

PBIS Expectations Assembly

August 8, 2024

9th, 10th, 11th, 12th Graders

Positive Behavioral Intervention Supports

WELCOME BULLDOGS



Administration Team

Mrs. Yarboi
Principal

diana_yarboi@chino.k12.ca.us

Mrs. Durham
Assistant Principal

patricia_durham@chino.k12.ca.us

Mr. Hale
Assistant Principal

Nicholas_Hale@chino.k12.ca.us

Mr. Newcomb
Assistant Principal

James_Newcomb@chino.k12.ca.us

Class President Introduction

Class VP

Class Sec/Treasurer

Class Social Chair

Advisors



HOW DO I GET INVOLVED?

- Show School Spirit on Fridays and Spirit Weeks
 - Wear Ayala Gear and/or Colors (Red and Black)
- Club Rush- Sept 6th in the Quad- Get connected!
- Rallies- 1st Rally August 23rd. Jumanji!
- Dances- Homecoming Sept 21st; Prom April 12th
- Spirit Week- August 19th - 23rd
- Join a sports team- Check out the Activities/Athletics tab on the website



Rally on Friday, August 23rd! Spirit Week starts Tuesday

Tuesday -8/20- **Wear Class Colors**

Wednesday - 8/21- **Game Night Gear Day:** Wear PJs / Bring Stuffed Animal

Thursday - 8/22- **Rock-Hart Day:** Match w/ someone

Friday- 8/23- **Safari Day:** Animal Print, Green/Brown, (NO CAMO)

Ayala High School

STAY CONNECTED

Website



ParentSquare



Google Classroom

Parents sign in as students



@ayalabulldognews

IF YOU HEAR OR SEE SOMETHING



**SAY
SOMETHING**



During School Hours: REPORT TO STAFF

Before & After School Hours:

REPORT TO WE TIP LINE 1-800-782-7463

EMERGENCY CALL 911

Suicide and Criss Lifeline CALL 988

Graduation Requirements: 225 Credits and 2.0GPA

- **9th Grade:** Focus on Grades, Credits, Getting Involved, Check in with Counselors Regularly
- **10th Grade:** Focus on Grades, Credits, Getting Involved, Check in with Counselors Regularly
- **11th Grade:** Begin to Research Colleges, College Visits, Grades, Credits, Check in with Counselors
- **12th Grade:** Complete FAFSA, Apply to Colleges, Senior Activities, Grades, Credits, Check in with Counselors Regularly

THE 3 BE'S

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

IT'S THE BULLDOG WAY



ATTENDANCE



- Parents can email attendance office, call or send note (Info on the website) to excuse an absence
- Absences must be cleared within 5 days
- If not cleared by a parent within 5 days, a Saturday school MAY be issued

Tardy Consequences

Tardy #	Consequence
3 or more	Referral to counselor, Parent contact
6	Referral to administrator, Parent Meeting

Hall passes

- Be in assigned class when bell rings or tardy will be given
- Not in class = Must have a pass
- No pass = may result in Administration Referral
- BE Responsible; Ask for a PASS

We are a Closed Campus

If you are off campus during the school day without a valid excuse you may be ticketed by the Sheriff's Department

- **Fines Range from \$100 to \$500 per incident**

You can receive a ticket if you are:

- **Off campus for lunch**
- **Off campus when you have an assigned class including 6th period athletics**

Ayala BULLDOGS...

Are you prepared for today?

**Make sure you have everything
you need before drop-off.**



**NO ITEMS WILL BE ACCEPTED FOR DROP OFF
DURING THE SCHOOL DAY.**

**Ex: BACKPACKS, CELLPHONES, HOMEWORK, PE
CLOTHES, ATHLETIC EQUIPMENT, ETC.**



**NO FOOD DELIVERY BY PARENTS/GUARDIANS
OR BY ANY FOOD DELIVERY SERVICES WILL BE
ALLOWED**



**CVUSD WILL PROVIDE FREE LUNCHEES FOR ALL
STUDENTS DURING THE 2023-2024 SCHOOL YEAR**

**Ayala is excited to partner with you
for a successful school year!**

DRESS CODE

Consequences for Violating the Dress Code Offense Consequences

1. **1st Warning and student required to change.**
 - a. Parent will be contacted.
 - b. Item may be picked up at the end of the day by the student.
2. **2nd Student counseled, warned, and required to change.**
 - a. Parent will be contacted.
 - b. Item may be picked up at the end of the day by a parent or guardian.
 - c. Parent conference required with Administration.
3. **3rd Student counseled, warned, and required to change.**
 - a. Parent will be contacted.
 - b. Item may be picked up at the end of the day by a parent or guardian.
 - c. Parent conference required with Administration.

Student Handbook



Scan & Save

- Provides a guideline to the school's rules, regulations and policies
- You are responsible for reading it and knowing the rules and expectations.

<https://www.chino.k12.ca.us/domain/9654>



While in CLASS:

- **No Phones On**
- **No Phone Calls**
 - **No Texting**
 - **No Posting**
 - **No Recording**
- **No Video Recording**
 - **No Earbuds**

Turn off phone and place in backpack!

Classroom Expectations



- **HOODS DOWN**
- **PHONES OFF**
- **EARBUDS/HEADPHONES OUT**
- **ALL TECH IN BACKPACK**

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

It's the Bulldog Way!

Consequences for Cell Phone/Electronic Violation

First Offense:

- Warning
- Teacher Record on Low Level Tracking Form

Second Offense:

- Teacher Record on Low Level Tracking Form
- Contact Parent

Third Offense:

- Student Sent to Counselor
- Contact Parent

Fourth Offense:

- Student Sent to Administration
- ***Phone collected in office for remainder of the semester***

Contraband

Includes, but not limited to:

- vapes/electronic cigarettes
- drugs or alcohol
- lighters or tobacco products
- weapons (real or fake)



Parking Violations & Fines

Students will be issued a parking ticket if they...

- Park in a staff space
- Park in a handicap spot without proper documentation
- Block a car or access
- Do not have a parking permit
- Parking in a space that is not assigned to you



<https://www.instagram.com/reel/C-YPqBRyFkI/?igsh=MTc4MmM1YmI2Ng==>

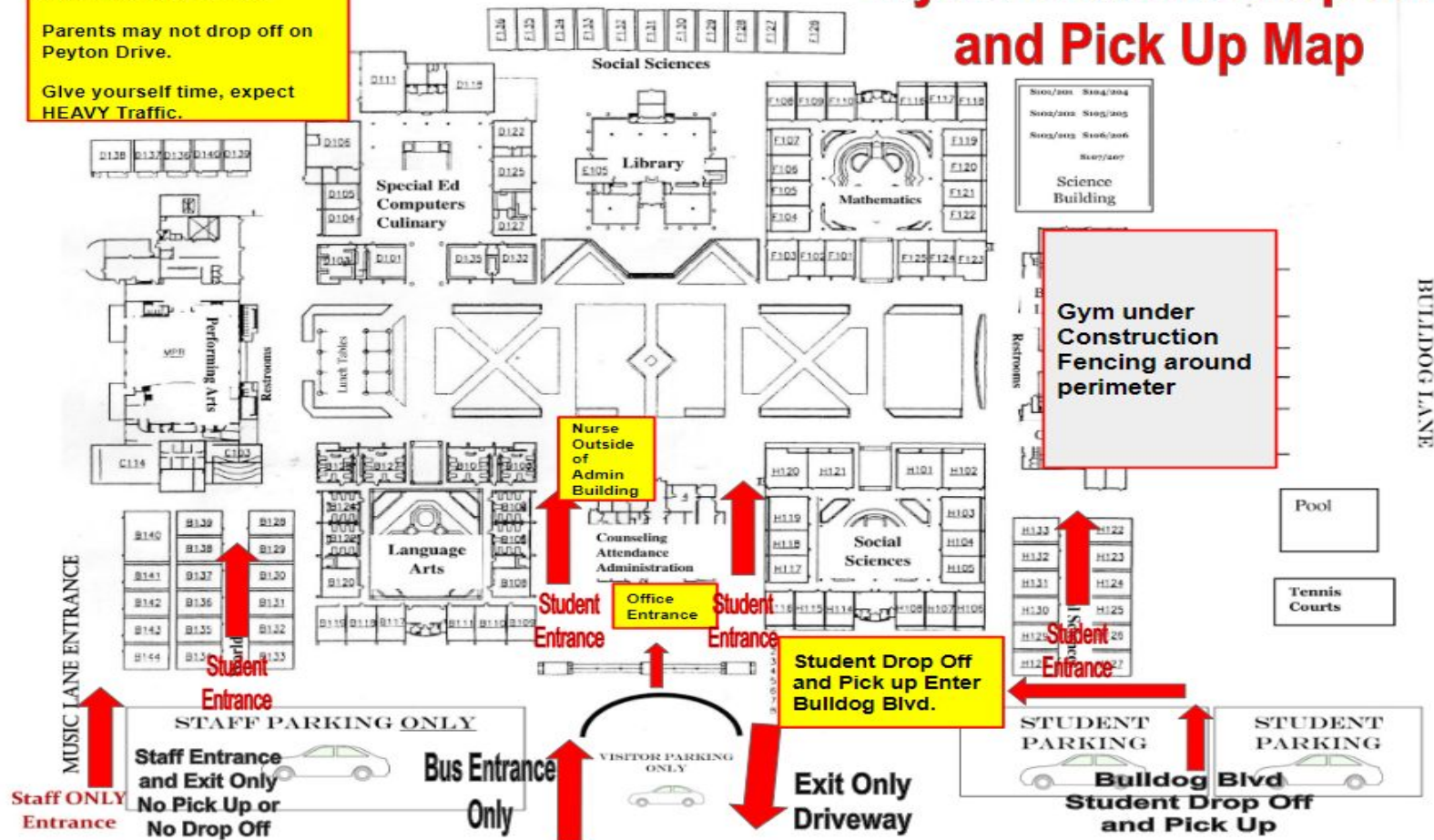
Ayala Student Drop Off and Pick Up Map

Students must use crosswalks at all times.

Parents may not drop off on Peyton Drive.

Give yourself time, expect **HEAVY** Traffic.

FIRE ACCESS LANE



Ayala High School Expectations

BE:	RESPECTFUL	RESPONSIBLE	SAFE
Classroom/Office Expectations	<ul style="list-style-type: none"> Respond positively to teachers/staff/students Speak clearly and use appropriate language Wait patiently and quietly Be polite 	<ul style="list-style-type: none"> Arrive to class on time Bring classroom materials daily Pick up all trash and put supplies away Technology/cell phone use for academic purposes only with teacher prior permission No hats/hoodies in the classroom or office 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself Use all materials appropriately Walk while in the office and classrooms If you see something, say something Follow all current schoolwide safety procedures
Passing Period Expectations	<ul style="list-style-type: none"> Use appropriate language Be polite 	<ul style="list-style-type: none"> Walk directly to your next location Arrive to your next class before the bell rings. Place all trash in the trash can 	<ul style="list-style-type: none"> Walk at all times Keep hands, feet, and objects to yourself Move with the flow of traffic If you see something, say something Follow all current schoolwide safety procedures
Restroom Expectations	<ul style="list-style-type: none"> Give people privacy Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Flush the toilet and wash your hands Put all trash in the trash can Limit your time in the restroom 	<ul style="list-style-type: none"> If you see something, say something Follow all current schoolwide safety procedures
Locker Room Expectations	<ul style="list-style-type: none"> Maintain privacy and personal space Be considerate of others' belongings Use appropriate language Use kind words and treat each other with respect 	<ul style="list-style-type: none"> Lock and secure all belongings Pick up after yourself 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself If you see something, say something Follow all current schoolwide safety procedures
Gym/MPR Expectations	<ul style="list-style-type: none"> Come in quietly Appropriate applause Follow directions Use appropriate language, positive remarks and attitudes 	<ul style="list-style-type: none"> Stay seated unless otherwise directed by staff Be attentive and listen Be an active participant 	<ul style="list-style-type: none"> Exit bleachers using the aisles Keep your hands, feet, and objects to yourself If you see something, say something Follow all current schoolwide safety procedures
Cafeteria/Lunch Expectations	<ul style="list-style-type: none"> Use appropriate language Take your rightful place in line Be polite and patient with staff and students 	<ul style="list-style-type: none"> Purchase what you need Take only what you purchase Pick up after yourself Throw trash in the trash can 	<ul style="list-style-type: none"> Ask for assistance if needed If you see something, say something Follow all current schoolwide safety procedures

BE:	RESPECTFUL
Classroom/Office Expectations	<ul style="list-style-type: none"> • Respond positively to teachers/staff/students • Speak clearly and use appropriate language • Wait patiently and quietly • Be polite
Passing Period Expectations	<ul style="list-style-type: none"> • Use appropriate language • Be polite
Restroom Expectations	<ul style="list-style-type: none"> • Give people privacy • Keep hands, feet, and objects to yourself
Locker Room Expectations	<ul style="list-style-type: none"> • Maintain privacy and personal space • Be considerate of others' belongings • Use appropriate language • Use kind words and treat each other with respect
Gym/MPR Expectations	<ul style="list-style-type: none"> • Come in quietly • Appropriate applause • Follow directions • Use appropriate language, positive remarks and attitudes
Cafeteria/Lunch Expectations	<ul style="list-style-type: none"> • Use appropriate language • Take your rightful place in line • Be polite and patient with staff and students

Be Respectful

BE:	RESPONSIBLE
Classroom/Office Expectations	<ul style="list-style-type: none"> • Arrive to class on time • Bring classroom materials daily • Pick up all trash and put supplies away • Technology/cell phone use for academic purposes only with teacher prior permission • No hats/hoodies in the classroom or office
Passing Period Expectations	<ul style="list-style-type: none"> • Walk directly to your next location • Arrive to your next class before the bell rings. • Place all trash in the trash can
Restroom Expectations	<ul style="list-style-type: none"> • Flush the toilet and wash your hands • Put all trash in the trash can • Limit your time in the restroom
Locker Room Expectations	<ul style="list-style-type: none"> • Lock and secure all belongings • Pick up after yourself
Gym/MPR Expectations	<ul style="list-style-type: none"> • Stay seated unless otherwise directed by staff • Be attentive and listen • Be an active participant
Cafeteria/Lunch Expectations	<ul style="list-style-type: none"> • Purchase what you need • Take only what you purchase • Pick up after yourself • Throw trash in the trash can

Be Responsible

BE:	SAFE
Classroom/Office Expectations	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Use all materials appropriately • Walk while in the office and classrooms • If you see something, say something • Follow all current schoolwide safety procedures
Passing Period Expectations	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet, and objects to yourself • Move with the flow of traffic if you see something, say something • Follow all current schoolwide safety procedures
Restroom Expectations	<ul style="list-style-type: none"> • If you see something, say something • Follow all current schoolwide safety procedures
Locker Room Expectations	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • If you see something, say something • Follow all current schoolwide safety procedures
Gym/MPR Expectations	<ul style="list-style-type: none"> • Exit bleachers using the aisles • Keep your hands, feet, and objects to yourself • If you see something, say something • Follow all current schoolwide safety procedures
Cafeteria/Lunch Expectations	<ul style="list-style-type: none"> • Ask for assistance if needed • If you see something, say something • Follow all current schoolwide safety procedures

Be Safe

Classroom Matrix

3 B's	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
ARRIVAL/ DISMISSAL	<ul style="list-style-type: none"> • Calmly enter the room. • Be mindful of personal space when entering/ exiting. • Walk into the classroom quietly and orderly. • Use positive language. • Sit at assigned seat. • Ask permission to leave your seat. • Wait for teacher dismissal. • Walk out of classroom when teacher dismisses. • Pick up all trash and materials. 	<ul style="list-style-type: none"> • Be on time. • Be ready to work when bell rings. • Have all necessary work and materials out. • Place Cell Phone in backpack turned off. • Take all personal belongings. • Pick up all trash and materials. 	<ul style="list-style-type: none"> • Walk in an orderly fashion. • Place backpacks behind chairs away from walkways. • Keep hands, feet, and objects to yourself. • Be mindful of personal space. • Wash/sanitize hands when needed. • Move with the flow of traffic. • If you see something, say something.
USE OF TECHNOLOGY	<ul style="list-style-type: none"> • Use polite & academic language in emails. • Always include full name/class period in emails. • Only use websites allowed by teacher. • Devices should be on silent. • Stay focused on class work assigned. • Cell phones are in backpacks turned off, no texting, no video recording, no posting 	<ul style="list-style-type: none"> • Charge Chromebook nightly at home. • Bring Chromebook daily. • Place all electronics on silent. • Place cell phones in backpack turned off, no texting, no video recording, no posting. • Stay on task and only use websites allowed by the instructor. 	<ul style="list-style-type: none"> • Keep personal information private (online passwords). • Click only on trustworthy links/sites. • Think twice before posting. • Notify teacher of any unauthorized use. • If you see something, say something.
WHOLE CLASS/ GROUP WORK	<ul style="list-style-type: none"> • Allow peers to express opinions. • Use appropriate language when discussing. • Raise your hand and speak when it is your turn. • Listen to and respect everyone's point of view. • Stay on topic/focused. • One person speaks at a time. 	<ul style="list-style-type: none"> • Be an active participant. • Complete assigned role in group activity. • Be an active listener and learner. • Participate / ask questions. • Use materials appropriately. • Have work done by due date. • Be prepared to participate & contribute. • Stay focused and on task. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Ask for assistance when needed. • If you see something, say something. • Stay in your assigned area unless otherwise directed. • Use materials appropriately.
INDEPENDENT WORK	<ul style="list-style-type: none"> • Stay on assigned classroom task. • Complete your own work. • Ask for assistance if questions arise. • Stay in assigned seat. • Maintain academic integrity. • Use academic language. 	<ul style="list-style-type: none"> • Utilize allotted class time appropriately. • Listen to/read directions prior to beginning activity. • Complete your own work. • Budget your time. • Stay focused on the task. • Ask teacher if you need clarification. • Turn in by due date & time. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Be mindful of personal space. • Maintain academic integrity.
ASSESSMENTS	<ul style="list-style-type: none"> • Remain quiet and avoid speaking until all exams are turned in. • After the exams, work quietly on independent assignments. • Maintain academic integrity, do your own work. 	<ul style="list-style-type: none"> • Follow teacher instructions/read directions carefully. • Place all notes/papers/phones in backpacks prior to exams. • Keep backpacks closed throughout exam. • Do your best work. • Maintain academic integrity • Budget time. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Be mindful of personal space. • Maintain academic integrity.

YOUR CLASS RULES AND PROCEDURES

RUBEN S. AYALA HIGH SCHOOL

BULLDOG BUCKS

WHO GETS BULLDOG BUCKS? **YOU! STUDENTS!**

HOW DO I EARN BULLDOG BUCKS? **BY DEMONSTRATING
THE 3 BE'S!**

WHO GIVES OUT BULLDOG BUCKS? **FACULTY & STAFF!**

WHERE WOULD I EARN BULLDOG BUCKS? **IN CLASS OR
ON CAMPUS!**

WHEN CAN I EARN BULLDOG BUCKS? **DURING THE DAY!**

I Earned A Bulldog Buck! What Now?

- **I CAN USE THEM FOR CLASSROOM REWARDS.**
(See below. Varies by teacher.)
- **I CAN DROP THEM IN THE RAFFLE BOX IN THE LIBRARY
FOR A CHANCE TO WIN A PRIZE.**

Bulldog Bucks are accepted for

1. _____
2. _____
3. _____

in our classroom.

**BE RESPECTFUL,
BE RESPONSIBLE, BE SAFE
IT'S THE BULLDOG WAY!**



INCENTIVES

Student Name: _____ Grade: _____

Made The Choice To...

- ☐ Be Respectful
- ☐ Be Responsible
- ☐ Be Safe



Issued by: _____

Bulldog Bucks

Discipline Procedure Matrix

Faculty/Staff	Faculty/Staff	Counselor	Administration
1 st Minor Behavior Incident	2 nd Minor Behavior Incident	3 rd Minor Behavior Incident	4 th + Minor Behavior or Major Behavior Incident
Failure to: <ul style="list-style-type: none"> Follow directions/ instructions Pay attention/Stay on task Get attention appropriately Disagree appropriately Use appropriate language Positively contribute to discussion Treat property with respect Show integrity (plagiarism/cheating on classwork/homework) Comply with electronic/ technology policy (texting in class, hidden earbuds, smartwatch use, on social media/internet in class not related to assignment) 	Failure to: <ul style="list-style-type: none"> Follow directions/ instructions Pay attention/Stay on task Get attention appropriately Disagree appropriately Use appropriate language Positively contribute to discussion Treat property with respect Show integrity (plagiarism/cheating on classwork/homework) Comply with electronic/ technology policy (texting in class, hidden earbuds, smartwatch use, on social media/internet in class not related to assignment) 	Failure to: <ul style="list-style-type: none"> Follow directions/ instructions Pay attention/Stay on task Get attention appropriately Disagree appropriately Use appropriate language Positively contribute to discussion Treat property with respect Show integrity (plagiarism/cheating on classwork/homework) Comply with electronic/ technology policy (texting in class, hidden earbuds, smartwatch use, on social media/internet in class not related to assignment) 	Student Demonstrated: <ul style="list-style-type: none"> Fighting/bullying other students Severe Disrespect Profanity Dress Code Violation Cheating/Plagiarism on a test (2nd offense and on) Destruction of property/ vandalism Theft/tampering with other's property Smoking/Vaping/Possession of Drugs and/or Paraphernalia Leaving class/campus without permission Inappropriate Use of Technology/Electronic Devices Habitual unsatisfactory behavior
1 st Incident Faculty/Staff Intervention Response	2 nd Incident Faculty/Staff Intervention Response	3 rd Incident Faculty/Staff & Counselor Response	Faculty/Staff & Administration Response
<ul style="list-style-type: none"> Complete Low-Level Incident Tracking Form, and complete one or more of the following: Re-taught/practiced behavior skills Modified environment/change Student's seat Identified the possible function of misbehavior Provided a structured choice Met with team/student to identify additional supports Collaborated with other staff members Utilized buddy classroom Reflection Sheet with conference Contact parent 	<ul style="list-style-type: none"> Complete Low-Level Incident Tracking Form Contact Parent (Email, Phone Call, and/or Meeting), and complete one or more of the following, varied from 1st Intervention Response: Re-taught/practiced behavior skills Modified environment/change student's seat Identified the possible function of misbehavior Provided a structured choice Met with team/student to identify additional supports Collaborated with other staff members Utilized buddy classroom Reflection Sheet with conference 	Faculty/Staff: <ul style="list-style-type: none"> Complete Low-Level Incident Tracking Form Call the Counseling Office to advise student is coming up. Send Low-Level Incident Tracking Form Counselor: <ul style="list-style-type: none"> Student counseled Parent contacted Parent conference Referred to STEP Team Referred to Nurse Behavior Reflection Form completed Offer Chino Human Services 	Faculty/Staff: <ul style="list-style-type: none"> Complete Student Referral Form Call for Security to escort with Form or call Switchboard to advise student is being sent up Administration: <ul style="list-style-type: none"> Student counseled Parent contacted / Parent Conference Offer Chino Human Services Referred to STEP Team Referred to Nurse Saturday Work Study Alternative Learning Center At-Home Suspension In-House Suspension After School Behavior Intervention Referred to Student Attendance Review Team

TRACKING FORM



RUBEN S. AYALA HIGH SCHOOL: Low-Level Incident Tracking Form



Student: _____ Grade: _____ Staff Member: _____

1st Incident	Date:	Time:	Student Initials:
Location	Behavior Concern	Staff Intervention	
<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Quad <input type="checkbox"/> Office <input type="checkbox"/> Hallway/Walkway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch Area <input type="checkbox"/> PE Area/Locker room <input type="checkbox"/> Other: _____	<u>Failure to:</u> <input type="checkbox"/> Follow directions/instructions <input type="checkbox"/> Pay attention/Stay on task <input type="checkbox"/> Get teacher's attention appropriately <input type="checkbox"/> Disagree appropriately <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Positively contribute to discussion <input type="checkbox"/> Treat property with respect <input type="checkbox"/> Show integrity (plagiarism/cheating on classwork/homework) <input type="checkbox"/> Comply with electronic/technology policy <input type="checkbox"/> Other: _____	<input type="checkbox"/> Re-taught/practiced behavior skills <input type="checkbox"/> Modified environment/change student's seat <input type="checkbox"/> Identified the possible function of misbehavior <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Met with team/student to identify additional supports <input type="checkbox"/> Collaborated with: __ team __ counselor __ coach __ psych <input type="checkbox"/> Utilized buddy classroom <input type="checkbox"/> Reflection Sheet with conference <input type="checkbox"/> Contact parent: ____ email ____ phone ____ meeting <input type="checkbox"/> Other, please explain: _____	

2nd Incident	Date:	Time:	Student Initials:
Location	Behavior Concern	Parent Contact REQUIRED	
<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Quad <input type="checkbox"/> Office <input type="checkbox"/> Hallway/Walkway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch Area <input type="checkbox"/> PE Area/Locker room <input type="checkbox"/> Other: _____	<u>Failure to:</u> <input type="checkbox"/> Follow directions/instructions <input type="checkbox"/> Pay attention/Stay on task <input type="checkbox"/> Get teacher's attention appropriately <input type="checkbox"/> Disagree appropriately <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Positively contribute to discussion <input type="checkbox"/> Treat property with respect <input type="checkbox"/> Show integrity (plagiarism/cheating on classwork/homework) <input type="checkbox"/> Comply with electronic/technology policy <input type="checkbox"/> Other: _____	Date: ____/____/____ Type: ____ email ____ phone ____ meeting Staff Intervention (Varied from 1st intervention) <input type="checkbox"/> Re-taught/practiced behavior skills <input type="checkbox"/> Modified environment/change student's seat <input type="checkbox"/> Identified the possible function of misbehavior <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Met with team/student to identify additional supports <input type="checkbox"/> Collaborated with: __ team __ counselor __ coach __ psych <input type="checkbox"/> Utilized buddy classroom <input type="checkbox"/> After School Behavior Intervention (Date served: ____) <input type="checkbox"/> Reflection Sheet with conference <input type="checkbox"/> Other, please explain: _____	

TO BE COMPLETED BY STAFF			TO BE COMPLETED BY COUNSELOR	
3rd Incident	Date:	Time:	Date:	Time:
Location	Behavior Concern		The following action was taken by the Counselor:	
<input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Quad <input type="checkbox"/> Office <input type="checkbox"/> Hallway/Walkway <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch Area <input type="checkbox"/> PE Area/Locker room <input type="checkbox"/> Other: _____	<u>Failure to:</u> <input type="checkbox"/> Follow directions/instructions <input type="checkbox"/> Pay attention/Stay on task <input type="checkbox"/> Get teacher's attention appropriately <input type="checkbox"/> Disagree appropriately <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Positively contribute to discussion <input type="checkbox"/> Treat property with respect <input type="checkbox"/> Show integrity (plagiarism/cheating on classwork/homework) <input type="checkbox"/> Comply with electronic/technology policy <input type="checkbox"/> Other: _____		<input type="checkbox"/> Student counseled <input type="checkbox"/> Parent contacted <input type="checkbox"/> Parent conference <input type="checkbox"/> Referred to STEP Team <input type="checkbox"/> Referred to Nurse <input type="checkbox"/> Behavior Reflection Form completed <input type="checkbox"/> Other action taken: _____ Counselor's Signature: _____	

4th Incident and Beyond: Complete Student Referral Form

RUBEN S. AYALA HIGH SCHOOL: Student Referral Form

Student Name: _____ Date: _____ Time: _____ Grade Level: _____
Staff: _____ Subject: _____ Period: _____

TO BE COMPLETED BY THE STAFF

- **Step 1:** Please check the box(es) of the student's Infraction/Incident below.
- ☐ 4th Minor Incident, attach Low-Level Incident Tracking Form
 - ☐ Fighting/bullying other students
 - ☐ Severe Disrespect
 - ☐ Profanity
 - ☐ Dress Code Violation
 - ☐ Cheating/Plagiarism on a test (2nd offense and on)
 - ☐ Destruction of property/Vandalism
 - ☐ Theft/tampering with other's property
 - ☐ Smoking/Vaping/Possession of Drugs and/or Paraphernalia
 - ☐ Leaving class/campus without permission
 - ☐ Inappropriate Use of Technology/Electronic Devices
 - ☐ Habitual unsatisfactory behavior
 - ☐ Other (Explain): _____
- **Step 2:** Please write about the incident in detail in the statement box below.
- **Step 3:** Once completed, give this form directly to Administrator in charge of discipline.

TO BE COMPLETED BY THE ADMINISTRATOR

Date: _____ Time: _____

The following action was taken by the Administrator:

- ☐ Student counseled
- ☐ Parent contacted
- ☐ Parent conference
- ☐ Referred to STEP Team
- ☐ Referred to Nurse
- ☐ Saturday Work Study
- ☐ Alternative Learning Center (Length) _____
- ☐ At-Home Suspension: Days _____
- ☐ In-House Suspension: Days _____
- ☐ After School Behavior Intervention (Date served _____)
- ☐ Referred to Student Attendance Review Team
- ☐ Other Action Taken: _____

Administrator's Name: _____

Administrator's Signature: _____

Please give a detailed account of violation and pertinent remarks made by the student:

***If minor behavior incidents continue to occur past the 4th incident, continue to complete the referral form.**



AYALA HIGH SCHOOL
Behavior Reflection



Student: _____ Grade: _____ Room #: _____

Report to: _____

The inappropriate behavior I displayed was: _____

Why did it happen? _____

What did you want to happen? _____

Did you get what you wanted by your actions? ☐ Yes ☐ No

I chose to ignore the following character traits:

- ☐ Respect
- ☐ Responsibility
- ☐ Safety

What should the consequence be? _____

What is another way you could have handled the situation? _____

Describe a plan to show The Bulldog Way and good character in the future: *(use character traits you checked)*

Student Signature


Staff Signature

Date

Behavior Reflection Form

Request for support

- Student, Staff, and Parent/Guardian Request for Support Form can be found on the Ayala website under Academics → MTSS Counseling → Request for Support Form 2023-2024
- Scan the QR code on Request for Support Posters on campus



The poster is titled "Request For Support" and features a speech bubble at the top asking "How are you feeling today?" with three emoji options: happy, sad, and angry. Below the title, it lists who can request support (Students, Parents/Guardians & Staff) and how to request support (Scan the QR Code, Complete the form, An Intervention Counselor will reach out). It also includes a QR code, a bulldog logo, and information about where meetings are held (Bulldog Zen Den and/or Intervention Counselor's office) and what kind of support is offered (Social-Emotional needs). At the bottom, it provides a link to the Request for Support Form on the Ayala High School's website.

How are you feeling today?

Request For Support

WHO CAN REQUEST SUPPORT?

- Students can request support for themselves or peers.
- Parents/Guardians & Staff can request support for students.


HOW DO I REQUEST SUPPORT?

- Scan the QR Code.
- Complete the form.
- An Intervention Counselor will reach out to schedule a meeting with the student within 72 hours.



WHERE ARE MEETINGS HELD?

In the Bulldog Zen Den and/or Intervention Counselor's office, located in the Ayala High School Library.



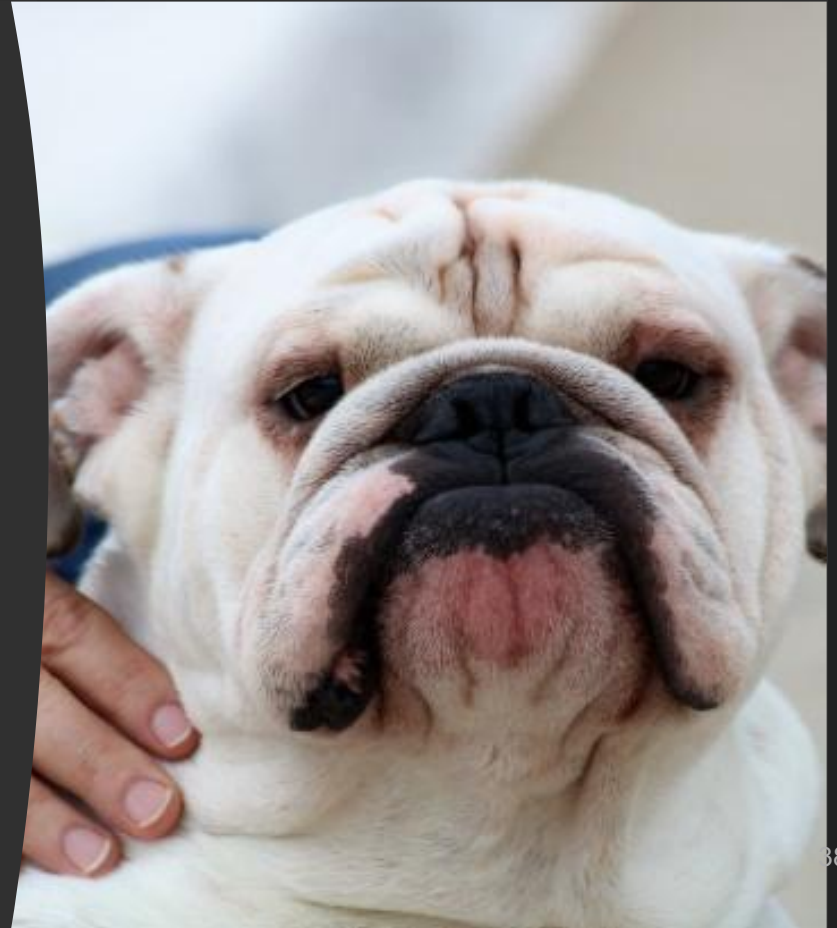
WHAT KIND OF SUPPORT IS OFFERED?

Intervention Counselors support students with Social-Emotional needs. They work with students independently and/or in small groups on developing strong Social-Emotional skills.

The Request for Support Form is also available on Ayala High School's website - MTSS Counseling page or by following this link: <https://forms.office.com/r/ctz8bmx2wx>

MTSS-B Supports

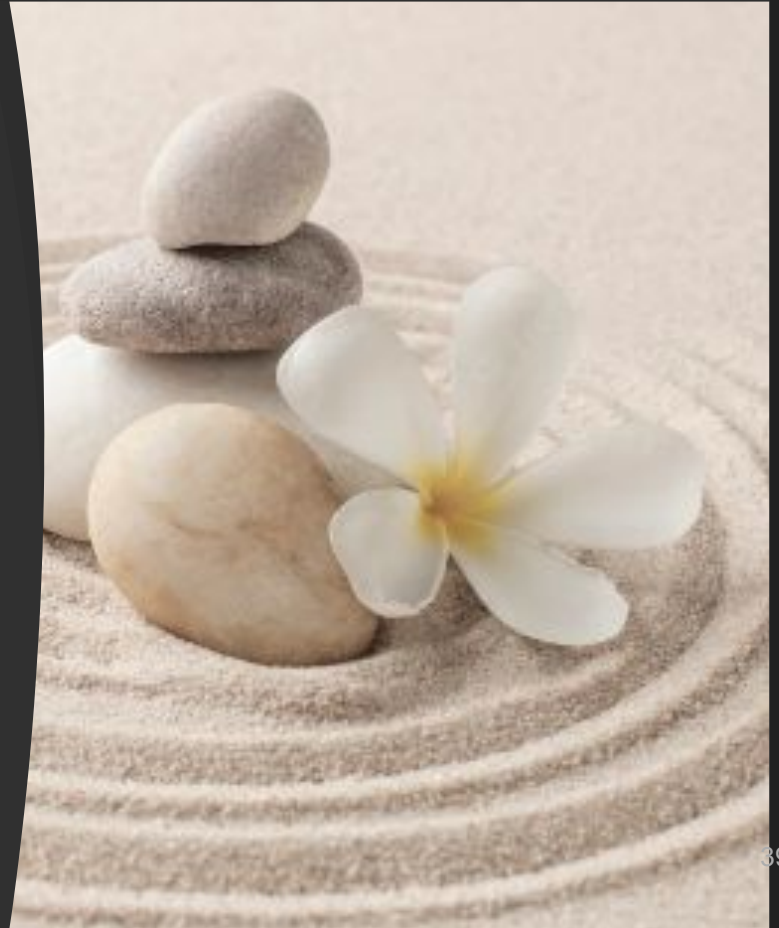
- Social-Emotional Support in the Zen Den
- Small Groups on Social-Emotional Skills
- Behavior Self-Monitoring
- Check in/Check out (CICO)
- TUPE Brief Intervention
- Behavior Focus Plan



Bulldog Zen Den

Purpose:

- Provide a safe space for social-emotional support
- Identify and practice coping skills
- Talk with a supportive adult
- To run groups for Tier 2 supports (The Zen Den will be closed to drop-ins while groups are in session. If you require immediate support, see your School Counselor by alpha.)



Bulldog Zen Den

- If the Zen Den door is open, you are welcome to come in.
 - What the Zen Den is **NOT**:
 - It is not an escape from class
 - It is not a place to do homework
 - It is not a place to hang out with “stressed friends”
 - It is not a place to sit all day because you are “too stressed” to return to class
- *The overall goal is to have a meaningful experience where students obtain support, discuss coping, and have a positive takeaway



Have a fantastic year bulldogs!



Bulldog pride- Bulldog spell out