Rebels Do it R.I.G.H.T
Respect – Integrity – Goals – Heart – Tradition

SOUTH HIGH SCHOOL
Positive Behavior Interventions and Supports
2018-2019

[Updated 3/7/2019]
Statement of Purpose

WE are:
People Believing In Students!

WE envision:
South High Staff using Positive Behavior Intervention and Support to guide student behaviors and help create a welcoming, supportive, and safe environment for all members of the school community.

Our Mission:
We will work collaboratively with families and school community to foster a school climate where everyone respects self, others, and the environment.
Rebels Do it R.I.G.H.T. at South High School

South High School (SHS) is dedicated to being a place of mutual respect. It is an expectation that all members of the South community - be they teachers, administrators, classified staff, students, parents, or guests - will follow the South High School Code, and treat each other as they would wish to be treated themselves. It is expected that everyone on the South campus will conduct themselves in such a fashion that everyone will feel safe and free from harassment, both physical and emotional.

South High School is implementing the Positive Behavior Interventions and Supports (PBIS) in our school. The main focus of PBIS is to provide a clear system for all expected behaviors at South High School. While many members of our school community 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 that optimizes learning in which ALL school community members have clear expectations and understandings of their roles in the educational process.

Our School-wide Recognition and Acknowledgement system benefits ALL students who follow our school-wide expectations. PBIS focuses on positive behavior. Students are taught and acknowledged for following the expectations in all areas of the school.

SHS’s Behavioral Plan will apply to students:

• while on the school grounds,
• while going to or from school,
• during lunch,
• during or while going to or from any school-sponsored activities, and
• during any other event related to school activities or attendance.

Respect, Integrity, Goals, Heart, and Tradition is expected at all times. Where a specific penalty for violating a rule is not listed, the consequences assigned will be in proportion to the severity of the infraction.
School-wide Positive Behavior Interventions and Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. School-wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

Schools are discovering that PBIS:

• helps to create a positive school climate,
• addresses the behavioral needs of all students with proven, easy to implement strategies,
• allows the school to create the "right fit" for them, so that practices are appropriate to the context and sustainable over time,
• results in increased time for instruction and fewer disciplinary incidents,
• is viable and does not have to overwhelm staff given the limited time and resources that schools are experiencing, and
• is affordable.

Schools that implement PBIS focus on taking a team-based systematic approach, and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:
1. Behavioral Expectations are Defined

A small number of clearly defined behavioral expectations are defined in positive, simple rules, such as the South High’s Code of Conduct.

2. Behavioral Expectations are Taught

The behavioral expectations are taught to all students in the school, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula.

3. Appropriate Behaviors are Acknowledged

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.

4. Behavior Errors are Corrected Proactively

When students violate behavioral expectations, clear procedures are needed for providing them with feedback, and preventing their unacceptable behavior from resulting in inadvertent rewards. Students, teachers, parents, and administrators all should be able to predict what will occur when behavioral errors are identified.
As a PBIS school, we have incorporated a few simple practices that are crucial to sustaining this program over time.

• We have established a representative, school-based PBIS leadership team with strong administrative presence and support. Our PBIS leadership team uses the framework of PBIS to design our school’s unique set of practices.

• Our school has established a system for using behavioral data to determine the effectiveness of our system.

In 2015-2016, South High School (SHS) developed their most recent iteration of the PBIS leadership team consisting of faculty members, counselors, social workers, and administrators. The team will eventually be expanded to include parents and students, as well the purpose of this team is to focus on developing and providing a clear system for all expected behaviors at South High School. The PBIS leadership team meets regularly with the primary goal of developing a systematic program of school-wide behavioral interventions based on staff input and current research data. The leadership team also:

• Serves as a resource to help staff consistently implement this program.

• Facilitates communication with colleagues, support staff and the community regarding SHS’s behavioral expectation program

• Reviews behavior data to determine the effectiveness of the program and to recommend changes as indicated by the data.

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<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
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<tbody>
<tr>
<td>Connie Grumling</td>
<td>Principal</td>
<td><a href="mailto:connie_grumling@kernhigh.org">connie_grumling@kernhigh.org</a></td>
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<tr>
<td>Brian Smith</td>
<td>Assistant Principal Administration</td>
<td><a href="mailto:Brian_smith@kernhigh.org">Brian_smith@kernhigh.org</a></td>
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<td>Dean of Students</td>
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<tr>
<td>Kim Woolf</td>
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<td><a href="mailto:kim_woolf@kernhigh.org">kim_woolf@kernhigh.org</a></td>
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<td>Irene Ramey</td>
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<tr>
<td>Russ Geer</td>
<td>School Counselor 12th Grade</td>
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<td>School Counselor 10th Grade</td>
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<td>Niesha Davis</td>
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<td>Alfredo Chavez</td>
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<td>Javier Cervantes</td>
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<td>Jesus Romero</td>
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Kern High School District I South High School PBIS 7
South High School  
Tier I Targeted Interventions

Tier I Implementation
This basic foundation should have a “problem solving” approach for mindset work around behavior and academic interventions with an emphasis on early prevention, intervention, and progress monitoring through staff interaction with students in the classroom setting or school grounds.

How do students access Tier I services?
1. Truancy (Cuts/Tardys)
2. Defiance to Authority/ Disruption of school activities

Tier I Team Members:
- Lisa Schimnowski, School Counselor and PBIS coordinator
- Brian Smith, Assistant Principal Administration
- Stacey Fuentes, Title 1 Coordinator/MS3 Coordinator
- Daron Mackey, Intervention Specialist
- Kim Woolf, Science Teacher
- Irene Nguyen, Math Teacher
- Kim Johnson, English Teacher
- Aaron Rothkopf, English Teacher
- Antonio Garcia, Video Production
- Greg Underwood, JROTC Instructor
- Jesus Romero, Community Specialist/Parent Center

Team’s Role:
1. Planning for South High PBIS interventions, staff trainings, and activities
2. Individual student progress for those referred by staff and request from Dean of Students, Counselors and/or staff
3. Coordinate intervention based on the need of student.
4. Coordinate intervention strategies for teachers with struggling students
5. Monitor process, intervention, and fidelity of students receiving Tier I intervention.
6. Monitor student attendance and schedule step truancy meetings
7. Refer student to Tier II Team when needed

Tier I Evidence Based Interventions may include:
- Student Teacher Conference
- Parent Contact and/ or Parent Conference
- Conflict Mediation / Behavioral Agreement / Refrain From Contact
- Early Out Beautification
- Lunch Detention and/ or Lunch with the Dean
- After School Detention
- Period Suspension
Tier II Implementation
This basic foundation should have a “problem solving” approach for mindset work around behavior and academic interventions with an emphasis on early prevention, intervention, and progress monitoring. Although, systems and structures on how to move students from Tier I to Tier II (including forms) should be in place, it should not be the sole focus.

How do students access Tier II services?
1. Office Discipline Referrals (ODR’s SHAPE Data)
2. Staff Requests
3. Universal Screening Tools (SAEBRS)

Tier II Team Members:
- Daron Mackey, Interventionist
- Allison Sullivan, School Psychologist
- Alfredo Chavez, Intervention Counselor
- Monica Bonillo, Intervention Specialist District
- Pamela Shakir, School Social Worker District
- Counseling Team, Irene Ramey, Lisa Schimnowski, Theresa Rubio, Russ Geer, Elizabeth Rocha

Team’s Role:
1. Monitor Data
   - ODR’s (SHAPE Report)
   - Individual student progress for those referred by Tier I Data Team and request from Dean of Students, Counselors and/or staff
   - Student Risk Screening Scale (SRSS); Implemented 3 times yearly
2. Coordinate intervention based on the need of student.
3. Monitor process, intervention, and fidelity of students receiving intervention.
4. Refer student to Student Support Team (SST) when needed

Tier II Evidence Based Interventions may include:
- Brief Intervention
- Aggression Replacement Training (ART)
- Why Try
- Forward Thinking/Interactive Journaling
- Check In-Check Out (CICO)
- Restorative Circles/Practices
- Small Groups
  - Substance Abuse
  - Coping Skills
  - Anxiety
  - Social Skills
  - Grief Group
Forward Thinking/Interactive Journaling

Interactive Journaling is a structured and experiential writing process that motivates and guides youth toward positive life change. This cognitive behavioral curriculum has nine different journals that offer a variety of strategies for facilitating one-to-one and group sessions.

South High has three staff members trained in Forward Thinking/Interactive Journaling. Currently the following staff are using Forward Thinking/Interactive Journaling on Campus.
1. Daron Mackey
2. Alfredo Chavez
3. Pam Shakir

Why Try
Why try is a strength based approach to helping youth to overcome their challenges and to improve truancy, behavior, and academics outcomes. It is based on solution focused brief therapy and multisensory learning.

Currently we have two staff members trained in Why Try: David Bayne, Special Education Program Specialist and Manuel Vasquez, Special Education Teacher. Manuel currently uses Why Try in the classroom setting. On March 30th 2017, South High is hosting a Why Try all day training in the South High Library. On that date several staff members will be trained. Post training, the South High Tier One team will plan implementation of Why Try on the entire South High campus.

Check In-Check Out (CICO)
CICO is standardized monitoring intervention that increases positive adult contact while providing frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavioral goals.

South High has several staff members trained in Check In-Check Out. Currently the following staff are using Check In-Check Out on Campus.
1. Pam Shakir/Niesha Davis
2. Brian Smith
3. Daron Mackey
4. Elizabeth Rocha
5. Alfredo Chavez
6. Theresa Rubio
7. Lisa Schimnowski
8. Connie Grumling

Small Groups
Tier II Interventionists are trained in small group facilitation (and tracking those students for Tier II small groups). Small groups will be varied and depend on the need of each individual school site. Small groups teach teamwork ability, improves self-directed learning, enhances student-faculty and peer-peer interaction, develops self-motivation, allows the student to test their thinking, and helps with acceptance of personal responsibility for own progress.
The small group work done at South High is:

- Coping Skills: Pam Shakir/Niesha Davis
- Anxiety: Pam Shakir/Niesha Davis
- Social Skills: Daron Mackey

Peer to Peer Mentoring
Peer mentoring is a developmental intervention meant for youth to provide support and serve as role models for one another. This form of support can be improving academic skills, resolving interpersonal problems (peer education; peer assistance), or addressing personal problems.

South High has several staff members trained in Peer to Peer Mentoring. Currently the following staff are using Peer to Peer Mentoring on Campus.

1. Daron Mackey
2. Pam Shakir
3. Russ Geer
4. Brian Smith
5. Jesus Romero
6. Lisa Schimnowski
7. Connie Grumling
8. Missy Bennett
9. Alfredo Chavez
10. Stacey Fuentes
11. Eddie Ramey

Restorative Circles/Practices
Restorative circles/practices are reactive, consisting of formal or informal responses to incidents after it occurs. They foster safe learning environments through community building and constructive conflict resolution and can be seamlessly integrated into the classroom, curriculum and culture of schools.

South High has several staff members trained in Restorative Circles/Practices. Currently the following staff are using Restorative Circles/Practices on Campus.

1. Kim Woolf
2. Daron Mackey
3. Pam Shakir/Niesha Davis
4. Lisa Schimnowski
5. Alfredo Chavez
6. Eddie Ramey

Mentoring: Grade 9-10 with faculty on site
On site mentoring programs engages and empowers youth to increase resiliency, positive behaviors, and healthy decision-making through outside organizations such as, AmeriCorps and Garden Pathways.
South High currently has AmeriCorps on campus working with freshman and sophomore students.

Family Engagement/Home Visits
Family engagement/home visits allow access to difficult-to-reach families, minimize barriers to support, and gain an understanding of a family’s ecological context while emphasizing the importance of the family's role in their student's academic success.

South High has several staff members trained in Family Engagement/Home Visits. Currently the following staff are using Family Engagement/Home Visits on Campus.

1. Alfredo Chavez
2. Daron Mackey
3. Pam Shakir/Niesha Davis
4. Jesus Romero
5. KHSDPD Officer David Barker

Grade/Attendance Checks
Grade/Attendance checks can help gauge where a student is at in their academic career. Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.

South High has several staff members trained in Grade/Attendance Checks. Currently the following staff are using Grade/Attendance Checks on Campus.

1. Alfredo Chavez
2. Daron Mackey
3. Pam Shakir
4. Lisa Schimnowski
5. Irene Ramey
6. Elizabeth Rocha
7. Russ Geer
8. Missy Benett
9. Brian Smith
10. Theresa Rubio
11. Ellis Porter
12. Jesus Romero
13. Raul Ramirez
14. Connie Grumling
15. John Goetjen
16. Stacey Fuentes
17. All South High School Coaches
Targeted Tutoring/Academics
Targeted Tutoring/Academics provides targeted academic assistance for students to be successful in their academic classes.

South High School currently offers the following tutoring.
Monday – all subjects (2:45-6:45)
Tuesday – all subjects (2:45-6:45pm)
Wednesday- all subjects (2:24-6:45pm)
Thursday – all subjects (2:45-6:45pm)

Conflict Mediation
Conflict mediation is aimed at teaching students more constructive means of handling conflict. I-statements, ground rules and a mediator are imperative to exploring possible solution options, selecting solution options, and reaching an agreement.

South High has several staff members trained in Conflict Mediation. Currently the following staff are using Conflict Mediation on Campus.

1. Alfredo Chavez
2. Daron Mackey
3. Pam Shakir
4. Lisa Schimnowski
5. Irene Ramey
6. Elizabeth Rocha
7. Russ Geer
8. Jodi Shuppert
9. Kim Woolf
10. Brian Smith
11. Theresa Rubio

Community Resources/Referrals (School Social Worker)
Community resources/referrals is a systems approach to establish and integrate a network of student support services between the school, family, and community. They can be in the areas of prevention, intervention, advocacy and treatment.

South High has one staff member trained in Community Resources/Referrals. Pam Shakir working with parents and students at South High in this capacity. Starting March 1, 2019, it will be Niesha Davis.
South High School
Tier III Targeted Interventions

**Tier III Implementation**
This basic foundation should have a “problem solving” approach for mindset work around behavior and academic interventions with an emphasis on early prevention, intervention, and progress monitoring. Although, systems and structures on how to move students from Tier II to Tier III (including forms) should be in place, it should not be the sole focus.

*** South High School will have Tier III in place for the 2017-18 school year. At this time the*** Tier III Team is referring students to additional intervention resources as need is identified.

**How do students access Tier III services?**
1. Office Discipline Referrals (ODR’s SHAPE Data)
2. Tier II Team Requests

**Tier III Team Members:**
- Alfredo Chavez, Intervention Counselor
- Counseling Team: Lisa Schimnowski, Irene Ramey, Theresa Rubio, Russ Geer
- Daron Mackey, Intervention Specialist District
- Pamela Shakir/Niesha Davis, School Social Worker District
- Allison Sullivan, School Psychologist
- Lisa Schimnowski, PBIS Coordinator/Administrator

**Team’s Role:**
- Monitor Data
  - ODR’s (SHAPE Report)
  - Individual student progress for those referred by Tier II Data Team and request from Dean of Students, Counselors and/or staff
  - Student Risk Screening Scale (SRSS); Implemented 3 times yearly
- Coordinate intervention based on the need of student.
- Monitor process, intervention, and fidelity of students receiving intervention.
- Refer student to outside services when needed

**Tier III Evidence Based Interventions may include:**
- SST (Student Study Team)
- Parent Project
- Clinical Support (physician and or mental health professional)
Rebels Do it R.I.G.H.T. Student, Classified Staff, Faculty, and Administrator Responsibilities

Student Expectations *are to know, understand, and follow* Rebels do it R.I.G.H.T.

- Respect
- Integrity
- Goals
- Heart
- Tradition

Faculty Responsibilities

- Faculty will teach, model, and practice each of the school-wide behavioral expectations and reteach these expectations throughout the year as needed.
- Faculty will establish their own classroom expectations based upon the school-wide expectations by developing a classroom matrix that will be posted in the teacher classroom.
- Faculty will use the Rebels Do it R.I.G.H.T leadership team and school administrators when working with students who fail to meet school-wide and/or classroom expectations.
- Faculty will use SHS’s Rebels Do it R.I.G.H.T established acknowledgement system for recognizing students who meet and/or exceed SHS’s school-wide and classroom expectations.

Classified Staff Responsibilities

- Classified staff will model and practice the school-wide behavioral expectations.
- Classified staff will expect students to abide by the school-wide behavioral expectations in common areas, and take responsibility for reminding the students of these expectations and reporting instances when the students fail to abide by them.
- Classified staff will uphold the common area behavioral expectations for the specific area(s) in which they are working.
- Classified Staff will follow school-wide discipline procedures for handling infractions of school-wide expectations.
- Classified Staff will help students settle problems safely, respectfully, and responsibly.

Classified staff will use the Rebels Do it R.I.G.H.T leadership team and school administrators when working with students who fail to meet school-wide and/or common area expectations.
- Classified staff will use SHS’s Rebels Do it R.I.G.H.T established acknowledgement system for recognizing students who meet and/or exceed SHS’s school-wide and classroom expectations.
Rebels Do it Right: Student, Classified Staff, Faculty, and Administrator Responsibilities

Counselor, Social Worker, Administrator Responsibilities

• Counselors, Social Worker, and Administrators will circulate among students and observe to see that they are meeting school-wide expectations in all non-classroom settings of the school.
• Counselors, Social Worker, and Administrators will talk with students and provide feedback based on the school-wide expectations.
• Counselors, Social Worker, and Administrators will follow school-wide discipline procedures for handling infractions of school-wide expectations.
• Counselors, Social Worker, and Administrators will help students settle problems safely, respectfully, and responsibly.
• Counselors, Social Worker, and Administrators will use the Rebels Do it R.I.G.H.T team, the Three-Tiered Model, and the Behavioral Flowchart when working with students who fail to meet school-wide expectations.
• Counselors, Social Worker, and Administrators will develop and/or use the Rebels Do it R.I.G.H.T acknowledgement system for recognizing students who meet and/or exceed school-wide and classroom expectations.
South High School Code of Conduct

Respect - Integrity - Goals - Heart - Tradition

**BE ON TIME**

We will:
- Take start and end times seriously
- Be considerate of others by arriving on time
- Turn in all assignments on time
- Plan ahead for unforeseen circumstances
- SHOW UP READY TO LEARN!

**BE RESPECTFUL**

We will:
- Treat everyone with dignity and respect
- Use appropriate language
- Be kind, not hurtful
- Be open-minded
- Take care of our environment, including personal property and school property

**BE RESPONSIBLE**

We will:
- Follow through on commitments
- Come prepared
- Be accountable for choices and actions and understand the consequences
- Use planning tools to organize time and obligations
- Plan to succeed

**BE SAFE**

We will:
- Act in a manner that does not endanger self or others
- Resolve conflicts peacefully
- Establish and maintain an environment that is free from harassment, violence, and bullying
- Be aware of surroundings at all times
- Report unsafe situations and conditions
# Rebels Do It R.I.G.H.T.

*Respect, Integrity, Goals, Heart, Tradition*

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<td>Be on time</td>
<td>Do your own work</td>
<td>Do your best</td>
<td>Dig deep (grit)</td>
<td>Rebel pride</td>
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<td>Use academic language</td>
<td>Hold each other</td>
<td>Persevere</td>
<td>Never give up</td>
<td>Rebel diversity</td>
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<td>Listen attentively</td>
<td>accountable</td>
<td>Graduate</td>
<td>Help keep your friends</td>
<td>Rebel family</td>
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<td>Respect different opinions</td>
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<td>Have a plan</td>
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<td>Report bullying</td>
<td>Create a safe environment</td>
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<td>Have a healthy lifestyle</td>
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Policies and Procedures
Tardy Procedure

Objective: To promote a responsible, respectful, and effective learning environment.

1. You are tardy if you are not inside your classroom and ready to learn when the bell stops ringing.

2. Teachers will electronically record all tardy offenses in Synergy beginning with the first tardy. Actions for the first 5 tardy offenses will be teacher managed. Teachers will counsel the student and refer to the tardy procedure after each offense.

3. Once the student has reached the 3rd tardy offense, teachers will make parent contact in addition to assigning the teacher managed action. Teachers will notify both student and parent that all future tardy offenses will be referred to school counselor for administrator managed actions.

4. Once the student has reached the 6th tardy teachers will make additional parent contact and inform the student’s counselor.

5. After the student’s 6th and all subsequent tardy offenses the teacher may submit an electronic Synergy referral to the Dean’s Office for disciplinary action.

Incentives:

1. Students who demonstrate quarterly perfect attendance will receive a raffle ticket
2. See also the Recognition/Incentive Options Page

Consequences:

1. On the 6th tardy and every subsequent tardy, the dean will review the documented Synergy referral and call the student to the office to assign an after school detention for chronic tardiness.

2. Students who do not complete their detention obligation for chronic tardiness will be assigned a 1 hour campus beautification detention.

3. Students who do not complete their campus beautification detention will be assigned Saturday School or a week of lunch detention for insubordination.

4. After the 3rd detention for chronic tardiness, the student offense will be coded “habitual tardiness”. Habitual tardiness will result in an automatic Saturday School or a week of lunch detention

5. 
Unexcused Absence Procedure

Objective: To promote a responsible, respectful, and effective learning environment.

1. Your absence is unexcused if a parent or guardian has not placed a phone call to the attendance line or written a note excusing your absence and turned it into the attendance office within 2 school days of the absence.
2. The attendance office must recognize the excuse as valid.

Incentives:

1. Students who demonstrate regular attendance will be acknowledged with one of the options from the Recognition/Incentive Options page.
2. Students with regular attendance experience higher grades due to more time in class and work completed.
3. Eligibility for participation in extracurricular activities.

Consequences:

1. If parent/guardian has not excused the absence within the allotted time, the student is at risked of being put on steps.
2. Multiple unexcused absences will result in a truancy referral that are then placed in the KHSD Step program.
Dress Code Procedures

Objective: To promote a professional and respectful learning environment and readiness for the world of work.

1. Clothing must cover the body with no undergarments exposed. Unacceptable clothing that distracts the learning environment may include but is not limited to the following:
   a. Exposed midriff and/or cleavage
   b. Pajama pants and/or lounge wear
   c. Backless, strapless, tube tops and/or halter tops
   d. Pants that hang below the waistline
   e. Sunglasses
   f. Headwear that is not considered a hat (Note: the wearing of headwear for religious and medical reasons is permitted)
   g. Accessories such as chains, spikes, etc.

2. Shoes or sandals must be worn at all times. Slippers are not acceptable.

3. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane are not allowed.

Parents and students are responsible for clothing choices. Appropriate apparel for participation in physical education classes are expected at all times for students enrolled in these classes. Final decision on appropriate clothing is at the discretion of school administrators.

Incentives:
1. See Recognition/Incentive Options Page

Consequences:
1. Student asked to change clothes.
2. Student's parent brings new/additional clothing.
3. Student will remain in Deans Office until proper dress is achieved.
4. Habitually choosing to break dress code expectations will result in parent meeting, loss of privileges, and/or the assignment of after school detentions.
Procedures for Electronic Devices

Objective: To promote a professional, respectful, and effective learning environment.

All personal electronic devices are to be turned off and put away prior to entering the classroom and will not be in use during instructional time (unless authorized by teachers for instructional purposes). If the device is used or turned on during instructional time, it can be confiscated and turned in to the Dean’s Office. Students who refuse to relinquish cell phones upon the teacher’s first request will receive disciplinary consequences for insubordination.

Incentives:
   1. See Recognition/Incentive Options Page

Consequences:
   1. On the first offense the device(s) will be confiscated and available for Parent/Guardian Pick-Up Only at the end of the school day with valid school identification card (or a receipt showing the purchase of a replacement ID card). Student/Parent will be warned about future consequences.
   2. On the second offense the device(s) will be confiscated and available for Parent/Guardian Pick-Up Only at the end of the school day with valid school identification card (or a receipt showing the purchase of a replacement ID card). Student/Parent will be warned that the next violation results in further disciplinary action.
   3. Upon the third offense, the device(s) will be confiscated and student will receive minimum disciplinary action issued by the Dean of Students.
   4. Any Further offenses, the device(s) will be confiscated and student will receive minimum disciplinary action issued by the Dean of Students.
   5. The school takes no responsibility for the loss or damage of such devices.
Procedures for Hallway & Common Grounds Behavior

Objective: To promote a safe, respectful, and effective learning environment.
Students will use appropriate language and voice volume when walking in the hallway and move to and from classes on time. Excessive playfulness and running are not acceptable and will not be tolerated. Individuals must be aware of their surrounding at all times and seek to resolve conflict peacefully. To avoid congestion and keep walkways clear, pass on the right at all times. All members of the school community are expected to help keep campus hallways and common areas clean.

Incentives:
1. See Recognition/Incentive Options Page

Consequences:
1. Student counseling
2. Notification of parent(s)/guardian(s)
3. Withholding of privileges
4. After school detention, lunch detention, and/or suspension
Procedure for Entering & Exiting Campus

Objective: To ensure school and student safety.

Closed Campus
South High School is a closed campus; this means that students are not permitted to leave the school building during the school day except for the following reasons:

- Attend Community/Business Internships
- School approved field trips, chaperoned by staff
- Pre-approved late arrival or early release schedules

All other circumstances require students to obtain a pass from the Office in order to leave school. Students involved in afternoon off-campus programs should not return to the school without an administrator's pre-approved notice.

Visitors
All gates are locked between the hours of 7:37 a.m. and 2:36 p.m. Visitors should report to the Information Desk at the front entrance, where they will sign-in and be directed to the location.

After School Pick-Up
Students may remain after school to work with teachers, tutors, and or coaches. Students must exit the building promptly after working with the teacher. All transportation should be pre-arranged when students plan to work with teachers after school. Students may not stay after school for the sole purpose of socializing or loitering. After school supervision is provided in a designated location only for students engaged in approved extracurricular activities.

Incentives:
1. See Recognition/Incentive Options Page

Consequences:
Students who leave campus during the school day or loiter in the halls after school has ended will be subject to discipline actions that may include:

Leaving during Day
1. Lunch or after school detention
2. Suspension
3. Recommendation for Expulsion

Loitering after school
1. Redirect student to appropriate location
2. Ask student to leave campus
3. Lunch or after school detention
4. Loss of after school privileges
5. Suspension
6. Recommendation for Expulsion
7. Multiple offenses of loitering may result in referral to the Bakersfield Police Department
Procedures for Academic Integrity

Objective: To promote a professional, respectful, and mutually trustful learning environment.

We highly value academic integrity and do not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhance the credit on an individual assignment or a course grade. Academic Integrity violations commonly occur (intentionally or unintentionally) in the following categories.

1. **Plagiarism** - from the Greek root word for "kidnapping," plagiarism is the theft of someone else's ideas, words, or other work. Plagiarism includes an exact copying of another's work, or a rewording, paraphrasing, partial quotation or summarization of another's work without properly acknowledging the creator of the original work. Examples include, but are not limited to the following:
   a. Downloading information from the Internet/other source and submitting it as one's own
   b. Submitting as one's own work that which is copied or translated from another source

2. **Cheating** - the deliberate or attempted use of unauthorized materials, information, technology, study aides, or unauthorized group work on assignments, projects, tests, or other academic exercises during class or outside of class. Examples include, but are not limited to the following:
   a. Forging a signature for the purpose of earning credit in a class
   b. Providing access to materials or information so that credit may be dishonestly claimed by others
   c. Creating and distributing copies of one's own work so that credit may be dishonestly claimed by others
   d. Giving or receiving unauthorized assistance on an assessment
   e. Falsifying or altering grade related to documents, programs, or information

Incentives:

1. See Recognition/Incentive Options Page

Consequences:

The student will receive an administrative warning and a zero on all assignments/assessments related to the Academic Integrity violation. Teachers will issue consequences at their discretion and may or may not issue assignments/assessments to make up for the zero. Additionally, the student will be ineligible for any academic privileges, or consideration for any school scholarships, school honors, district scholarships, or other district honors.
Procedures for Anti-Bullying/Harassment

Objective: To promote a safe and healthy school environment.

A student shall not intimidate or harass another student through words or actions for any reason including race, gender, religion, and sexual preference. Such behaviors include, but are not limited to: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

Reports of Bullying/Harassment offenses may be submitted in the following manner:
- Written report submitted to the Deans Office
- Screen shots of bullying/harassment emailed to the Deans Office

South High School shall act to investigate all complaints of harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against any member of the school community who is found to have violated another's right to feel welcomed and safe while at school.

Retaliation

It is a separate and distinct violation of this policy for any staff member, student or other member of the school community to retaliate against any person who reports alleged harassment or who testifies, assists or participates in an investigation, proceeding or hearing relating to harassment. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be addressed through application of the same reporting, investigation, and enforcement procedures as for Anti-Bullying/Harassment.

Incentives:
1. See Recognition/Incentive Options Page

Consequences:
1. Any staff member who engages in harassment or retaliates against another person because of a harassment report or participation in an investigation is subject to immediate discipline, up to and including discharge.
2. Any student who engages in harassment or retaliates against another person because of a harassment report or participation in an investigation is subject to immediate discipline, up to and including suspension and expulsion from South High School.
3. Any volunteer or community member who engages in harassment or retaliates against another person because of a harassment report or participation in an investigation may be prohibited from future access to South High School campus and sponsored programs.
Procedures for Drugs /Alcohol

Objective: To promote a safe and healthy school environment.

South High School will not tolerate the use of, possession of, or association with illegal drugs/drug paraphernalia including alcohol while at school or school activities. Additionally, adult students may not smoke, be in possession of tobacco and lighters, or provide tobacco to minors while at school or school activities.

This procedure includes but is not limited to the following examples:

- Possession/use of any type of illegal drugs/controlled substances;
- Possession/use of pharmaceutical drugs prescribed to someone else;
- Possession/use of unlabeled containers of pharmaceutical drugs prescribed to you; and
- Possession/use of Over-the-Counter (OTC) drugs of any kind.

*Note: All prescription medicines and OTC drugs that require administration during the school hours must be authorized by a family doctor, presented to the School Attendance Clerk for locked storage, and taken under direction of the School Nurse/School Attendance Clerk.

Incentives:
1. See Recognition/Incentive Options Page

Consequences:
1. Student may be suspended for up to four days which includes a pre-expulsion hearing.
2. Student may return to school under a behavioral agreement.
3. Student must attend a drug-awareness program.
4. On a second offense, the student will face a five day suspension pending expulsion from South High School.
Procedures for Avoiding Conflicts/Fighting

Objective: To promote a safe, healthy school, and effective learning environment.

What Students Can Do to Avoid/Resolve Conflict With Staff
- Follow directions and respond politely to adult requests. When you have concerns, request a private, personal meeting to discuss them.
- If you need assistance to help resolve a conflict, ask your parent/guardian to contact the student’s counselor to request a private, personal meeting and/or telephone conversation with the staff member.
- If a resolution cannot be reached, the parent/guardian and/or student should contact the assistant principal of instruction. The assistant principal of instruction will work with both parties to find a mutually agreeable resolution.

What to Do to Avoid a Fight
- Let administrator, counselor, teacher, School Resource Officer or other campus personnel know if you are feeling unsafe, threatened, or harassed. These feelings may interfere with your ability to concentrate on your schoolwork, so it is important that the problem be addressed quickly.
- Avoid listening to and spreading gossip. The only thing that comes from gossip is hurt feelings and anger.
- Adopt the attitude, "if I did not hear it with my own ears, it is not worth being hurt or angry about it.”
- Don’t confront another student in front of others or when angry; the other person may react defensively, unsure of what you might do. If you are not able to forget about or ignore what the other student is doing that makes you angry, ask for help from a teacher or staff member.
- Make an appointment with your counselor, intervention specialist, and or school social worker. He/she can give you additional suggestions, meet with the other student, or arrange a meeting for the students involved in order to solve the problem in a safe and non-confrontational manner.

Definitions and Consequences Associated with Fighting
1. **Breaking Up or Preventing a Fight** is characterized by: seeking help from the nearest adult; encouraging the students to walk away; and surrounding a friend and moving him/her away from the argument.

2. **Defending One’s Self** is characterized by putting hands up to block or prevent a hit; putting hands out to keep the other student at a distance; repeating over and over the desire to NOT fight; calling for help; turning away; and walking away.
Procedures for Avoiding Conflicts/ Fighting

3. Threatening or Initiating Fights will be treated the same as fighting. The following behaviors communicate a willingness to fight: remaining engaged in an argument; stepping threateningly towards the other student; clenching fists; throwing down items being held (i.e. backpack, books, etc.); removing outer garments such as a jacket; threats via text message; and posts on social networking sites or any electronic means. Threats to any school employee or their property, including via the Internet, will result in a 5-day suspension and possible recommendation for expulsion.

Incentives:
1. See Recognition/Incentive Options Page

Consequences:
Fighting - defined as mutual combat, contributing to, or perpetuating a fight
- 1st offense - up to 5-days suspension/possible citation by Bakersfield Police Department
- 2nd offense - up to 5-days suspension/possible citation by Bakersfield Police Department recommendation for expulsion

Causing Serious Injury
- 1st offense - 5-days suspension, possible recommendation for expulsion, notification to Bakersfield Police Department

Jumping In - joining in on another student's fight or contributing to/perpetuating the fight
- 1st offense up to 5 days suspension, possible recommendation for expulsion, possible referral to Bakersfield Police Department

Running to or Being Present to Watch a Fight - escalates the potential of a fight occurring and the seriousness of the fight
- 1st offense up to 1-day suspension
- 2nd offense up to 3-days suspension
- 3rd offense up to 5-days suspension
Rebels Do it R.I.G.H.T Recognition & Incentives

Students will be rewarded and/or acknowledged in our tier 1 program in 3 basic ways:

Tangible Incentives Distributed at the end of Lessons
Raffle/Reward Tickets
Grand Prize Awards

Tangible Incentives Distributed at the end of Lessons:

- Lanyards (Rebels Do it Right), - will be handed out to all students at the conclusion of the 4 Rebels Do it Right Lessons
- Lanyards will also be available for teachers to distribute to random students based on outstanding examples of the RIGHT Way throughout the year
- Pencils will be available for teachers to distribute throughout the year to random students based on unprompted demonstration of the RIGHT pillars (Respect, Integrity, Goals, Heart, Tradition)

Raffle/Reward Tickets

At ANY staff member’s discretion, a ticket can be given to a student that exemplifies one of our 5 pillars (Respect, Integrity, Goals, Heart, and Tradition). The student will return the ticket to the “drawing wheel” in the counseling office whereby random tickets will be drawn each Friday with grand prizes at the end of each month.

- Awards given each month will include:
- Rebels Cash, (cash will be color coded and labeled with the month of use)
- 5 free game passes to a sporting event of choice (plus a friend can join them for free)
- 5 Rebels Do it Right T-shirts

Grand Prize Awards

- From the ticket wheel each month, 3 lucky winners will also earn the right to win:
  - Choice between Prom/formal ticket
  - A yearbook
  - Hoodie + hat/beanie package