



GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY



1. RESPECT

- I treat others the way I want to be treated
- I respect laws, rules, and school authority
- I treat people fairly and respect their rights
- I respect private and public property

2. RESPONSIBILITY

- I take responsibility for my actions
- I choose how I respond to others
- I return what I borrow

3. APPRECIATION OF DIFFERENCES

- I look for the good in others
- I respect each person's right to be different
- I see cultural diversity as an opportunity for learning

4. HONESTY

- I am honest with myself and others
- I act with integrity
- I avoid spreading rumors or gossip

5. SAFETY

- I engage in safe activities
- I keep my body and mind healthy
- I choose only those things that are really good for me

6. LIFE-LONG LEARNING

- I come to school prepared to learn
- I give my best in everything I do
- I am open and alert to solutions

When you model the Guiding Principles for the School Community,

you

Treat others with respect
Find peaceful solutions
Listen to each other
Are drug free
Keep our school clean
Have healthy friendships
Produce your own work
Maintain honesty and integrity
Show empathy and compassion
Defend others' rights
Appreciate differences
Respect the property of others
Engage in safe activities

And **you** don't tolerate:

Bullying and intimidation
Weapons
Fights, threats, and violence
Drug possession and sale
Graffiti and vandalism
Gang activity
Cheating and plagiarism
Forgery and falsification
Sexual harassment and assault
Blackmail and extortion
Prejudice and hate crimes
Robbery and stealing
Fireworks and firecrackers



CULTURE OF DISCIPLINE: STUDENT EXPECTATIONS



- 1. Learn and follow school and classroom rules.**
- 2. Solve conflicts maturely, without physical or verbal violence.**
- 3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
- 4. Be good role models and help create a positive school environment.**
- 5. Report any bullying, harassment, or hate motivated incidents.**
- 6. Display good sportsmanship on both the athletic field and playground.**
- 7. Attend school on time, have school books and supplies, and be prepared to learn.**
- 8. Keep social activities safe and report any safety hazards.**



School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:



- School-Wide Positive Behavior Intervention and Support (SWPBIS)**
 Interventions that reduce suspensions, increase attendance, improve test scores and have support from all school personnel.
- Alternatives to suspension and positive behavior interventions and supports**
 Alternatives to suspension strategies will be used for all students in a consistent and age-appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student shall be suspended or expelled for a "willful defiance" (48900(k) offense.
- School discipline and school-based arrest and citation data available for viewing**
 Every student and parent/guardian has a right to obtain school-wide monthly data on discipline via the District website including: suspension, involuntary transfer, opportunity transfer, expulsion, school-based arrests and citations. Such data will be provided in a manner designed to maintain the privacy of individual students.
- Restorative Justice (RJ) approaches that resolve student interpersonal conflict**
 Beginning in the 2015-2016 school year all schools will have developed and begun using RJ approaches as an alternative to traditional school discipline, when

appropriate, as an intervention consistent with the School-Wide Positive Behavior Intervention and Support strategies.

- A District SWPBIS Task Force**
 The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations for full implementation of SWPBIS.
- Guidelines regarding the roles and responsibilities of School Police Officers on campus**
 Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.
- A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**
 Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.





Parents/guardians and schools are partners in children's education. As you are the most important persons and strongest influence on the behavior of your children, both at home and at school. How parents handle discipline at home affects a child's behavior at school. Review the tips below:

1. Read *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*. Learn the school's rules and be sure you and your children understand and follow them.
2. Involve your children in the establishment of rules in the home. Be clear about rules, including rewards and consequences. Rules should be simple, age-appropriate, and clearly explained.
3. Participate in your children's education, help them with homework, communicate with their teachers, attend school function, such as, parent conferences, classroom programs, exhibitions of student work, and PTA.
4. Set appropriate limits on your children's behavior. Hold them responsible for their actions. Enforce rewards and consequences consistently.
5. Use a positive approach when disciplining your children. Children who hear three times as many positive comments as negative ones are more likely to flourish in life. Say, "do this" more than "don't do that."
6. Help your children develop a network of trusted adults. If you are parenting alone, look for adult role models of both genders who can be positive mentors for your children.
7. Help your children understand the value of accepting individual differences.
8. Help your children find a way to express anger without verbal attacks or physical violence. When you get upset, take advantage of the opportunity to pause and then demonstrate the appropriate reaction and, speak about the issue.
9. Teach your children to resolve problems. Good listening skills, honest communication, conflict resolution skills, and patience will help your children be resilient (able to bounce back from setbacks).
10. Teach your children stamina, endurance, and high expectations. The most important skill for academic success is the willingness to keep working even when it is difficult.
11. Help your children express anger without verbal attacks or physical violence. Be careful with your words. Words can hurt or they can heal. Choose carefully.
12. Acknowledge your children's accomplishments, efforts, improvements.
13. Model respect for differences. Recognize the dignity in all persons.
14. Keep open communication with your children. Meet your children's friends. Always know where your children are and who they are with.
15. Participate in your children's education. Help them with their homework, communicate with their teachers, and attend school functions, such as, parent conference, classroom programs, exhibitions of student work, and PTA.
16. Be a positive role model. You are your children's first role model and your behavior is the basis for establishing your expectations.
17. Treat school personnel and District employees with respect and expect them to treat you and your children with respect.

RESTORATIVE JUSTICE

What is Restorative Justice?

Restorative Justice is a way of thinking and responding to conflict. Restorative Justice (RJ) is concerned with making things as right as possible for all involved. RJ recognizes that when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative practices, an attempt is made to repair the harm caused by one person to another and to the community, so that everyone is moved toward healing.

Restorative Justice aims to build community, maintain and restore relationships within a community in order to create an environment where students can succeed.

COMMUNITY BUILDING CIRCLES

What are Circles?

Circles provide students opportunities within the classroom to build relationships, create shared values and expectations, and if needed, allow for restorative dialogue following misconduct. Students come together in a circle and pass around a talking piece while sharing out. The talking piece gives students equity of voice among their peers and reinforces the delicate balance of speaking and listening in a respectful conversation. Students also gain valuable empathy skills as they connect with other students' experiences and ideas.

9 KEY RESTORATIVE JUSTICE PRACTICE

1. Restorative Language
2. Restorative Questions
3. Affective Statements
4. Restorative Conferences
5. Community Building Circles
6. Restorative Staff Community
7. Repairing the Harm Circles
8. Restorative Practices with Parents
9. Re-entry Circles



