

Demanding Dignity in Our Schools: Calling for Full Implementation of School-Wide Positive Behavior Interventions and Supports in LAUSD South LA Schools

Review of LAUSD Discipline Data 2009-2010 through 2011-2012 school years
and South LA Schools SWPBIS Implementation in the 2011-2012 school year.

November 2012



I. INTRODUCTION

This is a follow-up to *Redefining Dignity in Our Schools, A Shadow Report on School-Wide Positive Behavior Support Implementation in South Los Angeles, 2007-2010*, by Community Asset Development Re-defining Education (CADRE), Public Counsel Law Center, and Mental Health Advocacy Services, Inc.

Earlier this year, pursuant to the California Public Records Act (PRA), CADRE and Public Counsel requested evidence of implementation of the Discipline Foundation Policy: School-wide Positive Behavior Support (BUL-3638) (hereinafter School-Wide Positive Behavior Interventions and Supports Policy (SWPBIS Policy)) for all LAUSD schools in Local District Seven (LD7) and all Partnership for Los Angeles Schools located within LD7 boundaries from August 2011 to the present.

While the Local District structure has been replaced by the Educational Service Center (ESC) structure, the schools for which documentation of SWPBIS related data was requested remain the schools historically in the South LA region. Additionally, our organizations also made a Public Records Act (PRA) Request for district-wide discipline data.

Finally, because CADRE parents and Public Counsel attorneys have been receiving anecdotal information about “off the books” illegal school removals and in-school suspension, CADRE parents engaged in a monitoring efforts in their children’s schools. Public Counsel collected stories from parents and students and reviewed discipline records. The initial findings and anecdotal data collected, while not conclusive, points to issues that must be addressed and investigated by the District, particularly in light of the significant on paper drops in out-of-school suspensions. If, as appears to be happening in some schools, school leaders are still removing students from instruction for hours and days at a time but instead now failing to inform their parents, provide due process protections or follow the California Education Code regarding reporting, then both the data on reductions in suspensions is suspect and the practices of school leaders need to be immediately and swiftly addressed.

In the 2012-2015 strategic plan, the Superintendent of Los Angeles Unified School District and the School Board placed a renewed emphasis on implementation of the SWPBIS Policy, requiring “full implementation” of this policy. The overall goal of this follow-up report is to assess key aspects of implementation in South Los Angeles schools and call on the Superintendent and the School Board to take several immediate actions to address the failure to implement, some apparent unlawful practices to “cook the books” regarding out-of-school suspension numbers, and the resultant harms on the student community, where African-American students in South Los Angeles still face extraordinary disproportionality --- African-American students in Local District 7 (LD7) were suspended at a rate of 13.9% in 2011-2012, a rate almost four times greater than the rate for Latinos (2.9%) in the same region -- in the issuances of suspensions despite reductions overall.

¹ Although LAUSD is no longer organized by Local Districts and is now organized into Educational Service Centers (ESC), the data reviewed in this report is through June 2012 when the District was still in Local Districts. For the sake of clarity, we have used “Local District 7” throughout this report. We understand that the schools described in this report are now a part of ESC South, West and ISIC.

² See appendix A for PRA Request.

³ LAUSD 2012-2015 Strategic Plan available at http://home.lausd.net/apps/pages/index.jsp?uREC_ID=178744&type=d&pREC_ID=407679, 21.

II. Review of LAUSD Discipline data

CADRE and Public Counsel recognize and appreciate both the Superintendent's and the School Board's focus on reduction in days lost to suspension and the significant drop in out of school suspensions in the 2011-2012 school year, however there is still much room for progress, especially in the Local District 7 region. The students in this region experience some of the highest suspension numbers and rates in LAUSD; the students also attend schools that have not implemented or are struggling to implement the SWPBIS policy.

The "Overall Suspension" chart below shows the disparity in suspension rates between LD7 schools and LAUSD overall. For each of the last four school years, students at LD7 schools endured a substantially higher suspension rate. In the 2011-2012 school year, LD7 schools' suspension rate was 4.8% while that of LAUSD as a whole was only 2.8%, making the suspension rate in LD7 schools 71.4% higher than that of the District. This gap was the highest of the last four school years despite the decrease in suspensions over time in LD7 and the District and apparent improvement in suspension numbers as to both. Though this report relies mostly on more recent data sets, the 2008-2009 school year data is included in the Overall Suspension chart for reference.

Overall Suspensions-LAUSD and LD7⁴ :

Location/Year		2008-2009	2009-2010	2010-2011	2011-2012
LAUSD	Total Suspensions	42,620	38,223	32,863	18,606
	Enrollment	684,246	678,441	671,648	664,021
	Suspension Rate	6.2%	5.6%	4.9%	2.8%
LD7	Total Suspensions	5,877	5,011	3,648	2,843
	Enrollment	65,998	64,620	63,464	59,463
	Suspension Rate	8.9%	7.8%	5.7%	4.8%

The LD7 region is challenged by racial disparities in suspension in addition to the overall disparate suspension rates. The chart below highlights the plight of students of color in LAUSD, especially African-Americans. For each year data was collected, African-American students across LAUSD were suspended at a rate extremely disproportionate to their enrollment. In 2011-2012, 9.5% of LAUSD students were African-American, but African-Americans made up almost 30% of all suspensions. The Local District 7 region is important because a large portion of LAUSD's African-American students attend a LD7 school; LAUSD's African-American enrollment hovers around 10%, in LD7 that number is closer to 20%. If African-American students cannot be assured equal treatment in areas of high African-American concentration, then they cannot be assured equal treatment in any location. The data in the chart below is a testament to the disparate treatment of African-American students.

⁴ Chart represents data gathered from LAUSD in PRA request, however the California Department of Education reports different suspension numbers for the District; CDE reports 50,411 suspensions during the 2008/2009 year, 38,324 suspensions in the 2009/2010 school year, and 34,960 suspensions during the 2010/2011 school year.

Year	Percentage	LD7		LAUSD	
		African-American	Latino	African-American	Latino
2008-2009	% of Population	18.9%	79.5%	10.7%	73.2%
	# of Suspensions	2770	3078	11660	27718
	% of Suspensions	47.1	52.4	27.40	65
	% of Students Suspended	22.6	6	15.9	5.5
2009-2010	% of Population	18.1%	78.5%	10.3%	73.6%
	# of Suspensions	2330	2648	10511	24917
	% of Suspensions	46.5%	52.8%	27.5%	65.2%
	% of Students Suspended	19.9%	5.2%	15.2%	5.1%
2010-2011	% of Population	18.1%	79.2%	10.2%	73.4%
	# of Suspensions	1814	1793	8411	22086
	% of Suspensions	49.7%	49.2%	25.6%	67.2%
	% of Students Suspended	15.8%	3.6%	12.2%	4.4%
2011-2012	% of Population	17.6%	80.2%	9.5%	73.4%
	# of Suspensions	1456	1366	5323	11768
	% of Suspensions	51.2%	48%	28.6%	63.2%
	% of Students Suspended	13.9%	2.9%	8.5%	2.4%

Schools with the Worst Suspension Numbers and Rates

Over the last three school years, nine schools in South LA consistently had the worst suspension data. Attached as Appendix B is the “Worst Suspending Schools,” a table with suspension data for these schools. Review of LD7 discipline data shows that suspensions are concentrated in these top suspending schools that also have some of the worst African-American disproportionality; intense support to these schools would address some of the most serious issues of disproportionality. Samuel Gompers Middle School, the school with the most suspensions in LD7, suspended 2,173 students between September, 2009 and June, 2012. Gompers staff issued 960 suspensions during the 2009-2010 school year, their total enrollment for that year was only 1,468 students. If each suspension was charged to a different student, then the school would have suspended 65.4% of the entire student body in one school year. The overall suspension rate dropped to 46% in 2010-2011, but climbed back to 60.3% (652 suspensions) in 2011-2012. Of the 652 suspensions issued in 2011-2012, 29.6% (193 suspensions), cited “willful defiance” as the reason for the suspension.

More alarming are the rates of African-American suspension at Gompers. African-American students have accounted for 60% to 65% of all suspensions at Gompers for the last three school years. For the 2009-2010 school year, Gompers had 461 African-American students, but suspended African-Americans on 618 occasions for a suspension rate of over 100%. The rate fell slightly to 89.6% in 2010, but the suspension rate of African-Americans was again over 100% for the 2011-2012 school year.

Drew Middle School and Jordan High School are two other high suspending schools. Drew issued 875 suspensions over the three year period and Jordan issued 852. Suspensions at both schools are on the decline, for both African-Americans and the entire student body, but suspensions of African-American students remain disproportionately high at each school. For 2011-2012, African-American students accounted for 48.9% of suspensions at Drew, but only 16.3% of the student body; the suspension rate for African-Americans was 33.3%, down from 85.6% the previous school year. The divergence in suspensions is also present at Jordan. In 2011-2012, African-American students made up 48% of suspensions at Jordan and only 19.9% of the school’s student body; the suspension rate for African-Americans was 25.3%, down from 58.5% the previous school year.

Detailed Results: Several Measures of SWPBIS Implementation Compared Against Suspension Numbers and Rates

Attached as Appendix C is “Detailed Results,” a comprehensive table showing a school’s suspension numbers and rates, whether the school provided documentation on tier two and three interventions, as well as grades for a particular school’s level of SWPBIS implementation as to three specific facets of implementation: data-based decision making, parent involvement and interpretation. This grading system is discussed further in the next section. For measuring full SWPBIS implementation, as discussed in more detail below, LAUSD has developed the Rubric of Implementation (ROI) that reviews implementation in all eight key features of SWPBIS.

It should be noted that the data in this chart reflects a complex picture, so that where a school had relatively low suspension numbers but also received F grades in SWPBIS documentation, the District should look more closely at that school’s discipline practices because a school with positive alternative interventions likely has clear documentation on those practices. Where schools received strong grades in SWPBIS documentation and had low suspensions or decreased suspensions each successive school year, we think there is important follow up work to do in looking at the school’s steps to implement SWPBIS. Later in the report, we highlight strong examples of SWPBIS documentation and CADRE parents share their hesitation in drawing too many conclusions from a school’s suspension numbers.

III. GRADING

Through the PRA Request, we received documentation from LD7 schools regarding their review of discipline data, parent involvement in school-site SWPBIS teams, and interpretation services. In this report, we have assigned an overall letter grade to each school based on its responsive documents of SWPBIS implementation in regards to discipline data, both whether data is regularly analyzed and used to make data-based decisions, parent involvement in SWPBIS teams, and whether interpretation services are provided to ensure parents can engage in the process.

The letter grades are derived from the Rubric of Implementation (ROI), which was designed by LAUSD in consultation with an expert in SWPBIS to assess critical features of SWPBIS that schools are required to put in place and are provided to schools to evaluate their own compliance with SWPBIS.

We also reviewed whether schools provided a menu of tier two and three student interventions. Interventions are discussed throughout the ROI and it was challenging to create a simple grading system for this area, so we have simply designated whether or not a school provided documentation of tier two and three interventions implemented at their school and offer initial conclusions and steps for further follow up regarding that documentation.

We have also reviewed disciplinary data for the last three school years highlighting the rate of African-American student suspensions calculated by dividing the number of suspensions by total enrollment of this subgroup at the school. As discussed above, we have also provided a “Detailed Results” report compiling all information reviewed. We emphasize here that grades given to schools are derived only from review of the SWPBIS documentation provided by a school, as we did not have the resources to visit every school.

Unlike in Redefining Dignity, we do not give a complete grade on SWPBIS implementation; here, CADRE parents selected key indicators of SWPBIS implementation that they were most concerned about. We requested documents related to those concerns. Although this review is not an exhaustive monitoring effort of SPWBIS implementation in LAUSD South LA schools, it provides critical information that can guide priorities and implementation.

A. Review of Tier 2 and 3 school-site Interventions

On page 5 of the SWPBIS Policy, school administrators are required to ensure “[t]he use of multi-disciplinary teams, including Student Success Teams (SST) and Coordination of Support Team (COST), to evaluate and recommend solutions to behavior problems” as well as assemble a collaborative team to design and implement individualized behavior support plans for students where previous interventions have proven ineffective. Additionally, below we discuss the school administrator requirement to implement alternatives to suspension. Lastly, Attachment H of the SWPBIS Policy lays out the three-tiered intervention approach that includes universal, selected, and targeted/intensive interventions. Page 8 of the SWPBIS Policy requires that each school provide effective intervention by identifying at-risk students, matching student needs to the appropriate resources, and using appropriate consequences. Review of school-site tiered interventions is crucial to the monitoring of SWPBIS implementation because where a school has decreased their number of out of school suspensions, local ESC staff should be doing monitoring visits to ensure suspensions have been replaced with positive tiered interventions.

Of the 67 schools that submitted SWBPIS documentation, 24 schools provided clear evidence of Tier 2 and 3 interventions at their school site; thus 35% of schools who responded to our request had clear evidence of interventions. In Appendix D, we have highlighted a few schools that had especially strong documentation. 112th Street School had strong documentation of monthly SWPBIS team meetings and those meeting agendas reviewed efforts to improve interventions offered to students. McKinley Avenue Elementary School regularly filled out the Office Discipline Referral (ODR) Data Analysis Worksheet and reviewed current interventions to behavioral issues and what staff could do to improve their approach to these incidents.

With schools that received overall strong grades on their SWPBIS documentation and provided intervention evidence, we found that that there was a clear matrix on what behavioral incidents were handled in the classroom, which incidents were to be handled by administration, and what persistent behavioral incidents would warrant referral to the SST or COST team processes. 32nd Street/USC Performing Arts Magnet had a clear matrix for which behavioral issues are handled in the classroom versus those handled by the administration and they had an accompanying intervention log.

B. Data-Based Decision Making

On page 5 of the SWPBIS Policy, school administrators are required to establish “[a] method for recording, collecting, and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decision making from the individual student through the school-wide student population.” In Local District 7, CADRE and Public Counsel worked collaboratively with the SWPBIS LD7 implementation team on targeted support to schools and review of data. We appreciated that the LD7 team created an “Office Discipline Referral (ODR) Data Analysis Worksheet” that served as a template for schools to review ODRs and create plans to address patterns of disciplinary incidents. As stated above, the grades below follow the LAUSD created ROI. While the review of SWPBIS is not an exact science, our team did its best to give grades based on whether a school met the requirements under the ROI. For example, the ODR Data Analysis Worksheet offers a reliable source to gauge whether a school is making Data-Based decisions because the Worksheet has areas to fill out regarding action steps to address patterns of disciplinary incidents. Where schools filled out the Worksheet over multiple months, our team reviewed the follow up activities from previous months.

Grading for Discipline Data-Based Decision Making

A	<p>(1) A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions)</p> <p>(2) The SWPBIS team (also known as COST or Disciplinary Review Team) uses data to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year</p> <p>(3) The SWPBIS team reviews discipline data at their monthly team meetings</p> <p>(4) Data is shared with school staff at least 3 or more times per school year</p> <p>(5) Data is shared with parents and community to engage and involve them at least 2 times per year</p>
B	<p>(1) A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions)</p> <p>(2) The SWPBIS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year</p> <p>(3) Data is shared with school staff at least 2 times per school year</p> <p>(4) Data is shared with parents/community to engage and involve them at least 1 time per year</p>
C	(1) Discipline data is reviewed but not used to make decisions
F	(1) Discipline data is not reviewed.

C. Parent Involvement in SWPBIS Team

On page 4, the LAUSD SWPBIS Policy requires that school administrators issue a written invitation to all stakeholders, including parents, to participate in the school-wide discipline leadership team. This team is to assist the School Leadership Council in monitoring implementation of the school's SWPBIS plan. Additionally, page 11 of the SWPBIS Policy requires that schools work with parents/caregivers, students and school staff members to create strategies to communicate and teach the tenets of the school's behavior support and discipline plans. For the grading of Parent Involvement in the SWPBIS team, the only addition we made to the requirements laid out in the ROI is to designate a percentage of parent participation in SWPBIS meetings to distinguish between regular and inconsistent parent participation in SWPBIS meetings.

Grading for Parent Involvement in SWPBIS Team

A	<p>(1) A parent is a member of the SWPBIS team and a regular participant in meetings (at least 80% of meetings)</p> <p>(2) Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 8 times per school year</p>
B	<p>(1) A parent is a member of the SWPBIS team on paper but may not be regularly participating in meetings (50% of meetings)</p> <p>(2) Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 5 times per school year</p>
C	<p>(1) A parent is inconsistently part of the SWPBIS team (less than 50% of meetings)</p> <p>(2) Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year</p>
F	(1) There is no parent on the SWPBIS team

D. Interpretation Services

Under LAUSD Policy and California Education Code §§51101 and 51101.1 parents, regardless of whether they speak English, have a right to actively participate in their child's education. Parents have the right to translation and interpretation services that enable them to communicate effectively with their child's school. CADRE parents requested documentation of interpretation services because at least three of them had gone to SWPBIS meetings at their child's schools, were not provided with interpretation and thus unable to participate in the team meeting. CADRE parents wanted to review this information to see if schools could provide clear documentation on interpretation services available at their school.

In grading schools, we separated the grades on whether schools provided clear documentation on provision of interpretation services and translation of SWPBIS materials, or whether they provided inconsistent or no documentation. For example, some schools provided information on the LAUSD certified interpreters at their school and then noted on SWPBIS agendas the interpreter who had participated in the meeting.

Grading for Interpretation Services

A	(1) Documentation provided that interpretation services are provided at all SWPBIS meetings (2) Updates on the SWPBIS efforts are translated
C	(1) Inconsistent documentation on whether interpretation services are inconsistently provided at SWPBIS meetings (2) Updates on the SWPBIS efforts are not translated
F	(1) No documentation provided to show that interpretation services provided at SWPBIS meetings and updates on the SWPBIS efforts are translated

IV. SUMMARY RESULTS

There are 76 schools in LD7. We received responsive documents from 67 schools. We did not receive any documentation from 9 schools. We sent a follow up letter to the District detailing the missing information to provide a second opportunity for those schools to send documents, but we have yet to receive responsive documents from those schools. As such, the schools with no documentation are automatically assigned a grade of F.

The following table summarizes the percentage of schools by grade. In Appendix A to the report, we have included a complete listing of schools with all grades.

Percent of Schools by Grade

	Discipline Data	Parent Involvement in SWPBIS Team	Interpretation Services
% of Schools with A's	4%	9%	22%
% of Schools with B's	7%	9%	-
% of Schools with C's	25%	24%	13%
% of Schools with F's	52%	46%	53%

The data with regards to the categories of Data–Based Decision making and Parent Involvement in SWPBIS Team reflects that a small percentage of schools have scored an A or B grade. Schools received these grades where they had a large body of documentary evidence showing regular monthly meetings, review of discipline data at those meetings, and clear action steps to address patterns of disciplinary incidents. As highlighted above, the ODR Data Analysis Worksheet was a key document in reviewing a school’s Data-Based decision making. Schools with documentation that parents were consistently included in SWPBIS team meetings and that updates on SWPBIS implementation activities were regularly shared with the parent community received an A or B grade for parent involvement.

About a quarter of the schools received a C and roughly half the schools received an F. The schools with a C grade have evidence of discipline data, but do not use that data to make decisions. Also, a parent is inconsistently part of the SWPBIS team and there is some effort that updates of SWPBIS efforts are communicated to parents. Schools with a F grade do not have any evidence of discipline data or any evidence of any parent involvement on the SWPBIS team. These low grades coupled with the fact that only 35% of schools who responded to our request had clear evidence of interventions demand more meaningful support and monitoring of school sites to ensure SWPBIS implementation is meaningful.

Only a quarter of the schools provided evidence that interpretation services are provided to parents at SWPBIS meetings and translates any updates of SWPBIS efforts for parents. A small percentage of schools inconsistently provide interpretation and translation services while a majority of schools failed to provide documentation of any such services.

As previously outlined in Section I, while we have compiled our detailed results that include suspension numbers for the last three years alongside all of the grades for SWBPIS documentation review, we are hesitant to draw strong correlations between suspension numbers and our SWPBIS document review. As will be more fully explained below, active CADRE parents reviewed SWPBIS documentation and suspension numbers at their children’s schools and warn strongly not to draw too many conclusions from low suspension numbers. Most important for our organizations, and the parents and students, is that the Superintendent and Board understand that disciplinary practices and full implementation of the SWPBIS policy cannot be measured solely by suspension data, but rather a comprehensive review of a school’s practices.

V. MONITORING AND STORY COLLECTION REGARDING “OFF THE BOOKS” ILLEGAL SCHOOL AND CLASSROOM SUSPENSIONS

As discussed above, while CADRE and Public Counsel have been encouraged by the decreases in suspensions overall and in LD 7 during the last four years, more recent anecdotal reports from parents and clients have raised concerns that schools are cooking the books. Instead of reforming practices and implementing the research-based approach of SWPBIS, they may be removing students from school and class without providing documentation or appropriate due process.

CADRE, through its organizing work, and Public Counsel, through direct representation of students, have collected several stories of illegal suspensions, both in and out of school, and illegal classroom removals. Several core parents of CADRE are regular volunteers at their children’s school, some of them volunteering an average of three –four days a week. These parents have observed students, over several hours at a time, sitting in the office or doing campus clean-up in lieu of being in class. Often, over a week’s period, it is the same small group of students. Our organizations understand that Elementary School Teachers can suspend students from their classroom for the remainder of the day, but even so, such removals must be documented and the parent notified, pursuant to LAUSD BUL-3819; where CADRE parents have observed such removals, parents are not contacted nor are the disciplinary removals

documented. In certain cases, CADRE parent volunteers have even been assigned to supervise students who are on a several period class removal. In our attached “Off the Books” testimony collection, these CADRE parents share their observations.

Importance of School-site Monitoring: 107th Street and Parmelee Elementary Schools

Edward Madison is a core CADRE parent and is a regular volunteer at 107th Street Elementary where his sons are in the 4th and 5th grades. During the 2011-2012 school year, Mr. Madison was the President of SEAC and volunteered at the school almost every day. Last year his main volunteer duties included lunch and overall campus supervision. This school year he volunteers almost every morning, usually from about 8am-11am. He notes that morning supervision (7am-9am) is lacking because many students arrive to school early and get into fights before school starts.

Unfortunately, 107th Street suspension numbers have climbed steadily over the past three school years. In 2011-2012, 107th Street had a suspension rate of 7.4%, compared to suspension rates of 2.8% and 4.8% for LAUSD and LD7, respectively. The school issued 68 suspensions during the 2011-2012 school year, almost as many as the prior two school years combined (76 suspensions). African-American accounted for 79.4% of those 68 suspensions. 107th Street sent no documentation of tiered interventions, and received Fs in all three of our SWPBIS documentation categories.

Mr. Madison reviewed all of the SWPBIS documentation submitted by 107th Street and he thinks it is important for The Superintendent to understand the lack of appropriate positive discipline or structure at 107th Street. First, Mr. Madison noticed that the O.D.R. system is underutilized by teachers at the school. Instead, teachers prefer handwritten referrals and notes to the office. This practice avoids full SWPBIS implementation. Often 107th Street students are punished with assignment to “campus beautification” with the project manager/janitor for much of the school day. This practice removes the student from the classroom and does little to correct undesirable behavior. Similarly, Mr. Madison frequently observes young students doing “campus beautification” without supervision during school hours. He also saw many cases of students leaving class without permission to spend the entire instructional day on the playground. There was no disciplinary reaction to this behavior; the lack of response signals the absence of meaningful interventions at 107th Street.

Sylvia Mendez is a core CADRE parent and a regular volunteer at Parmelee Elementary where her children and grandchildren attend. During the 2011-2012 school year, Ms. Mendez was the president of ELAC and a daily volunteer at the school. This year she continues to volunteer almost every day. Unlike 107th Street, Parmelee has documented 10 suspensions in the 2010-2011 (6 out of school suspensions) and 2011-2012 (4 out of school suspensions) school years. As Ms. Mendez shared in her attached testimony, she feels strongly that these low suspension numbers do not tell the real story about what is happening at Parmelee. Over the last several school years, she has consistently seen students out in the yard unsupervised and in the office for multiple periods at a time. Although these students are not issued formal suspensions, they are missing valuable instructional time, and with regard to implementation of SWPBIS, they are not receiving any positive interventions that would help address the behavior or teach alternative skills, but are simply being routinely punished. Parmelee did not provide any documentation regarding their tiered interventions, they received Fs in the Discipline Data and Interpretation Services categories and a C- in the parent involvement in SPWBIS team category.

Mr. Madison and Ms. Mendez are active volunteers at their children’s schools; they want to help the school community be its best, but when they ask about the SWPBIS team forming and meeting, they are told “we’ll meet soon” and then never hear back. These parents’ experiences highlight the importance of school-site monitoring and looking beyond the drop in documented suspensions.

“Off the Books” Suspensions

Through our coalition partners at the Dignity in Schools Campaign, and through an ally agency, the HeArt Project, we also received additional stories of illegal suspensions. Most striking to our organizations was the recurring theme that parents would be called to pick up their students without any paperwork. Three of the parents who shared their testimony with the Superintendent repeatedly asked the school for help and the school would answer with sending the student home, but without a documented suspension. Our accompanying “Off the Books” report reviews a collection of the attendance and discipline records of five of the students whose experiences were shared with The Superintendent at the November 28, 2012 Listening Session. For several of these students, there are unexplained absences where the student was sitting in the office or a detention room and not receiving instruction.

CADRE and Public Counsel do not wish to make little of the unique attention the Superintendent and the LAUSD School Board have brought to instructional days lost to suspension and full implementation of the SWPBIS policy; rather we are very encouraged by these efforts. However, we want to work collaboratively with the District to ensure that when a school gets the message that it must reduce its suspensions, that the school is also given clear tools to implement positive approaches to behavioral issues, that schools understand that illegal suspensions will not be tolerated, and very importantly, that parents are viewed as partners and key stakeholders throughout this process.

VI. CURRENT STATUS OF EFFORTS TO ACHIEVE FULL IMPLEMENTATION AT THE DISTRICT LEVEL AND CALL TO ACTION

When our organizations published Redefining Dignity we concluded that monitoring report with top priorities and key recommendations to help the District move forward on meaningful implementation of SWPBIS. Our four priorities were: 1) Cultivate Leadership, Provide Training, Build Buy-In and Increase Participation, 2) Define Expectations, 3) Be Accountable, and 4) Share Power with Parents. Each priority had specific recommendations to show what the priorities would look like in action at school campuses and at the central district office. We have seen the District make incremental progress and adopt some of these priorities, but our review of data and SWPBIS school-site implementation documents make clear that the promise of SWPBIS has still not been realized in South Los Angeles schools.

Again, we want to recognize the important and critical steps that the Superintendent and the LAUSD School Board have taken by including full implementation of SWPBIS in the strategic plan for the District. Additionally, the Superintendent has taken a strong leadership role in including objective goals to decrease instructional days lost to suspension in the Performance Meter, has sent a clear message to schools to decrease suspensions and focus on keeping students in school and learning, and included an evaluation metric for administrators related to full implementation and suspensions. He and his team have also sent out clear policy directives to schools regarding ending the unlawful practice of “finalizing” students well before the school year has ended.

However, CADRE and Public Counsel cannot celebrate the reductions in suspensions attained by the District without clear information that the decrease in documented suspensions is the result of schools both recognizing that out-of-school suspensions are not effective and implementing positive alternatives. These alternative interventions include, for those students that are struggling with social and emotional difficulties, supports that improve their well-being, recognize their dignity and desire to flourish and grow, and help them to gain further pro-social skills and do not unnecessarily deny them valuable class time. Positive and effective interventions work with the student and their family to explore root causes of behavioral issues which may include academic, physical, environmental or mental health issues.

- a. **Illegal Suspensions Should Be Investigated and Addressed**
 CADRE parents and Public Counsel attorneys are witnessing illegal suspensions in their schools and our accompanying testimonies on illegal suspensions strongly suggest that these are not isolated incidents. ESC Operations Coordinators must include direct monitoring of school-site discipline practices as part of their work to ensure full implementation of the SWPBIS Policy.

- b. **Current Plan to Measure and Monitor “Full Implementation” Needs to Be More Robust**
 We note that we have sought information regarding measurement of full implementation from the Operations team who now supervises SWPBIS implementation. Through our participation in the SWPBIS Task Force, we have been given information that all ESC Operations Coordinators will be following up with schools regarding one goal from Chapter 5 of the Safe School Plan. We are concerned about the meaningfulness of this follow up because we have seen several schools post school rules (the “define expectations” section of SWPBIS), but not implement positive interventions or regularly review discipline data, both of which are key to meaningful SWPBIS implementation. We have received information on how ESC staff will review SWPBIS implementation at individual school sites, but no clear information on how full implementation will be measured District-wide.

- c. **SWPBIS Task Force Needs to Play The Required Monitoring and Accountability Role Under the Policy**
 The other critical body for accountability and monitoring of the SWPBIS Policy is the SWPBIS Task Force, which CADRE and Public Counsel have participated on since its inception. As outlined in pages 10-11 of the SWPBIS Policy, the key responsibilities of the Task Force, with the assistance of the independent auditor, are to “review and provide input [on] existing and proposed policies regarding student discipline for coherence, omissions, alignment, and consistency with this policy and submit recommendations...[r]eview complaint procedures and responses...[a]ccess and analyze data (including suspension expulsion, opportunity transfer, officer referrals, and outside monitoring information) by school and Local District (now ESC)...[p]rovide recommendations to the Board of Education.”

As of the two Task Force meetings this school year, none of the above outlined responsibilities are occurring. We have received no information to indicate that LAUSD staff facilitating the Task Force plan to include these activities. The Task Force has the potential to be a strong collaborative monitoring body, bringing together parents, community members, and LAUSD Staff. At the next Task Force meeting, all members should review the above responsibilities as outlined in the policy and create a plan for the remaining meetings of the school year.

- d. **Independent Auditor Required by SWPBIS Policy Should Be Actively Engaged to Monitor Schools and Practices and Provide Interventions**

As required on page 7 of the SWPBIS Policy, the District is required to identify and maintain an independent auditor to investigate complaints and assist in resolving issues presented by all stakeholders regarding violations of the Policy. Additionally, we have requested information about the role of the Independent Auditor, but have not been provided with any confirmation that the District is working with an Independent Auditor or that such an auditor will review implementation of the SWPBIS Policy.

- e. **Call to Action**

Our recommendations focus on ensuring that the gains in suspension reduction are not either fleeting or won through false reporting and ensuring that schools have and know how to put in place the powerful and positive interventions and school-wide systems that are the foundation of SWPBIS and bring longer-term change to schools and systems. Our recommendations also focus on targeting the disproportionality in suspensions given to African-American students, which persists:

- 1) Implement the 5-year Action Plan created by the SWPBIS Task Force during the 2011-2012 school year and, per our understanding, submitted by LAUSD to the Office of Civil Rights. Key features to immediately implement include:
 - a. The SWPBIS Task Force shall, within 60 days of this Listening Session, develop the objective criteria by which full implementation of the SWPBIS Policy shall be measured, which shall include measurements for determining whether key elements have been met and to establish outcomes and benchmarks for reductions in office discipline referrals, suspensions, involuntary transfers, and expulsions in the District and from individual schools;
 - b. The SWPBIS Task Force shall meet monthly at a regularly set time and with the appropriate notice required by the Brown Act and shall have the authority to request access to all necessary documents and materials to be able to assess full implementation of the SWPBIS Policy;
 - c. At each meeting, individuals who have concerns about implementation shall have a place to express such concerns and bring information or complaints to the attention of the SWPBIS Task Force;
 - d. The SWPBIS Task Force shall report on its findings related to full implementation at least once per year at a School Board meeting at which the item shall be agendaized;
 - e. The Independent Monitor shall also prepare a separate report to be presented to the Board once a year regarding full implementation of the SWPBIS but shall receive information and input from the SWPBIS Task Force and review any reports the Task Force has created to inform his or her report.
- 2) **Ensure Meaningful Parent Participation:** As required in the SWPBIS Policy, ensure broad and meaningful Parent input and participation on school-site SWPBIS Teams. In order to effectively monitor parent participation, ESC Operations Coordinators must attend two SWPBIS meetings per year and speak separately with parent members to solicit feedback. If there are no parent members on a school's SWPBIS team, the ESC Operations Coordinator will work with the school on outreach to parents to ensure participation.
- 3) **Timely Address Complaints Regarding Failure to Implement SWPBIS:** Every student (and parent) shall have the right to file a complaint with the Superintendent of Schools, the Independent Monitor required under the SWPBIS Policy, and the Educational Equity Division of the District if it is determined that the school-site is not fully implementing the SWPBIS Policy and such complaints shall be investigated within 60 days. A finding of the failure to fully implement shall be redressed through an on-site process involving parents and students to develop a school-site implementation plan and the training and other tools necessary to resolve the failure to fully implement within 60 days.

CADRE and Public Counsel appreciate the Superintendent coming to South LA to hear directly from students and parents about the inappropriate and illegal discipline practices in their schools. Our organizations, and the parents and students we work with, strongly believe in the potential for SWPBIS to transform a school's culture and discipline practices. Only when schools implement positive interventions that address the root causes of behavioral issues will we see that transformation in our schools. Our recommendations above reflect parent and student voice and highlight key steps to ensure that schools are offered the necessary support to bring SWPBIS to LAUSD South LA schools and to address racial disproportionality in school discipline, this is especially important in South LA where the need to transform schools is urgent. We look forward to working collaboratively with the Superintendent, the Board and with LAUSD employees to make this vision a reality.

⁵ We have attached this Action Plan as Appendix E

any medium whatsoever, including but not limited to: letters, correspondence, electronic mail, papers, memoranda, contracts, agreements, books, journals, ledgers, statements, reports, studies, bills, billings, invoices, financial statements, financial analyses, worksheets, jottings, projections, notes, abstracts, advertisements, drawings, audits, charges, balance sheets, income statements, checks, diagrams, blueprints, diaries, calendars, logs, recordings, instructions, lists, minutes or meetings, order, resolutions, wires, cables, telexes, faxes, messages, resumes, summaries, tabulations, tallies, statistical analyses, tape recordings, videotapes, and all other writings or tangible things on which any information is recorded or reproduced, and any and all amendments or supplements to all or the foregoing, whether prepared by a party or any other person.

Documents Requested

- I. Evidence of implementation of the Discipline Foundation Policy (BUL-3638) or School-Wide Positive Behavior Interventions and Supports (SWPBIS) by school level for all LAUSD schools in Local District 7 and all PLAS schools located within the LD7 boundaries, from **August 2011 to the present**:
 - a. Information on the school's interpretation assistance available including, but not limited to documents regarding:
 - i. Whether there is a certified District interpreter on staff at the school available to monolingual Spanish speaking parents,
 - ii. Whether there is a designated staff member to interpret for monolingual Spanish speaking parents,
 - iii. Whether there is interpretation available at all public meetings where parents are invited and how the need for interpretation is determined,
 - iv. Whether there is interpretation provided at all SWPBIS team meetings and in what form that interpretation is provided
 - b. Evidence that discipline data and tier two and tier three interventions are reviewed at least monthly by the school's SWPBIS team, including but not limited to:
 - i. Copies of school-level data reviewed, including the ODR Data Analysis Worksheet.
 - ii. Copies of documentation regarding the school's menu of tier two and tier three supports.
 - c. Evidence that parents are active participants in each school's SWPBIS team, including but not limited to:
 - i. Copies of meeting sign-in sheets showing parent participation
 - ii. Evidence of action steps taken by group members, including parents, in between SWPBIS team meetings.

- iii. Evidence of SWPBIS implementation being addresses at SEAC, ELAC, PTA, and any other school-site meetings convened by and for parents.

Our office looks forward to receiving all documents and documentation responsive to this request as soon as possible, and we look forward to receiving a response from you within 10 days of this request. As we did regarding information received in response to our request sent in December 2008, we look forward to working directly with your office on this request. Previously, schools sent documentation to the I.D7 office and our team reviewed and scanned documentation at the office, therefore eliminating almost all duplication costs.

We are asking that the fees for this request be waived because disclosure of the requested information is in the public interest and likely to contribute significantly to public understanding of the operations or activities of your agency.

Please be aware that if you deny all or part of this request, you must provide us with a written explanation for the denial, including a reference to the specific statutory exemptions upon which the denial is based.

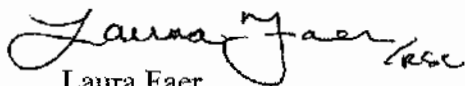
Further, pursuant to Government Code Section 6253.1, if you deny all of part of our request you must provide assistance in identifying documents and information that are responsive to our request, and provide suggestions for overcoming any practical basis for denying access to the documents or information sought.

We would be happy to receive any and all of these documents on a CD or disc, as has been provided to us in the past.

Please contact us at 213-385-2977 x152 with a time and date for our review of these documents.

Thank you in advance for your assistance.

Sincerely,



Laura Faer
Education Rights Director
Children's Rights Project
Public Counsel Law Center



Ruth S. Cusick
Staff Attorney
Children's Rights Project
Public Counsel Law Center

**TOP SUSPENDING SCHOOLS:
2009/2010, 2010/2011 and 2011/2012 School Years**

School	Year	Total # of Suspensions	# of African American Suspensions	# of Latino Suspensions
Gompers MS	2009-2010	960	618	341
	2010-2011	561	352	206
	2011-2012	652	412	238
	3 year Total	2173	1382	785
Markham MS	2009-2010	625	321	303
	2010-2011	444	210	232
	2011-2012	589	300	286
	3 year Total	1658	831	821
Drew MS	2009-2010	359	157	199
	2010-2011	385	167	210
	2011-2012	131	64	66
	3 year Total	875	388	475
Jordan HS	2009-2010	423	149	272
	2010-2011	331	183	142
	2011-2012	98	47	49
	3 year Total	852	379	463
Manual Arts HS	2009-2010	273	68	204
	2010-2011	259	76	182
	2011-2012	197	80	116
	3 year Total	729	224	502
Bethune MS	2009-2010	301	102	199
	2010-2011	245	95	150
	2011-2012	101	48	53
	3 year Total	647	245	402
West Adams Prep HS	2009-2010	294	58	234
	2010-2011	146	37	107
	2011-2012	136	36	99
	3 year Total	576	131	440
Muir MS	2009-2010	322	160	159
	2010-2011	90	42	48
	2011-2012	109	42	67
	3 year Total	521	244	274
Fremont HS	2009-2010	143	42	101
	2010-2011	119	40	79
	2011-2012	100	42	58
	3 year Total	362	124	238

DETAILED RESULTS

School	2009-2010		2010-2011		2011-2012		Interventions	Discipline Data	Parent Involvement in SWPBS Team	Interpretation Services
	Total Suspensions (Susp.)	# and % of Susp. Charged to African Americans	Total Susp.	# and % to African Americans	Total Susp.	# and % to African Americans (A.As.)				
107th St. ES	21	14/66.7%	55	42/76.4%	68	54/79.4%	No	F	F	F
109th St. ES	20	14/70%	21	15/71.4%	7	6/85.7%	No	F	F	F
112th St. ES	12	6/50%	10	7/70%	6	5/83.3%	Yes	A-	A-	A
118th St. ES	4	3/75%	5	5/100%	5	4/80%	No	C+	B+	A
122nd St. ES	3	3/100%	5	4/80%	5	3/60%	Yes	F	F	F
32nd St./USC Per Art Mag	89	28/31.5%	51	18/35.3%	28	16/57.1%	Yes	B	A-	A
36th St. ES	N/A	N/A	N/A	N/A	N/A	N/A	No	F	C-	F
52nd St. ES	10	5/50%	10	6/60%	4	2/50%	Yes	F	C	A
61st St. ES	15	7/46.7%	17	14/82.4%	7	4/57.1%	No	C	F	F
66th St. ES	66	16/24.2%	54	11/20.4%	9	6/66.7%	No	F	F	F
68th St. ES	24	14/58.3%	19	11/57.9%	38	24/63.2%	No	F	F	F
75th St. ES	14	9/64.3%	17	11/64.7%	10	6/60%	No	F	F	F
92nd St. ES	15	4/26.7%	20	11/55%	3	3/100%	No	F	B	A
93rd St. ES	7	4/57.1%	22	14/63.6%	13	4/30.8%	Yes	C	C-	F
96th St. ES	1	1/100%	9	7/77.7%	2	0	No	F	F	A
99th St. ES	1	1/100%	0	0	5	5/100%	No	F	F	F
Alexander SciCtr	7	4/57.1%	9	6/66.7%	4	4/100%	No	C+	F	F
Baca Arts Acad	N/A	N/A	N/A	N/A	2	1/50%	No	F	C	F
Bakewell PC	0	0	0	0	0	0	No	C	B+	A
Barack Obama Global Prep Acad	N/A	N/A	N/A	N/A	N/A	N/A	No	C+	F	F
Barrett ES	10	10/100%	1	1/100%	2	2/100%	Yes	C	B-	A
Bethune MS	301	102/33.9%	245	95/38.8%	101	48/47.5%	Yes	B-	C	C
Bright ES	9	6/66.7%	5	5/100%	10	7/70%	No	C+	F	F
Budlong ES	27	12/44.4%	7	4/57.1%	8	7/87.5%	Yes	A	C	C
Compton ES	6	6/100%	0	0	0	0	Yes	F	C	C

School	2009-2010		2010-2011		2011-2012		Interventions	Discipline Data	Parent Involvement in SWPBS Team	Interpretation Services
	Total Suspensions (Susp.)	# and % of Susp. Charged to African Americans	Total Susp.	# and % to African Americans	Total Susp.	# and % to African Americans (A.As.)				
Drew MS	359	157/43.7%	385	167/43.4%	131	64/48.9%	Yes	C	F	A
Edison MS	36	6/16.7%	25	5/20%	0	0	No	F	F	F
Figueroa ES	14	11/78.6%	9	9/100%	15	7/46.7%	No	F	F	F
Flournoy ES	42	30/71.4%	25	17/68%	12	10/83.3%	Yes	F	F	F
Foshay LC	495	229/46.3%	30	12/40%	48	14/29.2%	Yes	F	F	F
Fremont HS	143	42/29.4%	119	40/33.6%	100	42/42%	No	C	F	A
Gompers MS	960	618/64.4%	561	352/62.7%	652	412/63.2%	No	F	F	F
Graham ES	14	1/7.1%	25	11/44%	24	19/79.2%	Yes	F	A	A
Grape ES	0	0	5	4/80%	2	2/100%	No	F	C	C
Griffith Joyner ES	14	8/57.1%	253	170/67.2%	40	23/57.5%	No	F	F	F
Johnson CDS	3	0	7	1/14.3%	6	3/50%	Yes	A	F	A
Jones PC	1	1/100%	3	0	1	0		C+	A-	F
Jordan HS	423	149/35.2%	331	183/55.3%	98	47/48%	Yes	F	F	F
King Drew Medical Magnet HS	68	57/83.8%	62	45/72.6%	46	38/82.6%	Yes	B-	C+	A
King ES	80	56/70%	55	38/69.1%	12	8/66.7%	No	C	C-	F
Knox ES	N/A	N/A	10	6/60%	4	2/50%	Yes	B-	F	A
Lanterman HS	0	0	0	0	0	0	No	F	F	C
Mack ES	2	1/50%	2	2/100%	2	2/100%	No	C+	A	A
Manchester ES	23	9/39.1%	23	17/73.9%	16	14/87.5%	Yes	C	C+	C
Manual Arts HS	273	68/24.9%	259	76/29.3%	197	80/40.6%	No	F	F	F
Markham MS	625	321/51.4%	444	210/47.3%	589	300/50.9%	Yes	F	F	F
McKinley ES	1	0	0	0	4	4/100%	Yes	B-	A-	A
Menlo ES	2	2/100%	0	0	4	1/25%	Yes	C+	B+	F
Mikes EEC	N/A	N/A	N/A	N/A	N/A	N/A	No	F	F	F
Muir MS	322	160/49.7%	90	42/46.7%	109	42/38.5%	Yes	F	F	F
Normandie ES	5	4/80%	3	3/100%	5	3/60%	No	F	F	F

School	2009-2010		2010-2011		2011-2012		Interventions	Discipline Data	Parent Involvement in SWPBS Team	Interpretation Services
	Total Suspensions (Susp.)	# and % of Susp. Charged to African Americans	Total Susp.	# and % to African Americans	Total Susp.	# and % to African Americans (A.As.)				
Norwood EEC	3	0	12	2/16.7%	10	5/50%	No	C	C-	F
Parmelee ES	11	2/18.2%	6	0	4	1/25%	No	F	C-	F
Riley HS	3	3/100%	0	0	0	0	No	F	F	F
Russell ES	31	13/41.9%	5	3/60%	6	4/66.7%	No	C+	F	F
Ruth Washington ES	N/A	N/A	N/A	N/A	N/A	N/A	Yes	F	C+	F
Salvin Special Ed Ctr	0	0	0	0	0	0	N/A	N/A*	F	F
South Park ES	9	8/88.9%	12	10/83.3%	5	4/80%	No	F	F	F
South Region HS #2 Comm and Tech	N/A	N/A	N/A	N/A	26	7/26.9%	No	F	F	C
South Region HS #2 Pub Svc Comm	N/A	N/A	N/A	N/A	41	1/2.4%	No	F	B-	F
SR #7	N/A	N/A	14	1/7.1%	N/A	N/A	No	F	F	F
Washington PC	0	0	0	0	0	0	No	F	C	C
Weemes ES	10	5/50%	19	12/63.2%	9	8/88.9%	No	C	C	C
Weigand ES	19	12/63.2%	14	8/57.1%	0	0	Yes	C	B	C
West Adams Prep HS	294	58/19.7%	146	37/25.3%	136	36/26.5%	No	F	F	F
Wisdom ES	N/A	N/A	N/A	N/A	5	0	No	F	F	F
Youth Opp. Unltd Alt HS	21	10/47.6%	26	9/34.6%	16	6/37.5%	No	F	C+	A
Total Susp. Numbers/% of LD7 Susn. to A.As	4968	2310/46.5%	3562	1779/49.9%	2712	1420/52.4%	-	-	-	-

*School, which exclusively runs a special education program, states that it does not use Office Discipline Referrals, but uses an alternative tiered behavioral model instead.

The following schools failed to respond to our document request:

116th St. E.S.	Hope H.S.	Miller E.S.	Miramonte E.S.	Ritter E.S.
Rodia E.S.	South Region H.S. #2- Green Design	South Region H.S. #2- Performing Arts	Vermont E.S.	

McKinley Avenue Elementary School



ODR Data Analysis Worksheet

School Name: McKinley Ave Elm

Date: June 6/5/12

Current Student Population: 900

Students by # of Referrals		Gender	
		M	F
0	896		
1	33		
2	3		
3	4	1	1
5	1	1	1
12	1	1	1
15	1		

Ethnicity	# of students	% of school population
AI/Alaskan		
Asian		
African American	2	10%
Hispanic		90%
White		
Pacific Islander		

What is the greatest reason for referrals?

Defiance was our greatest problem.

What is the most common consequence for these referrals?

Counseling; calls home, recess taken away,

Identify why the particular behavior is occurring?

Students anger and unwillingness to cooperate with school rules.

Time and location majority of incidents are occurring?

Recess and lunch / At yard / Classroom
Time 33.30% 36.70%

Staff in need of additional student behavior support?

We need an antibullying expert to provide a class for Teachers and staff. We need expert to provide an anger class

CONSEQUENCES and how to lower

Positive consequences for student behavior: anger outbursts.

Weekly raffles, class rewards, end of year rewards for citizenship, Above & beyond award, calls home, bumper stickers - Positive

Negative consequences for student behavior: bulletin boards

calls home, counseling, change of rooms, Behavior contracts

NEXT STEPS	Action	Who will monitor progress and how?	Action Completed by:
		<u>Continue to have monthly meetings and create more incentives & activities that will motivate students to come to school and behave well.</u>	<u>Principal, Schoolwide Positive-Committee.</u>

Next Data Analysis Date: 2012-2013.



ODR Data Analysis Worksheet

May
Date: 5/30/12

School Name: Mekinley Ave Elm

Current Student Population: 900

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
3	2	1

Ethnicity	# of students	% of school population
Al/Alaskan		
Asian		
African American	3	10%
Hispanic		90%
White		
Pacific Islander		

What is the greatest reason for referrals?

Disruption -

What is the most common consequence for these referrals?

Counseling, recess taken away - Parent Contact

Identify why the particular behavior is occurring?

Classroom defiance, not wanting to do the work - avoidance - anger.

Lack of coping skills - Problems at home.

Time and location majority of incidents are occurring?
Classroom, yard, auditorium -

Staff in need of additional student behavior support?

In service on defusing anger.

CONSEQUENCES

Positive consequences for student behavior:
awards ceremony - rewards in school - end of year activities - counseling - allow time to defuse anger.

Negative consequences for student behavior:
calls home - recess taken away - If 6th grader (point taken away)

NEXT STEPS

Action	Who will monitor progress and how?	Action Completed by:
<u>Do group counseling - want to monitor behavior w/ consistency -</u>	<u>Principal - ODR - My Data - School wide PB Committee -</u>	<u>June - 2012</u>

Next Data Analysis Date: June - 5/12



ODR Data Analysis Worksheet

School Name: McKinley Ave. Elm.

Date: 4/30/12

Current Student Population: 850

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
<u>6</u>	<u>5</u>	<u>1</u>

Ethnicity	# of students	% of school population
Al/Alaskan		
Asian		
African American	<u>3</u>	<u>10%</u>
Hispanic	<u>3</u>	<u>90%</u>
White		
Pacific Islander		

What is the greatest reason for referrals?

Disruption.

What is the most common consequence for these referrals?

counseled, calls home conference w/ student, Parent conference.

Identify why the particular behavior is occurring?

Defiance, refusal to do the work - avoidance, anger

Time and location majority of incidents are occurring?

Playground / classroom.

Staff in need of additional student behavior support?

Some teachers will need support in Behavior modification strategies -

Negative CONSEQUENCES

Positive consequences for student behavior:
Parent contact - conference with student and parent - counseling - to improve coping strategies

Positive

Negative consequences for student behavior:
Behavior contracts between teacher & counselor if improvements within rewards

IDEAL STEPS	Action	Who will monitor progress and how?	Action Completed by:
		<u>Teacher support w/ behavior conference with parents & students. Visits to</u>	<u>Principal</u>
	<u>Classroom - counselor did character building & revisited the Behavior expectations</u>	<u>School Wide Positive Committee</u>	

21661



ODR Data Analysis Worksheet

March

Date: 3/30/12

School Name: McKinley Ave. Elm.

Current Student Population: 850

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
8	7	1

What is the greatest reason for referrals?

Defiance.

What is the most common consequence for these referrals?

Calls home, counseling, recess taken away-

Identify why the particular behavior is occurring?

Defiance usually occurs due to avoidance behavior. Also refusal to comply to authority of Adults.
Time and location majority of incidents are occurring?

Classroom - Playground - (Lunch time)

Staff in need of additional student behavior support?

Principal and other Administrator will assist

Ethnicity	# of students	% of school population
AI/Alaskan		
Asian		
African American	6	10%
Hispanic	2	90%
White		
Pacific Islander		

CONSEQUENCES

Positive consequences for student behavior:

Usually chances to improve behavior with behavior charts monitored by Teacher, counselor or psychologist or Principal - weekly checkups

Negative consequences for student behavior:

Calls home, conference with Parents, recess taken away-

NEXT STEPS

Action	Who will monitor progress and how?	Action Completed by:
We will revisit ODR and monitor student's behavior - counseling provided as needed.	Principal - counselor - School wide Behavior committee.	



ODR Data Analysis Worksheet

June

School Name: McKinley Ave Elm

Date: 6/5/12

Current Student Population: 900

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
3	1	1

Ethnicity	#of students	% of school population
Al/Alaskan		
Asian		
African American	2	10%
Hispanic		90%
White		
Pacific Islander		

What is the greatest reason for referrals?

Defiance was our greatest problem.

What is the most common consequence for these referrals?

Counseling; calls home, recess taken away,

Identify why the particular behavior is occurring?

Students anger and unwillingness to cooperate with school rules.

Time and location majority of incidents are occurring?

Recess and lunch / At yard / Classroom
Time 33.30% 36.70%

Staff in need of additional student behavior support?

We need an antibullying expert to provide a class for Teachers and staff. We need expert to provide an anger class

CONSEQUENCES and how to lower

Positive consequences for student behavior: anger outbursts.

Weekly raffles, class rewards, end of year rewards for citizenship, Above & beyond award, calls home, bumper stickers.

Negative consequences for student behavior: bulletin boards

calls home, counseling, change of rooms, Behavior contracts

NEXT STEPS	Action	Who will monitor progress and how?	Action Completed by:
		<u>Continue to have monthly meetings and create more incentives & activities that will motivate students to come to school and behave well.</u>	<u>Principal, School Wide Positive-Committee.</u>

Next Data Analysis Date: 2012-2013



ODR Data Analysis Worksheet

May

Date: 5/30/12

School Name: McKinley Ave Elm

Current Student Population: 900

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
3	2	1

Ethnicity	# of students	% of school population
Al/Alaskan		
Asian		
African American	3	10%
Hispanic		90%
White		
Pacific Islander		

What is the greatest reason for referrals?

Disruption -

What is the most common consequence for these referrals?

Counseling, recess taken away - Parent contact

Identify why the particular behavior is occurring?

Classroom defiance, not wanting to do the work - avoidance - anger - lack of coping skills - Problems at home - Time and location majority of incidents are occurring?

Classroom, yard, auditorium -

Staff in need of additional student behavior support?

In service on defusing anger.

CONSEQUENCES

Positive consequences for student behavior:

awards ceremony - rewards in school - end of year activities - Counseling - allow time to defuse anger.

Negative consequences for student behavior:

calls home - recess taken away - If sixth grader (point taken away)

NEXT STEPS	Action	Who will monitor progress and how?	Action Completed by:
		Do group counseling - cont to monitor behavioral consistency -	Principal - ODR - My Data - School wide PBIS committee -



ODR Data Analysis Worksheet

April

Date:

4/30/12

School Name: McKinley Ave. Elm.

Current Student Population:

850

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
6	5	1

Ethnicity	# of students	% of school population
Alaskan		
Asian		
African American	3	10%
Hispanic	3	90%
White		
Pacific Islander		

What is the greatest reason for referrals?

Disruption

What is the most common consequence for these referrals?

counselor, calls home conference w/ student, Parent conference.

Identify why the particular behavior is occurring?

Defiant, refusal to do the work - avoidance, anger

Time and location majority of incidents are occurring?

Playground / classroom

Staff in need of additional student behavior support?

Some teachers will need support in Behavior modification strategies -

Negative CONSEQUENCES

Positive consequences for student behavior:

Parent contact - conference with student and parent - counseling - to improve coping strategies

Negative consequences for student behavior:

Behavior contracts between teacher, & counselor IF improvements - then rewards

Action	Who will monitor progress and how?	Action Completed by:
Teacher support w/ behavior. Conference with Parents & students. Visits to Classroom - counseling did character building & revisited the Behavior expectations	Principal School Wide Positive Committee	4/30/12

Next Data Analysis Date:

May 30, 2012



ODR Data Analysis Worksheet

Murrell

Date: 3/30/12

School Name: McKinley Ave Elm

Current Student Population: 850

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
8	7	1

Ethnicity	#of students	% of school population
AI/Alaskan		
Asian		
African American	6	10%
Hispanic	2	90%
White		
Pacific Islander		

What is the greatest reason for referrals?

Defiance.

What is the most common consequence for these referrals?

Calls home, counseling, recess taken away

Identify why the particular behavior is occurring?

Defiance usually occurs due to avoidance behavior. Also refusal to comply to authority of Adults.

Time and location majority of incidents are occurring?

Classroom - Playground - (Lunch time)

Staff in need of additional student behavior support?

Principal and other Administrator will assist

CONSEQUENCES

Positive consequences for student behavior:

Usually chances to improve behavior with behavior charts monitored by Teacher, counselor or psychologist or Principal - weekly checkups

Negative consequences for student behavior:

Calls home, conference with parents, recess taken away

NEXT STEPS

Action	Who will monitor progress and how?	Action Completed by:
We will revisit ODR and monitor student's behavior - counseling provided as needed.	Principal - counselor - School wide Behavior Committee	



ODR Data Analysis Worksheet

Date: Nov. 30, 2011

School Name: McKinley Ave - 06458

Current Student Population: 850

Students by # of Referrals	Gender	
	M	F
0		
1		
2		
5	5	0

Ethnicity	# of students	% of school population
Alaskan		
Asian		
African American	0	10%
Hispanic	5	90%
White		
Pacific Islander		

What is the greatest reason for referrals?

① Bullying/Hazing/fighting.

What is the most common consequence for these referrals?

Parent conference, Loss of Privileges, counseling

Identify why the particular behavior is occurring?

Usually Bullying occurs due to anger and retaliation

Time and location majority of incidents are occurring?

Restrooms

Staff in need of additional student behavior support?

Anti bullying expert to provide support - If available

CONSEQUENCES

Positive consequences for student behavior:

Behavior contracts monitored by teacher - rewards for improvements. Class rewards. Counseling to learn copy skills & strategies

Negative consequences for student behavior:

calls home - loss of privileges.

Action	Who will monitor progress and how?	Action Completed by:
Bullying assembly - Yellow Ribbon Week - More supervision in the Bathroom area - students will be supervised entering & We will only allow a certain amount of students to enter. side will supervise area in the morning before school. If aide available, will supervise during lunch too.	Principal - asst. Principal Schoolwide Behavior Committee.	Nov 30, 2012.

Next Data Analysis Date: 2162

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 7

**SCHOOL DISCIPLINE POLICY IMPLEMENTATION TEAM
PROGRESS MONITORING FORM**

Due to the LD Superintendent from the Principal on the due dates listed below.

Monthly Meeting Date: Nov, 15, 2011

Principal:	[REDACTED]	School:	McKinley Avenue ES
Team Members:	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

PERFORMANCE METER GOALS: SCHOOL SAFETY	Baseline				Annual Targets			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	
A. Instructional days lost to suspension	74,765	59,783	53,725	46,006	43,506	41,006	38,506	
B. Percentage of students who feel safe On school grounds School Experience Survey)	--	82	83	84	86	88	90	

AFTER REVIEWING THE FOLLOWING DATA LIST THE ENVIRONMENTAL INFLUENCES STRENGTHS, WEAKNESSES AND TRENDS:

ODR DATA:	12 refer, November to refer, October
STRENGTHS:	Great systems in place to support positive behavior
WEAKNESSES:	Assigned additional personnel to boys restroom
TRENDS:	Fights, mischief in boys restroom
SUSPENSION DATA:	
STRENGTHS:	Good interventions and referral systems
WEAKNESSES:	
TRENDS:	

ACTION STEPS

ASSIGNED TASK	PERSON RESPONSIBLE	DATE TO COMPLETE
Review expectations for behavior with 6th grade students, parents and staff	[REDACTED] Principal	Nov, 8, 2011

REPORTING DATES:

SCHOOL MONTH	DATE DUE	ODR	SUSPENSIONS
October	11/14/2011	⊖	⊖
December	01/9/2012		
February	03/12/2012		
April	05/14/2012		
June	07/16/2012		

Principal Signature: [REDACTED]

Date Submitted: 11/16/11

32nd St./USC Performing Arts Magnet

Intervention Log

Student Name: _____

Grade: _____

Infraction: _____

Date: _____

Please complete this form to document intervention services provided for the infraction:

DATES;

COMMENTS;

Counseled student: _____, _____, _____

Contact parents: _____, _____, _____

Referred to Counselor: _____

Intervention Services referred: _____
(ELAP, ELP, Trio, JEP, USC Readers)

Referred to the Nurse: _____
(ELAP, ELP, Trio, JEP, USC Readers)

Referred to Student Success Team: _____

Teacher Signature

Date

CODE OF STUDENT CONDUCT
32ND STREET/USC MaST SCHOOL

Every member of the learning community at 32nd St/USC Magnet School has the right to a safe, clean and productive educational environment. This environment includes classrooms, all school grounds and buses. The following code of conduct includes standards of behavior that fall into three levels of severity as well as information on how these acts of misbehavior will be handled. Attached is a contract that must be signed by you and your child which states that you agree to these guidelines.

***Magnet students can be removed from the magnet program if after reasonable intervention, students continue to violate the Code of Student Conduct.**

LEVEL 1 – INFRACTIONS RESULTING IN SUSPENSION OR EXPULSION:

These offenses are serious and require immediate suspension and in some cases expulsion. Parent conferences and Saturday School are required and students are responsible for all work missed during a suspension. These infractions are recorded on the student's permanent record. Student misconduct that could lead to Level 1 discipline include:

- *Vandalism/Graffiti
- *Possession or use of Weapon
- *Fighting/Physical Attack and/or Threat against student or staff member
- *Possession or use of Alcohol/Tobacco/Illegal Substances/Drug Paraphernalia
- *Theft/Shakedown/Possession of Stolen Property
- *Internet Violation (Accessing violent or pornographic sites)
- *Sexual Harassment
- *Skipping 2 or more detentions
- *Arson/Fireworks/Explosives

LEVEL 2 – RECORDED DISCIPLINE INFRACTIONS: Steps taken for level 2 offenses may include parent-teacher-student conferences, peer counseling, detention, suspension or Saturday School. A record of these infractions is kept on the student's Contract Card on file in the office. Repeated occurrences of Level 2 infractions will result in Level 1 consequences. Level 2 infractions include:


- *Cheating/Forgery/Gambling
- *Disrespect/Verbal Abuse
- *Leaving campus without permission
- *Unauthorized sales (i.e. candy)
- *Inappropriate writing on backpacks and notebooks.
- *Class Disruption/Defiance
- *Distribution of Unauthorized Materials
- *Bus infractions

LEVEL 3 – NON-RECORDED DISCIPLINE INFRACTIONS: Level 3 situations are usually handled between a staff member and the student. The staff member discusses the misconduct with the student and assigns appropriate consequences including detention. Repeated occurrences of Level 3 infractions will result in Level 2 consequences. Level 3 infractions include:

- *Classroom annoyance
- *Inappropriate displays of affection
- *Violation of dress standards
- *Verbal Misuse (rumors, teasing, spreading stories)
- *Being out of class without permission
- *Loitering in off limit areas
- *Violation of eating area standards
- *Possession of items not allowed on school grounds (cell phones, I-pods, headsets, or any electronic devices)

112th St. Elementary School

Los Angeles Unified School District 112th Street Elementary School AGENDA

<p><i>School Wide Behavior Support Team Meeting Healthy Start Office June 14, 2012 1:30 - 2:30</i></p>	<p><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct.
<p><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • <i>Review & Discuss Referral Data</i> • <i>Review & Discuss Suspension Data</i> • <i>Discuss curriculum needs for 2012-2013</i> 	<p><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <ul style="list-style-type: none"> • <i>Plan for 2012-2013 School Year</i>
<p><i>AGENDA</i></p>	<ul style="list-style-type: none"> • <i>Review: Importance of Promoting Social & Emotional Fitness</i> • <i>Application: Rotation of Bullying Program</i> • <i>Next Steps: Professional Development- Behavior Assemblies, Implementation of Behavior Support Plan, Lion Laws Poster</i> • <i>Reflection: Caught Being Good Assemblies</i>
<p><i>Sign-In</i></p>	<ol style="list-style-type: none"> 1.  2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

HACLA/CSP Nickerson Garden School Mentoring Program

The Community Safety Partnership School Mentoring Program was created by the HACLA/CSP Officers assigned to the Nickerson Garden Development in the fall of 2011. The mission of this program is to provide a quality mentoring program that focuses on the importance of education and staying away from negative influences. The core of the program involves the use of mentors and role models from both the Los Angeles Police Department and South Los Angeles community. These mentors provide half hour instructional lessons and personal testimonies that reinforce the importance of staying in school and staying away from negative influences.

The CSP School Mentoring Program will be provided to Lovelia Flournoy, and 112th Street Elementary Schools. The program will be provided during school hours, between the fall of 2011 and the spring of 2012. The program will be provided to the fourth and fifth grades of each respective school. The typical school schedule involves four fourth grade classes and four fifth grade classes per school.

The program will visit all elementary schools in the Nickerson Garden area once a week. Each school has eight classes involved in the program with approximately 30 children in each class. The HACLA/CSP officer involved in the program will visit each school for approximately two hours providing four half hour instructional lessons with mentors from both the Los Angeles Police Department and the South Los Angeles community.

LAPD officers and South Los Angeles community mentors/role models will meet weekly with every 4th and 5th grade class at Flournoy and 112th Street Elementary Schools. Mentoring programs will be provided to four 4th grade classes one week and four 5th grade classes the following week for each elementary school. The mentoring programs will be divided into two hour blocks, with one half hour dedicated to each of the eight classes that we will be meeting with at each elementary school.

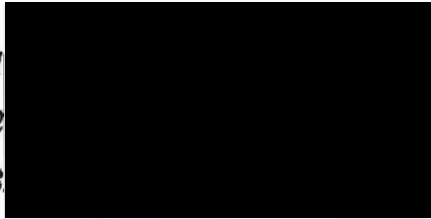
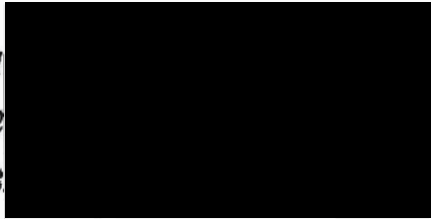
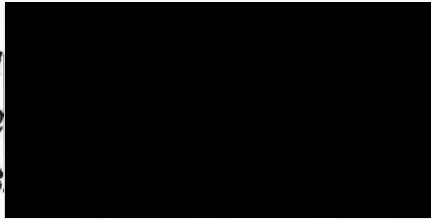
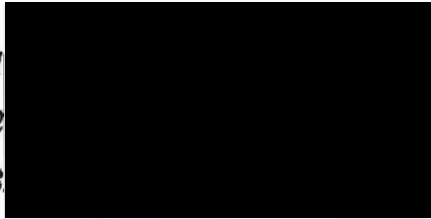
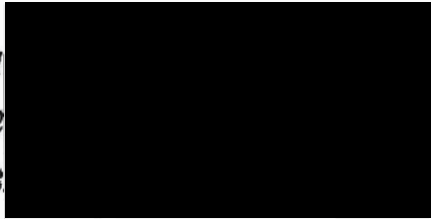
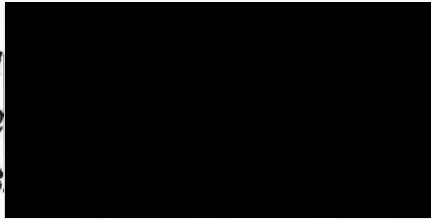
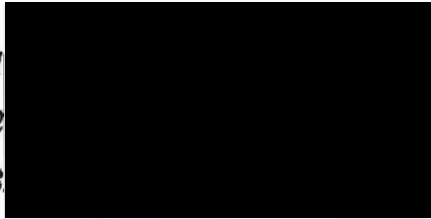
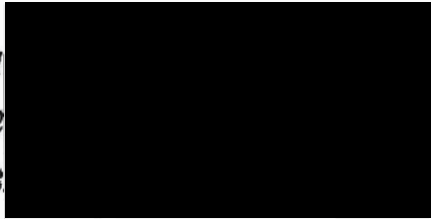
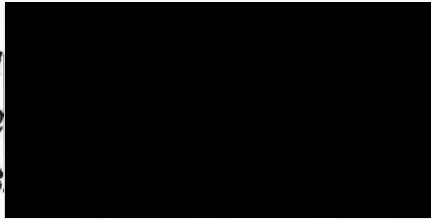
This program is not entirely dependent on the community police officer who coordinates the program. The strength of the program is the structure and consistency of the program. The program coordinator will undoubtedly provide several lessons and personal testimonies; however he or she has a vast amount of LAPD personnel and South Los Angeles Community Members to draw from.

The major goals of this program are to provide a message that Education is the Key to Success! And, The Importance of Not Getting Involved With Gang And Criminal Activity! Another goal of this program is to positively impact all 4th and 5th grade students within Southeast Division, in an effort to change the climate and gang culture of Markham Middle School and the South Los Angeles Community.

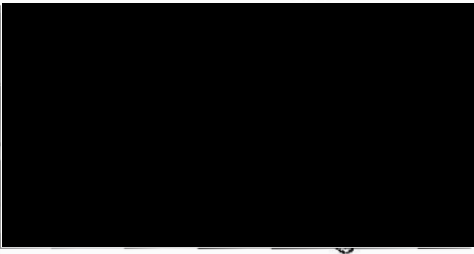
Sincerely,

HACLA/CSP Team Members
LAPD Southeast Division

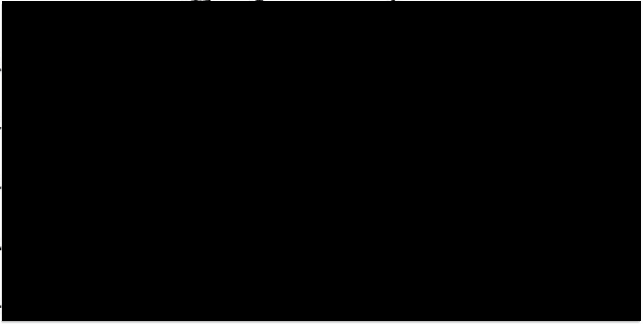
**Los Angeles Unified School District
112th Street Elementary School
AGENDA**

<p align="center">School Wide Behavior Support Team Meeting Resource Room October 1, 2011 2:00 – 2:30</p>	<p align="center"><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct. 																					
<p align="center"><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • Review & Discuss Referral Logs from 10-11 school year • On-line Referrals • Complete TIC 	<p align="center"><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <ul style="list-style-type: none"> • Hold Behavior Assemblies for target areas 																					
<p>AGENDA</p>	<ul style="list-style-type: none"> • Review Referral Logs & Identify Students & Complete team Implementation Checklist (TIC) • Application: Discuss plan to meet needs of students • Next Steps: Behavior Assemblies to address concerns w/ target areas • Reflection 																					
<p><i>Sign-In</i></p>	<table border="0"> <tr><td>1.</td><td></td><td>_____</td></tr> <tr><td>2.</td><td></td><td>_____</td></tr> <tr><td>3.</td><td></td><td>_____</td></tr> <tr><td>4.</td><td></td><td>_____</td></tr> <tr><td>5.</td><td></td><td>_____</td></tr> <tr><td>6.</td><td></td><td>_____</td></tr> <tr><td>7.</td><td></td><td>_____</td></tr> </table>	1.		_____	2.		_____	3.		_____	4.		_____	5.		_____	6.		_____	7.		_____
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**Los Angeles Unified School District
112th Street Elementary School
AGENDA**

<p align="center">School Wide Behavior Support Team Meeting Resource Room November 9, 2011 1:30 - 2:30</p>	<p align="center"><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct.
<p align="center"><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • <i>Share Info from Symposium</i> • <i>Discuss Commitments & timelines</i> 	<p align="center"><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <ul style="list-style-type: none"> ▪ <i>Hold Behavior Assemblies for target areas</i> • <i>Introduce School-wide Gottchas incentive</i>
<p>AGENDA</p>	<ul style="list-style-type: none"> • <i>Review: Highlights of Best Practices Symposium</i> • <i>Application: Plan for Commitment # 1 (Gottchas)</i> • <i>Next Steps: Behavior Assemblies to address concerns w/ target areas</i> • <i>Reflection</i>
<p><i>Sign-In</i></p>	<ol style="list-style-type: none"> 1.  2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

**Los Angeles Unified School District
112th Street Elementary School
AGENDA**

<p align="center"><i>School Wide Behavior Support Team Meeting</i> <i>Healthy Start Office</i> <i>January 9, 2012</i> <i>1:30 – 2:30</i></p>	<p align="center"><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct.
<p align="center"><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • <i>Review & Discuss Referral Data for Fall</i> • <i>Plan Professional Development</i> 	<p align="center"><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <p><i>Plan Professional Development:</i></p> <ul style="list-style-type: none"> • <i>On-Line referral System</i> • <i>Positive Behavior Support Plan Review</i> • <i>Intervention Brainstorming for Targeted Behaviors</i>
<p><i>AGENDA</i></p>	<ul style="list-style-type: none"> • <i>Review: My Data Fall Referrals</i> • <i>Application: Utilizing ODR & My Data Reports</i> • <i>Next Steps: Professional development- Brainstorm Solutions to address concerns w/ target areas</i> • <i>Reflection: Identify Potential Causes & Interventions for Problem Behavior</i>
<p><i>Sign-In</i></p>	<p align="center">7</p> <ol style="list-style-type: none"> 1.  2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

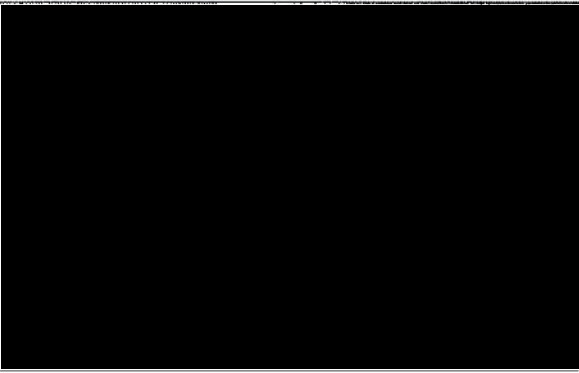




Los Angeles Unified School District
112th Street Elementary School
AGENDA

<p align="center">School Wide Behavior Support Team Meeting Healthy Start Office March 9, 2012 1:30 – 2:30</p>	<p align="center"><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct.
<p align="center"><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • Review Behavior Curriculum • Review & Discuss Referral Data • Plan Professional Development 	<p align="center"><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <ul style="list-style-type: none"> • Implement Behavior Curriculum • Professional Development: Addressing ADHD Characteristic
<p>AGENDA</p>	<ul style="list-style-type: none"> • <i>Review: The Trevor Romain Curriculum (Promoting Social & Emotional Fitness)</i> • <i>Application: Pilot Program in 4 Targeted Grade Levels</i> • <i>Next Steps: Professional development & Behavior Assemblies to address concerns w/ target areas</i> • <i>Reflection</i>
<p><i>Sign-In</i></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Los Angeles Unified School District
112th Street Elementary School
AGENDA

<p align="center"><i>School Wide Behavior Support Team Meeting</i> <i>Healthy Start Office</i> <i>April 19, 2012</i> <i>1:30 - 2:30</i></p>	<p align="center"><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct.
<p align="center"><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • <i>Review & Discuss Referral Data</i> • <i>Review Counseling Cases (Shields for Families)</i> • <i>Reinstate Caught Being Good Raffles</i> 	<p align="center"><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <ul style="list-style-type: none"> • <i>Friday Raffles "Caught being Good"</i>
<p>AGENDA</p>	<ul style="list-style-type: none"> • <i>Review: Previous years' success w/ toy incentives (Raffle)</i> • <i>Application:</i> • <i>Next Steps: Ensure that teachers & yard staff have coupons</i> • <i>Reflection</i>
<p><i>Sign-In</i></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Los Angeles Unified School District
112th Street Elementary School
AGENDA

<p align="center"><i>School Wide Behavior Support Team Meeting</i> <i>Healthy Start Office</i> <i>May 10, 2012</i> <i>1:30 – 2:30</i></p>	<p align="center"><i>School-Wide Positive Behavior Support Goals</i></p> <ol style="list-style-type: none"> 1. Establish rules consistent with Culture of Discipline: Guiding Principles and Student Expectations. 2. Maximize consistency in school site practices 3. Ensure that staff fully and skillfully implement the school's positive behavior support and discipline plan as designed. 4. Create an environment conducive to learning and prevent misconduct.
<p align="center"><i>Goals for Today's Work</i></p> <ul style="list-style-type: none"> • <i>Review & Discuss Referral Data</i> • <i>Plan Professional Development</i> • <i>Discuss Nickerson Garden School Mentoring Program/LIT</i> 	<p align="center"><i>Expected Next Steps as an Outcome of Today's Meeting</i></p> <ul style="list-style-type: none"> • <i>Implement New Bullying Curriculum in Targeted Classrooms</i> • <i>Professional Development: Behavior Data Review</i>
<p>AGENDA</p>	<ul style="list-style-type: none"> • <i>Review: Behavior Data & Suspension/Expulsion Policies</i> • <i>Application: Pilot Program for Targeted Students</i> • <i>Next Steps: Professional Development; Promoting Social & Emotional Fitness for Kids/ Leadership In Training(LIT)</i> • <i>Reflection</i>
<p><i>Sign-In</i></p>	<ol style="list-style-type: none"> 1.  2.  3.  4.  5.  6. _____ 7. _____

112TH STREET ELEMENTARY SCHOOL AND MS. I.
GONZALEZ, COUNSELOR, PRESENTS!

PARENTS IN CONTROL

PARENT WORKSHOP

Would you like your child to complete his homework every day without arguments?

Are you tired of fighting with your child over bedtime, chores, or school behavior?

Then **COME** to our free **Parent in Control Workshop**.

The group is designed to teach parents the skills they need to monitor their child's behavior without arguments or punishment.

EXPERIENCE SUCCESS AT HOME AND SCHOOL

DATE: Friday, April 20, 2012

TIME: 8:00 a.m. to 10:00 a.m.

LOCATION: 112TH STREET ELEMENTARY SCHOOL
1265 East 112th Street
Phone: (323) 567-2108
PARENT CENTER ROOM # 18

Please Return to [REDACTED], School Counselor

____ Yes, I would like to attend the Parent in Control Class. _____ English _____
Spanish

Name _____

Address _____

Phone # _____

DISCIPLINE FOUNDATION POLICY
A Strategic Plan for Achieving Measurable Academic and Behavioral Results for All Students

Action	Responsible	By When	Support and Tools
the action taken. The Local District shall address these issues with school leaders in evaluations.			

DISCIPLINE FOUNDATION POLICY
A Strategic Plan for Achieving Measurable Academic and Behavioral Results for All Students

- 4) **Resources aligned to support full implementation:** Current District funding levels to support the full implementation of the DFP will be maintained or increased based on data; School Site Council approved budgets must include a percentage of funding to support the full implementation of the DFP; Local Districts will allocate a percentage of the operational budget to support the full implementation of the DFP in every school.
- 5) **Integration of Positive Behavior Intervention & Support Strategies and Culturally and Linguistically Responsive Practices in instructional and operational policy and procedures:** Mandated review of the DFP and school behavior data will be included in established opening day procedures; by 2014, every school-site administrator will be certified by the District in SW-PBIS, Behavioral Instruction and policy; by 2015, all deans must possess SW-PBIS Coach certification.
- 6) **Accountabilities for District and School leadership.** Evaluations of all District and school leadership will include whether SW-PBIS has been implemented and is showing expected reductions in suspension and exclusion and corresponding increases in academic achievement and attendance.

Definitions:

Full Implementation:

DISCIPLINE FOUNDATION POLICY
A Strategic Plan for Achieving Measurable Academic and Behavioral Results for All Students

OBJECTIVE #7 Increase the capacity of all District stakeholders to access and utilize data to make decisions about behavior measured by the full utilization of ODR monthly data analysis and the establishment of other measurable outcomes by the start of 2012-2013 school year.

Action	Responsible	By When	Support and Tools
7.1 Ensure that school site teams are reviewing disciplinary data monthly. In addition to suspension data and OT data, Office Discipline Referral data are to be analyzed.	School Local District Central	March 2012, on-going	
7.2 Work with ITD to ensure that data is easily accessed by school personnel	Central	2012-2013 school year	Examples on the Discipline policy website
7.3 Educate support staff to be able to answer questions about data, analyze data and have data be available for all school improvement activities and teams.	School Local District Central	June 2012	In progress
7.4 Establish measurable outcomes, methods for evaluators to show progress and use outcome data to modify actions and plans; Report data regularly in a way that makes it meaningful to Board, supervisors and public(include bottom 1/3, etc.)	Central	June 2012	
7.5 Data is to be used to access support for staff, families or students. Disproportionality data must be addressed with action steps that include evidence-based practices, on-going coaching and consequences	School Local District Central	March 2012	

32nd St./USC Performing Arts Magnet

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Action	Responsible	By When	Support & Tools
relates to promising practices/successes			
1.6 Develop an on-line data collection tool for the Rubric of Implementation (ROI) which is easily accessible on mobile devices.	Central	April 2012	

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Objective #2: Expand the use Culturally and Linguistically Responsive practice and pedagogy in the implementation of the Discipline Foundation Policy, in classroom instruction, when interacting with families, students and colleagues as evidenced by the improvements in the data tracked in the “equitable student outcome” data analysis, including reductions in suspensions to African-Americans, by December 2012 as well as rates of Dean certification in SWPBIS.

Action	Responsible	By When	Support and Tools
2.1 Broadly disseminate what culturally and linguistically responsive implementation is and factors that contribute to equitable disciplinary practices.	Team approach with Central, Local District, community partners, Language Acquisition Branch (LAB), Academic English Mastery Program	June 2012	Professional development to enhance staff members', families' and students' cultural knowledge and cultural self-awareness and prepare them to validate others' cultures, increase cultural relevance, establish cultural validity and emphasize cultural equity
2.2: Focus data analysis on equitable student outcomes and access to support structures in order for all students to succeed by organizing the data so inequities are apparent, can be reviewed and addressed. Data to be reviewed monthly with follow-up actions based on data analysis and results reviewed the following month.	All are responsible for the same actions: School, Local District, Central	June 2012	Data analysis tools and training that highlight strategies to organize and use data
2.3: Identify key community and district partners that can work directly with schools to break down cultural miscommunications	Collaboration among Student Health Human Services (SHHS) [REDACTED] Operations [REDACTED] and Division of Special Education, [REDACTED]	June 2012	Use community mapping to identify trauma history, bullying Link to existing organizations; build new youth opportunities for leadership Organize Discipline Policy website to offer tools
2.4 Explore opportunities that identify partnerships and scholarships for youth and to encourage youth's voices in planning and implementation	Schools Local Districts Central	June 2012	Identify asset trainers
2.5 Create an on-line SW-PBIS certification course and a system for monitoring completion.	Central Local Districts	June 2013	The District on-line child abuse, sexual harassment, building safety modules LAB research and expertise Steve Hildreth Research Colleagues

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Action	Responsible	By When	Support and Tools
2.6 Develop timeline and process for analysis of the "equitable student outcome" data	Central Local Districts Schools	April 2012	Data Research and accountability MyData Creation of data reports

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OBJECTIVE #3: Increase communication about implementation so that SWPBIS is fully integrated into all District communications by June 2012 as evidenced by a review of Central District literature and website, public communications, and trainings and school websites and school literature, agendas, and trainings.

Action	Responsible	By When	Support and Tools
3.1 At the beginning of every school year, SWPBIS teams will come together with the entire school community and community partners to ensure that all are aware of the behavioral expectations for students, staff and community.	Schools Local Districts Central	Start of school year, 2012	[REDACTED] materials: Opening Day manuals/bulletins Identify a transparent structure to engage students, parents, staff and community in on-going dialogue and shared solutions. Enlist community partners to co-organize
3.2 Each school will publicize its SWPBIS team names and plans on their website; submit the names/roles to the LD	School	Within a month of the school's opening day	Integrate into Safe Schools planning
3.3 Explore and implement different methods for facilitating communication (i.e. progress, feedback) on the implementation of the discipline foundation policy with students, families, and the community in order to build partnerships and accountability.	Schools Local Districts Central	June 2012, on-going	Build on existing formats
3.4 Update the website for School-Wide Positive Behavior Interventions and Support, working with Learning, Communication, Web Services to improve accessibility	Central Behavior Team under the supervision of [REDACTED]	February 2012, on-going	Create links to video examples of Tier I, II and III interventions and supports
3.5: Establish and utilize public forums in each Local District to identify key concerns of staff, teachers, parents and students.	Parent & Community Branch Multi-team effort from Central, Local District and Schools	June 2012	

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OBJECTIVE #4: Strengthen parent and family engagement in culturally relevant SWPBIS implementation so that 100% of schools have at least one knowledgeable parent member and student member (for secondary schools) on their SWPBIS teams, have held several trainings on SWPBIS intended to reach all parents at the school, and have made disaggregated discipline data available to families at monthly SWPBIS meetings and as part of their School Report Card.

Action	Responsible	By When	Support and Tools
4.1 Centrally, resources will be made available to ensure parent and community engagement.	Parent, Family and Community Branch and Central Behavior Support team	June 2012	All information about SW-PBIS is available on the website with a link to the discipline policy Cross train all parent facilitators in the discipline policy
4.2 Local District (LD) Working Group Teams focus efforts on strengthening parent and family engagement, sharing what they are doing in individual local districts	LD Working Group Teams	2012-2013 school year	Central SWPBIS team collaborate with LD Working Group
4.3 Ensure that the data are accessible to families	School Local District Central	June 2012	Data
4.4 Share behavioral interventions and alternatives to suspension with families at regular intervals throughout school year and as a requirement before any suspension.	Central Behavior Support Team Local District Working group Schools	Behavior Support team By April 2012	Central: develop a training and make available to families in multiple languages outlining the alternatives to suspension and behavioral interventions LD: ensure that all LD staff and school site staff have reviewed the training School: at the beginning of the school year, insure that these materials are accessible for each family; when there is misconduct, this training is to be reviewed with the parent.

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OBJECTIVE #5: Increase transparency around SWPBIS full implementation with all stakeholder groups by sharing data and information on implementation and outcomes at quarterly school board meetings.

Action	Responsible	By When	Support and Tools
5.1 Establish quarterly reports to be presented to the Board of Education, that includes mandatory sharing of progress data, student and parent participation and a focus on Local Districts	LD Superintendent	Second semester, 2012	Use data to identify the schools that are fully implementing and those that are not. Central needs to create a template for the Board reports

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OBJECTIVE # 6: Decrease Category III suspensions through the implementation of processes that increase the use of data and support accountability as measured by the establishment, no later than December 2012, of an appropriate data system for the collection and reporting of data which is regularly utilized by schools.

Action	Responsible	By When	Support and Tools
6.1 Finalize the data system that allows behavioral interventions to be inputted and tracked and organizes suspensions as Category I, II and III	Behavior Support Team/ Task Force/Working group ██████████ Performance Meter work	February 2012	Utilize an approach in which broad knowledge of SWPBIS is widely known and efficiently utilized
6.2 Establish a protocol that no student may be suspended off campus for Category III misconduct without interventions and the data system will not allow an override to issue a suspension	Central, LD, School	Central, LD, School 2012-2013 school year	
6.3 Mandate the use of the Office Discipline Referral System (ODR) in order to record interventions and analyze data by student, location, referring staff and administrative decision	Central, LD, School	February 2012	ODR website
6.4 Develop a common definition for those discretionary behavior incidences that may lead to suspension	Collaboration among ██████████ (designated by Dr. D, staff and Community Partners to ensure input	?	
6.5 Develop a systematic way that schools are commended for their success including visitations, news releases, and presentations; utilize exemplars in professional development.	Collaboration with multiple departments	2012-2013 school year	
6.6 Random samples of suspensions issued at schools under this category will be conducted two times per year to review the interventions. If the required interventions were not provided and documented, the Local District shall expunge the suspension from the student's record and provide notice to the school and the parents of	Appropriate staff involved with discipline	By June, 2012, on-going	