Roselawn High School

PBIS

Positive Behavior Intervention and Support

For our Community Stakeholders

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Roselawn High School. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

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Part 1 - General Explanation of PBIS at RHS

PBIS at RHS: A General Overview:

Positive Behavioral Interventions and Supports (PBIS) is a structure for boosting the prevention and intervention practices that supports the academic, social, emotional, and behavioral knowledge of all students.

PBIS implementation involves prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use expected social skills for themselves and with others, school climates are described as more positive, learning environments are safer, and student-educator relationships are more trusting and respectful.

Code of Conduct 2022-23:

TURLOCK UNIFIED SCHOOL DISTRICT
STUDENT ACCOUNTABILITY (9-12)

The following code indicates the types of student accountability responses that may apply to each incident. Timely responses may be applied for initial or repeat incidents. Progressive responses and student reflection time when applicable, are listed for repeat incidents at each school within the respective education code policy.

Administrators use this code as a guide for consistent student conduct expectations at each school and throughout the District. The student accountability responses are not intended to substitute for the judgment of professional personnel based upon initial due process provided students, knowledge of the student's conduct history and education code regulations. Safety and security of all will be of highest priority. Every effort will be made to understand the cause of a student's misbehavior in order to provide alternatives to suspension and/or expulsion.

	EDUCATION CODE	1ST INCIDENT	2ND INCIDENT	3RD INCIDENT
Alcohol, Drugs, Tobacco	Alcohol/Drugs (Use) E.C. 48900(c)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Restorative Conference
	Alcohol/Drugs (Furnishing/Sales) E.C. 48900(d)(p)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
	Tobacco (Possession/Use: Chewing/Smoking/Vaping) E.C. 48900(h)	Notify Parent/Susp 1-3 Days/Referral to Substance Education	Notify Parent/Susp 3-5 Days/Restorative Conference	Susp 5 Days/Restorative Conference
Weapons and Dangerous Items	Dangerous Objects/Weapon(s) (Possession) E.C. 48900(b)	Notify Parent/Suspension 5 Days/Possible Expulsion	Suspension 5 Days/Recommend Expulsion/Alternative Placement	
	Dangerous Objects/Weapon(s) (Use) E.C. 48900(b)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
	Explosives (Use) E.C. 48900(b)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
	Firearm (Imitation/Replica) E.C. 48900(m)	Notify Parent/Susp 5 Days/Possible Expulsion	Suspension 5 Days/Recommend Expulsion/Alternative Placement	
	Firearm (Possession/Use) E.C. 48900(b)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
	Knife (Possession) E.C. 48900(b) 48915(g)	Suspension 5 Days/Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
	Knife (Brandishing) E.C. 48900(b)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
	Incendiary/Flammable Device (Possession/Use) E.C. 48900(b)	OMC/Work Detail/Detention/Restorative Conference	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference
Behavior Violations w/Privileges	Bus (Disruptive Behavior) E.C. 48900(k)	Follow Bus Protocol		
	Cheating/Plagiarism E.C. 48900(k)	OMC/Work Detail/Detention	Work Detail/Detention/OMC	Notify Parent/Susp 1-3 Days/Restorative Conference
	Computer Access (Contract Violation) E.C. 48900(k)	OMC/Work Detail/Detention	Work Detail/Detention/OMC	Notify Parent/Susp 1-3 Days/Restorative Conference
	Defiance (Refusal to Follow School Safety Rules) E.C. 48900(k)	OMC/Work Detail/Detention	Work Detail/Detention/OMC	Notify Parent/Susp 1-3 Days/Restorative Conference
	Detention/Work Detail (No Show) E.C. 48900(k)	Opportunity to Serve Next Day	Suspension/Parent Conference	
	Disruptive Behavior E.C. 48900(k)	OMC/Work Detail/Detention	Work Detail/Detention/OMC	Notify Parent/Susp 1-3 Days/Restorative Conference
	Dress Code (Adherence) E.C. 48900(k)	Warning: Clothing Options	Detention: Clothing Options/Restorative Conference	Work Detail: Clothing Options/Restorative Conf

Infraction	Column 1	Column 2	Column 3
Electronic Devices (Unauthorized Use) E.C. 48900(k)	Confiscate Device/Student Pick-Up/End of Day	Notify Parent/Work Detail/Restorative Conference	Notify Parent/Detention/Work Detail/Parent Pick-Up
Failure to Report w/Misconduct E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/OMC/Susp 1-3 Days/Restorative Conf
Forgery and/or Falsified Notes/Call/Text E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/OMC/Susp 1-3 Days/Restorative Conf
Gambling E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/OMC/Susp 1-3 Days/Restorative Conf
Leaving Class or Campus w/Out Permission E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/OMC/Susp 1-3 Days/Restorative Conf
Littering (Habitual) E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/OMC/Susp 1-3 Days/Restorative Conf
Trespassing/Off Limits (Room or School Area) E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference
False Identification E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/OMC/Susp 1-3 Days/Restorative Conf
Parking Violation/Driving Abuse/Reckless E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/Susp 1-3 Days/Restorative Conference
Arson E.C. 48900(f)	Suspension 5 Days/Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
Burglary and/or Theft (Value in Excess of $900) E.C. 48900(g)	Suspension 5 Days/Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
Fire Alarm (Tampering) E.C. 48900(k)	Notify Parent/Susp 3-5 Days/(SRO/LE Contacted)	Suspension 5 Days/Recommend Expulsion/Alternative Placement	
Property (Deface) E.C. 48900(f)	Notify Parent/Warning/OMC/Det/Work Detail	Susp 1-3 Days/Parent Conference/Restitution	Susp 3-5 Days/Parent Conference/Restitution
Property (Destruction/Vandalism/Tag/Graffiti) E.C. 48900(f)	NP/Susp 1-3 Days/Restitution/(SRO/LE Contacted)	NP/Susp 3-5 Days/Restitution/(SRO/LE Contacted)	NP/Susp 5 Days/Restitution/(SRO/LE Contacted)
Stolen Property (Possession of) E.C. 48900(l)	NP/Susp 1-3 Days/Restitution/(SRO/LE Contacted)	NP/Susp 3-5 Days/Restitution/(SRO/LE Contacted)	NP/Susp 5 Days/Restitution/(SRO/LE Contacted)
Theft E.C. 48900(g)	NP/Susp 1-3 Days/Restitution/(SRO/LE Contacted)	NP/Susp 3-5 Days/Restitution/(SRO/LE Contacted)	NP/Susp 5 Days/Restitution/(SRO/LE Contacted)
Abuse of School Personnel (Direct Verbal Threat) E.C. 48900(a1)	Notify Parent/Sus 1-5 Days/Possible Expulsion		
Abuse of School Personnel (Physical) E.C. 48900(a1)(a2)	Suspension 5 Days/Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
Assisted the Infliction or Attempted Infliction of Physical Injuries E.C. 48900(t)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Possible Expulsion
Assault (Unprovoked) E.C. 48900(a2)	Suspension 5 Days/Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
Bullying (Severe or Pervasive) E.C. 48900(r)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Restorative Conference
Dress (Unsafe Apparel) E.C. 48900(k)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/Suspension/Restorative Conference
Harassment (Hazing) E.C. 48900(q)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Restorative Conference
Harassment (Repeated Unwanted Actions) E.C. 48900(0.4)	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Recommend Expulsion/Alternative Placement	
Hate Statement (Racial/Ethnicity/Sexual Orientation) E.C. 48900(0.3)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Restorative Conference
Hate Violence E.C. 48900(0.3)	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Recommend Expulsion/Alternative Placement	

Hostile Behavior (Threats/Intimidation) E.C. 48900(a1)(k)(o)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Possible Expulsion
Hostile Behavior (Verbal and/or Physical Confrontation) E.C. 48900(a1)(k)(o)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Possible Expulsion
Language (Profanity/Obscene) E.C. 48900(i)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/Susp 1-3 Days/Restorative Conference
Language (Profanity Directed at Staff) E.C. 48900(i)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Susp 5 Days/Possible Expulsion
Loitering/Unassigned Area (Violation of School Safety Plan) E.C. 48900(k)	6 Tardies/Detention/Restorative Conference	9-12 Tardies/Work Detail/Restorative Conference	15+ Tardies/Suspension Pending Parent Conference
Mutual Combat (Agitating and/or Physical Confrontation) E.C. 48900(a1)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Suspension 5 Days/Possible Expulsion
Obscene (Gesture/Act) E.C. 48900(i)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/Susp 1-3 Days/Restorative Conference
Obscene (Note/Material) E.C. 48900(i)	Notify Parent/Warning/OMC/Det/Work Detail	Notify Parent/Work Detail/Restorative Conference	Notify Parent/Susp 1-3 Days/Restorative Conference
Robbery/Extortion (Threat of Violence) E.C. 48900(e)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
Sexual Behavior (Act/Indecent Exposure) E.C. 48900(i))	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		
Sexual Assault/Battery E.C. 48900(a2)(n)	Notify Parent/Susp 1-3 Days/Restorative Conference	Notify Parent/Susp 3-5 Days/Restorative Conference	Susp 5 Days/Possible Expulsion
Sexual Harassment E.C. 48900(0.2)	Notify Parent/Susp 3-5 Days/Possible Expulsion	Suspension 5 Days/Recommend Expulsion/Alternative Placement	
Terroristic Threats/Bomb Threats E.C. 48900(0.7)	Suspension 5 Days/Mandatory Recommendation for Expulsion (SRO/Law Enforcement Contacted)		

If you are someone you know is experiencing sexual harassment, bullying, and/or discrimination (sex, gender identity, sexual orientation, national origin, race, religion, or disability), please contact a school/TUSD staff member. You may contact the Director of Student Services at 667-0632 (ext 3), if you do not receive response (within 24 hours) from school administration.

Gil Ogden, Student Services, Grades 9-12, May 2022

Roselawn Character Counts Poster:

Also known as our Dragon Character Traits

Part 2 - Forms and Directions

Roselawn High School's Recognition System:

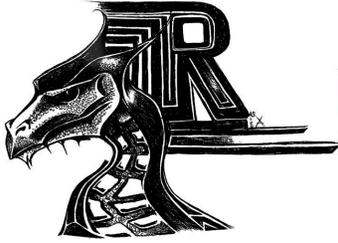|	PBIS Rewards	Student of the Month	No Tardies
What?	Each staff member has access to PBIS Rewards App to give students points that follow or exceed expectations.	District has determined character traits each month. Teachers select one student that embodies the trait. Principal chooses one of those to be student of the month	All students with no tardies are put into a weekly drawing.
Who gives it?	Staff	Staff	Staff
Who receives it?	All students are eligible to receive the tickets that are seen following the school-wide expectations.	All students are eligible to be chosen by a teacher.	All students with no tardies are eligible. This includes students that have an absence.
How often?	Points can be given daily	Monthly	Weekly/ Monthly
Recognition	Students can use points to make purchases from the school store or staff members' individual stores	Winner to be taken to a luncheon hosted by Turlock Rotary	One winner is chosen each week. Monthly we recognize all eligible winners.

PBIS Rewards Common Language:

- **Core Values** – All of our Roselawn school-wide behavioral expectations are based on the following core values: ***Respectful, Responsible & Safe*** (AKA Character Traits)***.*** Students are taught the behavioral expectations based on these values

- **Behavior Matrix** – Our matrix defines what our core values look like in all school settings. This allows all of our staff to use common language with all of our students as we set the expectations at Roselawn! Matrices can be found in all classrooms and common spaces, such as restrooms, cafeteria, etc.

List of Possible Interventions:

- Warning
- Redirection
- Change seats
- Conference with student
- Contact with parent/guardian
- Conference with parent/guardian
- Referral to School based mental health

Teaching Matrix Sample:

ROSELAWN HIGH SCHOOL

RESPECTFUL	RESPONSIBLE	SAFE
• Be open minded & think before you speak • Use appropriate language and volume • Wait your turn quietly • Ask permission & follow staff directions	• Follow teacher's technology policy • Be prepared with materials • Do fair share of work or activity • Maintain academic integrity • Use time wisely	• Maintain physical boundaries • Keep all legs of chair on ground • Have your ID • Follow all staff directions

Mrs. Garcia's Classroom Routines

Entering the Classroom	1. Take your seat promptly.
Starting the Day	1. Check the agenda on the board for the day's assignments and events
Attention Signal	1. The bell signals class has begun.
Working Independently	1. Work quietly. 2. Be self-aware. 3. Advocate for yourself! If you need help, ask for help.
Working in Groups	1. Be kind in your speech and actions. 2. Do your part and contribute to the group in a positive way. 3. Phones and earbuds should be put away.
Technology Use	1. While Distance Learning, use TUSD Technology Etiquette & Routines.
Asking for Help	1. Raise your hand and politely ask for help.

Building/Area Matrix:

BEHAVIOR EXPECTATIONS MATRIX			
AREA/SETTING	RESPECTFUL	RESPONSIBLE	SAFE
Office	• Positive tone when addressing staff • Use appropriate language and volume • Be courteous with others' privacy & property	• Use office pass during class times	• Check in with office staff before entering staff offices • Enter through gates before and after school • Have school ID • Follow all staff directions
Classroom	• Be open minded & think before you speak • Use appropriate language and volume • Wait your turn quietly • Ask permission & follow staff directions • Put away cell phones, headphones & earbuds	• Follow teacher's technology policy • Be prepared with materials • Do fair share of work or activity • Maintain academic integrity • Use time wisely	• Maintain physical boundaries • Keep all legs of chair on ground • Have your ID • Follow all staff directions
Restroom	• Honor everyone's privacy • Wait for your turn • Clean up after yourself	• Pick up/flush after self • Use facilities appropriately • Use time efficiently	• Wash your hands • Carry restroom pass
Cafeteria/Quad	• Wait for your turn • Use appropriate language and volume • Be aware of others around you and their personal space • Keep hands to self	• Throw away your trash • Pick up all litter you see • Practice workplace conversation • Demonstrate TUSD Character Traits • Keep personal items next to you at all times	• Use entrances and exits accordingly • Follow all staff directions • Maintain appropriate physical boundaries • Report dangerous situations
Blacktop/Field	• Display good sportsmanship • Use kind words and actions	• Keep the area clean • Return sports equipment to appropriate location • Model positive behavior	• Use equipment appropriately and safely • Be aware of surroundings • Wear proper shoes • Maintain appropriate boundaries
Parking Lot/Loading Zone	• Be patient and wait your turn when loading and unloading from vehicle • Drive and park safely • Watch for pedestrians	• Use parking lot entrance and exits appropriately • Park in designated zones • Lock your car doors	• Be aware of surroundings • Follow appropriate speeds and pathways
Bus	• Follow the bus driver directions • Keep your hands to yourself • Use appropriate language and volume • Prevent damage to bus	• Be aware of bus schedules • Keep aisles clear • Maintain bus cleanliness	• Follow Bus Guidelines and emergency procedures • Be seated when bus is moving • Keep yourself and your belongings inside the bus • Only cross in <u>front</u> of a stopped bus when loading/unloading
Online	• Respect other people online by using TUSD tech etiquette • ***Distance Learning:*** *Turn off* cell phones when not in use for distance learning ***In Person/Classroom:*** *Put Away* cell phones, headphones & Earbuds	• Bring Chromebooks fully charged with chargers • Report cyberbullying and avoid responding • Keep Chromebooks clean and away from food and liquids (stickers)	• Avoid disclosing real name, phone number and address online • Use Internet for school purposes • Think before posting

Problem Behavior Definitions

[Click here for entire document](#)

Minor Problem Behavior	Definition
Defiance/Off task behavior/Disruption (m-Defiance)	Student engages in brief or low-intensity failure to follow directions or causes a disruption. (*Example: Student refuses to sit in assigned seat but eventually complies after short discussion. Student talking to neighbor while teacher or staff is lecturing/presenting.*)
Disrespect (m-Disrespect)	Students deliver low-intensity, socially rude or dismissive messages to adults or students. (*Example: Student continually ignores staff member's request. A student mocking a staff member.*)
Inappropriate Language (m-Inapp Lan)	Student engages in low-intensity instance of inappropriate language. (*Example: Student says indirect profanity even after being warned not to. "Oh sh*t, I messed up."*)
Physical Contact (m-Contact)	Student engages in non-serious, but inappropriate physical contact. (*Example: Shoving/pushing in a joking manner- horseplay, posturing.*)
Tardy/Student in Wrong Class (m-Tardy)	Student arrives to class after the bell (or signal that class has started) without a note/call from a staff member.
Technology Violation (m-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of technology. (*Example: Wearing earbuds in class. Posting inappropriate jokes or comments on Classroom, watching Netflix/Youtube/playing games/engaging in social media during class.*)
Dress Code Violation (m- Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. (*Example: Student's pants are showing undergarments.*)
Plagiarism/Cheating (m- Plagiarism)	Student uses someone else's work or ideas and pass them off as their own. (*Example: Student uses quizlet to obtain answers for Edgenuity. Student copy/paste work from the internet without citing the original author.*)
Property Misuse (m-Prpty Misuse)	Student engages in low-intensity misuse of property. (*Example: Putting Chromebooks on head or being aggressive with the mouse or keyboard on the table/desk. Drawing on school property in pencil. Throwing pencils in ceiling tiles.*)

Major Problem Behaviors

Major Problem Behavior	Definition
Defiance/ Insubordination (M- Defiance)	Student engages in refusal to follow directions or talks back. (*Example: Student refuses to sit in the assigned seat and does not comply after short discussion. Student refuses to put personal electronics (devices) away / keeps using even after being told to put away.*)
Physical Aggression (M- PAgg)	Student engages in actions involving serious physical contact where injury may occur *(e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).*
Disruption (M- Disruption)	Student engages in behavior causing an interruption in a class or activity. *(e.g., sustained loud talk, yelling, or screaming; noise with materials; horseplay and/or roughhousing.)*
Disrespect (M- Disrespect)	Student delivers socially rude or dismissive messages to adults or students. (*Example: Student refers to others as "h*es or b*tches."*)
Habitual Tardy Violation (M- Tardy)	Student is late to class or the start of the school day more than five times a quarter (Example: Student attended incorrect class/location more than five times a quarter).
Abusive Language/ Inappropriate Language/Profanity (M- Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way directed at someone else. (*Example: "F you, Mr. X, you're an a**hole."*)
Harassment (M- Harass)	The delivery of discriminatory messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Bullying/ Cyber Bullying (M- Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Fighting/ Assault (M- Fight)	Fighting = Student is involved in mutual participation in an incident involving physical violence. Assault = Student is involved in one-sided physical violence.
Forgery/ Theft/ Plagiarism (M- Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own. Student delivers a message that is untrue and/or deliberately violates rules.
Property Damage/Vandalism (M- Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Technology Violation (M- Tech)	Student engages in inappropriate (as defined by school) use of technology. (*Example: Student is looking up pornography on school issued Chromebook.*)
Inappropriate Display of Affection (M- Inapp affection)	Student engages in inappropriate, consensual (as defined by school), verbal, and/or physical gestures/contact, of a sexual nature to another student/adult.
Use/Possession of Tobacco (M- Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Alcohol (M- Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Drugs (M- Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Weapons (M- Weapons)	Student is in possession of weapon(s) or other objects readily capable of causing bodily harm. [*e.g; knives, guns (real or look alike), etc. Example: Student using a pencil as a weapon to harm another person.*]
Use/Possession of Combustibles (M- Combust)	Student is/was in possession of substances/objects readily capable of being able to catch fire and burn easily and could cause bodily harm and/or property damage (*e.g; matches, lighters, firecrackers, gasoline, lighter fluid*).

Part 3 - Roselawn Policy on Specific Behaviors

Calming Corner:

- In the Career Center, Room 2, there is a designated "Calming Corner." It is a calm space for students.
- As a student, if upset, first ask to speak with the Counselor, Mrs. Moran, in room 2.
- A student may be offered to sit in the calming corner in room 2.
- Bring a blue out-of-class note to go to Room 2. Make sure "Calming Corner" is written on the note if you don't want to talk with anyone.

Tier 2 Referral:

- Any staff member can complete the Roselawn Request for Student Support for any RHS student.
- The referrals are reviewed weekly by our PBIS Tier 2 team. Tier 2 team consists of our Principal, Counselor, Mental Health Clinician, Student Welfare & Attendance Specialist and our School Psychologist.
- For each referral, the team reviews different data points (attendance, grades, etc) to determine an appropriate intervention for each student.
- If a student will be referred to our Mental Health Clinician, a parent/guardian meeting is set up to initiate services. These students also have Student Study Team meetings to review progress and determine if they are continuing or exiting services.

[No Bully Form](#) and Procedures:

Linked above in the title is the Roselawn High School "No Bully Form." This form is used by students to report bullying that they observe or experience. This form is an anonymous reporting form, students are not asked for any identifying details. This form can be found in Dragon Time (Advisory) in Google Classroom.

RHS No Bully Form

*** At Roselawn we treat others with respect ***

Please use this form to let Roselawn Staff know of any bullying or mean behavior you see. Do not include your name! Please take this seriously. If you have any questions, please talk to Liz, Mrs. Moran, Mr. Sanchez , or Mr. Meraz.

Your email will be recorded when you submit this form

* Required

Name of student that is being bullied: *

Your answer

Describe what you observed: *

Your answer

Name of student(s) doing the bullying: *

Your answer

Tardy Policy:

- If a student arrives late to school they sign in at the office and they will be given a tardy pass by the office staff.
- If a student is not in the classroom when the bell has rung they will be marked tardy by the teacher.

Restroom Procedure:

- If a student requests to go to the restroom the teacher will fill out an orange-colored Restroom Pass.
- The student needs to return WITH the restroom pass

.

- ***Only one restroom pass at a time so please be courteous with your time.***

- If 10 minutes have passed and the student has not returned, the campus supervisors and/or front office may be notified.

RESTROOM PASS

Student _____

Room 2

Teacher Career Center

Date _____

Time _____

Out of Class Procedure:

If a student would like to request to leave the room for a non-restroom related reason, get permission and take blue-colored Out of Class Pass, provided by your teacher. Upon returning to class return blue-colored Out of Class Pass.

OUT OF CLASS PASS

___ TARDY

___ BACK TO CLASS

___ PRINCIPAL

___ COUNSELOR

___ OFFICE

___ TELEPHONE

___ RESTROOM

Student_____

Room____Teacher_____

Time_____Returning Time___

PBIS Rewards APP:

Students will be acknowledged when they are meeting/exceeding school expectations through our PBIS Rewards app. The points earned can be accumulated to purchase items from our school stores or individual staff members' stores.

Part 4 - Tier II:

Intervention Team:

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all. This three-tiered model focuses heavily on school-wide core features (Tier I), which are in place at our school and are available to all students at all times. Generally speaking, when these core features are in place with high levels of fidelity, the majority of students will respond positively to those systems and practices. However, a smaller group of students will require some additional interventions and supports to address either externalizing or internalizing behaviors. Tier II interventions are an opportunity to provide additional structure, opportunities to learn and practice skills, and receive more frequent feedback related to a specific social-emotional-behavioral area of need.

PBIS Intervention Team Meeting Responsibilities

Our school has an intervention team that meets every Monday. The intervention team is responsible for the oversight and monitoring of all of our site's interventions, as well as all students who are receiving Tier II or III supports. Similar to the School-Wide / Tier I team, this team uses a structured meeting agenda and format to monitor interventions, troubleshoot, and discuss new referrals in an effective, data-based, and efficient manner. The intervention team is open to any interested staff members who would be willing to lead a Tier II intervention, however, parents are not included on this team, due to issues of confidentiality when discussing students. For students who are receiving Tier III (individualized, function-based, intensive) interventions, a separate Tier III student-specific team may be formed for a short period of time, which would consist of staff and family members who are directly involved with that student. However, these individual meetings take place separately from the ongoing Intervention Team meetings.

Intervention Goals:

Implementation:

Tier II interventions should be implemented consistently and with fidelity, and progress should be monitored regularly.

Data-Driven:

Tier II interventions should be data-driven, meaning that the effectiveness of the intervention should be regularly assessed and adjusted as needed.

Alignment with Tier 1:

Tier II interventions should be aligned with the school's Tier 1 practices and expectations.

Accessibility:

Tier II supports should be quickly and easily accessible to students.

Low Effort for Teachers:

Tier II interventions should require minimal time commitment from classroom teachers

The following is a description of roles and responsibilities of the intervention team at our site:

PBIS Intervention Team Meeting Responsibilities			
	Before Meeting	During Meeting	After Meeting
Intervention Team	●Collect and review Requests for Assistance. ● Prompt Intervention Coordinators to compile current success data for their intervention(s) to bring to the meeting (or enter numbers in a cloud-shared document ahead of time). ● Ensure that the agenda is prepared for the next meeting. Completed action items from the previous meeting may be removed from the notes before the next meeting. ● Ensure that staff have completed any necessary screening tools prior to the intervention meeting.	● Review agenda, time frames, & solicit feedback. ● Review team meeting foundations as needed. ● Facilitate meeting and ensure that team members are operating as efficiently as possible, staying on track, and keeping to time frames. ● Ensure that for any student who was reported as not making progress in a specific intervention, the team conducts a quick problem solving session for that student. ● Prompt team to table any discussions about a specific student if it is going on for too long, and schedule a separate meeting if necessary. ● Review new requests for assistance and ensure that sufficient interventions have already been tried at the classroom level. ● Review screening tools and site-wide data with the team to determine whether additional students may be in need	● Ensure that intervention meeting notes are distributed. ● Keep administrator and SCOE PBIS Coach informed about progress and needs. ● Support intervention leads if needed.
Intervention Coordinator	● Monitor the implementation of their assigned intervention, and provide support to staff as necessary. ● Collect information prior to the meeting to be able to report out on % successful, as	● Report out on % of students needing more additional support, students who are successful in each intervention, students ready to fade, students graduating, and fidelity of intervention.	● Schedule student-specific meetings if needed. ● Enroll newly identified students in interventions. ● Update data tracking

	well as who is ready to fade or intensify interventions. ● For students who are not successful in their intervention, prepare some possible action plans/ troubleshooting to discuss at the meeting.	● Be responsible for keeping a running tally of the total number of students enrolled and successful in that intervention for the year. ● Assess whether their assigned intervention is effective for the site as a whole, and make suggestions for modifications if needed. ● Present ideas for modifications or changes for specific students if they are not experiencing success in the intervention.	systems with enrollment changes as needed. ● Provide support to staff if fidelity was identified as weak.
Minute Taker	● Support Team Lead in creating new agenda if asked.	● Take minutes on the Intervention Team Meeting Agenda. ● May also be assigned to be Time Keeper. ● Be an active participant in action planning and providing feedback.	● Distribute intervention meetings notes if assigned to do so.

Team Purpose and Team Agreements

The intervention team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreement
● Identify and select students in need of Tier 2-3 supports ● Coordinate implementation of Tier 2-3 systems and supports ● Establish and facilitate individual student support teams as needed ● Monitor systems and interventions for fidelity of implementation ● Monitor overall status of student progress towards goals	● **Be Safe:** Discuss school-wide plans only at the Tier 1 meetings (not individual students = Tier 2 or 3) ● **Be Respectful:** *Start and end on time *Listen *Stick to the agenda *Follow-through with tasks/commitments ● **Be Responsible:** *Model expectations for staff and students screening tools prior to the intervention meeting. *Inform facilitator of absence/tardies to meetings

Intervention Team Members

The following is our list of PBIS Tier 2 team members as well as their roles specific to the intervention team:

Role	Names	Responsibilities
Data Analysis	Michelle Bliss	Report out data and findings to staff
Lead (can't be admin)	Rachel Moran	Update agenda and action plan
Secretary	Raquel Barker	Update minutes
Team Member	Angelica	Provide attendance and home visit data

Student Identification Process:

There are two main ways that a student may be identified as being in need of Tier II or III support: nomination or data screening. For student nomination by staff or families, our site uses a formal request for assistance document, which is completed and submitted to the intervention team lead prior to the intervention team meeting. The intervention lead may follow up with the staff submitting the request, to ensure that Tier I interventions have been in place with fidelity within the classroom and that at least two additional strategies have been implemented. A link is provided for the request for assistance form used at our site.

Request for Assistance Form

In addition, just as our site uses academic data to identify students with similar types of academic strengths and needs, we also use a range of other data to identify students with similar types of social-emotional-behavioral needs. One primary function of data screening is early identification of student need; by quickly connecting students with existing Tier II interventions, the goal is that those supports will prevent additional, more intensive issues from developing. The following is a list of data that is reviewed on a regular basis to determine whether students should be referred to or discussed at the intervention meeting:

Data Sources and Screening/Data Decision Rules

Data Sources and Screening / Data Decision Rules	

Data Source	Who Reviews the Data	Frequency of Review	Criteria for Intervention Team Referral/Review	Parent notification
Office Referrals behavior referral data – Majors	Michelle Bliss	monthly	Staff referral	Phone call/parent conference
PBIS behavior referral data – Minors	Michelle	monthly	Staff referral	Only if turns to minor
Attendance	Michelle	monthly	Staff referral, Aeries data	SWAS phone call, email
Grades	Michelle	monthly	Staff referral, Aeries data	Phone call, email, Parent Square, parent/student Aeries App
Diagnostic Data	Michelle	monthly	data	n/a

Intervention Inventory:

Our site maintains a PBIS Tier 2 Inventory, which outlines a description of who might benefit from each intervention support, a fading/graduation plan, and data used to indicate need and/or progress. The PBIS Tier 2 team is responsible for reviewing all interventions on at least an annual basis, and determining whether interventions need to be modified, or if additional intervention should be added based on the changing needs of the student body.

Examples of Tier II Interventions:

Link of Roselawn High School Interventions

Check-In/Check-Out (CICO):

A structured system for daily communication between students, teachers, and parents.

Social Skills Groups:

Small group instruction focused on developing social skills.

Check & Connect:

A strategy for building relationships and providing support to students.

Second Step:

A program that teaches social-emotional learning skills with the clinician.

Calming Corner:

A strategy for providing a safe and supportive space for students who may need a break or time to de-escalate. 🟨 PBIS-Calming Corner (teaching slideshow)

Skillstreaming:

A program that teaches social skills and problem-solving skills.

Functional Behavior Assessment (FBA):

A process to understand the function or purpose of a student's challenging behavior through the use of Targeted Intervention Inventory

Tier II End of Year Summary:

There is information posted on the school website towards the end of the school year.