



Education Coordinating Council

May 31, 2023, 9:00 a.m. | Hybrid Meeting

In-Person: 500 West Temple Street, Room 372, Los Angeles, CA 90012

Remote: via Microsoft Teams

Member Representatives Present in Person:	Judge Akemi Arakaki, ECC Vice Chair, Presiding Judge of the Juvenile Court Fabricio Segovia, ECC Vice Chair (former foster youth)
	David Carroll, Los Angeles County Department of Youth Development Jesus Corral, Los Angeles County Probation Department Pia Escudero, Los Angeles Unified School District
	Jennie Feria, Los Angeles County Department of Children and Family Services Alicia Garoupa-Bolinger, Los Angeles County Office of Education Sylvia Guan, Association of Community Human Service Agencies Kathy Hunter, William S. Hart Union High School District Jacquelyn McCroskey, Los Angeles County Commission for Children and Families
	Minsun Park Meeker, Los Angeles County Office of Child Protection Alaina Moonves-Leb, Alliance for Children's Rights Elisabeth Nails, Los Angeles County Department of Arts and Culture Tanya Ortiz Franklin, Los Angeles Unified School District Tiara Summers, Los Angeles County Youth Commission Luciana Svidler, Children's Law Center of California Kanchana Tate, Los Angeles County Department of Mental Health
Staff:	Barbara Lundqvist, Director, Education Coordinating Council Elizabeth Koenig, Office of Child Protection

A quorum of members physically present in a single location having been established, Vice Chair Akemi Arakaki brought the meeting to order, welcoming everyone and thanking the Department of Mental Health for providing this morning's refreshments.

Children and Families Commission designee Jacquelyn McCroskey requested permission for her remote participation in today's meeting under AB 2449's post-pandemic adjustments to California's Ralph M. Brown Act, explaining her 'just cause' situation for attending remotely—a last-minute request to replace the Commission's regular representative—and attesting that no one age 18 or older was in the room with her at her remote location. **A motion to accept Dr. McCroskey's remote participation was made by Minsun Meeker (Office of Child Protection), seconded by Jennie Feria (Department of Children and Family Services), and unanimously approved.**

Elizabeth Koenig read Los Angeles County's [land acknowledgement](#), then covered virtual-meeting housekeeping topics for those joining remotely, plus the online [location of meeting materials](#) that will remain available following today's adjournment.

In an effort to make the group's meetings as welcoming and inclusive as possible to youth, care-givers, and other stakeholders who may be unfamiliar with specific County or school-district acronyms and initialisms, Judge Arakaki asked ECC members and constituents to use full agency names so that all participants feel included in the discussion.

Action Items from the February 2023 ECC Meeting

- The Long Beach Unified School District's new discipline handbook should be finalized prior to the start of the 2023–2024 school year, and will be shared with the ECC at that time.
- The Pomona Unified School District shared a secondary discipline matrix in use there, included as Attachment 1 to these minutes.
- The Los Angeles County Office of Education (LACOE) has a publication on discipline and other means of correction, Marian Chiara noted. It can be ordered in book or e-publication form through Cabrera_elizabeth@lacoed.edu.
- The Los Angeles Unified School District's Positive Behavior Interventions and Supports/Restorative Practices ([PBIS/RP](#)) department has uploaded practice and discipline data from 2021–2022 on the [LAUSD open data portal](#) (select the Dashboard View of “Suspension/Discipline”).
- Steve Sturm from the Department of Children and Family Services (DCFS) is working with developers of LACOE's electronic Educational Passport System to add e-mail addresses for both case-carrying social workers and assigned Children's Law Center (CLC) attorneys to the individual records of all system-involved students, enabling districts to submit AB 740 notifications (see next bullet) to the correct individual. CLC has created a generic e-mail address to use if a specific attorney is not known, which allows messages to be forwarded to the right person.
- CLC's Luciana Svidler reported on the implementation of AB 740, a bill signed into California law in 2022 to ensure that whenever disciplinary action is taken by a school against a child in foster care, the child's attorney, the appropriate representative of the county child-welfare agency (usually the child's assigned social worker), the child's [Educational Rights Holder](#) (ERH), and, if appropriate, the tribal social worker receive notice—including suspension/expulsion documents and related information—and have the right to attend suspension/expulsion meetings and conferences.

“We are receiving lots of notifications,” Svidler said, “but we know we’re not getting all of them. There are more from some school districts than from others, but it’s unclear if that’s because more disciplinary actions occur there, or if they’re just better about notifications.” No notifications are yet being received from the Los Angeles Unified School District (LAUSD), as that district’s counsel maintains that communications to the CLC generic e-mail address violate the federal Family Educational Rights and Privacy Act (FERPA). “We hope to address that with new language for the boilerplate court order appointing an attorney to represent each foster youth,” Svidler went on. “The name of the child’s lawyer may not always be current in CWS/CMS [the DCFS electronic case-management system], but the CLC generic e-mail address allows us to get notifications to the correct lawyer despite that.”

- Paul Freese and the BEST Education Advocacy Collaboration are working with CLC education attorney Craig Liu to connect foster students whose Educational Rights Holders

are absent or inactive with trained and qualified volunteer ERHs who can meaningfully advocate for the student.

ECC Director Barbara Lundqvist noted that the Office of Child Protection, under whose umbrella the Education Coordinating Council functions, wants to convene a workgroup to strengthen teaming and communication among DCFS, school districts, and community partners to address the issues above, as well as:

- Consistent notification from DCFS to school districts when foster students' placements shift into or out of that district's catchment area
- Engaging Educational Rights Holders
- Consistent and timely communication when foster students experience trauma or a triggering event in their non-school lives (placement changes, returning to class following a court appearance, and so on)

ECC Composition and Leadership

- The Chair of the ECC has historically been a member of the Los Angeles Unified School District's Board of Education—most recently (and for many years) Mónica García. With García recently termed out of her board seat, the Council must elect a new Chair.

Lundqvist read a [biography](#) of Tanya Ortiz Franklin, who was elected in 2020 to represent District 7 on LAUSD's board of education. As a fellow in García's school-board office years ago and a serving member of the board now, Ortiz Franklin is cognizant of LAUSD's major role within the city and county of Los Angeles and wants to "bring the kids that have always been marginalized to the center of our decision-making," as she put it.

A motion to name Tanya Ortiz Franklin Chair of the Education Coordinating Council was made by Pia Escudero (LAUSD), seconded by Jesus Corral (Probation), and unanimously approved.

- In 2021, the Los Angeles County Board of Supervisors voted to create a new Department of Youth Development (DYD) to support young people in Los Angeles County by coordinating and building capacity for a wide range of services, opportunities, supports, and other 'care first' efforts, with a focus on transforming the County's youth justice system. As DYD developed its vision, ECC staff have engaged in productive discussions around expanding youth development into the juvenile-justice system and better engaging youth around child-welfare and school-related issues.

As a former foster youth himself, DYD Director David Carroll is well aware that young people are often part of myriad systems and need a comprehensive approach to being supported. "We want to offer in a structured way what I was fortunate enough to have happen to me organically," he said.

A motion to add the Los Angeles County Department of Youth Development as a member of the Education Coordinating Council was made by Jesus Corral (Probation), seconded by Elisabeth Nails (Arts and Culture), and unanimously approved.

- The Los Angeles County Youth Commission was established in 2020 as a youth-led advisory body to the Board of Supervisors, to be composed of young people with lived experience with homelessness and in the child-welfare and juvenile-justice systems. According to executive director Tiara Summers, the commission's operations committee developed a plan to recruit members through outreach via social media, County departments, and the community college system, and has to date seated 12 out of the 15 mandated commissioners. The Youth Commission's presence on the Education Coordinating Council, Lundqvist said, would be an important start to having a 'youth voice' at the table to co-design improvements in services and to further engage youth in the ECC's mission.

A motion to add the Los Angeles County Youth Commission as a member of the Education Coordinating Council was made by Alicia Garoupa Bollinger (LACOE), seconded by Luciana Svidler (CLC), and unanimously approved.

New ECC Strategic Plan

As a potential basis for a renewed ECC strategic plan, Attachment 2 presents *Expecting More: A Blueprint for Raising the Educational Achievement of Foster and Probation Youth*, released by the Education Coordinating Council in January 2006 and distributed to current members and constituents prior to today's meeting.

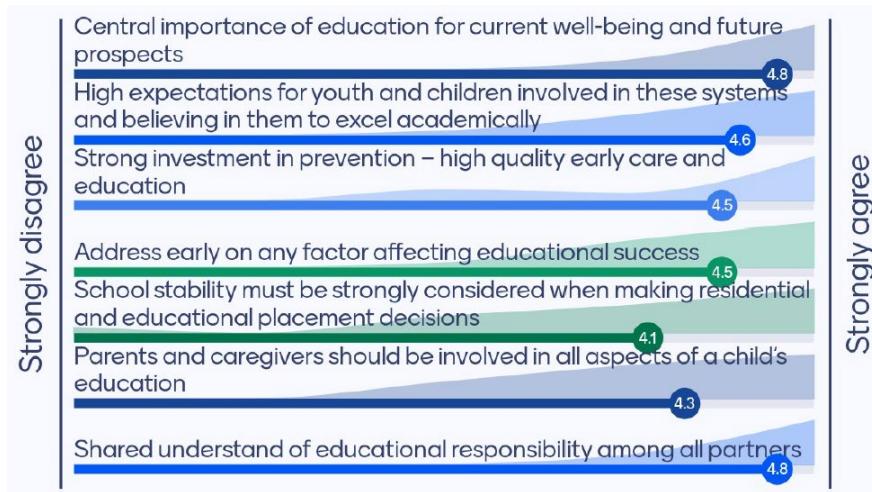
"This was essentially the ECC's original strategic plan," Barbara Lundqvist said, "and a lot of great things have been done since then to accomplish its goals. Unfortunately, many of these issues—as I think we all recognize—are still with us. How can we do better? Where are the gaps that need to be filled? We can't do everything; we need to pick some key priority areas that this Council can act on that are not already being addressed in other spaces. What is achievable?"

- **Action Item** Lundqvist will schedule interviews and listening sessions regarding a new strategic plan throughout the rest of this year, with a draft to be discussed at the first ECC meeting of 2024. "A comprehensive vetting process will follow," she added, "and we anticipate a final plan being ready for a vote in May 2024."

One initial set of decisions is whether or not current ECC members still support the seven basic agreements outlined on page 8 of the *Blueprint*.

1. The central importance of education for the current well-being and future prospects of children and youth
2. High expectations for system-involved children and youth, believing them capable of excelling academically
3. A strong investment in prevention, including high-quality early care and education
4. Addressing early on any factor affecting educational success
5. Strongly considering school stability when making residential and educational placement decisions
6. Parents and caregivers should be involved in all aspects of a child's education
7. A shared understand of educational responsibility among all partners

Using an online service called Menti, ECC members rated their agreement with each point on a scale of 1 to 5, as shown below:



Additional feedback/questions on Menti included:

- We need to better define what “systems” mean.
 - Historically, the ECC was created to focus on youth involved in the foster-care and juvenile-justice systems, and it has sustained that focus over the nearly 20 years of its existence.
 - Keep in mind that these are seven “basic” agreements. If we go too deeply into the minutiae, we lose the systemic umbrella. It may come down to some calibration on supporting all students equitably.
 - Is it our role to care for the adults (e.g., provide supports to teachers)?
- How can ECC nurture a healing-centered culture within systems and a holistic approach that is not just about how adults relate to youth, but how adults relate to adults?
 - Student voice is integral in finding social/emotional learning and academic support.
- Reflect an updated review of research and shared knowledge, especially shifting toward systems accountability for addressing barriers, cultural responsivity, and equitable youth and community centering.
- Address the intersectional identities of youth in foster care/on probation who are undocumented, identify as LGBTQ+, have varying racial or ethnic backgrounds, etc., with targeted systems-change solutions.
- Shift from transactional to transformational systems of support.

Discussion in the meeting room and via the Chat function of Microsoft Teams yielded further thoughts, including:

- School is an important setting for youth in foster care to receive support services; when they feel supported in school, their educational stability and success improve.
- What barriers to school attendance exist and how can they be removed?

- Look at models to recruit foster placements within a school catchment area to place youth with parents already in their communities and help support school stability.
- Every entity in a child's life bears responsibility for asking these questions: Is the child enrolled in school? Attending school? Participating in the educational process?
 - Reasons for youth not being enrolled in school can have very specific aspects: a parent cannot read, for example, or the family is concerned about an immigration status or a language issue. An individualized approach in all cases should support the parent as well as the child.
- All systems touching children and families are responsible for being culturally responsive and building trust.
- Educators, administrators, and other school staff (and their unions) need to understand how the child-welfare and juvenile-justice systems work so student reactions to normal process phases do not come as a surprise.
- We need to focus not only on grades, but on social/emotional well-being in school settings. School needs to be a safe and affirming space where all youth have the ability to learn and grow without bullying, discrimination, and other adverse experiences.
- Since 2006, the early care and education (ECE) field has evolved a great deal, with investments such as the creation of the Office for the Advancement of Early Care and Education (OAECE) within the Los Angeles County Department of Public Health. Does early care and education need to remain a priority for the ECC?

The OAECE has two commissions associated with it—the Child Care Planning Committee and the Policy Roundtable for Child Care and Development. First 5 LA, the Los Angeles branch of the statewide First 5 structure, is similarly active with very young children, as are school districts, recently required by the state to provide transitional kindergarten to all four-year-olds (and experiencing implementation challenges). Might the ECC partner with these efforts?

- **Action Item** The ECC Director will meet with the OAECE to discuss its current work and priorities and to ask its staff to present at a future meeting so ECC members can determine if the Council should involve itself in ECE or if other bodies, like OAECE, are already doing this work.
- Agreement #5 should be updated to discuss school connectedness in addition to school stability.
 - School stability helps support the connectedness of youth with peers and adults at schools.
 - Prevention is important, but the children and youth the ECC supports are by definition at the point of needing intervention. Stakeholders mentioned the need to add extracurriculars and post-secondary education to the definition of “education” in the context of the ECC’s work.
 - We need to define education, prevention, and other terms from the *Blueprint* in the new ECC Strategic Plan.
 - In Agreement #6, the ‘parents and caregivers’ language does not seem to encompass congregate care staff, ERH, nor youth voice. It should be updated to include these important voices.

- Agreement #6 should also be updated to not just involve caregivers/parents/ERHs/youth, but also to have or make available the resources needed for a youth to succeed at school.
- Educational Rights Holders (ERHs) protect a child's rights and interests with respect to educational or developmental services, including any special education and related services. By default, children's ERHs are their biological parents. If neither is available/appropriate to make those decisions, the Juvenile Court may appoint another individual. What measures exist to ensure that appointed ERHs understand their rights and responsibilities in that role and have access to resources that can help them assist the young people they represent? Can and will the court take steps to ascertain if an ERH is active in the best interests of the child?
 - The group discussed the need for more trainings/supports for ERHs to best support and advocate for the educational needs for youth in foster care.
 - The group also discussed the need for youth to be informed of their rights.
- A few stakeholders raised the question around whether the ECC should provide supports to educators/staff supporting youth in foster care.
 - Some members suggested that school teachers, staff, and unions need to be engaged when designing new programs/initiatives.
 - Arts and Culture mentioned the work being done with school districts to provide self-care for teachers, which could be expanded to other staff who work with youth on school sites.
- The group discussed the need for systems partners/school districts to partner more with community-based organizations (CBOs) to better support educational needs for youth in foster care.
 - Concerns about access and confidentiality often arise for providers and school districts, the contracting process for system partners/school districts to arrange for CBO services is long and full of barriers, and/or confusion exists about whether or not youth can engage with CBOs. These issues should be addressed to strengthen teaming and the availability of supports to youth in foster care/on probation.
 - LAUSD representatives mentioned that it is challenging to have partners implement programming during classroom time, but opportunities do exist for campus programming before school, during lunch, and after school.
- A community-resource structure attached to the school is also important in supporting families. If the reason for the child's not coming to school, for example, is that mom has three jobs or the family is unhoused, it will take more than one person (e.g., a teacher) to address these issues.
 - Part of the strategic plan can be an objective around strengthening teaming and communication between system partners, school districts, and CBOs to come together to address all of the aspects of a child's life that impact their education.
 - The many supports/CBOs already in these spaces (e.g., mentoring programs) need to be connected.

- Teachers, social workers, and other line staff are being asked to take on more responsibilities. How do all systems and partners team together to ensure that the social-emotional and academic needs of students can be met?
- Lundqvist asked the group to think more about what “shared responsibility” looks like in improving education outcomes for youth in foster care and on probation.
 - Participants mentioned that the ‘shared responsibility’ language has sometimes come to mean, “It’s the caregiver’s/child’s fault.”
 - What are systems-level responsibilities?
 - How can/do systems-level partners hold themselves accountable for improving education outcomes?

Lundqvist thanked participants for their thoughts and will bring a revised set of the seven basic agreements back to the group.

Issues from the Field

- [SB 88](#), if passed, could have a negative impact on school districts and child welfare agencies using small-vehicle private-transportation vendors to transport students to extracurricular activities as well as to their schools of origin. Luciana Svidler encouraged all ECC members and constituents to speak up on the bill, saying, “It will drastically affect our kids.”
 - [SB 89](#), the 2017 California Foster Youth Sexual Health Education Act, requires comprehensive sexual-health education for youth in foster care as well as new trainings for caregivers, social workers, and judges. Jennie Feria from DCFS raised some challenges in partnering with school districts to collect information verifying that youth in foster care are receiving sexual-health education.
- **Action Item** DCFS and CLC have requested the ECC’s assistance in addressing this matter, and Lundqvist will follow up with partners to discuss this further before the Council’s next meeting.

ECC Meeting Dates

Recent survey responses from members yielded three slots for ECC meetings through the beginning of next year:

August 30, 2023	9:00 to 11:00 a.m.
November 8, 2023	9:00 to 11:00 a.m.
February 21, 2024	9:00 to 11:00 a.m.

A motion to schedule Education Coordinating Council meetings on those dates/times was made by Minsun Meeker (OCP), seconded by Kathy Hunter (William S. Hart Union High School District), and unanimously approved.

Public Comment

- For LACOE's Marian Chiara, "School attendance is all-encompassing. I appreciate our voice on this council."
- Today is Pia Escudero's last ECC meeting at which to represent the Los Angeles Unified School District, as she is retiring next month. Barbara Lundqvist thanked her for her many years of leadership and support.

Next Meeting

The Education Coordinating Council's next meeting is scheduled for:

Wednesday, August 30, 2023 | 9:00 to 11:00 a.m.
Physical location and remote connection to be determined

Adjournment

There being no further public comment, the meeting was adjourned at 11:01 a.m.

Pomona Unified SCHOOL DISTRICT

DEPARTMENT OF PUPIL RESOURCES *EDUCATIONAL SERVICES*



**SECONDARY DISCIPLINE
MATRIX**



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PUSD's Mission & Vision

MISSION STATEMENT

The Pomona Unified School District, in partnership with parents and community, provides a well-rounded, challenging, and quality educational program that develops character and integrity. Students are equipped and empowered through academic opportunities, career and technical experiences, and whole-student supports needed for college and career success. A service culture of operational excellence, collaboration, and continuous improvement empowers all to flourish with trust and pride.

VISION STATEMENT

As a world-class educational system, PUSD ensures that every student excels in academic and career pathways that sustain personal growth and contribute to society.

CORE VALUES and BEHAVIORAL EXPECTATIONS

The Pomona Unified School District is a world-class educational system committed to:

Respect, where all students, parents, staff, and community members are valued partners;

Relationships, where genuine and caring connections are built;

Responsibility, where everyone is accountable for what they say and do; and

Results, which reflects rigorous levels of student achievement.

PUSD BEHAVIORAL STATEMENT OF PURPOSE

PUSD's discipline philosophy is to enhance the capacity of our district and schools to provide the most equitable, culturally responsive, and effective multi-tiered behavioral interventions and supports in order to maximize academic and social-emotional achievement that meet the needs of the whole child

DISCIPLINE PHILOSOPHY IN PUSD

School discipline should both serve a purpose and remain consistent with the child's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). This means a school must try less restrictive means of discipline/intervention, before removing a child from academic instruction. Schools must also be especially mindful of a child's disability, and related service needs, in order to develop and implement appropriate behavioral interventions and/or disciplinary measures. This applies to both children with active Individualized Educational Plan (IEP), as well as those suspected of having a disability about which the school district has knowledge. Students with disabilities have special protections provided by their IEP or 504 plans. Discipline must be assessed on a case by case basis, looking specifically at the child and their unique circumstances. A student cannot be removed from their placement (by expulsion or suspension) over 10 days in



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Integrated Positive Behavior Interventions and Support (PBIS) Framework

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school year without appropriate changes in their IEP, and the student must continue to receive special education services.

CONNECTIONS TO PUSD'S STRATEGIC PLAN

Strategic Priority A: Increase student success through academic opportunity, emotional support, and family engagement.

PUSD has been making important academic gains in recent years, leading to several important Bright Spots. Academic Yearly Progress (AYP) was steadily on the rise from 2006 to 2011 in both English Language Arts (ELA) and Mathematics.

Graduation rates have been on the rise over the past five years and are the highest among demographically similar districts. As well, the number of students completing A-G curriculum requirements and the number of Junior and Senior students taking AP exams have risen, with PUSD being comparable to its neighboring districts and superior to demographically similar districts. PUSD is recognized as offering a wide variety of AP courses and committed to fostering a college-going culture that has relationships in place with local institutions of higher education. During the same time period, PUSD's total overall enrollment and enrollment per ethnic subgroup (e.g., African Americans, Asians, etc.) have been steadily decreasing.



PUSD students' future success is of paramount importance and is impacted by interdependent systems that span academic opportunities, emotional supports, and family engagement. The community has voiced a need for greater socio-emotional, health, and academic support for students and families. The strategies recommended below build on existing bright spots by encouraging utilization of community resources and fostering family engagement, expanding support systems that are already in place, creating a synergy between the needs of PUSD and the communities it serves, and capitalizing on a culture that emphasizes success.

Focus Areas

Based on needs that emerged from data collection with stakeholder groups and environmental scans, six focus areas were identified to frame next steps related to Student Success: 3. Provide additional supports for all student groups, particularly African American, Hispanic, ELL, Special Education, foster students, and homeless students. 4. Provide socio-emotional support for students and families, especially in regards to bullying, trauma, depression, and physical and mental health.



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Strategies

Strategy 5: Strengthen and expand a multi-tiered system of support (MTSS) for physical and mental health by providing wrap-around services to families

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

In Pomona USD, we believe that all students should have access to high-quality teaching and learning. Part of our teaching mission is to help students learn to work within the structures of the school environment to improve achievement for all. We cannot assume that children already know what appropriate school behavior looks like and sounds like; instead we need to provide explicit modeling, instruction, practice, and reinforcement of our expectations. We increase the probability of students exhibiting positive behaviors when we ensure the following necessary conditions:

- Clearly Established Expectations
- Consistent Routines and Procedures
- Positive Reinforcement
- Leadership and Coaching

Our district-wide overarching goal for PBIS is to create sustainable, culture-driven change with increased academic achievement for students and decreased classroom disruptions at 27 implementing sites of the 41 school sites district-wide. In the past, discipline has focused mainly on reacting to specific student misbehavior through punitive measures, including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that punishment, especially when it is used inconsistently, is ineffective. Implementing school-wide PBIS that embeds instruction, modeling, review and reinforcement of positive behavior has shown to impact systemic change through a proactive, preventative, and responsive process. The PBIS Framework, sometimes misconstrued as a program, ensures that all staff are proactive, preventative, and responsive to the tiered behavioral needs of students in an appropriate, culturally relevant and systematic way in order to reduce referrals, increase instructional engagement time, and continue to improve school culture and climate.

In Pomona USD, our Culturally Responsive PBIS journey began in response to our Significant Disproportionality status during the 2014-15 school year. Since then, PBIS has impacted 27 school sites over 4 cohorts. Within the PBIS framework, Culturally Responsive PBIS is focused on shifting school culture by recognizing and celebrating students' differences. Students and staff alike work to create, implement, and monitor school-wide, culturally relevant positive behavioral expectations that are modeled, taught, re-taught, reviewed, and positively reinforced throughout the school day. To continue to support behavior skills and social-emotional learning, PBIS Coaches and PBIS Teams at each site focus on three key implementation strategies: Transforming Mindsets, Using Progress Monitoring Data to Determine Success Indicators, and Building Capacity of Staff.

Our primary objective is to teach behavior and social-emotional learning just as we would any academic subject, as well as impact and influence students positively through relationships so that we can maximize student-achievement. The social skills that we teach all students will prepare our children to be successful employees and citizens. PUSD's proactive, preventative, and systemic approach supports schools in:

- Determining overarching 3-5 school-wide expectations
- Explicitly identifying and teaching behavioral expectations for all school settings



Pupil Resources Secondary Discipline Matrix

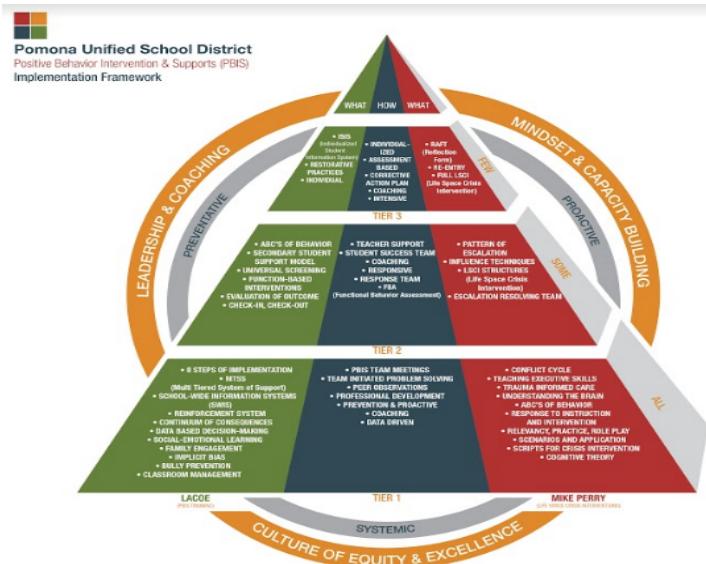
Integrated Positive Behavior Interventions and Support (PBIS) Framework

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- Encouraging students to meet the identified expectations through 5:1 and use of the 3 step praise statement
- Intervening with compassion to respond to students who have not yet met the expectations
- Evaluating the effectiveness of the fidelity of implementation based on multiple data sources

POMONA USD MINOR/MAJOR OFFENSES WITHIN PBIS FRAMEWORK

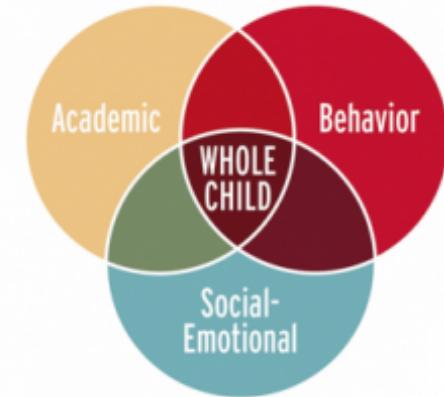
When a student does not meet the behavioral expectations, he or she may receive an Office Data Referral (ODR) or Low Level Referral (LLR). These form are aligned with PUSD's Discipline Code and divides infractions into MINORS and MAJORS. The ODR is a communication tool between parents, teachers, students, and administration. It is also a way to collect data so that PBIS Teams can take-part in Team Initiated Problem Solving to best meet the needs of students and the school site. Our goal is to teach children expected behaviors, so that all children can work in a school that is safe, engaging, free from distraction, and allows all children to reach their maximum learning potential.



Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone. Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring





Pupil Resources Secondary Discipline Matrix

Integrated Positive Behavior Interventions and Support (PBIS) Framework

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Tier Three Supports (Individualized): Tier Three supports (academic/behavioral) are long-term, intensive interventions which focus on individual students. Tier Three Secondary supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

MULTI-TIERED BRAIDED INITIATIVES IN PUSD

Elements for Student Success	Practices and Procedures	Progress Monitoring and Data Analysis	Tier One: Universal (80%-95%)	Tier Two: Targeted (5-15%)	Tier Three: Individualized (1-5%)
Effective Classroom Instruction	CA Standards for the Teaching Profession	-Teacher Evaluation -Administrator Observation -Classroom Walkthroughs	-Feedback on evaluations -District and Site Professional Learning -Collaborative Site Teams -Use of Data to Drive Decision-Making -Response to Instruction and Intervention -Professional Goals	-Administrative Feedback on evaluations -District and Site Mandated Professional Learning -Coaching on Observations -Induction Support -PAR Support	-Administrative Feedback on evaluations -District and Site Mandated Professional Learning -Coaching on Observations -Modeling and Coaching on Expected Changes -PAR Support -Improvement Plan
Academic Progress for All Students	California State Standards Pacing Standards for School Counselors ELD Standards District Adopted Curriculum	-Universal Screener Data -Progress Monitoring Data -Formative Assessments -District Interim Assessments -ELPAC -CAASPP -SST/504 Goals -IEP Goals -Classroom Walkthroughs	-District and Site Professional Learning -Core Curriculum -Feedback -Co-planning and collaboration (PLCs) -Differentiated Instruction: Scaffolding, Learning Communities, Culturally Responsive Instruction, Universal Design for Learning -Response to Instruction and Intervention -Opportunities to Respond -Engaging Instruction	-Targeted Professional Learning -Universal Access -Co-Planning and Collaboration (PLCs) -Differentiated Learning -Extended Learning Time -Literacy Interventions -Math Interventions -Programs: AVID, GATE, ELD, Cal Safe, AP -Targeted Support Classes -Alternative Education -Strategic Classes -Structured Grouping -RSP Services -SST	-Individualized Professional Learning -Universal Access -Differentiated Learning -Extended Learning Time -Literacy Interventions -Math Interventions -Programs: AVID, GATE, ELD, Cal Safe, AP -Targeted Support Classes -Alternative Education -Strategic Classes -Structured Grouping -Inclusion/Co-Teaching -Intensive Special Education Services
Positive Behavior Interventions and Supports (PBIS)	Positive Behavior Interventions and Supports Framework Standards for School Counselors CA Education Code	-Universal Screener Data Zangle Behavior Data School Wide Information System (SWIS) Data Suspension Data -Tiered Fidelity Inventory (TFI) -Self-Assessment Survey (SAS) -School Climate Survey -SST, 504, IEP Goals -School-wide Walkthroughs	-PBIS Team Training and Coaching -Ongoing Universal Professional Learning -School-wide Expectations and Defined Behaviors Explicitly Taught -Active Supervision and Monitoring -Pre-corrections and Re-directions -Cue, Prompt, Remind -5:1 and 3 step praise statement -School-wide Reinforcement System -Continuum of Interventions and Consequences for Minor and Major Behaviors -Engaging Instruction -Positive Class Environment -Family and Community Partnerships	-PBIS Tier 2 Team Training and Coaching -Targeted Professional Learning -Counseling -Small Group Intervention -Restorative Practices -Targeted Skill Development -Functional Behavior Assessment -Behavior Intervention Plan -Behavior Contracts -Check-In, Check Out -Alternative Education -Expect Respect -Parent/Guardian Involvement -Mental Health Supports and Services	-PBIS Tier 3 Team Training and Coaching -Individualized Professional Learning -Counseling -Functional Behavior Assessment -Behavior Intervention Plan -Case Management -Parent/Guardian Involvement -Mental Health Supports and Services -Intensive Services and/or Placement -Non-Public School Placement -Multi-Agency Involvement -Functional Analysis Assessment



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				-SST	
Attendance	CA Education Code	-Systemic data entry and review of attendance -SART/SARB	-Parent/Guardian Contact -School-wide Policy -School-wide Incentive Program -Guidance Curriculum	-Parent-Guardian Involvement -Check-In, Check Out -Small Group Intervention -Student Attendance Review Team (SART) -Alternative Education	-Parent-Guardian Participation -Student Attendance Review Board (SARB) -Multi-Agency Involvement -Referral to District Attorney

Minor Offenses and & Interventions

MINOR OFFENSES	INTERVENTIONS
Disrespect, Defiance & Non-Compliance: Failure to respond to adult requests and / or directives.	Clearly define / post the behavioral expectations.
Disruption: Interruption to the classroom / learning environment.	Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
Property Misuse: Low level misuse / damage of school property.	TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).
Dress Code: Failure to comply to dress code standards.	Pre-correct -Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and line up."
Physical Contact: Inappropriate touching — horseplay, "friendly touching," etc.	Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
Inappropriate Language: Language which is inappropriate yet not used in an abusive / threatening manner.	Acknowledge students who appropriately demonstrate the expected behavior.
Tardy: Failure to be in a designated place at the designated time.	Specifically explain HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you ____."
Lying: Stating / repeating statements that are untrue.	Provide a warning - "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."
Cheating: Presenting the work of others as one's own.	Check for student understanding of the behavioral expectations - "Please summarize what we discussed so I ensure there is no confusion."
Out of Bounds: Loitering or participating in activities outside designated areas.	Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
Trash / Littering: Discarding of items or dumping of trash in any location other than a trash can.	Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is <i>gaining</i> or <i>avoiding</i> by misbehaving?
Refusal to Dress: PE Failure to bring / dress in proper PE attire.	Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."
	Evaluate ENVIRONMENTAL factors within the classroom, school, or home which may be contributing to the misbehavior: Space, Time, Materials, Interactions.
	Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).
	Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least



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<p>Repeated Ed Code Violations (48900 K): In order for disruptive and defiant behaviors to reach the level of Education Code Violation 48900 K, clear documentation of the student's behavior pattern, as well as site interventions to correct the behavior, must be established</p>	<p>effective consequence for students with antisocial behaviors.</p> <p>Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.</p> <p>Involve a problem-solving team (grade, team, family, SST, 504, IEP).</p>
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MINOR OFFENSES AND MAJOR INFRACTIONS

Minor Offenses	Major Infractions:
<p>Minor Offenses are misbehaviors managed "on the spot" (classroom, common areas, etc.). Interventions used to address and correct minor offenses are documented in Q.</p> <ul style="list-style-type: none"> • Disruption <ul style="list-style-type: none"> • Defiance • Non-compliance • Property misuse • Dress code • Mild physical contact • Inappropriate language • Tardy • Lying • Cheating • Out of bounds • Trash / littering • Refusal to dress: PE • Disrespect • Unsafe play • Horseplay • Teasing • Taunting • Technology Violation • Inappropriate Display of Affection • Inappropriately Throwing Objects 	<p>Major Infractions: Major Infractions are violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented in Q.</p> <p>Safety (High Level) EC 48915: A1, A2, A3, A4, A5, C1, C2, C3, C4, C5</p> <p>Safety EC 48900:</p> <ul style="list-style-type: none"> • A & A-2 —fight (see also above, EC 48915) • B — weapon • C — controlled substance, under influence (see also EC 48915) • D — controlled substance, sale • E — robbery / extortion • M — imitation firearm • N — sexual assault • O — harass / threaten / intimidate witness • P1 — sexual harassment (see also below — P.2, Non-Safety) • Q — hate violence • R — harass / threaten / intimidate individual, groups or staff • S — terrorist threat • T — soma / aiding/abetting • U — aid / abet physical injury



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- | | |
|--|---|
| <ul style="list-style-type: none"> Inappropriate Touching Inappropriate location | <ul style="list-style-type: none"> V — hazing X, X1, X2, X3 — bullying (cyber, sexual orientation, race/ ethnicity, physical/mental disability) |
|--|---|

Non-Safety EC 48900:

- F — damaged property
- G — stole
- H — tobacco
- I — obscene acts / vulgarity
- J — drug paraphernalia — sale
- K — disruption / defiance
- L — received stolen property
- P2 — sexual harassment (see also above — P.1, Safety)

DEFINITIONS OF COMMON MISBEHAVIORS

As defined in Federal codes and State Education codes, and as used as Administrative and Board policies by the Pomona 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



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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.

DEFINITIONS OF COMMON MISBEHAVIORS (cont.)

- **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, unwelcome 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):
 - Unwelcomed leering, sexual flirtations or propositions.
 - Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 - Graphic verbal comments about an individual's body, or overly personal conversation.



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- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way.
- Purposefully limiting a student's access to educational tools.
- Displaying sexually suggestive objects in the educational environment.
- Continuing to express sexual interest after being informed that the interest is unwelcomed.
- 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.

UNDERSTANDING THE FUNCTION OF THE BEHAVIOR

What is the function of behavior?

The function of behavior is the reason people behave in a certain way. People engage in millions of different behaviors each day, but the reasons for doing these different behaviors fall into four main categories.

The four main functions that maintain behaviors are:

1. Escape/Avoidance: The individual behaves in order to get out of doing something he/she does not want to do.
2. Attention Seeking: The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.



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3. Access to Materials: The individual behaves in order to get a preferred item or participate in an enjoyable activity.
4. Sensory Stimulation: The individual behaves in a specific way because it feels good to them.

Once you have identified what function or functions are maintaining the behavior, you can start to implement an intervention that will help decrease the problem behavior and increase more appropriate behaviors.



Menu of Interventions for Minor Offenses (Classroom Managed Misbehaviors)

Clearly define / post the behavioral expectations. Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.

- **TEACH and ROLE-PLAY** the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- **Pre-correct** – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes we will break for lunch. I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”
- **Cue / Prompt / Remind** – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
- **Acknowledge students** who are appropriately demonstrating the expected behavior.
- **Specifically explain** HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you ____.”
- **Provide a warning** – “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at ABC School. This is an official warning.”
- **Check for student understanding of the behavioral expectations** --“Please summarize for me what we have discussed so I am sure there is no confusion” (written or verbal).
- **Evaluate the student’s skill repertoire** – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- **Determine the FUNCTION of the misbehavior** All misbehaviors serve a purpose (function). Determine what the student is gaining or avoiding by engaging in the misbehavior.
- **Provide a structured choice** – clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- **Evaluate ENVIRONMENTAL** factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
- **Collaborate with colleagues** to identify behavior patterns and trends (class to class, year to year, etc.).
- **Use a variety of consequence** – Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
- **Evaluate** the effectiveness of consequences.
- **Ineffective consequences** must be analyzed and modified.
- **Seek assistance** for “out of the box” ideas.
- **Document interventions** with a Low Level Referral (LLR)
- **Involve a problem-solving team** (grade, team, family, SST, 504, IEP)



CHRONIC MISBEHAVIORS: QUESTIONS TO CONSIDER

- Is the student consistently receiving Tier One (school-wide) behavior supports?
- Does the student possess the skills necessary to:
 - ✓ appropriately resolve conflicts with peers and/or adults?
 - ✓ successfully complete academic requirements?
 - ✓ resist peer recruitment (gangs, drugs, hazing, etc.)

If no, what targeted skill development is necessary?

- What INTERVENTIONS, as opposed to punishments, have been implemented?
- What ENVIRONMENTAL FACTORS* (triggers) at school are contributing to the misbehavior?
- What is missing or present in the environment which supports the continued use of the misbehavior?
- What FUNCTION* does the misbehavior serve? What is gained or avoided by engaging in the misbehavior?
- Has the student been seen by the school counselor?
- Has the student been provided targeted skill development? i.e., anger management, conflict resolution
- Has the student been seen by a private agency?
- Has the student been paired with an adult mentor to help build positive school relationships?
- Does the student have a Behavior Support Contract?
- Has the student been referred to the Student Success Team (SST)?
- Has the student been diagnosed with a medical / psychiatric condition which requires medication?

REMINDER: Punishments are one of the **LEAST EFFECTIVE** responses to students who demonstrate a pattern of antisocial behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.



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CONDUCTING A THOROUGH INVESTIGATION
POINTS TO CONSIDER

California Education Code, in response to *Goss vs. Lopez*, requires the Governing Board of a school district to establish strict procedures and protocols regarding the suspension and expulsion of students. According to Ed. Code, any decision to suspend or expel a pupil must be based upon "substantial evidence" which follows a thorough investigation by school officials.

Substantial Evidence is a legal term which requires evidence to be: 1) reasonable in nature, 2) credible, and of 3) solid value. When conducting an investigation for the purpose of suspension or expulsion, administrators must ensure they gather evidence which would be considered "substantial" by a group of "reasonable people."

The following types of evidence may be used alone, or in any combination, to establish "substantial evidence" so long as it is of the quality and credibility to prove the allegation.

- 1) **Direct Evidence (legal definition):** Evidence which directly/conclusively proves a fact without inference or presumption (credible eyewitness testimony, sworn written student admission, video).
- 2) **Circumstantial Evidence:** Evidence which requires an inference or presumption of fact (a weapon found on the scene, controlled substance found on the scene).

Prior to suspending or recommending a student for expulsion, administrators must conduct a thorough investigation following all due process requirements. Suspensions and expulsion recommendations which do not follow a thorough investigation may be reversed (i.e., suspension expunged, expulsion recommendation terminated and student returned to the recommending site).

Procedures for Gathering Evidence:

1. **Disciplinary notes must:**
 - ✓ clearly document incident: brief, easily understood, chronological order, accurate portrayal
 - ✓ exact time/date of incident
 - ✓ name of person(s) present or involved in any degree: adult witnesses, student witnesses and potential suspects
 - ✓ location of incident
2. **Witnesses statements must:**
 - ✓ be collected from all witnesses
 - ✓ be conducted at the time of the incident -- if circumstances prohibit interviewing witnesses at the time, interviews must be conducted as soon as possible
 - ✓ be in original handwriting
 - ✓ be specific and as detailed as possible
 - ✓ be reviewed for clarity
 - ✓ include date/location where written
 - ✓ contain all names of accused or victims
3. **Administrator statements must be accurate and factually based**
4. **Submitted evidence must clearly relate to the alleged violation (photographs, maps, diagrams, etc.)**
5. **Conclusions must be based on facts (premature or personal opinions cannot be considered)**
6. **Appropriate Education Code violation must be determined once all facts are gathered (refer to the Progressive Discipline Matrix to determine if the violation requires a suspension or recommendation for expulsion)**
7. **Written documentation of findings must be included in the discipline file for all suspensions (see Appendix: Suspension Justification form)**

School officials have a responsibility to conduct thorough investigations and respond immediately to Ed. Code violations. The Progressive Discipline Matrix is a district-wide document created to assist site administrators in the consistent:

1. application of administrative action(s)



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2. provision of student intervention(s)

UNIQUE BUS VIOLATIONS & DISCIPLINE:
for all other behaviors follow progressive discipline

PUSD recognizes that students who regularly ride the school bus may present disciplinary problems. EC 44807 states, "public schools shall hold pupils to a strict account for their conduct on the way to and from school," and EC 48900 provides school districts the authority to discipline students going to/from school. Consequently, students who exhibit adverse behavior while being transported via school bus, are subject to the disciplinary actions outlined in the *Progressive Discipline Matrix (PDM)*, and Board Policy (BP): Bus Conduct 5131.1.

The principal/designee is responsible for ensuring all rules, procedures, policies, and EC requirements are enforced. It is the responsibility of the Transportation Department to notify appropriate administrative staff of all disciplinary concerns. It is the responsibility of site administration to follow the guidelines outlined in the *PDM* to address the student's bus conduct. All suspensions/disciplinary actions must be entered into Zangle (Q).

The following is a list of transportation behaviors as they relate to the PDM. All other disciplinary issues are addressed within the *PDM*.

Offense	Definition	Administrative Action
Body Parts Exposed from Window	Exposing arms or other body parts through bus windows	BP 5131.1, General: EC 48900 K, Body part exposed: EC 48900 I, if applicable
Boisterous or Loud	Talking and/or yelling loudly, refusing to maintain quiet while on board the bus	BP 5131.1, General: EC 48900 K, Obscenity/ Vulgarity: EC 48900 I, if applicable
Bus Pass	A) MS/HS: Failure to provide a valid bus pass or producing a fraudulent pass B) Issuing one's bus pass to another student for the purpose of boarding	BP 5131.1
Cell Phones and/or Electronic Devices	Using a cell phone or electronic device while on the bus	BP 5131.1
Eating and/or Drinking	Eating or drinking while on board the bus	BP 5131.1
Emergency Exits	Tampering with an Emergency Exit	BP 5131.1, Stationary: EC 48900 K, Moving: EC 48900 B
Harassment	Intentionally harassing, threatening, or intimidating other students, driver, or attendant	BP 5131.1, Grades 4-12: EC48900.4, EC 48900 R
Lighter/Matches	Lighting a cigarette lighter or striking a match	BP 5131.1, EC 48900 B
Seating	A) Refusing to remain seated, changing seats, climbing over or under seats B) Refusing to share a seat with other students.	BP 5131.1, EC 48900 K
Sexual Harassment	Education Code 48900.2	BP 5131.1(Grades 4-12) EC212.5: EC 48900 P1, OR Verbal Harassment: EC 48900 P2
Throwing Objects	Throwing objects in or out of the bus	BP 51.31.1, EC 48900 B



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Unauthorized Exits	Climbing through windows or exiting the Emergency Exit without authorization	BP 51.31.1, EC 48900 K
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Special Education Guidelines:

The following must be submitted in order to substantiate an expulsion recommendation:

- Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.
- The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.
- Students who fall under the 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.
- Parents must be told of the date and time of the Pre-Expulsion IEP / 504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

Call the District's Special Education or 504 Office for direction.



QUICK GUIDE TO SUSPENSIONS/EXPULSIONS:

Detention/Saturday School

Detention/ Saturday School are less restrictive forms of school discipline than suspension or expulsion that a school may use when a student violates the education code. Another example of an acceptable form of less restrictive discipline is a referral to School Mental Health Services to discuss the situation and more appropriate behaviors. The school must be careful not to deprive the child of academic or other protected social interactions when they choose to discipline by detention. A student may not be required to stay in school during the lunch break or during any recess for detention. However, students may have these breaks at a different time from the rest of the student population while serving their discipline. A student cannot be held in school for discipline or any other reason for more than one hour after school. It is also important to note that we **cannot** discipline a student for the behaviors of others. The purpose to discipline a student is to attempt a process to correct the behavior.

What is a suspension?

Suspension is a form of school discipline where the student is temporarily removed from school or classroom. This action is a result of offenses committed by the student that violates Education Code Sections 48900 (a)-(q), 48900.2-4, or 48900.7. Suspension is not to be used in response to truancy, tardiness or absence. Remember, the school must attempt a less restrictive means of discipline and intervention before suspension or expulsion, such as detention, counseling, or anger management (AB 1729). **Sending a student home as "SENT HOME" for disciplinary reasons is considered a suspension.**

The act for which a student is suspended must be related to school activity or school attendance while:

1. On school grounds
2. Going or coming from school
3. During a lunch period (both on or off campus)
4. Going to, during, or coming from a school sponsored activity (i.e. fieldtrip)

Furthermore, suspension can only be imposed when all other means of correction fail to bring about proper conduct, or if the student presents a danger to people and property (AB 1729).

For how long can a student be suspended?

A suspension cannot be longer than 5 consecutive school days, and this can only be extended by the Director of Pupil Resources in a Level 1 meeting as part of the expulsion process. In a given academic year, students cannot be suspended for more than 20 school days, unless they have transferred. In these



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cases it may be up to 30 days.

Does the school have to suspend the student?

No. The principal has the discretion to provide alternatives to suspension such as a referral to School Mental Health Services , counseling, or community service on school grounds or, with written permission of the parent or guardian off the pupil, off school grounds, during the pupil's non-school hours (EC§ 48900.6).

What types of suspension are there?

1. The student is prohibited from school grounds for a given duration of time up to 5 consecutive days unless extended by the Director of Pupil Resources.
2. The student is placed in a supervised suspension classroom (ISS) away from other students, as long as the student poses no threat to his/ her peers.
3. The student is suspended from a particular teacher's classroom for the day of the suspension and the following day ([EC§ 48910](#))

**Please note that under ([EC§ 48900.5](#)) Suspension
including supervised suspension shall be imposed only
when other means of correction fail to bring about proper conduct.**

What rights do students and parents have in the suspension process?

Prior to suspension the child has a right to an informal conference with the principal or designee. This is an opportunity for the student to be heard and present evidence. The exception to this is when the student presents a clear danger. When this is the situation, the student must be given notice of their right to a hearing and the school must hold the hearing meeting within 2 school days. The school must make a reasonable attempt to contact the parent at the time of the student's suspension, and the school must provide a written notice of the action to the parent.

Do parents have a right to appeal a suspension?

The Education Code is silent on the right to appeal a suspension. However, Pomona USD has their specific suspension and appellate procedures. Please see below the procedure to Challenge a Suspension EC§ 49070.

What is an expulsion?

An expulsion is commonly defined as an action taken for severe or prolonged breaches of discipline or



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for single acts of grave nature. In most cases it is considered as the last resort

What are the Grounds for Recommendation/Expulsion?

There are three levels to consider when a school must recommend the expulsion of a student. They are broken into three categories: <https://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>

1. Mandatory Recommendation and Expulsion [ECS 48915\(c\)](#)
2. Mandatory Recommendation for Expulsion [ECS 48915 \(a\)](#)
3. Permissive Expulsion, Supplemental Findings Required [ECS 48915\(b\)](#) and (e)

What is a Level 1 (Pre- Expulsion) meeting?

A Level 1 meeting is a meeting between the family, the school, and the Director of Pupil Resources to determine if the facts and findings warrant an expulsion hearing. In this meeting information will be provided to the family of their rights and procedures pertaining to their case. In addition, the following recommendations can be made to address the discipline in question: Stipulated Expulsion Agreement, Voluntary Transfer, and or provided a Discipline/Intervention Plan.

Can a student with an IEP or 504 be expelled?

Yes. However a manifestation determination meeting must take place if the student's misconduct is not a manifestation of the student's disability, then the student may be disciplined the same as a student without a disability. But if expelled, the student is still entitled to receive a free appropriate public education that supports his/her IEP.

Can a student (foster youth) be expelled?

Yes. However AB 1909 requires the school site notify the foster child's attorney, Ed Rights holder, and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the foster child is an individual with exceptional needs, pending manifestation determinations, as specified.

Can students with disabilities be removed from school for possession of a dangerous weapon, possession, sale, or use of illegal drugs, or assault that resulted in bodily injury?

Yes. Such students may be removed from school in several ways: (1) a 45-calendar-day interim alternative educational placement; (2) a court injunction; (3) a long-term suspension or expulsion if the student's conduct is determined to be unrelated to the student's disability; or (4) a 45-calendar-day interim alternative educational placement following a decision by a formal due process hearing that the student



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is dangerous. (The 45-day interim placement also can be renewed through additional due process hearings if the student is deemed to be dangerous.)

What is an expulsion hearing?

An expulsion hearing is a part of the expulsion process that determines if the student should be expelled. In the expulsion hearing panel the recommendation to expel (expel, expel in abeyance) is made to The Board of Education. The Board of Education makes the final decision.

What are parent's rights before an expulsion hearing?

If the child is recommended for expulsion, the (parent or educational rights holder) have the right to attend an expulsion hearing. It is their right to have an advocate or attorney present at this hearing, if they wish. In addition, the school district

(Department of Pupil Resources) must provide a 10 day written notice of the date, time, and location of the hearing, the parent rights in the process, and specific facts regarding the incident. In most cases this information will be provided to the families in a Level 1 meeting.

In addition,

1. The parent or educational rights holder have the right to postpone the hearing for 30 calendar days.
2. The school must provide a statement of facts upon which the charges are based and a copy of the district's disciplinary rules relating to the violation.
3. The school district (Pupil Resources) must provide the parent or educational rights holder notice of the right to representation, to inspect all documents, call witnesses, and present evidence.
4. The parent or educational rights holder have a pre-hearing right (Level 1 meeting) to a copy of the documents and exhibits that will be used.
5. The parent or educational rights holder also have the right to request and receive documents in their primary language.
6. The parent or educational rights holder will have an interpreter present at the hearing if needed.

What can we expect at an expulsion hearing?

The hearing panel consist of three independent individuals along selected to serve the expulsion process. This hearing must be set *within 30 days* of the original date of suspension. The Director of Pupil Resources will serve as a chair for this panel however; The Director of Pupil Resources **cannot** determine the outcome of the process due to prior knowledge of the case from the Level 1 meeting.

- **The hearing will be recorded should there be an appeal to Los Angeles County Office of Education (LACOE)**
- **The school representative, parent or educational rights holder may present evidence and call witnesses, including evidence of child's good behavior, academic success, community involvement**



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and leadership.

In order to expel, the School Board must have evidence and make specific findings of act that:

1. There is substantial evidence that the student violated the indicated Education Code sections and the violation is connected to school attendance or school activities; for example, by committing the offense during school hours or on school property

2. Other means of correction (discipline) are not feasible or have been tried and have repeatedly failed.

3. The Board must also make secondary findings of fact that: Due to the nature of the act, the student's presence in school is a threat to the physical safety of others.

The following Big 5 offenses are mandatory expulsions should there is substantial evidence that the student committed:

- a. Possessing, selling, or otherwise furnished a firearm
- b. Brandishing a knife
- c. Unlawfully selling a controlled substance
- d. Committing or attempting to commit a sexual assault or sexual battery
- e. Possession of an explosive

Suspended Enforcement of and Expulsion Order (Expel in Abeyance)

EC§ 48917

The governing board may suspend the enforcement (expel in abeyance) of an expulsion (even if the expulsion is based on a Big 5 offense) for a period of not more than one calendar year. The Board may, as a condition of the suspension of enforcement, assign the student to a school class or program that is appropriate for the rehabilitation of the student. During the period of suspension of enforcement, the student is on probationary status. The governing board may revoke the suspension of the expulsion order if the student commits any of the acts under EC§ 48900 or violates any of the district's rules and regulations governing student conduct. Specific terms of the suspended expulsion should be spelled out in the expulsion order and must be reasonable.

When will we find out the School Board decision?

The School Board must make their decision within 40 days after the original suspension and within 10 school days of the hearing. If the Board decides to expel the student and the family does not agree with the findings, the parent or educational rights holder have the right to appeal the decision. (EC§ 48919). This appeal must be submitted to the County Board of Education within 30 days of the vote to expel.



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INVOLUNTARY TRANSFERS

EC§ 48432.5

A student can be involuntarily transferred to a community day school or a continuation school. They are allowed when the student is expelled, on an expulsion process, referred by probation, or referred by a School Attendance Review Team (SARB), Hearing Panel, or Hearing Officer.

How do we determine if the student will be transferred involuntarily? Who determines the transfer? What is the duration of the transfer?

Grounds

A decision to transfer the student involuntarily shall be based on a finding that the student (a) committed an act enumerated in EC§ 48900, (Hearing Panel) or (b) has been habitually truant or irregular in legally required school attendance. (SARB *cf. 5113 – Absences and Excuses*)

Limitation

Involuntary transfer to a continuation school or Community Day School (CDS) shall be made only when other means fail to bring about proper conduct. However, a student may be involuntarily transferred the first time he/she commits an act enumerated in EC§ 48900 if the district determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (EC§ 48432.5).

Duration

The duration of the involuntarily transfer must end at the end of the semester following the semester during which the acts that led to the involuntary transfer occurred.

GROUNDS FOR EXPULSION

Mandatory Recommendation and Expulsion - EC§ 48915 (c)

The principal or superintendent is required to immediately suspend and recommend for expulsion students determined to have committed any of the following acts:

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 or sexual battery.
5. Possession of an explosive.

The district's board of education is required to order the student expelled upon finding the student committed any of the above acts. [EC§ 48915 (d)]

Mandatory Recommendation or Expulsion - EC§ 48915 (a)

The principal or superintendent is required to recommend the expulsion of a student for any of the following acts, unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance:

1. Causing serious injury to another person, except in self-defense.
2. Possession of any knife, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Permissive Expulsion, Supplemental Findings Required - EC§ 48915(b) and (e)

Except for the EC 48915(c) violations, as listed above, the district's board of education may order a student expelled upon a finding that the student committed a violation of EC 48900 *et seq.* and meets one or both of the following supplemental findings:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or other



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Expulsion Matrix

	Mandatory Recommendation and Mandatory Expulsion	Mandatory Recommendation and Permissive Expulsion	Permissive Recommendation and Permissive Expulsion	Permissive Recommendation and Permissive Expulsion
EDUCATION CODE	<u>48915(c)</u>	<u>48915(a)</u>	<u>48900.7</u>	<u>48915(e), 48900.2, 48900.3; 48900.4</u>
LEVEL OF PROOF	1. Student committed the offense 2. Other means of correction are not feasible or have repeatedly failed and/or 3. Continuing danger to the physical safety of the pupil or others. i.e., police citation/arrest	1. Student committed the offense 2. Other means of correction are not feasible or have repeatedly failed and/or 3. Continuing danger to the physical safety of the pupil or others. i.e., police citation/arrest	1. Student committed the offense 2. Continuing danger to the physical safety of the pupil or others. i.e., police citation/arrest	1. Student committed the offense 2. Other means of correction are not feasible or have repeatedly failed and/or 3. Continuing danger to the physical safety of the pupil or others.
OFFENSES	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 or sexual battery. 5. Possession of an explosive.	1. Causing serious injury to another person, except in self-defense. 2. Possession of any knife, or other dangerous object of no reasonable use to the student. 3. Unlawful possession, use, furnishing, or being under the influence of any controlled substance. 4. Robbery or extortion. 5. Assault or battery upon any school	1. Terroristic threats against school officials, school property or both	1. Caused or attempted to cause damage to school property or private property 2. Stole or attempted to steal school property or private property. 3. Possessed or used tobacco or nicotine products or paraphernalia. 4. Committed and obscene act or engage in habitual profanity or vulgarity. 5. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia 6. Knowingly received stolen school property or private property. 7. Possessed an imitation firearm that leads a reasonable person to conclude that the replica is a firearm. 8. Committed sexual harassment



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		employee.		9. Committed hate violence 10. Commits harassment, threats or intimidation against school district personnel or pupils
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Student Information Behavioral Codes

Behavior Description (May Suspend)	PusdC
Committed Sexual Harass(4-12)	48900.2
Hate Violence Caused(4-12)	48900.3
Hate Violence Attempted(4-12)	48900.3
Hate Violence Threatened(4-12)	48900.3
Hate Violence Participated(4-12)	48900.3
Harassment/Race(4-12)	48900.4
Harassment/Disability (4-12)	48900.4
Harassment/basis of Sex(4-12)	48900.4
Harass/Engaged in Threats(4-12)	48900.4
Harass/Engaged Intimidation(4-12)	48900.4
Terrorist Threat/Staff(K-12)	48900.7
Terrorist Threat/School(K-12)	48900.7
Fighting(K-12)	48900.a1
Willful force on Other(K-12)	48900.a2

Willful violence on Other(k-12)	48900.a2
Dangerous Object(K-12)	48900.b
Knife less than 3.4 inches(K-12)	48900.b
Contr Subs Arrange to Sell(K-12)	48900.c
Contr Subs Sold(K-12)	48900.c
Contr Subs Possessed(K-12)	48900.c
Behavior Description (May Suspend)	PusdC
Contr Subs Used(K-12)	48900.c
Look-Alike Contr Sub/Sold(K-12)	48900.d
Committed/Attempt Robbery(K-12)	48900.e
Committed/Attempt Extortion(K-12)	48900.e
Vandalism(K-12)	48900.f
Damage/School Property(K-12)	48900.f
Damage/Private Property(k-12)	48900.f
Damage/Property Attempted(K-12)	48900.f
Theft of Property(K-12)	48900.g



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Stole School Property(K-12)	48900.g
Stole Private Property(K-12)	48900.g
Attempted/steal/property(K-12)	49000.g
Electronic Cigarette (K-12)	48900.h
Tobacco Products Possessed(K-12)	48900.h
Tobacco Products Used(K-12)	48900.h
Obscene Act(K-12)	48900.i
Profanity/Vulgarity(K-12)	48900.i
Drug Para Possession(K-12)	48900.j
Drug Para Sold(K-12)	48900.j
Drug Para Offered(K-12)	48900.j
Disruption School Activity(K-12)	48900.k
Willful Defiance(K-12)	48900.k
Received Stolen Property(K-12)	48900.l
Possess/Imitation Firearm(K-12)	48900.m
Intimidated a Witness(K-12)	48900.o
Harassed a Witness(K-12)	48900.o
Threatened a Witness(K-12)	48900.o
Soma Offered/Sold(K-12)	48900.p
Attempted to engaged/Hazing(K-12)	48900.q

Engaged/Hazing(K-12)	48900.q
Engaged/Bullying/Disab.(K-12)	48900.r
Engaged/Bullying/Sex(K-12)	48900.r
Engaged/Bullying/Race(K-12)	48900.r
Bullying/Electronic Device(K-12)	48900.r
Engaged/Bullying(K-12)	48900.r
Mandatory Expulsion Recommendation	
Serious Physical Injury(K-12)	48915.a1(A)
Possession/Knife/3.5 inch+(K-12)	48915.a1(B)
Weapons/Dangerous Objects(K-12)	48915.a1(B)
Possession/Control Sub 1oz+(K-12)	48915.a1(C)4
Robbery/Extortion/Committed(K-12)	48915.a1(D)
Assault/Battery/Staff(K-12)	48915.a1(E)
Weapons Firearms(K-12)	48915.c1
Brandishing a Knife (K-12)	48915 c2
Contr Subs Sold/Dealing(K-12)	48915.c3
Committing Sexual Assault(K-12)	48915.c4
Attempting Sexual Assault(K-12)	48915.c4
Possession	48915 c5



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Explosive/M80+(K-12)	
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ED CODE 48900 K (Willful Defiance / Disruption Of School Activities)

Level 1 – Teacher, Campus Supervisor, Campus Security, Clerical Staff		
Behavior	Intervention	Consequence / Action
Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Disruption <input type="checkbox"/> Electronic Device <input type="checkbox"/> Horse Play <input type="checkbox"/> Teasing / Mocking <input type="checkbox"/> Dress Code <input type="checkbox"/> Attendance (6 days or less) <input type="checkbox"/> Profanity / Vulgarity (non-directed) <input type="checkbox"/> Cheating on a test <input type="checkbox"/> Leaving Class w/out permission <input type="checkbox"/> Academics (1-2 Fs) 	<p>Referral / Notification</p> <ul style="list-style-type: none"> • Peer Resources • Counselor • Mentor/Coach • Wellness Center • SST Coordinator • School Mental Health Service 	<p>Parent Notification</p> <ul style="list-style-type: none"> • Letter • Call • Tele-parent • Parent Conference (Mandatory if suspended) <p>Documentation</p> <ul style="list-style-type: none"> • Zangle Visits Tab • Low Level Referral • Office Referral • SST Online

Level 1 Behavior (5 or More Incidents)

Pre Student Study Team Shall be held for student to receive Level 2 supports



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ED CODE 48900 K (Willful Defiance / Disruption Of School Activities)

Level 2-Counselors/ Intervention Continuous

Behavior	Intervention	Consequence/Action
Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Continuous Level 1 Behavior (48900 K) <input type="checkbox"/> Multiple Class Referrals (3-5) <input type="checkbox"/> No Show Detention, Saturday School <input type="checkbox"/> Possession, stealing, distribution, or duplicating Teacher assessment <input type="checkbox"/> Habitual Profanity / Vulgarity (non directed) <input type="checkbox"/> Unauthorized Entry/ use of facilities <input type="checkbox"/> Habitual Truancies / Tardy (7-12 days) <input type="checkbox"/> Academics (2-4 Fs) <input type="checkbox"/> Arguing with others <input type="checkbox"/> Minor Physical Contact (Pushing Shoving) <input type="checkbox"/> Substance Use <input type="checkbox"/> Gang Affiliation / Tagging <input type="checkbox"/> Harassment / Making fun of other 	Additional Intervention <ul style="list-style-type: none"> • Groups Counseling • Conflict Mediation • Peer Resources • Counselor check in • Link Crew • Saturday School • Community Service • Wellness Center • Attendance/Behavior Contract • SART Referral / Notification <ul style="list-style-type: none"> • Counselors – Progress Contract • Academic Tutoring • Saturday School • After School Tutoring • Wellness Center • School Mental Health Services 	Administrative Action <ul style="list-style-type: none"> • School Detention • Alternative Learning Center • In School Suspension – 1-2 days • Saturday School • Community Services Restrict Activity <ul style="list-style-type: none"> • Senior Activities • Lunch Activities • Field Trips • School Dances / Games Parent Notification <ul style="list-style-type: none"> • Call • Parent / Teacher Conference Documentation <ul style="list-style-type: none"> • Zangle Visits Tab • Behaviors

Continuous Level 2 Behaviors (3-5)

Student Study Team (SST Coordinator) or Individualized Educational Plan (School Psychologist)
Create Behavior Support Plan / Place on Contract (SST, IEP)



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ED CODE 48900 K (Willful Defiance / Disruption Of School Activities)

Level 3 - Administration		
Behavior	Intervention	Result/Consequence
Continuous Levels 1/ 2 Behavior		
a. Inflicted physical injury Fighting / Physical Altercation b. Weapons/dangerous objects possession c. Substance use, possession or sale d. Sold look alike substance e. Committed robbery/extortion f. Caused damage to property / Graffiti g. Committed theft h. Use/possession of tobacco products i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted school or defied school staff l. Stealing / Receiving stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying,	<p>Additional Interventions</p> <ul style="list-style-type: none"> • Counselor Monitoring • Family Support Referral • Drug Counseling • Group Counseling • Conflict Mediation • Recommendation to Probation • Community Service • Outside Agencies <p>Referral / Notification Administration</p> <ul style="list-style-type: none"> • Law Enforcement • CWA • Counselor • Intervention Counselor • SST Coordinator • School Psychologist • Family Support • District • School Mental Health Services 	<p>Administrative Action</p> <ul style="list-style-type: none"> • Detention • Suspension 1-5 days (Progressive) • Saturday School • Alternative Schedule • Involuntary/ voluntary Transfer • SARB • Recommendation for Expulsion (EC 48915-A) <p>Parent Notification</p> <ul style="list-style-type: none"> • Call • Parent / Teacher Conference • Parent Attendance to Class • Parent conference • Suspension Letter <p>Documentation</p> <ul style="list-style-type: none"> • Q Visits Tab • Behaviors
Safety – District Level Placement Change Request		
EC 48915 C		
1. Firearm (Selling or furnishing a firearm.) 2. Brandishing a knife at another person. 3. Selling a controlled substance 4. Committing or attempted sexual assault 5. Possession of an explosive.	<p>Additional Interventions</p> <ul style="list-style-type: none"> • Level 1 Hearing • Law Enforcement Citation <p>Referral / Notification Administration</p> <ul style="list-style-type: none"> • Law Enforcement • Probation • CWA Coordinator • School Psychologist • Family Support • DCFS Representative • Education Rights Holder 	<p>Administrative Action</p> <ul style="list-style-type: none"> • Alternative Schedule • Involuntary/ voluntary Transfer • Level 1 • SARB • Recommendation for Expulsion <p>Documentation</p> <ul style="list-style-type: none"> • Zangle Visits Tab • Behaviors • Suspension Letter • Expulsion Packet
ED 48900 A-R, 48915 (A) 48900.1 - 48900.7		
1. Other means of correction failed to bring about proper conduct. 2. Presence of the pupil causes a continuing danger.		



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EC 48915 (C) – SAFETY - *Mandatory* Expulsions

- (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
- (4) Possession of an explosive.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Evidence the student has participated in a verbal or physical altercation or has attempted to cause injury to someone by making a verbal or written threat to another person on school grounds.
- ❖ Documentation by the administrator and statements by the victim and witness (es).
- ❖ Statement by accused agreeing they committed the violation as stated by the administration.

EC 48915 (C)	(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 (4) Possession of an explosive.	
	Interventions :	Administrative Action(6-12):
1st Offense	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 5 day Suspension • Contact PD • Recommend for Expulsion



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EC 48915 (A) — SAFETY - *Discretionary* Recommendation for Expulsions

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The following must be documented in Q in order to substantiate an expulsion recommendation:

Education Code section 48915(a) requires the principal of a school to recommend expulsion for possession of any firearm, knife, explosive, or any other dangerous object at school or at a school activity off school grounds. (see Appendix)

- ❖ Description (length, color, size) and photograph of the object.
- ❖ Statements by: accused, witness(es).
- ❖ Documentation from anonymous witness(es), EC 48918(f).
- ❖ Copy of mandatory Police Report.

Students in possession of a knife (threatening manner) or a gun fall under this violation.

The following weapons apply to this violation: firearms, knives, daggers, explosives of any sort, other dangerous weapons such as: brass knuckles, razor blades, and tools, such as: a screwdriver that has been sharpened at the end. Other dangerous objects would be throwing stars, ballistic knives, black jacks, billy clubs, sand clubs, and nunchakus.

Illegal explosives are not fireworks but vary in size and color. Among those are the M-80, M-100, Silver Salute, M-250, M-1000, and Quarter Stick. All these explosives are dangerous and can cause severe damage to the body (see Appendix). Violation of Education Code section 48915(c)(5) should also be included if student is found with a self-made or handmade explosive device.



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EC 48915 (A)	<p>(A) Causing serious physical injury to another person, except in self-defense.</p> <p>(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.</p> <p>(C) Unlawful possession of any controlled substance, except for either of the following:</p> <ul style="list-style-type: none"> (i) 2019e for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician. <p>(D) Robbery or extortion.</p> <p>(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.</p>	
EC 48915 (A) (cont.)	Interventions :	Administrative Action (6-12):
1st Offense	<p>Interventions :</p> <ul style="list-style-type: none"> ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● Parent attends school 	<ul style="list-style-type: none"> ● Notify parent ● 1-5 day in school Suspension ● Possible Call Police ● Parent Meeting ● Possible Recommendation for Expulsion ● Remove privilege ● Contact PD
2nd Offense		<ul style="list-style-type: none"> ● 5 day Suspension ● Contact PD ● Recommend for Expulsion



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EC 48900 (A-1) — SAFETY

Caused, attempted to cause, or threatened to cause physical injury to another person.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Evidence the student has participated in a verbal or physical altercation or has attempted to cause injury to someone by making a verbal or written threat to another person on school grounds.
- ❖ Documentation by the administrator and statements by the victim and witness (es).
- ❖ Statement by accused agreeing they committed the violation, as stated by the administration.

A-1: SECONDARY — SAFETY Level 1

**EC 48900, A-1 Verbal Altercation, Teasing, Mocking, Name calling, mimicking,
Verbal Altercation: Threatening Bodily Harm
Fighting: Pushing, Shoving, Horseplay (resulting in minor scuffle)**

Interventions :		Administrative Action (6-12):
1st Offense	<ul style="list-style-type: none"> Self Reflection Form Peer Counseling Mediation Contract Review School Climate Program Meet with counselor Possible Restorative Justice (Hyperlink) 	<ul style="list-style-type: none"> Check CUM file Assign detention Restrict activity Assign Community Service 1–2 day in school suspension
2nd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> School wide positive reinforcement program (eg. Character Counts, etc.) Establish Behavior Support Plan (BSP) Parent attends student class Possible Refer to School Mental Health Services Counselor provides parent with multiple district and community resources 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> Check CUM file Assign detention Restrict activity Assign Community Service 1–2 day in school suspension Saturday school
3rd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> Assign adult certificated or classified mentor Possible Teacher -PIT Evaluate consequences and intervention effectiveness 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> Check CUM file Assign detention Restrict activity Assign Community Service 1–3 day in school suspension Saturday School
4th Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> Follow-up with adult certificated or classified mentor Teacher -PIT Possible Refer SST 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> Assign detention Restrict activity 1–5 day in school suspension



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	<ul style="list-style-type: none"> • Possible Refer SET 	<ul style="list-style-type: none"> • Saturday School • Possible contact police • Possible recommendation for expulsion
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A-1: SECONDARY — SAFETY LEVEL

EC 48900, A-1 Fighting: Mutual Combat without Injury

Fighting: Mutual Combat Minor Injury without Serious Medical Attention (black eye without lacerations to nose, small scratches or cuts without severe bleeding)

	Interventions :	Administrative Action
1st Offense	Interventions : <ul style="list-style-type: none"> • Self Reflection form • Meet with counselor • Assign adult certificated or classified mentor • Peer counseling/ mediation contract 	Administrative Action (6-12): <ul style="list-style-type: none"> • Check CUM file • Possible detention • Notify parent • Assign Community Service • 1–5 day in school suspension • Remove privileges
2nd Offense	Additional Interventions: <ul style="list-style-type: none"> • Develop Behavior Support Plan (BSP) • Develop consequences and intervention for behavior contract • Parent Meeting • Report progress to parents 	Administrative Action (6-12): <ul style="list-style-type: none"> • Possible detention • Notify parent • Assign Community Service • 1–3 day in school suspension • Remove privileges
3rd Offense	Additional Interventions: <ul style="list-style-type: none"> • Possibly Refer SST • Possible 504 • Possible Refer to School Mental Health Services • PIT 	Administrative Action (6-12): <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 2–5 day in school suspension • Remove privileges • Possible Pre-Expulsion



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4th Off	<p>Additional Interventions :</p> <ul style="list-style-type: none"> • Complete Behavior Support Plan (BSP) • Evaluate consequences and intervention effectiveness • Counselor provides parent with multiple district and community resources 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 2–5 day in school suspension • Remove privileges • Recommend Expulsion
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A-1: SECONDARY – SAFETY LEVEL 3 (6-12)

EC 48900, A-1 EC 48900, A-1 - Fighting or Assault on a Student: Unprovoked Fighting: Gang Related

	Interventions :	Administrative Action(6-12):
1st Offense	<p>• <u>Self Reflection form</u></p> <ul style="list-style-type: none"> • Meet with counselor • Counselor provides parent with multiple district and community resources • Assign adult certificated or classified mentor • Peer counseling/ mediation contract • Develop Behavior Support Plan (BSP) • Parent Meeting • Possible Refer SST • PIT 	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 1–3 day in school suspension • Restrict activities • Possible Contact Police <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 1–3 day in school suspension • Remove privileges • Possible Contact Police
2nd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • Review BSP • Parent Meeting • Refer SST • Monitor SST actions • Follow-up PIT • Evaluate consequences and intervention effectiveness • <u>Possible Refer to School Mental Health Services</u> 	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 1–5 day in school suspension • Restrict activities • Possible Contact Police • Possible recommendation for expulsion if with same student <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 3–5 day in school suspension • Remove privileges



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		<ul style="list-style-type: none"> • Contact Police
3rd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • Self Reflection form • PBS placement • PAS placement • Counselor provides parent with multiple district and community resources • Evaluate consequences and intervention effectiveness • Refer to School Mental Health Services • Meet with counselor • Peer counseling/ mediation contract 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 5 day suspension • Notify parent • Assign Community Service • Remove privileges • Contact PD • Recommend expulsion

EC 48900 (A-2) — SAFETY

Willfully used force or violence upon the person of another, except in self-defense.

The following must be documented in Zangle in order to substantiate an expulsion recommendation:

Evidence the student, while under the jurisdiction of the school and without provocation, participated in a physical altercation causing minor trauma to the victim.

1. Statements by: victim, credible witness(es).
2. Statement by accused agreeing they committed the violation, as stated by administration.
3. Photographic evidence of the injury — extent of injury must be visible.
4. Documentation of medical intervention(s) for victim

A-2: SECONDARY — SAFETY

EC 48900, A-2 Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed) EC 48915 (a)(1)
Assault / Battery (staff member) EC 48915 (a) (5)

	Interventions:	Administrative Action (6-12)
1st Offense	<p>Interventions :</p> <ul style="list-style-type: none"> • Self Reflection • Parent meeting • Teacher PIT ABC • Refer SST • Behavior Support Plan / Contract(BSP) • Meet with counselor • Assign adult certificated or classified mentor • Peer counseling/ mediation contract 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 1-5 day in school suspension • 5 day suspension and Possible recommendation expulsion • Remove privileges • Contact PD



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	<ul style="list-style-type: none"> • Possible manifestation determination 	
2nd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Assign adult certificated or classified mentor • Peer counseling/ mediation contract • Review BSP • Parent Meeting • Possible refer SST • Monitor SST actions • Follow-up PIT 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Notify parent • Assign Community Service • 5 day suspension and Possible recommendation expulsion • Remove privileges • Contact PD
EC 48900, A-2 (cont.)	Interventions:	Administrative Action (6-12)
	<ul style="list-style-type: none"> • Evaluate consequences and intervention effectiveness • <u>Refer to School Mental Health Services</u> • Review IEP • Possible PAS placement 	



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EC 48900 (B) — SAFETY

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

The following must be documented in Q in order to substantiate an expulsion recommendation:

Education Code section 48915(a) requires the principal of a school to recommend expulsion for possession of any firearm, knife, explosive or any other dangerous object at school or at a school activity off school grounds.

- ❖ Description (length, color, size) and photograph of the object.
- ❖ Statements by: accused, witness(es).
- ❖ Documentation from anonymous witness(es), [EC 48918\(f\)](#).
- ❖ Copy of mandatory Police Report.

Students in possession of a knife (threatening manner) or a gun fall under this violation.

The following weapons apply to this violation: firearms, knives, daggers, explosives of any sort, other dangerous weapons such as: brass knuckles, razor blades, and tools, such as: a screwdriver that has been sharpened at the end. Other dangerous objects would be throwing stars, ballistic knives, black jacks, billy clubs, sand clubs, and nunchakus.

Illegal explosives are not fireworks but vary in size and color. Among those are the M-80, M-100, Silver Salute, M-250, M-1000, and Quarter Stick. All these explosives are dangerous and can cause severe damage to the body (see Appendix). Violation of Education Code section 48915(c)(5) should also be included if student is found with a self-made or handmade explosive device.

B: SECONDARY — SAFETY: LEVEL 4 (6-12)

EC 48900, B

B-1: Possession of a Knife or Other Dangerous Object EC 48915 (a)(2)

- ◆ Dirk or dagger (means a knife or other instrument *[that can be used]* as a stabbing weapon that may



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inflict great bodily injury or death), ice pick, knife having a blade longer than 2 1/2 inches (3 1/2 inches under Ed Code 48915 g), folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile such as a BB or a pellet, through the force of air pressure, CO₂ pressure, or spring action, or any spot marker gun, a razor blade or a box cutter

	Interventions :	Administrative Action(6-12):
1st Offense	<ul style="list-style-type: none"> • Refer to School Mental Health Services • Provide intervention services • Parent Attends School 	Administrative Action (6-12): <ul style="list-style-type: none"> • Notify parent • 3-5 day suspension • Possible recommendation expulsion • Possible Contact PD
2nd Offense	<ul style="list-style-type: none"> • Refer to School Mental Health Services • Provide intervention services • Parent Attends School 	Administrative Action (6-12): <ul style="list-style-type: none"> • Notify parent • 3-5 day suspension • Possible recommendation expulsion • Contact PD

B: SECONDARY — SAFETY: LEVEL 4 (6-12)

EC 48915 B-2	<p>B-2: Brandishing a Knife or Other Dangerous Object at Another Person EC 48915 (c)(2) MANDATORY <i>Must notify victim/parent of their right to transfer under NCLB</i></p> <p>B-3: Possession of, or Brandishing, Gun EC 48915 C(1) MANDATORY <i>Must notify victim/parent of their right to transfer under NCLB</i></p> <p>B-4: Possession of Explosive Device (M80, M100, or other powerful explosives) EC 48915 (c)(5)</p>	
	Interventions :	Administrative Action(6-12):
1st Offense	<ul style="list-style-type: none"> • Self Reflection form • Teacher PIT ABC • Refer SST • Behavior Support Plan / Contract (BSP) • Provide intervention counselor 	Administrative Action (6-12): <ul style="list-style-type: none"> • Notify parent • 5 day suspension • Mandatory recommendation expulsion • Contact PD



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	<ul style="list-style-type: none"> • Administrator provides parent with multiple district and community resources • Possible Manifestation Determination 	
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EC 48900 (C) – SAFETY

Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant

The following must be submitted in order to substantiate an expulsion recommendation:

Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol or other intoxicant). Trained professionals such as: school nurses, police officers, school security or resource officers may provide this evidence.

- ❖ Photographic evidence of the controlled substance.
- ❖ If applicable, test results which identify the substance found. Both school security and police are qualified to conduct such testing.
- ❖ Admission by the accused of possession or use of the controlled substance while under the jurisdiction of the school site.
- ❖ Statements by witness(es).
- ❖ Documentation from

- ❖ An anonymous witness(es), EC 48918(f). All controlled substances must be confiscated as evidence.

C: SECONDARY – SAFETY

EC 48900 C	Possession of Drugs, Alcohol or any Controlled Substance EC 48915 (a) (3) - on campus	Under the Influence of Drugs, Alcohol or any Controlled Substance EC 48915 (a)(3) - on campus
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	Interventions :	Administrative Action(6-12):
1st Offense	Interventions: <ul style="list-style-type: none"> • Refer to School Mental Health Services • Behavior support plan/contract • Assign mentor 	Administrative Action (6-12): <ul style="list-style-type: none"> • 2 day in school intensive drug counseling if available • 1 day suspension



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	<ul style="list-style-type: none"> • Parent conference 	<ul style="list-style-type: none"> • Possible Recommend expulsion
2nd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • Evaluate intervention counselor • Evaluate BSP • Parent conference • Require parent to attend school with child 1-2 day • Parent class/support group 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-3 day suspension • 2 day in school intensive drug counseling if available • Contact PD and request citation • Possibly Recommend expulsion
3rd Offense	<p>Additional Interventions:</p>	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 5 day suspension • 2 day in school intensive drug counseling if available • Contact PD and request citation • Recommend expulsion

EC 48900 (D) – SAFETY

Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof. And replaced with a “FAKE” item

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Photographic evidence of the FAKE controlled substance, or substance represented as such.
- ❖ Test results of the controlled substance.
- ❖ Statements by: witness(es) reporting sales(i.e. money collected for drugs, etc.).

The sale of a controlled substance or substances represented as controlled substances is grounds for suspension or recommendation for expulsion.

Confiscate all evidence and give to police.

Controlled substances are identified as heroin, cocaine, crack, LSD, PCP, amphetamines, methamphetamines, marijuana, hashish, and alcohol. Intoxicants include, but are not limited to toxic inhalants such as spray cans, nitrous oxide, etc.

An example of substances being represented as a controlled substance would be a student selling oregano as marijuana, or the selling of an over-the-counter look-alike non-prescription drug as a controlled substance

D: SECONDARY – SAFETY

EC 48900 D Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof. And replaced with a “FAKE” item

	Interventions:	Administrative Action
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1st Offense	<p>Interventions:</p> <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention counselor • Parent meeting 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Same day in school suspension
2nd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention counselor • Parent meeting • Parent attends school 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-2 day suspension
3rd Offense	<p>Additional Interventions:</p>	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 5 day suspension • Possible Recommend expulsion • Contact PD

EC 48900 (E) – SAFETY

Committed or attempted robbery or extortion.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Statements by: victim, direct witness(es) and supporting witness(es) to the act of robbery or extortion.
- ❖ Interviews from: accused and witness(es) named by the accused.

Extortion is defined as blackmail. Example: A student demands money from another person — “Give me money or I’ll get you later!” (see Appendix for Penal Code section 520).

Robbery is defined as the taking of personal property in the possession of another, against his/her will, accomplished by means of fear and force (see Appendix for Penal Code section 211)

E: SECONDARY – SAFETY

EC 48900, E Robbery, Extortion, Grand Theft: Violence Indicated EC 48915 (a) (4)

	Interventions :	Administrative Action(6-12):
1st Offense	<p>Interventions (6-12):</p> <ul style="list-style-type: none"> • Anger Management • Develop BSP/contract 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD



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	<ul style="list-style-type: none"> • Voluntary probation • Assign adult mentor • Parent conference 	<ul style="list-style-type: none"> • Possible recommend expulsion
2nd Offense	<p>Additional Interventions (6-12):</p> <ul style="list-style-type: none"> • Administrator provides parent with multiple district and community resources • Provide intervention services • Evaluate BSP • Parent conference 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 3-5 day suspension • Contact PD • Possible Recommend expulsion
3rd Offense	<p>Additional Interventions:</p>	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Recommend expulsion

EC 48900 (F) – NON-SAFETY

Caused or attempted to cause damage to school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Photographic evidence of the defaced property — school / private
- ❖ Statements by: witness(es), accused
- ❖ Statement by the Campus Security Officer (CSO) — recommended
- ❖ Assessment of damage to the school site — Fiscal Services

According to SBCUSD Board Policy, site administrators are entitled to recommend expulsion for graffiti (defacement of school property).

F: SECONDARY – NON-SAFETY

EC 48900 F Defacing School Property, Graffiti: Permanent Damage
View Purchasing Dept Cost matrix

	Interventions :	Administrative Action (6-12):
1st Offense	<p>Interventions (6-12):</p> <ul style="list-style-type: none"> • Reflection form • Counselor: targeted skill development 	<p>Administrative Action (6-12):</p> <p><u>Damage less than \$420.00</u></p>



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	<ul style="list-style-type: none"> ● <u>Develop behavior support plan/contract</u> ● Peer counseling ● Assign adult mentor ● Review student data for ● Identify patterns and trends ● Parent attends school ● Campus beautification 	<ul style="list-style-type: none"> ● Suspension of privileges ● On Campus Suspension ● 1–3 day suspension <p><u>Damage more than \$420.00</u> (multiple windows, doors, graffiti of vehicles)</p> <ul style="list-style-type: none"> ● 1–5 day suspension ● Possible recommend expulsion ● Contact PD ● Restitution
2nd Offense	<p>Additional Interventions:</p> <p>Interventions (6-12):</p> <ul style="list-style-type: none"> ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● Review BSP ● Review PIT ● Possible SST 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> ● 1–5 day suspension ● Recommend expulsion-Contact Police ● extension of suspension ● Restitution

EC 48900 (G)--NON-SAFETY

Stole or attempted to steal, school or private property

- ❖ The following must be submitted in order to substantiate an expulsion recommendation:
- ❖ Direct evidence or testimony supporting the act of stealing.
- ❖ Amount or cost of the item stolen or attempted to be stolen
- ❖ Statements by: witness(es), accused.
- ❖ Interview with the accused.

G: SECONDARY — NON-SAFETY

EC 48900 G Stole, or Attempted to Steal, School Property(Amount over \$950.00= grand theft)
Computers, Smart technology, Multiple petty items, Sound systems
Refer to Purchasing Cost Matrix

	Interventions :	Administrative Action(6-12):
1st Offense	Interventions :	<p>Administrative Action(6-12):</p> <p>Grand Theft</p> <ul style="list-style-type: none"> ● 5 day suspension ● Contact PD



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		<ul style="list-style-type: none"> • Restitution
EC 48900, G	Stole, or Attempted to Steal, School Property (petty theft)(petty theft <\$950), PC computers, Laptops, Radios, Projectors Refer to Purchasing Cost Matrix	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Develop behavior support plan /contract • Assign adult mentor • Parent conference — phone 	Administrative Action (6-12): <ul style="list-style-type: none"> • Elimination of privilege • On Campus Suspension • 1 day suspension • Contact PD • Restitution
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Evaluate consequence and intervention effectiveness • Review behavior contract • Refer to SST • Parent conference — school 	Administrative Action (6-12): <ul style="list-style-type: none"> • On Campus Suspension • 1-3 day suspension • Contact PD • Restitution
EC 48900 (G) (cont.)	Interventions :	Administrative Action(6-12):
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Review student CUM file • Parent attends school 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD • Restitution
4th Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • administrator provides parent multiple district/community resources • Review BSP/SST 	Administrative Action (6-12) <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Restitution



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**EC 48900 (H) & 48901--NON-SAFETY
Possessed or used tobacco or tobacco products**

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Evidence administration has provided three or more warnings regarding smoking or having cigarettes on campus

Refer student to a Smoking Cessation Program. Contact Student Assistance Programs for further information.

H: SECONDARY – NON-SAFETY

EC 48900 H Possession and/or use of Tobacco Includes chewing tobacco		
	Interventions :	Administrative Action(6-12):
1st Offense	<ul style="list-style-type: none"> Prevention Program Develop behavior support plan contract Assign adult mentor 	<ul style="list-style-type: none"> On Campus Suspension



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	<ul style="list-style-type: none"> • Parent conference 	
2nd Offense	<p>Additional Interventions (6-12):</p> <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Review BSP • Parent conference • Refer to School Mental Health Services 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • On Campus Suspension • 1 day suspension
3rd Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • Refer to School Mental Health Services 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • On campus suspension • 1-3 day suspension
4th Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> • 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-5 day suspension • Possible recommendation for expulsion

EC 48900 (I)--NON-SAFETY

Committed an obscene act or engaged in habitual profanity or vulgarity.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Direct evidence and admission by the accused
- ❖ Documentation of the incident(s) involving the use of profanity, obscenity, or habitual profanity
- ❖ Anecdotal record, if continuous violation
- ❖ Statements by: witness(es)
- ❖ This act pertains to the use of vulgar, profane language or an act as defined by proper society as obscene. Examples:
- ❖ Prolonged cursing toward staff, exposing oneself in public, etc.

While it is not typical for a student to be expelled for this violation alone, it is possible when the misbehavior results in extreme problems on campus. Generally this violation is coupled with a more severe Education Code violation.

I: SECONDARY – NON-SAFETY

EC 48900 I	Committed an Obscene Act (excluding sexual harassment) An obscene act which strongly offends the prevalent <u>morality</u> of the time, is a <u>profanity</u> , or is otherwise <u>taboo</u> , indecent, abhorrent, or disgusting, or is especially inauspicious.(exposing self, touching self in public, explicit sexual gestures, sexual intercourse, extremely violent depiction must
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	interrupt educational environment)	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● Peer counseling ● <u>Reflection form</u> ● Identify contributing Functional and Environmental Factors ● Develop behavior support plan contract ● Referral to community counseling resource ● Assign adult mentor ● Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 1-2 period on campus suspension ● 1 day on campus suspension ● 1 -2 day Suspension ● After School Detention ● Possible Contact PD ● Possible recommendation for expulsion
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● Provide intervention: counselor ● School Site provides with multiple district and community resources ● Review BSP ● Parent conference ● Parent attends school with child 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 1 day On Campus Suspension ● 1-3 day suspension ● Obscene Act: Possible Contact PD ● Possible Recommend for expulsion
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● Evaluate BSP ● Begin SST process 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 1-5 day suspension ● Obscene Act: Contact PD ● Possible Recommend for expulsion
EC 48900 (I) (cont.)	Interventions	Administrative Action (6-12)
4th Offense	Additional Interventions:	Administrative Action (6-12): <ul style="list-style-type: none"> ● 5 day suspension ● Contact PD ● Recommendation for expulsion
EC 48900 I	Habitual Profanity (daily jargon between students, continuous behavior, even after warning) Habitual Profanity Toward a School Employee (more than one time or single incident)	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● Identify contributing Functional and Environmental Factors 	Administrative Action (6-12): <ul style="list-style-type: none"> ● Assign detention



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	<ul style="list-style-type: none"> • Reflection form • Develop behavior support contract • Assign adult mentor • Parent conference 	<ul style="list-style-type: none"> • 1-2 period On Campus Suspension • 1 day on campus suspension • 1 day suspension
2nd Offense	<p>Additional Interventions (6-12):</p> <p>tional Interventions (6-12):</p> <ul style="list-style-type: none"> • Parent Conference • Parent attends school • Site administrator provides parent with multiple district and community resources • Provide intervention: counselor • Review BSP • Possible Refer to School Mental Health Services 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Assign detention • Healthy and Safety – Sent home • 1-2 period On Campus Suspension • 1-2 day on campus suspension • 1 day off campus suspension • 1–3 day suspension (Staff directed)
3rd Offense	<p>Additional Interventions (6-12):</p> <ul style="list-style-type: none"> • Evaluate behavior support plan • Parent attend school • Begin SST 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Assign detention • 1-2 period On Campus Suspension • 1-2 day on campus suspension • 1 day off campus suspension • 1-5 day suspension (Staff directed)

EC 48900 (J) – NON-SAFETY

Possessed, offered, arranged or negotiated to sell any drug paraphernalia.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Direct evidence, such as photographs.
- ❖ Evidence the items are within the Health and Safety Code Section 11014.5.
- ❖ Admission by the accused.

See section 11014.5 of the Health and Safety Code for a clear definition of this violation (see Appendix for Health Code).

Examples of clear-cut paraphernalia are ZigZag papers and roach clips.

J: SECONDARY – NON-SAFETY

**EC 48900 J Possession of Drug Paraphernalia / Selling Drug Paraphernalia
 (lighter, pipe, bongs, zig zags/tobacco rolling paper, etc)**



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	Interventions :	Administrative Action(6-12):
1st Offense	<p>Interventions (6-12):</p> <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Identify contributing Functional and Environmental Factors • Develop behavior support plan contract • Assign adult mentor • Parent conference 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-3 day suspension • On Campus Suspension • Call police for non-marijuana paraphernalia
2nd Offense	<p>Additional Interventions:</p> <p>Interventions (6-12):</p> <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Review BSP • Parent conference • Consider Tier Three supports 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Call police for non-marijuana paraphernalia
3rd Offense	<p>Additional Interventions (6-12):</p> <ul style="list-style-type: none"> • Follow-up with prevention services to analyze progress 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • Possible recommendation for expulsion • Call police for non-marijuana paraphernalia

EC 48900 K — NON-SAFETY

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.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Evidence the disruptive behavior is outside the range of normal intervention — accumulation of 20 days suspension (maximum). The student is allotted 10 additional suspension days (not to exceed 30) if placed in Opportunity or Alternative Programs.
- ❖ Evidence all means of correction have been exhausted at the site level.
- ❖ Interventions may include but are no limited to, counselor interventions, parent involvement, identification of Environmental and Functional Factors, targeted skill development, behavior contract, assignment of adult mentor Behavioral Support Plan, Student Success Team and/or a recommendation to an outside counseling agency.
- ❖ Documentation of student's behavior / intervention over time.

Use this Ed Code violation when 1) a student becomes so defiant school authority is unable to control the behavior, or 2) the behavior is so extreme it severely disrupts the educational process.

K: SECONDARY — NON-SAFETY

EC 48900 K Chronic Classroom Disruption / Disruption to School Activities / Food fight /



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Forgery, CHEATING, Plagiarism, Gambling

Use of Electronic Devices, for non educational purposes, during designated instructional time

- Dress Code Gum chewing / public displays of affection / Selling non-approved items on campus / throwing trash

Leaving class without permission / Leaving campus without permission / being out of approved area/ chronic tardy / loitering

	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● Counsel students ● Peer counseling ● <u>Reflection form</u> ● Call parents ● Develop behavior support plan ● Community service/Campus Beautification ● Reproduce work (Cheating) ● Assign adult mentor ● Identify contributing Functional and Environmental Factors ● <u>Family Support Services Referral</u> 	Administrative Action (6-12): <ul style="list-style-type: none"> ● Warning ● Assign detention ● Suspend privileges ● 1-2 period On Campus Suspension ● 1 day In school suspension ● Change of clothes ● Parent meeting
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● School provides parent with multiple district and community resources ● Provide intervention: counselor ● Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> ● Warning ● Assign detention ● Suspend privileges
EC 48900 (K) (cont.)	Interventions:	Administrative Action (6-12):
	<ul style="list-style-type: none"> ● Reproduce work (cheating) ● Community service ● Campus Beautification ● Peer counseling ● <u>Reflection form</u> ● Evaluate environmental factors ● <u>Family Support Services Referral</u> ● Counsel students ● Call parents ● Behavior support plan ● Referral to counseling 	<ul style="list-style-type: none"> ● Healthy and Safety – Sent home ● 1-2 period On Campus Suspension ● 1-2 day In school suspension ● 1 day off campus suspension ● Change of clothes(dress code) ● Parent meeting
3rd Offense	Additional Interventions: <ul style="list-style-type: none"> ● Reflection form ● Peer Counseling ● Counsel students 	Administrative Action (6-12): <ul style="list-style-type: none"> ● Assign detention ● 1-2 period On Campus Suspension



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	<ul style="list-style-type: none"> ● Parent conference ● Parent attends school ● Evaluate environmental factors ● Behavior support plan ● Campus beautification ● Community service ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● <u>Family Support Services Referral</u> ● Review BSP ● Referral to counseling ● SART/SST 	<ul style="list-style-type: none"> ● 1-2 day on campus suspension ● 1 day off campus suspension ● 1-2 day off campus suspension ● Possible call police ● Detention ● Change of clothes ● Parent meeting ● Suspend privileges ● Warning ● Detention ● Suspend privileges ● Suspend privileges ● Detention ● In school suspension
4th Offense	<p>Additional Interventions:</p> <ul style="list-style-type: none"> ● Reflection form ● Peer Counseling ● Counsel students ● Parent conference ● Parent attends school ● Evaluate environmental factors ● Behavior support plan ● Community service ● Provide intervention: counselor ● <u>Family Support Services Referral</u> ● Review BSP ● Referral to counseling ● SARB 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> ● Detention ● Change of clothes ● Parent meeting ● Suspend privileges ● In school suspension

EC 48900 K	Ed Code 48900, K -Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance Interference and/or Obstruction (staff member)	
	Interventions	Administrative Action (6-8)
1st Offense	<p>Additional Interventions (6-12):</p> <ul style="list-style-type: none"> ● <u>Self Reflection form</u> ● Peer Counseling ● Mediation Contract ● School wide positive reinforcement program (eg. Character Counts, etc.) ● Meet with counselor 	<p>Administrative Action (6-8):</p> <ul style="list-style-type: none"> ● Assign Detention ● On Campus Suspension ● 1 day suspension <p>Administrative Action (9-12):</p> <ul style="list-style-type: none"> ● On Campus Suspension ● 1-3 day suspension



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2nd Offense	Additional Interventions: <ul style="list-style-type: none"> • <u>Self Reflection form</u> • Peer Counseling • Mediation Contract • School wide positive reinforcement program (eg. Character Counts, etc.) • Establish Behavior Support Plan (BSP) • Parent attends student class • <u>Possible Refer to School Mental Health Services</u> • Counselor provides parent with multiple district and community resources 	Administrative Action (6-8): <ul style="list-style-type: none"> • Assign detention • 1-3 day suspension • Follow SART/SARB process Administrative Action (9-12): <ul style="list-style-type: none"> • 1-5 day suspension • Follow SART/SARB process
3rd Offense	Additional Interventions: <ul style="list-style-type: none"> • <u>Self Reflection form</u> • Peer Counseling • Mediation Contract • School wide positive reinforcement program (eg. Character Counts, etc.) • Meet with counselor • Review Behavior Support Plan (BSP) • <u>Possible Refer to School Mental Health Services</u> • Counselor provides parent with multiple district and community resources • Assign adult certificated or classified mentor • Possible Teacher -PIT • Evaluate consequences and intervention effectiveness 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Possible Contact PD • Possible recommendation • Follow SART/SARB process • Possible recommendation for expulsion
EC 48900 (K) (cont.)	Interventions:	Administrative Action (6-12):
4th Offense	Interventions: <ul style="list-style-type: none"> • Peer Counseling • Mediation Contract • Meet with counselor • Review Behavior Support Plan (BSP) • <u>Refer to School Mental Health Services</u> • School site provides parent with multiple district and community resources 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD • Follow SART/SARB process • Possible recommendation for expulsion



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	<ul style="list-style-type: none"> ● Evaluate consequences and intervention effectiveness ● Possible Refer SST 	
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**EC 48900 (L) — Non-Safety
 Knowingly received stolen school or private property.**

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Documentation the accused has, and/or has received, stolen property.
- ❖ Documentation supporting that student had knowledge
- ❖ Photographic evidence of stolen item(s).
- ❖ Estimated value of item(s).
- ❖ Statements by: witness(es) — may be used as direct evidence.



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- ❖ Statement by the accused agreeing they committed the violation.

L: SECONDARY — NON-SAFETY

EC 48900 L Knowingly Received Stolen Property

	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> Prevention Program — targeted skill development Identify contributing Functional and Environmental Factors <u>Reflection form</u> Develop behavior support plan contract Assign adult mentor Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> Assign detention 1-3 day suspension On campus suspension Contact PD
2nd Offense	Additional Interventions: Interventions (6-12): <ul style="list-style-type: none"> School site provides parent with multiple district and community resources Provide intervention: counselor Review BSP Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> 1-5 day suspension On campus suspension Contact PD
3rd Offense	Additional Interventions:	Administrative Action (6-12): <ul style="list-style-type: none"> 1-5 day suspension Contact PD Possible recommendation for expulsion

EC 48900 (M) — SAFETY

Possessed an imitation firearm - 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 the replica is a firearm.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Statements by accused and direct witness(es)
- ❖ Photographic evidence of the imitation firearm.



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- ❖ Statement(s) by: Campus Security Officer (CSO) and/or police officer.

M: SECONDARY – SAFETY

EC 48900 M Possession of an Imitation Weapon— MUST LOOK LIKE A REAL GUN
If not a weapon, no need to extend suspension.
If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.

	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● Prevention Program — targeted skill development ● <u>Self Reflection form</u> ● Identify contributing Functional and Environmental Factors ● Develop behavior contract ● Assign adult mentor ● Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> ● Health and Safety sent home ● 1-5 day suspension ● Contact PD ● Possible recommendation for expulsion
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● Develop BSP ● Parent conference ● Review PIP process 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 5 day suspension ● Contact PD ● Recommendation for expulsion

EC 48900 (N) — SAFETY

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.

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to Education Code section 48915(c)(4) when dealing with this violation.

- ❖ Statements by: police and/or Campus Security Officer(s) are of extreme importance.
- ❖ Statements by: witness(es), if applicable.



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- ❖ Record of report to District's Affirmative Action Office.

Violation of 48900(n) can be quickly substantiated if the perpetrator is identified and confesses to the act. In most cases,

however, it is in the best interest of the administrator to proceed with a thorough investigation.

In cases of sexual harassment and assault, it is necessary for the administrator to collect thorough documentation of the

incident and carefully handle statements given by the victim and the accused.

In cases where testifying in the presence of the accused perpetrator could cause serious psychological harm, the victim may be allowed to testify in a closed session hearing, separate from the accused. Such requests must be provided by site

administration to the district Hearing Panel at the time the recommendation for expulsion is submitted.

This violation shall not apply to students in grades K-3 – refer to the Ed. Code and call Youth Services.

N: SECONDARY – SAFETY

EC 48900 N	Sexual Assault EC 48915 (c) (4)	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● School site provides parent with multiple district and community resources ● Provide intervention: counselor ● Parent attends school ● Consider Tier Three support 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 5 day suspension ● Contact PD ● Mandatory expulsion

EC 48900 (O) SAFETY

Harassed, threatened, or intimidated a witness.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Documentation of harassment, threats, or other forms of intimidation made by the accused to the victim.
- ❖ Statements by: victim and witness(es), verifying the act(s) of harassment or intimidation.



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O: SECONDARY – SAFETY

EC 48900 O	Harassed, Threatened or Intimidated a Witness	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior support contract • Assign adult mentor • Parent attends school 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-3 day suspension • Possible call PD
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequence and intervention effectiveness • Review BSP • Parent attends school 	Administrative Action (6-8): <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Parent attends school • Evaluate BSP • Refer to SST 	Administrative Action (6-12): <ul style="list-style-type: none"> • 3-5 day suspension • Contact PD • Possible recommendation for expulsion
4th Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Review SST process and interventions 	Administrative Action (6-12): <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Recommend expulsion

EC 48900 (P)--SAFETY

Unlawfully offered or arranged to sell the drug-Soma

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Documentation the accused, while under the jurisdiction of the school, sold or arranged to sell the drug Soma.
- ❖ Photographic evidence.
- ❖ Test results, which identify the substance found. police is qualified to conduct such testing.



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- ❖ Statements by: accused, witness(es).

P: SECONDARY – SAFETY

EC 48900 P	Unlawfully offered or arranged to sell the drug - Soma Copy drugs	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions: <ul style="list-style-type: none"> Prevention Program with targeted skill development Behavior support plan/contract Assign mentor Parent conference Counselor provides parent with multiple district and community resources Require parent to attend school with child 1 day 	Administrative Action (6-12): <ul style="list-style-type: none"> 2 day in school intensive drug counseling if available 1 day suspension Contact PD and request citation
2nd Offense	Additional Interventions: <ul style="list-style-type: none"> School site provides parent with multiple district and community resources Evaluate intervention counselor Evaluate BSP Parent conference Require parent to attend school with child 1-2 day Parent class/support group 	Administrative Action (6-12): <ul style="list-style-type: none"> 1-3 day suspension 2 day in school intensive drug counseling if available Contact PD Possibly Recommend expulsion
3rd Offense	Additional Interventions: <ul style="list-style-type: none"> 	Administrative Action (6-12): <ul style="list-style-type: none"> 5 day suspension 2 day in school intensive drug counseling if available Contact PD Recommend expulsion

EC 48900 (Q) – SAFETY- Hazing

Engage in, or attempted to engage in, hazing as defined in Education Code section 32050

The following must be submitted in order to substantiate an expulsion recommendation:

As defined in [Education Code section 32050](#):

"Hazing" includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to those organizations that cause or are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any pupil or other person attending any school, community college, college, university, or other educational institution in this state. The term "hazing," does not include customary athletic events or other similar contests of competitions (Amend. Stats. 2003, Ch. 21).



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- ❖ Statements by: victim, supporting witness(es).
- ❖ Police Report(s).
- ❖ Medical record of injury provided by medical professional.
- ❖ Photographic evidence of weapons used in hazing activity, if applicable. Examples: sticks, bata, and brass knuckles.
- ❖ Statements by: witness(es) verifying verbal abuse was inflicted during the incident.
- ❖ In order to establish a link between the hazing event and the persons and/or group involved, focus the investigation around the hazing practices of the group (secret club, team, gang, etc).

Q: SECONDARY – SAFETY

EC 48900 Q	Hazing	
	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> Meet with counselor Identify contributing Functional and Environmental Factors Develop behavior support contract Assign adult mentor Parent attends school 	Administrative Action (6-12): <ul style="list-style-type: none"> 1-3 day suspension Possible call PD
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> Evaluate consequence and intervention effectiveness Review BSP Parent attends school 	Administrative Action (6-12): <ul style="list-style-type: none"> 1-5 day suspension Contact PD
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> Provide intervention: counselor Parent attends school Evaluate BSP Refer to SST 	Administrative Action (6-12): <ul style="list-style-type: none"> 3-5 day suspension Contact PD Possible recommendation for expulsion
EC 48900 (Q) (cont.)	Interventions:	Administrative Action (6-12):
4th Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> School site provides parent with multiple district and community resources Provide intervention: counselor Parent attends school Review BSP Review SST process and interventions 	Administrative Action (6-12): <ul style="list-style-type: none"> 5 day suspension Contact PD Recommend expulsion



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**48900 (R)--SAFETY
Bullying**

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Documentation of the accused involvement in the harassment of a pupil, group of pupils, or staff by words or active threats. Examples: gang activity of revenge or sending notes of impending harm.
- ❖ Statements by: accused, witness(es).

R: SECONDARY – SAFETY



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EC 48900 R

Ed Code 48900, R - Bullying

X: Engaged in the act of electronic (cyber) bullying*

X1: Engaged in bullying based on sexual orientation

X2: Engaged in bullying based on ethnicity or race

X3: Engaged in bullying based on physical or mental disability

Interventions :	
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> • Meet with counselor • Identify contributing Functional and Environmental Factors • Develop behavior support contract • Assign adult mentor • Parent attends school
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Evaluate consequence and intervention effectiveness • Review BSP • Parent attends school
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Provide intervention: counselor • Parent attends school • Evaluate BSP • Refer to SST
4th Offense	Additional Interventions: <ul style="list-style-type: none"> • Provide intervention: counselor • Parent attends school • Review SST process and interventions

EC 48900 T – SAFETY- Aiding and Abetting

Aided or abetted the infliction or attempted infliction of physical injury.

The following must be submitted in order to substantiate an expulsion recommendation:

As defined in Penal Code section 31: A pupil who aids or abets in the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abetor, a crime of physical violence in which the victim suffered great bodily injury or



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serious bodily injury shall be subject to discipline. Documentation from a physician verifying physical injury was inflicted-- must note the severity of the injury. Investigation reports by police.

- ❖ Verbal or written threats, if applicable.
- ❖ During an investigation, the following should be carefully examined 1) the statement of the accused 2) the victim's statement 3) supporting witness(es) statements.

Note: This Education Code may apply to cases where more than one student is involved in an attempt to aid another in the infliction or intimidation of physical harm against another student on campus.

T: SECONDARY — SAFETY

EC 48900 T		Ed. Code 48900T - Aiding And Abetting
	Interventions :	Administrative Action(6-12):
1st Offense	<p>Interventions (6-12):</p> <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD • Possible recommendation for expulsion <p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Possible recommendation for expulsion
2nd Offense	<p>Additional Interventions (6-12):</p> <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD • Possible recommendation for expulsion
3rd Offense	<p>Additional Interventions:</p> <p>Interventions (6-12):</p> <ul style="list-style-type: none"> • Provide intervention: counselor • Review BSP • Refer to SST • Consider Tier Three supports 	<p>Administrative Action (6-12):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Recommend expulsion

EC 48900.2
Sexual Harassment

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to [Education Code section 212.5](#) to clarify sexual harassment.



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- ❖ Victim statement outlining sexual harassment charges and the negative impact the incident incurred on the victim. The complaint must be signed by: victim and witness(es).
- ❖ Evidence the harassment negatively impacted the academic performance of the victim.
- ❖ Evidence substantiating a hostile, intimidating or offensive educational environment was created by the accused.
- ❖ Record of report to District's Affirmative Action Office.

SECONDARY – SAFETY

EC 48900.2 Ed. Code 48900.2 - Sexual Harassment

	Interventions :	Administrative Action (6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● Counselor: targeted skill development ● Reflection form ● Identify contributing Functional and Environmental Factors ● Develop behavior support contract ● Review sexual Harassment policy ● Assign adult mentor ● Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> ● Detention ● 1 -2 day in school suspension ● Possible 1 day suspension ● Contact PD
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● Prevention Program — targeted skill development ● Parent attends school ● Review BSP 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 1-2 day in school suspension ● 1-5 day suspension ● Contact PD ● Possible recommendation for expulsion
3rd Offense	Additional Interventions: Interventions (6-12): <ul style="list-style-type: none"> ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● Parent attends school ● Review BSP ● Refer to SST 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 5 day suspension ● Contact PD ● Recommend expulsion

EC 48900.3 – SAFETY Hate Violence - Education Code section 48900.3.

The following must be submitted in order to substantiate an expulsion recommendation:

- ❖ Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Subdivision (e) of [Education Code section 233](#).



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- ❖ Documentation of hate violence as defined by Subdivision (e) of [Education Code section 233](#).
- ❖ Statements by: victim, witness(es).
- ❖ Photographic evidence, if applicable

SECONDARY — SAFETY

EC 48900.3 Ed. Code 48900.3 - Hate Violence

	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> ● Counselor: targeted skill development ● Identify contributing Functional and Environmental Factors ● Develop behavior contract: assign adult mentor ● Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> ● 1-5 day suspension ● Contact PD
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● Prevention Program — targeted skill development ● Provide Tier Two supports ● Parent attends school ● Develop BSP 	Administrative Action (6-12) <ul style="list-style-type: none"> ● 1-5 day suspension ● Contact PD ● Possible recommendation for expulsion
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> ● Counselor provides parent with multiple district and community resources ● Provide intervention: counselor ● Parent attends school ● Review BSP ● Refer to SST ● Consider Tier Three supports 	Administrative Action (6-12) <ul style="list-style-type: none"> ● 5 day suspension ● Contact PD ● Recommend expulsion

EC 48900.4 — SAFETY- Harassment,Threats, or Intimidation

Pupil has intentionally engaged in harassment, threats or intimidation directed at school employee,property or students creating an intimidating or hostile educational environment.

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation the accused actively engaged in harassment, threats, intimidation against school officials or school property. Example: Student threatening to commit harm to others directed at individuals with a specific plan.



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- Statements by: accused, witness(es).

According to this section of the Education Code, “hostile educational environment” involves any statement, written or oral, which threatens specific intent of:

- ❖ great bodily injury to another person
- ❖ property damage directed towards targeting an individual or group.

All statements must be taken as a threat even if there is no intent of actually carrying them out (see Appendix).
SECONDARY — SAFETY

EC 48900.4 Ed. Code 48900.4 - Harassment, Threats. or Intimidation

	Interventions :	Administrative Action(6-12):
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> • Counselor: targeted skill development • Identify contributing Functional and Environmental Factors • Develop behavior contract: assign adult mentor • Parent conference 	Administrative Action (6-12): <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD
2nd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Prevention Program — targeted skill development • Provide Tier Two supports • Parent attends school • Develop BSP 	Administrative Action (6-12) <ul style="list-style-type: none"> • 1-5 day suspension • Contact PD • Possible recommendation for expulsion
3rd Offense	Additional Interventions (6-12): <ul style="list-style-type: none"> • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Review BSP • Refer to SST • Consider Tier Three supports 	Administrative Action (6-12) <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Recommend expulsion

EC 48900.7 — SAFETY- Terrorist Threat

Pupil has made terrorist threats against school officials, school property or both

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation the accused actively engaged in terrorist threats against school officials or school property.
Example: Student calls in a bomb threat.



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- Statements by: accused, witness(es).

According to this section of the California Education Code 48900.7, “terrorist threat” involves any statement, written or oral, which threatens specific intent of:

- ❖ great bodily injury to another person
- ❖ property damage

SECONDARY – SAFETY

EC 48900.7 Ed. Code 48900.7 - Terrorist Threats

	Interventions :	Administrative Action(6-12):	Documentation
1st Offense	Interventions (6-12): <ul style="list-style-type: none"> • School site provides parent with multiple district and community resources • Parent attends school • Consider Tier Three support 	Administrative Action (6-12): <ul style="list-style-type: none"> • 5 day suspension • Contact PD • Mandatory expulsion extension of suspension OR Rationale 	



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WITNESS STATEMENT

Information of the person completing the form:

Name (last, first) _____

Are you?

- Student, ID# _____
- Parent _____
- Staff (position) _____

Your involvement?

- I'm the victim
- I'm the accused
- I'm a witness
- I helped deal with the incident

Please include the following information, where applicable, regarding the incident:

1. Note the date and time of the incident.
 2. Describe the location where the incident took place.
 3. Describe, in the order of events, what you experienced, heard or witnessed.
 4. Describe how you were involved in the incident.
 5. Note any physical injuries.
 6. List any other witness names and/or physical descriptions.
- _____

I declare under penalty of perjury that the information provided on this form is accurate and true.

Signature of Witness _____ Date _____

Name of person receiving the statement _____



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SWORN DECLARATION

In the matter of the: suspension possible expulsion or disciplinary incident of:
_____, a student at _____ School,
I feel that the disclosure of my identity and my testimony as a witness at the hearing would
subject me to unreasonable risk of harm.
I wish to remain anonymous because:

Narrative:

I declare under penalty of perjury that the foregoing is true and correct this _____ day
of _____, 20_____

Executed at _____, California

*Declarant's Name _____ *Signature _____

***Name and signature will not be disclosed.**



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NAME OF SECONDARY SCHOOL ADDRESS

Pomona, CA 91766

(909) 397-0000

LEVEL 1 MEETING CHECKLIST

STUDENT: _____

Student ID #: _____ **DOB:** _____ **GRADE:** _____

THE LEVEL 1 PACKET MUST BE IN THE FOLLOWING ORDER:

1. Cover Sheet
2. Principal's Memo
3. Suspension Notification
4. Administrator's Memo (A **detailed description** of what happened from a-z.) **Include school interventions for Academic and Behavior.**
5. Incident Report form(Pupil Resources will provide this form)
6. Injury report (if applicable/available)
7. Police Report (if applicable/available)
8. Copy of citation (s) (if applicable /available)
9. Witness Statements (**If the witness is a student, cross out student names**).
 - a). Accused
 - b). Other witness
 - c). Victim
10. Contracts - Behavior, attendance, and/or academic (if applicable).
11. Photos -victims, property damage, and/or evidence
12. **Copy of Manifestation Determination form only (if applicable) or Manifestation form for a 504 plan.**
13. Parent/Student home information **UPDATED**

ZANGLE(Q) INFORMATION MUST BE IN THE FOLLOWING ORDER:

14. Detailed Behavior for **the current school year and the previous school year only (Behavior Menu)**
15. Attendance History (Attendance Menu)
16. Student Marks (Marks Reporting Menu)
17. Student Test Scores (Enrollment Menu/Profile)
18. Academics (copy of two years of report cards including the current year)

DATE & TIME OF LEVEL 1 MEETING: _____

LEVEL 1 MEETINGS:

3 sets of copies of the above documents are required for the Level 1 Meeting.

At the Level 1 Meetings, the Director of Pupil Resources will determine one of the three recommendations: Provide the school/student with guidelines and/or interventions; a Stipulated Expulsion (if parent agrees); Proceed with an Expulsion Hearing.

EXPULSION HEARINGS: 1 set of the above documents are required. Packets are due on the day of the Level 1 Meetings. Packets are not to be brought with the administrator the day of the Expulsion Hearings



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REQUEST FOR ACTION/HEARING

Today's Date:		
Pupil's Name:		
School of Attendance:		
School of Residence:		
Student ID#		
Date of Birth:		
Grade:		
Sex:		
Ethnic Code:		
Special Education Program or 504	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Name of Parent:		
Address:		
City, Zip Code		
Home Phone:		
Primary Home Language:		
Translation Needed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



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Primary Home Language:		
REQUEST FOR ACTION/HEARING		
Translation Needed?		
School Administrator:		
Secretary:		
Probation Officer:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Name of Probation Officer:		
Date Of Incident:		
First day of Suspension:		
Last Day of Suspension:		
ED. Code Violation:	EC 489 _____	
Offense Details (specifics):		
Cited?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Photos	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many behavior incidents this school year?		
List behavior interventions?		
Is there a behavior contract?		



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REQUEST FOR ACTION/HEARING (cont.)

To recommend a student for an expulsion recommendation the student must have committed a violation of the ED Code and have met one or both of the following criteria:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
-OR-
1. Due to the nature of the act, the presence f the student causes a continuing danger to the physical safety of the student or others.

If either of the two apply you must provide a detailed explanation

--	--

Pupil Resource Action	
DATE OF LEVEL 1 MEETING:	



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INCIDENT REPORT

Report must be filled out by the reporting administrator

Name of Student:	
Student ID:	
Date of Incident:	
Time of Incident:	
Violation of Education Code:	

Did this incident occur on school campus? _____

Exact location of the incident: _____

Who reported the incident? _____

Did you take a written statement from the reporting individual? _____

Are there witnesses(s)? _____

Did you get written statements from the witness? _____

Did the student admit to the accusation? _____

Did you get written statements from the student who is being accused (written statements are supportive evidence)? _____

What was the explanation given by the student for his/her action? _____

Were photos of the evidence taken? (photos are supportive evidence)? _____

Was the parent of the accused informed of the suspension and how was the parent informed (phone call/parent conference)? _____

How many days was the student suspended for? (if you are recommending a Waiver/Expulsion Hrg, you must suspend for a maximum of 5-days.) _____



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Describe the incident:

A detailed description must be provided before Pupil Resources can make a determination to extend the student's suspension

Reporting Administrator _____ Print Name _____ Date _____
Signature



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POMONA UNIFIED SCHOOL DISTRICT
Discipline Intervention and Action Form – Level 1

Student Name	Student ID #	Grade	
Student Address	Parent Guardian	Phone Number	email
AR Scores	CAASPP Proficient?	IEP	Foster / Homeless / Probation
ELA _____	ELA _____ MATH _____	YES [] NO []	YES [] NO []
Referred By:	Place / Room	Time / Place	Date

L E V E L 1	Behavior	Intervention	Action
	<input type="checkbox"/> Classroom Disruption <input type="checkbox"/> Electronic Device <input type="checkbox"/> Horse Play <input type="checkbox"/> Teasing / Mocking <input type="checkbox"/> Dress Code <input type="checkbox"/> Attendance (6 days or less) <input type="checkbox"/> Profanity / Vulgarity (non-directed) <input type="checkbox"/> Cheating on a test <input type="checkbox"/> Leaving Class w/out permission <input type="checkbox"/> Academics (1-2 Fs)	<ul style="list-style-type: none"> • Prompt Student, • Verbal Warning, • Written Warning(s) • Review Social Contract • Change in Seating, • Provided Structured choice, • Reteach Behavior • Student Conference <p>Referral / Notification</p> <ul style="list-style-type: none"> • Peer Resources • Mentor/Coach • Wellness Center • SST Coordinator 	<ul style="list-style-type: none"> • Teacher Detention • Alternative Learning Center • In School Suspension – same day • Saturday School <p>Parent Notification</p> <ul style="list-style-type: none"> • Letter • Call/Tele-parent • Parent Conference <p>Documentation</p> <ul style="list-style-type: none"> • Q Visits Tab • Low Level Referral • Office Referral • SST Online

Intervention/ Action	Date/Time	Contact Person	Feedback Form / Date
			[] Yes [] No ___/___/___

Outcome

Comments

Teacher Signature Students Signature Office Signature Date

--	--	--	--



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POMONA UNIFIED SCHOOL DISTRICT
Discipline Intervention and Action Form – Level 2

Student Name

Student ID #

Grade

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Student Address	Parent Guardian	Phone Number	email
-----------------	-----------------	--------------	-------

AR Scores	CAASPP Proficient?	IEP	Foster / Homeless / Probation
-----------	--------------------	-----	-------------------------------

ELA _____	ELA _____ MATH _____	YES [] NO []	YES [] NO []
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Referred By:	Place / Room	Time / Place	Date
--------------	--------------	--------------	------

--	--	--	--

	Behavior	Intervention	Action
L E V E L 2	<input type="checkbox"/> Continuous Level 1 Behavior (48900 K) <input type="checkbox"/> Multiple Class Referrals (3-5) <input type="checkbox"/> Possession, stealing, distribution, or duplicating Teacher assessment <input type="checkbox"/> Habitual Profanity / Vulgarity (non directed) <input type="checkbox"/> Habitual Truancies / Tardy (7-12 days) <input type="checkbox"/> Minor Physical Contact (Pushing Shoving) <input type="checkbox"/> Substance Use <input type="checkbox"/> Gang Affiliation / Tagging <input type="checkbox"/> Harassment / Making fun of others	Additional Intervention <ul style="list-style-type: none"> Groups Counseling Conflict Mediation Peer Resources Saturday School Community Service SMHS Attendance/Behavior Contract SART Referral / Notification <ul style="list-style-type: none"> Counselors – Progress Contract Academic Tutoring Saturday School After School Tutoring 	Administrative Action <ul style="list-style-type: none"> School Detention Alternative Learning Center In School Suspension – 1-2 days Saturday School Community Services Restrict Activity <ul style="list-style-type: none"> Lunch Activities Field Trips School Dances / Games Parent Notification <ul style="list-style-type: none"> Call Parent / Teacher Conference Documentation <ul style="list-style-type: none"> Q Visits/Behaviors

Intervention/ Action

Date/Time

Contact Person

Feedback Form

			[] Yes [] No / Date

Outcome

Comments

Teacher Signature

Students Signature

Office Signature

Date

--	--	--	--



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POMONA UNIFIED SCHOOL DISTRICT
Discipline Intervention and Action Form – Level 3

Student Name	Student ID #	Grade
Student Address	Parent Guardian	Phone Number
		email
AR Scores	CAASPP Proficient?	IEP
ELA _____	ELA _____ MATH _____	YES [] NO []
Referred By:	Place / Room	Time / Place
		Date

Behavior		Intervention	Action
L E V E L 3	<ul style="list-style-type: none"> a. Inflicted physical injury Fighting / Physical Altercation / b. Weapons/dangerous objects possession c. Substance use, possession or sale d. Sold look alike substance e. Committed robbery/extortion f. Caused damage to property / Graffiti g. Committed theft h. Use/possession of tobacco products i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted school or defied school staff l. Stealing / Receiving stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying 	Additional Interventions <ul style="list-style-type: none"> • Counselor Monitoring • Family Support Referral • Drug Counseling • Group Counseling • Conflict Mediation • Recommendation to Probation • Community Service • Outside Agencies Referral / Notification Administration <ul style="list-style-type: none"> • Law Enforcement • CWA • Counselor • Intervention Counselor • SST Coordinator • School Psychologist • Family Support • District 	Administrative Action <ul style="list-style-type: none"> • Detention • Suspension 1-5 days (Progressive) • Saturday School • Alternative Schedule • Involuntary/ voluntary Transfer • SARB • Recommendation for Expulsion (EC 48915-A) Parent Notification <ul style="list-style-type: none"> • Call • Parent / Teacher Conference • Parent Attendance to Class • Parent conference • Suspension Letter Documentation <ul style="list-style-type: none"> • Zangle Visits Tab • Behaviors

Intervention/ Action	Date/Time	Contact Person	Feedback Form
			[] Yes [] No / Date

Outcome

Comments

Teacher Signature	Students Signature	Office Signature	Date



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POMONA UNIFIED SCHOOL DISTRICT
Student Discipline Low Level Referral Form

Administrator:		Office / Extension	
Support Teacher		Office / Extension	

Student Name Student ID # Grade

--	--	--

Referred By: Place / Room Time / Place Date

--	--	--	--

Behavior	Intervention	Teacher Action
1 st Incident	Date:	Time:
[] Classroom Disruption [] Tardy / Truancy [] Defiance [] Profanity / Vulgarity [] Disrespect [] Other _____	[] Prompted Student _____ [] Written Warning(s) _____ [] Change in Seating [] Peer to Peer Tutoring [] Provided Structured choice	[] Self Reflection Form [] Detention [] Saturday School
2 nd Incident	Date:	Time:
[] Classroom Disruption [] Tardy / Truancy [] Defiance [] Profanity / Vulgarity [] Disrespect [] Other _____	[] Prompted Student _____ [] Written Warning(s) _____ [] Change in Seating [] Peer to Peer Tutoring [] Provided Structured choice	[] Self Reflection Form [] Detention [] Saturday School
3 rd Incident	Date:	Time:
[] Classroom Disruption [] Tardy / Truancy [] Defiance [] Profanity / Vulgarity [] Disrespect [] Other _____	[] Prompted Student _____ [] Written Warning(s) _____ [] Change in Seating [] Peer to Peer Tutoring [] Provided Structured choice	[] Self Reflection Form [] Detention [] Saturday School
4 th Incident	Date:	Time:
[] Classroom Disruption [] Tardy / Truancy [] Defiance [] Profanity / Vulgarity [] Disrespect [] Other _____	[] Prompted Student _____ [] Written Warning(s) _____ [] Change in Seating [] Peer to Peer Tutoring [] Provided Structured choice	[] Self Reflection Form [] Detention [] Saturday School [] ALC (office referral due at end of day) [X] Call Home (REQUIRED)

Comments

--

Teacher Signature	Parent Signature	Students Signature	Date



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POMONA UNIFIED SCHOOL DISTRICT
Student Discipline Office Referral Form

Administrator:		Office / Extension	
Support Teacher		Office / Extension	

Student Name	Student ID #	Grade	
Referred By:	Place / Room	Time / Place	Date

Behavior	Intervention	Teacher Action
[] Classroom Disruption	[] Prompted Student _____	Accountability
[] Tardy / Truancy	[] Written Warning(s) _____	[] Self Reflection Form
[] Dress Code	[] Change in Seating	Alternative Setting
[] Damage to School Property	[] Peer to Peer Tutoring	[] ALC
[] Drug / Alcohol	[] Provided Structured choice	[] Detention
[] Defiance	Targeted Support	[] Saturday School
[] Physical Altercation	[] Parent Conference _____	Referral / Notification
[] Profanity / Vulgarity	Curriculum	[] Peer Counseling
[] Disrespect	[] Make Up	[] Counselor
[] Electronic Device	[] Alternative Assignment	[] Tutoring
[] Other	[] Extra Credit	[] Administrator
	[] Partial Credit	

Parent Notification	Date/Time	Contact Person	Phone Number
[X] Call (REQUIRED)			
2 nd Attempt			
3 rd Attempt			
[] JCWA / Parent Center			
[] Meeting			

Outcome

Comments

Teacher Signature	Students Signature	Office Signature	Date



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POMONA UNIFIED SCHOOL DISTRICT
Student Discipline Intervention Feedback Form

Student Name

Student ID #

Grade

--	--	--

Intervention by:

Place / Room

Time / Place

Date

--	--	--	--

Behavior	Functional Factors	Environmental Factors
<input type="checkbox"/> Classroom Disruption	<input type="checkbox"/> Gain Peer Attention	<input type="checkbox"/> Adult Request
<input type="checkbox"/> Tardy / Truancy	<input type="checkbox"/> Gain/Obtain Activity	<input type="checkbox"/> Group Work
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Avoid Work	<input type="checkbox"/> Classroom Transitions
<input type="checkbox"/> Damage to School Property	<input type="checkbox"/> Gain Adult Attention	<input type="checkbox"/> Changes to Routine
<input type="checkbox"/> Drug / Alcohol	<input type="checkbox"/> Avoid Peers	<input type="checkbox"/> Oral Instruction
<input type="checkbox"/> Defiance	<input type="checkbox"/> Avoid Group Work	<input type="checkbox"/> Managing Materials
<input type="checkbox"/> Physical Altercation	<input type="checkbox"/> Gain/ Obtain an item	<input type="checkbox"/> Passing Periods
<input type="checkbox"/> Profanity / Vulgarity	<input type="checkbox"/> Avoid Adults	<input type="checkbox"/> Individual Seat Work
<input type="checkbox"/> Disrespect	<input type="checkbox"/> Avoid Scheduled Event	<input type="checkbox"/> External Interruptions
<input type="checkbox"/> Electronic Device	<input type="checkbox"/> Other	<input type="checkbox"/> Teasing from Peers
<input type="checkbox"/> Other		<input type="checkbox"/> Assembly
		<input type="checkbox"/> Other

Reason the behavior took place?

--

What can be done for the behavior to stop?

--

What strategies will student use for success?

--

How was student accountable for their behavior?

--

Goals:

--

Comments/concerns:

--

Interventionists Signature Students Signature Office Signature Date

--	--	--	--



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**POMONA UNIFIED SCHOOL DISTRICT
Student Behavior Monitor**

Student Name

Student ID #

Grade

--	--	--

Student Address

Parent Guardian

Phone Number

Behavior Contract

		[] Weekly [] Daily
--	--	-------------------------

Academic

Behavior

Attendance

1 = Productive Complete

U = Unsatisfactory

A = Absent

2 = Productive Not Complete

N = Needs Improvement

T = Tardy

3 = Not Productive

S = Satisfactory

P = Present

Academic			Behavior	Attendance	Class Grade %	Teacher Signature
Period	1	2	3	U N S	A T P	
Comments						
Period	1	2	3	U N S	A T P	
Comments						
Period	1	2	3	U N S	A T P	
Comments						
Period	1	2	3	U N S	A T P	
Comments						
Period	1	2	3	U N S	A T P	
Comments						

Teacher Signature

Parent Signature

Students Signature

Date

--	--	--	--



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POMONA UNIFIED SCHOOL DISTRICT
Student Discipline Reflection Form

Student Name

Student ID #

Grade

		..,
--	--	-----

Referred By:

Place / Room

Time / Place

Date

--	--	--	--

Which School Expectation or Rule did you violate?

--	--

How did the behavior affect the learning environment?

--	--

What will you do next time in order to avoid disciplinary action?

--	--

How can the teacher help you avoid this type of behavior?

--	--

List a behavior goal for the next week that will help you succeed in class.

--	--

What was the reason for your behavior?

--	--

What do you like about this class?

--	--

What do you NOT like about this class?

--	--

Comments:

--	--

Teacher Signature

Students Signature

Office Signature

Date

--	--	--	--



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POMONA UNIFIED SCHOOL DISTRICT
Student Behavior Contract

Student Name	Student ID #	Grade

Referred By:	Place / Room	Time / Place	Date

ACADEMICS: Student is expected to pass all classes with a 2.0 GPA and earn all credits per term.

<input type="checkbox"/> Student is not earning a 2.0 GPA. <input type="checkbox"/> Student is failing more than 2 classes. <input type="checkbox"/> Student is not earning credits on time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I agree to: complete all of my homework on time. actively participate in class learning activities. attend tutoring sessions if needed to maintain a "C" grade or higher.

ATTENDANCE: Student is expected to attend school at least 90% time, be on time, and stay in school.

<input type="checkbox"/> Student has chronic absences <input type="checkbox"/> Student has chronic period absences <input type="checkbox"/> Student has chronic tardies <input type="checkbox"/> Student leaves campus unauthorized	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I agree to: arrive to school on time daily come to school every day. stay inside school campus. bring a valid note to excuse my absences.

BEHAVIOR: Student is expected to follow all state, district and school rules and regulations.

<input type="checkbox"/> Student has multiple behavior incidents <input type="checkbox"/> Student has Level 2 behavior violations <input type="checkbox"/> Student has Level 3 behavior violations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I agree to: respect classmates, teachers, staff, school property, adhere to school rules and dress code. use appropriate language when addressing people follow instructions at all times

THE ABOVE STUDENT IS CURRENTLY NOT MEETING PROGRESS IN SCHOOL:

<input type="checkbox"/> Student will be referred to higher level supports. <input type="checkbox"/> Suspended from School <input type="checkbox"/> Senior Activities (Prom, Graduation, Grad Night) <input type="checkbox"/> Student will be referred to an SARB, Level 1, Expulsion, or Alternative Program	If students are interested in changing to a different school (Independent Study, Adult School) inform the office Comments <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Teacher Signature	Students Signature	Parent Signature	Date



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POMONA UNIFIED SCHOOL DISTRICT
Classroom Suspension Form

Student Name	Student ID #	Grade

Referred By:	Place / Room	Time / Place	Date

Grounds for Suspension (48900)

CIRCLE APPROPRIATE LETTER:

- A. Caused, attempted to cause, or threatened to cause physical injury.
- B. Possessed, sold or furnished any firearms, knife, explosive, or other dangerous object.
- C. Possessed, used, sold, or furnished controlled substance.
- D. Offered, arranged or negotiated to sell a controlled substance.
- E. Committed 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 any type of tobacco product.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Possessed or offered, arranged or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or willfully defied the authority or the school's staff.

Parent Notification	Date/Time	Contact Person	Phone Number
[X] Call (REQUIRED)			
2 nd Attempt			
3 rd Attempt			
[] ICWA / Parent Center			
[X] Meeting			

Comments

Teacher Signature	Students Signature	Parent Signature	Date



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Expecting More

**A Blueprint for Raising
the Educational Achievement
of Foster and Probation Youth**

January 2006

Los Angeles County
Education Coordinating Council
500 West Temple Street, Room 745
Los Angeles, CA 90012
(213) 974-4530
<http://www.educationcoordinatingcouncil.org>

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The Challenge

A good education is vital to adult success. Few Los Angeles County residents would argue with that, and most would agree that parents, schools, government agencies, and communities are jointly responsible for making sure that every child gets one. In fact, the area of education “was perhaps the most universal and frequently cited issue” by the 2,115 participants in the 64 community forums convened by the Los Angeles County Children’s Planning Council in 2005.

For children and youth in the care of the county’s Department of Children and Family Services (DCFS) and Probation Department*, a solid education is even more important. Many of these youth don’t have families to support them, emotionally or financially, or anyone else to fall back on. For them, a solid education provides a unique opportunity for accomplishment and may be their only ticket to the world of work and self-sufficiency.

Although foster and probation youth are as able as other youth, those responsible for their care and development have not seen to it that they are as successful academically. Youth who have been removed from their families often feel they’ve been ‘stranded in the system’ and that no one is paying attention to what’s happening to them.

“We know when people don’t believe in us, and, sooner or later, we start believing it, too.”

—Jennifer Rodriguez, J.D., Legislative and Policy Coordinator, California Youth Connection, and former foster youth

Part of the problem is that, by and large, we don’t expect them to succeed. Foster parents and professionals working with these youth seldom urge them to make college a goal or help them work toward it¹.

Of all youth, these are perhaps most at risk for and most damaged by educational failure. Clearly, the adults and systems responsible for them could do a *much* better job of stepping up to the plate on their behalf, working together more effectively to give them the support and opportunities they need (and want), and encouraging them to strive. Los Angeles has an urgent need for a coordinated focus on their readiness for school and their strong academic performance throughout their school years. We must raise the bar with respect to their aspirations and put them in a position to attain them.

“I just got all A’s. Where are those people who said I wasn’t smart?”

—Pierre, foster youth

Most of these youth are from low-income families and communities of color, have parents and/or caretakers with limited educations, and attend the kinds of low-performing public schools that Kozol (2005) has accused of providing “apartheid education.”² In these ways, they are similar to

* The children and youth who are the subject of this Blueprint are those under the supervision of Los Angeles County’s DCFS and Probation Department. They are referred to in several ways throughout this report—as dependent and delinquent youth, as foster and probation youth, and as system youth. These terms are used interchangeably, even though some differences exist. These children and youth range in age from newborn to 21 years.

other at-risk youth. This reality makes the task of the Education Coordinating Council even more challenging, but it also makes its opportunities even more important. If we can find ways to help foster and probation youth succeed educationally, many of the lessons learned can be used to help tens of thousands of other youth in schools and communities throughout Los Angeles County.

What We Know

Most children and youth in the child welfare and probation systems fall far behind other youth academically.

- Nationally, about one-third to one-half of foster and probation youth perform below grade level.^{3, 4, 5}
- Nationally, nearly half of foster youth fail to complete high school, and fewer than 5 percent ever earn a bachelor's degree.^{6, 7, 8}
- Almost a third of foster and probation youth in Los Angeles County receive special education services.^{9, 10, 11}
- The average reading level of Los Angeles County probation youth in grades nine through twelve is below grade five.¹²

Part of this achievement gap is a result of the abuse, neglect, exposure to violence, poverty, inadequate early care, and poor preparation for school that many of these youth experience before entering the dependency or delinquency systems. Another part results from isolation, the trauma of being separated from their families, frequent placement changes, and, often, stigma and lowered expectations. The rest can largely be explained by administrative problems these youth encounter once in the system—disruptive delays in transfers between schools, lost or misplaced records, absences for service-related needs, a lack of standard procedures across school districts for awarding credits, and difficulties enrolling in the classes required for graduation in overburdened school systems.

“More students have retention problems due to social and emotional well-being issues than they do from academic problems.”

—*Sid Gardner, President,
Children and Family Futures*

Once they leave the dependency or delinquency systems at about age 18, studies have shown that half of these youth are unemployed, one-third are dependent on public assistance, a quarter are incarcerated, and over a fifth are homeless.¹³ These are unacceptable outcomes!

Given the interactive and complex nature of the problems involved, as well as the size and diversity of Los Angeles County, no single group, sector, or organization alone can accomplish the ambitious task of improving this situation. Only by working together can we create a better future for the approximately 60,000 children and youth in Los Angeles County now in the care of the departments of Children and Family Services and Probation, and for the thousands of children who may need that help and care in years to come.

What We Want

Foster and probation youth—and their children—should be at least as successful educationally as other youth. This means, for example, that:

- Foster youth, the children of foster and probation youth, and those at risk of entering the child welfare system are adequately prepared for kindergarten, elementary school, and middle school, and that both foster and probation youth are adequately prepared for high school, higher education, and employment
- Significantly more foster and probation youth perform academically at grade level
- A majority of foster and probation youth graduate from high school
- A much larger percentage of these youth attend four-year colleges, earn bachelor's degrees, and are prepared for graduate programs in the disciplines of their choice
- After completing educational or career-preparation programs, most foster and probation youth obtain and maintain employment that provides them with a living wage and possibilities for career growth

Clearly, to achieve these results, foster and probation youth and their children must be given the same educational opportunities as other students. However, to help close the current dramatic achievement gap, many will need extra help and attention.

"It is doubtful that any child may reasonably be expected to achieve in life, if he is denied the opportunity of an education."

—*Brown v. Board of Education (1954)*

Our Approach

Acknowledging the significant educational achievement gap for foster and probation youth, two education summits were convened in 2003 and 2004 by the Children's Law Center of Los Angeles, county departments, schools, and advocacy organizations. The primary recommendation of these summits was the establishment of a countywide collaborative body that would provide oversight and accountability for the education of system youth. In November 2004, the Los Angeles County Board of Supervisors authorized the creation of the Education Coordinating Council (ECC) and asked the ECC, during its first year, to develop a Blueprint for raising the educational achievement of foster and probation youth.

For the first time, the major stakeholders responsible for the educational performance of foster and probation youth come together in the ECC. Its 23 members include the leadership of school districts with significant numbers of foster and probation youth, county departments, the juvenile court, city and county children's commissions, advocacy and planning groups, community agencies, and youth and their caregivers[†].

The ECC's basic assumption is that **the responsibility for changing the unacceptably low educational performance of the children and youth under Los Angeles County's supervision is shared**. It lies with a host of public and private agencies, organizations, communities, family members, and the youth themselves, who must all work together strategically—in new ways and with great energy—to accelerate, expand, and unify efforts to achieve better results. No single group, sector, or organization can accomplish these goals alone. Only by joining forces can we create the positive future these youth deserve.

Luckily, Los Angeles County has a great deal to build on—a rich history of key accomplishments, effective partnerships, and highly successful program models run by schools, community-based groups, and public and private agencies that are providing some solutions. Further, the current goals of county departments and school districts for these children and youth provide a starting place for alignment—for example, the county's goal of permanency for all system youth, and district goals that all students complete the A-G courses required for admission to California universities.

The job of the ECC, then, is to coordinate efforts across organizations and jurisdictions, encouraging networks of people to work together to expand best practices and fill the gaps in communities where little help or support for families is available, so that none of our children are left behind.

The Education Coordinating Council considers this Blueprint to be a working document—a way to begin. As such, it lays out the basic agreements needed among the agencies, organizations, and constituent groups responsible for the educational achievement of foster and probation

[†] Throughout this document, the term 'caregivers' is used inclusively to refer to biological and adoptive parents, legal guardians, relative caregivers, non-relative extended family member caregivers, foster parents, resource families, and foster family agency and group home staff and administrators.

youth. It also recommends some practical, short-term solutions that require concerted action by ECC members and their partners, plus some specific actions to accomplish them.

This Blueprint is designed for all Los Angeles County foster and probation youth, as a group. It does not include specific recommendations for subgroups of these youth who have unique, additional needs, such as gay/lesbian/bisexual/transgender/queer/questioning youth, children of incarcerated parents, youth in special education, youth with mental health and/or alcohol or drug issues, crossover youth (between the dependency and delinquency systems), homeless youth, children with disabilities, teen parents, immigrant and/or undocumented youth, etc. Subsequent efforts must address the specific needs of these populations and will require the involvement of additional systems and organizations in the design of proposed solutions. This document is broadly construed, with the understanding that the needs of each child and youth in the system must be met through individualized case and education plans.

At its first meeting in January 2005, the ECC decided that the Blueprint would focus on four priority areas—two highlighting children and youth, and two addressing major implementation strategies:

- Early childhood education
- Youth development
- Data and information-sharing
- School-based support (education liaisons)

What Youth Are Saying

Because the voices of system youth were the most important ones for developing this Blueprint, twelve focus groups involving 145 current and former foster and probation youth were held during the fall of 2005, so their ideas on how to best raise educational achievement could be heard. The full report of those meetings, *Through Their Eyes: Results of Youth and Adult Caregiver Focus Groups on the Education of Youth in the Foster Care and Probation Systems*, is available on the ECC website, <http://www.educationcoordinatingcouncil.org>.

What youth say they want most of all is someone who cares about them, who supports and encourages them, and who pushes them to do better. The ideal way to achieve this is through county departments' accomplishing their permanency goal of connecting every child and youth to a family through reunification, adoption, or legal guardianship, ensuring that they leave the system with strong and enduring ties to one or more nurturing adults. Family members, court-appointed special advocates (CASAs), mentors, tutors, coaches, school counselors, and program staff can all help youth by believing in them and attending to their educational needs.

"We know when we're being written off."

—James, probation youth

Youth also want:

- Teachers who push them to learn but provide assistance when necessary
- Adults who keep their word and understand what youth are experiencing
- Help with 'the basics' (tutoring and assistance with schoolwork, exams, and applications for financial support)
- School counselors who understand the dependency and probation systems and have a desire to help youth
- Better prepared foster parents

"College is my way out."

—Precious, foster youth

- To remain in one school—if it is a good school
- Accessible and timely paperwork for class enrollment and school transfers

- More information about available resources and programs, preferably from posters in public places, flyers, bulletin boards, other students, or teachers
- Transportation to and from school and programs

Seven Basic Agreements

Those responsible for the educational attainment of foster and probation youth must agree to at least seven things if we are to achieve the results we want.

1. Everyone must understand the ***central importance of education*** for the current well-being and future prospects of children and youth, expressing that value clearly and consistently in every aspect of their work.

"If we can master the system, we can master college."

—Berisha Black, Los Angeles County Emancipation Ombudsman and former foster youth

2. Everyone needs to adopt and maintain ***high expectations for the children and youth*** involved in these systems, believing in their ability to succeed educationally and demanding improvements in school attendance and achievement.
3. A ***strong investment in prevention***, assuring that children are enrolled in high-quality early care and education programs, is fundamental. Current research demonstrating the power of high-quality child care, preschool, family support, and family literacy programs in preventing maltreatment—and the long-term benefits of such services—makes it vital for us to assure that vulnerable children have priority access to such programs.
4. Everyone must ***pay attention to and address early on any factor affecting educational success***, including the social, developmental, health, mental health, and learning challenges of youth.
5. ***School stability*** must be strongly considered when making residential and educational placement decisions, except when a school does not adequately meet the needs of the child or youth. School stability, in the right school for that youth, is the basis for building positive attachments and educational continuity, and is essential to raising academic achievement. When a change in schools is unavoidable, or is found to be in the child's best interest, records should be transferred quickly and youth enrolled immediately in the new school.
6. ***Parents and caregivers should be involved*** in all aspects of their children's education.
7. A ***shared understanding of educational responsibility*** must be achieved among all partners and groups who help to care for these youth, so that roles and responsibilities can be clarified and each group held accountable.

Some Short-Term Practical Solutions

Early Childhood Education

It is becoming increasingly clear that the readiness of young children (pre-kindergarten and below) for school has a strong impact on their healthy growth and development and their future educational achievement. School readiness has been defined by the National Education Goals Panel as:

- **Children's readiness for school** (they are prepared to fully participate)
- **Schools' readiness for children** (they are ready to meet the needs of all the children they will serve)
- **Family and community supports and services that contribute to children's readiness for school success** (households and community environments support learning)

In its 2003 *Shaping the Future* report, First 5 LA adopted this definition—as well as Los Angeles County’s desired outcomes for children and families (good health, safety and survival, economic well-being, social and emotional well-being, and education/workforce readiness)—to establish a set of goals and strategies for improving school readiness countywide. Several of the First 5 goals and suggested actions have been incorporated into this Blueprint.

The importance of early childhood education in getting children ready for school, especially when combined with family support, cannot be overstated. Research has shown that low-income students who attended a school-based preschool that emphasized parent involvement and the development of literacy skills had a 29 percent higher rate of high school completion than their peers who did not attend, 33 percent fewer juvenile arrests, 42 percent fewer arrests for a violent offense, 41 percent fewer special education placements, 40 percent fewer grade retentions, and 51 percent fewer incidences of child maltreatment.¹⁴

“Put them in a position to succeed.”

—Charlie Appelstein, M.S.W., President, Appelstein Training Resources, author of “*No Such Thing as a Bad Kid*” and “*The Gus Chronicles: Reflections from an Abused Kid*”

Further, identifying barriers to education early on can dramatically improve a child’s health, learning, and social/emotional development in ways that are often impossible just a few years later. As the National Academy of Sciences reported in *From Neurons to Neighborhoods*, “Compensating for missed opportunities, such as the failure to detect early difficulties or the lack of exposure to environments rich in language, often requires extensive intervention, if not heroic efforts, later in life.”¹⁵

High-quality early education is particularly important for young children under the supervision of the child welfare system, 25 percent of whom are under the age of five, and the children of foster and probation youth. At a minimum, it has proven helpful in countering some of the traumatic and neglectful life experiences these children have endured. Perhaps even more important,

it is a powerful tool for preventing further maltreatment and for ensuring positive, long-term benefits that include future academic and personal success.

The full report of the Early Childhood Education Work Group is available on the ECC's website, <http://www.educationcoordinatingcouncil.org>.

The Education Coordinating Council recommends that:

1. Higher numbers of children in the care of DCFS, and the children of foster and probation youth, should be enrolled in high-quality early intervention, care, and education programs that are culturally and linguistically responsive.

Examples of actions that would help achieve this recommendation:

- Educate caregivers about the numerous benefits of high-quality early intervention, care, and education for their children, the types of programs available, and the importance of being a full partner in their child's growth and development.
- Make high-quality developmental assessments and proper interventions available to foster youth and the children of foster and probation youth, particularly for those ages birth to 36 months.
- Develop a process for local child care resource and referral agencies to provide enhanced referrals to caregivers of foster children and the children of foster and probation youth to help them locate high-quality programs that meet their specific needs.
- Work with the Los Angeles County Office of Child Care and the Child Care Resource Center to pilot implementation of the quality rating instruments for child care programs developed by the Policy Roundtable for Child Care. These tools, adopted by the ECC at its July 2005 meeting, will help families (particularly those using county services) make informed decisions when selecting child development options.
- Fill available openings in State Preschool, Early Head Start, Head Start, and Los Angeles Universal Preschool (LAUP) programs with foster children and the children of foster and probation youth. A successful pilot is now underway that has identified DCFS and Probation liaisons to match children with these spots. It is already generating positive results.
- Dedicate bridge funding that ensures enrollment in high-quality early care and education programs until children can be connected to the larger subsidy system and before their families exit the child welfare or probation systems.

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- 2. Community organizations and county departments should offer increased support and resources to parents, relative caregivers, and foster parents to help them be good nurturers and provide the positive learning environments that will ensure that their children are ready for school.**
-

Examples of actions that would help achieve this recommendation:

- Assist caregivers to link with support networks in their communities, such as LA Connect (888-First-5-LA), those being developed through First 5 LA's Family Literacy and School Readiness Initiatives, the City of Los Angeles's Family Development Networks, Children's Institute Inc.'s Powerful Families Program, St. Anne's Learning Center, and home visiting programs like Early Head Start and Children Uniting Nations' Home Instruction Program for Preschool Youngsters (HIPPY).
- Facilitate enrollment in early intervention programs such as those provided by Regional Centers, school districts, and First 5 LA. First 5 LA's new 'Prenatal through Three Focus Area' programs and its Early Developmental Screening and Intervention Initiative are being designed to help families take care of their urgent needs as well as to assess young children early for possible behavioral or developmental concerns so that children are more ready to learn by the time they reach preschool.
- Connect families to community-based programs that promote literacy and reading awareness, such as Reading Is Fundamental of Southern California, the county library's Family Place, library preschool story times, Little-By-Little, and Begin at the Beginning with Books, as well as the Los Angeles City library's Grandparents & Books (GABS) program.
- Expand training opportunities for parents, relative caregivers, and foster parents in early child development, strengthening parent and child relationships, health and nutrition, and ways of promoting positive behavior in their children.
- Encourage relative caregivers to participate in the Community College Foundation's Kinship Education, Preparation and Support program (KEPS), Kinship In Action (KIA), Grandma's Angels, and DCFS' Kinship Resource Centers.

Youth Development

All school-aged children and adolescents, in all economic and social circumstances, need generous amounts of help, instruction, discipline, support, and caring as they make their way toward adulthood.¹⁶ Such assistance comes from many sources: loving and supportive families, good schools, safe neighborhoods, and a surrounding culture that emphasizes constructive lives and respectful relationships. Without such support—and especially if they are exposed to negative life events, dangerous

"There are no bad kids . . . just bad luck and bad choices."

—Charlie Appelstein, M.S.W., President,
Appelstein Training Resources, author of
"No Such Thing as a Bad Kid" and "The Gus
Chronicles: Reflections from an Abused Kid"

settings, and inadequate schooling—children will not thrive. Rather, they are likely to enter adulthood ill-prepared to reach their full emotional, interpersonal, social, and economic potential.

A strength-based approach is particularly important in thinking about youth in the care of Los Angeles County's child welfare and probation systems. Many experience multiple placements while under the care of the county and are therefore denied the building blocks for successful development:

- The ability to develop meaningful, trusting, and lasting relationships with nurturing adults
- Continuity in educational instruction and academic achievement
- Opportunities to ‘give back’ through civic engagement, the arts, and community service
- Connections to supportive adults and services that help youth develop into healthy, happy, and productive adults.

A continual exposure to positive experiences, settings, and people, including opportunities to gain and refine a range of life skills, is absolutely essential for foster and probation youth.

The Education Coordinating Council recommends that:

3. Higher numbers of DCFS and Probation youth should be enrolled in skill-building and enrichment programs that include non-system students and provide opportunities for positive and enduring connections to nurturing adults.

Examples of actions that would help achieve this recommendation:

- Promote the participation of these youth in after-school, off-track, and summer academic and enrichment activities, including tutoring, homework help programs, arts and culture, recreation, sports and athletics, community service/civic engagement, leadership development, internships/work experience, and life skills/emancipation preparation.
- Work with the Inter-Agency Council on Child Abuse and Neglect (ICAN), Children Uniting Nations, the Los Angeles County Bar Association's Bridges to the Future program, the Community College Foundation's Campus Peer Mentoring program, the Los Angeles Mentoring Partnership, e-mentoring programs, and others to connect foster and probation youth who want them with peer or adult mentors who will encourage their social and academic development.
- Work with organizations such as city and county recreation and parks departments, public libraries, the Greater Los Angeles Zoo Association, L.A.'s BEST, Beyond the Bell, Rowell Foster Children's Positive Plan, the Los Angeles Area Chamber of Commerce, and others to expand programming for foster and probation youth and/or give them priority access.

- Partner with Healthy City to electronically map program resources for foster and probation youth by school attendance area, beginning with schools having the largest numbers of these youth.

4. Youth should be systematically engaged and meaningfully involved in designing, implementing, and evaluating the programs, activities, and events in which they will participate.

Examples of actions that would help achieve this recommendation:

- Promote the addition of current and former foster and probation youth to the city, county, school, and community boards, committees, and planning groups responsible for developing and managing academic and enrichment programs for youth.
- Develop materials describing how ECC member organizations involve and engage youth in decision-making, what they are planning to do beyond their current efforts, and how other organizations can adopt similar principles.
- Coordinate with others—such as the City of Los Angeles’s Workforce Investment Board Youth Council, the SPA 1 (Antelope Valley) Youth Task Force, the SPA 3 (San Gabriel Valley) Youth Action Network, the SPA 8 (South Bay/Harbor) Youth Advisory Committee and its Youth Neighborhood Action Council Network, the American Indian Children’s Council’s United Native Youth LA (UNYLA), the California Youth Connection (CYC), and the Constitutional Rights Foundation—to facilitate training and leadership development opportunities that help youth become active and able decision-makers as members of boards, committees, or other work groups.

5. Families, caregivers, and agency staff should pay greater attention to preparing DCFS and Probation children and youth for transitions to preschool, elementary school, middle school, high school, adult education, vocational school, college, and employment, and for transfers between schools.

Examples of actions that would help achieve this recommendation:

- Support the implementation of and access to successful family literacy and school readiness programs such as those developed by First 5 LA and others.
- Encourage the expansion of community-wide school readiness events such as West Hollywood’s ‘Saturday in the Park’ program, SPA 1’s school readiness and parent empowerment education fairs, SPA 8’s annual ‘School Readiness is Everybody’s Business’ conferences, and UNYLA’s American Indian/Alaska Native back-to-school nights that promote culturally relevant school readiness.

- Support programs that help prepare middle school youth for secondary education, such as the Children, Youth and Family Collaborative and United Friends of the Children's college readiness program.
- Work with the Advisory Committee on Student Financial Assistance, created by Congress, to include language on the Free Application for Federal Student Aid (FAFSA) to make it easier for foster youth to self-identify, automatically link FAFSA to the Chafee grant application for online users, and make financial aid available to youth in relative care or guardianship.
- Collaborate with the Emancipation Program Partnership (EPP), the California Youth Connection, the Children's Law Center, United Friends of the Children, the Foster Youth Education Task Force, and others to seek state legislation that would provide free tuition, fees, and books for former foster and probation youth at state colleges and universities.
- Expand to additional Los Angeles college and university campuses such postsecondary education support programs for former foster youth as Guardian Scholars, Renaissance Scholars, and the Community College Foundation's Campus Peer Mentoring program, and work with existing Education Opportunities Programs (EOP) to provide additional support to foster and probation youth on their campuses.
- Facilitate enrollment and participation in programs that prepare foster and probation youth for the workforce—such as the Los Angeles Area Chamber of Commerce's LA Youth At Work (LAYAW) program, the City of Los Angeles's CLASS Parks Youth Employment Internship Program, and Los Angeles County's Internal Services Department's Youth Career Development program and Community and Senior Services' Independent Living Skills Enhancement program—and support the implementation of LAYAW's Work Readiness Certification Initiative for youth.

"The biggest mistake of most of the adults we deal with—they don't provide the support we need to succeed. If we had some support, maybe we would be a little better off. I know I would be."

—Fez, foster youth

6. The ECC should participate in and work to align local efforts to create safer schools (including passages to and from), particularly within and among the seven school districts represented on the ECC—the Los Angeles Unified School District (LAUSD), the Lancaster School District, the Pasadena Unified School District, the Compton Unified School District, the Long Beach Unified School District, the Pomona Unified School District, and the Los Angeles County Office of Education (LACOE).

Examples of actions that would help achieve this recommendation:

- Continue the ECC's involvement with LAUSD's Working Group for Safer School Communities, the Los Angeles Mayor's Council of Education Advisors, and the City of

Los Angeles's Child Safety Taskforce, and assist them in developing integrated solutions such as creating citywide safe haven networks, rethinking bus stop locations, and improving street lighting.

- Through partnerships with city, county, and school-district human relations commissions, dispute resolution programs, and community organizations, expand school-based mediation programs to increase mutual understanding, reduce tension, and prevent violence using students, parents, and teachers trained in conflict resolution.

Data and Information-Sharing

The sharing of key educational information among county agencies, schools, and caregivers has been repeatedly identified by many stakeholders as the ***biggest systems barrier*** to achieving the ECC's goal. Without ongoing, effective communication, without information that clearly identifies foster and probation youth and what schools they attend, and without the continual tracking of their educational progress, there is little hope of connecting them to the services and supports they need to succeed. Currently, confidentiality barriers at the federal, state, and local levels make it very difficult to obtain and share this basic information.

"The hardest part of working with youth is the adults."

—Charlie Appelstein, M.S.W., President, Appelstein Training Resources, author of "No Such Thing as a Bad Kid" and "The Gus Chronicles: Reflections from an Abused Kid"

Further, there are strong disagreements among legal experts about what these laws permit. All of these barriers must be minimized or eliminated, while demonstrating great sensitivity to and respect for these youth and their privacy concerns.

The Education Coordinating Council recommends that:

7. The enhanced sharing of information among school districts, county departments, the juvenile courts, and counsel for children who appear in those courts should be assured by concurrently working to:

- Resolve differing views about what federal law and California law allow, especially regarding federal confidentiality regulations, so that placing agencies (such as DCFS and Probation) and counsel for the child can access school records without a court order or authorization from a parent/guardian/holder of education rights, thereby enabling them to carry out their responsibility to meet the educational needs of children in their care
- Establish a clear and consistent understanding of federal and state confidentiality laws among school districts, DCFS, Probation, and children's counsel so that information necessary for school success is routinely shared in a timely and effective manner
- Pursue amendments to the Federal Educational Rights and Privacy Act (FERPA), if needed, to clarify that child welfare agencies and legal representatives are able to

independently access, share, and receive educational information with and from all school districts

- **Advocate for school districts in Los Angeles County to include child welfare personnel among those designated as eligible to receive ‘directory information’ on enrolled students. (School districts currently include juvenile justice personnel, but those provisions have not been interpreted in Los Angeles County as including DCFS employees.)** ‘Directory information’ includes the pupil’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (for members of athletic teams), dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil. Parents have the right to opt out of sharing this information with any entity on the school district’s eligibility list.
- **Draft a court order that would permit county departments and the youth’s attorneys, while a youth is under the Juvenile Court’s jurisdiction, to access pupil records, grades, transcripts, special education assessments, individual education plans, and current attendance records**
- **With foster and probation youth, develop guidelines for information-sharing that do not violate their need for privacy and confidentiality**

Once these confidentiality issues are addressed, the most pressing need is for a secure Internet-based electronic education record for each child and youth in the child welfare or probation system. This record would provide immediate and continual access to basic educational information for county staff, school personnel, service providers, and caregivers. The paper-and-pencil passport approach used in recent years is not working; it is cumbersome, inadequate, not current, and, therefore, infrequently used. And the Los Angeles County’s proposed HELIX system (Health & Education Local Information eXchange), designed to provide a means for sharing electronically based educational information on these children and youth, has not yet become a reality.

The Education Coordinating Council recommends that:

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8. **The ECC should work with the Chief Administrative Office, other county departments, school districts, and placement provider agencies to ensure the development of an electronically based information system that includes the individual educational records of DCFS and probation youth.**
-

Examples of actions that would help achieve this recommendation:

- Convene the leadership of school districts and county departments such as DCFS, Probation, Health Services, Mental Health, the Chief Information Office, the Chief Administrative Office, and the Los Angeles County Office of Education (LACOE) to review the status of current efforts and the results achieved by alternative systems, and determine how best to move forward. A Memorandum Of Understanding (MOU) already exists

between these county departments, the Los Angeles Unified School District, and LACOE to assist in the design and implementation of such a system, and the Board of Supervisors has set aside funding to support its development. A strong foundation has already been laid.

- Partner with Los Angeles-based agencies and organizations that are pursuing similar projects, so that we can combine efforts and forge a unified approach.

School-based Support

School-based staff (teachers, counselors, education liaisons, front-office workers, administrators, etc.) who provide resources for all students are especially important for foster and probation youth who may need individual assistance with educational records, academic guidance, supportive tutoring, and other services. Over the years, DCFS and Probation have partnered with school districts to develop several successful education liaison programs in which county staff outstationed at school campuses provide some of this support.

With the passage of AB 490 in 2004, an additional (but unfunded) support mechanism was created through the mandated designation of an ‘educational liaison for foster youth’ within each school district. These liaisons are responsible for ensuring proper school placement, for assisting with enrollment in and checkout from school, and for helping with the transfer of grades, credits, and records when youth change schools. Because most of these liaisons have other assigned responsibilities as well, they need additional assistance to carry out their AB 490 responsibilities.

“When you’re a foster youth and you’re in school, that’s the only base you have.”
—*Tony, foster youth*

These liaisons are responsible for ensuring proper school placement, for assisting with enrollment in and checkout from school, and for helping with the transfer of grades, credits, and records when youth change schools. Because most of these liaisons have other assigned responsibilities as well, they need additional assistance to carry out their AB 490 responsibilities.

The Education Coordinating Council recommends that:

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9. **Educational liaisons and school-based staff should be provided with the information they are requesting about who these youth are, the names of those responsible for their education (holders of educational rights, caregivers, caseworkers, attorneys, etc.), how best to contact them, and what services and supports are available for these youth.**
-

Examples of actions that would help achieve this recommendation:

- The ECC should convene school district and county department leaders and their legal advisors to develop standard protocols for sharing information relevant to school success for foster and probation youth. Each school district operates differently, and school staff may have different assumptions about the urgency of this problem, while county departments need to assure timely, accurate responses to the information needs of all 80 school districts.
- Several of the recommendations found elsewhere in this Blueprint (particularly in the Data and Information-Sharing and Youth Development sections), when achieved, will also help implement this recommendation.

10. School-based staff should be trained regarding the educational and emotional needs of foster and probation youth and ways to meet those needs.

Examples of actions that would help achieve this recommendation:

- Hold regular training sessions, workshops, and conferences for school-based staff at which experts in the fields of early care and education, K–12 and higher education, youth development, child welfare, etc., share information on enhancing educational outcomes for foster and probation youth. These trainings should include topics such as improving the attendance and academic achievement of at-risk youth, strength-based programming, understanding the needs and perceptions of these youth, motivational strategies, and the need for both teachers and front-office staff to exercise sensitivity with respect to youth's rights to confidentiality.
- Provide information to education liaisons on how to connect and work effectively with each child's educational team (teacher, holder of educational rights, parent, caseworker, caregiver, etc.). Help liaisons facilitate the training of other school personnel on the needs of foster and probation youth, as well as facilitate trainings for caregivers, caseworkers, and outside agencies on how best to navigate the school system.
- Assemble 'toolkits' for school personnel that include a summary of relevant education legislation, local health and human services resource guides, system navigation tips, etc.
- Assist educational liaisons and school-based staff to create and maintain a network within and across school districts to regularly share information and provide support to each other.

What It Will Take To Do Better

Doing better will require continuing efforts to develop strong relationships, improve communication, and share information among all of the various groups that are important to dependent and delinquent youth—judges, lawyers, teachers, social workers, probation officers, police, child care providers, caregivers, and many others. Even more important, doing better will require regular communication among families, caregivers, youth, and the professionals who make many of the critical decisions that affect their lives. Enhanced and continuous training and cross-training will be essential, and it may also be necessary to pilot-test more effective ways to help families navigate the complicated educational, legal, and social service systems of Los Angeles County.

Two important topics to address in this effort are the roles and responsibilities of key players and their respective accountabilities.

Roles and Responsibilities

In September 2005, a representative group of stakeholders who play a role in the educational lives of youth[‡] in the child welfare and probation systems—including youth, biological and foster parents, holders of educational rights, caseworkers, CASAs, legal experts, and school personnel—participated in a work session to clarify their respective roles and responsibilities. They agreed that individuals entrusted with raising the educational attainment of foster and probation youth have both collective and individual responsibilities. **The collective responsibility of all groups is to adhere to and live by the Seven Basic Agreements spelled out on page 8.**

Individual responsibilities are:

Youth

- ✓ Actively participate in planning for their education and their future.
- ✓ Regularly attend school and educational and enrichment programs.
- ✓ Complete homework and other school assignments.
- ✓ Ask for help when needed.
- ✓ Seek out interests/hobbies and ways to participate in them.
- ✓ Advocate for what they think they need to further their education.

Major challenges cited by youth:

- They are usually not included in their educational planning.
- Transcripts and records are often delayed, and youth are not listened to about what classes they have completed and what credits they have earned.

[‡] The children and youth who are the subject of this Blueprint are those under the supervision of Los Angeles County's DCFS and Probation Department. They are referred to in several ways throughout this report—as dependent and delinquent youth, as foster and probation youth, and as system youth. These terms are used interchangeably, even though some differences exist. These children and youth range in age from newborn to 21 years.

- Frequently, no one ensures their attendance at school or that adequate transportation is available.
- They do not have the information they need about what resources exist, what post-high school options are available, what courses they need for higher education, how to apply for financial aid, etc.
- Fellow students often work in school offices where they may be privy to confidential information or overhear conversations about foster and probation youth.

"Everyone is worried about politics and personal issues between partners, but no one is worrying about the kids."

—*Machelle Wolf, former foster and probation youth*

Parents

- ✓ Provide a home structure that supports the education of the youth (when the youth is at home).
- ✓ Maintain a strong attachment with the youth.
- ✓ Encourage stability in their child's enrollment in early care and development programs, and in school.
- ✓ Advocate for the youth (regarding school enrollment, classes needed, etc.) and seek out other advocates when necessary (for translation services, for example).
- ✓ Request their child's enrollment in after-school, off-track, and summer programs and services.
- ✓ Link with teachers, review teacher reports, and attend school conferences.
- ✓ Participate in school functions, activities, and events whenever possible.
- ✓ See that the youth has school supplies, access to technology, adequate transportation, etc.
- ✓ Partner with caregivers around the youth's needs.
- ✓ Link with the youth's social worker/probation officer on all issues.

Major challenges cited by parents:

- The system cuts parents out of the process and does not support their role.
- They often don't have access to the information they need to fulfill their responsibilities.
- Parents may not be the holders of education rights.
- Family members don't always get permission to contact a youth in foster care.

Caregivers

Caregivers have most of the same responsibilities as parents do. In addition, they must:

- ✓ Enroll the child in early care/child development programs and in school.
- ✓ Be knowledgeable about the youth's social/emotional, developmental, and educational needs.
- ✓ Maintain the day-to-day responsibility of supporting the youth's education and related needs (nutrition, for example, and social, physical, and emotional well-being).
- ✓ Make certain that the youth completes assigned schoolwork.
- ✓ Communicate with the youth and his or her parents.
- ✓ Keep caseworkers and others informed about the youth, and raise issues when necessary.
- ✓ Provide transportation and items needed for school (pencils, paper, etc.).
- ✓ Encourage and support the youth's participation in after-school, off-track, and summer academic and enrichment programs and activities.
- ✓ Be familiar with higher education requirements (classes, financial aid opportunities and requirements, etc.).
- ✓ Gather information about the youth's educational status, ongoing progress, and any developing problems, to make recommendations to and help inform the social worker/probation officer and the court.
- ✓ Collect the information needed for the youth's health and education passport and ensure that the passport accompanies the youth if his or her placement changes.
- ✓ Attend the youth's IFSP (Individualized Family Support Plan) and IEP (Individualized Education Plan) meetings.
- ✓ Be informed of the youth's problems and advocate for the youth to receive the services needed to meet his or her educational needs.
- ✓ Minimize the number of appointments scheduled for youth during school hours.

Major challenges cited by caregivers:

- They often do not have up-to-date contact information for parents.
- Despite AB 490, schools are not cooperating with caregivers to ensure the timely enrollment of youth.
- When caregivers are located some distance from a youth's school, they often do not have the time or financial resources to provide transportation to and from school. Given the size of Los Angeles County, this is a particularly difficult challenge to solve.
- Because of community safety issues, current policies prevent caregivers from allowing probation youth to participate in unsupervised after-school activities.
- Educational information about the youth is rarely provided at the time of placement.

- Academic progress is disrupted when the youth is released home shortly before the end of the semester.
- Caseworkers are not always available to participate in placement provider treatment planning meetings.

Holders of education rights (court-assigned ‘responsible adults’)

- ✓ Assert the youth’s educational rights with the school.
- ✓ Know the educational needs of the youth and how to find available services.
- ✓ Ensure that the youth is properly enrolled in educational programs and school, and that he or she is attending regularly.
- ✓ Request psycho-educational assessments for youth who may need special education services, and attend IFSP and IEP meetings to advocate for the youth’s needs.
- ✓ Monitor the implementation of prescribed services and make sure they are delivered.
- ✓ Ensure the stability of the youth in school or early care/child development programs.
- ✓ Communicate regularly with the youth’s teacher and other school staff.
- ✓ Collect the required documentation and track the youth’s educational progress.

Major challenges cited by holders of education rights:

- Who decides if a given program is the best fit?
- Getting information is difficult; schools do not know who these youth are nor where educational information should be sent.
- Districts may not conform with federal IEP guidelines.
- System barriers make it unnecessarily difficult for youth to access non-public school services.

Children’s Social Workers and Deputy Probation Officers (county department case managers)

- ✓ Ensure that educational plans—including Transitional Independent Living Plans (TILPs)—are developed for youth as part of the case planning process.
- ✓ Give strong consideration to school stability and whether a youth is succeeding in his or her current school when making placement decisions.
- ✓ Be knowledgeable about locating education resources, and help families and youth access them.
- ✓ Encourage youth and their families to be accountable for their educational achievement, and keep parents involved when possible.
- ✓ Provide caregivers with current educational information when the youth is placed.
- ✓ Ensure and assist youth in transitions between schools.
- ✓ When a youth transfers to another school, notify that school and request that the student be checked out.

- ✓ Make certain that transportation plans are developed when the distance to school is a barrier.
- ✓ Help build bridges among parents, caregivers, and schools.
- ✓ Discuss the youth's educational progress with parents and youth regularly.
- ✓ Understand child/youth development and help refer youth, caregivers, and families to appropriate services.
- ✓ Be informed of the youth's problems and advocate for the youth to get services that meet his or her educational needs.
- ✓ Inform the school and the caregiver about who holds the youth's education rights.
- ✓ Intervene when there is a problem at the school.
- ✓ Attend the youth's IFSP and IEP meetings.
- ✓ Refer young children for mandated CAPTA (Child Abuse Prevention & Treatment Act) and IDEA (Individuals with Disabilities Education Act) screenings.
- ✓ Gather information about the youth's educational status, ongoing progress, and any developing problems, to make recommendations to and help inform the court.
- ✓ Regularly update the educational information in information systems and case files.
- ✓ Make every effort to meet with youth during non-classroom time.

Major challenges cited by case managers:

- No point person exists at the school to communicate with and get information about how the youth is doing.
- Delays often occur in identifying holders of education rights.
- Some schools are reluctant to enroll youth who are returning from probation halls and camps.
- Youth are often directed to non-mainstream schools and are thus denied access to the full range of program options and resources available to others.
- Courts place restrictions on the types of placements to be used, making it difficult to keep youth in the same school district.

**School teachers/administrators/personnel
(public, non-public and charter)**

- ✓ Understand and meet the unique educational needs of foster and probation youth.
- ✓ Communicate the youth's educational progress and concerns with all responsible adults involved with the youth.
- ✓ Educate the youth in the most appropriate setting for his or her needs.
- ✓ Be sensitive to the unique circumstances of foster and probation youth when developing curricular assignments that address family ties.
- ✓ Assist with the immediate enrollment of the youth.
- ✓ Designate one person in the school as a 'point of contact' for the youth, to help with enrollment and checkout, troubleshoot, mediate disputes, and connect the youth to resources.

- ✓ Transfer records in a timely fashion.
- ✓ Identify available school resources.
- ✓ Provide a private space on the school grounds for youth to meet with caseworkers, to help maintain confidentiality.
- ✓ Assist in the youth's educational planning with the parent or caregiver, including academic assessments, how to resolve deficiencies, and the courses needed for graduation and entrance into post-secondary institutions.
- ✓ Develop policies and procedures and provide services for special-needs children.
- ✓ Understand the rights of the youth and family.

Major challenges cited by school personnel:

- Schools do not know who the case manager is and are often told that they cannot get the name of this person because of confidentiality issues.
- Key personnel within the school to assist are not identified.
- Calls into the school are usually handled by clerks whose employment turns over frequently.
- Private space for meetings is at a premium in many public schools.

Legal advocates/attorneys

- ✓ Be educated about and advocate for the youth's rights.
- ✓ Help educate parents and caregivers about the youth's rights.
- ✓ Be aware of the educational process and the youth's progress in it.
- ✓ Understand child development and the system of available services, especially with regard to young children.
- ✓ Advocate to meet the youth's individual needs in all areas.
- ✓ Know how to access specialists.
- ✓ Build relationships on all levels that affect the youth.
- ✓ Assist in empowering youth and caregivers to advocate for their needs in the future.
- ✓ Use the court process when necessary to ensure the youth's rights.
- ✓ Make every effort to minimize the amount of school time the youth has to miss for appointments and court hearings.

Major challenges cited by attorneys:

- Access is limited to school personnel, educational records, and information about the youth's progress.
- A lack of parity of representation exists for youth in the delinquency system because of differences in standards among the Los Angeles County Public Defender, the Alternate Public Defender, and panel attorneys.
- The panel structure for delinquency attorneys doesn't lend itself to continuity and a focus on long-term issues such as education.

County departments

- ✓ Ensure that educational planning is part of all case planning (in team decision-making, case conferences, etc.).
- ✓ Address educational considerations when developing permanency and placement plans.
- ✓ Routinely include educational planning and progress in court reports.
- ✓ Encourage departmental staff to be knowledgeable about and connect youth to the range of program supports and services available.
- ✓ Help families and communities provide environments that support learning.
- ✓ Outstation liaisons in schools to help link youth to services and to troubleshoot.
- ✓ Partner with community agencies to expand resources for youth.
- ✓ Promote the stability of casework staff assigned to youth.

“Train foster parents to help them manage common problems and reduce failed placements.”

—Richard Kadison, M.D., Chief of the Mental Health Service at Harvard University, author of “College of the Overwhelmed: The Campus Mental Health Crisis and What to Do About It”

School districts

- ✓ Set a positive tone for students and create a welcoming environment.
- ✓ Provide safe school campuses, including passages to and from.
- ✓ Train school personnel about the unique educational needs of foster and probation youth.
- ✓ Make sure that AB 490 education liaisons work with and support school-site-designated point persons for foster and probation youth.
- ✓ Ensure the timeliness of educational planning and implementation.
- ✓ Provide programs and resources that help youth achieve.
- ✓ Establish policies that help youth succeed, and hold staff accountable for following them.
- ✓ Ensure that surrogate parents appointed for children eligible for special education services are trained in and fulfill their mandated duties.
- ✓ Establish agreements across school districts to assist students in completing partially satisfied course requirements in a timely manner.
- ✓ Maintain confidentiality regarding students’ status as wards of the court.

Judiciary

- ✓ Hold all parts of the system—including child welfare workers, probation officers, attorneys, caregivers, and school personnel (to the extent possible)—responsible for the youth’s educational achievement, issuing orders as needed and monitoring progress.
- ✓ At least every six months, make inquiries of the youth, the family, advocates, and agency personnel about the youth’s developmental and educational progress; intervene when there is a need, and recognize achievement.
- ✓ Ensure that every youth has an effective holder of education rights and that this person’s identity is quickly communicated to CSWs, DPOs, caregivers, and school personnel.
- ✓ Understand the roles of those involved with the youth’s educational achievement.
- ✓ Educate hearing officers about the educational needs of foster and probation youth, who is responsible for meeting those needs, and the types of resources available to meet them.

The Education Coordinating Council recommends that:

11. County departments, school districts, and the judiciary should cross-train the stakeholder groups listed above on their collective and individual responsibilities for ensuring that foster and probation youth receive a solid education.

Examples of actions that would help achieve this recommendation:

- Ensure that all stakeholder groups understand the Seven Basic Agreements and how to operationalize them.
- Regularly convene group members to share information about each others’ systems and break down existing barriers and challenges through shared understandings and strategies.
- Hold cross-trainings on such topics as:
 - The additional needs of unique subgroups of foster and probation youth (see page 6 for examples)
 - The impact of early neglect on academic performance
 - The use of effective screening tools
 - Making certain that special education placements are appropriate for those enrolled
 - The high rate of expulsions for preschool children and disproportionately frequent disciplinary actions for school-aged youth
 - The identification of high-quality care and education/enrichment programs
 - Preparation for the California high school exit exam and SAT
 - Postsecondary supports

Accountability

A significant barrier to raising the educational achievement of foster and probation youth has been a lack of agreement among county departments and school systems as to who is ultimately accountable for ensuring their educational success.^{17, 18, 19} In actuality, no one system is wholly responsible. Each entity accountable for the welfare of these youth is partially responsible for making sure that clear educational goals are included in overall case plans, and for ensuring that each child receives the services and supports needed to reach his or her individual goals.

The Education Coordinating Council recommends that:

12. DCFS/Probation caseworkers, caregivers, and the courts should each be accountable for the educational success of foster and probation youth through a three-pronged approach:

- **DCFS and Probation caseworkers shall ensure, by using multidisciplinary team decision-making and case conferences, that academic expectations are established for these youth and that educational plans are developed which outline the activities youth should participate in to meet those expectations. These team meetings should include, at a minimum, youth, parents, caregivers, and school representatives.**
 - **Caregivers and others identified in the plan shall implement these educational plans by facilitating the child's involvement in the agreed-upon programs and activities.**
 - **Courts shall monitor the creation of these plans and the progress made in achieving them, and hold the involved parties accountable for their implementation.**
-

Examples of actions that would help achieve this recommendation:

- An Educational Case Plan should be developed for all foster and probation youth as part of their basic case plan. An outline of such a plan has been developed that details how to address each child's individual education needs, and specifies those responsible for the actions listed. That sample plan, drafted by the Youth Development Work Group, is available on the ECC's website, <http://www.educationcoordinatingcouncil.org>.
- Under the leadership of the Juvenile Court, cross-training sessions should be convened with all parties involved in developing and implementing the Educational Case Plan—judges, attorneys, CSWs/DPOs, school representatives, and caregivers—to ensure all understand their respective responsibilities.
- DCFS and Probation should hold caregivers responsible for implementing the decisions and agreements in this plan and should consider, as part of current and future placement decisions, whether to place youth with agencies, licensed/certified foster homes, or relative caregivers that do not follow the Educational Case Plans.

"[When I was] growing up in foster care, no one ever asked me what I wanted to do with my life."

—Jennifer Rodriguez, J.D., Legislative and Policy Coordinator, California Youth Connection, and former foster youth

The ECC's Role

As a body, the ECC will champion the Seven Basic Agreements outlined in this Blueprint, promote partnerships, develop and coordinate ideas for raising educational achievement, track indicators of success, monitor and report progress, and intervene and problem-solve.

One critical beginning need is to gather baseline data on foster and probation youth school attendance and academic achievement so that we can set numerical goals. During 2006, the ECC will conduct a series of data matches between DCFS and Probation and the seven school districts participating on the ECC, comparing these students to others within the districts. Future data matches will then track progress toward our joint goals and monitor the improvement of educational outcomes over time.

Clearly, a further step is to determine the appropriate levels of accountability among participating school districts and agencies, including how progress will be measured.

The Education Coordinating Council commits to the communities of Los Angeles County, and to its children and youth, to hold its own members accountable for achieving the vision and goals set out in this Blueprint.

Next Steps

Once this Blueprint is adopted and there is shared commitment across systems and stakeholders to the Seven Basic Agreements, the ten programmatic recommendations, and the two recommendations for moving forward administratively, the stage will be set for meeting the challenge of raising foster and probation youth's educational achievement.

Under the ECC's leadership, a series of strategies for addressing the recommendations and suggested actions outlined in this Blueprint will be developed through strong partnerships with public, private, and community agencies and organizations, tailored planning sessions, and continuous teamwork.

Together, we must design appropriate approaches for different age groups of children and youth, determine what opportunities make the most sense for initial action, develop work plans that capitalize on those opportunities, and invite others to join in. Concurrently, public awareness must be raised about the special importance of education for youth who are in the care of the child welfare and probation systems, and some of the promising ideas for closing their achievement gap.

Ongoing public and private funding must be secured to support the full implementation of the recommendations and actions contained in this Blueprint.

Conclusion

Making certain that all youth under the supervision of DCFS and the Probation Department—and their children—have a high-quality education that prepares them for adult success is the vision of the Education Coordinating Council. It is one of the most valuable things we can do to ensure that these particularly vulnerable young people not only survive, but thrive. To accomplish this vision, we must first of all believe that it is possible. Then we must *expect more* of youth, ourselves, and each other.

"It's not a resources problem, it's a partnership problem."

—*Sid Gardner, President,
Children and Family Futures*

Each of us must take the Seven Basic Agreements seriously and decide how best—both individually and collectively—to honor and implement the recommendations and suggested actions contained in this Blueprint. To do this, we must be clear about our roles and must hold one another responsible for carrying them out. We must also share resources and work together more effectively than we have in the past.

This document is intended to be not ‘just another report,’ but a real blueprint for action. It outlines what is needed to build a strong educational foundation that will ensure the kind of future we all want for these youth. Ultimately, we are each accountable to the children and youth who find themselves under the supervision of the juvenile court, and we must commit to whatever it takes to do right by them.

Acknowledgements

The ECC thanks the following individuals and organizations for their help in developing this Blueprint, and for their tireless efforts on behalf of children, youth, and families in Los Angeles County. In addition to ECC meetings, individuals have participated on the Planning Group, Blueprint Drafting Group, and priority-area work groups, and in a series of focus groups. We also thank participants in the 2003 and 2004 education summits for their pertinent recommendations, as well as individuals who made suggestions for and reviewed drafts of this document.

Education Coordinating Council

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Berisha Black, *Emancipation Ombudsman and former foster youth*

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Beatriz Olvera Stotzer, President, City of L.A. Commission for Children, Youth and Their Families
Machelle Wolf, former foster and probation youth
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Organizations, Agencies, and Groups

In addition to those groups listed, there was also representation from former foster youth, former probation youth, biological parents, foster parents, and holders of education rights.

A Better LA	Hawthorne School District
Alhambra Unified School District	Healthy City Project
Arcadia Unified School District	Inglewood Unified School District
Association of Community Human Service Agencies	Lancaster School District
Beyond The Bell	Long Beach Unified School District
Burbank Unified School District	Los Angeles County Arts Commission
California State Polytechnic University, Pomona, Renaissance Scholars and College Bound	Los Angeles County Board of Supervisors, First, Second, Third, Fourth, and Fifth Districts
California State University, Los Angeles	Los Angeles County Chief Administrative Office, Service Integration Branch
California Youth Connection	Los Angeles County Commission for Children and Families
CASA of Los Angeles	Los Angeles County Education Foundation
Casey Family Programs	Los Angeles County Office of Child Care
Child Care Resource Center	Los Angeles County Office of Education
Children and Family Futures	Los Angeles County Public Defender's Office
Children Uniting Nations	Los Angeles Superior Court, Juvenile Division
Children's Defense Fund	Los Angeles Unified School District
Children's Law Center of Los Angeles	Los Angeles Universal Preschool
Children's Planning Council	Los Nietos School District
Childrens Hospital Los Angeles	Loyola Law School Youth Program
City of Los Angeles Commission for Children, Youth and Their Families	Mental Health Advocacy Services
City of Los Angeles Department of Recreation and Parks	Mexican American Opportunity Foundation
City of Los Angeles Workforce Investment Board Youth Council	Montebello Unified School District
Community Build	New Directions
Community College Foundation	New Ways To Work
Compton Unified School District	Orangewood Children's Foundation
County Counsel	Policy Roundtable for Child Care
County of Los Angeles Public Library	Probation Department
Covina-Valley Unified School District	Public Counsel
Department of Children and Family Services	Rancho San Antonio
Department of Mental Health	Rowland Unified School District
Early Identification and Intervention Group	San Gabriel Unified School District
El Rancho Unified School District	Sycamores Non-Public School
Faith Communities for Families and Children	Temple City Unified School District
Garvey School District	University of California, Los Angeles
Glendale Unified School District	University of Southern California
	Westside Children's Center
	William S. Hart Union High School District

Youth Focus Groups

145 current and former foster and probation youth from the following programs:

- 36 emancipated young mothers in transitional housing and teen moms in residence at St. Anne's maternity home in Los Angeles
- 22 middle and high school youth at The Sycamores in Altadena
- 25 youth enrolled in the Rites of Passage Program at the National Family Life & Education Center in South Los Angeles
- 18 youth enrolled in the DCFS independent living program conducted by the Community College Foundation at Mt. San Antonio College, Walnut
- 18 probation youth at Camp Scott (females) and Camp Scudder (males) in Santa Clarita
- 17 youth referred by the Probation Department to Helpline Youth Counseling's learning center in Norwalk and Boys Republic in Chino Hills
- 9 former foster youth, members of the California Youth Connection in Los Angeles

Caregiver Focus Groups

66 adults from the following committees:

- 15 from the SPA 7 Foster Families Committee, which included parents, teachers, program directors, advocates, and professionals within the county departments of Mental Health, Children and Family Services and Public Social Services
- 51 from the Association of Community Human Service Agencies (ACHSA) DCFS, Probation, and Foster Family Agency Strategic Planning Policy committees

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Available on the ECC's website, <http://www.educationcoordinatingcouncil.org>:

- *Expecting More: A Blueprint for Raising the Educational Achievement of Foster and Probation Youth* (this document)
 - *Through Their Eyes: Results of Youth and Adult Caregiver Focus Groups on the Education of Youth in the Foster Care and Probation Systems*
 - Early Childhood Education Work Group Report
 - Sample Educational Case Plan (from the Youth Development Work Group)
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