



# ALTERNATIVES TO SUSPENSION AND ADDRESSING DISRUPTIVE BEHAVIORS

2019-2020

# OUTCOMES

- ▶ Review Framework of Focus: Relationships, Culture and Climate, Accountable Leadership, Motivation
- ▶ Deepen understanding of alternatives to suspension
- ▶ Identify, Reflect, and Discuss School Culture-Systems and Routines
- ▶ Review strategies to address disruptive behaviors



# Norms of Collaboration



Pausing



Paying Attention  
to Self and  
Others



Presuming  
Positive  
Intentions



Paraphrasing



Putting Ideas on  
the Table

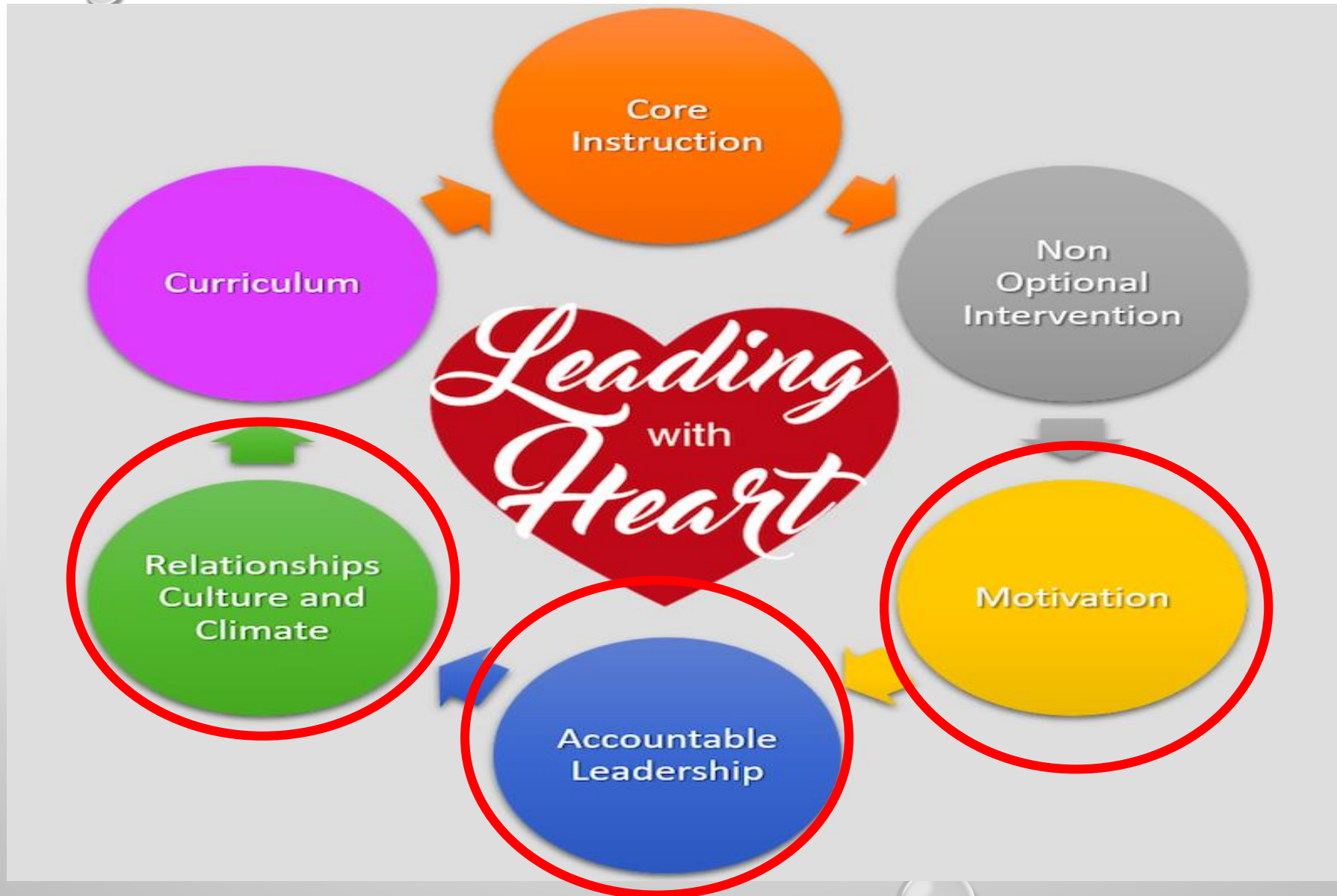


Posing Questions



Providing Data

# FRAMEWORK OF FOCUS





# FRAMEWORK OF FOCUS



## Relationships School Culture/Climate

Discipline  
Foundation  
Policy

Restorative  
Justice

## Motivation

Attendance  
Recognition

Behavioral  
Reinforcements

Student  
Activities

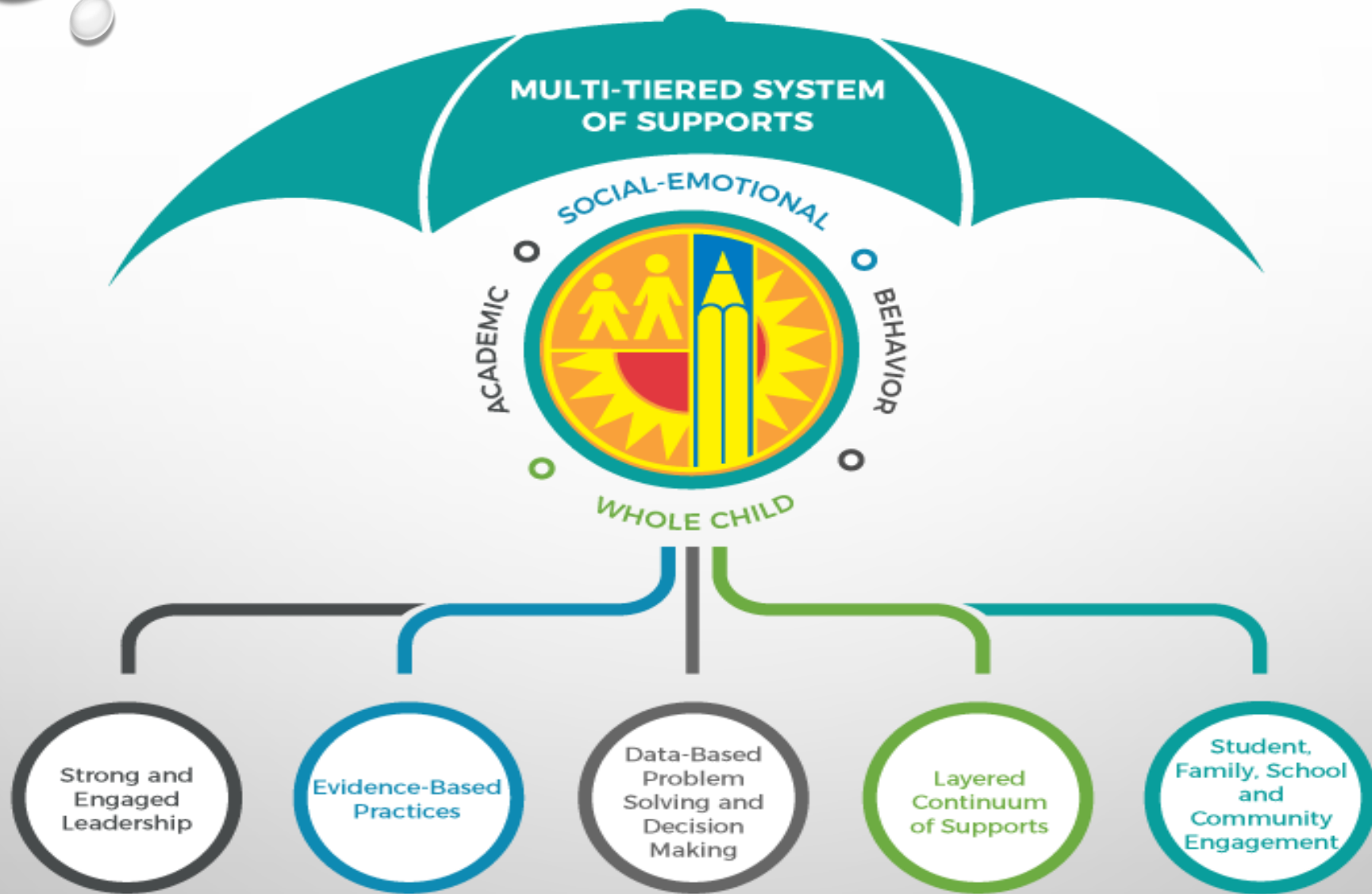
## Non-Optional Intervention

SSPT

Crisis Team  
Interventions

PBIS Team

Foundations



# RUBRIC OF IMPLEMENTATION

Key Feature	1	2	3	4	Score
<b>Administrative Leadership and Support</b>	<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"/> SWPBS is on the agenda at <b>some</b> faculty meetings. SWPBS is addressed in <b>some</b> staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at <b>all</b> faculty meetings. SWPBS is addressed in <b>all</b> staff and parent newsletters.	
<b>Team Based Implementation</b>	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per school 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 regularly scheduled monthly meetings.	<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 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.	
<b>Behavioral Expectations Defined</b>	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>some</b> of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>all</b> of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in <b>most</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in <b>all</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	

Key Feature	1	2	3	4	Score
<b>Behavior Expectations Taught</b>	<input type="checkbox"/> No documented plan for the teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<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.). <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.	
<b>Acknowledge and Reinforce Appropriate Behavior</b>	<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 <b>50%</b> of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>75%</b> of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>90%</b> of staff. <input type="checkbox"/> A ratio of 4(+) : 1(-) is in place to acknowledge students, staff and families.	
<b>Monitor and Correct Behavioral Errors</b>	<input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by at least <b>50%</b> of school staff. <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"/> Problem behaviors are clearly defined, agreed upon by at least <b>75%</b> of school staff and documented. <input type="checkbox"/> At least <b>75%</b> 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"/> Problem behaviors are clearly defined, agreed upon by at least <b>90%</b> of school staff and documented. <input type="checkbox"/> At least <b>90%</b> 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.	




SCHOOL NAME:

Key Feature	1	2	3	4	Score
<b>Data Based Decision Making</b>	<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"/> 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"/> Data are shared with school staff at least 2 times per school year.	<input type="checkbox"/> A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <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.	
<b>Family and Community Collaboration</b>	<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"/> 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"/> A family/community member is an active member of the SWPBS team. <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"/> A family/community member is an active member of the SWPBS team. <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.	
<b>TOTAL SCORE</b>					



# WHO, WHY, WHEN TO SUSPEND

- WHAT IS THE PURPOSE WHEN ISSUING A SUSPENSION?
  - ALL SUSPENSIONS MUST BE APPROVED BY LOCAL DISTRICT CENTRAL OPERATIONS.
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# **SUSPENSION FROM SCHOOL BY PRINCIPAL UNLAWFUL SUSPENSIONS**

- **STUDENTS ENROLLED IN KINDERGARTEN AND GRADES 1 TO 3 SHALL NOT BE SUSPENDED OR EXPELLED DUE TO SEXUAL HARASSMENT (E.C. 48900.2), ACT OF HATE VIOLENCE (E.C. 48900.3), OR THREATS AND INTIMIDATION AGAINST DISTRICT PERSONNEL OR PUPILS (E.C. 48900.4).**
- **STUDENTS MAY NOT BE SUSPENDED FROM SCHOOL FOR ANY REASONS, FOR MORE THAN 5 CONSECUTIVE SCHOOL DAYS.**
- **“INFORMAL SUSPENSION” IS PROHIBITED. (E.G., PARENT TOLD TO KEEP CHILD AT HOME WITHOUT AN OFFICIAL SUSPENSION LETTER).**
- **EXTENDED SUSPENSION DUE TO THE PARENT’S FAILURE TO ATTEND A CONFERENCE WITH SCHOOL OFFICIALS IS PROHIBITED.**
- **SUSPEND IN ABSENTIA (WHEN A STUDENT IS SUSPENDED IN THE STUDENT’S ABSENCE) IS A VIOLATION OF THE STUDENT’S DUE PROCESS RIGHTS.**

**IF THE STUDENT GOES HOME AT THE SCHOOL’S DISCRETION, IT IS CONSIDERED A SUSPENSION AND MUST BE DOCUMENTED PER DISTRICT POLICY.**

# Local District Central

## Instructional Days Lost to Instruction 2019

Category 1	Category 2	Category 3
Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Student Offenses with Limited Principal Discretion	Student Offenses with Broad Principal Discretion
98	104	378

# LOCAL DISTRICT CENTRAL

## CATEGORY 3 SUSPENSIONS

School Location	# of Suspension Days											Total
	August	September	October	November	December	January	February	March	April	May	June	
ADAMS MS				4	2	4	10	5	2	4		31
FOSHAY LC			3	2	7			1	1	6		20
IRVING MS MME MAG							11	4		2		17
CARVER MS			5	2				6			2	15
LOS ANGELES ACAD MS				2				9		4		15
MENLO AVE EL			3		6		2		3			14
VIRGIL MS				1				5	2	5		13
CASTRO MS			1		2		4	2	2			11
NORMANDIE AVE EL	1		5	3				2				11
BERENDO MS							3		4	3		10
BUSHNELL WAY EL				1			8					9
CONTRERAS LC SOC JUS		1	5	1					2			9
JEFFERSON SH	1	2						1	3	1		8
MANUAL ARTS SH			5					3				8
NAVA LEARNING ACADEMY			2	6								8
ROCKDALE VAPA MAG							1	1		4	2	8
ASCOT AVE EL					2		5					7
FRANKLIN HS		5		2								7
MAIN ST EL			2				2	1	2			7



# SUSPENSIONS: CATEGORY III

## STUDENT OFFENSES

WITH BROAD PRINCIPAL DISCRETION

378 DAYS  
OR  
229 EVENTS

1. CAUSED PHYSICAL INJURY TO ANOTHER PERSON (128 DAYS)
2. ATTEMPTED TO CAUSE PHYSICAL INJURY (102)
3. WILLFUL USE OF FORCE/VIOLENCE, NOT SELF DEFENSE. (23)
4. HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (15)
5. FIRST OFFENSE OF POSSESSION OF MARIJUANA OF NOT MORE THAN ONE OUNCE, (14)
6. THREATENED TO CAUSE PHYSICAL INJURY TO ANOTHER PERSON. (UNLESS, IN THE CASE OF "CAUSED," THE INJURY IS SERIOUS. (15)
7. DISRUPT SCHOOL-WIDE ACTIVITIES (14)
8. COMMITTED AN OBSCENE ACT OR ENGAGED IN HABITUAL PROFANITY OR VULGARITY. (14)
9. SEXUAL HARASSMENT (14)
10. CAUSED OR ATTEMPTED TO CAUSE DAMAGE TO SCHOOL OR PRIVATE PROPERTY. (13)

# CATEGORY III SUSPENSIONS



Suspension Reason	2018	2019
Caused physical injury to another person	208	128
Attempted to cause physical injury	137	102
Willful use of force/Violence, not self defense.	85	23
Threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious.	48	15
First offense of possession of marijuana of not more than one ounce	18	14
Caused or attempted to cause damage to school or private property.	78	13
Committed an obscene act or engaged in habitual profanity or vulgarity.	44	14

	Number of Suspension Events		Total Number of Suspension Days	
Grade	2017-2018	2018-2019	2017-2018	2018-2019
TRANSITIONAL KINDERGARTEN	1		2	
KINDERGARTEN	2	10	2	22
FIRST GRADE	6	3	8	4
SECOND GRADE	19	17	33	31
THIRD GRADE	10	19	16	31
FOURTH GRADE	9	15	18	32
FIFTH GRADE	11	20	24	46
SIXTH GRADE	39	21	63	28
SEVENTH GRADE	97	56	186	104
EIGHTH GRADE	132	62	242	108
NINTH GRADE	58	34	121	79
TENTH GRADE	19	26	45	66
ELEVENTH GRADE	11	9	28	22
TWELFTH GRADE	6	6	20	21
Overall	420	298	808	594



# CATEGORIES 2 AND 3 SUSPENSIONS

EVIDENCE OF ONE OR BOTH OF THE FOLLOWING ADDITIONAL FINDINGS:

- 1) OTHER MEANS OF CORRECTION ARE NOT FEASIBLE OR HAVE REPEATEDLY FAILED TO BRING ABOUT PROPER CONDUCT,
- 2) DUE TO THE NATURE OF THE ACT, THE STUDENT'S PRESENCE CAUSES A CONTINUING DANGER TO THE PHYSICAL SAFETY OF THE PUPIL OR OTHERS.

**How do school administrators record interventions on MiSiS?**

## Guide to Tier II and Tier III Intervention Support and Alternatives to Suspension

CA Ed. Code	INFRACTION		PRIMARY K-3	ELEMENTARY GR.4-5	MIDDLE SCHOOL GR.6-8	SECONDARY GR 9-12
3.1a	<b>Caused physical injury to another person</b>	Tier II	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Reflective Behavior Journaling</li> </ul>
		Tier III	<ul style="list-style-type: none"> <li>Referral to SSPT</li> <li>Threat Assessment</li> <li>Participation in RJ practices</li> </ul>	<ul style="list-style-type: none"> <li>Referral to SSPT</li> <li>Threat Assessment</li> <li>Participation in RJ practices</li> </ul>	<ul style="list-style-type: none"> <li>Referral to SSPT</li> <li>Threat Assessment</li> <li>Participation in RJ practices</li> </ul>	<ul style="list-style-type: none"> <li>Referral to SSPT</li> <li>Threat Assessment</li> <li>Participation in RJ practices</li> </ul>
3.1b	<b>Attempted to cause physical injury to another person</b>	Tier II	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>
		Tier III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to SSPT</li> <li>Alternative Programming (classroom/teacher change)</li> <li>Threat Assessment</li> <li>Participation in in RJ practices</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to SSPT</li> <li>Alternative Programming (classroom/teacher change)</li> <li>Threat Assessment</li> <li>Participation in in RJ practices</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to SSPT</li> <li>Alternative Programming (classroom/teacher change)</li> <li>Threat Assessment</li> <li>Participation in in RJ practices</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Referral to SSPT</li> <li>Alternative Programming (classroom/teacher change)</li> <li>Threat Assessment</li> <li>Participation in in RJ practices</li> </ul>
3.1c	<b>Threatened to cause physical injury to another person</b>	Tier II	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> </ul>
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3.16	<b>Willful use of Force/violence Not self-defense</b>	Tier II	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Student Conference</li> <li>Behavior Contract</li> </ul>
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## Alternatives to Suspension

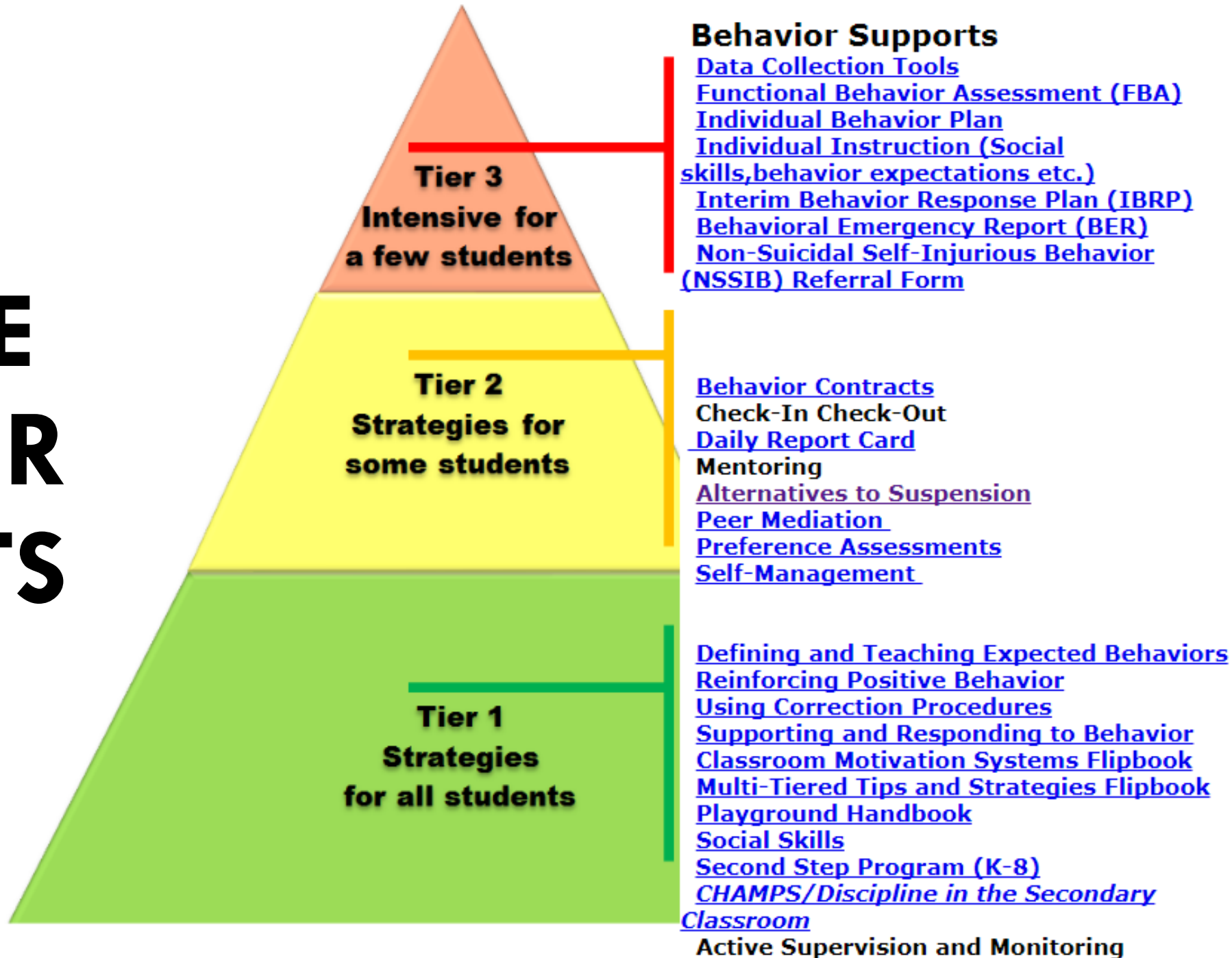
The best alternative to suspension is PREVENTION.

Alternatives:	Description/Example(s):
<b>Behavior Monitoring</b>	Strategies to monitor behavior and academic progress: might include behavior log checked after each class, self-charting/monitoring of behaviors, strategies that provide feedback to the student, Check in-Check out, daily-weekly behavior reports.
<b>Community Service and Service Learning (supervised)</b>	Set amount of time (not during school hours), can be in the community or in the actual school community. e.g., tutoring younger students or assisting community service agencies
<b>Coordinated Behavior Plans (for any student)</b>	Creation of a structured, coordinated behavior plan specific to the student and based on the assessment of the quantity, severity and/or purpose of the target behavior to be reduced; should focus on increasing desirable behavior and replacing inappropriate behavior. Needs to be implemented with fidelity across settings and staff.
<b>Appropriate In-School Alternatives</b>	Can be during natural school breaks, during nutrition/lunch and during early release days (not in school suspension or exclusion from instruction and services needed).
<b>Loss of Privileges (at school): Can be coordinated with parents to include at home loss of privileges.</b>	Student 'preferred' activity/privileges should be identified prior to this becoming a choice. This can be accomplished by conducting a reinforcement survey. e.g., Eat lunch in the cafeteria instead of outside. Unable to attend club meetings or extra-curricular activities for a set amount of time. Unable to earn school activity.
<b>Mentoring/Counseling</b>	Adult assigned to support the student. With parental permission, student required to participate in counseling.
<b>Mini-Courses: Check for understanding of the content at the completion of the course.</b>	Short courses or modules on topics related to the student's behavior as a corrective teaching opportunity. Incorporate a social skills component. Staff can use behavior training software or curriculum that teaches alternatives related to the behavior. Use videos, readings, research, etc.

Adapted and added to from the work of: Reece Peterson, University of Nebraska; Lincoln & Russell Skiba, Indiana University (JM: 5/2015)



# POSITIVE BEHAVIOR SUPPORTS



3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Gra

Date: \_\_\_\_\_

I was not:	Following Rules
(Circle all that apply)	Following Directions

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Then

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**My Signature**

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☐ Yes      ☐ No

To whom?

Teacher's Signatu

Problem: tell who, what, how and why it happened.

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1. \_\_\_\_\_
2. \_\_\_\_\_

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What will I do from now on?

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My Signature

Write why you are writing this reflection

[illegible]

**Identify the conflict. What's your perception of the conflict/problem?**

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There are often several perspectives of a conflict/problem. What are others' perceptions of the conflict/problem?

---

**Brainstorm possible solutions to resolve the conflict(s).**

---

**What are you willing to do to resolve the conflict(s)?**

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**Prioritize the solutions.**

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# Welcome to MyData

## WHAT DOES YOUR SCHOOL DATA REFLECT ON MYDATA?

- SUSPENSION DATA
  - DISCIPLINE REFERRALS
    - REASONS
    - MISSING INFORMATION
- 



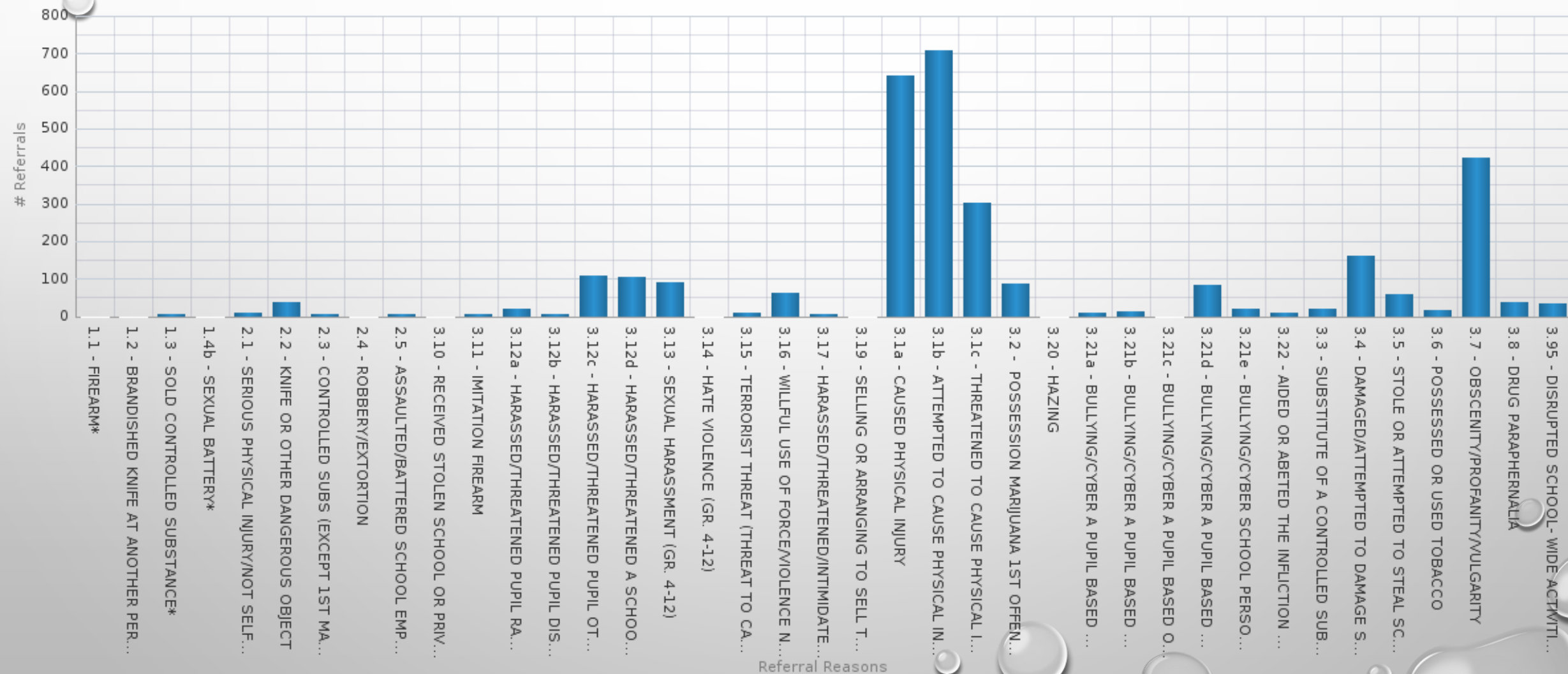
# INSIGHTS

## My Data: Suspension

Suspension Reason	All Students				Students with Disabilities			
	# of Susp Events	% of Total Susp Events	Days Susp	Avg Days Susp	# of Susp Events	% of Total Susp Events	Days Susp	Avg Days Susp
<b>All</b>	<b>65</b>	<b>100.0%</b>	<b>102</b>	<b>1.3</b>	<b>17</b>	<b>100.0%</b>	<b>29</b>	<b>2.3</b>
3.1a - CAUSED PHYSICAL INJURY	20	30.8%	32	1.6	4	23.5%	9	2.3
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	12	18.5%	20	1.7	5	29.4%	9	1.8
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	1	1.5%	1	1.0				
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	7	10.8%	14	2.0	2	11.8%	3	1.5
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	6	9.2%	7	1.2	4	23.5%	5	1.3
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	3	4.6%	5	1.7	1	5.9%	2	2.0
3.7 - OBSCENITY/PROFANITY/VULGARITY	2	3.1%	2	1.0				
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	3	4.6%	4	1.3	1	5.9%	1	1.0
3.13 - SEXUAL HARASSMENT (GR. 4-12)	4	6.2%	5	1.3				
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	1	1.5%	2	2.0				
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	5	7.7%	9	1.8				
3.21e - BULLYING/CYBER SCHOOL PERSONNEL	1	1.5%	1	1.0				



## MY DATA: REFERRAL REASONS





### Discipline Referrals

Dashboards ▼

Signed In As

Referral Reasons

Referrals by Time of Day

Referral Location Summary

Referrals by Referring Staff

Referrals by Month and Event

**Referrals Missing Info**

#### Filters

##### Local District

LD - CENTRAL ▼

##### Preferred Location

(All Column Vali ▼

##### School, Magnet or SLC

--Select Value-- ▼

##### ES or MS or HS

Y ▼

##### School Year

2017-2018 ▼

Apply

Reset ▼

#### Discipline Module Error Report

Referrals Missing Information (Offender or Administrative Response)

School Year: 2017-2018

Summarize by: Preferred Location ▼

LD	Preferred Location Code	Preferred Location Name	Referrals Missing Information			Total
			Cat 1	Cat 2	Cat 3	
C	1918	MCALISTER HS CYESIS			1	1
C	2027	ALDAMA EL			5	5
C	2041	ALEXANDRIA AVE EL			1	1
C	2068	ALLESANDRO EL			2	2
C	2134	STUDIO SCHOOL			1	1
C	2151	ANNANDALE EL			9	9
C	2178	ARAGON AVE EL		1	7	8
C	2219	ASCOT AVE EL			2	2
C	2233	ATWATER AVE EL			3	3
C	2308	RIDE EL SMART ACAD			5	5



THANK YOU!

EVALUATIONS