



# 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, 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



- 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.**



**HOW TO ESTABLISH AND/OR REFINE AN EFFECTIVE SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEM**

Under the auspices of the School Leadership Council, form or use an existing leadership team with an administrator and elected membership from stakeholder groups, including general and special education teachers, classified staff and parents/caregivers. The team will use the School Resource Survey (Attachment G) to identify what is in place and what might be needed at the school site. This will help to determine how to use resources to support the successful implementation of school-wide positive behavior support.

Use the steps below as an outline to guide your work.

TASKS
1. Post or provide an interest flyer asking for participants from among each stakeholder group (see Resource Manual: Template — available in July 2007). Hold stakeholder elections.
2. The leadership team reviews past participation in school-wide positive behavior support training such as: BEST Behavior, Safe and Civil School's "Foundations, Teaching Alternative Behaviors School-Wide," or other research-based school-wide positive behavior support system training in order to determine if additional training for the team is necessary. Training can be accessed through the Behavior Support Unit at (213) 241 8051 or utilize the list of providers for selection by the appropriate school-site council. (See Resource Manual for exemplary School-Wide Positive Behavior Support system rubric and list of providers.)
3. The leadership team works with the entire school community to establish a small number of positively stated rules (3-6) aligned with <i>Culture of Discipline: Guiding Principles for the School Community</i> that are differentiated for each area of the campus. These rules are to be communicated and posted throughout the school community (see Resource Manual: Examples).
4. The leadership team ensures that <i>Culture of Discipline: Guiding Principles for the School Community</i> and rules are taught, enforced, advocated and monitored throughout the school community (see Resource Manual: Lesson Plan Examples).
5. The leadership team identifies effective procedures for recognizing appropriate behavior and reinforcing students, staff and parents (see Resource Manual: Examples).
6. The leadership team ensures that there are effective reactive strategies (planned responses) in place to address both minor problem behaviors and more challenging behaviors. There is a crisis plan in place (see Resource Manual: Examples).
7. The leadership team ensures the effectiveness of disciplinary practices at the school through a process of monitoring and evaluation. Review of office referral data, statistics on academic achievement, suspension, expulsion, opportunity transfer, attendance, and drop-out rates, and results of interventions are used to ascertain the program's effectiveness and to plan the next steps (see Resource Manual: Examples).

For assistance with any task, contact the Behavior Support Unit at (213) 241 8051.

Source: <http://www.pbis.org/schoolwide.htm#Components> (modified)



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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## ATTACHMENT D

### STUDENT TIPS

Students are one of the most important groups responsible for making the school climate safe and healthy. Students who follow school and classroom rules and encourage others to do so too, help make school a fun and pleasant place to be. Below are several tips students can use to demonstrate appropriate positive behavior at school.

- Learn and follow *Culture of Discipline: Guiding Principles for the School Community* and the *Culture of Discipline: Student Expectations*.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences between people.
- Participate in school activities. Join clubs and sports teams at school and in your community.
- Communicate with your parents/caregivers. Let them know what is going on in your life. Introduce them to your friends and always tell them where you are going.
- Don't wait for the problem to get too big before you tell your parent or a trusted adult.
- Find a trusted adult who can mentor and support you in achieving your dreams.
- Get help when you need it. Ask questions when you don't understand.
- Treat others like you want them to treat you.
- Remember that you matter. Your ideas, thoughts and opinions are important and have value. Consider leadership opportunities.
- Get involved in your community. You can make a difference in someone's life.
- Show respect by using respectful language and actions.
- Report unsafe, unhealthy conditions and bullying to an administrator.
- Be honest. Telling the truth, keeping your word and not cheating are the best ways to show character, responsibility, and maturity. Be proud of what you achieve on your own. If it's your best, then it's the best!



### PARENT/CAREGIVER RESPONSIBILITIES

Parents/caregivers and schools are partners in their children's education. In order to create safe, respectful, and welcoming schools, parent/caregiver support is needed to help children learn and follow school and classroom rules. Parents/caregivers are the most important persons in a child's life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat district employees and school personnel with respect and expect them to treat you and your child with respect. Review the tips below:

- Learn *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for LAUSD. Learn the rules for your child's school and make sure you and your child understand and follow them. Let them know that you are in agreement with the rules and help them to understand the reasons for such rules.
- Involve your son or daughter in the establishment of rules in the home. Be clear about the rules, including consequences and rewards. A child should never be confused about the rules; they should be simple and clearly explained.
- Participate in your children's education, help them with homework, speak to their teachers, attend school functions, such as parent conferences, classroom programs, exhibitions of student work, and PTA meetings.
- Use a positive approach when disciplining your children. Say, "do this" more than "don't do that." Set limits on your children's behavior. Agree with your children on the limits and make it clear what the consequences are for breaking the rules. Enforce the rewards and consequences consistently.
- Help your child develop a network of trusted adults to provide additional support when needed. If you are parenting alone, look for safe, healthy adult role models of both genders who can be mentors and supports for your child.
- Teach your child to resolve problems. Good listening skills, honest communication, and conflict resolution skills and patience will help your children be more resilient (able to bounce back from setbacks).
- Recognize your child's accomplishments and improvements. Praise them when they have accomplished something or are trying hard to make improvements.
- Help your child understand the value of accepting individual differences.
- 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 demonstrate the appropriate reaction and speak about the issue.
- Keep open communication with your children, even when it is difficult. Also, make sure your children tell you who they are with and where they will be at all times. Meet their friends.
- Set an example for your children. Your own behavior is the basis for establishing your expectations.

Treat district employees and school personnel with respect and expect them to treat you and your child with respect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

## SCHOOL RESOURCE SURVEY

School \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Grade Levels \_\_\_\_\_  
 Contact Name for School-Wide Positive Behavior Support \_\_\_\_\_ Title \_\_\_\_\_

In order to determine what services, academic and enrichment resources are available at your school, the following checklist has been compiled. The survey is to be used as a tool to assess your school's needs and resources. Thank you for your time in this valuable effort.

### Who has these positions at your school site? Add other support staff as appropriate.

Career Advisor \_\_\_\_\_  
 College Counselor/Advisor \_\_\_\_\_  
 Counselor(s) \_\_\_\_\_  
 Discipline (in charge of) \_\_\_\_\_  
 Elementary Counselor(s) \_\_\_\_\_  
 Impact Coordinator \_\_\_\_\_  
 LAPD Juvenile Officer \_\_\_\_\_  
 Nurse \_\_\_\_\_  
 Parent Representative(s) \_\_\_\_\_  
 Probation Officer \_\_\_\_\_  
 PSA Counselor \_\_\_\_\_  
 Psychiatric Social Worker (PSW) \_\_\_\_\_  
 Resource Teacher \_\_\_\_\_  
 School Leadership Council Co-Chairs \_\_\_\_\_  
 School Police Officer \_\_\_\_\_  
 School Psychologist \_\_\_\_\_  
 School Safety Officer \_\_\_\_\_  
 School Site Council Chair \_\_\_\_\_  
 Special Education Coordinator \_\_\_\_\_  
 Student Intervention Specialist (AB1113) \_\_\_\_\_  
 Teacher Adviser \_\_\_\_\_  
 Title IX Complaint Coordinator \_\_\_\_\_  
 UTLA Representative \_\_\_\_\_  
 Other: \_\_\_\_\_



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

Please check all that apply:

### Academic Support Programs: Contact

- |  |  |
|--|--|
| <input type="checkbox"/> Intersession    | <input type="checkbox"/> Mentoring                           |
| <input type="checkbox"/> Tutoring        | <input type="checkbox"/> Parenting Education and Life Skills |
| <input type="checkbox"/> Saturday School | <input type="checkbox"/> Extended Learning Academy           |
| <input type="checkbox"/> Other: _____    |  |

### Behavior Support Programs: Contact

- |   |  |
|---|--|
| <input type="checkbox"/> Alternatives to Suspension | <input type="checkbox"/> Dean                          |
| <input type="checkbox"/> Progressive Discipline     | <input type="checkbox"/> Classroom Management Training |
| <input type="checkbox"/> Positive Behavior Support  | <input type="checkbox"/> Progressive Parent Contact    |
| <input type="checkbox"/> Referral Room              | <input type="checkbox"/> Other, please list: _____     |

### Conflict Resolution Programs: Contact

- |  |  |
|--|--|
| <input type="checkbox"/> Peacemakers                               | <input type="checkbox"/> Second Step     |
| <input type="checkbox"/> Conflict Mediators/Conflict Busters       | <input type="checkbox"/> Peer counseling |
| <input type="checkbox"/> Anti-bullying Program, please list: _____ | <input type="checkbox"/> Other: _____    |

### Federally Mandated Violence Prevention Program (teaches social-emotional skills)

- In elementary and middle schools, are all students being taught the *Second Step* curriculum?  Yes  No
- Do you need training/materials to implement the *Second Step* program?  Yes  No
- If not implementing *Second Step*, what is the state approved violence prevention program that all your students are receiving?
- \_\_\_\_\_
- \_\_\_\_\_

Do you have a current attendance plan at your school?  Yes  No

### Attendance Programs

- |  |  |
|--|--|
| <input type="checkbox"/> Abolish Chronic Truancy (ACT)         | <input type="checkbox"/> Operation Bright Future   |
| <input type="checkbox"/> Student Attendance Review Team (SART) | <input type="checkbox"/> Other, please list: _____ |
| <input type="checkbox"/> Drop Out Prevention Programs (SB65)   |  |

### Attendance Incentives

- |  |  |
|--|--|
| <input type="checkbox"/> Trips/Prizes          | <input type="checkbox"/> Pencils/Prizes            |
| <input type="checkbox"/> Banners               | <input type="checkbox"/> Assemblies/Special Events |
| <input type="checkbox"/> Trophies/Certificates | <input type="checkbox"/> Other, please list: _____ |

### Counseling/Mental Health Services

- PSW
- EBIC
- Student Intervention Specialist (AB1113)
- PSA Counselor
- Outside Agency, please list agency and days/times: \_\_\_\_\_
- Do you have an MOU? \_\_\_\_\_
- Other, please list: \_\_\_\_\_



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

**When a student is identified as having social service or mental health needs, what are the steps your school takes?**

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**Who is in charge of this process? Name** \_\_\_\_\_

**Do you have a Student Success Team?**  Yes  No

If yes, how often do they meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

**Do you have a Resource Coordinating Team (RCT)/Coordination of Services Team (COST)?**  Yes  No

How often do you meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

Resource Coordinating Team Members (please list names and titles of all members)

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**How often does your Crisis Team meet?**

- Weekly
- 1-3 times per month
- Monthly
- As needed

Crisis Team Members (please list names and titles of all members)

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**Does your Crisis Team need additional training from the District?**  Yes  No

If yes, please list topics of interest: \_\_\_\_\_



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

### After School Programs

- Arnold's All Stars
- Woodcraft Rangers
- LA's Best

- Youth Services
- Healthy Start Program: \_\_\_\_\_
- Other, please list: \_\_\_\_\_

### Special Programs

- Jeopardy
- Mentor Program
- LA Bridges (Lead Agency: \_\_\_\_\_)
- Healthy Start (Coordinator: \_\_\_\_\_)
- Probation Officer
- Project Grad
- Cal-Learn

- Early Mental Health Initiative (EMHI)
- Adopt-A-School, list: \_\_\_\_\_
- School Community Policing Partnership
- Adolescent Family Life Program
- Transition Services (Foster care, Probation)
- GEAR UP
- Other, please list: \_\_\_\_\_

### Do you have any additional extracurricular activities for the students to participate in?

If yes, what are the activities?

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### Do you have a Parent Center?

Yes       No

If yes, how is it utilized?

- |   |  |
|---|--|
| <input type="checkbox"/> Parenting Classes    | <input type="checkbox"/> Career Counseling         |
| <input type="checkbox"/> ESL Classes          | <input type="checkbox"/> Job Training/Placement    |
| <input type="checkbox"/> Emergency Assistance | <input type="checkbox"/> Other, please list: _____ |

### Are there any programs/services you would like on your campus?

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### How can your Local District be of assistance to you?

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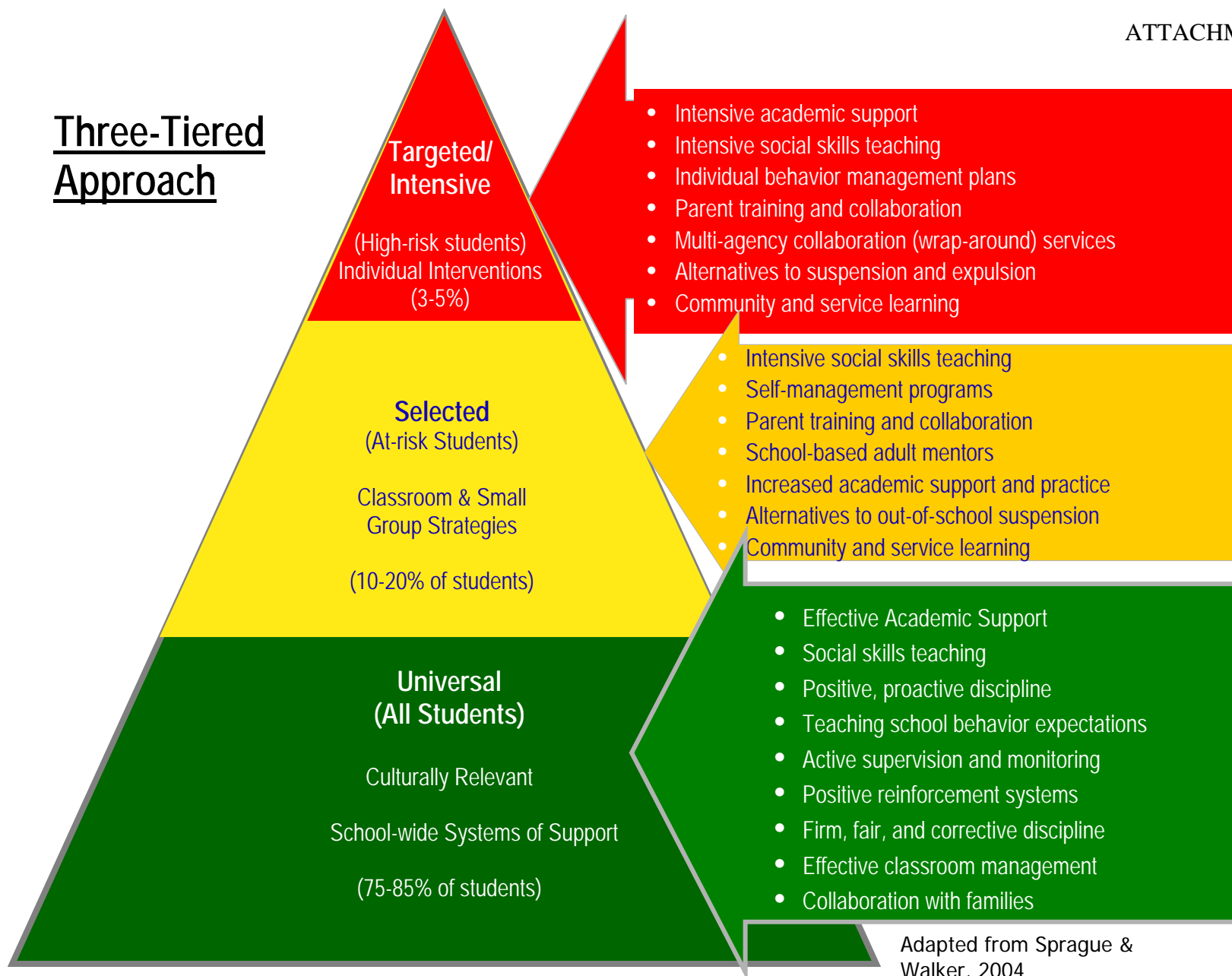
**TOP TEN ALTERNATIVES TO SUSPENSION**

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student’s schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student’s needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student’s behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
Community Service	Required amount of time in community service in school system or in the community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Restitution	Financial or “in kind.” Permits the student to restore or improve the school environment.
Problem-Solving/Contracting	Use negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, and consequences for continuing problems.

Source: Reece Peterson, University of Nebraska – Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin



**Three-Tiered Approach**



Adapted from Sprague & Walker, 2004



CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

<p><b>Level A: Preventive Plans</b> <b>Misconduct that Requires Classroom Supports</b></p>	<p><b>Level B: Preventive Plans</b> <b>Misconduct that Requires a Collaborative Team Response</b></p>	<p><b>Level C: Intervention Plans</b> <b>Serious Offenses with almost no Administrative Discretion</b></p>
<p><b><u>Preventive Plans</u></b></p> <ul style="list-style-type: none"> <li>▪ Reinforce guiding principles</li> <li>▪ Identify, teach and reinforce behavioral expectations, rules and social skills</li> <li>▪ Actively supervise, monitor and provide feedback on behavior in all areas of the school</li> <li>▪ Use firm, fair, corrective, consistent disciplinary techniques</li> <li>▪ Identify resources at school, local district, and in the community</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Classroom disruption, (e.g., speaking out, out of seat).</li> <li>• Occasional tardiness</li> <li>• Poor team work/incomplete work</li> <li>• Harassing other students</li> <li>• Inappropriate clothing for school</li> <li>• Non-compliance with rules</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned</li> <li><input type="checkbox"/> With the student, develop a contract with explicit expectations for behavior and consequences</li> <li><input type="checkbox"/> Assign student a written apology</li> <li><input type="checkbox"/> Call parents and alert them about behavior, eliciting their partnership</li> <li><input type="checkbox"/> Assign a contribution plan (i.e., contributing back to the classroom environment)</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-teach group expectations, routines, and strategies, modify grouping patterns</li> <li><input type="checkbox"/> Use systematic positive reinforcement for students when they act appropriately</li> <li><input type="checkbox"/> Use mentoring strategies; assign a mentor</li> <li><input type="checkbox"/> Utilize a daily report card, involving parents and other staff in a partnership of support</li> <li><input type="checkbox"/> Utilize peer tutoring/counseling</li> <li><input type="checkbox"/> Determine the function of the student's behavior and teach replacement behavior</li> </ul>	<p><b><u>Preventive Plans</u></b></p> <ul style="list-style-type: none"> <li>▪ Work as a team, coordinating services</li> <li>▪ Collaborate with parent/caregiver(s)</li> <li>▪ Develop a school-based mentoring program</li> <li>▪ Access school, local district, District, and community resources</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Excessive tardiness/ongoing defiance</li> <li>• Engaging in habitual profanity or vulgarity</li> <li>• Being under the influence of alcohol or drugs</li> <li>• Vandalism/Graffiti/Theft</li> <li>• Bullying, harassment, sexual harassment</li> <li>• Truancy</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign detention or in-school suspension</li> <li><input type="checkbox"/> Involve student in the development of individual behavior support plan to change behavior</li> <li><input type="checkbox"/> Enlist parent participation in a consistent response plan, e.g., daily signed behavior report</li> <li><input type="checkbox"/> Clean up/make restitution</li> <li><input type="checkbox"/> Loss of privileges</li> <li><input type="checkbox"/> Assign an out-of-school suspension</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convene a Student Success Team (SST) or COST</li> <li><input type="checkbox"/> Parent Conference</li> <li><input type="checkbox"/> Use debriefing forms to address misconduct</li> <li><input type="checkbox"/> Refer to community agencies</li> <li><input type="checkbox"/> Assign campus responsibilities</li> <li><input type="checkbox"/> Provide conflict resolution training, peer mediation, anger management</li> <li><input type="checkbox"/> Encourage enrichment activities (after school clubs)</li> <li><input type="checkbox"/> Assign Alternatives to Suspension, including in-school suspension or detention</li> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Report to Law Enforcement</li> </ul>	<p><b><u>Intervention Plans</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify crisis intervention plan and procedures</li> <li>▪ Identify emergency resources</li> <li>▪ Use resources in school, local district, District, and community</li> <li>▪ Work as a team, coordinating services</li> <li>▪ Collaborate with parent/caregiver(s)</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Possessing, selling, or furnishing a firearm</li> <li>• Possessing and/or brandishing a dangerous object</li> <li>• Possession of an explosive</li> <li>• Selling a controlled substance</li> <li>• Committing or attempting to commit a sexual assault or committing a sexual battery</li> <li>• Causing or attempting to cause a serious physical injury to another.</li> <li>• Robbery, extortion</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Expulsion</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct investigation, interview all witnesses</li> <li><input type="checkbox"/> Consult with Student Discipline Proceedings Office</li> <li><input type="checkbox"/> Report to Law Enforcement</li> <li><input type="checkbox"/> Conduct parent conference/pre-suspension conference</li> <li><input type="checkbox"/> Review suspension and expulsion bulletins for specifics regarding mandatory actions</li> <li><input type="checkbox"/> Review teacher-student-parent interaction history</li> <li><input type="checkbox"/> Review social adjustment history</li> <li><input type="checkbox"/> Review Special Education status</li> <li><input type="checkbox"/> Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)</li> </ul>



## Cultura de la Disciplina

# Principios Guía para Todos en la Escuela

### 1. Respeto

Trato a los demás de la manera en que quiero que me traten  
Respeto las leyes, reglas y la autoridad escolar  
Trato a las personas con justicia y respeto sus derechos  
Respeto la propiedad privada y pública

### 2. Responsabilidad

Me hago responsable por mis acciones  
Decido en qué manera les respondo a los demás  
Devuelvo lo que pido prestado

### 3. Apreciar las diferencias

Busco lo bueno en los demás  
Respeto el derecho que tiene cada persona de ser diferente  
Considero que la diversidad cultural es una oportunidad para aprender

### 4. Honestidad

Soy honesto conmigo mismo y con los demás  
Actúo con integridad  
Evito el hacer correr rumores o los chismes

### 5. Seguridad

Participo en actividades seguras  
Cuido la salud de mi cuerpo y de mi mente  
Escojo solamente las cosas que son realmente buenas para mí

### 6. Aprendizaje toda la vida

Vengo a la escuela listo para aprender  
Me esfuerzo al máximo en todo lo que hago  
Soy abierto y presto atención a las soluciones

Quando eres el ejemplo de los Principios Guía,

Tratas a los demás con respeto  
Encuentras soluciones pacíficas  
Escuchas a los demás  
No tomas drogas  
Mantienes limpia a nuestra escuela  
Tienes amistades saludables  
Produces tu propio trabajo  
Eres honesto e íntegro  
Demuestras empatía y compasión  
Defiendes los derechos de los demás  
Aprecias las diferencias  
Respetas la propiedad de los demás  
Participas en actividades seguras

Y no toleras:

La intimidación y el acoso  
Las armas  
Las peleas, las amenazas y la violencia  
La posesión y venta de drogas  
El graffiti y el vandalismo  
Las trampas y el plagio  
La falsificación  
El acoso y la agresión sexual  
El chantaje y la extorsión  
Los prejuicios y los crímenes basados en el odio  
El robo y el hurto  
Los fuegos artificiales y los petardos



## Cultura de la Disciplina

# Expectativas para los estudiantes

1. Saber y obedecer las reglas de la escuela y del salón de clases
2. Resolver conflictos con madurez, sin violencia física ni verbal
3. Mantener al plantel escolar seguro y limpio, libre de graffiti, armas y drogas
4. Ser un buen ejemplo y ayudar a crear un ambiente positivo en la escuela
5. Denunciar a los bravucones, al acoso y a los incidentes motivados por el odio
6. Tener buen espíritu deportivo tanto en el campo atlético como en el patio de juegos
7. Asistir puntualmente a la escuela, llevar los libros y materiales y estar listo para aprender
8. Mantener la seguridad de las actividades sociales y denunciar cualquier peligro

### **Responsabilidades del Padre de Familia o Persona que Brinda Cuidados**

Los padres de familia o persona que brinda cuidados y las escuelas son participantes en la educación de los hijos. Para crear escuelas seguras, respetuosas y acogedoras, se necesita el apoyo de los padres de familia o persona que brinda cuidados para ayudar a los niños a aprender y obedecer las normas de la escuela y del aula. Los padres de familia o persona que brinda cuidados son las personas más importantes en la vida de un niño, y tienen el poder de influenciar las actitudes y la conducta de sus hijos tanto en el hogar como en la escuela. El modo en que los padres de familia controlan la disciplina en el hogar afecta la conducta del niño en la escuela. Trate a los empleados del distrito y al personal escolar con respeto y espere recibir el mismo respeto por parte de ellos hacia usted y hacia su hijo. Analice los consejos que figuran a continuación:

- Aprenda los Hábitos de Disciplina: Principios Rectores para la Comunidad Escolar y Hábitos de Disciplina: Expectativas del Estudiante para el LAUSD. Aprenda las normas que deben obedecerse en la escuela de su hijo y asegúrese que tanto usted como él las entiendan y obedecen. Dígame a su hijo que usted está de acuerdo con las normas y ayúdele a entender los motivos por los que se deben obedecer.
- Involucre a sus hijos en el establecimiento de normas en el hogar. Sea claro en todo lo que se refiere a las normas, incluyendo las consecuencias y recompensas. Un niño nunca debe estar confundido en cuanto a las normas y las mismas deben ser simples y claramente explicadas.
- Participe en la educación de su hijo, ayúdele con el trabajo asignado para el hogar, hable con sus maestros, asista a las reuniones escolares, tales como entrevistas con el padre de familia, programas en el aula, exhibiciones del trabajo estudiantil, y reuniones de PTA (Asociación de Padres de Familia y Maestros).
- Use un enfoque positivo cuando discipline a su hijo. Dígame, "haz esto" en vez de "no hagas esto". Establezca límites a la conducta de su hijo. Póngase de acuerdo con su hijo en cuanto a los límites y exprese claramente cuáles son las consecuencias por no obedecer dichas normas. Cumpla con las recompensas y las consecuencias de manera sistemática.
- Ayude a su hijo a desarrollar una red de adultos de confianza que le ofrezcan apoyo adicional cuando lo necesite. Si usted lo está educando solo, busque adultos de ambos sexos como modelos de conducta seguros y saludables que puedan ser consejeros y sirvan como apoyo moral para su hijo.
- Enséñele a su hijo a resolver problemas. Las buenas aptitudes para escuchar, comunicación honesta, aptitudes para resolver conflictos y paciencia, ayudarán a su hijo a ser más fuerte (capaz de recuperarse frente a un contratiempo).
- Reconozca los logros y mejoras de su hijo. Elógielo cuando haya logrado algo o esté poniendo todo su empeño para mejorar.
- Ayude a su hijo a entender el valor de aceptar las diferencias entre las personas.
- Ayude a su hijo a encontrar la forma de expresar su enfado sin ataques verbales o violencia física. Cuando usted se enfada, aproveche la oportunidad para demostrar la reacción apropiada y hable sobre el tema.
- Mantenga con su hijo una comunicación franca, aún cuando sea difícil. Además, asegúrese de que su hijo le diga en todo momento con quien está y dónde va a estar. Conozca a sus amigos.
- Dé a su hijo un buen ejemplo. Su propia conducta es la base para establecer sus expectativas.

Trate a los empleados del distrito y al personal escolar con respeto y espere recibir el mismo respeto por parte de ellos hacia usted y hacia su hijo.