

## Presentation Notes – DSC Conference

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In March 2007, Los Angeles Unified School District adopted a discipline policy based in School-Wide Positive Behavior Support: evidence based practices that support a shift in the climate and culture of schools. Let's think together about how that shift relates to four big ideas:

1. School addressing emotional and social needs of children. The policy states: Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD. This will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies and by providing early intervention for misconduct. LAUSD Bulletin -3638.0 Discipline Foundation Policy
2. Dignity and Mutual Respect. It must be understood that proactive and reactive disciplinary practices include skill sets. In what ways do we support everyone in developing such skills? We believe that roles and responsibilities must be carefully identified so that every member of the school community is ready to fulfill their role in supporting our youth. This must be part of policy, professional development, accountabilities, educator training in the university and on-going work with existing staff.
3. Non-discrimination (addressing disparities in discipline): I would challenge us to know that exit data such as suspension, expulsion, transfers and drop out is too late. It may tell us what we have done wrong but it frequently doesn't give us the information in time to fix it for that child or that group of children. Schools must have systems for regular (every other week) data reviews in place that include Office Discipline Referrals, Attendance and Achievement. School Site organizational structures such as Coordination of Services Team, Discipline Review Team and Student Success Teams.
4. Working with Parents: It is essential that we continue to build parent leaders. What does that include? Let's think about it in terms of school discipline. Many families who have children with challenging behavior are blamed and shamed right from the beginning. This can start in preschool environments and can continue through the child's school career. When the secondary school team calls about the youth's behavior, they may find that the door to collaboration has already closed. What can be done? We must work to make sure that every family experiences a reciprocal initiation into the school environment, with positive transitions, so that they have opportunities to learn the behavioral expectations and what those look like as well as opportunities to share who they are.

### Policy Development:

There are several ways that this work is done: It often starts with small group discussion points around beliefs. Create a broader group by using existing structures, existing meetings so that you can bring your message and hear what everyone has to say. These are terrific opportunities. Use data to inform each other. Reach out! Find common ground. Find common language. Develop common goals. What is it that we all want for our children?

Don't be afraid of controversy. Don't be afraid of people who say no. Address their attitudes and their lack of information.

Identify barriers and resistance issues; then, identify a way that each should be addressed.

Identify successes; identify a way that each should be promoted. Everyone likes to be part of a success story! Market them!

It is essential that we broaden representation at each decision-making table so make sure that the team includes parents and paraprofessionals as well as teachers and principals.

Remember that your time may be taken with educating and that is a good thing.

Listen with your heart and your head and your hands (Senge). Keep your promises. If you said that you would get back to a family or to a staff member, get back to them.

Great policies, aligned with evidence-based practices, forge a strong base. Make sure that you focus concurrently on all levels and components of the system. Use a systems framework wherever possible since you will find entry points for change.

### Policy Implementation:

(Implementers' Blueprint and Self-Assessment (OSEP Center on Positive Behavioral Interventions and Support):

- Adoption (phase 1) includes ownership and commitment of everyone.
- Implementation (phase 2) may be 2 -3 years. While all schools are to be implementing in year 2 of this policy, practices must continue to be refined.
- Maintenance (phase 3) is used to institutionalize practices and the conceptual framework.

Training and Professional Development must be done throughout the system. The same core messages, tailored for each group, build coherence and consistency.