of no more than 10 individuals, selected from the combined 7<sup>th</sup> and 8<sup>th</sup> grade classes</p>  |
| 3.2 Responsibilities               | <p>The varsity squad will typically be responsible to cheer at home and away varsity football games, home varsity basketball games, pep rallies and any other events agreed upon by the High School Principal, Athletic Director and cheerleading staff.</p> <p>The competition squad will have the opportunity to participate in interscholastic, regional, state or national competitions as selected by the coaching staff and approved by the administration.</p> <p>Each individual cheerleader shall be personally responsible to comply with all written cheerleader guidelines, revised and issued annually by the Varsity Coach and approved by the HS Principal in consultation with the Athletic Director. Enforcement of these policies is the primary responsibility of the Varsity Coach, with the support of the HS Principal and AD.</p> |



## APPENDIX 12.1B

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| <p>3.3 Delegation of Responsibility</p> | <p>The coach of the Varsity Squad shall be recommended each year by the High School Principal, in consultation with the Athletic Director, subject to board approval.</p> <p>The Varsity Coach shall be responsible to select both the Competition Squad and Middle School Head Coaches, also subject to board approval. The three coaches will then be considered the members of the district cheerleading staff. This staff will work together to select the best candidates for cheerleader at all levels, based solely on ability, commitment and character.</p> |
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# HIGHLANDS SCHOOL DISTRICT

TITLE: ATHLETIC FACILITIES ADVERTISING POLICY

No. 702.1

ADOPTED:

REVISED:

## ATHLETIC FACILITIES ADVERTISING

### 1. Purpose

The Board recognizes that the sale of advertising at its athletic facilities can serve as an important source of revenue enhancement. It is the objective of this policy to establish parameters for advertisement at district athletic facilities.

### 2. Definition

For purposes of this policy, the term **athletic facilities** means the interior and exterior of the Golden Rams Stadium / Community Center, any outdoor athletic fields, including backstops, dugouts, and bleachers located on school district property; gymnasiums within school district buildings, high school swimming pool, and any athletic scoreboards upon or within such facilities.

### 3. Authority

Any and all signs and/or the content thereof are subject to the approval of the Athletic Director, with the consent of the Board. All signs and advertising must be within the boundaries of good taste within the Highlands community standards and may not be inconsistent with the district's educational mission. Advertising of any product that is unlawful will be prohibited, including products that are unlawful only for school-aged children, such as alcohol and tobacco. Advertising will also not be permitted if it is obscene, lewd, vulgar, and libelous, invades the privacy of another person, constitutes fighting words, or, which materially and substantially interferes with or may be disruptive to the educational process or the requirements of appropriate discipline in the operation of the school.

### 4. Guidelines

Any signs posted at outdoor facilities must be installed only at locations approved by the district. All signs must conform to specifications established by the school district, including, but not limited to, the material composition, size, and appearance.

Advertising signs shall include a statement that advertising on school property should not be construed as an endorsement by the district of the product or service being advertised.

Signs shall be authorized for specified durations subject to approval of the Board.

The district may limit the period of time during the year when advertising signs may be posted. If the signs are not removed in a timely manner by the advertiser, the district will remove the signs at the advertiser's expense.

The district may limit the total number of signs that may be erected at any one time, so as to minimize distractions for athletes and spectators who use the facility for athletic events, for aesthetics, or for any other reason at the discretion of the district.

The advertiser shall be fully and exclusively responsible for all costs and expenses associated with the procurement, erection, maintenance, and removal of the sign(s).

Any maintenance, repair or removal of an approved sign shall be subject to the direction and supervision of the school district maintenance staff. All signs must be maintained in good condition meeting district standards as established/determined by the district.

If any sign becomes damaged or requires repair for any reason, it is the sole and exclusive responsibility of the advertiser who erected the sign to repair or remove it. In the event the district becomes aware of a sign requiring repair or removal, the district shall notify the responsible advertiser. The advertiser must repair or remove the sign within seventy-two (72) hours of notification. If the advertiser does not repair or remove the sign as required, the district will remove the sign and invoice the advertiser for all labor and material costs incurred.

The advertiser shall indemnify and hold the district harmless from any claims, including, but not limited to those for bodily injury and intellectual property right infringement, arising out of the erection, presence, maintenance, and removal of the advertiser's sign on district property.

Advertising fees shall be subject to the approval of the Board. All proceeds for the sale of advertising at district athletic facilities shall inure to the benefit of the district. All advertisements shall be paid in advance, or monthly at the discretion of the Athletic Director with consent of the Board. All advertisers shall be required to execute a contract, in a form approved by the Board and school district solicitor, in advance of the placement of any sign.

### **5. Delegation of Responsibility**

It is the responsibility of the administration to:

1. Establish specifications for signs authorized by this policy, including those regulating the material, size, and composition of such signs.
2. Establish guidelines for the number and location of signs that may be posted at the district's athletic facilities.
3. Evaluate and approve or disapprove all requests for athletic field advertisement consistent with this policy and inform the Board of any such requests whether approved or disapproved.
4. Negotiate with prospective advertisers concerning proposals for fees for advertising, and the size, location, and content of advertisements, and seek Board approval of the proposed contract resulting from those negotiations.
5. Refer to the Board all situations which require Board approval under this policy.