



LOS ANGELES UNIFIED SCHOOL DISTRICT
Policy Bulletin

TITLE: Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

NUMBER: BUL-6231.0

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School Operations

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School Operations

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ROUTING

Instructional Area
Superintendents
Administrator of
Operations
Instructional Directors
Operations Coordinators
Principals
Assistant Principals
Counselors
Deans
School Staff

PURPOSE: The Los Angeles Unified School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

MAJOR CHANGES: This Bulletin replaces Bulletin 3638.0 – Discipline Foundation Policy: School-Wide Positive Behavior Support, dated March 27, 2007. It reflects the District’s reorganization and the implementation of the 2013 School Discipline Policy and School Climate Bill of Rights Board Resolution.

GUIDELINES: I. BACKGROUND

In 2007, the District adopted the Discipline Foundation Policy that resulted from a Board Resolution directive. The Discipline Foundation Policy served as the framework under which all District practices relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance to



related bulletins, reference guides, Board Resolutions, and other relevant District materials, reflects the requirements of the newly adopted Board Resolution.

II. A CULTURE OF POSITIVE BEHAVIOR SUPPORT AND INTERVENTION

School-wide positive behavior intervention and support fosters a culture of discipline grounded in positive behavior intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

In the event of misconduct, there are appropriate consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent not only with the tenets of this policy, but also with state and federal laws. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915(c), (Category I offenses of the Matrix for Student Suspension and Expulsion Recommendation) or when safety is at risk.

- A. *Guiding Principles for the School Community* (Attachment A) establishes a standard for all schools. All District schools are required to align their discipline plans and rules to this District standard. The goal is maximum consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to implement them at every institutional level.
- B. *Culture of Discipline: Student Expectations* (Attachment B) provides additional guidance to students regarding appropriate behavior. Section 300 of Title 5 of the California Code of Regulations requires that “every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates;



and refrain entirely from the use of profane and vulgar language.”

C. *Prevention and Intervention*

Modeling appropriate behavior should be embraced by all staff, students and parents for creating a positive school climate. The most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.

Creating a school-wide positive behavior intervention and support system provides the foundation to prevent misbehavior from occurring. Expectations must be clear, positively stated and taught to all students. There must be a clear system to recognize students for meeting the expectations and a clear system to correct student misconduct. This plan should be consistent with *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*. Some students need additional support and intervention and some require the most intensive level of intervention (see Three-Tiered Approach diagram in Attachment E)

Schools will monitor and evaluate the effectiveness of the school-wide positive behavior intervention and support and discipline plan at all three levels using school data. This allows schools to use data that identifies areas of need; targets areas of concern; accesses professional development; revises school-wide procedures as needed.

1. Establish Rules Consistent with *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*

Appropriate behavior must be reinforced school-wide. There must also be firm, fair and consistent discipline, providing all staff and students a consistent, unifying message on what is safe, respectful and responsible. This forms a powerful foundation for prevention of misconduct.

2. Provide for Effective Intervention

Some students require intensive intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for implementing programs and resources, e.g. conflict-resolution, opportunities to develop social and emotional skills, and mentoring; 3) matching student needs to the appropriate resources; and 4) using age-appropriate consequences. Staff must have information and resources available in order to effectively build these necessary skills.



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3. Use a Team Approach for Intensive Intervention:

A few students require the highest level of intensive intervention. In their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation and monitoring. Support and training will be provided when necessary. In addition, there may also be a need for multi-agency partnerships and intensive skills training.

D. Consequences for Student Misconduct

Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning. They can contribute back to the school community, and re-engage in learning. Any consequence should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Consequences should be reasonable, fair and age-appropriate. Positive consequences, including recognition for appropriate behavior, frequently lead to improved student behavior. Negative consequences provide feedback to the student that their behavior is unacceptable. Refer to *Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension* (Attachment D); *School-Wide Positive Behavior Intervention and Support and Restorative Justice practices* (Attachment E); and applicable District discipline policies and guides.

It is only through cooperation from everyone who has a stake in educating youth that learning environments that lead to optimum academic achievement can be created for all students.

III. RESPONSIBILITIES

A. Central Office Staff Responsibilities

The Superintendent communicates to all District staff, using a variety of means that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff will support the teaching, enforcing, advocating, communicating and modeling this policy by playing an active, supportive role in assisting schools and Educational Service Centers by implementing this policy including, but not limited to:

1. Developing and coordinating training for parents, and professional development for employees.



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2. Ensuring appropriate attendance, suspension and Rubric of Implementation data collection, monitoring and evaluation systems.
3. Using effective communication strategies.
4. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
5. Using systematic data analysis to determine trends.
6. Ensuring alignment with all District offices, programs, policies and initiatives.

B. Educational Service Center (ESC) Responsibilities

Each ESC Instructional Superintendent and Administrator of Operations is responsible for teaching, enforcing, advocating and modeling this policy to ESC staff and school administrators. The Administrator of Operations will designate a team of ESC staff who will ensure the successful implementation of this policy through support and guidance.

The ESC Operations staff, along with the Instructional Director, are responsible for providing appropriate support and technical assistance to schools for successful implementation and compliance with this policy by:

1. Assisting schools with identifying, developing and maintaining prevention, intervention and alternatives consistent with *Guiding Principles for the School Community*.
2. Analyzing data, monitoring and supporting school practices to address situations where practices need to be strengthened.
3. Regularly reviewing the online Rubric of Implementation (ROI) (see Attachment E for list of ROI key features) with the site administration and providing targeted assistance to schools that have not or have partially implemented the Discipline Foundation Policy.
4. Supporting and assessing school practices in order to make suggestions to address situations where practices need to be modified. School support should include a regular review of the goals listed in the Safe School Plan.
5. Ensuring that all deans participate in mandatory District training on discipline and alternatives to suspension.
6. Assisting with developing on-site procedural steps that align Restorative Justice approaches to assist with alternatives when addressing individual student misconduct.
7. Supporting schools' efforts to maintain relationships with outside community partners.
8. Providing professional development in school-wide positive



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- behavior intervention and support and Restorative Justice approaches for new staff.
9. Assisting schools with resolving complaints from all stakeholders regarding the implementation of school-wide positive behavior support and intervention.

C. Charter Schools Responsibilities

Charter schools are to abide with the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support.

1. Affiliated Charter Schools

Affiliated charter schools, under the governance of the LAUSD Board of Education, are to implement this policy as outlined in this Bulletin.

2. Independent Charter Schools

Independent charter schools are expected to comply with this policy bulletin and ensure their staff is knowledgeable about the Discipline Foundation Policy. Charter schools are generally exempt from complying with the Education Code (including statutory provisions for pupil suspension and expulsion) unless otherwise provided in their charter. Charter schools are not exempt from other laws governing public schools, including but not limited to state and federal constitutions, all federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, and the Rehabilitation Act, No Child Left Behind, any requirements that are a condition of receiving federal funding), and state pupil testing programs. For those reasons, charter schools are not expected to comply with the references in this bulletin to Education Code (unless stated in their charter and to ensure compliance with other applicable laws), District office responsibilities (e.g. Central Office, Educational Service Center), District councils and committees (e.g. Discipline Review Team, School Leadership Council, School Wide Positive behavior and Intervention Task Force), professional development, and state-mandated curriculum.

Governing boards of independent charter schools shoulder the ultimate responsibility of ensuring that this policy is implemented, including but not limited to the following items:

- a. Adopting procedures for putting this policy into place that are consistent with the charter petition and the School Climate Bill of Rights.
- b. Ensuring that the *Guiding Principles for the School Community* is taught, communicated and modeled to the school community and that school practices are consistent



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with the tenets of this policy.

- c. Implementing a method for recording, collecting, and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making, from the individual student through the school-wide student population.

Ensuring that information and/or training is provided to parents, students, staff and other stakeholders.

D. School Administrator Responsibilities

Each school's success requires excellent leadership qualities of a school administrator. Their leadership is key to the academic achievement and pro-social development of our students. In order to establish a safe and welcoming school environment, the school administrator is responsible for the following:

1. Ensure that the *Guiding Principles for the School Community* be taught, enforced, advocated, communicated and modeled to the entire school community and that school practices are consistent with the tenets of this policy.
2. Develop and implement a school-wide positive behavior intervention and support and discipline plan consistent with the principles of the *School Climate Bill of Rights* (Attachment C); *Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension* (Attachment D); *School-Wide Positive Behavior Intervention and Support and Restorative Justice practices* (Attachments F1 and F2); and applicable District discipline policies and guides. The emphasis of the developed plan is to increase achievement, attendance, reduce suspension and office discipline referrals. Has buy-in and support from the school personnel and community.
3. Include the school-wide positive behavior intervention and support, discipline plan, and *Guiding Principles for the School Community* in school communications for students, parents/guardians, staff and community.
4. Post and make available necessary materials such as the *School Climate Bill of Rights* (Attachment C) poster and *Complaint Form* (Attachment J) at each school site visible to staff, students and parents/guardians.
5. Use the LAUSD MAX Discipline module and approve authorization for appropriate staff to effectively record and monitor student behavior, provide data-driven interventions, and develop solutions and strategies to create safe and caring learning environments.
6. Implement a method for analyzing behavior/discipline information in order to monitor and evaluate data for on-going



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decision making, from the individual student through the school-wide student population.

7. Establish a school Discipline Review Team to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed.
8. Comply with the goals established in the Safe School Plan, for implementing and monitoring the school-wide positive behavior intervention and support policy.
9. Provide routine training and support for staff and parents/guardians in maintaining an environment conducive to learning.
10. Implement the District or state-approved violence prevention curriculum in elementary and middle schools.
11. Utilize appropriate prevention and intervention approaches for all students in a consistent and age-appropriate manner prior to any suspension (see Attachment D-*Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension*), except those limited offenses under California Education Code §48915(c).
12. Use multi-disciplinary teams, including Student Success Team and Coordination of Services Team, to evaluate and recommend solutions to behavior problems and mitigate future incidents.
13. Partner with before and after-school programs and outside agencies, when appropriate.
14. Assemble a collaborative team with appropriate staff and parent/guardian(s) to design an individualized behavior support plan for a student who engages in ongoing misconduct, despite appropriate interventions. The support plan may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies

E. School Staff Responsibilities

I. Teacher Responsibilities

Each teacher has a fundamental role in establishing a positive classroom climate and supporting a similar school wide culture. This includes utilizing effective classroom management strategies that create an environment conducive to learning for all students and prevent student misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling *Guiding Principles for the School Community and Culture of Discipline: Student Expectations* and school rules.
2. Acknowledging and reinforcing appropriate student behavior.



3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teach the District or state approved violence prevention curriculum that promotes social-emotional skills in elementary and middle schools. These programs may be augmented by other programs selected by the School Leadership Council.
6. Following the Behavior Support Plan for students with disabilities, which is available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor and provide age-appropriate supports to address student misconduct.
8. Supporting a student who persists in on-going misconduct, despite appropriate interventions in conjunction with school administrator or person responsible for discipline at the school.
9. Serving as a role model and maintain appropriate relations with all students.
10. For a student whose misconduct has escalated, the teacher is responsible for collaborating with appropriate staff and the parent/caregiver(s) to implement an effective individualized plan that may include, but not limited to:
 - a. Intensive behavioral supports and strategies.
 - b. Adapted curriculum and instruction.
 - c. Communication strategies.

II. School Support Personnel

School support personnel are responsible for modeling, advocating and enforcing the *Guiding Principles for the School Community* and for supporting the implementation of a school wide positive behavior support and intervention to maintain a safe and nurturing school climate. School support personnel are responsible for monitoring, reinforcing, and acknowledging appropriate behaviors consistent with the *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will collaborate with teachers and other school and District personnel to develop and implement plans for more intensive instruction



and support, including working with District and community resources.

F. Parent/Guardian Responsibilities

When schools and parents form strong partnerships, students' potential for academic success improves significantly. The *Parents' Rights and Responsibilities to Ensure your Child's Success* (Attachment G) and *Parent/Guardian Responsibilities* (Attachment H) guide parents of their rights and responsibilities in their children's education. Parents/guardians will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the School Wide Positive Behavior Intervention and Support. They are to be familiar with and model *Guiding Principles for the School Community*. They are to review, *A Culture of Discipline: Student Expectations* and school rules with their children, reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct. The parent/guardian will act as a collaborative partner with the school to address the student's needs. Training on this policy should be available for parents/guardians.

G. Community Member and School Visitor Responsibilities

The community benefits from safe schools. Community members and school visitors are expected to follow *Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

H. Student Responsibilities

Students are expected to learn and model *Guiding Principles for the School Community* and *A Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve the behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors for peers (see *Student Tips* – Attachment I).

IV. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior



support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with the *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to help classroom staff meet the challenge of fully educating students, while teaching and modeling of appropriate behavior. Professional development must:

1. Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.
2. Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.
6. Include centrally organized and implemented training for deans upon election. Such training for deans and other staff involved in student discipline includes the use of data analysis to differentiate what is offered to schools.

V. MONITORING AND EVALUATION

1. Central Office
 - a. Will put systems in place to aid schools, Educational Service Centers and the central office in data collection, feedback and assessment to create a positive school culture that is conducive to optimal student learning. Such data will be utilized to provide professional development and support. These data allow schools to adjust school-wide, classroom and individual student intervention and prevention.
 - b. Oversee ongoing and systematic review and evaluation of the following:
 - Policy implementation.
 - Communication mechanisms.



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- Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

2. School-Wide Positive Behavior Intervention and Support Task Force and Independent Monitor

A District level school-wide positive behavior intervention and support Task Force with representatives including, but not limited to, students, parents, teachers, and principals, will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will utilize current District systems to monitor this policy throughout the District. The responsibilities include to:

- a. Hear from individuals who have concerns about the policy and provide a forum to bring information or complaints to the task force.
- b. Access and analyze data by school and ESC.
- c. Review data including suspension, expulsion, opportunity transfer, and outside monitoring information.
- d. Provide recommendations to the Superintendent or his designee.
- e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item will be added to the agenda.
- f. Review and make recommendations regarding the *Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspensions* developed by the Superintendent and recommend approval prior to its implementation.
- g. The independent auditor will provide an annual report to the Board about individual complaints and make broader recommendations regarding implementation and monitoring of the policy.

3. Educational Service Center

- a. Regularly review monthly suspension data and school office referral data to identify schools that may benefit from additional support and guidance.
- b. Resolve complaints submitted within a reasonable time period but not to exceed 60 working days from the date the complaint was received (Attachment J-Complaint Process and Form.).
- c. Summarize how all complaints are resolved on a regular basis, or as requested by the Superintendent's office.

VI. COMMUNICATION

Implementing this policy and its underlying philosophy requires ongoing communication to the entire LAUSD community by all stakeholders, including District officials, school administrators and employees at every



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level.

District schools and offices should publish copies of *Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations and School Climate Bill of Rights* for public view. Additionally, school staffs are strongly encouraged to develop their own innovative strategies for communicating and teaching this policy. Parents/guardians, students and school staff members should actively participate in this process.

AUTHORITIES: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy.

California Education Code, Section 48900-48927

Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

Board Resolution, "School Discipline Policy and School Climate Bill of Rights," passed May 14, 2013

RESOURCES: In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005

Board Resolution, "Reactivation of District's Human Relations Education Commission," passed May 10, 2005

Special Education Policies and Procedures (i.e., Modified Consent Decree) <http://sped.lausd.net/policies-and-procedures> of particular relevance to this Bulletin

Policy Bulletin No. BUL-5655.2, "Guidelines for Student Suspension," issued August 19, 2013, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-3927.2, "Mandated Reporting of Certain Student Behavior," issued September 13, 2010, by the Office of Curriculum, Instruction and School Support



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Policy Bulletin No. BUL-5376.0, “Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems,” issued January 17, 2011, by the Division of Special Education

Policy Bulletin No. BUL-4478.0, “Opportunity Transfers,” issued December 15, 2008, by the Office of Curriculum, Instruction and School Support

Policy Bulletin No. BUL-6050.1, “Expulsion of Students – Policy and Procedure,” issued August 19, 2013, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-3277.1, “Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, Tobacco and Other Intoxicants,” issued January 22, 2009, by the Office of Curriculum, Instruction and School Support

Policy Bulletin No. BUL-847, “Referral to Community Day School,” issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-5212.1, “Bullying and Hazing Policy (Student-to-Student and Student-to Adult,” issued September 17, 2012, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-1041, “Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult),” issued November 29, 2006, by the Office of the General Counsel.

Policy Bulletin No. BUL-1347, “Child Abuse and Neglect Reporting Requirements,” issued July 1, 2011, by the Office of the General Counsel

Policy Bulletin No. BUL-5799.0, “Threat Assessment and Management (Student-to-Student, Student-to-Adult,” issued July 16, 2012, by the Office of the Superintendent-School Operations and Student Health and Human Services

Reference Guide, REF-5511.2, “Safe School Plans Update for 2013-2014,” issued August 9, 2013, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-4926.2, “Attendance Manual: Policy and Procedures for Elementary, Secondary and Options,” issued March 1, 2013, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, “Responding to and Reporting Hate-Motivated Incidents and Crimes,” issued October 10, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, “Establishment and Documentation of



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Intervention for Students Suspected of Emotional Disturbances,” issued October 24, 2005, by the Office of Special Education

Policy Bulletin No. BUL-4692.2, “Section 504 of the Rehabilitation Act of 1973,” issued October 8, 2013, by the Office of the General Counsel

Reference Guide, REF-1502, “Guide to Culturally Relevant and Culturally Responsive Education (CRRE) Quality Indicators,” issued January 12, 2005, by the Office of Instructional Support and Services

“Required Nondiscrimination Notices,” memorandum issued annually by the Office of the General Counsel

“Parent-Student Handbook,” issued annually by the Los Angeles Unified School District

“Visitors Handbook” issued by the Los Angeles Unified School District

ASSISTANCE:

For assistance or further information please contact your ESC Operations Coordinator, Office of School Operations at (213) 241-5337 or the Charter Schools Division at 213-241-0399.

Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support information and materials may be accessed and downloaded from <https://dfp.lausd.net>.



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.**



Los Angeles Unified School District
Elementary



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.





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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)**

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and 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 will be suspended or expelled for a “willful defiance” (48900(k) offense.

- **School discipline and school-based arrest and citation data available for viewing**

LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm

that was caused, and develop an agreement on how to restore

harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- **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, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- **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.





GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

The Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (SWPBIS) is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students. In order to support students in positive behavior, all schools are responsible to adopt, implement, and maintain Tier I supports in alignment with the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention Support and the School Climate Bill of Rights.

The most effective alternative to suspension is prevention. Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS is the explicit teaching of school-wide norms. If breaches of established norms do occur, additional support may be necessary.

TIER I Universal



- Teach and model school-wide positive behavior expectations and procedures
- Positive reinforcement, recognition and rewards for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Collaboration with families
- Active supervision and monitoring

In keeping with the goals of AB 1729, other means of correction will be utilized for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915. (c). (Category I offenses) or when safety is at risk. This guide provides tiered alternatives which include Restorative Justice approaches that encourage the use of guided questions that help the parties reflect on any harm that may have been incurred because of the misconduct and specific actions that could be taken to restore harmony. Successful disciplinary practices should ensure that students have the opportunity to continue to be engaged in their school community and to reflect upon and learn from their mistakes. Tier II and Tier III interventions provide students with increasing support by offering students interventions that progress based on the need of the student. **This list is intended to provide guidance and is not inclusive of all possible alternatives** (Refer to BUL – 5655.2 Guidelines for Student Suspension published on August 19, 2013).

TIER II Selected



- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I
- Target social skills instruction
- Behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support

TIER III Targeted/Intensive



- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I and Tier II
- Alternatives to suspension (This does not apply to Category I offenses)
- Intensive academic support based on the student's level of need
- Intensive social skills counseling
- Individual behavioral student contract
- Develop intensive COST/SST goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning



LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of the Superintendent-School Operations

GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.1a	Caused physical injury to another person	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution Individual Counseling Alternative Programming (change teacher/class) 	TIER II	<ul style="list-style-type: none"> Parent /student conference Behavior Contract Peer Mediation Conflict Resolution Individual Counseling Alternative Programming (change teacher/class) 	TIER II	<ul style="list-style-type: none"> Parent/student conference Behavior Contract Peer Mediation Conflict Resolution Individual Counseling Alternative Programming (change teacher/class) 	TIER II	<ul style="list-style-type: none"> Parent/student conference Behavior Contract Peer Mediation Conflict Resolution Individual Counseling Alternative Programming (change teacher/class)
		TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices
3.1b	Attempted to cause physical injury to another person	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices
3.1c	Threatened to cause physical injury to another person	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Peer Mediation Conflict Resolution
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Participation in Restorative Justice Practices



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.2	Marijuana possession for 1st offense of less than 1 oz.	TIER II	• Parent/ student conference	TIER II	• Parent /student conference	TIER II	• Parent/student conference	TIER II	• Parent/student conference
		TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling
3.3	Substitute of a controlled substance	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference
		TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling
3.4	Damaged/attempted to damage school or private property	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Campus Beautification • Behavior Contract • Restitution
		TIER III	• Individual Counseling • Parent Supervision • Community Service	TIER III	• Individual Counseling • Parent Supervision • Community Service	TIER III	• Individual Counseling • Parent Supervision • Community Service	TIER III	• Individual Counseling • Parent Supervision • Community Service
3.5	Stole or attempted to steal school or private property	TIER II	• Parent/ student conference • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Behavior Contract • Restitution	TIER II	• Parent/ student conference • Behavior Contract • Restitution
		TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices	TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices	TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices	TIER III	• Individual Counseling • Community Service • Participation in Restorative Justice Practices
3.6	Possessed or used tobacco	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference	TIER II	• Parent/ student conference
		TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling	TIER III	• Individual Counseling • Referral to drug education/counseling
3.7	Obscenity/profanity/vulgarity	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract	TIER II	• Parent/ student conference • Recovery Time Think Sheet • Behavior Contract
		TIER III	• Parent Supervision • Individual Counseling	TIER III	• Parent Supervision • Individual Counseling	TIER III	• Parent Supervision • Individual Counseling	TIER III	• Parent Supervision • Individual Counseling



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.8	Drug paraphernalia	TIER II	<ul style="list-style-type: none"> Parent/ student conference 	TIER II	<ul style="list-style-type: none"> Parent /student conference 	TIER II	<ul style="list-style-type: none"> Parent/student conference 	TIER II	<ul style="list-style-type: none"> Parent/student conference
		TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to drug education/counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to drug education/counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to drug education/counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to drug education/counseling
3.9	Disrupted school-wide activities (issued by an administrator)	TIER II	<ul style="list-style-type: none"> Recovery Time Think Sheet Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Recovery Time Think Sheet Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Recovery Time Think Sheet Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Recovery Time Think Sheet Parent/ student conference Behavior Contract
		TIER III	<ul style="list-style-type: none"> Parent Shadowing Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Parent Shadowing Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Parent Shadowing Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Parent Shadowing Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST)
3.10	Received stolen school or private property	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Restitution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Restitution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Restitution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Restitution
		TIER III	<ul style="list-style-type: none"> Individual Counseling Community Service Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Community Service Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Community Service Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Community Service Participation in Restorative Justice Practices
3.11	Imitation firearm	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract
		TIER III	<ul style="list-style-type: none"> Individual Counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling
3.12a	Harassed/ threatened pupil based on race/ color/national origin (grade 4-12)	TIER II	<ul style="list-style-type: none"> Parent/ student conference Training on Cultural Sensitivity Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Training on Cultural Sensitivity Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Training on Cultural Sensitivity Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Training on Cultural Sensitivity Reflective Behavior Journaling Behavior Contract
		TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.12b	Harassed/ threatened pupil based on disability (grade 4-12)	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Training on IDEA (Individuals with Disabilities Education Improvement Act) 	TIER II	<ul style="list-style-type: none"> Training on IDEA (Individuals with Disabilities Education Improvement Act) Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Training on IDEA (Individuals with Disabilities Education Improvement Act) Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Training on IDEA (Individuals with Disabilities Education Improvement Act) Parent/ student conference Reflective Behavior Journaling Behavior Contract
		TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment
3.12c	Harassed/ threatened pupil based on other factors (grade 4-12)	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment
3.12d	Harassed/ threatened a school District personnel (grade 4-12)	TIER II	<ul style="list-style-type: none"> Recovery Think Time Sheet Behavior Contract Parent/ student conference 	TIER II	<ul style="list-style-type: none"> Recovery Think Time Sheet Behavior Contract Parent/ student conference 	TIER II	<ul style="list-style-type: none"> Recovery Think Time Sheet Behavior Contract Parent/ student conference 	TIER II	<ul style="list-style-type: none"> Recovery Think Time Sheet Behavior Contract Parent/ student conference
		TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment
3.13	Sexual harassment (grade 4-12)	TIER II	<ul style="list-style-type: none"> Recovery Time Think Sheet Parent/student conference 	TIER II	<ul style="list-style-type: none"> Parent/student conference Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/student conference Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/student conference Reflective Behavior Journaling
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class)



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.14	Hate violence (grade 4-12)	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract Reflective Behavior Journaling
		TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Participation in Restorative Justice Practices
3.15	Terroristic threat (threat to cause death, great bodily injury)	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling Behavior Contract
		TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment
3.16	Willful use of force/ violence Not self-defense	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract
		TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Alternative Programming (change teacher/class) Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Alternative Programming (change teacher/class) Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Alternative Programming (change teacher/class) Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Alternative Programming (change teacher/class) Participation in Restorative Justice Practices
3.17	Harassed/ threatened/ intimidated witness	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavior Journaling
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class)
3.19	Selling or arranging to sell the prescription drug Soma	TIER II	<ul style="list-style-type: none"> Parent Conference 	TIER II	<ul style="list-style-type: none"> Parent Conference 	TIER II	<ul style="list-style-type: none"> Parent Conference 	TIER II	<ul style="list-style-type: none"> Parent Conference
		TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) 	TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST)



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GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.20	Hazing	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavior Journaling 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavior Journaling
		TIER III	<ul style="list-style-type: none"> • Individual Counseling 	TIER III	<ul style="list-style-type: none"> • Individual Counseling 	TIER III	<ul style="list-style-type: none"> • Individual Counseling 	TIER III	<ul style="list-style-type: none"> • Individual Counseling
3.21a	Bullying/cyber toward a pupil based on sex	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan
		TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment 	TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment 	TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment 	TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment
3.21b	Bullying/cyber toward a pupil based on race/ color/national origin	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Recovery Think Time Sheet • Behavior Contract • Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> • Parent/ student conference • Behavior Contract • Reflective Behavioral Journaling • Individualized Student Safety Plan
		TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment 	TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment 	TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment 	TIER III	<ul style="list-style-type: none"> • Individual Counseling • Alternative Programming (change teacher/class) • Referral to Coordination of Support Teams (COST)/Student Success Team (SST) • Threat Assessment



LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of the Superintendent-School Operations

GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.21c	Bullying/cyber toward a pupil based on disability	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Reflective Behavioral Journaling Alternative Programming (change teacher/class) Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Reflective Behavioral Journaling Alternative Programming (change teacher/class) Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Reflective Behavioral Journaling Alternative Programming (change teacher/class) Individual Counseling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment
3.21d	Bullying/cyber toward a pupil based on other factors	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Reflective Behavioral Journaling Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Reflective Behavioral Journaling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Alternative Programming (change teacher/class) 	TIER III	<ul style="list-style-type: none"> Individual Counseling Reflective Behavioral Journaling Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment Alternative Programming (change teacher/class)
3.21e	Bullying/cyber toward school personnel	TIER II	<ul style="list-style-type: none"> Parent/ student conference Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavioral Journaling Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavioral Journaling Individualized Student Safety Plan 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Reflective Behavioral Journaling Individualized Student Safety Plan
		TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Reflective Behavioral Journaling Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Alternative Programming (change teacher/class) Referral to Coordination of Support Teams (COST)/Student Success Team (SST) Threat Assessment



LOS ANGELES UNIFIED SCHOOL DISTRICT

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GUIDE TO TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION





CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
3.22	Aided or abetted the infliction of physical injury to another	TIER II	<ul style="list-style-type: none"> Parent/ student conference Recovery Time Think Sheet 	TIER II	<ul style="list-style-type: none"> Parent/ student conference 	TIER II	<ul style="list-style-type: none"> Parent/ student conference 	TIER II	<ul style="list-style-type: none"> Parent/ student conference
		TIER III	<ul style="list-style-type: none"> Individual Counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling 	TIER III	<ul style="list-style-type: none"> Individual Counseling Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Individual Counseling Participation in Restorative Justice Practices
2.1	Serious physical injury/not self-defense	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract
		TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment
2.2	Knife or other dangerous object	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract
		TIER III	<ul style="list-style-type: none"> Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Threat Assessment Participation in Restorative Justice Practices 	TIER III	<ul style="list-style-type: none"> Threat Assessment Participation in Restorative Justice Practices
2.3	Controlled substance except marijuana 1st offense <1 oz counter/prescribed meds	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Behavior Contract
		TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling 	TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling 	TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling 	TIER III	<ul style="list-style-type: none"> Referral to drug education/counseling
2.4	Robbery/ extortion	TIER II	<ul style="list-style-type: none"> Parent/ student conference Restitution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Restitution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Restitution 	TIER II	<ul style="list-style-type: none"> Parent/ student conference Restitution
		TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment
2.5	Assaulted/battered school employee	TIER II	<ul style="list-style-type: none"> Parent/ student conference Teach social skills addressing the behavior 	TIER II	<ul style="list-style-type: none"> Parent/ student conference 	<ul style="list-style-type: none"> Threat Assessment 		<ul style="list-style-type: none"> Threat Assessment 	
		TIER III	<ul style="list-style-type: none"> Individual Counseling Threat Assessment 	TIER III	<ul style="list-style-type: none"> Threat Assessment 				

Depending on the severity of the infraction, suspension and law enforcement intervention may legally be the required consequence. For complete information, please refer to BUL – 5655.2 Guidelines for Student Suspension published on August 19, 2013.

Rubric of Implementation

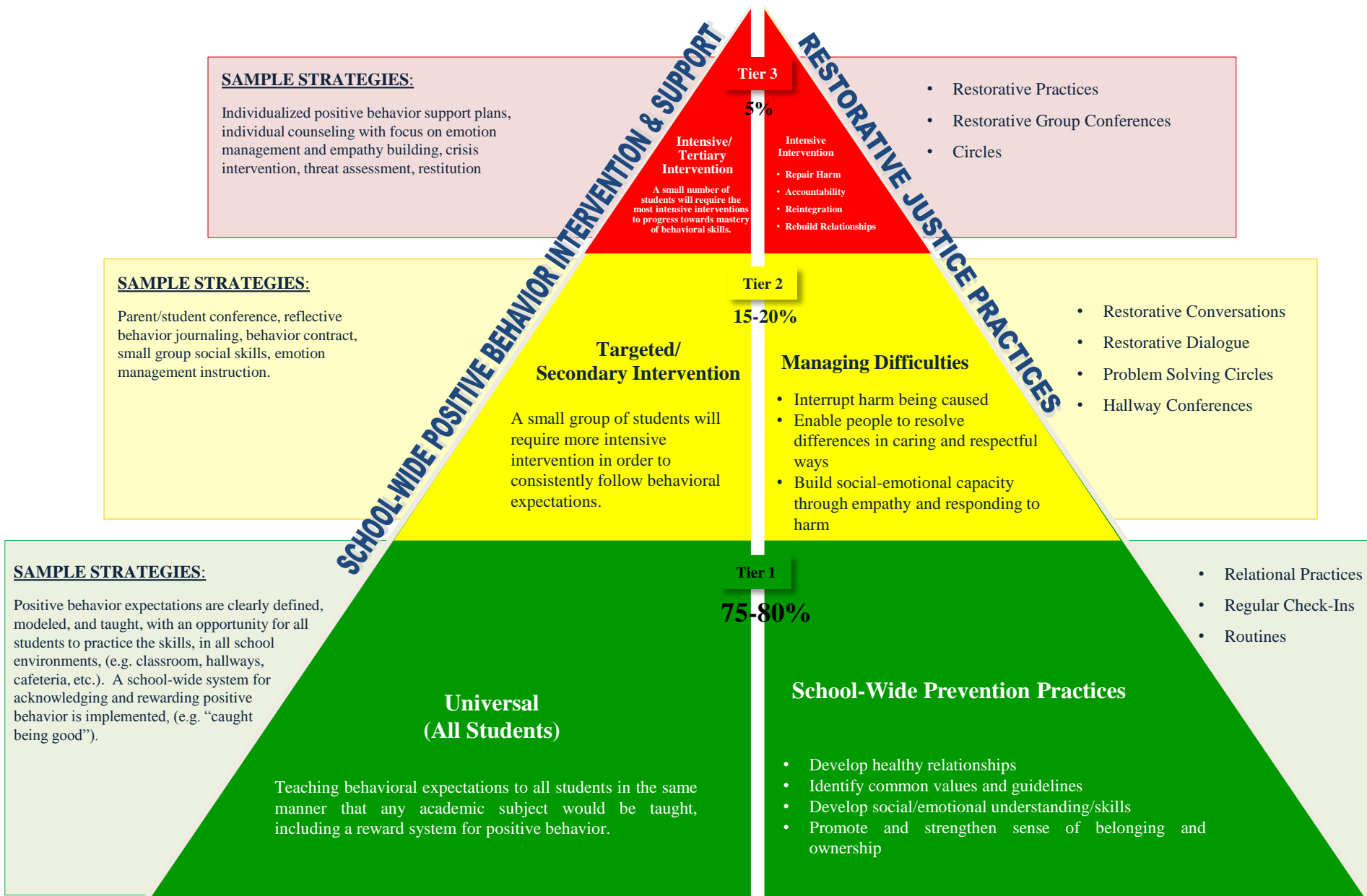
Make your selections and the score will be calculated. You must click 'Submit' to save.

Key Feature	1	2	3	4	Total
Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBS team.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team.	1 View/Edit Comment
			<input type="checkbox"/> SWPBS is on the agenda at some faculty meetings.	<input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.	
			<input type="checkbox"/> SWPBS is addressed in some staff and parent newsletters.		
Team Based Implementation	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per year.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc.	1 View/Edit Comment
			<input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	
				<input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized.	
				<input type="checkbox"/> Each Team member knows their role and responsibility as part of the team.	
Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas.	1 View/Edit Comment
	<input type="checkbox"/> The expectations are negatively stated.		<input type="checkbox"/> These expectations are clearly visible (posted) in most of the common areas.	<input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	
			<input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.		
Behavior Expectations Taught	<input type="checkbox"/> No documented plan for the teaching the expectations exist.	<input type="checkbox"/> Students are told what the expectations are.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, Assemblies, skits, homeroom/advisory lessons, etc.).	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (Behavior/ Procedure Fair, homeroom/advisory lessons, assemblies, skits, etc.).	1 View/Edit Comment
	<input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Some staff may teach the expectations in their own classrooms.		<input type="checkbox"/> There is a documented system for on-going review of expectations on weekly to monthly basis.	
				<input type="checkbox"/> The school has developed strategies to involve families/community with the teaching of the expectations.	

Acknowledge and Reinforce Appropriate Behavior	<input type="checkbox"/> There is not a consistent acknowledgment/reinforcement system in place.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 50% of the staff.	<input type="checkbox"/> The documented acknowledgement/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 75% of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 90% of staff.	1  View/Edit Comment
				<input type="checkbox"/> A ratio of 4(+) : 1(-) is in place to acknowledge students, staff and families.	
Monitor and Correct Behavioral Errors	<input type="checkbox"/> Problem behaviors are not clearly defined.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least 50% of school staff.	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 75% of school staff and documented.	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 90% of school staff and documented.	1  View/Edit Comment
	<input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.)	<input type="checkbox"/> At least 75% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.)	<input type="checkbox"/> At least 90% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.)	
				<input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders.	
Data Based Decision Making	<input type="checkbox"/> Discipline data are not used to make decisions.	<input type="checkbox"/> Discipline data are looked at but not used to make decisions.	<input type="checkbox"/> A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions).	<input type="checkbox"/> A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions).	1  View/Edit Comment
			<input type="checkbox"/> The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year.	<input type="checkbox"/> The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year.	
				<input type="checkbox"/> The SWPBS team reviews discipline data at their monthly team meetings.	
				<input type="checkbox"/> Data are shared with school staff at least 3 or more times per school year.	
Family and Community Collaboration	<input type="checkbox"/> There is no family/community involvement in the SWPBS system.	<input type="checkbox"/> A family/community member is inconsistently part of the SWPBS team.	<input type="checkbox"/> A family/community member is an active member of the SWPBS team.	<input type="checkbox"/> A family/community member is an active member of the SWPBS team.	1  View/Edit Comment
		<input type="checkbox"/> Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year.	<input type="checkbox"/> Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 5 times per school year.	<input type="checkbox"/> Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 8 times per school year.	
				Total Points/Percentage	8 25 %

School-Wide Positive Behavior Intervention and Support and Restorative Justice Practices

Attachment F1



SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION & SUPPORT

How are the models aligned?

RESTORATIVE JUSTICE PRACTICES

Three Bs:

- Be Safe
- Be Respectful
- Be Responsible

A school-wide framework for equity through universal norms for behaviour that are taught and positively reinforced.

Norms such as respect and responsibility helps to eliminate favouritism, inequity, and the expression of unconscious bias

Utilizes a systematic and team approach for data collection

Problem-solving model to provide age-appropriate interventions and resources

Shifts adult focus from punishing and excluding to teaching and rewarding positive student behaviour

Alternatives are provided for students who need targeted tiered intervention to address their challenges

- Both are school-wide models focused on changing school environments to create the conditions needed for learning
- Both are aligned with the **Three-Tiered Framework of Response to Intervention (RTI²): universal, selected, and targeted/ intensive support.**
- Both are effective strategies to lower discipline referrals by changing adult response to student misconduct
- Both engage students, teachers, parents/guardians and administrators in the process
- Both avoid labeling students
- Both support student achievement and reinforces positive behavior

Five Rs:

- Relationships
- Respect
- Responsibility
- Repair
- Reintegration

A process for including student, parent and community voice in Restorative Justice approaches

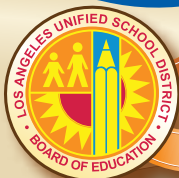
Helps to repair harm caused by student misconduct, allowing students to remain in school and reintegrate into the school community

Encourages personal reflection, accountability and healing for both students and adult

Practices help building relational trust and community within the school between students and staff

Utilizes the collective wisdom (skill) of the school community to solve problems

Utilizes a variety of strategies, which include: peer mediation, community circles and conference circles



Parents' Rights and Responsibilities To Ensure Your Child's Success

Parents as Equal Partners in the Education of Their Children, a resolution adopted by the Board of Education in December 2010, embraces family strengths and assets as essential to the academic success of students, and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and schools accept responsibility for student success and commit to a partnership that:

- ♦ **Maintains high expectations for student achievement**
- ♦ **Ensures all children are college and career ready**
- ♦ **Promotes productive conversation and collaboration**
- ♦ **Reflects mutual respect and support for each other**

Parents Have The Right To:

- ♦ A free, quality education that honors their child's learning and achievement
- ♦ An education that prepares their child for college and 21st century careers
- ♦ A welcoming environment that values family assets and contributions to learning
- ♦ Know the school's expectations, educational programs, policies and procedures
- ♦ Translation services in order to communicate effectively with school staff
- ♦ Their school's Report Card to assess the quality of their child's school
- ♦ Know their child's progress and performance and how to access support when needed.
- ♦ Visit their child's classroom and develop partnerships with teachers and staff
- ♦ Learning opportunities so they can support education at home and at school
- ♦ File a formal complaint when necessary, without fear of reprisal

Parents Have The Responsibility To:

- ♦ Promote literacy, high achievement, and a love of learning at home
- ♦ Ensure their child attends school every day, on time, and is ready to learn
- ♦ Monitor and guide their child's academic progress to ensure success
- ♦ Seek tutoring and other learning supports for their child when needed
- ♦ Explore all campus options and school choices available to their child
- ♦ Conference with teachers and other school staff about their child's education
- ♦ Participate in school meetings and activities to be informed about the school
- ♦ Express their level of satisfaction through the annual School Experience Survey
- ♦ Provide pertinent information about their child as requested by the school
- ♦ Advocate for their child's education and for the school's well-being



Families Matter!
Student Achievement Starts Here!





PARENT *and* GUARDIAN RESPONSIBILITIES



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



STUDENT TIPS

Students are the most influential groups for making a safe and welcoming school climate. A school campus is a reflection of the students and staff who make up the that community. Below are several tips for students to help themselves, their school, and their school community:

1. Follow school and classroom rules and encourage others to do so also.
2. Read and follow *A Culture of Discipline: Guiding Principles for the School Community* and *A Culture of Discipline: Student Expectations*.
3. Celebrate the differences between people.
4. Model respectful language and actions.
5. Treat others the way you want to be treated.
6. Avoid potentially dangerous situations and report unsafe, unhealthy conditions and bullying to an administrator.
7. Participate in school activities. Join clubs and sports teams at school and in your community.
8. Your ideas, thoughts and opinions are important and value. Consider leadership opportunities.
9. Get involved in your community. Make a difference in someone's life.
10. Communicate with your parents/guardians. Let them know what is going on in your life. Always tell them where you are going and introduce them to your friends.
11. Get help when you need it. Don't wait for a problem to get too big before you tell your parent/guardian or a trusted adult.
12. Find a trusted adult who will mentor and support you in achieving your dreams.
13. Be honest. Tell the truth. Keep your word. Act with integrity. Accept responsibility for your behavior. Hold high expectations for yourself.
14. Recognize the power of language – words can hurt or words can heal. Choose wisely.
15. Be proud of what you achieve. Inspire others to be their best also.





LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Superintendent-School Operations

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT COMPLAINT PROCESS

I. Purpose

The purpose of this policy is to ensure that:

- All parents, students, employees, and community members are informed of the process to submit complaints regarding the School Discipline Policy and School Climate Bill of Rights as outlined in the adopted Board Resolution.
- A process is in place on how and where to submit a complaint and that the complaint process is accessible to all, regardless of race, ethnicity, language spoken, age, gender, sexual orientation or disability status.
- LAUSD maintains effective and transparent procedures for reporting, investigating, and resolving complaints submitted regarding the implementation of the School Discipline Policy and School Climate Bill of Rights.

II. How to file a complaint and receive response?

Complaints regarding the of the School Discipline Policy and School Climate Bill of Rights as outlined in the adopted May 2013 Board Resolution can be submitted in the following manner:

- Complaint Form – available at schools and online from the District's website (<https://dfp.lausd.net>)
- Online submission – access link at <https://dfpcomplaint.lausd.net>
- Fax – Educational Service Center (ESC) office
- Call in – Educational Service Center Operations Office
- Mail – Educational Service Center Office

ESC North

6621 Balboa Blvd.
Van Nuys, CA 91406
Tel. No. (818) 654-3600
Fax No. (818) 881-0527

ESC East

2151 North Soto St.
Los Angeles, CA 90032
Tel. No. (323) 224-3177
Fax No. (323) 224-3393

ISIC

333 S. Beaudry Ave., 11th Floor
Los Angeles, CA 90017
Tel. No. (213) 241-0167
Fax No. (213) 241-2031

ESC South

1208 Magnolia Avenue
Gardena, CA 90247
Tel. No. (310) 354-3400
Fax No. (310) 532-4674

ESC West

11380 W. Graham Place
Los Angeles, CA 90064
Tel. No. (310) 914-2102
Fax No. (310) 479-7269

In order for a response to be received, contact information must be provided and request a response selected. Timely submission of the complaint is important since the 60-day timeline for the complaint review and District response begins when the complaint is received.

III. How to file an anonymous complaint?

Complaints may be filed anonymously. If information is provided by the complainant, a response will be sent to the anonymous complainant. However, if no contact information is provided, a response will not be prepared but the complaint will be processed for recording purposes only.

IV. Timelines for processing complaints

Every case will be reviewed and a written response to the complainant will be provided within 60 days of the date that the complaint is submitted or received at a LAUSD school or office site. If the complaint involves multiple sites or incidents, the District may not complete the investigation within the 60-day timeline. In this case, the Educational Service Center will provide the complainant in writing the information regarding the case and the additional time required to complete the response. The extension shall not exceed 120 days, unless situations beyond the District's control impacts the investigation.

V. How to file an appeal?

Those not satisfied with the resolution can appeal to the Assistant Superintendent, School Operations in writing within 30 days of receiving the decision. The Assistant Superintendent, School Operations will investigate the appeal and issue a decision, as well as a proposed remedy, in writing within 30 days.

VI. Log of Complaints and Complaint Summary Report

The Administrator of Operations will take the lead role in resolving a complaint. All complaints will be logged, tracked and updated through the Discipline Foundation Policy Complaint System. It will be assigned a unique number for reference and tracking. A copy can also be provided to the complainant, if requested.

Summary reports will be generated by the Office of School Operations for monitoring and improvements as necessary. A semi-annual report will be prepared for distribution to Board members, the Superintendent and appropriate District administrators. Summary reports will also be presented at a regularly scheduled public Board meeting as requested by the Board of Education. The summary report will include the following:

1. Total number of complaints
2. Number of complainants
3. Type of complaint
4. Complaints per Educational Service Center
5. Complaint per school
6. Length of time for completing each complaint and if the timeline was met

Complete description of the Discipline Foundation Policy is outlined in Bulletin No. BUL-6231.0, published on February 14, 2014, Office of the Superintendent-School Operations.



SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

DATE/TIME STAMP – SCHOOL/OFFICE ONLY:

COMPLAINT FORM

Please complete all information requested on this form. Be sure to select the option to request a response and provide contact information. The complaint also can be filed anonymously, but leave out any contact information.

Date: _____

CONTACT INFORMATION

☐ I request a response (Do not check if remaining anonymous)

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home No. _____ Work or Cell No. _____

Email: _____

COMPLAINT

School's Name: _____

Principal's Name: _____ ESC _____

COMPLAINANT REPORTS THAT:

- ☐ Parents are not part of the implementation efforts for School-Wide Positive Behavior Intervention and Support.
- ☐ Training is not available for parents on School-Wide Positive Behavior Intervention and Support.
- ☐ School-based team approach is not used at the school site.
- ☐ The school does not have a clear set of positive behavior rewards and system in place.
- ☐ Behavior expectations are not defined and taught to all students.
- ☐ Alternatives to suspension are not used with students.
- ☐ The school does not share student discipline data with the school community.

Please provide details that may be helpful in reviewing your complaint.

TO SUBMIT A COMPLAINT:

This form may be submitted to the Educational Service Center (ESC), Administrator of Operations, either online at <https://dfpcomplaint.lausd.net>, or by fax, mail or phone. Please choose one of the following:

ESC North

Tel. No. (818) 654-3600

Fax No. (818) 881-0527

ESC East

Tel. No. (323) 224-3177

Fax No. (323) 224-3393

ISIC

Tel.No. (213) 241-0167

Fax No. (213) 241-2031

ESC South

Tel. No. (310) 354-3400

Fax No. (310) 532-4674

ESC West

Tel. No. (310) 914-2102

Fax No. (310) 479-7269

Please note the 60-day timeline for the District to review and respond begins when the complaint is received.