



Local District Central

BELIEVE • BEHAVE • BECOME

Friday's Operations Brief

VOLUME 4, ISSUE 2

AUGUST 5, 2016

IMPORTANT DATES TO REMEMBER

Superintendent Annual Meeting	8/9
C Basis Returns	8/15
Pupil Free Day	8/15
Campus Aide Meeting	8/15
First Day of Instruction	8/16
Admissions Day	9/2
Labor Day	9/5

WHAT'S DUE

July's Water Flushing Logs	8/1
July's Metal Detection Certification	8/1
School Emergency Contact Information	8/5

Leading with Heart

Local District Central would like to thank our school leaders for participating in this year's "Leading with Heart" Principal Institute. During the institute, participants received a copy of *Primal Leadership* for their professional reading. In the preface, the authors argue that the leaders' task "is to prime good feeling in those they lead. That occurs when a leader creates resonance – a reservoir of positivity that frees the best in people". (p.xiii) As we begin the new school year, we will strive to "free the best in people" to provide Local District Central staff, parents, and most importantly, students a positively engaging school year. How will you free the best in people at your school site?

We also would like to extend our gratitude to our LD-Central SAAs for participating in the 2017 SAA training on Tuesday, August 2nd. LD Central SAAs received updated information from Personnel Commission, Payroll, Food Services, Human Resources, and Accounting.

Please follow the link below to view a copy of all presentations and job aides:

<http://lausd.schoolwires.net/Page/1462>

2017 School Administrative Assistant Training

ACCOUNTING

BUDGET SERVICES

Scenario 1 Budget Reports

Examples Scenario 1



Summer School Graduation

An additional 25 Local District Central high school seniors will be recognized for their willful determination to be a LAUSD graduate!

Local District Central invites you to the Summer School Graduation ceremony on Friday, August 12, 2016 at 10:00 am at Virgil Middle School in the auditorium.



Opening 2016-2017 School Year

Additional Support: The MiSiS Help Desk will be open from 7:30 AM -6:00 PM Monday-Thursday, August 8-11 and August 15-18. Call 213-241-5200 (Option 5) if you require assistance.

2016-17 Enrollment Reminders

If a student has a 2016-2017 enrollment at your school and attended your school in the 2015-2016 school year, but will not be returning, withdraw the student on the last day of attendance in the 2015-2016 school year.

If a student did not attend your school in the 2015-2016 school year, do not schedule the student for classes. The student may be Auto Withdrawn by another LAUSD school before the first day of school, removing the student from your school. If the student is not Auto Withdrawn, mark the student as a No Show on the first day of school.

An Ounce of Prevention

As an extra precaution, schools may opt to take the additional precautions prior to August 15th:

- ❖ Print reports from MiSiS
 - Class Enrollment Report
 - Student Schedule Summary Report
 - Student Schedules (Student Sections Report)
 - 5 column rosters for taking attendance – provide to every teacher to take attendance manually on the rosters if they can't access MiSiS
- ❖ Print class or homeroom rosters to post so students know where to go at the start of the school day
- ❖ Identify a common area such as a Multipurpose Room where students will go if they are not scheduled or need to be enrolled

School Mental Health (SMH)

Local District (LD) Central is happy to re introduce our wonderful mental health consultants: Veronica Real and Gustavo Sagredo. The goals for the LD Central SMH team are to (1) support school administrators and staff by offering consultation on addressing crisis and mental related concerns, (2) build capacity and capabilities in schools by offering professional development, (3) support school site Psychiatric Social Workers (PSW), and (4) collaborate with the LD Central Leadership Team and Crisis Team. If you would like more information on how the LD Central SMH can support you, please contact one of our team members.

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Restorative Justice is a philosophy and an approach to discipline that moves away from punishment toward restoring a sense of harmony and wellbeing for all those affected by a hurtful act. It focuses on reconnecting severed relationships and re-empowering individuals by holding them responsible. When using restorative measures, the goal is to

repair the harm caused by one person to another and to the community so that everyone is moved toward healing.

- ❖ Contact Marco Flores, Restorative Justice Adviser at (213) 241-1916.

Safe Schools/Safety Committee

Safe Schools are Successful Schools. As schools begin to establish committees for the new school year, it is imperative that all schools, especially co-location schools, have an active Safety Committee that meets regularly to discuss, modify and or adapt systems and routines around student safety. The required members and duties are outlined in Safe School Plan, Prevention, Volume I Section I.3. Please refer to table below for suggested topic/task timeline as a resource for your team.

SCHOOL MONTH	SCHOOL SAFETY COMMITTEE TOPIC/TASK
1	<ul style="list-style-type: none"> ✓ Assign Emergency Response Positions for <i>SSP Volume 2</i> ✓ Complete Emergency Contact Information Input Form, <i>SSP Volume 2</i> ✓ Assign Threat Assessment and Crisis Team positions for <i>SSP Volume 3</i> ✓ Enter data for <i>SSP Volumes 2</i> and <i>3</i>, create and print those plans
2	<ul style="list-style-type: none"> ✓ Complete scorecards from <i>SSP Volume 1</i>, Chapters 2-6 and begin updating Chapter 7 ✓ Review <i>SSP Volume 2</i> and <i>Volume 3</i> in preparation for the fall emergency drill
3	<ul style="list-style-type: none"> ✓ Present the <i>SSP Volume 1</i> document to all stakeholders and secure signatures on the Certification Form
6	<ul style="list-style-type: none"> ✓ Continuous review of <i>SSP Volume 1</i>, <i>Volume 2</i>, and <i>Volume 3</i> Adopt and own the plans. Monitor progress of goals for <i>Volume 1</i>
7	<ul style="list-style-type: none"> ✓ Review <i>SSP Volume 1</i>, <i>Volume 2</i>, and <i>Volume 3</i> in preparation for the spring emergency drill
10	<ul style="list-style-type: none"> ✓ Review and maintain <i>SSP Volume 1</i>, <i>Volume 2</i>, and <i>Volume 3</i> to incorporate new data, update information and analyze the effects on school practice

Breaking the Silence Child Abuse Awareness

If you suspect that a child is being abused...

REPORT Physical Abuse Neglect
Sexual Abuse Exploitation



On-Line Child Abuse Training

The on-line Child Abuse training must be completed by ALL staff by **September 30, 2016**. It is a basic responsibility of an administrator to ensure that all staff has completed this and other mandatory trainings. For classified, this training should be on work time and you may want to consider, as part of a pupil-free day, utilizing school computers for that purpose.

School-wide Positive Behavior Intervention and Support (SWPBIS)

School-wide positive behavior intervention and support (SWPBIS) 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.

All staff, students, and parents should model appropriate behavior to assist in 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.

As the school year begins, school safety committees are encouraged to

refer to BUL-6231.0: Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support [Attachment 1] for more information. The District's Discipline Foundation Policy webpage <http://achieve.lausd.net/Page/4653> provides additional resources available to all schools.



Student Suspensions and Expulsions

There are situations that may require suspension in response to student

misconduct; however, suspension, including supervised suspension (such as in-school suspension and class suspension), should be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk. The data below provides a breakdown of student suspensions for the 2016 school year.

80% of our local district student

suspensions are Category 3 suspensions, which are at the discretion of the Principal.

Alternatives to suspension for students must be utilized and documented in MiSiS 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.

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. The attached guide provides tiered alternatives which include Restorative Justice strategies. This list is intended to provide guidance and is not inclusive of all possible alternatives [Attachment 2].

Prior to issuing a student suspension, school administrators must contact their School Operations Coordinator. Please refer to BUL – 5655.2 Guidelines for Student Suspensions [Attachment3].

Local District Central Student Suspension Data

2015-2016

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
40	88	528

Campus Aide Vacancies

Site administrators may contact their assigned Classified Assignment Technician to request the Campus Aide Interest list. Should you need additional names or have difficulty

contacting the candidates, feel free to call the Assignment Technician who may provide you with additional information.



Campus Aide Professional Development

In an effort to have clear expectations, standardized procedures and comply with mandated training requirements, all Campus Aides are required to attend Professional Development on **Monday, August 15, 2016**.

Schools and Campus Aides will be receiving notification of their assigned location and time. For time reporting purposes, Campus Aides will receive documentation to submit to their SAA's.

2016 Electronic Capacity Assessment Review (E-CAR)

The Capacity Assessment Roadshow is changing to the E-CAR! E-CAR is the new online application the District will be using this year to record updates on school facilities. E-CAR 2016 will verify the number of classrooms at each school and how they are used; calculate school's operating capacity; and identify available for future use. During this process, principals will have the opportunity to edit

information related to their schools' classroom inventories and review their schools' capacity assessments. The web-based process will run from Tuesday, August 2, 2016 through Thursday, September 29, 2016. Details about how you will be able to use E-CAR to view your school's maps and classroom inventory information will be provided to you in future communications.

School Access Reminder

It is imperative that the public has access to school sites while on "E" basis. Please call the Local District Central office at 213-241-0167 should you have any questions.

Hours:	Regular school office hours (recommended – 7:30 am – 4:30 pm). Hours should be posted on the school's front entrance.
Phones:	Please make sure phones are answered on a regular basis.
Flags:	Please remember to raise the United States and California flags when the school's office is open. (Don't forget to take down the flags at 4:30 pm). New flags may be purchased through district warehouse as needed.
Bells:	Please turn off bells.
School Perimeter:	Please meet with your Plant Manager to make sure the exterior perimeter is swept and cleaned on a regular basis.
Securing Your Campus:	Please plan to meet with your Plant Manager and Buildings and Grounds worker to discuss securing your campus.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Policy Bulletin

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

NUMBER: BUL-6231.0

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations

Earl R. Perkins, Assistant Superintendent
School Operations

DATE: February 14, 2014

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.



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>.



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



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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	
3.1a	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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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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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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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



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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	
3.21c	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



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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	
3.22	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.



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TITLE: Guidelines for Student Suspensions

NUMBER: BUL- 5655.2

ISSUER: Michelle King
Senior Deputy Superintendent
School Operations

Earl R. Perkins
Assistant Superintendent
School Operations

DATE: August 19, 2013

POLICY: There are situations that may require suspension in response to student misconduct; however, suspension, including supervised suspension (such as in-school suspension and class suspension), should be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Prior to issuing a student suspension, school administrators should implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.

MAJOR CHANGES: This Bulletin replaces BUL-5655.1 of the same title, dated July 29, 2013. It provides accurate references and continues to reflect the District's re-organization and the implementation of Board resolution: School Discipline Policy and School Climate Bill of Rights. It also revises District policy and procedures, and provides updates of Federal and State laws, regarding student suspensions with the District's implementation of the LAUSDMAX system.

GUIDELINES: This bulletin aligns LAUSD suspension policies and procedures with current State and Federal laws, as well as with the District's Discipline Foundation Policy: School-Wide Positive Behavior Support ([BUL-3638.0](#), March 27, 2007). It requires school administrators, whenever possible, to utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. By law, alternatives to suspension must be used to address problems of truancy, tardiness, and/or other attendance-related issues.

- A. The principal of each school must ensure that expectations of student behavior and discipline policies are communicated to staff, parents, and students at the beginning of each school year and to all newly enrolled students and their parents at the time of their enrollment in the school.
- B. Before imposing a suspension for student misconduct, the principal or administrative designee should consider on-site remedial measures, resources, and interventions that address the needs of the student. Once the

ROUTING

Instructional Area Superintendents
Administrators of Operations
Instructional Directors Operations
Coordinators
Principals
Assistant Principals
Counselors
Deans



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principal issues the suspension, the suspension can only be rescinded by the Educational Service Center (ESC) Administrator of Operations/Designee through an appeal process and not at the school site level. However, when a principal determines a student committed a 48915 (c) offense (*See Attachment B Category I*) at school or at a school activity, principals have no discretion in the matter and must immediately suspend and recommend expulsion.

When a student is suspended from class by the teacher, the parent may appeal the class suspension to the school principal following the procedures described in this bulletin and the result should be documented and reflected in the student's records.

- C. It is the responsibility of site administrators to assist in the development of procedures for implementing alternatives to suspension, including any and all interventions. Pursuant to E.C. Section 48911.2 (a), schools with out-of-school suspension numbers that exceed 30% of their enrollment from the previous school year shall consider implementing alternatives to suspension.
- D. All suspension information must be entered into the school's LAUSD MAX Discipline module and all remedial measures, including prior interventions, must be documented as discipline response. (*See [BUL-5808.1](#), ISIS Discipline Module Required Usage, November 1, 2012, Discipline Web-Based Learning Videos and Quick Guides are available at <http://isis.lausd.net> > Tools & Resources > Discipline*)

I. DEFINITIONS

- A. Suspension: Removal of a student from ongoing instruction for adjustment purposes. The three types of suspension are school suspension, in-school suspension, and class suspension. A student may be suspended from one class or all classes and still remain in school during the period of suspension if the student is appropriately supervised and instructed.
- B. Alternatives to Suspension: Responses that are age appropriate and designed to address and correct the student's specific misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct. (*See [BUL-3638.0](#), March 27, 2007.*)
- C. Principal: Unless otherwise specified, the term "principal" shall refer to the school principal or principal's administrative designee.
- D. Principal's Designee: The principal may designate and specify in



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writing any one or more administrators at the school as the “principal’s designee(s)” to assist in disciplinary procedures. If no such person is available at the school site, the principal may identify the principal of a neighboring school to be his/her designee for student discipline matters. The name(s) of the designee(s) shall be kept on file in the principal’s office and should be entered in the designee tab of Administrator Online Certification System that can be accessed at principalportal.lausd.net.

- E. Parent: The term “parent” shall refer to the student’s parent(s), legal guardian(s), or other adult(s) holding educational rights.

II. LEGAL AUTHORIZATION FOR SUSPENSIONS

- A. The California Education Code permits the superintendent or the principal of the school in which the student is enrolled to suspend a student if it is determined that the student committed any act(s) listed under E.C. Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915. (*See Attachment A*) However, the District’s policy prohibits suspension and expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. Section 48900 (k).

Offenses described in E.C. Section 48915 (c)(1) through (c)(5) and under Category I of the Matrix for Student Suspensions and Expulsion Recommendations require immediate notification to law enforcement and immediate suspension from school and recommendation for expulsion if it is determined that the student had committed the act at school or at a school activity off school grounds. (*See Attachment B*)

Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment (E.C. Section 48900.2), an act of hate violence (E.C. Section 48900.3), or threats and intimidation against district personnel or pupils (E.C. Section 48900.7).

- B. Suspension of a student from school shall be employed only if the offense is related to school activity or school attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.
- C. For all students, a single suspension may not be issued for more than five (5) consecutive school days. However, in instances where the student is being recommended for expulsion, E.C. Section 48911 (g) authorizes school districts to extend student suspensions beyond five



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consecutive school days, except for students with disabilities.

For purposes of this section, the Educational Service Center (ESC) Administrator of Operations is the designee of the Superintendent of Schools and may extend the student's suspension pending the results of the expulsion hearing. Such an extension may be imposed only when the following conditions are met:

1. The principal shall submit the recommendation to extend the suspension beyond five days to the ESC Administrator of Operations or designee for approval during the five-day suspension period.
2. The ESC Administrator of Operations or designee must schedule a meeting with the student and the parent within the five (5)-day suspension period.
3. The ESC Administrator of Operations or designee must determine, after the meeting, that the presence of the student at any school would cause a danger to persons or property or a threat of disrupting the instructional process.
4. If the action to extend suspension is not completed within the five (5)-day suspension period, the student shall be enrolled in an interim educational program.

If it is determined that the extension of suspension authorized by the ESC Administrator of Operations needs to be further extended (until the Board takes final action on the expulsion recommendation), the Superintendent of Schools shall then authorize this extension.

- D. Pursuant to E.C. Section 48903, the number of days for which a student in general education, including any student being served under Section 504, may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case, the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.
- E. The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.



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Note: “Informal Suspension” (e.g., a parent is told to keep a child at home under the supervision of the parent, or a student is sent home without an official Pupil Suspension Notice) is a violation of California Education Codes, the Individuals with Disabilities Education Improvement Act (IDEIA), and District policy. It is prohibited.

III. NOTIFICATION TO LAW ENFORCEMENT

E.C. Section 48902 authorizes that the school principal, prior to suspending or recommending expulsion of a student, notify the local law enforcement if it is reasonably suspected that the student committed any of the following acts:

- A. Assault with a deadly weapon. [Penal Code (P.C.) Section 245]
- B. Possession or sale of narcotics or a controlled substance or sale or delivery of a substance represented as alcohol, a controlled substance, or any intoxicant. [E.C. Sections 48900 (c) and (d)]
- C. Possession of a firearm(s) at a public school. [P.C. Section 626.9]
- D. Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district. [P.C. Section 626.10]

If the student is arrested, or released to a peace officer, the principal shall take immediate steps to notify the parent regarding the place to which the student is reportedly being taken. Prior to the release of the student to law enforcement, the principal should obtain the name, badge number, and contact information of the officer taking custody of the student. This information should be shared with the parent. Efforts to notify the parent should be documented.

Note: The principal shall not suspend a student at the time of arrest before affording the student due process rights to a conference, nor shall the principal suspend in absentia while the student is incarcerated. The principal shall wait until the student is released from custody and returns to the school and then proceed with appropriate disciplinary action. However, the principal shall begin to investigate the misconduct and gather the evidence immediately.



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IV. SCHOOL SUSPENSION BY PRINCIPAL (E.C. SECTION 48911)

A. Informal Conference with the Student

Schools are required to be proactive and to implement interventions at the earliest sign that a student's behavior is impeding his or her learning. When student misconduct requires disciplinary action, the principal shall conduct an informal conference with the student prior to issuing a suspension. At this conference, the student shall be informed of the reason(s) for the disciplinary action and shall be given the opportunity to respond to the charge(s) and to present a defense. In addition, the principal should encourage the student to write a statement concerning the alleged misconduct and to sign and date it. (*See Attachment C*)

B. Suspension Conference with the Parent

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action, and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

Note: No student shall be penalized for his or her parent's failure to attend a conference with a school official. The return of a suspended student shall not be contingent upon attendance by the student's parent at the school conference.

C. Emergency Situation

A principal may suspend a student without holding an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than 2 school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

D. Issuing a School Suspension



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1. The principal shall give the student being suspended from school a copy of the Pupil Suspension Notice, in the student's home language and English, signed by the principal, to take home to their parent. School personnel shall also mail a signed copy of the Pupil Suspension Notice to the parent and maintain a copy in the student's discipline file, the "Yellow Folder."
2. The Pupil Suspension Notice, along with any efforts by school/District personnel to contact the parent should be documented and kept in the student's discipline file, the "Yellow Folder" as described in [BUL-3927.2](#), September 13, 2010, and never in the cumulative record folder.
3. The principal shall notify appropriate school staff of all student suspensions on a daily basis. Secondary principals need to notify all affected teachers.

E. Releasing the Student from School

When a student is suspended from school, the student shall not be released from school before the end of the student's school day unless the parent picks up the student, or authorizes in writing (e.g., emergency card) another adult to do so. Authorization by phone is no longer permitted.

V. ADDITIONAL RESPONSIBILITIES REGARDING SUSPENSION OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

In addition to the procedures described above, when suspension is being considered for a student receiving special education services, the school staff must review the implementation of the current Individualized Education Program (IEP). If the student's current IEP includes a Behavior Support Plan (BSP), school staff must review its implementation and progress monitoring information including services tracked in Welligent. The following procedures apply:

- A. Before any suspension: There will be an informal conference with the student as described in section IV. A. above.
- B. After a suspension: The school's Discipline Review Team (DRT) must hold a meeting after each suspension for students with disabilities to review the following:
 1. Evaluate the severity of the misconduct and determine whether there are interventions that can be used that do not require an IEP



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meeting.

2. Determine whether the implementation of current Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) needs to be modified. If so, an IEP meeting should be held to develop or revise the BSP/BIP to prevent recurrence of the misconduct.

In addition, if the student has been suspended 2 times, or the total days of suspension accumulate to 5, 8, or 10 school days, an IEP meeting must be convened upon the student's return to school to determine appropriate services/placement. During the meeting, the IEP team should review, develop, or modify the student's entire program including academic and behavioral intervention plans (such as BSP, BIP) used with the student in an effort to prevent the recurrence of the misconduct.

- C. If the behavior meets the definition of "serious," a Behavior Intervention Case Manager (BICM) must participate in the IEP meeting to determine the most appropriate behavioral assessment. (*See BUL-5376.1, January 17, 2011*). If the student has a Functional Analysis Assessment (FAA), and there is a Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP) in the IEP, an IEP meeting should be held to review the plan and its implementation to determine if the supports and services are appropriate and make any necessary changes to the behavior plan. (*Refer to the Special Education Policies and Procedures Manual, July 2007*)
- D. If the number of cumulative days of suspension approaches 10 days, the IEP team shall hold an IEP meeting to conduct a manifestation determination analysis. This analysis is to include discussion and documentation of the misconduct and relationship between the misconduct and the student's disability to determine:
 1. Was the misconduct caused by, or directly and substantially related to, the student's disability?
 2. Was the misconduct a direct result of the District's failure to implement the IEP?

If the answer to either or both questions is "yes," the IEP team shall address the behavior through implementing behavioral interventions, additional assessments, and/or changes in the student's IEP.

If the answer to both questions is "no," the school shall continue to support and guide the student throughout implementation of all the



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services required in the IEP.

VI. SUSPENSION OF STUDENTS RECEIVING SECTION 504 PLAN SERVICES

A student who has a Section 504 Plan will be afforded the protections described in BUL-4692.1, Section 504 and Students/Other Individuals with Disabilities, September 1, 2012, as follows:

- A. A student who has a Section 504 Plan may not be subjected to a disciplinary action which changes the student's placement for more than 10 days unless the Section 504 Team, in a "Section 504 Link Determination Meeting," first determines the following:
 - 1. Was the misconduct caused by, or directly and substantially related to, the student's disability?
 - 2. Was the misconduct a direct result of the District's failure to implement the Section 504 Plan?
- B. If the Section 504 Team determines that there is no direct link between the misconduct and the student's disability and that the misconduct is not a direct result of the District's failure to implement the Section 504 Plan, the school may suspend the student in the same manner as it would a student without disability.
- C. If the Section 504 Team determines that there is a direct link between the misconduct and the student's disability and/or the misconduct is a direct result of the District's failure to implement the Section 504 Plan, the Section 504 Team should consider revising the student's Section 504 Plan and/or reviewing implementation strategies. This may include updating the accommodations and/or revising or developing a "Section 504 Behavior Support Plan."
- D. Suspensions totaling fewer than 10 days in a school year may be affected without holding a Section 504 Team Meeting. However, a noted pattern of misbehaviors may determine that a Section 504 Team meeting is needed to review and, if appropriate, modify the current Section 504 Plan, including developing a behavioral support plan.

VII. CLASS SUSPENSION BY TEACHER (E.C. SECTION 48910)

- A. A teacher may suspend a student from class for any of the acts enumerated in E.C. Section 48900, except for the student misconduct of



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willful defiance as described in E.C. Section 48900 (k), for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. (*See Attachment D*) The teacher shall immediately report the suspension to the principal and send the student to the administrator for appropriate action. Removal of a student from a particular class shall not occur more than once every five (5) school days. For students who receive special education services, refer to the procedures stipulated in section **V** of this bulletin. The same protections apply.

- B. Prior to the close of the school day, the principal or administrative designee shall enter the Discipline Referral in LAUSD MAX and generate the Class Suspension Notice, which are signed by both the principal and the teacher who issued the suspension. The principal shall give the student being suspended from class a copy of the Class Suspension Notice. In addition, the parents' copy of the Class Suspension Notice shall be mailed immediately to them. The Class Suspension Notice along with any efforts to contact the parent should be recorded in the student's "Yellow Folder" and never in the cumulative record folder.
- C. The teacher shall confirm by telephone with the parent the date and time of the conference, as requested on the Class Suspension Notice, to discuss the reason(s) for the suspension.
- D. A student suspended from a class shall not be placed in another regular class during the period of suspension; rather, the student shall attend the supervised suspension classroom as described in section IX. D. of this Bulletin. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended.
- E. The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the principal and the teacher who imposed the suspension.
- F. A teacher must provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return. Students with disabilities should be provided with supports and services as outlined in their IEP.

VIII. TEACHER-REQUIRED CLASS VISIT (E.C. SECTION 48900.1)

- A. Per District policy, the teacher may require that the parent of the student to attend a portion of the class from which the student was suspended if



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the suspension was for behavior described in E.C. Section 48900 (i) committed an obscene act or engaged in habitual profanity or vulgarity.

The intent of the Legislature is to make class visits a positive experience that may enhance and encourage collaboration between the parent and school personnel. This procedure applies only to the parent who is actually living with the student. The class visit is not meant to replace the teacher-parent conference but, rather, to be a productive adjunct to it. Following a visit to the classroom, the parent is required to meet with the principal before leaving the school site.

B. Required Procedures

1. A teacher who plans to implement this policy shall clearly inform all parents of his/her students, in advance, of the details of the implementation. Furthermore, the teacher shall use his or her authority uniformly among all students.
2. Upon receipt of the necessary information from the teacher, the principal shall prepare a written notice stating that the parent's attendance is required pursuant to E.C. Section 48900.1 and mail the letter, along with the Class Suspension Notice, to the parent. (*See Attachment E*)

Note: At no time may the teacher use the parent's failure to attend a conference or class visit to deny the student's readmission to class after the suspension term is served.

3. To initiate the provision of E.C. Section 48900.1, when suspending a student from class, the teacher shall:
 - a. Indicate on the Class Suspension Notice one of the two specified reasons cited under this law.
 - b. In the space provided for comments, indicate "class visit by parent - required by teacher," and state the date, time, and duration of the anticipated visit (30 minutes to one hour in the class is suggested).

C. Other Considerations

When implementing the procedures described in E.C. Section 48900.1, it is important that the intent of the Legislature be observed:

1. The teacher shall inform the parent of counseling and other available resources within the school and the community that may assist the



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parent and the student.

2. If possible, the teacher shall schedule the class visit on the same day as the parent conference and hold the conference before the class visit. The conference may then be used, in part, to develop a better understanding between teacher and parent as to the purpose and anticipated benefit of the visit.

IX. IN-SCHOOL SUSPENSION

- A. Pursuant to E.C. Section 48911.2, school districts may establish an in-school suspension program as an alternative to off-campus suspension. The intent is to encourage schools to examine alternatives to off-campus suspension that lead to resolution of student misconduct without sending students off campus. (*See Attachment F*)
- B. In-school suspension allows school districts to:
 1. Remove the disruptive student from general student body.
 2. Consider student as being present for ADA purposes.
 3. Reduce the number of out-of-school suspensions.
- C. Students may be assigned by the principal to a supervised suspension classroom for the entire period of suspension (no more than 5 consecutive school days) if the student poses no imminent danger or threat to the campus, other students, or staff. Students who violated E.C. Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded by law for in-school suspension. In addition, if an action to expel the student will be or has been initiated, an in-school suspension is not permitted in lieu of a suspension from school by principal.
- D. Guidelines for Supervised Suspension Classroom
 1. At the time a student is assigned to a supervised suspension classroom, a school employee shall notify, in person or by phone, the student's parent. Whenever a student is assigned to a supervised suspension classroom for longer than one class period, the principal shall give the student a copy of the In-School Suspension Notice, signed by the principal, to take home to their parent. School



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personnel shall also mail the signed copies of the In-School Suspension Notice to the parent. The In-School Suspension Notice along with any efforts to contact the parent should be recorded in the student's "Yellow Folder" and never in the cumulative record folder.

2. Students assigned to a supervised suspension classroom shall be separated from other students at a school site for the period of suspension.
3. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no class work is assigned, the certificated staff supervising the suspension classroom shall assign schoolwork.
4. Students should have access to appropriate counseling services while serving in-school suspension.
5. Students with disabilities shall be provided with supports and services as described in their IEP.

X. APPEAL PROCEDURES

A parent may appeal a suspension if the parent disagrees or feels that the suspension is not justifiable. When issuing a suspension of any type, the principal shall, along with the Pupil Suspension Notice, provide the "Student Suspension Appeal Form" with instructions to the parent. (*See Attachment G*)

A. School Suspension and In-School Suspension

The appeal for school suspension and in-school suspension shall be handled by the ESC Administrator of Operations. These suspensions can be rescinded only through an appeal process at the Educational Service Center level, not at the school site level. If after the suspension conference, the parent still feels that the suspension is not justifiable and wishes to appeal the principal's decision, the parent may request a suspension appeal and submit the paperwork to the ESC Administrator of Operations. The appeal may only be submitted from the day of suspension to five (5) school days following the last day of the student's suspension. The principal shall advise the parent of the following appeal process:

1. Within five (5) school days following the last day of the student's suspension, the parent shall submit to the ESC Administrator of



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Operations or designee the suspension appeal packet including:

- a. The “Student Suspension Appeal Form” with a clear description of the complaint
 - b. The initial suspension documents
 - c. The supporting evidence for the appeal
2. Within five (5) school days of receiving the appeal packet from the parent, the ESC Administrator of Operations or designee shall form a Suspension Appeal Committee of certificated member(s) and conduct the suspension appeal review, during which the Committee shall review the documents submitted by the school and the parent. The school principal and/or parent may be present, if they have so requested.
3. Within three (3) school days of the review, the ESC Administrator of Operations will notify the parent in writing of the Committee’s decision. The results of the appeal may include, but are not limited to:
- a. Uphold the suspension in all respects.
 - b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
 - c. Overturn the suspension and expunge the suspension from the student’s records.

The decision of the Suspension Appeal Committee is the District’s final decision and may not be further appealed. Parents may submit written objections to the appeal decision which shall be included in the student’s “Yellow Folder.” The ESC Administrator of Operations will enter all appeal information in the Response page of the LAUSDMAX Discipline Module.

Note: If the parent files appeal for the school suspension while the student is undergoing an expulsion process, the ESC Administrator of Operations shall process the appeal in concurrence with the expulsion process. The result of the appeal must be submitted to the Student Discipline and Expulsion Support (SDES) Unit.

B. Class Suspension

A parent may appeal the class suspension by teacher to the school principal, using the same Student Suspension Appeal Form by checking the appropriate checkbox. The appeal form must be submitted from the day of suspension to three (3) school days following the last day of the



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suspension. The principal shall hold an appeal conference with the parent within three (3) school days of the submission of appeal to discuss the matter. The final decision shall be made and provided to the parent in writing also within three (3) school days after the appeal conference. The parent may be present, if it is so requested.

If the appeal is upheld, the principal shall document the appeal and make change of student records in ISIS. Parents may not further appeal; however, they may submit written objections to the appeal decision which shall be included in the student's "Yellow Folder" if the parent so requests.

XI. SUSPENSION RECORDS

- A. The school principal shall issue and sign all Notices of Suspension and the teacher shall also sign the Class Suspension Notice. Appropriate personnel shall provide the signed Pupil Suspension Notice, Student Suspension Appeal Form, along with the requested conference appointment, to the parent.
- B. If a student has committed multiple offenses, the school official shall enter all event codes as the reason of suspension in the LAUSDMAX Discipline module.
- C. All suspensions (including school suspension, class suspension, and in-school suspension) must be entered into the LAUSDMAX Discipline module. Parent contacts, conferences, interventions, and remedial measures in response to student misconduct must also be entered as additional responses in the Discipline module.
- D. All discipline records, including individual copies of the Pupil Suspension Notice, are to be kept in the student's discipline file, the "Yellow Folder" as described in BUL-3927.2, September 13, 2010. These records must be kept for a minimum of 3 years from the date the student committed the act or was reasonably suspected to have committed the act. (See [BUL-2469.0](#), April 24, 2006)

Note: For compliance with E.C. Section 49079 and W.I.C. Section 827, refer to BUL-3927.2, Mandated Reporting of Certain Student Behavior, September 13, 2010.

- E. Recording suspension and attendance
 - 1. Partial-Day School Suspension



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If a student is suspended and leaves school before the end of the school day, that day is the effective date of the suspension and counted as day one. The suspension should be recorded as follows:

Elementary Schools: Assuming the student was present when the teacher submitted attendance, the office staff is to change the attendance status to Tardy, enter the Time Out, and enter the early leave code of "6" early leave - excused.

Secondary Schools: Teachers are to submit attendance as usual. For the periods/classes missed, the office is to enter absence reason code "4" (school suspension).

2. If the student is suspended from class or serving in-school suspension:
 - a. The teacher(s) marks the attendance status as "absent."
 - b. Once the student arrives at the assigned suspension location, the designated staff member enters the corresponding absence reason code for the portion of the day the student missed due to suspension, using the following codes:

SC - Suspended Class

4I - In-School Suspension

Both reason codes count as "present" for ADA purposes and will not be counted in the absence totals of the student's report card.

- ATTACHMENTS:**
- A. Grounds for Suspension and Expulsion
 - B. Matrix for Student Expulsion Recommendation
 - C. Lawful and Unlawful Suspensions
 - D. Class Suspension by Teacher
 - E. Principal's Letter for Teacher-Required Class Visit
 - F. In-School Suspension
 - G. Suspension Appeal Form



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- REFERENCES:** BUL-3638.0, Discipline Foundation Policy: School-Wide Positive Behavior Support, issued March 27, 2007
- BUL-6050.1, Expulsion of Students – Policy and Procedures, issued August 19, 2013
- BUL-3927.2, Mandated Reporting of Certain Student Behavior, issued September 13, 2010
- BUL-4478.0, Opportunity Transfers (OTs) Policy, issued December 15, 2008
- BUL-2469, Pupil Records: Access, Confidentiality, and Notice of Education Rights, issued April 24, 2006
- BUL-847.0, Referral to Community Day Schools, issued March 22, 2004
- BUL-5376.1, Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems, issued January 17, 2011
- BUL-4692.1, Section 504 and Students/Other Individuals with Disabilities, issued September 1, 2012
- BUL-3349.0, Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult, issued November 29, 2006
- REF-1410.4, Special Education Dispute Resolution – The Three Options for Parents with IEP Disputes, issued August 1, 2012
- BUL-5808.2, ISIS Discipline Module Required Usage, issued August 19, 2013
- Special Education Policy and Procedures Manual - *Disciplinary Procedures for Students with Disabilities*, issued July 2, 2007
- Board of Education Resolution: School Discipline Policy and School Climate Bill of Rights, enacted May 14, 2013

RELATED RESOURCES: California Education Code Sections 48900 – 48914

ASSISTANCE: For assistance or further information please contact:
Student Discipline and Expulsion Support Unit at (213) 202-7555
School Operations at (213) 241-5337



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Office of General Counsel at (213) 241-7600

Educational Service Center Administrators of Operations

Special Education Service Center - Operations (213) 241-6701

Educational Equity Compliance Office at (213) 241-7682

Elementary SIS at (213) 241-4617

Secondary SIS at (213) 241-4850