

PBIS & Understanding Student Discipline Procedures

Presentation to the Board of Trustees

June 11, 2019

Student Support Services Division

Student Support Services Goals 2018-19

Goal # 2:

To improve instructional practice specific to address disproportionate referrals to special education by race/ethnicity, and discipline by race/ethnicity

Goal # 3:

To implement strategies and curriculum that support the educational, social and emotional development of students' academic learning, prosocial skills, decision-making, and resiliency

Summary of Steps Taken Toward Goal

- Continued school site PBIS teams and provided additional trainings
- Student Services staff supported sites with school social work services, foster kinship youth, McKinney Vento homeless youth supports and connections to community based services and programs
- Trainings to school administrators regarding student discipline, investigations, due process, education code and review of procedures for suspension and expulsions.
- Subcommittee input on updating secondary student discipline planner
- Development and training offered regarding Restorative Practices and creation of shared resources
- Updates to [Board Policy \(BP\) 5144](#) and [Administrative Regulation \(AR\) 5144](#) on Discipline

Positive Behavior Intervention and Support (PBIS)

Research has demonstrated that the social culture of a school matters.

The fundamental purpose of PBIS is to make schools more effective and equitable learning environments. We do this by focusing on making school environments:



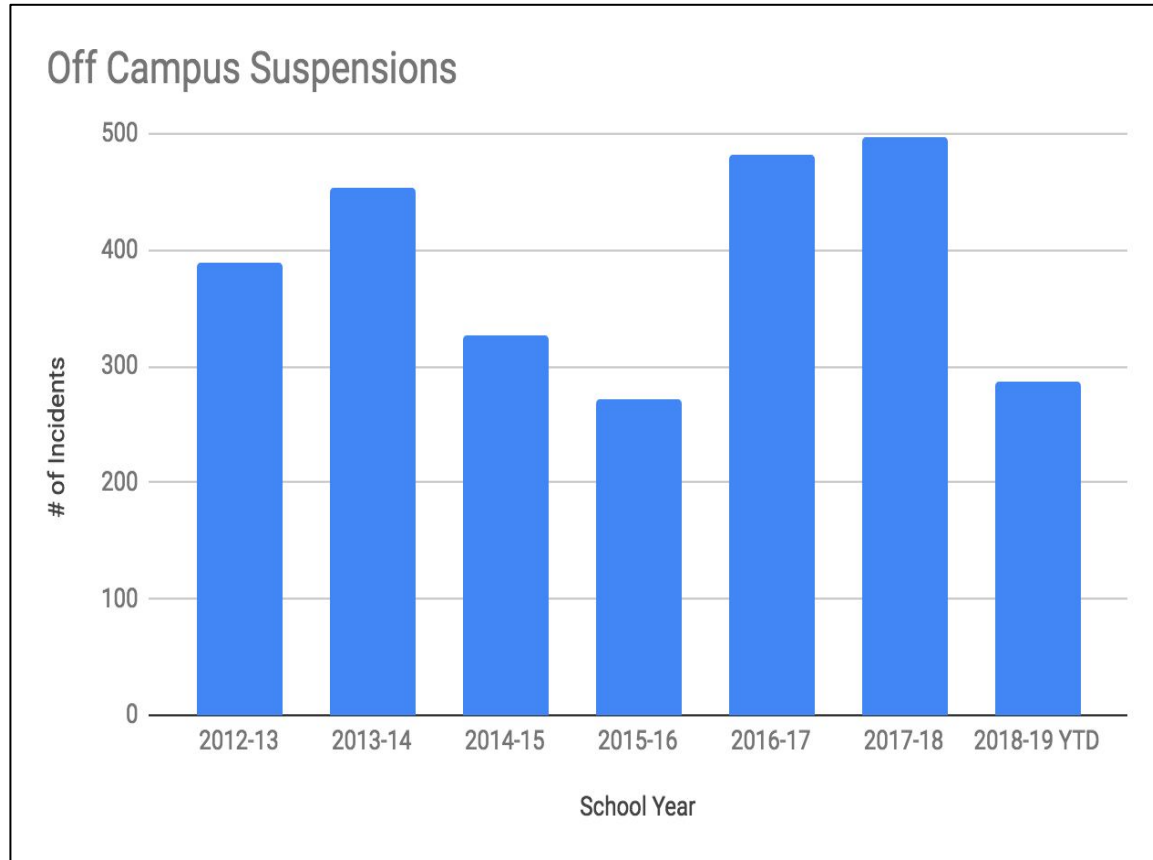
Positive

Predictable

Consistent

Safe

Suspension Data from 2018-19 as of April 2019



- The number of off-campus suspensions decreased approximately 30% compared to off-campus suspensions during the 2017-18 school year.
- During the 2018-2019 school year, there were 53 students that opted into the [Reduction of Suspension program](#).
- Overall, students gained 94 days of attendance because they had the option of this program.

Teaching of Pro-social skills

Staff Development for 2018-19 has included presentations on Mental Health, Social Emotional Learning, Cultural Sensitivity, Staff Wellness, [Fostering a Safe Learning Environment](#), [Restorative Practices](#) and [Trauma Informed Education](#).

Social Emotional Curriculum training opportunities for 2018-19 included;

- District SDR for Second Step Social Emotional Curriculum and Bullying Prevention (online modules available anytime)
- PBIS team teacher led SDR
- Elementary rollout approach for sites that included an SEL calendar where all grade levels would rotate and sign up for their lessons
- Summer Institute sessions to focus on PBIS, SEL and Staff Wellness

Student Discipline

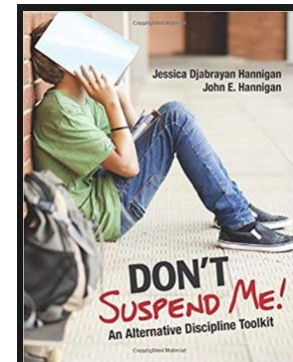
Sometimes student behavior involves more serious rule violations and the student may face more serious consequences.

- The law **encourages** schools to **provide alternatives to suspension** or expulsion that are age appropriate and designed to address and correct the student's specific misbehavior (Ed. Code 48900 (v))
- The law **requires** that schools first utilize **other means of correction prior to suspending** a student from school, in **most situations**. (Ed. Code 48900.5)

Alternative Discipline is not...

Stopping the suspension of students in order to meet a school or district behavior quota.

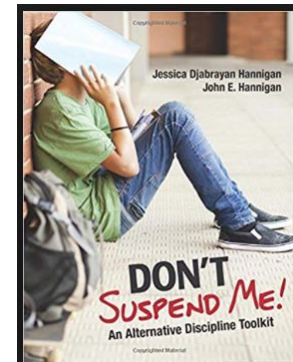
It is using other means of discipline to help students learn from their behaviors rather than sending them home as the first response.



Alternative Discipline is not...

Assigning the same discipline for every student without knowing the reason for the misbehavior

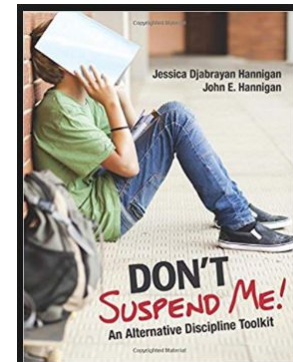
It is taking the time to learn what triggered the behavior in the first place.



Alternative Discipline is not...

A school that does not have effective behavior systems (foundation) in place to support responding to discipline in this fashion.

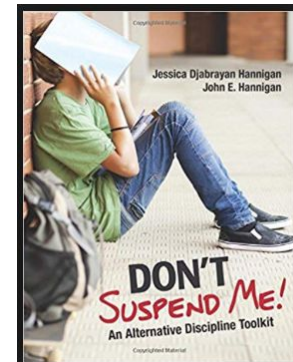
It is how the discipline is handled in a school that has systems of behavioral support in place for school wide, targeted/at-risk groups, and individualized students (special education and general education).



Alternative Discipline is not...

Assigned without consistent implementation and follow-through.

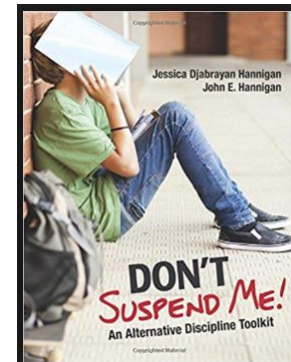
It is a method of delivery that requires the administrator and stakeholders to work together to ensure all components of the alternative discipline are put into place and implemented with fidelity.



Alternative Discipline is not...

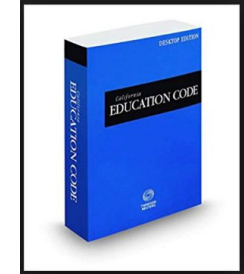
Easy to do.

It is time intensive and requires a belief system in the leader(s) of the school and/or the district to create a culture that supports working with students in this fashion.



CA Ed Code 48900.5

“Other means of correction”



- (1) A **conference** between school personnel, the pupil’s parent or guardian, and the pupil.
- (2) **Referrals** to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other **intervention-related teams that assess the behavior, and develop and implement individualized plans** to address the behavior in partnership with the pupil and his or her parents.
- (4) **Referral for a comprehensive psychosocial or psychoeducational assessment**, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- (5) Enrollment in a program for **teaching prosocial behavior or anger management**.
- (6) Participation in a **restorative justice program**.
- (7) A **positive behavior support approach** with tiered interventions that occur during the school day on campus.
- (8) **After-school programs** that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Section 48900.6. (which talks about **community service**)

Update to the Secondary Student Discipline Planner

Student Services staff created a subcommittee of secondary school administrators during the 2018-19 school year to reorganize and update a revised [PUSD Discipline Plan 2019-20](#).

The revised plan is included in Middle and High School student planners.

The revisions include adding Education Code, common language for LOSP across secondary sites, and introducing restorative opportunities.

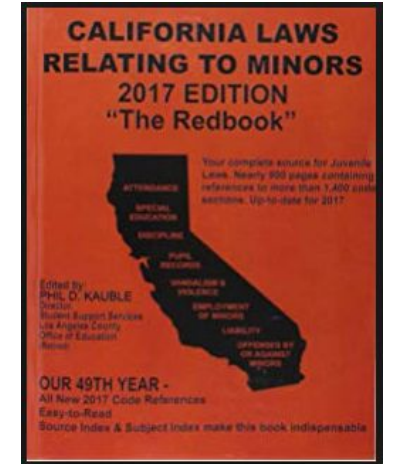
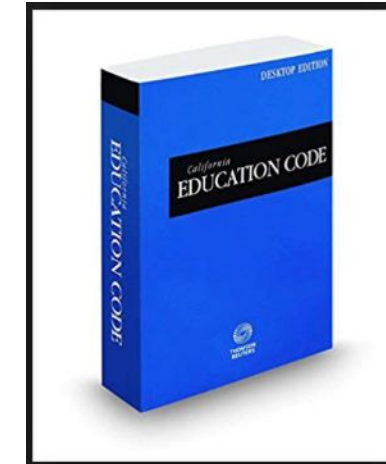
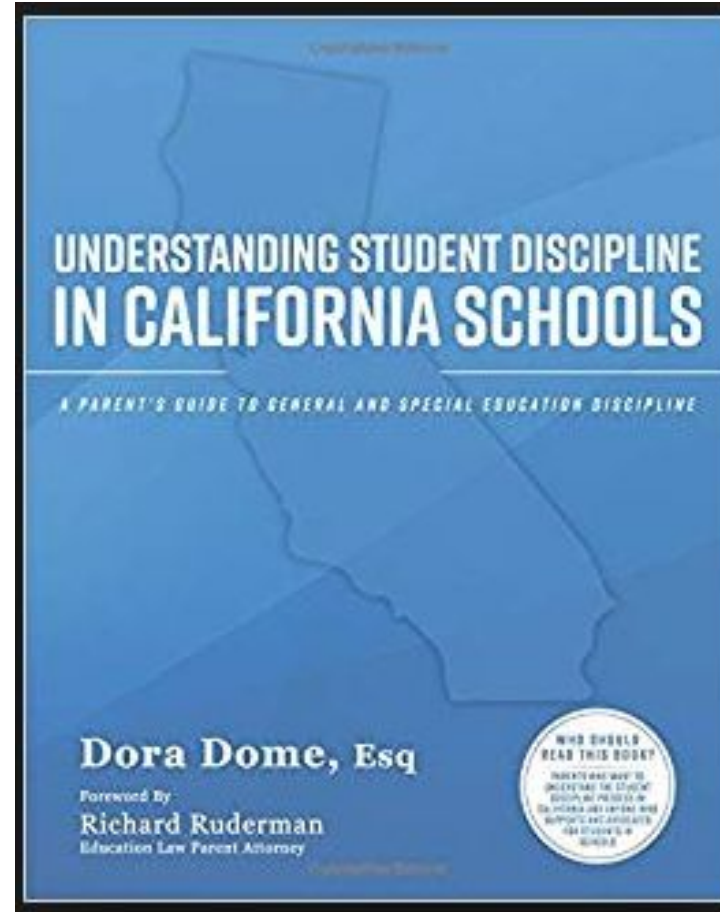
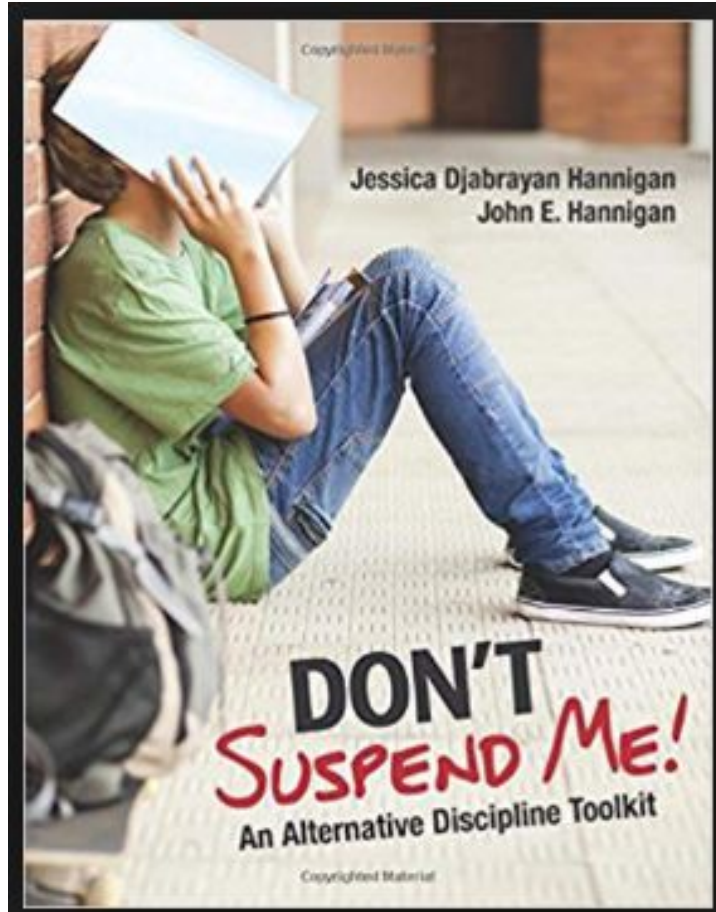
Next Steps of Subcommittee

Continuing to build options across behaviors to offer restorative practices as a reduction to suspension, alternative to suspension, or in addition to other disciplinary actions taken

Developing a plan for district wide training of restorative practice and restorative justice. An introduction to [Restorative Practices](#) and community circles occurred with district admin in 2018-19.

Further discussion next year around LOSP will continue with various stakeholders.

Additional Resources



www.PBIS.org

PUSD Board Policies (BP) and Administrative Regulations (AR)

- 5000's & 6000's

PUSD Suspension and Expulsion Forms
Bullying Reporting Packet
Sexual Harassment Packet