

TARGETED STRATEGY PLAN—MCD OUTCOME 5

INTRODUCTION

The following amendments have been made to “Targeted Strategy Plan—MCD Outcome 5” approved by the Independent Monitor on January 8, 2009:

CONTINUED Strategy 5-1. Target top suspending secondary schools for mandatory intensive professional development and administrator and teacher accountability.

COMPLETED Strategy 5-1.1: *Conduct a suspension conference on school discipline “best practices” by experts and local school personnel on discipline and behavior for targeted local district secondary school directors, secondary school principals, secondary school administrators responsible for discipline, and deans for discipline.*

REVISED Strategy 5.1.2: *Provide on-line professional development on best practices in suspension alternatives and ethical discipline, mandating its use by targeted school on-site and support staff including line supervisory staff.*

REVISED Strategy 5-2: Provide professional development related to coaching classroom management for targeted middle school and senior high school staff.

REVISED Strategy 5-2.1: *Provide professional development in coaching classroom management and behavioral strategies to targeted secondary school staff as part of the implementation of the Discipline Foundation Policy.*

CONTINUED Strategy 5-3: Target groups of students with the highest likelihood to be suspended in the sixth and ninth grade at targeted schools.

REVISED: Strategy 5.3.1: *Continue to collaborate on the interventions to be used with students with disabilities who are entering the sixth or ninth grade and who have had three or more days of suspension in the 2007 – 2008 school years with Diploma Project Advisors, counselors, Least Restrictive Environment Specialists, Program Specialists in order to integrate the necessary skills and the responsibilities for this into everyone’s work.*

COMPLETED Strategy 5-4: Based on a study of five targeted strategy secondary schools, develop a list of best practices that have been shown to reduce out of school suspensions.

COMPLETED Strategy 5-4.1: *Pilot in twenty targeted secondary schools the best practices based on the results of the study in May and June, 2007. Note: This was extended to all schools in the 2006 – 2007 school year.*

REVISED Strategy 5-5: Provide quarterly data to targeted schools on remaining suspensions before exceeding the outcome of less than 8.6%.

REVISED Strategy 5-5.1: *Provide quarterly suspension profile data to targeted strategy school Principals, Assistant Principals, Directors and Superintendents that includes the number of suspensions that they have left before they exceed the outcome.*

REVISED: Strategy 5-6: Assign Secondary Behavior Specialist support 50-80 hours to targeted schools not achieving Outcome 5.

REVISED: Strategy 5-6.1: *Allocate Secondary Behavior Specialist support 50-80 hours per month to specifically meet the needs of targeted schools, feeder schools and other schools with high suspension rates through a mixture of professional development, on-campus support, small group meetings, data analysis with school staff, collaborative completion of the System-Wide Evaluation Tool (SET), the Team Implementation Checklist (to be submitted on line) and support to Local District Discipline Policy Implementation teams.*

ADD: Strategy 5-7: Those targeted schools that have performed worse in suspension rates of students with disabilities and for all newly targeted schools will participate in an analysis of disciplinary practices. (These schools have an asterisk on the 2008-2009 Targeted Schools list on pages 5 and 6.)

ADD: Strategy 5-7.1: Review suspension-related data using an analysis tool (provided by the Division of Special Education) that focuses on data analysis/process, instruction on behavioral expectations, office discipline referral process, and implementation of suspension alternatives. When analysis activity is complete, sign-off on data analysis report and complete and sign a written commitment to action form to address reduction of suspension for students with disabilities (template provided by the Division of Special Education).

ADD: Strategy 5-8: Additional authorization for non-mandatory suspension of students with disabilities is required at targeted schools.

ADD: Strategy 5-8.1: Beginning February 2009, a principal of a targeted school may not suspend a student with disabilities for a non-mandatory reason without authorization from the Local District Director or Local District Superintendent. An explanation of what interventions have been provided to the student and why an alternative was not used for the student must be provided to the Local District Director or Local District Superintendent prior to their approval or denial of the suspension.

ADD: Strategy 5-9: Local District Directors complete the “Rubric of Implementation” for each targeted school.

ADD: Strategy 5-9.1 To support the implementation of the District’s Discipline Policy, Local District Directors will complete the “Rubric of Implementation” for each targeted school by the end of March 2009.

ADD: Strategy 5-10: Review suspension data for students with disabilities in March 2009 to determine which schools’ data continue to indicate difficulty in progressing towards the outcome requirement.

ADD: Strategy 5-10.1 In March 2009, Local District Director and targeted school principal(s) conduct a joint review of suspension data and suspension alternatives for students with disabilities. In subsequent months, if the data continue to indicate worsening suspensions or maintenance of high rate of suspensions, Local District Superintendent will provide corrective actions to increase each school’s ability to progress to the outcome.

The proposed amendments continue to focus on the strategies that have been developed from (a) an analysis of suspension and other data, (b) research findings, and (c) a review of the impact of, or the continuing need for, the strategies approved by the Independent Monitor on March 26, 2008.

IMPLEMENTATION OF THE TARGETED STRATEGY PLAN, 2007-2008

Discipline Foundation Policy

The *Discipline Foundation Policy: School-Wide Positive Behavior Support* was approved on February 27, 2007. The research of Horner, Sugai and Todd indicates that faithful implementation of this discipline foundation policy will result in lower suspensions and more positive school climates.

In the 2007-2008 school year, the central Leadership team for the Discipline Policy was formed. It includes two members of Division of Special Education Behavior Support Office. The Central Leadership Team worked to support the Local Districts in forming Local District Implementation Teams, provided extensive professional development on the eight key features of school wide positive behavior support and organized the Discipline Policy Implementation Task Force. The Central Leadership Team worked collaboratively and intensively with the Implementation Task Force and their collaborative accomplishments include: the development of a website, DVD, Resource Manual, and an *Discipline Policy Information Kit*. The suspension profiles have been requested for ALL schools in the district. They are sent to the Local District Implementation Teams in addition to the Superintendents, Support Unit Administrators, Behavior Specialists, and the targeted schools. Collaboration is on-going with Operations, Student Discipline, Support Units, Student Health and Human Services as well as Crisis prevention teams.

There has been extensive training on the Discipline Policy through the Local District teams per the request to build capacity. Local District teams have infused Discipline Policy and Suspension Alternative trainings into Professional Development for school teams, deans and counselors, assistant principals, principals and support staff.

Professional Development

The professional development and interventions required in the 2007-2008 Targeted Strategy plan were completed. Professional development on school wide positive behavior support, individual student interventions (including Behavior Support Plans, Functional Behavioral Assessment, Functional Analysis Assessment, ProAct, etc), Classroom management training and coaching classroom management training continued through the 2007- 2008 school year as well as training on suspension alternatives. The 2008 - 2009 amended targeted strategy plan for Outcome 5 proposes to continue direct support while emphasizing professional choice by having the behavior specialist work with the leadership teams at the schools and support staff in the Local District to identify “next steps” in support/ professional development. The plan includes quarterly profiles to the directors, superintendents, and principals of the targeted schools on their suspension data along with lines of inquiry and resources related to suspension practices. Professional Development will be aligned to needs revealed by an analysis of the data.

Identified Best Practices

Best practices start with the full implementation of the Discipline Policy including all aspects of the three tiered system. In terms of Central Support Staff, the Division of Special Education is working in collaboration with Student Health and Human Services, Operations, Human Relations to fully implement School Wide Positive Behavior Support at every school in the district. In addition, there is a focused effort to more fully implement Second Step at the elementary level and provide training in the new middle school Second Step.

To meet the needs of individual students, the Behavior Support office has developed an on-line training for Functional Behavioral Assessment to support school site staff in the assessment of students with disabilities whose behavior impedes learning. In order to better capture office discipline referral data, the Behavior Support Office has been working with Operations in an ODR form that is coherent with School Wide Information System (SWIS).

The best practices used by school sites in suspension reduction included: (1)review of the data, using the school’s suspension report profile to identify current practices and lines of inquiry to inform the analysis;

(2) review of the instruction on behavioral expectations, acknowledging students who have learned them; (3) office discipline referral that includes a coherent process that is predictable to students, staff, families and administration; and (4) identification of the suspension alternatives that match the data analysis (i.e. alternatives for defiance, fighting, etc.) *Check In / Check Out discussion.*

ANALYSIS OF SUSPENSION DATA FOR 2007 - 2008

Year-to-date as a group, the targeted schools for Outcome 5 have shown progress. They have reduced the percent of students with disabilities suspended from 10.28% in 2006-2007 to 8.95% in 2007 – 2008. Though short of the new target of 8.6%, it represents an improvement of 1.35%. An analysis of the achievement of the suspension rate up through June, 2008 indicates that 28.13% of the targeted schools achieved the target of <10.3% by the end of the 2007 – 2008 school year.

The Independent Monitor stated the following in his *Report of the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2007-2008 School Year—Part I* dated October 1, 2008:

During the 2007-2008 school year, the District continued to demonstrate progress in decreasing the number of out-of-school suspensions for SWD. It should be noted that the District reduced the number of SWD suspended by 1,210 and missed the target by 0.3% or 237 students. Since the 2003-2004 school year, the District has decreased the number of SWD suspended for at least one day by 33.5%. These efforts are commendable and present evidence of the District's ability to create and sustain change. Furthermore, this progress has benefited SWD toward better accessing their educational program while promoting the implementation of the District's school-wide discipline program which benefits all students.

This finding by the Independent Monitor generally supports the implementation of the primary strategies contained in the Targeted Strategy Plan—MCD Outcome 5 as being effective and, with some modifications, appropriate to continue in 2008-2009.

SECONDARY BEHAVIOR SPECIALIST SUPPORT

In addition to the central team of five staff members, eleven Secondary Behavior Specialists are assigned throughout the District. During 2007-2008, each Local District team was encouraged to have a Behavior Specialist on the team and their knowledge and expertise were greatly appreciated. Such collaboration led to participation on Crisis Teams, Threat Assessment Teams, collaborative presentations to LD staff, etc. Each Behavior Specialist kept a log of activities throughout the month and the logs were reviewed monthly at “staffing” meetings. The logs typically included data reviews, team meetings, support with serious infractions, provision of preventive support as well as support for corrections necessary following multiple suspensions of individual students, collaboration with the deans and assistant principals, individual student support including mentoring, assessment and program planning, work with specific classes, classroom management training, participation in COST or SST meetings, and collaboration on the data. This was in addition to the off-site work that was done with school-site staff.

STUDENTS WITH DISABILITIES TARGETED FOR SUPPORT BECAUSE OF SUSPENSION HISTORY

The activities designed to support students who were identified as having a suspension history was collected separately. Approximately half of the students responded to the interventions with improved grades, attendance and behavior. The other half of the students had poor outcomes with multiple absences tardies, with low achievement being the most significant problem. This year's outcome has been modified to provide a stronger collaboration with Diploma Project advisors as well as others.

TARGETED SCHOOLS LIST, 2008-2009

Based on a review of the 2007 -2008 data, The following schools have met the outcome and will be monitored and supported as needed, but will not be included on the 2008-2009 Outcome 5 Targeted Schools List:

<u>Loc. Code</u>	<u>School</u>	<u>LD</u>	<u>% SE Students Susp.</u>
8571	CANOGA PARK SH	1	8.00%
8583	CHATSWORTH SH	1	6.00%
8363	SEPULVEDA MS	1	6.00%
8117	VISTA	1	4.00%
8306	OLIVE VISTA MS	2	3.00%
8358	SAN FERNANDO MS	2	4.00%
8543	BELMONT SH	4	3.00%
8057	BERENDO MS	4	4.00%
8189	IRVING MS	4	6.00%
8047	BELVEDERE MS	5	8.00%
8151	GAGE MS	6	6.00%
8882	MAYWOOD ACADEMY	6	4.00%
8377	SOUTH GATE MS	6	4.00%
8099	CLAY MS	8	6.00%
8716	SANTEE EDUC COMPLEX	T	7.00%

The following 66 secondary schools have either not met the outcome in the previous year or had 20% or higher suspensions of students with disabilities by the end of that year and will be the targeted schools for 2008-2009.

<u>Loc. Code</u>	<u>School</u>	<u>LD</u>	<u>% SE Students Susp.</u>
8557	BIRMINGHAM SH	1	15.00%
8102	COLUMBUS MS	1	11.00%
8725	KENNEDY MS*	1	22.83%
8217	LAWRENCE MS	1	10.00%
8768	MONROE SH*	1	14.00%
8610	PANORAMA SH*	1	22.62%
8142	FULTON COLLEGE PREP	2	12.00%
8228	MACLAY MS*	2	23.00%
8230	MADISON MS	2	12.00%
8786	NO HOLLYWOOD SH	2	14.00%
8843	SAN FERNANDO SH*	2	22.15%
8434	VAN NUYS MS	2	9.00%
8893	VAN NUYS SH*	2	24.00%
8028	AUDUBON MS	3	33.00%
8600	DORSEY SH*	3	21.48%
8123	EMERSON MS	3	22.00%
8686	HAMILTON SH-COMPLEX	3	14.00%
8245	JOHNNIE L.COCHRAN JR. MS*	3	17.00%
8736	LOS ANGELES SH	3	10.00%
8236	MANN MS*	3	41.00%
8235	MARINA DEL REY MS	3	12.00%
8425	MARK TWAIN MS	3	24.00%
8798	PALISADES CHRTR SH*	3	15.00%
8340	PALMS MS*	3	22.38%

<u>Loc. Code</u>	<u>School</u>	<u>LD</u>	<u>% SE Students Susp.</u>
8038	BANCROFT MS*	4	25.98%
8066	BURBANK MS*	4	26.98%
8614	EAGLE ROCK*	4	24.79%
8621	FAIRFAX SH	4	10.00%
8643	FRANKLIN SH*	4	20.00%
8226	LE CONTE MS	4	10.00%
8009	ADAMS MS*	5	32.52%
8062	CLINTON MS*	5	39.64%
8118	EL SERENO MS*	5	22.00%
8679	GARFIELD SH	5	14.00%
8168	GRIFFITH MS*	5	18.00%
8714	JEFFERSON SH	5	14.00%
8200	LOS ANGELES ACAD MS	5	20.00%
8536	BELL SH	6	14.00%
8268	NIMITZ MS	6	15.00%
8153	SOUTHEAST MS	6	9.00%
8132	FOSHAY LC*	7	27.64%
8650	FREMONT SH	7	13.00%
8721	JORDAN SH	7	19.00%
8733	LOCKE SH*	7	23.00%
8255	MUIR MS*	7	39.84%
8529	BANNING SH	8	13.00%
8090	CARNEGIE MS*	8	23.56%
8103	CURTISS MS	8	33.00%
8104	DANA MS	8	16.00%
8127	FLEMING MS	8	11.00%
8664	GARDENA SH	8	41.00%
8170	HARTE PREP MS	8	22.00%
8352	PEARY MS	8	23.00%
8850	SAN PEDRO SH	8	15.00%
8487	WHITE MS*	8	21.11%
8490	WILMINGTON MS	8	20.00%
8596	CRENSHAW SH	T	32.00%
8160	GOMPERS MS*	T	42.00%
8179	HOLLENBECK MS	T	15.00%
8743	MANUAL ARTS SH	T	19.00%
8237	MARKHAM MS*	T	33.00%
8829	ROOSEVELT SH	T	15.00%
8387	STEVENSON MS*	T	29.67%
8481	WEBSTER MS	T	12.00%
8943	WESTCHESTER*	T	24.12%
8493	WRIGHT MS	T	30.00%

* Schools that must participate in Targeted Strategy 5.7.

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes
2008-2009

Approved by the Independent Monitor August 11, 2006

Amended May 9, 2007

Amendments Approved by the Independent Monitor June 11, 2007

Amendments Revised and Approved by the Independent Monitor March 26, 2008

Amended November 7, 2008

Amendments Revised and Approved by the Independent Monitor January 8, 2009

OUTCOME #5: Reduction of Suspensions of Students with Disabilities—The District will reduce suspension of students with disabilities to below 8.6%.

5-1	STRATEGY: Target top suspending secondary schools for mandatory intensive professional development and administrator and teacher accountability.
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COMPLETED Strategy 5-1.1: *Conduct a suspension conference on school discipline “best practices” by experts and local school personnel on discipline and behavior for targeted local district secondary school directors, secondary school principals, secondary school administrators responsible for discipline, and deans for discipline.*

ADDED Strategy 5-1.2: *Provide on-line professional development on best practices in suspension alternatives and ethical discipline, mandating its use by targeted school on-site and support staff including line supervisory staff.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Develop and provide on-line professional development on best practices in suspension alternatives and ethical discipline.
- Provide quarterly suspension statistics.

Local District Superintendents

- Collaborate in strategy implementation.
- Hold targeted local district directors and school principals accountable for utilizing on-line professional development.

Targeted Secondary School Principals

- Participate in on-line training with Assistant Principals and other school staff responsible for suspensions and reduction in suspensions.

Initiation Timeline: December 2008

Progress Monitoring:

Intervals	Indicators
December 2008	On-line training development completed.
January 2009	On-line training of principals and school staff completed.
April 2009	Quarterly suspension data provided.
June 2009	Quarterly suspension data provided.

5-2	REVISED STRATEGY: Provide mandatory professional development in classroom and behavior management skills and strategies at targeted secondary schools and monitor implementation to identify necessary supports and reinforcements.
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REVISED: 5-2.1: *Provide professional development in coaching classroom management and behavioral strategies to targeted secondary school staff as part of the implementation of the Discipline Foundation Policy.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify target districts and schools.
- Provide professional development through the Behavior Specialists for general and special education teachers.
- Monitor implementation by school suspension data.

Local District Superintendents

- Collaborate in strategy implementation.
- Hold principals accountable for implementation oversight of classroom and behavior management skills in classrooms.

Targeted Secondary School Principals

- Supervise implementation through on-site observations, team meetings, and teacher initiated suspension data progress monitoring.

Initiation Timeline: December 2008

Progress Monitoring:

Intervals	Indicators
January 2009	Identification of school special education leaders at targeted schools identified and coaching classroom management training completed.
March 2009	Classroom management training completed at targeted schools.
June 2009	Suspension data reviewed for results at targeted schools.

5-3	CONTINUED Strategy: Target groups of students with the highest likelihood to be suspended in the sixth and ninth grade at targeted schools.
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REVISED: Strategy 5-3.1 *Continue to collaborate on the interventions to be used with students with disabilities who are entering the sixth or ninth grade and who have had three or more days of suspension in the 2007 – 2008 school years with Diploma Project Advisors, counselors, Least Restrictive Environment Specialists, Program Specialists in order to integrate the necessary skills and the responsibilities for this into everyone’s work.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Continue to identify effective interventions for sixth and ninth grade students to reduce suspensions.
- Monitor implementation by school suspension data.

Local District Superintendents

- Collaborate in strategy implementation.

Targeted Secondary School Principals

- Identify school site teams and structures, such as COST, DRT or SST that will support the identification of appropriate interventions for students identified as “at risk” through data analysis
- Supervise implementation through on-site observations, team meetings, and teacher initiated suspension, data progress monitoring.

Initiation Timeline: December 2008

Progress Monitoring:

Intervals	Indicators
November 2008	Identification of targeted groups of students at targeted schools identified with support of Secondary Behavior Specialists completed.
January 2009	School site teams and structures established to provide interventions for “at risk” students established in targeted schools.
April 2009	Quarterly suspension data reviewed for targeted students reviewed for results of school interventions.

5-4	COMPLETED Strategy: Based on a study of five targeted strategy secondary schools, develop a list of best practices that have been shown to reduce out of school suspensions.
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COMPLETED Strategy 5-4.1: *Pilot in twenty targeted secondary schools the best practices based on the results of the study in May and June, 2007. Note: This was extended to all schools in the 2006 – 2007 school year.*

5-5	REVISED Provide quarterly data to targeted school principals on remaining suspensions before exceeding the outcome of less than 8.6%.
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REVISED Strategy 5-5.1: *Provide quarterly suspension profile data to targeted strategy school Principals, Assistant Principals, Directors and Superintendents that includes the number of suspensions that they have left before they exceed the outcome.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Provide quarterly suspension data to targeted schools and their supervising Directors.

Local District Superintendents

- Collaborate in strategy implementation.
- Hold principals accountable for data analysis and improvement.

Targeted Secondary School Principals

- Supervise utilization of suspension data to drive decisions at the school site that will enable suspension alternatives to be used to correct student misconduct.

Initiation Timeline: December 2008

Progress Monitoring:

Intervals	Indicators
January 2009	Quarterly suspension data provided to Local District staff and targeted school principals.
April 2009	Quarterly suspension data provided to Local District staff and targeted school principals.
June 2009	Quarterly suspension data provided to Local District staff and targeted school principals.

5-6	REVISED Strategy 5-6: Assign Secondary Behavior Specialist support 50-80 hours to targeted strategy schools not achieving Outcome 5.
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REVISED Strategy 5-6.1: *Allocate Secondary Behavior Specialist support 50-80 hours per month to specifically meet the needs of targeted schools, feeder schools and other schools with high suspension rates through a mixture of professional development, on-campus support, small group meetings, data analysis with school staff, collaborative completion of the System-Wide Evaluation Tool (SET), the Team Implementation Checklist (to be submitted on line) and support to Local District Discipline Policy Implementation teams.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify target districts and schools.
- Oversee allocation of Secondary Behavior Specialist support through activity log reviews.
- Monitor implementation by school suspension data.

Local District Superintendents

- Collaborate in strategy implementation.
- Hold principals accountable for utilization of support to increase the use of suspension alternatives and reduce out of school suspensions.

Targeted Secondary School Principals

- Identify appropriate structures at the school site for data analysis, reduction of suspensions and working with Secondary Behavior Specialists.
- Supervise implementation through on-site observations, team meetings, and teacher initiated suspension data progress monitoring.

Initiation Timeline: December 2008

Progress Monitoring: 3 month intervals

Intervals	Indicators
November 2008	Allocation of Secondary Behavior Specialist support to targeted schools completed.
January 2009	Secondary Behavior Specialist activity logs reviewed.
April 2009	Secondary Behavior Specialist activity logs and targeted school suspension data reviewed.
June 2009	Secondary Behavior Specialist activity logs and targeted school suspension data reviewed.

5-7	ADD: Those targeted schools that have performed worse in suspension rates of students with disabilities and for all newly targeted schools will participate in an analysis of disciplinary practices. (These schools have an asterisk on the 2008-2009 Targeted Schools list on pages 5 and 6.)
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ADD: 5-7.1: Review suspension-related data using an analysis tool (provided by the Division of Special Education) that focuses on data analysis/process, instruction on behavioral expectations, office discipline referral process, and implementation of suspension alternatives. When analysis activity is complete, sign-off on data analysis report and complete and sign a written commitment to action form to address reduction of suspension for students with disabilities (template provided by the Division of Special Education).

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Provide suspension-related data analysis tool to schools
- Provide “Commitment to Action” template to schools
- Review targeted schools data analysis results
- Based on these analyses, provide to schools recommendations of additional strategies they should implement
- Submit the schools’ data analysis reports and Commitment to Action forms, signed by the Local District Superintendent to the Independent Monitor by February 27, 2009

Local District Superintendents

- Collaborate in strategy implementation.
- Sign-off on the analysis report and the Commitment to Action form and submit to the forms to both the Superintendent and the Associate Superintendent, Division of Special Education

Local District Directors

- Review data analysis results with principal and sign-off on the analysis report
- Provide input on what s/he did during the 2007 – 2008 school year to support the reduction of suspension of students with disabilities
- Identify systematic support that will be given in the 2008-2009 school year to ensure that suspensions will be reduced
- Include information from the previous two bullets in the Commitment to Action form and sign-off.
- Send the signed analysis report and Commitment to Action form to the Local District Superintendent for review and signature

Targeted Secondary School Principals

- Identify school staff team to participate in suspension-related data analysis
- School team, including principal, participate in data analysis
- Principal sign-off on the team’s final analysis report
- School team, including principal, complete a Commitment to Action form to delineate school strategies to reduce suspensions for students with disabilities
- Principal sign-off on the team’s Commitment to Action form
- Meet with Local District Director to review data analysis results and Commitment to Action. Submit signed analysis report and signed Commitment to Action form to the Director.

Initiation Timeline: February 2009

Progress Monitoring:

Intervals	Indicators
February 2009	Allocation of Secondary Behavior Specialist support to targeted schools completed.
February 2009	Initiate data analysis and commitment to action activities
February 27, 2009	Data analysis reports and Commitment to Actions forms signed by Local District Superintendents and provided to Independent Monitor
March 2009	Review analysis and Commitment to Action
June 2009	Secondary Behavior Specialist activity logs and targeted school suspension data reviewed

5-8	ADD: Additional authorization for non-mandatory suspension of students with disabilities is required at targeted schools.
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ADD: 5-8.1: Beginning February 2009, a principal of a targeted school may not suspend a student with disabilities for a non-mandatory reason without authorization from the Local District Director or Local District Superintendent. An explanation of what interventions have been provided to the student and why an alternative was not used for the student must be provided to the Local District Director or Local District Superintendent prior to their approval or denial of the suspension.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Publish a communication to targeted schools explaining the new requirement
- Provide information on suspension alternatives
- Maintain data about suspensions granted for non-mandatory reasons at targeted schools to identify trends

Local District Superintendents

- Support principals in determining the behavioral interventions that could be used as alternatives to suspension
- Discuss alternatives to suspension with the principal in order to provide consequences that match the student’s misconduct
- Provide data about suspensions granted for non-mandatory reasons at targeted schools to identify trends
- Collaborate on in-servicing the targeted school principals on new requirements

Local District Directors

- Support principals in determining the behavioral interventions that could be used as alternatives to suspension
- Support schools in providing behavioral interventions in a systematic, organized way
- Discuss alternatives to suspension with the principal in order to provide consequences that match the student’s misconduct
- Collaborate on in-servicing the targeted school principals on new requirements

Targeted Secondary School Principals

- Support staff responsible for student discipline in learning suspension alternatives for non-mandatory reasons
- Fully implement strategies that will reserve suspension for mandatory reasons
- Provide explanation for suspension of individual students with disabilities for non-mandatory reasons and the behavioral interventions provided prior to suspension

Initiation Timeline: February 2009

Progress Monitoring:

Intervals	Indicators
January 2009	Written communication to the Local District Superintendents explaining new procedures
June 2009	Review explanations for suspension of individual students for non-mandatory reasons and the behavioral interventions provided prior to suspension

5-9	ADD: Local District Directors complete the “Rubric of Implementation” for each targeted school.
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ADD: 5-9.1 To support the implementation of the District’s Discipline Policy, Local District Directors will complete the “Rubric of Implementation” for each targeted school by the end of March 2009.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Provide the “Rubric of Implementation” to Local District Directors of targeted schools
- Provide training on the “Rubric of Implementation” to Local District Directors of targeted schools

Local District Superintendents

- Support the Local District Directors in becoming knowledgeable about the “Rubric of Implementation”

Local District Directors

- Complete the “Rubric of Implementation” at each targeted school in the LD
- Guide the continuous work of the Discipline Policy by analyzing the Rubric and identifying with the principal and the discipline leadership team the next steps for the school

Targeted Secondary School Principals

- Lead the school in fully implementing the discipline policy using the T-I-C and reviewing the findings of the “Rubric of Implementation”
- Fully implement strategies that use continuous problem-solving to support the implementation of the Discipline Policy throughout the whole school community

Initiation Timeline: February 2009

Progress Monitoring:

Intervals	Indicators
February 2009	Initiate “Rubric for Implementation” training for Directors
March 2009	Directors complete the Rubric at each targeted school. Findings are reviewed and analyzed with the principal and school discipline leadership team for next steps.
June 2009	Director, principal, and the school discipline leadership team analyze current data and identify success.

5-10	ADD: Review suspension data for students with disabilities in March 2009 to determine which schools' data continue to indicate difficulty in progressing towards the outcome requirement.
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ADD: 5-10.1 In March 2009, Local District Director and targeted school principal(s) conduct a joint review of suspension data and suspension alternatives for students with disabilities. In subsequent months, if the data continue to indicate worsening suspensions or maintenance of high rate of suspensions, Local District Superintendent will provide corrective actions to increase each school's ability to progress to the outcome.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Provide targeted schools and Local Districts with suspension data
- List schools with worsening suspensions or maintenance of high rate of suspensions
- Provide a copy of each list of schools to the Independent Monitor.

Local District Superintendents

- Review suspension data and identify those schools for which the suspension data for students with disabilities continues to indicate difficulty progressing towards the outcome
- Provide corrective actions to the Local District Director and targeted school principal to implement in order to increase school's ability to progress towards the outcome

Local District Directors

- In March 2009, conduct a joint review of suspension data for students with disabilities with the targeted school principal
- In subsequent months, if the data continue to indicate worsening suspensions or maintenance of high rate of suspensions, work with the school to implement corrective actions provided by the Local District Superintendent to increase each school's ability to progress to the outcome.

Targeted School Principals

- In March 2009, participate with Local District Director in review of suspension data for students with disabilities
- Implement strategies and any pertinent corrective actions in order to address suspension rates of students with disabilities

Initiation Timeline: March 2009

Progress Monitoring:

Intervals	Indicators
March 2009	Review of suspension data for students with disabilities conducted jointly with Local District Director and targeted school principals
April – June 2009	Monthly review of suspension data will yield a list of schools that have maintained or increased high rates of suspensions of students with disabilities resulting in the issuance of corrective actions.