

## Central Region Elementary School # 17 – Proposal Revisions

### Discipline

The goal is to have a safe and respectful school environment based on the principles of Los Angeles Unified School District's School wide Discipline Foundation Policy at CRES # 17. To that end the Coordinated Services Team (COST) will articulate with the feeder schools to gather information about students who may need support with discipline. The team will set up interventions using the RtI<sup>2</sup> framework and the problem solving process for those students. This will result in specific behavior support plans that will be tailored to the students' specific needs. The team will be in charge of monitoring the plans, meeting with parents, and teachers to offer support services in and out of the school setting.

As part of the process, the Coordinated Services Team will review all referrals to the office and will categorize them by type and severity. The online discipline referral will be used once it is activated by the district. The team will ensure that students who require support and assistance will receive the appropriate intervention. Parents will be notified and referrals made for those who require support outside of the school setting. The Student Success Team will also play a role in meeting the needs of the students who may have more complex issues.

Parents will be made partners in our discipline process. They will be contacted and informed of the District's School wide Discipline Policy and they, along with staff and students, will help create the specific criteria charts and rubrics that will be used to describe and identify positive behavior. Incentives such as "jazz notes", a paper with a musical note, will be distributed to students when they display positive and caring behavior towards others. The criteria charts and rubrics will be sent home for parents to review with their children.

Second Step will be taught twice a week so that students learn about conflict resolution, anger management, and empathy.

The entire school staff, students, and parents will be trained on the use of the Seven Norms of Collaboration found in Garmston and Wellman's book titled Adaptive Schools.

The following are the norms:

1. Pausing: Pausing before responding will allow students to think of their choice of words and or actions.
2. Paraphrasing: Using a paraphrase starter, "You are thinking..." followed by a paraphrase to hear and understand what is being said. This will allow students to clarify and gather meaning before reacting to a comment.

3. Putting Inquiry at the center: Inquiring to explore perceptions and engage in dialogue that can lead to understanding will prevent misunderstandings.
4. Probing: Using an approachable voice and asking open ended questions to gain clarity can lead to understanding.
5. Placing ideas on the table: Allowing ideas to be heard and commented upon without judgment will diffuse conflict.
6. Paying attention to self and others: Observing and monitoring self and others' actions and body language can lead to a better understanding of how comments are perceived.
7. Presuming positive intentions: Assuming that other's intentions are positive eliminates put downs.

The use of the seven norms will allow a common language that can be used to communicate with everyone on campus. Students will be asked if they are presuming positive intentions when they engage with others. When school personnel use the norms to communicate with parents and students, we can ensure respectful and courteous treatment of all is being modeled.

Positive Behavior assemblies will be held monthly to encourage and recognize students who are civil and respectful to all. Positive affirmations will be posted throughout the school to remind students of the type of behavior that is expected in the various areas of the campus.

Attachments (4)

Top 10 Alternatives to Suspension

What is Expected of Students

Guiding Principles of Conduct

Consequences/School Response Reference Guide

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ATTACHMENT B

**TOP TEN ALTERNATIVES TO SUSPENSION**

Type of Alternatives	Steps to accomplish it
Coordinated Behavior Plan for Any Student whose behavior has impeded learning	Create a structured, coordinated behavior plan specific to the student, based on an assessment. The behavior support plan focuses on identifying the function of the inappropriate behavior, working as a team to decrease inappropriate behavior and teach and reinforce desired behavior.
Alternative Programming	Change student's schedule and/or classes. Assign the student to an alternative school or program, independent study, or work experience program that is most tailored to the student's needs.
Behavior Monitoring	Monitor behavior (including study skills, work habits) and academics with daily report cards, behavior check-offs after each class, self-charting of behaviors, and other strategies that provide feedback to the student.
Appropriate In-School Alternatives	Provide academic tutoring and behavior instruction, employing activities to develop social-emotional skills, social-cognitive skills, and work habits. Student integration of skills and consequent improvement in student conduct will result in student success and, subsequently, permission for the student to return to class).
Community Service	Assign pre-determined number of hours for community service, either in the school system or in the community.
Counseling	Refer students to group or individual counseling.
Parent Supervision in School	Invite and encourage parent to come to school to provide additional support and supervision.
Mini-Courses	Mandate or offer attendance at detention or Saturday School that would include short courses or modules on topics related to social-emotional behavior.
Restitution	Pay back can be financial or "in kind." This allows the student to feel empowered to restore or modify the school environment.
Problem Solving/Contracting	Directly teach problem-solving skills to assist student in electing alternative ways to behave. Develop a contract that includes both positive and negative consequences. Emphasize student choice.

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



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ATTACHMENT H

**WHAT IS EXPECTED OF STUDENTS**

1. Learn and follow school and classroom rules.
2. Attend school/classes on time, every day, and be prepared to learn (have needed books and supplies with you).
3. Avoid conflicts, demonstrate maturity, eschew physical or verbal violence.
4. Maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
5. Report any bullying or harassment.
6. Create a positive school environment; display good sportsmanship on both the athletic field and the playground.
7. Play fairly and be respectful of others, make sure everyone who wants to be is included.
8. Engage only in safe social activities and report any known safety hazards.

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ATTACHMENT G

**GUIDING PRINCIPLES OF CONDUCT**

**1. BE RESPECTFUL**

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

**2. BE RESPONSIBLE**

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.

**3. BE A LIFE-LONG LEARNER**

- I give my best in everything I do.
- I come to school prepared to learn.
- I am open and alert to alternative/additional ways of dealing with situations.

**4. BE HONEST**

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

**5. BE SAFE**

- I am responsible, the same as everyone else, for maintaining safety at school.
- I engage in activities that are safe.
- I maintain a healthy mind and a healthy body.

**6. BE APPRECIATIVE OF DIFFERENCES**

- I look for the good in others.
- I respect each person's right to be different.
- I see the differences in people as another opportunity to learn about the world, the different people and customs.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT I

### CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

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

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