School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
October 18, 2018
3:30 – 5:00 p.m.

AGENDA

I.	Welcome and Introductions	Deborah D. Brandy, Director Restorative Justice
II.	Roll Call	Paul Gonzales, Specialist Restorative Justice
III.	Approval of Minutes	Deborah D. Brandy, Director Restorative Justice
IV.	Data Update	Deborah D. Brandy, Director Restorative Justice
V.	Behavior Support for Students with Disabilities	Laura Zeff, Coordinator Behavior Support
VI.	Preparing For a ROI Visit: A Principal's Prospective	Luis Rodriguez-Cazares, Principal Roy Romer Middle School Miguel Campa, Principal 75th Street Elementary School
VII.	Leading by Example: Experiencing a ROI Visit	Deborah D. Brandy, Director Restorative Justice Paul Gonzales, Specialist Restorative Justice
VIII.	Public Comment Five Speakers (two minutes each)	Deborah D. Brandy, Director Restorative Justice
IX.	New Business	
X.	Agenda Bin	
XI.	Adjournment	

Next Meeting
Thursday, November 15, 2018
3:30 – 5:00 p.m.

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
Thursday, September 20, 2018
Minutes

OPENING

Deborah Brandy called the meeting to order at 3:30 PM.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was not established.

MINUTES

Deborah Brandy asked the members to review the August 23, 2018 meeting minutes. A motion to accept the minutes was not made due to quorum not being established.

Ms. Brandy began the meeting by welcoming everyone. She also reminded everyone in attendance that if they are not a member of the task force, they may not ask questions during meeting. She also reminded the attendees that there is a sign-up sheet for public speakers in the back of the room and two minutes will be allocated to anyone who signs up to ask questions or comment.

Ms. Brandy informed the attendees that there would be two presentations today. Ms. Brandy introduced Officer William Etue.

LOS ANGELES SCHOOL POLICE DEPARTMENT (LASPD) – ARREST DIVERSION PROGRAM AND COMMUNITY ENGAGEMENT – OFFICER WILLIAM ETUE

Officer William Etue, LASPD shared data and information regarding his current work as the juvenile arrest diversion coordinator. In 2014, he worked with Ruth Cusick and other members of the labor community strategies to develop the juvenile arrest diversion program. Officer Etue stated the program is going on its fourth year and has been very successful. He shared arrest diversion data from 2016-17 and 2017-18 school year. The data summarized the diversion program by offense, race, age and offenses of students 12 and under. He thanked various departments for helping with the success of the program. Members asked questions and gave comments to which Officer Etue addressed.

Officer Etue introduced Daphne Bradford, White House Champion of Change and Education Consultant at Dorsey SH. Ms. Bradford has been working with him on other school and student projects. She shared the schools she has previously worked at and gave a brief summary of projects she has been a part of to bridge the gap and build relationships with LASPD. A few of her projects include, Law Enforcement Breakfast, Silicon Valley Career tour, and Back 2 School Barbeque. Ms. Bradford introduced a few students in her program and each student provided a brief description of their experiences and the relationships they built due to the program. She mentioned that seven college scholarships were awarded to Dorsey seniors this year for $500. Furthermore, this year a new program will initiate with the Chief of Police named B3 Building Blue Bridges. The goal of the program is to establish trust and positive relationships with law enforcement. Officer Etue

thanked Daphne Bradford and students for their dedication and work. Ms. Brandy also thanked Officer Etue and mentioned that he will present at a future meeting to address questions and comments he was given.

SHADOW REPORT – PRESENTERS RUTH CUSICK AND JUDY VERDUZCO

Ruth Cusick began her presentation by introducing herself and Judy Verduzco. She provided a brief background about the organization she works for and what her program offers. Judy Verduzco began by discussing the school to prison pipeline and how it is being used as a "buzz word" and everyone is aware of the expectations. She provided a brief summary about how Community Asset Development Re-defining Education (CADRE) came was established and how the School Climate Bill of Rights was developed in 2013. The document, "How can you love the kids but hate the parents? A shadow report on the unfulfilled promises of LAUSD School Discipline reform in South LA in English and Spanish was distributed to all attendees. Ms. Cusick and Ms. Verduzco addressed key components and data throughout the document. The attendees were asked to reflect and/or capture what had been shared. Ms. Cusick and Ms. Verduzco shared more information pertaining to CADRE and the work they do around education parents is their focus. The members asked questions and Ms. Cusick and Ms. Verduzco addressed them.

Ms. Brandy thanked everyone who participated and attended the meeting. She discussed the possibility of having Cadre parents participate at a future meeting to discuss their experiences. Ms. Brandy concluded by informing the attendees that Jhamed Babatunde-Bey, Restorative Justice Specialist would be leaving the department and she thanked him for his contributions over the years.

ADJOURNMENT

A motion to adjourn the meeting was made by Luis Rodriguez-Cazares. The motion was seconded by Dr. Alonzo Webb. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 4:34 PM.

Submitted by Anna Perez, Senior Office Technician

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Special Education

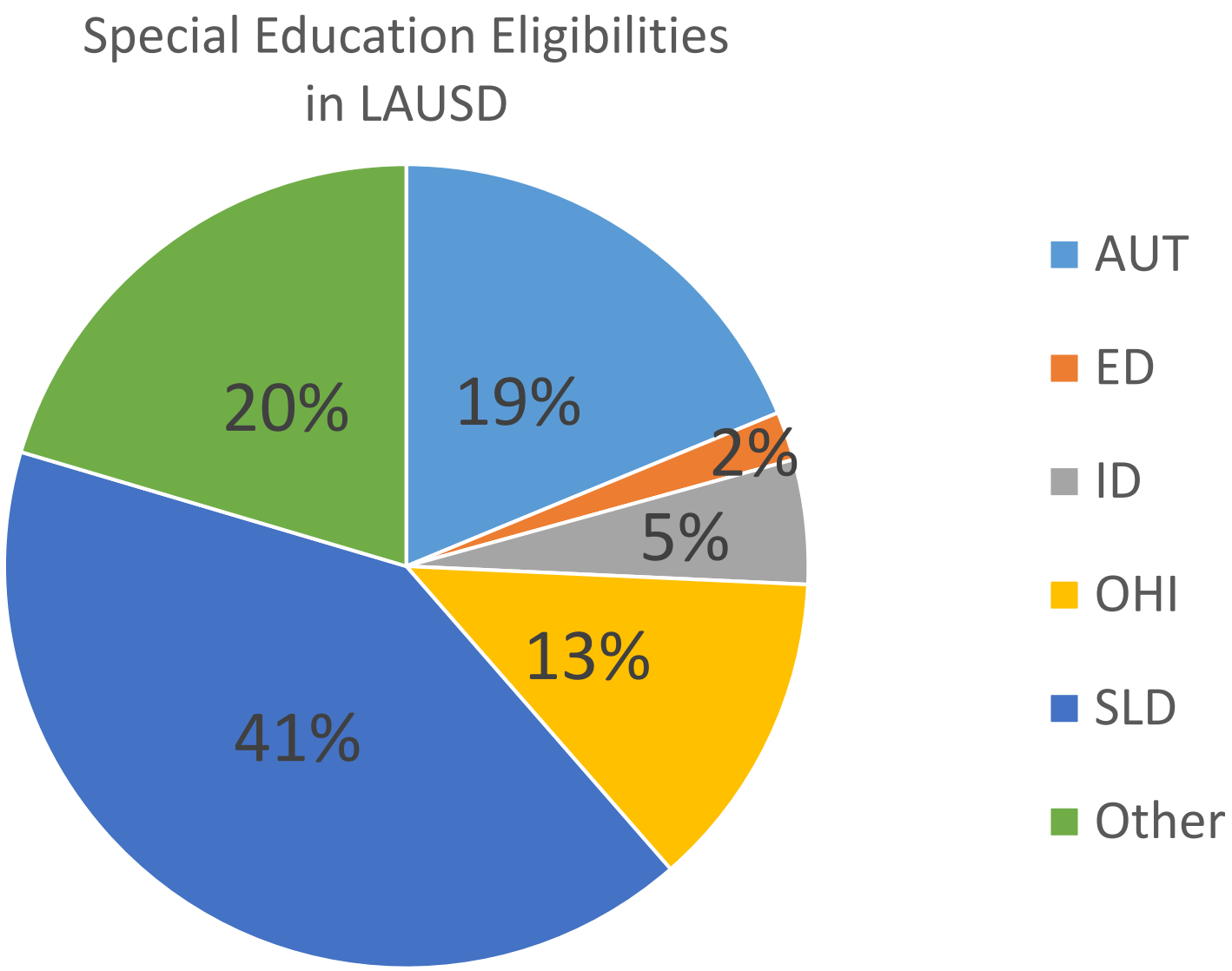
Behavior Support Office

Behavior Support for Students with Disabilities

Be Safe, Be Respectful, Be Responsible

Presented by Laura Zeff, BCBA

85,675 students in the Los Angeles Unified School District are currently receiving Special Education services.



Where the Work Started

2003	• Consent Decree
2003 – 2013	• LAUSD BEST Behavior Cal Stat grant
2005	• Board resolution to create a Discipline Policy
2006	• Suspension Report created
2007	• Discipline Foundation Policy: School-Wide Positive Behavior Support approved • LAUSD Alternatives to Suspension Conference

2008 – 2010

- LAUSD Discipline Foundation Policy website created and Tools/Supports/Resources distributed to all schools
  - Discipline Policy Awareness training
  - DVD created – shows LAUSD schools implementing SWPBIS
  - LAUSD Discipline Foundation Policy Resource Manual
  - Ethics of Discipline: Suspension Alternatives on line training
  - Rubric of Implementation (RoI)

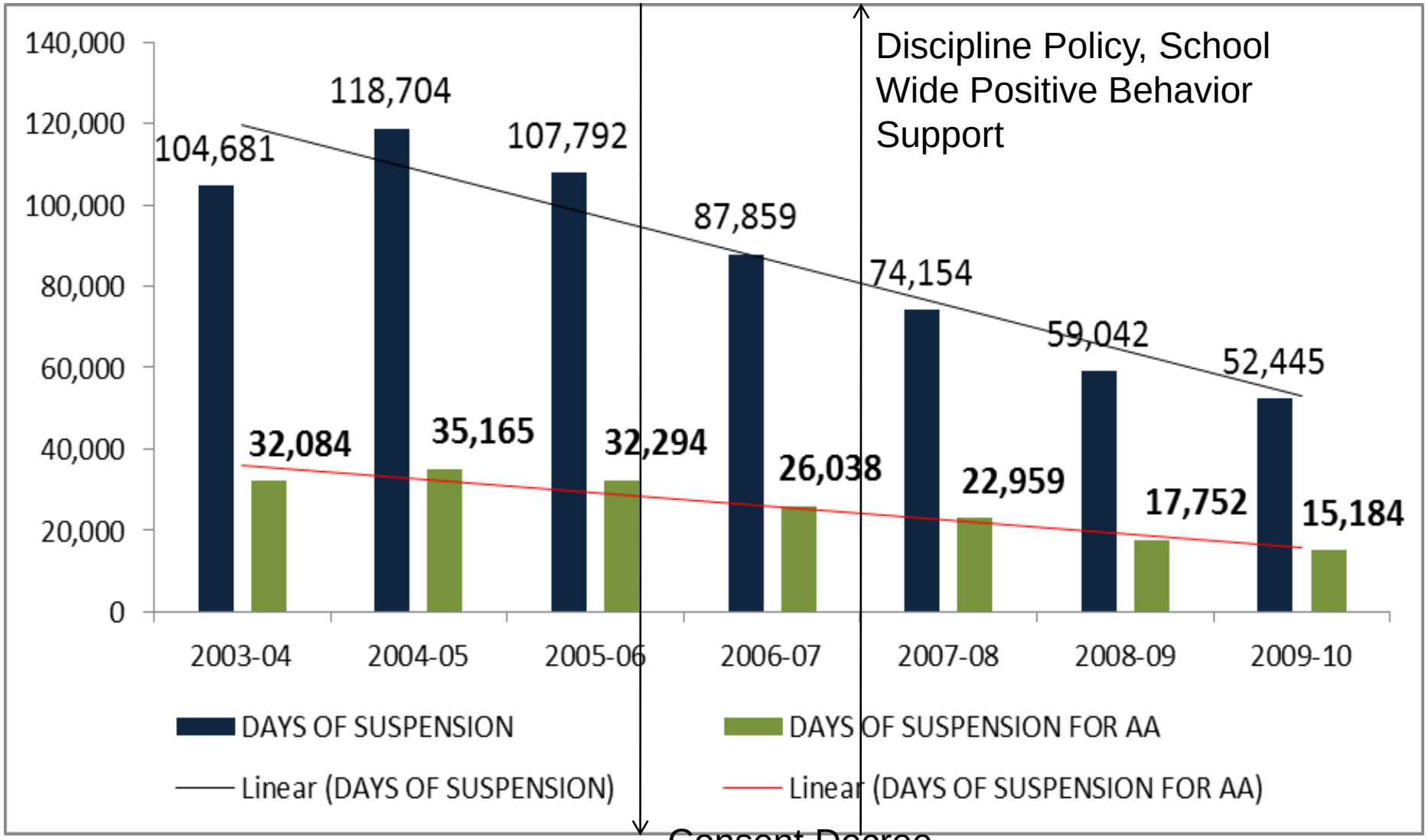
2011

- Independent Auditor, Jeffrey Sprague Ph.D. completed the "Evaluation of the Relationship between School-Wide Positive Behavior Interventions and Supports (SW-PBIS) Implementation and Outcomes" – results are shared with the Board

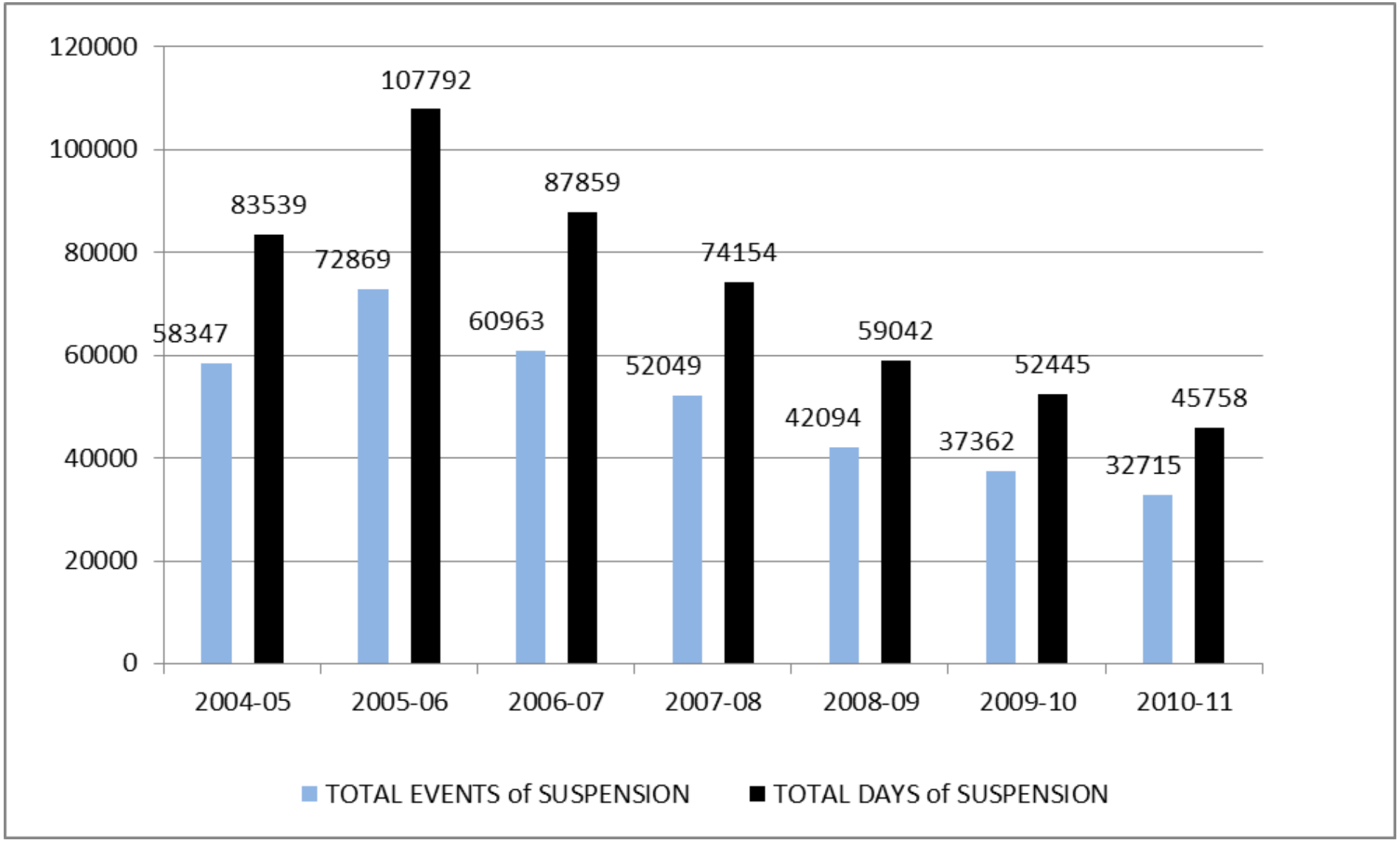
2012

- Oversight of the Discipline Foundation Policy moved to School Operations

LOS ANGELES UNIFIED SCHOOL DISTRICT
OVERALL SUSPENSIONS BY DAYS



LOS ANGELES UNIFIED SCHOOL DISTRICT SEVEN YEAR COMPARISON OF SUSPENSION DAYS AND EVENTS



OUTCOME # 5: REDUCTION OF SUSPENSIONS

- **Outcome**: The District will reduce the number and percentage of suspensions for the population of students with disabilities to a rate lower than 8.6%.

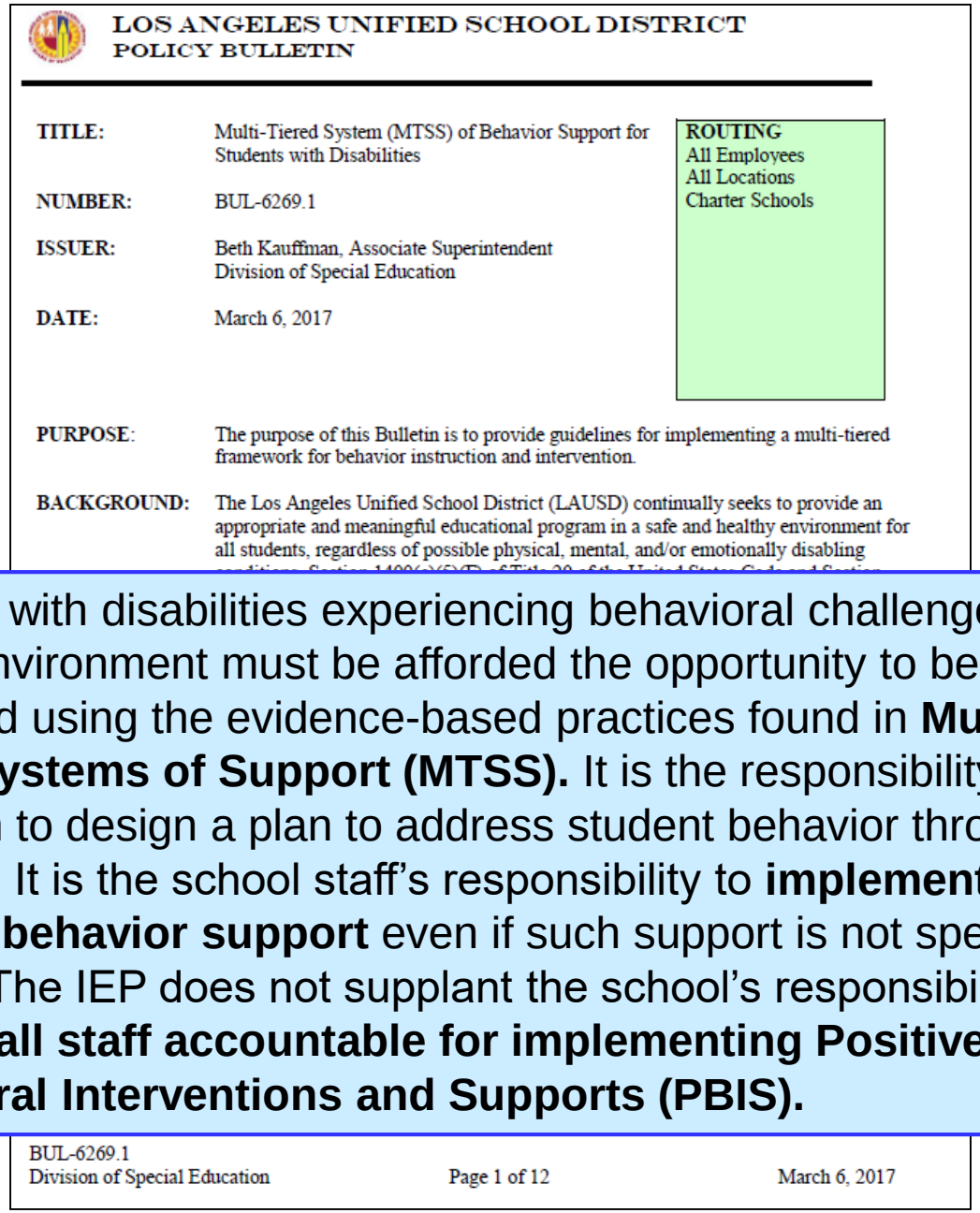
Number and Percentage of Suspensions for All Students by School Year

School Year	General Education Students Enrollment	# of General Education Students Suspended	% of General Education Students Suspended	Special Education Students Enrollment	# of Special Education Students Suspended	% of Special Education Students Suspended
2011-12 3-15-12	582,689	9,863	1.69%	76,073	2,548	3.35%
2010-11 3-15-11	595,413	14,236	2.39%	72,790	3,320	4.56%
2010-11	595,413	23,044	3.87%	72,790	4,912	6.75%
2009-10	621,358	26,089	4.20%	72,238	5,117	7.08%
2008-09	627,668	28,419	4.53%	72,172	5,463	7.57%
2007-08	614,630	30,083	4.89%	71,965	6,428	8.93%
2006-07	623,026	36,224	5.81%	74,346	7,638	10.28%
2005-06	634,890	41,216	6.49%	75,380	8,644	11.47%
2004-05	662,538	42,332	6.39%	76,059	10,741	14.12%
2003-04	673,443	38,777	5.76%	75,943	9,671	12.73%

- **Data Source**: SIS/Welligent
  - Numerator is SWD ages 5-22 suspended.
  - Denominator is all SWD ages 5-22 enrolled on 12/1/2011.

- **Determination**: Outcome 5 was met.

LAUSD Bulletin 6269.1



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities

NUMBER: BUL-6269.1

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: March 6, 2017

ROUTING
All Employees
All Locations
Charter Schools

PURPOSE: The purpose of this Bulletin is to provide guidelines for implementing a multi-tiered framework for behavior instruction and intervention.

BACKGROUND: The Los Angeles Unified School District (LAUSD) continually seeks to provide an appropriate and meaningful educational program in a safe and healthy environment for all students, regardless of possible physical, mental, and/or emotionally disabling

BUL-6269.1
Division of Special Education Page 1 of 12 March 6, 2017

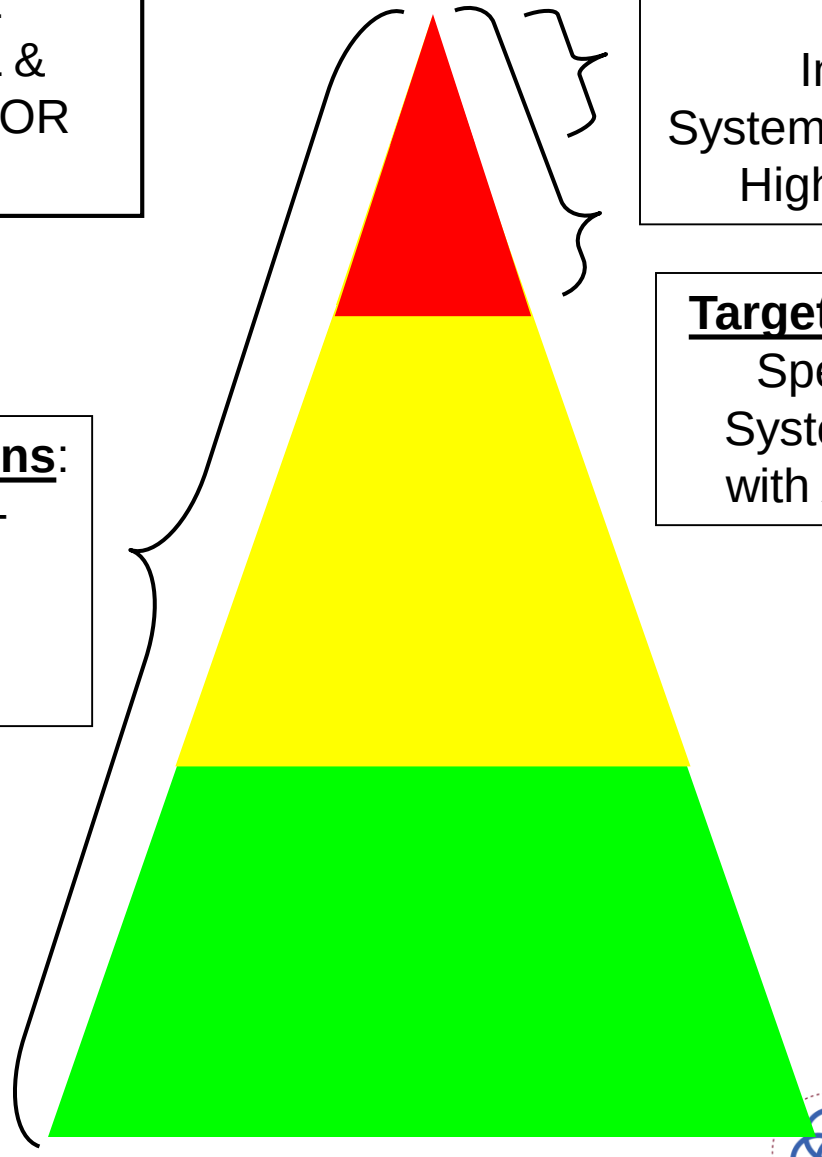
Students with disabilities experiencing behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in **Multi-Tiered Systems of Support (MTSS).** It is the responsibility of the IEP team to design a plan to address student behavior through teaching. It is the school staff's responsibility to **implement positive behavior support** even if such support is not specified in the IEP. The IEP does not supplant the school's responsibility for **holding all staff accountable for implementing Positive Behavioral Interventions and Supports (PBIS).**

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behavior

Targeted Interventions: Specialized Group Systems for Students with At-Risk Behavior

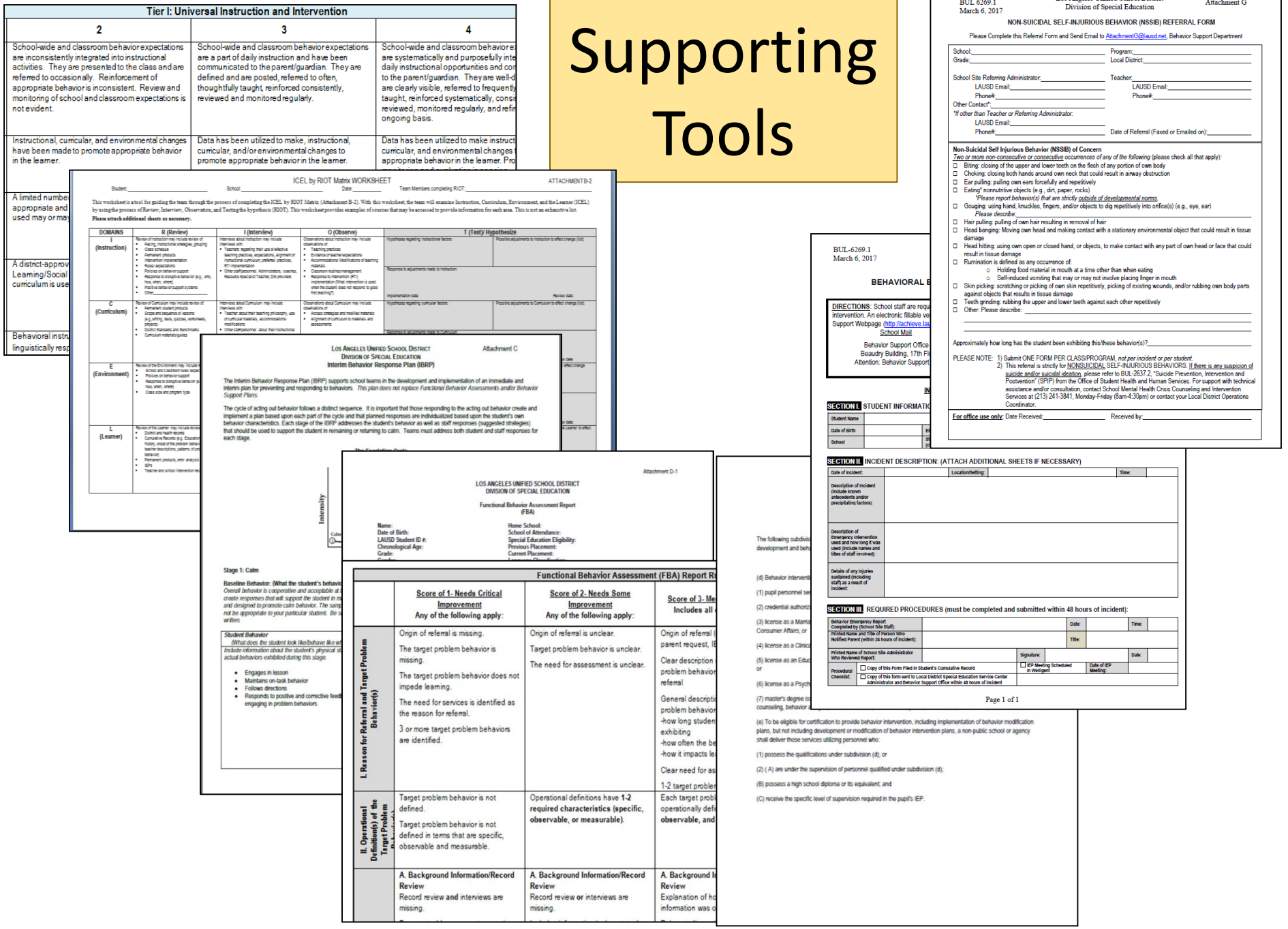
Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Bulletin 6269.1

Supporting Tools



Tier I: Universal Instruction and Intervention

2	3	4
School-wide and classroom behavior expectations are inconsistently integrated into instructional activities. They are presented to the class and are referred to occasionally. Reinforcement of appropriate behavior is inconsistent. Review and monitoring of school and classroom expectations is not evident.	School-wide and classroom behavior expectations are a part of daily instruction and have been communicated to the parent/guardian. They are defined and are posted, referred to often, thoughtfully taught, reinforced consistently, reviewed and monitored regularly.	School-wide and classroom behavior e are systematically and purposefully inte daily instructional opportunities and cor to the parent/guardian. They are well-d are clearly visible, referred to frequentl taught, reinforced systematically, consi reviewed, monitored regularly, and refir ongoing basis.
Instructional, curricular, and environmental changes have been made to promote appropriate behavior in the learner.	Data has been utilized to make, instructional, curricular, and/or environmental changes to promote appropriate behavior in the learner.	Data has been utilized to make instruct curricular, and environmental changes appropriate behavior in the learner. Pro
A limited numbe appropriate and used may or ma		
A district-approv Learning/Social curriculum is use		
Behavioral instru linguistically resp		

ICEL by RIOT Matrix WORKSHEET — ATTACHMENT B-2

Student: School: Date: Team Members completing RIOT:

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix (Attachment B-2). With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list.
Please attach additional sheets as necessary.

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize
I (Instruction)	Review of Instruction may include review of: • Pacing, instructional strategies, grouping • Class schedule • Permanent products • Intervention implementation • Rules/ expectations • Policies on behavior support • Response to disruptive behavior (e.g., who, how, when, where) • Positive behavior support systems • Other_____	Interviews about Instruction may include interviews with: • Teachers regarding their use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RTI implementation • Other staff/personnel: Administrators, coaches, Resource Specialist/ Teacher, DIS providers	Observations about Instruction may include observations of: • Teaching practices • Evidence of teacher expectations • Accommodations/ Modifications of teaching materials • Classroom routines/ management • Response to intervention (RTI) implementation (What intervention is used when the student does not respond to good first teaching?)	Hypotheses regarding instructional factors: / Possible adjustments to instruction to effect change (ist) Response to adjustments made to instruction: Implementation date: Review date:
C (Curriculum)	Review of Curriculum may include review of: • Permanent student products • Scope and sequence of lessons (e.g.,writing, tasks, quizzes, worksheets, projects) • District Standards and Benchmarks • Curriculum materials/ guides	Interviews about Curriculum may include interviews with: • Teacher about their teaching philosophy, use of curricular materials, accommodations/ modifications • Other staff/personnel: about their instructional	Observations about Curriculum may include observations of: • Access strategies and modifies materials • Alignment of curriculum to materials and assessments	Hypotheses regarding curricular factors: / Possible adjustments to curriculum to effect change (cst) Response to adjustments made to Curriculum:
E (Environment)	Review of the Environment may include review of: • School and classroom rules/ expectations • Policies on behavior support • Response to disruptive behavior (e.g., how, when, where) • Class size and program type			
L (Learner)	Review of the Learner may include review of: • District and health records • Cumulative Records (e.g., Education history, onset of the problem behavior, teacher descriptions, patterns of prior behavior) • Permanent products, error analysis • IEPs • Teacher and school intervention records			

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF SPECIAL EDUCATION — Attachment C

Interim Behavior Response Plan (IBRP)

The Interim Behavior Response Plan (IBRP) supports school teams in the development and implementation of an immediate and interim plan for preventing and responding to behaviors. *This plan does not replace Functional Behavior Assessments and/or Behavior Support Plans.*

The cycle of acting out behavior follows a distinct sequence. It is important that those responding to the acting out behavior create and implement a plan based upon each part of the cycle and that planned responses are individualized based upon the student's own behavior characteristics. Each stage of the IBRP addresses the student's behavior as well as staff responses (suggested strategies) that should be used to support the student in remaining or returning to calm. Teams must address both student and staff responses for each stage.

Intensity

Stage 1: Calm

Baseline Behavior: (What the student's behavi
Overall behavior is cooperative and acceptable at
create responses that will support the student in m
and designed to promote calm behavior. The samp
not be appropriate to your particular student. Be s
written.

Student Behavior
(What does the student look like/behave like at
Include information about the student's physical st
actual behaviors exhibited during this stage.

- Engages in lesson
- Maintains on-task behavior
- Follows directions
- Responds to positive and corrective feedb
- engaging in problem behaviors

Attachment D-1

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF SPECIAL EDUCATION

Functional Behavior Assessment Report (FBA)

Name:
Date of Birth:
LAUSD Student ID #:
Chronological Age:
Grade:

Home School:
School of Attendance:
Special Education Eligibility:
Previous Placement:
Current Placement:

Functional Behavior Assessment (FBA) Report R

	Score of 1- Needs Critical Improvement Any of the following apply:	Score of 2- Needs Some Improvement Any of the following apply:	Score of 3- Me Includes all
I. Reason for Referral and Target Problem Behavior(s)	Origin of referral is missing. The target problem behavior is missing. The target problem behavior does not impede learning. The need for services is identified as the reason for referral. 3 or more target problem behaviors are identified.	Origin of referral is unclear. Target problem behavior is unclear. The need for assessment is unclear.	Origin of referral (parent request, IE Clear description problem behavior referral General descripti problem behavior -how long student exhibiting -how often the be -how it impacts le Clear need for as 1-2 target problen
II. Operational Definition(s) of the Target Problem Behavior(s)	Target problem behavior is not defined. Target problem behavior is not defined in terms that are specific, observable and measurable.	Operational definitions have **1-2 required characteristics (specific, observable, or measurable).**	Each target probl operationally defi **observable, and**
	A. Background Information/Record Review Record review **and** interviews are missing.	**A. Background Information/Record Review** Record review **or** interviews are missing.	**A. Background I Review** Explanation of ho information was o

BUL-6269.1
March 6, 2017

BEHAVIORAL E

DIRECTIONS: School staff are requ
intervention. An electronic fillable ve
Support Webpage (http://achieve.lau
School Mail

Behavior Support Office
Beaudry Building, 17th Fl
Attention: Behavior Support

SECTION I. STUDENT INFORMATIO

Student Name			
Date of Birth			
School			

SECTION II. INCIDENT DESCRIPTION: (ATTACH ADDITIONAL SHEETS IF NECESSARY)

Date of Incident:		Location/Setting:	Time:
Description of Incident (include known antecedents and/or precipitating factors):			
Description of Emergency Intervention used and how long it was used (include names and titles of staff involved):			
Details of any injuries sustained (including staff) as a result of incident:			

SECTION III. REQUIRED PROCEDURES (must be completed and submitted within 48 hours of incident):

Behavior Emergency Report Completed by (School Site Staff):		Date:	Time:
Printed Name and Title of Person Who Notified Parent (within 24 hours of incident):		Title:	
Printed Name of School Site Administrator Who Reviewed Report:		Signature:	Date:
Procedural Checklist:	☐ Copy of this Form Filed in Student's Cumulative Record	☐ IEP Meeting Scheduled in Welligent	Date of IEP Meeting:
	☐ Copy of this form sent to Local District Special Education Service Center Administrator and Behavior Support Office within 48 hours of incident		

Page 1 of 1

The following subdivis
development and beh

(d) Behavior interventi

(1) pupil personnel se

(2) credential authoriz

(3) license as a Marri
Consumer Affairs; or

(4) license as a Clinic

(5) license as an Educ
or

(6) license as a Psych

(7) master's degree is
counseling, behavior

(e) To be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a non-public school or agency shall deliver those services utilizing personnel who:

(1) possess the qualifications under subdivision (d); or

(2) (A) are under the supervision of personnel qualified under subdivision (d);

(B) possess a high school diploma or its equivalent; and

(C) receive the specific level of supervision required in the pupil's IEP.

Los Angeles Unified School District
Division of Special Education

BUL 6269.1
March 6, 2017 — Attachment G

NON-SUICIDAL SELF-INJURIOUS BEHAVIOR (NSSIB) REFERRAL FORM

Please Complete this Referral Form and Send Email to AttachmentG@lausd.net, Behavior Support Department

School: Program:
Grade: Local District:

School Site Referring Administrator: Teacher:
LAUSD Email: LAUSD Email:
Phone#: Phone#:
Other Contact*:
*If other than Teacher or Referring Administrator:
LAUSD Email:
Phone#: Date of Referral (Faxed or Emailed on):

Non-Suicidal Self Injurious Behavior (NSSIB) of Concern
Two or more non-consecutive or consecutive occurrences of any of the following (please check all that apply):

- ☐ Biting: closing of the upper and lower teeth on the flesh of any portion of own body
- ☐ Choking: closing both hands around own neck that could result in airway obstruction
- ☐ Ear pulling: pulling own ears forcefully and repetitively
- ☐ Eating* nonnutritive objects (e.g., dirt, paper, rocks)
  *Please report behavior(s) that are strictly outside of developmental norms.
- ☐ Gouging: using hand, knuckles, fingers, and/or objects to dig repetitively into orifice(s) (e.g., eye, ear)
  Please describe:
- ☐ Hair pulling: pulling of own hair resulting in removal of hair
- ☐ Head banging: Moving own head and making contact with a stationary environmental object that could result in tissue damage
- ☐ Head hitting: using own open or closed hand, or objects, to make contact with any part of own head or face that could result in tissue damage
- ☐ Rumination is defined as any occurrence of:
  - Holding food material in mouth at a time other than when eating
  - Self-induced vomiting that may or may not involve placing finger in mouth
- ☐ Skin picking: scratching or picking of own skin repetitively, picking of existing wounds, and/or rubbing own body parts against objects that results in tissue damage
- ☐ Teeth grinding: rubbing the upper and lower teeth against each other repetitively
- ☐ Other: Please describe:

Approximately how long has the student been exhibiting this/these behavior(s)?

PLEASE NOTE: 1) Submit ONE FORM PER CLASS/PROGRAM, *not per incident or per student.*
2) This referral is strictly for NONSUICIDAL SELF-INJURIOUS BEHAVIORS. If there is any suspicion of suicide and/or suicidal ideation, please refer to BUL-2637.2, "Suicide Prevention, Intervention and Postvention" (SPIP) from the Office of Student Health and Human Services. For support with technical assistance and/or consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3841, Monday-Friday (8am-4:30pm) or contact your Local District Operations Coordinator.

For office use only: Date Received: Received by:

Behavior Support

Coordinator
Behavior Support
Laura Zeff

Specialist, Behavior Support
Kris Blaney (NE)
Sylvia Martinez (E)
Susan Morris (C)
Chris Norris (W)
Lisa Rhee
Miwa Ujiie
Tina Valdez (NW)
Roberta Wrobel (S)

Behavior Specialist
Justin Berenson (NE)
Ralph Bravo (C)
Cheryl Brooks (W)
Rudy Calderon (W)
Sarah Feinstein (NW)
Marissa Gilmore (NW)
Michael Goldberg (E)
Leonard Leau (S)
Kathryn McClendon (S)
Lisa McLaughlin (E)
Amy Tseng (C)
Julie Walberg (NE)

School Psychologist, Behavior
Jodi Bernard

Be Safe, Be Respectful, Be Responsible

We focus on the following principles of behavior.

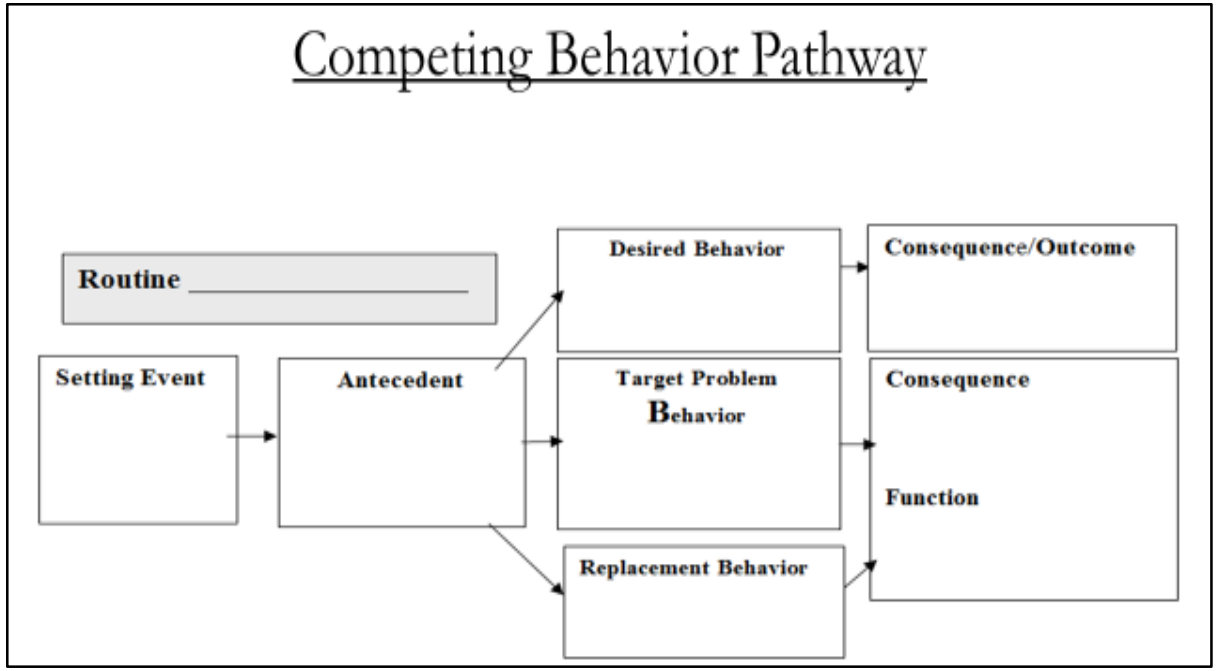
- Behavior is anything that we say or do.
- Behavior always serves a purpose.
- Behavior is communication.
- Behavior is learned.
- Behavior communicates a need.
- Every behavior has a function – an effect on the environment.

The Three-Term Contingency

A Antecedent – What happened before the behavior? (Triggers or patterns)

B Behavior – What behavior did you observe? (What does it look like?)

C Consequence – What happened as a result of the behavior? (What is being presented or removed?)



Behavior Support Teams
Behavior Emergency Reports
Suspensions MCD – Outcome 5
Develop Policies & Procedures
PBIS Training
Develop Tools/Resources
Non-Suicidal Self Injurious Behavior (NSSIB) Referrals
Expulsion IEP Review
Respond to Crisis Situations

Behavior Support Teams
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Behavior Support Website

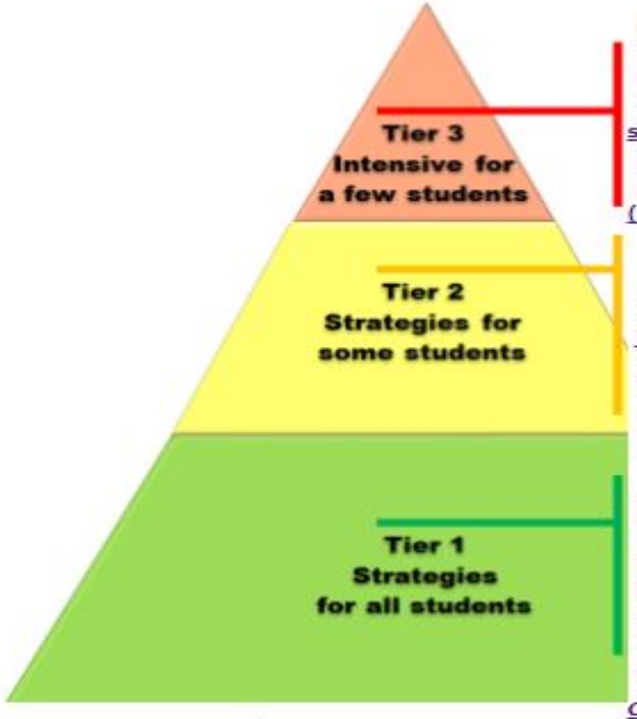
Special Education Instruction

- Instruction Home
  - Professional Development Opportunities 2017-2018
  - K-12 Instructional Programs and Supports
    - Core Curriculum Instructional Programs (Mild/Moderate)
    - Moderate/Severe Instructional Programs
    - **Positive Behavior Support**
      - Contact Us
      - District Publications - Policies and Procedures
      - FAQ
      - PBIS In Action
      - Tier 1 Strategies
      - Tier 2 Strategies
      - Tier 3 Strategies
      - Trainings
      - Website Resources
    - Transitioning to Life After High School - DOTS
  - Effective Classroom Teaching and Learning: Supports and Services
  - Charter School Support
  - Early Childhood Special Education
  - Least Restrictive Environment Support
  - Private School Support
  - Psychological Services
  - Related Services
  - Special Education Home Page

Families | Employees | Instruction | Operations | MCD/Policies & Procedures | Strategic Planning & Data Mgmt |

Positive Behavior Support

Serving All Students
Positive Behavior Intervention and Support (PBIS) is a set of research-based strategies used to increase positive behavior, decrease problem behavior and increase quality of life by teaching new skills and making changes in a person's environment. This video shows how PBIS is applied at the individual, classroom and school-wide levels to increase academic performance, improve safety and establish a positive school culture.



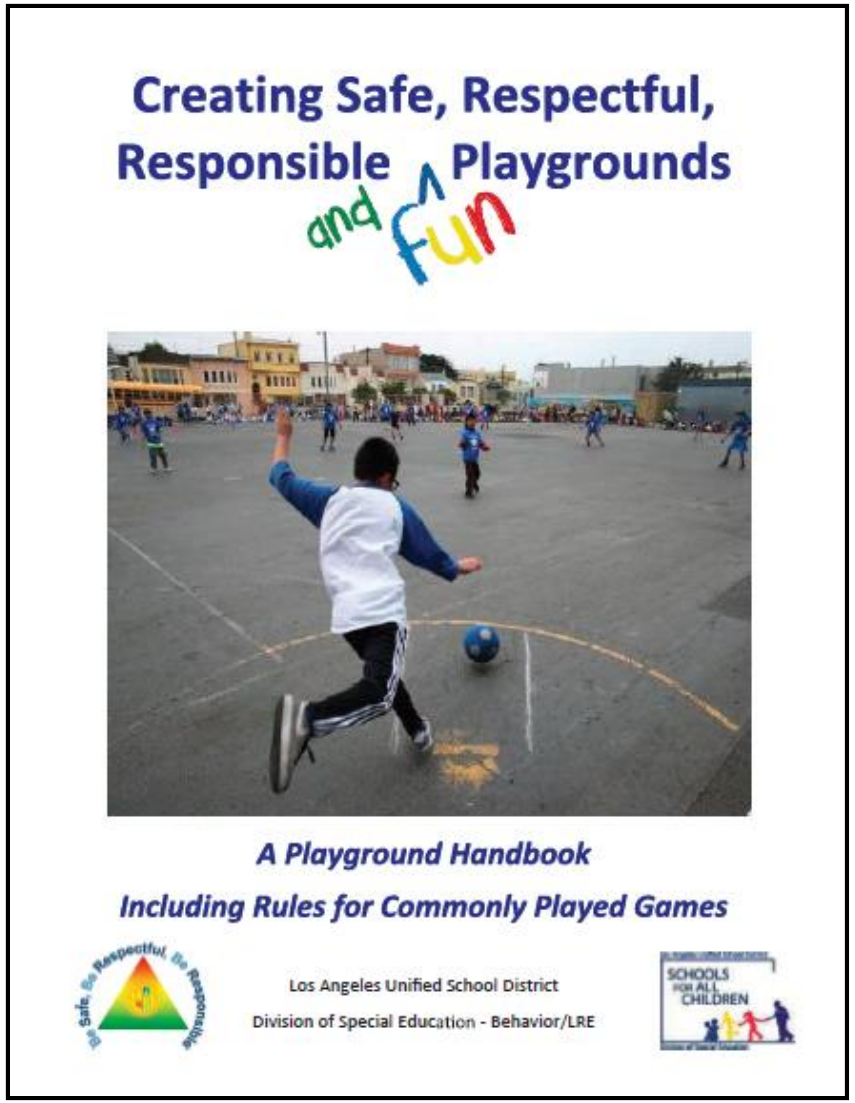
Behavior Supports

Data Collection Tools
Functional Behavior Assessment (FBA)
Individual Behavior Plan
Individual Instruction (Social skills,behavior expectations etc.)
Interim Behavior Response Plan (IBRP)
Behavioral Emergency Report (BER)
Non-Suicidal Self-Injurious Behavior (NSSIB) Referral Form

Behavior Contracts
Check-In Check-Out
Daily Report Card
Mentoring
Alternatives to Suspension
Peer Mediation
Preference Assessments
Self-Management

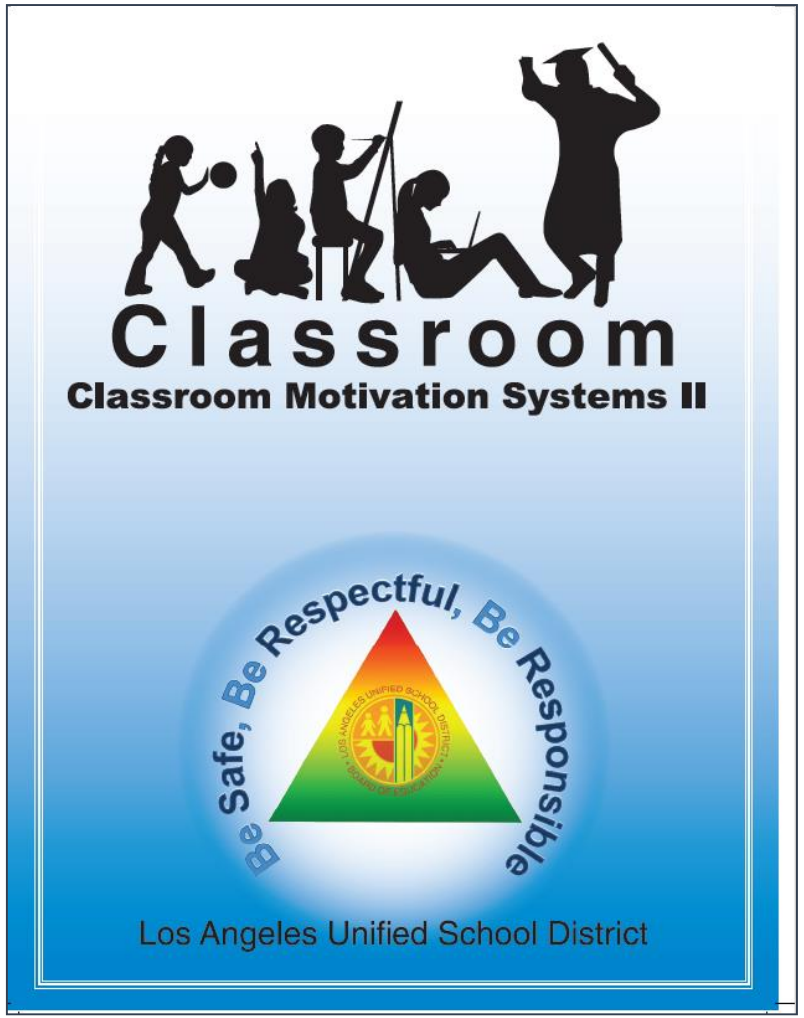
Defining and Teaching Expected Behaviors
Reinforcing Positive Behavior
Using Correction Procedures
Supporting and Responding to Behavior
Classroom Motivation Systems Flipbook
Multi-Tiered Tips and Strategies Flipbook
Playground Handbook
Social Skills
Second Step Program (K-8)
CHAMPS/Discipline in the Secondary Classroom

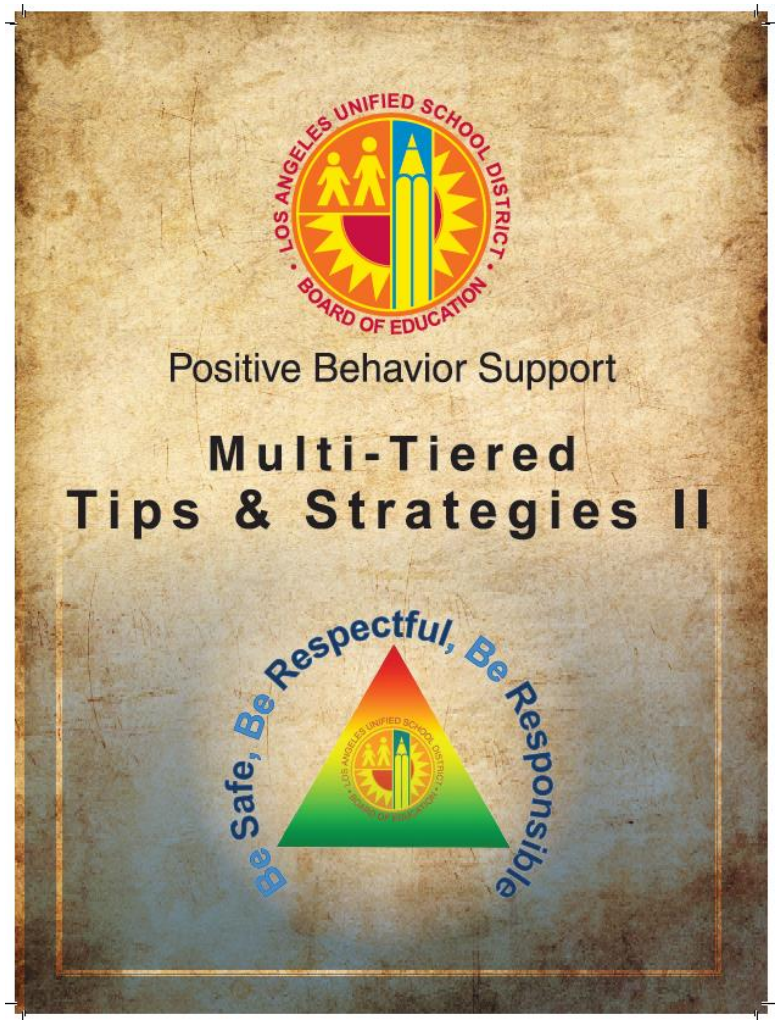
Playground Handbook



Sent out to every **Elementary** School –May 2016
Available on the Behavior Support website

Flipbooks





To be sent out to every School –February 2017
Available on the Behavior Support website

Memo 054704.0

2018-2019 Special Education Professional Development Opportunities

Attachment B

Los Angeles Unified School District

Division of Special Education

BEHAVIOR TRAINING

& Professional Development Opportunities

Enrollment:	IN PERSON OPPORTUNITIES:

Classroom Management: Supporting Behavior and Learning in the Classroom

Visit the Behavior Support Office Webpage! http://achieve.lausd.net/page/4137

Free Book Available! Keyword: BEHAVIORCM

- ONLINE FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) OVERVIEW: *Required for all special educators, service providers, and administrators. Prerequisite for in-person FBA training.* Keyword: BEHAVIORFBA1
- ONLINE BEHAVIOR INTERVENTION IMPLEMENTATION (BII) TRACKING TRAINING: *Separate courses for BII providers and case managers/administrators. Required for providers and case managers. Learn how to accurately set up service records and track services provided. (MCD Outcome 13-aligned.)* Keyword: BEHAVIORBII

Memo 054704.0

2018-2019 Special Education Professional Development Opportunities

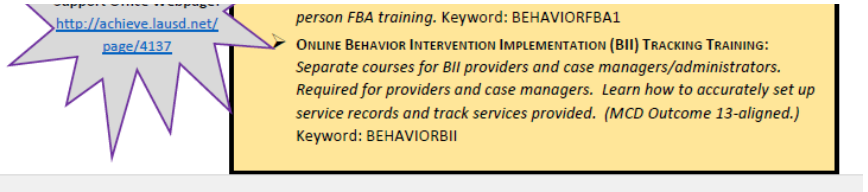
Attachment B

Los Angeles Unified School District

Division of Special Education

BEHAVIOR TRAINING

Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) and Discipline in the Secondary Classroom (DSC)



Special Ops, Special Ed Training

To educate and empower students and officers!

Los Angeles School Police Department
&
Los Angeles Unified School District

Special Ops

SPECIAL ED

Positively Supporting Student Behavior

Learning Zone
LAUSD Professional Development and Training Portal

Positively Supporting Student Behavior - LAUSD Division of Special Education

DIVISION OF SPECIAL EDUCATION

Positively Supporting Student Behavior

RESOURCES

INTRODUCTION | TIER I | TIER II | TIER III

Welcome to the

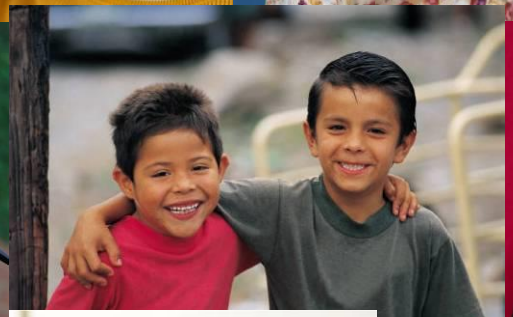
Positively Supporting Student Behavior

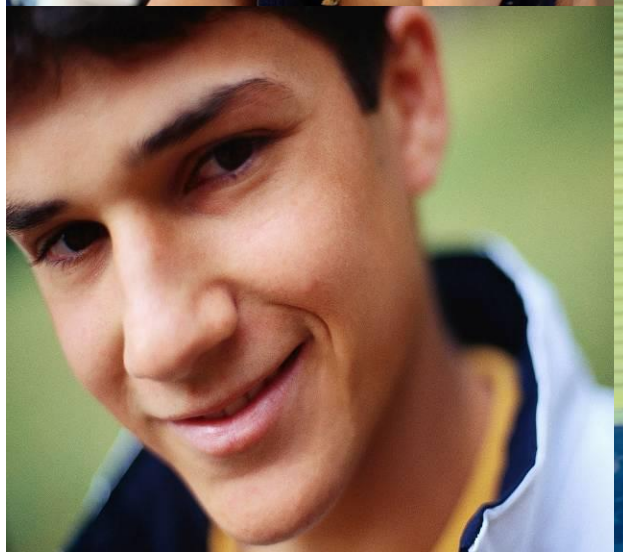
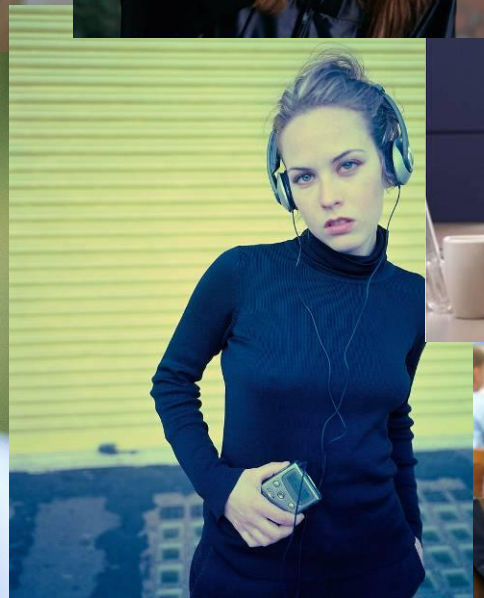
Paraprofessional Online Training

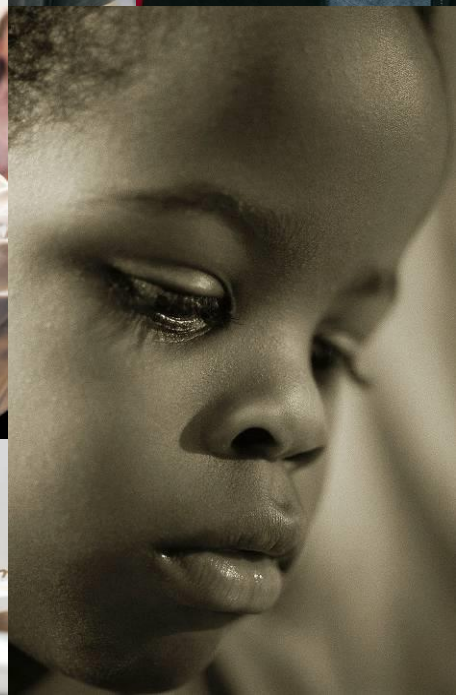
LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Special Education

CC





Los Angeles Unified School District

Student Health and Human Services - Restorative Justice
School-Wide Positive Behavior Intervention Support Task Force

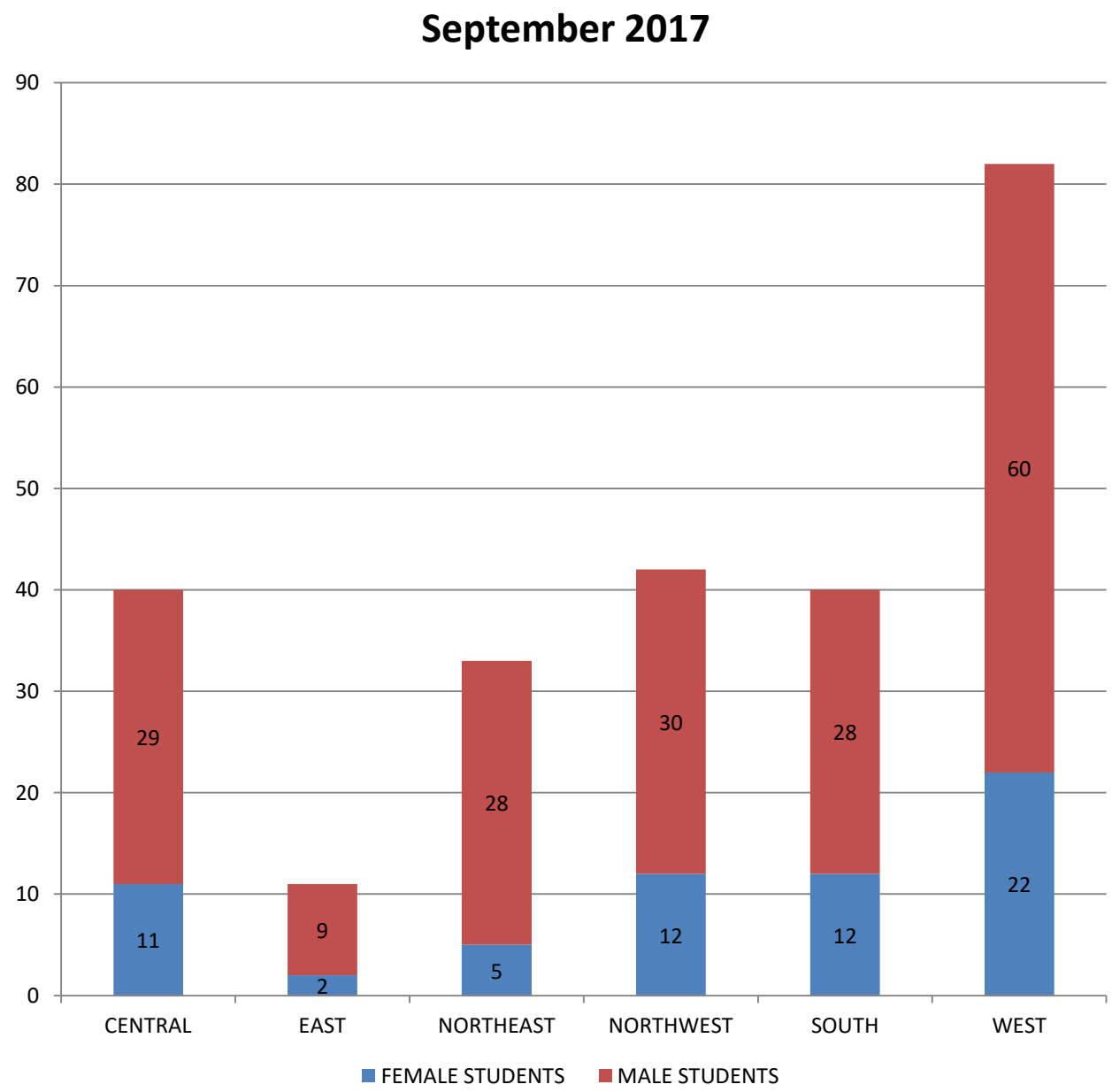
TASK FORCE MEETING

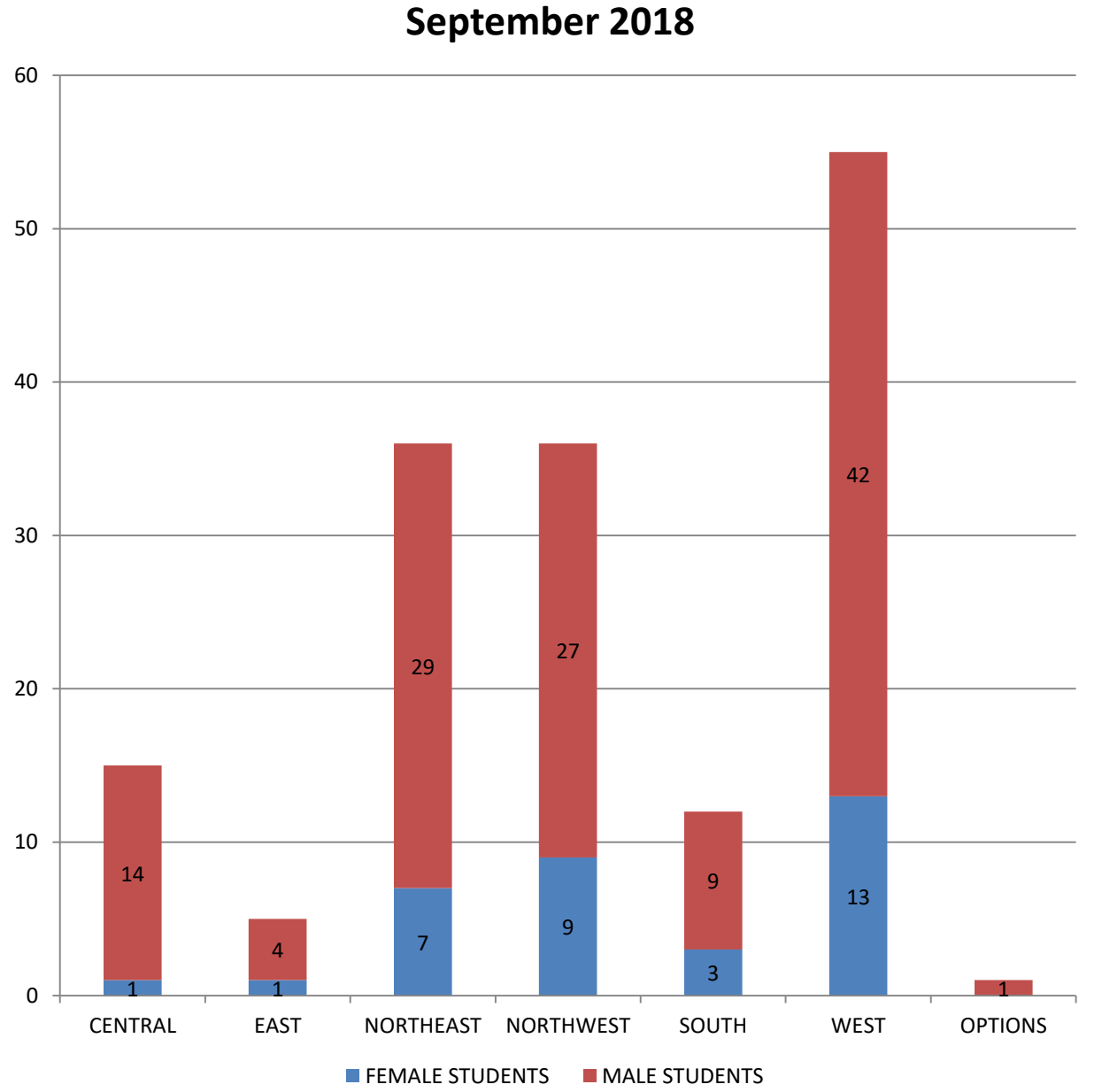
Thursday, October 18, 2018

Presenter: Deborah D. Brandy, Director

OUT-OF-SCHOOL SUSPENSIONS – GENDER COMPARISONS

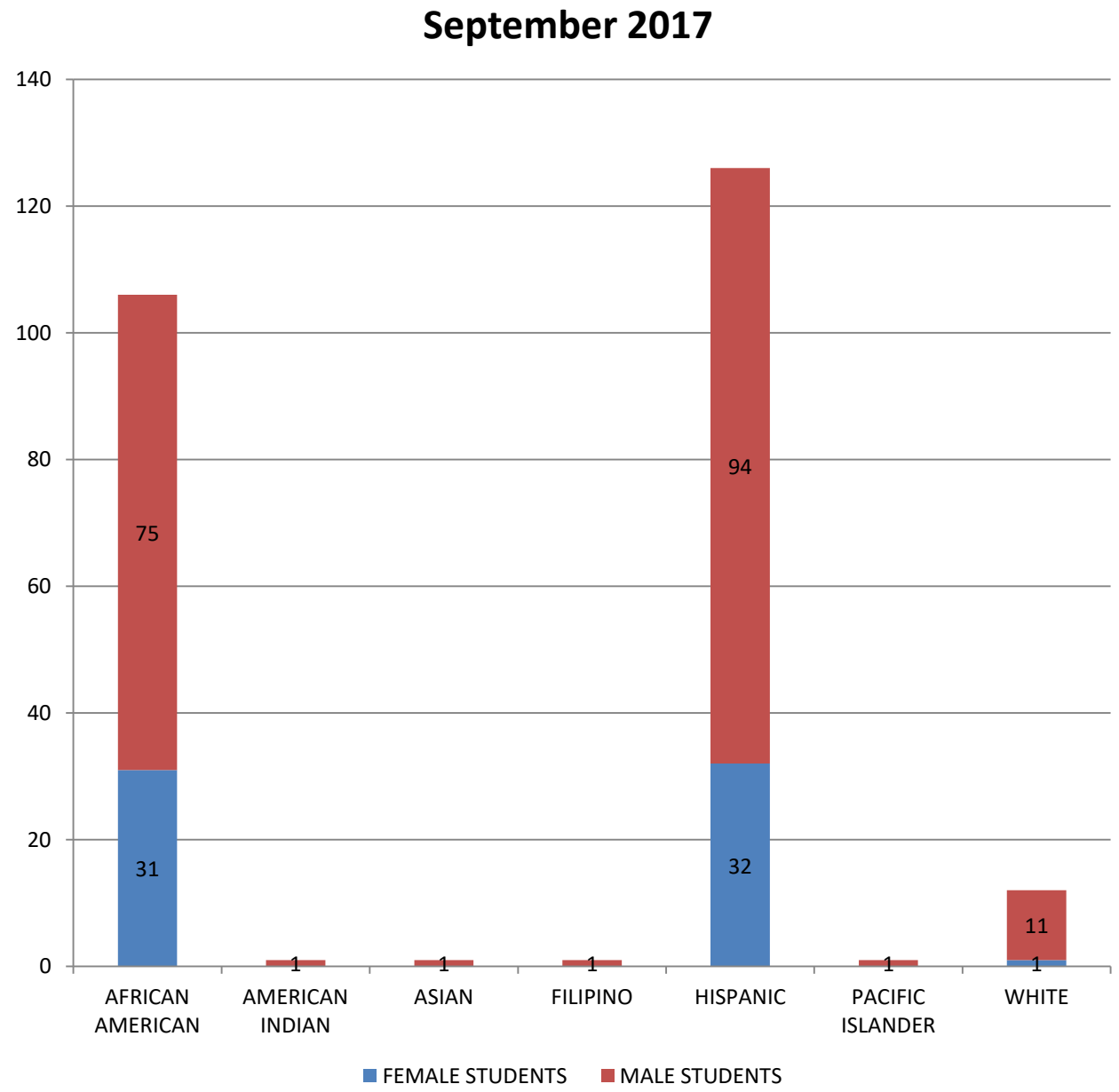
DISTRICT WIDE NUMBER OF SUSPENSION STUDENTS BY LOCAL DISTRCT

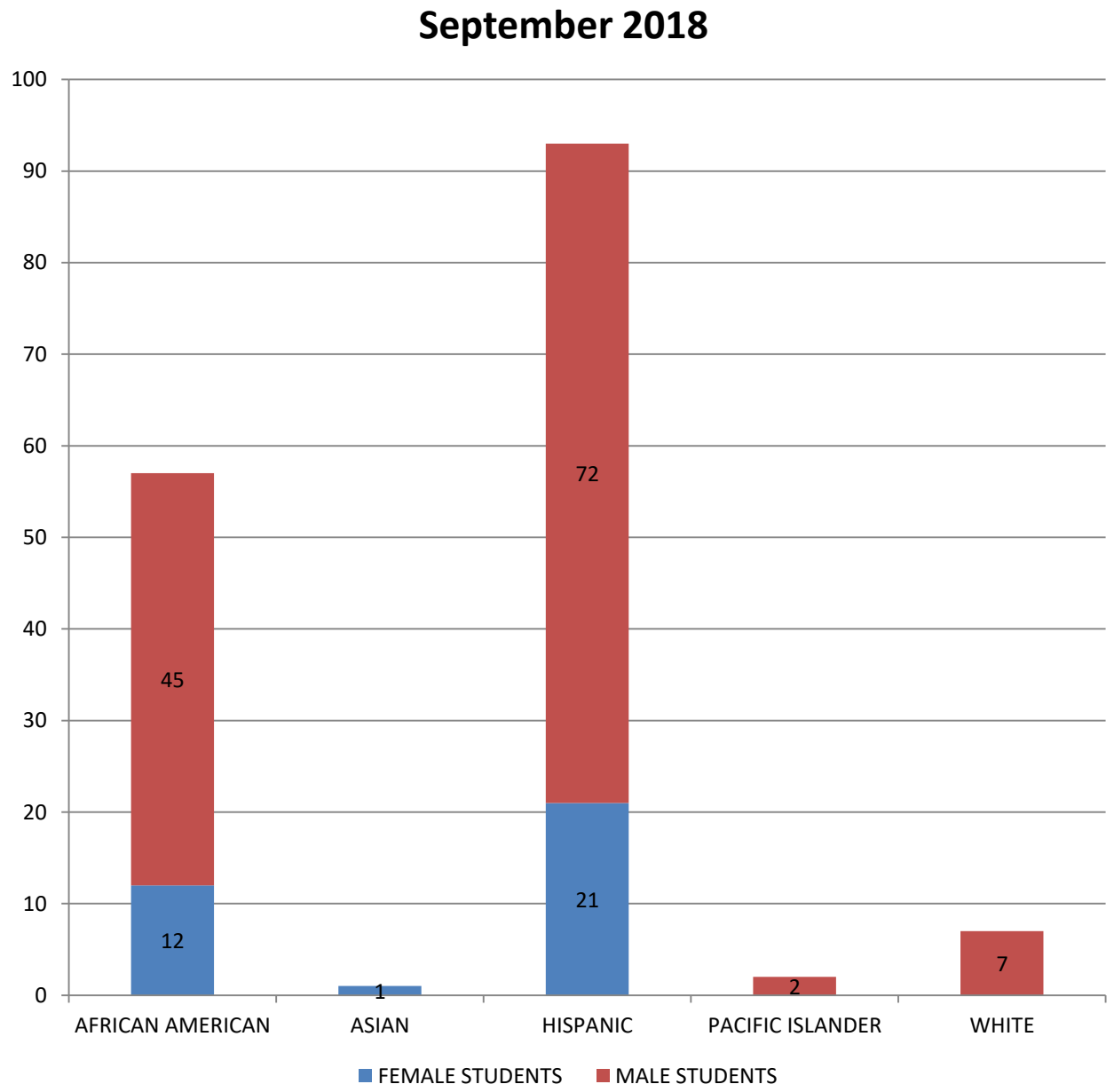




OUT-OF-SCHOOL SUSPENSIONS – GENDER COMPARISONS

DISTRICT WIDE NUMBER OF SUSPENSION STUDENTS BY ETHNICITY

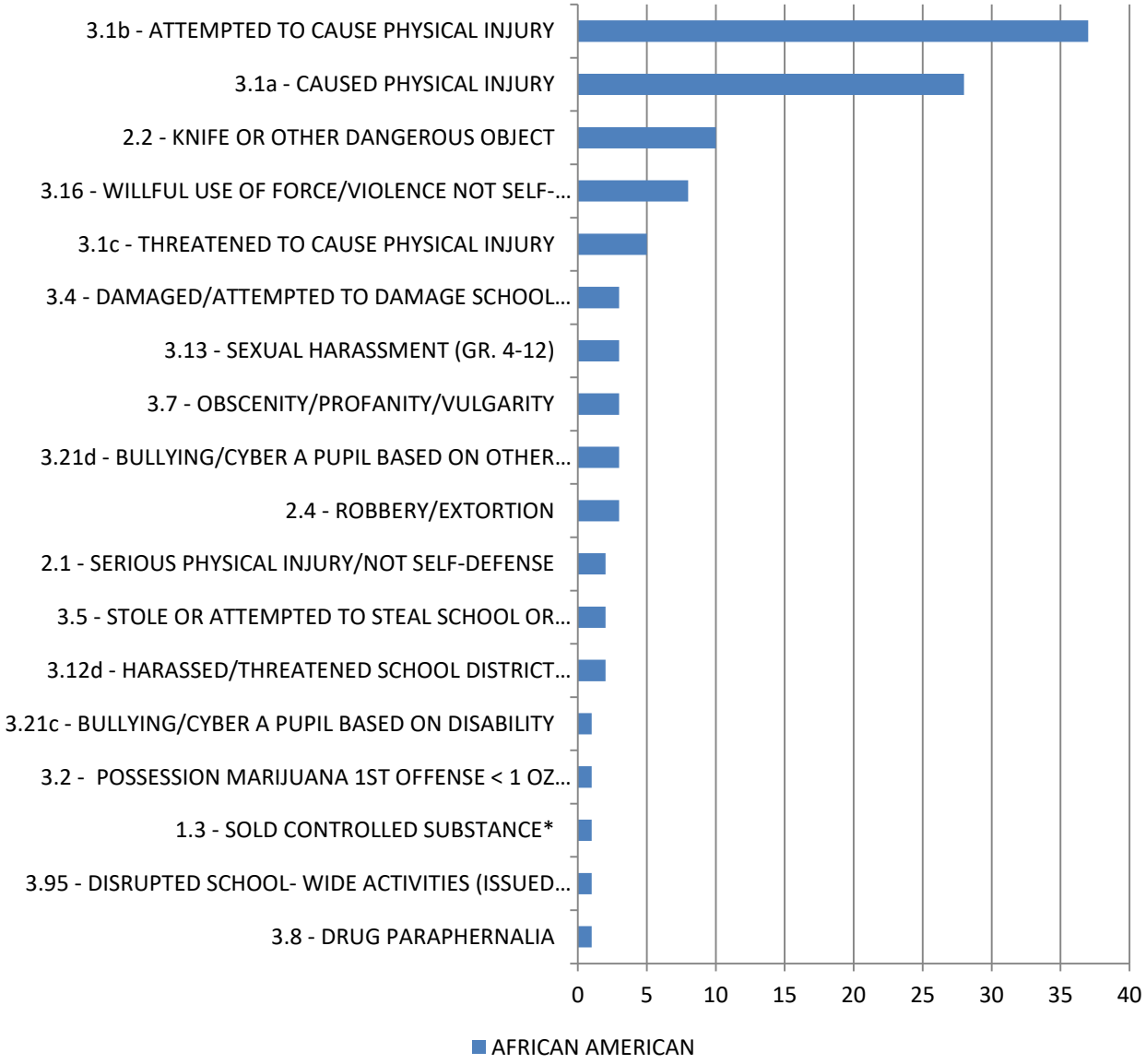




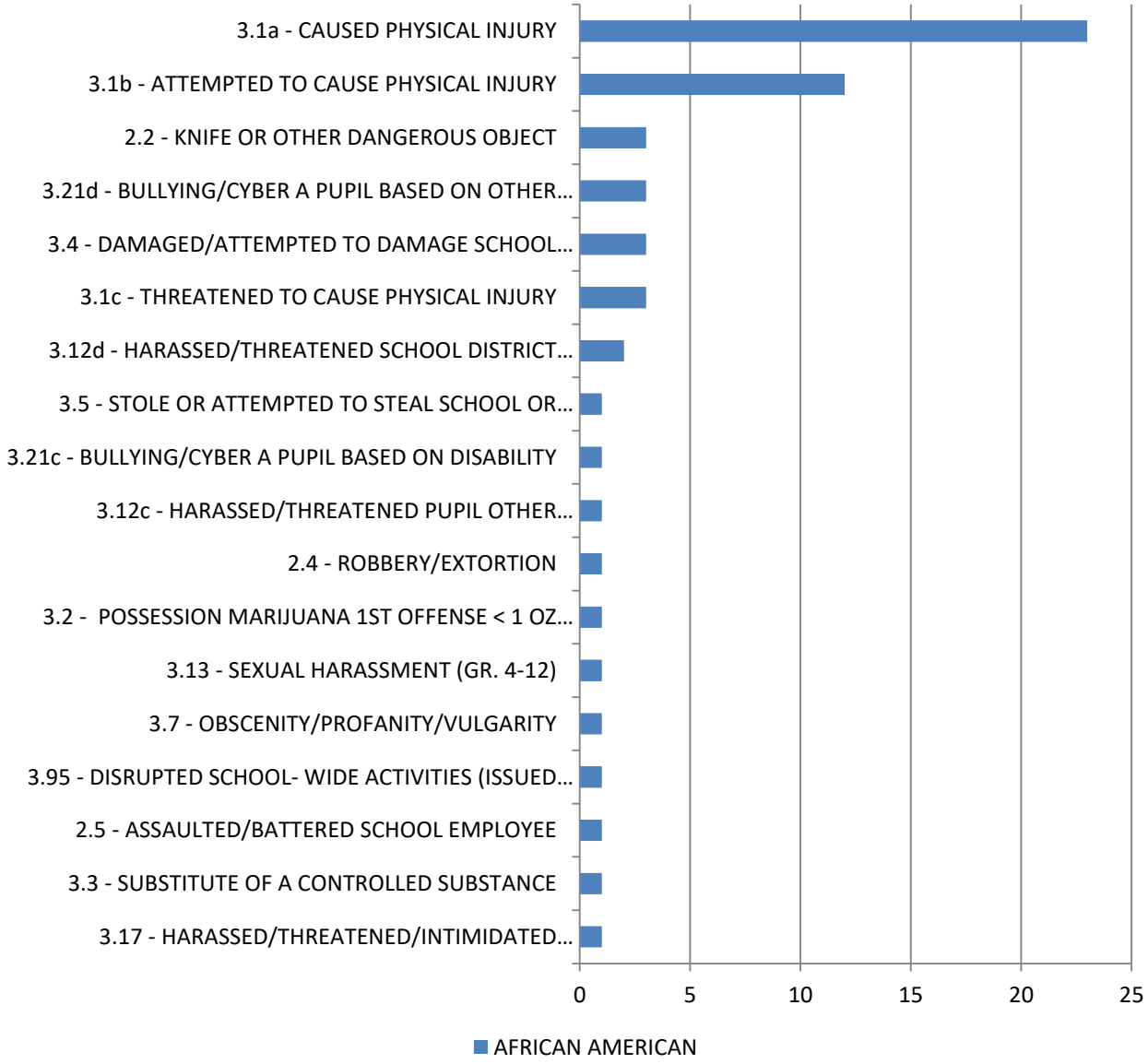
OUT-OF-SCHOOL SUSPENSION EVENTS BY INFRACTION

AFRICAN AMERICANS

September 2017



September 2018



THANK YOU!

Student Health & Human Services

Systems Thinking:
Reimagining School-wide Implementation of SWPBIS . . .

818-505-2200

Roy Romer Middle School

Fit to Lead

- Open Enrollment Still Available! -

All RRMS Students will receive an IPad or a computer for 2018 & beyond!

NOW ENROLLING!

RRMS College and Career Pathways:

- STEM Magnet
- Gifted Magnet
- School for Advanced Studies
- Visual and Performing Arts
- Public Service and Leadership
- Business, Design and Technology

https://romerms-lausd-ca.schoolloop.com/

. . . as an Invisible, Strategic, System of Support.

Administrative Leadership and Support
Team Based Implementation
Behavioral Expectations Defined
Behavior Expectations Taught
Acknowledge and Reinforce Appropriate Behavior
Monitor and Correct Behavioral Errors
Data Based Decision Making
Family and Community Collaboration

Systems Thinking!

You are always prepared
for a Rubric of Implementation (ROI) visit...

. . . when you re-examine established practices
and invest in creating the conditions and structures
for socio-emotional Learning and Support in tandem
with Academic Learning for a strong Return on Investment!

Systems Thinking!

Human Resource Allocation . . .

- ✓ *Restructured into Grade-level houses*
- ✓ *Looped the counselors by grade level*
- ✓ *Looped the administrators by grade level*
- ✓ *Looped the advisory teachers by grade level and program affiliation*
- ✓ *Formed/Redesigned strong ILT-Elected Positions (Department Chairs)*
- ✓ *Formed/Redesigned strong Powerful Learning Teams (Teachers)*
- ✓ *Recruited and Empowered PLT Lead Teachers to support the Academies*
- ✓ *Strong School Site Council (SCS) Support*
- ✓ *Identified Champions to Lead Change*
- ✓ *Leveraged 1:1 Empowered Learner Computer Device allocation*

Systems Thinking!

Human Resource Efficiency …

Cycle of Inquiry

Student Egress

Staff schedule enhancements

Front Office Staff – 15 min earlier

Administrator – 30 minutes later

Custodial Staff – 3 hours earlier

Campus Safety Staff – 30 minutes earlier

Chanda Smith Support Redefined

Systems Thinking!
Welcoming School Environment ...

Cycle of Inquiry

Open Campus for our school community

Gates open at 7:00 a.m.

Tutoring at 7:00 a.m. Parent Center

After School YS Program Until 6:30 p.m.

Movie Nights

Day of Peace Event

September 11 Tribute

Systems Thinking!

Strong Communication...

Cycle of Inquiry

RRTV Weekly Telecast for Advisories

Weekly Newsletter to School Community

Blackboard Connect Messages

Open Door Policy

Over 150 Individual Meetings with Parents

Monthly Coffee With the Principal

PA System Daily Announcements

Student Senate during Advisory

Systems Thinking!

Positive School Culture...

Cycle of Inquiry

School Culture

Positive School Climate

Student Climate Bill of Rights

School Learning Outcomes (SLOs)

Roy Romer Pledge SLOs School Clubs

Culture of Respect

The Hulkies

Reverse Gratitude Bucket List

My 20___ Romer Ram Pledge: I, (First Name) _____ am hereby committing to applying effort, working hard, and persisting in meeting my SLOs with the guidance and support of _____, my advisory teacher, and _____ my parent/guardian/mentor, who have shared, reviewed, and discussed these goals and target aspirations with me.

My Romer Ram School Learning Outcomes!

By the time I culminate from RRMS I will be a:

Responsible citizen and respectful of diversity who:

- Demonstrates awareness that fosters acceptance of individual & cultural differences
- Connects local issues to global cues in order to create positive change
- Donates time and individual talents to improve the quality of life within their community

Organized, Self-Directed Learner who:

- Sets and accomplishes personal, academic, and social goals
- Takes initiative and responsibility for their own learning
- Demonstrates motivation and self-directed discipline

Media and Technologically Innovative who:

- Collaborates to create and solve problems utilizing technology
- Utilizes technology safely, appropriately, and responsibly
- Gathers, organizes, and analyzes data to solve problems

Effective Communicator who:

- Speaks and writes honestly with meaning and clarity
- Listens attentively and actively with empathy
- Engages in academic and collaborative conversations

Rigorous Critical Thinker who:

- Produces and supports claims with credible evidence
- Evaluates evidence under 3 A's: accuracy, appropriateness, and adequacy
- Analyzes and synthesizes information from different sources

Vision: Our school community will prepare our students to meet the 5 through 6 state requirements and be successful at the high school level and beyond!

Systems Thinking!

Social-emotional Support...

Cycle of Inquiry

SWPBIS

A Whole Child Approach

Be Visible-Rule of 2

Behavioral Expectations (Safe, Responsible, Respectful)

RUP Lessons by Homerooms

Restorative Justice

Safebook Posted in every room

Supervision

Green and Gold Days

Positive Intrinsic and Extrinsic Motivation

Advisories

Mentoring and support by grade level

Mentoring foster youth

The Crisis Cycle –De-escalating Behavior

Grade-Level Rules Assemblies

Mindfulness

Systems Thinking!
Active Parent Center...

Cycle of Inquiry

Active Parent Center – Ms. Juarez

Cultural Assemblies

Conversations with the community for goal setting

Monthly Coffee with the Principal

Grade-Level Picnics

Parents designed strategies for chronic absences

Parent designed mentoring letter for testing

Systems Thinking!
Student Recognition...

Cycle of inquiry

Celebrating our students

Honors Awards (Medals and Certificates)

Achievement Awards

Most Improved Awards

Student of the Month Awards

Attendance Awards

Pep-Rallies during lunch

Systems Thinking!

Staff Recognition...

Cycle of inquiry

Celebrating our Staff

California League of Schools State Teacher of the Year

LAUSD Rookie of the Year

Teacher Appreciation Week

Staff Attendance Awards

Holiday Celebration

Retirement

Systems Thinking!

Simple Truths and Outcomes...

Cycle of inquiry

Class of 2018 Highest Culmination Rate

Met Reclassification Rate Goals

Lowest Three-Year Average Chronic Absenteeism Rate

Surpassed Attendance Goal Rate by 17.5 %

Met E-Cast and added two teacher positions first time in three years

Demonstrated greatest change in average scale score distance from level III in Math (7th Grade 72 Points)

Demonstrated greatest change in average scale score distance from level III in ELA (7th Grade 37 points)

Added a Gifted Magnet

Added three Academies

Staff continues to meet 100% Attendance Submittal

100 % Submittal of Meal Applications

Lowest suspension (10) and referral rates

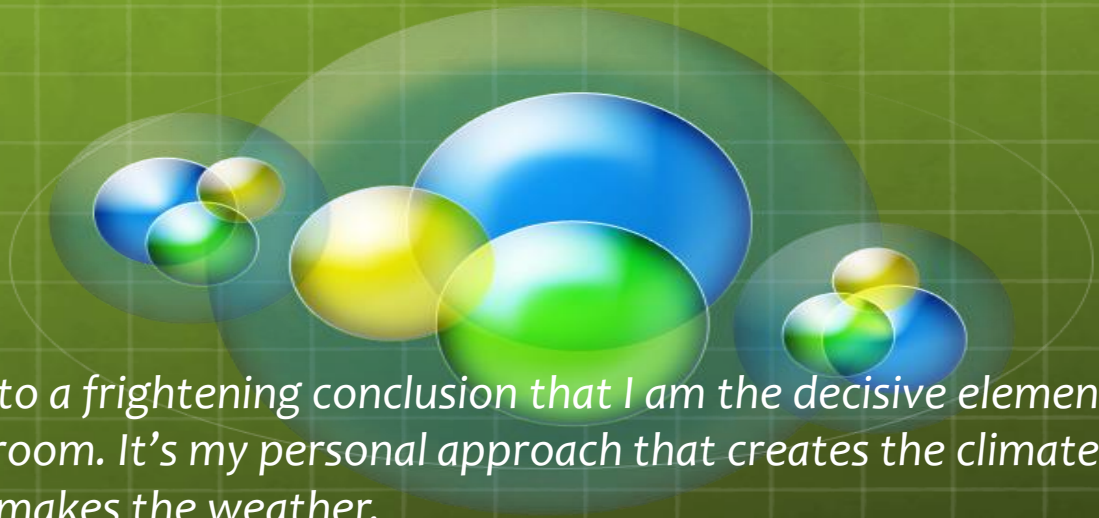
100 Percent Rubric Of Implementation (Green) Rating Spring Semester 2018!

Systems Thinking!
School Recognition...

Cycle of inquiry

Celebrating our 10th Year Anniversary –
Circa: 2008-2018

December 1, 2018 10:00 a.m. to 1:00 p.m.



“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Haim Ginott

Class Of 2018

In closing, . . . in a perfect world, even if everything goes well, you may not be able to control the weather, but you can adjust the climate!

Thank you!

Revised May 20, 2016

LAUSD SCHOOL LEADERSHIP FRAMEWORK v4

Developed in partnership with

TEACHING LEARNING SOLUTIONS

Professional Learning & Leadership Development
333 South Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Telephone: (213)241-3444 Fax: (213)241-8920

LAUSD SCHOOL LEADERSHIP FRAMEWORK 2017-2018

STANDARD 1: LEADERSHIP AND PROFESSIONAL GROWTH

Component 1A: Models learning-centered leadership behaviors

1. Demonstrates personal and professional ethics, integrity and judgment
2. Manages time and prioritizes high-leverage activities
3. Builds observation and coaching skills to improve instruction
4. Uses reflection to inform future decisions and actions
5. Participates in, and implements new learning from, professional development
6. Leads in situations of ambiguity or complexity

STANDARD 2: CHANGE MANAGEMENT

Component 2A: Leads and manages change

1. Promotes a shared sense of responsibility for all students
2. Communicates a sense of urgency for sustainable change
3. Builds capacity of staff to adapt to and manage change

Component 2B: Develops or maintains a shared vision around high expectations for student learning

1. Develops, implements, and revises a shared vision of high expectations
2. Communicates shared vision to stakeholders

Component 2C: Creates or maintains a culture of continuous improvement

1. Uses data to determine school-wide priorities and goals
2. Implements plans to accomplish school-wide goals

STANDARD 3: INSTRUCTION

Component 3A: Provides support for teachers to improve instruction

1. Implements coaching and support
2. Ensures high-quality professional development that results in implementation of effective pedagogy
3. Creates collaboration structures that support ongoing development
4. Builds capacity of staff to analyze and utilize student data

Component 3B: Promotes quality teaching, learning and leadership

1. Monitors school-wide curriculum in relation to content standards and opportunity to learn
2. Creates and maintains distributed leadership opportunities

Component 3C: Assesses the performance of all staff

1. Conducts formal and informal observations
2. Provides actionable feedback to staff
3. Manages the evaluation process

STANDARD 4: CULTURE OF LEARNING AND POSITIVE BEHAVIOR

Component 4A: Creates or maintains a culture conducive to educator growth

1. Establishes or maintains a positive school climate, including workplace conditions for staff
2. Manages respectful conflict resolution in the school community

Component 4B: Creates or maintains a culture conducive to student growth

1. Promotes and implements systems to foster positive student behavior
2. Creates or maintains a culturally responsive and equitable environment
3. Motivates students toward goal attainment and future aspirations
4. Engages stakeholders in courageous conversations about bias and its effect on student learning

STANDARD 5: FAMILY AND COMMUNITY ENGAGEMENT

Component 5A: Engages families and community members as partners

1. Engages community and family members and involves them in leadership opportunities
2. Provides opportunities for family and community education

Component 5B: Communicates with families and community members

1. Creates or maintains school-home-community communication structures
2. Collects and analyzes data related to families and the community

STANDARD 6: SYSTEMS AND OPERATIONS

Component 6A: Manages people, time and resources

1. Aligns budget and staffing priorities with needs, goals, vision, and data
2. Implements a clear selection and hiring process
3. Designs and implements a strategic staffing plan
4. Develops schedules and allocates space for learning
5. Seeks, allocates and uses technology and other resources to support learning

Component 6B: Creates or maintains a productive school environment

1. Develops, implements, and reviews a system for school operations and structures
2. Communicates with staff, students, and district leadership

Component 6C: Demonstrates legal and policy compliance

1. Ensures a healthy and safe school environment
2. Ensures that school decisions adhere to relevant district policies and comply with legal requirements

Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR ***A) Creates or maintains a culture conducive to educator growth***					**Evidence Guide for** ***Standard 4, Culture of Learning and Positive Behavior***
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Creates or maintains a positive school climate, including workplace conditions for staff	Does not promote a school-wide climate of fairness, respect and collaboration; and does not create or maintain workplace conditions that staff perceive to be positive.	Inconsistently promotes a school-wide climate of fairness, respect and collaboration, and works to create or maintain workplace conditions that some staff perceive to be positive.	Consistently promotes a school-wide climate of fairness, respect and collaboration, and to create or maintain workplace conditions that most staff perceive to be positive.	Collaboratively and systematically creates or maintains workplace conditions that nearly all staff perceive to be positive; most staff demonstrate their commitment to a school-wide climate of fairness, respect and collaboration.	• School Experience Survey for Employees • Observation of staff room, restrooms, and resource room • Schedules of adjunct duties, playground and bus supervision • Notes from teacher representative's interaction with school leader • Discipline/student behavior logs that indicate follow-up • Observation of interactions in classrooms, PLCs, school meetings, and informal settings • Photos or screen shots of norms • Observation of the use of norms during meetings • Staff recognition • ISTAR (Incident System Tracking Accountability Report) • School Accountability Report Card (SARC)
2. Manages respectful conflict resolution in the school community	Does not create or maintain a professional working environment where staff and family members communicate differences of opinion in a respectful manner; does not facilitate respectful resolution of conflicts, or does not intervene when conflicts become heated or disrespectful.	Is inconsistent in attempts to create or maintain a professional environment where staff and family members communicate differences of opinion in a respectful manner; attempts to facilitate respectful resolution of conflicts with moderate success.	Consistently creates or maintains a professional environment where most staff and family members communicate differences of opinion in a respectful manner; when needed, facilitates respectful resolution of conflicts.	Has established and maintains a professional environment where nearly all staff and most family members communicate differences of opinion in a respectful manner and actively work independently or collaboratively (with or without the school leader) to respectfully resolve conflicts (as appropriate).	• Observation of the use of norms and protocols for respectful disagreement • Notes from a conflict resolution session between staff or other members of school community

Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR ***B) Creates or maintains a culture conducive to student growth***					**Evidence Guide for *Standard 4, Culture of Learning and Positive Behavior***
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Promotes and implements systems to foster positive student behavior	Rarely implements a School-Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy, or implementation is incomplete, so that students' social-emotional needs are rarely addressed.	Occasionally implements a School-Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy. Adults inconsistently implement the plan, and students' social-emotional needs are unevenly addressed.	Regularly implements a School-Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy. Most adults consistently implement the plan, and work to ensure that students' social-emotional needs are consistently addressed.	Systematically and collaboratively implements a School-Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy. Nearly all adults in the school consistently support, implement and monitor the plan, proactively working to ensure that students' social-emotional needs are systematically addressed.	• School-wide Positive Behavior Support Plan • Rules, consequences, and rewards posted • Rules, consequences and recognition referred to in meetings and bulletins • Student self-assessment of behavior; behavior contracts • Observation of informal and school-wide settings • Analysis of student behavior data • Discipline/student behavior logs • Photos of classrooms (e.g., behavior charts) • Regular and systematic student recognition • Photos or flyers re: peer mediation • School review evidence (WASC, Pilot, DVR) • Discipline data from MiSiS • ROI (Rubric of Implementation) rating • Presentation slides for assemblies • Social-emotional supports are provided to students
2. Creates or maintains a culturally responsive and equitable environment[8]	Fails to address concerns or provide professional development about working in and supporting a diverse community; few staff engage in discussion regarding, or application of, equity and culturally-responsive pedagogy.	Provides compliant professional development to help staff understand issues of equity and how culturally-responsive practices support a diverse community; integration of culturally-responsive practices throughout the school is inconsistent.	Provides proactive professional development to ensure that staff understand issues of equity and how culturally-responsive pedagogy and practices support a diverse community; staff consistently integrate these practices throughout the school.	Provides proactive professional development and parent education to ensure that nearly all staff, family members, and community members collaborate to create a school that promotes equity and culturally-responsive pedagogy and practices, and that is supportive of a diverse community; nearly all stakeholders integrate these practices throughout the school.	• Evidence of PD that prepares teachers to teach in a diverse setting and/or with certain sub-groups • School leader models flexibility in instructional style, validation of multiple cultures, respect • Observation of school leader/parent interaction • Observation of school-wide or classroom events where students take risks and/or ask for help • Evidence of school leader meeting with students 1-on-1 for support as needed • Evidence of a peer support group in place • School-established support for diverse groups is evident and promotes tolerance • Notes from classroom observations that demonstrate teachers' conscious, intentional efforts to embed culturally-relevant material and information • Data on referrals

[8]A *Culturally Relevant and Responsive Education (CRRE)* is defined as "educating all children by incorporating their emotional, social, and cognitive cultural experiences into the teaching and learning process. Educational systems must "respect and value students' cultural backgrounds and histories, but also…build instructional strategies that benefit from students' life experiences and learning styles." *Equitable* is defined as the "creation of an environment that reflects students' cultural diversity, including fair and equitable access to educational opportunities and resources for all" (Maddahian & Bird, 2003, pp. 4, 5).

Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR ***B) Creates or maintains a culture conducive to student growth***					**Evidence Guide for** ***Standard 4, Culture of Learning and Positive Behavior***
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
3. Motivates students toward goal attainment and future aspirations	Rarely encourages students to set or achieve learning goals, either for their immediate future or toward their college and career aspirations. Few adults actively support students in goal setting and achievement.	Creates occasional opportunities for students to engage in setting and achieving learning goals, either for their immediate future or toward their college and career aspirations. Adults support some students in goal setting and achievement.	Creates or maintains conditions and regular opportunities for students to engage in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults support most students in goal setting and achievement.	Collaboratively establishes processes and systematic opportunities for students to engage in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults support all students in goal setting and achievement. Mastery of skills and goal attainment are recognized and publicly celebrated.	• Students lead or participate in formal daily structures that explicitly link student aspirations and achievement • Celebrations of student success include the message that all students can achieve with effort • Students who have worked hard and accomplished goals or met milestones are celebrated • Students can describe a pathway to their goals and aspirations and translate aspirations into concrete plans that define day-to-day expectations and what preparation means • Evidence of advisory, peer mentoring or similar programs to ensure processes are in place to monitor student progress and provide advocates for every student • Systems for students to access supports • Notes from assemblies or events
4. Engages stakeholders in courageous conversations about bias and its effect on student learning	Rarely recognizes or speaks out against stakeholder language or actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender), and does not attempt to change such behaviors.	Occasionally recognizes or speaks out against stakeholder language or actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender); may attempt to change such behaviors, but with uneven results.	Recognizes and speaks out against language and actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender) and works with stakeholders to challenge and change such behaviors.	Builds the capacity of the school community to recognize and challenge language and actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender) and supports members of the school community in working to challenge and change such behaviors.	• Evidence of public and private discussions of bias and prejudice • Evidence that principal responds to occurrences of bias, prejudice, or stereotyping, and follows through regarding expected changes • Surveys and interviews with parents or students • Conference memos • Evidence that others in the school community challenge or address occurrences of bias, prejudice or stereotyping

Student Health and Human Services – Restorative Justice
Discipline Foundation Policy (DFP) and Rubric of Implementation (ROI)
2018-2019
Deborah D. Brandy, Director

Background

In 2013, the Board of Education adopted School Discipline Policy (DFP) and School Climate Bill of Rights Resolution, calling for revision of the Discipline Foundation Policy and the establishment of the School Climate Bill of Rights. This resolution reinforced the expectation that the District fully implement School Wide Positive Behavior Intervention and Support (SWPBIS) district-wide and required the development of a plan and a regular updates to the Board. The Superintendent's plan, submitted to the Board of Education in 2013, outlines how the District will achieve full implementation of SWPBIS, as measured by the Rubric of Implementation (ROI). Each school is responsible for implementing the eight key features of SWPBIS, as defined in the ROI.

The eight key features of the ROI are:

1. Administrative Leadership and support
2. Team Based Implementation
3. Behavioral Expectations Defined
4. Behavior Expectations Taught
5. Acknowledge and Reinforce Appropriate Behavior
6. Monitor and Correct Behavioral Errors
7. Data Based Decision Making
8. Family and Community Collaboration

The ROI is both a self-assessment tool for school sites, as well as an assessment used by Local District Instructional Directors, Administrators of Operations, and Operations Coordinators, in collaboration with school site administrators.

ROI scoring may be completed in the first semester to help schools and local districts to identify areas for growth. Final ROI scores are determined collaboratively with school site administrators and Local Districts. Local Districts determine final ROI scores for each school site. Final scores are documented by LD School Operations personnel in the DFP on-line system in the Spring (this school year, no later than May 24, 2019). Schools' ROI scores are shared with the SWPBIS Taskforce, Educational Resource Consultants (ERC) the external auditor, the U.S. Department of Education, Office for Civil Rights (OCR) and the Board of Education.

All supporting materials and resources are available on the Discipline Foundation Policy website:

- School Leadership Framework
  - Reference Standard 4: Culture Of Learning And Positive Behavior
- Discipline Foundation Policy
- Board Resolution
- SWPBIS Handbook - provides samples, tools, and templates from the field, to support schools and local districts with implementing each of the eight key features measured by the ROI.
- Discipline Foundation Policy On-Line System - Fall and Spring ROI scores for each school are documented here
- DFP discipline data
- 2018-19 ROI form
- Directions to upload documentation in support of ROI scores
- DFP on-line complaint system

Please visit the Discipline Foundation Policy website to access the SWPBIS/DFP handbook and examples of best practices at schools. You may also contact your Local District School Operations team or Student Health and Human Services Director, Deborah D. Brandy at deborah.brandy@lausd.net or (213) 393-0535.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
Rubric of Implementation (ROI)

School Name: _____ Date: _____

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
Rubric of Implementation (ROI)

Key Feature	1	2	3	4	Score
4. Behavior Expectations Taught	☐ No documented plan for teaching the expectations exist. ☐ Some staff may teach the expectations in their own classrooms.	☐ Students are told what the expectations are. ☐ Some staff may teach the expectations in their own classrooms.	☐ There is a documented system for annually teaching the behavioral expectations, to all students (e.g., Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, Community Building Circles, Breakfast in the Classroom Check-ins, etc.), including introduction letter to parents and staff.	☐ There is a documented system for annually teaching the behavioral expectations to all students (e.g., Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, Community Building Circles, and/or Breakfast In the Classroom Check-ins, etc.) including introduction letter to parents and staff. ☐ There is a documented system for ongoing review of expectations on weekly to monthly basis. ☐ The school has developed strategies to involve families/community with the teaching of the expectations.	
5. Acknowledge and Reinforce Appropriate Behavior	☐ There is not a consistent acknowledgment / reinforcement system in place.	☐ The documented acknowledgment/ reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by **50%** of the staff.	☐ The documented acknowledgment/reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by **75%** of staff.	☐ The documented acknowledgment/ reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by 90% of staff. ☐ A ratio of 4 positive for every one negative is in place; 4(+)**:**1(-) ratio means acknowledging / reinforcing students' positive behavior at least 4 times more often than acknowledging students' misconduct.); When asked, staff can explain and describe examples of the implementation of 4:1	
6. Monitor and Correct Behavioral Errors	☐ Problem behaviors are not clearly defined. ☐ The response to problem behavior is inconsistent.	☐ Problem behaviors are clearly defined and agreed upon by a least **50%** of school staff. ☐ There is an inconsistent process for what behavior is handled in the classroom and what is referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.)	☐ Problem behaviors are clearly defined, agreed upon by at least **75%** of school staff and documented. ☐ At least **75%** of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.). ☐ Use of alternatives to formal discipline (i.e., suspension), documented in MiSiS; reference Attachment D of the Discipline Foundation Policy: Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension.	☐ Problem behaviors are clearly defined, agreed upon by at least **90%** of school staff and documented. ☐ At least **90%** of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.). ☐ There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders. ☐ Use of alternatives to formal discipline (i.e., suspension), documented in MiSiS; reference Attachment D of the Discipline Foundation Policy: Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension.	

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
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Key Feature	1	2	3	4	Score
7. Data Based Decision Making	☐ **MiSiS** discipline data is not reviewed to make decisions.	☐ **MiSiS** discipline data is reviewed but not used to make decisions.	☐ **MiSiS** is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). ☐ The SWPBIS/Discipline Review team uses **MiSiS** and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year with an emphasis on targeted supports. ☐ **MiSiS** data is shared with school staff at least 2 times per school year.	☐ **MiSiS** is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). ☐ The SWPBIS/Discipline Review team uses **MiSiS** 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. ☐ The SWPBIS/Discipline Review team reviews **MiSiS** discipline data at their monthly team meetings with an emphasis on targeted supports. ☐ **MiSiS** data is shared with school staff at least 3 or more times per school year.	
8. Family and Community Collaboration	☐ There is no family/community involvement in the school site SWPBIS system.	☐ A family/community member is **inconsistently** part of the SWPBIS/ Discipline Review team. ☐ Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least **2** times per school year.	☐ A family/community member is an **active** member of the SWPBIS/ Discipline Review team. ☐ Updates on the SWPBIS efforts and data are communicated through newsletters, brochures, open house, parent meetings, etc. at least **5** times per school year.	☐ A family/community member is a **consistent** member of the SWPBIS/Discipline Review team. ☐ Updates on the SWPBIS efforts and data are communicated through newsletters, brochures, open house, parent meetings, website, etc. at least **8** times per school year.	
				TOTAL SCORE	

Rubric of Implementation progress approved by:

_____ _____
Principal (Signature) Date

_____ _____
SWPBIS/Discipline Review Team Member (Signature) Date

_____ _____
School Operations (Signature) Date

August 7, 2018

Deborah D. Brandy, Director Restorative Justice
Los Angeles Unified School District - Division of Student Health and Human Services
333 South Beaudry Ave. 29th Floor
Los Angeles, CA 90017

2018-19 SWPBIS Site Visitation Schedule			
Central	ALEXANDRIA AVE EL	6-Feb	8:30
	ATWATER AVE EL	6-Feb	10:30
	COMMONWLTH AVE EL	6-Feb	1:00
	IRVING MS MME MAG	7-Feb	8:30
	RFK AMBSDR GLBL LDSH	7-Feb	10:30
	SOTOMAYOR LA HADA	7-Feb	1:00
East	HARRISON ST EL	11-Feb	8:30
	METROPOLITAN HS	11-Feb	10:30
	TORRES ELA PA MAG	11-Feb	1:00
	TORRES HUM/ART/TECH	12-Feb	8:30
	TORRES RENAISSANCE	12-Feb	10:30
	TORRES SOC JST LDSHP	12-Feb	1:00
South	David Starr Jordan HS	20-Feb	8:30
	Markham MS	20-Feb	10:30
	96th Street	20-Feb	1:00
	Knox El	21-Feb	8:30
	South Park	21-Feb	10:30
	Parmelee Ave El	21-Feb	1:00
West	COLISEUM ST EL	25-Feb	8:30
	42ND ST EL	25-Feb	10:30
	HAWKINS SH RISE	25-Feb	1:00
Northeast	COLFAX CEL	26-Feb	8:30
	LOWMAN SP ED CTR	26-Feb	10:30
	SHERMAN OAKS EL CS	26-Feb	1:00
Northwest	BLYTHE ST EL	4-Mar	8:30
	FULLBRIGHT AVE EL	4-Mar	10:30
	GARDEN GROVE EL	4-Mar	1:00
	NESTLE AVE CHARTER	5-Mar	8:30
	NORTHRIDGE MS	5-Mar	10:30
	RESEDA SH	5-Mar	1:00

Student Health and Human Services - Restorative Justice

2018-19 SWPBIS Site Visitation Schedule

				Name	Contact Number	Email	Priority (1, 2, 3)
Central	ALEXANDRIA AVE EL	6-Feb	8:30				
	ATWATER AVE EL	6-Feb	10:30				
	COMMONWLTH AVE EL	6-Feb	1:00				
	IRVING MS MME MAG	7-Feb	8:30				
	RFK AMBSDR GLBL LDSH	7-Feb	10:30				
	SOTOMAYOR LA HADA	7-Feb	1:00				
East	HARRISON ST EL	11-Feb	8:30				
	METROPOLITAN HS	11-Feb	10:30				
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	TORRES SOC JST LDSHP	12-Feb	1:00				
South	David Starr Jordan HS	20-Feb	8:30				
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	96th Street	20-Feb	1:00				
	Knox El	21-Feb	8:30				
	South Park	21-Feb	10:30				
	Parmelee Ave El	21-Feb	1:00				
West	COLISEUM ST EL	25-Feb	8:30				
	42ND ST EL	25-Feb	10:30				
	HAWKINS SH RISE	25-Feb	1:00				
NE	COLFAX CEL	26-Feb	8:30				
	LOWMAN SP ED CTR	26-Feb	10:30				
	SHERMAN OAKS EL CS	26-Feb	1:00				
NW	BLYTHE ST EL	4-Mar	8:30				
	FULLBRIGHT AVE EL	4-Mar	10:30				
	GARDEN GROVE EL	4-Mar	1:00				
	NESTLE AVE CHARTER	5-Mar	8:30				
	NORTHRIDGE MS	5-Mar	10:30				
	RESEDA SH	5-Mar	1:00				

Choose three schools and prioritize them from (1-3), one being your highest priority and three being your least priority. Please provide the document with the requested information to Paul Gonzales at the conclusion of the meeting or you may email him at pdg7170@lausd.net.

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support Task Force Meeting
Thursday, October 18, 2018

Please take notes during the presentations. All questions and comments will be addressed at the conclusion of each presentation.

Presentation 1. _____

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Presentation 2. _____

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Presentation 3._____

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Presentation 4. _____

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Thank you!