



## **Foothill High School**

19251 Dodge Avenue  
Santa Ana, California 92705  
(714) 730-7464



## **PBIS Handbook**

### **Foothill High School Mission Statement**

We readily meet the challenges of the twenty-first century rigorous academic study that prepares us to make our complex, interconnected, and changing world a better place.

We challenge ourselves to think critically and become self-directed, lifelong learners.

We pride ourselves on our integrity, loyalty, compassion, and creativity.

We foster a diverse and supportive environment of open communication, academic excellence, technological innovation, and communal inclusivity.

**We are many. We are one. We are Knights.**

### **Foothill High School PBIS Mission Statement**

We believe in empowering students to become morally responsible lifelong learners driven by innovative curiosity.



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## Commitment Achievement Responsibility Encouragement

<u>C.A.R.E.</u>	Classroom	Break, Lunch, Cafeteria, Snack carts	Office and Library	Restrooms	Event Center, Gym, Extra curricular functions	Hallways and Passing Periods	Parking Lot
<b>Commitment</b>	-come prepared -be engaged -be on time	-keep walkways clear -clean up after yourself	-use inside voice	-flush toilet -keep restrooms clean	-cheer enthusiastically -show school spirit	-be on time to class -keep to the right	-arrive early -drop off and pick up in student lots only
<b>Achievement</b>	-complete all assignments -participate in class discussions	-make healthy choices -recycle -use time wisely	-be there with a purpose	-get in and get out -all waste in proper receptacle	-be a positive participant	-respect personal space -congregate in meeting areas	-plan ahead for traffic -anticipate traffic
<b>Responsibility</b>	-be mindful of classroom rules -keep classroom clean -speak kindly and be respectful to everyone	-help keep campus clean -think ahead -have money or student number ready	-complete tasks in a quick and efficient manner	-wash your hands -miss the least amount of class time	-respect diversity -keep area clean	-keep hallways clean	-park in the correct lot -be cautious of pedestrians and bike riders
<b>Encouragement</b>	-be supportive of other's opinions and actions -be positive	-use positive and appropriate language -wait your turn in line -discourage gossip or bullying of others	-show appreciation for people helping you -say please and thank you	-encourage others to follow the rules -use respectful and appropriate language	-show good sportsmanship	-encourage friends to be on time -positive greetings of others -help others along the way	-encourage carpooling -drivers, pedestrians, and bike riders be aware of your surroundings



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## CLASSROOM MATRIX Foothill High School School Wide



<i>School Wide</i>	<i>Transitioning In/Out</i>	<i>Direct Instruction</i>	<i>Independent Work</i>	<i>Group Work</i>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>• Be on time.</li> <li>• Have homework and notebook ready for class.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise hand to speak and contribute.</li> <li>• Stay on task and topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete your work quietly and independently.</li> <li>• Remain on task.</li> <li>• Check Aeries often.</li> </ul>	<ul style="list-style-type: none"> <li>• Every member participates for the group grade.</li> <li>• Maintain appropriate physical boundaries.</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Turn in work.</li> <li>• Be attentive at the bell.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete assigned task and turn in work.</li> <li>• Actively participate with positive contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use time wisely by quietly staying on task.</li> <li>• Seek help if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others what you learned.</li> <li>• Organize and prioritize.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Enter classroom ready to learn and be responsible for all learning materials.</li> <li>• Turn off cell phone.</li> <li>• Keep laptop shut until asked to use it.</li> <li>• Be in seat on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Give full attention to teacher.</li> <li>• Follow instructions of the teacher.</li> <li>• Patiently wait to be called upon to speak.</li> <li>• Use technology appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain seated at your desk/table</li> <li>• Raise your hand and patiently wait for help.</li> <li>• Continue working until the end of the period.</li> </ul>	<ul style="list-style-type: none"> <li>• Work together until the assignment is completed.</li> <li>• Set goals and strive to achieve them.</li> <li>• Distribute work evenly amongst peers.</li> </ul>
<b>Encouragement</b>	<ul style="list-style-type: none"> <li>• Use positive language.</li> <li>• Always show your best attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Be open to all learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Be focused.</li> <li>• Have a positive attitude.</li> <li>• Be on task.</li> </ul>	<ul style="list-style-type: none"> <li>• Respectfully listen to and encourage other group members opinions and ideas.</li> <li>• Give each other the opportunity to talk.</li> </ul>

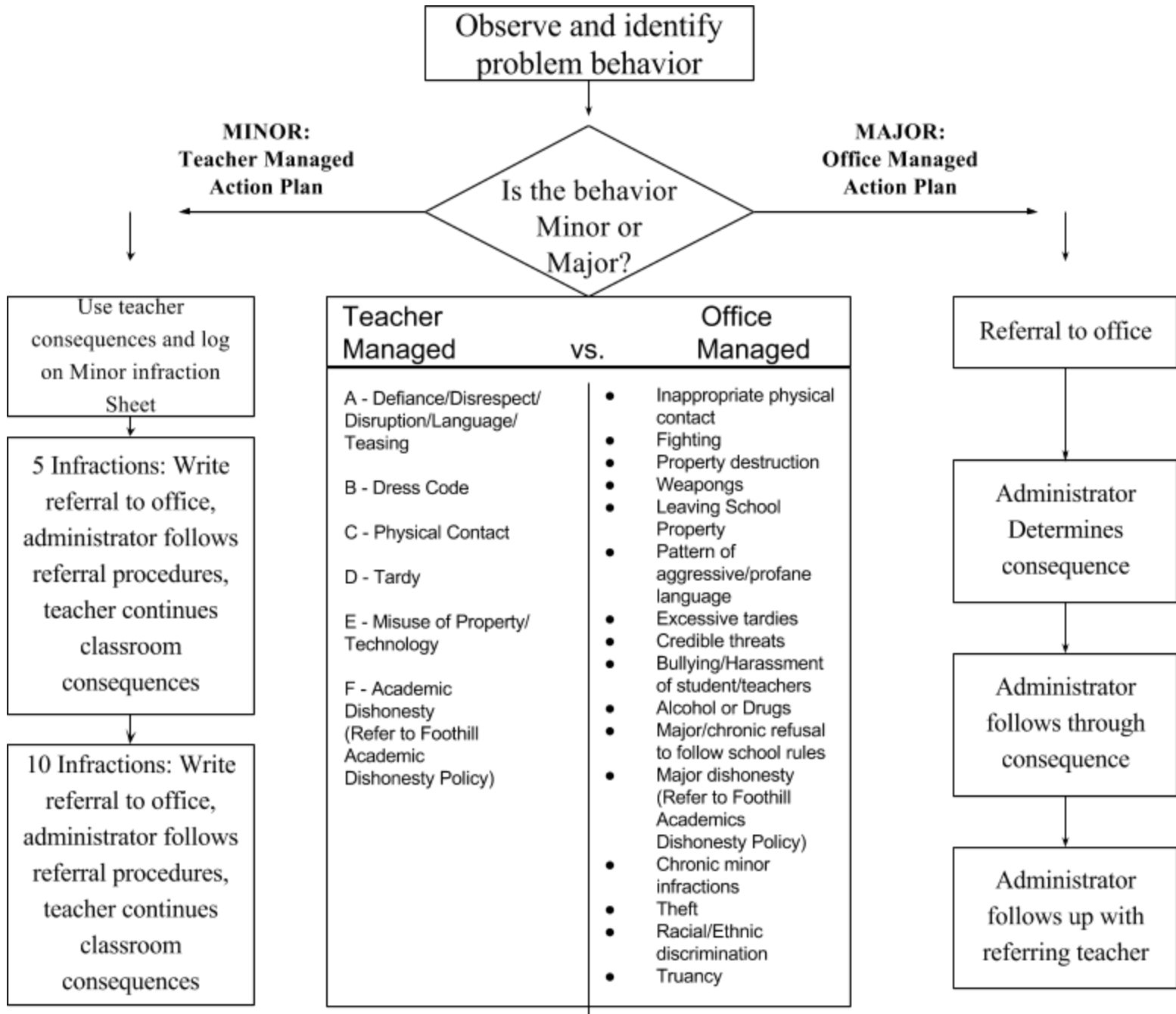


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## FOOTHILL HIGH SCHOOL Student Behavior Management Process





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## Minor Referral Form Definitions Teacher Managed Referrals

Behavior	Definition	Example Including but not limited to:
<b>Defiance/Disrespect/Noncompliance</b>	<p>Student refuses to work either by non-compliance or by pursuing other activities. Student refuses to follow directions, talks back and/or engages in socially unacceptable interactions with teacher, school staff, other adults or students.</p> <p>See AERIES for history of assignments/grades.</p>	<p>Breaking basic school rules.</p>
<b>Disruption</b>	<p>Any behavior that causes an interruption of the educational process.</p>	<p>Talking, whispering, singing, humming, calling out, and making disruptive noises with pencils, mouth, or fingers.</p>
<b>Dress Code Violation</b>	<p>Street clothes: Any clothing that does not adhere to the Foothill dress code policy.</p> <p>PE Clothes: Student must wear their own P.E. clothes. They must wear the Foothill P.E. uniform or a gray or white t-shirt and royal black P.E. shorts.</p>	<p>Short shorts, profanity on t-shirts.</p> <p>Wearing another student's P.E. clothes or not dressing out in P.E. clothes.</p>
<b>Inappropriate Language</b>	<p>Use of inappropriate language anywhere on campus or at any school function.</p>	<p>Using vulgarity, profanity or any other language that is disrespectful to student or staff at Foothill High School.</p>
<b>Physical Contact/Aggression</b>	<p>Student engages in inappropriate physical contact.</p>	<p>Overt display of affection. Physical contact in horseplay or roughhousing. Aggressive physical contact such as pushing or fighting.</p>
<b>Property Misuse</b>	<p>Student engages in misuse of property, both personal and school. This may include other student property, teacher/staff property or school property.</p>	<p>Writing or sitting on desk. Throwing textbooks to the ground instead of placing it on a table.</p>
<b>Tardy</b>	<p>Student is not in seat by the time the tardy bell rings.</p>	<p>Student getting to school or class after the tardy bell rings.</p>
<b>Technology Violation</b>	<p>Student engages in inappropriate use of cell phone, MP3 player, camera or computer. This includes before, during or after the school day. This includes all areas of the school, including classrooms/buildings, sidewalk/quad, bathrooms and any other part of the school campus.</p>	<p>Using a phone on campus for texting, photo taking, videotaping without permission. Using computers for activities other than school work.</p>



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## Major Referral Form Behavior Office Managed Definitions

Behavior	Definition	Example
<b>Aggressive/Profane Language Racial/Ethnic Profanity</b>	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Cursing, racial slurs, comments regarding gender or sexual orientation.
<b>Defiance/Disrespect/Noncompliance</b>	Student engages in refusal to follow directions, talks back and/or delivers socially unacceptable interactions.	A student is told to stop talking and they continue repeatedly.
<b>Disruption</b>	Any behavior that causes an interruption of the educational process.	Students continue to yell or make noises during class.
<b>Fighting</b>	Participating in physical force or violence with another student or adult including horseplay and roughhousing, before during or after school.	Hitting, punching, hitting with an object, kicking, scratching, and biting. All forms of physical aggression.
<b>Theft</b>	Student is in possession of, having passed on, or being responsible for removing someone else's property.	A student removes a test from a teacher's desk.
<b>Harassment/Bullying</b>	Sustained or intense disrespectful messages (verbal or gestural) to another person that includes threats and intimidation.	Obscene gestures, pictures, written notes or negative comments based upon race, religion, gender, disabilities or other personal matters.
<b>Inappropriate Physical Contact</b>	Student engages in inappropriate, consensual (as defined by school) verbal and or physical gestures/contact, of a sexual nature to another student/adult.	Hugging, kissing
<b>Cheating</b>	Cheating: Uses or copies someone else's work as their own.	Student using the answers from another to complete an assignment or test.
<b>Physical Aggression</b>	Student engages in actions involving serious physical contact where injury may occur	Hitting, punching, hitting with an object, kicking, scratching
<b>Property Damage/Vandalism</b>	Intentional destruction, damage, or defacement of public or private property without consent of the owner or person having custody or control of it.	Damaging of textbooks, desk carving, graffiti etc.
<b>Truancy/Skip</b>	Student receives an "unexcused absence" for more than 30 minutes in one class period or leaves class without being excused.	Student goes to the library or to the bathroom instead of going to class.
<b>Tardy</b>	Student is late to class by 5 minutes or more three or more times.	Student arrives to 1 <sup>st</sup> period 5 or more minutes late.
<b>Technology Violation</b>	Student engages in inappropriate(as defined by school) use of cell phone, mp3 player, camera, computer, etc.	Cell phone, camera, computer, MP3 player, Ipad or Ipad use on campus without permission.
<b>Use/Possession of Alcohol</b>	Student is in possession of or is using alcohol.	Student brings alcohol to school.
<b>Use/Possession of Combustibles</b>	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage.	Fireworks, matches, lighters, gasoline, lighter fluid, etc.
<b>Use/Possession of Drugs</b>	Student is in possession of paraphernalia or is using illegal drugs/substances or imitations.	Student has in possession any item for drug usage.
<b>Use/Possession of Tobacco</b>	Student is in possession of or is using tobacco.	Student has tobacco or any other tobacco product.
<b>Use/ Possession of Weapons</b>	Student is in possession of knives or guns (real or look alike) or other objects intended for causing bodily harm.	Student has any item that can represent a knife or gun.



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## **Introduction/Definition of topic: What does PBIS look like around campus?**

Through the efforts of the PBIS team, Foothill High School has many reminders about PBIS expectations and rewards. (A) The CARE acronym is displayed in the restrooms, library, and throughout the quad and parking lots on light posts reminding students, staff and visitors that Foothill Knights CARE - Commitment, Achievement, Responsibility, Encouragement.. (B) There are signs in all areas determined by the Team as areas of concern, which remind students of the appropriate behaviors and actions. (C) Reward items are announced on video announcements. Items for monthly drawings are decided by the PBIS team and student and staff input. Reward boxes are located in the attendance office and are labeled according to each prize. Students may place their CARE card/s in any prize box they like or save cards for future drawings.

## **How does this work/run on campus?**

Posted expectations and behavior modeling helps all students, staff and visitors know exactly what Foothill Knights are to do while on campus. Behaviors were very carefully and specifically crafted by the PBIS team based on needs for the Foothill campus. Students may be reminded by staff to follow or review the "rules" if they are out of bounds. Since the expectations can be found in the area of governance, this is an easy way to remind students of their responsibilities. Students show respect throughout the campus.

## **What is the staff's role?**

ALL staff members are available to model and define acceptable behavior for students. Staff is responsible to make sure that students are to stay safe and remain within the norms and behaviors defined by our PBIS contract. All staff members have been trained in PBIS procedures. Staff reviews expectations each year during the first weeks of school and expectations are available to parents, students and visitors. When students are not following the expectations and norms for behavior a major referral may be issued.

## **How does this benefit students?**

Students remain safe and focused in school. Clear expectations help our students understand what their responsibilities are in caring for themselves, the other students, the staff, and the campus. Respect for Foothill High School is heightened and the results are a learning environment that supports students academically and emotionally throughout the day.

## **How does this benefit/promote PBIS on campus?**

Students are constantly reminded of the expectations through the visual cues posted throughout the campus.

**Knights CARE cards** are a positive part of Foothill's PBIS program. The cards are given out by Foothill staff members throughout the day when he/she witnesses a Foothill student practicing respect or responsibility during the school day. The cards are also handed out when students demonstrates Commitment, Achievement, Responsibility, and/or Encouragement leading to good results on campus.

## **How does this work/run on campus?**

CARE cards are handed out in class and outside of class throughout the school year. The cards are entered for prizes in the prize boxes located in the attendance office on the lower counter. The cards can be put in the boxes at any point throughout the school day. is

## **What is the staff's role?**

Administrators, teachers, and staff members hand out CARE cards throughout the school day whenever they witness a deserving student.

## **How does this benefit students?**

Why do students want CARE cards?

CARE cards can be redeemed for all kinds of events and prizes. Examples may include:

- School spirit items, tickets to dances, tickets to sporting events, a parking spot in the staff parking lot for one month, clearing detentions, various electronic devices (headphones, portable charger, bluetooth speakers, video games, stylus, etc.), gift cards from varying locations (Please note - gift cards and food items may not be purchased from PBIS funds, however, can be used when they are donated), front of the lunch line passes, varying senior munches, etc

## **How does this benefit/promote PBIS on campus?**

CARE cards help promote PBIS and help make Foothill a safe campus by reminding students to work hard in class and always try their best!



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## Universal Supports

### Focus Area → *Expectations*

- Behavioral expectations clearly displayed, frequently taught & reinforced
  - Establish & display clear classroom procedures & positive rules with student input
  - Promote student participation in defining classroom expectations
  - Create & review a syllabus identifying classroom expectations
  - Visually display expectations
  - Refer to rules for consistency & equity
- Be visible (faculty & support staff)
  - Circulate throughout the classroom/campus
  - Build rapport with students through greetings on campus
  - Initiate positive communication throughout the school day
- Role model desired behavior
  - Develop mutual respect by treating students the way you want to be treated
  - Dress for Success
  - Use appropriate language (tone/cadence/volume)
  - Be prepared, organized & ready to engage in the learning process

## Universal Supports

### Focus Area → *Communications*

- Social Media
  - Send students/parents/faculty reminders through social media (Remind101.com)
  - Send email via PowerSchool
- Parent Contact
  - Newsletter (Principal's, Classroom, Guidance, etc.)
  - Provide translation for all forms of communication
- Student Contact
  - Greet students at the door on a daily basis
  - Know students' names
  - Team building strategies (Ice Breakers, AVID Friday Team Building Guide)
  - Getting To Know You student survey
- Collaboration with Faculty/Staff
  - Classroom visits/walk-throughs
  - Email amongst faculty/staff

## Universal Supports

### Focus Area → *Positive Reinforcements & Proactive Supports*

- Praise & recognize positive behaviors
  - Token Economy (class bucks, points, student assists in ID'ing rewards, etc.)
  - Specific verbal praise
  - Celebrate classroom/individual successes
  - Award & recognize Student of the Month
  - Postcards, e-cards, parent contact to praise student
- Build a rapport with students
  - Provide opportunities for student success (peer tutoring, office runner, exceptional work/acts of greatness)
  - Allow for non-verbal cues/signals to avoid putting students on the spot
  - Teacher/student conferencing – check-in
  - Support student activities/events/athletics
  - Student Resource Center/table in class
  - Take opportunities to communicate campus wide (with a smile ☺)
  - Utilize bell-to-bell instruction as a time management tool
  - Teacher facilitates classroom discussion, engaging students





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## Strategic Supports

### Focus Area → *Expectations*

- *Exploration*
  - Explore student's academic history & cumulative file
  - Investigate academic & behavioral patterns & trends
  - Formal (questionnaires) or Informal (conversation) student & parent interviews
  - Use PowerSchool & cum record to
  - Identify & prioritize behaviors that are impacting learning

## Strategic Supports

### Focus Area → *Communications*

- *Stakeholder Contact & Support*
  - Student Observation Strategies – Faculty/staff contact via email to collaborate regarding specific students
  - Contact parent to collaborate on strategies & share successes
  - Document conversations
  - Counselor referral/consultation
- *Student Contact & Support*
  - Electronically document students' behavior & strategies used for intervention & all conversations regarding the student in relation to the incident at hand
  - Provide reminders & encouragement through media (Aeries, Haiku, Remind app, etc.)
  - Weekly/Monthly Progress Reports

## Strategic Supports

### Focus Area → *Strategic Reinforcements & Proactive Supports*

- *Positive Behavior Strategies*
  - Set consistent limits - provide choices & consequences (continually reinforce)
  - Consider changing classroom environment (i.e. seating charts, collaborative groups, etc.)
  - Follow-up with all stakeholders on student improvements & address any areas of need
  - Invite & collaborate with a respected & impartial third party to observe & offer a different perspective to support student success (i.e. Instructional Coach, Dept. Chair, etc.)



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## **Intensive Supports**

### **Focus Area → *Expectations***

- *Implement solutions to address behaviors*
- Build upon & channel student's strengths
- Pair student with other leadership students/peer mentoring
- Assist in improving student's self-esteem by praising efforts
- Communicate belief in students through expectations
- Increase structure & monitoring (i.e. academic progress, behaviors, etc.)
- Continual implementation of desired behaviors & classroom expectations
- Problem solving to identify individual student needs via a collaborative approach

## **Intensive Supports**

### **Focus Area → *Communications***

- *Identify & communicate resource needs*
- Collaborate w/other teachers to discuss positive outcomes
- Conference w/all key stakeholders (parent, student, teachers, counselor, psych. & admin.) to review classroom expectations
- Connect students to campus resources – referring to appropriate program/resource (counselor, psych., Community Attendance Worker (CAW), etc)
- Identify/monitor specific behaviors & link with appropriate community agencies

## **Intensive Supports**

### **Focus Area → *Targeted Interventions***

- *Initiate specific interventions*
- Identify what triggers the behavior (patterns & trends)
- Strategic scheduling of classes with administrative approval
- Monitoring of interventions to ensure fidelity & integrity
- Intensive collaboration with student, parent(s), teacher(s), admin., and counselor/psych. to review ongoing student status
- When documented data indicates, refer to SST or 504



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## **PBIS Team Members:**

Dina Cassidy - Lead Facilitator

Trudy Chinowth - School Psychologist

Monique Dale - Minute Taker

Brett D'Errico - Administrator

Joy Kim - Team Member

Chris Price - Team Member

Alex Sanchez - Team Member

Ross Goldman - Team Member

Brian Wager - Data Analyst