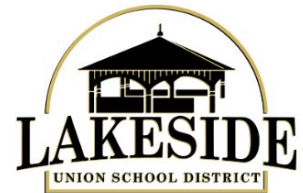


On Overview of Discipline & Behavior in LUSD

Presented jointly by Student Support
Services and Special Education



Purpose

Provide an overview of **discipline practices** and **positive behavior supports** that are used with all LUSD students on our campuses.

Maintaining a safe and supportive environment for all students and staff is a top priority.



California Education Code's Definition of Suspension

California Education Code 48925(d) defines suspension as a removal of a pupil as from ongoing instruction for adjustment purposes. Suspension is an absence and no ADA is collected.

There are limitations:

- 5 consecutive days at a time

- Suspension may only be extended upon a recommendation for expulsion

- Maximum of 20 days of school suspension in a school year

- When a student moves, a district may choose to start from 0 days of suspension, or count the days of suspension from the previous district to not exceed 30 days in a school year.

- Students with disabilities are treated the same as a general education student during the first 10 days of suspension. On the 11th day, the student is entitled to educational services. A Manifestation Determination meeting is held.

CA Ed Code's Emphasis on Correcting Student Behavior

CA Education Code 48900.5 places a strong emphasis on ensuring schools maintain evidence documenting other means of correcting student behavior and that these means of correction have failed to bring about proper conduct *prior to* suspending a student, including in-school suspension.



CA Ed Code

Students in California may be suspended or recommended for expulsion upon a *first offense* under California Education Code 48900 if the school determines that the student violated specific subdivisions or determines that the student's presence causes a danger to other persons. These subdivisions include conduct engaging in violent crimes, possession of drugs or weapons, stealing, harassing, hazing, act obscenely, threatening to inflict harm or destroy property.

CA Ed Code 48900(a)(2) allows a student to use force in self-defense if the student reasonably believes that they were in imminent danger of suffering injury and believed the use of force was necessary to defend against the danger.

LUSD Board Policy 5144

Our School District's Board Policy provides for a safe, supportive, and positive school environment.

We strive for appropriate proactive intervention and support, engaging parent/guardian involvement to minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

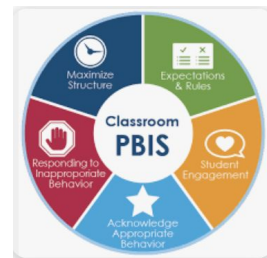
“At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the **causes of the student's behavior and implement appropriate discipline.** **When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.**”

Principal Responsibilities

Lakeside Union School District campuses have **school rules** that are consistent, understood by students and teachers and taught to our students (PBIS).

Schools provide this instruction in a variety of ways:

- CREW
- Leader in Me
- Second Step Curriculum
- Assemblies
- School wide efforts for reviewing rules
- Providing reinforcement for desired behavior



Principals are responsible for creating an environment where students are supported in learning positive behavior and making improvements in their behavior over time.

- Social Emotional Learning
- Morning meetings
- School Counselor groups based on need
- Restorative Conversations

Some of our campuses have brought specialized programs that support students develop a sense of belonging and connectedness. An example of this is DETOUR FANCY, Boys to Men, Rachel's Challenge, Hope Squad and more.

Student Support Services Responsibilities

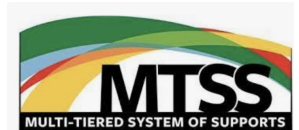
LUSD's Student Support Services Department

- Supports school sites to interpret Ed Code 48900
- Creates alignment across LUSD on Other Means of Correction and amount of discipline appropriate by behavior
- Ensures that other means of correction are available to sites based on needs
- Providing direction and consultation on difficult/complicated disciplinary situations
- Ensure that school teams understand trauma and how trauma impacts behavior and our responses to behavioral challenges
- Collaborates with county agencies as needed to support the need of foster children behavior needs

Proactive Behavioral Supports in LUSD



- All school sites are expected to utilize PBIS practices and systems of support
 - Ex: Lindo Park Falcons, SOAR- S- safety, O- own our actions, A- accept differences, R- responsibility AND respect
- Classroom Management systems practiced in every classroom
- Social Skills groups
 - Elementary sites: led by school counselors
 - Middle schools: during CREW time
- Department leadership available anytime to consult with principals/staff
 - TOSA's support for gen ed needs
 - Program Specialists support for special ed needs
 - [LUSD Behavior Flowchart](#)
- LUSD Behavior Team
 - Led by a BCBA, support from four Behavior Intervention Assistants (BIAs)
 - [Behavior Resources Padlet](#)



Behavior Team

The Behavior Team supports all LUSD students and staff in various ways

- **Consultation** from the BCBA can be offered to a classroom teacher around strategies and tools to implement at the classroom and/or individual student level
- **Direct behavioral support** can be offered to model strategies when working with a student with challenging behavioral needs. Behavioral data is collected so a concrete behavior plan can be developed.
 - May be informal (short term basis) or formal (written in to an IEP)
- **Referrals** are submitted to request Behavior Team support after sites have exhausted everything they can.
 - [LUSD Bx Request Form](#)



Behavior and Students with Disabilities

When significant behavioral concerns arise for a SWD, our team supports by asking questions to move the IEP team forward.

- *What individualized supports are being implemented by the classroom teacher?*
 - classroom reinforcement system, individual reinforcers, behavior contract, etc
- *What does the data say?*
- *Are there social/emotional/behavioral goals?*
 - Has the [Behavior Flowchart](#) been used, goal progress,
- *Is there a Behavior Intervention Plan (BIP)?*
 - No, create one?
 - Yes, does it need to be updated?
- *Has the Behavior Team been consulted?*
- *Is a Manifestation Determination needed?*
 - Is the student being considered for expulsion?
 - Has the student been suspended 10 or more school days in the school year?



Implications for Students with Disabilities



- Entitled to a level of due process general education students are not
 - Ex: Manifestation Determination
- IEP teams must ensure Least Restrictive Environment (LRE) is followed
- IEP teams must discuss whether behavior impedes learning, at every annual and triennial meeting
 - If behavior is a concern, supports must be documented in the IEP
- IEP teams **MUST** have parent consent, parents can rescind consent at any time
- IEP document is a legally binding agreement that staff must follow

Special Education Support from the DO

- Regularly scheduled Special Ed Dept meetings
 - Frequencies varies by school, based on their request
- Program Specialist, TOSA, Director consult/support
 - PSs on every LUSD site at least weekly
 - TOSA offers on going new teacher support, as well as support for all teachers
- Behavior Support Team consult/support
 - Based on referral or existing student need



In summary

The goal of the Student Services and Special Education Departments is to maintain the safety and security of all students and staff in LUSD, while following Ed Code and IDEA.

We ensure this with continuous support and collaboration with all stakeholders.

