



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Discipline Foundation Policy:
School-Wide Positive Behavior Support

NUMBER: BUL-3638.0

ISSUER: Donnalyn Jaque-Antón, Executive Officer
Educational Services

DATE: March 27, 2007

ROUTING

- Chief Operating Officer
- School Site Administrators
- School Instructional Staff
- School Support Personnel
- Deans
- Local District Administration
- Central Office Administrators
- Facilities
- Transportation
- All Employees

POLICY: Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD. All school level discipline plans will be consistent with the *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) and *Culture of Discipline: Student Expectations* (Attachment B). This will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

The District’s adoption of this foundation policy establishes a framework for developing, refining and implementing a culture of discipline conducive to learning. School-wide positive behavior support is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.¹ Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there is to be the appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner.

School-site procedures and practices formed under the auspices of the School Leadership Council must be consistent not only with the tenets of this policy, but also with state and federal laws that require school administrators to utilize positive interventions and means of correction *other than* suspension, transfer or expulsion to resolve disciplinary issues. (See *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* [Attachments A and B]; and *How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System* [Attachment C].)

¹ Boynton, M. & Boynton, C. (2005). *The Educator’s Guide to Preventing and Solving Discipline Problems*, Alexandria, VA: ASCD.



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MAJOR CHANGES:

The development of this Foundation Discipline Policy is the result of a Board Resolution directive. This policy mandates the development of a school-wide positive behavior support and discipline plan consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* including positively stated rules which are taught, enforced, advocated and modeled at every campus. It further mandates staff and parent training in the teaching and the reinforcing of the skills necessary for implementation of this policy.

The policy serves as the framework under which *all* District practices relating to discipline and school safety are to be applied. It is not intended to replace existing bulletins that provide guidance for specific disciplinary practices including a teacher's right to suspend a student from class with cause. See RELATED RESOURCES for an index of related bulletins, reference guides, board resolutions and other relevant District materials.

GUIDELINES: I. A CULTURE OF DISCIPLINE

This policy establishes *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.

- A. The District's *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) establishes a standard for all LAUSD schools. All District schools are required to align their school's discipline plans and rules to this District standard. The goal is to maximize consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to understand and model the *Culture of Discipline: Guiding Principles for the School Community* and implement them at every institutional level.
- B. *Culture of Discipline: Student Expectations* (Attachment B) provides additional guidance to students regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

II. RESPONSIBILITIES

The successful implementation of this policy is everyone's responsibility. Every student, parent/caregiver, teacher, administrator, school support personnel, school staff, Local District staff, Central Office staff, visitor and



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community member engaged in educational activities has a role. This includes:

1. Supporting a school-wide positive behavior support and discipline plan consistent with the tenets of this policy.
2. Knowing, communicating and consistently monitoring this policy, the *Culture of Discipline: Guiding Principles for the School Community*, and the school-wide positive behavior support and discipline plan.
3. Maintaining open lines of communication between staff, students and parents/caregivers.
4. Using positive response strategies and appropriate corrective feedback for disruptive students (see Attachment I).
5. Collaborating and partnering with after-school programs and outside agencies, when appropriate.

A. Student Responsibilities:

Students are expected to learn and model *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors and attitudes for peers (see *Student Tips*, Attachment D).

B. Parent/Caregiver Responsibilities:

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the school-wide positive behavior support and discipline plan. They are to be familiar with and model *Culture of Discipline: Guiding Expectations for the School Community* and *Culture of Discipline: Student Expectations*. They will review the *Culture of Discipline: Student Expectations* and school rules with their children, reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct (see *Parent/Caregiver Responsibilities*, Attachment E). If misconduct escalates, the parent/caregiver will work with the school as a collaborative partner to address the student's needs. It is mandated that training be available for parents/caregivers on this policy.

C. Teacher Responsibilities:

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct.

The teacher is responsible for:

1. Defining, teaching, reviewing and modeling *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* and school rules.



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2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district or state-approved violence prevention curriculum that teaches social-emotional skills (as required by federal and state guidelines) in elementary and middle schools. May be augmented by other approved programs selected by the School Leadership Council.
6. Following the behavior support plan for students with disabilities, available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor misconduct.
8. Reporting the behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual available in July 2007).

D. School Administrator Responsibilities:

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and with community support, are responsible for establishing a caring school climate and safe environment. School administrators must ensure that the *Culture of Discipline: Guiding Principles for the School Community* will be taught, enforced, advocated, communicated and modeled to the entire school community, and that school practices are consistent with the tenets of this policy. The school administrator is responsible for issuing a written invitation to all stakeholders (including parents, teachers, classified administrators, and students) to participate in a school-wide discipline leadership team, under the auspices of the School Leadership Council. The team will assist the School Leadership Council in monitoring the implementation of the school-wide positive behavior support plan. Every school administrator is to ensure:

1. The development and implementation of a school-wide positive behavior support and discipline plan consistent with the *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. (See *How To Establish And/Or Refine An Effective School-Wide Positive Behavior Support System* [Attachment C] and *School Resource Survey*, [Attachment F].)
2. The inclusion of *Culture of Discipline: Guiding Principles for the School Community*, *Culture of Discipline: Student Expectations* and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community.



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3. A method for recording, collecting and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decision-making from the individual student through the school-wide student population.
 4. Providing training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
 5. The implementation of the district or state-approved violence prevention curriculum in elementary and middle schools.
 6. The consistent application of reasonable alternatives to suspension (see *Top Ten Alternatives to Suspensions*, Attachment G), expulsion and opportunity transfers that includes the use of equitable consequences that are consistent with law and District policy.
 7. The use of multi-disciplinary teams, including Student Success Team (SST) and Coordination of Support Team (COST), to evaluate and recommend solutions to behavior problems.
 8. Collaboration and partnerships with after-school programs and outside agencies, when appropriate.
 9. Assembling a collaborative team with appropriate staff and the parent/caregiver(s) to address the escalated behaviors for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual), and design and implement an effective individualized behavior support plan that may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies.
- E. School Support Personnel Responsibilities:
School support personnel are responsible for teaching, enforcing, advocating and modeling *Culture of Discipline: Guiding Principles for the School Community*, and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. School support personnel is responsible for monitoring, reinforcing and acknowledging appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will work collaboratively with teachers and other school and District personnel to develop and implement plans for more intensive instruction and support, which includes working with District and community resources.



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F. School Staff Responsibilities:

Members of the school staff have a particularly important role in fostering a positive school climate. School staff is responsible for teaching, enforcing, advocating and modeling the *Culture of Discipline: Guiding Principles for the School Community*, and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. Each individual shall monitor, reinforce and acknowledge appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules, and provide positive corrective feedback for any misconduct. School staff engaged in supervisory responsibilities should be particularly aware of the important role that they have in maintaining and supporting appropriate student behavior. This includes knowledge of behavior support plans for students with disabilities.

G. Local District Staff Responsibilities:

Each Local District Superintendent shall be responsible for teaching, enforcing, advocating and modeling this policy to Local District staff and school administrators. The Local District Superintendent shall also designate a team of Local District administrators, which may include the Administrator of Instruction, Directors of School Services and Operations Coordinators, who shall ensure the successful implementation of and ongoing compliance with this policy through support and guidance.

Local District staff, in collaboration with school-site staffs, shall also be responsible for taking an active role in providing appropriate support and technical assistance to schools and School Leadership Councils to:

1. Identify, develop and maintain prevention and intervention activities consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.
2. Analyze data, monitor and evaluate school practices in order to address situations where practices need to be strengthened.
3. Develop on-site procedural steps to assist with choices and options when addressing individual student misconduct.
4. Broaden the adoption and implementation of alternatives to suspension, and the reduction in the use of opportunity transfers by ensuring that all deans participate in mandatory central district training.
5. Oversee schools' efforts to maintain relationships with outside community partners.
6. Utilize data in the allocation and provision of base professional development in school-wide positive behavior support for any new staff.
7. Ensure that the local district parent ombudsperson works collaboratively with the operations administrator and other local



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district staff on implementing this policy and fielding and resolving concerns and complaints from all stakeholders.

In order to align instruction and behavior, this assistance is to be embedded into the ongoing support given to schools in the area of instruction.

H. Central Office Staff Responsibilities:

The Superintendent communicates to all District staff, using a variety of means, that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff shall teach, enforce, advocate, communicate and model this policy and *Culture of Discipline: Guiding Principles for the School Community* by playing an active, supportive role in assisting schools, School Leadership Councils and Local Districts with the implementation of this policy including, but not limited to:

1. Developing and coordinating training for parents, behavior seminars for students and professional development for all employees.
2. Ensuring appropriate data collection, monitoring and evaluation systems.
3. Using effective communication strategies (see Resource Manual) including EC 49079 notification to all teachers as specified in BUL-38, "Mandated Reporting of Certain Student Behavior."
4. Developing and providing a Resource Guide to assist schools in utilizing and coordinating programs and resources with uniform forms to be used district-wide.
5. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
6. Using systematic data analysis to determine needs for more supports and improved community day school options.
7. Ensuring alignment with all District offices, programs, policies and initiatives.
8. Identifying and maintaining an independent auditor to investigate complaints and to assist in resolving issues presented by all stakeholders regarding violations of this policy.

A very small percentage of students do not respond to the most intensive intervention and are not receiving an appropriate education on a comprehensive school campus. Appropriate personnel at the school site shall identify these students, inform the District and recommend alternative placement options. The District must address student needs in selecting appropriate placement options. The District must use systematic data analysis as one indicator of the need for a more supportive and individualized environment and enhanced Community Day School Options.



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- I. Visitor Responsibilities:
It is expected that all visitors will act in accordance with *Culture of Discipline: Guiding Principles for the School Community* while on District property and at District or school-sponsored activities or events (see *LAUSD Parent-Student Handbook*).
- J. Community Member Responsibilities:
The community benefits from safe schools and members are expected to follow *Culture of Discipline: Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

III. PREVENTION/INTERVENTION

A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention (see *Three-Tiered Approach*, [Attachment H] and Resource Manual).

Each school, under the auspices of the School Leadership Council, will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed.

- A. Establish Rules Consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.
School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.
- B. Provide for Effective Intervention
Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources;



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and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.

C. Use a Team Approach for Intensive Intervention

A few students require the most intensive level of intervention. Within the scope of their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.

IV. CONSEQUENCES FOR STUDENT MISCONDUCT

Anything that follows a behavior is a consequence; positive or negative. Consequences should be consistent, reasonable, fair, age appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again. (see *Consequences/School Response Reference Guide*, Attachment I).

V. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to capacitate classroom staff in meeting the challenge of fully educating students including the teaching and modeling of appropriate behavior. Professional development, as selected by the School Leadership Council, must:

1. Support the differentiated roles and responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.



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2. Address preventive plans including strategies for ensuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum; strategies for classroom management; behavioral expectations; and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all parent training, student behavior seminars, and professional development offered to all employees.
6. Include centrally organized and implemented training for deans so that they are trained upon election. Such training for deans and other staff involved in student discipline will include the use of data analysis to differentiate what is offered to schools.

VI. MONITORING & EVALUATION

The Central Office will put systems in place to aid schools, Local Districts and the Central Office in data collection, feedback and assessment to facilitate the goal of creating a positive school culture that is conducive to optimal student learning. Such data will be utilized to support decisions in allocating professional development and support. These data will allow schools to adjust school-wide, classroom and individual student intervention and prevention.

The Central Office will oversee ongoing and systematic review and evaluation which will include an analysis of:

1. Policy implementation.
2. Communication mechanisms.
3. Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

A District-level School-Wide Positive Behavior Support Task Force of representative stakeholders will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will develop criteria to be used to monitor the implementation and sustainability of this policy throughout the District. The task force and auditor will:

1. Implement and review roles and responsibilities.
2. Review and provide input in the proposed Resource Manual as well as existing and proposed policies regarding student discipline for



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coherence, omissions, alignment, and consistency with this policy, and submit recommendations.

3. Review complaint procedures and responses.
4. Access and analyze data by school and Local District.
5. Review data including suspension, expulsion, opportunity transfer, office referrals, and outside monitoring information.
6. Augment district responses to campuses in crisis situations by, acting as representatives of their stakeholder groups, participating in meetings and providing input.
7. Provide recommendations to the Board of Education.

VII. COMMUNICATION

To successfully implement this policy and its underlying philosophy, it must be consistently communicated to the entire LAUSD community by District officials, school administrators and employees at every level.

Every District school and office shall post copies of *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for public view. Additionally, school staffs, through the auspices of their School Leadership Council, are strongly encouraged to develop their own innovative strategies for communicating and teaching the tenets of this policy for broad dissemination of their school's behavior support and discipline plans. Parents/caregivers, students and school staff members should actively participate in this process.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

California Education Code, Section 48900-48927
Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

RELATED RESOURCES: In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005



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Board Resolution, “Reactivation of District’s Human Relations Education Commission,” passed May 10, 2005

Modified Consent Decree, <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>, of particular relevance to this Bulletin are:

- Outcome 5: Reduction of Long-Term Suspensions
- Outcome 17: IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports
- Outcome 18: Disproportionality

Policy Bulletin No. BUL-Z-14, “Guidelines for Student Suspension,” issued March 15, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-38, “Mandated Reporting of Certain Student Behavior,” issued January 3, 1994, by the Office of the Deputy Superintendent, Operations

Policy Bulletin No. BUL-H-50, “Behavior Intervention Regulations,” issued September 8, 2004, by the Office of Special Education

Policy Bulletin No. BUL-Z-58, “Opportunity Transfers,” issued April 20, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-61, “Guidelines for Student Expulsion,” issued April 11, 1994, by the Office of the Deputy Superintendent

Policy Bulletin No. BUL-Z-73, “Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol and Tobacco,” issued November 12, 2002, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-847, “Referral to Community Day School,” issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-1038, “Anti-bullying Policy,” issued June 1, 2004, by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, “Sexual Harassment Policy,” issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1347, “Child Abuse and Neglect Reporting Requirements,” issued November 15, 2004, by the Office of the General Counsel



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Policy Bulletin No. BUL-1119, "Threat Assessment," issued July 12, 2004, by the Office of the Chief Operating Officer

Reference Guide, REF-1242, "2004-2005 Update of Safe Schools Plans Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures)"

Policy Bulletin No. BUL-1287, "Student Attendance Policy," issued February 17, 2004, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-1292, "Attendance Procedures for Elementary and Secondary Schools," issued July 28, 2005, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, "Responding to and Reporting Hate-Motivated Incidents and Crimes," issued November 11, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, "Establishment and Documentation of Intervention for Students Suspected of Emotional Disturbances," issued October 31, 2005, by the Office of Special Education

Policy Bulletin No. BUL-2130, "Section 504 and Students With Disabilities," issued December 14, 2005, by the Office of the General Counsel

"Blueprint for Implementation of the Action Plan for a Culturally Relevant Education," issued June 2001, by the Office of Instructional Services

"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

"Parent-Student Handbook," issued annually by the Los Angeles Unified School District

"Visitors Handbook" issued by the Los Angeles Unified School District

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Sprague, J., Walker, H. (2005). *Safe and Healthy Schools: Practical Prevention Strategies*. New York: Guilford Press

Sprick, R. (1998). *CHAMPs: A Proactive Approach to Classroom Management*. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. (2006). *Discipline in the Secondary Classroom*. Eugene, OR: Pacific Northwest Publishing

ASSISTANCE: For assistance or further information, please contact Hector Madrigal, Director, Pupil Services, at (213) 241-3844; Nancy Franklin, Coordinator, Behavior Support, at (213) 241-8051; Rochelle J. Montgomery, Associate General Counsel II, Office of the General Counsel, at (213) 241-7648; or your Local District Pupil Services and Attendance (PSA) Field Coordinator.



Guiding Principles for the School Community

1. Respect

I treat others the way I want to be treated
I respect laws, rules, and school authority
I treat people fairly and respect their rights
I respect private and public property

2. Responsibility

I take responsibility for my actions
I choose how I respond to others
I return what I borrow

3. Appreciation of Differences

I look for the good in others
I respect each person's right to be different
I see cultural diversity as an opportunity for learning

4. Honesty

I am honest with myself and others
I act with integrity
I avoid spreading rumors or gossip

5. Safety

I engage in safe activities
I keep my body and mind healthy
I choose only those things that are really good for me

6. Life-Long Learning

I come to school prepared to learn
I give my best in everything I do
I am open and alert to solutions

When you model the Guiding Principles, you _____

Treat others with respect
Find peaceful solutions
Listen to each other
Are drug free
Keep our school clean
Have healthy friendships
Produce your own work
Maintain honesty and integrity
Show empathy and compassion
Defend others' rights
Appreciate differences
Respect the property of others
Engage in safe activities

and you don't tolerate: _____

Bullying and intimidation
Weapons
Fights, threats, and violence
Drug possession and sale
Graffiti and vandalism
Gang activity
Cheating and plagiarism
Forgery and falsification
Sexual harassment and assault
Blackmail and extortion
Prejudice and hate crimes
Robbery and stealing
Fireworks and firecrackers



- 1. Learn and follow school and classroom rules.**
- 2. Solve conflicts maturely, without physical or verbal violence.**
- 3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
- 4. Be good role models and help create a positive school environment.**
- 5. Report any bullying, harassment, or hate motivated incidents.**
- 6. Display good sportsmanship on both the athletic field and playground.**
- 7. Attend school on time, have school books and supplies, and be prepared to learn.**
- 8. Keep social activities safe and report any safety hazards.**



HOW TO ESTABLISH AND/OR REFINE AN EFFECTIVE SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEM

Under the auspices of the School Leadership Council, form or use an existing leadership team with an administrator and elected membership from stakeholder groups, including general and special education teachers, classified staff and parents/caregivers. The team will use the School Resource Survey (Attachment G) to identify what is in place and what might be needed at the school site. This will help to determine how to use resources to support the successful implementation of school-wide positive behavior support.

Use the steps below as an outline to guide your work.

TASKS
1. Post or provide an interest flyer asking for participants from among each stakeholder group (see Resource Manual: Template — available in July 2007). Hold stakeholder elections.
2. The leadership team reviews past participation in school-wide positive behavior support training such as: BEST Behavior, Safe and Civil School's "Foundations, Teaching Alternative Behaviors School-Wide," or other research-based school-wide positive behavior support system training in order to determine if additional training for the team is necessary. Training can be accessed through the Behavior Support Unit at (213) 241 8051 or utilize the list of providers for selection by the appropriate school-site council. (See Resource Manual for exemplary School-Wide Positive Behavior Support system rubric and list of providers.)
3. The leadership team works with the entire school community to establish a small number of positively stated rules (3-6) aligned with <i>Culture of Discipline: Guiding Principles for the School Community</i> that are differentiated for each area of the campus. These rules are to be communicated and posted throughout the school community (see Resource Manual: Examples).
4. The leadership team ensures that <i>Culture of Discipline: Guiding Principles for the School Community</i> and rules are taught, enforced, advocated and monitored throughout the school community (see Resource Manual: Lesson Plan Examples).
5. The leadership team identifies effective procedures for recognizing appropriate behavior and reinforcing students, staff and parents (see Resource Manual: Examples).
6. The leadership team ensures that there are effective reactive strategies (planned responses) in place to address both minor problem behaviors and more challenging behaviors. There is a crisis plan in place (see Resource Manual: Examples).
7. The leadership team ensures the effectiveness of disciplinary practices at the school through a process of monitoring and evaluation. Review of office referral data, statistics on academic achievement, suspension, expulsion, opportunity transfer, attendance, and drop-out rates, and results of interventions are used to ascertain the program's effectiveness and to plan the next steps (see Resource Manual: Examples).

For assistance with any task, contact the Behavior Support Unit at (213) 241 8051.

Source: <http://www.pbis.org/schoolwide.htm#Components> (modified)



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ATTACHMENT D

STUDENT TIPS

Students are one of the most important groups responsible for making the school climate safe and healthy. Students who follow school and classroom rules and encourage others to do so too, help make school a fun and pleasant place to be. Below are several tips students can use to demonstrate appropriate positive behavior at school.

- Learn and follow *Culture of Discipline: Guiding Principles for the School Community* and the *Culture of Discipline: Student Expectations*.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences between people.
- Participate in school activities. Join clubs and sports teams at school and in your community.
- Communicate with your parents/caregivers. Let them know what is going on in your life. Introduce them to your friends and always tell them where you are going.
- Don't wait for the problem to get too big before you tell your parent or a trusted adult.
- Find a trusted adult who can mentor and support you in achieving your dreams.
- Get help when you need it. Ask questions when you don't understand.
- Treat others like you want them to treat you.
- Remember that you matter. Your ideas, thoughts and opinions are important and have value. Consider leadership opportunities.
- Get involved in your community. You can make a difference in someone's life.
- Show respect by using respectful language and actions.
- Report unsafe, unhealthy conditions and bullying to an administrator.
- Be honest. Telling the truth, keeping your word and not cheating are the best ways to show character, responsibility, and maturity. Be proud of what you achieve on your own. If it's your best, then it's the best!



PARENT/CAREGIVER RESPONSIBILITIES

Parents/caregivers and schools are partners in their children's education. In order to create safe, respectful, and welcoming schools, parent/caregiver support is needed to help children learn and follow school and classroom rules. Parents/caregivers are the most important persons in a child's life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat district employees and school personnel with respect and expect them to treat you and your child with respect. Review the tips below:

- Learn *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for LAUSD. Learn the rules for your child's school and make sure you and your child understand and follow them. Let them know that you are in agreement with the rules and help them to understand the reasons for such rules.
- Involve your son or daughter in the establishment of rules in the home. Be clear about the rules, including consequences and rewards. A child should never be confused about the rules; they should be simple and clearly explained.
- Participate in your children's education, help them with homework, speak to their teachers, attend school functions, such as parent conferences, classroom programs, exhibitions of student work, and PTA meetings.
- Use a positive approach when disciplining your children. Say, "do this" more than "don't do that." Set limits on your children's behavior. Agree with your children on the limits and make it clear what the consequences are for breaking the rules. Enforce the rewards and consequences consistently.
- Help your child develop a network of trusted adults to provide additional support when needed. If you are parenting alone, look for safe, healthy adult role models of both genders who can be mentors and supports for your child.
- Teach your child to resolve problems. Good listening skills, honest communication, and conflict resolution skills and patience will help your children be more resilient (able to bounce back from setbacks).
- Recognize your child's accomplishments and improvements. Praise them when they have accomplished something or are trying hard to make improvements.
- Help your child understand the value of accepting individual differences.
- Help your children find a way to express anger without verbal attacks or physical violence. When you get upset, take advantage of the opportunity to demonstrate the appropriate reaction and speak about the issue.
- Keep open communication with your children, even when it is difficult. Also, make sure your children tell you who they are with and where they will be at all times. Meet their friends.
- Set an example for your children. Your own behavior is the basis for establishing your expectations.

Treat district employees and school personnel with respect and expect them to treat you and your child with respect.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

SCHOOL RESOURCE SURVEY

School _____
 Principal _____
 Grade Levels _____
 Contact Name for School-Wide Positive Behavior Support _____ Title _____

In order to determine what services, academic and enrichment resources are available at your school, the following checklist has been compiled. The survey is to be used as a tool to assess your school's needs and resources. Thank you for your time in this valuable effort.

Who has these positions at your school site? Add other support staff as appropriate.

Career Advisor _____
 College Counselor/Advisor _____
 Counselor(s) _____
 Discipline (in charge of) _____
 Elementary Counselor(s) _____
 Impact Coordinator _____
 LAPD Juvenile Officer _____
 Nurse _____
 Parent Representative(s) _____
 Probation Officer _____
 PSA Counselor _____
 Psychiatric Social Worker (PSW) _____
 Resource Teacher _____
 School Leadership Council Co-Chairs _____
 School Police Officer _____
 School Psychologist _____
 School Safety Officer _____
 School Site Council Chair _____
 Special Education Coordinator _____
 Student Intervention Specialist (AB1113) _____
 Teacher Adviser _____
 Title IX Complaint Coordinator _____
 UTLA Representative _____
 Other: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

Please check all that apply:

Academic Support Programs: Contact

- | | |
|--|--|
| <input type="checkbox"/> Intersession | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Parenting Education and Life Skills |
| <input type="checkbox"/> Saturday School | <input type="checkbox"/> Extended Learning Academy |
| <input type="checkbox"/> Other: _____ | |

Behavior Support Programs: Contact

- | | |
|---|--|
| <input type="checkbox"/> Alternatives to Suspension | <input type="checkbox"/> Dean |
| <input type="checkbox"/> Progressive Discipline | <input type="checkbox"/> Classroom Management Training |
| <input type="checkbox"/> Positive Behavior Support | <input type="checkbox"/> Progressive Parent Contact |
| <input type="checkbox"/> Referral Room | <input type="checkbox"/> Other, please list: _____ |

Conflict Resolution Programs: Contact

- | | |
|--|--|
| <input type="checkbox"/> Peacemakers | <input type="checkbox"/> Second Step |
| <input type="checkbox"/> Conflict Mediators/Conflict Busters | <input type="checkbox"/> Peer counseling |
| <input type="checkbox"/> Anti-bullying Program, please list: _____ | <input type="checkbox"/> Other: _____ |

Federally Mandated Violence Prevention Program (teaches social-emotional skills)

In elementary and middle schools, are all students being taught the *Second Step* curriculum? Yes No
 Do you need training/materials to implement the *Second Step* program? Yes No
 If not implementing *Second Step*, what is the state approved violence prevention program that all your students are receiving?

Do you have a current attendance plan at your school? Yes No

Attendance Programs

- | | |
|--|--|
| <input type="checkbox"/> Abolish Chronic Truancy (ACT) | <input type="checkbox"/> Operation Bright Future |
| <input type="checkbox"/> Student Attendance Review Team (SART) | <input type="checkbox"/> Other, please list: _____ |
| <input type="checkbox"/> Drop Out Prevention Programs (SB65) | |

Attendance Incentives

- | | |
|--|--|
| <input type="checkbox"/> Trips/Prizes | <input type="checkbox"/> Pencils/Prizes |
| <input type="checkbox"/> Banners | <input type="checkbox"/> Assemblies/Special Events |
| <input type="checkbox"/> Trophies/Certificates | <input type="checkbox"/> Other, please list: _____ |

Counseling/Mental Health Services

- PSW
 EBIC
 Student Intervention Specialist (AB1113)
 PSA Counselor
 Outside Agency, please list agency and days/times:

 Do you have an MOU? _____
 Other, please list: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

When a student is identified as having social service or mental health needs, what are the steps your school takes?

Who is in charge of this process? Name _____

Do you have a Student Success Team? Yes No

If yes, how often do they meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

Do you have a Resource Coordinating Team (RCT)/Coordination of Services Team (COST)? Yes No

How often do you meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

Resource Coordinating Team Members (please list names and titles of all members)

How often does your Crisis Team meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

Crisis Team Members (please list names and titles of all members)

Does your Crisis Team need additional training from the District? Yes No

If yes, please list topics of interest: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

After School Programs

- Arnold's All Stars
- Woodcraft Rangers
- LA's Best

- Youth Services
- Healthy Start Program: _____
- Other, please list: _____

Special Programs

- Jeopardy
- Mentor Program
- LA Bridges (Lead Agency: _____)
- Healthy Start (Coordinator: _____)
- Probation Officer
- Project Grad
- Cal-Learn

- Early Mental Health Initiative (EMHI)
- Adopt-A-School, list: _____
- School Community Policing Partnership
- Adolescent Family Life Program
- Transition Services (Foster care, Probation)
- GEAR UP
- Other, please list: _____

Do you have any additional extracurricular activities for the students to participate in?

If yes, what are the activities?

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Do you have a Parent Center?

Yes No

If yes, how is it utilized?

- | | |
|---|--|
| <input type="checkbox"/> Parenting Classes | <input type="checkbox"/> Career Counseling |
| <input type="checkbox"/> ESL Classes | <input type="checkbox"/> Job Training/Placement |
| <input type="checkbox"/> Emergency Assistance | <input type="checkbox"/> Other, please list: _____ |

Are there any programs/services you would like on your campus?

How can your Local District be of assistance to you?



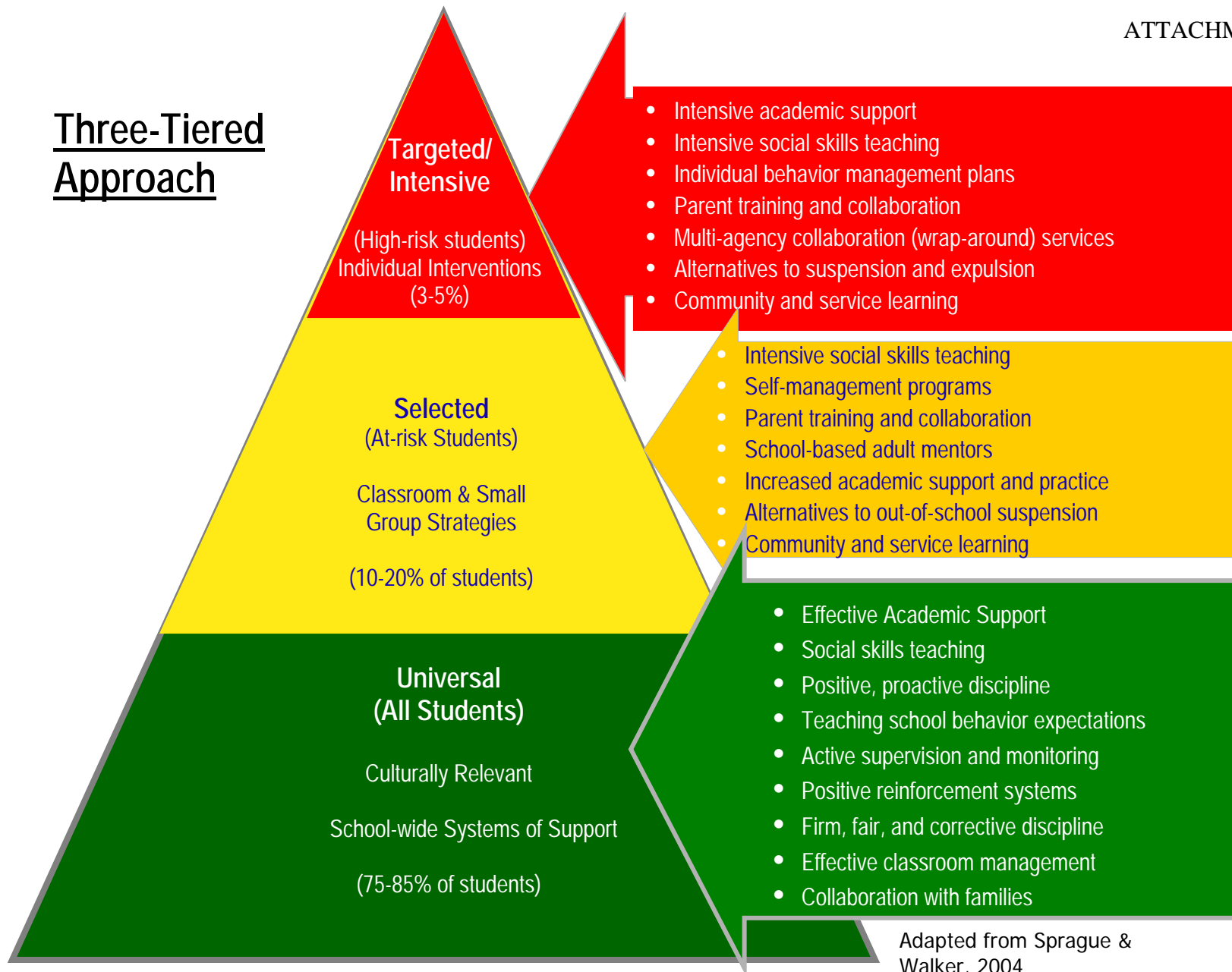
TOP TEN ALTERNATIVES TO SUSPENSION

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student’s schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student’s needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student’s behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
Community Service	Required amount of time in community service in school system or in the community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Restitution	Financial or “in kind.” Permits the student to restore or improve the school environment.
Problem-Solving/Contracting	Use negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, and consequences for continuing problems.

Source: Reece Peterson, University of Nebraska – Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin



Three-Tiered Approach



Adapted from Sprague & Walker, 2004



CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

<p>Level A: Preventive Plans Misconduct that Requires Classroom Supports</p>	<p>Level B: Preventive Plans Misconduct that Requires a Collaborative Team Response</p>	<p>Level C: Intervention Plans Serious Offenses with almost no Administrative Discretion</p>
<p><u>Preventive Plans</u></p> <ul style="list-style-type: none"> ▪ Reinforce guiding principles ▪ Identify, teach and reinforce behavioral expectations, rules and social skills ▪ Actively supervise, monitor and provide feedback on behavior in all areas of the school ▪ Use firm, fair, corrective, consistent disciplinary techniques ▪ Identify resources at school, local district, and in the community <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> • Classroom disruption, (e.g., speaking out, out of seat). • Occasional tardiness • Poor team work/incomplete work • Harassing other students • Inappropriate clothing for school • Non-compliance with rules <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned <input type="checkbox"/> With the student, develop a contract with explicit expectations for behavior and consequences <input type="checkbox"/> Assign student a written apology <input type="checkbox"/> Call parents and alert them about behavior, eliciting their partnership <input type="checkbox"/> Assign a contribution plan (i.e., contributing back to the classroom environment) <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teach group expectations, routines, and strategies, modify grouping patterns <input type="checkbox"/> Use systematic positive reinforcement for students when they act appropriately <input type="checkbox"/> Use mentoring strategies; assign a mentor <input type="checkbox"/> Utilize a daily report card, involving parents and other staff in a partnership of support <input type="checkbox"/> Utilize peer tutoring/counseling <input type="checkbox"/> Determine the function of the student's behavior and teach replacement behavior 	<p><u>Preventive Plans</u></p> <ul style="list-style-type: none"> ▪ Work as a team, coordinating services ▪ Collaborate with parent/caregiver(s) ▪ Develop a school-based mentoring program ▪ Access school, local district, District, and community resources <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> • Fighting • Excessive tardiness/ongoing defiance • Engaging in habitual profanity or vulgarity • Being under the influence of alcohol or drugs • Vandalism/Graffiti/Theft • Bullying, harassment, sexual harassment • Truancy <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assign detention or in-school suspension <input type="checkbox"/> Involve student in the development of individual behavior support plan to change behavior <input type="checkbox"/> Enlist parent participation in a consistent response plan, e.g., daily signed behavior report <input type="checkbox"/> Clean up/make restitution <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Assign an out-of-school suspension <input type="checkbox"/> Possible arrest <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Convene a Student Success Team (SST) or COST <input type="checkbox"/> Parent Conference <input type="checkbox"/> Use debriefing forms to address misconduct <input type="checkbox"/> Refer to community agencies <input type="checkbox"/> Assign campus responsibilities <input type="checkbox"/> Provide conflict resolution training, peer mediation, anger management <input type="checkbox"/> Encourage enrichment activities (after school clubs) <input type="checkbox"/> Assign Alternatives to Suspension, including in-school suspension or detention <input type="checkbox"/> Assign out-of-school suspension <input type="checkbox"/> Report to Law Enforcement 	<p><u>Intervention Plans</u></p> <ul style="list-style-type: none"> ▪ Identify crisis intervention plan and procedures ▪ Identify emergency resources ▪ Use resources in school, local district, District, and community ▪ Work as a team, coordinating services ▪ Collaborate with parent/caregiver(s) <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> • Possessing, selling, or furnishing a firearm • Possessing and/or brandishing a dangerous object • Possession of an explosive • Selling a controlled substance • Committing or attempting to commit a sexual assault or committing a sexual battery • Causing or attempting to cause a serious physical injury to another. • Robbery, extortion <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assign out-of-school suspension <input type="checkbox"/> Expulsion <input type="checkbox"/> Possible arrest <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct investigation, interview all witnesses <input type="checkbox"/> Consult with Student Discipline Proceedings Office <input type="checkbox"/> Report to Law Enforcement <input type="checkbox"/> Conduct parent conference/pre-suspension conference <input type="checkbox"/> Review suspension and expulsion bulletins for specifics regarding mandatory actions <input type="checkbox"/> Review teacher-student-parent interaction history <input type="checkbox"/> Review social adjustment history <input type="checkbox"/> Review Special Education status <input type="checkbox"/> Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)