



The Trail

PBIS: Positive Behavior Interventions and Supports

Rancho San Juan High School

PBIS Handbook

Resourceful | Synergistic | Judicious

RANCHO SAN JUAN HIGH SCHOOL

RSJHS PBIS Handbook

Statement of Purpose

This handbook was designed by RSJHS PBIS Team in 2019. The purpose of this handbook is to guide and support RSJHS's staff and families regarding PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they experience academic and social-behavior success.

Vision

A compassionate, collaborative community that provides an innovative and authentic learning experience for all students, empowering them to blaze their own path to post-secondary success and life-long learning.

Mission

RSJHS's purpose is to establish a thriving learning community where compassion, courage, and commitment are valued and practiced by all.

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POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

THE TRAIL

Introduction to The Trail

The Trail is a school-wide program based on the district-wide Positive Behavior Interventions and Supports (PBIS) framework. PBIS was implemented district-wide in 2014 as an approach to supporting students to be successful in schools. PBIS is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. With clear expectations in place, students will learn appropriate behaviors in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include:

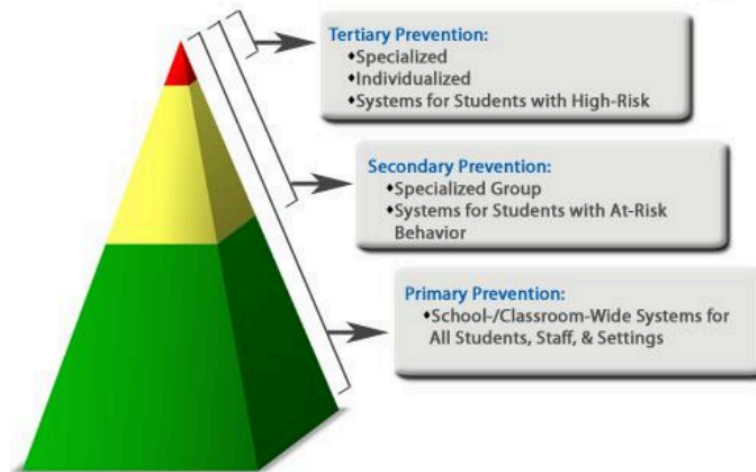
1. administrative leadership
2. team-based implementation
3. a clear set of defined positive expectations and behaviors
4. teaching of expected behaviors
5. recognition of meeting expected behaviors
6. monitoring and correcting errors in behaviors
7. using data-based information for decision-making, monitoring, and evaluating building results.

The Importance of The Trail

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behaviors, and increase academic instructional time in schools. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Continuum of School-Wide Instructional & Positive Behavior Support

School-wide PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive support at the universal or primary tier. Primary prevention is the emphasis of the 2023-2024 school year. When the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier) with restorative justice and/or PBIS Tier 2/3.



The PBIS Site Team for Tier 1 (Primary Prevention)

The PBIS Tier 1 team is representative of the Rancho San Juan High School staff. Having a representative team will improve communication and feedback about PBIS programs and improve involvement throughout the school. The current PBIS team consists of the following members:

Name	Role	E-mail
Alex Stampher*	English Teacher / School Climate Specialist	alexandra.stampher@salinasuhd.org
Jemmalyn Peralta	Assistant Principal	jemmalyn.peralta@salinasuhd.org
Sky Becker	Assistant Principal	sky.becker@salinasuhd.org
Michelle Hunter	PBIS Support Clerk	michelle.hunter@salinasuhd.org
Sarah Burkhart	Activities Director	sarah.burkhart@salinasuhd.org
Rocio Quintero	Social Worker	rocio.quintero@salinasuhd.org
Martamaria Rosado	Restorative Justice Facilitator	m.rosadocrespo@salinasuhd.org

Charles Stone	Math Teacher	charles.stone@salinasuhdsd.org
Tami Mungaray	P.E. Teacher	tami.mungaray@salinasuhdsd.org
Trisha Moore	P.E. Teacher	trisha.moore@salinasuhdsd.org
Ana Vega	Academic Counselor	ana.vegamurillo@salinasuhdsd.org
Husna Mohammad	Harmony At Home	husna@harmony-at-home.org
Marisela Rangel	Parent	
Fernanda Cardenas	Student / Blazin' Behavior Club President	
Karima Mendoza	Student / ASB Commissioner	

*Team Lead

The PBIS Tier I site team is responsible for the following:

- Attending district-wide training to promote the continuing development and maintenance of PBIS programs at Rancho San Juan High School.
- Presenting PBIS news at staff meetings to keep staff up to date with the development of PBIS programs, share data, and receive feedback from staff.
- Meeting on a regular basis and planning PBIS activities, events and lesson plans and continually monitoring and updating PBIS programs.
- The PBIS team leader is responsible for being the liaison and relaying information regarding Rancho San Juan High School's PBIS efforts to the District PBIS Coaching team.

The PBIS Site Team for Tier 2 (Secondary Prevention)

The Tier 2 process is a professional learning community approach involving the classroom teacher and Tier 2 team representatives to support a specialized group of students displaying at-risk behavior, and who are not responding to Tier 1 school-wide supports. Teachers can help each other address low-level misbehavior through adaptations to the classroom environment and referrals to various intervention programs including Check In Check Out (CICO).

Like the PBIS Tier 1 team, Tier 2 team is representative of the Rancho San Juan High School staff. The current PBIS Tier 2 team problem-solving team consists of the following members:

Name	Role	E-mail
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Yolanda Campos-Martin	Assistant Principal	yolanda.campos@salinasuhd.org
Aurelia Garcia*	Intervention Specialist	maria.garcialara@salinasuhd.org
Rocio Quintero	Social Worker	rocio.quintero@salinasuhd.org
Martamaria Rosado	RJ Facilitator	m.rosadocrespo@salinasuhd.org
Xochitl Saldana	CHS	xochitl.saldana@saliansuhd.org

*Team Lead

The PBIS Tier 2 site team is responsible for the following:

- Attending district-wide training to promote the continuing development and maintenance of PBIS Tier 2 programs at Rancho San Juan High School.
- Presenting PBIS news at staff meetings to keep staff up to date with the development of PBIS intervention programs, share data, and receive feedback from staff.
- Meeting on a regular basis and continually monitoring Tier 2 students and managing systems support for Tier 2 students and teachers.
- The team leader is responsible for being the liaison and relaying information regarding Rancho San Juan High School's PBIS efforts to the District PBIS Coaching team.
- Developings targeted interventions that are continuously available, such as check in/check out and social skills groups.
- Matching student need with appropriately targeted interventions
- Connecting targeted interventions with school-wide expectations
- Monitoring implementation of classroom and targeted interventions and student response to intervention
- Reviewing data to recommend future action

**Please refer to the Tier 2 Check In Check Out Handbook for more information regarding CICO*

CLEAR EXPECTATIONS

The Trail School-Wide Commitments

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. The following three rules are the “The Trail” at Rancho San Juan High School:



By focusing on three simple expectations, it is easier for students to remember. This also helps improve teaching and promotes consistency across staff through the use of common language.

It is important that all commitments are broad and positively stated. Research has shown that recognizing students for meeting expectations is even more important than catching them breaking the rules. By stating these positively, the hope is that staff will be more likely to use the expectations to catch students engaging in the appropriate behavior.

Also, broad rules allow staff to teach all specific behavioral expectations across all school settings. It is encouraged to use the school-wide rules daily as we acknowledge or correct expected behaviors, for example:

- “That was very RESOURCEFUL of you to understand the bell schedule and get to class on time.”
- “Let’s be SYNERGISTIC and clean up after ourselves.”
- “Thank you for being JUDICIOUS by walking - not running - down the stairs.”

All staff and students at Rancho San Juan High are expected to know “The Trail” is RSJ, our school-wide expectations. Schools will be evaluated by the district every year to see if staff and students know the school-wide expectations. The goal is that at least 90% of the staff and 50% of the students know the expectations. To be most effective, regular teaching while using the school-wide rules should become part of school culture.

Matrix of School Expectations & Behavioral Commitments

The behavioral expectations grid, as seen below, uses the school-wide rules to identify specific behavioral commitments both in and out of class.


	Resourceful	Synergistic	Judicious
Cafeteria	Be committed to: <ul style="list-style-type: none"> • Having what you need to get lunch. • Understanding how much time you have for lunch and using it wisely. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Treating the food service employees kindly and with respect. • Waiting your turn. • Cleaning up after yourself. 	Have courage to: <ul style="list-style-type: none"> • Select healthy food options. • Report unsafe or inappropriate behaviors.
Hallways and Stairways	Be committed to: <ul style="list-style-type: none"> • Knowing how much time you have to get from class to class and plan accordingly. 	Be compassionate and, build your community by: <ul style="list-style-type: none"> • Standing to the sides instead of in walkways or stairways. • Not throwing things over or leaning over railings. 	Have courage to: <ul style="list-style-type: none"> • Not engage in horseplay while in the halls • Be aware of your surroundings so you can be safe. • Avoid leaning over rails or throwing items off the second floor. • Walk carefully up and down stairs.
Learning Areas / Classrooms	Be committed to: <ul style="list-style-type: none"> • Having everything you need to support the learning process. • Knowing where to go for help and answers when needed. 	Be compassionate, and build your community by: <ul style="list-style-type: none"> • Listening when others are speaking or presenting. • Following classroom rules and procedures. • Engaging positively with one another while working in teams by avoiding name-calling, and being tolerant of everyone's differences. 	Have courage to: <ul style="list-style-type: none"> • Listen attentively. • Follow instructions. • Complete all assignments. • Fail and then try again.
Common Areas	Be committed to: <ul style="list-style-type: none"> • Knowing where you can and where you cannot gather. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Using respectful language. • Avoiding name calling. • Cleaning up after yourself. • Keeping conversation, music, etc. to yourself. • Keeping public affection to a minimum. 	Have the courage to: <ul style="list-style-type: none"> • Avoid conflicts with other students. • Report all dangerous or inappropriate behavior.
Athletic Fields / Gyms	Be committed to: <ul style="list-style-type: none"> • Dressing out with appropriate clothing. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Cheering for RSJS using positive words and body language. • Showing good sportsmanship. 	Have the courage to: <ul style="list-style-type: none"> • Listen attentively, follow instructions and avoid conflicts with other students.

Virtual Learning Environment	Be committed to: <ul style="list-style-type: none"> • Having your technology. • Keeping your technology charged. • Knowing where to go when repairs need to be made. • Participating in the digital environment by completing tasks assigned by teachers/group members. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Using social media to promote RSJHS positively. • Being actively engaged and encouraging participation from peers. 	Have the courage to: <ul style="list-style-type: none"> • Use the internet in a positive way. • Ask procedural questions if unsure about technology or content. • Report any suspicious or inappropriate behavior.
Distance Learning	Be committed to: <ul style="list-style-type: none"> • Finding the best spot for learning in your household. • Following the RSJ daily schedule. • Limiting distractions. • Taking care of your equipment. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Using positive and academic language in all (online) conversations and posts. • Supporting your fellow Trailblazers! 	Have courage to: <ul style="list-style-type: none"> • Make safe online learning choices. • Recognize that online activity and communication on the district network is always monitored. • Be productive and log in to assigned classes daily.
School Offices	Be committed to: <ul style="list-style-type: none"> • Having the appropriate pass and/or teacher permission. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Being kind and polite. • Waiting your turn. • Using respectful language. 	Have courage to: <ul style="list-style-type: none"> • Be honest. • Ask for help. • Go during your personal time.
Restrooms and Locker Rooms	Be committed to: <ul style="list-style-type: none"> • Having the appropriate pass and/or teacher permission. • Using the closest available facility to limit time away from the classroom. 	Be compassionate and build your community by: <ul style="list-style-type: none"> • Waiting your turn. • Taking care of your business as quickly as possible when people are waiting for you. • Leaving the space clean. 	Have courage to: <ul style="list-style-type: none"> • Be aware of the nature and use the facility. • Report misuse to staff.

Posters with specific behavioral expectations are posted in common areas such as the cafeteria, inner court, hallways, and restrooms as seen in the matrix above. They have been disseminated to the staff and will be posted in every classroom and office in the school. This will help prompt staff and students to pay attention to the school rules. The Classroom Expectations is posted below as an example of our posters:

CLASSROOM EXPECTATIONS

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- I will be **RESOURCEFUL** by:

 - Having everything I need to support the learning process.
 - Knowing where to go for help and answers when the necessity arises.
- I will be **SYNERGISTIC** by:

 - Listening when others are speaking or presenting.
 - Following classroom rules and procedures.
 - Engaging positively with one another while working in teams, avoid name calling, and being tolerant of everyone's differences.
- I will be **JUDICIOUS** by:

 - Listening attentively and follow instructions.
 - Completing all my assignments.
 - Trying again if I fail.

Dress Code Expectations

Rancho San Juan High School DRESS CODE POLICY

In cooperation with teachers, students, and parents/guardians, the principal or designee shall regularly review district regulations and may establish additional school rules governing dress and grooming. Please see board policy for any updates to the dress code policy.

The Governing Board requires that student's clothing shall not be unsafe either for the student or those around the student (e.g., long, loose sleeves or long hair while the student is operating power machinery or working with open fire), nor be disruptive of school operations and education process in general, not to be contrary to law. (Board Policy 5132)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

The following guidelines shall apply to all regular school activities:

- a. Shoes must be worn at all times.
- b. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics showing excessive skin are prohibited.
- c. Apparel, jewelry or accessory, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are profane, obscene, crude, vulgar or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudices.

A school-wide safety meeting occurs on the first week of school, where dress codes is discussed. An example is below of part of the presentation students see:

6 Visual Awareness - Not Allowed

- No Drug or Sex References
- No Weapons

7 Visual Awareness

- TOO Short/TOO Low. If it is more than 4 fingers/whole hand, it is in violation of the dress code.
- No undergarment exposure.

* Crop Tops are a fashion trend. 2 inches or less will be okay.

15 Visual Awareness

Electronic Device Expectations

Appropriate use of electronic devices on campus is limited to before school, after school, passing periods, lunchtime, and by direct teacher permission. Use of cell phones and/or any electronic devices is strictly prohibited during ANY class time unless specifically directed by the teacher. All electronic devices must be turned off, not just silenced, and stored, out of sight, prior to entering the classroom. This includes rallies, assemblies and extracurricular periods during normal school operating hours.


RSJHS Cell Phone Policy:

Unauthorized use or possession of electronic signaling and media devices and other portable electronic or communication devices (cell phones) disrupts instructional programs and distracts from the learning environment. Therefore, unauthorized use or possession of such devices may be grounds for disciplinary action per board policy 5131.8

District teachers and employees are expected to provide appropriate supervision to enforce District rules and regulations. If a district teacher or employee observes or becomes aware of a violation of the rules and/or regulations, the teacher or employee may:

- Direct student to turn device off
- Confiscate the device at teacher discretion and return it to the student at the end of the instructional period
- Confiscate the device at the front reception and turn it into the school office at the end of the instructional day and/or parent/guardian pickup on second offense
- Notify the principal or designee of violation and request that the principal or designee take disciplinary action, as appropriate.

([Student Handbook](#) pg. 16)

	Cell Phone/Technology Drop-off	
	Student Name: _____	Student ID #: _____
E-Hall ProxyPass sent by: _____		
Staff Member Name/Signature (receiving phone): _____		
Student Signature (drop-off): _____		
Returning Phone <small>(Only returned at the end of the school day)</small>		
Student/Parent/Guardian Signature (receiving phone): _____		
Staff Member Name/Signature (releasing phone): _____		
Date: _____ Time picked up: _____		
<small>For Office Only:</small>		
<input type="checkbox"/> 1st Offense: Student picks up at the end of the day (verify with ID card)		
<input type="checkbox"/> 2nd Offense: Parent/guardian or an emergency contact designated by the student profile must pick up the cell phone (phone call for pickup must be given once phone is received)		
<input type="checkbox"/> 3rd Offense: Sending Teacher files an ODR and phone is taken. Administrator will follow up with the student.		
<input type="checkbox"/> 4th Offense or beyond: Possible Suspension		

TEACHING EXPECTATIONS AND ROUTINES

How We Teach Expected Behaviors

Throughout the school year, staff will be provided with lessons developed by the PBIS site team based on the feedback from school staff and discipline referral data. Staff is expected to teach behavior the same way they teach academics: by communicating clearly to students what is expected, explicitly modeling desired behavior, providing practice opportunities, monitoring student behavior, and providing frequent and specific feedback.

When and Where We Teach Expected Behaviors

Behavioral lessons are taught for the first days of the school year, which is known as “The Trail Kick Off” and monthly during the Advisory period based on data from SWIS, and our Synergy application for common undesired behaviors.

Lesson materials are provided digitally roughly one week prior to the delivery of the lessons. Each lesson is tailored to fit within our Advisory period. For the 2023-2024 school year, the PBIS Tier 1 School Wide Lessons will be presented on a Friday roughly once a month during Advisory.

ACKNOWLEDGMENT SYSTEM FOR DESIRED BEHAVIORS

Importance of Recognizing Desired Behaviors

It is not enough just to teach an expected behavior; we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behaviors is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of four positive interactions to every one negative interaction. As a staff member, it is very easy to get caught up in focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

5-Star Points: Virtual Acknowledgement

At Rancho San Juan High School, students who are demonstrating The Trail (Resourceful, Synergistic, & Judicious behavior) are acknowledged with 5-Star points. All staff members at Rancho San Juan High School have access to the application of 5-star via desktop, laptop, cell phone application as well as paper copies for our various student populations.

The 5-Star points are an immediate form used by individual teachers and staff members, at their discretion, as a tool of encouragement. If students have hard copy Trail Tickets to register for 5-Star points, they can be turned in to our PBIS Clerk in the main office for weekly drawings and tangible rewards.

How to Use 5-Star Points

1. Each staff member is encouraged to give out 5-Star points. Staff has a [demonstration of how to log into 5-Star in their account](#). If teachers request, they can receive Trail Tickets at the beginning of each semester.
2. As much as possible, staff distributes points to students immediately after a student has displayed a desired behavior or improvement in behaviors. Staff avoids giving points to students who ask for them. Staff are encouraged to catch students outside their own classrooms doing well (passing period, lunch, after school).
3. Staff pairs the points with verbal praise based on expectations of Resourceful, Synergistic and Judicious. For example, "Cassandra, that was very synergistic and judicious of you to pick up the books that were knocked over. Thank you for your help. I'm awarding you 5-Star points."

4. Staff informs students that they can redeem points through the 5-Star app or by visiting the PBIS clerk.

BEHAVIOR MANAGEMENT SYSTEM

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. Behavioral errors must be corrected proactively. Consequences should focus on teaching, remediation, or logical consequences as much as possible. In providing consequences, staff should reduce the amount of instructional time missed.

In order to maximize student instructional time, staff is encouraged to deal with problem behavior in their classroom as much as possible. This requires a clear discipline plan, which teaches expectations and routines, incentives, for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional support by contacting administration.

The following pages contain materials outlining the consequence system at our school:

- Major/Minor Behavior Grid
- Referral Form (ODR)
- Flowchart for ODR processing

RSJ PBIS Major / Minor Behavior Grid

	<u>Warning/Reteach</u> Teacher handled, no documentation required, teacher discretion for consequences and personal documentation.	<u>Minor</u> Teacher handled, minor incident logged in Synergy or similar consequence, teacher assigns own or escalating consequence. **DIRECT parent contact for consistent undesirable behavior.	<u>Major</u> Referral form completed. Administrator assigns consequence. Administrator communicates to the teacher about the situation within two school days.	<u>Expected Behavior</u> Act in a cooperative manner respectful of school and classroom expectations; respond appropriately when addressed.
Inappropriate Language	Offensive remarks or gestures in a casual manner, inappropriate sexual connotations; putdowns to a particular subgroup.	Repeated pattern of inappropriate language.	Swearing used to harass, intimidate, show defiance, and create an unsafe climate.	Language that is socially appropriate and respectful.
Fighting/ Physical Aggression	Rough play / horseplay.	Pre-fight aggressive posturing, wrestling, purposely bumping	Hitting or kicking; encouraging another to	Respect for others' personal space.

		into others.	fight; retaliating.	Walk away from and report possible conflicts.
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to a request.	Ignoring reasonable request to stop low-level disruption; overt refusal to participate.	Repeated refusal, ignoring a reasonable request that leads to escalation and/or to an unsafe situation.	Act in a cooperative manner respectful of school and classroom expectations. Respond appropriately when addressed.
Disruption	Noise making, outside talk, attention-getting behaviors (silly answers, class clowning, etc.), bugging others.	Repeated pattern of any disruptive behaviors.	Behavior that stops the learning in class; defiant repetition of behavior following correction.	Behave cooperatively. Take turns. Contribute appropriately to class discussions and activities.
Harassment/ Teasing/ Taunting	Annoying on purpose, altering names.	Using put downs, threatening and / or disrespectful body language / posturing, or targeted insults.	Threatening with extortion, racist / socio economic status / sexual / religious / ableist / ethnicity / sexual orientation / cultural remarks. Continued pattern of minor offenses; continued proximity after separation. Cyberbullying/ intimidation.	Use language that honors and validates others and their values and beliefs.
Property Damage	Not returning items to appropriate places.	Thoughtlessly or “accidentally” damaging property.	Theft, purposefully damaging or defacing property.	Respect personal and school property. Use equipment in an appropriate manner. Return items to appropriate places.
Theft	Borrowing without asking.	Taking another’s property (minor value).	Taking another’s property (significant sentimental or monetary value).	Respect others’ personal property.
Possession of a Controlled / Illegal Item	Inappropriate drug/alcohol references.	Repeated inappropriate drug/alcohol references, talking about use, clothing or	Under the influence, possession, distribution, paraphernalia of drugs or possession of actual	Demonstrate consideration for health and safety in regards to controlled / illegal items.

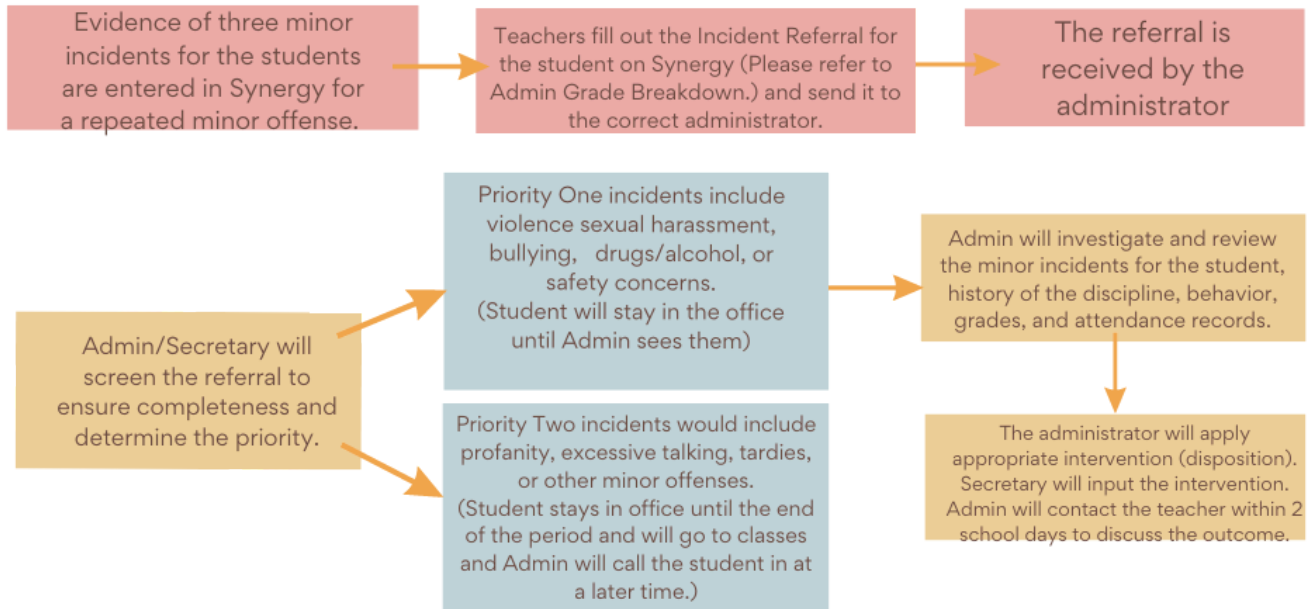
		inappropriately using an obviously fake lookalike weapon.	or lookalike gun, knife, or other weapon.	Report health and safety hazards immediately.
Dress / Grooming	Dress / grooming is temporarily distracting from the task at hand.	Repeated dress / grooming that disrupts the learning environment for self and others.	Dress / grooming that continuously disrupts the learning environment following correction.	Respect yourself and others by dressing in a manner ready to learn. Practice personal hygiene during free time and in appropriate spaces (e.g. restroom).
Lying / Cheating See Student Handbook	Verbally “lying” by omission regarding trivial matters.	Plagiarizing / copying / paying someone else to complete the work (first offense).	Dishonesty affecting someone’s personal safety / property damage (denial of responsibility). Plagiarizing / copying / paying someone else to complete the work (repeated offense).	Produce authentic work. Be honest in words and actions. Get / give help on assignments while learning the skills / concepts. Discuss with the teacher ahead of time if a task or assignment may need more time.
Use of personal electronic devices	Please refer to administration’s discipline procedures .			

Rancho San Juan High School Administrative Intervention Guidelines for Repeated Minor Offenses

The table below are the possible interventions that will be implemented on a case by case basis. Each student has unique circumstances and we will make an effort to consider these circumstances when assigning consequences or interventions. Referrals for minor offenses will be filled out by the teacher after three interventions (including a conversation with a parent/guardian) and consultation with house teachers. Evidence of interventions attempted need to accompany the referral. Referral could result in any combination of the following interventions.

1st Referral	2nd Referral	3rd Referral and beyond.
<ul style="list-style-type: none"> • Administrative meeting with student • Administration parent/guardian contact (phone/email) • Student behavior reflection will be completed • Student notified of future consequences • Detention (if appropriate) • 1 hour after school campus beautification. (if appropriate, pending parent notification.) 	<ul style="list-style-type: none"> • Teacher/Student/Admin Meet to develop a behavior contract. • Administration/Parent/Guardian contact. • Student behavior reflection will be completed • Multiple Detentions • Campus Beautification up to 5 hrs. (if appropriate based on what the student did Pending parent notification) 	<ul style="list-style-type: none"> • Administrative conference with parent/guardian and/or student • Full day suspension (in/out of school, if appropriate) • Student behavior reflection will be completed • Possible Alternative to Suspension- Assigned to Intervention Specialist. • Possible Tier 2/3 referral • Admin. CICO • Campus Beautification up to 5 hrs. (Pending parent notification, if appropriate) • Saturday School

RSJHS Referral Management System



- The process outlined above only applies to those students sent with an Incident Referral. Students who are sent to the office with no communication as to why, will be sent back to class after 10 minutes and one attempt by the office to contact the teacher.
- If teachers have not been contacted by the admin in regards to the referral or have concerns about the incident, please come speak to the administrator who dealt with it to receive more information.
- Referrals for a repeated minor offense must be accompanied by documentation of classroom interventions and conversations with parents/guardians. If there are questions regarding interventions/documentation the referral will be returned and the admin will reach out to explain why.

Student Behavior Management Process & How to Use the Office Discipline Referral Form (ODR)

Office Discipline Referrals (ODRs) can be issued to students by staff as a consequence for major/office managed misbehaviors. The form is filled out by the referring staff member through TeacherVue/Synergy. A primary behavior must be cited. All other observed behaviors can be marked with an "X." The student is sent to the main office with the completed referral and all copies intact. For data collecting purposes, all sections of the referral must be filled out completely. Incomplete referrals will be sent back to the staff member immediately.

On the fourth repeated incident after different interventions have been attempted & documented on Synergy and parent/guardian has been made aware of incidents, the referral is sent to the correct administrator:

- 9th Sky Becker
- 10th Yolanda Campos-Martin
- 11th Jemmalyn Peralta
- 12th (A-Garcia) Yolanda Campos-Martin

- 12th (Gb-O) Sky Becker
- 12th (P-Z) Jemmalyn Peralta

1. Administrator/Secretary will screen the referral to ensure completeness.
2. Administrator will investigate and review the incidents.
3. The administrator will apply appropriate interventions.
4. Admin secretary will enter the interventions.
5. Administrator will contact the teacher within two school days to discuss the outcome.

Sample of Completed Office Discipline Referral Form (paper version) & Location of Incident Referral on TeacherVue

Salinas Union High School District Office Discipline Referral

Student Billy Salinas ID# 999997 Grade 10th
 Date 9/23/15 Time 9:30am Referring Staff Mr. Robert Doe

Location
 Classroom Cafeteria Bathroom Library Hallway/Breezeway
 Common Area Office Gym Locker Room Special Event/Trip
 Parking Lot Bus Loading Zone Bus Off Campus Other

Description of Problem Behavior (Be specific – background, behavior observed, exact words, concerns):
Billy pushed Jake Galay and used inappropriate language to threaten him and made subtle other students. Also used gang slurs. Student was physically restrained
 Student was mechanically restrained

Select the Primary Problem Behavior below (check only one)

Problem Behavior Minor	Problem Behavior Major
<input type="checkbox"/> Defiance/Insubordination	<input checked="" type="checkbox"/> Defiance/Insubordination
<input type="checkbox"/> Disrespect	<input checked="" type="checkbox"/> Inappropriate Language/Profanity
<input type="checkbox"/> Disruption	<input type="checkbox"/> Inappropriate Display of Affection
<input type="checkbox"/> Inappropriate Language/Profanity	<input type="checkbox"/> Forgery/Theft/Plagiarism
<input type="checkbox"/> Physical Contact/Aggression	<input type="checkbox"/> Harassment: Sex Sexual Orientation
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Race/Ethnicity Disability Religion
<input type="checkbox"/> Tardy	<input type="checkbox"/> Physical Contact/Aggression
<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Skip Class
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Use/Possession Alcohol
<input type="checkbox"/> Other	<input type="checkbox"/> Use/Possession Tobacco
	<input type="checkbox"/> Use/Possession Weapons
	<input type="checkbox"/> Other Major Problem Behavior
	<input checked="" type="checkbox"/> Disruption
	<input type="checkbox"/> Disrespect
	<input type="checkbox"/> Technology Violation
	<input type="checkbox"/> Property Damage/Vandalism
	<input type="checkbox"/> Bullying
	<input checked="" type="checkbox"/> Gang Affiliation Display
	<input type="checkbox"/> Truancy
	<input type="checkbox"/> Use/Possession Drugs
	<input type="checkbox"/> Use/Possession Combustibles
	<input type="checkbox"/> Bomb Threat/False Alarm

Others Involved Teacher Staff Substitute Peers None Unknown Other Jake G.

Staff Intervention Prior to Referral (check all that apply and include date of the intervention.)
 Conference with Student 9/23/15 Changed Seats 8/27/15 In-Class Consequence
 Conference with Parent 9/16/15 Letter to Parent Teleparent
 Personal Phone Call (Required) Assisted by _____ Date _____
 Other _____

Possible Motivation
 Obtain Peer Attention Obtain Adult Attention Obtain Item Avoid Tasks/Activities
 Avoid Peers Avoid Adults Don't Know Other _____

Referring Staff Signature [Signature]

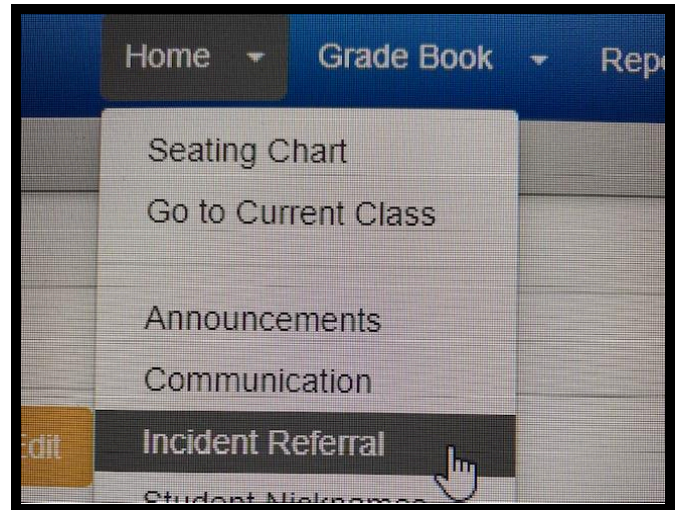
Administrator Decision and Action
 Conference with Student Detention Date _____ Time _____
 Parent Contact/Conference Bus Suspension Date(s) _____
 Time in Office Suspension In-School Suspension CAMBIO/OSSC Class Suspension
 Loss of Privilege Date(s) _____
 Community Service Other Action Taken _____
 Student Searched CRT Probation Referral Law Enforcement Referral

If the referral is for harassment or bullying, follow the district protocol; use the appropriate harassment or bullying reporting and interview forms.

Action Comments
 _____ Student was physically restrained
 _____ Student was mechanically restrained

Student Signature _____ Parent Signature _____ Administrator Signature _____ Date _____


White – Admin/File Canary – Counselor Pink – Originator Goldenrod – Parent Date input in eSchool _____
 Rev. 7.27.15 Secretary: If the referral is for harassment or bullying, enter it under the specific code for harassment or bullying.

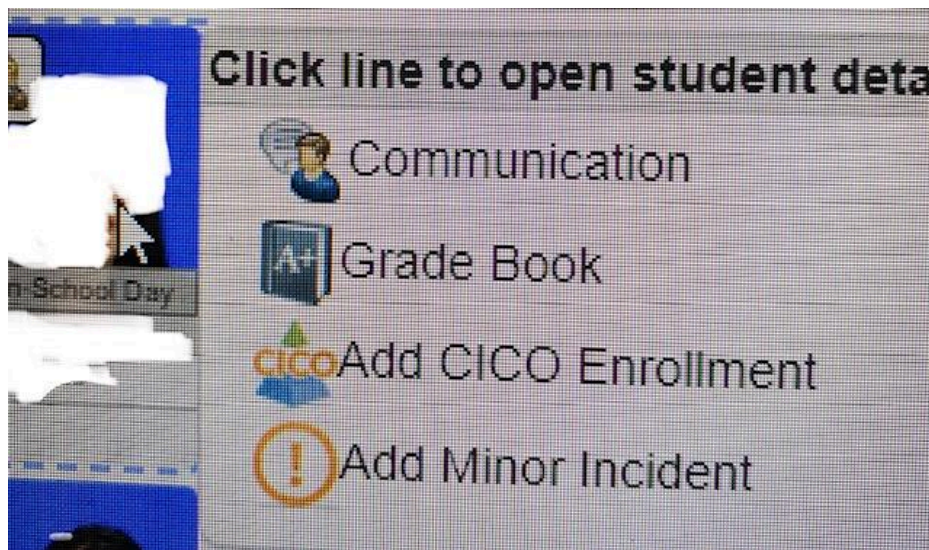


Best Practices for Minor Behavior Prevention and Documentation

Teachers are able to log Minor Behavior Incidents on TeacherVue/Synergy. These are annotated notes that administrators can use and share with parents/guardians before leading to an ODR (Major). Three minors of the repeated offenses should be documented before a major incident is sent.

The digital form can be found by clicking on the seating chart. A [paper version](#) of this is also attached.

	
Rancho San Juan High School	
Student Behavior Management Process & Minor Incident Form	
↓	
Prevent problem behaviors by teaching the expected behaviors	
↓	
Observe and identify problem behavior	
↓	
STUDENT INFORMATION	
Student Name:	ID#:
Grade:	
Notes:	
Staff Managed Minor Behaviors & Concerns	
1= Defiance/Disrespect/Non-Compliant	6= Low Level Verbal Aggression
2= Disruption	7= Tardy
3= Inappropriate Language	8= Property/Misuse
4= Cheating/Lying	9= Technology/Electronic Device Violation
5= Lack of Participation	
**Other (Please Explain):	
1st Offense - Warning/Redirect/Reinforce	
Date & Time of 1st Offense:	Behavior/Concern #:
• Parent Contact ENCOURAGED (who, date, time):	
• Re-teach expected behaviors	• Review "The Trail" matrix
Intervention implemented by staff/teacher:	
<input type="checkbox"/> conference w/student	<input type="checkbox"/> contract/follow-up agreement
<input type="checkbox"/> re-teach expectation	
<input type="checkbox"/> parent contacted	
<input type="checkbox"/> conflict resolution	
<input type="checkbox"/> refer to I.S.	<input type="checkbox"/> other:
What expectation was not met:	
<input type="checkbox"/> Resourceful <input type="checkbox"/> Synergistic <input type="checkbox"/> Judicious	
Comments:	
Student Signature & Date:	



Clearly defining expectations and consequences in the classroom setting:

EX: expectations and consequences in syllabi

The TRAIL in the Classroom	Behavior Management
I will be Resourceful by: <ul style="list-style-type: none"> - Having everything that I need to support the learning process - Knowing where to go for help and answers when the need arises 	Step 1: Documented in class warning
I will be Synergistic by: <ul style="list-style-type: none"> - Listening when others are speaking or 	Step 2: Documented warning, parent contact, teacher detention
	Step 3: Documented warning, DIRECT parent

<p>presenting</p> <ul style="list-style-type: none"> - Following classroom rules and procedures - Engaging positively with one another while working in teams, avoid name calling and being tolerant of everyone's differences <p>I will be Judicious by:</p> <ul style="list-style-type: none"> - Listening attentively and following instructions - Completing all assignments - Trying again if I fail 	<p>contact, teacher detention</p> <p>Step 4: Referral to Administration</p> <p>Citizenship grades will start over at the Quarter, students can earn back their citizenship.</p> <p>Students will earn an unsatisfactory in citizenship if they have reached step 4.</p>
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Clearly defining how students will earn citizenship grades in the classroom:

Ex: Rancho Learning Behaviors Rubric

In the Classroom, Trailblazers...	Definition	Independently (Outstanding)	Consistently (Satisfactory)	Sometimes (Needs Impr.)	Rarely (Unsatis.)
Resourceful	<p>Are Committed to:</p> <ul style="list-style-type: none"> ★ Having everything that I need to support the learning process ★ Having required technology charged and ready to use appropriately. ★ Knowing where to go for help when the need arises ★ Knowing when class starts, and being on time. 	Independently and consistently Resourceful	Consistently Resourceful with minor prompting	Sometimes Resourceful with frequent prompting	Rarely Resourceful with frequent prompting
Synergistic	<p>Are Compassionate and build their Communities by:</p> <ul style="list-style-type: none"> ★ Listening when others are speaking or presenting ★ Following classroom rules and procedures ★ Engaging positively with one another while working in teams, avoiding name calling, and being tolerant of everyone's differences ★ Using social media to positively promote RSJ 	Independently and consistently Synergistic	Consistently Synergistic with minor prompting	Sometimes Synergistic with frequent prompting	Rarely Synergistic with frequent prompting
Judicious	<p>Have the Courage to:</p> <ul style="list-style-type: none"> ★ Listen attentively ★ Follow instructions ★ Complete all assignments. ★ Fail and then try again ★ Report suspicious or inappropriate behavior 	Independently and consistently Judicious	Consistently Judicious with minor prompting	Sometimes Judicious with frequent prompting	Rarely Judicious with frequent prompting

Ex: Board Policy for Citizenship Grades

CITIZENSHIP

The school has a duty to help students develop responsible attitudes and behavior. Students need to be prepared for adult citizenship in jobs and higher education.

CLASSROOM CITIZENSHIP GRADE

Students will receive a citizenship grade every grading period from each of their classroom teachers. Students' citizenship grades in each class depending on their behavior in the classroom.

The grade of "Outstanding," "Satisfactory," "Needs Improvement," or "Unsatisfactory" will be based on the "Citizenship Guidelines" below. The citizenship grade for each class will be shown on the student's report card, but not on the transcript or permanent records.

CLASSROOM CITIZENSHIP GUIDELINES

Teachers will discuss and give copies of their classroom rules and regulations to students at the start of the school term.

Teachers are required to issue a preliminary citizenship progress report before giving an "Unsatisfactory" citizenship grade unless it occurs so close to the end of the grading period that it is not practical to do so. Any combination of five tardies and/or invalid absences in a grading period may result in an "Unsatisfactory" citizenship grade for that grading period.

When a student transfers to schools within the District, the attendance records/citizenship grade will also be transferred to the receiving school.

Documenting Minor Incident Behaviors

Minor Classroom Incident Form (M.C.I.F)

Student _____ ID _____ Grade 9 10 11 12 Teacher _____

<p><u>Issue of Concern</u></p> <p><input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate language/profanity <input type="checkbox"/> Disruption <input type="checkbox"/> Dress code violation <input type="checkbox"/> Property misuse <input type="checkbox"/> Minor technology violation <input type="checkbox"/> Other: _____</p> <p><u>What expectation was not met?</u></p> <p><input type="checkbox"/> Resourceful <input type="checkbox"/> Judicious <input type="checkbox"/> Synergistic</p> <p><u>Possible Incident Motives</u></p> <p><input type="checkbox"/> seeking attention <input type="checkbox"/> avoidance of task/work <input type="checkbox"/> Other</p> <p><u>What happened?</u> _____ _____</p> <p><u>Interventions</u> <u>Date:</u> _____</p> <p><input type="checkbox"/> lose 20 mins lunch <input type="checkbox"/> parent contact _____</p> <p><input type="checkbox"/> conference w/student <input type="checkbox"/> seating change <input type="checkbox"/> reteach expectation <input type="checkbox"/> loss of privilege <input type="checkbox"/> conflict resolution <input type="checkbox"/> other _____ <input type="checkbox"/> contract/follow up agreement</p> <p><u>Student</u> <u>Signature</u> _____ <u>Date</u> _____</p>	<p><u>Issue of Concern</u></p> <p><input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate language/profanity <input type="checkbox"/> Disruption <input type="checkbox"/> Dress code violation <input type="checkbox"/> Property misuse <input type="checkbox"/> Minor technology violation <input type="checkbox"/> Other: _____</p> <p><u>What expectation was not met?</u></p> <p><input type="checkbox"/> Resourceful <input type="checkbox"/> Judicious <input type="checkbox"/> Synergistic</p> <p><u>Possible Incident Motives</u></p> <p><input type="checkbox"/> seeking attention <input type="checkbox"/> avoidance of task/work <input type="checkbox"/> Other</p> <p><u>What happened?</u> _____ _____</p> <p><u>Interventions</u> <u>Date:</u> _____</p> <p><input type="checkbox"/> lose 20 mins lunch <input type="checkbox"/> parent contact _____</p> <p><input type="checkbox"/> conference w/student <input type="checkbox"/> seating change <input type="checkbox"/> reteach expectation <input type="checkbox"/> loss of privilege <input type="checkbox"/> conflict resolution <input type="checkbox"/> other _____ <input type="checkbox"/> contract/follow up agreement</p> <p><u>Student</u> <u>Signature</u> _____ <u>Date</u> _____</p>
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