



# DISCIPLINE FOUNDATION POLICY

# SWPBS LAUSD S

School Wide Positive Behavior Intervention & Support

The Los Angeles Unified School District is committed to providing safe and healthy school environments that support all students in every aspect of their well-being.

March 2017

## LOS ANGELES UNIFIED SCHOOL DISTRICT

DIVISION OF DISTRICT OPERATIONS



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
*Division of District Operations*

**Michelle King**  
Superintendent of Schools



**Earl R. Perkins**  
Associate Superintendent

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Dear Administrators, Teachers, and Staff:

The Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (SWPBIS) was revised as a result of the May 14, 2013 Board Resolution "School Discipline Policy and School Climate Bill of Rights." This resolution requested that the District review all policies related to discipline, utilize alternatives to suspension, and by 2020 develop and implement Restorative Justice practices as an alternative to traditional discipline.

This manual is designed to serve as a tool to assist you in implementing Bulletin-6231.0, "Discipline Foundation Policy: SWPBIS." In it you will find detailed information explaining each section of the policy. This manual focuses on the implementation of the Discipline Foundation Policy: SWPBIS and is aligned with the Rubric of Implementation. Further, it outlines the responsibilities of all stakeholders and gives examples of successful practices some schools have in place. Templates are also provided so that you can immediately begin or enhance the implementation of the Discipline Foundation Policy: SWPBIS in your school.

The Los Angeles Unified School District is committed to providing all students with a rigorous education to ensure every student graduates career-ready and college-prepared. The Discipline Foundation Policy asserts, "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." We know that in order to create optimal learning environments and ensure our students are in class each day, we must change the way we think about discipline in our schools. Creating a rich learning environment and culture of positive behavior support requires a paradigm shift that moves from traditional discipline to more restorative approaches.

Together, through careful reflection and a willingness to build on our successful practices, we will continue to positively impact our students in every aspect of their well-being. Thank you for everything you do to ensure that our students have a welcoming environment in which they feel safe, secure, and cherished by adults who are committed to seeing that they are college-prepared and career-ready.

Sincerely,

A handwritten signature in blue ink that reads "Earl R. Perkins".

Earl R. Perkins, Associate Superintendent  
Division of District Operations

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
*Division of District Operations*

**Michelle King**  
*Superintendent of Schools*



**Earl R. Perkins**  
*Associate Superintendent*

Dear Administrators, Teachers, and Staff:

Los Angeles Unified School District is committed to providing safe, healthy, and productive school communities. This ensures that School-Wide Positive Behavior Intervention and Support and Restorative Justice practices are available for all students. These approaches have been detailed in the Discipline Foundation Policy handbook and have been proven to create stronger school communities and partnerships with all stakeholder groups. Further, these tools facilitate the eight key features of the Rubric of Implementation, the framework for creating a positive school culture and climate.

This Discipline Foundation Policy handbook is divided into the following sections:

- The first section provides the history and a general overview of the policy.
- The second delineates the stakeholder and their responsibilities and roles for implementation of the policy.
- The third section provides an overview on Restorative Justice practices used in L.A. Unified schools.
- The fourth section defines the eight key features of the Rubric of Implementation (ROI): Administrative Leadership and Support, Team Based Implementation, Behavioral Expectations Defined, Behavioral Expectations Taught, Acknowledge and Reinforce Appropriate Behavior, Monitor and Correct Behavioral Errors, Data Based Decision Making, and Family and Community Collaboration.
- The fifth and final section provides examples of best practices used by schools throughout the District. The documents, exhibits, and resources found in this section are essential to building a culture and climate in schools where relationships matter.

Principals and school stakeholders will be able to access the handbook on the Discipline Foundation Policy website at <http://achieve.lausd.net/Page/1512>. Additional resources are also available on the website and reference page of the handbook.

Thank you for your dedication and commitment to our students.

Sincerely,

*Deborah D. Brandy*

Deborah D. Brandy, Director  
Division of District Operations



# Acknowledgements

It is with our upmost sincere appreciation that we acknowledge the original members of the 2007 Discipline Foundation team who worked vigorously to to set the foundation of this work for the District.

A special thank you to the following members that have committed time and resources to the development of this handbook for schools:

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*This Handbook is a work in progress and additional material will be added, when appropriate, based on the needs of the schools in the Los Angeles Unified School District.*





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The **Los Angeles Unified School District** (LAUSD) is committed to providing all students with a rigorous educational program, which prepares them to be college and career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning, and interpersonal relationships that enhance student learning and well-being.

**School-Wide Positive Behavior Intervention and Support** (SWPBIS) fosters a culture of discipline grounded in positive behavior intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems.

The District's adoption of the **Discipline Foundation Policy** (DFP) establishes a consistent framework for developing a culture of discipline built on positive behavior. This policy establishes guidelines for implementing and monitoring age-appropriate and culturally relevant interventions.

In keeping with our District goals of ensuring student safety and nurturing learning environments the Board adopted, by majority vote, the Board Resolution 2013, School Discipline Policy and School Climate Bill of Rights. This resolution mandates that staff review current policies related to discipline, establish alternatives to school suspensions to correct student misconduct, and implement by 2020, Restorative Justice practices as an alternative to traditional school discipline.

As a response to the Board Resolution *Student Discipline Policy* adopted on April 26, 2005, the Los Angeles Unified School District (LAUSD) implemented the Discipline Foundation Policy in March 2007, to provide an overarching policy for student discipline. Since the adoption of the Discipline Foundation Policy, LAUSD has made tremendous strides, including training and the reduction of lost instructional days due to suspension from 74,765 (2007-2008) to 8,351 (2013-2014).



Every student and adult has the right to be educated in a safe and healthy school environment that supports all aspects of their well-being. Every educator has the right to teach in an atmosphere free from disruption. This will be achieved through adopting a consistent school-wide discipline plan for every school in LAUSD. All school-level discipline plans will be consistent with the *Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. These plans will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; establishing supportive relationships with students; using effective classroom management and positive behavior strategies.

Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner. In the event of misconduct, there are appropriate consequences. School-site procedures and practices must be in alignment with State and Federal Laws, as well as consistent with the tenants of the Discipline Foundation Policy. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915(c), (Category I offenses of the *Matrix for Student Suspension and Expulsion Recommendation*) or when safety is at risk.

## Guiding Principles for the School Community

(Exhibit A) establishes a standard for all schools. All District schools are required to align their discipline plans and practices 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 handbook. All students, parents, teachers, school administrators, school support personnel, school staff, visitors, and community members are expected to implement them at every institutional level.



## Culture of Discipline: Student Expectations

(Exhibit B) provides additional guidance to students regarding appropriate behavior. Section 300 of Title 5 of the California Code of Regulations requires that “every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language.”

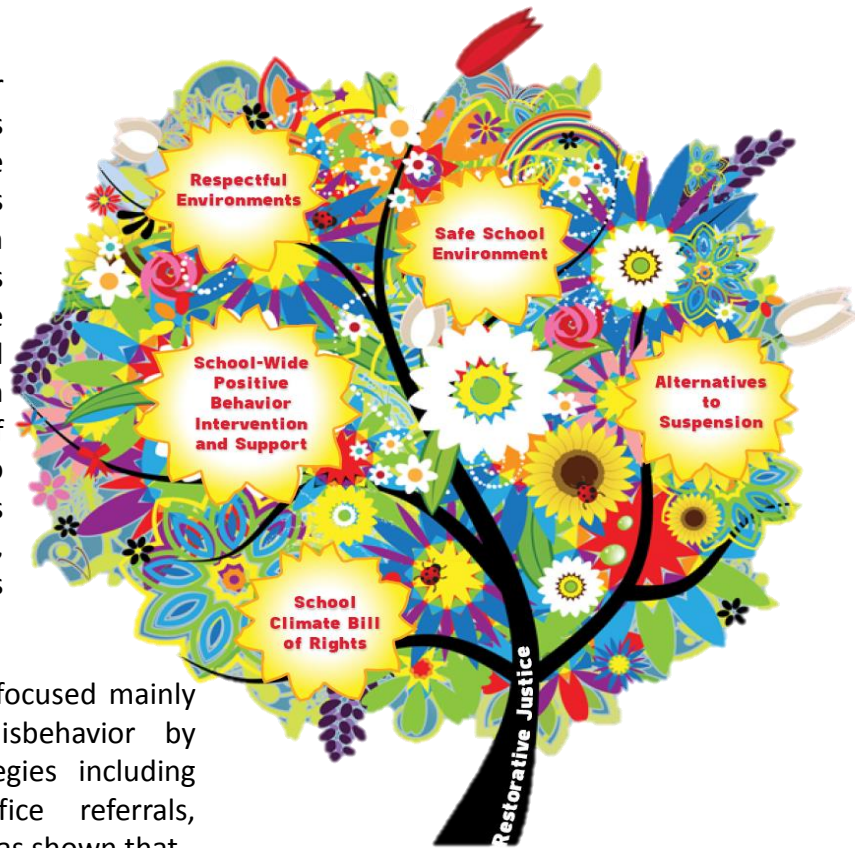
Discipline begins at the universal level with School-Wide Positive Behavior Intervention and Support (SWPBIS). A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. SWPBIS is a systems approach to enhancing the capacity of schools to educate all children by developing school-wide and classroom discipline systems that are research-based. SWPBIS is a process for creating safer and more effective schools. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, SWPBIS provides a framework for schools to design, implement, and evaluate effective school-wide procedures and processes intended for:

- **ALL** students, **ALL** staff, and in **ALL** settings.
- Non-classroom settings within the school environment.
- Individual classrooms and teachers.
- Support for students with at risk behaviors.
- Individual student support for the estimated 3-7% of students who present the most challenging behaviors.

A continuum of positive behavior support for all students within a school is implemented in all areas including the classroom and non-classroom settings (such as hallways, restrooms, common areas). Positive behavior support links research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining a continuum of school-wide instructional support to promote desired student behavior that is appropriate and conducive to learning, while extinguishing misconduct that is intrusive and disruptive.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that

the implementation of punishment is ineffective, especially when it is used inconsistently and in the absence of other positive strategies. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misconduct to occur before responding. SWPBIS focuses on teaching, modeling, practicing, and reinforcing positive social behavior as pivotal pieces of a student's educational experience. The purpose of SWPBIS, therefore, is to establish a school climate and culture in which appropriate behavior is the norm.





School-Wide Positive Behavior Intervention and Support is not a new initiative. Instead, it is a set of problem solving strategies and processes used to build upon a school's existing strengths. SWPBIS, however, has many characteristics that overlap with other initiatives. SWPBIS and proactive school-wide discipline systems create environments in which:

- a. Learning and teaching are valued, and aggressive, unsafe behavior is discouraged.
- b. Respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged.
- c. Individual differences are valued rather than criticized.
- d. Educating students with disabilities can be supported more effectively and efficiently.
- e. Teaching fundamental skills like reading and math can be maximized.

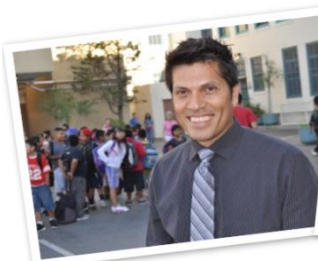
The successful implementation of school-wide positive behavior intervention and support is everyone's responsibility. Every principal, school employee and student, Local District staff, Central Office staff, parent/guardian, visitor, and community member engaged in educational activities has a role.

This includes:

1. Supporting a School-Wide Positive Behavior Intervention and Support system consistent with the tenets of the *Discipline Foundation Policy*.
2. Knowing, communicating, and consistently monitoring this policy, the *Guiding Principles for the School Community*, and the school-wide positive behavior intervention and support system.
3. Maintaining open lines of communication between, staff, students, and parents/guardians.
4. Using positive response strategies and age-appropriate interventions for disruptive student behavior.
5. Collaborating and partnering with after-school programs and outside agencies, when appropriate.



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 *Guiding Principles for the School Community*, and for supporting the implementation of a SWPBIS and discipline plan to maintain a safe and nurturing school climate. Each individual will monitor, reinforce and acknowledge appropriate behaviors consistent with the *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, including knowledge of Behavior Support Plans for students with disabilities.



# A CULTURE OF POSITIVE SCHOOL CLIMATE-PREVENTION/INTERVENTION

In order to create a positive school climate positive/appropriate behavior should be modeled and embraced by all staff, students, and parents/guardians. The most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

The School-Wide Positive Behavior Intervention and Support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *the 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*, [Exhibit D] and the *Discipline Foundation Policy* website).

## TIER I Universal



- Teach and model school-wide positive behavior expectations and procedures
- Positive reinforcement, recognition and rewards for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Collaboration with families
- Active supervision and monitoring

## TIER II Selected



- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I
- Target social skills instruction
- Behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support

## TIER III Targeted/Intensive



- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I and Tier II
- Alternatives to suspension (This does not apply to Category I offenses)
- Intensive academic support based on the student's level of need
- Intensive social skills counseling
- Individual behavioral student contract
- Develop intensive COST/SST goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning

Each school, under the auspices of the Discipline Review Team (BUL-6231.0), will evaluate and monitor the effectiveness of the School-Wide Positive Behavior Intervention and Support systems 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. Each school should:

**Establish Rules Consistent with the 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 be firm, fair, and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful, and responsible.

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

***Use a Team Approach for Intensive Intervention*** - A few students require the highest level of intensive intervention. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. In addition, there may also be a need for multi-agency partnerships and intensive skills training.

## RESPONSIBILITIES FOR IMPLEMENTING THE DISCIPLINE FOUNDATION POLICY

The District's *Guiding Principles for the School Community* establishes a standard for all LAUSD schools. All District Schools are required to align their school's discipline plans and practices to this District standard. The goal is to maximize consistency in school-site practice, while allowing schools to personalize practices, provided they are consistent with the tenets and content of this bulletin. All students, parents/guardians, school employees, visitors, and community members should understand and model the *Guiding Principles for the School Community* and implement them at every institutional level.

### SCHOOL ADMINISTRATOR RESPONSIBILITIES

Each school's success requires excellent leadership qualities of a school administrator. Their leadership is key to the academic achievement and pro-social development of our students. In order to establish a safe and welcoming school environment, the school administrator's responsibilities include the following:

1. Ensure that the *Guiding Principles for the School Community* are taught, enforced, advocated, communicated, and modeled to the entire school community and that school practices are consistent with the tenets of this policy.
2. Develop and implement a School-Wide Positive Behavior Intervention and Support (SWPBIS) and discipline plan consistent with the principles of the *School Climate Bill of Rights* (Exhibit C); *Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension* (Exhibit D); *School-Wide Positive Behavior Intervention and Support and Restorative Justice practices* (Exhibits F and F1); and applicable District discipline policies and guides. The emphasis of the developed plan is to increase achievement, attendance, reduce suspension and office discipline referrals, and promote buy-in and support from school personnel and the community.



## SCHOOL ADMINISTRATOR RESPONSIBILITIES cont.

3. Include the SWPBIS, discipline plan, and *Guiding Principles for the School Community* in school communications for students, parents/guardians, staff and community.
4. Post and make available necessary materials such as the *School Climate Bill of Rights* (Exhibit C) poster and *Complaint Form* (Exhibit J3) at each school site visible to staff, students, parents/guardians, and community members.
5. Use the MiSiS Student Support Module and authorize access for appropriate staff to effectively record and monitor student behavior, provide data-driven interventions, and develop solutions and strategies to create safe and caring learning environments.
6. Establish a school Discipline Review Team to support and monitor the implementation of the School-Wide Positive Behavior Intervention and Support Policy; to implement a method for analyzing behavior/discipline information; to monitor and evaluate the outcomes; and to modify strategies as needed.
7. Comply with the goals established in the Safe School Plan for implementing and monitoring the SWPBIS policy.
8. Provide routine training and support for staff and parents/guardians in maintaining an environment conducive to learning.
9. Implement the research-validated District or State-approved violence prevention curriculum (for example, Second Step) in elementary and middle schools.
10. Utilize appropriate prevention and intervention approaches (i.e., Restorative Justice, Second Step, etc.) for all students in a consistent and age-appropriate manner prior to suspension (see Exhibit D-*Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension*), except those limited offenses under California Education Code §48915(c) (See Matrix for Student Suspension and Expulsion Recommendation).
11. Use multi-disciplinary teams, including Student Success and Progress Team (SSPT) to evaluate and recommend solutions to behavior problems and mitigate future incidents.
12. Partner with before-school programs, after-school programs, and outside agencies, when appropriate.
13. Assemble a collaborative team with appropriate staff and parents/guardians to design an individualized Behavior Support Plan for students who engage in ongoing misconduct, despite appropriate interventions. The support plan may include, but is not limited to:
  - a. Intensive behavioral supports and strategies
  - b. Adapted curriculum and instruction
  - c. Communication strategies

## TEACHER RESPONSIBILITIES

Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. Each teacher has an important role in establishing a positive classroom climate, and positive school culture. This includes utilizing effective classroom management strategies that create an environment conducive to learning for all students and supports student well-being.

## TEACHER RESPONSIBILITIES cont.

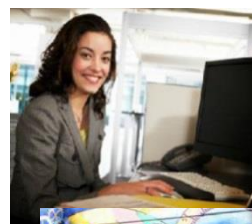
The teacher is responsible for:

1. Defining, teaching, reviewing and modeling the *Guiding Principles for the School Community and Culture of Discipline: Student Expectations* and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching behavioral skills when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (i.e., meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the research-validated District or State-approved violence prevention curriculum that promotes social-emotional skills in elementary and middle schools. Other programs selected by the School Leadership Council may augment these programs.
6. Following the Behavior Support Plan for students with disabilities, will enable all staff members to provide uniform and consistent services to identified students.
7. Utilizing data in collaboration with administration and support personnel to monitor and provide age-appropriate supports to address student misconduct.
8. Supporting a student who persists in on-going misconduct, despite appropriate interventions, in conjunction with the school administrator or person responsible for discipline at the school.
9. Serving as a role model and maintaining appropriate relationships with all students.
10. Supporting a student whose misconduct has escalated, by collaborating with appropriate staff and the parent/guardian, to implement an effective individualized plan that may include, but is not limited to:
  - a. Intensive behavioral supports and strategies.
  - b. Adapted curriculum and instruction.
  - c. Communication strategies.



## SCHOOL SUPPORT PERSONNEL

School support personnel are responsible for modeling, advocating, and enforcing the *Guiding Principles for the School Community* and for supporting the implementation of SWPBIS to maintain a safe and nurturing school climate. School support personnel are responsible for monitoring, reinforcing, and acknowledging appropriate behaviors consistent with the *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, and directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will collaborate with teachers and other school and District personnel to develop and implement plans for instruction that are more intensive and supportive, including working with District and community resources (See LAUSD Resource List Exhibit K).



## STUDENT RESPONSIBILITIES

Students are expected to learn and model *Guiding Principles for the School Community* and *A Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules, and 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 the behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors for peers (See *Student Tips* – Exhibit I).



## PARENT/GUARDIAN RESPONSIBILITIES

When schools and parents/guardians students' potential for educational significantly. The *Parents' Rights and your Child's Success* (Exhibit G) and *Parent/Guardian Responsibilities* (Exhibit H) inform parents/guardians of their rights and responsibilities regarding their children's education. Parents/guardians will play an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS). They are to receive information in order to become familiar with and model the *Guiding Principles for the School Community*. Parents/guardians are encouraged to review *A Culture of Discipline: Student Expectations*, review school rules with their children, reinforce positive behavior, and acknowledge/celebrate their children for demonstrating appropriate conduct at school. Parents/guardians will act as collaborative partners with the school to address students' needs. Training on this policy should be available for parents/guardians.



form strong partnerships, success improves  
*Responsibilities to Ensure*

## LOCAL DISTRICT STAFF RESPONSIBILITIES

Each Local District's Area Superintendent and Administrator of Operations is responsible for teaching, enforcing, advocating, and modeling the tenets of the *Discipline Foundation Policy* to Local District staff and school administrators. The Administrator of Operations will designate a team of Local District staff who will ensure the successful implementation of this policy through support and guidance. The Local District's Operations staff, along with the Director, is responsible



1. Assisting schools with identifying, developing and maintaining prevention, intervention and alternatives consistent with *Guiding Principles for the School Community*.
2. Analyzing data, monitoring, and supporting school practices to address situations where practices need to be strengthened.
3. Regularly reviewing the Rubric of Implementation (ROI) with the site administration and providing targeted assistance to schools that have not or have partially implemented the *Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support*.
4. Supporting and assessing school practices in order to make suggestions to address situations where practices need to be modified. School support should include a regular review of the goals listed in the Safe School Plan.
5. Ensuring that all deans/intervention counselors participate in mandatory District training on student discipline and alternatives to suspension.
6. Assisting with developing on-site procedural steps that align Restorative Justice practices to assist with alternatives when addressing individual student misconduct.
7. Supporting schools' efforts to maintain relationships with outside community partners.
8. Providing professional development in School-Wide Positive Behavior Intervention and Support and Restorative Justice practices for all staff.
9. Assisting schools with resolving complaints from all stakeholders regarding the implementation of School-Wide Positive Behavior Support Intervention and Support.

The Superintendent communicates to all District staff that creating a positive school culture, improving behavior and developing appropriate student discipline practices is a top District priority. All Central office staff will support the teaching, enforcing, advocating, communicating, and modeling the tenets of the *Discipline Foundation Policy* by playing an active, supportive role in assisting schools and Local Districts to implement this policy. These responsibilities include, but are not limited to:

1. Developing and coordinating training for parents/guardians, and professional development for employees.
2. Ensuring the collection and analysis of relevant attendance, suspension and Rubric of Implementation (ROI) data, as well as data from monitoring and evaluation systems.



## CENTRAL OFFICE STAFF RESPONSIBILITIES cont.

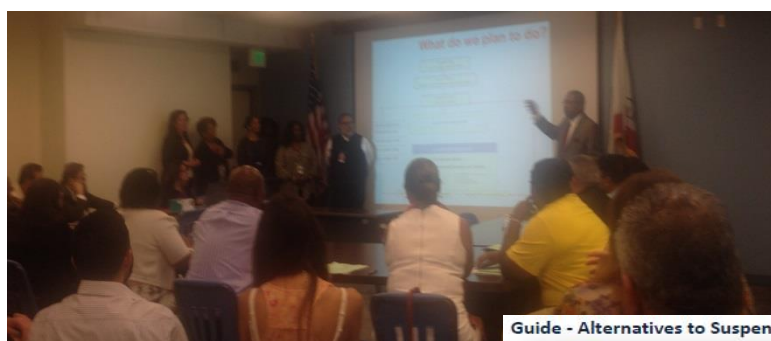
3. Using systematic data analysis to determine trends.
4. Using effective communication strategies.
5. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
6. Ensuring alignment with all District offices, programs, policies, and initiatives.

## SWPBIS TASK FORCE RESPONSIBILITIES

A District level School-Wide Positive Behavior Intervention and Support Task Force with representatives including, but not limited to, students, parents/guardians, teachers, and principals, work together with an independent auditor. The Task Force, with the independent auditor, utilizes current District systems to monitor this policy throughout the District. The responsibilities include to:

1. Hear from individuals who have concerns about the policy and provide a forum to bring information or complaints to the Task Force.
2. Access and analyze data by school and Local District.
3. Review data including suspension, expulsion, opportunity transfer, and outside monitoring information.
4. Provide recommendations to the Superintendent or designee.
5. Review and make recommendations regarding the *Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspensions* developed by the Superintendent and recommend approval of such a matrix prior to its implementation.
6. The independent auditor will provide an annual report to the Board about individual complaints and make broader recommendations regarding implementation and monitoring of the policy.

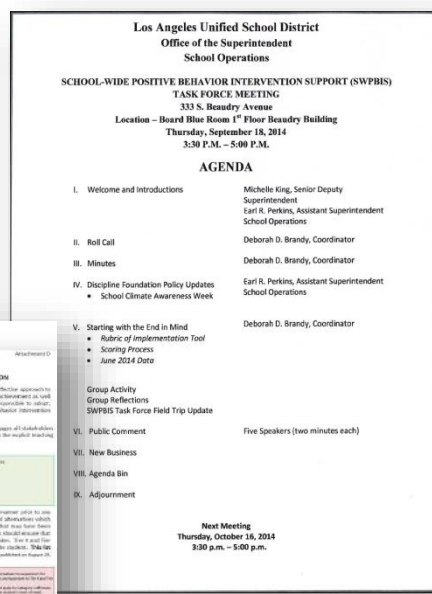
Task Force meetings are held monthly. Please visit the Discipline Foundation Policy website ([dfp.lausd.net](http://dfp.lausd.net)) for additional information.



School Climate Bill of Rights-Elementary/Secondary



## Guide - Alternatives to Suspension



The District adopted Restorative Justice in May 2013, and is committed to implementing Restorative Justice practices in all schools by 2020. Restorative Justice emphasizes community building and commits – when harm occurs – to restoring relationships. Restorative practices, when consistently applied, promote and strengthen positive school culture. Moreover, pro-social relationships also improve within the school community.

## Restorative Justice at a Glance:

The following principles reflect the values and concepts for implementing Restorative Justice practices in the school setting and:

1. Acknowledge that relationships are essential to building a successful school community.
2. Ensure equity of voice among all members of the community. Everyone is valued, everyone is heard.
3. Set high expectations while offering supports, emphasizing doing things **“with,”** not **“to”** or **“for”**.
4. Build systems that address student misconduct and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
5. Engage in collaborative problem solving.
6. Enhance responsibility and empower change and growth in all members of the community.

*"Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible" -*

*Howard Zehr, 1990*

## What are Restorative Justice Practices?

Increasingly used in U.S. school districts and worldwide, restorative practices promote trust and respect in relationships, setting the foundation for teaching and learning. In addition, the practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring supportive environment.

## What is Restorative Justice in Education?

Restorative Justice practices promote values and principles that use inclusive, collaborative, practices for being in a community. Restorative Justice practices help schools create and maintain a positive school culture and climate.

Restorative Justice practices:

- Build community.
- Celebrate accomplishments.
- Intervene in offending behavior.
- Transform conflict.
- Rebuild damaged relationships.
- Reintegrate students into the learning environment.

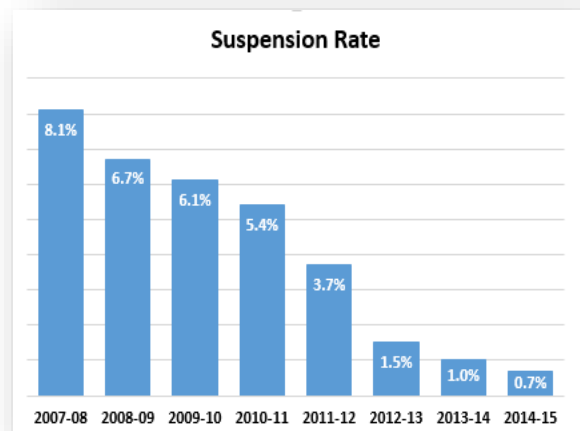




## What is Restorative Justice in LAUSD schools?

Restorative Justice is a philosophy and an approach to discipline that moves away from punishment toward restoring a sense of harmony and well-being for all those affected by a hurtful act. It provides families, schools, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability to solve problems, as opposed to the youth themselves being the problems adults must fix. It focuses not on retribution, but on reconnecting severed relationships and re-empowering individuals by holding them responsible. This approach acknowledges that when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing. Additionally:

- Restorative Justice practices work to reduce student misconduct and suspensions when used as one available alternative to suspension and to foster positive school climates with the goal of eliminating racially disproportionate discipline practices.
- A restorative approach in school requires students to think about themselves and how they deal with one another, and to work on developing healthy relationships and learning how to manage conflict. Implementing a restorative approach in a school can have a positive impact on students at school and at home.
- When Restorative Justice practices are consistently applied within a school wide context, outcomes are designed to improve school climate, promote community, and reduce student misconduct. It will also strengthen positive school culture and enhance pro-social relationships within the school community.
- The Restorative Justice approach is a three-tiered model of prevention, intervention, and reentry in response to conflict/harm (See Exhibit D the *Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspensions*).



## What are the benefits of Restorative Justice in LAUSD Schools?

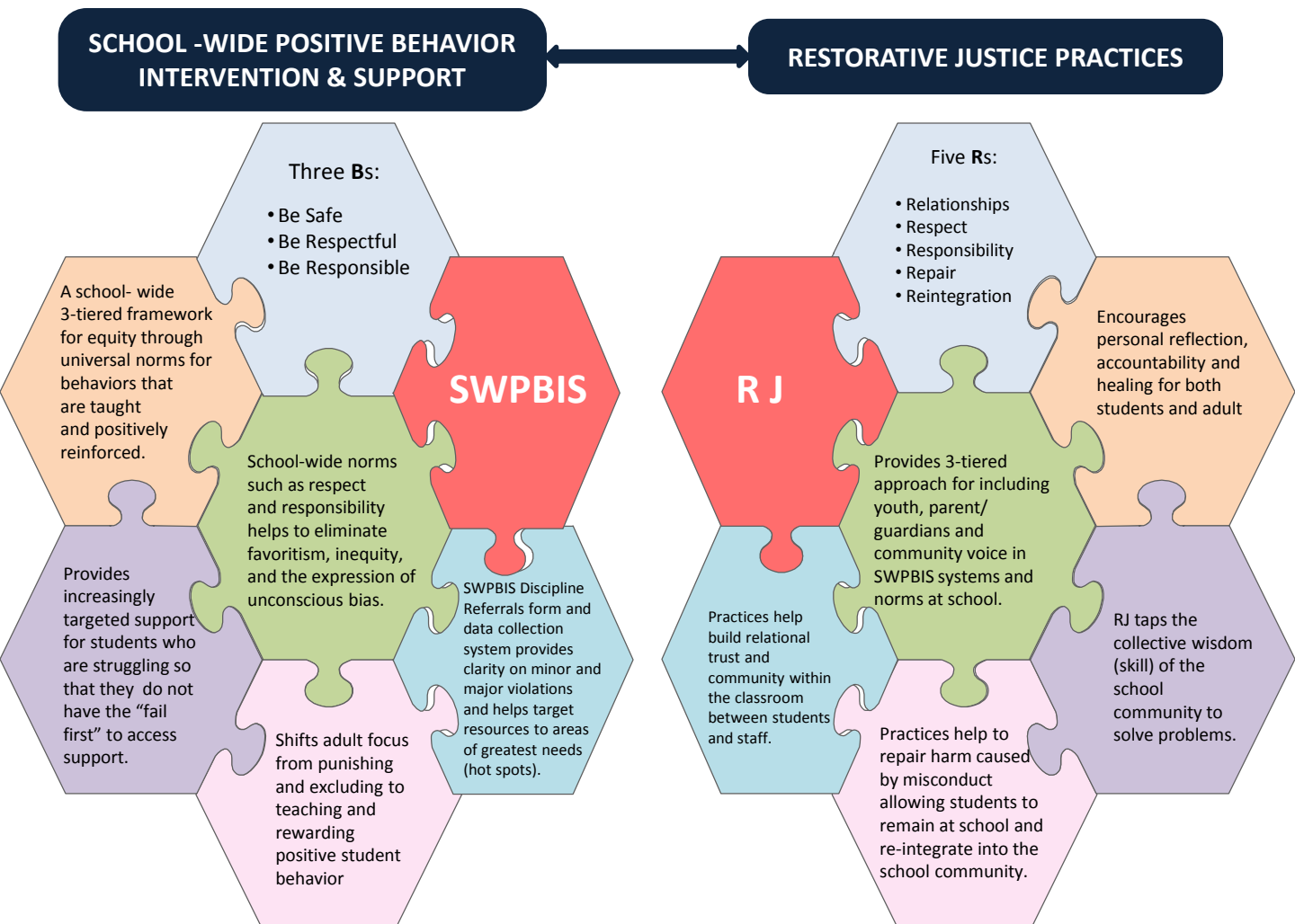
Members of the school community will:

- Build safer and more caring school environments.
- Have an opportunity to be heard.
- Understand the greater impact of one's actions and learn to take responsibility.
- Repair the harm one's actions may have caused.
- Recognize one's role in maintaining a safe school environment.
- Build upon and expand on personal relationships in the school community.

## What are the benefits of Restorative Justice in LAUSD Schools?




- Recognize one's role as a positive, contributing member of the school community.
- Increase instructional time on task and a decrease in student misconduct.
- Build practices to take time to listen to one another.
- Reduce bullying and other interpersonal conflicts.
- Increase awareness of the importance of connectedness to young people.
- Place greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Recognize the need to belong and feel valued by peers and significant adults.
- See a reduction in suspension and expulsion rates.
- Build confidence in the school community to deal with challenging issues.


## How do School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Justice (RJ) interface to facilitate equitable, safe, and positive conditions for learning?



## RUBRIC OF IMPLEMENTATION (ROI)

The **ROI** assessment is conducted twice a year at each school site and completed by a team consisting of the Administrator of Operations, Principal, Director of Instruction and Operations Coordinator. The ROI team rates each of the eight areas on a scale from “1” to “4” and the highest score that a school can receive is “32.” This allows the school community to continue building a stronger multi-tiered system of support for all students and to engage in rich discussions about revised goals for successful and full implementation of a multi-tiered system of support.

-  Implementing the Discipline Foundation Policy- score a minimum of “28” and receive at a minimum a score of “3” for each area.
-  Partially implementing the Discipline Foundation Policy- score “27” or less, a minimum score of “2” for each area.
-  School needs targeted assistance to implement one or more of the areas of the Discipline Foundation Policy- score a “1” in any of the eight areas, regardless of their total score.



Los Angeles Unified School District

DISCIPLINE FOUNDATION POLICY SYSTEM

Log In User: JASPER PALMISTO

DISCIPLINE MENU

ACTION

REPORT MENU

### Rubric of Implementation

Make your selections and the score will be calculated. You must click Submit to save.

Key Feature	1	2	3	4	Total
<b>Administrative Leadership and Support</b>	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS process.	<input checked="" type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBS team.  <input type="checkbox"/> SWPBS is on the agenda at some faculty meetings.  <input type="checkbox"/> SWPBS is addressed in some staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is active participant on the SWPBS team.  <input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.	<input type="checkbox"/> <a href="#">View/Edit Comments</a>
<b>Team Based Implementation</b>	<input type="checkbox"/> No SWPBS team is established.	<input checked="" type="checkbox"/> A SWPBS team is established and meets at least 2 times per year.	<input checked="" type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc.  <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input checked="" type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc.  <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.  <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. form each monthly meeting are memorialized.  <input type="checkbox"/> Each Team member knows their role and responsibility as part of the team.	<input type="checkbox"/> <a href="#">View/Edit Comments</a>
<b>Behavioral Expectations Defined</b>	<input type="checkbox"/> The school has more than six behavioral expectations.  <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.  <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas.  <input type="checkbox"/> These expectations are clearly verbally posted in most of the common areas.  <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly verbally posted in all of the common areas.  <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> <a href="#">View/Edit Comments</a>
<b>Behavior Expectations Taught</b>	<input type="checkbox"/> No documented plan for the teaching the expectations exist.	<input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> There is a documented system to annually teaching the behavioral expectations to all students (Behavioral/Procedure/Fair, Assemblies, Units, Home-announcements, lessons, etc.)	<input type="checkbox"/> There is a documented system to annually teaching the behavioral expectations to all students (Behavior/Procedure/Fair, Assemblies/Announcements, lessons, etc.)	<input type="checkbox"/> <a href="#">View/Edit Comments</a>

In addition, schools are required to identify a goal that addresses the implementation of the Discipline Foundation Policy, as part of the annual requirements outlined in the Safe School Plan Volume I. Schools are also required to establish the SWPBIS school site team with member representations from all stakeholders (administrator, general education teacher, special education teacher, classified representative, support staff, student, and parent/guardian) to analyze monthly attendance, suspension, and discipline referral data and report to the school community. This process and resulting data provides an ongoing system to monitor and support schools. The Local Districts Administrators of Operations, Operations Coordinators, Directors of Instruction, and the Office of School Operations staff provide support to all schools through trainings and site visits.

# RUBRIC OF IMPLEMENTATION

Schools continue building a stronger multi-tiered system of support for all students and utilize the Rubric of Implementation (ROI) as a self-assessment tool to monitor the implementation of the *Discipline Foundation Policy (DFP)*. Each school is responsible for implementing the *eight key features* of the School-Wide Positive Behavior Intervention and Support (SWPBS) as defined in the Rubric of Implementation (ROI).

**1. Administrative Leadership and Support** - The leadership role of the principal is vital. Researchers have concluded that when a principal is not solidly behind school improvement plans, the process is likely to stumble and dissipate. Some staff may expend considerable energy initially, but lose heart when the principal does not support the process at critical steps. These staff members, who are often school site leaders, usually become reluctant to undertake leadership roles in the future. A detailed analysis of administrative support can be conducted in the development and implementation of a comprehensive and proactive school-wide discipline plan. The following strategies have been identified as critical activities that a principal needs to engage in to provide administrative support to effect change in a school. *7 Steps for Developing A Proactive School-Wide Discipline Plan* (Colvin, 2007):

- Maintain standards.
- Make a public statement of support.
- Establish a leadership team.
- Support the team members.
- Guide the decision-making process.
- Take a leadership role in problem solving.
- Support the team meetings.
- Provide recognition to the faculty and team for their work.
- Serve as the point person for school-related groups.
- Monitor implementation activities and provide feedback.
- Review data and provide feedback regularly.
- Ensure innovation is sustained.
- Make a time commitment.

DISCIPLINE MENU
ACTION
REPORT MENU

**Rubric of Implementation**

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Attachment E

2. **Team Based Implementation** - Building a supportive team to lead the process is critical. Successful development and implementation is more likely if the principal and staff actively participate in the process from the beginning. The principal should: acknowledge his/her commitment to the innovation; support team members by being sensitive of their workload, attending, participating in and supporting team meetings, providing recognition to the faculty and staff for their efforts, and observing and monitoring the actual implementation of the school project.
  
3. **Behavior Expectations Defined** - When identifying and stating school-wide behavioral expectations:
  - Limit the number of behavioral expectations to no more than four or five.
  - State the behavioral expectations in positive, action-based terms using simple, understandable language as briefly as possible.
  - Identify specific behaviors to illustrate the full range of applications that can be modeled in all school settings.
  - Identify specific behaviors to illustrate the range of acceptable variations and limits.
  - Establish a process for identifying behavioral expectations. The leadership team develops a draft that is then taken to the faculty for discussion, revision as appropriate, and adoption.
  - Ensure the language used in the expectations is age appropriate for the students.
  - Ensure the expectations can be applied to academic and social behavioral outcomes.
  - Ensure the expectations are as independent from each other as possible. That is, the expectations do not overlap or say the same thing in different ways.
  
4. **Behavior Expectations Taught** - School-wide behavior expectations are a set of skills that should be taught. Using an instructional plan for teaching behavior with a wide range of applications has been well documented in research and best practice. In teaching expected behavior the following five steps are recommended:
  - **Explain** - provide adequate reasons and purposes for the particular behavior. Make sure that all students understand what is required of them and why you require it.
  - **Specify Student Behaviors** - that are discrete, sequential, and observable and expressed in words that children can understand.
  - **Practice** - teachers need to design practice activities, schedule practice sessions, and ensure all students have an opportunity to demonstrate and practice the expected behavior.
  - **Monitor** - provide students with opportunities to exhibit the behaviors independently in real situations. Monitor and provide feedback to determine if students need more practice.
  - **Review** - develop a system to review periodically the students' performance on the expected behaviors. Include formal and informal observations of the students' behavior.





**5. Acknowledge and Reinforce Appropriate Behavior** - modeling by faculty, through informal practices, that will increase the likelihood that students will maintain their efforts with the school-wide expectations:

- Act as role models for good behavior.
- Show respect and courtesy to each other.
- Continually emphasize positive aspects of the discipline plan.
- Solicit student input and involvement.
- 4:1 Rule.

**6. Monitor and Correct Behavior Errors** - In order to monitor and correct a full range of problem behaviors the system needs to have a continuum of procedures for addressing problem behavior that is either office-managed behavior, or staff-managed behavior. The basic approach for addressing problem behavior is to use the two step method for correcting errors:

- Logical and appropriate consequences are delivered to provide students with feedback that unacceptable behavior has occurred.
- Specific strategies are used to ensure that the students learn the expected behaviors.

**7. Data Based Decision Making** - Strong leadership is needed for effectual and efficient data management systems to be implemented and maintained. This leadership must be provided by the school site team, with the school administrator member on the team playing a major role. In developing a data management system for proactive school-wide discipline, the following components are crucial:

- Defining the role of the leadership team
- Knowing the purposes of an effective data management system
- Having guidelines in developing a data management system

**8. Family and Community Collaboration** - Family and community members can become most effective as partners when they function as partners in the educational process. When families consider themselves partners, they will contribute more significantly to the behavior planning process. Information is shared reciprocally as opposed to giving information to the parents/guardians. A two-way communication where parents/guardians contribute their ideas, concerns, and possible solutions increases the effectiveness of the behavior planning process. Parent/guardian education programs to support positive behavior are designed to increase their understanding and influence on their children's education.

**Be Polite**

*Say Please*

*Be Respectful*

**Be Responsible**

Be **KIND**

**Do Not  
TEASE**

**Be Responsible**

*Be Prompt*

**Say Thank You**

**Be Positive**

"We should behave to our friends as we would wish our friends to behave to us." *Aristotle*

## LIST OF EXHIBITS

- A** Guiding Principles for the School Community
- B** Culture of Discipline: Student Expectations
- C** School Climate Bill of Rights
- D** Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension
- E** Rubric of Implementation (ROI)
- F** School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Justice (RJ) Practices
- F1** School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Justice (RJ) Practices at School Sites
- G** Parents' Rights and Responsibilities to Ensure Your Childs' Success
- H** Parent and Guardian Responsibilities
- I** Student Tips
- J** School-Wide Positive Behavior Intervention and Support (SWPBIS) Complaint Process
- K** Sample Discipline Plan
- L** Rubric of Implementation (ROI) Resources





## 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.

### 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.

### 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.

### 2. RESPONSIBILITY

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

### 4. HONESTY

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

### 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  
for the  
School  
Community,

**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

**SAMPLE SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT DISCIPLINE PLAN**

Instructions for completing this sample SWPBIS plan:

1. Look for [highlighted brackets] and insert your school's information.
2. Throughout the document you will see references to inserting your school's name for your SWPBIS plan, (e.g., Kindness Policy, Discipline and Safety Plan, Go for The Gold, etc.) – this is the phrase that you use to refer to SWPBIS at your school. Additionally, we ask that you insert dates, time, and procedures as highlighted throughout the document.
3. Complete the manual in sections as you finalize details of your School-Wide Positive Behavior Intervention and Support plan.



## **CULTURE OF DISCIPLINE: STUDENT EXPECTATIONS**



- 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.**



# School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- School-Wide Positive Behavior Intervention and Support (SWPBIS)**  
Interventions that reduce suspensions, increase attendance, improve test scores and have support from all school personnel.
- Alternatives to suspension and positive behavior interventions and supports**  
Alternatives to suspension strategies will be used for all students in a consistent and age-appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense).
- School discipline and school-based arrest and citation data available for viewing**  
Every student and parent/guardian has a right to obtain school-wide monthly data on discipline via the District website including: suspension, involuntary transfer, opportunity transfer, expulsion, school-based arrests and citations. Such data will be provided in a manner designed to maintain the privacy of individual students.
- Restorative Justice (RJ) approaches that resolve student interpersonal conflict**  
Beginning in the 2015-2016 school year all schools will have developed and begun using RJ approaches as an alternative to traditional school discipline, when

appropriate, as an intervention consistent with the School-Wide Positive Behavior Intervention and Support strategies.

- A District SWPBIS Task Force**  
The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations for full implementation of SWPBIS.
- Guidelines regarding the roles and responsibilities of School Police Officers on campus**  
Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.
- A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**  
Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.







# School Climate Bill of Rights

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- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.

- **School discipline and school-based arrest and citation data available for viewing**

LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm

that was caused, and develop an agreement on how to restore

harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- **A District SWPBIS Task Force**

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.

- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**

Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.





## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

**The Discipline Foundation Policy:** School-Wide Positive Behavior Intervention and Support (SWPBIS) is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students. In order to support students in positive behavior, all schools are responsible to adopt, implement, and maintain Tier I supports in alignment with the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention Support and the School Climate Bill of Rights.

The most effective alternative to suspension is prevention. Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS is the explicit teaching of school-wide norms. If breaches of established norms do occur, additional support may be necessary.

### TIER I Universal



- Teach and model school-wide positive behavior expectations and procedures
- Positive reinforcement, recognition and rewards for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Collaboration with families
- Active supervision and monitoring

In keeping with the goals of AB 1729, other means of correction will be utilized for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915. (c). (Category I offenses) or when safety is at risk. This guide provides tiered alternatives which include Restorative Justice approaches that encourage the use of guided questions that help the parties reflect on any harm that may have been incurred because of the misconduct and specific actions that could be taken to restore harmony. Successful disciplinary practices should ensure that students have the opportunity to continue to be engaged in their school community and to reflect upon and learn from their mistakes. Tier II and Tier III interventions provide students with increasing support by offering students interventions that progress based on the need of the student. **This list is intended to provide guidance and is not inclusive of all possible alternatives** (Refer to BUL – 5655.3 Guidelines for Student Suspension published on October 10, 2016).

### TIER II Selected



- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I
- Target social skills instruction
- Behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support

### TIER III Targeted/Intensive



- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I and Tier II
- Alternatives to suspension (This does not apply to Category I offenses)
- Intensive academic support based on the student's level of need
- Intensive social skills counseling
- Individual behavioral student contract
- Develop intensive COST/SST goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning



## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.1a	<b>Caused physical injury to another person</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent /student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>
3.1b	<b>Attempted to cause physical injury to another person</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>
3.1c	<b>Threatened to cause physical injury to another person</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>





## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.2	<b>Marijuana possession for 1<sup>st</sup> offense of less than 1 oz.</b>	TIER II	• Parent/ student conference	TIER II	• Parent /student conference	TIER II	• Parent/student conference	TIER II	• Parent/student conference
		TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling
3.3	<b>Substitute of a controlled substance</b>	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference
		TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling
3.4	<b>Damaged/attempted to damage school or private property</b>	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution
		TIER III	• Individual Counseling • Parent Supervision • Community Service	TIER III	• Individual Counseling • Parent Supervision • Community Service	TIER III	• Individual Counseling • Parent Supervision • Community Service	TIER III	• Individual Counseling • Parent Supervision • Community Service
3.5	<b>Stole or attempted to steal school or private property</b>	TIER II	• Parent/ student conference • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Behavior Contract • Restitution
		TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices	TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices	TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices	TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices
3.6	<b>Possessed or used tobacco</b>	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference
		TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling
3.7	<b>Obscenity/profanity/vulgarity</b>	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract
		TIER III	• Parent Supervision • Individual Counseling	TIER III	• Parent Supervision • Individual Counseling	TIER III	• Parent Supervision • Individual Counseling	TIER III	• Parent Supervision • Individual Counseling



## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.8	<b>Drug paraphernalia</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent /student conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to drug education/counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to drug education/counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to drug education/counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to drug education/counseling</li> </ul>
3.9	<b>Disrupted school-wide activities (issued by an administrator)</b>	TIER II	<ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Parent Shadowing</li> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Parent Shadowing</li> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Parent Shadowing</li> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Parent Shadowing</li> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>
3.10	<b>Received stolen school or private property</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Restitution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Restitution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Restitution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Restitution</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Community Service</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Community Service</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Community Service</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Community Service</li> <li>Participation in Restorative Justice Practices</li> </ul>
3.11	<b>Imitation firearm</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> </ul>
3.12a	<b>Harassed/ threatened pupil based on race/ color/national origin (grade 4-12)</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Training on Cultural Sensitivity</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Training on Cultural Sensitivity</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Training on Cultural Sensitivity</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Training on Cultural Sensitivity</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>



## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.12b	<b>Harassed/ threatened pupil based on disability (grade 4-12)</b>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>
		<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>
3.12c	<b>Harassed/ threatened pupil based on other factors (grade 4-12)</b>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavior Journaling</li> <li>• Behavior Contract</li> </ul>
		<b>TIER III</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>
3.12d	<b>Harassed/ threatened a school District personnel (grade 4-12)</b>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Recovery Think Time Sheet</li> <li>• Behavior Contract</li> <li>• Parent/ student conference</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Recovery Think Time Sheet</li> <li>• Behavior Contract</li> <li>• Parent/ student conference</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Recovery Think Time Sheet</li> <li>• Behavior Contract</li> <li>• Parent/ student conference</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Recovery Think Time Sheet</li> <li>• Behavior Contract</li> <li>• Parent/ student conference</li> </ul>
		<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>
3.13	<b>Sexual harassment (grade 4-12)</b>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Recovery Time Think Sheet</li> <li>• Parent/student conference</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Reflective Behavior Journaling</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Reflective Behavior Journaling</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Reflective Behavior Journaling</li> </ul>
		<b>TIER III</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> </ul>



## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.14	<b>Hate violence (grade 4-12)</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>
3.15	<b>Terroristic threat (threat to cause death, great bodily injury)</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Threat Assessment</li> </ul>
3.16	<b>Willful use of force/ violence Not self-defense</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Alternative Programming (change teacher/class)</li> <li>Participation in Restorative Justice Practices</li> </ul>
3.17	<b>Harassed/ threatened/ intimidated witness</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Reflective Behavior Journaling</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> </ul>
3.19	<b>Selling or arranging to sell the prescription drug Soma</b>	TIER II	<ul style="list-style-type: none"> <li>Parent Conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent Conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent Conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent Conference</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> <li>Referral to Student Support and Progress Team (SSPT)</li> </ul>



## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.20	<b>Hazing</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> </ul>
3.21a	<b>Bullying/cyber toward a pupil based on sex</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>
3.21b	<b>Bullying/cyber toward a pupil based on race/ color/national origin</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Recovery Think Time Sheet</li> <li>• Behavior Contract</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>





## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.21c	<b>Bullying/cyber toward a pupil based on disability</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Reflective Behavioral Journaling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Individual Counseling</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Reflective Behavioral Journaling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Individual Counseling</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Reflective Behavioral Journaling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Individual Counseling</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>
3.21d	<b>Bullying/cyber toward a pupil based on other factors</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Reflective Behavioral Journaling</li> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Reflective Behavioral Journaling</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> <li>• Alternative Programming (change teacher/class)</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Reflective Behavioral Journaling</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> <li>• Alternative Programming (change teacher/class)</li> </ul>
3.21e	<b>Bullying/cyber toward school personnel</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/ student conference</li> <li>• Reflective Behavioral Journaling</li> <li>• Individualized Student Safety Plan</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Reflective Behavioral Journaling</li> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Threat Assessment</li> </ul>



## GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.22	<b>Aided or abetted the infliction of physical injury to another</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Recovery Time Think Sheet</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Participation in Restorative Justice Practices</li> </ul>
2.1	<b>Serious physical injury/not self-defense</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>
2.2	<b>Knife or other dangerous object</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Practices</li> </ul>
2.3	<b>Controlled substance except marijuana 1<sup>st</sup> offense &lt;1 oz counter/prescribed meds</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Behavior Contract</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/ counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Referral to drug education/counseling</li> </ul>
2.4	<b>Robbery/ extortion</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Restitution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Restitution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Restitution</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Restitution</li> </ul>
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>
2.5	<b>Assaulted/battered school employee</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> <li>Teach social skills addressing the behavior</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/ student conference</li> </ul>	<ul style="list-style-type: none"> <li>Threat Assessment</li> </ul>		<ul style="list-style-type: none"> <li>Threat Assessment</li> </ul>	
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Threat Assessment</li> </ul>				

Depending on the severity of the infraction, suspension and law enforcement intervention may legally be the required consequence. For complete information, please refer to BUL-6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, published on February 14, 2014.

Key Feature	1	2	3	4	Score
<b>Administrative Leadership and Support</b>	<input type="checkbox"/> Administrator(s) does not actively support the SWPBIS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBIS/Discipline Review team. <input type="checkbox"/> SWPBIS is on the agenda at <b>some</b> faculty meetings. <input type="checkbox"/> SWPBIS is addressed in <b>some</b> staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBIS Discipline Review / team. <input type="checkbox"/> SWPBIS is on the agenda at <b>all</b> faculty meetings. SWPBIS is addressed in <b>all</b> staff and parent newsletters.	
<b>Team Based Implementation</b>	<input type="checkbox"/> No SWPBIS/Discipline Review team is established.	<input type="checkbox"/> A SWPBIS/Discipline Review team is established and meets at least 2 times per year.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBIS/Discipline Review team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, a Student (High School Only) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBIS/ Discipline Review team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
<b>Behavioral Expectations Defined</b>	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>some</b> of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>all</b> of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in <b>most</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in <b>all</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	

Key Feature	1	2	3	4	Score
<b>Behavior Expectations Taught</b>	<input type="checkbox"/> No documented plan for the teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations, to all students (Behavior/Procedure Fair, Assemblies, skits, homeroom/advisory lessons, etc.).	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, etc.). <input type="checkbox"/> There is a documented system for on-going review of expectations on weekly to monthly basis. <input type="checkbox"/> The school has developed strategies to involve families/community with the teaching of the expectations.	
<b>Acknowledge and Reinforce Appropriate Behavior</b>	<input type="checkbox"/> There is not a consistent acknowledgment/reinforcement system in place.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>50%</b> of the staff.	<input type="checkbox"/> The documented acknowledgement/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>75%</b> of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>90%</b> of staff. <input type="checkbox"/> A ratio of 4(+): 1(-) is in place to acknowledge students, staff and families.	
<b>Monitor and Correct Behavioral Errors</b>	<input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least <b>50%</b> of school staff. <input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.)	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least <b>75%</b> of school staff and documented. <input type="checkbox"/> At least <b>75%</b> of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.).	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least <b>90%</b> of school staff and documented. <input type="checkbox"/> At least <b>90%</b> of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.). <input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders.	

Key Feature	1	2	3	4	Score
<b>Data Based Decision Making</b>	<input type="checkbox"/> <b>MiSiS</b> discipline data is not reviewed to make decisions.	<input type="checkbox"/> <b>MiSiS</b> discipline data is reviewed but not used to make decisions.	<input type="checkbox"/> <b>MiSiS</b> is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses <b>MiSiS</b> and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year. <input type="checkbox"/> <b>MiSiS</b> data is shared with school staff at least 2 times per school year.	<input type="checkbox"/> <b>MiSiS</b> is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses <b>MiSiS</b> data and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year. <input type="checkbox"/> The SWPBIS/Discipline Review team reviews <b>MiSiS</b> discipline data at their monthly team meetings. <input type="checkbox"/> <b>MiSiS</b> data is shared with school staff at least 3 or more times per school year.	
<b>Family and Community Collaboration</b>	<input type="checkbox"/> There is no family/community involvement in the SWPBIS system.	<input type="checkbox"/> A family/community member is <b>inconsistently</b> part of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>2</b> times per school year.	<input type="checkbox"/> A family/community member is an <b>active</b> member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>5</b> times per school year.	<input type="checkbox"/> A family/community member is a <b>consistent</b> member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>8</b> times per school year.	
TOTAL SCORE					

*Rubric of Implementation completed by:*

\_\_\_\_\_  
Principal (Signature)

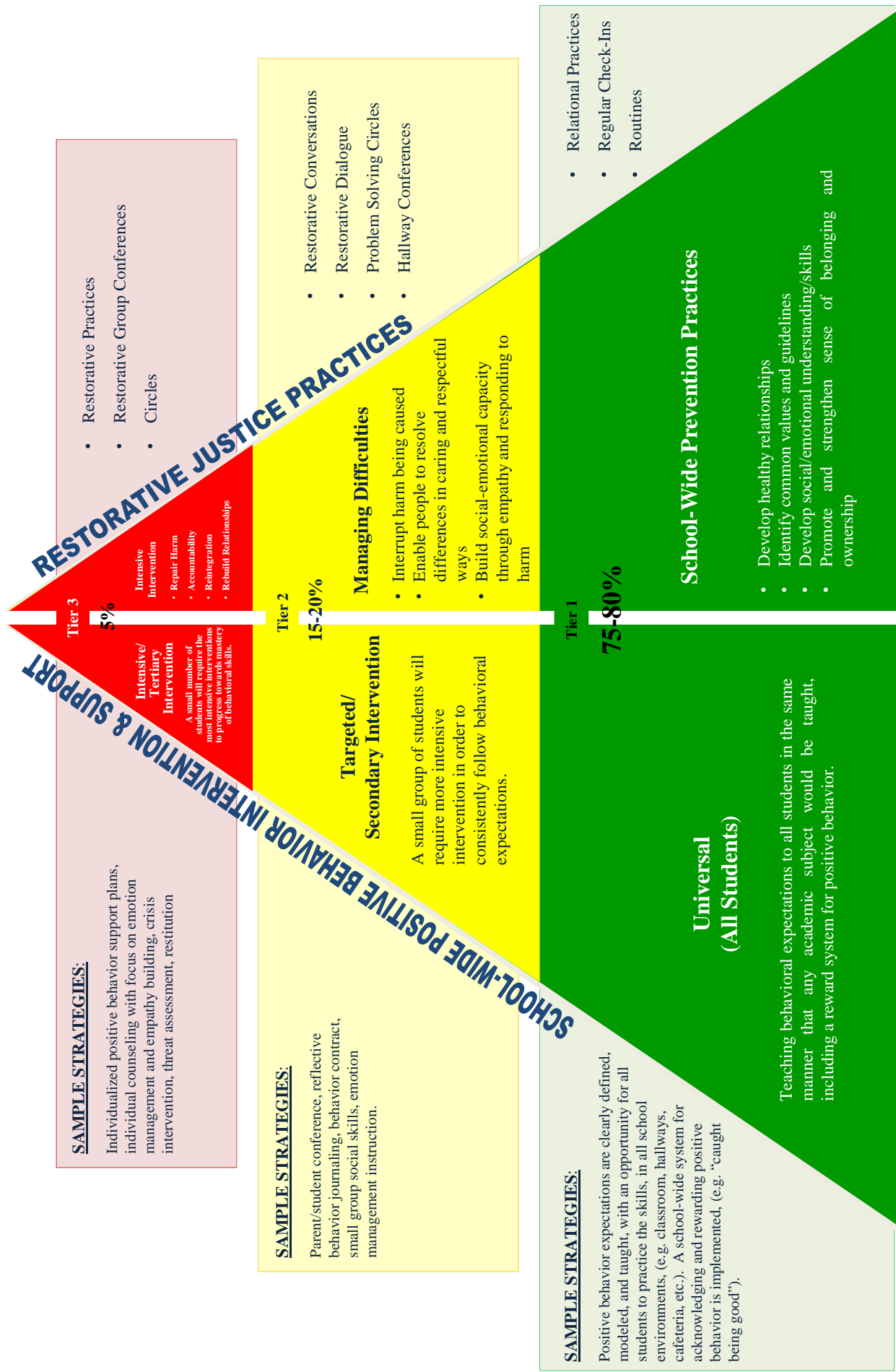
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School Operations (Signature)

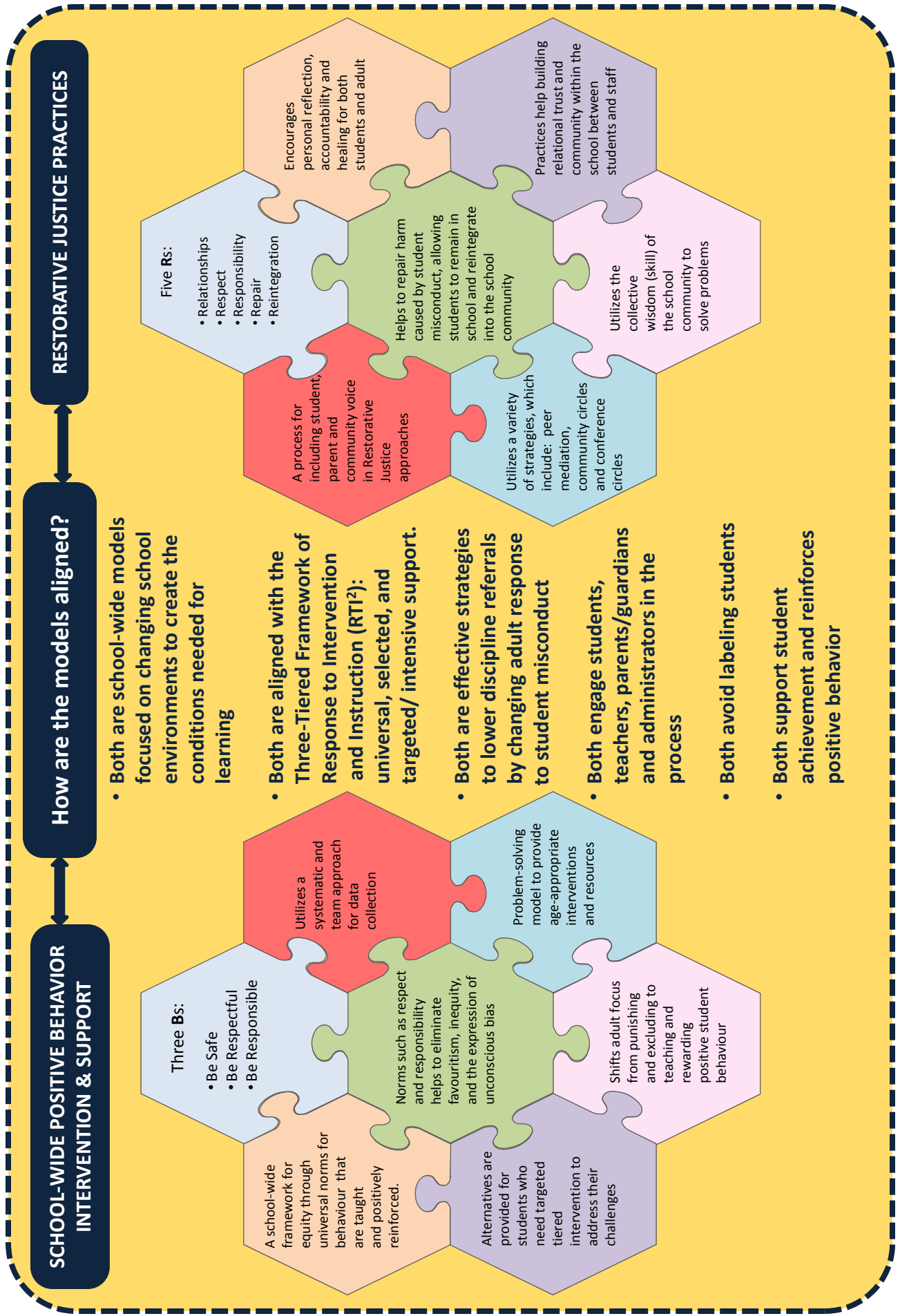
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# School-Wide Positive Behavior Intervention and Support and Restorative Justice Practices



# School-Wide Positive Behavior Intervention and Support and Restorative Justice Practices at School Sites





## Parents' Rights and Responsibilities To Ensure Your Child's Success

**Parents as Equal Partners in the Education of Their Children**, a resolution adopted by the Board of Education in December 2010, embraces family strengths and assets as essential to the academic success of students, and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and schools accept responsibility for student success and commit to a partnership that:

- ♦ **Maintains high expectations for student achievement**
- ♦ **Ensures all children are college and career ready**
- ♦ **Promotes productive conversation and collaboration**
- ♦ **Reflects mutual respect and support for each other**

### Parents Have The Right To:

- ♦ A free, quality education that honors their child's learning and achievement
- ♦ An education that prepares their child for college and 21st century careers
- ♦ A welcoming environment that values family assets and contributions to learning
- ♦ Know the school's expectations, educational programs, policies and procedures
- ♦ Translation services in order to communicate effectively with school staff
- ♦ Their school's Report Card to assess the quality of their child's school
- ♦ Know their child's progress and performance and how to access support when needed.
- ♦ Visit their child's classroom and develop partnerships with teachers and staff
- ♦ Learning opportunities so they can support education at home and at school
- ♦ File a formal complaint when necessary, without fear of reprisal

### Parents Have The Responsibility To:

- ♦ Promote literacy, high achievement, and a love of learning at home
- ♦ Ensure their child attends school every day, on time, and is ready to learn
- ♦ Monitor and guide their child's academic progress to ensure success
- ♦ Seek tutoring and other learning supports for their child when needed
- ♦ Explore all campus options and school choices available to their child
- ♦ Conference with teachers and other school staff about their child's education
- ♦ Participate in school meetings and activities to be informed about the school
- ♦ Express their level of satisfaction through the annual School Experience Survey
- ♦ Provide pertinent information about their child as requested by the school
- ♦ Advocate for their child's education and for the school's well-being



**Families Matter!**  
Student Achievement Starts Here!





Parents/guardians and schools are partners in children's education. As you are the most important persons and strongest influence on the behavior of your children, both at home and at school. How parents handle discipline at home affects a child's behavior at school. Review the tips below:

1. Read *Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. Learn the school's rules and be sure you and your children understand and follow them.
2. Involve your children in the establishment of rules in the home. Be clear about rules, including rewards and consequences. Rules should be simple, age-appropriate, and clearly explained.
3. Participate in your children's education, help them with homework, communicate with their teachers, attend school function, such as, parent conferences, classroom programs, exhibitions of student work, and PTA.
4. Set appropriate limits on your children's behavior. Hold them responsible for their actions. Enforce rewards and consequences consistently.
5. Use a positive approach when disciplining your children. Children who hear three times as many positive comments as negative ones are more likely to flourish in life. Say, "do this" more than "don't do that."
6. Help your children develop a network of trusted adults. If you are parenting alone, look for adult role models of both genders who can be positive mentors for your children.
7. Help your children understand the value of accepting individual differences.
8. 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 pause and then demonstrate the appropriate reaction and, speak about the issue.
9. Teach your children to resolve problems. Good listening skills, honest communication, conflict resolution skills, and patience will help your children be resilient (able to bounce back from setbacks).
10. Teach your children stamina, endurance, and high expectations. The most important skill for academic success is the willingness to keep working even when it is difficult.
11. Help your children express anger without verbal attacks or physical violence. Be careful with your words. Words can hurt or they can heal. Choose carefully.
12. Acknowledge your children's accomplishments, efforts, improvements.
13. Model respect for differences. Recognize the dignity in all persons.
14. Keep open communication with your children. Meet your children's friends. Always know where your children are and who they are with.
15. Participate in your children's education. Help them with their homework, communicate with their teachers, and attend school functions, such as, parent conference, classroom programs, exhibitions of student work, and PTA.
16. Be a positive role model. You are your children's first role model and your behavior is the basis for establishing your expectations.
17. Treat school personnel and District employees with respect and expect them to treat you and your children with respect



# STUDENT TIPS

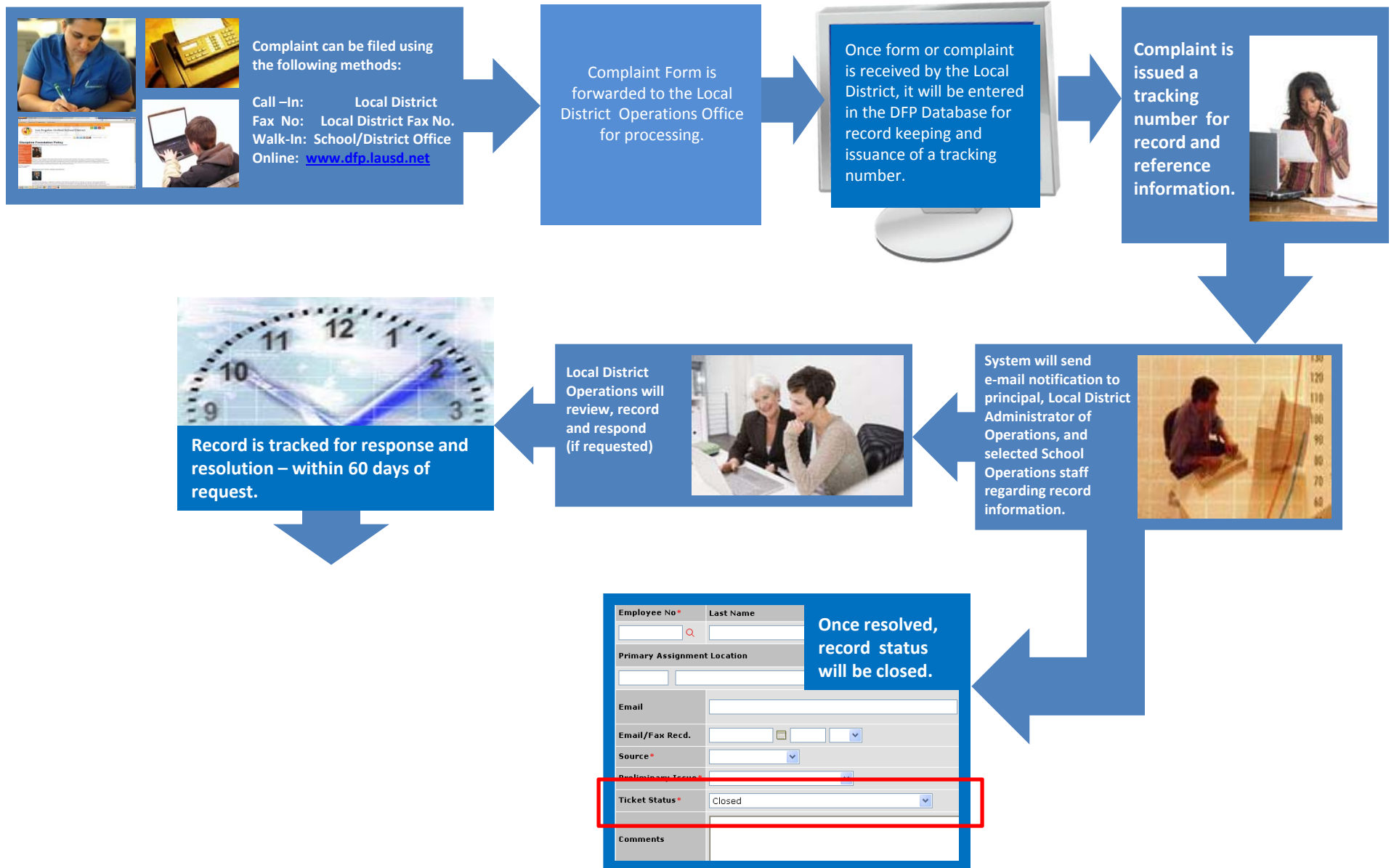
Students are the most influential group for making a safe and welcoming school climate. A school campus is a reflection of the students and staff who make up the community. Below are several tips for students to help themselves, their school, and their school community:

1. Follow school and classroom rules and encourage others to do so also.
2. Read and follow *A Culture of Discipline: Guiding Principles for the School Community* and *A Culture of Discipline: Student Expectations*.
3. Celebrate the differences between people.
4. Model respectful language and actions.
5. Treat others the way you want to be treated.
6. Avoid potentially dangerous situations and report unsafe, unhealthy conditions and bullying to an administrator.
7. Participate in school activities. Join clubs and sports teams at school and in your community.
8. Your ideas, thoughts and opinions are important and valued. Consider leadership opportunities.
9. Get involved in your community. Make a difference in someone's life.
10. Communicate with your parents/guardians. Let them know what is going on in your life. Always tell them where you are going and introduce them to your friends.
11. Get help when you need it. Don't wait for a problem to get too big before you tell your parent/guardian or a trusted adult.
12. Find a trusted adult who will mentor and support you in achieving your dreams.
13. Be honest. Tell the truth. Keep your word. Act with integrity. Accept responsibility for your behavior. Hold high expectations for yourself.
14. Recognize the power of language – words can hurt or words can heal. Choose wisely.
15. Be proud of what you achieve. Inspire others to be their best also.





# DISCIPLINE FOUNDATION POLICY COMPLAINT PROCESS





## SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT COMPLAINT PROCESS

### I. Purpose

To ensure that:

- The parents, students, employees, and community members understand how to submit complaints regarding the [School Discipline Policy and School Climate Bill of Rights](#), as stated in the adopted board resolution.
- The complaint process can be accessed by everyone, regardless of race, ethnicity, age, gender, sexual orientation or disability.
- The District maintains effective and transparent procedures for reporting, investigating and resolving complaints.

### II. How to file a complaint and receive a response

Complaints regarding the School Discipline Policy and School Climate Bill of Rights can be submitted by:

- Complaint Form – available at schools and online from the District's website (<https://dfp.lausd.net>)
- Online – access link at <https://dfpcomplaint.lausd.net>
- Fax – Local District Office
- Call-in – Local District Office
- Mail – Local District Office

#### **Local District Northwest**

6621 Balboa Blvd.  
Lake Balboa, CA 91406  
Tel. No. (818) 654-3600

#### **Local District East**

2151 N. Soto Street  
Los Angeles, CA 90032  
Tel. No. (323) 224-3100

#### **Local District Central**

333 S. Beaudry Ave., 11<sup>th</sup> Fl  
Los Angeles, CA 90017  
Tel. No. (213) 241-0126

#### **Local District Northeast**

8401 Arleta Ave.  
Sun Valley, CA 91352  
Tel. No. (818) 252-5400

#### **Local District West**

11380 W. Graham Pl.  
Los Angeles, CA 90064  
Tel. No. (310) 914-2100

#### **Local District South**

1208 Magnolia Ave.  
Gardena, CA 90247  
Tel. No. (310) 354-3400

To receive an answer in writing, please provide contact information and select the option to request a response. Please note that the 60-day timeline for reviewing the complaint begins when a District office receives the form.

### III. How to file an anonymous complaint?

Complaints may be filed anonymously. If no contact information is provided, the complaint will be investigated but no written response will be returned.

### IV. Timelines for processing complaints

A written response to the complaint will be sent within 60 days of being submitted. Barring events beyond the District's control, extra time may be needed to complete the investigation, not to exceed 120 days. If

necessary, the District Office will provide in writing the additional time required to respond.

#### **V. How to file an appeal?**

The resolution can be appealed in writing to the Associate Superintendent, District Operations within 30 days after a decision has been received. The appeal, once filed, will be returned within 30 days in writing.

#### **VI. Complaint Tracking System and Report**

All complaints will be tracked through the Discipline Foundation Policy Complaint System, and assigned a reference number.

A semi-annual report will be distributed to Board Members, the Superintendent and appropriate District administrators. These reports, which will be presented at a public board meeting, include the following:

1. Total number of complaints
2. Type of complaints
3. Complaints per District Office
4. Complaints per school
5. Timeline for completing each complaint, and if the deadline was met



## SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT COMPLAINT FORM

DATE/TIME STAMP – SCHOOL/OFFICE ONLY:

Please complete all information requested on this form. Be sure to select the option to request a response and provide contact information. The complaint also can be filed anonymously, but leave out any contact information.

Date: \_\_\_\_\_

**CONTACT INFORMATION**
☐ I request a response (Do not check if remaining anonymous)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home No. \_\_\_\_\_ Work or Cell No. \_\_\_\_\_

Email: \_\_\_\_\_

**COMPLAINT**

School's Name: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Local District Office \_\_\_\_\_

**COMPLAINANT REPORTS THAT:**

- ☐ Parents are not part of the implementation efforts for School-Wide Positive Behavior Intervention and Support.
- ☐ Training is not available for parents on School-Wide Positive Behavior Intervention and Support.
- ☐ School-based team approach is not used at the school site.
- ☐ The school does not have a clear set of positive behavior rewards and system in place.
- ☐ Behavior expectations are not defined and taught to all students.
- ☐ Alternatives to suspension are not used with students.
- ☐ The school does not share student discipline data with the school community.

Please provide details that may be helpful in reviewing your complaint.

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**TO SUBMIT A COMPLAINT:**

This form may be submitted to the Local District Office, Administrator of Operations, either online at <https://dfpcomplaint.lausd.net>, or by fax, mail or phone. Please choose one of the following:

**Local District Northwest**

6621 Balboa Blvd.  
Lake Balboa, CA 91406  
Tel. No. (818) 654-3600

**Local District East**

2151 N. Soto Street  
Los Angeles, CA 90032  
Tel. No. (323) 224-3100

**Local District Central**

333 S. Beaudry Ave., 11<sup>th</sup> Fl  
Los Angeles, CA 90017  
Tel. No. (213) 2241-0126

**Local District Northeast**

8401 Arleta Ave.  
Sun Valley, CA 91352  
Tel. No. (818) 252-5400

**Local District West**

11380 W. Graham Pl.  
Los Angeles, CA 90064  
Tel. No. (310) 914-2100

**Local District South**

1208 Magnolia Ave.  
Gardena, CA 90247  
Tel. No. (310) 354-3400

**Please note the 60-day timeline for the District to review and respond begins when the complaint is**

**SAMPLE SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT DISCIPLINE PLAN**

Instructions for completing this sample SWPBIS plan:

1. Look for [highlighted brackets] and insert your school's information.
2. Throughout the document you will see references to inserting your school's name for your SWPBIS plan, (e.g., Kindness Policy, Discipline and Safety Plan, Go for The Gold, etc.) – this is the phrase that you use to refer to SWPBIS at your school. Additionally, we ask that you insert dates, time, and procedures as highlighted throughout the document.
3. Complete the manual in sections as you finalize details of your School-Wide Positive Behavior Intervention and Support plan.





## Sample Letter to Parents

### **[Insert letter from the Principal about SWPBIS at your school]**

Dear Parents/Guardians,

Welcome to [insert school name]. Our school is committed to creating a positive learning environment where students are academically and socially successful. As part of our strategic plan, we are implementing School-Wide Positive Behavior Intervention and Support, a nationally validated framework for creating a positive school climate.

At [insert school name] we refer to this approach as [insert your plan name, e.g. Kindness Policy, Discipline and Safety Plan, Go for the Gold, etc.]. School-Wide Positive Behavior Intervention and Support (SWPBIS) framework is associated with increases in positive student outcomes such as increased instructional time/time on task; as opposed to decreased misbehaviors/conduct infractions measured by office referrals and suspension data.

Through a collaborative team process, we have determined that [insert name of plan] is a priority at [insert school name] and all staff will implement the procedures described in this manual. Only through consistent and genuine implementation of the practices described will we be able to achieve the types of positive outcomes we want to see at [insert school name].

This year is going to be great! We are looking forward to exciting opportunities to work collaboratively and support students as we continue to be the best educators possible as we prepare our students to be college prepared and career ready. I look forward to our partnership efforts and welcome your input and involvement. I invite you to email me at [insert email] to offer suggestions, ideas and constructive feedback.

Thank you for your commitment to our students by working as part of an educational team to make [insert school name] the best it can be.

Signed by the Principal



## **Los Angeles Unified School District**

(Your school name)

[Insert your tagline/identity statement and logo] (e.g., Kindness Policy, Discipline and Safety Plan, Go for the Gold, etc.)

### **Sample SWPBIS Plan**

#### **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

**The Basis for [Insert Your tagline or identity statement, e.g. our Kindness Policy]**

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time. All LAUSD students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influences student learning and well-being. School-Wide Positive Behavior Intervention and Support (SWPBIS), is a District initiative and policy nationally recognized as a multi-tiered intervention framework. SWPBIS focuses on interventions that reduce suspensions, increase attendance, improve test scores and have support from all school personnel.

School-Wide Positive Behavior Intervention and Support (SWPBIS) is a framework for creating safer, more effective schools. Attention is given to creating and sustaining a continuum of school-wide instructional support in behavior so that misconduct becomes less effective, efficient, and relevant and desired behavior becomes more functional. The process focuses on improving a school's ability to teach and support positive behavior for all students. SWPBIS provides a framework for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. SWPBIS includes school-wide procedures in processes intended for all students, all staff, and in all settings.

Research demonstrates that schools with a positive social climate are associated with fewer occurrences of misbehavior and better student performance outcomes (e.g., achievement and attendance). Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. While a positive school climate benefits all students, students with individuated behavior support planning needs particularly benefit when school environments are positive, welcoming, and supportive of individual needs.

Discipline begins at the universal level with Positive Behavior Support Intervention and Support. A major advance in school-wide discipline is the emphasis on school-wide systems of support. These include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive environments. The three-tiered school-wide positive behavior intervention and support model includes:

### **Tier I—Universal**

*All Students:* Behavioral expectations are taught to all students in the same manner as any academic subject, including a reward system for positive behavior.

Sample strategies may include:

Positive behavior expectations are clearly defined, modeled, and taught, with an opportunity for all students to practice the skills, in all school environments, (e.g. classroom, hallways, cafeteria, etc.) A school-wide system for acknowledging and rewarding positive behavior is implemented, (e.g. “caught being good”).

### **Tier II—Selected**

*Selected Students:* A small group of students will require additional intervention in order to follow behavioral expectations consistently.

Sample strategies such as parent/student conference, reflective behavior journaling, behavior contract, and small group social skills training may be included.

### **Tier III—Targeted/Intensive**

*Targeted/Intensive:* Highly specialized and individualized alternatives to suspension for students documented as unresponsive to Tier I and Tier II.

Sample strategies may include:

Individualized positive behavior support plans, individual counseling with focus on emotion management and empathy building, crisis intervention, threat assessment, and restitution.

School-Wide Positive Behavior Intervention and Support (SWPBIS) is implemented in school districts across the United States. When implemented with fidelity, a multi-tiered intervention framework can help schools achieve important outcomes:

1. Increase in instructional time
2. Decreases in referrals to the office for all students including students with IEPs
3. Decreases in out of school suspensions for all students and students with IEPs
4. Increase in the use of function-based planning to support students engaging in repeated behavior problems
5. Increases in staff’s consistent use of expectation language and conduct referral procedures



## **[Insert your school-wide expectations]**

School-wide expectations may consist of items such as safety, respect, and responsibility, defined consistently in terms of observable behaviors modeled, taught to and practiced by students in classroom and non-classroom areas. **A maximum of 3-6 behavioral expectations stated positively established, defined and clearly visible in all of the common areas.** *Note to Schools – find an additional example on the Discipline Foundation Policy website: [dfp.lausd.net](http://dfp.lausd.net)*

<p><b>Location</b> (e.g. Hallways)</p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>	<p><b>Location</b> (e.g. Front Office)</p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>
<p><b>Location</b> (e.g. Cafeteria)</p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>
<p><b>Location</b> (e.g. Library)</p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>
<p><b>Location</b> (e.g. Playground/Quad Area)</p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>	<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• [Insert behavior expectations]</li> </ul>

Staff will model, teach, and have students practice the behavioral expectations, in each of the school's classroom and non-classroom areas. Our school will teach the behavior expectations on \_\_\_\_\_ during the \_\_\_\_\_ week (ideally the first week) of school, and documented by \_\_\_\_\_ in our SWPBIS records. Review of behavior expectations will occur on a weekly to monthly basis, depending on the needs of the students. Each team member knows his/ her role and responsibility as part of the team for maintaining appropriate documentation.

School behavior expectations will be included in the District Parent-Student Handbook given to parents during the first month of school. Updates on the SWPBIS efforts are communicated through monthly newsletters, brochures, Blackboard Connect, council meetings, at open house, and parent meetings, at least **8 times** each year.

## [School Wide Expectations] A Description for Students

Everyone (students and staff) at [insert school name] is expected to [your school wide expectations, e.g. be safe, respectful and responsible]. Every August, and periodically throughout the year, students and staff participate in activities to learn and review what the [insert plan name] looks like. If you need a reminder, you should look for a [tagline or identity statement] poster that will list your behavior expectations in that setting/area.

## [Insert incentive name] Description for the Reward System

Teachers and Staff are always on the lookout for students following the [tagline or identity statement.] When they catch you demonstrating a [tagline or identity statement] expectation, you may receive a [name of your incentive] that looks like this:

[Insert your incentive]

Teachers and staff will be handing out [name of your incentive] **many times each day** to students demonstrating [tagline or identity statement] expectations. You will never know when a [name of your incentive] is coming and you will not get one every time you are meeting the [school-wide expectations].

- When you get a [name of your incentive] put it in the [incentive receptacle] located in the [location]. Here is what we will be doing with the tickets:



### Weekly Drawings

- **When:** Every [insert day and time], 3 names will be pulled from the incentive receptacle.
- **How:** [describe the procedure for pulling and announcing names]
- **What:** [describe what students do once their name is called – how do they get their incentive. *What are some examples of incentives?*]

### Monthly Drawings

- **When:** Each week all incentives will be collected and put into [designated receptacle]. Every [insert monthly day and time] 3 names will be picked from the receptacle.
- **How:** [describe the procedure for pulling and announcing names]
- **What:** [describe what students do once their name is called – how do they get their incentive. *What are some examples of incentives?*]

### Quarterly Recognition

- **When:** Each week all incentives will be collected and put into [designated receptacle]. Every [insert quarterly day and time] 3 names will be picked from the school-wide
- **How:** [describe the procedure for pulling and announcing names]
- **What:** [describe what students do once their name is called – how do they get their incentive. *What are some examples of incentives?*]

### Positive Student Recognition

Many of our students demonstrate exceptional character and [insert tagline or identity statement] we want to recognize their special contribution to our community. A teacher or staff member who wants to recognize a student for exceptional character or demonstration of the expected behavior submits the Positive Student Recognition [insert tagline or identity statement].

*Describe the procedures for notifying a student and describe what you will do with the Positive Student Recognition (e.g., put in file for college recommendation; post on a lobby bulletin board, etc.).*

[Insert the Positive Student Recognition]



[Tagline or Identity Statement]  
[School Wide Expectations]  
**Description for Teachers/Staff**

**Procedures for Distributing [insert incentive name] to Students**

Teachers/Staff members seeing students demonstrate [insert tagline or identity statement], may give the student a [insert incentive name] and provide the student with a positive statement about why they are receiving the incentive. When distributing incentives remember these important points:

- [Insert incentive name] are distributed to any student in the school.
- Always provide a social praise statement that tells the student exactly why they are receiving the incentive. "Thank you for being prepared today," or "Thanks for helping your classmate."
- Remember to write the student's name on the incentive and sign your name.
- Use the incentive as a strategy to increase a positive behavior you would like to see in individual students or for your class.
- Use the incentive to motivate students by establishing a goal to achieve up front (e.g., Let's work on coming to class prepared to meet the goal of....) and avoid using the incentive to 'bribe' students in the moment (e.g., "Finish your work and I'll give you an incentive"). The incentives are a way to motivate students.
- Use the incentive to reinforce a behavior you just observed the student perform (e.g., Helping another student, holding the door, etc.).
- **Remember to use the 4:1 rule – Use 4 positive statements for every corrective statement.**

**Celebrating Staff**

- Our staff works hard and we want to thank you for all you do!
- Each day teachers and staff will be handing out [insert incentive name] to students who demonstrate [insert school-wide expectations].
- Each week, students will put their incentives into [the designated receptacle] and names are selected and announced. Those students are eligible to choose an incentive from the options available. *(See the student description for more information about when and how names are selected.)*
- Optional: Staff will receive incentives monthly. *[Describe the process for staff being selected once a month for receiving an incentive.]*
- Optional: Staff Appreciation Day(s). Once or twice a year we will have staff appreciation day where students will be able to give [insert incentive name] to staff. *[Describe your procedures for staff appreciation days.]*

## Suggestions for Handing out [Incentive Name]

Use Incentives to increase a behavior you want to see more of from your students. Give out an incentive for anything for which you would say *'Thank You.'*

<p><b>Hand out [Insert Recognition Incentive Name] when students have positive interactions with staff</b></p>	<ul style="list-style-type: none"> <li>• Being helpful to adults or peers</li> <li>• Accepting responsibility for your own actions</li> <li>• Carrying a hall pass when necessary</li> <li>• Quickly getting started on an assignment</li> <li>• Having all materials for class</li> <li>• Turning in an assignment on time</li> <li>• Getting assignment information independently after an absence</li> <li>• Entering the classroom quickly and beginning the assignment</li> <li>• Following directions given by staff</li> <li>• Submitting class work, projects, and homework assignments on time</li> <li>• Entering or exiting an area quietly and orderly</li> <li>• Working quietly on a difficult task</li> </ul>
<p><b>Hand out [Insert Recognition Incentive Name] when students have positive interactions with peers</b></p>	<ul style="list-style-type: none"> <li>• Apologizing when necessary</li> <li>• Including others into a group setting</li> <li>• Dealing with an upsetting or frustrating situation appropriately</li> <li>• Helping a student catch-up after being absent</li> <li>• Asking before using something that belongs to others</li> <li>• Going from one topic to another smoothly</li> <li>• Showing concern for others</li> <li>• Working well in a group</li> <li>• Congratulating another student who received a good grade or won a contest</li> <li>• Waiting for your turn patiently</li> <li>• Assisting new students</li> </ul>
<p><b>Hand out [Insert Recognition Incentive Name] for following rules and routines</b></p>	<ul style="list-style-type: none"> <li>• Raising his/her hand to answer a question or talk</li> <li>• Walking in the halls quietly and staying on the right</li> <li>• Telling an adult about an unsafe situation or safety issue</li> <li>• Working on a task quietly and diligently</li> <li>• Using computers, laptops, iPads, or other materials appropriately</li> <li>• Lining up quickly and quietly when signaled</li> <li>• Being on time</li> <li>• Throwing out/ recycling garbage in the cafeteria</li> <li>• Playing safely on the playground or gym</li> <li>• Keeping his/her hands to themselves when walking in the hallway</li> <li>• Listening quietly to a speaker</li> <li>• Helping with school beautification projects</li> <li>• Holding the door for others</li> <li>• Being a problem solver</li> <li>• Doing your best work</li> <li>• Using appropriate tone of voice throughout different school scenarios</li> <li>• Using good manners (i.e., "Please" and "Thank you")</li> <li>• Speaking politely to another student or staff member</li> <li>• Indicating a difference of opinion in a respectful way</li> <li>• Using time wisely</li> </ul>

[Insert your tagline/identity statement and logo] (e.g., Kindness Policy, Discipline and Safety Plan, Go for The Gold, etc.)

***“I have read and discussed the Discipline Plan in this handbook with my child and will be responsible for helping to support these standards and enhance my child’s educational experience.”***

Please sign below, along with your child and return this page to your child’s teacher.

***THANK YOU FOR YOUR COOPERATION!***

Teacher’s Name \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Child’s Signature: \_\_\_\_\_

Parent’s/Guardian’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal’s Signature: \_\_\_\_\_

## RUBRIC OF IMPLEMENTATION (ROI)

Here are the documents needed to support Key Features of the ROI:

### ADMINISTRATIVE LEADERSHIP AND SUPPORT:

1. Thirteen strategies that principals need to effect change
2. Sample letter to parent
3. ROI Planning Guide
4. Effective Behavior Support (EBS) Survey
5. News Letter
6. Back-to-School agenda
7. Invitation to invite parents to become members of the SWBIS Committee
  - Agendas
  - Minutes
  - Sign-In Sheets
  - Action Plans

### TEAM BASED IMPLEMENTATION

- Agendas
- Minutes
- Sign-In Sheets
- Action Plans

### BEHAVIORAL EXPECTATIONS DEFINED

- Posted list of 3-6 Positive Expectations

### BEHAVIORAL EXPECTATIONS TAUGHT

- Sample Action Plan
- Active Rule Teaching Activity
- Sample Student Expectation Assembly Schedule

### ACKNOWLEDGE AND REINFORCE APPROPRIATE BEHAVIOR

- Sample Parent Letter
- School-Wide Token/Ticket System
- Go for the Gold!
- Awards Assembly – Ideas to acknowledge appropriate behavior

### MONITOR AND CORRECT BEHAVIORAL ERRORS

- 90% of staff can clearly articulate the process for behavior handled in the classroom and behavior referred out

### DATA BASED DECISION MAKING

- System in place to track discipline data: office discipline referrals, suspensions, opportunity transfer, and expulsion

### FAMILY AND COMMUNITY COLLABORATION

- Updates communicated through newsletter, brochures, open house, parent meetings, etc. at least eight times per school year



## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

### ROI PLANNING GUIDE

#### SAMPLE FORMS

- ROI Planning Guide Including Key Features

**Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support**  
**Rubric of Implementation Planning Guide**  
**Eight Key Features**

School: \_\_\_\_\_ Date \_\_\_\_\_

Key Feature	Describe what is currently in place	Strategies to expand implementation at your school	By When	By Whom	Status (Achieved, In Progress, <u>N</u> ot Started)
Administrative Leadership and Support <input type="checkbox"/>					
Team Based Implementation <input type="checkbox"/>					
Behavior Expectations Defined <input type="checkbox"/>					
Behavior Expectations Taught <input type="checkbox"/>					

**Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support**  
**Rubric of Implementation Planning Guide**  
**Eight Key Features**

Key Feature	Describe what is currently in place	Strategies to expand implementation at your school	By When	By Whom	Status (Achieved, In Progress, Not Started)
Acknowledge and Reinforce Appropriate Behaviors <input type="checkbox"/>					
Monitor and Correct Behavioral Errors <input type="checkbox"/>					
Data Based Decision Making <input type="checkbox"/>					
Family and Community Collaboration <input type="checkbox"/>					

## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

# EFFECTIVE BEHAVIOR SUPPORT (EBS) SURVEY

## SAMPLE FORMS

- Purpose of the EBS Survey
- EBS Survey Checklist

# **Effective Behavior Support (EBS) Survey**

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University of Oregon

## **Purpose of the Survey**

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, and playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems. Survey results should be summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decisions making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation

## **Who completes the survey?**

Initially, the entire staff in a school completes the survey. In subsequent years and as an ongoing assessment and planning tool, the survey can be completed in several ways:

- All staff at a staff meeting
- Individuals from a representative group
- Team member led focus group

## **When and how often should the survey be completed?**

Since the survey results are used for decision making, designing and annual action plan in the area of effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

## **How is the survey completed?**

1. Complete the survey independently.
2. Schedule 20 - 30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. in place, partially in place, not in place) (left hand side of the survey). Next examine each feature and ask:

- a. "What is the current status of this feature (i.e. in place, partially in place, not in place)?"
- b. For each feature rated partially in place or not in place, "What is the priority for improvement for this feature (i.e., high, medium, low)?"

## Effective Behavior Support (EBS) Survey

<b>School Name:</b>	<b>Date:</b>
---------------------	--------------

Your Role (please mark one)	
Administrator	
Teacher	
Classified	
Special Education Teacher	

Related Service Provider	
Parent	
Student	
Other	

### **Part 1: Effective Behavior Support (EBS) Survey: Assessing and Planning Behavior Support in Schools**

#### SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	School-wide is defined as involving all students, all staff, and all settings.	High	Med	Low
			1. A small number (e.g. 3-6) of positively and clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for student misconduct are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when behaviors are clear.			
			8. Procedures are in place to address unsafe situations.			
			9. A team exists for behavior support planning and problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on student misconduct are collected and summarized within an on-going system.			
			12. Patterns of student misconduct is reported to teams and faculty for active decision-making on a regular basis.			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff.			
			15. All staff are involved directly and/or indirectly in school-wide interventions.			
			16. The school team has access to on-going training and support from district personnel.			
			17. The school is required by the district to report on the school climate, discipline level or student behavior at least.			

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## NON-CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways cafeteria, playground, bus).	High	Med	Low
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, and interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to and exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

# ADMINISTRATIVE LEADERSHIP and SUPPORT

## SAMPLE FORMS

- Roles of the Principal and Administrative Support
- Sample Meeting Agenda and Schedule
- Sample Sign-In
- Sample Minutes
- Action Plan Feedback Form



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### VITAL ROLE OF THE PRINCIPAL AND ADMINISTRATIVE SUPPORT

---

1. Maintain standards
2. Make a public statement of support
3. Establish a leadership team
4. Support the team members
5. Support the team members
6. Guide the decision-making process
7. Take a leadership role in problem solving
8. Support the team meetings
9. Provide recognition to the faculty for their work
10. Monitor implementation activities and provide feedback
11. Review data and provide feedback regularly
12. Ensure innovation is sustained
13. Make a time commitment



**Los Angeles Unified School District  
Huntington Park High School**

Shared Decision Making Council  
Administrative Leadership and Support  
Discipline Review Team

<b>School-Wide Positive Behavior Intervention and Support Committee Meeting Agenda and Schedule</b>
---

SWPBIS Plan Committee Members	Meeting Date	Agenda Items/Tasks
<b>Leadership Team</b>  Raul - Principal Pamela - Assistant Principal Shelby - Dean Michelle - Counselor Laurie - Counselor David - School Psychologist	<b>March 22<sup>nd</sup></b> After school (3:20 to 4:30 p.m.) in Room 54A	Guest Presenter: _____ LAUSD Behavior Specialist - Presenting the components of a School-Wide Positive Behavior plan. See PowerPoint handout.
	<b>April 5<sup>th</sup></b> Lunch and 5 <sup>th</sup> period (12:24 to 2:07 p.m.) in Room 54A	Goal and timeline of work to be accomplished by July, discuss roles and responsibilities of committee members, discuss the 4 to 5 school rules and begin developing expected behaviors to be demonstrated in different areas of the campus.
	<b>April 19<sup>th</sup></b> 4 <sup>th</sup> period and Lunch (12:24 to 2:07 p.m.) in Room 54A	Finalize our school rules and expected behaviors in the different areas of the campus such as hallways, café, auditorium, etc.
	<b>May 3<sup>rd</sup></b> 6 <sup>th</sup> period and After school (2:07 to 4:00 p.m.) in Room 54A	Develop a system of consequences – progressive discipline and a system of rewards. Discuss levels of responsibility and enforcement.
	<b>May 24<sup>th</sup></b> After school (3:20 to 4:30 p.m.) in Room 54A	Finalize our consequences - discipline and rewards. Discuss on the “Tipping Point” Theory and what rules/behaviors do we want to focus our enforcement on? Develop a plan and timeline of how to teach and reteach staff and students.
	<b>June 14<sup>th</sup></b> Lunch and 5 <sup>th</sup> period (12:24 to 2:07 p.m.) in Room 54A	
	<b>June 28<sup>th</sup></b> <b>NO MEETING</b>	

*All meetings will be held in room 150A. Class coverage will be arranged for all teachers needing one, unless the teacher informs us that they are not planning to attend the meeting.*



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Gaspar de Portola Middle School and Highly Gifted Magnet**

**March 1, 2017**  
**SSPT/DRT/SPBST**

**SIGN-IN**  
**(Sample)**

NAME	POSITION	SIGNATURE
	Principal	
	Assistant Principal	
	Counselor, 7 <sup>th</sup> Grade	
	Counselor, 8 <sup>th</sup> Grade	
	School Psychologist	
	Dean	



## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

### **Wonderful Elementary School**

**March 1, 2017**

**3:00 – 5:00 P.M.**

### **Staff Meeting Minutes (Sample)**

#### **OPENING**

Intervention Coordinator, opened meeting at 3:00 p.m.

#### **WELCOME**

Intervention Coordinator, welcomed all participants and provided handouts and case documents for current cases.

#### **ROLL CALL**

Recording secretary conducted roll; 13 members were present at the end of the meeting 15 member were present.

#### **MINUTES**

Intervention Coordinator asked members to review the minutes from last week. All members agreed upon the minutes shared.

#### **STUDENT CASE REVIEW**

Intervention Coordinator presented student case. Teacher(s) presented case information. Members provided strategies, referrals, and resources for all cases presented.

#### **ADJOURNMENT**

4:00 p.m.



## Feedback Regarding School-Wide Positive Behavior Support Action Plan

If you have any comments for the School-Wide Positive Behavior Intervention and Support team, please complete **any** of the boxes below.

	What is working	What can be improved
<b>Administrative Support</b>		
<b>Team based implementation</b>		
<b>Behavioral expectations defined</b>		
<b>Behavioral expectations taught</b>		
<b>Acknowledge and reinforce appropriate behavior</b>		
<b>Monitor and correct behavioral errors</b>		
<b>Data based decisions making</b>		
<b>Family and community collaboration</b>		

Any additional comments:

Name (optional) \_\_\_\_\_ Date: \_\_\_\_\_

## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

# TEAM BASED IMPLEMENTATION

## SAMPLE FORMS

- Sample Meeting Agenda and Schedule
- Sample Letter
- Sample Sign-In
- Sample Minutes
- Action Plan feedback Form



## Los Angeles Unified School District Bethune Middle School

### School-Wide Positive Behavior Intervention and Support Discipline Review Team Committee Meeting Agenda and Schedule

SWPBIS Plan Committee Members	Meeting Date	Agenda Items/Tasks
<p><b>Leadership Team:</b>  Raul - Principal  Shelby - Dean  Michelle - Counselor  Laurie - Counselor  David – School Psychologist</p> <p><b>Teachers:</b>  Denise  Lisa  Shannon  Howard  Darlene  Magdalena</p> <p><b>Parents and Community Representatives:</b>  Betty  Sonia  Celina  Jesus</p> <p><b>Students:</b>  Kathy  Yesenia  Andrea  Yvette</p> <p><b>Campus Aide</b>  Deborah</p>	<b>August 22<sup>nd</sup></b> After school (3:20 to 4:30 p.m.) in Room 54A	
	<b>September 28<sup>th</sup></b> Lunch and 5 <sup>th</sup> period (12:24 to 2:07 p.m.) in Room 54A	
	<b>October 29<sup>th</sup></b> 4 <sup>th</sup> period and Lunch (12:24 to 2:07 p.m.) in Room 54A	
	<b>January 23<sup>rd</sup></b> 6 <sup>th</sup> period and After school (2:07 to 4:00 p.m.) in Room 54A	
	<b>February 24<sup>th</sup></b> After school (3:20 to 4:30 p.m.) in Room 54A	
	<b>March 24<sup>th</sup></b> Lunch and 5 <sup>th</sup> period (12:24 to 2:07 p.m.) in Room 54A	
	<b>April 28<sup>th</sup></b> <b>NO MEETING</b>	

*All meetings will be held in the library. Class coverage will be arranged for all teachers needing one, unless the teacher informs us that they are not planning to attend the meeting.*



Los Angeles Unified School District

A Culture of Discipline  
**School-Wide Positive Behavior Intervention and Support Committee**

Let's work together on developing (or refining and implementing) a culture of discipline at our school. You are invited to contact us about your interest in being part of the leadership team for the School-Wide Positive Behavior Intervention and Support program.



**PLEASE R.S.V.P.**

----- *TEAR OFF* -----

I want to be part of the School-Wide Positive Behavior Intervention and Support leadership team!

**Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_

**Zip Code:** \_\_\_\_\_

**Special Accommodations:**

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**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Wonderful Elementary School**

**Staff Meeting**

**March 1, 2017**

**3:00 – 5:00 P.M.**

**SIGN-IN**

**(Sample)**

NAME	POSITION	SIGNATURE
	Principal	
	Teacher	
	School Administrative Assistant	
	Parent	
	Student (Sr. High School only)	



## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

### **Wonderful Elementary School**

**March 1, 2017**

**3:00 – 5:00 P.M.**

### **Staff Meeting Minutes (Sample)**

#### **OPENING**

Intervention Coordinator, opened meeting at 3:00 p.m.

#### **WELCOME**

Intervention Coordinator, welcomed all participants and provided handouts and case documents for current cases.

#### **ROLL CALL**

Recording secretary conducted roll; 13 members were present at the end of the meeting 15 member were present.

#### **MINUTES**

Intervention Coordinator asked members to review the minutes from last week. All members agreed upon the minutes shared.

#### **STUDENT CASE REVIEW**

Intervention Coordinator presented student case. Teacher(s) presented case information. Members provided strategies, referrals, and resources for all cases presented.

#### **ADJOURNMENT**

4:00 p.m.



## Feedback Regarding School-Wide Positive Behavior Support Action Plan

If you have any comments for the School-Wide Positive Behavior Intervention and Support team, please complete **any** of the boxes below.

	What is working	What can be improved
<b>Administrative Support</b>		
<b>Team based implementation</b>		
<b>Behavioral expectations defined</b>		
<b>Behavioral expectations taught</b>		
<b>Acknowledge and reinforce appropriate behavior</b>		
<b>Monitor and correct behavioral errors</b>		
<b>Data based decisions making</b>		
<b>Family and community collaboration</b>		

Any additional comments:

Name (optional) \_\_\_\_\_ Date: \_\_\_\_\_

## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

**BEHAVIOR EXPECTATIONS DEFINED**

## SAMPLE FORMS

- Posted list of Positive Expectations

## **ELEMENTARY**

### **EXPECTATIONS FOR COMMON AREAS**

	BE TRUSTWORTHY	BE RESPONSIBLE	BE RESPECTFUL
<b>Main Office</b>	<ul style="list-style-type: none"> <li>- Quietly enter and exit</li> <li>- Remain in waiting area</li> <li>- Report accurate personal information</li> <li>- Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>- Always have a pass or referral from your teacher</li> <li>- Attend to your business</li> <li>- Obtain permission to use the cell phone</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Respect privacy of others</li> <li>- Use good manners</li> <li>- Wait for an adult to address you</li> <li>- Properly address all adults</li> </ul>
<b>Counseling Office</b>	<ul style="list-style-type: none"> <li>- Remain seated until called upon</li> <li>- Keep your hands and feet to yourself</li> <li>- Report accurate personal information</li> <li>- Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>- Always have a pass or referral from your classroom teacher</li> <li>- Sign-in upon entering</li> <li>- Bring class work or a book</li> <li>- State your purpose politely</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the privacy of others</li> <li>- Be trustworthy</li> <li>- Always use appropriate language</li> <li>- Properly address all adults</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>- Keep hands and feet together</li> <li>- Use furniture appropriately</li> <li>- Always turn in your own work</li> <li>- Tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>- Keep food and drinks in backpack</li> <li>- Sit in your assigned seat before the bell rings</li> <li>- Bring class materials</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Walk in calmly</li> <li>- Listen to your teacher</li> <li>- Follow classroom rules</li> <li>- Properly address all adults</li> </ul>
<b>MPR</b>	<ul style="list-style-type: none"> <li>- Properly address all adults</li> <li>- When asked, identify yourself by your name</li> <li>- Be truthful when responding</li> <li>- Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Follow adult instructions at all times</li> <li>- Focus on the presentation</li> <li>- Put away all personal belongings</li> <li>- Walk when entering or exiting</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Listen responsibly</li> <li>- Refrain from booing, shouting, or whistling</li> <li>- Enter quietly</li> <li>- Applaud when appropriate</li> <li>- Properly address all adults</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>- Return books on time</li> <li>- Clear debts in a timely manner</li> <li>- Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Open doors carefully</li> <li>- Walk when entering or exiting</li> <li>- Keep food and drinks in backpacks</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Follow library rules</li> <li>- Be helpful in keeping your area clean</li> <li>- Keep books in good condition</li> <li>- Properly address adults</li> <li>- No shouting or whistling</li> </ul>
<b>Computer Lab</b>	<ul style="list-style-type: none"> <li>- Walk when entering or exiting</li> <li>- Access only appropriate websites</li> <li>- Only use computers with adult authorization</li> <li>- Use furniture appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Keep food and drink in backpack</li> <li>- Respect the privacy and rights of others</li> <li>- Use only your own log in information</li> <li>- Always use appropriate language</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Follow computer lab rules</li> <li>- Ask for permission before printing documents</li> <li>- Properly address all adults</li> </ul>

## SECONDARY

### EXPECTATIONS FOR COMMON AREAS

	BE TRUSTWORTHY	BE RESPONSIBLE	BE RESPECTFUL
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>- Report vandalism or necessary repairs to adult on duty</li> <li>- Report unsafe activity</li> </ul>	<ul style="list-style-type: none"> <li>- Keep water in sink and put towels in trash can</li> <li>- Always wash hands and flush toilets</li> <li>- During class time, carry a pass</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- No loitering</li> <li>- Give people privacy</li> <li>- Always use appropriate language</li> </ul>
<b>PE Locker Room</b>	<ul style="list-style-type: none"> <li>- Enter only with teacher permission</li> <li>- Use only your assigned locker</li> <li>- Report unsafe activities (fights, etc.)</li> <li>- Report vandalism to loud noises the adult on duty</li> </ul>	<ul style="list-style-type: none"> <li>- Walk at all times</li> <li>- Keep watch over your personal property</li> <li>- Keep your locker combination to yourself</li> <li>- Use only roll on deodorant and plastic containers</li> <li>- Keep your P.E. uniform clean and wear appropriately</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the property, privacy, and rights of others</li> <li>- Always use appropriate language</li> <li>- Refrain from shouting, whistling or loud noises</li> <li>- Place trash in the trash can</li> <li>- Properly address all adults</li> </ul>
<b>PE Field/Gym</b>	<ul style="list-style-type: none"> <li>- Stop playing when someone is hurt and report any Injury to the adult on duty</li> <li>- Report any unsafe conditions to the adult on duty</li> <li>- Turn in found items</li> </ul>	<ul style="list-style-type: none"> <li>- Food and drinks must be kept in designated areas</li> <li>- Play games appropriate for school</li> <li>- Respect the property and rights of others</li> <li>- Always use appropriate language</li> <li>- Encourage others and use good sportsmanship</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Use equipment appropriately</li> <li>- Keep your backpack and personal belongings where you can see them</li> <li>- Properly address all adults</li> </ul>
<b>Hallways Stairways Lockers</b>	<ul style="list-style-type: none"> <li>- Report vandalism or necessary repair</li> <li>- Walk to class on time</li> <li>- Open doors carefully</li> <li>- Watch for opening doors</li> <li>- Use handrails</li> </ul>	<ul style="list-style-type: none"> <li>- Consume food and drinks in designated eating areas</li> <li>- When not in class, show a pass</li> <li>- Keep lockers clean - inside and out</li> <li>- When walking upstairs/downstairs, keep to your right</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Be kind to others</li> <li>- Always use appropriate language</li> <li>- Proceed quietly and pass others with care</li> <li>- Properly address all adults</li> </ul>
<b>Eating Area</b>	<ul style="list-style-type: none"> <li>- Keep hands and feet to yourself</li> <li>- Wait your turn in line</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up after yourself</li> <li>- Walk to the lunch line</li> <li>- Only eat food in designated areas</li> <li>- Cell phones will remain off at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Use good manners</li> <li>- Be helpful in keeping the school clean</li> <li>- Comply with adult instructions</li> <li>- Greet friends appropriately</li> <li>- Properly address adults</li> </ul>
<b>Bike Rack</b>	<ul style="list-style-type: none"> <li>- Always follow traffic rules</li> <li>- Report vandalism</li> <li>- Ride only your bike</li> </ul>	<ul style="list-style-type: none"> <li>- One rider per bike</li> <li>- While on campus, walk your bike</li> <li>- Always wear your helmet</li> <li>- Always secure your bike with a lock</li> <li>- Become knowledgeable of bicycle safety laws</li> </ul>	<ul style="list-style-type: none"> <li>- Always give pedestrians the right of way</li> <li>- Report any unsafe conditions to the adult on duty</li> <li>- Properly address all adults</li> </ul>



## Walter Reed Middle School

	Be Safe	Be Responsible	Be Respectful
Auditorium	<ul style="list-style-type: none"> <li>- Walk when entering or exiting.</li> <li>- Sit quietly during presentation.</li> <li>- Keep your hands and feet to yourself.</li> <li>- Wait for dismissal instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on presentation.</li> <li>- Keep personal belongings put away.</li> <li>- Lift seat up when leaving.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen responsibly.</li> <li>- Applaud appropriately.</li> <li>- No Boogie, shouting or whistling.</li> <li>- Enter quickly and quietly.</li> </ul>
Locker Room	<ul style="list-style-type: none"> <li>- Enter only with teacher permission.</li> <li>- Walk at all times.</li> <li>- Use only your assigned locker.</li> <li>- No shouting, whistling or loud noises.</li> <li>- No food, drinks, or gum.</li> </ul>	<ul style="list-style-type: none"> <li>- Wait your turn in line.</li> <li>- No cutting in line.</li> <li>- Keep your hands and feet to yourself.</li> <li>- Keep watch over your personal property.</li> <li>- Place trash in trash can.</li> <li>- report vandalism to the adult on duty.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the property and rights of others.</li> <li>- Give people privacy</li> <li>- Always use appropriate language.</li> </ul>
Dean's Office	<ul style="list-style-type: none"> <li>- Always have a pass or referral from your classroom teacher.</li> <li>- Keep your hands and feet to yourself.</li> <li>- Remain seated until called upon.</li> </ul>	<ul style="list-style-type: none"> <li>- Sign-in upon entering.</li> <li>- Bring class work or a book to read.</li> <li>- Remain quiet until asked to speak.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the privacy of others.</li> <li>- Be honest.</li> <li>- Always use appropriate language.</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>- Keep water in sink.</li> <li>- Wash hands.</li> <li>- Put towels in trash can.</li> </ul>	<ul style="list-style-type: none"> <li>- Flush toilets.</li> <li>- Report vandalism to the adult on duty.</li> <li>- NO loitering.</li> <li>- Always have a pass during class time.</li> </ul>	<ul style="list-style-type: none"> <li>- Give people privacy.</li> <li>- Respect the property and rights of others.</li> <li>- Always use appropriate language.</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>- Walk to class on time.</li> <li>- Keep to the right.</li> <li>- Open doors carefully and watch for opening doors.</li> <li>- Keep hands and feet to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>- Use lockers and drinking fountains appropriately.</li> <li>- Dispose of food, drink or gum in a trash can before entering the building.</li> <li>- Always have a pass during class time.</li> <li>- Use a pass to access buildings at lunch or nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>- Be kind to others.</li> <li>- Always use appropriate language.</li> <li>- Proceed quietly.</li> </ul>

## Wonderful School

### Respect – Achievement – Honor (RAH)

RAH	Classroom	Hallway/Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules.	Keep location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass.	Put trash in trash cans, push in your chair, be courteous to all staff and students.	Keep area clean, put trash in trash cans, be mindful of others' personal space, flush toilet.
Achievement	Do your best on all assignments and assessments, take notes, ask questions.	Keep track of your belongings, monitor time to get to class.	Check space before you leave, keep track of personal belongings.	Be a good example to other students, leave the room better than you found it.
Honor	Do your own work; tell the truth.	Be considerate of yours and others' personal space.	Keep your own place in line, maintain personal boundaries.	Report any graffiti or vandalism.







Be Safe

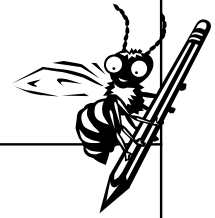


Be Respectful



Be Responsible

Location	Be Safe	Be Respectful	Be Responsible



# **Home version of Guiding Principles** **What do these look like at your home?**



	In your home	In the community with family	You choose
Be safe			
Be responsible			
Be respectful			
Be honest			
Be appreciative of individual differences			
Be a life-long learner			

Every student can be a Stoner Star!

¡Todos los estudiantes pueden ser una Estrella de Stoner!

# Stoner Avenue Elementary



Follow our school rules.

Sigan las reglas de la escuela.

**Stoner Avenue School has five rules for appropriate behavior. Each student is expected to memorize and follow the rules. Parents may use the rules at home.**

- Be Safe
- Be Respectful
- Be Responsible
- Be Cooperative
- Be a Learner

**Important Reminders:**

- Students are strongly encouraged to wear the school uniform: yellow or white top and navy bottom.
- Students must wear socks and closed-toe shoes with a rubber heel. Sandals are not safe for running and playing.
- Dangling and hoop earrings are not safe for running and playing.
- Gum, candy and soda are not permitted.
- Electronic devices, iPods, games, toys, cell phones, and pagers are not permitted.
- Toy guns, pocket knives, weapons, caps, poppers and other explosives are not permitted.

**Positive consequences for following the rules:**

- Praise and smiles
- "Star" note sent home to parents
- Telephone call home for good behavior
- "Stoner Star Bucks" given to the students for exceptional playground behavior
- Classroom rewards given by teachers
- "Stoner Star" Student Recognition

**Negative consequences for not following the rules may include:**

- Warning from adult (3 warnings)
- Teacher and child conference
- Teacher and child conference with note or phone call to parents
- Teacher, child and parent conference
- Behavior contract
- Referral to Principal or Assistant Principal for disciplinary action
- Suspension or expulsion from school

----- *TEAR OFF* -----

**Stoner Avenue School Discipline Policy  
Student and Parent Agreement**

I have discussed the rules with my parents. I agree to follow the rules. I understand the consequences for not following the rules.

Child's Signature: \_\_\_\_\_ Room Number: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please sign and return to your child's teacher by Friday.*

# Guiding Principles

## Be Trustworthy

- ✓ I am honest with myself and others
- ✓ I choose only those things that are good for me
- ✓ I avoid spreading rumors or gossip
- ✓ I act with integrity

## Be Respectful

- ✓ 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
- ✓ 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

## Be Responsible

- ✓ I take responsibility for my actions
- ✓ I choose how I respond to others
- ✓ I return what I borrow
- ✓ I come to school prepared to learn
- ✓ I give my best in everything I do
- ✓ I engage in safe activities
- ✓ I keep my mind and body healthy

# The 3 Bee's



**e Safe**



**e Respectful**



**e Responsible**

# Guidelines for Success

H

\* Have high expectations.

\*

\*

A

\* Act Responsibly.

\*

\*

W

\* Weigh the consequences before you act.

\*

\*

K

\* Keep a positive attitude.

\*

\*

S

\* Show respect for yourself and others.

\*

\*



**HAWKS FLY WITH PRIDE!**



## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

# BEHAVIOR EXPECTATIONS TAUGHT

## SAMPLE FORMS

- Documented System for Behavior/Procedure
- Assemblies

1. After completing the ROI, rank the areas in our school in most need of Positive Behavior Supports ( <i>a "1" represents the highest need while a "4" represents the lowest need</i> )	School-wide	Non-classroom Areas	Classroom	Individual Students	
2. In sum, which area will we focus our energies on during this school year?	School-wide	Non-classroom Areas	Classroom Setting	Individual Students	
3. Our Team Members are:					
Team Leader will be: _____					
4. Our Team Meetings are Regularly Scheduled on:					
day of week _____		time of day _____			
location _____		length of meeting _____			
5. Establish a Team Goal or Purpose:					
6. Develop an action plan that includes development, implementation, and management activities ( <i>once an area is chosen by the team, refer back to ROI or data to determine specific objectives</i> )					
GOAL	What is it?	Who is responsible?	When will it start?	When will it be completed? resources/support	How will it be evaluated?
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					
Our next meeting date will be: Date: _____ Time: ____ Location: _____					

# Active Rule Teaching Activity

1. State the expectation.

2. Discuss the importance of the expectation.

3. Active Rule Teaching

Example:

Non-example:

4. Schedule opportunities to practice the skill.

5. Reinforce regularly.

## **Sample Secondary Student Expectations Assembly The Reed Way Assemblies**

Dates: \_\_\_\_\_

Formerly known as safety assemblies these meetings are designed to inform students about campus procedures and behavioral expectations - **The Reed Way**. If a student is asked, "What is the Reed Way?" the student should be able to respond - "Be Safe, Be Responsible, Be Respectful." Please review The Reed Way with your class throughout the year at appropriate times, i.e., review the auditorium rules prior to attending an assembly or concert. Please direct any questions regarding the assemblies to Ms. \_\_\_\_\_ or Mr. \_\_\_\_\_. Seating chart to follow.

### **7<sup>th</sup> and 8<sup>th</sup> Grade - Monday**

7<sup>th</sup> and 8<sup>th</sup> Grade assemblies will be in the auditorium by grade level. Students will view a short media presentation on the school rules, followed by brief messages by the administrator, counselor, and dean.

Schedule: Monday - All 7<sup>th</sup> and 8<sup>th</sup> grade classes report to the auditorium immediately after taking attendance according to following schedule:

Period 2: 8<sup>th</sup> Grade Classes  
Period 3: 7<sup>th</sup> Grade Classes  
Period 4: 8<sup>th</sup> Grade Classes  
Period 5: 7<sup>th</sup> Grade Classes

### **6<sup>th</sup> Grade - Wednesday**

The 6<sup>th</sup> grade classes will participate in a two period version of expectations and school procedures. During the first period of the assembly, teachers will accompany their students as they rotate to stations throughout the school and view interactive presentations that address rules specific to common areas on campus. Classes will begin in their assigned area and move to each station in order (i.e., 1, 2, 3, 4, 1, 2...) until they have visited all four stations.

**Immediately following the rotation portion, students will report to their next class for attendance and then accompany their teacher to the auditorium where they will experience the whole group assembly.**

Schedule: Wednesday - All 6<sup>th</sup> grade classes please use the following schedule:

Period 1: Rotation  
Period 2: Assembly in auditorium  
Period 3: Rotation  
Period 4: Assembly in auditorium

## Sample Elementary Student Expectations Assemblies

Stations will be set up at each area (cafeteria, playground, bathrooms, auditorium, and stairways). A poster with the three Bee's (Be Safe, Be Respectful, Be Responsible) defined will be posted in each area. Each class will follow the schedule and participate in each rule following activity in each area. Each area activity will last 10 minutes. There will be a two minute transition time between areas.

Time	Day 1	Day 2
8:30-9:30	Kindergarten	3 <sup>rd</sup> grade
10:30-11:30	1 <sup>st</sup> grade	4 <sup>th</sup> grade
1:00-2:00	2 <sup>nd</sup> grade	5 <sup>th</sup> grade

The following table will show each class where to start:

	Cafeteria	Playground	Bathrooms	Auditorium	Stairways
<b>Kindergarten</b>	Ms. Smith	Mrs. King	Ms. Comp	Mr. Cruz	Mrs. Gift
<b>1<sup>st</sup> Grade</b>	Mr. Leon	Ms. Steven	Ms. Gage	Mrs. Burt	Mr. Gates
<b>2<sup>nd</sup> Grade</b>	Mrs. Baja	Mrs. Best	Mr. Cape	Ms. Davis	Mrs. Curry
<b>3<sup>rd</sup> Grade</b>	Mrs. Good	Mrs. Yuri	Ms. Horn	Mrs. Pat	Mr. Banks
<b>4<sup>th</sup> Grade</b>	Mr. Diggs	Mr. Yamo	Mrs. Free		
<b>5<sup>th</sup> Grade</b>	Ms. Bells	Ms. Walker	Mrs. Reese		

The rotation goes as follows:

Cafeteria → Playground → Bathrooms → Auditorium → Stairways → Cafeteria

NOTES

RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

# ACKNOWLEDGE AND REINFORCE APPROPRIATE BEHAVIOR

## SAMPLE FORMS

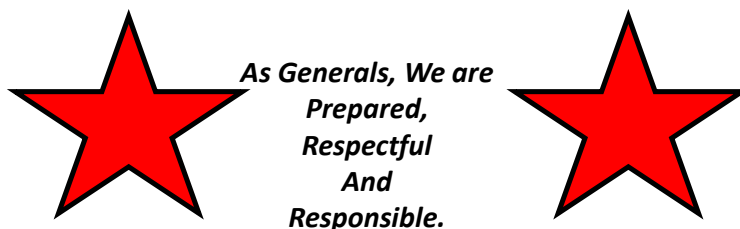
- Documented Acknowledgement/Reinforcement System (Incentives, Tokens, etc.)



The Los Angeles Unified School District  
(School Letterhead)

Dear Parents:

Welcome to the new school year. We are looking forward to an exciting and successful school year. This year General John Stricker Middle School has been chosen to participate in SWPBIS, a school-wide program that fosters positive behaviors in our students. At General John Stricker, we have adopted the "General's Salute" to outline the positive behaviors that will support a positive and safe learning environment.



On the back we have included what it means to be prepared, respectful and responsible at General John Stricker Middle School. Students will learn more about General's Salute through classroom lessons, modeling, and practice. In addition, General's Salute posters will be placed around the building. Students will receive a "General's Star" ticket as a reward for displaying prepared, responsible and/or respectful behaviors. Students may enter their Stars in a random drawing or the students may use the Stars to purchase items at the school store. In addition to the school store, the *General's Store* will open once a week during lunch periods this fall. The *General's Store* will offer a variety of items that may only be purchased with Stars. Students may also win prizes for consistently completing his/her agenda book. The random drawing prizes and items in the *General's Store* are very exciting! Students may win homework passes, free food items from the cafeteria, candy, books, gift certificates, footballs, movie passes, and more! We will even be offering large prizes such as MP3 players and digital cameras!

We encourage you to review the General's Salute, the behaviors, and the rewards with your child. At General John Stricker Middle School, we are dedicated to creating a positive and safe learning environment for all students and we value your continued dedication and support. Together, we can make a difference!

Sincerely,

Principal



## The General's Salute:

### "As Generals, we are Prepared, Respectful and Responsible!"

We show we are Prepared, Respectful and Responsible in School by...

Rules	Classroom	Hallway	Bathroom	Cafeteria
<b>Prepared</b>	<ul style="list-style-type: none"> <li>- Have materials ready</li> <li>- Start drill immediately</li> <li>- Study daily</li> </ul>	<ul style="list-style-type: none"> <li>- Have pass visible</li> <li>- Use locker at scheduled time</li> </ul>	<ul style="list-style-type: none"> <li>- Have pass visible</li> <li>- Bring only necessary materials</li> </ul>	<ul style="list-style-type: none"> <li>- Bring appropriate money or bagged lunch</li> <li>- Get all utensils and food before sitting at table</li> <li>- Sit 8 to a table</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>- Enter quietly</li> <li>- Participate positively</li> <li>- Raise hand to be recognized</li> <li>- Keep hands, feet and objects to self</li> <li>- Use encouraging, polite, and kind words</li> </ul>	<ul style="list-style-type: none"> <li>- Use indoor voice</li> <li>- Keep hands, feet, and objects to self</li> <li>- Use appropriate language</li> <li>- Use encouraging, polite, and, kind words</li> </ul>	<ul style="list-style-type: none"> <li>- Be polite and respect privacy</li> <li>- Keep hands, feet, and objects to self</li> <li>- Be quick and quiet</li> <li>- Use bathroom equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Use encouraging, polite and kind words</li> <li>- Keep hands, feet, and objects to self</li> <li>- Keep area clean and throw away trash</li> <li>- Silence during announcements and dismissal</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>- Take seat promptly</li> <li>- Have homework and class work completed</li> <li>- Accept consequences without arguing or complaining</li> </ul>	<ul style="list-style-type: none"> <li>- Keep to the right</li> <li>- Take the most direct route to class</li> <li>- Accept consequences without arguing or complaining</li> </ul>	<ul style="list-style-type: none"> <li>- Flush toilet</li> <li>- Wash hands</li> <li>- Throw away trash</li> <li>- Return to class promptly</li> <li>- Accept consequences without arguing or complaining</li> </ul>	<ul style="list-style-type: none"> <li>- Take direct route to lunch</li> <li>- Remain seated</li> <li>- Accept consequences without arguing or complaining</li> </ul>

## **School-Wide Token/Ticket System**

Design a token/ticket to be given out to ALL students. This token/ticket may include: name, date, behavioral expectation, mascot, school name, etc.

After you have completed the above, answer the following questions:

1. How will tokens/tickets be distributed?
2. When will tokens/tickets be distributed?
3. Who will be involved (e.g., teachers, staff, administrators, volunteers, others)?
4. Where will tokens/tickets be turned in?
5. Will drawings be held? If so, how, when, and, by whom?
6. Will a "store" be set up? If so, where, how, and, who will run it?
7. What will the incentives be? How will student input be reviewed?
8. How and where will the school acquire incentives?
9. How will staff (teachers, administrators, paraprofessionals, custodial staff, and cafeteria staff) and parents be reinforced?
10. How and when will you review the system to assure that it is working?
11. How will staff and parent input be reviewed?



# GO FOR THE GOLD!

TO: All Teachers

DATE:

FROM: \_\_\_\_\_, Principal

SUBJECT: Gold Slips

Please submit your Gold Slip points to me at the **Computer Lab** by \_\_\_\_\_.  
The winning classes will be announced at the \_\_\_\_\_ morning assembly.  
Please count your points and complete the attached form. Place in your Gold Slip envelope along with your Gold Slips and return to Ms. \_\_\_\_\_.  
**Late** points will no longer be accepted.

Your promptness and assistance is greatly appreciated. If you have any questions, please let me know as soon as possible. Thank you in advance for your help.

Thanks for promptly returning your points.

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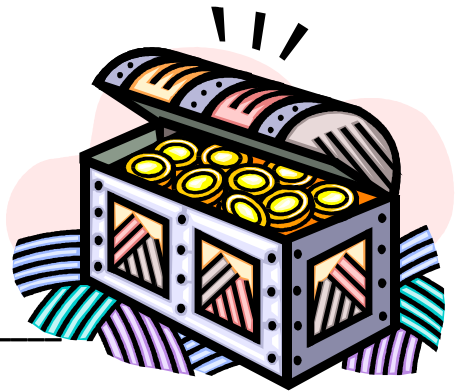
## GO FOR THE GOLD!

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Room: \_\_\_\_\_

Total Gold Points: \_\_\_\_\_





**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**(School Letterhead)**

TO: Teachers

DATE:

FROM: \_\_\_\_\_, Principal

SUBJECT: Monthly Student Recognition For the Month of \_\_\_\_\_

Please give the Names of Students in your classroom who deserve to be recognized for excellence in the following TEN categories based on their performance in class:

- Most Improved Student
- Outstanding Citizenship
- Outstanding Sportsmanship
- Outstanding Effort
- Fluency Award
- Math Award
- Outstanding Academic Achievement
- Perfect Attendance
- Good Attendance
- Student of the Month

The certificates of recognition will be placed in your mailbox.

Month: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_

The following students in my room should receive awards:

- Most Improved Student \_\_\_\_\_
- Outstanding Citizenship \_\_\_\_\_
- Outstanding Sportsmanship \_\_\_\_\_
- Outstanding Effort \_\_\_\_\_
- Fluency Award \_\_\_\_\_
- Math Award \_\_\_\_\_
- Outstanding Academic Achievement \_\_\_\_\_
- Student of the Month \_\_\_\_\_
- Good Attendance (Use attached sheet to list names of students that have good attendance.)
- Perfect Attendance (Use attached sheet to list names of students that have perfect attendance.)

**Please return to M . \_\_\_\_\_'s Mailbox no later than \_\_\_\_\_.**



## Ideas to Acknowledge Appropriate Behavior

The following is a partial list of ideas that can be reinforcing. It is not meant to be a complete list nor is it meant to prescribe how and what a school should use to acknowledge appropriate behavior. A school may choose to contact local businesses to inquire about support as well as donations.

Elementary
Verbal praise
Positive non-verbal gestures
Tickets/tokens: Weekly drawings
- Grade level
- Primary/upper
- Whole school
Use to "buy" items/activities
Design/decorate a bulletin board/display case
Announcement on the PA system
Stuffed "mascot" kept for a week
First in lunch line pass
Lunch with the Principal
Certificates of achievement
Special privileges
Special activities at recess or lunch
Store with small items (pencils, notebooks etc.)
Listen to music
School service helper
Field trip
Participate in an assembly
Good news calls to home
Positive written notes
Recognition in the school newsletter
Special school job (safety patrol, etc.)
Access to special table games at recess
Gym time

Secondary
Verbal praise
Positive non-verbal gestures
Tickets/tokens: Weekly drawings
- Grade level
- Advisory
- Whole school
Use to "buy" items/activities
"Money" to spend at the Student Store
Free pass to school dance
Free pass to a school sporting event
Design/decorate a bulletin board/display case
Announcement on the PA system
First in lunch line
Music in a designated area
Store with small items (pencils, notebooks, etc.)
Certificates of achievement
Special activities at lunch
Good news calls to home
Positive written notes
Recognition in the school newsletter
Field trip
Watch a movie
School service helper
Special access to the computer lab
Participate in an assembly

## RUBRIC OF IMPLEMENTATION (ROI) RESOURCES

# MONITOR AND CORRECT BEHAVIORAL ERRORS

90% of staff can clearly articulate the process for behavior handled in the classroom/non-classroom areas and behavior referred out.

## SAMPLE FORMS

- Discipline Policy Samples
- Re-Connection Room Samples

# Griffith Middle School's Progressive Discipline Policy (Example)



In order to assure maximum student achievement and safety at Griffith Middle School, due process discipline procedures need to be followed and documented. Please use the following protocol in your discipline practice to ensure our students receive a fair opportunity to be successful and that as a school we maintain consistency.

## Phase I (Teacher's Responsibilities)

No books or materials	Profanity (Not at teacher)	Out of seat	Eating
Talking out	No work	Attendance	Cheating
Lack of attention	Sleeping in class	Attire	Horseplay (mild)
No P.E clothes	Electronic devices	Disobedience	

All teachers will be visible before classroom instruction, during passing periods, and after-dismissal. Teachers will stand by the doorway during transitional periods to promote student safety and positive behavior.

**Teacher Intervention** (please take these measures before sending to counselor).

**Three intervention strategies need to be documented and # 4 below (contact parent) must be included.**

- |                      |                         |                       |                             |
|----------------------|-------------------------|-----------------------|-----------------------------|
| 1. Counsel Student   | 2. Change Seat          | 3. Connect ED         | 4. Direct Parent Phone Call |
| 5. Parent Conference | 6. Parent sits in class | 7. Teacher Suspension |                             |

**Teacher Initiated Student Suspensions:** Per the Education Code a teacher may suspend a student from class for two days (the day the student leaves the class and the following day.) The teacher must complete the referral form, check off two day suspension, notify the Dean or Assistant Principal of Discipline, and contact the parent/guardian to arrange for a parent conference.

## Phase II (Counselor's Responsibilities)

All continuous Phase I problems not resolved by the classroom teacher.

**Counselor Intervention** (please take these measures before sending to dean)

**Three intervention strategies need to be documented and # 2 below (contact parent) must be included.**

- |                     |                   |                      |                     |
|---------------------|-------------------|----------------------|---------------------|
| 1. Counsel student  | 2. Contact Parent | 3. Parent Conference | 4. Daily Attendance |
| 5. Student Contract | 6. Refer to PSA   | 7. Refer to Impact   | 8. Use MISIS        |

Counselors will be visible before classroom instruction, during passing periods, and after-dismissal. Counselors will supervise during recess, lunch and in the Intervention Center.

## Phase III (Dean's Responsibilities)

Fighting	Weapons & dangerous objects	Setting False Alarm	Drugs/Alcohol
Defiance	Terrorist Threats	Harassment/Bullying	Pornography
Smoking	Stealing/Robbery/Extortion	Truancy	Profanity at Staff
Tagging	Tagging Tools	Violence	Walkouts



The Dean will be visible before classroom instruction, during passing periods, and after-dismissal. The Dean and the dean's staff will supervise during recess, lunch and the Intervention Center.

#### **Phase IV (Administration)**

All continuous Phase IV problems not resolved by the Dean.

Teachers are encouraged to discuss any disciplinary action with the student's Counselor, Dean or Administrator. A student sent to the Dean or Counselors will remain in the office for a maximum of two days. The student must return to class with a re-admit from the Dean or Counselor. Our goal is to correct student behavior and enable them to be successful and productive members of our society.

Administrators will be visible before classroom instruction, during passing periods, and after-dismissal. Administrators will supervise during recess, lunch and the Intervention Center.

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Purche Avenue Elementary

RE-CONNECTION ROOM!

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As part of our Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support plan students referred to the Re-Connection Room complete classroom assignments and receive lessons in problem solving, managing feelings, impulse control, and character education to help them reconnect with their teacher and the students in their classroom. The Reconnection room promotes Social Emotional Learning to provide students with life skills, including how to deal with oneself, others, and relationships, and work in an effective manner. In dealing with oneself, Social Emotional Learning helps students recognize their emotions and learn how to manage those feelings. Students will develop empathy for others and maintaining positive relationships with peers.

***TRUST RESPECT RESPONSIBILITY***

***FAIRNESS CARING CITIZENSHIP***

The Re-Connection room serves as an alternative to suspension. It is a safe place for students to talk about their misconduct, think about what they could have done differently, and learn skills to help them make better decisions in the future.

The Re-Connection Room is staffed by various staff members, who help students achieve greater success in their emotional, social, and educational growth. Our staff members provide an opportunity for a student to make a connection with someone other than a parent or guardian, who cares about them and lets them know that they are not alone in dealing with the day to day challenges they may face in school. Our students learn and grow from this experience and improve their peer relations and decision making skills.

## Responding to Misconduct on the Yard

### Misconduct Occurs

Define Misconduct and give a direction, a correction, and/or a predetermined consequence.

The student is cooperative.

Acknowledge student's cooperation by giving thanks, praise, etc.

The student is cooperative.

Student is uncooperative.

Redirect and give the student a choice.

Student is still uncooperative.

If the misconduct is not corrected quickly, refer to a neutral party.

If no mutually acceptable solution is found, a referral will be made to the Re-Connection room.

## Re-Connection Room Referral

Name of Student	Teacher-Room #	Grade	Referred By	Date

### Student Information

Briefly describe why this student is being referred to the Re-Connection Room.

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What classroom interventions are in place to support this student in the classroom?

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What communication has taken place between you and the parents/guardians of this student?

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Please provide any other information you feel will assist the Re-Connection Room team in supporting this student in his/her behavioral goals?

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## Sentence Starters: Respect

Fill in the blanks and complete the sentences.



1. The person I respect most is \_\_\_\_\_ because  
\_\_\_\_\_.
2. My parents taught me to respect \_\_\_\_\_.
3. I show respect to this person/place/ thing/idea by  
\_\_\_\_\_.
4. Respecting this person/place/ thing/idea is important because  
\_\_\_\_\_.
5. I demonstrate respect for my parents when I \_\_\_\_\_  
\_\_\_\_\_.
6. I demonstrate respect for myself when I \_\_\_\_\_  
\_\_\_\_\_.
7. I demonstrate respect for my heritage when I \_\_\_\_\_  
\_\_\_\_\_.
8. I demonstrate respect for my country when I \_\_\_\_\_  
\_\_\_\_\_.
9. It is important for children to show their respect because \_\_\_\_\_  
\_\_\_\_\_.
10. I wish people were more respectful of \_\_\_\_\_ because  
\_\_\_\_\_.
11. When people do not respect \_\_\_\_\_ I feel  
\_\_\_\_\_ because  
\_\_\_\_\_.
12. The character trait I respect most in a person is \_\_\_\_\_ because  
\_\_\_\_\_.

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#### SAMPLE FORMS

- System in place to track discipline data
- MiSiS Discipline Referrals
- Data Lines of Inquiry for School Teams
- Data-based Decision Making

**I. GENERAL STUDENT INFORMATION**

Last Name:		First:		Grade:		Student ID:	
Incident Date:		Incident Time:		Date of Referral:			
Location/Context:	<input type="checkbox"/> Classroom <input type="checkbox"/> School-sponsored activity	<input type="checkbox"/> Non-Classroom <input type="checkbox"/> At another school	<input type="checkbox"/> Going to or coming from school <input type="checkbox"/> Other_____	<input type="checkbox"/> During lunch			

**II. REASON FOR REFERRAL**

<input type="checkbox"/>	3.1a	Caused physical injury to another person	<input type="checkbox"/>	3.17	Harassed/threatened/intimidated witness
<input type="checkbox"/>	3.1b	Attempted to cause physical injury to another person	<input type="checkbox"/>	3.19	Selling or arranging to sell the prescription drug Soma
<input type="checkbox"/>	3.1c	Threatened to cause physical injury to another person	<input type="checkbox"/>	3.20	Hazing
<input type="checkbox"/>	3.2	Marijuana possession for 1 <sup>st</sup> offense of less than 1 oz, or alcohol	<input type="checkbox"/>	3.21a	Bullying/cyber toward a pupil based on sex
<input type="checkbox"/>	3.3	Substitute of a controlled substance	<input type="checkbox"/>	3.21b	Bullying/cyber toward a pupil based on race/color/national
<input type="checkbox"/>	3.4	Damaged/attempt to damage school or private property	<input type="checkbox"/>	3.21c	Bullying/cyber toward a pupil based on disability
<input type="checkbox"/>	3.5	Stole or attempted to steal school or private property	<input type="checkbox"/>	3.21d	Bullying/cyber toward a pupil based on other factors
<input type="checkbox"/>	3.6	Possessed or used tobacco	<input type="checkbox"/>	3.21e	Bullying/cyber toward school personnel
<input type="checkbox"/>	3.7	Obscenity/profanity/vulgarity	<input type="checkbox"/>	3.22	Aided or abetted the infliction of physical injury to another
<input type="checkbox"/>	3.8	Drug paraphernalia	<input type="checkbox"/>	2.1	Serious physical injury/not self-defense
<input type="checkbox"/>	3.9	Disrupted school-wide activities (issued by an admin.) (gr. 4-12)	<input type="checkbox"/>	2.2	Knife or other dangerous object
<input type="checkbox"/>	3.10	Received stolen school or private property	<input type="checkbox"/>	2.3	Controlled substance (except marijuana 1 <sup>st</sup> offense less than 1 oz) or counter/prescribed meds
<input type="checkbox"/>	3.11	Imitation Firearm	<input type="checkbox"/>	2.4	Robbery/extortion
<input type="checkbox"/>	3.12a	Harassed/threatened pupil based on race/color/national origin (gr. 4-12)	<input type="checkbox"/>	2.5	Assaulted/battered school employee
<input type="checkbox"/>	3.12b	Harassed/threatened pupil based on disability (gr. 4-12)	<input type="checkbox"/>	1.1	Firearm*
<input type="checkbox"/>	3.12c	Harassed/threatened pupil based on other factors (gr. 4-12)	<input type="checkbox"/>	1.2	Brandished knife at another person*
<input type="checkbox"/>	3.12d	Harassed/threatened a school District personnel (gr. 4-12)	<input type="checkbox"/>	1.3	Sold controlled substance*
<input type="checkbox"/>	3.13	Sexual harassment (gr. 4-12)	<input type="checkbox"/>	1.4a	Sexual assault*
<input type="checkbox"/>	3.14	Hate violence (gr. 4-12)	<input type="checkbox"/>	1.4b	Sexual battery*
<input type="checkbox"/>	3.15	Terroristic threat (threat to cause death, great bodily injury)	<input type="checkbox"/>	1.5	Explosive*
<input type="checkbox"/>	3.16	Willful use of force/violence not self-defense	*	Requires Recommendation for Expulsion as the Administrative Action	

Possible Motivation: ☐ Avoid Situation ☐ Avoid Adult ☐ Avoid Peer ☐ Avoid Task ☐ Seek Attention ☐ Obtain Activity/Item ☐ Unknown

**Comments (Description of Incident):**

**III. INTERVENTION(S) (CHECK ALL THAT APPLY)**

<input type="checkbox"/>	Verbal Reminder	<input type="checkbox"/>	Conflict Resolution
<input type="checkbox"/>	Review/Re-teach Expectations	<input type="checkbox"/>	Peer Mediation
<input type="checkbox"/>	Individual Social Skills Instruction	<input type="checkbox"/>	Restorative Justice Program
<input type="checkbox"/>	Writing Reflections	<input type="checkbox"/>	Referral - Coordination of Services Team (COST)
<input type="checkbox"/>	Seat Change	<input type="checkbox"/>	Referral - Discipline Review Team (DRT)
<input type="checkbox"/>	Classroom Change	<input type="checkbox"/>	Referral - Student Success Team (SST)
<input type="checkbox"/>	Behavior Contract	<input type="checkbox"/>	Referral - Group Counseling
<input type="checkbox"/>	Behavior Support Plan	<input type="checkbox"/>	Referral - Individual Counseling
<input type="checkbox"/>	Daily Behavior Monitoring	<input type="checkbox"/>	Referral - Gang Reduction
<input type="checkbox"/>	Loss of Privileges	<input type="checkbox"/>	Referral - Parent Education
<input type="checkbox"/>	Restitution	<input type="checkbox"/>	Referral - School Program/Service
<input type="checkbox"/>	Campus Beautification	<input type="checkbox"/>	Referral - Substance Abuse
<input type="checkbox"/>	Community Service	<input type="checkbox"/>	Referral - Community Agency
<input type="checkbox"/>	Counseling by Support Staff _____	<input type="checkbox"/>	Detention
<input type="checkbox"/>	Conference with Student	<input type="checkbox"/>	Suspension-Class (with admin. approval)
<input type="checkbox"/>	Parent Contact	<input type="checkbox"/>	Teacher-Required Parent Class Visit
<input type="checkbox"/>	Conference with Parent	<input type="checkbox"/>	Other _____

**Referred by:****Position:****Signature:****IV. ADMINISTRATIVE ACTION (TO BE COMPLETED BY RESPONDER) *response code***

<input type="checkbox"/>	Conference with Student	<input type="checkbox"/>	Referral - Coordination of services Team (COST)
<input type="checkbox"/>	Parent Contact	<input type="checkbox"/>	Referral - Discipline Review Team (DRT)
<input type="checkbox"/>	Conference with Parent	<input type="checkbox"/>	Referral - Student Success Team (SST)
<input type="checkbox"/>	Behavior Contract	<input type="checkbox"/>	Referral - Support Personnel _____
<input type="checkbox"/>	Daily Behavior Monitoring	<input type="checkbox"/>	Referral - Counseling Group
<input type="checkbox"/>	Behavior Support Plan	<input type="checkbox"/>	Referral - Counseling Individual
<input type="checkbox"/>	Campus Beautification	<input type="checkbox"/>	Referral - Gang Reduction
<input type="checkbox"/>	Community Service	<input type="checkbox"/>	Referral - Parent Education
<input type="checkbox"/>	Conflict Resolution	<input type="checkbox"/>	Referral - School Program/Service _____
<input type="checkbox"/>	Peer Mediation	<input type="checkbox"/>	Referral - Substance Abuse
<input type="checkbox"/>	Classroom Change	<input type="checkbox"/>	Referral - Community Agency _____
<input type="checkbox"/>	Restitution	<input type="checkbox"/>	LASPD Diversion Referral
<input type="checkbox"/>	Counseling by Support Staff _____	<input type="checkbox"/>	Detention
<input type="checkbox"/>	Restorative Justice Program	<input type="checkbox"/>	Suspension-Class
<input type="checkbox"/>	Law Enforcement Notification	<input type="checkbox"/>	Suspension-In-School
<input type="checkbox"/>	Probation Notification	<input type="checkbox"/>	Suspension-School
<input type="checkbox"/>	Crisis/Threat Assessment Date(s) _____	<input type="checkbox"/>	Opportunity Transfer
<input type="checkbox"/>	Other _____	<input type="checkbox"/>	Recommended for Expulsion

**Responder:****Position:****Signature:****Administrator/Designee Notes:**



# **DATA**

## **Lines of Inquiry for School Teams**

- How do you gather information?
  - By hand
  - Computer
  - Etc.
- What do you do with the information you gather?
  - How is it shared with staff?
  - How often?
- How does this information guide your decisions?
- Remember:
  - Tracking referrals should not be for identifying individual students only.
  - If many students are making the same mistake it typically is the system that needs to change not the students.
- Teach, monitor, and reward before relying on corrections and sanctions.
- Always ask yourself, does the data indicate that our disciplinary practices are:
  - Efficient?
  - Effective?
  - Relevant?

# Data-based Decision Making

## KEY INDICATORS

### Office Discipline Referrals

Examining your school's office discipline referrals enables you to use key indicators to guide your decisions about support and professional development. Consider these indicators: total number of office discipline referrals; referrals per enrolled student; average referrals per school day per month; percentage of students with 0-1 referrals; percentage of students with 2-6 referrals; percentage of students with 7 or more referrals, and origin of referrals (e.g., common areas, classrooms).

Use the following chart to target support:

<b>School-wide</b>	
	* Total referrals per year per student is high
	* Average number of referrals per day is high
<b>Common Area</b>	
	* There is a specific area of school where many referrals originate.
<b>Classroom</b>	
	* There are more referrals coming from all classrooms.
	* There are specific classrooms with more referrals.
<b>Individual Students</b>	
	* Proportion of students with 0-1 referrals is low, but the proportion of students with 2- 6 referrals is high.
	* There are students who have received more than 6 referrals.
	* There are many suspensions and expulsions.

## Two areas to address based on a review of last year's suspension data.

1.	Name a suspension alternative for each area.		
	What needs to be known/learned to be successful?		
	Students	Staff	Families
	Potential obstacle and solutions		
	Potential Obstacles	Potential Solutions	
	How will success be determined?		

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#### Sample Forms

- Updates communication through newsletters, brochures, open house, parent meetings, etc., at least eight times per year.

## Effective Behavioral Interventions and Supports

### Family Engagement Checklist

School: \_\_\_\_\_ Team: \_\_\_\_\_ Date: \_\_\_\_\_

STATUS: In Place Partially in Place Not in Place	TASKS	PRIORITY: High Medium Low
	<b>Climate</b>	
	1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.	
	2. There is a plan for addressing ways to help families feel welcomed and valued.	
	3. There is a plan for training all staff to work collaboratively and respectfully with families.	
	4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted, and intensive levels of SWPBIS.	
	<b>Parent Involvement in Learning Activities at Home</b>	
	5. There is a process for assessing parents' opinions about their own involvement in learning activities at home.	
	6. There is a plan of set of activities for helping families to support their child's learning at home.	
	7. The plan includes activities for helping diverse families, including those with students in the universal, targeted and intensive levels of SWPBIS, support their child's learning.	
	<b>Communication with Parents/Families</b>	
	8. There is a process for assessing parents' opinions about how well schools communicate with them.	
	9. There is a plan for communicating with families in varied and helpful ways.	

*Adopted from New Hampshire Children's Center*

<b>STATUS:</b> <b>In Place</b> <b>Partially in</b> <b>Place</b> <b>Not in Place</b>	<b>TASKS</b>	<b>PRIORITY:</b> <b>High</b> <b>Medium</b> <b>Low</b>
	10. The plan includes activities for communicating with diverse families, including those with students in the universal, targeted and intensive levels of SWPBIS, about important school/home matters including discipline.	
	<b>Parent/Family Involvement at School (Volunteering, Assisting)</b>	
	11. There is a process for assessing parents' opinions about how they can support schools through their involvement at school.	
	12. There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting.	
	13. The plan for parental involvement in school activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of SWPBIS, can participate.	
	<b>Parent/Family Involvement in Decision-Making</b>	
	14. There is a process for assessing parent' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).	
	15. There is a plan for encouraging and supporting parent participation in decision-making committees and activities.	
	16. The plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of SWPBIS, can participate.	
	17. There is a process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	
	18. There is a plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	
	19. The plan for gathering and incorporating parents' input about matters of importance including discipline addresses how diverse families, including those with students in the universal, targeted and intensive levels of SWPBIS, can be heard.	

*Adopted from New Hampshire Children's Center*

# DID YOU KNOW?

## Behavior Standards

All LAUSD schools encourage a positive behavior support plan to encourage good behavior in all students.  
What's your school's plan?

**Be Safe**  
**Be Respectful**  
**Be Responsible**

### Top reasons why children/teens need schedules and rules:

1. It makes them feel safe"
2. It shows them that you care enough to put limits on them.
3. It gives them a guideline for what is expected of them.
4. If you keep them busy with positive things, they won't get involved with the negative (drugs, gangs, truancy, etc.)

Children learn by example. Make sure your actions are ones that you want them to duplicate.

Giving positive feedback like "good job" and "that was really helpful" will increase the behaviors you want and decrease unwanted ones.

Teach kids to be responsible by giving them chores and opportunities to show how responsible they can be. Even small children should have a chore to do.

Never accept "I don't know" as an answer. Respond with "what is your best guess" when they say that, otherwise they will use that as a way to avoid the topic at hand.



The Los Angeles Unified School District

(SCHOOL LETTERHEAD HERE)

## **SAMPLE LETTER TO PARENTS**

Date \_\_\_\_\_

Dear Parent/Guardian,

School-Wide Positive Behavior Intervention and Support (SWPBIS) is a framework supported by LAUSD to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning.

As part of SWPBIS, we will establish several clear rules for the behavior we expect in all areas of our school. We will explicitly teach those expectations to the students and reward them frequently with positive notes and prizes for their great behavior. The expectations for all student behavior will be clear throughout school and our playground areas, cafeteria, gymnasium, and classrooms. You will be able to ask your student:

- What are the rules in your school?
- How do you follow those rules?
- What happens when a teacher sees you following the rules?

Our school rules will specifically address misconduct, provide for a safer school environment and give more time for instruction. We will apply consistent consequences and positive reinforcement for all students. By detailing every expected behavior and teaching students in a positive way, we will provide a common language for everyone in our school, including students, teachers, office staff, paraprofessionals, and classified staff.

We believe that by helping students practice good behavior, we will build a school community where all students have an environment where they can succeed and grow. We would like your input and your involvement. Please contact us at school if you have any questions or need further information.

Thank you for your support!

Sincerely,

Principal



# Wonderful School Back to School Night

Date: \_\_\_\_\_

## AGENDA

Welcome and Introductions .....Principal

Pledge of Allegiance ..... Student Council President

Last Year at a Glance ..... Principal

This Year's Attendance Goals

Discipline Foundation Policy: School-Wide Positive Behavior  
Intervention and Support Expectations

School Calendar

PTA/Parent Task Force Invitation

Questions and Answers

Classroom Visitations



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A verbal notice will be given to students engaging in misconduct. Students will be given an opportunity to correct the misconduct before further action is taken.

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An individual conference between a student and staff member will be held to make the student aware of his/her poor judgment regarding a particular incident. This will provide the opportunity for discussing possible alternatives (MiSiS) available for the student to correct the problem. Students will bring the Minor Behavior Incident Report home for parent signature. A parent phone call or other communication will occur for each Minor Behavior Incident Report. It is at this time that the parent and staff member will discuss steps that will be taken to resolve possible problems in the future.

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Our goal is to help each child develop self-discipline. Together the home and school share the responsibility for developing good citizens. Parents, teachers, and students must work together to maintain a safe learning environment. The SWPBIS program is based upon our philosophy of recognizing positive contributions of students.

SWPBIS means that teachers, administrators, counselors, and support staff are going to take responsibility to TEACH positive behavior expectations to students.

SWPBIS means that students will know exactly what is expected of them. Students who take responsibility to behave positively will be recognized and rewarded in a variety of ways. Students will know exactly what consequences will result when they choose NOT to meet the school-wide expectations ("all of us will be on the same page").

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Faculty members will complete a referral form (MiSiS) when unacceptable behaviors have persisted. The principal will investigate the incidents and determine appropriate action to resolve the issue.

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Principal  
Co-chair/5<sup>th</sup> Grade Teacher  
Co-chair /3<sup>rd</sup> Grade Teacher  
PE Teacher  
Instructional Assistant  
Special Ed. Teacher  
1<sup>st</sup> Grade Teacher  
3<sup>rd</sup> Grade Teacher

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Gotcha! Star Tokens are a positive behavior reinforcement indicator that is given to students by an adult at Wonderful School. All staff members will recognize students who show respect with Gotcha! Star Tokens. The names of students earning Gotcha! Star Tokens will be given over the announcements daily.

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Small monthly awards will be randomly presented via school-wide drawing to individual students in each grade who earn Gotcha! Star Tokens. Students who win the drawings are also recognized over the announcements and in the school newsletter. Students will receive their prize before they leave school the day of the drawing.

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Students who earn Gotcha! Star Tokens are also given a Panda Paw. They are given the opportunity to sign their Star Tokens and hang onto their Panda Paw.



# Wonderful School Newsletter

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Based on weekly cafeteria behavior, students may earn the privilege of eating at the VIP Table, at which a special treat is provided.

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Once per week, one classroom will have the opportunity to earn the Golden Dustpan award from the custodial team. The custodians will identify the cleanest classroom. The Golden Dustpan will be displayed in the classroom.

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Awards and prize drawings will be presented at the huge celebration for attendance, displaying good character traits, and special projects.



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## **Behavior Change is a Family Affair: Positive Behavior Support Strategies to Support Students with Challenging Behavior**

### **PARENT WORKSHOP/AGENDA**

#### **Morning Session**

Welcome and Introductions- Principal

Review Agenda- Community Rep

Opening Activity: Meet My Children

Positive Behavior Support: Success for ALL Children

Why is My Child Doing That?

Characteristics Which Influence Behavior Challenges

I Wish My Child Didn't...

Behavior Change is a Family Affair: What Would YOU Do?

The ABC's of Behavior

Specific Behavior Challenges for Young Children with Down Syndrome

*Make and Take Flash Cards*

Positive Behavior Support: The Competing Pathway Process

Setting Events

Antecedents or Predictors

Motivation or Function of Behavior

Maintaining Consequences

*Next Workshop Date* \_\_\_\_\_

## Tips for Engaging Families in the Behavior Planning Process

- Family members can become most effectively involved when they function as partners in the education process. When families consider themselves partners, they will contribute more significantly to the behavior planning process.
- Make sure all members feel and are treated as equals. If some people come to the team not feeling valued, they won't be open to sharing solutions and ideas.
- Share information reciprocally as opposed to giving information to the parents. A two-way communication where parents contribute their ideas, concerns and possible solutions increases the effectiveness of the behavior planning process.
- Approach behavioral planning from a "needs based" model. Focus on the skills the student needs in order to successfully participate in school. Avoid describing behavior in a negative or judgmental manner.
- Respect cultural differences. Simplistic over generalities can offend and increase the divide between family and school.
- Encourage risk taking and creativity. When mistakes are made, treat them as a source of learning.
- Provide parent education programs to support positive behavior that are designed to increase parents' understanding and influence on their children's education.
- Help parents understand that behavior is a function of need.
- Help parents understand that the goal is not eliminating a behavior but to develop new strategies for coping thus developing a new replacement behavior.
- Support parents to help children meet their needs in a positive way.
- Provide parents with support to implement behavior change at home. Draw up student-parent-teacher contracts and support parents with tools and skills to monitor behavior progress.



## 10 Tips for Parenting High School Students



- **Give kids some leeway.** Giving teens a chance to establish their own identity, giving them more independence, is essential to helping them establish their own place in the world. "But if it means he's going out with a bad crowd, that's another thing," says Elkind.
- **Choose your battles wisely.** "Doing themselves harm or doing something that could be permanent like a tattoo, those things matter," says Kaslow. "Purple hair, a messy room - those *don't* matter." Don't nitpick.
- **Invite their friends for dinner.** It helps to meet kids you have questions about. "You're not flat-out rejecting them, you're at least making an overture. When kids see them, see how their friends act with their parents, they can get a better sense of those friends," Elkind tells WebMO. "It's the old adage, you catch more bears with honey than vinegar. If you flatly say, you can't go out with those kids, it often can backfire - it just increases the antagonism."
- **Decide rules and discipline in advance.** "If it's a two-parent family, it is important for parents to have their own discussion, so they can come to some kind of agreement, so parents are on the same page," says Bodrow. Whether you ban them from driving for a week or a month, whether you ground them for a week, cut back on their allowance or Internet use - whatever - set it in advance. If the kid says it isn't fair, then you have to agree on what *is* fair punishment. Then, follow through with the consequences.
- **Discuss 'checking in.'** "Give teens age-appropriate autonomy, especially if they behave appropriately," says Kaslow. "But you need to know where they are. That's part of responsible parenting. If it feels necessary, require them to call you during the evening, to check in. But that depends on the teen, how responsible they have been."
- **Talk to teens about risks.** Whether it's drugs, driving, or premarital sex, your kids need to know the worst that could happen.
- **Give teens a game plan.** Tell them: "If the only option is getting into a car with a drunk driver, call me - I don't care if it's 3 in the morning," says Bodrow. Or make sure they have cab fare. "Help them figure out how to handle a potentially unsafe situation, yet save face," she suggests. "Brainstorm with them. Come up with a solution that feels comfortable for that child."
- **Keep the door open.** Don't interrogate, but act interested. Share a few tidbits about your own day; ask about theirs. How was the concert? How was the date? How was your day? Another good line: "You may not feel like talking about what happened right now. I know what that's like. But if you feel like talking about it later, you come to me," Elkind suggests.
- **Let kids feel guilty.** "I think too much is made about self-esteem," says Elkind. "Feeling good about yourself *is* healthy. But people *should* feel bad if they have hurt someone or done something wrong. Kids need to feel bad sometimes. Guilt is a healthy emotion. When kids have done something wrong, we hope they feel bad, we *hope* they feel guilty."
- **Be a role model.** Your actions - even more than your words - are critical in helping teens adopt good moral and ethical standards, says Elkind. If they have a good role model from early on, they will be less likely to make bad decisions in their rebellious teen years.

David Elkind, Amy Bodrow, Nadine Kaslow



Parents/guardians and schools are partners in children's education. As you are the most important persons and strongest influence on the behavior of your children, both at home and at school. How parents handle discipline at home affects a child's behavior at school. Review the tips below:

1. Read *Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. Learn the school's rules and be sure you and your children understand and follow them.
2. Involve your children in the establishment of rules in the home. Be clear about rules, including rewards and consequences. Rules should be simple, age-appropriate, and clearly explained.
3. Participate in your children's education, help them with homework, communicate with their teachers, attend school function, such as, parent conferences, classroom programs, exhibitions of student work, and PTA.
4. Set appropriate limits on your children's behavior. Hold them responsible for their actions. Enforce rewards and consequences consistently.
5. Use a positive approach when disciplining your children. Children who hear three times as many positive comments as negative ones are more likely to flourish in life. Say, "do this" more than "don't do that."
6. Help your children develop a network of trusted adults. If you are parenting alone, look for adult role models of both genders who can be positive mentors for your children.
7. Help your children understand the value of accepting individual differences.
8. 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 pause and then demonstrate the appropriate reaction and, speak about the issue.
9. Teach your children to resolve problems. Good listening skills, honest communication, conflict resolution skills, and patience will help your children be resilient (able to bounce back from setbacks).
10. Teach your children stamina, endurance, and high expectations. The most important skill for academic success is the willingness to keep working even when it is difficult.
11. Help your children express anger without verbal attacks or physical violence. Be careful with your words. Words can hurt or they can heal. Choose carefully.
12. Acknowledge your children's accomplishments, efforts, improvements.
13. Model respect for differences. Recognize the dignity in all persons.
14. Keep open communication with your children. Meet your children's friends. Always know where your children are and who they are with.
15. Participate in your children's education. Help them with their homework, communicate with their teachers, and attend school functions, such as, parent conference, classroom programs, exhibitions of student work, and PTA.
16. Be a positive role model. You are your children's first role model and your behavior is the basis for establishing your expectations.
17. Treat school personnel and District employees with respect and expect them to treat you and your children with respect





## Parents' Rights and Responsibilities To Ensure Your Child's Success

**Parents as Equal Partners in the Education of Their Children**, a resolution adopted by the Board of Education in December 2010, embraces family strengths and assets as essential to the academic success of students, and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and schools accept responsibility for student success and commit to a partnership that:

- ♦ Maintains high expectations for student achievement
- ♦ Ensures all children are college and career ready
- ♦ Promotes productive conversation and collaboration
- ♦ Reflects mutual respect and support for each other

### Parents Have The Right To:

- ♦ A free, quality education that honors their child's learning and achievement
- ♦ An education that prepares their child for college and 21st century careers
- ♦ A welcoming environment that values family assets and contributions to learning
- ♦ Know the school's expectations, educational programs, policies and procedures
- ♦ Translation services in order to communicate effectively with school staff
- ♦ Their school's Report Card to assess the quality of their child's school
- ♦ Know their child's progress and performance and how to access support when needed.
- ♦ Visit their child's classroom and develop partnerships with teachers and staff
- ♦ Learning opportunities so they can support education at home and at school
- ♦ File a formal complaint when necessary, without fear of reprisal

### Parents Have The Responsibility To:

- ♦ Promote literacy, high achievement, and a love of learning at home
- ♦ Ensure their child attends school every day, on time, and is ready to learn
- ♦ Monitor and guide their child's academic progress to ensure success
- ♦ Seek tutoring and other learning supports for their child when needed
- ♦ Explore all campus options and school choices available to their child
- ♦ Conference with teachers and other school staff about their child's education
- ♦ Participate in school meetings and activities to be informed about the school
- ♦ Express their level of satisfaction through the annual School Experience Survey
- ♦ Provide pertinent information about their child as requested by the school
- ♦ Advocate for their child's education and for the school's well-being

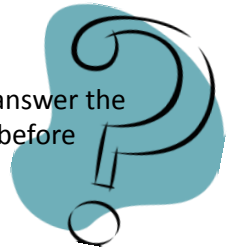


**Families Matter!**  
Student Achievement Starts Here!



## RESTORATIVE JUSTICE QUESTIONS

When responding to conflict, a restorative approach consists in asking students to answer the following key questions. Please ask the student to answer the following questions before discussing the incident:



**What happened and what were you thinking at the time of the incident?**

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**What have you thought about since?**

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**Who has been affected by what happened and how?**

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**What about this has been the hardest for you?**

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**What do you think needs to be done to make things as right as possible?**

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**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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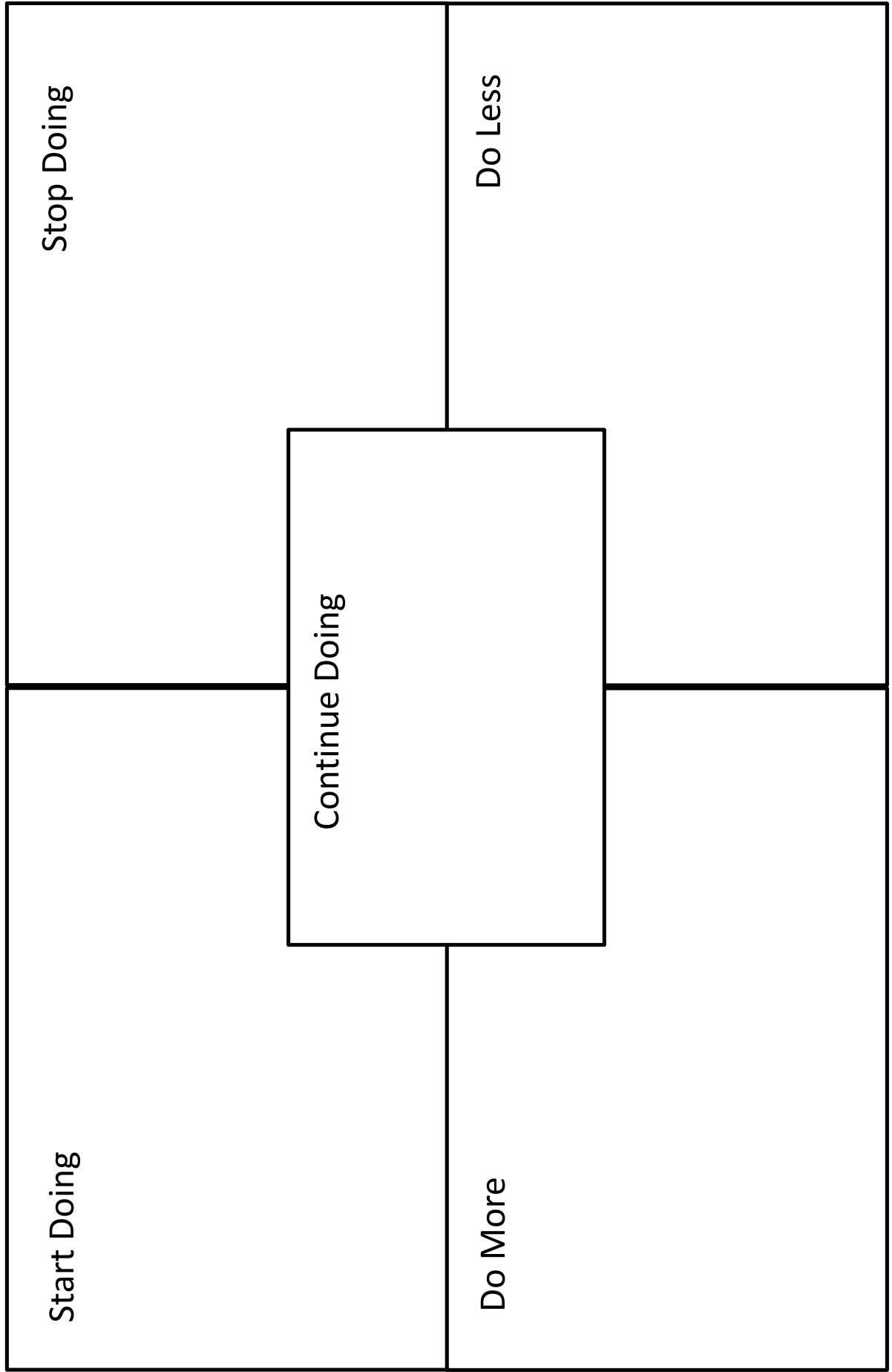
Identify three alternatives and related information before filling out the action plan.

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1.			
2.			
3.			

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1.			
2.			
3.			

## Alternatives to Suspension Action Plan



Los Angeles Unified School District  
**SAMPLE** - Individualized Student Safety Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Safety is our number one priority! Keeping students safe requires a collaborative effort of all stakeholders.

**The sample interventions offered are not intended to be exclusive or all-inclusive. Schools should design a Student Safety Plan that reflects their unique circumstances and resources.**

The following safety plan has been developed for the student named above. This plan does NOT replace an IEP or a Behavior Support Plan. If the student has an IEP, then defer to that plan.

**Administration responsibilities and strategies:**

- I will continue to communicate and enforce the guidelines set forth by the Discipline Foundation Policy.
- I will take all reported incidents of bullying seriously.
- I will be neutral and gather the facts from all involved parties.
- I will follow-up with the teacher to support the student's concerns.
- I will follow-up with the involved parties to monitor that the bullying has stopped.
- I will \_\_\_\_\_.

**Teacher responsibilities and strategies:**

- I will establish a safe school environment for all students.
- I will take all reported incidents of bullying or misconduct seriously.
- I will remind all students of the appropriate rules of conduct whether they are in class or outside during recess, lunch, and before and after school.
- I will work collaboratively with the administration, counselors, teachers, staff and parents.
- I will make a referral to the school site administrator if additional services are recommended.
- I will \_\_\_\_\_.

**Counselor or other staff:**

- I will meet with the student (*specify frequency*) \_\_\_\_\_ to provide additional support and monitoring to ensure that the bullying has stopped. Check-ins may continue or may be modified, as needed.
- I will \_\_\_\_\_.

**Student responsibilities and strategies:**

- I will report any concerns or incidents of bullying immediately to \_\_\_\_\_.
- I will tell the person who is bothering me to "stop."
- I will follow all rules of conduct in the classroom, on campus, before and after school.
- I will use my words and not my fists to resolve problems.
- I will not bully; I will model respectful behavior.
- I will join a club that promotes peace and respect.

Los Angeles Unified School District  
**SAMPLE** - Individualized Student Safety Plan

- I will apologize if I hurt someone's feelings.
- I will work toward positive resolutions to conflicts.
- I will do my best.
- I will \_\_\_\_\_.

**Parent responsibilities and strategies:**

- I will collaborate in a positive manner to resolve conflict.
- I will work with the teacher and administration.
- I will encourage my child to use their words not their fists to resolve conflicts.
- I will not confront the other children or parents who are allegedly involved in this incident.
- I will \_\_\_\_\_.

**Accommodations and modifications, if applicable:**

- My \_\_\_\_\_ period classes have been changed.
- My locker has been changed to a different location.
- During lunch, nutrition and passing periods, I will go \_\_\_\_\_  
(*identify route*).
- I will avoid \_\_\_\_\_  
(*note area, if applicable, that the student should avoid*).
- During lunch and nutrition, I will maintain a line of sight with school staff  
\_\_\_\_\_ who will be a source of contact.
- My designated arrival location is \_\_\_\_\_ at \_\_\_\_\_ a.m.
- My designated pick-up location is \_\_\_\_\_ at \_\_\_\_\_ p.m.
- Other: \_\_\_\_\_.

**Confidentiality:** The student and parents will not share any identifying information regarding the other students related to this incident. This includes discussing, posting or sharing confidential information about other students. I agree to follow the plan and support the safety of all parties.

We will revisit this plan on \_\_\_\_\_ (*date*) at \_\_\_\_\_ (*time*) in Room \_\_\_\_\_.

**Please print and sign your name:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor or other staff: \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

# Creating Behavior Contracts

## Step 1: Preparation

Think about 1 – 2 behaviors to change.

Define who will implement the contract.

## Step 2: Negotiate with the student

Decide upon 1 – 2 positive, expected behaviors

Decide upon reinforcers

Expectations and Criterion

Behavior (ie: frequency, duration, absence of)

Delivery of reinforcers

## Step 3: Follow Up

Monitor and review progress with student

Revise if necessary

## **Collaborative Behavior Contract**

This contract will establish the responsibilities for (student name):

While the student is in class with (teacher name):

When (student name) \_\_\_\_\_ has (behavior) \_\_\_\_\_

for (time): \_\_\_\_\_

He/she will then (privilege) \_\_\_\_\_

### **Student Responsibilities:**

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Both student and teacher agree to the terms and condition set forth in this Collaborative Behavior Contract. All parties agree to amend and update this contract as necessary to benefit the education of the above mentioned student.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Fixing Broken Rules

### CLASSROOM RULES



The rule I broke was:

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I broke the rule because:

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What should happen because I broke the rule?

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From now on I:

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Here's my apology:

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---

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Signature

---

Date

---

# Think Sheet



Name: \_\_\_\_\_

I was not:

Following  
Rules

Being  
Respectful

Being Safe

Listening

(Circle all that  
apply)

Following  
Directions

Being  
Cooperative

Being  
Responsible

Other:

And \_\_\_\_\_

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---

I should have \_\_\_\_\_

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---

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Then \_\_\_\_\_

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---

So from now on I \_\_\_\_\_

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My Signature \_\_\_\_\_

# 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Think Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What expectation did I not meet?

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2. Why was my behavior a problem? (Continue on back if needed.)

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3. What could I have done instead? (Continue on back if needed.)

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4. Do you need to apologize to anyone?

☐ Yes ☐ No

Did I apologize?

☐ Yes ☐ No

To whom? \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

# Individual School-Wide Positive Behavior Support Plan

Student name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## Desired Behaviors:

- 1.
- 2.
- 3.

## Intervention Strategies (school, home, community):

- 1.
- 2.
- 3.

## Skills to Be Taught:

- 1.
- 2.
- 3.

## Positive incentives:

- 1.
- 2.
- 3.

## Procedures for Managing Inappropriate Behavior:

- 1.
- 2.
- 3.

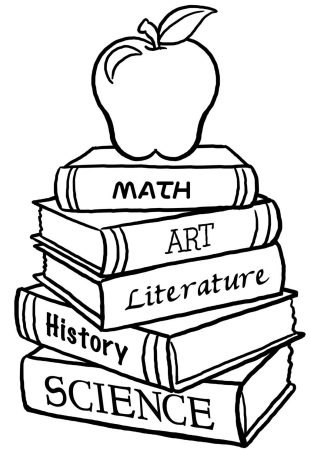
## Safety Support Plan (if necessary):

- 1.
- 2.

Student: \_\_\_\_\_ Administrator: \_\_\_\_\_

Teacher: \_\_\_\_\_ Other: \_\_\_\_\_

Parent: \_\_\_\_\_



## Behavior Improvement Form

Name \_\_\_\_\_ Date \_\_\_\_\_

Did you follow directions appropriately? Yes \_\_\_\_\_ No \_\_\_\_\_

What was your behavior? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What did you want? (Put a check next to the appropriate statement)

\_\_\_\_\_ I wanted attention from others.

\_\_\_\_\_ I wanted to be in control.

\_\_\_\_\_ I wanted to avoid doing my homework.

\_\_\_\_\_ I wanted to cause problems because I am sad inside.

\_\_\_\_\_ I wanted to cause problems for others because they  
don't like me.

\_\_\_\_\_ I wanted to \_\_\_\_\_

Did you get what you wanted? Yes \_\_\_\_\_ No \_\_\_\_\_

What could you do differently? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Will you be able to return to class appropriately? Yes \_\_\_\_\_ No \_\_\_\_\_

Student Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_

## Becoming a Problem Solver



**STOP** and calm down.

**THINK** of a plan.

**PROBLEM SOLVE** wisely.

Problem: tell who, what, how and why it happened.

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What was the result?

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How should I have solved the problem? List two better methods.

1.

---

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2.

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---

How could I have presented the problem?

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What will I do from now on?

---

---

My Signature

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# Daily Behavior Sheet

😊 = 2

😐 = 1

☹ = 0



_____ will be a friend by...	morning	lunch	afternoon
saying kind things.			
doing kind things.			

Goal: To Earn \_\_\_\_\_ points.

Total points earned \_\_\_\_\_.



# Kindergarten Recovery Time Think Sheet

Name \_\_\_\_\_

I am feeling:



Angry



Happy



Guilty



Frightened



Sad



Embarrassed

I choose to:

I could have:

Did I apologize?

☐

Yes

☐

No

Do I need to apologize?

☐

Yes

☐

No

Student's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_



Parents/Guardian's Signature \_\_\_\_\_

# First Grade Recovery Time Think Sheet

## 1. I feel:

- ☐ Sad 
- ☐ Alone 
- ☐ Angry 
- ☐ Foolish 
- ☐ Embarrassed 
- ☐ Silly 

## 2. I chose to:

- ☐ Be loud 
- ☐ Talk out of turn
- ☐ Ignore direction
- ☐ Sass
- ☐ Argue 

## 3. I could have:

- ☐ Been more respectful
- ☐ Been more responsible
- ☐ Kept our classroom or safe

## 4. Do I need to apologize?

- ☐ Yes ☐ No

# Behavioral Reflection

Today, \_\_\_\_\_ , (write date) I, \_\_\_\_\_ , (write your name)

Write why you are writing this reflection:

Countdown – I Can Do It																			
I Raised My Hand										Whoops, I Spoke out									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50

Countdown – I Can Do It																			
I Raised My Hand										Whoops, I Spoke out									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50

# Conflict Resolution-Worksheet

**Identify the conflict. What's your perception of the conflict/problem?**

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**There are often several perspectives of a conflict/problem. What are others' perceptions of the conflict/problem?**

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**Brainstorm possible solutions to resolve the conflict(s).**

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**What are you willing to do to resolve the conflict(s)?**

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**Prioritize the solutions.**

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**Prioritize the solutions.**

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**Develop an agreement and action plan.**

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**Identify a timeline for implementation.**

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**How will you evaluate the progress?**

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**Modify the action plan if necessary.**

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# Stop and Think

Today we are learning how to make better choices.

Name: \_\_\_\_\_ had some trouble making the best choice for his/her learning. He/she has had a talk with me and we completed this form together.

Please discuss this form with your child. Thank you.

Here's what happened:

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Next time, this would be a better choice:

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Parent Comments:

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Parent Signature

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Date

## Elementary Counselor Referral Form

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Referred by: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Briefly state the reason for referral:

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Please list any behavioral, academic, or environmental concerns:

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Please list any interventions done

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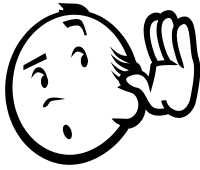
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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies:  
Principal  
Counselor  
Teacher





## Reflective Listening Formula

Any of the following can show that you understand how your child is feeling or can help your child tell you how he or she feels.

You're           (insert feeling word)           because           (state reason for the feeling)          

Sounds like

you're           \* (Insert feeling word or phrase)          

You seem           \* (Insert feeling word or phrase)          

It seems like you

are feeling           \* (Insert feeling word or phrase)          

Looks like you're

feeling sort of           \* (Insert feeling word or phrase)          

Examples:

"You're upset because Bobby took your favorite toy. It is hard when others take things from you."

"You're angry with me because I would not let you go to Sara's house."

"You seem sad today."

"Sounds like you're frustrated."

"It seems like you are feeling left out because Joey wouldn't let you play."

"You're feeling sort of discouraged about math."

"You look like you're feeling sort of unhappy today."

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# Conflict Resolution-Worksheet

Identify the conflict. What's your perception of the conflict/problem?

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There are often several perspectives of a conflict/problem. What are others' perceptions of the conflict/problem?

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Brainstorm possible solutions to resolve the conflict(s).

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What are you willing to do to resolve the conflict(s)?

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Prioritize the solutions.

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Develop an agreement and action plan.

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Identify a timeline for implementation.

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How will you evaluate the progress?

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Modify the action plan if necessary.

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# Becoming a Problem Solver

Problem: tell who, what, how and why it happened.

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What was the result?

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How should I have solved the problem? List two better methods.

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How could I have presented the problem?

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What will I do from now on?

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# Positive Behavior Support Plan

Student's Name:

Grade:

Date:

## Desired Behaviors:

- 1.
- 2.
- 3.

## Intervention Strategies (school, home, community):

- 1.
- 2.
- 3.

## Skills to be Taught:

- 1.
- 2.
- 3.

## Positive Incentives:

- 1.
- 2.
- 3.

## Procedures for Managing Inappropriate Behavior:

- 1.
- 2.
- 3.

## Safety Support Plan (If Necessary):

- 1.
- 2.

Student: \_\_\_\_\_

Administrator: \_\_\_\_\_

Teacher: \_\_\_\_\_

Other: \_\_\_\_\_

Parent: \_\_\_\_\_

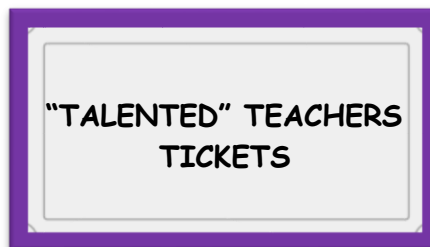
**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
***San Fernando Middle School***  
130 N. Brand Boulevard  
San Fernando, California 91340  
Telephone: (818) 837-5400 FAX: (818) 365-8911

**MICHELLE KING**  
*Superintendent of Schools*  
**LINDA DEL CUETO**  
*Superintendent Local District Northeast*  
**FREDDY ORTIZ**  
*Principal*

## **San Fernando Middle School 2015-2016 Flight of the Falcon**

The falcons, Fernando and Fernanda represent a commitment to excellence and dedication to improve student achievement at San Fernando Middle School. Both Fernando and Fernanda fly throughout the campus visiting classrooms and offices of staff members who have gone above and beyond to make San Fernando Middle School the best it can be.

1. At every faculty meeting "Flight of the Falcon" is on the agenda.
2. The two staff members who receive the Fernando and Fernanda awards at the last faculty meeting must bring them to the next faculty meeting.
3. During this brief ceremony, the last recipients of Fernando and Fernanda awards allow them to "fly" to two other staff members of their choosing and deliver a brief 2-3 minute explanation as to why Fernando and Fernanda are "Flying" to the next classroom(s) or office(s).
4. The Staff members who receive the Falcons will house them in their classroom or office until the next faculty meeting where they will once again "Fly" to the next classroom or office.



Throughout the school day staff members interact with colleagues countless times and for an infinite number of reasons. Dropping a "Talented" Teacher Ticket in the basket is a quick and easy, yet meaningful way to give a quick "Thanks" to a colleague for going above and beyond to make SFMS a great place to work.

At every faculty meeting two baskets are placed by the sign-in. One basket is for student Wing Tickets and the other for "Talented" Teacher Tickets. "Talented" Teacher Tickets are issued in much the same way as Wing Tickets are issued; however, "Talented" Teacher Tickets are issued from staff member to staff member. The staff member simply picks up a blank "Talented" Teacher Ticket and fills out the staff member's name and writes a brief description of the reason for issuing the "Talented" Teacher Ticket. A minimum of three tickets are drawn during the faculty staff meeting and shared with the staff. Following the faculty meeting, the assistant principal in charge of School Wide Positive Behavior Intervention and Support assembles all of the tickets into a mass email and then shares with the entire staff.

# FALCON MESSENGER



## December 12 – December 17, 2016

### MONDAY, December 12 – B Day

8:30 A.M.....SFMS – Earthquake Drill.....Classroom  
9:30 A.M.....Parent Workshop.....Parent Center  
3:45 P.M.....SFMS – Grade Level Lead Teacher.....P.C.R.

### TUESDAY, December 13 – A Day – P.D. – By Department

8:45 A.M.....SFMS/SFiAM – Fire Drill with Evacuation.....Field  
9:30 A.M.....SFMS – Parent English Class.....Room M3  
1:00 P.M.....SFMS – District M&O Meeting .....Auditorium  
3:30 P.M.....SFMS – Faculty Meeting.....Cafeteria

### WEDNESDAY, December 14 – B Day

9:00 A.M.....Parent Workshop.....Parent Center  
9:30 A.M.....SFMS – Chemical/Safety Committee Meeting.....Cafeteria  
4:00 P.M.....SFMS – Parent Center Posada .....Parent Center  
4:40 P.M.....SFMS – M.O.U Meeting.....Library

### THURSDAY, December 15 – A Day

8:30 A.M.....SFMS – District Sp. Ed. Parent Workshop.....Parent Center  
9:00 A.M.....SFMS – ELAC Meeting.....Cafeteria  
9:30 A.M.....SFMS – Parent English Class.....Room M3  
2:00 P.M.....SFMS – Winter Formal Dance.....Cafeteria  
2:00 P.M.....SFMS – Global Warming Protest.....Auditorium

### FRIDAY, December 16– B Day – Minimum Day

10:30 A.M.....Lunch student activities.....Quad  
1:00 P.M.....SFMS – Faculty Meeting/Professional Development .....Cafeteria

### SATURDAY, December 17

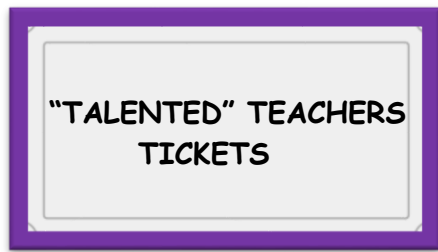
## Falcon of the Week

**Name: Maria Figueroa, Mary Flores, and Robert Fule**

I nominate a trio of students for the Falcon of the week. Maria Figueroa, Mary Flores, and Robert Fule are students of extraordinary talent. All three put forth maximum effort and go beyond what I ask of them. They pay close attention in class, and strive to be top students. Finally, they always have a smile on their faces and a cheerful disposition. They are the epitome of a San Fernando Falcon.

**Recommended by: Mr. James**





**FROM:** Michael Harrington, Assistant Principal  
San Fernando Middle School  
**TO:** Arredondo, Pearl; Norton, Chris; Samuels, Reynold; Garcia, Joe; Nu...  
**SUBJECT:** JANUARY 19, 2016 WINGERS!

Mr. Salazar for having a great attitude and cheering everyone up, from Ms. Zizito

Mr. Harrington because he always makes me laugh during his announcements, from Ms. Silberschein

Ms. Alvarez, You know why! From Ms. Weiss

Mr. Boone because of his great leadership with the textbooks inventory, from Mr. Lovo

Mr. Rigamat because she is always so positive and up beat, from Ms. Walcher

All SFMS teachers because all of our teachers put great effort out daily, from Mr. Ramos

Ms. Loya for all of the support, from Mr. Greenway

Ms. Perez because she is enthusiastic and knowledgeable, from Ms. Papazian

Ms. Golden because of her dedication to the students, from Mr. Ebelhar

Mr. Salazar because he is working with Leadership, from Ms. Kelso

Mr. Ebelhar for meeting the bus out front every morning, from Mr. Harrington

Ms. Alvarez because she is an awesome history lead, from Ms. Arco

Ms. Denning because she is great at creating quizzes, from Ms. Loya

Ms. Alvarez for being an awesome supportive history department chair, from Ms. Hill

Mr. Salazar because he gets students excited about leadership and working as a team, from Mr. Ivie

Mr. Salazar because he is a positive, optimistic, and upbeat person, from Ms. Hill

Ms. Atkinson because she works well with all the students in our class, from Ms. Rigamat

Mr. Fuentes because he's a team player, from Ms. Matevosian

Mr. Amaya because he is so thoughtful when dealing with 6<sup>th</sup> grade students, from Ms. Rigamat

Mr. Norton because he is always available to our school and staff, from Mr. Salazar

Ms. Silberschein because she clarifies any question I might have, from Ms. Gomez

Mr. Harrington because he is working on getting window covering for the H Building, from Ms. Duarte

Mr. Lennehan because he got the students excited about Science with their experiment, from Ms. Duarte

Mr. Aldridge because he is doing a great job at raising school pride, from Mr. Vasquez

Mr. Salazar because he inspires student and staff to be their best self, from Ms. Arco

Mr. Ramos because he is always kind and optimistic, from Ms. Alvarez

Ms. Kelso because she handled a student issue before it escalated, from Ms. Duarte

Ms. Duarte for submitting three Talented Teachers Tickets this week, from Mr. Harrington

Mr. Salazar because he is amazing with his students, from Ms. Medina

Ms. Arco because she is always helping students before school, at lunch, and after school, from Mr. Rolston

Ms. Duarte for never denying my requests for extra materials, from Mr. Kim

Mr. Ivie because of his enthusiasm and positivity towards school and students, from Mr. Bonne

Mr. Salazar for receiving a lot of Talented Teacher Tickets. I thought we would need a larger basket, from Mr. Harrington

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
***San Fernando Middle School***  
130 N. Brand Boulevard  
San Fernando, California 91340  
Telephone: (818) 837-5400 FAX: (818) 365-8911

**MICHELLE KING**  
*Superintendent of Schools*  
**LINDA DEL CUETO**  
*Superintendent Local District Northeast*  
**FREDDY ORTIZ**  
*Principal*

## **San Fernando Middle School 2015-2016 Wing Ticket Program**

At San Fernando Middle School all students must possess a clear understanding of how to be safe, responsible, and respectful while at school in order to positively participate in school. Three years ago school-wide expected behaviors or “Area Rules” were created by the Discipline Review Team comprised of teachers, school community parents, classified staff, and administration. These “Area Rules” have been posted in specific areas on campus, taught to the students through their advisory class, and then reinforced through the Wing Ticket Program.

If at any time during the school day, a teacher or other staff member sees a student or students exhibiting desired behavior, a Wing Ticket can be issued to the student in an effort to reinforce that positive behavior. The issuer fills in the student’s name, grade, and the reason the student received the Wing Ticket. The student then takes the ticket to the Student Services Office and deposits it in the appropriate Wing Ticket Bin for his or her grade level.

Every Friday at 8:30 am, after the Pledge of Allegiance, a select group of Leadership students report to the Student Services Office and draw a minimum of 6 Wing Tickets from each grade level bin. Following the drawing, the bins are emptied for the following week. All of the information on each of the drawn Wing Tickets is then announced over the PA. Winners may then report to the Student Services Office after school to claim their fantastic prize which generally is a gift certificate to a local business.

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## **San Fernando Middle School 2016-2017 Attendance Program**

In an effort to raise our student attendance rate this year's attendance slogan is "THE 100% ATTENDANCE CHALLENGE". Parents play a vital role in their child's academic success. The first step to academic achievement is establishing excellent school attendance habits. In order to support student achievement, LAUSD set an attendance goal for 76% of all students to maintain a Proficient/Advanced attendance rate of 96% or higher throughout the school year. Last school year San Fernando MS attendance rate was 96.8%. To help all of our students succeed, staff at San Fernando MS challenge all students to reach a 100% rate this school year through incentives, awards, parent/guardian education, professional development, and community partnerships. All students must attend school every day and be on time to all classes 100% of the time. We will motivate students to stay focused through a mixture of incentives, technology, and media.

- a. Truancy abatement partnership with San Fernando Police Department
- b. 2016-2017 Attendance slogan-"THE 100% ATTENDANCE CHALLENGE PROGRAM"
- c. Opening parent letter outlining program
- d. Parent/guardian education
- e. Staff professional development
- f. Community partnerships
- g. Trophies for the #1 classroom in each grade level
- h. Letter to the Parent at the end of the semester
- i. Letter to the Student at the end of the semester
- j. Incentives: Skateland, McDonalds, Heavenly Pancakes, Mike's Café, Compania de Café, Hamburger Hut, In-N-Out, Marie Calendars, Panda Express

# UNIVERSITY HIGH SCHOOL

## Home of the Wildcats



## Peer Mediation

### Peer Mediation at University High School

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We are very fortunate to have a Peer Mediation program here at University High School. This program was initiated in 2006 and has been a continued success for all involved. It helps students who are experiencing conflict with one another to work together to resolve their issues.

Each year, current 10th and 11th grade students apply to the program and go through an interview process as well as submit a letter of recommendation from one of their teachers. Last year we had over 100 applicants. These students attend a 16-hour training that is provided by the Asian Pacific-American Dispute Resolution Center (APADRC).

Peer Mediation is a positive alternative to resolve conflict and remedy relationships. Whatever is said in mediation remains confidential and does not go on their discipline record. The Mediators are trained to be neutral and not to judge. **Here, students help students express their feelings, and together they resolve their conflicts.**

The Peer Mediation Advisor is \_\_\_\_\_. He/She is in room \_\_\_\_\_ at ext. \_\_\_\_\_. She can be reached via email at: \_\_\_\_\_.

If you are aware that your child is encountering any sort of problem with another student at school, please confidentially refer their names to the Peer Mediation Program at school. Referral forms can be found in the Dean's Office, in the Counseling office or call \_\_\_\_\_ or email \_\_\_\_\_ at any time.

Remember...It's never too late to mediate.

#### What conflicts can be referred to peer mediation?

- Rumors/Gossiping
- Relationship Break-ups
- Fights/Potential Fights
- Disagreements/Arguments
- Misunderstandings
- Bullying
- Any conflict between two or more students

Contact \_\_\_\_\_ in the Peer Mediation Room or leave a referral in the Peer Mediation Box in the Counseling Office.

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- Colvin, Geoff. (2004). *Managing the Cycle of Acting Out Behavior in the Classroom*. Eugene, Oregon: Behavior Associates.
- Colvin, Geoff. (2007). *7 Steps for Developing a Proactive Schoolwide Discipline Plan*. Thousand Oaks: Corwin Press.
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- Hopkins, Belinda (2004). *Just Schools. A Whole School Approach to Restorative Justice*. London: Jessica Kingsley Publishers.
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- Zehr, Howard (2005). *The Little Book of Restorative Discipline for Schools*. Intercourse, Pennsylvania: Good Books.

For additional information, please visit the Discipline Foundation Policy website at [dfp.lausd.net](http://dfp.lausd.net), or contact the Office of District Operations at (213) 241-5337 or your Local District.



**Local District Northwest**

6621 Balboa Blvd.  
Lake Balboa, CA 91406  
Tel. No. (818) 654-3600

**Local District East**

2151 N. Soto St.  
Los Angeles, CA 90032  
Tel. No. (323) 224-3100

**Local District Central**

333 S. Beaudry Ave., 11<sup>th</sup> Fl.  
Los Angeles, CA 90017  
Tel. No. (213) 241-0126

**Local District Northeast**

8401 Arleta Ave.  
Sun Valley, CA 91352  
Tel. No. (818) 252-5400

**Local District West**

11380 W. Graham Pl.  
Los Angeles, CA 90064  
Tel. No. (310) 914-2100

**Local District South**

1208 Magnolia Ave.  
Gardena, CA 90247  
Tel. No. (310) 354-3400

# Websites

**LAUSD – Discipline Foundation Policy:** <http://achieve.lausd.net/Page/1512>

**LAUSD – Student Support and Progress Team:** <http://achieve.lausd.net/sspt>

**LAUSD – Division of Special Education:** <http://achieve.lausd.net/sped>

Click on the Positive Behavior Support icon.

**National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS):** [www.pbis.org](http://www.pbis.org)

The National Technical Assistance Center has been established by the Office of Special Education Programs and the US Department of Education to give schools capacity-building information and technical assistance to identify, adapt, and sustain effective school-wide disciplinary practices.

**Institute On Violence & Destructive Behavior:** <http://darkwing.uoregon.edu/~ivdb/>

The mission of the Institute on Violence and Destructive Behavior (IDVB) is to empower schools and social services agencies to address violence and destructive behavior, at the point of school entry and beyond, in order to ensure safety and to facilitate the academic achievement and healthy social development of children and youth.

**The Association for Positive Behavior Support:** <http://apbs.org>

The Association for Positive Behavior Support (APBS) is an international organization dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The association is made up of professionals, family members, researchers, and administrators who are involved and interested in positive behavior support.

**Safe and Responsive Schools:** <http://www.indiana.edu/~safeschl/>

The Safe and Responsive Schools framework is an approach to improving the behavior of students at school and to preventing school violence. It is a structure that permits schools to engage in actions or strategies addressing three levels.

**The Kentucky Center for School Safety:** <http://www.kycss.org/>

The Kentucky Center for School Safety supports the idea that school culture improves when a school-wide prevention plan consistently addresses the needs of all students to encourage a safe and healthy learning environment.

**The Parent Teacher Association:** <http://www.pta.org/>

The Mission of the Parent Teacher Association is to assist parents in developing the skills they need to raise and protect their children and encourage parent and public involvement in the public schools of this nation.

**10 Parenting Tips for Raising Teenagers:** <http://www.bigbigforums.com>

How do you breach the barriers of adolescence? Here are 10 parenting tips for raising teenagers.