



# Compton Unified School District Discipline Handbook



“Creating a Positive School Climate through Equitable & Effective Behavior  
Expectations”

Dr. Abimbola Williams-Ajala  
Assistant Superintendent  
Pupil Services Department  
Compton Unified School District  
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Introduction

Creating an environment that is welcoming, safe, and secure to facilitate learning is a top priority for everyone in the Compton Unified School District (CUSD). Students, families, administrators, teachers, support personnel and staff have a role to play in creating that environment. As a collective group we must create an environment that leads to effective overall learning. This Discipline Handbook was developed to assist students, parents and staff in understanding discipline policies and the consequences of not adhering to those policies. Furthermore, this handbook is aligned to the District's mission and goals to provide an environment that is conducive to teaching and learning, while creating an environment that fosters self-control and respect for self and others.

Effective discipline is essential for our schools to fulfill all of its basic responsibilities: socialization, guidance, and instruction in an orderly environment conducive to learning. Compton Unified School District has established specific behavioral expectations with regard to student conduct as required by the State of California the Board of Trustees. The District believes that each student is unique and has the potential to make positive contributions to society. In a collaborative effort with parents, staff, and students, we are committed to providing a climate that will encourage all students to become well-educated, responsible individuals. When behavioral expectations are not met, it is our goal to provide appropriate interventions for the re-education of students to prevent repeated infractions and violations of District policies and behavioral expectations.

Compton Unified School District under the guidance of the Board of Trustees has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the welfare of students and school staff.

A school may adopt discipline rules and procedures unique to its site as long as they do not conflict with the Student Conduct Code or applicable policies adopted by the governing board and the California statutes governing school discipline. The development of these school discipline rules and procedures must include representation of parents/guardians, teachers, school administrators, school security personnel, school police, and students if school is at secondary level. ***Parents/guardians, students, and school employees shall be notified of these school discipline rules and procedures at the beginning of each school year.***

The educational staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess. What follows is a general guide to the rights and responsibilities of students, parents, and school site personnel on school discipline. [EC § 44807] All students are required to conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language while attending school or school related activities. (5 CCR 300)

All parents/guardians have the responsibility of developing in their children respect, courtesy, obedience to lawful authority, consideration for the rights of others and the desire to learn. They are encouraged to work cooperatively with the school in fostering these traits in their children. Parents/guardians are required by law to respond promptly to requests from school officials to attend conferences regarding their child's behavior.

Along with parents, school site personnel have the responsibility of fostering respect for authority and compliance with school and district policies. School personnel are required to inform parents and students of the rules and procedures related to student attendance and discipline. School personnel are responsible for order in classrooms, on the school grounds and at school related events, and may take such disciplinary actions as are specified in school and district policies.

The district code of student conduct and discipline shall be followed and enforced in the same manner in all schools. The number of violations occurring in one (1) school year determines consequences. Please note that this Conduct code may be subject to change because of new state laws. The California Constitution was amended in 1982 with the addition of Section 28(c) to Article I, and now states, “All students and staff of primary, elementary, middle school, and senior high schools have the inalienable rights to attend campuses which are safe, secure and peaceful.” [California Constitution, Article I, Sec. 28(c)]

### **Other Means of Corrections**

Effective January 1, 2013, Assembly Bill (“AB”) 1729 expands administrator authority to use alternative means of discipline before suspending or expelling students, including students with disabilities.

Existing law authorizes the suspension or expulsion of a student, including a student with a disability, for certain offenses listed in the Education Code. AB 1729 modifies Education Code sections 48900 and 48900.5 to allow administrators to use alternatives to suspension or expulsion that “are age appropriate and designed to address and correct the student’s misbehavior.” New language also specifies that administrators *may* document use of alternative means of correction and include them in the student’s file.

Suspensions are often used as an individual disciplinary consequence in attempts to reduce problem behaviors in the future. However, suspensions have shown to be less effective for students with behavioral skills deficits. Suspending may be inappropriate and counterproductive to promote learning or behavioral compliance. Effective prevention methods (e.g., positive behavior supports) can inform a potential paradigm shift in how student misbehavior may be effectively addressed. AB 1729 introduces additional “means of correction,” including but not limited to: conferences with student’s parents, referral to Student Support and Monitoring Team (SSMT) and other behavioral groups; referrals to a psychologist or other school support service personnel; enrollment in a restorative justice, anger management, or prosocial behavior program; referral for a comprehensive psychosocial or psychoeducational assessment for purposes of creating an IEP or Section 504 plan; positive behavior support with tiered interventions occurring during the school day; community service (with parent permission); and after-school/Saturday programs that address behavioral problems and/or expose students to positive activities.

### **Positive Behavior Intervention and Support (PBIS)**

All students attending schools in CUSD are expected to exhibit appropriate school behaviors. Part of our teaching mission is to help students learn to work within the structures of the school environment to improve achievement for everyone. We cannot assume that children already know what appropriate school behavior looks like and sounds like; instead we need to provide explicit

modeling and reinforcement of our expectations. Clearly established expectations, consistent routines and procedures, belonging and competency as well as organization and timeliness increases the probability of students exhibiting positive behaviors. All staff at each school must mold behavior in order to maximize learning. When we're able to get students to clearly articulate expected behaviors and to have a sense of self efficacy and self-control we have created an environment for achievement.

Positive Behavior Intervention and Supports is an evidence-based framework that provides a continuum of supports for students across multiple tiers. This proactive approach improves academic and social emotional behavior outcomes for all students by determining overarching school expectations, identifying behavioral expectations for all school settings (e.g., classroom, halls, cafeteria, bus, playground, etc.), using data to evaluate the effectiveness of the program, and providing interventions for students who have not demonstrated success.

### **Social Skills Training**

Social skills are those communication, problem-solving, decision making, self-management, and peer relations abilities that allow one to initiate, build, and maintain positive social relationships with others. Deficits or excesses in social behavior interfere with friendships, adult-child relationships, learning, teaching, and the classroom's orchestration and climate. One's social competence is linked to peer acceptance, teacher acceptance, and success of inclusion efforts with students with disabilities, and post school success.

Positive Behavioral Interventions and Supports provides a vehicle for promoting social-emotional competencies to improve outcomes for the whole child. The PBIS model provides the necessary structure to teach social-emotional competencies effectively including the use of the Student Support and Monitoring Team (SSMT) to examine data to identify needs, monitor fidelity of implementation and measure effects. Social skills training within PBIS supports proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

### **Centinela Youth Services**

Centinela Youth Services (CYS) programs are client-centered to serve vulnerable youth and are nationally recognized, innovative and evidence-based. At the heart of all CYS services are more than one hundred (100) volunteer mediators that have completed over 40 hours of high quality training and certification.

CYS works in partnership with a variety of community and government agencies including South Bay One-Stop Business & Career Centers, three school districts, L.A. County Probation Department, L.A. County Juvenile Courts, four law enforcement agencies, the Department of Children and Family Services and numerous faith-based and community-based agencies to help create safe communities and safe schools that promote learning and positive youth development.

### **Restorative Justice**

Restorative Justice encourages the members of a community most affected by a crime to participate in a mediation process that empowers victims, holds responsible parties accountable, and works to repair the community as a whole. Led by a community mediator, Restorative Justice Mediations bring offender and victim together, face-to-face, and allow humanity into the justice system. It's

an empowered victim being able to look their offender in the eye and say, “this is the harm you did to me.” It’s a teenaged girl telling her mediator about the positive changes she had made in her life because of the program, and saying, “...even if no else makes a change, at least I can say is that I made the change, and I am going to improve my life.” Restorative Justice provides the opportunity for victims to forgive, communities to heal, and offending youth to turn their lives around. Multiple studies of restorative justice programs, including the programs at CYS, demonstrate that youthful offenders who participate in restorative justice reduce future involvement in the juvenile justice systems.

CYS Restorative Justice Centers (RJC)s serve youth and families through a **trauma-informed lens**. Trauma-informed care is a treatment framework that acknowledges the widespread impacts of trauma on the quality of life, experiences and behaviors of youth and families. Youth and families referred to CYS receive assessment for the signs of trauma followed by responsive services and programs that encourage resilience and build skills for active resistance to re-traumatization.

### **Victim Offender Restitution Program**

The Victim Offender Restitution Program (VORS) gives youth offenders the opportunity to learn the harm they have caused, ‘make right’ their wrongs and become accountable for their actions. The program also works to provide, financial and psychological restitution for victims and relief for the overloaded Juvenile Justice system. Developed under the auspices of a Collaboration Team headed by the Presiding Judge, Victim Offender Restitution receives referrals from throughout LA County via Probation and law enforcement. Mediations facilitated by trained community volunteers are held between offenders and their victims who include private citizens, homeowners, teachers, local city governments, businesses and other children. Crimes include vandalism, theft, assault, shoplifting and other non-weapon crimes.

### **Family Mediation Program**

The Family Mediation Program (FARS) provides mediations for youth who are in server conflict with their family. After an initial session of problem identification from both the parent and child viewpoint, a trained mediator assists families to craft written agreements on issues. Ninety-five percent of participants return for a second mediation and when surveyed 3 to 6 months later, using an instrument developed by UCLA/RAND for CYS, over 70% reported reduced family conflict and increased communication skills.

Over 85% reported no further contact with authorities regarding conflict. These encouraging results demonstrate that families in severe conflict when engaged in parent/child mediation are able to establish new behavior patterns. The goal of Family Mediation is to assist family members so that they can resolve their own conflict through enhanced communication skills.

### **Counseling and Resource Services**

Counseling and Resource Services (CARS) Professional mental health counseling is indicated when the conflict is principally inside the individual. For 34 years, CYS has referred and funded youth for counseling services from professional therapists. The CARS program helps teens and pre-teens deal with complex emotional issues by providing mental health or substance abuse

treatment, as needed. Counseling referrals come from parents, school counselors and law enforcement personnel. CYS has on-going contracts with counseling professionals who specialize in serving at-risk youth.

The intent of discipline and subsequent interventions is to assist students in recognizing and avoiding unacceptable behaviors and in fostering acceptable behavior and appropriateness while attending school. The discipline code as described in this handbook is not intended to be an exclusive list of acts of misbehavior and consequences. Students may be disciplined, including suspension and expulsion following due process, for misconduct that is not specifically identified in this regulation. In addition, the disciplinary consequences listed for each offense may be increased or decreased by the administration or the Board of Trustees due to mitigating or aggravating circumstances. The decision to increase or decrease the consequences for a particular offense rests within the professional judgment and discretion of district administrators and/or the Board of Trustees. This code includes, but is not necessarily limited to, acts of students on district property, including buildings, playgrounds, parking lots, sidewalks and district transportation, or at a district activity, whether on or off district property. This includes acts of students while the student is in route to or from district property. The district may also discipline students for off-campus conduct that negatively impacts the educational environment or members of the school community, to the extent allowed by law.