

**SANTA ROSA CITY SCHOOLS
Child Welfare and Attendance Office**

**POSITIVE STUDENT INTERVENTIONS TASK FORCE: A DISCUSSION OF
STUDENT BEHAVIORAL INTERVENTIONS WITHIN
SANTA ROSA CITY SCHOOLS**

April 17, 2013

ISSUE

Staff will present a review of positive student behavioral interventions at the K-12 level and make possible recommendations to the School Board for future implementation. We will also have a brief demonstration and explanation of Restorative Justice by the staff of Restorative Resources.

PREVIOUS BOARD ACTIVITY

Not Applicable.

EXHIBIT MATERIAL

Pages 1-2: Santa Rosa City Schools (SRCS) Disciplinary Hearing Data 2010-2013
Page 3: BEST used at Santa Rosa City Schools and Feeder Elementary Districts
Page 4: SRCS Possible Student Inventions Graph
Pages 5-16: SRCS Sequential Discipline Guide (7-12)
Pages 17-38: Napa Valley USD Board Policy 5137-Positive School Climate
Pages 39-40: Napa Valley USD Behavior Referral
Pages 39-40: Napa Valley USD PBIS/BEST Newsletter
Pages 47-52: Napa Valley High School additional information
Pages 53-59: Redwood Middle School additional information
Pages 60-67: Davidson Middle School-school culture and climate program; anti bullying forms
Pages 68-71: Oakland Unified School District Restorative Justice Information
Pages 72-71: San Francisco Unified School District Restorative Practices Information
Pages 75-77: Education Week: Suspensions Linked to Low Gradation Rates in Fla. Study
Pages 78-80: SF Gate.Com: SF schools try to mend problems without suspension
Pages 81-92: International Institute for Restorative Practices: Defining Restorative
Pages 93-104: BEST Behavior: Building Positive Behavior Support in Schools (selected pages)
Pages 105-106: Community-Matters.Org-Safe School Ambassadors Program Information
Page 107: Sample PHS Expulsion Diversion Program form letter for students to enroll at Restorative Resources
Pages 108-113: Sample LCMS Suspension Diversion Program-Administrative Behavior Agreement Form

DISCUSSION

In September 2012, Superintendent Shiels asked George Valenzuela to create a task force of school administrators with respect to positive student behavioral interventions. As such, we have created a working group of the following members: George R. Valenzuela (CWA); Jason Lea (HSMS); Linsey Gannon (LCMS), Tim Zalunardo (PHS), Alan Nealley (SRHS); Kelley Dillon (Steele Lane), Elizabeth Evans (SR Arts Charter). Kathy Coker (SRMS) and Cindy Benzerara (CWA).

1. California State Legislature

On January 1, 2013, the State Legislature adopted additional language to Ed Code Section 48900.5 with respect to student suspensions to provide a more in-depth list of “other means of correction.” Such as a conference between school personnel, the parents and the student, referral to certificated school personnel for counseling; referral to a Student Study Team (SST); referral for an assessment pursuant to the Individuals with Disabilities Education Act (IDEA); enrollment in an anger management group; student participation in a restorative justice program, development of a Behavior Support Plan (BSP); after school programs to manage behavior issues; and community service

As a result of the new legislation, SRCS needs to look closely at its suspensions and expulsions, district wide, to ensure that students are given “other means of correction” prior to receiving an out of school suspension and/or referral to an expulsion hearing panel. In addition the creation of suspension and diversion programs is a positive approach to student discipline within the District. Due to fewer out of schools suspensions, students will be in class more, thereby increasing their learning and academic achievement. Moreover, SRCS will reap ADA (Average Daily Attendance) costs savings, and the culture of our schools could become more cohesive, caring and positive for our students.

PBIS (Positive Behavior Interventions and Support)

PBIS is an “approach to combating school violence and misbehavior that has demonstrated positive results in research. More than 13,000 schools nationwide have adopted PBIS, making it one of the most widely used positive behavior support initiatives in the nation.”

PBIS is not a packaged curriculum but rather a multi-tiered approach to school discipline. “The primary tier of prevention consists of defining and teaching behavior expectations, regarding positive behavior, providing a continuum of possible consequences for problem, behavior, and collecting data for decision-making purposes. The secondary tier of prevention is designed for students who are at-risk for behavior problems or displaying early signs of behavior problems; it consists of targeted interventions that are consistent with school wide behavioral expectations. The third tier of prevention is implemented to support children with more serious behavior problems; it includes more intense individualized intervention, often with family or community involvement, as guided by a functional behavioral assessment.” (Source: NVUSD website)

Restorative Justice Approach

Focused on getting offenders and victims to talk about their feelings, to address what they were thinking when the incident occurred, and to work together on what could make this “as right as possible.”

The idea is to help students develop a greater sense of integrity, decision making skills and life skills through peer to peer interactions.

Punitive	Restorative
Only deal with the wrongdoer	Include those who are affected by the incident in the response
Focus on what rule was broken	Understand how people were affected and what harms occurred
Punish the wrongdoer	Agree on actions to make things right
Exclude wrongdoers through suspension, expulsion, etc.	Find what actions can be taken to repair harms and get right with the community

2. Santa Rosa City Schools Disciplinary Hearings Data: 2003 through 2013:

SRCS averages about 184 involuntary transfer meetings per year, over the past ten years. These meetings called ARPC (Administrative Review and Placement Committee) are a way to move a student to a new campus, in lieu of expelling that student for a violation of the California Education Code.

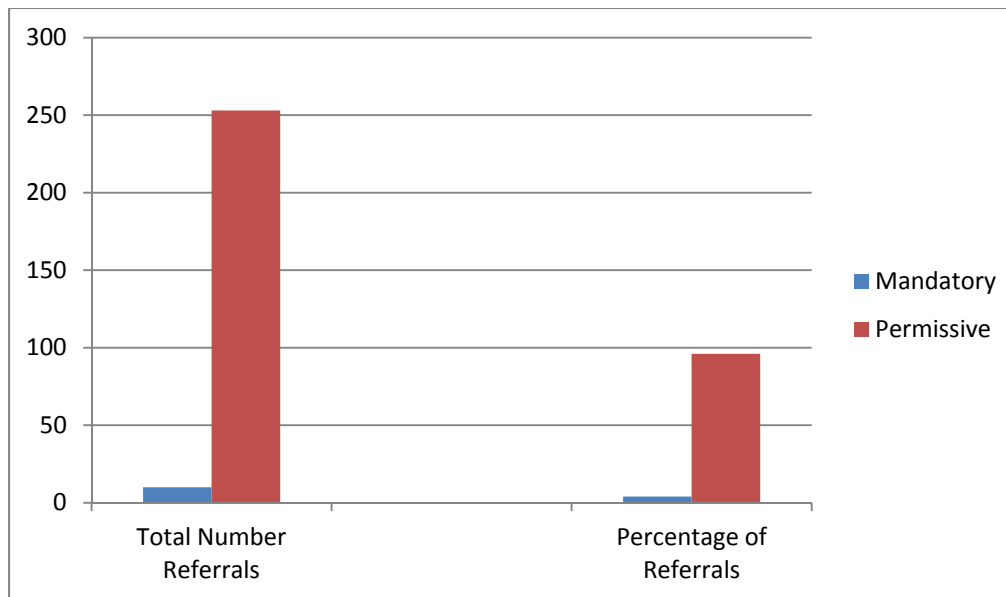
Similarly, the District uses the expulsion hearing process to refer students to a hearing. Although the average of 258 expulsion hearing referrals to Child Welfare and Attendance (CWA) occur on an annual basis, not all cases are resolved with expulsion from the District.

School Year	# ARPC Cases Referred to CWA	# Expulsion Cases Referred to CWA
2003-2004	111	316
2004-2005	81	313
2005-2006	99	331
2006-2007	122	313
2007-2008	141	256
2008-2009	127	200
2009-2010	112	222
2010-2011	145	212
2011-2012	60	263
2012-2013	55	154
TOTALS	1,846	2,580
AVG Per Year	184	258

According to the California Education Code Section 48915 (c), there are only five student offenses that warrant a referral to a District Expulsion Hearing:

- (1) Possessing, selling, or otherwise furnishing a firearm
- (2) Brandishing a knife at another person
- (3) Unlawfully selling a controlled substance
- (4) Committing or attempting to commit a sexual assault
- (5) Possession of an explosive

2011/2012 School Year Mandatory Expulsion Hearing Referral v. Permissive Expulsion Hearing Referral		
Mandatory	10	4 %
Permissive	253	96%
TOTAL REFERRALS	263	100%



SRCS Data on the 11/12 school year (grades 7-12 only):

- 263 expulsion hearing referrals to CWA
- 51 female students; 212 male students
- 127 Hispanic/Latino students; 56 white students, 18 black students; 14 native American students; 41 students multiple race
- 2 stipulated expulsions

Item: D-1

- 45 stipulated suspended expulsions
- 104 expulsions by panel
- 5 expulsion cases lessened to suspended expulsions by Board
- 68 suspended expulsions by panel
- Total Expelled=106
- Total Suspended Expulsion=118
- **Totals=224 expulsion and suspended expulsion cases**
- **11/12 school year out of suspensions (k-12) = 9,798 (missed days of instruction)**

**California Department of Education (CDE) Data
2010-2011 School Year**

<i>School District</i>	<i># of Students</i>	<i># of Expulsions</i>	<i># of Suspensions (out of school)</i>
<i>Petaluma Elementary School District</i>	2,178	0	92
<i>San Rafael City High School District</i>	2,089	19	372
<i>San Rafael City Elementary School District</i>	4,002	5	229
<i>Windsor Unified School District</i>	5,315	2	398
<i>Petaluma Joint Union High School District</i>	5,343	46	587
<i>Santa Rosa City High School District</i>	<i>11,379</i>	<i>206</i>	<i>4,587</i>
<i>Napa Valley Unified School District</i>	17,864	24	3,352
<i>Fairfield-Suisun Unified District</i>	21,588	130	3,352
<i>Bakersfield City School District</i>	27,590	106	7,137
<i>San Jose Unified School District</i>	32,980	90	3,484
<i>Stockton Unified School District</i>	38,233	178	7,267
<i>Oakland Unified School District</i>	46,207	86	5,591
<i>Sacramento City Unified</i>	47,355	15	7,476
<i>San Francisco Unified School District</i>	54,929	33	2,802
<i>Sonoma County At Large</i>	68,782	377	9,391
<i>Fresno Unified School District</i>	74,575	493	14,653
<i>San Diego Unified School District</i>	131,433	256	12,517
<i>Los Angeles Unified School District</i>	669,495	72	14,653
<i>The State of California</i>	6,174,717	18,649	700,884

**** In 11/12 School Year, SRCS suspended students out of school for 9,798 days. This was a loss in revenue for these absences in the amount of \$350,000.**

***Office of Civil Rights Data-California Schools 09/10 School Year**

- 428,000 students in grades K-12 were suspended one or more times
- 765,000 out of school suspensions

**** If school sites made a concerted effort to suspend for fewer days out of school, and many students were not on an extended suspension facing expulsion from the District, there could be revenue brought back into the District to help fund suspension diversion and expulsion diversion programs.**

% Reduction out of school suspensions	SRCS out of school suspensions	Possible Cost Savings to the District
10%	8,818	\$35,000
20%	7,838	\$70,000
30%	6,858	\$105,000
40%	5,878	\$140,000
50%	4,899	\$175,000

3. Issues to Be Resolved

- 1-Reduce out of school suspensions grades K-12-(alternatives to suspension)
- 2-Keep kids in school
- 3-Have kids be accountable for behavior
- 4-Re-teach appropriate behavior (i.e. Restorative Circles, BEST/PBIS program)
- 5-Reduce number of expulsion hearing referrals

4. Positive Student Interventions Task Force Timeline of Events:

- September 2012-Superintendent asked George Valenzuela, to create a task force on “positive behavior interventions and supports”
- 10/8/12-task force meeting with Zach Whelan, Susan Kinder and Ross Bickford from Restorative Resources (Santa Rosa, CA)
- 11/1/12-task force met with Jim Yarborough-Sonoma County YMCA Youth Court
- 12/13/12-task force memo/survey sent to District Administrators regarding Positive Student Behavioral Systems at School Sites
- 1/18/13-task force meeting to discuss upcoming Davidson Middle School visit etc.
- 1/31/13-task force visited Davidson Middle School-San Rafael, CA
- 2/8/13-task force meeting to debrief from Davidson Middle School, and to plan next steps
- 2/13/13-proposed task force visit to Napa Valley Unified School District
- 2/22/13 meeting at CWA (10am)-debrief about Napa Valley HS; future steps
- 2/28/13-discussed recommendations with Secondary Principals
- 3/12/13-discussed recommendations with Elementary Principals
- 3/15/13-meeting at CWA (10am)
- Spring Break: March 16-23, 2013
- Board Presentation: April 17, 2013 (at District Office)

5. SRCS BEST Program:

BEST is model that creates positive behavior support in schools. It is a three tiered model of school-wide discipline strategies. At the school sites, students are asked to follow the basic rules of: Be Safe, Be Respectful and Be Responsible. The school administrators, and teachers, look at student discipline data in: all common areas, cafeteria, recess/break, passing areas, bathrooms, etc. The administrator and teachers make a concerted effort to improve on student conduct in the areas that need focus. Administrators and teachers need to attend ongoing training. In addition, there are many sites that have partial to no implementation of this program. These sites too will need to go to additional trainings in order to get BEST implemented fully at their sites.

Full Implementation (9)	Partial to No Implementation (12)
Biella School	Hidden Valley School
Proctor Terrace School	Lehman School
Burbank School	Lincoln School
Monroe School	Brook Hill School
Steele Lane School	Rincon Valley Middle School
Comstock Middle School	Lewis Opportunity School
Cook Middle School	Ridgway HS
Santa Rosa Middle School	Maria Carrillo HS
Slater Middle School	Montgomery HS
Santa Rosa Arts Charter School	Santa Rosa HS
	Piner HS
	Elsie Allen HS

6. Safe School Ambassadors (SSA) Program:

"At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools. The Safe School Ambassadors program engages and mobilizes these bystanders, but not just any bystanders. The program harnesses the power of the socially-influential leaders of a school's diverse cliques, the ones who shape the social norms that govern other students' behavior. These "Alpha" leaders are carefully identified through student and staff surveys. They are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends. They participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program." (Source-Community Matters Website)

Currently we have six schools (listed below) that have implemented this program. The program does cost on average \$5,000 per school year, per school site.

- Rincon Valley MS; Santa Rosa MS, Slater MS; Hidden Valley School, Comstock MS and Elsie Allen High School.

7. Task Force School Visitations:

(a) Re-Cap of Davidson Middle School Visit (San Rafael, California)-2/8/13

- Task Force met with School Principal, Assistant Principal, Superintendent and other staff members
- 846 Student Population; 61% Latino; 30% White
- School had 700 out of school suspensions before change in discipline programs, now suspensions about 30 kids per school year.
- They have: solution teams, restorative circles, and suspension diversion
- In looking at 2011 versus 2012 Test Scores, Davidson Middle School increased its API by 23 points to 829; increased Hispanic/Latino subgroup achievement by 45 points to 764; increased Socio-Economic Disadvantaged by 50 points to 763; increased English Learners subgroup by 45 points to 739; and increased students with disabilities subgroup by 35 points to 655.
- Ms. Karen Junger- is a half time teacher and half time staff member responsible for running suspension diversion program and restorative circles (teen court etc.). Ms. Junger was trained by Don Carney (San Rafael YMCA). We are looking into the possibility of her providing District trainings on teen court and anti-bullying training.
- Use BEST Program
- Use Teen Court Program, and Anti-Bullying Program for students

(b) Don Carney (Marin YMCA Director)

- Training is a one day workshop (about \$1000.00) for Don and staff to come out and do training. He would cover: 1-suspension diversion; 2-how to mitigate conflicts at school; 3-Whole School Change (changes school climate).
- Don does not believe we can use a one day training of administrators to become “trainers” for their staffs
- He works with Novato Unified School District (3 middle schools, 3 high schools, 1 alternative school) at the cost of \$55,000 per year.
- His group is grant funded by a foundation, and a philanthropist, to work with San Rafael and Marin Schools
- He works with these schools because it is too costly to have a staff member (like Karen Junger from Davidson MS) run the programs (issue: invest in one person at a site or hire an organization like Don to help with suspension diversion/teen court and restorative circles)
- Of the various programs, suspension diversion can most easily be created through a one day training program

- Institution of Restorative Practices (Pennsylvania Group) charges San Francisco USD about \$40,000 for two years.
- Mr. Carney can offer the following programs:
 - “Peer Court is a peer to peer restorative process that holds the student accountable for repairing the harm they have created.”
 - “Restorative Action Plans often include apologies, restitution, reflective essays and presenting the lesson learned to their peers in some fashion, such as a student interviews for the school paper, a video public service announcement or a poster campaign.”
 - “Restorative Bully Prevention provides the targeted student with group support to solve the issue without escalating the abuse.”
 - “Restorative Circles brings all the parties together to discuss what happened, who was impacted and how, and develop agreements about how to repair the harm.”

(c) Re-Cap of Napa High School Visit (Napa, California)-2/13/13

- Task Force met with School Principal, Assistant Principal, Counselors, District Office Staff, Psychologist, School Resource Officer, and other staff members
- Use of BEST school wide has helped to change culture of school to lead to fewer office referrals and school suspension. Use of positive rewards (i.e. free tickets to dance, football games) or free school t-shirts help promote a positive school culture.
- The school looks at the underlying behavior of what is really going on with the student. What is the problem? The staff is seen as a resource, and not as “punitive.”
- School Counselors assigned with the Assistant Principals per the alphabet (A-K) (L-Z) and they work in conjunction with students on disciplinary matters.
- Use of weekly meetings (Napa HS Student Services) to look at risk students and their academic success; meeting attended by Counselors, Administrators, School Psychologist, Teachers and Classified Staff.
- Have had one fight (suspension) this school year
- Principal has recommended one student to expulsion this year (12/13)
- 2,064 student population; 52.8 Latino; 40.7 % White
- Suspensions have been reduced dramatically (do not give 5 day suspensions; average 3 day suspensions)

- In 09/10 Napa HS had 380 suspensions; 13 expulsions and 1,428 days of school missed due to suspension.
- In 12/13 school year, Napa HS has 46 suspensions; 2 expulsions and 156 days of school missed due to suspension.
- Use of Restorative Circles
- Board Policies implemented by Board and Superintendent to go with PBIS programs; Jeff Sprague, and Linda Mooiman helped to launch this effort in the 09/10 school year.

(d) Re-Cap of Redwood Middle School Visit (Napa, California)-2/13/13

- The Task Force with School Principal, Assistant Principal, School Staff and District Office Staff
- 999 student population; 63.3 % Latino; 30.3 % White
- Suspension is the last resort
- Students are not suspended for failure to turn in a form or for failure to serve a detention.
- School detentions are served during the school day during lunch.
- When an out of school suspension is warranted, the school rarely issues a five day suspension.
- Use of BEST/PBIS
- Very few school suspensions due to BEST Program and improved school culture.
- In 08/09, Redwood Middle School had 192 suspensions, 4 expulsions and 547 days of school missed due to suspension.
- In 12/13, Redwood Middle School has 16 suspensions, zero expulsions; and 44 days of school missed due to suspension.
- Use of Restorative Circles.

8. SRCS Possible Recommendations for District Wide Implementation:

- **(a) Use of BEST/PBIS at all schools grades K-12**
 - **Provide training opportunities for schools that are at various stages of implementation of BEST** (money to be allocated by District for Trainings)
 - **Continue to use SCOE as a resource for trainings on BEST ?**
 - BEST trainings were grant funded by Cal STAT (California Statistical and Attendance Team). According to Nickarre Redcoff of the SELPA (Sonoma County Special Education Local Plan Area), Cal STAT is no

longer grant funding these trainings. They are only providing statewide training for literacy. Another idea from SELPA is to use the District Behaviorist to provide BEST training for the sites. The District would have to pay out for substitute teacher coverage which is approximately \$95.00 per day.

- **Work with Special Education Director Mariam Galvarin to overlap services in this area.** There might be monies set aside for Positive Behavior Intervention and Supports (PBIS) through the Special Education Disproportionality Report. Further research needs to be done in this area; however, Director Galvarin is willing to partner with this movement in reducing suspension and expulsions through the use of PBIS programs in the District.
- Proposal:
 - Year 1- Elementary Schools
 - Year 2- Middle Schools
 - Year 3- High Schools
- **(b) Creation of Suspension Diversion Program**
 - **Teen Court**-requires training
 - **Restorative Circles/Conference**-requires training
 - **Restorative Resources** might seek Santa Rosa Measure O funding to place a counselor at one elementary/middle school/high school as a pilot program for 13/14 school year. (Possible suggestions would be SRHS, SRMS and Steele Lane Elementary).
 - Would be no cost to SRCS.
 - Would ask Restorative Resources to provide administrative trainings possibly in June 2013 and August 2013.

Restorative Conference: a meeting where the offender hears how he impacted others and takes responsibility for making amends for his or her behaviors. At the restorative conference a written plan is created with specific actions the student must complete. The plan must:

- Make amends to the school community and direct victim (if there was one)
- Prevent future offending.

The restorative conference can last from 40 minutes to 90 minutes depending on the seriousness of the incident.

- For lower risk suspension cases, the restorative conference is narrowed in focus. The offender's conference would be with a group of trained student peer facilitators and a trained adult coordinator. This meeting would only last 40 minutes.
- **Solution Teams**-anti-bullying program-requires training; contact Karen Junger (San Rafael) for possible District Training
- **Discussion of Suspension Diversion activities at Santa Rosa Charter School for the Arts, Piner High School and Santa Rosa High School**
- **(c) Creation of Expulsion Diversion Program**
 - **Work with Restorative Resources (no cost for school years: 12/13 and 13/14)**
 - Requires Training; a 12 week program; Accountability Circles
 - Give a brief over-view to school board in April 2013 (Presentation by Zach Whelan, Restorative Resources)
 - Present MOU to school board in May 2013?
 - Possible Administrative Training in June 2013 and August 2013?

Accountability Circle: a 12 week program for higher risk offenders. Higher risk youth need more intensive preparation for their restorative conference and more intensive follow-up and monitoring following the restorative conference.

- At week 6 of the accountability circle program, youth will have an intensive 90 minute Restorative Conference that will include parents, teachers, site administrators, direct victims (if applicable) and others impacted by the offender's behaviors.
- The accountability circle is a weekly 2 hr. peer support meeting that provides extra support for higher risk expulsion cases.
- **Possible partnerships with DAAC (Drug Abuse Alternative Center) or SAY (Social Advocates for Youth)**-these referrals would be for drug offenses; more work needed to be done in this area
- **(d) Safe School Ambassadors (SSA) Program**
 - Costs approximately \$5,000 per school site
 - District to provide sites additional monies for SSA Program funding
 - If more than three schools are using SSA, can get a 5% discount off the total cost. Community Matters (organization that runs SSA) can also see if there

are community matching funds to offset the cost (Erica Vogel-Director of Programs and Services)

- Proposal:
 - Year 1- Elementary Schools
 - Year 2- Middle Schools
 - Year 3- High Schools

- **(e) Creation of PBIS (Positive Behavioral Intervention and Support) District Office Coordinator**

- Salary \$60,000 per year/to be determined
- Behaviorist or MSW (Masters in Social Welfare) or Counseling Background
- Experience working in a school and/or school district
- Provides support to sites on positive student behavior strategies
- Researches and applies for grants to fund trainings
- Organizes trainings for:
 - BEST/PBIS Program
 - Safe School Ambassadors
 - Restorative Resources
 - Arranges for school substitute teachers for training
 - Pays for trainings out of own budget

- **(f) Increase the District Behaviorist from a (.4) FTE to a (1.0) FTE**

- Salary to be determined
- Behaviorist would work with special needs students throughout the District.
- Behaviorist would assist site administrators with the creation and implementation of Behavior Support Plans so as to reduce the number of school suspensions and expulsion referrals.
- Through Special Education Disproportionality, there is a plan to hire a behaviorist, but it is not sufficient to support the PBIS program. We are looking to a full time behaviorist to assist school sites in this specific area.

- **(g) Creation of Board Policy on Positive School Climate**
 - Have the Positive Student Interventions Task Force work on a draft Board Policy on Positive School Climate, similar to the policy implemented by Napa Valley USD
(See exhibit circle page 33).

9. Next Steps:

Administrators:

Provide additional training on restorative circles, restorative justice, BEST/PBIS Program, suspension diversion and expulsion diversion programs.

Staff

Administrators explain and provide training to school site staff on restorative circles, restorative justice, BEST/PBIS Program, suspension diversion and expulsion diversion programs.

Parents

Provide updated information in school handbook or monthly newsletters with respect to restorative circles, restorative justice, BEST/PBIS Program, suspension diversion and expulsion diversion programs.

Students

Provide updated information in school handbook, monthly newsletters and back to school assemblies/conferences with respect to restorative circles, restorative justice, BEST/PBIS Program, suspension diversion and expulsion diversion programs.

FISCAL/STAFFING/FACILITY ISSUES

Fiscal:	To be determined.
Staffing:	To be determined.
Facilities:	To be determined.

ALTERNATIVES TO RECOMMENDATION

Not applicable as this is a discussion item.

Item: D-1

SUPERINTENDENT'S RECOMMENDATION

Not applicable as this is a discussion item.

Report prepared by George R. Valenzuela Esq., Jason Lea; Linsey Gannon, Tim Zalunardo, Alan Nealley; Kelley Dillon, Elizabeth Evans. Kathy Coker and Cindy Benzerara.



George R. Valenzuela
 Attorney
 (707)528-5137
 Fax: (707) 528-5107
 E-mail:
 gvalenzuela@srcs.k12.ca.us

DISCIPLINARY HEARING AND SARB DATA
SCHOOL YEARS: 2010/2011; 2011/2012; AND 2012/2013

School	Expulsion Cases 2010/ 2011	ARPC Cases 2010/ 2011	SARB Cases 2010/ 2011	Expulsion Cases 2011/ 2012	ARPC Cases 2011/ 2012	SARB Cases 2011/ 2012	Expulsion Cases 2012/ 2013	ARPC Cases 2012/ 2013	SARB Cases 2012/ 2013
Lincoln Elementary School	0	0	0	0	1	1	0	0	1
Steele Lane Elementary School	0	0	0	0	2	1	0	0	0
Monroe Elementary School	0	0	0	0	0	0	0	0	0
Biella Elementary School	0	0	0	0	0	0	0	0	0
Doyle Park Elementary School	0	1	2	0	1	2	dne	dne	dne
Proctor Terrace Elementary School	0	0	0	0	0	0	0	0	0
Lehman Elementary School	0	0	3	0	0	0	0	0	0
Brook Hill Elementary School	0	0	0	0	1	1	0	0	3
Hidden Valley Elementary School	0	0	0	0	0	0	0	0	0
Burbank Elementary School	0	0	0	0	0	0	0	0	0
Santa Rosa Charter School for the Arts	0	dna	0	0	dna	0	1	dna	0
Santa Rosa Accelerated Charter School	0	dna	0	0	dna	0	0	dna	0
Brook Hill Satellite	dne	dne	dne	dne	dne	dne	0	0	0
Santa Rosa French American Charter School	dne	dne	dne	dne	dne	dne	0	dna	0
Elementary School Totals	0	1	5	0	5	5	1	0	4

School	Expulsion Cases 2010/ 2011	ARPC Cases 2010/ 2011	SARB Cases 2010/ 2011	Expulsion Cases 2011/ 2012	ARPC Cases 2011/ 2012	SARB Cases 2011/ 2012	Expulsion Cases 2012/ 2013	ARPC Cases 2012/ 2013	SARB Cases 2012/ 2013
Cook Middle School	10	30	10	20	8	6	23	13	3
Lewis Opportunity School	1	dna	0	8	dna	0	0	dna	0
Slater Middle School	14	23	0	15	8	1	5	7	1
Santa Rosa Middle School	12	10	0	22	2	1	7	6	1
Comstock Middle School	9	8	3	18	4	5	9	6	0
Rincon Valley Middle School	4	5	2	11	4	2	5	3	0
Middle School Totals	50	76	15	94	26	15	49	35	5
Mesa High School	1	dna	0	0	dna	0	0	dna	0
Midrose High School	0	dna	0	0	dna	0	1	dna	0
Grace High School	2	dna	0	1	dna	0	0	dna	0
Montgomery High School	24	24	0	39	5	0	16	2	0
Elsie Allen High School	24	10	10	27	3	3	23	7	0
Piner High School	24	14	7	45	16	16	19	6	12
Maria Carrillo High School	28	1	0	18	0	4	13	0	2
Santa Rosa High School	30	19	0	30	5	0	22	10	0
Ridgway High School	4	dna	1	9	dna	0	8	dna	0
High School Totals	137	68	18	169	29	32	102	25	14
Grand Totals	187	145	41	263	60	52	152	60	27

Revised: 3/13/13

dna-does not apply
dne-does not exist

(09/10 school year: CWA conducted 3 SARB Hearings for SCOE students)
(10/11 school year: CWA conducted 3 SARB Hearings for SCOE students)
(12/13 school year: CWA conducted 4 SARB Hearings for SCOE students)

BEST used at Santa Rosa City Schools and Feeder Elementary Districts

SRCS – High and Middle School	Feeder Elementary District and Feeder SRCS Elementary School	None	Safe School Ambassadors	BEST	Toolbox
Elsie Allen			X	*Partial	
Cook Middle				X	
	Bellevue			X	X
	Roseland			X	
	Wright			X	
	Burbank (75%)			X	
Piner		X			
Comstock Middle			X	X	
	Piner-Olivet				X
	Biella			X	
	Hidden Valley (25%)		X*	X	
	Lehman			X	
	Monroe			X	
	Steele Lane (50%)			X	
Santa Rosa High		X			
Santa Rosa Middle			X	X	
	Mark West			X	Switching to TOOLBOX
	Burbank (25%)			X	
	Hidden Valley (75%)		X*	X	
	Lincoln			X	
	Proctor Terrace			X	
	Steele Lane (50%)			X	
Montgomery		X			
Slater Middle				X	
	Bellevue			X	X
	Bennett Valley			4-6	K-3
	Rincon Valley				X
	Brook Hill			X	
Maria Carrillo		X			
Rincon Valley Middle				X	
	Mark West			X	Switching to TOOLBOX
	Rincon Valley				X
	Kenwood				X

*Partial – Posters are in all the classroom, the morning bulletin reminds BEST; No incentives given or sent home, no BEST store. Staff has been trained by Rachel Lumberg but never fully implemented by staff. Do not collect data.

X* - Full implementation. All day student training each year, other schools come to observe there training, BEST practiced by all staff, teachers and students. They do not collect data.

Reason for switching to TOOLBOX:

No cost to District –

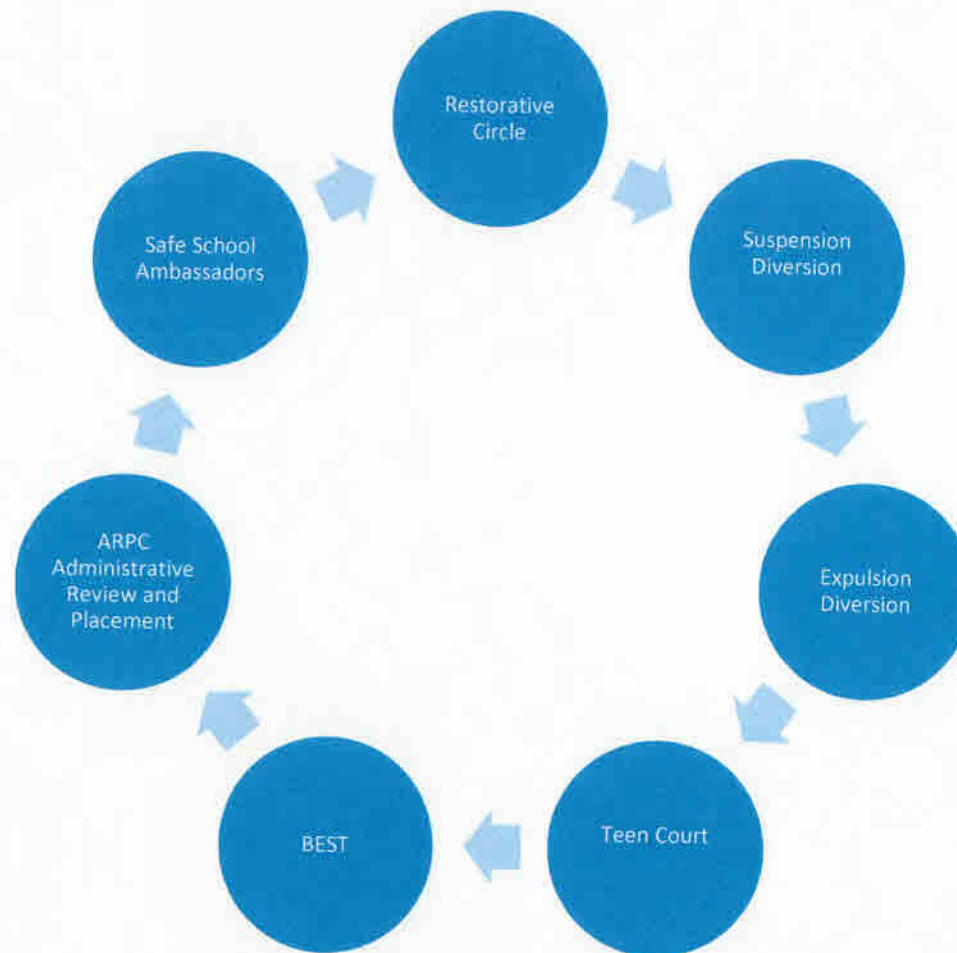
Dove Tail Learning pays for all training to Parents, Students, Staff and Teachers. An example of how Toolbox works: the yard duty wears a lanyard with slips of paper which she hands out to the students, tips or key words to use, solutions.

Training in for entire school community so the parents can practice tools at home.

03/06/13 by C. Benzerara



SRCS Possible Student Interventions



SANTA ROSA CITY SCHOOLS

SEQUENTIAL DISCIPLINE GUIDE (7 – 12)

5

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance.

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900(a)(1)	Caused, attempted to cause, or threatened to cause physical injury to another person <ul style="list-style-type: none"> • Pre-fight behavior • Fighting—mutual combat, student vs. student 	1. Suspend 1 – 5 days	1. Suspend 5 days 2. May request Administrative Review or Expulsion Hearing	Prior action in effect
48900(a)(2)	Willfully used force or violence upon the person of another, except in self-defense <ul style="list-style-type: none"> • Battery on student • Aiming or pointing a laser scope at another person in a threatening manner, with the specific intent to cause a reasonable apprehension or fear of bodily harm • Directing the beam of a laser pointer directly or indirectly into the eyes of another person or into a moving vehicle with the intent to harass or annoy • Spitting at or on a person 	1. Suspend 1-5 days 2. May notify police 3. Request Expulsion Hearing if injury results in physician or hospital intervention	1. Suspend 3-5 days 2. May notify police 3. Request Expulsion Hearing	Prior action in effect
48900(a)(2) EC 44014	Assault or battery on school personnel ; threatening, intimidating or menacing school personnel, including hand gestures or written materials, etc.	1. Suspend 5 days 2. Request Expulsion Hearing 3. Notify police and superintendent	Prior action in effect	Prior action in effect

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900(b)	<p>Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</p> <ul style="list-style-type: none"> Any knife, razor blade, locking blade knife, switchblade or gravity knife, dirks or daggers, razor or unguarded blade, ice pick Any firearm, paint gun, pellet gun, BB gun, air soft pistol, live ammo, stun gun or taser Tear gas weapons (mace, pepper spray) Explosive, fireworks, firecrackers, any projectile containing explosive or incendiary material-bomb, grenade, explosive missile, rocket propelled projectile containing explosive or incendiary material or chemical substance, or breakable container containing flammable liquid or use/possession of a "stink bomb" Blackjack, billy club, sand club, sandbag, sap, leaded cane, throwing star, zip gun, cane sword, writing pen knife, metal knuckles, nunchaku, bat, sling shot, crow bar, metal rod Laser pointer Projectiles (including but not limited to spit wads, rubber bands, and paper clips) 	<ol style="list-style-type: none"> Suspend 1-5 days Confiscate object and give to police Notify police, if appropriate May request Administrative Review or Expulsion Hearing Must request Expulsion Hearing for possession of a knife or other dangerous object of no reasonable use to a person, unlawful possession of a controlled substance robbery or extortion (unless principal or superintendent finds that expulsion is inappropriate) Must expel if possession, selling or otherwise furnishing a firearm; brandishing a knife at another person; or possession of an explosive 	<ol style="list-style-type: none"> Suspend 3- 5 days Confiscate object and give to police Notify police, if appropriate Request Expulsion Hearing Must expel if possession, selling or otherwise furnishing a firearm; brandishing a knife at another person; or possession of an explosive 	Prior action in effect

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900(c)	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. <ul style="list-style-type: none"> Alcohol Marijuana Prescription drugs Illegal drugs 	<ol style="list-style-type: none"> Suspend 1-5 days Confiscate substance when possible Notify police May request Administrative Review or Expulsion Hearing May request Expulsion Hearing for unlawful possession of a controlled substance (other than first offense of marijuana) 	<ol style="list-style-type: none"> Suspend 5 days Confiscate substance when possible Notify police May Request Expulsion Hearing Recommend DAAC to parents 	Prior action in effect
48900(d)	Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. <ul style="list-style-type: none"> Alcohol Marijuana Prescription drugs Illegal drugs Placebos 	<ol style="list-style-type: none"> Suspend 5 days Confiscate object Notify police Request Expulsion Hearing 	<ol style="list-style-type: none"> Suspend 5 days Confiscate object Notify police Request Expulsion Hearing 	Prior action in effect

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900(e)	Committed or attempted to commit robbery or extortion <ul style="list-style-type: none"> Use of force or intimidation 	<ol style="list-style-type: none"> Suspend 3 – 5 days Restitution to be made May request Administrative Review or Expulsion Hearing Must request Expulsion Hearing for robbery or extortion (unless principal or superintendent finds that expulsion is inappropriate) Refer to SRPD (mandatory on extortion, robbery, burglary & grand theft; option in minor petty theft cases of \$400 or less. 	<ol style="list-style-type: none"> Suspend 5 days Request Expulsion Hearing Must request Expulsion Hearing for robbery or extortion (unless principal or superintendent finds that expulsion is inappropriate) Refer to SRPD (mandatory on extortion, robbery, burglary & grand theft; option in minor petty theft cases of \$400 or less. 	Prior action in effect
48900(f)	Caused or attempted to cause damage to school or private property <ul style="list-style-type: none"> Arson Tagging Graffiti Keying Etching Vandalism of any type 	<ol style="list-style-type: none"> Suspend 1 – 5 days Restitution to be made May request Administrative Review or Expulsion Hearing Notify police on serious cases of vandalism May opt for alternative to suspension 	<ol style="list-style-type: none"> Suspend 3 – 5 days Restitution to be made May request Administrative Review or Expulsion Hearing Notify police on serious cases of vandalism May opt for alternative to suspension 	<ol style="list-style-type: none"> Suspend 5 days Restitution to be made Request Expulsion Hearing Notify police on serious cases of vandalism May opt for alternative to suspension
48900(g)	Stolen or attempted to steal school property or private property	<ol style="list-style-type: none"> Suspend 1 – 5 days Restitution to be made May request Administrative Review or Expulsion Hearing May notify police May opt for alternative to suspension 	<ol style="list-style-type: none"> Suspend 3 – 5 days Restitution to be made May notify police May request Administrative Review or Expulsion Hearing 	<ol style="list-style-type: none"> Suspend 5 days Restitution to be made for damage to school property May notify police May request Administrative Review or Expulsion Hearing
48900(h)	Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.	<ol style="list-style-type: none"> Assign demerits (3) or detention or Fri/Sat School May suspend 1-3 days 	<ol style="list-style-type: none"> May suspend 1- 3 days 	<ol style="list-style-type: none"> May suspend 2 - 5 days
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity.	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention or Fri/Sat School May suspend 1 – 3 days May place on Notice of Concern: Behavior 	<ol style="list-style-type: none"> Suspend 1 – 3 days May place on Notice of Concern: Behavior 	<ol style="list-style-type: none"> Suspend 1 – 5 days Place on Notice of Concern (if not done previously)

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900(j)	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia <ul style="list-style-type: none"> • Drug pipe • Rolling papers • Scale • Bong 	<ol style="list-style-type: none"> 1. Suspend 1 – 5 days 2. May notify police 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May notify police 3. May request an Administrative Review 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. May notify police 3. Request an Administrative Review
48900(k)	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.			
	<ul style="list-style-type: none"> • Cell phone use 	<ol style="list-style-type: none"> 1. Assign demerits (1) or detention or Fri/Sat School 2. Confiscate device and warn student 3. Student may pick up device after school 	<ol style="list-style-type: none"> 1. Assign demerits (3) or detention or Fri/Sat School 2. Confiscate device 3. Parent must pick up device 	<ol style="list-style-type: none"> 1. Suspend 1 day 2. Confiscate device 3. Parent must pick up device
	<ul style="list-style-type: none"> • Cutting, on or off campus 	<ol style="list-style-type: none"> 1. Assign 1 demerit or detention or Fri/Sat School 	<ol style="list-style-type: none"> 1. Assign 3 demerits or detention 2. Notice of Concern: Behavior 	<ol style="list-style-type: none"> 1. Suspend 1 – 3 days
	<ul style="list-style-type: none"> • Defiance, lying, etc. 	<ol style="list-style-type: none"> 1. Assign demerits (1 – 3) or detention or Fri/Sat School 2. May suspend 1 – 3 days 	<ol style="list-style-type: none"> 1. Suspend 1 – 5 days 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days
	<ul style="list-style-type: none"> • Disruption of a classroom 	<ol style="list-style-type: none"> 1. Assign demerits (1 – 3) or detention or Fri/Sat School 2. May suspend from class 	<ol style="list-style-type: none"> 1. Assign demerits (3 – 5) or detention or Fri/Sat School 2. May suspend from class or school 3. Notice of Concern: Behavior 	<ol style="list-style-type: none"> 1. Suspend from class or school 2. Request an Administrative Review
	<ul style="list-style-type: none"> • Dress code violation 	<ol style="list-style-type: none"> 1. Require student to change 2. Document warning 	<ol style="list-style-type: none"> 1. Require student to change 2. Assign demerits (1 – 3) or detention or Fri/Sat School 	<ol style="list-style-type: none"> 1. Require student to change 2. Assign demerits (3 – 5) or detention or Fri/Sat School 3. May suspend 1 – 3 days
	<ul style="list-style-type: none"> • False fire alarm 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. Notify fire department 3. May request Administrative Review or Expulsion Hearing 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Notify fire department 3. Request Administrative Review or Expulsion Hearing 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Notify fire department 3. Request an Expulsion Hearing
	<ul style="list-style-type: none"> • Forgery, falsifying or altering documents, misuse of passes, etc. 	<ol style="list-style-type: none"> 1. Assign demerits (1 – 3) or detention or Fri/Sat School 2. May suspend 1 – 3 days 3. Confiscate item 	<ol style="list-style-type: none"> 1. Suspend 1 – 3 days 2. Confiscate item 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. Confiscate item

	<ul style="list-style-type: none"> Fraudulent use of school or public phone to call 911 	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention or Fri/Sat School May suspend 1 – 3 days May notify police 	<ol style="list-style-type: none"> Suspend 3 – 5 days Notify police 	<ol style="list-style-type: none"> Suspend 5 days Notify police Request Administrative Review or Expulsion Hearing
--	--	---	---	---

10

	<ul style="list-style-type: none"> Gambling in any form (Texas Hold-em, pitching coins, dice, wagering with coins, etc.) 	<ol style="list-style-type: none"> Confiscate item(s) and return to student after school Assign demerits (1 – 3) or detention or Fri/Sat School 	<ol style="list-style-type: none"> Confiscate item(s) and return to parent only Assign demerits (3 – 5) or detention or Fri/Sat School May suspend 1 – 3 days 	<ol style="list-style-type: none"> Confiscate item and return to parent only Suspend 1 – 5 days
	<ul style="list-style-type: none"> Incite to riot or create a campus disturbance 	<ol style="list-style-type: none"> Suspend 3 – 5 days May request an Expulsion Hearing 	<ol style="list-style-type: none"> Suspend 5 days Notify police May request an Expulsion Hearing 	<ol style="list-style-type: none"> Suspend 5 days Notify police Request and Expulsion Hearing
	<ul style="list-style-type: none"> Indecent exposure, mooning 	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention or Fri/Sat School May suspend 1 – 5 days Sexual Harassment Letter 	<ol style="list-style-type: none"> Suspend 1 – 5 days Sexual Harassment letter 	<ol style="list-style-type: none"> Suspend 3 – 5 days Request Administrative Review or Expulsion Hearing
	<ul style="list-style-type: none"> Leaving campus without permission 	<ol style="list-style-type: none"> Assign 3 demerits or detention or Fri/Sat School 	<ol style="list-style-type: none"> May suspend 1 – 3 days Notice of Concern: Behavior 	<ol style="list-style-type: none"> Suspend 2 – 5 days
	<ul style="list-style-type: none"> Matches, lighter, lighter fluid, butane; possession and/or use of "stink bomb" 	<ol style="list-style-type: none"> Confiscate item Assign demerits (1 – 3) or detention or Fri/Sat School May suspend 1 – 3 days 	<ol style="list-style-type: none"> Confiscate item Assign demerits (3 – 5) or detention or Fri/Sat School May suspend 3-5 days 	<ol style="list-style-type: none"> Confiscate item Suspend 5 days
	<ul style="list-style-type: none"> Pantsing another student 	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention or Fri/Sat School May suspend 1 – 5 days Sexual Harassment Letter 	<ol style="list-style-type: none"> Suspend 1 – 5 days Sexual Harassment letter 	<ol style="list-style-type: none"> Suspend 3 – 5 days Request Administrative Review or Expulsion Hearing

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
	<ul style="list-style-type: none"> Parking or driving violation 	<ol style="list-style-type: none"> Document warning May revoke parking privileges 	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention or Fri/Sat School Revoke parking privileges for one week May notify police 	<ol style="list-style-type: none"> Assign demerits (3 – 5) or detention Revoke parking privileges for 2 – 10 weeks May notify police
	<ul style="list-style-type: none"> Pinching, pushing, grabbing or other unwanted touching, hitting or kicking, spitting (not on a person) or inappropriate public display of affection 	<ol style="list-style-type: none"> Assign demerits (2 – 4) or detention or Fri/Sat School May suspend 1 – 5 days 	<ol style="list-style-type: none"> Assign demerits (3 – 5) or detention or Fri/Sat School May assign community service May suspend 1 – 5 days Notice of Concern: Behavior 	<ol style="list-style-type: none"> Suspend 3 – 5 days May request Administrative Review/Expulsion Hearing
	<ul style="list-style-type: none"> Pornographic material 	<ol style="list-style-type: none"> Confiscate item Warning May assign demerits or detention or Fri/Sat School May suspend 1 – 5 days 	<ol style="list-style-type: none"> Confiscate item Assign demerits (3 – 5) or detention or Fri/Sat School May suspend 3 – 5 days May request Administrative Review/Expulsion Hearing 	<ol style="list-style-type: none"> Confiscate item Suspend 1 – 5 days Request Expulsion Hearing
	<ul style="list-style-type: none"> Pre-fight behavior: challenging to fight, squaring off, using words or gestures likely to cause a violent reaction 	<ol style="list-style-type: none"> Assign demerits (1 – 5) or detention or Fri/Sat School May suspend 1 – 5 days 	<ol style="list-style-type: none"> Suspend 3 – 5 days Notice of Concern: Behavior May request Administrative Review/Expulsion Hearing 	<ol style="list-style-type: none"> Suspend 3 – 5 days Request Expulsion Hearing
	<ul style="list-style-type: none"> Skateboard, bike, roller blade, roller skate violations 	<ol style="list-style-type: none"> Document warning Confiscate item and return to student after school 	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention Confiscate item and return to parent only 	<ol style="list-style-type: none"> Assign demerits (3 – 5) or detention May suspend 1 – 3 days Confiscate item and return to parent only
	<ul style="list-style-type: none"> Spitting (not on a person) 	<ol style="list-style-type: none"> Assign demerits (1 – 3) or detention or Fri/Sat School May suspend 1 – 3 days 	<ol style="list-style-type: none"> Assign demerits (3 – 5) or detention or Fri/Sat School May suspend 1 – 3 days 	<ol style="list-style-type: none"> Assign demerits (3 – 5) or detention or Fri/Sat School May suspend 3-5 days

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
	• Trespassing on another campus	1. Assign demerits (1 – 3) or detention or Fri/Sat School 2. May suspend 1 – 3 days	1. Assign demerits (3 – 5) or detention or Fri/Sat School 2. May suspend 1 – 3 days	3. Suspend 1 – 5 days 4. May notify police
	• Truancy	1. Assign detention, Fri/Sat School, demerits 2. Refer to District SARB	1. Assign detention, Fri/Sat School, demerits 2. Conduct SST 3. Refer to District SARB	1. Assign detention, Saturday School, demerits 2. Request Administrative Review 3. Refer to District SARB
	• Unauthorized entry into any unattended school area, i.e. rooms, sheds, offices, roofs, etc.	3. Assign demerits (1 – 3) or detention or Fri/Sat School 4. May suspend 1 – 5 days	1. Assign demerits (3 – 5) or detention or Fri/Sat School 2. May suspend 3 – 5 days 3. Request Administrative Review	1. Suspend 3 – 5 days 2. Request Administrative Review
	• Water balloons, squirt guns, water fights, and food fights.	1. Warning 2. Confiscate item	1. Confiscate item 2. Assign demerits (1 – 3) or detention 3. May suspend 1 – 3 days 4. Request Administrative Review	1. Suspend 1 – 3 days 2. Confiscate item 3. Request Administrative Review
48900(l)	Knowingly received stolen school property or private property.	1. Suspend 1 – 5 days 2. Require restitution or return 3. Notify police 4. May request Administrative Review or Expulsion Hearing	1. Suspend 3 – 5 days 2. Require restitution or return 3. Notify police 4. May request Administrative Review or Expulsion Hearing	1. Suspend 5 days 2. Notify police 3. Require restitution or return 4. Request Expulsion Hearing
48900(m)	Possessed an imitation firearm that is "non-firing." As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.	1. Suspend 5 days 2. Confiscate object and give to police 3. Notify police, if appropriate 4. May request Administrative Review or Expulsion Hearing	1. Suspend 5 days 2. Confiscate object and give to police 3. Notify police, if appropriate 4. Request Expulsion Hearing	Prior Action in effect
48900(n)	Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.	1. Suspend 3 – 5 days 2. Notify police 3. May request Administrative Review or Expulsion Hearing	1. Suspend 5 days 2. Request an Expulsion Hearing 3. Notify police	Prior action in effect
48900(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.	1. Suspend 3 – 5 days 2. May notify police 3. May request Administrative Review or Expulsion Hearing	1. Suspend 3 – 5 days 2. May notify police 3. May request Administrative Review or Expulsion Hearing	1. Suspend 3 – 5 day 2. May notify police 3. May request Administrative Review or Expulsion Hearing

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900(p)	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Confiscate substance when possible 3. Notify police 4. May request Administrative Review or Expulsion Hearing 5. May request Expulsion Hearing for unlawful possession of a controlled substance (other than first offense of marijuana) 6. Recommend DAAC to parents 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Confiscate substance when possible 3. Notify police 4. Request Expulsion Hearing 5. Recommend DAAC to parents 	<ol style="list-style-type: none"> 1. Prior action in effect
48900(q)	Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.	<ol style="list-style-type: none"> 1. Suspend 1 – 5 days 2. Notice of Concern: Harassment 3. Send harassment letters 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request an Administrative Review/Expulsion Hearing 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request an Administrative Review/Expulsion Hearing
48900 (r)	Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act...directed specifically toward a pupil or school personnel.	<ol style="list-style-type: none"> 1. Suspend 1 – 5 days 2. Notice of Concern: Harassment 3. Send harassment letters 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request an Administrative Review/Expulsion Hearing 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request an Administrative Review/Expulsion Hearing
48900 (t)	Pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section....	<ol style="list-style-type: none"> 1. Suspend 1-5 days 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request an Administrative Review Hearing 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request an Administrative Review Hearing

48900.2	<p>Additional grounds for suspension or expulsion: sexual harassment: In addition to Ed code Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. Ed Code Section 212.5 states that the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3 inclusive.</p>	<ol style="list-style-type: none"> 1. Suspend 1 – 5 days 2. Notify police 3. May request an Administrative Review or Expulsion Hearing 4. Notice of Concern: Behavior <p>Refer to district harassment policy</p>	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request Administrative Review or Expulsion Hearing 3. Notify police <p>Refer to district harassment policy</p>	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Request Expulsion Hearing 3. Notify police <p>Refer to district harassment policy</p>
---------	---	---	--	---



48900.3	In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has <u>caused, attempted to cause, threatened to cause, or participated in an act of, hate violence</u> , as defined in subdivision (e) of Section 233.	<ol style="list-style-type: none"> 1. Suspend 1 – 5 days 2. Notify police 3. May request an Administrative Review or Expulsion Hearing 4. Notice of Concern: Behavior 5. Refer to district harassment policy 	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. May request Administrative Review or Expulsion Hearing 3. Notify police 4. Refer to district harassment policy 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Request Expulsion Hearing 3. Notify police 4. Refer to district harassment policy
48900.4	In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has <u>intentionally engaged in harassment, threats, or intimidation, directed against school district personnel</u> or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.	<ol style="list-style-type: none"> 1. Suspend 3 – 5 days 2. Notice of Concern: Harassment 3. May request Administrative Review 4. Notify police 5. Refer to district harassment policy 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. May request Administrative Review or Expulsion Hearing 3. Notify police 4. Refer to district harassment policy 	<ol style="list-style-type: none"> 1. Suspend 5 days 2. Request Expulsion Hearing 3. Notify police 4. Refer to district harassment policy

ED CODE	STUDENT INFRACTION	FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
48900.7	In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. <ul style="list-style-type: none"> Bomb threats Threatening calls 	<ol style="list-style-type: none"> Suspend 5 days Notify police Notify SRCS District Office May request Expulsion Hearing 	<ol style="list-style-type: none"> Suspend 5 days Notify police Notify SRCS District Office Request Expulsion Hearing 	Prior action in effect
Computer or Network Violations	<ol style="list-style-type: none"> Access a file that contains pornographic pictures {Ed Code 48900 (i)} Send or receive a message that is racist or sexist {Ed Code 48900 (i),(k)} Send or receive a message for the purpose of harassing another person based on that person's sex, race, ethnicity, unknown origin, are or religious beliefs. {Ed Code 48900 (k)} Reproduce copyrighted materials {Ed Code 48900(g),(k)} Send or receive a message in another person's name. Access addressed or other personal information and use this information illegally or inappropriately. Introduce a computer virus into the system. {Ed Code 48900 (k)} Change or alter the original intended use of a program or web page {Ed Code 48900 (k)} 	<ol style="list-style-type: none"> Assign 1 – 3 demerits or detention or Fri/Sat School May suspend 1 – 3 days May request Administrative Review Possible loss of technology privileges Possible civil litigation and restitution 	<ol style="list-style-type: none"> Assign 3 – 5 demerits or detention or Fri/Sat School May suspend 3 – 5 days May request Administrative Review or Expulsion Hearing Loss of technology privileges Possible civil litigation and restitution 	<ol style="list-style-type: none"> Suspend 3 – 5 days or Fri/Sat School Request Expulsion Hearing Loss of technology privileges Possible civil litigation and restitution

Napa Valley USD

Board Policy

Positive School Climate

BP 5137

Students

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements, and in which all staff can work in an atmosphere free from disruption that impedes learning.

The Board believes this will be achieved through the adoption and implementation of a consistent district and school-wide Positive Behavior Interventions and Supports (PBIS) program and PBIS plan in every school in the district. The Board recognizes that PBIS programs are based on research that shows the most effective discipline systems use proactive strategies designed to prevent discipline problems. The Board believes there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

The Superintendent or designee shall adopt a PBIS program that shall be implemented at all district sites.

The Superintendent or designee shall also ensure that each school in the district develops, implements and annually revises a PBIS Plan, which shall be a part of each school's Single Plan for Student Achievement and School Safety Plan.

The Superintendent or designee shall also adopt the K-12 Student Behavioral Expectations document which will reflect the principles of PBIS. The K-12 Student Behavioral Expectations document shall be taught to all students and reviewed annually by District staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

Staff shall receive professional development to support the implementation of the principles of PBIS and how to work with students and families from diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)
(cf. 5126 - Awards for Achievement)
(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5148.2 - Before/After School Programs)
(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6145.5 - Student Organizations and Equal Access)

Staff shall continue to enforce Board policies and regulations that establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use. The methods of enforcement shall be developed to work in concert with SWPBS.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.6 - Alcohol and Drugs)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/offices/OESE/SDFS>

Policy NAPA VALLEY UNIFIED SCHOOL DISTRICT
adopted: June 2, 2011 Napa, California

NAPA VALLEY UNIFIED SCHOOL DISTRICT

STUDENT BEHAVIORAL EXPECTATIONS



Napa Valley Unified School District

SUPERINTENDENT

Patrick J. Sweeney, Ed. D.

SCHOOL BOARD MEMBERS

Jacqueline Chilton

Robert (Robb) Felder

Jose Hurtado

Tom Kensok

Alan Murray

Francis Ortiz-Chávez

Joe Schunk

California Education Code Section 48980 and 48915, states that school districts must notify the parent or guardians of all pupils registered in schools of the district's rules pertaining to student discipline. California Education Code Section 35291.5 authorizes each school to develop discipline rules and procedures. Schools shall provide this information in writing to continuing pupils at the beginning of each school year and to any other pupils, and their parents or guardians at the time of their enrollment.

NAPA VALLEY UNIFIED SCHOOL DISTRICT

Student Behavioral Expectations

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the district has adopted and implemented a school wide Positive Behavior Intervention and Support (PBIS) program.

PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Each school will develop and annually revise a PBIS Plan that will include: teaching positive school rules; implementing a social emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

In conjunction with a site's PBIS Plan the NVUSD Student Behavioral Expectations provide additional guidance to students, parent / caregivers, teachers, and administrators regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

STUDENT RESPONSIBILITIES

Students are expected to learn and model NVUSD Student Behavioral Expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

1. BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

2. BE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with myself and others.
- I avoid spreading rumors or gossip.
- I respect each person's right to be different and I look for the good in others.

3. BE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

PARENT/CAREGIVER RESPONSIBILITIES

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.

1. Support the implementation of the school's PBIS Plan.

2. Be familiar with and review the NVUSD Student Behavioral Expectations and school rules with their children.
3. Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
4. If misconduct escalates, parent/caregivers will cooperate with the school as a collaborative partner to address student's needs.
5. Send the student to school prepared for work—with books, pencil, homework, and appropriate dress.
6. Insure that the student attends school regularly and is on time.
7. Provide a home environment that encourages respect for the school and the learning process; provide a healthy environment with adequate nutrition, and rest.
8. Take corrective action when requested by the teacher or principal.

TEACHER RESPONSIBILITIES

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling NVUSD Student Behavioral Expectations and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district-approved and evidence based social emotional curriculum in elementary and middle schools (e.g. Second Step, LifeSkills Training, Steps to Respect).
6. Following the behavior support plan for students with disabilities available to all staff working with identified students.
7. Utilizing data in collaboration with administration and support personnel to monitor misconduct (e.g. SWIS).
8. Reporting the behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions
9. Assuming responsibility for all students of the school, not just those in individual classrooms.
10. In the event a student is placed in Classroom Suspension or In School Suspension, the teacher MUST provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

PRINCIPAL RESPONSIBILITIES

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

1. Ensuring that NVUSD Student Behavioral Expectations and school rules will be taught, enforced, advocated, communicated and modeled to students, parents/caregivers, staff and community.
2. Annually developing and implementing a PBIS Plan consistent with the Positive School Climate Board Policy (BP 5137).
3. Ensuring that ongoing accurate data are inputted into the district AERIES student data base for all students.
4. Utilizing methods for recording, collecting and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making from the individual student through the school-wide student population.
5. Providing necessary training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
6. Providing the implementation of the district-approved and evidence based social emotional curriculum in elementary and middle schools (e.g. Second Step, LifeSkills Training, Steps to Respect).
7. Implementing the consistent application of reasonable alternatives to suspension, expulsion and suspended expulsions that include the use of equitable consequences consistent with law and district policy.
8. Collaborating and partnering with after-school programs and outside agencies when appropriate.
9. Assembling an ongoing collaborative team at the school (e.g. Student Study Teams) with appropriate staff and the parent/caregiver(s) to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies
 - d. Community agency referrals

DISTRICT RESPONSIBILITIES

Creating a positive school culture, improving behavior and developing appropriate student discipline practices are top district priorities. All district staff shall teach, enforce, advocate, communicate and model *Positive School Climate Policy (BP 5137)* by playing an active supportive role in assisting schools in the successful implementation of and ongoing compliance with this policy by:

1. Ensuring alignment and ongoing training of all district offices, programs, policies and initiatives with the *Positive School Climate Policy*.
2. Regularly identifying, developing, maintaining and coaching prevention and intervention activities consistent with PBIS.
3. Analyzing data, monitoring, and evaluating school practices in order to address situations where practices need to be strengthened.
4. Broadening the adoption and implementation of consistent alternatives to suspension and expulsion districtwide by ensuring that all site administrators participate in mandatory PBIS district training, coaching, and the use of uniform documents for the purposes of data collection.
5. Regularly overseeing schools' efforts to maintain relationships with outside community partners.
6. Training sites in the use of and utilization of data in the allocation and provision of professional development in school-wide positive behavior interventions & support (PBIS) for new staff.
7. Developing and coordinating regular training for parent / caregivers, behavior seminars for students, and professional development for all employees.
8. Addressing student needs in selecting appropriate placement options for the small percentage of students who do not respond to intensive interventions and who are not receiving an appropriate education on a comprehensive school campus. NVUSD will use systematic data analysis as one indicator of the need for a more supportive and/or individualized environment.

CONSEQUENCES FOR STUDENT MISCONDUCT

School discipline consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

DEFINITIONS

As defined in Federal codes and State Education codes, and as used as Administrative and Board policies by the Napa Valley Unified School District Board of Education:

Absence (Unexcused) and Truancy - Any absence which has not been both excused by a parent / caregiver or legal guardian and approved by the appropriate school official.

Aiding or abetting - Assisting, encouraging, supporting others in the act of inflicting injury to another person.

Arson - Starting or setting a fire on school campus.

Battery on a Staff Member - Aggressive physical contact with an employee of the school district.

Bullying, Cyberbullying & Harassment - Knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and involves an imbalance of real or perceived power among those involved. This includes cyberbullying which is the use of information technology (e.g. cell phones, instant messaging, e-mail, social networking sites) to harass, threaten or intimidate someone.

Bus Conduct - Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides.

Cheating - Dishonesty on a test or school related assignment.

Defiance of School Personnel's Authority - Refusal to comply with reasonable requests of school personnel.

Destruction or Defacement of Property - Destroying or mutilating property or materials belonging to the school, school personnel or other persons.

Disorderly Conduct, Including Profanity And Obscene Behavior - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school.

Drug/Alcohol/Paraphernalia - The use, possession or sale of a controlled substance, or otherwise furnish to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Explosive Devices - The use, possession, or sale of explosive devices.

Extortion/Robbery - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

False Fire Alarm - Deliberately pulling or setting off school fire alarm.

Fighting/Mutual Combat - Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

Fighting/Assault - Willfully using force or violence upon another except in self-defense.

Forgery - Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Gang Behavior/Attire - Engaging in behavior (writings, hand signals, intimidation, "stare down", etc.) or wearing attire (caps, shirts, "rags") or symbols (notebooks, tattoos, etc.) that signify gang affiliation or membership.

Hate Crimes - Actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.

Hazing - Any method of initiation into a student organization or group that causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Off Campus Without A Pass - Leaving campus without proper authorization.

Parking Violations - Parking in an unauthorized area on the school grounds.

Profanity/Obscene Acts - Vulgarity or acts which are considered obscene.

Reckless Driving On/Around Campus - Excessive speed or careless driving.

Sexual Assault - Committed or attempted to commit an act of sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation, etc.

Sexual Harassment - Prohibited sexual harassment includes, but is not limited to, unwelcomed sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct prohibited in the district and which may constitute sexual harassment include (EC 212.5):

1. Unwelcomed leering, sexual flirtations or propositions.
2. Unwelcomed sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Displaying sexually suggestive objects in the educational environment.
10. Continuing to express sexual interest after being informed that the interest is unwelcomed.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Smoking/Tobacco/Possession - The possession or use of tobacco or nicotine products on school property.

Tardiness - Arriving late to school or class.

Theft/Possession of Stolen Property - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Weapons/Injurious Objects - The possession, use or sale of any object that might be used to inflict bodily injury to another person.

INTERVENTIONS & DISCIPLINARY ACTIONS

Even though there are situations that might signal suspension from school, an array of interventions should be considered when action is called for in response to student misconduct. NVUSD policy requires school administrators to utilize positive interventions and/or means of correction, if appropriate, prior to or *in lieu of* suspension to resolve disciplinary issues. When In School Suspension, Suspension is indicated, the school should make every effort to provide supervised In School Suspension, Suspension or other alternatives to In School Suspension, Suspension within the school to ensure student safety, mental health, and academic success.

Prior to suspension, or any disciplinary measure, students should first be supported in learning the skills necessary to function in the school environment and to avoid negative behavior. Guiding principles that set forth clear expectations, and the development of a Positive Behavior Intervention and Support (PBIS) system, enable staff to have available the information and resources needed to evaluate and address student misconduct more effectively. Disciplinary and restorative interventions may include:

Loss of Privileges - If someone abuses a previously earned privilege, that privilege can be revoked. The student can earn it back by successfully engaging in the behavior under supervision, or by meeting prearranged criteria for reinstatement of the privilege. Any activity or event that is a scheduled part of the school day (e.g. recess, lunch) is not considered a privilege.

Informal Conference - A school official (teacher, administrator or counselor) will meet with the student for instruction & guidance providing re-teaching and corrective feedback. This may offer the student an opportunity to have an understanding of, and be motivated to change, his or her behavior. A student so involved is more likely to become re-engaged in the process of learning.

Formal Conference - A formal conference is held between the student, parent, and one or more school officials. During this conference, the student must agree to correct his/her behavior. Parent(s) may be notified by telephone, personal contact, letter or certified letter. A conference may also be conducted between the student, his/her parent(s), appropriate school personnel and any other individuals concerned.

Community Service - A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6, AR 5144 a)

Restorative Practices - Gives students who commit infractions in school an opportunity to understand how their behavior affects others in the school community, including students, teachers and parent / caregivers, and directly involves them in a process to repair the harm caused. Students may participate in "circles", "peer mediations," or other "conferences" to allow affected parties to come together in a safe environment to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm.

Student Study Team (SST) – A formal process involving a team of school site personnel, parent / caregiver, and students (when appropriate) to develop collaboratively strategies to assist students who have learning and/or behavioral challenges at school. The goal of the SST is to design a team action plan for student improvement.

Behavior Contracts – An effective contract is one in which clearly states what the behavioral goals are for the student, positive consequences (rewards) he or she can earn for demonstrating these behaviors, and negative consequences that will follow when those behaviors are not demonstrated.

Behavior Support Plans – A Student experiencing “serious” behavior challenges may benefit from a Behavior Support Plan (BSP) developed through the Student Study Team (SST). Special education students whose behavior impedes learning may also require a BSP as defined in the Education Code (EC sections 56520 et seq.) through the IEP team. A Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required. The law also requires additional procedures and considerations for suspensions and expulsions of students with disabilities. For more information, please refer to, “Special Education Rights of Parents and Children: Notice of Procedural Safeguards,” or call the NVUSD Special Education Department at (707) 253-6865.

Recess Restriction/Time Out - A student's recess time may be restricted (kept in supervised classroom, benching, sitting in office, etc.). The student shall be given adequate time to use the rest room and get a drink or eat lunch. (AR 5144 b)

Detention - Assignment of a student to a supervised detention schedule. Such detention shall not occur during the minimum lunch or recess period, and may be imposed for up to one hour after the close of the maximum school day. A student who is transported by school bus shall be detained only until the time when the bus departs. School personnel must give the parent/student 24-hour advance notice. Same-day after-school detentions must receive prior parent / caregiver approval. (AR 5144 b)

Parent Liability, Withholding Grades, Diploma, or Transcripts - Willful misconduct that result in school district property being damaged not returned (e.g. library & text books, uniforms) will result in grades, diplomas and/or transcripts being withheld until Community Service, Restorative Practices is made. Additionally, the parent of student will be liable, not to exceed \$10,000. If the pupil or parent / caregiver is unable to pay for the damages, or to return the property, the district will provide a program of voluntary work for the student in lieu of payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts shall be released. . (EC 48904 and Civil Code 1714.01).

Alternatives to Suspension - Consequences identified as appropriate responses to misconduct that provide a student with an opportunity to learn skills necessary to avoid future misconduct *may* include re-teaching expected behavior, practicing the expected behavior, community service, or restorative practices (among others). ***ALTERNATIVES TO SUSPENSION; i.e SARB; MUST BE USED TO ADDRESS PROBLEMS OF TRUANCY, TARDINESS, AND/OR OTHER ATTENDANCE-RELATED ISSUES.**

Suspension from Extracurricular or Co curricular Activities – Extracurricular activities occur outside of the academic day. Co Curricular activities may be within or outside of the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g. athletics) or a co curricular activity (e.g. field trips, Outdoor Ed) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.

Classroom Suspension - A student may be suspended from one class for no longer than the balance of the day plus the following day and must remain on campus under appropriate supervision. The teacher shall, as soon as possible, ask the parent / caregiver to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, or has disrupted school activities or otherwise defied the valid authority of school officials, the teacher may require that the parent attend a portion of the school day in his or her child's classroom. The teacher **MUST** provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning. (EC 48910)

In School Suspension - A student may be removed from ongoing instruction and remain on campus during the term of the In School Suspension, site for no more than five consecutive school days if the principal determines it is appropriate and he or she is appropriately supervised. At the time of In School Suspension the student's parent(s) or legal guardian(s) is notified in person or by telephone and by letter that the student is subject to In School Suspension and the infraction resulting in the In School Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. An In School Suspension program may include conferences between staff, parents/guardians and students, detention, community service, restorative practices, community agency referrals, Student Study Teams (SST) or other assessment-related teams, and/or referral to school support services staff (EC 48911.1). The teacher **MUST** provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

Informal Suspension - If a parent / caregiver is told to keep a child at home under the supervision of the parent / caregiver, or a student is sent home without benefit of a conference is a violation of California compulsory attendance laws, the IDEIA, and District policy. It is prohibited.

Out of School Suspension - Removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended by any school site for no more than five consecutive school days. The parent / caregiver and student are notified in person, or by telephone, and confirmed by letter that the student is subject to suspension and will include the details resulting in Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. A Suspension, whether from school may be issued for any of the reasons enumerated in Sections 49800, 48900.2, 48900.3, 48900.4, and 48900.7 of the California Education Code.

Suspension/Juvenile Hall Re Entry meetings with Counselors/Administrators- For students returning from suspension or incarceration at Juvenile Hall, school sites will be responsible, within 5 days of a student's return, to meet with the student and plan for make up of any missed assignments, credits or initiate other interventions; e.g. SST.

Expulsion - A student may be expelled without being suspended and, therefore, not be allowed to attend any NVUSD school or program during the term of expulsion; or the enforcement of the expulsion may be suspended pursuant to Education Code Section 48917. The length of an expulsion may be for the balance of the semester in which the Board expels or for the balance of the semester, plus the following school semester; or for one-calendar year, depending on the violation and/or the student's social adjustment background. Under certain circumstances, the term of an expulsion may be lengthened. Students recommended for expulsion are afforded a fair and impartial hearing if requested and all due process rights. The student's parent(s) or legal guardian(s) is notified by telephone and letter that the student is subject to expulsion by the student's school at the time of Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. The

school principal will recommend to the Board of Trustees that the student be expelled. The due process procedure is immediately initiated. The expulsion does not become effective until the due process procedure has been completed. (EC 48925, 48917)

SARB- (School Attendance Review Board) - Written notifications of school truancy and parent / caregiver conferences on interventions toward better attendance are implemented for students defined as 'habitual truants' at each school site. Chronic truancy or tardiness may result in a student and parent / caregiver's required attendance at a SART (School Attendance Review Team) meeting at the school site or a SARB (School Attendance Review Board) hearing at the Child Welfare and Attendance office. Failure to comply with the SARB directives may result in either criminal prosecution of the parent or a violation of Education Code section 42800 by the student. Violation of this Education Code concerning compulsory school attendance can result in parent fines, community service, suspension of driver's license, revoking of work permits, parents' attendance at school with the student and/or declaration of the child as a ward under the Welfare and Institutions Code section 601.

RELATIONSHIP BETWEEN PROBLEM AREA AND DISCIPLINE ACTION

The following charts indicate in general the types of disciplinary action that apply in each problem area in each school. Each infraction shows a minimum and maximum action suggested, as well as a suggested action for the first occurrence and one for repeated occurrences. School officials may want to consider the school records of students before action is taken. If a student has continually and repeatedly been involved in problem areas, the disciplinary action may result in the maximum action listed. Students should not feel they will automatically receive the maximum action if they have previously been involved in problem areas. Aggravated incidents may result in the maximum discipline action without going through the progressive discipline action.

YOUR RIGHTS--DUE PROCESS

All students are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures students and parent / caregivers must follow if they do not agree with the school's actions. If a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a more detailed description of the due process procedures and rights. Challenges or objections suspensions may be addressed directly to the school-site principal. Students who are recommended for expulsion have a right to an expulsion hearing. (EC 48900, 48915).

REFERENCES:

California Education Code, Section 48900-48927

Sprague, J., Golly, A. (2005). Best Behavior: Building Positive Behavior Supports in Schools. Boston, MA: Sopris West

ELEMENTARY SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent/caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Absence/Tuancy-- Unexcused EC 48900 k, 48200, 48260 {k(1)}	Minimum	See N.V.U.S.D. Attendance/Tardy Policy	Home Visits, Principal Letter, Truancy Letters, SART Refer to Child Welfare and Attendance (CWA); SARB; CWA refer to District Attorney
	Maximum	Detention	
Arson EC 48900 f PC 450, 451 {f(1)}	Minimum	May include: Reteach (e.g. fire safety), Loss of Privileges (e.g. restricted play area, increased supervision), Formal Conference, Community Service Restorative Practices (e.g. letter of apology), Counseling, Contact Fire Marshal	Formal Reprimand, Community Service (e.g. repair damaged property, voluntary work in lieu of payment),
	Maximum	Formal Reprimand, Police Report, In School Suspension, Suspension, Expulsion	In School Suspension, Suspension, Police Report, Expulsion
Battery on School Staff EC 48900, 48915 a(5), 44401 {a(5)}	Mandatory	May include: Reteach (e.g. Second Step problem solving, anger management), Restorative Practices (e.g. letter of apology), In School Suspension, Suspension and/or Expulsion, Police Report	Suspension, Expulsion, Police Report
Bullying (incl. Cyberbullying) EC 48900 (r) r (4)	Minimum	May include: Reteach (Second Step or similar lesson), Loss of Privileges (e.g. restricted play area with increased supervision), Informal/Formal Conference, Comm Service	Formal Conference, . No Contact Contract, Formal Reprimand
	Maximum	Detention, No Contact Contract, Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report	In School Suspension, Suspension, Expulsion
Bus Conduct EC 48900 (use appropriate Letter) AR, BP 5131.1(a-e) Title IV 14103 {use appropriate letter}	Minimum	May include: Reteach (BEST bus lesson), Informal Conference, Loss of Privileges (e.g. assigned seating), Community Service (e.g. clean bus), Restorative Practices	Loss of Bus Privileges, Formal Conference, Community Service (e.g. teach younger students bus expectations)
	Maximum	Loss of Bus Privileges, Formal Conference, In School Suspension, Suspension, Formal Reprimand	In School Suspension, Suspension, Formal Reprimand
Campus—Leaving Without Proper Authorization EC 48900 k, 35291 {k(1)}	Minimum	May include: Reteach (Second Step problem solving, BEST lesson on safety), Loss of Privileges (e.g. increase supervision), Informal Conference to review safety rules w/ parent / caregivers, Community Service	Community Service, Detention
	Maximum	Detention, Formal Conference, SARB	In School Suspension, Suspension, SARB
Cheating on Test or School Related Assignment, Plagiarizing EC 48900 k, 35291 {k(1)}	Minimum	May include: Reteach (BEST lesson on being responsible), . Loss of Privileges (e.g. change seat), Informal/Formal Conference, Restorative Practices, (e.g. apologize)	Detention, Informal/Formal Conference, Community Service (e.g. provide tutoring to students in strong academic area while receiving tutoring in low area)
	Maximum	Formal Conference, Failing Grade, Detention	In School Suspension, Suspension, Failing Grade
Defiance—Willful Defiance of Authority Disruption on School Property or in Classroom EC 48900 k {k(1)}	Minimum	May include: Reteach (BEST lesson on Respect, Second Step), Informal Conference, Loss of Privileges, Restorative Practices (e.g. letter of apology), Community Service (e.g. work in teacher's room)	Time out, Detention, Informal/Formal Conference
	Maximum	Formal Conference, Detention, In School Suspension, Suspension	Formal Reprimand, In School Suspension, Suspension, Expulsion
Destruction of Property (School or Personal) EC 48900 f {f(1)}	Minimum	May include: Reteach (e.g. BEST lesson on respect of school property), Loss of Privileges (e.g. increased supervision), Informal Conference, Restorative Practices (e.g. Letter of Apology)	Formal Conference, Community Service (e.g. repair property, replace property, voluntary work in lieu of payment)
	Maximum	In School Suspension, Suspension, Police Report, Parent Liability	Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report

ELEMENTARY SCHOOL

Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Drugs/Alcohol/Paraphernalia EC 48900 c {c(1)} EC 48915 a(3) {c(2)} EC 48915 c(3) {c(3)} EC 48900 p {c(4)}, EC 48900 d {d(1)} EC 48900 j {j(1)}	Minimum Maximum	May include: Formal Conference, Detention, Drug & Alcohol Counseling In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (Mandatory Expulsion for Sales)	(3 rd Offense is Mandatory Expulsion or Suspended Expulsion) In School Suspension, Suspension and/or Expulsion, Police Report (Mandatory Expulsion for Sales)
Electronic Devices Possession/Using if Disrupts Educational Process (EC 48900, 48901.5) {o(1)}	Minimum Maximum	May include: Reteach (e.g. BEST lesson on cell phone use), Loss of Privileges (e.g. must keep phone in office), Informal/Formal Conference, Restorative Practices (e.g. Letter of Apology) Confiscation (e.g. for rest of day, pick up from teacher)	Informal/Formal Conference, Community Service (e.g. help BEST Team make expectation posters for school), Confiscation (e.g. for rest of week, pick up from office) Confiscation (e.g. for semester, parent / caregiver pick up from office), In School Suspension
Explosive Devices/Bomb Threat EC 48900 b, 48915 a(2) {b(1)} EC 48915 c(5) {b(4)}	Mandatory	May include: Reteach (e.g. BEST lesson on safety, Second Step problem solving), Formal Conference, Restorative Practices (e.g. Letter of Apology to school), In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
Extortion/Robbery EC 48900 e EC 48915 a(4) {e(1)}	Minimum Maximum	May include: Reteach (BEST lesson on respecting other's property), Informal Conference, Loss of Privileges (e.g. increased supervision), Restorative Practices (e.g. , Letter of Apology) Detention, Formal Conference, Formal Reprimand, In School Suspension, Suspension, Police Report	Community Service (e.g. replace item, voluntary work in lieu of payment), Loss of Privileges In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
Fighting/Assault/Threats EC 48900 a(1) {a(1)} EC 48900 a(2) {a(2)} EC 48900 s {a(3)} EC 48915 a(1) {a(4)} EC 48915 a(5) {a(5)} PC 241, 243, 245, 220	Minimum Maximum	May include: Reteach (e.g. Second Step problem solving), Loss of Privileges (e.g. restricted play area: with increased supervision), Informal/Formal Conference, Restorative Practices (e.g. letter of apology, conflict resolution), Community Service Detention, No Contact Contract, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	Informal/Formal Conference, Restorative Practices (e.g. conflict resolution) Formal Reprimand, In School Suspension, Suspension, <u>Expulsion</u> , Police Report
Fire Alarm-- Deliberate False EC 48900 k {k(1)}	Minimum Maximum	May include: Reteach (e.g. learn about & write a report on fire safety), Loss of Privileges (e.g. increased supervision, restricted play area, buddy accompany student during transitions), Detention Formal Conference, In School Suspension, Suspension, Fire Marshal, Formal Reprimand, Police Report	Loss of Privileges, Community Service (e.g. make up for lost instructional time by assisting in office, volunteer for fire department) In School Suspension, Suspension, Fire Marshal, Formal Reprimand, Police Report, Expulsion
Forgery EC 48900, 35291 PC 470-483.5 {k(1)}	Minimum Maximum	May include: Reteach (e.g. BEST lesson on responsibility), Loss of Privileges (e.g. parent phone call in lieu of student dependent communication), Informal/Formal Conference, Community Service, Restorative Practices (e.g. Letter of Apology to teacher and to parent / caregiver) Detention, In School Suspension, Suspension	Formal Conference, Detention In School Suspension, Suspension, Formal Reprimand, Police Report
Gambling EC 48900 k {k(1)}	Minimum Maximum	May include: Reteach (e.g. lesson on gambling, write a report on history/law of gambling), Loss of Privileges (e.g. increased supervision, restricted play area), Informal Conference, Comm. Service In School Suspension, <u>Suspension</u>	Loss of Privileges, Community Service (e.g. help w/ school fundraiser), Formal Conference, Formal Reprimand In School Suspension, <u>Suspension</u>

ELEMENTARY SCHOOL

Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Gang Behavior/Attire EC 48900 k, 35183, 35294.1 BP 5132 {k(2)}	Minimum	May include: Reteach (e.g. reasons for gang policies, write report), Informal Conference, Community Counseling Referral	Formal Conference with Parent / caregiver and Student, <u>Color Contract</u> , Conference with SRO, Community Counseling Referral
	Maximum	<u>Color Contract</u> , Conference with SRO, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report, Police Gang Task Force
Harassment/Intimidation EC 48900.4 {r(1)} EC 48900 o {r(2)} EC 48900 q {r(3)}	Minimum	May include: Reteach (e.g. BEST lesson on Respect, Second Step Problem Solving Lesson), Loss of Privileges, Informal/Formal Conference, Community Service (e.g. project to make students feel safe & respected)	Informal/Formal Conference, Loss of Privileges (e.g. restricted play area with increased supervision)
	Maximum	Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion	Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report
Hate Crimes/Violence EC 48900 t, 48900.3 {p(1)} (Gr. 4-12)	Minimum	May include: <u>Reteach</u> (e.g. Second Step Problem Solving Lesson, lesson on diversity), Loss of Privileges (e.g. restricted play area, increased supervision), Formal Conference, Comm. Service (e.g. write report on the group and teach a class)	Formal Conference, BEST lessons/ Second Step lessons Community Service (e.g. project to make the school feel safe and students feel respected)
	Maximum	Detention, In School <u>Suspension</u> , Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report	<u>In School Suspension</u> , Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
Hazing EC 48900q, 32050, 32051 {r(3)}	Minimum	May include: Reteach (lesson on hazing, Second Step lesson), Informal Conference, Restorative Practices (e.g. Letter of Apology)	<u>In School Suspension</u> , Suspension
	Maximum	In School Suspension, Suspension, Formal Reprimand, Expulsion	Formal Reprimand, Expulsion
Profanity/Obscene Acts Immoral Acts/Verbal Abuse EC 48900 i {i(1)}	Minimum	May include: Reteach (BEST lesson on respectful language), Loss of Privileges (e.g. increased supervision), Informal/Formal Conference, Community Service (e.g. make BEST posters for respectful language, write report and present)	Detention, Loss of Privileges, Community Service
	Maximum	Detention, In School <u>Suspension</u> , Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report	<u>In School Suspension</u> , Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
Sexual Assault EC 48915c (4) n (2)	Mandatory	In School Suspension, Suspension and/or Expulsion, Police report, Title IX Officer notification	In School Suspension, Suspension and/or Expulsion, Police Report
Sexual Battery EC 48900 n, 48915 c(4) {n(1)}	Mandatory	<u>In School Suspension</u> , Suspension and/or <u>Expulsion</u> , Police report, Title IX Officer notification	In School Suspension, Suspension and/or Expulsion, Police Report, Title IX Officer Notification
Sexual Harassment EC 48900.2 (Gr 4-12) EC 212.5 {q(1)} (Gr. 4-12)	Minimum	May Include: Reteach (e.g. BEST lesson, Second Step), Loss of Privileges, Informal/Formal Conference, Community Service (e.g. school projects to promote respectful environment)	5 Day Suspension, Title IX, Police Report (BP & AR 4019.11 a-e & 5145.7)
	Maximum	Detention, In School <u>Suspension</u> , Suspension, Formal Reprimand, <u>Expulsion</u> , Title IX Officer Police Report	Formal Reprimand, Expulsion, Title IX Police Report
Smoking/Tobacco Products EC 48900 h, EC 51260 BP 5131.6, 5144.1 {h(1)}	1 st Offense	Informal/Formal Conference, Detention (See NVUSD Smoking Policy)	2 nd Offense - 2 Day Suspension, Police Citation 3 rd Offense - 3 Day Suspension, Police Citation 4 th Offense - 5 Day Suspension, Police Citation 5 th Offense - Formal Reprimand, <u>Expulsion</u> , Police Citation

ELEMENTARY SCHOOL

Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Theft/Possession of Stolen Property/Burglary EC 48900 g {g(1)} EC 48900 l {l(1)}	Minimum	May include: Reteach (BEST lesson, Second Step), Loss of Privileges (e.g. restricted play area), Informal/Formal Conference, Comm. Service (e.g. voluntary work in lieu of payment), Restorative Practices (e.g. Letter of Apology), Detention	Formal Conference, Community Service, Restorative Practices, Formal Reprimand
	Maximum	In School Suspension, Suspension, Police Report, Formal Reprimand, <u>Expulsion</u>	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
Weapons/Injurious Objects Replica Firearm EC 48900 b, 48915 a(2) {b(1)} EC 48915 c(1) {b(2)} EC 48915 c(2) {b(3)} EC 48915 c(5) {b(4)} EC 48900 m {m(1)}	Minimum	May Include: Reteach (e.g. lesson on dangers of weapons), Loss of Privileges (e.g. backpack check daily), Formal Conference, Detention	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
	Maximum	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report, (Mandatory Expulsion for firearm, brandishing, explosives)	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (Mandatory Expulsion for firearm, brandishing, explosives)

MIDDLE SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Absence/Truancy—Unexc. EC 48900 k, 48260, 48200 {k(1)}	Minimum	See N.V.U.S.D. Attendance/Tardy Policy	Home Visits, Saturday School, Principal Letter, Truancy Letters, SART
	Maximum	In School Suspension, Suspension, Detention	Refer to Child Welfare and Attendance (CWA); SARB; CWA refer to District Attorney
Arson EC 48900 f PC 450, 451 {f(1)}	Minimum	Reteach (e.g. fire safety), Loss of Privileges (e.g. increased supervision during breaks), Formal Conference, Community Service Restorative Practices (e.g. letter of apology), Counseling, Contact Fire Marshal	Formal Reprimand, Community Service (e.g. repair damaged property, voluntary work in lieu of payment)
	Maximum	Formal Reprimand, Police Report, In School Suspension, Suspension, <u>Expulsion</u>	Formal Reprimand, In School Suspension, Suspension, Police Report, <u>Expulsion</u>
Assault or Battery on School Staff EC 48900, 48915 a(5), 44401 {a(5)}	<u>Mandatory</u>	May include: Reteach (e.g. anger management group, problem solving lesson), Restorative Practices (e.g. letter of apology), In School Suspension, Suspension and/or <u>Expulsion</u> , Police Report	<u>Suspension</u> , <u>Expulsion</u> , Police Report
Bullying (incl. Cyberbullying) EC 48900 (r) {r (4) }	Minimum	May include: Reteach (e.g. Second Step lesson on empathy), Loss of Privileges (e.g. restricted free time area with increased supervision), Informal/Formal Conference, Community Service, Formal Reprimand	Loss of Privileges, Formal Reprimand, Informal /Formal Conference, No Contact Contract
	Maximum	Detention, No contact Contract, In School Suspension, Suspension, <u>Expulsion</u> , Police report, Formal Reprimand	In School Suspension, <u>Suspension</u> , <u>Expulsion</u> , Police report
Bus Conduct EC 48900 (use appropriate Letter) AR, BP 5131.1(a-e) Title IV 14103 {use appropriate letter }	Minimum	May include: Reteach (e.g. BEST lesson in Bus Behavior), Loss of Privileges (e.g. sit in front seats of bus), Informal Conference, Community Service (e.g. clean bus), Restorative Practices (e.g. letter of apology)	Loss of Bus Privileges, Formal Conference, Community Service (e.g. teach younger students bus expectations)
	Maximum	Loss of Bus Privileges, Formal Conference, In School Suspension, <u>Suspension</u> , Formal Reprimand	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u>
Campus—Leaving Without Proper Authorization EC 48900 k, 35291 {k(1)}	Minimum	May include: Reteach (e.g. lessons on problem solving, calming techniques), Loss of Privileges (e.g. increased supervision), Informal/Formal Conference to Review Safety Rules with Parent / caregivers, Community Service (e.g. clean campus or classrooms)	Community Service, Detention
	Maximum	Detention to make up missed time after school, In School Suspension, <u>Suspension</u>	In School Suspension, Suspension
Cheating on Test or School Related Assignment, Plagiarizing EC 48900 k, 35291 {k(1)}	Minimum	May include: Reteach (e.g. BEST lesson on being responsible), Loss of Privileges (e.g. change of seat), Informal/Formal Conference, Community Service (e.g. design a BEST lesson on cheating), Restorative Practices (e.g. letter of apology)	Detention, Informal/Formal Conference, Community Service (e.g. provide tutoring to students in strong academic area while receiving tutoring in low area)
	Maximum	Formal Conference, Redo assignment, Detention, In School Suspension, Suspension	In School Suspension, Suspension, Failing Grade in Course or Assignment
Defiance—Willful Defiance or Authority Disruption on School Property or in Classroom EC 48900 k {k(1)}	Minimum	May include: Reteach (e.g. BEST lesson on respect Second Step lesson on problem solving), Informal Conference, Community Service (e.g. clean classrooms or campus), Restorative Practices	Restorative Practices (e.g. resolve issue with teacher with another adult supporting process, letter of apology)
	Maximum	Detention, In School Suspension, Suspension	Formal Conference, Detention, Formal Reprimand, In School Suspension, Suspension, Expulsion

MIDDLE SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Destruction of Property (School or personal) EC 48900 f {f(1)}	Minimum	May include: Reteach (e.g. BEST lesson on respecting school property, lesson on problem solving skills), Loss of Privileges, Informal Conference, Community Service, Restorative Practices (e.g. letter of apology)	Formal Conference, Community Service (e.g. repair, replace, voluntary work in lieu of payment), Parent Liability
	Maximum	Parent Liability, In School Suspension, Suspension, Community Service, Restorative Practices, Police Report	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Drugs/Alcohol/Paraphernalia EC 48900 c {c(1)} EC 48915 a(3) {c(2)} EC 48915 c(3) {c(3)} EC 48900 p {c(4)} EC 48900 d {d(1)} EC 48900 j {j(1)}	Minimum	May include: Reteach (e.g. video on drug abuse), Formal Conference, Community Service (e.g. write a report to teach others), Community Counseling Referral, Detention	(3 rd Offense is Mandatory Expulsion) In School Suspension, Suspension and/or Expulsion, Police Report
	Maximum	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (Mandatory Expulsion for Sales)	(Mandatory Expulsion for Sales)
Electronic Devices Possession/Using if Disrupts Educational Process (EC 48900, 48901.5) {o(1)}	Minimum	May include: Reteach (e.g. BEST lesson on cell phone use), Loss of Privileges (e.g. must keep phone in office), Informal Conference, Community Service (e.g. make a BEST lesson on cell phone use), Restorative Practices (e.g. letter of apology), Detention	Informal/Formal Conference, Confiscation (e.g. for rest of week pick up from office)
	Maximum	Formal Conference, Confiscation (e.g. for rest of day to pick up from teacher)	Confiscation (e.g. for rest of semester, parents pick up in office), In School Suspension, Suspension
Explosive Devices/Bomb Threat EC 48900 b, 48915 a(2) {b(1)} EC 48915 c(5) {b(4)}	Mandatory	May include: In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report. In addition, may include Restorative Practices (e.g. letter of apology), Loss of Privileges	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Extortion/Robbery EC 48900 e EC 48915 a(4) {e(1)}	Minimum	May include: Reteach (BEST lesson on respecting others), Loss of Privileges, Formal Conference, Community Service, Restorative Practices (e.g. letter of apology)	Community Service (e.g. replace item, voluntary work in lieu of payment)
	Maximum	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Fighting/Assault/Threats EC 48900 a(1) {a(1)} EC 48900 a(2) {a(2)} EC 48900 s {a(3)} EC 48915 a(1) {a(4)} EC 48915 a(5) {a(5)} PC 241, 243, 245, 220	Minimum	May include: Reteach (e.g. problem solving lesson) Loss of Privileges (e.g. restricted area for breaks, lunch, increased supervision), Informal/Formal Conference, Restorative Practices, Community Service	Informal/Formal Conference, Restorative Practices (e.g. letter of apology, conflict resolution)
	Maximum	No Contact Contract, Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report
Fire Alarm-- Deliberate False EC 48900 k {k(1)}	Minimum	May include: Loss of Privileges, Formal Conference, Community Service (e.g. write a report and teach fire safety lesson to younger students), Detention	Community Service, Loss of Privileges
	Maximum	In School Suspension, Suspension, Fire Marshal, Formal Reprimand, Expulsion, Police Report	In School Suspension, Suspension, Fire Marshal, Formal Reprimand, Expulsion, Police Report
Forgery EC 48900, 35291 PC 470-483.5 {k(1)}	Minimum	May include: Reteach (e.g. BEST lesson on responsibility), Loss of Privileges, Informal Conference, Restorative Practices (e.g. letter of apology to parent / caregiver), Community Service	Detention, Loss of Privileges (e.g. parent / caregiver phone call in lieu of student dependent communication), Formal Conference
	Maximum	In School Suspension, Suspension, Detention	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report

MIDDLE SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Gambling EC 48900 k {k(1)}	Minimum	May include: Reteach (e.g. lesson on gambling, write a report on history and law of gambling), Loss of Privileges (e.g. increase supervision during break/lunch), Informal Conference, Community Service, Restorative Practices	Formal Conference, Community Service (e.g. help with school fundraiser)
	Maximum	In School Suspension, Suspension	In School Suspension, Suspension
Gang Behavior/Attire EC 48900 k, 35183, 35294.1 BP 5132 {k(2)}	Minimum	May include: Reteach (e.g. problem solving lesson, write a report on history of gangs), Referral to Counselor, Loss of Privileges, Informal Conference, Detention	Loss of Privileges (e.g. increased supervision, limited free time area), Formal Conference with Parent and Student, Conference with SRO
	Maximum	Color Contract/ Gang Prevention Contract, Community Agency Referral, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (NVUSD Policy 5132)	Formal Reprimand, In School Suspension, Suspension, <u>Expulsion</u> , Police Report, Police Gang Task Force
Harassment/Intimidation EC 48900.4 {r(1)} EC 48900 o {r(2)} EC 48900 q {r(3)}	Minimum	May include: Reteach (e.g. BEST lesson on respect, problem solving steps), Loss of Privileges (e.g. limited area for break/lunch), Informal Conference, Community Service	Informal/Formal Conference, Community Service (e.g. project to make school feel safe & respectful)
	Maximum	Detention, <u>No Contact Contract</u> , In School Suspension, Suspension, Formal Reprimand, Expulsion	Formal Reprimand, In School Suspension, Suspension, <u>Expulsion</u> , Police Report
Hate Crimes/Violence EC 48900 t, 48900.3 {p(1)} (Gr. 4-12)	Minimum	May include: Reteach (e.g. problem solving lesson, lesson on diversity, video on hate crimes and their impact, report on impact of hate crimes)	Community Service (e.g. write a report on group in question and present it), <u>Formal Conference</u>
	Maximum	No Contact Contract, Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report	Formal Reprimand, In School Suspension, Suspension, <u>Expulsion</u> , Police Report
Hazing EC 48900q, 32050, 32051 {r(3)}	Minimum	May include: Reteach (e.g. lesson on hazing, social skills), Loss of Privileges, Informal Conference, Restorative Practices (e.g. letter of apology), Community Service	In School Suspension, Suspension, Formal Conference
	Maximum	No Contact Contract, In School Suspension, Suspension, Formal Reprimand, Expulsion	Formal Reprimand, Expulsion
Profanity/Obscene Acts Immoral Acts/Verbal Abuse EC 48900 i {fi(1)}	Minimum	May include: Reteach (e.g. BEST lesson on respectful language), Loss of Privileges, Informal Conference, Community Service, Restorative Practices (e.g. Letter of Apology)	Detention, Loss of Privileges (e.g. increased supervision during lunch/break), Parent Conference, Community Service (e.g. make BEST posters for Respect)
	Maximum	Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report
Sexual Assault EC 48915c (4) n (2)	Mandatory	In School Suspension, Suspension and Expulsion, Police Report, Title IX Officer Notification	In School Suspension, Suspension and/or <u>Expulsion</u> , Police Report
Sexual Battery EC 48900 n, 48915 c(4) {n(1)}	Mandatory	In School Suspension, Suspension and/or <u>Expulsion</u> , Police Report Formal Reprimand, Title IX Officer Notification	In School Suspension, Suspension and/or <u>Expulsion</u> , Police Report
Sexual Harassment EC 48900.2 (Gr 4-12) EC 212.5 {q(1)} (Gr. 4-12)	Minimum	Title IX Officer Notification May include: Reteach (e.g. BEST lesson on Respect), Loss of Privileges, Informal Conference, Community Service (e.g. school projects to promote safe school), Community Counseling Referral	5 Day In School Suspension, Suspension, Title IX notification, <u>Police Report</u>
	Maximum	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report	Formal Reprimand, Expulsion, Title IX Police Report (BP & AR 4019.11 a-e & 5145.7)

MIDDLE SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Smoking/Tobacco Products EC 48900 h, EC 51260 BP 5131.6, 5144.1 {h(1)}	1 st Offense	May include: Reteach (Reports on Tobacco Use), Formal/Informal Conference, Community Service, Police Citation, , Detention, In School Suspension (See NVUSD Smoking Policy)	2 nd Offense - 2 Day Suspension, Police Citation, 3 rd Offense - 3 Day Suspension, Police Citation 4 th Offense - 5 Day Suspension, Police Citation 5 th Offense - Formal Reprimand, Expulsion, Police Citation
Theft/Possession of Stolen Property/Burglary EC 48900 g {g(1)} EC 48900 i {i(1)}	Minimum	May include: Reteach (e.g. BEST lesson), Loss of Privileges (e.g. restricted area during lunch/breaks), Informal Conference, Community Service (e.g. voluntary work in lieu of payment), Restorative Practices (e.g. letter of apology)	Formal Conference, Community Service, Restorative Practices
	Maximum	Detention, In School Suspension, Suspension, Formal Reprimand, Police Report, Expulsion	Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report
Weapons/Injurious Objects Replica Firearm EC 48900 b, 48915 a(2) {b(1)}	Minimum	May include: Reteach (e.g. problem solving skills, write a report), Loss of Privileges (e.g. backpack check daily), Formal Conference, Community Service Write a Report	Restorative Practices, Community Service, Formal Conference
EC 48915 c(1) {b(2)} EC 48915 c(2) {b(3)} EC 48915 c(5) {b(4)} EC 48900 m {m(1)}	Maximum	Detention, In School Suspension, Suspension, Formal Reprimand, Police Report, Expulsion (Mandatory Expulsion for firearm, brandishing, explosives)	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (Mandatory Expulsion for firearm, brandishing, explosives)

HIGH SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Absence/Tuancy--Unexcused EC 48900 k, 48260, 48200 {k(1)}	Minimum	See N.V.U.S.D. Attendance/Tardy Policy	May include: Home Visits, Principal Letter, Truancy Letters, SART, SRO Truancy Contract, Refer to Child Welfare and Attendance (CWA); <u>SARB</u> ; <u>CWA</u> refer to District Attorney
	Maximum	Detention	
Arson EC 48900 f PC 450, 451 {ff(1)}	Minimum	May include: Reteach (e.g. fire safety), Loss of Privileges (e.g. increased supervision, limited mobility), Formal Conference, Community Service, Restorative Practices (e.g. letter of apology), Contact Fire Marshal, Counseling Ref. In School Suspension, Suspension Formal Reprimand, Police Report, <u>Expulsion</u>	Formal Reprimand, Community Service (e.g. repair / replace damaged property, voluntary work in lieu of payment), Restorative Practice:
	Maximum		<u>Expulsion</u> , Police Report
Battery on School Staff EC 48900, 48915 a(5), 44401 {a(5)}	<u>Mandatory</u>	In School Suspension, Suspension and <u>Expulsion</u> , Police Report May include: Restorative Practices	<u>Expulsion</u> , Police Report
Bullying (incl. Cyberbullying) EC 48900(r) r (4)	Minimum	May include: Loss of Privileges (e.g. restricted free time area, increased supervision), Informal/Formal Conference, Community Service	Informal/Formal Conference, No Contact Contract, Community Service (e.g. project to contribute to school safety and respect)
	Maximum	Formal Reprimand, Detention, No Contact Contract, In School Suspension, Suspension, Formal Reprimand, Police Report, <u>Expulsion</u>	Formal Reprimand, In School Suspension, Suspension, <u>Expulsion</u>
Bus Conduct EC 48900 (use appropriate Letter) AR, BP 5131.1(a-e) Title IV 14103 {use appropriate letter}	Minimum	Informal/Formal Conference, (See NVUSD Bus Transportation AR & BP 5131.1 a-e), May also include: Reteach (e.g. BEST bus lesson), Loss of Privileges (e.g. sit in front seats of bus), Community Service (e.g. clean bus), Restorative	Loss of Bus Privileges, Community Service (e.g. teach BEST bus lesson to other students)
	Maximum	Loss of Bus Privileges, Formal Conference, In School Suspension, Suspension, Formal Reprimand	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u>
Campus—Leaving Without Proper Authorization EC 48900 k, 35291 {k(1)}	Minimum	<u>May Include: Reteach (e.g. problem solving lesson)</u> , Loss of Privileges (e.g. restricted area for free time, check in regularly with office), Informal/Formal Conference, Community Service	
	Maximum	Detention, In School Suspension, Suspension	In School Suspension, Suspension, <u>SARB</u>
Cheating on Test or School Related Assignment, Plagiarizing EC 48900 k, 35291 {k(1)}	Minimum	<u>May include: Reteach (e.g. BEST lesson on responsibility, write report on cheating/plagiarizing)</u> , Loss of Privileges (e.g. change seat), Informal Conference, Community Service, Restorative Practices (e.g. apology to student and teacher), Re-do assignment	Detention, Informal/Formal Conference, Community Service (e.g. <u>provide tutoring for other students in strong area while receiving tutoring in low area</u>)
	Maximum	Formal Conference, Detention, In School Suspension, <u>Suspension</u>	Failing Grade in Course or Assignment, In School Suspension, <u>Suspension</u>
Defiance—Willful Defiance of Authority Disruption on School Property or in Classroom EC 48900 k {k(1)}	Minimum	<u>May include: Reteach (e.g. BEST lesson on respect)</u> , Loss of Privileges, Informal Conference, Community Service (e.g. help teacher in classroom), Restorative	Informal/Formal Conference, <u>Detention</u>
	Maximum	Formal Conference, Detention, In School Suspension, <u>Suspension</u>	In School Suspension, <u>Suspension</u> , Formal Reprimand, <u>Expulsion</u>
Destruction of Property (School or personal) EC 48900 f {ff(1)}	Minimum	<u>May include : Reteach (e.g. BEST lesson on Respect of property)</u> , Loss of Privileges (e.g. limited access to areas of campus), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology)	Formal Conference, Parent Liability, Community Service (e.g. repair / replace, voluntary work in lieu of payment), Restorative Practices
	Maximum	Parent Liability, In School Suspension, Suspension, <u>Expulsion</u> , Police Report	In School Suspension, Suspension, Formal Reprimand, <u>Expulsion</u> , Police Report

HIGH SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place. 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Driving Reckless on or Around Campus EC 48900 {k(1)}	Minimum	May include: Reteach (e.g. BEST lesson on driving expectations), Loss of Privileges (e.g. parking on campus), Informal/Formal Conference, Community Service (e.g. parking lot clean up), Detention	Detention, Formal Conference, Loss Parking Privilege on Campus
	Maximum	In School Suspension, Suspension, Revoke Driving Privileges, Police Report <i>*All driving violations subject to Napa Police citations</i>	In School Suspension, Suspension, Revoke Driving Privileges, Police Report <i>*All driving violations subject to Napa Police citations</i>
Drugs/Alcohol/Paraphernalia EC 48900 c {c(1)} EC 48915 a(3) {c(2)} EC 48915 c(3) {c(3)} EC 48900 p {c(4)} EC 48900 d {d(1)} EC 48900 j {j(1)}	Minimum	May include: Detention, Formal Conference, Drug & Alcohol Counseling Referral	(3 rd Offense is Mandatory Expulsion or Suspended Expulsion), Police Report
	Maximum	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (Mandatory Expulsion for Sales)	(Mandatory Expulsion for Sales)
Electronic Devices Possession/Using if Disrupts Educational Process (EC 48900, 48901.5) {o(1)}	Minimum	May include: Reteach (e.g. BEST lesson on cell phones), Loss of Privileges (e.g. keep phone in office), Informal Conference, Community Service (e.g. help BEST Team make posters on cell phone use), Restorative Practices (e.g. letter of apology)	Informal/Formal Conference, Confiscation (e.g. for rest of week pick up from office)
	Maximum	Detention, Confiscation (e.g. for rest of day, pick up from teacher)	Confiscation (e.g. for rest of semester, parent / caregivers pick up in office), In School Suspension, Suspension
Explosive Devices/Bomb Threat EC 48900 b, 48915 a(2) {b(1)} EC 48915 c(5) {b(4)}	Mandatory	May include: Suspension, Formal Reprimand, Expulsion, Police Report, Letter of Apology Reteach (e.g. problem solving skills)	Suspension, Formal Reprimand, Expulsion, Police Report
Extortion/Robbery EC 48900 e EC 48915 a(4) {e(1)}	Minimum	May include: Reteach (e.g. BEST lesson respecting other's property), Loss of Privileges, Formal Conference, Community Service (e.g. replace item), Restorative Practices, Letter of Apology, Detention	Detention, Formal Conference, Community Service, Restorative Practices
	Maximum	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Fighting/Assault/Threats EC 48900 a(1) {a(1)} EC 48900 a(2) {a(2)} EC 48900 s {a(3)} EC 48915 a(1) {a(4)} EC 48915 a(5) {a(5)} PC 241, 243, 245, 220	Minimum	May include: Reteach (e.g. problem solving lesson, anger management group), Loss of Privileges (e.g. restricted areas of campus), Informal/Formal Conference, Detention, Loss of Privileges, Rest. Practices, No Contact Contract, Comm. Service	Informal/Formal Conference, Restorative Practices (e.g. letter of apology, conflict resolution), Community Service
	Maximum	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report
Fire Alarm-- Deliberate False EC 48900 k {k(1)}	Minimum	May include: Reteach (e.g. write report on fire safety), Loss of Privileges (e.g. must be supervised during transitions), Informal Conference, Comm. Service (e.g. volunteer for fire department), Detention	Formal Conference, Detention, Community Service (make up for lost instructional time by assisting in office)
	Maximum	In School Suspension, Suspension, Fire Marshal, Formal Reprimand, Police Report	In School Suspension, Suspension, Fire Marshal, Formal Reprimand, Expulsion, Police Report
Forgery EC 48900, 35291 PC 470-483.5 {k(1)}	Minimum	May include: Reteach (e.g. BEST lesson on responsibility), Loss of Privileges (e.g. parent / caregiver phone contact in lieu of student dependent communication), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology)	Detention, Formal Conference
	Maximum	Detention, In School Suspension, Suspension	In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Gambling EC 48900 k {k(1)}	Minimum	May include: Reteach (e.g. write report on gambling), Loss of Privileges (e.g. increased supervision, restricted access to areas of campus, Informal Conference, Community Service	Loss of Privileges, Community Service (e.g. help with school fund raiser), Formal Conference
	Maximum	In School Suspension, Suspension	In School Suspension, Suspension

HIGH SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Gang Behavior/Attire EC 48900 k, 35183, 35294.1 BP 5132 {k(2)}	Minimum Maximum ?	May include: Reteach (e.g. problem solving lesson, support group), Referral to Counselor (academic support and cultural awareness), Loss of Privileges (e.g. restrict areas of campus), Informal Conference, Detention Color Contract/ Gang Prevention Contract, Community Agency Referral, In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report (NVUSD Policy 5132)	Loss of Privileges (e.g. increased supervision, limited free time area), Formal Conference with Parent / caregiver and Student, Conference with SRO Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report, Police Gang Task Force
Harassment/Intimidation EC 48900.4 {r(1)} EC 48900 o {r(2)} EC 48900 q {r(3)}	Minimum Maximum	May include: Reteach (e.g. problem solving skills), Loss of Privileges, Informal/Formal Conference, Community Service (e.g. project to make students feel safe & respected), No Contact Contract, Detention In School Suspension, Suspension, Formal Reprimand, Expulsion	Informal/Formal Conference Formal Reprimand, In School Suspension, Suspension, Police Report Expulsion
Hate Crimes/Violence EC 48900 t, 48900.3 {p(1)} (Gr. 4-12)	Minimum Maximum	May include: Reteach (e.g. diversity training, write a report on group), Formal Conference, Comm. Service (e.g. project to make climate respectful) Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report	Formal Conference, Community Service Formal Reprimand, In School Suspension, Suspension, Expulsion, Police Report
Hazing EC 48900q, 32050, 32051 {r(3)}	Minimum Maximum	May include: Reteach (e.g. write report on dangers of hazing), Loss of Privileges, Informal Conference, No Contact Contract, Community Service In School Suspension, Suspension, Formal Reprimand, Expulsion	In School Suspension, Suspension Formal Reprimand, Expulsion
Parking Violations EC 48900 {k(1)}	Minimum Maximum	May include: Reteach (e.g. BEST lesson on parking lot norms), Loss of Parking Privileges, Informal Conference, Parking Citation *All driving violations are subject to Napa Police Department citations	Formal Conference, Loss of Parking Privileges, Parking Citation In School Suspension, Suspension
Profanity/Obscene Acts Immoral Acts/Verbal Abuse EC 48900 i {i(1)}	Minimum Maximum	May include: Reteach (e.g. BEST lesson on respectful language), Loss of Privileges (e.g. break/lunch restriction), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology), Detention In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report	Detention, Community Service (e.g. make BEST posters for respect) In School Suspension, Suspension, Formal Reprimand, Expulsion, Police Report
Sexual Battery EC 48900 n, 48915 c(4) {n(1)}	Mandatory	In School Suspension, Suspension and Expulsion, Police Report, Formal Reprimand, Title IX Officer Notification	In School Suspension, Suspension and Expulsion, Police Report
Sexual Assault EC 48915c(4) n(2)	Mandatory	In School Suspension, Suspension and Expulsion, Police report, Title IX Officer Notification	In School Suspension, Suspension and Expulsion, Police Report
Sexual Harassment EC 48900.2 (Gr 4-12) EC 212.5 {q(1)} (Gr. 4-12)	Minimum Maximum	Title IX Officer Notification May include: Reteach (e.g. BEST lesson, write report), Loss of Privileges, Formal Conference, Community Service (e.g. school projects to promote respectful environment), No Contact Contract Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion, Title IX Officer Police Report	5 Day Suspension, Title IX report, Police Report Formal Reprimand, Expulsion, Title IX and Police Report (BP & AR 4019.11 a-e & 5145.7)

HIGH SCHOOL Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were effected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Student Success Team (SST) meeting at the site.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Smoking/Tobacco Products EC 48900 h, EC 51260 BP 5131.6, 5144.1 {b(1)}	1 st Offense	May include: Detention, Police Citation (See NVUSD Smoking Policy)	2 nd Offense - 2 Day Suspension, Police Citation, Smoking Cessation Class 3 rd Offense - 3 Day Suspension, Police Citation 4 th Offense - 5 Day Suspension, Police Citation, Formal Reprimand 5 th Offense - Expulsion, Police Citation
Terrorist Threats EC 48900.7 (a), 48900.7 (b) EC 48900.2, EC48900.3, EC 48900.4 t(1)	Minimum	May include: Reteach (e.g. lesson on problem solving), Loss of Privileges, Formal Conference, Formal Reprimand, Referral to Counselor	In School Suspension, Suspension, Formal Reprimand, Police report, Expulsion
	Maximum	In School Suspension, Suspension, Police Report, Expulsion	
Theft/Possession of Stolen Property/Burglary EC 48900 g {g(1)} EC 48900 l {l(1)}	Minimum	May include: Reteach (e.g. BEST lesson on respecting others property), Loss of Privileges (e.g. increased supervision, restricted break/lunch area), Informal Conference, Community Service (e.g. replace item, voluntary work in lieu of payment), Restorative Practices (e.g. letter of apology), Detention	Formal Conference, Community Service, Restorative Practices
	Maximum	In School Suspension, Suspension, Police Report, Formal Reprimand, Expulsion	Formal Reprimand, In School Suspension, Suspension, Police Report, Expulsion
Weapons/Injurious Objects Replica Firearm EC 48900 b, 48915 a(2) {b(1)}	Minimum	May include: Reteach (e.g. write report, problem solving skills), Loss of Privileges (e.g. backpack/pocket check daily), Formal Conference, Community Service, Detention	Detention, Formal Conference, Community Service
EC 48915 c(1) {b(2)}			In School Suspension, Suspension, Formal Reprimand, Police Report, Expulsion
EC 48915 c(2) {b(3)}	Maximum	In School Suspension, Suspension, Formal Reprimand, Police Report, Expulsion (Mandatory Expulsion for firearm, brandishing, explosives)	(Mandatory Expulsion for firearm, brandishing, explosives)
EC 48915 c(5) {b(4)}			
EC 48900 m {m(1)}			

Napa Valley Unified School District

Behavior Referral

Student Name: _____

Grade: _____ Date: _____ Time: _____

Staff referring: _____

Location: _____

Student had difficulty being:

☐ SAFE ☐ RESPONSIBLE ☐ RESPECTFUL

Behavior of Concern:

- ☐ Inappropriate Language
- ☐ Physical Contact / Physical Aggression
- ☐ Defiance/Disrespect/Non Compliance
- ☐ Disruption
- ☐ Damaging or misuse of property/equipment
- ☐ Dress Code Violation
- ☐ Technology Violation
- ☐ Bullying/Harassment
- ☐ Tardy

Comments _____

Teacher/Classroom Interventions Tried with Student:

- ☐ Talked to student privately, re taught expectation
- ☐ Seat Change
- ☐ Time out in classroom with reflection
- ☐ Time in Partner Classroom
- ☐ Spoke to parent on _____
- ☐ Behavior Contract with student
- ☐ Restorative Practices (repair harm & relationship, apology, restorative project, community service, conflict resolution, etc)

☐ Other _____

Admin Decision: (for administrator to complete) _____

Student Reflection Sheet

- 1) What did I do that was not safe, respectful, or responsible? What was I thinking at the time?

- 2) Who was affected or impacted?

- 3) Faced with a similar situation in the future, what would I do differently?

- 4) How can I fix this? What needs to be done to make it right?

- 5) How can others support you?



Napa Valley Unified School District PBIS / BEST Newsletter

Aug/September
2012

Be Safe, Be Respectful, Be Responsible

In This Issue

- October BEST events
- Upcoming Trainings & Events
- BEST Shout Outs

Contact
PBIS/BEST
Coach
Laura
Mooiman,
NVUSD
Program
Specialist for
Positive
Behavior
Intervention &
Support

WHAT WAS BEST IN AUGUST & SEPTEMBER?

BEST Everywhere!

The beginning of school was marked by BEST Lessons all over our district. Elementary and Secondary schools alike, students were taught how to transition between activities, how to behave in the office, playground, cafeterias, bathrooms, and most of all, in classrooms.



BEST ON THE BUS



NVUSD bus drivers were trained in BEST this fall with a focus on how to prevent and respond to bullying on the bus. All buses now have a BUS Behavior Expectation Matrix posted and taught. Be sure to give your positive tickets to your bus drivers to reinforce positive behaviors!

POSITIVE TICKETS?

September BEST Trainings

On September 17th nine of our schools attended the PHASE 1 Training for new teams. Schools learned how to create a positive school culture and climate.

September 18th (Secondary) and 20th (Elementary) we held "Day 2" and trained over 150 BEST Team members on Classroom Management with Sarah Villegas and Bullying Response with Rich Whitall. Sarah used Teach Like a Champion techniques to address common classroom issues. Rich taught on the 4 A Response to Bullying (Affirm, Ask, Assess, Act) so that all of our schools can have a consistent supportive response when bullying occurs. Rich can be contacted to train your school site or parent groups on the topic of bullying rwhitall@nvusd.k12.ca.us.



Stand Up Speak Out Stop Bullying

Michael Pritchard visited Napa and held a town hall meeting at Napa Valley College Theater on September 18th. The event was well attended by students, teachers, administrators, parents, and community members. We were able to share with the community all that our schools do to prevent and respond to bullying.



"The shortest distance between two people is a good laugh."

Bright Spots

Redwood BEST Team Plans to Address Bullying

When presented with the challenge of new ways of reporting and responding to bullying at our September Training, Redwood Middle stepped up in record time. Not only did they train their entire staff on district and new state policy, but they created a plan of teaching their students what bullying is through their Wednesday Video Bulletin. They also are teaching staff and students how to respond to bullying and how to get help. In the training we learned that we need a variety of ways for kids to report, whether it is verbal reports, written reports for 'drop box' locations, or text/email messages. At the same time, the BEST Team is training their entire staff in new district policy around bullying. To see how RMS teaches BEST Lessons to students and communicates to parents, watch a few of their outstanding Video Bulletins! <http://rms-nvUSD-ca.schoolloop.com/videobulletin>

For more information on new policy and how we should respond to bullying or if you want to borrow some slides to present for your own staff, check out the [Bullying Training](#) power point.

Phillips Lunch Routine Amazing!

One of the most incredible sites to behold is lunchtime at Phillips Charter School. Juan, the school custodian, has been volunteering his lunch time for the past several years so that he can monitor the entire group. His system is so well ingrained, that he can manage (almost single handedly), about 200 students at a time in the eating area. All with hand signals and claps students know when to enter the cafeteria, when to clean up and when they are excused in small groups of 3 from their spotless tables.



Northwood Uses School Website to Communicate BEST!

Northwood's school website now has a great BEST section –check it out! This month they are having a poster contest and will use the posters to teach BEST Expectations.

<http://www.northwoodnapa.com/index/be-your-best-poster-contest>



Second Step is our social emotional curriculum in NVUSD and is at all K-8 schools. Through these weekly lessons, our students learn empathy, problem solving, and anger management skills. Research shows not only does it reduce bullying and increase students feelings of safety at school, it can also **increase standardized test scores by up to 17%!**



Coming Up n October & November

Restorative Practices Training

October 11th & 12th Jeffrey Sprague will be coming to train on Restorative Practices for all Elementary and Secondary BEST Teams.

October PD Wednesday - On October 10th, Jeff Sprague will present on Bullying. 1:45 – 3 PM NVUSD Ed Center Boardroom.

November PD Wednesday - On November 14th, NVUSD's new Mental Health Clinician will be training our Counselors and Psychologists on Suicide Assessment and Screening. 1:45 – 3 PM NVUSD Ed Center Wappo Room.



BEST SHOUT OUTS

RESTORATIVE PRACTICES ARE HAPPENING EVERYWHERE!

Silverado - At a staff meeting in September all teachers were given a little sticker that just said "4:1" on it. They were asked to send an e-mail indicating what 4:1 meant and be entered into a drawing for a Starbucks drink of choice on Friday. Lots of replies and all were correct and all positive! Our goal is to give 4 positive statements to students to every 1 correction. Good work Silverado!

Mt. George - After our bullying training in September, there was a child being bullied at Mt. George. The principal talked to him and practiced using an assertive voice and making eye contact. Later she checked in with him at lunch and he had had another similar incident with a different peer and he had practiced his new assertive voice. It worked!



These are only a few **SHOUT OUTS** - so many of you are doing fantastic work! Feel free to email me with any of your site's accomplishments so we can include you in the **BEST SHOUT OUT** next newsletter!

How Does BEST & PBIS combat school violence and student misbehavior?



What is PBIS & BEST?

School-Wide Positive Behavioral Interventions and Supports (PBIS) is an approach to combating school violence and student misbehavior that has demonstrated positive results in research.¹ More than 13,000 schools nationwide have adopted PBIS, making it one of the most widely used positive behavior support initiatives in the nation. Napa Valley Unified School District began implementing BEST/PBIS about 5 years ago.

1 Unlike other nonpunitive programs, it is not a curriculum but a multi-tiered approach to school discipline — three tiers, in particular. The primary tier of prevention consists of defining and teaching behavior expectations, rewarding positive behavior, providing a continuum of possible consequences for problem behavior, and collecting data for decision-making purposes. The secondary tier of prevention is designed for students who are at-risk for behavior problems or displaying early signs of behavior problems; it consists of targeted interventions that are consistent with schoolwide behavioral expectations. The third tier of prevention is implemented to support children with more serious behavior problems; it includes more intense, individualized intervention, often with family or community involvement, as guided by a functional behavioral assessment.

2 Several studies have examined the implementation and impact of PBIS across all grade levels. Recently released experimental studies have found a link between the use of this approach at the elementary school level and students' improved academic performance, better social behavior, and reductions in referrals to the principal's office for discipline problems. Implementation studies have found that PBIS can be implemented with fidelity across grade levels. Moreover, studies have identified schools that have sustained the approach for nearly a decade.

What Evidence is there to Support this New Approach to Discipline?

Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value. Two major approaches to school discipline and student self-regulation are PBIS and Social and Emotional learning (SEL). Research strongly suggests that both approaches are beneficial, but neither is sufficient. Evidence-based disciplinary systems should include a blend of elements of PBIS and SEL.² Napa Valley Unified School District uses both PBIS and an SEL called "Second Step," a research based social emotional curriculum.

1 March 2011 Research-Results Brief from Child Trends Publication #2011-09 Multiple Responses, Promising Results: Evidence- Based, Nonpunitive Alternatives to Zero Tolerance. Christopher Boccanfuso, Ph.D., and Megan Kuhfeld, B.S.

2 Osher, Bear, Sprague, & Doyle, 2010

What is Restorative Justice or Restorative Practices?

reduce exclusionary practices

Restorative justice in schools has emerged as an alternative discipline model to reduce exclusionary practices, as well as decrease police and juvenile justice involvement. Restorative justice is not a singular program, rather a philosophy and practice based on a core set of principles that emphasizes healing over punishment, inclusion over exclusion, and individual accountability with a high level of community support. Restorative practices aim to create a supportive community & reintegrate students who have misbehaved as productive members of the school community, rather than excluding them and risking further separation, negative attitudes towards school, and discontinuation of academic learning.

Restorative practices include a variety of proactive and reactive processes that can be implemented school-wide, in the classroom and within the disciplinary structure. There are three fundamental underpinnings:

Engaging Community

Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family, and community organizations. This community supports students in making responsible decisions and holds them accountable for misbehaviors. Community engagement could mean building community in the classroom through the circle process, participation of a parent in a restorative process or providing community service opportunities.

Understanding the Impact and Repairing the Harm

collective impact + repairing the harm

Restorative practices in schools focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability, and preventing future misbehaviors. Each process incorporates the following guiding questions:

- What happened?
- Who was affected/impacted?
- What can be done to make things right?
- What will keep things right?
- How can others support you?

Giving Voice

Restorative practices focus on giving voice to each member of the community, whether through community building processes or responding to misbehaviors, where those involved and those impacted are empowered to make decisions about how to make things right and prevent future harm.

Currently in NVUSD, all schools are moving away from punitive discipline strategies and working towards making Restorative Practices more systematic. Here are some alternatives developed as part of their Restorative Justice approach:

10 Alternatives to Suspension

NVUSD

- Alternative programming
- Behavior monitoring
- Appropriate in-school alternatives
- Community service
- Counseling
- Parent supervision in school
- Mini-courses (small group reteaching)
- Restitution
- Problem-solving
- Contracting

Is In School Suspension a better Alternative than Out of School Suspension?

In School Suspension often is a preferable alternative to out of school suspension. We know from research that students if we are able to design In-School Suspension programs that reduce disconnection and replicate the supports students receive during the regular school day, those students could be retained, they would remain connected to academic and social supports and in turn, would be more likely to graduate.

A quality In-School Suspension program can be the key to success by keeping students engaged, on-track, and connected to the supports of a positive school structure. In Napa Valley Unified School District we are working towards defining a quality In-School Suspension program with clear, evidence-based standards. In order to maintain this connection to school and quality instructional time, we need to continue to promote consistency in program design across schools. We are working toward improving our In School Suspension programs by creating written procedures for ISS. We are increasing training for ISS staff and ensuring students are given academic work during their stay in an ISS classroom. We are working to avoid a situation in which students fall behind academically during suspension due to lack of academic work provided coupled with lack of direct instruction.³

³Connell et al 1995 c.f. Blum 2005; Wentzel 1998 c.f. Blum 2005

⁴Pinkus, L. (2008). Using Early-Warning Data to Improve Graduation Rates: Closing Cracks in the Education System. Alliance For Excellent Education, 1-14.

⁵Wehlage and Rutter 1985, pp.37-39



Napa High School Student Services

"One Vision and One Voice for Students' Academic Success."

Wednesday, February 12, 2013

Meeting Ground Rules & Norms

- | | |
|--|---|
| <ul style="list-style-type: none">• Be on time• Stay on task – keep on topic – be productive• Focus on problem, not people• Active Listening – No side conversations or multi-tasking• Be respectful• Be honest• Shorten meeting times when needed | <ul style="list-style-type: none">• Be positive• Be supportive• Use constructive criticism• Be a team & a problem solver• We agreed as a team to go directly to the source• Cell phones on vibrate• Keep sense of humor |
|--|---|

District Goals/Priorities

Ready All Students for College and Careers

Provide Opportunities for All

Instill 21st Century Skills

Counselor Collaboration 8:15 – 9:00

Facilitator/timekeeper: Silvia

PD Norms

Annie (G-N)

Counselor District PD this Wednesday

Communication

PE Waivers ~ Communication

College Courses on transcript

Open House ~ Counselor Role

Registration ~ 9th & 10th end of month

Student Ambassador Check in

Rotary SOM: February ~ ~~Advisory~~ March ~ ~~Advisory~~

Leadership Council Updates

TBA
TBA
TBA
TBA
TBA
TBA

Silvia/Lupe (E-K)
Sandra (L- Q)
Joni (SPED Support)
Jeanette (SS Support)
Stef (R-Z)
Ursula (A-D)

Student Support Meeting 9:00 - 9:45

Welcome Santa Rosa Schools

TBA
TBA
TBA
TBA
TBA
TBA
TBA
TBA
TBA
TBA

Darren (Psychologist)
Eric
Joni
Ursula (A-D)
Silvia/Lupe (E-K)
Sandra (L- Q)
Stef (R-Z)
Barb Olhava (SS Support)
Vicka (A-F)
Jon (O-Z)
Annie (G-N)

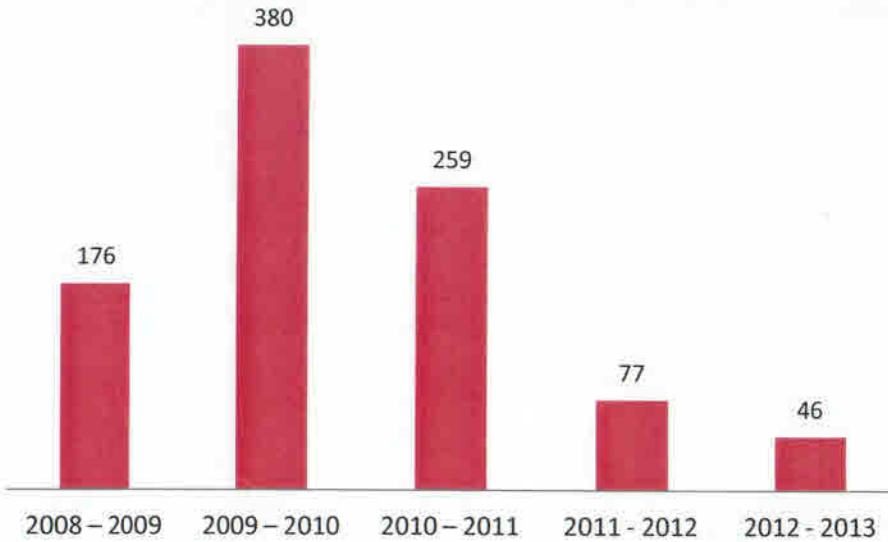


Attendance Updates

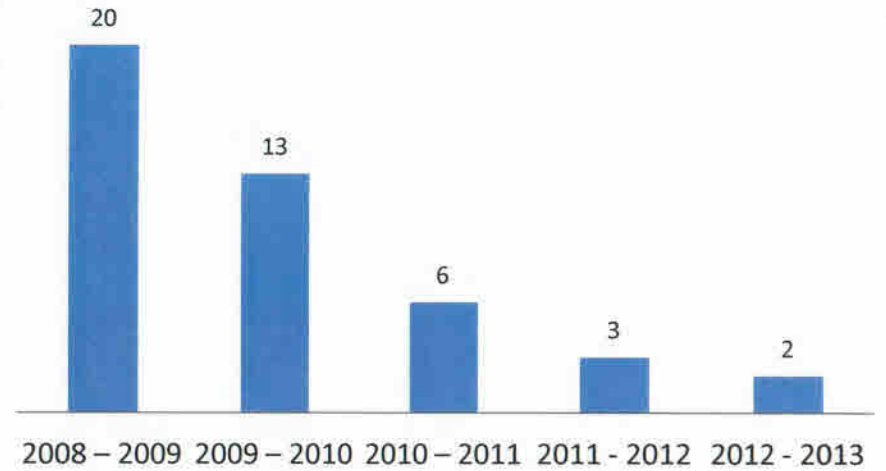
Napa High School Discipline Data

2009 – 2013

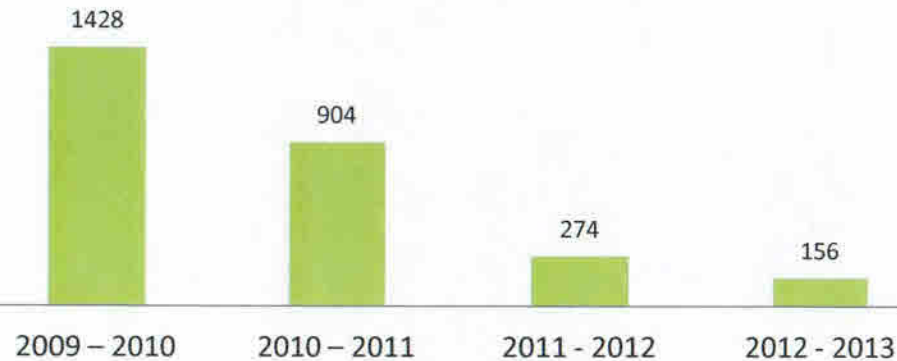
Napa High School Suspensions



Napa High School Expulsions



Napa High School # of Days Suspended





**2011-2012 Detention, Referral, & Suspension School-wide totals
(August, 2012)**

Infraction AERIES	Assault	Cheating	Defiance Disrespect	Detention No-Show	Disruption Campus	Disruption Class	Dress Code	Electronic Device	Fighting	Forgery	Gum Food	Harassment Sexual	Harassment Intimidation	No Materials	Non Suit
Code	02	10	15	18	20	22	24	28	36	40	46	48	50	58	60
Total	2	40	776	1	10	563	87	282	1	9	62	6	11	386	2
Infraction AERIES	Off Campus	Out of Area	Possible Harm	Profanity	Skateboard	Tardies Excessive	Theft	Threatening Behavior	Throwing Objects	Tobacco	Truancy	Vandalism	Violation of School Rules	Suspensions	
Code	64	66	74	76	78	82	84	86	88	90	92	96	98		
Total	104	1	1	45	6	1527	3	1	23	3	33	5	13		

Department Detention and Referrals and Totals

Math		English		Science		Social Science		World Language		Physical Education		SPED		Visual & Performing Arts		Career Technology Education		Clerical		Campus Supervisors	
Teacher / Total		Teacher / Total		Teacher / Total		Teacher / Total		Teacher / Total		Teacher / Total		Teacher / Total		Teacher / Total		Teacher / Total		Staff	Total	Staff	Total
A	271	A	6	A	20	A	10	A	12	A	23	A	59	A	14	A	41	A	3	A	13
B	168	B	155	B	98	B	3	B	7	B	24	B	52	B	3	B	104	B	11	B	2
C	80	C	2	C	46	C	24	C	5	C	1	C	2	C	289	C	230			C	226
D	2	D	38	D	7	D	2	D	32	D	1	D	67	D	50	D	1				
E	148	E	211	E	3	E	3	E	35		E	20	E	3							
F	163	F	24	F	15	F	14	F	116		F	48	F	75							
G	47	G	3	G	32	G	10	G	11		G	10	G	3							
H	8	H	3	H	1	H	1	H	2		H	38									
I	68	I	311		I	66		School Wide Total = 4,372													
J	70	J	14		J	35															
K	6	K	6		K	108															
		L	3		L	37															
		M	7		M	15															
		N	20																		
		O	4																		
Total	1,031	Total	807	Total	222	Total	328	Total	220	Total	49	Total	296	Total	437	Total	376	Total	14	Total	241

School Wide Total = 4,372

Administration and Student Services

Detention and Referrals Totals

Administration		Student Services	
Staff	Total	Staff	Total
A	17	A	2
B	311	B	1
C	16		
D	4		
Total	348	Total	3

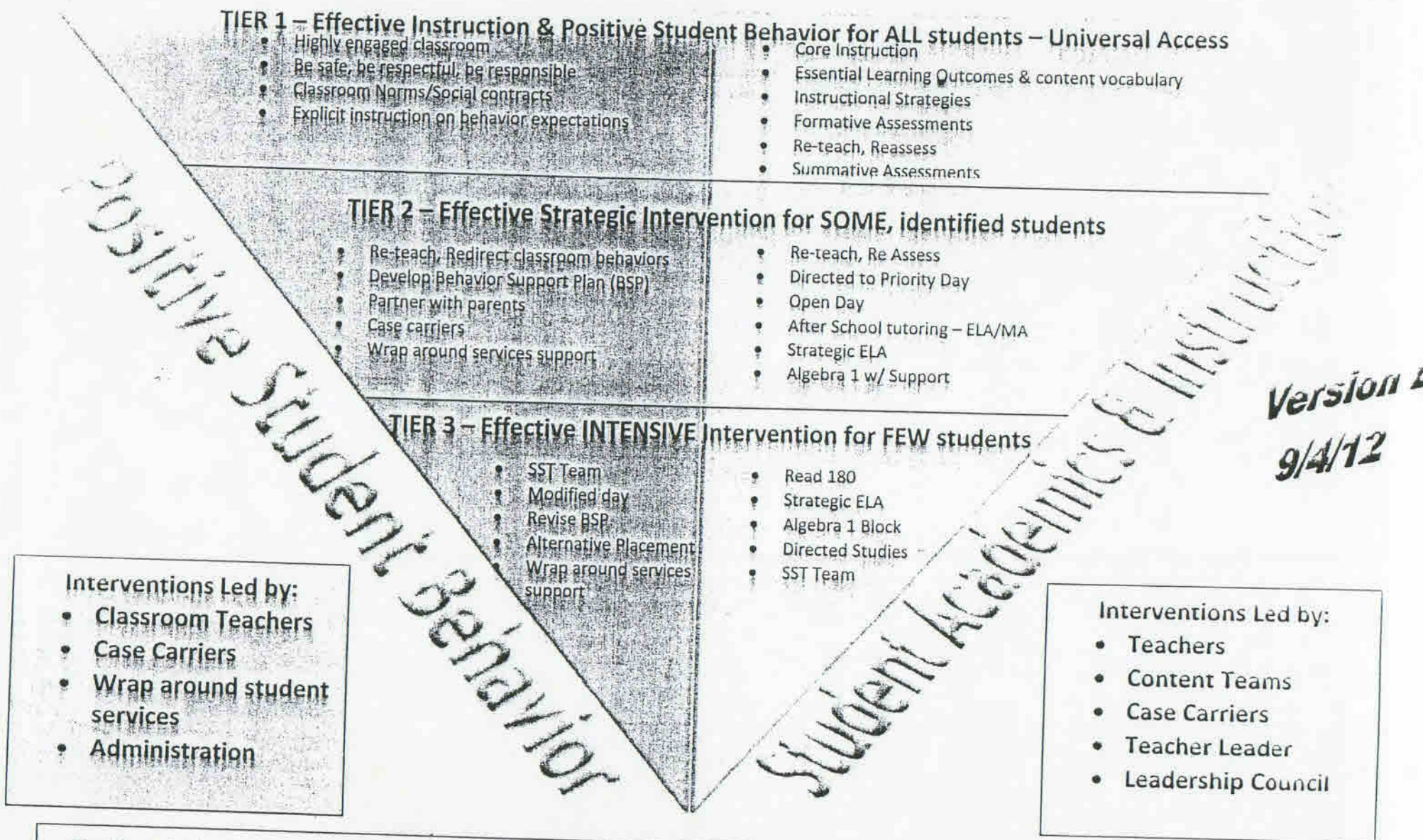
2011-2012 Detention, Referral, & Suspension School-wide Percentages

Department	Math	English	World Language	SPED	Career Technology Education	Physical Education	Science	Social Science	Visual & Performing Arts	Campus Supervisors	Clerical	Admin.
Percentage	24%	18%	5%	7%	9%	1%	5%	8%	10%	6%	0%	8%

12 Teachers submitted no referrals or detentions.

Napa High School

Response to Academic & Behavior Intervention ~ A Visual



The foundation begins with **relationships** across the campus – on Day One and continues everyday throughout the school year. The overwhelming evidence and **single greatest predictor of a school's success is the interactions between adults and students.** The **BEST** response to positive student behavior is **PREVENTION** and **RESTORATIVE PRACTICES.**

It starts here...

The Foundation to Learning begins with relationships across the campus - on Day One and continues everyday throughout the school year.



Greet students at the classroom door, attendance counter, on campus, office desk, cafeteria, on campus with a handshake, high five, fist bump.	In the classroom, position yourself by the door to dismiss students and send them off with a positive comment.
Get to know what students are doing and involved in - athletics, band, choir, jazz dance, 4-H, etc. This allows you to personalize greetings.	Be visible on campus. Attend school events. Say "Hi" and use their name when you pass during breaks.
Frame classroom comments using positive language. For example, "Stop calling out!" could change to "One at a time, please, - thanks!"	No put-downs, sarcasm or loud voices at any time. Work to keep the school community a respectful and safe place for all.
In the classroom, frequently review and model expected classroom behaviors and re-teach when needed. Frame expectations positively and emphasize the classroom partnership, describing behaviors they can expect from you.	Work to be consistent and fair in your behaviors. Consistency and fairness from the adults in the school community provides for a trusting and safe environment for our students and staff.
Dress for success!	Model appropriate behavior! Students, Staff and Teachers!

And continues here.....in the Classroom.....

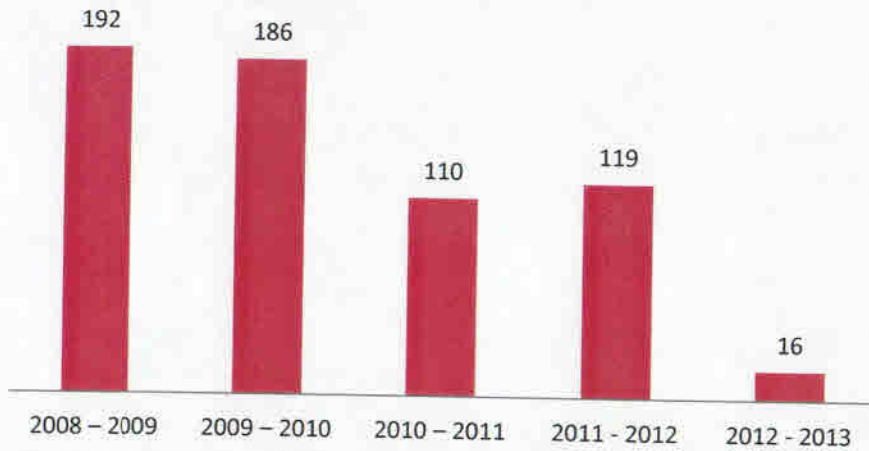
To ensure that all students can learn. Taught and re-taught throughout the school year.
85-90% of student behavior matters can be handled in the classroom.

Tier 1 ~ Universal Intervention (All) Establishing Classroom Management Procedures/Policies	Tier 1 - AERIES Descriptors AERIES Referral and Detention frequent behavior markers are sorted below.	Suggested Tier 1 Classroom Interventions
<p>Focus on behavioral expectations that support learning. AERIES data shows the following behavior markers frequently appear in detention and referral data. Review the three BEST categories when setting expectations for your classroom:</p> <ol style="list-style-type: none"> 1. Be Safe 2. Be Respectful 3. Be Responsible 	<p>Be Safe:</p> <ul style="list-style-type: none"> • Food/Gum • Hands and Feet to yourself • Running, pushing, throwing objects in the classroom • Other pertinent to your classroom <p>Be Respectful:</p> <ul style="list-style-type: none"> • Profanity - Always use appropriate language in the classroom and on campus. • Defiance and uncooperative behavior • Appropriate use of technology and electronic devices • Treat each other with respect • Dress for success • Other pertinent to your classroom <p>Be Responsible:</p> <ul style="list-style-type: none"> • Supplies and materials • Homework • On Time to class • Non-Suit in Physical Education • Lack of participation and motivation to learn • Cheating and Plagiarism 	<ul style="list-style-type: none"> • Be explicit in teaching the students your classroom routines and expectations and exactly what you want from them. • Develop social contracts/classroom norms and have the students sign them. • Re-teach and re-direct classroom expectations when needed. Don't assume they will "get it" the first time! • Use "Refocus Form" or behavioral contract with students when applicable. • Identify a "Teacher Buddy" that you can send a student to for a brief "time-out" • Call parents! They are your best ally and really do want their student to behave! • Hold student briefly at the beginning of milk break or lunch to redirect behavior. • Proximity to mis-behaving student. Move them to the front of the room, move toward them. • Use a ticket or award system for celebrating behaviors. • Assign student to a specific seat • Pause in instruction/stop instruction and make eye contact with student disrupting instruction. • Keep a behavior log on each student. This will help develop the "story" which will be helpful if parent meeting is necessary. • Contact case carrier for assistance, counselor, inform athletic coach, AVID teacher, Loop Team teacher, House Lead. • Detention

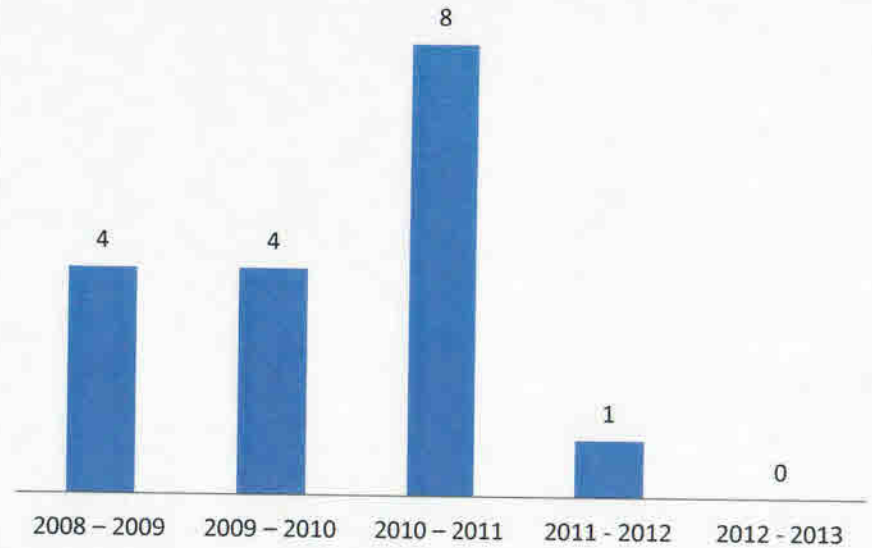
Redwood Middle School Discipline Data

2009 – 2013

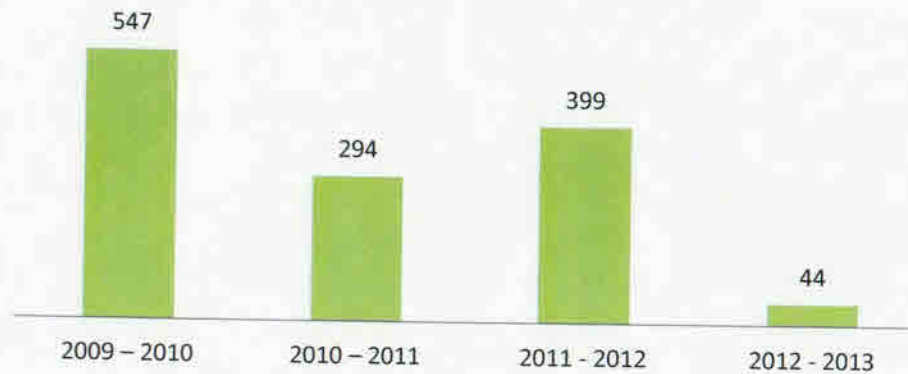
Redwood Middle School Suspensions



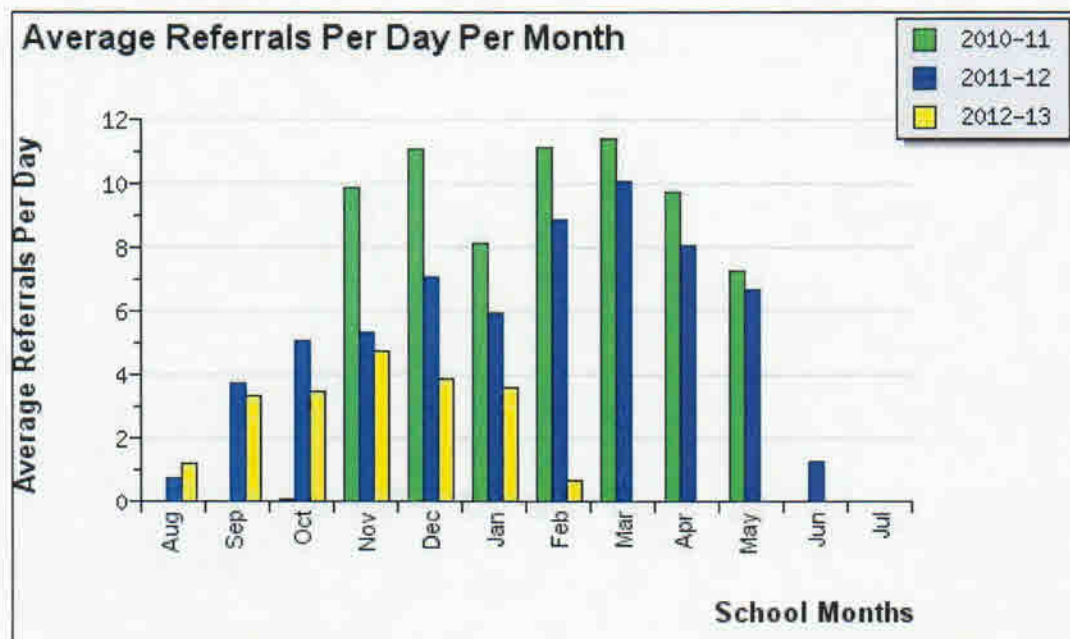
Redwood Middle School Expulsions



Redwood Middle School # of Days Suspended



53

Average Referrals Per Day Per Month**Redwood Middle School****Generated: 02/12/2013, 2:02:41 PM****All Referrals & Minors****Multi-year Graph**

SWIS v4.5.94 Copyright ©2013 May, Ard, Todd, Homer, Glasgow, Sugai, & Sprague

www.swis.org

APA Citation: May, S., Ard, W., Todd, A., Homer, R., Glasgow, A., Sugai, G. & Sprague, J. (2010). School-wide Information System v4.5.94. University of Oregon, Eugene, Oregon.

54



2012-13 School Year

As members of the Redwood Staff we have agreed **yearly** to the following **“Universal Agreements”** when interacting with students and adults to facilitate a positive and harmonious school environment:

- No Putdowns to any member of the Redwood community (adults/students)
- No Sarcasm shall be used or encouraged when speaking to or about any member of the Redwood community
- No Yelling should be used at anytime towards any member of the Redwood community unless there is an emergency or situation that requires a person to raise his or her voice
- All staff members will be discrete and aware of their surroundings when speaking about a student or parent with a colleague
- All staff members greet students at the classroom door at the beginning of each period
- All staff members require students to remain in their seat until the bell rings
- All staff members follow guidelines outlined in the school Binder Reminder (i.e. no food in classroom during any class, use the bathroom pass in the Binder Reminder when students leave the classroom, etc.)
- All staff members embrace and actively practice that ‘everyday is a new day’ with students, colleagues and parents

We can add to this list at our second faculty meeting this school year. The next faculty meeting is scheduled for August 22.

Great job today!!

Drew, Debbie and Maryanne

55

'One is too small a number to achieve greatness'. If you want to do anything of value, teamwork is required.

Redwood Middle School

2012-13

STUDENT STORE DISCOUNT

This coupon allows you \$1.00 off
any purchase at the Student Store.

Name: _____

Team: _____ Date used: _____

Teacher/RMS staff signature of
usage: _____

(BEST Committee)

Redwood Middle School

2012-13

STUDENT STORE DISCOUNT

This coupon allows you \$1.00 off
any purchase at the Student Store.

Name: _____

Team: _____ Date used: _____

Teacher/RMS staff signature of
usage: _____

(BEST Committee)

Redwood Middle School

2012-13

STUDENT STORE DISCOUNT

This coupon allows you \$1.00 off
any purchase at the Student Store.

Name: _____

Team: _____ Date used: _____

Teacher/RMS staff signature of
usage: _____

(BEST Committee)

Redwood Middle School

2012-13

STUDENT STORE DISCOUNT

This coupon allows you \$1.00 off
any purchase at the Student Store.

Name: _____

Team: _____ Date used: _____

Teacher/RMS staff signature of
usage: _____

(BEST Committee)

Redwood Middle School

2012-13

STUDENT STORE DISCOUNT

This coupon allows you \$1.00 off any
purchase at the Student Store.

Name: _____

Team: _____ Date used: _____

Teacher/RMS staff signature of
usage: _____

(BEST Committee)

Redwood Middle School

2012-13

STUDENT STORE DISCOUNT

This coupon allows you \$1.00 off any
purchase at the Student Store.

Name: _____

Team: _____ Date used: _____

Teacher/RMS staff signature of
usage: _____

(BEST Committee)

Be Safe, Be Responsible, Be Respectful

2012-13

Cell Phone and Personal Electronic Device Policy

This policy will include cell phones and other personal electronic devices (e.g. CD players, MP3 players, iPods, iPhones, PSP's etc.) on campus in accordance with Ed.Code 48901.5 and NVUSD Board Policy 5132. The purpose of this policy is to prevent campus and class disruptions by use of cell phones and personal electronic devices, and to uphold the right of possession of cell phones granted in the Ed.Code. Student may use their phones after school to call parents or with the permission of a RMS staff member.

We acknowledge the importance of electronic communication between students and parents, particularly in school-wide emergencies situations.

Cell Phone/Electronic Device	CONSEQUENCE
1 st Incident	Warning, phone/electronic device confiscated and returned to the student at the end of the day
2 nd Incident	60 minute detention assigned, phone/electronic device confiscated and returned to the parent after school
3 rd Incident	Student placed on non-privilege list for defiance of authority. Phone/electronic device confiscated and returned to the parent. <u>Conference</u> with the student and parent/guardian when they pick up the phone at a prearranged appointment time
4 th Incident	Phone/electronic device confiscated and returned to the parent, <u>conference</u> with the student and parent/guardian when they pick up the phone at a prearranged appointment time. Student <u>placed on a behavioral contract</u>
RMS assume no responsibility for the theft or loss of any item governed by this policy	

Updated 12/12



Continuum of Corrective Consequences

Classroom Responses:

- Eye Contact
- Pause in teaching
- The teacher "look"
- Physical proximity
- Praise appropriate behavior observed
- Touch or gesture
- Use humor (but never sarcasm, kids don't understand and feel shamed)
- Reminder, "If you _____ we will have time for _____."
- Ask class for response that ends inappropriate behavior ("Take out scratch paper and list... raise your hand if... close your eyes and imagine..")
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Reteach, positive practice
- Stop-Reteach-Choices-Acknowledge Cooperation (STCAC)
- Alternative Academic Task
- Reflection Desk in which student completes reflection sheet
- Owed Time (lunch, recess, etc.) in which the student Restore and Repair the Environment (Community Service)
- Loss of points or privileges
- Discussions, conference with student
- Parent contact
- Send student to a Buddy Room
- Restore and Repair the Environment (Community Service)

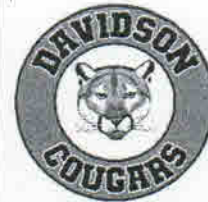
Office Responses:

- Send student to the office
- Send student to In School Suspension Room (secondary only)
- Parent contact
- Detention, Suspension, Expulsion
- Restore and Repair the Environment (Community Service)

Office Referral Process

Staff Managed are Minors	Office Managed are Majors
Minors	Majors
Inappropriate Language	Three minor events
Physical Contact	Abusive / inappropriate language
Defiance / Disrespect	Fighting / Physical aggression
Technology Violation	Defiance / Insubordination
Property Misuse	Harassment / Intimidation
Tardy	Vandalism / Property destruction
	Skipping
	Lying / Cheating
	Dress Code
	Illegal activities (Theft, Arson,
*Consequences are determined by staff	Weapons, Tobacco, Alcohol, Drugs)

DAVIDSON MIDDLE SCHOOL CULTURE AND CLIMATE PROGRAM



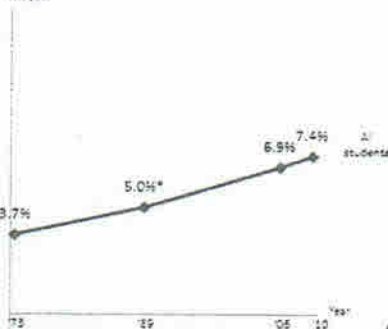
1/31/13

Dr. Harriet MacLean, Principal
Kristy Treewater, Assistant Principal
Karen Junker, Climate and Culture Specialist

WIDESPREAD USE OF SUSPENSION IS RELATIVELY RECENT PHENOMENON

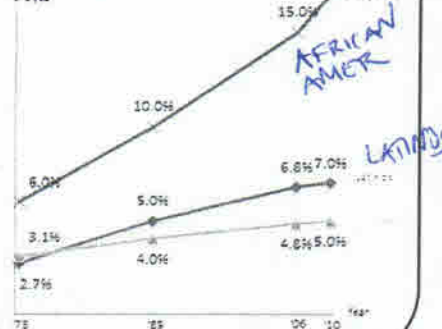
**National risk of suspension for all
students, 1973-2010**

Percent of students
suspended one or
more times during
the year



**National risk of suspension by race of
student, 1973-2010**

Percent of students
suspended one or
more times during
the year



Source: All the data were reported by the U.S. Department of Education's Office for Civil Rights, Losen, D. and Gillespie, J., *Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from Schools*, The Center for Civil Rights Remedies, Civil Rights Project, UCLA, August 2012. *The minority estimate based on 9 lagged registered numbers.

60

According to data collected by the Office for Civil rights,
California schools during the year 09-10 suspended

**~428,000
students**

in grades K- 12 one or more times

Source: CRDC, 2009-2010, Email communication from Dan Losen, September 6, 2012, estimate based on the assumption that sample amounted to 91% of total population of students, weights were not applied

According to data collected by the California Department
of Education, during 09-10, California schools issued

**~765,000
out-of-
school
suspensions**

Source: CDE, L.A. RS 2009-2010

Is the widespread use of out-of-school suspension (OOS) helping us achieve our common sense goals?

Impact of OOS on student suspended	Is OOS helping misbehaving students to change their behavior in ways that enable them to stay in school longer, learn more, and graduate at higher rates?	<ul style="list-style-type: none"> ✓Increases risk of dropping out ✓2x as likely to repeat a grade ✓3x as likely to have contact with the juvenile justice system ✓Frequency of "repeat" offenders
Impact of OOS on non-suspended students and staff	Is OOS making schools safer and more productive for the non-suspended students thus enabling them to stay in school longer, learn more, and graduate at higher rates?	<ul style="list-style-type: none"> ✓States with higher suspension rates have lower NAEP scores in math, reading, and writing ✓Higher suspending schools have below average test scores compared to scores in demographically similar schools

Sources: Fabrigar, T., Thompson, M.D., Poteit, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). *Breaking school's rules? A statewide study of how school discipline relates to student success and juvenile justice involvement*. New York: Council of State Governments Justice Center. Rausch, M., and Socia, R. (2006). *The Academic Cost of Discipline: The Relationship Between Suspensions and School Achievement*. Center for Evaluation and Education Policy, Indiana University.

**Are there alternatives to out of school suspension?
And are they effective at achieving our common
sense goals?**

Proven and Promising Alternatives

School Wide Positive Behavioral Supports (SWPBS)

Social Emotional Learning (SEL)

Restorative Justice

DMS Evidence of Effectiveness

- ✓ Decrease in misbehavior
- ✓ Decrease in suspension
- ✓ Decrease in classroom discipline
- ✓ Decrease in physical altercations
- ✓ Decrease in retention of students
- ✓ Increase in perceived safety
- ✓ Increase in academic achievement
- ✓ Increase of student self-reporting
- ✓ Increase in API

Source: *Derling Statistical Yearbook* (Statistisches Jahrbuch für Baden-Württemberg und Baden-Pfalz), 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606,

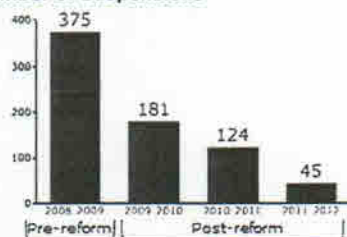
DAVIDSON MIDDLE SCHOOL

Restorative
Justice + Peer
Courts

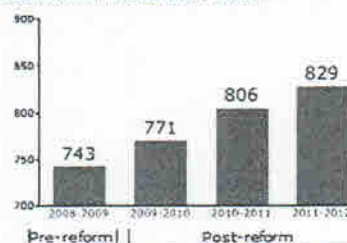
**SUSPENSIONS DROP, SCHOOL WIDE API
CLIMBS...**

**...INCREASE IN API STEEPEST FOR LATINO,
LOW INCOME, AND ELL STUDENTS**

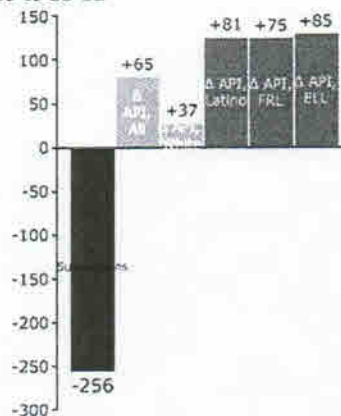
Number of Suspensions



Academic Performance Index



**Pre/post change in
suspensions and API,
08-09 to 11-12**



San Rafael City District
Source: CDE 2012

"Be the Change You Want to See in the World"

Notice...Choose...Act

James B. Davidson
Middle School

**High Achievement
for Every Student**

Every Student Every Day

- ✓ Bell Schedule
- ✓ Master Schedule
- ✓ Student Programming
- ✓ Test Administration
- ✓ Above grade level math
- ✓ ELD program
- ✓ ELD curriculum
- ✓ Heterogeneous ELA classes
- ✓ California State Gear UP for College grant
- ✓ Bridge to SR

**One School
Community**

Building Community

- ✓ Back to School Barbecue
- ✓ Cougar Carnival
- ✓ "Intercambio"
- ✓ Shadow Days (for parents, community leaders, teachers)
- Anti-bullying program:
 - ✓ Challenge Days
 - ✓ STAR Pep Rally
 - ✓ Restorative Practices
- Student Voice
 - ✓ Be the Change
 - ✓ Student Council

**Increased Parent
Involvement**

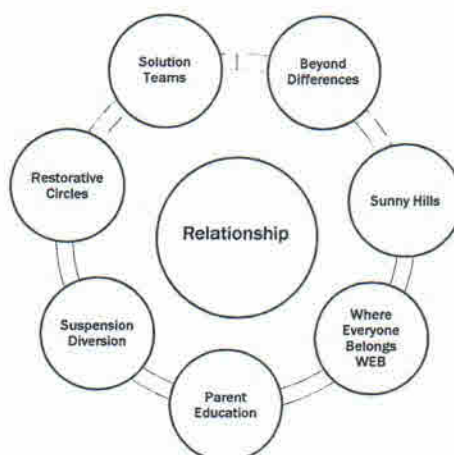
*A Parent in Every
Classroom Every Day*

- ✓ Volunteer Coordinator
- ✓ Parent Teacher Conferences
- ✓ Parent Institute for Quality Education
- Teams, Teams, Teams:
 - ✓ School Site Council
 - ✓ English Learner Advisory Council
 - ✓ Data Inquiry Team

63

SR SAN RAFAEL CITY SCHOOLS		DAVIDSON MIDDLE SCHOOL
280 Woodland Avenue, San Rafael, CA 94901		(415) 485-2400 FAX (415) 485-2476
High Achievement for Every Student	One School Community	Increased Family Engagement
<p><i>Lifting Student Achievement Every Student Every Day</i></p> <ul style="list-style-type: none"> ✓ Bell Schedule ✓ Master Schedule ✓ Student Programming ✓ Above grade level math classes ✓ ELD program ✓ Heterogeneous classes ✓ CA State Gear UP ✓ Career Fair <p><i>Since 2010</i></p> <ul style="list-style-type: none"> ✓ Academic Coaches ✓ Common benchmarks ✓ Zeroes are Not Permitted (ZAP) ✓ MCF Transforming Schools Grant ✓ API over 800 in 2011 ✓ 90% Reduction in Suspensions (2008-12) 	<p><i>Building Community</i></p> <ul style="list-style-type: none"> ✓ Back to School Barbecue ✓ Cougar Carnival ✓ Community Shadow Days ✓ Challenge Days ✓ STAR Pep Rally ✓ Restorative Circles piloted in sixth grade ✓ Student Council <p><i>Since 2010</i></p> <ul style="list-style-type: none"> ✓ No Bully Solution Teams ✓ School Wide Restorative Circles ✓ Suspension Diversion ✓ Peer Court ✓ WEB Where Everyone Belongs ✓ Beyond Differences 	<p><i>Bringing the Community into the School</i></p> <ul style="list-style-type: none"> ✓ AGT Task Forces ✓ Be the Change ✓ Volunteer Coordinator ✓ Parent Teacher Conferences ✓ Parent Institute for Quality Education ✓ Data Inquiry Team <p><i>Since 2010</i></p> <ul style="list-style-type: none"> ✓ Students to Work (S2W) Job Shadow ✓ Marin County School Volunteers pilot ✓ Real Estate Agent Tours ✓ DMS Collaborative ✓ K-5 Feeder Schools Outreach Programs

CLIMATE AND CULTURE PROGRAM



DMS MENU OF OPTIONS

Buddy Room / Individual Reflection
Restorative Circle
Student agreements / behavior contracts
SART
Intervention Team / SST
Academic Coaches
Local Review Board
Academic Saturday School
Suspension Diversion / Peer Court

Suspension is the LAST resort!

OFFENSE: BULLYING

PRIOR INTERVENTIONS:
SOLUTION TEAM, PARENT CONFERENCE

SUSPENSION DIVERSION CONTRACT:
WRITE AN APOLOGY LETTER

TUTORING MONDAY-THURSDAY (LUNCH
TIME AND AFTER SCHOOL- STUDENT IS
RESPONSIBLE FOR SHOWING UP

PRACTICE SAYING 3 NICE THINGS A DAY

TRY OUT FOR THE BASKETBALL TEAM

Example of a
Suspension
Diversion
Contract

Davidson Middle School - Bullying Report Form

Date: _____ Reporting Person: _____

Name of target(s):

Name(s) of student(s) bullying:

Name(s) of witnesses/bystanders:

Type of Bullying (circle all that apply):

Called Mean Names

Excluded

Hit, Kicked, Punched

Cyber-bullying

False Rumors / Lies Told

Racial Comments

Sexual Comments

Threatened

Possessions Damaged or Taken

Other (explain): _____

Where did the bullying happen? (circle all that apply):

Breezeways / locker hall

In class with teacher

In class without teacher

PE locker rooms

Lunch area

Bathroom

Car pick up On the bus

LEAP / Boys and Girls Club

Other: _____

Who have you spoken to about the bullying incident(s)? (circle all that apply):

Teacher

Other adult at school

Parent / Guardian Sister / Brother Friend

Describe what you experienced or witnessed:

Please give this form to Ms. Junker, or to any of the front office staff.

66

I WANT TO RESOLVE A CONFLICT

I would like to solve a conflict I am having with someone. DATE: _____

MY NAME: _____ OTHER PERSON: _____

My Student Number: _____

My Schedule: Advisory Room _____, Period 1 Room _____, Period 2 Room _____, Period 3 Room _____,
Period 4 Room _____, Period 5 Room _____, Period 6 Room _____



TYPE OF CONFLICT:

- ☐ NAME CALLING
- ☐ RUMOR
- ☐ FIGHT
- ☐ BOY/GIRL
- ☐ OTHER _____



OAKLAND
UNIFIED

Restorative Justice

Overview

Restorative Justice School Sites

Learn More About Restorative Justice

Restorative Justice Resources

The California Report: "In Oakland, School Officials Tackle Rising Suspensions"

OUSD Restorative Justice

"Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible" - Howard Zehr, 1990

Clean Video Se

Results for "

© 2012 Phantom Technologies Inc. /
All trademarks and registered trademarks on this website are

Overview

Restorative Justice (RJ) is a set of principles and practices employed in the Oakland Unified School District to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. The RJ program in OUSD pilots a three-tiered model of prevention/ intervention/ supported reentry in response to conflict/harm. The RJ program works to lower our rate of suspension and expulsion and to foster positive school climates with the goal of eliminating racially disproportionate discipline practices and the resulting push-out of students into the prison pipeline.

Scope of the Problem:

34% of the OUSD student population is African American, yet they receive...

- 67% of the referrals for out of school suspension
- 50% of the referrals for expulsion
- 40% of OUSD African American students do not graduate from high school
- Since 2005, 66% of OUSD students who dropped out have had contact with the criminal justice system

Highlights from the 2011-2012 School Year include:

- Elimination of disproportionate referrals for suspension at Bunche Continuation School and United For Success Academy
- 46% decrease of out of school suspensions at Castlemont
- Trained over 200 staff in restorative practices including law enforcement
- Incorporated OUSD Conflict Resolution program (peer mediation) into the RJ continuum
- Developed modules of RJ trainings at all three tiers prevention/alternatives to suspension/re-entry
- Aligned program to Response To Intervention model and Positive Behavior Intervention Supports (PBIS)



Goals

OUSD Restorative Justice Program 2012-13 priorities are:

- Implement a three tiered model of Whole-School Restorative Justice (prevention, repairing harm & alternatives to suspension, and supported re-entry) at a minimum of thirteen pilot sites.
- Train and coach staff at RJ sites on implementing restorative practices within the classroom.
- Develop and fund a comprehensive evaluation of RJ sites to build an evidence base for RJ in schools.
- Train and empower youth to become restorative justice facilitators to build community and prevent violence in schools.

Programs and Services

68

The Restorative Justice initiative includes:

- Professional development and coaching support to thirteen RJ sites throughout the District.
- Partnership with Restorative Justice for Oakland Youth (RJOY) to implement whole school restorative justice at Castlemont, Bunche Continuation School, and West Oakland Middle School.
- Integration of Positive Behavioral Supports and Social Emotional Learning at participating sites.
- Inclusion of parents and families to engage them in school climate and discipline issues.
- Alignment with City of Oakland Measure Y programs including community crisis response & support network, conflict mediation, street outreach, and Juvenile Justice re-entry to schools.
- Supporting and encouraging youth leadership in restorative practices through the Peer RJ program

How Our Work is Part of the Strategic Plan

In support of OUSD's vision to become a Full Service Community District, the RJ program supports a positive, equitable, and caring climate with a focus on relationships. Restorative practices utilize effective conflict resolution processes that seek to identify and repair harm and are inclusive to the whole school community. The use of restorative practices in schools has been shown to:

- Decrease referrals for suspension and expulsion
- Increase the feeling of safety at school
- Increase attendance rates and teacher retention
- Provide an equitable school-wide and classroom environment
- Provide a foundation and process for positive youth development and social emotional learning

Information about Implementing Whole School Restorative Justice

For more information on OUSD Restorative Justice, please contact:

David Yusem, Program Manager Restorative Justice

phone: 510 273-1534

email: david.yusem@ousd.k12.ca.us

Last Modified on January 11, 2013

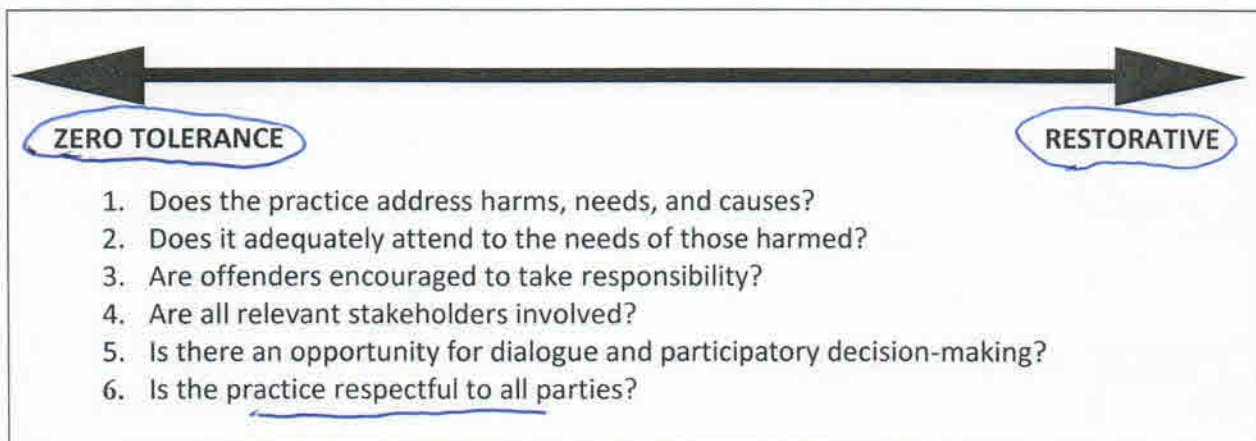
69

Whole School Restorative Justice

Restorative Justice (RJ) supports Full Service Community Schools by creating **healthy, equitable, caring school communities** by preventing addressing behavioral disruption in a non-punitive way that supports accountability and enables healing. Restorative practices decrease suspension rates and lower racially disproportionate discipline.

Based on values and practices that indigenous communities have utilized for hundreds of years, restorative justice represents a shift in the way schools respond to behavior and promote discipline. RJ offers an alternative to zero tolerance policies that have proven to be ineffective and in fact have increased push out of students into the school to prison pipeline.

"Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible" (Howard Zehr, 1990)



RJ Processes

Building community and responding to harm.



Circles



Restorative Group Conference

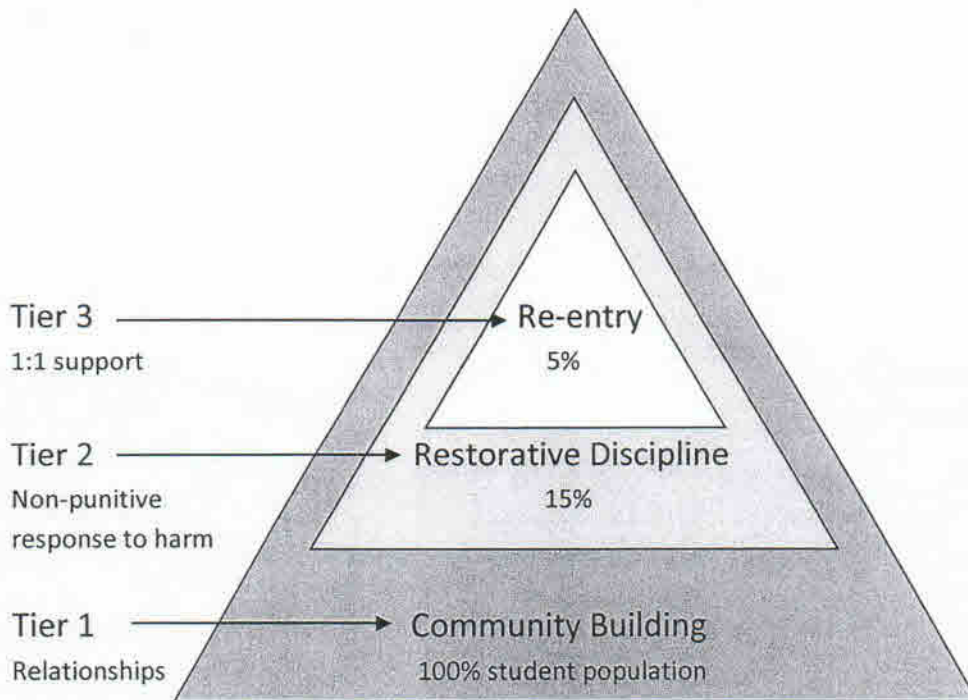


Restorative Conversations



Mediation

3 Tiers of School Based RJ



Tier 1 is characterized by the use of classroom circles to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2 is characterized by the use of restorative processes such as harm circles, mediation, or family- group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3 supports the successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

Resources for whole school implementation

RJ Coordinator 1.0 FTE to implement and integrate RJ into classroom instruction, school culture, and discipline processes and facilitate PD for staff and support outcome evaluation. Coordinator attends monthly District Practitioner Network and facilitates site-based RJ-PLC.

RJ Coach .2FTE to build capacity of staff and community to implement restorative practices that will facilitate whole school transformation and eliminate disproportionality.

Training: Two days annually for at least 80% of staff (\$1000/day), plus the cost of teacher substitutes.

PLC: Monthly on-site Professional Learning Community and professional development.

SFUSD

**SFUSD** SAN FRANCISCO
PUBLIC SCHOOLS

Enter Search Text Here

GO

Quick Links

GO

Mire este sitio en español

查看本网站中

Employee Login

ADA

SFUSD → Programs → Restorative Practices

[About SFUSD](#)[Schools](#)[Enroll in SFUSD Schools](#)[Nutrition & School Meals](#)[Transportation](#)[Directory](#)[News & Calendars](#)[Family Resources](#)[Councils & Committees](#)**Programs**[Early Education: Infant, Toddler,
Pre-K, TK and Out Of School
Time Programs](#)**Restorative Practices**[ExCEL After-School Programs](#)[Advancement Via Individual
Determination \(AVID\) College
Prep](#)[Athletics](#)[College & Career Readiness](#)[Special Education](#)[Multilingual Pathways
Department](#)[State and Federal Programs](#)[Sustainability & Environmental
Education](#)[Gifted and Talented Education
\(GATE\) Program](#)[Curriculum & Standards](#)[Services](#)[Doing Business with SFUSD](#)[ADA Access](#)[Safety & Emergency Plan](#)[Employee Resources](#)[Employee Recognition](#)[Career Opportunities](#)[How do I...?](#)

Restorative Practices

Restorative practices promote strengthened relationships and community building while providing meaningful and supported opportunities for students to be held accountable and take responsibility for making their school community a safe and nurturing environment.

We are shifting the way we think about student discipline and school climate:

Traditional: School rules are broken

Restorative: People and relationships are harmed

Traditional: Justice focuses on establishing guilt

Restorative: Justice identifies needs and responsibility

Traditional: Accountability = punishment

Restorative: Accountability = understanding impact and repairing the harm

Traditional: Justice directed at the offender; the victim ignored

Restorative: Offender, victim and school all have direct roles in justice process

Traditional: Rules and intent outweigh whether outcome is positive or negative

Restorative: Offender is responsible for harmful behavior, repairing harm and working positive outcomes

Traditional: Limited opportunity for expressing remorse or making amends

Restorative: Opportunity given to make amends and express remorse

Restorative Questions

When responding to conflict, a restorative approach consists in asking the people involved these key questions:

1. What happened, and what were you thinking at the time of the incident?
2. What have you thought about since?
3. Who has been affected by what happened, and how?
4. What about this has been the hardest for you?
5. What do you think needs to be done to make things as right as possible?

Further Resources

- [Restorative practices project status](#) (March 2011)
- [Implementation plan overview](#)

Getting to the Core

2011-12 Progress Report

Spotlight



Teacher Robert Sautter Earns National Award

The Southern Poverty Law Center's Teaching Tolerance project will recognize Sautter with the Teaching Tolerance Award for Excellence in Culturally Responsive Teaching...

[Read more](#)

72



Restorative Practices/Alternatives to Suspension

[HOME](#) | [About Us](#) | [Services](#) | [Forms](#) | [Contact Us](#)

About Restorative Practices/Alternatives to Suspension

SFUSD Restorative Practices Implementation Plan Overview



Restorative Practices/ Alternatives to Suspension

Kerri Berkowitz, MSW, PPSC
Restorative Practice Coordinator

Claudia Anderson, Executive Director

Student, Family, and Community Services
Department
727 Golden Gate Avenue
Floor 2
San Francisco, CA 94102
Phone: (415) 241-3030
Fax: (415) 241-6213

Restorative practices promote strengthened relationships and community building while providing meaningful and supported opportunities for students to be held accountable and take responsibility for making their school community a safe and nurturing environment.

The following plan, predominately based on professional development and the formation of Professional Learning Communities, will assist our school district in moving towards a restorative approach of student discipline and positive school climate.

YEAR ONE - 2010-2011

Goal: To familiarize SFUSD with Restorative Practices and clarify meaning/understanding of Restorative Practices (RP). Creation of Professional Learning Communities to establish a positive environment within schools in support and practice of RP.

Emphasis: Offer introductory training to all SFUSD Area Team Leaders, Supervisors, Primary and Secondary Administrators, and student support staff. Assist school sites already implementing Restorative Practices by offering instructional school staff additional trainings in circles and conferences. Engage community partners by hosting ongoing SFUSD RP Community Forum.

Year 1: 2010-2011 Restorative Practice Professional Development, Meeting and Implementation Timeline:

August 2010	Roundtable Overview at Administrative Institute
Sept-October 2010	<ul style="list-style-type: none"> Overview with APD and Counselors at monthly meetings Planning for PD series begins SFUSD RP Coordinator selected
Nov 15 - Nov 19, 2010	Team of eight SFUSD employees attend International Institute of Restorative Practices (IIRP) Immersion Training in Bethlehem, PA
Dec 1, 2010	Assistant Principals, Deans, and Counselors attend first full day Introduction to RP training offered by IIRP trainer. (See participant reflections for feedback)
Dec 2, 2010	All MS and HS principals receive overview of RP by IIRP consultant.
Dec 3, 2010	Counselors and pupil services employees receive full day of Introduction to RP training
Dec 7, 2010	Restorative Practice Leadership Team meets
Jan 25, 2011	IIRP consultant and RP Leadership team to meet with SFUSD Cabinet
Jan 26, 2011	Introduction to RP training offered to secondary student support services employees, supervisors, and leaders.
Jan 27, 2011	

73

	Introduction to RP training offered to secondary student support services employees, supervisors, and leaders.
Jan 27, 2011	SFUSD Restorative Practice Community Forum
Jan 28, 2011	Introduction to RP training for Middle and High School Principals, Area Team Leaders and Central staff.
Feb 8- Feb 11, 2011	Introduction to RP training offered to Secondary student support services employees, supervisors, and leaders.
Feb 12, 2011	Offer RP workshops at School Site Council Summit
Feb 22- Feb 25, 2011	Introduction to RP training offered to Elementary Administrators, student support service employees, supervisors, and leaders.
Feb 25-May 28, 2011	<p><i>Additional trainings:</i></p> <ul style="list-style-type: none"> • SFUSD to establish partnerships with local organizations to offer continued support to SFUSD staff and school sites already implementing Restorative Practices. -circle and conference trainings • Additional Specialized RP trainings: <ul style="list-style-type: none"> • students • teachers • Instructional Reform Coaches • SF School Resource Officers

Professional Learning Communities

- School Sites: student support staff and administration are requested to hold monthly PLC's to discuss/support one another in utilizing the beginning practices of RP.

(SFUSD RP Coord. will provide a set of questions to assist and guide site meetings)

- Area Team Specific: each school site will select 2 representatives to attend a monthly Area Team RP PLC for support/coaching/sharing to be facilitated by SFUSD RP Coord.
- Counseling Practices: Establish community of counselors to meet to discuss counseling protocols and documentation.

YEAR TWO - 2011-2012

Goal: Building and maintaining strong relationships, community, and positive school climate. Expand parent and community involvement and understanding of Restorative Practices. Minimize counseling office referrals and suspensions, and increase in-class instructional time.

Emphasis: Expanding training series to the larger SFUSD school community. Offer introductory trainings to school site employees, continue to offer additional trainings to school sites already implementing RP, expand on training series to student support staff, and continue to engage community partners in discussion around benefits of RP.

YEAR THREE - 2012-2013

Goal: Continue to build and maintain strong relationships, create sense of community and positive school and district climate, minimize counseling office referrals and suspensions, and increase in-class instructional time.

YEARS FOUR and FIVE - 2013-2015

Goal: Continued support of school sites and district community in utilizing Restorative Practices. Restorative Practice Leadership team continues to meet to assess the needs of school sites and community.

Emphasis: Sustainability.

74

EDUCATION WEEK

1/10/13

Published Online: January 10, 2013

Suspensions Linked to Lower Graduation Rates in Fla. Study

By Nirvi Shah

Washington

About three-fourths of Florida 9th graders who were never suspended out of school as freshmen graduated from high school, compared with a 52 percent graduation rate for those suspended once and a 38 percent rate for those suspended twice in their first high school year, an analysis has found.

And often, researchers at Johns Hopkins University found, students suspended also were failing courses and absent from school for other reasons.

While there has been a push, especially in recent years, to cut out-of-school suspensions, the findings suggest that changing discipline policies in a way that would curb suspensions alone isn't a sure way to improve student achievement or graduation rates, said Robert Balfanz, the co-director of the university's **Everyone Graduates Center** in Baltimore, and the study's lead author.

Schools must find ways to motivate students who aren't engaged in their learning, he said, and intervene when students miss a lot of school, misbehave, and perform poorly in class—all of which are early warning signs that a student may drop out.

"We need a more holistic answer to this problem than 'Suspend fewer kids,'" Mr. Balfanz said.

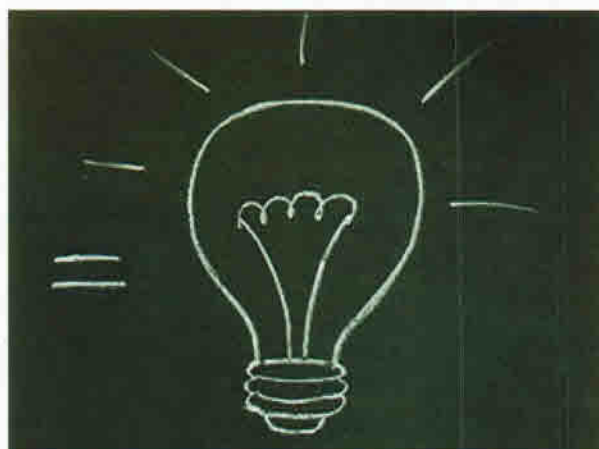
The study, discussed Thursday at a national conference about the **effects of disciplinary policies that remove students from school**, looked at nearly 182,000 Florida students who were 9th graders during the 2000-01 school year and followed their educational trajectories through 2008-09.

"We knew from a lot of the other work that's been done recently that lots of kids get suspended," Mr. Balfanz said. Of the Florida students, 27 percent were suspended at least once in 9th grade. And the study, like many others on the issue of out-of-school suspension, found that black students, special education students, and low-income students were disproportionately affected by the disciplinary measure.

[Back to Story](#)

EDUCATION WEEK

Multi-User LICENSING



**THE FULL
EDUCATION
PICTURE...**
...for up to 60% less

+ Click here for more info

76

"We wanted to figure out what are the consequences of that common occurrence," Mr. Balfanz added. "What we found that did surprise us a little bit: Even one suspension matters."

And the effects appear to be long-lasting: A larger percentage of students who had never been suspended as freshmen enrolled in postsecondary coursework. And students who went to college who had never been suspended completed, on average, four terms in college, compared with slightly less than two college terms completed by students suspended once as freshmen.

Findings Echoed

Although the research focused on students in Florida, Mr. Balfanz said he believes the results are representative of the entire nation.

Jadine Johnson, a staff lawyer for the Southern Poverty Law Center, which is based in Montgomery, Ala., agreed. A **2009 study by the Public Affairs Research Council of Alabama** found that one out-of-school suspension for a 9th grader in the Mobile, Ala., public schools was also an indication that a student might drop out of school.

"It is happening all across the country. [Mr. Balfanz's] research just reflects that," Ms. Johnson said.

The law center sued the 63,000-student Mobile district in 2011 over long-term suspensions of students that the organization says were handed down without following due process, Ms. Johnson said. A trial is scheduled to begin in federal court in August.

Mr. Balfanz's latest research, she said, shows that "the impacts of suspension, particularly for 9th grade students, cannot be overstated."

"As districts continue to work on graduation rates, they have to look at suspension rates," Ms. Johnson added, as well as why students are being suspended and how they are being suspended.

The Jan. 10 conference included discussions of other studies looking at student behavior, school climate, and school safety. The event, called "Closing the School Discipline Gap: Research to Practice," was organized by the Civil Rights Project/Proyecto Derechos Civiles at the University of California, Los Angeles. Findings from *Education Week's 2013 Quality Counts* report, "Code of Conduct: Safety, Discipline, and School Climate," also were slated to be presented at the day-long meeting.

RELATED BLOG



An examination
of school culture
and student well-being

RULES FOR ENGAGEMENT

[Visit this blog.](#)

Especially for students with multiple out-of-school suspensions, schools must dig to find out what's at the heart of the behavior problems triggering the suspensions and work on ways to engage the students in their learning, Mr. Balfanz said. Multiple suspensions, he said, only add to the students' disengagement and likelihood of quitting school altogether.

"If the first suspension isn't working, suspension isn't a very effective strategy," he said. But his research found that many students who were suspended as freshmen but not failing courses

77

or otherwise chronically absent ended up missing school repeatedly or failing courses as they continued high school.

"This suggests that for about 20 percent of the students suspended in 9th grade, efforts to find alternatives to suspensions alone could have a significant payoff in terms of reducing dropout and increasing postsecondary attainment rates," the study says.

Vol. 32, Issue 17

SFGate.com

Print This Article

Back to

advertisement | your ad here

Article
SFGate.com

SF schools try to mend problems without suspension

Jill Tucker

Monday, March 26, 2012

For two decades, Principal Paul Jacobsen was known as a no-nonsense, cut-to-the-chase, hard-nosed school administrator who didn't hesitate to dole out strict punishment when students broke the rules.

Call 888-605-2431
for a free
consultation.

LEARN MORE



Then the San Francisco principal learned about something called the restorative justice approach.

The restorative model, which the school board has encouraged schools to adopt, focuses on getting offenders and victims to talk about their feelings, to address what they were thinking when the incident occurred, and to work together on what could make things "as right as possible."

The first time Jacobsen tried it he saw an immediate positive response. He was also able to identify the causes of the bad behavior, something that wasn't evident when he simply doled out punishment without asking questions.

"It was unbelievable," he said. "The process of taking the time to give students a full opportunity to speak their minds ... was eye-opening."

Not a far-out idea

Jacobsen knows how all that might sound to outsiders.

"I'm not hippie-dippie," the Rosa Parks Elementary School principal said.

It was just that after 20 years in the business, he had learned this: Suspensions and expulsions don't stop rule-breaking students from breaking rules again and again.

"It's not that we've suddenly become lenient," Jacobsen said of the new approach. "We just recognize we aren't going to be able to punish away the problems."

State and federal education officials agreed last week after a national study addressed high rates of suspension and expulsion, especially among African American students.

In response to the report by the federal Department of Education, state Superintendent Tom Torlakson urged districts to find ways to address student behavior that don't require keeping children away from school.

78

In addition, two state legislators have proposed measures requiring schools to limit suspensions and expulsions. Assembly Bill 2242 would eliminate "willful defiance" as a reason for suspending or expelling a student. Senate Bill 1235 would require alternative behavioral and intervention programs in schools with high rates of suspension or expulsion.

State law would still require suspension and recommended expulsion for students who bring a gun or explosive to school, brandish a knife, sell drugs or commit a sexual assault.

San Francisco is a few years ahead of those state efforts to rein in suspensions and expulsions while addressing behavior problems.

In 2009, the school board adopted a policy to promote restorative practices, "an emerging field of study that enables people to restore and build community in an increasingly disconnected world," according to the International Institute for Restorative Practices in Pennsylvania.

Mending relationships

Jacobsen said the process involves asking offenders and victims a set of questions that allow them to reflect on the incident and to determine what might have prompted it and what consequences need to take place to repair the damage to relationships.

He asks students to recall what they were thinking, reflect on who was affected by their actions, express what they believed had been the hardest part in dealing with the situation, and suggest what needs to be done to make things right.

"The difference is really giving students that voice," he said. "The students were more open, they were more honest, they were eager to find a solution."

Last year, the elementary principal suspended more than 20 students. So far this year, he has suspended only three.

The district began the restorative practices program at Rosa Parks and two other schools last year using a \$670,000 grant to fund coaches and district training sessions.

In addition, about 700 district teachers and staff members have been trained in the practice.

With a disproportionate number of suspensions and expulsions in the district, "we recognized we had to come up with a different approach," said Claudia Anderson, district executive director of Student, Family and Community Support.

Last year, the district had 1,807 suspensions (not including special education students), down from 2,270 the year before.

Reflecting on actions

Anderson offered a recent example of a teen who was facing expulsion for bringing a bag of

79

marijuana to school.

Working with school officials, Anderson met with the student and his family to talk about who was harmed by his actions. The student realized he had harmed not only the school's reputation but the people he cared about most.

The student had started the process with a shrug and the explanation that "it was just a bag of weed," but during the restorative process "this kid started to sob," Anderson said. "We actually let him squirm and cry."

He got to remain at the school, where he was required to participate in substance-abuse counseling, work in the Wellness Center, write a letter of apology to a student he had involved in the situation, do community service, and work with a tutor to catch up on schoolwork.

"For a lot of students, they never get that choice," Anderson said. "They just kind of harden up. Their hatred for the institution grows deeper."

Jill Tucker is a San Francisco Chronicle staff writer. jtucker@sfgate.com

<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2012/03/26/BAS81N131K.DTL>

This article appeared on page **C - 1** of the San Francisco Chronicle

© 2012 Hearst Communications Inc. | [Privacy Policy](#) | [Feedback](#) | [RSS Feeds](#) | [FAQ](#) | [Site Index](#) | [Contact](#)



Defining Restorative

by Ted Wachtel,
IIRP President and Founder

1. Purpose
2. Overview
3. History
4. Supporting Framework
 - 4.1. Social Discipline Window
 - 4.2. Restorative Justice Typology
 - 4.3. Restorative Practices Continuum
 - 4.4. Nine Affects
 - 4.5. Compass of Shame
 - 4.6. Fair Process
5. Basic Restorative Processes
 - 5.1. Restorative Conference
 - 5.2. Circles
 - 5.3. Family Group Conference/Family Group Decision Making
 - 5.4. Informal Restorative Practices
6. References

1. Purpose

The International Institute for Restorative Practices (IIRP) has a particular way of defining restorative and related terms that is consistent throughout our courses, events, videos and publications. We have developed our definitions to facilitate communication and discussion within the framework of our own graduate school and for those who participate in our worldwide restorative practices learning network.

For example, at one of our symposia a young man insisted that his school already held *conferences* with students and their families, not realizing that most of the other participants at the event were not referring to a generic *conference*, but to a *restorative conference*. A restorative conference is a spe-

cific process, with defined protocols, that brings together those who have caused harm through their wrongdoing with those they have directly or indirectly harmed.

Others have defined *teen courts*, *youth aid panels* or *reparative boards* as restorative justice, while the IIRP defines those processes as *community justice*, not *restorative justice*. Such community justice processes do not include an *encounter* between victims and offenders, which provides an opportunity to talk about what happened and how it has affected them (Van Ness & Heetderks Strong, 2010). Rather, these courts, panels and boards are comprised of appointed community members who have no real emotional stake in the incident. These bodies meet with offenders, but victims, their families and friends are not generally invited. Restorative justice, in contrast, offers victims and their supporters an opportunity to talk directly with offenders.

Our purpose is not to label other processes or terms as positive or negative, effective or ineffective. We respect the fact that others may define terms differently and, of course, have every right to do so. Rather, we simply want to define and share a consistent terminology to create a unified framework of understanding.

2. Overview

Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

The IIRP distinguishes between the terms restorative practices and restorative justice. We view restorative justice as a subset of restorative practices. Restorative justice is *reactive*, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

Where *social capital*—a network of relationships—is already well established, it is easier to respond effectively to wrongdoing and restore social order—as well as to create a healthy and positive organizational environment. *Social capital* is defined as the connections among individuals (Putnam, 2001), and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible (Cohen & Prusak, 2001).

In public health terms, restorative justice provides *tertiary prevention*, introduced after the problem has occurred, with the intention of avoiding reoccurrence. Restorative practices ex-

pands that effort with *primary prevention*, introduced before the problem has occurred.

The social science of restorative practices offers a common thread to tie together theory, research and practice in diverse fields such as education, counseling, criminal justice, social work and organizational management. Individuals and organizations in many fields are developing models and methodology and performing empirical research that share the same implicit premise, but are often unaware of the commonality of each other's efforts.

For example, in criminal justice, *restorative circles* and *restorative conferences* allow victims, offenders and their respective family members and friends to come together to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm and meet their own needs (McCold, 2003). In social work, *family group decision-making* (FGDM) or *family group conferencing* (FGC) processes empower extended families to meet privately, without professionals in the room, to make a plan to protect children in their own families from further violence and neglect or to avoid residential placement outside their own homes (American Humane Association, 2003). In education, circles and groups provide opportunities for students to share their feelings, build relationships and solve problems, and when there is wrongdoing, to play an active role in addressing the wrong and making things right (Riestenberg, 2002).

These various fields employ different terms, all of which fall under the rubric of restorative practices. In the criminal justice field the phrase used is "restor-

ative justice" (Zehr, 1990); in social work the term employed is "empowerment" (Simon, 1994); in education, talk is of "positive discipline" (Nelsen, 1996) or "the responsive classroom" (Charney, 1992); and in organizational leadership "horizontal management" (Denton, 1998) is referenced. The social science of restorative practices recognizes all of these perspectives and incorporates them into its scope.

3. History

Restorative practices has its roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships rather than only punishing offenders (Zehr, 1990).

In the modern context, restorative justice originated in the 1970s as mediation or reconciliation between victims and offenders. In 1974 Mark Yantzi, a probation officer, arranged for two teenagers to meet directly with their victims following a vandalism spree and agree to restitution. The positive response by the victims led to the first *victim-offender reconciliation* program, in Kitchener, Ontario, Canada, with the support of the Mennonite Central Committee and collaboration with the local probation department (McCold, 1999; Peachey, 1989). The concept subsequently acquired various names, such as *victim-offender mediation* and *victim-offender dialogue* as it spread through North America and to Europe through the 1980s and 1990s (Office of Victims of Crime, 1998).

Restorative justice echoes ancient and indigenous practices employed in cultures all over the world, from Native American and First Nation Canadian to African, Asian, Celtic, Hebrew, Arab and many others (Eagle, 2001; Goldstein,

2006; Haarala, 2004; Mbambo & Skelton, 2003; Mirsky, 2004; Roujanavong, 2005; Wong, 2005).

Eventually modern restorative justice broadened to include communities of care as well, with victims' and offenders' families and friends participating in collaborative processes called *conferences* and *circles*. Conferencing addresses power imbalances between the victim and offender by including additional supporters (McCold, 1999).

The *family group conference* (FGC) started in New Zealand in 1989 as a response to native Maori people's concerns with the number of their children being removed from their homes by the courts. It was originally envisioned as a family empowerment process, not as restorative justice (Doolan, 2003). In North America it was renamed *family group decision making* (FGDM) (Burford & Pennell, 2000).

In 1991 the FGC was adapted by an Australian police officer, Terry O'Connell, as a community policing strategy to divert young people from court. The IIRP now calls that adaptation, which has spread around the world, a *restorative conference*. It has been called other names, such as a *community accountability conference* (Braithwaite, 1994) and *victim-offender conference* (Stutzman Amstutz & Zehr, 1998). In 1994 Marg Thorsborne, an Australian educator, was the first to use a restorative conference in a school (O'Connell, 1998).

The International Institute for Restorative Practices (IIRP) grew out of the Community Service Foundation and Buxmont Academy, which since 1977 have provided programs for delinquent and at-risk youth in southeastern Pennsylvania, USA. Initially founded in 1994 under the auspices of Buxmont

Academy, the Real Justice program, now an IIRP program, has trained professionals around the world in restorative conferencing. In 1999 the newly created IIRP broadened its training to informal and proactive restorative practices, in addition to formal restorative conferencing (Wachtel, 1999). Since then the IIRP, an accredited graduate school, has developed a comprehensive framework for practice and theory that expands the restorative paradigm far beyond its origins in criminal justice (McCold & Wachtel, 2001, 2003). Use of restorative practices is now spreading worldwide, in education, criminal justice, social work, counseling, youth services, workplace and faith community applications.

4. Supporting Framework

The IIRP has identified several concepts that it views as most helpful in explaining and understanding restorative practices.

4.1. Social Discipline Window

The *social discipline window* (Figure 1) is a concept with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things *with* people, rather than *to* them or *for* them.

The social discipline window also defines restorative practices as a *leadership model* for parents in families, teachers in classrooms, administrators and managers in organizations, police and social workers in communities and judges and officials in government. The

fundamental unifying hypothesis of restorative practices is that "human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them." This hypothesis maintains that the punitive and authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as the restorative, participatory, engaging *with* mode (Wachtel, 2005).

The social discipline window reflects the seminal thinking of renowned Australian criminologist John Braithwaite, who has asserted that reliance on punishment as a social regulator is problematic because it shames and stigmatizes wrongdoers, pushes them into a negative societal subculture and fails to change their behavior (Braithwaite, 1989). The restorative approach, on the other hand, reintegrates wrongdoers back into their community and reduces the likelihood that they will reoffend.

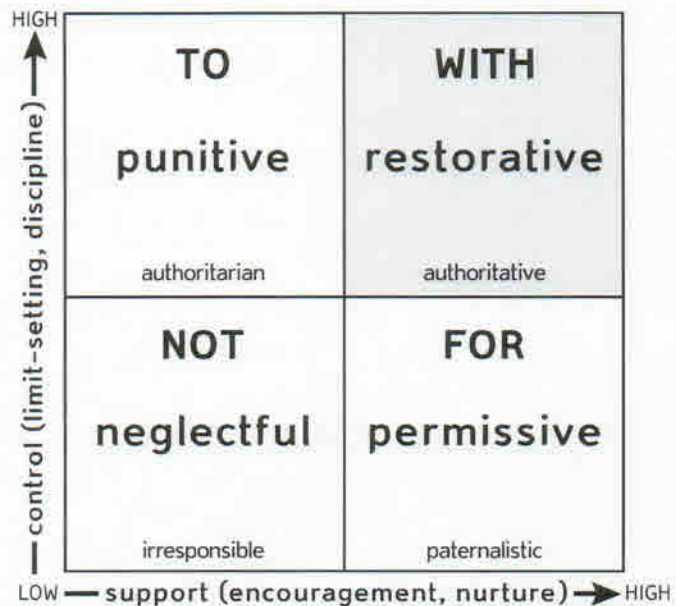


Figure 1. Social Discipline Window

4.2. Restorative Justice Typology

Restorative justice is a process involving the *primary stakeholders* in determining how best to repair the harm done by an offense. The three primary stakeholders in restorative justice are *victims, offenders* and their *communities of care*, whose needs are, respectively, obtaining reparation, taking responsibility and achieving reconciliation. The degree to which all three are involved in meaningful emotional exchange and decision making is the degree to which any form of social discipline approaches being *fully restorative*.

The three primary stakeholders are represented in Figure 2 by the three overlapping circles. The very process of interacting is critical to meeting stakeholders' emotional needs. The emotional exchange necessary for meeting the needs of all those directly affected cannot occur with only one set of stakeholders participating. The most restorative processes involve the active participation of all three sets of primary stakeholders (McCold & Wachtel, 2003).

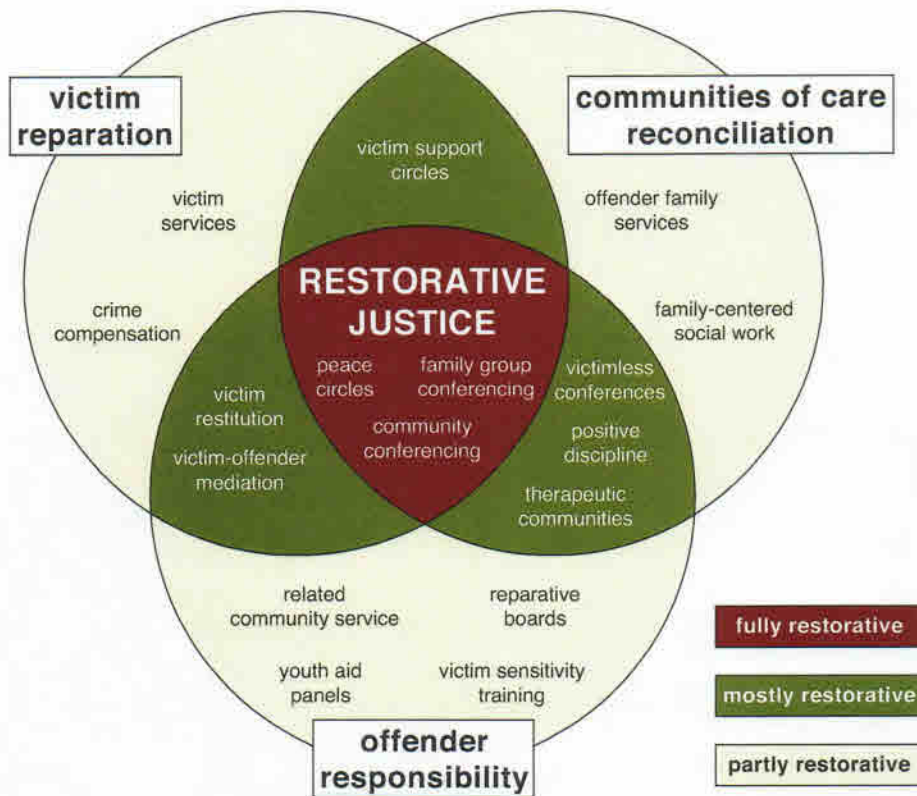


Figure 2. Restorative Justice Typology

When criminal justice practices involve only one group of primary stakeholders, as in the case of governmental financial compensation for victims or meaningful community service work assigned to offenders, the process can only be called *partly restorative*. When a process such as victim-offender mediation includes two principal stakeholders but excludes their communities of care, the process is *mostly restorative*. Only when all three sets of primary stakeholders are actively involved, such as in conferences or circles, is a process *fully restorative* (McCold & Wachtel, 2003).

4.3. Restorative Practices Continuum

Restorative practices are not limited to formal processes, such as *restorative conferences* or *family group conferences*, but range from informal

to formal. On a restorative practices continuum (Figure 3), the informal practices include *affective statements* that communicate people's feelings, as well as *affective questions* that cause people to reflect on how their behavior has affected others. *Impromptu restorative conferences, groups* and *circles* are somewhat more structured but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require

more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life (McCold & Wachtel, 2001).

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Organizations and services that only use the reactive without building the *social capital* beforehand are less successful than those that also employ the proactive (Davey, 2007).

4.4. Nine Affects

The most critical function of restorative practices is restoring and building relationships. Because informal and formal restorative processes foster the expression of affect or emotion, they also foster emotional bonds. The late Silvan S. Tomkins's writings about *psychology of affect* (Tomkins, 1962, 1963, 1991) assert that human relationships are best and healthiest when there is *free expression of affect* or emotion—minimizing the negative, maximizing the positive, but allowing for free expression. Donald Nathanson, former director of the Silvan S. Tomkins



Figure 3. Restorative Practices Continuum



Figure 4. The Nine Affects
(adapted from Nathanson, 1992)

Institute, added that it is through the mutual exchange of expressed affect that we build community, creating the emotional bonds that tie us all together (Nathanson, 1998). Restorative practices such as conferences and circles provide a safe environment for people to express and exchange emotion (Nathanson, 1998).

Tomkins identified nine distinct affects (Figure 4) to explain the expression of emotion in all humans. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect. The six negative affects include *anger-rage*, *fear-terror*, *distress-anguish*, *disgust*, *dissmell* (a word Tomkins coined to describe "turning up one's nose" in a rejecting way) and *shame-humiliation*. *Surprise-startle* is the neutral affect, which functions like a reset button. The two positive affects are *interest-excitement* and *enjoyment-joy* (Tomkins, 1962, 1963, 1991).

Silvan S. Tomkins (1962) wrote that because we have evolved to experi-

ence nine affects—two positive affects that feel pleasant, one (surprise-startle) so brief that it has no feeling of its own, and six that feel dreadful—we are hardwired to conform to an internal blueprint. The human emotional blueprint ensures that we feel best when we 1) maximize positive affect and 2) minimize negative affect; we function best when 3) we express all affect (minimize the inhibition of affect) so we can accomplish these two goals, and, finally, 4) anything that fosters these three goals makes us feel our best, whereas any force that interferes with any one or more of those goals makes us feel worse (Nathanson, 1997b).

By encouraging people to express their feelings, restorative practices build better relationships. Restorative practices demonstrate the fundamental hypothesis of Tomkins's psychology of affect—that the healthiest environment

for human beings is one in which there is free expression of affect, minimizing the negative and maximizing the positive (Nathanson, 1992). From the simple affective statement to the formal conference, that is what restorative practices are designed to do (Wachtel, 1999).

4.5. Compass of Shame

Shame is worthy of special attention. Nathanson explains that shame is a critical regulator of human social behavior. Tomkins defines shame as occurring any time that our experience of the positive affects is interrupted (Tomkins, 1987). So an individual does not have to do something wrong to feel shame. The individual just has to experience something that interrupts interest-excitement or enjoyment-joy (Nathanson, 1997a). This understanding of shame provides a critical explanation for why victims of crime often feel



Figure 5. The Compass of Shame
(adapted from Nathanson, 1992)

a strong sense of shame, even though it was the offender who committed the “shameful” act (Angel, 2005).

Nathanson (1992) has developed the Compass of Shame (Figure 5) to illustrate the various ways that human beings react when they feel shame. The four poles of the compass of shame and behaviors associated with them are:

- *Withdrawal*—isolating oneself, running and hiding
- *Attack self*—self put-down, masochism
- *Avoidance*—denial, abusing drugs, distraction through thrill seeking
- *Attack others*—turning the tables, lashing out verbally or physically, blaming others

Nathanson says that the *attack other* response to shame is responsible for the proliferation of violence in modern life. Usually people who have adequate self-esteem readily move beyond their feelings of shame. Nonetheless we all react to shame, in varying degrees, in the ways described by the Compass. Restorative practices, by their very nature, provide an opportunity for us to express our shame, along with other emotions, and in doing so reduce their intensity. In restorative conferences, for example, people routinely move from negative affects through the neutral affect to positive affects (Nathanson, 1998).

4.6. Fair Process

When authorities do things *with* people, whether reactively—to deal with crisis—or proactively, the results are better. This fundamental thesis was evident in a *Harvard Business Review* article about the concept of *fair process* producing effective outcomes in

business organizations (Kim & Mauborgne, 1997). The central idea of fair process is that “...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed” (Kim & Mauborgne, 1997).

The three principles of fair process are:

- *Engagement*—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- *Explanation*—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- *Expectation clarity*—making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

Fair process demonstrates the restorative *with* domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The *fundamental hypothesis of restorative practices* embodies fair process by asserting that “people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things *with* them, rather than *to* them or *for* them.”

5. Restorative Processes

The IIRP has identified several restorative processes that it views as most helpful in implementing restorative practices in the widest variety of settings.

5.1. Restorative Conference

A *restorative conference* is a structured meeting between offenders, victims and both parties’ family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm. Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so (O’Connell, Wachtel, & Wachtel, 1999).

Conferences provide victims and others with an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behavior has affected people. Offenders may choose to participate in a conference and begin to repair the harm they have caused by apologizing, making amends and agreeing to financial restitution or personal or community service work. Conferences hold offenders accountable while providing them with an opportunity to discard the “offender” label and be reintegrated into their community, school or workplace (Morris & Maxwell, 2001).

Participation in conferences is voluntary. After it is determined that a conference is appropriate and offenders and victims have agreed to attend, the conference facilitator invites others affected by the incident—the family and friends of victims and offenders (O’Connell, Wachtel, & Wachtel, 1999).

A restorative conference can be used in lieu of traditional disciplinary or justice processes, or where that is not appropriate, as a supplement to those processes (O’Connell, Wachtel, & Wachtel, 1999).

In the Real Justice approach to restorative conferences, developed by Australian police officer Terry O'Connell, the conference facilitator sticks to a simple written script. The facilitator keeps the conference focused but is not an active participant. In the conference the facilitator provides an opportunity to each participant to speak, beginning with asking open-ended and affective *restorative questions* of the offender. The facilitator then asks victims and their family members and friends questions that provide an opportunity to tell about the incident from their perspective and how it affected them. The offenders' family and friends are asked to do the same (O'Connell, Wachtel, & Wachtel, 1999).

Using the conference script, offenders are asked these *restorative questions*:

- "What happened?"
- "What were you thinking about at the time?"
- "What have you thought about since the incident?"
- "Who do you think has been affected by your actions?"
- "How have they been affected?"

Victims are asked these restorative questions:

- "What was your reaction at the time of the incident?"
- "How do you feel about what happened?"
- "What has been the hardest thing for you?"
- "How did your family and friends react when they heard about the incident?"

Finally the victim is asked what he or she would like to be the outcome of the conference. The response is

discussed with the offender and everyone else at the conference. When agreement is reached, a simple contract is written and signed (O'Connell, Wachtel, & Wachtel, 1999).

Restorative conferencing is an approach to addressing wrongdoing in various settings in a variety of ways (O'Connell, Wachtel, & Wachtel, 1999):

- Conferencing can be employed by schools in response to truancy, disciplinary incidents, including violence, or as a prevention strategy in the form of role-plays of conferences with primary and secondary school students.
- Police can use conferences as a warning or diversion from court, especially with first-time offenders.
- Courts may use conferencing as a diversion, an alternative sentencing process, or a healing event for victims and offenders after the court process is concluded.
- Juvenile and adult probation officers may respond to various probation violations with conferences.
- Correctional and treatment facilities will find that conferences resolve the underlying issues and tensions in conflicts and disciplinary actions.
- Colleges and universities can use conferences with residence hall and campus incidents and disciplinary violations.
- In workplaces, conferences address both wrongdoing and conflict.

Some approaches to restorative conferences, such as in Ulster in Northern Ireland, do not use the Real Justice

script approach (Chapman, 2006). Victim-offender conferences do not rely on a script either. Based on the earlier restorative justice model of victim-offender mediation, but widening the circle of participants, the victim-offender approach to conferences still relies on mediators who more actively manage the process (Stutzman Amstutz & Zehr, 1998).

The IIRP prefers the Real Justice scripted model of conferencing because we believe it has the greatest potential to meet the needs of the stakeholders described in the Restorative Justice Typology. In addition, research shows that it consistently provides very high levels of satisfaction and sense of fairness for all participants (McCold & Wachtel, 2002). However, we do not mean to quibble with other approaches. As long as people experience a safe opportunity to have a meaningful discussion that helps them address the emotional and other consequences of a conflict or a wrong, the process is beneficial.

5.2. Circles

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality. The circle process allows people to tell their stories and offer their own perspectives (Pranis, 2005).

The circle has a wide variety of purposes: conflict resolution, healing, support, decision making, information exchange and relationship development. Circles offer an alternative to contemporary meeting processes that often

rely on hierarchy, win-lose positioning and argument (Roca, Inc., n.d.).

Circles can be used in any organizational, institutional or community setting. *Circle time* (Mosley, 1993) and *morning meetings* (Charney, 1992) have been widely used in primary and elementary schools for many years and more recently in secondary schools and higher education (Mirsky, 2007, 2011; Wachtel & Wachtel, 2012). In industry, the *quality circle* has been employed for decades to engage workers in achieving high manufacturing standards (Nonaka, 1993). In 1992 Yukon Circuit Court Judge Barry Stewart pioneered the *sentencing circle*, which involved community members in helping to decide how to deal with an offender (Lilles, 2002). In 1994 Mennonite Pastor Harry Nigh befriended a mentally challenged repeat sex offender by forming a support group with some of his parishioners, called a *circle of support and accountability*, which was effective in preventing re-offending (Rankin, 2007).

Circles may use a *sequential* format. One person speaks at a time, and the opportunity to speak moves in one direction around the circle. Each person must wait to speak until his or her turn, and no one may interrupt. Optionally, a *talking piece*—a small object that is easily held and passed from person to person—may be used to facilitate this process. Only the person who is holding the talking piece has the right to speak (Costello, Wachtel, & Wachtel, 2010). Both the circle and the talking piece have roots in ancient and indigenous practices (Mirsky, 2004; Roca, Inc., n.d.).

The *sequential circle* is typically structured around topics or questions raised by the circle facilitator. Because

it strictly forbids back-and-forth argument, it provides a great deal of decorum. The format maximizes the opportunity for the quiet voices, those that are usually inhibited by louder and more assertive people, to speak without interruption. Individuals who want to respond to something that has been said must be patient and wait until it is their turn to speak. The sequential circle encourages people to listen more and talk less (Costello, Wachtel, & Wachtel, 2010).

Although most circle traditions rely on a *facilitator* or *circle keeper* who guides but does not control (Pranis, Stuart & Wedge, 2003), a circle does not always need a leader. One approach is simply for participants to speak sequentially, moving around the circle as many times as necessary, until all have said what they want to say. In this case, all of the participants take responsibility for maintaining the integrity and the focus of the circle.

Non-sequential circles are often more freely structured than a sequential circle. Conversation may proceed from one person to another without a fixed order. Problem-solving circles, for example, may simply be focused around an issue that is to be solved but allow anyone to speak. One person in the group may record the group's ideas or decisions.

A Real Justice restorative conference, however, employs a different kind of fixed order. Participants sit in a circle, and the conference facilitator uses the order of speakers defined by the conference script (offender, victim, victim supporter, offender supporter) to ask each person a set of restorative questions (O'Connell, Wachtel, & Wachtel, 1999). In effect, the facilitator serves as the talking piece, determining

whose turn it is to speak without interruption. After everyone has responded to restorative questions, the facilitator moves to a more open, back-and-forth, non-ordered discussion of what the victim needs and how those needs might be met.

A sequential restorative circle may be used instead of a formal conference to respond to wrongdoing or a conflict or problem. The restorative circle is less formal because it does not typically specify victims and offenders and does not follow a script. However, it may employ some of the *restorative questions* from within the conferencing script (Costello, Wachtel, & Wachtel, 2010).

Another circle format is the *fishbowl*. This consists of an inner circle of active participants who may discuss an issue with a sequential approach or engage in a non-sequential activity such as problem-solving. Outside the inner circle are observers arranged in as many concentric circles as are needed to accommodate the group. The fishbowl format allows others to watch a circle activity that might be impractical with a large number of active participants. A variation of the fishbowl format has an empty chair in the inner circle that allows individual observers to come forward one at a time, sit in the empty chair, say something and then return to the outer circle—permitting a limited amount of participation by the observers (Costello, Wachtel, & Wachtel, 2010).

5.3. Family Group Conference (FGC) or Family Group Decision Making (FGDM)

Originating in New Zealand with the Children, Young Persons and Their Families Act in 1989, the legislation cre-

ated a process called the *family group conference* (FGC), which soon spread around the world. North Americans call this process *family group decision making* (FGDM). The most radical feature of this law was its requirement that, after social workers and other professionals brief the family on the government's expectations and the services and resources available to support the family's plan, the professionals must leave the room. During this "family alone time" or "private family time," the extended family and friends of the family have an opportunity to take responsibility for their own loved ones. Never before in the history of the modern interventionist state has a government shown so much respect for the rights and potential strengths of families (Smull, Wachtel, & Wachtel, 2012).

FGC/FGDM brings together family support networks—parents, children, aunts, uncles, grandparents, neighbors and close family friends—to make important decisions that might otherwise be made by professionals. This process of engaging and empowering families to make decisions and plans for their own family members' well-being leads to better outcomes, less conflict with professionals, more informal support and improved family functioning (Merkel-Holguin, Nixon, & Burford, 2003).

Young people, who are usually the focus of these conferences, need the sense of community, identity and stability that only the family, in its various forms, can provide. Families are more likely than professionals to find solutions that actively involve other family members, thus keeping the child within the care of the family, rather than transferring care of the child to the government. Also, when families are

empowered to fix their own problems, the very process of empowerment facilitates healing (Rush, 2006).

The key features of the New Zealand FGC/FGDM model are preparation, information giving, private family time, agreeing on the plan and monitoring and review. In an FGC/FGDM, the family is the primary decision maker. An independent coordinator facilitates the conference and refrains from offering preconceived ideas of the outcome. The family, after hearing information about the case, is left alone to arrive at their own plan for the future of the child, youth or adult. Professionals evaluate the plan with respect to safety and legal issues and may procure resources to help implement the plan. Professionals and family members monitor the plan's progress, and often follow-up meetings are held (Morris & Maxwell, 1998).

5.4. Informal Restorative Practices

The restorative paradigm is manifested in many informal ways beyond the formal processes. As described by the *restorative practices continuum* above, informal restorative practices include *affective statements*, which communicate people's feelings, as well as *affective questions*, which cause people to reflect on how their behavior has affected others (McCold & Wachtel, 2001).

A teacher in a classroom might employ an affective statement when a student has misbehaved, letting the student know how he or she has been affected by the student's behavior: "When you disrupt the class, I feel sad" or "disrespected" or "disappointed." Hearing this, the student learns how his or her behavior is affecting others (Harrison, 2007).

Or that teacher may ask an affective question, perhaps adapting one of the *restorative questions* used in the conference script. "Who do you think has been affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the student has a chance to think about his or her behavior, make amends and change the behavior in the future (Morrison, 2003).

Asking several affective questions of both the wrongdoer and those harmed creates a *small impromptu conference*. If the circumstance calls for a bit more structure, a *circle* can quickly be created.

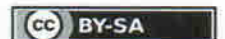
The use of informal restorative practices dramatically reduces the need for more time-consuming formal restorative practices. Systematic use of informal restorative practices has a cumulative impact and creates what might be described as a *restorative milieu*—an environment that consistently fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving social discipline than our current reliance on punishment and sanctions (Wachtel, 2012).

6. References

- Angel, C. (2005). *Crime victims meet their offenders: Testing the impact of restorative justice conferences on victims' post-traumatic stress symptoms*. Ph.D. thesis. University of Pennsylvania. Retrieved November 7, 2007, from University of Pennsylvania - Electronic Dissertations.
- American Humane Association (2003). FGDM. Research and Evaluation. *Protecting Children*, 18(1-2).
- Braithwaite, J. (1989). *Crime, Shame and Reintegration*. New York, NY: Cambridge University Press.
- Braithwaite, J. (1994). Thinking harder about democratizing social control. In C. Alder & J. Wundersitz (Eds.), *Family Conferencing and Juvenile Justice: The Way Forward of Misplaced Optimism?* Canberra: Australian Institute of Criminology.
- Burford, G., & Pennell, J. (2000). Family group decision making and family violence. In G. Burford & J. Hudson (Eds.), *Family Group Conferencing: New Directions in Community-Centered Child and Family Practice* (pp. 171-183). New York, NY: Aldine DeGruyter.
- Chapman, T. (2006, June). *Restorative justice: An agenda for Europe*. Paper presented at the Fourth Conference of the European Forum for Restorative Justice. Barcelona, Spain.
- Charney, R. (1992). *Teaching Children to Care: Management in the Responsive Classroom*. Greenfield, Massachusetts: Northeast Foundation for Children.
- Cohen, D., & Prusak, L. (2001). *In Good Company: How Social Capital Makes Organizations Work*. Boston, MA: Harvard Business School Press.
- Costello, B., & O'Connell, T. (2002, August). *Restorative practices in the workplace*. Paper presented at the Third International Conference on Conferencing, Circles and other Restorative Practices, Minneapolis, MN, USA.
- Costello, B., Wachtel, J., & Wachtel, T. (2010). *Restorative Circles in Schools: Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices.
- Davey, L. (2007, November). *Restorative practices: A vision of hope*. Paper presented at "Improving Citizenship & Restoring Community," the 10th International Institute for Restorative Practices World Conference, Budapest, Hungary.
- Denton, D. (1998). *Horizontal Management*. Lanham, MD: Rowman and Littlefield.
- Doolan, M. (1999, August). *The family group conference: Ten years on*. Paper presented at Building Strong Partnerships for Restorative Practices Conference, Burlington, VT, USA.
- Doolan, M. (2003). Restorative practices and family empowerment: both/and or either/or? *Family Rights Newsletter*. London: Family Rights Group.
- Eagle, H. (2001, November). Restorative justice in native cultures. *State of Justice 3*. A periodic publication of Friends Committee on Restorative Justice.
- Goldstein, A. (2006, October). *Restorative practices in Israel: The state of the field*. Paper presented at the Eighth International Conference on Conferencing, Circles and other Restorative Practices, Bethlehem, PA, USA.
- Haarala, L. (2004). A community within. In *Restorative Justice Week: Engaging Us All in the Dialogue*. Ottawa, ON, Canada: Correctional Service of Canada.
- Harrison, L. (2007). From authoritarian to restorative schools. *Reclaiming Children and Youth* 16(2), 17-20.
- Kim, W., & Mauborgne, R. (1997). Fair Process. *Harvard Business Review*, January 1.
- Lilles, H. (2002, August). *Circle sentencing: Part of the restorative justice continuum*. Paper presented at the Third International Conference on Conferencing, Circles and other Restorative Practices, Minneapolis, MN, USA.
- Mbambo, B., & Skelton, A. (2003). Preparing the South African community for implementing a new restorative child justice system. In L. Walgrave, (Ed.), *Repositioning Restorative Justice* (pp. 271-283). Devon, UK: Willan Publishing.
- McCold, P. (1999, August). *Restorative justice practice—The state of the field*. Paper presented at Building Strong Partnerships for Restorative Practices Conference, Burlington, VT, USA.
- McCold, P. (2002, November). *Evaluation of a restorative milieu: CSF Buxmont school/day treatment programs 1999-2001*. Paper presented at the American Society of Criminology annual meeting, Chicago, IL, USA.
- McCold, P. (2003). A survey of assessment research on mediation and conferencing. In L. Walgrave (Ed.), *Repositioning Restorative Justice* (pp. 67-120). Devon, UK: Willan Publishing.
- McCold, P., & Wachtel, T. (2001). Restorative justice in everyday life. In J. Braithwaite & H. Strang (Eds.), *Restorative Justice and Civil Society* (pp. 114-129). Cambridge, UK: Cambridge University Press.

- McCold, P., & Wachtel, T. (2002). Restorative justice theory validation. In Weitekamp, E. G. M., & Kerner, H.-J. (Eds.), *Restorative Justice: Theoretical Foundations* (pp. 110-142). Devon, UK: Willan Publishing.
- McCold, P., & Wachtel, T. (2003, August). *In pursuit of paradigm: A theory of restorative justice*. Paper presented at the XIII World Congress of Criminology, Rio de Janeiro, Brazil.
- Merkel-Holguin, L., Nixon, P., & Burford, G. (2003). Learning with families: A synopsis of FGDM research and evaluation in child welfare. *Protecting Children: A Professional Publication of American Humane*, 18(1&2), 2-11.
- Mirsky, L. (2004, April & May). Restorative justice practices of Native American, First Nation and other indigenous people of North America: Parts One & Two. *Restorative Practices eForum*. Retrieved from http://www.iirp.edu/article_detail.php?article_id=NDA1
- Mirsky, L. (2007). SaferSanerSchools: Transforming school culture with restorative practices. *Reclaiming Children and Youth*, 16(2), 5-12.
- Mirsky, L. (2011, May). Restorative practices: Whole-school change to build safer, saner school communities. *Restorative Practices eForum*. Retrieved from http://www.iirp.edu/article_detail.php?article_id=Njkk
- Morris, A., & Maxwell, G. (1998). Restorative justice in New Zealand: Family group conferences as a case study. *Western Criminology Review* 1(1).
- Morris, A., & Maxwell, G. (2001). Restorative conferencing. In Bazemore, G. and Schiff, M. (Ed.), *Restorative Community justice: Repairing Harm and Transforming Communities* (pp. 173-197). Cincinnati, OH: Anderson Publishing Co.
- Morrison, B. (2003). Regulating safe school communities: Being responsive and restorative. *Journal of Educational Administration*, 41(6): 689-704.
- Mosley, J. (1993). *Turn Your School Round*. Cambridgeshire, UK: Wisbech.
- Nathanson, D. (1992). *Shame and Pride: Affect, Sex, and the Birth of the Self*. New York, NY: Norton.
- Nathanson, D. (1997a). Affect theory and the compass of shame. In M. Lansky and A. Morrison (Eds.), *The Widening Scope of Shame*. Hillsdale, NJ: The Analytic Press, Inc.
- Nathanson, D. (1997b). From empathy to community. *The Annual of Psychoanalysis*, 25.
- Nathanson, D. (1998, August). *From empathy to community*. Paper presented to the First North American Conference on Conferencing, Minneapolis, MN, USA.
- Nelsen, J. (1996). *Positive Discipline* (2nd ed.). New York, NY: Ballantine Books.
- Nonaka, I. (1993, September). The history of the quality circle. *Quality Progress*, 81-83. ASQ.
- O'Connell, T. (1998, August). *From Wagga Wagga to Minnesota*. Paper presented at the First International Conference on Conferencing, Minneapolis, MN, USA.
- O'Connell, T. (2002, August). *Restorative practices for institutional discipline, complaints and grievance systems*. Paper presented at the Third International Conference on Conferencing, Circles and other Restorative Practices, Minneapolis, MN, USA.
- O'Connell, T., Wachtel, B., & Wachtel, T. (1999). *Conferencing Handbook*. Pipersville, PA: The Piper's Press.
- Office for Victims of Crime (1998). Recovered from U.S. Government website. National Criminal Justice Reference Service (NCJRS). Retrieved from https://www.ncjrs.gov/ovc_archives/reports/96517-gd-lines_victims-sens/guide4.html
- Peachey, D. (1989). The Kitchener experiment. In M. Wright and B. Galaway (Eds.), *Mediation and Criminal Justice: Victims, Offenders and Community*. London, UK: Sage.
- Pranis, K. (2005). *The Little Book of Circle Processes*. Intercourse, PA: Good Books.
- Pranis, K., Stuart, B., & Wedge, M. (2003). *Peacemaking Circles: From Crime to Community*. St. Paul, MN: Living Justice Press.
- Putnam, R. (1995). Bowling alone: America's declining social capital. *Journal of Democracy* 6 (1): 65-78.
- Rankin, B. (2007). Circles of support and accountability: What works. *Let's Talk/Entre Nous*. Vol. 31, No. 3. Ottawa, ON, Canada: Correctional Service of Canada. Retrieved from <http://www.csc-scc.gc.ca/text/pblct/lt-en/2006/31-3/7-eng.shtml>
- Riesterberg, N. (2002, August). *Restorative measures in schools: Evaluation results*. Paper presented at the Third International Conference on Conferencing, Circles and other Restorative Practices, Minneapolis, MN, USA.
- Roca, Inc. (n.d.). Peacemaking circles: A process for solving problems and building community. Retrieved from <http://www.rocainc.org/pdf/pubs/PeacemakingCircles.pdf>
- Roujanavong, W. (2005, November). *Restorative justice: Family and community group conferencing (FCGC) in Thailand*. Paper presented at the Seventh International Conference

- on Conferencing, Circles and other Restorative Practices, Manchester, UK.
- Rush, L. (2006, October). *Family group decision making: My steps in the journey*. Paper presented at the Eighth International Conference on Conferencing, Circles and other Restorative Practices, Bethlehem, PA, USA.
- Schnell, P. (2002, August). *Toward a restorative leadership*. Paper presented at the Third International Conference on Conferencing, Circles and other Restorative Practices, Minneapolis, MN, USA.
- Simon, B. (1994). *The Empowerment Tradition in American Social Work*. New York, NY: Columbia University Press.
- Smull, E., Wachtel, J., & Wachtel, T. (2012). *Family Power: Engaging and Collaborating with Families*. Bethlehem, PA: International Institute for Restorative Practices.
- Stutzman-Amstutz, L., & Zehr, H. (1998). *Victim offender conferencing in Pennsylvania's juvenile justice system*. Retrieved from us.mcc.org/system/files/voc.pdf
- Tomkins, S. (1962-1991). *Affect Imagery Consciousness* (Vols. I – III). New York, NY: Springer.
- Tomkins, S. (1987). Shame. In D.L. Nathanson (Ed.). *The Many Faces of Shame*. New York, NY: Norton, pp. 133-161.
- Van Ness, D., & Heetderks Strong, K. (2010). *Restoring Justice: An Introduction to Restorative Justice* (3rd ed.). New Providence, NJ: Mathew Bender & Co.
- Wachtel, J., & Wachtel, T. (2012). *Building Campus Community: Restorative Practices in Residential Life*. Bethlehem, PA: International Institute for Restorative Practices.
- Wachtel, T. (1999, February). *Restorative justice in everyday life: Beyond the formal ritual*. Paper presented at Reshaping Australian Institutions Conference: Restorative Justice and Civil Society, The Australian National University, Canberra.
- Wachtel, T. (2005, November). *The next step: developing restorative communities*. Paper presented at the Seventh International Conference on Conferencing, Circles and other Restorative Practices, Manchester, UK.
- Wachtel, T. (2012). *Dreaming of a New Reality*. Draft book manuscript.
- Wong, D. (2005). *Restorative justice for juveniles in Hong Kong: Reflections of a practitioner*. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices, Penrith, NSW, Australia.
- Zehr, H. (1990). *Changing Lenses: A New Focus for Crime and Justice*. Scottsdale, PA: Herald Press.



"Defining Restorative" by Ted Wachtel is licensed under a Creative Commons Attribution-ShareAlike 3.0 Unported License.

Best Behavior

*Building Positive
Behavior Support
in Schools*

Jeffrey Sprague
Annemieke Golly



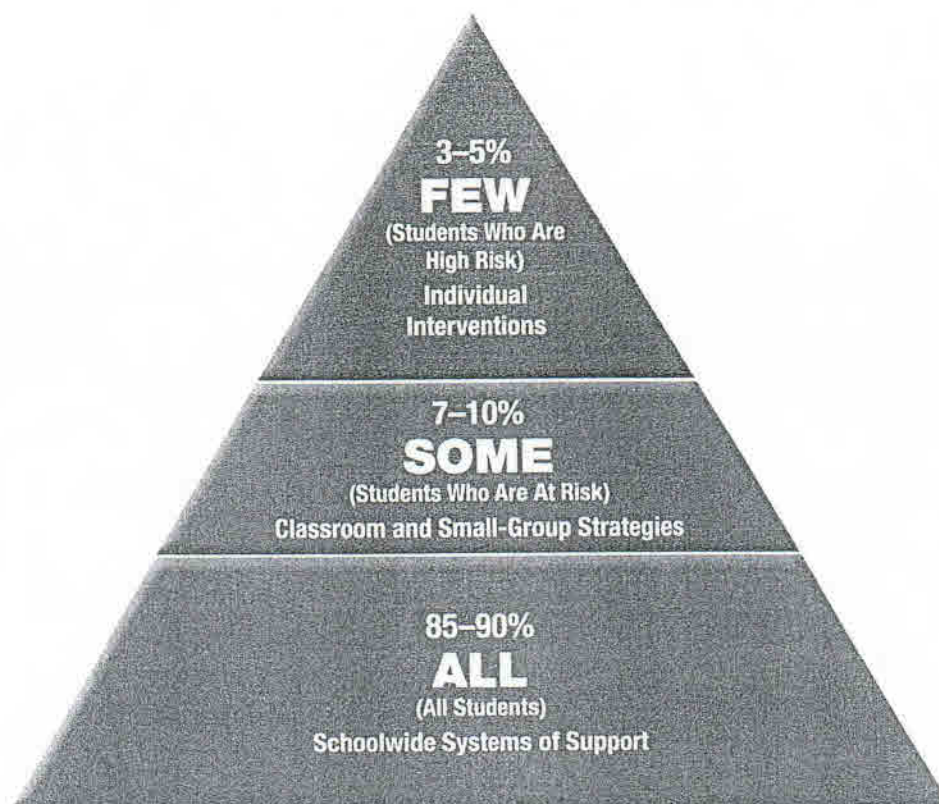
SOPRIS WEST EDUCATIONAL SERVICES
A CAMBIUM LEARNING COMPANY

BOSTON, MA • NEW YORK, NY • LONGMONT, CO

93

Figure 5

Three-Tiered Model of Schoolwide Discipline Strategies



FEW	SOME	ALL
<ul style="list-style-type: none"> – Intensive academic support – Functional assessment – Individual behavior management plans – Parent training and collaboration – Multi-agency collaboration (wrap-around) – Alternative to suspension and expulsion – Community and service learning 	<ul style="list-style-type: none"> – Intensive social skills teaching and support – Self-management programs – School-based adult mentors (checking in) – Increased academic support – Alternatives to out-of-school suspension 	<ul style="list-style-type: none"> – Effective academic support – Social skills teaching – Effective classroom management – Teaching school behavior expectations – Active supervision and monitoring – Positive reinforcement for all students – Firm, fair, and corrective discipline – Data-based decision making

Adapted from Sprague, J., & Walker, H. (2000). Early identification and intervention for youth with antisocial and violent behavior. *Exceptional Children*, 66(3), 367–379.

Figure 7

Elementary School Rules and Behavioral Expectations for Common Areas Matrix

Common Area	Be Safe	Be Respectful	Be Responsible
All Common Areas	<ul style="list-style-type: none"> • Walk facing forward. • Keep hands, feet and objects to self. • Get adult help for accidents and spills. • Use all equipment and materials appropriately. 	<ul style="list-style-type: none"> • Use kind words and actions. • Wait for your turn. • Clean up after self. • Follow adult directions. 	<ul style="list-style-type: none"> • Follow school rules. • Remind others to follow school rules. • Take proper care of all personal belongings and school equipment. • Be honest.
Cafeteria	<ul style="list-style-type: none"> • Keep all food to self. • Sit with feet on floor, bottom on bench, and facing table. 	<ul style="list-style-type: none"> • Allow anyone to sit next to you. • Use quiet voices. 	<ul style="list-style-type: none"> • Raise hand and wait to be excused. • Get all utensils, milk, etc., when first going through the line.
Playground/Recess	<ul style="list-style-type: none"> • Walk to and from the playground. • Stay within boundaries. • Be aware of activities/games around you. 	<ul style="list-style-type: none"> • Play fairly. • Include everyone. 	<ul style="list-style-type: none"> • Use hall/bathroom pass for leaving the area.
Passing Areas, Halls, Breezeways, Sidewalks	<ul style="list-style-type: none"> • Stay to the right. • Allow others to pass. 	<ul style="list-style-type: none"> • Hold the door open for the person behind you. • Use quiet voices. 	<ul style="list-style-type: none"> • Stay on sidewalks.
Bathrooms	<ul style="list-style-type: none"> • Keep feet on floor. • Keep water in sink. • Wash hands. • Put towels in garbage can. 	<ul style="list-style-type: none"> • Knock on stall door. • Give people privacy. • Use quiet voices. 	<ul style="list-style-type: none"> • Flush toilet after use. • Return to room promptly. • Use a bathroom pass.
Arrival and Dismissal Areas	<ul style="list-style-type: none"> • Use bike lane. • Use sidewalks and crosswalks. • Wait in designated areas. 	<ul style="list-style-type: none"> • (See All Common Areas) 	<ul style="list-style-type: none"> • Arrive on time. • Leave on time. • Get teacher permission to use the classroom phone.
Media/Gym	<ul style="list-style-type: none"> • (See All Common Areas) 	<ul style="list-style-type: none"> • Use quiet voices. 	<ul style="list-style-type: none"> • Use hall pass for leaving the area.
Special Events and Assemblies	<ul style="list-style-type: none"> • Wait for arrival and dismissal signal. 	<ul style="list-style-type: none"> • Use audience manners. • Sit on bottom. 	<ul style="list-style-type: none"> • (See All Common Areas)

Figure 8

Middle School Rules and Behavioral Expectations for Common Areas Matrix

Common Area	Be Safe	Be Responsible	Be Respectful
Cafeteria	<ul style="list-style-type: none"> • Walk at all times. • Eat only your own food. 	<ul style="list-style-type: none"> • Wait in line patiently. • All food and drink stays in cafeteria. • Place recyclables in proper containers. 	<ul style="list-style-type: none"> • Use good manners. • Clean up your area.
Gym	<ul style="list-style-type: none"> • Sit properly in bleachers/chairs. • Use equipment properly. • No food, drink, or gum. 	<ul style="list-style-type: none"> • Show good sportsmanship. • Return equipment to designated area. 	<ul style="list-style-type: none"> • Be a team player, encourage others. • Use home court.
Assemblies/ Special Events	<ul style="list-style-type: none"> • Sit quietly during presentation. • Wait for dismissal instructions. 	<ul style="list-style-type: none"> • Focus on presentation. 	<ul style="list-style-type: none"> • Listen responsibly. • Applaud appropriately.
Media Center	<ul style="list-style-type: none"> • Keep hands and feet to self. • Use chairs and tables appropriately. 	<ul style="list-style-type: none"> • Return materials to proper places on time. • Use Internet appropriately, print only what's needed. • No food, drink, or gum. 	<ul style="list-style-type: none"> • Use kind words and actions. • Respect property—yours and others'.
Hallways	<ul style="list-style-type: none"> • Walk at all times. • Keep hands and feet to self. • Move to class on time. 	<ul style="list-style-type: none"> • No food, drink, or gum. • Use drinking fountains appropriately. 	<ul style="list-style-type: none"> • Use kind words and actions. • Respect property—yours and others'.
Office/SRC	<ul style="list-style-type: none"> • Keep hands and feet to self. • Use chairs and tables appropriately. 	<ul style="list-style-type: none"> • State your purpose politely. • Obtain permission to use phone. • No food, drink, or gum. 	<ul style="list-style-type: none"> • Use kind words and actions. • Keep hands and feet to yourself.
Bathrooms	<ul style="list-style-type: none"> • Keep water in sink. • Wash hands. • Put towels in garbage. 	<ul style="list-style-type: none"> • Flush toilets. • Inform adults of vandalism. 	<ul style="list-style-type: none"> • Give people privacy. • Respect property—yours and others'.
Bicycles/Walkers	<ul style="list-style-type: none"> • Walk and ride bikes safely. • Wear helmets. • Secure bicycles. • No loitering. 	<ul style="list-style-type: none"> • Touch others' property only with permission. • Pick up litter. 	<ul style="list-style-type: none"> • Use kind words and actions. • Respect property—yours and others'.
Bus Area	<ul style="list-style-type: none"> • Do not block front doors. • Stay behind yellow line. 	<ul style="list-style-type: none"> • Wait in line patiently. • No gum. • Pick up litter. 	<ul style="list-style-type: none"> • Use kind words and actions. • Keep hands and feet to yourself.

Figure 9

High School Rules and Behavioral Expectations for Common Areas Matrix

Common Area	Be Safe	Be Responsible	Be Respectful
Classroom	<ul style="list-style-type: none"> • Keep hands and feet to self. • Ask permission to leave assigned areas. • Follow directions and safety procedures. • Keep walkways clear. 	<ul style="list-style-type: none"> • Treat others' property with respect. • Follow directions and classroom assignments. • Actively listen to designated speaker. • Use appropriate voice and words. 	<ul style="list-style-type: none"> • Be prepared and on time. • Stay on task. • Resolve attendance issues before class. • Sign in/sign out. • Clean up after self.
All Common Areas	<ul style="list-style-type: none"> • Follow adult directions the first time given. 		
Bus Area	<ul style="list-style-type: none"> • Keep hands and feet to self. • When buses are present, remain on sidewalk. • Walk at all times. 	<ul style="list-style-type: none"> • Treat others and property with respect. • Use appropriate voice and language. • No harassment. 	<ul style="list-style-type: none"> • Pick up your trash. • Remind others to follow rules.
Eating Areas	<ul style="list-style-type: none"> • Keep hands and feet to self. • Walk at all times. • Keep walkways clear. 	<ul style="list-style-type: none"> • Treat others and property with respect. • Use appropriate voice and language. 	<ul style="list-style-type: none"> • Clean up after self. • Remind others to follow rules.
Assembly	<ul style="list-style-type: none"> • Keep hands and feet to self. • Enter and exit in an orderly fashion. • Keep walkways clear. 	<ul style="list-style-type: none"> • Be attentive. • Listen with an open mind. • Remove hats when requested. • Applaud appropriately. 	<ul style="list-style-type: none"> • Sit quietly. • Remind others to follow rules.
Hallway	<ul style="list-style-type: none"> • Keep hands and feet to self. • Keep walkways clear. • Walk at all times. 	<ul style="list-style-type: none"> • Treat others and property with respect. • Use appropriate voice and language. 	<ul style="list-style-type: none"> • Pick up your trash. • Inform staff of spills and wait for help.

Behavior Referral Form

Student Name: _____

Teacher: _____ Referring Staff: _____

Grade: K 1 2 3 4 5 6 Date: _____ Time: _____

Location	Problem Behavior	Possible Motivation	Administrative Action
<input type="checkbox"/> Arrival/dismissal area	<input type="checkbox"/> Damage to property	<input type="checkbox"/> Peer attention	<i>For Office Use Only:</i>
<input type="checkbox"/> Bus loading area	<input type="checkbox"/> Defiance/disrespect	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Review of school rules
<input type="checkbox"/> Cafeteria/quad	<input type="checkbox"/> Disruption	<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Classroom	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Recess/lunch detention
<input type="checkbox"/> Library/pod area	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Avoid adult(s)	from _____
<input type="checkbox"/> Office	<input type="checkbox"/> Tease/threaten/harass	<input type="checkbox"/> Avoid task/activity	to _____
<input type="checkbox"/> On bus	<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Don't know	<input type="checkbox"/> Time out in office
<input type="checkbox"/> Passing areas		<input type="checkbox"/> Other (specify)	from _____
<input type="checkbox"/> Playground			to _____
<input type="checkbox"/> Restrooms			<input type="checkbox"/> Suspension for _____
<input type="checkbox"/> Special event/assembly			day(s)
<input type="checkbox"/> Other (specify)			<input type="checkbox"/> Other (specify)

			<input type="checkbox"/> Parent Contact Y N

Others involved in incident:

☐ None ☐ Peer(s) ☐ Staff ☐ Teacher ☐ Substitute ☐ Other ☐ Unknown

If peers were involved, list them: _____

Classroom management steps taken today to address behavior:

☐ None ☐ Warned; rules reviewed ☐ Loss of recess/privilege ☐ Time out
☐ Phone call ☐ Other (specify) _____

Last documented contact with parent/guardian:

☐ Conference at school ☐ Phone call Date of contact: _____

Other comments:

Administrator Signature

Date

Parent/Guardian Signature

Date

Period: AM 1 2 3 4 5 6 7 8 PM

Name _____ Time _____

Location: Class Grounds Commons Hall/Breezeway Cafeteria Restroom Gym Library
Bus Area Parking Lot Bus Special Event Other (specify) _____

Staff _____ Grade _____ Time _____

<input type="radio"/> Counseling <input type="radio"/> Behavior <input type="radio"/> Attendance <input type="radio"/> Severe		Action Taken by Office:
Previous Teacher or Team Action: 		
Description of Problem:	Motivation: <input type="radio"/> Obtain peer attention <input type="radio"/> Obtain adult attention <input type="radio"/> Obtain items/activities <input type="radio"/> Avoid tasks/activities <input type="radio"/> Avoid peer(s) <input type="radio"/> Avoid adult(s) <input type="radio"/> Don't know <input type="radio"/> Other (specify) _____ _____ _____ _____ _____	Administrative Decision: <input type="radio"/> Passroom <input type="radio"/> Detention <input type="radio"/> Parent Contact <input type="radio"/> Loss of Privilege <input type="radio"/> Ind. Instruction <input type="radio"/> In-School Susp. <input type="radio"/> Conference <input type="radio"/> Saturday School <input type="radio"/> Out-of-School Susp.
	Others Involved: <input type="radio"/> Staff <input type="radio"/> Peers <input type="radio"/> None <input type="radio"/> Unknown	

Signature _____

Date/Time

White: Parent / Yellow: Office / Pink: Teacher / Goldenrod: Teacher

99

Student Citation Form

Student: _____

Grade: _____ Time: _____ Date: _____

Referring Person: _____

Teacher: _____

This student has had problems:☐ Being SAFE☐ Being KIND☐ Being PRODUCTIVE**Specific problems include:**☐ Aggressive Play☐ Vandalism☐ Unsafe Play☐ Defiance/Disruption☐ Bullying☐ Harassment☐ Inappropriate Language☐ Fighting☐ Cruel Teasing☐ Obscenity

Other: _____

Parent Signature _____

Student Citation Form

Student: _____

Grade: _____ Time: _____ Date: _____

Referring Person: _____

Teacher: _____

This student has had problems:☐ Being SAFE☐ Being KIND☐ Being PRODUCTIVE**Specific problems include:**☐ Aggressive Play☐ Vandalism☐ Unsafe Play☐ Defiance/Disruption☐ Bullying☐ Harassment☐ Inappropriate Language☐ Fighting☐ Cruel Teasing☐ Obscenity

Other: _____

Parent Signature _____

Notice to Parents of Disciplinary Action Form

Student Name: _____ Grade: _____

Referring Staff: _____ Date: _____ Time: _____ Day: M T W T F

Location

☐ Classroom
☐ School Store
☐ Hallway
☐ Front desk

☐ Commons: Cafe, ☐ Rec. ☐
☐ Computer Center
☐ Library
☐ Parking Lot/Driveway

☐ On Bus/Van
☐ Bike Rack
☐ Assembly/Activity
☐ Service Learning

Problem Behaviors

☐ Abusive/Inappropriate
 Language/Gesture
☐ Fighting or Physical
 Aggression
☐ Defiance _____
☐ Disrespect _____

☐ Harassment/Tease/Taunt/
 Bullying/Name Calling
☐ Disruption _____
☐ Tardy
☐ Skipping Class/Out of Area

☐ Theft/Stealing
☐ Lying/Cheating
☐ Vandalism
☐ Property Damage
☐ False Alarm

Possible Motivation

☐ Obtain Peer Attention
☐ Obtain Adult Attention
☐ Obtain Items/Activities

☐ Avoid Peers
☐ Avoid Adults
☐ Don't Know

Others Involved

☐ None
☐ Peers
☐ Staff
☐ Teacher _____

☐ Substitute
☐ Unknown
☐ Other _____

Administrative Decision

☐ Time in Office
☐ Loss of Privilege
☐ Conference With Student
☐ Parent Contact

☐ Recess Detention/Structure or
 Alternative Recess
☐ Individualized Instruction
☐ In-School Suspension

☐ Out-of-School Suspension
☐ Other _____
☐ Referral to SST
☐ Written Acknowledgment/
 Apology

Comments:

Dates Parent Contacted _____ School Official Signature _____

Parent Follow-up

Thank you for your support in encouraging positive behavior at school! Please talk to your child about his or her behavior in this incident. If you have any questions, please contact us at _____.

Figure 21

Information to Develop an Individual Positive Behavior Plan (Example)

Student Name: Siefke Grade: 4Reported by: Nico Johnson Date: _____

1. Description of student:

- What are the strengths (e.g., academic, artistic, personal)? Positive, friendly, artistic
- What does he/she like to do (e.g., read books, play guitar, draw, do puzzles, ride skateboard, use computer)? draw, snacks, trinkets
- Who does he/she like (e.g., particular peer, principal, staff member)? Mr. B. 5th grade teacher and Scott Staals
- What food/drinks does he/she like? ice cream, hamburgers, lemon soda
- What is home life like? Dad is in jail, Siefke lives with working mom, no siblings

2. Present level of functioning:

- Which academic areas (e.g., reading, math, social studies) are working for him/her? Below grade level on reading and math but making progress
- Which academic areas are difficult for him/her? receptive and written language
- How is he/she being helped in these areas? Siefke is getting help from the resource room in all academic areas.
- What kind of social/behavioral problems does he/she have? Siefke blurts things out impulsively and constantly interrupts the teacher.

3. Describe the problems:

- What do they look like (e.g., hitting, cussing, running away)? Talks out

- Where does he/she have problems (e.g., playground, cafeteria, classroom, locker area, before or after school)? In the classroom.
 - Who is usually around when the problem happens (e.g., teacher, assistant, peers)? Classroom teachers
 - What time of day does it usually happen? During instructional time
4. What typically happens when he/she gets into trouble? The teacher tells him not to interrupt.
5. How often do these problems take place? Every day

When as much as possible of the above information has been gathered, the following summary can be made:

- **Setting Events:** Things that are going on at home or before the student gets to school that may have an effect later in the day (e.g., home stress, fight with parents/peers, lack of sleep, medication). Dad's in jail
- **Antecedent:** What typically makes the student act inappropriately (e.g., a direction, a task, a person)? Teacher presence during class time
- **Problem Behavior:** What does the student typically do that is inappropriate (e.g., talk back, whine, run away)? He talks out
- **Consequence:** After the incident, what typically happens (e.g., send to office, time out, parent contact, scolding)? Teacher tells him not to interrupt and to raise his hand
- **Maintaining Function:** Why does he/she misbehave (e.g., to get attention, to have power/control, to get out of doing a task)? Siefke wants adult attention

Figure 22

Summary Statement (Example)

Setting Event (What might be happening at home or before school?)	Predictor (What sets student off?)	Problem Behavior (What does student do that is not appropriate?)	Consequence (What happens right after the inappropriate behavior?)	Maintaining Function (What does student want?)
Dad's in jail	Teacher is instructing	Siefke talks out and interrupts the teacher	Teacher tells him to stop	Adult attention

SAFE SCHOOL AMBASSADORS® PROGRAM (SSA)



The nation's most effective bystander education program harnesses the power of students to prevent and stop bullying and violence. Since 2000, this field-tested evidence-based model has equipped nearly **60,000** 4-12th grade students in 1000 schools in **32** states and **2** Canadian provinces with the communication and intervention skills to prevent and stop emotional and physical bullying and improve school climate.

[Click here to download the Program Overview](#)

[Click here to download the Staff/Board Presentation Powerpoint](#)

Program Model: Elementary, Middle & High School

At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools.

The Safe School Ambassadors program engages and mobilizes these bystanders, but not just any bystanders. The program harnesses the power of the socially-influential leaders of a school's diverse cliques, the ones who shape the social norms that govern other students' behavior. These "Alpha" leaders are carefully identified through student and staff surveys. They are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends. They participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program.

Why SSA Is Effective

The Safe School Ambassadors program is based on a [solid foundation of research](#) and principles that have been validated for many years. There are some important ways that Safe School Ambassadors is unique and differs from other programs:

- It involves the "change-agents" by identifying and recruiting "socially-influential" students. Research shows that these are the students who determine what's okay and not okay and have the power to change the way young people treat each other.
- It is a skills-based program that equips students with powerful, nonviolent communication and intervention skills so they can speak up and take effective actions when they see their friends and classmates mistreat others.
- It equips students to defuse potential incidents in the moment, as opposed to conflict resolution programs that require a structured meeting that might be held hours or even days after an incident occurs.
- It provides participating students with structure and support through regularly-scheduled Family Group meetings of 7-10 Ambassadors with 1-2 trusted adults where they discuss their interventions, practice their skills, and receive support for their efforts.
- It is a sustainable model, a year-round program, which research has shown has immediate impact as well as lasting and measurable results.

SSA Enhanced Elementary Model

This school-wide model equips all the students at a school with the language, tools and motivation to treat each other with kindness and respect, and to speak up when their friends and classmates don't. A group of influential upper-elementary students is trained and supported to:

- notice mistreatment among their peers and intervene to prevent or stop it (the traditional Ambassador role), and
- lead a series of classroom activities at all grade levels to build a foundation of social skills and relationships that support positive classroom behavior and overall school climate.

Delivered in three powerful days, the SSA Enhanced Elementary program includes training and presentations for staff, administrators, parents and community.

[Download the Enhanced Elementary Program Overview.](#)

Program Implementation Support

To help ensure successful implementation and sustained change, Community Matters provides:

- Pre- and post-training coaching support by phone and email throughout the program implementation cycle,
- Two-day training of students and staff,
- Program materials, including Principal's Handbook, Program Advisor's Handbook, Family Group Facilitator guides and student guidebooks. For multi-site implementations within a school district, we also provide written District Coordinator Guidelines and live coaching support.
- A wealth of on-line resources, including data collection and management tools, quarterly newsletters of best practices and timely reminders, webinars and videos, and an electronic help desk.

Learn more about the [Resources Provided](#).

Program Costs

The Safe School Ambassadors program costs approximately \$5,000 to launch at a school. This translates to about \$125 per student trained (about 40 students and 6-8 adults).

For more detailed cost information, see our [Programs & Services Guide](#) page or [download the PDF](#).

Funding Resources: [Click here to learn more about available sources of funding for this program.](#)

Learn More

- [SSA Initial Training](#)
- [SSA Expansion Training](#)
- [SSA Refresher Training](#)
- [SSA Expansion Combo Training](#)
- [SSA Training of Trainers](#)
- [Benefits to Schools](#)
- [How it Works](#)
- [Why it Works](#)
- [What others say](#)

© 2009-2013 **Community Matters** | All Rights Reserved.

[Home](#) | [Our Approach](#) | [Programs & Services](#) | [Research & Results](#) | [About Us](#) | [Get Involved](#) | [News & Media](#) | [Blog](#) | [Contact Us](#)



Piner High School

Ms. Sally Bimrose
Principal

Mr. Steve Mizera
Vice Principal

Mrs. Louise Larro
Assistant Principal

Ms. Sarah Rapp
Assistant Principal

Mr. Tim Zalunardo
Assistant Principal

Date _____

Dear _____

Please contact Restorative Resources, a non-profit agency in Santa Rosa, immediately. You may contact one of their main representatives, Mr. Zach Whelan, at 707-542-4244, extension 3. Or, you may email him at Zach@restorativeresources.org. Mr. Whelan will have already been contacted by the school and will be expecting your call/email. Mr. Whelan will have your contact information so he may reach you in reply if you are not able reach him in person.

Upon contact, Restorative Resources will enroll your student, _____, in a 12 week expulsion diversion program. The program will be focused on three important areas of growth and learning:

Responsibility – your student will be expected to take responsibility for his/her actions and work to understand why he/she has engaged in the behavior.

Impact – your student will be expected to think critically about the impacts of his/her actions on them self, the family, the school, and the local community.

Amends – your student will be expected to make amends for his/her actions as a means of restoring and improving relationships with the family, the school, and the local community.

Important Steps to Follow

1. Within 48 hours, contact Restorative Resources.
2. Once your student is officially enrolled, contact me to verify that your student is in the program. I can be reached at 707-528-5376 or by email at tzalunardo@srcs.k12.ca.us.
3. When you receive the notice for expulsion from Child Welfare and Attendance, contact that office to ask that the expulsion hearing be extended by a month so that your student may continue to make progress in the Restorative Resources program. The paperwork will have the following title at the top: **Notice of Executive Session of the Expulsion Hearing Panel of the Santa Rosa City High School District to Consider the Expulsion of _____**.
4. Continue to bring your student to Restorative Resources and support them in making progress towards the completion of the program. You will be contacted by the school when the expulsion process has been stopped.

By enrolling in this program and successfully making progress towards its completion, your student will be able to stop the expulsion process and remain at Piner High School.

Sincerely,

Tim Zalunardo
Assistant Principal
Piner High School



Incident Reflection Form

Student Name: _____

Date of Incident: _____

Please answer these questions and be prepared to discuss them upon your return to school:

1. How did your actions impact the school and/or teacher?

2. How did your actions impact the administrator dealing with you?

3. How did your actions impact your family?

4. How did your actions impact you?

5. What can we do to repair the harm to these groups?

Student Signature: _____

Date: _____



Lawrence Cook Middle School Student Resource Log

Date of Incident: 2/4

Expulsion Diversion

Week of:	Boys and Girls Club	El Puente	Officer Macias	Ms. Gannon
2/22				
3/1				
3/8				
3/15				
3/29				
4/5				
4/12				
4/19				
4/26				
5/3				
5/10				
5/17				
5/24				



Forma de reflexión incidente

Nombre del estudiante: ____ Fecha de los hechos: ____

Por favor responder a estas preguntas y estar preparados para discutirlos a su regreso a la escuela:

¿1. Cómo sus acciones impactan la escuela y/o maestro?

¿2. Cómo sus acciones impactan el administrador tratando con usted?

¿3. Cómo sus acciones impactan a su familia?

¿4. Cómo te impactaron tus acciones?

¿5. Qué podemos hacer para reparar el daño a estos grupos?

Firma del estudiante: _____ Fecha: _____



Registro de recurso de estudiante de secundaria de Lawrence Cook

Fecha del incidente: desviación de la expulsión de 2/4

Semana de:	Boys and Girls Club	El Puente	Oficial Macías	Sra. Gannon
2/22				
3/1				
3/8				
3/15				
3/29				
4/5				
4/12				
4/19				
4/26				
5/3				
5/10				
5/17				
5/24				