

Establishing School Wide Priorities

Yav Pem Suab Academy

Disciplined Life and

Positive School Climate

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Disciplined Life and Positive School Climate

“Disciplined Life” refers to empowering scholars to live a safe and productive life through the development of self-discipline in their everyday lives. Yav Pem Suab Academy (YPSA) understands that for scholars to be successful and productive, they have to be disciplined. Scholars must respect themselves, like themselves and be respected by others to succeed in today’s world. YPSA seeks to develop programs that teach the following:

1. Scholars will be taught to identify areas of their lives important to them, develop goals and learn how to manage time.
2. Scholars will be taught Decision Making techniques that positively impact their lives in and outside of school.
3. Scholars will be taught to develop habits by repeating productive behaviors and developing flexibility and consistency.
4. Scholars will be taught to create boundaries, to maintain focus, to stay on track; and
5. Scholars will be taught how to identify support systems that are trustworthy and accountable.

The YPSA school-wide Disciplined Life program will assist scholars in understanding ways to handle their social, behavioral and personal problems positively and productively. These YPSA systems and supports will emphasize preventive and developmental programs and activities that provide scholars with the lifelong guidelines and related life skills needed to deal with problems before they worsen and to enhance scholars’ personal, social, and academic growth.

A “Disciplined Life” is the key to developing a positive school climate. Scholars will be taught and supported in living a Disciplined Life to create an appropriate school climate so teaching and learning occur with little disruption.

Integrated throughout the curriculum will be Lifelong Guidelines and the LIFESKILLS that lead scholars in living a Disciplined Life and experiencing success in all chosen endeavors. Scholars will continually visit these skills as they matriculate from grade to grade through the classroom and various school programs. The following is a chart of those guidelines and skills:

Lifelong Guidelines

| | |
|-------------------------|---|
| Trustworthiness | To act in a manner that makes one worthy of trust and confidence. |
| Truthfulness | To be honest about things and feelings with oneself and others. |
| Active Listening | To listen with the intention of understanding what the speaker is communicating. |
| No Put Downs | To never use words, actions, and/or body language that degrades, humiliates, or dishonors others. |
| Personal Best | To do one’s best given the circumstances and available resources. |

Personal Best LIFESKILLS

| | |
|--------------------------------------|---|
| Kindergarten | <ol style="list-style-type: none"> 1. Friendship 2. Cooperation 3. Patience 4. Responsibility 5. Problem Solving |
| First (1st) Grade | <ol style="list-style-type: none"> 6. Caring + (1-5) 7. Sense of Humor 8. Flexibility 9. Effort 10. Organization 11. Common Sense |
| Second (2nd) Grade | <ol style="list-style-type: none"> 12. Courage + (1-11) 13. Initiative 14. Curiosity 15. Creativity 16. Perseverance |
| Third (3rd) Grade | <ol style="list-style-type: none"> 17. Resourcefulness + (1-16) 18. Pride 19. Integrity |
| Fourth (4th) Grade | All 19 |
| Fifth (5th) Grade | All 19 |
| Sixth (6th) Grade | All 19 |

Disciplined Life and Positive School Climate

Mission Statement

Discipline Life Mission Statement

Yav Pem Suab Academy Scholars enter as learners and leave as compassionate leaders who demonstrate a Disciplined Life.

Stakeholder Values and Beliefs

Scholar Beliefs

Scholars believe that:

1. Scholars have a right to learn and teachers have a right to teach.
2. Teachers should be fair and not treat some scholars better than others.
3. Teachers should call parents when they have problems with scholars.
4. Teachers should serve as role models for scholars.
5. Teachers should be strict and discipline scholars appropriately.
6. Teachers should consider ideas of scholars before arriving at decisions.
7. Teachers should calm themselves when appropriate and not sugar coat issues.
8. Teachers should not give scholars so many chances.
9. Teachers and parents should get together and utilize joint punishment for some scholars.

Parent Beliefs

Parents believe that:

1. School's along with parents need to work hard to develop the concept "it takes a village to raise a child" so that other parents feel comfortable about providing support and assistance to other scholars.
2. Schools should promote and maintain a higher level of communication with parents.
3. Scholars when bullied should walk away- don't make it worst- and talk to an adult.
4. Teachers should call parents at the very hint of a problem with their children.
5. Parents should be able to talk issues out without being aggressive and upset with teachers, administrators or other parents.
6. Parents should be accountable for supporting their children in getting to school on time and completing their schoolwork in the evening.
7. Parents should reinforce the school behavior principles that assist scholars in living a Disciplined Life.
8. Parents should report any potential scholar conflicts that might spill over from the community to the school.
9. Parents will work with the school to develop extended consequences for scholars who continually break the rules along with restitution as necessary to restore property as well as the scholar to full standing in the school.

Teacher Beliefs

Teacher believes that:

1. Scholars may not impede a teacher's right to teach or a scholar's right learn.
2. Scholars should treat others the way they want to be treated.
3. Scholars should respect themselves, others and classroom resources and materials.
4. Teachers should acknowledge that they share the responsibility for scholar discipline and should follow all policies.
5. Teachers will teach the Disciplined Life/Lifelong Guidelines/Life Skills and integrate them in specific curriculum areas or thematically across several disciplines.
6. Teachers will be self-reflective and proactive.
7. Teachers agree to sharpen in an ongoing fashion their scholar management tools as necessary to improve their overall classroom effectiveness.

8. Teachers should develop and use a thoughtful, interesting and meaningful curriculum and related instructional practices to keep scholars engaged.
9. Administration will provide the same Disciplined Life and School Climate training to all staff.

Administrative Beliefs

Administrators believe that:

1. Administrators should provide assistance and support as outlined in the Discipline Flow Chart to staff as necessary to resolve scholar in/outside classroom issues.
2. Administrators should provide ongoing Professional Development to support and assist staff in bringing order and productive instruction in and outside of the classroom.
3. Administrators Should assess the effectiveness of the Disciplined Life and School Climate System by recording all instances where scholars have been disciplined and/or removed from the classroom i.e., in and out of school suspension, referrals to a support agency or person, referrals to other classrooms and time spent outside of the learning arena whether isolated in a classroom or standing outside by the door.
4. Administrators should identify assessment tools to monitor behavior information and share data monthly with all stakeholders to improve the overall scholar management system.
5. Administration should review school data and provide incentives and rewards for excellence to reaffirm a winning school-wide culture.

Behavioral Expectations

YPSA believes as does Fred Jones and Lee Canter that scholar rules should be simple and clear. There should be very few rules, and they should be posted. Canter goes on to say in his model that stating rules/expectations clearly; applying positive consequences when expectations are met and negative consequences when they are not met; and being assertive rather than passive or hostile are key in managing scholar behavior in a positive and productive way. YPSA believes that Lee Canter's basic rules and expectations will serve as the foundation of its Disciplined Life system.

1. Teachers have basic rights as educators:
 - a. The right to maintain an optimal setting for learning,
 - b. The right to expect appropriate behavior,
 - c. The right to expect help from administration and parents when appropriate.

2. Scholars have basic rights as learners:
 - a. The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behavior,
 - b. The right to have appropriate support from their teachers for their appropriate behavior,
 - c. The right to choose how to behave with advance knowledge of the consequences that will logically and certainly follow.

3. These needs/rights and conditions are met by a discipline plan by which the teacher clearly states the expectations, consistently applies the consequences/rewards, and never violates the best interests of the pupils. The classroom expectations are as follows:

- Expectation 1: Teachers have a right to teach,
- Expectation 2: Scholars have a right to learn,
- Expectation 3: Scholars have a right not to be talked about or put down,
- Expectation 4: Scholars have a right not to be touched or hit by other scholars,
- Expectation 5: Scholars will not take or vandalize classroom materials or the personal items of others.

4. Around the campus/yard or cafeteria expectations for scholar behavior are as follows:

- Expectation 1: Scholars have a right to play in appropriate places using the appropriate game rules,
- Expectation 2: Scholars have a right to move about campus without being put-down, touched, or hit by other scholars,
- Expectation 3: Scholars will use all campus facilities in an appropriate manner,
- Expectation 4: Scholars will be respectful to adults and other scholars at all times,
- Expectation 5: Scholars will use the appropriate voice levels based on where they are and what they are doing.
 - Level 1 Voices off,
 - Level 2 Inside voice,
 - Level 3 Presentation voice,
 - Level 4 Outside voice.

5. Discipline planning works best when adults clearly state their expectations, consistently applies the consequences/rewards, and never violates the best interests of the pupils. When initiating the classroom plan teachers should do the following:
- a. Stating and teaching expectations early.
 - b. Persisting in stating expectations and wishes such as, "I need you to ..." and "I like that." ["I messages don't interfere with the pupil's positive self-esteem. "You are no good, why won't you behave," does interfere.]
 - c. Using a clear, calm, firm voice and eye contact.
 - d. Using non-verbal gestures that support the verbal statements.
 - e. Influencing scholar behavior without threats or shouting.
 - f. Practicing the broken record technique [calmly repeating the message every time pupil tries to argue] rather than escalating into an argument

Discipline Flow Chart

The "Discipline Flow Chart" on the following page was developed by the YPSA Staffuly. Its purpose is to simplify the flow of discipline on the school campus so that scholars, Staffuly and parents can easily understand it. It divides discipline into three levels. The first level is discipline as it relates to the classroom. The second level is discipline as it relates to issues that are unresolved in the first level- discipline that is referred from a teacher or counselor to an administrator. The final level relates to school wide discipline or that discipline that occurs outside of the regular classroom for which the total staff is responsible.

Yav Pem Suab Academy– Discipline Flow Chart

Level I Teacher Responsibility

Scholar Infractions:

Not following school or campus rules; tardies; truancy; showing disrespect to scholars and teacher; refusal to work; cheating; vulgarity; hitting/pushing/kicking others; and failure to allow teachers to teach and scholars to learn.

Classroom Discipline Procedures

1. Warning/conference and investigate
2. Teacher imposed consequences i.e., choices, chances, recess academy/ detention*, standards, point deductions
3. Parent phone call/ joint consequences
4. Referral to “**Level II**”
5. Other interventions if problem is improving
 - a. Counselor
 - b. Scholar Transfer (must be approved)
 - c. Send scholar to timeout room
 - d. Develop a special contract
 - e. Referral to community agency
6. Class Suspension*
7. Restore scholar to regular classroom status

*Scholars sent out of class by teacher will be considered **Class Suspended**. (Must call and confirm the parent’s receipt of a written letter scheduling a conference within 24 hours). Office will send letter home.

*Teachers will facilitate their own lunch, P.E. or recess detentions. Must call home.

Level II ADMIN Responsibility

Scholar Infractions:

Unresolved Level I and III infractions and 48900 a – r and 48915 c Infractions

Administrative Procedures

1. Parent/Teacher/Counselor/Scholar Conference
2. Scholar Study Team Conference
3. Home/school joint punishment
4. School site intervention program, i.e., Friday School, Recess/PE Academy etc.
5. Administrative Suspensions 1-5 days as a last resort
6. Behavior hearing
7. Restore Scholar to regular scholar status
8. Follow Up

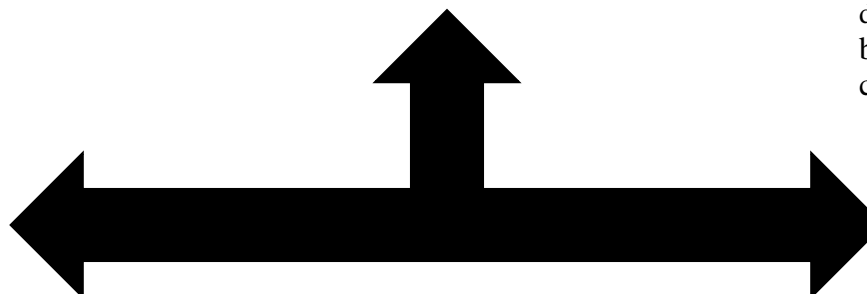
Level III Everyone’s Responsibility

Scholar Infractions (outside of class)

Not following school rules; vulgarity; forgery; gambling; theft/possession of stolen property; drugs/alcohol; bus conduct; excessive inappropriate behavior; sexual harassment; weapons; robbery; extortion; fighting; assault; destruction of property; threatening staff or bullying other scholars; absolute defiance: defined as a disruptive, threatening, and loudly profane and aggressive refusal on the part of a scholar to follow staff directions.

Staffulty Procedures:

1. Referral to **classroom** teacher if infraction is minor e.g. talking back; arguing with other scholars; refusal to follow game rules; refusal to immediately follow the directions of an adult,- teacher will use **Level I**.
2. Referral to **Administrator** if infraction is major (**Level III**) e.g., fighting; drugs/alcohol; gambling; weapons; bullying- Admin will inform classroom teacher.



School-wide Disciplined Life Process

How will the discipline process work in relationship to the discipline flow chart? All interactions with scholars of a behavioral nature will be recorded and copies forwarded to site administrator, teacher i.e., language, movement, enrichment and AT&T.

1. Staffulty will have the responsibility to complete the school-wide referral form for scholars who are disciplined or are referred to another adult. The form can be seen on the following page.
2. The referral form will be completed in triplicate. White goes to the person who completed the referral and becomes part of their records. Pink goes to the classroom teacher (core, movement, and language) for their records and Yellow goes to the site administrator. **Once the referral system is integrated into the computer management system the triplicate paper version will be eliminated.**
3. Staffulty will complete minor and major behavioral problem referrals and forward the appropriate copies to the classroom teacher and or administrator.
4. AT&T teachers will handle all minor behavior issues in their classrooms and will use the Level III referral process for all other infractions.
5. Core, enrichment, or language teachers will complete the referral (indicate major) when referring to level II process. Please do not send the scholar out of class. Turn in the referral to the administrator who will in turn send for the scholar.
6. All staffulty will indicate major or minor for all **out-of-class** incidents (level III). For minor incidents the referral goes to core, enrichment, or language teacher and major to the site administrator. A T&T staff will use the Level III process as well. Receiving parties will complete the "Decision" section and file or forward the referral.
7. Class suspensions are defined as sending a scholar out of class for issues related to 48900 a-r offenses. All class suspensions require **immediate parent** notification and a conference.
8. Administrators, counselor and/or support service staff **will not** provide scholar services without a referral from an adult. Scholars will be sent back to the referrer for documentation as necessary in order to move forward with the service. In emergencies it is appropriate for the receiver of the referral to call the referrer for information. The receiver then would have the responsibility to complete a referral form.
9. Teachers, enrichment, or language staffulty who send their scholars to other classrooms for behavioral reasons must complete a referral. Scholars should not be accepted by staffulty without paperwork unless prior arrangements have been made and paperwork is already completed with administrators receiving their copies as well.
10. Principal will routinely observe scholar behavior on playgrounds, cafeteria, and in classrooms and issues scholar climate assessment report cards.
11. Core, movement, or language staffulty will initiate the referral process in step 2 of Level I. Prior to step 4, scholars will have two weeks to improve their behavior or be referred to Level II. Teachers have the option to use step 5 for scholars who are demonstrating improvement. Teachers will attach evidence of parent phone calls, e mails or meetings on the referral form.
12. Parent and scholar satisfaction surveys on school climate will be completed two times a year
13. Principal will collect and review school data and issue a school wide report card. If the report card demonstrates high scores or improvement, all scholars will receive a school wide reward.
14. Teachers will develop an agenda for all class meetings and provide copies to administration.

Please review the referral form on the following page:

Yav Pem Suab Academy Referral Form

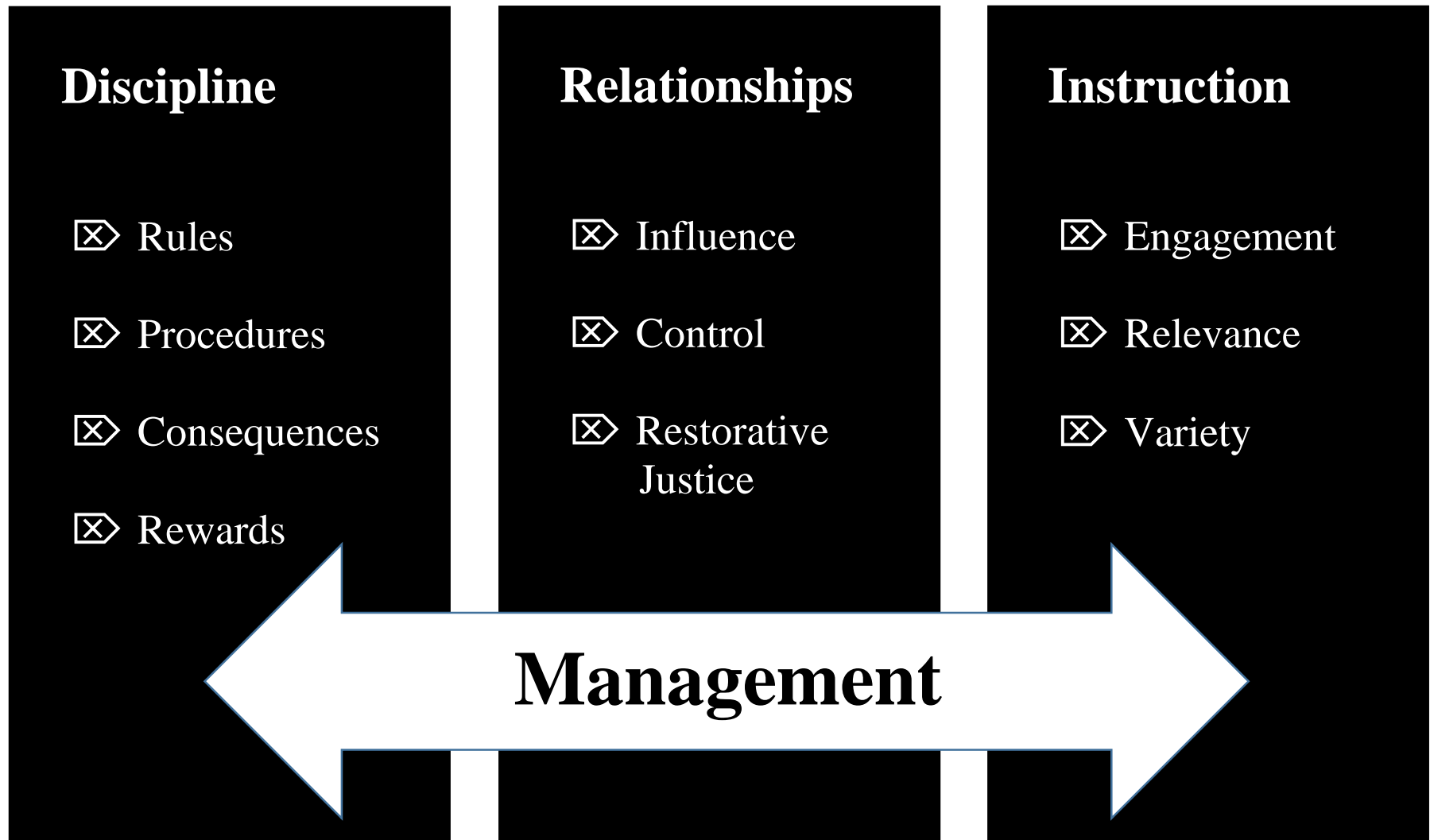
| | | |
|--|---|--|
| Scholar Name: | | Date: |
| Referring Staffuly: | | Grade: |
| Location: | | |
| Minor Problem/Behavior *Referral will be completed and given to classroom teacher: <input type="checkbox"/> Failure to allow teacher to teach. <input type="checkbox"/> Failure to allow scholars to learn. <input type="checkbox"/> Failure to play in appropriate places using correct game rules. <input type="checkbox"/> Failure to properly use school facilities. <input type="checkbox"/> Disrespecting the property of others. <input type="checkbox"/> Teasing or putting down other scholars. <input type="checkbox"/> Hitting, pushing and touching others. <input type="checkbox"/> Disrespecting staffuly. | Major Problem/Behavior *Referral will be completed and given to site administrator: <input type="checkbox"/> Stealing <input type="checkbox"/> Fighting <input type="checkbox"/> Abusive language <input type="checkbox"/> Overt defiance (major disruption) <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Possession of dangerous object <input type="checkbox"/> Level II Referral <input type="checkbox"/> Level III Referral <input type="checkbox"/> Other _____ _____ | Decision/Consequence <input type="checkbox"/> Loss of Privilege _____ _____ <input type="checkbox"/> Time in office _____ _____ <input type="checkbox"/> Conference <input type="checkbox"/> Parent contact <input type="checkbox"/> Suspension _____ <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ _____ |
| Response To Intervention | | |
| What Rule did you break? | Comments: | |
| | | |
| How do you feel about your choices? | | |
| Follow Up? | | |
| | | |
| What Lifelong Guideline phrase was not in use? (circle one) | | |
| Trustworthiness | Truthfulness | Active Listening |
| No Put Downs | Personal Best | |
| Explain how you could have used two (2 LIFESKILLS) to avoid this problem: | | |
| | | |
| LIFESKILLS: Caring, Friendship, Sense of Humor, Courage; Cooperation, Flexibility, Patience; Responsibility, Initiative, Problem Solving, Effort; Resourcefulness, Organization, Common Sense, Curiosity, Creativity; and Pride, Satisfaction, Perseverance, Integrity | | |
| Scholar Signature: | | Date: |
| Decision Makers Signature: | | Date: |

Major and Minor Offenses

Review the following chart to gain an understanding of the difference between major and minor scholar infractions:

| Minor | Major |
|--|---|
| <p>Failure to allow teacher to teach</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Not following school rules <input checked="" type="checkbox"/> Tardies <input checked="" type="checkbox"/> Truancy <input checked="" type="checkbox"/> Showing disrespect to teacher <input checked="" type="checkbox"/> Refusal to work <input checked="" type="checkbox"/> Providing incorrect information <input checked="" type="checkbox"/> Cheating <input checked="" type="checkbox"/> Vulgarity (swearing) <input checked="" type="checkbox"/> Level III Minor infractions <p>Failure to allow scholars to learn</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Showing disrespect to scholars <input checked="" type="checkbox"/> Throwing objects at scholars <input checked="" type="checkbox"/> Inappropriate facial expressions <p>Disrespecting the property of others</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Putting items belonging to others in the trash <input checked="" type="checkbox"/> Defacing school materials and personal property <input checked="" type="checkbox"/> Placing bodily fluids on the work of others <p>Teasing or putdowns</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Talking about the family members of others <input checked="" type="checkbox"/> Repeating embarrassing information <input checked="" type="checkbox"/> Repeating teacher information said to others <input checked="" type="checkbox"/> Making facial expressions to tease and harass <p>Hitting, pushing and touching others</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Shooting spit wads at other scholars <input checked="" type="checkbox"/> Pushing other scholars in fun/anger* <input checked="" type="checkbox"/> Play fighting <p>After warning, conference and investigation, teachers will record the minor infractions and any additional infractions on the referral form and file away.</p> <p>Continued minor infractions of any type can lead to a major infraction.</p> <p>*Hitting and pushing that causes an injury moves infraction to Major.</p> | <p>School Wide Major Infractions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Level I Referrals moved to Level II <input checked="" type="checkbox"/> Level III Major infractions <p>CA Education Code Section 48900*</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fighting and other use of violence (a) <input checked="" type="checkbox"/> Possession of dangerous objects(b) <input checked="" type="checkbox"/> Using selling drugs (c) <input checked="" type="checkbox"/> Selling drugs(d) <input checked="" type="checkbox"/> Robbery or extortion(e) <input checked="" type="checkbox"/> Major damage to school/private property(f) <input checked="" type="checkbox"/> Stealing school property or private property(g) <input checked="" type="checkbox"/> Possessed or used tobacco products(h) <input checked="" type="checkbox"/> Committed an obscene act(i) <input checked="" type="checkbox"/> Selling drug paraphernalia(j) <input checked="" type="checkbox"/> Major disruption of a school activity and defying the valid authority of school officials in a loud boisterous and profane way(k) <input checked="" type="checkbox"/> Knowingly receiving stolen property(l) <input checked="" type="checkbox"/> Possessed imitation firearm(m) <input checked="" type="checkbox"/> Sexual assault and harassment(n) <input checked="" type="checkbox"/> Harassed/threatened a witness(o) <input checked="" type="checkbox"/> Selling prescription Drug SOMA(p) <input checked="" type="checkbox"/> Hazing(q) <input checked="" type="checkbox"/> Bullying(r) <p>*See the last page of this document for clarification of the codes detailed above in parenthesis.</p> |

Classroom Management



Adapted From Doug Lemov: Teach Like a Champion

Classroom Management

Discipline

Process

1. Teaching scholars how to live a Disciplined Life.
2. Administering consequences and punishments:
 - a. Rules,
 - b. Consequences,
 - c. Rewards.
3. If they are not doing what you asked- there is a good chance that you haven't taught them.

Relationships

Control

1. Causing someone to choose to do what you ask regardless of consequences.
2. Controlling merely involves asking in a way that makes scholars more likely to agree to do it.
3. Exerting control through the use of body language to demonstrate the necessity to get what teachers want done.
4. Controlling responsibly, allows the teacher to give scholars freedom in a progressive way.
5. Succeeding because teachers understand the power of language and relationships.
6. Asking firmly, confidently and respectfully lies in the power of the relationships.
7. Using appropriate Routines/Protocols/Procedures to put scholars in position to excell.

Influence

1. Influencing scholars to want to internalize the things you suggest.
2. Getting scholars to believe in the necessity to behave because it is best for them.
3. Instilling in scholars the belief that all scholars can be successful and continually maximizing it.
4. Letting scholars assist in the development of class rules.

Engagement

1. Maintaining scholar profile information to understand and know every learner.
2. Giving scholars variety and plenty to say yes to.
3. Getting scholars so involved that they forget about misbehaving.
4. Keeping scholars so positively engaged that they begin to believe that is the way they are supposed to be (they get comfortable being engaged).
5. Organizing interested and relational lessons to maximize scholar engagement.
6. Providing procedure driven learning structures to maximize scholar engagement:
 - a. Well planned and meaningful lessons,
 - b. Cooperative Learning,
 - c. Differentiated instruction,
 - d. Project Based Instruction.
7. Maintaining consistent enforcement of rules, expectations and rewards.
8. Building mutual respect and trust between teachers and scholars.

Restorative Justice

1. Handling school discipline and restoring victims to whole status:
 - a. scholars to be agents of change,
 - b. Integrate scholar support and assistance into the discipline process.
2. Providing restitution to victims and makes them whole again.
3. Developing intervention strategies to resolve campus problems.
4. Allowing victimizers to make up for their wrongs and regain whole scholar status.
5. Developing and scheduling regular Class Meetings to resolve scholar and class issues in a restorative fashion.

Management

1. Disciplining is really management:
 - a. Managing time,
 - b. Using a variety of learning contracts,
 - c. Identifying ways scholars can get information besides from the teacher e.g., (RICE), Ask Three Before Me,
 - d. Answer Sheets to make it easier to grade work,
 - e. Assigning class anchor assignments,
 - f. Use learning centers,
 - g. Post all directions,
 - h. Review classroom management strategies e.g., The Log Chart, Classroom Journal, Modeling, Group Leaders, Finished Work Tray/Box, Absent Folder, Study Buddy, Feedback Cards, Word Chart, “Home Base” Seats, Cueing (getting scholars attention), Note Taking (teacher notes on process), Other Strategies Developed by the Scholars
 - i. Other valuable protocols and routines.
2. Reinforcing behavior by using consequences and rewards.
3. Teaching scholars how to do things right.
4. Sustaining “management” without the use of the other principles is an impossibility.

Classroom Procedures

YPSA advocates a highly proactive approach to classroom and school wide management. YPSA believes that scholars should be taught instructional protocols or habits they should comport in order to get the maximum benefit of instruction. Too often teachers and/or schools that do not teach protocols spend exorbitant amounts of time interrupting instruction to handle disciplinary intrusions into the instructional process. The result is poorly delivered instruction, poor performance and frustrated scholars and teachers.

Please see the following list of classroom procedures:

1. Entering the classroom,
2. Dismissing at the end of the period or day,
3. Returning to class after an absence,
4. Arriving to class tardy,
5. Quieting a class,
6. Beginning of the period or day,
7. Asking for help,
8. Moving of scholars and papers,
9. Listening to/responding to questions,
10. Working cooperatively,
11. Changing groups,
12. Keeping a scholar notebook,
13. Finding directions for each assignment,
14. Collecting/returning scholar work,
15. Getting materials without disturbing others,
16. Handing out equipment at recess,
17. Moving about the room,
18. Going to the library/tech center,
19. Heading of papers,
20. Going to the restroom,
21. Scheduling Class Meetings,
22. Creating a new scholar orientation and buddy system.

School Wide Procedures

Campus Procedures

1. Addressing adults,
2. Addressing scholars,
3. Walking and not running around the campus,
4. Entering the cafeteria, getting food and finding a seat,
5. Leaving the cafeteria,
6. Entering the recess area and deciding which game to participate in,
7. Leaving the recess area and returning to class,
8. Understanding what conversations are appropriate with others outside of the classroom and which ones are not appropriate,
9. Entering the office area to see the counselor, nurse, office staff or administration,
10. Allowing Restroom Visitations,
11. Handling tardies and trancies,
12. Leaving school.

Visitor Procedures

1. Signing-in to receive the proper badge identifying who they are (no exceptions) and where they are visiting.
2. Notifying administration and yard duty when visitors are on campus in order to provide them support and assistance.
3. Limiting classroom and/or campus visitations unless visitors are volunteering or have prior staffuly permission.
4. Limiting conferences with staffuly during visits unless it is part of a scheduled meeting.
5. Working on campus or in classrooms requires a completed application, finger printing and the appropriate training.
6. Signing-out, returning badges is a school requirement.

Disciplined Life and School Climate Assessment

How will the school assess the Disciplined Life and school climate?

1. All behavioral interactions with scholars will be recorded in the form of a referral and copies forwarded to classroom teacher and site administrator.
2. Site administrator will analyze and assess information to prepare a report.
3. Site administrator will routinely observe scholar behavior on playgrounds, cafeteria, and in classrooms and issues scholar climate assessment report cards.
4. Attendance will also be tracked to see if there are parallels with discipline and an analysis will be developed.
5. Parent, teacher and scholar satisfaction surveys regarding discipline will be completed two times a year.
6. Teachers will maintain records of agendas outlining the kinds of issues the class discussed in their class meetings.
7. Teachers will log discipline conferences, phone calls, emails.
8. Topics related to discipline will be a routine agenda item for the site leadership team.
9. Copies of the discipline procedures and policies will be added to the staff handbook.
10. The scholar management system will be reviewed to determine how to integrate the scholar behavior data more effectively.
11. School administrator will identify professional development opportunities for staffulty to support and assist their efforts to maintain appropriate discipline in their classrooms and around the campus.

Rewards and Incentives

1. Teachers will receive monthly reviews of how their classrooms performed. Teachers can provide rewards and incentives to their scholars for appropriate conduct for the month.
2. Principal will review school data and issue a school wide report card. If the report card is at a certain level, then all scholars get a school-wide treat.
3. Scholar Award and Recognition Assembly that is gender, racial and ethnically equitable is to take place every trimester. The entire staffulty will make recommendations in a clearly defined process to include awards and recognition for excellent conduct, academics or best improved relative to conduct and/or academics.
4. The Award and Recognition Committee will plan, develop criteria, and schedule all ceremonies and assemblies for scholars and staffulty.
5. Teachers can use whatever systems they have in their classrooms to reward scholars. For example:
 - a. Verbal praise,
 - b. Monthly parties,
 - c. Individual awards,
 - d. Must do's and May do's (after work is completed scholars May do (teachers choice),
 - e. Add marbles to a jar when class is doing well and subtracting when the class is not. At the end of a week or unit scholars receive a reward based on the number of marbles still in the jar,
 - f. Most improved or scholar of the month displays.
6. Staffulty may be given a retreat to conduct school business in a more pleasing ambience.
7. The award and recognition committee will develop an assessment to determine future improvements and ways to involve more scholars and Staffulty.

Class Meetings

Class meetings are a wonderful way to get to know your scholars and for them to get to know each other. The topics are defined in advance and can be about what happened on the playground or in the cafeteria to what is going on in the classroom. Many teachers begin class meetings with discussions about real simple issues and build in complexity as the year progresses. Teachers generally start their meetings with all scholars sitting in a circle so that they can all see each other. Teachers teach scholars how to arrange their desk and/or chairs to accomplish the circle. Scholars work daily on accomplishing the building of the circle quickly easily, with very little noise.

Once the circle is complete the teacher goes over the agenda, makes sure all scholars are seated and actively listening. Next teachers select a scholar to begin the “say something nice about someone routine.” Each scholar then gets an opportunity to say something nice about someone i.e., what they did recently, accomplished recently, or said recently. Scholars are taught once something is said about someone, the next speaker must choose someone else. After each scholar speaks the teacher then talks about nice things that other scholars did to insure that all scholars get something nice said about them.

The teacher next goes over the agenda items. If an item is a particular scholar’s item that scholar will be asked to explain the issue. Let’s say another scholar in the class called her a name. Using the following steps the teacher will ask the scholar how she felt. Next the teacher will ask the name caller why he/she called her a name. The class will be reminded that they don’t have to like the scholars answer but have to accept how he/she felt:

1. Review what the scholar did. Make sure the scholar understands.
2. Listen to the scholar’s feelings about what happen and accept them. They don’t have to be right but they are his/her feelings.
3. Identify other choices that would have worked better
4. Reteach the rule and identify the life skills that were affected. Remember the grade level responsibility with the life skills.
5. Make sure the scholar knows they are being treated the same as other scholars.
6. Invoke the consequence that is part of your classroom structure. Do not deviate from the consequence already shared with scholars.
7. Make sure the scholar understands that you are disappointed that you have to give a consequence.
8. Provide the scholar a new expectation that he/she will improve in the future.

The class now works on how to make better choices. The class discusses the life skills and reteach the class rules. Collectively the scholars will determine a consequence and the affected scholar will be made to understand that the class is disappointed but they all have faith that the scholar will improve.

Class meetings can be regularly scheduled. For example Friday’s are an excellent time to conduct the sessions. Scholars have a week to discover positive things to say and identify issues that they are really concerned about. The reality is that Class Meetings can be scheduled at any time. Teachers sometimes use them routinely to handle emergency situations. For an example: Two scholars had a disagreement that involved two other scholars. The teacher may want to use the above sequence to resolve this conflict before it escalates into violence.

Things to Remember About Class Meetings

1. Once started they should occur weekly. The same time must be scheduled to allow scholars at least a week to add topics to the agenda.
2. What the meetings look like on the kindergarten and first grade levels may look dramatically different at other levels. At the kinder and first grade levels teachers can practice the rudimentary ideas i.e., grouping, knowing everyone's name, presenting information, saying nice things about each other and problem solving some classroom issues. As scholars get older their involvement in class meetings should expand.
3. No topic will be discussed unless it is agendaized.
4. Scholars will not be allowed to just vent because they can go on and on.
5. Classroom protocols for speaking, listening and voice levels will be in effect.
6. As scholars become familiar with the process the teacher can select a scholar to facilitate but should always maintain control of the meeting.
7. Teachers should identify a public place where the agenda items can be seen and reviewed by other scholars.
8. Scholars have to feel that the classroom is safe for their discussions.
9. All scholars will participate in developing solutions to issues that are revealed and providing restorative solutions to scholars who have been harmed.
10. All meetings must be agendaized and filed away. Copies should be given to administration to see if there are common school-wide themes.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

| | |
|----------|---|
| a | 1. Caused, attempted to cause, or threatened to cause physical injury to another person. 2. Willfully used force or violence upon the person of another, except in self-defense. |
| b | Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless school official gives written permission. |
| c | Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance. |
| d | Unlawfully offered, arranged, or negotiated to sell a controlled substance. |
| e | Committed or attempted to commit robbery or extortion. |
| f | Caused or attempted to cause damage to school property or private property. |
| g | Stole or attempted to steal school property or private property. |
| h | Possessed or used tobacco, or products containing tobacco or nicotine products. |
| i | Committed an obscene act or engaged in habitual profanity or vulgarity. |
| j | Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. |
| 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. |
| l | Knowingly received stolen school property or private property. |
| m | Possessed an imitation firearm. |
| n | Committed or attempted to commit a sexual assault. |
| o | Harassed, threatened, or intimidated a witness. |
| p | Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Muscle relaxer that blocks pain sensations from the nerve to the brain) |
| q | Engaged in, or attempted to engage in, hazing. |
| r | Engaged in an act of bullying. |

Bullying Policy

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity and expression; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by scholars, family members or staff.

Scholars shall be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a scholar's emotional well-being at school. Harassment involves unwelcome comments (written or spoken) or conduct which violates an individual's dignity, and/or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Yav Pem Suab Academy adheres to the Sacramento City Unified School District Board Policy BP 5145.4 (48900 r) regarding bullying. Per this policy bullying is defined as:

Aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

The Superintendent, and/or Principal may recommend suspension and/or expulsion for bullying behaviors.

Indicators of bullying behavior at Yev Pem Suab Academy include, but are not necessarily limited to the following:

- Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors
- Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images or exhibiting inappropriate and/or threatening gestures or actions.
- Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair-pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber-Bullying:** Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled—
California Education Code Section 47605 (b)(5)(J)

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to:
a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Scholars may be suspended or expelled for any of the following acts outlined on page 23 of the Disciplined Life and Positive School Climate Plan.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the scholar to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. In addition, the notice may also state the date and time when the scholar may return to school. If school officials wish to ask the parent/guardian to confer regarding matters

pertinent to the suspension, the notice may request that the parent guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A scholar may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules, that relate to the alleged violation;
4. Notification of the scholar's or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment;
5. The opportunity for the scholar or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation

or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Scholars with Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures, the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

H. Zero Tolerance Policy

The Charter School must recommend expulsion to the UCSC Board for the following behaviors, even though the scholar may have no prior discipline history.

1. Possession, selling or otherwise furnishing a firearm, except in instances where the scholar obtained prior written permission to possess the 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.

In addition to the Principal's recommendation for expulsion in all of the above areas, local law enforcement agencies will be notified and the scholar will be responsible to the adult or juvenile justice system for their actions.

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education

Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the scholar
- Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the School.
- The Principal or designee shall send a copy of the written notice of the decision to expel to the District.
- This notice shall include the following:
 - The scholar's name
 - The specific expellable offense committed by the scholar

The Board's decision to expel shall be final.

L. Disciplinary Records

The School shall maintain records of all scholar suspensions and expulsions at the School. Such records shall be made available to the chartering District upon request.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans

Scholars who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

0. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the scholar seeks readmission.

New Laws to Help Fix School Discipline and School Climate

Enacted in 2012

AB 1729 - Requires that **other means of correction be used prior to** “in-school suspension” in addition to out-of-school suspension. Provides a comprehensive list of what is included as “other means of correction,” including parent conference meetings, positive behavior interventions and supports, and Restorative Justice.

AB 1909 – Ensures that social workers and attorneys who represent a foster youth know of pending discretionary school removals for scholars with special needs, meetings for which an extended suspension and expulsion is contemplated, and expulsions for all scholars, and are invited to the key meetings/hearings regarding such removals, and can offer services and supports and tools to assist the scholars. Includes legislative intent language to help ensure that education rights holders are invited to all school discipline meetings.

AB 2537 – Gives additional discretion to administrators **not to expel in certain circumstances** and makes it clear that possession of an imitation firearms or medication for personal use are NOT zero tolerance, mandatory offenses.

AB 2616 – Aligns truancy laws with best practices by giving school districts more discretion in determining whether a pupil is truant and whether a truant youth should be referred to the Juvenile Court. Reduces court fine for truancy and prioritizes the creation of a school attendance plan with the scholar and parent over a referral to police.

SB 1088 – Facilitates the speedy reenrollment of youth who have had contact with juvenile justice system. Prohibits schools from denying reenrollment and effectuating an “off the record” expulsion.

Enacted in 2013

AB 97 – Establishes the **Local Control Funding Formula** to target resources to districts with the highest-need scholars and increase local discretion over funding decisions. Requires every district and county office of education to develop three-year Local Control and Accountability Plans, updated annually, which provides how they plan to address eight state priority areas, including school climate. In connection with school climate, they must specify goals and actions related to suspension and expulsion rates.

AB 549 – **Encourages schools in their required comprehensive school safety plans** to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people. The guidelines may include primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

Enacted in 2014

AB 2276 – Scholar Transfers from Juvenile Court Schools

This bill helps ensure that youth involved in the juvenile justice system have a successful educational transition when they return to their local schools by requiring education agencies and the probation department to implement joint transition policies. It also creates a statewide process to help share and promote best practices for this transition. It also clarifies existing law to reaffirm that scholars who have been in a juvenile court school have the right to immediate enrollment, partial credits, speedy record transfer, and school of origin protections.

AB 1806 – Support for Homeless Scholars Facing Expulsion

This bill requires school districts to notify and invite the homeless educational liaison for the school district to attend key meetings for a homeless scholar who is facing expulsion for discretionary reasons in order to provide support and resources.

AB 1993–Bullying Prevention Training

This bill requires the California Department of Education to develop an **online training module** to help everyone in the school community better understand how to address and prevent bullying.

AB 420 – Limiting School Removal for “Willful Defiance”

This bill **eliminates expulsions from a school district for all scholars and suspension** for our youngest (K-3) scholars under Education Code 48900 (k), which deals with basic disruption and willful defiance.

SB 1111 – Success for Involuntarily Transferred Scholars

The bill establishes basic safeguards for children transferred to county community schools so they have the best opportunity for success. It does so by making sure that for scholars transferred by a School Attendance Review Board the school is geographically accessible, has an available space, and can meet the educational needs of the scholar. For such scholars, it also allows them to return to another appropriate school the semester after the semester when they enter the school. This bill will also help close the "involuntary transfer" loophole that allows scholars to be essentially expelled via transfer often to the same alternative schools, even after they win their case.

SB 1296 – No Incarceration for Scholars Who Miss School

This bill will eliminate loopholes that permit the incarceration of truant youth through contempt charges, or other violations of a court order to attend school. This measure would ensure that the Legislature's longstanding intent that truants not be incarcerated. In doing so, it will dismantle a small, but significant piece of the school to prison pipeline.