



IMPORTANT DATES TO REMEMBER

After the Bell Training	9/29
Fall Census Day	10/5
Walk to School	10/5
Operation School Bell	10/7
Safe Riding Practices Program	10/14
Principals' Meeting	10/20
SAA Meeting	10/27

WHAT'S DUE

E-CAR Due	9/29
September's Water Flushing Logs	10/1
September's Metal Detection Certification	10/1
Safe School Plan	10/4
Radio Check	10/18
Meal Applications Due	10/24

Local District Central

Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 9

SEPTEMBER 23, 2016

School Wide Positive Behavior Intervention and Support and School Suspensions

This past Wednesday, LD Central Principals had the opportunity to deepen their professional practice across various subject areas. The Operations component of the professional development day focused on the implementation of Discipline Foundation Policy, LD Central Suspension data, and exploring strategies as alternatives to suspension. As leadership teams reflect on school practices around SWPBIS and student discipline, LD Central encourages administrators to reference the schools Spring 2016 Rubric of Implementation

(ROI) tool. As well as the article "School to Prison Pipeline", the ROI provides administrators another opportunity to begin a critical conversation. Our goal at Local District Central is to create positive learning environments where all students, parents, faculty, and staff are safe.

Please refer to bulletins below referenced during the Operations session.



Multi Tiered System of Behavior Support for Students with Disabilities

Bulletin 6269.0: Multi Tiered System of Behavior Support for Students with Disabilities addresses policy in place for students with disabilities who may be experiencing behavioral challenges in the school environment. Furthermore, the bulletin establishes the school's responsibility to implement positive behavior support even if such support is not specified in the IEP. The IEP does not supplant the school's responsibility for holding all staff accountable for

implementing Positive Behavioral Interventions and Supports (PBIS). Consistent, ongoing implementation of Tier I and Tier II behavior instruction and interventions are provided, with fidelity, before more restrictive behavioral supports will be considered. All tiers of instruction, support, and intervention are available to all students. Please refer to BUL-6269.0 for more information (Attachment 1).

Documenting Student Support on MiSiS

Bulletin 5808.3: My Integrated Student Information System (MiSiS) Student Support Module Required Usage states that school staff is required to utilize the MiSiS Student Support Module to record and track student counseling services and discipline authorized by the California Education Code (E.C.) including any actions and prior interventions taken in response to student misconduct. In addition, schools are required to utilize the MiSiS Student Support to monitor student behavior, search and update

discipline records, provide data-driven interventions, and develop solutions and strategies to effectively address student behavior. Administrators and school principals are responsible for making sure that the school staff is provided with clear guidance and supported with mandatory trainings in order to appropriately utilize the system and accurately document and maintain student discipline records. Please call your Operations Coordinator if you would like this information presented at a faculty meeting. (Attachment 2).

Attendance Matters: The Impact of Chronic Absenteeism

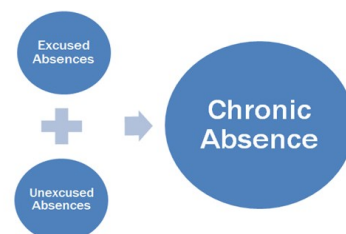
A Hidden National Crisis

Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That's 135 million days of lost time in the classroom.

In some cities, as many as one in four students are missing that much school.

Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.

Chronic Absence is determined as missing 10% or more of the school year for any reason – this includes excused and unexcused absences*



Chronic absence reduction has been identified as a key area for focus in California's new Local Control and Accountability Plan (LCAP). Our LAUSD's LCAP Goal for 2016-2017 for 100% Attendance, our chronic absence rate should be less than 11% for all students.

Strategies to Improve Attendance

- Educate all stakeholders on our attendance goals and the importance of regular school attendance
- Increase parent engagement
- Establish prevention protocols and services
- Consistently deliver the message **"Miss School, Miss Out"** by letting students know they are missed when not at school. Talk to them about why they were absent and how important it is to attend school each day to succeed academically and graduate on time
- **When absences become frequent**, reach out to a student or student's family to ask if there is anything you or the school can do to help
- **Provide opportunities** for direct and meaningful engagement of in the classroom and on campus. Students want to feel connected
- **Schedule events or tests on Mondays or Fridays** to encourage attendance on days with high rates of absenteeism
- **Celebrate achievements** through assemblies, recognition letters to parents, bulletin boards, and providing incentives
- Refer student/family to SART or SARB

27 days into the School Year School!!

Is Your School Gold?



ATTENDANCE SUBMITTAL			
Level	Submittal %	Number of LDC Schools through 09/09/16	Number of LDC Schools through 09/16/16
Gold	100%	70	73
Silver	98% - 99.99%	86	87
Bronze	96% - 97%	13	11
	< 96%	4	4

How did your school celebrate the 25th day of school?

Clinton Middle School celebrated their 25th day of school with a Churro party. 668 students received recognition for their hard work of achieving advanced/proficient attendance. A special thanks to the parent center for distributing the churros and Communities in Schools for assistance with supervision and managing the music! Our students enjoyed their party and look forward to their 50th day celebration on October 28th!



Ramon C. Cortines High School students "Don't Sleep in On Their Attendance!" Students celebrated the "25th Day of School" by wearing their pajamas to school. Participating students were entered into a drawing for school giveaways. In addition, all students meeting the Attendance Goal of less than 1 absence received an Attendance Award during Advisory and "redeemed" their award during lunch for a treat at the Pupil Services and Attendance Table.



**The count "up" has begun for the 50th day of school!
How will your school celebrate?**

Operation School Bell @ Wadsworth ES

Operation School Bell on Wheels event at Wadsworth ES will be on October 7, 2016. We have been receiving all of your submissions of student names. Our current count is 136. We still have openings for more referrals. Up to 250 students can be serviced on this day. Please continue to submit names by utilizing the instructions on the e-mail announcement that went out to all Primary and Elementary Principals on September 14. Students are always so grateful and happy to receive all of the wonderful items that they are given at the event. If you have any questions, please feel free to contact Gloria E. Velasquez at (213) 241-0137.

Walk to School Day

We are excited to share that on September 20, the LAUSD Board of Education voted unanimously to support Walk to School Day and formalize the District's Safe Routes to School partnership with the City of Los Angeles with the goal of eliminating traffic fatalities in our school communities.



Our immediate response to this milestone is to encourage all City of Los Angeles based schools to participate in Walk to School Day, on or around October 5th. Please register schools today at <http://www.walktoschoolday-LA.org> to receive a banner to raise awareness for the event. Upon registration, Safe Routes to School-Los Angeles staff will work one-on-one with your school's designated organizer to support event planning and logistics. School recruitment is underway through September.

On Walk to School Day families, school personnel, and other community members are invited to walk to school with their students to join in the fun of walking and to promote physical activity. Walk to School Day also generates wide awareness for the importance of traffic safety, spotlighting the need to identify solutions for personal and traffic safety concerns.

Please contact Robert Laughton at robert.laughton@lausd.net for more information, or info@walktoschoolday-la.org or 323) 942-9873 or assistance.

New Teachers' Meeting!



All new teachers are invited to attend the October 5th New Teacher Meeting at Los Angeles Elementary School to be introduced to Restorative Justice/Community Building Circles. Teachers will learn how to establish a positive classroom climate, address social, emotional, and behavior issues, and improve academics. Please share the flyer with all non-permanent teachers at your site (Attachment 3).

Reminders

E-CAR Deadline Fast Approaching

Due: September 29, 2016

The Capacity Assessment Review process verifies the number of classrooms at each school, calculates school operating capacities, and identifies available classrooms for future use. During The information gathered during E-CAR will be shared with Facilities Division staff for its use in identifying potential planning and development opportunities, options and solutions, and with the Proposition 39 Manager for potential Proposition 39 offers for the 2017-18 school year.

Currently, 71% of Local District Central schools have not completed their Capacity Assessments Review. Let's make Local District number one in completing E-CAR. The E-CAR website is www.laschools.org/ecar for complete details about E-CAR 2016 including training materials, timetable, FAQs, and the latest schedule for Assisted Preparation Workshops.

If you have any questions or need assistance, please contact your director.

Part 3: Another View of Restorative Justice

If restorative justice were a building, it would have four corner posts:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

Making amends for the harm

There appears to be four elements or facets of amends: apology, changed behavior, restitution, and generosity. Each element has potential for helping the victim to heal and the offender to become a productive part of the community, although usually more than one will be involved in a restorative outcome.



in LAUSD

Safe School Plans Due October 4, 2016

Safe School Plans are due in 2 weeks!!! LDC schools continue to work on completing their plans. Schools that have not logged in to the system are strongly encouraged to begin the process as soon as possible.

Friendly Reminder: The following Safe School Plan documentation must be submitted to your Operations Coordinator:

- ✓ Certification Page
- ✓ Chapter 7 of Volume I
- ✓ Public Meeting Announcement
- ✓ Agenda
- ✓ Sign In

Safe School Plan	Plan Status as of 9/16/16		
	Completed	Started	Not Logged In
Vol. I	19	74	62
Vol. II	40	75	2
Vol. III	62	40	116

Should you need assistance please contact your Operations Coordinator for assistance.

Help our Local District meet our 100% on-time completion rate. **Go team!**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Multi-Tiered System of Behavior Support for Students with Disabilities

NUMBER: BUL-6269.0

ISSUER: Sharyn Howell, Executive Director
Division of Special Education

DATE: April 7, 2014

PURPOSE: The purpose of this Bulletin is to provide guidelines for implementing a multi-tiered framework for behavior instruction and intervention.

BACKGROUND: The Los Angeles Unified School District continually seeks to provide an appropriate and meaningful educational program in a safe and healthy environment for all students regardless of possible physical, mental, or emotionally disabling conditions. Section 1400(c)(5)(F) of Title 20 of the United States Code and Section 56520 of the California Education Code state that the education of children with disabilities can be made more effective through the use of positive behavioral interventions and supports to address the learning and behavioral needs of these children. Students with disabilities who exhibit behavioral challenges must receive timely positive supports and interventions and appropriate assessments in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.). When behavioral interventions, supports, and other strategies are used, they must be used in consideration of the student's physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and ensure a student's right to placement in the least restrictive educational environment. It is the responsibility of the Individualized Education Program (IEP) team to determine student needs based on assessment, and to generate meaningful goals and appropriate instructional and behavioral supports and services.

Students with disabilities experiencing behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in Multi-Tiered Systems of Support (MTSS). It is the responsibility of the IEP team to design a plan to address student behavior through teaching. It is the school staff's responsibility to implement positive behavior support even if such support is not specified in the IEP. The IEP does not supplant the school's responsibility for holding all staff accountable for implementing Positive Behavioral Interventions and Supports (PBIS).

ROUTING

All Employees

All Locations



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

MAJOR CHANGES:

This Bulletin sets policy and replaces (1) BUL-3958.0: “Determining the Need for Behavior Intervention Therapy as a Related Service for Students with Disabilities”; (2) BUL-5376.0: “Behavior Intervention Regulations For Students with Disabilities with Serious Behavior Problems”; and (3) REF-5052.1: “Guidelines for Determining Appropriate Behavior Instruction and Intervention.”

Per amended California Education Code (sunsetting of the Hughes Bill), Functional Behavior Assessment (FBA) replaces Functional Analysis Assessment (FAA) and becomes the assessment used to hypothesize the function of behavior.

Behavior Intervention Case Manager (BICM) training is now obsolete and will be replaced with Functional Behavior Assessment (FBA) training. Each school will be required to have a minimum of one full time staff member trained to conduct FBA.

GUIDELINES:

The Los Angeles Unified School District provides instruction and support in the area of behavior to all students, incorporating the MTSS for Behavior at the school-wide, class-wide, small group, and individual levels. Consistent, ongoing implementation of Tier I and Tier II behavior instruction and interventions are provided, with fidelity, before more restrictive behavioral supports will be considered. All tiers of instruction, support, and intervention are available to all students.

Requirements include:

- Every school has a team in place that regularly supports the implementation of a multi-tiered approach, reviews data and engages in problem solving to address behavior.
- Tier I instruction and supports must be implemented for all students. Tier II and Tier III instruction and supports must be implemented for students based on need. The Multi-Tiered Implementation Assessment (MIA) (Attachment A) is a tool used by school teams to assess the fidelity of implementation of a Multi-Tiered System of Behavior Support on a regular and ongoing basis.
- A Behavior Support Plan (BSP) is a required element of the Individualized Educational Program (IEP) when: (1) a student with disabilities exhibits behavior that impedes learning; and (2) when good first teaching in the area of behavior and social skills has not proven to be adequate. The BSP will utilize relevant data to identify antecedents to the behavior, a possible function of the behavior, and changes to the student’s environment to support the development of more appropriate behaviors.



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GUIDELINES (cont.):

I. Multi-Tiered System of Support

A. Universal Instruction and Intervention (Tier I)

The focus of Tier I is to provide good first teaching in the area of behavior. School-wide and classroom behavioral expectations are defined, taught, reinforced, monitored and corrected by school site staff. Staff should maximize structure by developing predictable routines, using effective management strategies and actively teaching pro-social behaviors. Students are actively engaged in learning experiences that reinforce appropriate behaviors. School staff establish, teach, and review positively stated and clear behavioral expectations, reinforce appropriate behavior, and correct problem behaviors. Progress monitoring is required to determine if the instruction and intervention at Tier I are effective.

B. Selected Instruction and Intervention (Tier II)

At Tier II, students continue to receive the instruction, intervention, and support available at Tier I. Tier II instruction and intervention provides a more targeted level of support when differentiation in Tier I has not resulted in an improvement in prosocial behaviors and/or a reduction in the target behavior(s). Effective intervention addresses target behavior(s) by re-teaching behavioral expectations, providing reinforcement, and using planned responses to address problem behaviors. Intervention at this level continues to utilize the program supports available at the school site and may also include targeted instructional opportunities in specific skills to address behavioral deficits. Behavioral data is collected and analyzed to support decision making and problem solving.

One example of a problem analysis tool that uses relevant information gathered in the domains of Instruction, Curriculum, Environment, and the Learner (ICEL), through the use of Reviews, Interviews, Observations and Tests (RIOT) – is the “ICEL by RIOT Matrix” (Attachments B-1 and B-2). This tool is best utilized by a team (e.g., COST, SST, DRT) to identify and evaluate underlying reasons why the student is not experiencing academic and behavioral success and to determine the best instruction and intervention. Ongoing progress monitoring by the team is required to determine the effectiveness of the identified instruction and interventions that have been implemented at Tier I and Tier II.

C. Targeted Instruction and Intervention (Tier III)



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GUIDELINES (cont.):

At Tier III, students continue to receive Tier I and Tier II instruction, intervention, and support. Tier III is the most intensive level of instruction and individualized intervention to address problem behavior and/or social skill deficits. As with all instruction and intervention, relevant data are to be used to determine the type of Tier III supports that may be warranted. Within a fully implemented MTSS, when problem behaviors persist, Functional Behavior Assessment (FBA) and FBA-based interventions, which may include Behavior Support Plan (BSP), will be considered.

Functional Behavior Assessment (FBA) is a systematic process of identifying and understanding behavior(s) that impede learning. Functional Behavior Assessment utilizes data collection (direct and indirect) to gather and analyze information about the student's behavior and accompanying environments in order to hypothesize the purpose or intent (function) of the target behavior and guide the development of function-based, positive antecedent-based, and consequence-based behavioral interventions (see Attachment D-1 for FBA Template and Attachment D-2 for FBA Rubric).

In the event that an immediate and interim plan for preventing and responding to behaviors is necessary, the school team may develop an Interim Behavior Response Plan (IBRP) (Attachment C). The IBRP describes planned responses to behavior and identifies key school site personnel who will implement the plan. Note: this plan does not replace Functional Behavior Assessments and/or Behavior Support Plans.

It is expected that consistent, ongoing implementation of behavioral instruction and interventions at Tier I, Tier II, and Tier III are provided with fidelity before more restrictive behavioral supports are considered.

II. IEP Team Responsibilities

When preparing for an IEP team meeting for a student whose behavior impedes learning, school staff should complete the Multi-Tiered Implementation Assessment (MIA). When an IEP team considers behavioral services, the completed MIA is required.

A. Preparatory Activities

The IEP team will conduct preparatory activities to determine if MTSS has been implemented with fidelity. The IEP team must engage in the following activities to assist the team in making the determination.



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(cont.):

1. The MIA must be used to determine the degree to which all MTSS has been implemented.
2. The ICEL by RIOT Matrix must be used to examine all elements relevant to the instructional environment.
3. Data should be collected which documents the previous interventions attempted and should include dates, personnel involved, duration of implementation, and response to the intervention.
4. Consultation with SESC Instruction/Behavior staff may include:
 - a. Review of all assessments conducted, including appropriate behavioral assessment (FBA);
 - b. Review of all components of the student's IEP;
 - c. Review of the ICEL by RIOT Matrix;
 - d. Discussion of current school site staffing;
 - e. Discussion of possible refinement of current instructional/behavioral interventions based on the data; and/or
 - f. Review, analysis, and discussion of data in determining the unique needs of the individual student.
 - i. Use data to document the relevant characteristics of the target behavior, including, frequency, intensity, antecedents, and consequences.
 - ii. During the IEP team meeting, use data when discussing and considering the type, level, frequency, and duration of services to be delivered.

B. Behavioral Related Services

Related Services are defined in IDEA as developmental, corrective and other supportive services as may be required to assist a student with a disability to benefit from special education (for additional information, refer to REF-4922.0: "IEP Team Guidelines for Determining Appropriate Related Services." Only in situations when District personnel are not available will the services of a non-public agency (NPA) be recommended to provide these services.

All behavioral services are data-driven. When MTSS has been fully implemented by the school team and data indicate a need for an intensive level of behavioral instruction and support, as part of the preparatory activities, the IEP team may consult with Division of Special Education staff (e.g., APEIS, SESC-Instruction/Behavior staff) for additional information and support regarding factors to consider when determining an appropriate course of action during the IEP meeting.



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GUIDELINES

(cont.):

Behavior Intervention Consultation (BIC) is a Tier III data-driven service unique to the Division of Special Education and delivered by certificated and classified staff trained in positive behavior interventions and applied behavior analysis. This is an indirect service which supports school site staff in delivering behavioral interventions to individual students per the IEP. Using a team approach to build capacity, the BIC provider(s) will train and coach staff to support students with identified behavioral needs. Consultation may focus on the identification and implementation of Tier I, Tier II, or Tier III behavioral supports and/or instructional strategies (e.g., development of a system for collecting and analyzing behavior data, coaching and/or modeling behavioral strategies, providing professional development).

Behavior Intervention Development (BID) is a Tier III data-driven behavioral related service. Behavior Intervention Development involves consultation with the student's educational team to support the student with identified behavioral needs in acquiring appropriate behavior while reducing the student's need to use the target behavior. Behavior Intervention Development includes the ongoing design, implementation, and evaluation of the instructional and behavioral program as well as environmental accommodations and/or modifications. Through collaboration and consultation with the student's educational team, the BID provider designs a plan based on appropriate assessment (i.e., Functional Behavior Assessment [FBA]). It is the BID provider's responsibility to train the educational team, which may include Behavior Intervention Implementation (BII) provider(s), on the implementation of the plan and the collection of data. Based on California Code of Regulations 5 CCR 3065(d) (Attachment E) BID is provided by qualified District staff or a District contracted nonpublic agency (NPA). This service can be delivered as a stand-alone service or in conjunction with Behavior Intervention Implementation (BII) (see below) services.

Behavior Intervention Implementation (BII) is a Tier III data-driven behavioral related service that supports an individual student who exhibits significant behaviors in her or his educational environment which require a specialized plan for implementation. This service may be delivered in conjunction with BID services. BII emphasizes direct support of a student's program through the implementation of the behavior support plan. Under the supervision of a teacher or BID provider, the BII provider also collects behavioral data pertaining to the target behavior, replacement behavior, and behavior goals interventions (e.g. frequency, duration, scatterplot, interval). Based on California Code of Regulations 5 CCR 3065 (e) (Attachment E), BII



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GUIDELINES (cont.):

is provided by qualified District staff or a District contracted Nonpublic Agency (NPA).

C. Documentation

When behavior impedes learning, the IEP team must ensure that the following elements are included in the IEP document:

1. Present Level of Performance (PLP).
 - a. A PLP titled "Behavior" must be present and must include appropriate data-based strengths, needs, and impact of disability. The PLP must reflect identified needs as documented in appropriate assessment (i.e. FBA) and the BSP.
 - i. When a formal behavioral assessment (i.e. FBA) is conducted, a section titled "FBA Summary" is included in the PLP and contains the results of that assessment. The FBA report must be uploaded to the IEP in Welligent.
2. Behavior Support Plan (BSP). A BSP is required when behavior impedes learning.
3. Goal. Behavior goals must be a match to needs identified in the PLP(s) and BSP.
4. Any behavioral services must be documented appropriately in the IEP including all of the items listed above and:
 - a. FAPE Part 2. The services must be documented in the service grid on FAPE Part 2. The grid must document the service type, frequency, duration, and staff responsible (i.e., District Assigned Qualified Provider). The service grid must include starting and ending dates as necessary. The IEP team must also determine if the service is required during Extended School Year (ESY) and document this offer on the service grid, including service type, frequency, duration, and staff responsible (District Assigned Qualified Provider).
 - b. FAPE Part 4, additional discussion. The service(s) being offered must be summarized in the additional discussion section of FAPE part 4. The summary must include:
 - i. Details of the behavioral support to be provided, beyond the information found in the service grid, including a statement identifying any part of the instructional day when the service will be provided, and the level and frequency of the support
 - ii. A written plan for increasing student independence by fading the level of support in order for the student to access the instructional program and to improve interaction with peers



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GUIDELINES (cont.):

Note: No individual must be named as a service provider in FAPE Part 4, Additional Discussion, or any part of the IEP.

D. Progress Monitoring and Evaluation

When a student receives behavioral services, continuation or discontinuation of services must be based on current and relevant data. Progress monitoring takes place for each reporting period. On-going data collection is the basis for effective progress monitoring. Evaluation of services may take place more frequently as determined by the IEP team.

Annual IEP: Review of on-going data collection is required. Progress toward goals is a part of the annual review process. Review and identification of appropriate frequency and duration of the service is also a part of this process. In the event that the IEP team is considering the need for a change in services, an appropriate assessment (i.e., FBA) must be conducted in preparation for the meeting.

Three-year Evaluation IEP: An appropriate assessment (i.e., FBA) must be conducted in preparation for the three-year Evaluation IEP when BII, BID, and/or BIC services have been provided. The BID provider must collaborate with the school site team in the development of IEP components related to behavior and behavioral related services.

III. Special Circumstances

A. Emergency Interventions

California Education Code Section 56521.1 states:

“(a) Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.
(b) Emergency interventions must not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.”

The following interventions are prohibited:

1. Any intervention that is designed to, or likely to, cause physical pain.
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the student's face.



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GUIDELINES (cont.):

3. Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
4. Any intervention which is designed to subject the student to verbal abuse, ridicule, humiliation or other procedures expected to cause excessive emotional trauma.
5. Restrictive interventions, device, materials, or objects that simultaneously immobilize all four extremities.
6. Locked seclusion.
7. Any intervention that leaves the student without adequate supervision.
8. Any intervention that deprives the student of one or more senses.
9. Use of the force that exceeds that which is reasonable and necessary under the circumstances.

Only District approved emergency interventions can be used. When an emergency intervention is used with a student with an Individualized Educational Program (IEP) staff must:

1. Within 24 hours, notify parent or guardian.
2. Complete a Behavioral Emergency Report (BER) (Attachment F). The BER must be submitted to the Division of Special Education, Behavior Support Office and the Special Education Service Center Administrator (SESCA) within 48 hours of the emergency intervention.
3. Schedule an IEP meeting within 48 hours to discuss the need for a FBA or an Interim Behavior Response Plan (IBRP) (Attachment C) or to modify a current BSP.

B. Non-Suicidal Self Injurious Behavior (NSSIB)

Non-Suicidal Self-Injurious Behavior (NSSIB) exhibited by Students with an IEP is defined as two or more non-consecutive or consecutive occurrences of any of the following:

- Biting: closing the upper and lower teeth on the flesh of any portion of own body
- Choking: closing both hands around the own neck that could result in airway obstruction
- Ear gouging: using fingers or objects to dig into own ear repetitively
- Ear pulling: pulling own ear forcefully and repetitively
- Eye gouging: using hand, knuckles, or finger(s) to dig into own ocular area repetitively
- Hair pulling: pulling of own hair that results in removal of hair



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(cont.):

- Head banging: moving own head and making contact with a stationary environmental object that could result in tissue damage
- Head hitting: using own open or closed hand, or objects, to make contact with any part of own head or face that could result in tissue damage
- Pica: putting any non-edible in own mouth (e.g., dirt, paper, rocks)
- Rumination: holding food material in mouth at a time other than when eating and/or self-induced vomiting that involves placing finger or objects in mouth
- Skin picking: scratching or picking of own skin repetitively, picking of existing wounds, and/or rubbing own body parts against objects that results in tissue damage
- Teeth grinding: rubbing the upper and lower teeth against each other repetitively, could result in tooth and/or jaw damage

When a student with an IEP engages in NSSIB the following procedures must be followed:

1. Complete the NSSIB Referral Form and fax to the Division of Special Education, Behavior Support Unit (see Attachment G).
2. Ensure that MTSS instruction and supports are in place (refer to ICEL by RIOT and MIA).
3. If necessary, develop and implement an Interim Behavior Response Plan (IBRP) (Attachment C).

Upon receipt of the NSSIB Referral Form, a representative from the Division of Special Education will contact the school team within 48 hours to provide consultative services. An IEP meeting may be required to address NSSIB.

AUTHORITY:

This is a policy of the Superintendent of Schools. California Education Code, Section 56520 authorizes this policy.

RELATED RESOURCES:

- *Individuals with Disabilities Education Act (IDEA)*
- *Federal Code of Regulations*
- *California Education Code*
- REF- 4922.0: "IEP Team Guidelines for Determining Appropriate Related Services"
- REF-5941.1: "Behavior Intervention Implementation Service Tracking Documentation Using the Welligent Service Tracking System"
- MEM-6092.0: "CHAMPS and Discipline in the Secondary Classroom (DSC) Online Modules: A Professional Development Opportunities for Special Education Teachers and Other Teachers Working with Students with Disabilities"



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RELATED RESOURCES (cont.):

- MEM-6095.0: “Strengthening Our Behavior Skills: From Concepts to Application:’ Training for Special Education Assistants/Trainees”
- MEM – 6231.0: “Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support”
- Office of Special Education Programs (OSEP) Positive Behavior Intervention and Supports website: www.pbis.org
- Los Angeles Unified School District, Division of Special Education, Behavior Support Office/Positive Behavior Support website: <http://sped.lausd.net/instruction/behavior-support>

ASSISTANCE:

For assistance or further information please contact Laura Zeff, Specialist, Behavior Support at 213-241-8167 or via email at laura.zeff@lausd.net. You may also contact the local Special Education Service Center to reach the Administrator for Behavior Support Teams:

<u>SESC</u>	<u>Administrator</u>	<u>Phone</u>	<u>Email</u>
North	Sue Morris	818- 654-5050	susan.morris@lausd.net
South	Roberta Wrobel	310-354-3566	roberta.wrobel@lausd.net
East	Sylvia Martinez	323-224-3332	sylvia.martinez@lausd.net
West	Chris Norris	310-235-3744	cnn7161@lausd.net
ISIC	Contact the Administrator for the SESC where the school is geographically located.		

ATTACHMENTS:

- Attachment A: Multi-Tiered Implementation Rubric (MIA)
- Attachment B-1: ICEL by RIOT Definition
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MULTI-TIERED IMPLEMENTATION ASSESSMENT (MIA)					
Student Name:		School:	Team Members:		Date Completed:
USE THIS IMPLEMENTATION ASSESSMENT TO DETERMINE YOUR SCHOOL'S CURRENT LEVEL, FOR EACH OF THE ASSESSMENT AREAS, AT EACH TIER OF IMPLEMENTATION.					
Tier I: Universal Instruction and Intervention					
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
Behavioral Expectations	School-wide and classroom behavior expectations are not a part of daily instructional opportunities. School and class rules may be posted, but are not referenced or reinforced regularly.	School-wide and classroom behavior expectations are inconsistently integrated into instructional activities. They are presented to the class and are referred to occasionally. Reinforcement of appropriate behavior is inconsistent. Review and monitoring of school and classroom expectations is not evident.	School-wide and classroom behavior expectations are a part of daily instruction and have been communicated to the parent/guardian. They are defined and are posted, referred to often, thoughtfully taught, reinforced consistently, reviewed and monitored regularly.	School-wide and classroom behavior expectations are systematically and purposefully integrated into daily instructional opportunities and communicated to the parent/guardian. They are well-defined and are clearly visible, referred to frequently, thoroughly taught, reinforced systematically, consistently reviewed, monitored regularly, and refined on an ongoing basis.	Dates and manner of implementation (e.g., first days of school):
Instruction, Curriculum, Environment	Limited instructional, curricular, or environmental changes have been made to promote appropriate behavior in the learner.	Instructional, curricular, and environmental changes have been made to promote appropriate behavior in the learner.	Data has been utilized to make, instructional, curricular, and/or environmental changes to promote appropriate behavior in the learner.	Data has been utilized to make instructional, curricular, and environmental changes to promote appropriate behavior in the learner. Progress monitoring and evaluation is ongoing.	Date(s) and description of change(s):
Strategies	A few strategies are utilized to address student behavior and are not a match to student need.	A limited number of strategies are used to address appropriate and inappropriate behavior. Strategies used may or may not reflect student need.	A variety of strategies are used to address appropriate and inappropriate behavior and chosen based on student need. A 4:1 ratio of positive to corrective interactions is evident in the school-wide and classroom environments.	Strategies to respond to appropriate and inappropriate behavior are varied and adapted based on student need (i.e. priming, pre-correction, reinforcement). A ratio of 4:1, positive to corrective interactions is evident in the school-wide and classroom environments.	List strategies used:
Social Emotional Learning/ Social Skills	Use of a district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is not evident.	A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used.	A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used, reinforced, and modeled regularly.	A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is systematically integrated throughout the school day, reinforced consistently, and modeled regularly by the adults.	Curriculum Used: Implementation Schedule:
Culturally and Linguistically Responsive Practice	Cultural and linguistic responsiveness and/or student need is not evident in behavioral instruction.	Behavioral instruction is sometimes culturally and linguistically responsive and may not be easily accessed by students with disabilities.	Behavioral instruction is almost always culturally and linguistically responsive and adapted to the needs of students with disabilities.	Behavior instruction is always culturally and linguistically responsive and is easily accessible to students with disabilities.	Examples of Learning Activities:
SCORING: Add scores for each area to determine the Tier I score: _____ /20			STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Consider Tier 2 interventions. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local (SESC) for guidance, if needed. Score of 9 or fewer: Fully implement Tier 1. Contact local SESC for guidance, if needed.		

Tier II: Selected Instruction and Intervention					
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 3 or 4)
Instruction, Curriculum, Environment	Problem behavior has not been addressed through systematic changes to instruction, curriculum, or the environment.	Some adjustments have been made to the instruction, curriculum, or environmental areas to address problem behavior.	Based on data collection from Tier I changes to instruction, curriculum, and/or the environment, targeted adjustments have been made to one or more of these areas to reduce problem behavior. An assessment tool, such as the ICEL by RIOT matrix, has been completed and is available for review.	Based on data collection from Tier I, changes to instruction, curriculum, and the environment and parent/guardian collaboration, targeted adjustments have been made to these areas to reduce problem behavior. An assessment tool, such as the ICEL by RIOT matrix, has been completed and is available for review. Appropriate revisions have been made based on data collection.	List dates and changes: Date ICEL by RIOT matrix completed:
Social Emotional Learning/ Social Skills	Social Emotional Learning /Social Skills instruction that is tailored to specific student need is not evident.	Social Emotional Learning/Social Skills instruction may or may not be targeted to meet areas of identified need.	Data has been utilized to identify specific social emotional learning deficits. Social Emotional Learning/Social Skills have been taught to address areas of deficit.	Data has been utilized to identify specific social emotional learning deficits. Social Emotional Learning/Social Skills have been explicitly taught through lessons designed to develop the identified skills.	Dates of implementation: Skills Targeted:
Antecedents and Consequences	The target (problem) behavior has not been operationally defined. Antecedents and consequences have not been investigated.	The target behavior has been identified. Possible antecedents and consequences have been identified with or without direct observation.	The target behavior has been operationally defined. Antecedents and consequences to the behavior have been identified and systematically altered to address problem behavior.	The target behavior has been operationally defined (is observable and measurable). Antecedents and consequences to the behavior have been identified through purposeful observation and systematically altered to address problem behavior.	Dates of observation: Antecedents: Consequences:
Response Planning	Planned responses to problem behavior are not evident.	The team has developed a plan to address problem behavior. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed.	The team has developed a written plan, utilizing parent/guardian feedback, which identifies specific responses to problem behavior. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed, which addresses the stages of the escalation cycle and staff responses at each stage. Support personnel participate in the development and implementation of planned responses.	The team has developed a written plan in collaboration with the parent/guardian, which identifies specific responses to problem behavior and includes specified staff members and their roles. For behaviors requiring immediate prevention and response, an Interim Behavior Response Plan (IBRP) has been developed, which addresses the stages of the escalation cycle and staff responses at each stage. Support personnel (e.g., counselor, coordinator, social worker) are a part of systematic interventions for students having behavioral challenges (e.g., social skills group, lunch buddies).	Date of plan: *Attach plan for review.
Use of School Site Resources	Support personnel are not a part of intervention activities for students having behavioral challenges.	Support personnel are consulted regarding intervention for students having behavioral challenges.	Support personnel meaningfully participate in the development and implementation of intervention(s) for students having behavioral challenges.	Support personnel (e.g., counselor, coordinator, social worker) are a part of systematic intervention for students having behavioral challenges (e.g., social skills group, lunch buddies).	List personnel and manner of involvement:
SCORING: Add scores for each area to determine the Tier II score: _____ /20			STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Ensure continued implementation of Tier I and II supports. Consider Tier III interventions. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local SESC for guidance, if needed. Score of 9 or fewer: Full implementation of Tiers I and II are required. Contact local SESC for guidance, if needed.		

Tier III: Targeted Instruction and Intervention					
Assessment Areas	1	2	3	4	Evidence of Implementation (scores of 1 or 2)
Behavioral Assessment	The team has not completed an appropriate behavioral assessment.	The team has conducted an appropriate behavioral assessment; Functional Behavior Assessment (FBA). The assessment contains data gathered from indirect methods.	The team has conducted a Functional Behavior Assessment (FBA). The assessment contains appropriate data gathered from direct and indirect methods and the team has consulted with the local SESC Instruction/Behavior staff regarding the results of the assessment.	The team has conducted a Functional Behavior Assessment (FBA). The assessment contains appropriate data gathered via direct and indirect methods, and consultation with the local SESC-Instruction/Behavior staff regarding the results of the assessment has occurred. The team has integrated the recommendations of the consultation into a plan to address the target behavior.	Date of assessment: Function of the Behavior:
Behavior Support Planning	The team has developed a Behavior Support Plan (BSP) which is a mismatch to student need or has not yet developed a plan.	The team has developed a Behavior Support Plan (BSP) which lists a replacement behavior.	The team has developed and implemented a Behavior Support Plan (BSP) that clearly defines a Functionally Equivalent Replacement Behavior (FERB) to be taught, modeled, reinforced and corrected. A plan for ongoing data collection is included for progress monitoring.	The team has developed and implemented a Behavior Support Plan (BSP) which utilizes parent/guardian feedback and clearly defines a Functionally Equivalent Replacement Behavior (FERB) to be taught, modeled, reinforced and corrected. Data has been collected and utilized to refine the plan and monitor efficacy.	Date of Plan: Date(s) of revision (if applicable):
Least Restrictive Environment (LRE)	Consideration for the Least Restrictive Environment (LRE) is not evident.	Informal assessment has been conducted to determine the student's Least Restrictive Environment (LRE). The student may not have had time to benefit from any changes to the educational placement.	Formal and informal assessments have been conducted to determine the student's Least Restrictive Environment (LRE). Any decisions regarding changes to the student's educational placement are data-driven and documented in the IEP. The student has had an opportunity to benefit from any changes in educational placement.	Formal and informal assessments have been conducted to determine the student's Least Restrictive Environment (LRE). Any decisions regarding changes to the student's educational placement are data-driven and documented in the IEP. The student has had an opportunity to benefit from any changes in educational placement. The team uses data to evaluate the effectiveness of these changes.	Date of Assessment: Outcome:
Related Services	The need for additional related services has not been considered.	Informal assessments have been conducted to determine the need for appropriate related services. Any services required have been documented in the IEP. Service delivery has not yet begun.	Formal and informal assessments have been conducted to determine the need for appropriate related services. Any services required have been documented in the IEP. The student has had an opportunity to benefit from any additional related services.	Formal and informal assessments have been conducted to determine the need for appropriate related services. Appropriate services have been documented in the IEP and are currently provided. Ongoing data collection occurs to evaluate efficacy of services.	Dates: Outcome:
Team-based Decision-making	The student's educational team does not meet regularly to conduct revisions or progress monitoring regarding the coordination of services for the student.	The student's educational team meets informally to discuss student progress.	The student's educational team, including parent/guardian, meets at least quarterly for informal meetings, revisions, and progress monitoring regarding the coordination of services for the student. Team meeting outcomes are documented.	The student's educational team, including parent/guardian, meets regularly for formal and informal meetings, revisions, and progress monitoring regarding the coordination of services for the student. Team meeting outcomes are documented. Recommendations are made based on relevant data collection.	Meeting dates/outcome:
SCORING: Add scores for each area to determine the Tier III score: ____/20			STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Ensure continued implementation of Tiers I- III supports. Contact local SESC for guidance. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local SESC for guidance, if needed. Score of 9 or fewer: Full implementation of Tiers I and II are required. Contact local SESC for guidance, if needed.		

Los Angeles Unified School District
Division of Special Education

ICEL by RIOT Definitions

The ICEL domains are used to investigate the factors affecting the student's learning environment:

Instruction: refers to teaching practices, including accommodations and modifications made to the instructional program. Instructional components that may be considered include: lesson pacing, use of technology, learning activities, student groupings, and other classroom strategies.

Curriculum: refers to the educational programs used in the classroom, which are based on the academic skills in the content areas (English, Math, History, and Science, etc.) that students are expected to master. Through examination of the curriculum, the team is able to identify and/or assess the need for individualized support in a specific academic area and also determine the appropriateness of fit between the student's needs and the educational program(s).

Environment: refers to the characteristics of the physical surroundings that directly impact academic success, in positive or negative ways. Some examples of environmental factors include: classroom environment, physical room arrangement, class size, presence of peers, presence of adults, visual representations of behavior support. It is important to consider home and community elements.

Learner: refers to the student as an individual. Personal and unique aspects and traits of the student should be considered, including but not limited to strengths, weaknesses, needs, interests, and health. Special education eligibility (if applicable), psychological factors, and behaviors are all part of this domain.

RIOT outlines the actions taken to investigate the ICEL domains listed above:

Review: Review the educational records and relevant permanent products (e.g., cumulative file, progress reports, behavior contracts, reward charts, work samples). Collect evidence related to the behavior(s) of concern. Collect evidence from records and permanent products related to all ICEL domains (i.e., instruction, curriculum, environment, learner).

Interview: Interview stakeholders who have direct experience with student(s) in regards to the behavior(s) of concern. Stakeholders may include school staff members and parents/guardians. Interviews may be conducted in person, via email, and/or over telephone. All relevant ICEL domains (i.e., instruction, curriculum, environment, and learner) must be addressed through the interviews.

Observe: Conduct observations across educational settings (e.g., classroom, recess/lunch). Identify and record facts regarding the behavior(s) of concern. Collect relevant behavioral data (e.g., frequency, duration, antecedents, consequences, intensity, severity). Conduct observations to address all applicable ICEL domains (i.e. instruction, curriculum, environment, and learner).

Test/Hypothesize: Develop hypotheses regarding the factors that contribute to, or support, the behavior(s) of concern. The team should collaborate to determine a course of action to address the areas of concern revealed through the examination of the ICEL areas. Once complete, the team should proceed to the Test stage. **Test** hypotheses regarding the behavior(s) of concern through the implementation of adjustments/interventions in all applicable ICEL domains (i.e., instruction, curriculum, environment, learner) for a sustained period of time. Ensure the fidelity of implementation through monitoring, feedback, and support of staff members.

ICEL by RIOT Matrix WORKSHEET

Student:_____

School:_____

Date:_____

Team Members completing RIOT:_____

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix (Attachment B-2). With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list.

Please attach additional sheets as necessary.

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize	
I (Instruction)	Review of instruction may include review of: <ul style="list-style-type: none">▪ Pacing, instructional strategies, grouping▪ Class schedule▪ Permanent products▪ Intervention implementation▪ Rules/ expectations▪ Policies on behavior support▪ Response to disruptive behavior (e.g., who, how, when, where)▪ Positive behavior support systems▪ Other_____	Interviews about Instruction may include interviews with: <ul style="list-style-type: none">▪ Teachers: regarding their use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RTI implementation▪ Other staff/personnel: Administrators, coaches, Resource Specialist Teacher, DIS providers	Observations about Instruction may include observations of: <ul style="list-style-type: none">▪ Teaching practices▪ Evidence of teacher expectations▪ Accommodations/ Modifications of teaching materials▪ Classroom routines/management▪ Response to Intervention (RTI) implementation (What intervention is used when the student does not respond to good first teaching?)	Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
				Implementation date: Review date:	
C (Curriculum)	Review of Curriculum may include review of: <ul style="list-style-type: none">▪ Permanent student products▪ Scope and sequence of lessons (e.g.,writing, tests, quizzes, worksheets, projects)▪ District Standards and Benchmarks▪ Curriculum materials/guides	Interviews about Curriculum may include interviews with: <ul style="list-style-type: none">▪ Teacher: about their teaching philosophy, use of curricular materials, accommodations/ modifications▪ Other staff/personnel: about their instructional philosophy, district implementation, expectations, curricula	Observations about Curriculum may include observations of: <ul style="list-style-type: none">▪ Access strategies and modified materials▪ Alignment of curriculum to materials and assessments	Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
				Implementation date: Review date:	
E (Environment)	Review of the Environment may include review of: <ul style="list-style-type: none">▪ School and classroom rules/ expectations▪ Policies on behavior support▪ Response to disruptive behavior (e.g., who, how, when, where)▪ Class size and program type	Interviews about the Environment may include interviews with: <ul style="list-style-type: none">▪ Teachers and other staff/personnel: about classroom routines, rules/expectations, behavior management plans, reinforcement, contingencies, overall climate for learning▪ Family: about school and classroom rules/ expectations, home/community factors	Observations of the Environment may include observations of: <ul style="list-style-type: none">▪ Environmental analysis▪ Individual vs. class compliance▪ Distractions▪ Patterns of interactions among adults and students▪ Room arrangement, physical environment▪ Overall climate	Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
				Implementation date: Review date:	
L (Learner)	Review of the Learner may include review of: <ul style="list-style-type: none">▪ District and health records▪ Cumulative Records (e.g. Educational history, onset of the problem behavior, teacher descriptions, patterns of problem behavior)▪ Permanent products, error analysis▪ IEPs▪ Teacher and school intervention records	Interviews about the Learner may include interviews with: <ul style="list-style-type: none">▪ Teachers/ Staff/ Family: about their perception of the problem behavior, patterns of behavior▪ The student: about his/her actions, perception	Observations of the Learner may include observations of: <ul style="list-style-type: none">▪ Target behavior including the dimensions and nature of the problem (e.g., antecedents and consequences, scatter plot, frequency, duration, intensity, severity)▪ Present levels of performance▪ Response to Interventions (RTI) (use and effectiveness of support strategies)▪ Patterns of interactions with adults and peers	Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	
				Implementation date: Review date:	

ICEL by RIOT Matrix WORKSHEET

Student:_____

School:_____

Date:_____

Team Members completing RIOT:_____

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix (Attachment B-2). With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list.
Please attach additional sheets as necessary.

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize	
I (Instruction)				Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
				Implementation date:	Review date:
C (Curriculum)				Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
				Implementation date:	Review date:
E (Environment)				Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
				Implementation date:	Review date:
L (Learner)				Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	
				Implementation date:	Review date:

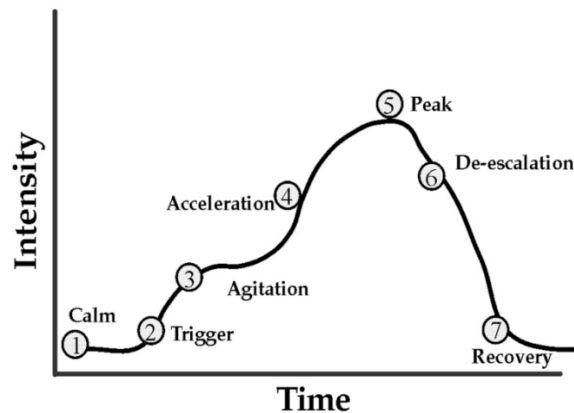
LOS ANGELES UNIFIED SCHOOL DISTRICT
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Interim Behavior Response Plan (IBRP)

Attachment C

The Interim Behavior Response Plan (IBRP) supports school teams in the development and implementation of an immediate and interim plan for preventing and responding to behaviors. *This plan does not replace Functional Behavior Assessments and/or Behavior Support Plans.*

The cycle of acting out behavior follows a distinct sequence. It is important that those responding to the acting out behavior create and implement a plan based upon each part of the cycle and that planned responses are individualized based upon the student's own behavior characteristics. Each stage of the IBRP addresses the student's behavior as well as staff responses (suggested strategies) that should be used to support the student in remaining or returning to calm. Teams must address both student and staff responses for each stage.

The Escalation Cycle



Stage 1: Calm

Baseline Behavior: (What the student's behavior looks like on a typical day)

Overall behavior is cooperative and acceptable at this stage. The goal of documenting the student's behavior in the calm stage is to create responses that will support the student in maintaining his or her behavior in this stage. Staff responses should be supportive and designed to promote calm behavior. The sample below gives ideas of the type of information the team may want to include. It may not be appropriate to your particular student. Be sure to include information that is matched to the student for whom the plan is being written.

Student Behavior (What does the student look like/ behave like when calm?)	Staff Responses (Suggested strategies to promote calm behavior)
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage.</i></p> <ul style="list-style-type: none"> Engages in lesson Maintains on-task behavior Follows directions Responds to positive and corrective feedback, without engaging in problem behaviors 	<ul style="list-style-type: none"> Provide a positive classroom environment with a high level of routine and consistency Clearly communicate and teach behavior expectations. Use modeling, role-play and rehearsal to explicitly teach the desired behavior. Positively reinforce the expected behavior Provide a ratio of 4 positive to 1 corrective adult-student interactions Provide active supervision Teach social skills Teach problem solving and coping skills Teach replacement behaviors Assess for environmental factors that may trigger inappropriate behavior Integrate academic and behavior instruction for success for all students

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	<ul style="list-style-type: none"> • Plan and structure transitions • Provide opportunities for choice • Use precorrection • Give clear, calm, and brief redirections for minor, infrequent behavior errors • Implement the student's behavior support plan. Share it with those who work with the student.
--	--

Stage 2: Trigger

Overall behavior involves a series of unresolved problems at this stage. Events in the environment (e.g. interactions with others, physical discomfort) can trigger the escalation of the cycle of acting out behavior. It is important to know what types of events in the environment have a history of triggering a student's acting out behavior. The student's physical state should also be considered at this stage. Ensure that the plan created is a match to the student's actual behavior characteristics.

Identify triggers (if known):

Identify school-based and/or nonschool-based environmental triggers that may cause the student to escalate. These may or may not include:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Change in routine • Unfamiliar people • Enclosed spaces • Presentation of tasks | <ul style="list-style-type: none"> • Health problems • Inadequate sleep • Transiency • Community factors |
|--|--|

Student Behavior	Staff Responses
<p><i>(What does the student look like/behave like when triggered?)</i></p> <ul style="list-style-type: none"> • Grimaces • Stares into space • Verbally refuses to follow directions • Appears to be unfocused or off task after directions are given 	<p><i>Identify staff responses to be utilized when the student is in the Trigger stage. In what way will the staff respond to assist the student to return to calm.</i></p> <ul style="list-style-type: none"> • Speak calmly, firmly, and respectfully • Avoid power struggles, arguing, or becoming defensive. Don't embarrass or humiliate the student. • Respect the student's personal space and keep a reasonable distance. Avoid touching or grabbing the student. • Avoid body language that communicates anger or frustration. Move slowly and deliberately toward the problem situation. Establish eye-level position. • Acknowledge cooperation • Listen actively • Be brief and minimize adult talk, KISS (Keep It Short and Simple) • State directions positively. (Tell the student what to do, avoid telling the student "Don't ____.") Give only one direction at time, be specific and direct • Redirect to a choice activity • Allow student to use a "safe" place (identify)

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Stage 3: Agitation

Overall behavior is unfocused and distracted at this stage. The Agitation stage is usually reached when a student is unable to control or manage the triggers identified in phase two. The agitation phase can be described as a slight increase or decrease in the student's behavior. Students in the agitation stage are often unfocused and distracted.

Student Behavior	Staff Responses
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</i></p> <ul style="list-style-type: none"> • Stares into space • Paces • Fidgets • Rocks • Vocalizes repetitively (e.g., repeating words, sentences, sounds) • Withdraws from group 	<p><i>Suggested strategies to return to calm:</i></p> <ul style="list-style-type: none"> • Offer assistance with the task • Minimize the work load • Break up the task into smaller chunks • Guide the student with simple visual and verbal prompts • Provide opportunities for successful responses/Minimize errors • Guide student to start/continue task • Provide movement activities • Determine appropriate proximity • Provide preferred activities • Provide additional time and/or space • Give reassurance • Guide or assist student back to tasks • Be brief and minimize adult talk, KISS (Keep It Short and Simple)

Stage 4: Acceleration

Overall behavior is staff-provoking, leading to further negative interactions at this stage. The acceleration stage often appears very similar to the agitation stage. The clear difference is a shift to behavior that is engaging to others. Student exhibits behaviors that are highly likely to obtain a response from another individual.

Student Behavior	Staff Responses
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</i></p> <ul style="list-style-type: none"> • Questions and argues • Violates rules • Uses profanity • Whines and cries • Threats and intimidates • Destroys property 	<p><i>Suggested strategies to return to calm:</i></p> <ul style="list-style-type: none"> • Offer choices (e.g., use choice cards, allow choice of preferred activities) • Provide a break/"cool down" time and location (based on a pre-planned protocol). Student can be provided with independent activities, movement activities, or low stress/calming activities. • Acknowledge/Reinforce any approximations of desired behavior • Redirect the student's attention to a high-interest activity • Speak calmly, and respectfully • Avoid power struggles • Use nonthreatening body language • Be brief, minimize adult talk, KISS (Keep It Short and Simple)

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Stage 5: Peak

Overall behavior is irrational and unresponsive at this stage. During the peak stage, behaviors have reached the most serious or intense part of the acting out cycle. Peak behaviors are serious, disruptive, and can often threaten the safety of the acting out person or others. During the peak stage, the acting out behavior can become very dangerous.

Student Behavior	Staff Responses
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</i></p> <ul style="list-style-type: none"> • Aggresses physically towards others • Threatens the safety of students, staff, and/or self • Destroys property (to an increased extent, as compared to Stage 4) • Tantrums severely • Elopes (runs away) 	<p><i>Suggested strategies to ensure safety:</i> <i>Strategies should be a match to individual situation and school setting.</i></p> <ul style="list-style-type: none"> • Follow the district's emergency procedures • Assess situation for safety concerns • Alert school administration • Continue to use verbal de-escalation strategies • Remove other students as needed, to a pre-designated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in crisis • Be brief and minimize adult talk, KISS (Keep It Short and Simple)

Stage 6: De-Escalation

Overall behavior shows confusion and lack of focus at this stage. The de-escalation stage is the beginning of the student's reduction of the intensity of behavior. Students in the de-escalation stage are often confused or disoriented. It is important to avoid staff responses that may re-escalate the student.

Student Behavior	Staff Responses
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include (Be specific to student) :</i></p> <ul style="list-style-type: none"> • Exhibits confusion (e.g., unresponsive to adults when spoken to, expresses unfamiliarity with environment or event) • Exhibits withdrawal (e.g., puts head down, isolates self from peers or adults) • Denies responsibility • Blames others 	<p><i>Suggested strategies to return to calm:</i></p> <ul style="list-style-type: none"> • Allow time and space • Allow access to a preferred activity • Provide a relaxation activity • Be brief and minimize adult talk, KISS (Keep It Short and Simple)

Stage 7: Recovery

Overall behavior reflects an eagerness to refocus attention away from problem behavior at this stage. A desire to work independently and a reluctance to interact may be apparent. During recovery, the student is returning to a non-agitated state. The student's behavior may even drop below the baseline (calm) state. The student may regain focus and engage in classroom activities or other previously mastered tasks, to a limited extent.

Student Behavior	Staff Responses
<p><i>Behavior may or may not include (Be specific to student) :</i></p> <ul style="list-style-type: none"> • Cries • Sleeps • Normalizes breathing and other physical functions • Accepts independent work/activity • Participates at a minimal level • Regains composure 	<p><i>Suggested strategies to return to calm:</i></p> <ul style="list-style-type: none"> • Be non-judgmental • Give time and space • Be brief and minimize adult talk, KISS (Keep It Short and Simple) • Provide independent work if student is receptive • Allow for decreased levels of participation

Adapted from: Managing the Cycle of Acting Out Behavior, Geoff Colvin, 2004.

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF SPECIAL EDUCATION
Interim Behavior Response Plan (IBRP)

Attachment C

A fillable version of this form is available for download at <http://sped.lausd.net/instruction/behavior-support>

Student Name _____

Date of Plan _____

School Team Developing Plan: _____

School: _____

Calm	<i>Student Behavior</i>		<i>Staff Responses</i>
Trigger	<i>Identify known triggers</i>	<i>Student Behavior</i>	<i>Staff Responses</i>
Agitation	<i>Student Behavior</i>		<i>Staff Responses</i>
Acceleration	<i>Student Behavior</i>		<i>Staff Responses</i>
Peak	<i>Student Behavior</i>		<i>Staff Responses</i>
De-Escalation	<i>Student Behavior</i>		<i>Staff Responses</i>
Recovery	<i>Student Behavior</i>		<i>Staff Responses</i>

**LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF SPECIAL EDUCATION**

**Functional Behavior Assessment Report
(FBA)**

Name:	Home School:
Date of Birth:	School of Attendance:
LAUSD Student ID #:	Special Education Eligibility:
Chronological Age:	Previous Placement:
Grade:	Current Placement:
Gender:	Language Classification:
Assessment Conducted By:	ELD Level:
Date of Report:	Designated Instructional Service(s):

I. Reason for Referral and Target Problem Behavior(s)

II. Operational Definition(s) of the Target Problem Behavior(s)

III. Indirect Assessment

A. Background Information

1. Family History
2. Medical/Health/Developmental History
3. Educational History

Information from IEP dated MM/DD/YYYY	
Behavior(s) of Concern and/or Present Level(s) of Performance	
Frequency	
Duration	
Intervention(s) to address problem behavior(s)	
Behavior Support Plan	
IEP Goal(s) Addressing behavior(s) of concern	
Probable function	
Antecedent interventions	
Skill acquisition	
Reinforcement Procedures	
Home/School communication	
Effectiveness of the Intervention	

B. Behavioral Interview Tools

C. Indirect Assessment Summary

IV. Direct Assessment

Observer (Name, Title)	Date	Time (HH:MM-HH:MM)	Activity	Type of Data Collection

A. Ecological Analysis

B. Current Data

1. ABC Data

```
(insert graph(s))
```

Likely Antecedent(s)	Target Behavior(s)

Target Behavior(s)	Consequence(s)

2. Other Data (Specify Type)

C. Direct Assessment Summary

V. Function(s) of the Behavior(s)

The hypothesized function of _____ is to _____.
(target behavior) (function)

VI. Overall Summary

VII. Recommendations

A. Antecedent Strategies (Prevention)

B. Teaching Strategies for Skill Acquisition

1. Identify replacement behaviors, Functionally Equivalent Replacement Behavior (FERB)
2. Teaching strategies that support replacement behaviors

C. Consequence-Based (Response) Strategies

D. Follow-Up Data Collection

Signature of Assessor

Print Name and Title

Functional Behavior Assessment (FBA) Report Rubric

	<u>Score of 1- Needs Critical Improvement</u> Any of the following apply:	<u>Score of 2- Needs Some Improvement</u> Any of the following apply:	<u>Score of 3- Meets Requirements</u> Includes all of the following:	<u>Score of 4- Exceeds Requirements</u> Includes all components of a "3" and at least one of the following for each part:
I. Reason for Referral and Target Problem Behavior(s)	<p>Origin of referral is missing.</p> <p>The target problem behavior is missing.</p> <p>The target problem behavior does not impede learning.</p> <p>The need for services is identified as the reason for referral.</p> <p>3 or more target problem behaviors are identified.</p>	<p>Origin of referral is unclear.</p> <p>Target problem behavior is unclear.</p> <p>The need for assessment is unclear.</p>	<p>Origin of referral (e.g., due process, parent request, IEP team)</p> <p>Clear description of the target problem behavior, based on the referral</p> <p>General description of the target problem behavior includes: -how long student has been exhibiting -how often the behavior occurs -how it impacts learning</p> <p>Clear need for assessment</p> <p>1-2 target problem behaviors</p>	<p>Information on trends, worsening or improvement in target problem behavior</p> <p>Previously gathered data</p> <p>Summary graph that illustrates baseline data collected across time and/or settings that supports the need for the assessment</p>
II. Operational Definition(s) of the Target Problem Behavior(s)	<p>Target problem behavior is not defined.</p> <p>Target problem behavior is not defined in terms that are specific, observable and measurable.</p>	<p>Operational definitions have 1-2 required characteristics (specific, observable, or measurable).</p>	<p>Each target problem behavior is operationally defined, (specific, observable, and measurable).</p>	<p>Example(s) and non-example(s) of target problem behavior</p> <p>Operational definitions of 1-2 appropriate behaviors currently in the student's repertoire that are related to the target problem behavior</p>
III. Indirect Assessment	<p>A. Background Information/Record Review Record review and interviews are missing.</p> <p>Does not address current or previous target behavior(s).</p> <p>Information from IEP(s) is not charted.</p> <p>B. Behavioral Interview Tools Target problem behavior is not addressed.</p> <p>Key individuals are not interviewed.</p> <p>Results are not graphed.</p> <p>C. Indirect Assessment Summary Summary is not included.</p> <p>Lengthy descriptions and/or discussions of irrelevant details (e.g., interventions that are more than 2 years old)</p>	<p>A. Background Information/Record Review Record review or interviews are missing.</p> <p>Includes information irrelevant to the FBA.</p> <p>Does not address previous target behavior(s).</p> <p>IEP information table is incomplete or missing.</p> <p>B. Behavioral Interview Tools Behaviors or topics irrelevant to the target behavior are discussed/reported.</p> <p>1 key individual is interviewed.</p> <p>Graphs are inaccurate.</p> <p>C. Indirect Assessment Summary Incomplete summary of indirect assessments.</p>	<p>A. Background Information/Record Review Explanation of how background information was obtained</p> <p>Relevant discussion of history: -family -medical/ health/ developmental -educational -previous target behaviors and interventions</p> <p>IEP information table</p> <p>B. Behavioral Interview Tools Relevant discussion and summary of interviews</p> <p>Interviews of 2 key individuals (1 parent/guardian, 1 school staff member who works with the student on a daily basis)</p> <p>Use of 2 tools: Functional Assessment Screening Tool (FAST), Functional Assessment Interview (FAI)</p> <p>Accurately graphed results</p> <p>C. Indirect Assessment Summary Summary of all indirect assessments</p> <p>Possible influencing factors, antecedents, consequences, and function of the behavior</p>	<p>A. Background Information/Record Review Potential outside factors (e.g., diet, sleep pattern, medication) (Motivating Operations)</p> <p>Instruction, Curriculum, Environment, Learner (ICEL) by Review, Interview, Observe, Test (RIOT) analysis (see Attachments B-1 and B-2)</p> <p>Interview with outside service providers</p> <p>Discussion of parent involvement with implementation of behavior services</p> <p>Graphs of relevant data</p> <p>B. Behavioral Interview Tools Interviews of 3 or more key individuals</p> <p>Use of additional, valid tools</p> <p>C. Indirect Assessment Summary Analysis and discussion of discrepancies in results</p>

Functional Behavior Assessment (FBA) Report Rubric				Page 2
	<u>Score of 1- Needs Critical Improvement</u> Any of the following apply:	<u>Score of 2- Needs Some Improvement</u> Any of the following apply:	<u>Score of 3- Meets Requirements</u> Includes all of the following:	<u>Score of 4- Exceeds Requirements</u> Includes all components of a "3" and at least one of the following for each part:
IV. Direct Assessment	<p>Observation record (table) is missing.</p> <p>Observation periods are not determined by patterns of behavior, may be chosen arbitrarily.</p> <p>Includes 0-1 direct observation/data collecting periods.</p> <p>0-2 occurrences of the target problem behavior are captured.</p> <p>A. Ecological Analysis Settings/activities, number of students and staff are not identified.</p> <p>Tier 1 support is not analyzed.</p> <p>B. Current Data No direct observations conducted</p> <p>Data are not collected and/or reported.</p> <p>Antecedent-Behavior-Consequence (ABC) data are not included.</p> <p>Data inappropriate for target behavior are reported.</p> <p>C. Direct Assessment Summary Summary analysis of data is not included or inaccurate.</p>	<p>Observation record (table) is incomplete.</p> <p>Observation periods are determined by indirect data.</p> <p>Includes 2 direct observation/data collection periods.</p> <p>3 occurrences of the target problem behavior are captured.</p> <p>A. Ecological Analysis Only settings/activities, number of students and adults are identified.</p> <p>B. Current Data 1-4 days of scatter plot data are collected and reported.</p> <p>Antecedent-Behavior-Consequence (ABC) data collection may be used, but at least one other form of data collection is missing.</p> <p>ABC data reflects 0-3 occurrences of the target behavior</p> <p>Reoccurring antecedents and consequences are not clearly identified or discussed.</p> <p>C. Direct Assessment Summary Summary analysis of data is included but does not include graph(s)</p>	<p>Observation record (table) is complete.</p> <p>Observation periods based on direct assessment data (e.g., scatter plot)</p> <p>3 direct observation/ data collection periods, (different days), during which target problem behavior occurred.</p> <p>A. Ecological Analysis Settings/activities, number of students and adults, classroom motivation systems, physical structure, and interpersonal interactions. are identified and described.</p> <p>Description and analysis of Tier I supports.</p> <p>Level of class-wide academic engagement is discussed.</p> <p>B. Current Data 5 days of scatter plot data are collected and reported (consecutive days, when possible)</p> <p>In addition to ABC data collection, at least 1 other type of data collection is included.</p> <p>At least 4 occurrences of the target problem behavior are captured by each type of data collection (at least 8 occurrences in all).</p> <p>Settings where the behavior is and is not occurring</p> <p>Reoccurring antecedents and consequences are clearly identified in graphs. Antecedent-Behavior and Behavior-Consequence patterns are summarized in a chart (see template).</p> <p>Data are graphed, line graphs for target appropriate behavior and target problem are included.</p> <p>C. Direct Assessment Summary Summary analysis is consistent with reported data.</p>	<p>4 or more observations/ data collection periods during which target problem behavior occurred</p> <p>5 or more occurrences of the target problem behavior are captured.</p> <p>A. Ecological Analysis Includes at least one other assessment tool as part of analysis (e.g., PLACheck)</p> <p>Corresponding graph(s) to summarize results of additional assessment tool(s)</p> <p>Ratio of positive/supportive to negative/corrective interactions between adults and students.</p> <p>B. Current Data 6 or more days of scatter plot data are collected and reported.</p> <p>Additional data collection, relevant to the target behavior</p> <p>Addresses any precursor behaviors and response classes (if applicable)</p> <p>Structured ABC data collection and analysis</p> <p>ICEL by RIOT is part of analysis (see Attachments B-1 and B-2)</p> <p>Inter-rater reliability</p> <p>Conditional probability (A:B, B:C)</p> <p>C. Direct Assessment Summary Data on appropriate behaviors (e.g., frequency, duration, etc.)</p>

Functional Behavior Assessment (FBA) Report Rubric				Page 3
	<u>Score of 1- Needs Critical Improvement</u> Any of the following apply:	<u>Score of 2- Needs Some Improvement</u> Any of the following apply:	<u>Score of 3- Meets Requirements</u> Includes all of the following:	<u>Score of 4- Exceeds Requirements</u> Includes all components of a "3" and at least one of the following for each part:
V. Function(s) of the Target Problem Behavior(s)	A hypothesized function of the problem target behavior is missing. Hypothesized function of the problem target behavior is not based on behavioral concepts (SEAT: Sensory/Automatic, Escape, Attention, Tangible).	Each target behavior does not have an hypothesized function.	For each target problem behavior: hypothesized function (SEAT), based on the data analysis	Incorporates any precursor behaviors into hypothesized function statement
VI. Overall Summary	Summary of emerging patterns that may influence the target problem behavior is missing. Relevant antecedents are not discussed.	Summary is based on indirect data only . Summary is based on direct data only .	Pertinent background information -assessments (indirect & direct) -emerging patterns and influences (e.g., time, setting, individuals/interactions, environmental triggers, and responses) Findings from all areas Relevant antecedents Statement(s) of hypothesized function	Summarizes emerging patterns that may influence appropriate behaviors Effects of Motivating Operations (e.g., diet, sleep pattern, medication, etc.) Precursor behaviors Response classes Overall summary chart/table
VII. Recommendations	Lacks a socially significant replacement behavior (FERB) Strategies are not based on the function of the behavior. Behavior support service (i.e., BII, BIC, BID) is named as a strategy. A. Antecedent Strategies (Prevention) Strategies are missing B. Behavior Strategies (Teaching) New, replacement behaviors are not identified. Replacement behaviors do not match the function of the target problem behavior. C. Consequence-Based strategies Not identified Intended reinforcers are not identified and/or based on student's preferences D. Follow up Data Collection Methods for follow up data collection are not identified	Socially significant replacement behavior (FERB) is not described for each target behavior. Some strategies are based on the function of the behavior. A. Antecedent Strategies (Prevention) Do not address environmental changes. B. Behavior Strategies (Teaching) Incomplete discussion of: -Replacement behaviors -Prerequisite skills -Teaching strategies C. Consequence-Based strategies A description of reinforcement is missing. Includes only correction strategies. D. Follow up Data Collection Some methods for follow up data collection are identified	Socially significant replacement behavior (FERB) is described for each target problem behavior. All strategies are related to the hypothesized function. A. Antecedent Strategies (Prevention) Environmental changes (e.g., schedules, structured choice, etc.). B. Teaching Strategies for Skill Acquisition - Replacement behaviors (FERB) -Prerequisite skills needed and those already in student's repertoire -Teaching strategies (e.g., modeling, role play, small group instruction, pre-teaching) C. Consequence-Based (Response) Strategies Description of how existing appropriate behaviors and new behaviors will be reinforced, based on identified student preferences Identification and description of correction strategies (e.g., prompts to use FERB, redirection, etc.) D. Follow up Data Collection Type of data, frequency of data collection and data analysis Methods for follow up data collection include response measure	Efficiency of the target and replacement behavior(s) is considered when selecting strategies. A. Antecedent Strategies (Prevention) Notes identified student preferences that can be used as reinforcers in order to make replacement behaviors more likely. B. Behavior Strategies (Teaching) Technologically written (step-by-step) descriptions of teaching strategies Technologically written (step-by-step) generalization and fading plan, as appropriate. C. Consequence-Based strategies Schedule(s) of reinforcement Preference assessment

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

California Code of Regulations

Title 5

The following subdivisions of Title 5 pertain to the nature of requirements for provision of behavior intervention development and behavior intervention implementation.

(d) Behavior intervention shall be designed or planned only by personnel who have:

(1) pupil personnel services credential that authorizes school counseling or school psychology; or

(2) credential authorizing the holder to deliver special education instruction; or

(3) license as a Marriage, Family, and Child Counselor issued by a licensing agency within the Department of Consumer Affairs; or

(4) license as a Clinical Social Worker issued by a licensing agency within the Department of Consumer Affairs; or

(5) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(6) license as a Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(7) master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

(e) To be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a non-public school or agency shall deliver those services utilizing personnel who:

(1) possess the qualifications under subdivision (d); or

(2) (A) are under the supervision of personnel qualified under subdivision (d);

(B) possess a high school diploma or its equivalent; and

(C) receive the specific level of supervision required in the pupil's IEP.

BEHAVIORAL EMERGENCY REPORT FOR STUDENTS WITH DISABILITIES
(Title 5, California Code of Regulations)

DIRECTIONS: School staff are required to thoroughly complete all sections of this fillable form immediately following an emergency intervention. Electronic fillable versions of this form in WORD are available in the LAUSD and Division of Special Education E-Libraries under Bulletins. Please submit the completed form via school mail or fax to:

School Mail

Behavior Support Office
Beaudry Building, 17th Floor
Attention: Behavior Support Office- BER

Fax

(213) 241-8916
(To: "Behavior Support Office:
Behavior Emergency Report")

INFORMATION MUST BE TYPED OR PRINTED LEGIBLY

SECTION I. STUDENT INFORMATION:

Student Name		<input type="checkbox"/> M <input type="checkbox"/> F	Student ID		GR		Language	
Date of Birth		Eligibility		Current Placement				
Student currently has (check all that apply):	<input type="checkbox"/> Functional Behavior Assessment (FBA) <input type="checkbox"/> Behavior Support Plan (BSP) <input type="checkbox"/> Interim Behavior Response Plan (IBRP) <input type="checkbox"/> Behavior Treatment Plan <input type="checkbox"/> None of these							

SECTION II. INCIDENT DESCRIPTION: (ATTACH ADDITIONAL SHEETS IF NECESSARY)

Location and time of incident:	
Description of Incident and Personnel Involved:	
Description of Emergency Intervention used and how long it was used:	
Details of any injuries sustained (including staff) as a result of incident:	

SECTION III. REQUIRED PROCEDURES (must be completed within 48 hours of incident):

Behavior Emergency Report Completed By:		Date:		Time:	
Printed Name and Title of Person who Notified Parent (within 24 hours of incident):	Printed Name:		Title:		
Name of Site Administrator who Reviewed Report:	Printed Name:		Signature:		Date:
Checklist:	<input type="checkbox"/> Copy of this Form Filed in Student's Cumulative Record		<input type="checkbox"/> IEP Meeting Scheduled:	Date of IEP Meeting:	
	<input type="checkbox"/> Copy of this form sent to Special Education Service Center Administrator and Behavior Support Office within 48 hours				

Los Angeles Unified School District
Division of Special Education

NON-SUICIDAL SELF-INJURIOUS BEHAVIOR (NSSIB) REFERRAL FORM

Please Complete this Referral Form and
Fax to the Division of Special Education, Behavior Support Unit, at: (213) 241-8916

Student Name: _____	Student ID#: _____
Grade: _____	Eligibility: _____
Placement: _____	School of Attendance: _____
Referring Administrator: _____	Contact Information:
	LAUSD Email: _____
	Phone#: _____
Date of Referral: _____	Educational Service Center: _____

Non-Suicidal Self Injurious Behavior (NSSIB) of Concern:

Please check all that apply:

Two or more non-consecutive or consecutive occurrences of any of the following:

- ☐ Biting: closing of the upper and lower teeth on the flesh of any portion of own body.
- ☐ Choking: closing both hands around own neck that could result in airway obstruction.
- ☐ Ear gouging: using fingers or objects to dig into own ear repetitively.
- ☐ Ear pulling: pulling own ears forcefully and repetitively.
- ☐ Eye gouging: using hand, knuckles or finger (s) to dig into own ocular area repetitively.
- ☐ Hair pulling: pulling of own hair resulting in removal of hair.
- ☐ Head banging: Moving own head and making contact with a stationary environmental object that could result in tissue damage.
- ☐ Head hitting: using own open or closed hand, or objects, to make contact with any part of own head or face that could result in tissue damage.
- ☐ Pica: putting any non-edible in own mouth (e.g. dirt, paper, rocks).
- ☐ Rumination is defined as any occurrence of:
 - ☐ Holding food material in mouth at a time other than when eating
 - ☐ Self-induced vomiting that involves placing finger in mouth
- ☐ Skin picking: scratching or picking of own skin repetitively, picking of existing wounds, and/or rubbing own body parts against objects that results in tissue damage.
- ☐ Teeth grinding: rubbing the upper and lower teeth against each other repetitively.
- ☐ Other: Please describe: _____

Approximately how long has the student been exhibiting these behaviors? ____ years OR ____ months

For office use only

Date referral received: _____ Form routed to: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

TITLE: My Integrated Student Information System (MiSiS)
Student Support Module Required Usage

NUMBER: BUL-5808.3

ISSUER: Earl R. Perkins, Assistant Superintendent
School Operations

Thelma Meléndez de Santa Ana, Ph.D.
Chief Executive Officer
Office of Educational Services

DATE: March 23, 2015

MAJOR CHANGES: This Bulletin replaces BUL-5808.2, titled, LAUSD MAX Discipline Module Required Usage, issued September 27, 2013, and BUL-5842.0, titled, Documenting Student Counseling Contacts and Referrals in the LAUSD Integrated Student Information System (ISIS) Counseling Module, issued September 10, 2012. It provides a description of the My Integrated Student Information System (MiSiS) Student Support Module, which replaces the LAUSD MAX Discipline and Counseling Modules in recording counseling communications, student discipline as well as collecting student counseling, discipline and intervention data. The major features of the MiSiS Student Support Module include: combining discipline and counseling referrals and interventions under the “Support” menu, expanding email alert functionality, allowing administrators and teachers the same process path, granting access to view reports through the data entry screen, and blocking enrollment for expelled students.

POLICY: School staff is required to utilize the MiSiS Student Support Module to record and track student counseling services and discipline authorized by the California Education Code (E.C.) including any actions and prior interventions taken in response to student misconduct. In addition, schools are required to utilize the MiSiS Student Support to monitor student behavior, search and update discipline records, provide data-driven interventions, and develop solutions and strategies to effectively address student behavior. The policy and procedures described in this bulletin apply to all LAUSD schools including comprehensive schools and alternative programs of the Educational Options. Administrators and school principals are responsible for making sure that the school staff is provided with clear guidance and supported with mandatory trainings in order to appropriately utilize the system and accurately document and maintain student discipline records.

GUIDELINES: The function of MiSiS Student Support is to capture all student counseling services, misconduct, and all corresponding intervention(s) and/or disciplinary action taken. The system is student centered and all records are created by entering student information. MiSiS is linked to MyData. Users can monitor their referrals and suspensions by using the Discipline Referral and Suspension reports available in

ROUTING
All Employees
All Locations



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

MyData (See Section V of this bulletin for more information regarding various reports). For students who are receiving special education services and are suspended, a suspension IEP will continue to be created through Welligent. The system also makes the counseling and discipline information available to the new school when a student transfers to another LAUSD school, and the E.C. 49079 mandated reporting incidents are printed on the Student Transfer Form.

I. KEY CONCEPT AND DEFINITION OF TERMS

- A. All MiSiS interventions and referrals must be entered at the student's school of enrollment. If staff is aware of an incident involving a student who is not enrolled at their school, they must notify the student's school of enrollment of the student's involvement; the student's school of enrollment must then take appropriate action and record the action(s) taken in the MiSiS Student Support. A discipline intervention and referral shall only be created when school staff has completed investigation of the incident and has identified the student(s) involved in the incident for intervention and/or disciplinary action. For guidelines regarding reporting incidents on ISTAR, refer to BUL-5269.2, Incident System Tracking Accountability Report, issued July 16, 2013.

All discipline referrals should be completed online. A paper discipline referral form can be used when a student is not listed on the referring teacher's roster, or when staff experience difficulties with access to the MiSiS system. Completed paper referrals should be submitted to the designated school staff to enter in the MiSiS Student Support Module. (See Attachment A.)

MiSiS applications will allow authorized staff to set up an email disbursement hierarchy to be used with all Student Support Referrals. Users with the role(s) of Principal, Scheduling Administrator, Counselor, Summer School Counselor, and Office Manager will have access to this feature.

For a step-by-step guide, refer to Job Aid "Setup Referral Email" under the Teacher Portal or the Admin Portal at <http://achieve.lausd.net/Page/5831>.

- B. The following are MiSiS Support concepts and definitions of key terms.
1. Incident: An incident is an occurrence that constitutes violation of education code(s) and could result in disciplinary action. An incident must contain date, time, location, and may involve several discipline referral reasons and participants.
 2. Referral Reason: To select Discipline Referral Reasons, refer to the Reason Code Values and Descriptions (Attachment B) which contains



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

a list of all applicable discipline referral reasons and shall be used to determine the reason for a discipline referral. If none of the discipline reasons are applicable, select the most appropriate counseling referral reason. If none of the counseling and discipline Referral Reasons apply, select “other” in the counseling Referral Reasons.

Discipline Referral Reasons are labels that describe education code violations involved in an incident. If multiple reasons are involved, users are to check all that apply. On the incident page, the reasons codes are organized from the least to the most severe offenses. Sub-categories are included in the reason codes of harassment and bullying to comply with the requirements of the Office of Civil Rights. This list is mandated by the State and District policy and may not be modified.

3. Participant: Participants are individuals involved in an incident. A participant may be a student, a staff member, or other individual (e.g., a community member, or a student from another school). If individuals involved in the incident are neither students nor staff members, enter each of them as “Other.” Each participant must be assigned one of four roles:
 - Discipline Offender – Individual who committed an offense.
 - Discipline Victim – Individual who was on the receiving end of an offense.
 - Discipline Witness – Individual who saw an offense being committed.
 - Counseling – Other – Individual who was referred for counseling.

As the investigation develops, staff may need to add participant(s) to a discipline record that was previously created. Multiple students and/or additional participants can also be added to the referral.

4. Intervention: This option is for staff to document the interventions chosen to support students without requiring an administrative action. Staff can click on “Intervention” under Support tab and select from the drop-down list. When using the paper MiSiS Discipline Referral, staff may check the interventions listed in Section III to be entered into the system. Interventions entered in MiSiS Support may be linked to a referral and be listed as prior interventions in the student’s Social Adjustment Report. It is important to note that this option does not apply to offenses under Category I of the Matrix for Student Suspension and Expulsion Recommendation, or when safety is at risk.
5. Action Taken: This is a response that the administrator/designee takes



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

when a student referral has been received. Multiple responses can be added to each participant.

II. STAFF ACCESS TO THE MiSiS STUDENT SUPPORT

A. Principals

School principals are to apply for access to MiSiS through <http://achieve.lausd.net/Page/4144>. Once granted the access, principals can log in the MiSiS Student Support at <http://misis.lausd.net/start/Login.aspx> directly. Principals can also access this site through the Principal's Portal at <http://principalportal.lausd.net> by selecting the MiSiS link, then clicking on the MiSiS Admin/Teacher Login icon.

B. Teachers

All teachers are given access to MiSiS without having to apply. Teachers can access the MiSiS Student Support through the Teacher Portal and are able to:

1. Document intervention for incidents that have occurred, which do not warrant submitting a referral and do not need actions to be taken by an Administrator/Designee.
2. Create counseling or discipline referrals.
3. View students who have been involved in E.C. 49079 discipline incidents through the profile alert indicator "D." When the user hovers over the indicator D, "The student was involved in a discipline incident (E.C. 49079)" will display.
4. Generate the Referral Response Form which summarizes the referral information and may be used as a hall pass to send the student to the admin/designee, and also view Counseling Communications, Student Referral, and Student Suspension Report for students on their roster.

C. Non-Roster Carrying School Staff

For non-roster carrying school staff (such as assistant principal, coordinator, counselor, dean, or clerical staff), the principal has the responsibility to designate their user roles of either "Counselor" to enter counseling communications or "Discipline – Administrator/Designee" for entering and responding to discipline referrals. Designated school staff is to apply for access directly through EZ Access site <http://ezaccess.lausd.net/>. The principal will in turn authorize the request.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

D. Educational Services Center (ESC) and Central Office Administrators

For ESC and Central office staff, the “District Admin” user role is available to allow viewing access to student interventions, referrals, and reports. The ESC/Central staff are to apply by submitting the MiSiS request Access For ESC and Central Office staff available at <http://achieve.lausd.net/Page/4144>. Once access has been granted, users can access the MiSiS Student Support by logging in directly at <http://misis.lausd.net/start/Login.aspx>.

III. PROCEDURES FOR DOCUMENTING DISCIPLINE RECORDS

A. Entering a Counseling Communication

Counselors and principals can enter a Counseling Communication when contact is made with a student(s) regarding a counseling issue. Individual Counseling Communications can be entered through the student profile or in mass using the Advanced Search > Action > Manage Counseling Communications.

For a step-by-step guide, refer to Job Aid “Entering a Counseling Communication” under the Admin Portal at <http://achieve.lausd.net/Page/5831>.

B. Entering an Intervention

Teachers can enter intervention for students on their roster through the Teacher Portal. Principal’s designated staff (Administrator/Designee) can enter intervention for a referred student through Administrative Portal. Users are to accurately enter applicable information on the “Intervention” page under the Support tab for the selected student. The date and time automatically default to the present and is to be updated as needed to match when the incident occurred. The “Comments” field must be used to describe incident-related relevant information. The description of the behaviors and/or actions must be based on facts, not subjective information.

For a step-by-step guide, refer to Job Aid “Entering and Viewing Prior Interventions” under the Teacher Portal or the Admin Portal at <http://achieve.lausd.net/Page/5831>.

C. Creating a Referral

Teachers can create a referral for students on their roster through the Teacher Portal. Administrator/Designee can create a referral for a student through the Administrative Portal. Users are to begin by selecting the identified student, enter the referral details including the referral reason. If



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multiple students are involved in one single incident, after saving the referral, multiple students can be added by using the Participant tab.

The following are two Administrative Portal user roles access and their functions:

1. “Counselor” – For administrators and support staff designated to enter counseling communications, counseling referrals, and actions taken, and generate Student Referral Report, Counseling Communications Report.
2. “Discipline – Administrator/Designee” – For administrators and support staff designated as responders. Users can create/enter a discipline referral, issue Action Taken and generate Student Referral Report, Student Suspension Report, Social Adjustment Report, and Pupil Suspension Notice. Again, only the principal and his/her administrative designee(s) are authorized to issue suspensions.

For a step-by-step guide, refer to the Job Aids “Enter, View, and Print a Referral” under the Teacher Portal or the Admin Portal at <http://achieve.lausd.net/Page/5831>.

D. Creating a Paper Discipline Referral

To create a discipline referral as a teacher for students who are not on their roster, or when online access is not available at the time, school staff, can complete the MiSiS Discipline Referral form (Attachment A) and submit it to the designated office staff to enter into the MiSiS. The person completing the paper form must complete sections I, II, and III of the paper Discipline Referral in order to be properly entered into MiSiS.

E. Entering and Tracking Actions Taken

Administrators and support staff designated by the principal as “responders” with the user role of “Counselor” or “Discipline – Administrator/Designee” are responsible for taking disciplinary actions and providing follow-up under the supervision of the principal. To identify referrals that require a response, go to Admin > Referral Search, select the desired filters, and click search. More than one Actions Taken may be issued to each participant. If there is more than one student offender involved in an incident, the user must enter separate Actions Taken for each offender.

If either a class suspension, in-school suspension, or school suspension is issued, enter the required fields in the suspension page in order to accurately track and report suspensions in MiSiS and District reports.



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F. Recording Suspension and Opportunity Transfer (O.T.) Appeal

If a school suspension, in-school suspension, or O.T. is appealed, the Administrator of Operations/Designee must click the “appealed” radio button located at the bottom of the Suspension and O.T. tabs, and complete the appeal sections accordingly. The appeal of class suspension and outcome must also be recorded in MiSiS by the school principal.

G. Modify Existing Referrals and Correct Erroneous Entries

To capture accurate factual information as the incident develops, designated school staff has the ability to modify the details in a referral that has already been created, such as participants, roles, discipline reasons, suspension dates, conference time, etc. To ensure accountability, MiSiS tracks who made the changes and when they were made.

When a discipline referral is created by mistake or in duplicate and needs to be removed, or a suspension is issued erroneously and needs to be corrected, the principal must fill out and sign the Request for Removal of Student Discipline Incident(s) from MiSiS form (Attachment C) and fax the request form to the MiSiS Manager who will make appropriate corrections.

In the case that an erroneous suspension is issued and the student has served, after the MiSiS Manager made the correction, the school needs to correct the student’s attendance record by changing from “4” (suspension) to “5” (prior principal approval).

The ESC Administrator of Operations (AOO) is responsible for recording the outcome of suspension appeals in MiSiS. If the appeal is overturned or modified, the AOO, in addition to documenting the outcome, also needs to instruct the school to correct the attendance record by changing from “4” (suspension) to “5” (prior principal approval).

Note: Request for Removal of Student Discipline Referral(s) from MiSiS form can be found in MiSiS > Resources and Job Aids > Forms located at <http://achieve.lausd.net/Page/6957>.

IV. PUPIL SUSPENSION NOTICE AND APPEAL FORM

A. Pupil Suspension Notice – This letter is generated to comply with the legal



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mandate of notifying the student's parent/guardian of a student suspension (class, in-school, school). The Pupil Suspension Notice includes suspension details and information regarding the scheduled parent/guardian conference. The letter defaults to print in both English and the student's home correspondence language. A copy of the letter must be filed in the student's yellow discipline folder.

Note: Depending on the time of the school day the suspension is issued, the Issue Date and the Effective Date of the suspension may or may not be the same date and shall be reflected accordingly in the Pupil Suspension Notice. The effective date counts as day one of the suspension.

- B. Suspension Appeal Form – This form, along with an instructions page, is automatically printed with the Pupil Suspension Notice to notify the parents of their rights to appeal the suspension. It is to be provided to the parent with the Pupil Suspension Notice when a suspension is issued to the student.

V. UTILIZING REPORTS

The designated team at the school, under the supervision of the principal, is to analyze reports that will support improving student behavior. The team is to analyze discipline data for equity and effectiveness in improving student behavior and make recommendations for targeted interventions as needed.

A. Reports from MiSiS with Real-Time Data

1. Referral Response Form – This report may be used as a hall pass to send the student to the admin/designee or to send the student back to class. It provides a summary of the Referral Details, along with the Actions Taken, Suspension, and OT, if issued.
2. Student Referral Report – This report displays a list of student referrals within a specified date range. The report also includes each student's demographic information, referral ID, participant role, and actions taken.
3. Student Suspension Report – This report displays a list of students who have been issued a suspension. Year-to-date totals for class suspensions, in-school suspensions, and school suspensions at the school of enrollment and District. The bottom portion of the report displays summary totals for suspensions, opportunity transfer, and recommendations for expulsion.
4. Social Adjustment Report – This report displays a comprehensive list of a student's referrals indicating the date, specific incident(s), and



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behavioral intervention(s) received for each referral. The report covers referrals of the student's current as well as previous schools of enrollment.

B. Reports via MyData

MyData has a variety of Discipline Referral and Suspension reports available for reference and data analysis. Below is a list of the reports and the information they provide.

1. Discipline Referrals

- Incidents by Discipline Event – A summary of all incidents by discipline event code (aka problem behavior)
- Incidents by Time of Day – A summary of all incidents for each hour of the day
- Incident Location Summary – A summary of all incidents by the locations where they occurred
- Incidents by Referring Staff – A summary of incidents by the individuals making the referrals
- Students by Number of Incidents – Displays how many students were referred 1, 2, 3, or more times
- Incidents by Month and Event – A summary of all incidents by discipline event code and month

2. Suspension Reports

- Comparisons of Enrollment and Suspensions by Subgroup – aggregates suspensions by groups (e.g., ethnicity/race, gender, or grade level) in order to determine if some groups of students are suspended at more disproportionate rates than others
- Suspension Reasons – tallies reason codes indicated for suspensions in order to determine their levels of usage
- Suspension Rates by Location – percentage summaries of suspensions broken down by school location
- Three-Year Suspension Comparison – annual statistics in order to track trends in volume of suspensions
- Counts and Rates of Students Suspended One or More Times - identifies students who have been suspended for 6 or more days or 10 or more days
- Monthly Suspension Reports – summaries of suspension data to track trends on a month-to-month basis

VI. RECORDING SUSPENSION AND ATTENDANCE

A. Partial Day School Suspension



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If the 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:

1. Elementary Schools: Assuming the student was present when the teacher submitted attendance, the office staff is to change the attendance status to LE: Left Early, enter the Time Out, and enter reason code "6" early leave - excused.
2. 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).

B. If the student is suspended from class or serving in-school suspension:

1. The teacher(s) marks the attendance status as "absent."
2. Once the student arrives at the assigned suspension location, the corresponding absence reason code is entered by the designated staff member 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.

VII. SPECIAL CIRCUMSTANCES AND ADDITIONAL PROCEDURES

1. Incident System Tracking Accountability Report (ISTAR) – Users are required to continue reporting certain student incidents in ISTAR. See BUL-5269.2.
2. Bullying and Hazing – Administrator(s) are responsible for reporting and responding to all complaints of bullying or hazing. See BUL-5212.1.
3. Suspected Child Abuse/Neglect – All District employees shall report suspected child abuse or neglect by telephone, immediately or as soon as practically possible, to an appropriate child protective agency and shall prepare and send a written report to the same child protective agency within 36 hours of receiving the information concerning the incident. See BUL-1347.2.



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4. Hate-Motivated Violence – For incidents or threats related to hate-motivated violence, follow guidelines as indicated in BUL-2047.0.
5. Sexual Harassment – While suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in kindergarten and grades 1-3, other disciplinary actions or interventions may be taken, as appropriate. See BUL-3349.1.

ATTACHMENTS: Attachment A - MiSiS Discipline Referral Form
Attachment B - Reason Codes Values and Descriptions
Attachment C - Request for Removal of Student discipline Incident(s) from MiSiS Form

RELATED RESOURCES: BUL-6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, issued February 14, 2014

BUL-5269.2, Incident System Tracking Accountability Report, issued July 10, 2013

BUL-4926.2, Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools, issued March 1, 2013

BUL-2469.0, Pupil Records: Access, Confidentiality, and Notice of Education Rights, issued April 24, 2006

BUL-6362.0, Opportunity Transfer (O.T.) – Policy and Procedures, issued August 14, 2014

BUL-5655.2, Guidelines for Student Suspensions, issued August 19, 2013

BUL-6050.1, Expulsion of Students - Policy and Procedures, issued August 19, 2013

BUL-1347.2, Child Abuse and Neglect Reporting Requirements, issued July 1, 2011

BUL-3927.2, Mandated Reporting of Certain Student Behavior, issued September 13, 2010

BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes, issued October 10, 2005

BUL-3349.1, Sexual Harassment Policy (Student-To-Student, Adult-To-Student, and Student-To-Adult), issued August 6, 20014



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BUL-5212.2, Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), issued November 26, 2014

BUL-3277.1, Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, Tobacco, and Other Intoxicants, issued January 22, 2009

View training resources such as video simulations and step-by-step guides (job aids) at the MiSiS Website: <http://misis.lausd.net/start/Login.aspx>.

Request for assistance and report issues, contact the IT HelpDesk through: <http://helpdesk@lausd.net>

ASSISTANCE:

Contact the IT HelpDesk about technical issues such as Single Sign-On, Hardware/Software, Network, etc.

- Website: <http://achieve.lausd.net/helpdesk>
- Call (213) 241-5200, Option 5
- Create an Online Service Ticket: helpdesk.lausd.net.
- Chat with a live service technician:
<http://achieve.lausd.net/site/DePageID=1094>.
- Frequently asked questions: <http://achieve.lausd.net/Page/285>.

MiSiS DISCIPLINE REFERRAL

I. GENERAL STUDENT INFORMATION

Last Name:		First:		Grade:		Student ID:	
Incident Date:		Incident Time:		Date of Referral:			
Location/Context:	<input type="checkbox"/> Classroom <input type="checkbox"/> School-sponsored activity	<input type="checkbox"/> Non-Classroom <input type="checkbox"/> At another school	<input type="checkbox"/> Going to or coming from school <input type="checkbox"/> Other _____	<input type="checkbox"/> During lunch			

II. REASON FOR REFERRAL

<input type="checkbox"/> 3.1a	Caused physical injury to another person	<input type="checkbox"/> 3.17	Harassed/threatened/intimidated witness
<input type="checkbox"/> 3.1b	Attempted to cause physical injury to another person	<input type="checkbox"/> 3.19	Selling or arranging to sell the prescription drug Soma
<input type="checkbox"/> 3.1c	Threatened to cause physical injury to another person	<input type="checkbox"/> 3.20	Hazing
<input type="checkbox"/> 3.2	Marijuana possession for 1 st offense of less than 1 oz, or alcohol	<input type="checkbox"/> 3.21a	Bullying/cyber toward a pupil based on sex
<input type="checkbox"/> 3.3	Substitute of a controlled substance	<input type="checkbox"/> 3.21b	Bullying/cyber toward a pupil based on race/color/national
<input type="checkbox"/> 3.4	Damaged/attempt to damage school or private property	<input type="checkbox"/> 3.21c	Bullying/cyber toward a pupil based on disability
<input type="checkbox"/> 3.5	Stole or attempted to steal school or private property	<input type="checkbox"/> 3.21d	Bullying/cyber toward a pupil based on other factors
<input type="checkbox"/> 3.6	Possessed or used tobacco	<input type="checkbox"/> 3.21e	Bullying/cyber toward school personnel
<input type="checkbox"/> 3.7	Obscenity/profanity/vulgarity	<input type="checkbox"/> 3.22	Aided or abetted the infliction of physical injury to another
<input type="checkbox"/> 3.8	Drug paraphernalia	<input type="checkbox"/> 2.1	Serious physical injury/not self-defense
<input type="checkbox"/> 3.9	Disrupted school-wide activities (issued by an admin.) (gr. 4-12)	<input type="checkbox"/> 2.2	Knife or other dangerous object
<input type="checkbox"/> 3.10	Received stolen school or private property	<input type="checkbox"/> 2.3	Controlled substance (except marijuana 1 st offense less than 1 oz) or counter/prescribed meds
<input type="checkbox"/> 3.11	Imitation Firearm	<input type="checkbox"/> 2.4	Robbery/extortion
<input type="checkbox"/> 3.12a	Harassed/threatened pupil based on race/color/national origin (gr. 4-12)	<input type="checkbox"/> 2.5	Assaulted/battered school employee
<input type="checkbox"/> 3.12b	Harassed/threatened pupil based on disability (gr. 4-12)	<input type="checkbox"/> 1.1	Firearm*
<input type="checkbox"/> 3.12c	Harassed/threatened pupil based on other factors (gr. 4-12)	<input type="checkbox"/> 1.2	Brandished knife at another person*
<input type="checkbox"/> 3.12d	Harassed/threatened a school District personnel (gr. 4-12)	<input type="checkbox"/> 1.3	Sold controlled substance*
<input type="checkbox"/> 3.13	Sexual harassment (gr. 4-12)	<input type="checkbox"/> 1.4a	Sexual assault*
<input type="checkbox"/> 3.14	Hate violence (gr. 4-12)	<input type="checkbox"/> 1.4b	Sexual battery*
<input type="checkbox"/> 3.15	Terroristic threat (threat to cause death, great bodily injury)	<input type="checkbox"/> 1.5	Explosive*
<input type="checkbox"/> 3.16	Willful use of force/violence not self-defense	*	Requires Recommendation for Expulsion as the Administrative Action

Possible Motivation: ☐ Avoid Situation ☐ Avoid Adult ☐ Avoid Peer ☐ Avoid Task ☐ Seek Attention ☐ Obtain Activity/Item ☐ Unknown

Comments (Description of Incident):

MiSiS DISCIPLINE REFERRAL

III. INTERVENTION(S) (CHECK ALL THAT APPLY)			
<input type="checkbox"/>	Verbal Reminder	<input type="checkbox"/>	Conflict Resolution
<input type="checkbox"/>	Review/Re-teach Expectations	<input type="checkbox"/>	Peer Mediation
<input type="checkbox"/>	Individual Social Skills Instruction	<input type="checkbox"/>	Restorative Justice Program
<input type="checkbox"/>	Writing Reflections	<input type="checkbox"/>	Referral - Coordination of Services Team (COST)
<input type="checkbox"/>	Seat Change	<input type="checkbox"/>	Referral - Discipline Review Team (DRT)
<input type="checkbox"/>	Classroom Change	<input type="checkbox"/>	Referral - Student Success Team (SST)
<input type="checkbox"/>	Behavior Contract	<input type="checkbox"/>	Referral - Group Counseling
<input type="checkbox"/>	Behavior Support Plan	<input type="checkbox"/>	Referral - Individual Counseling
<input type="checkbox"/>	Daily Behavior Monitoring	<input type="checkbox"/>	Referral - Gang Reduction
<input type="checkbox"/>	Loss of Privileges	<input type="checkbox"/>	Referral - Parent Education
<input type="checkbox"/>	Restitution	<input type="checkbox"/>	Referral - School Program/Service
<input type="checkbox"/>	Campus Beautification	<input type="checkbox"/>	Referral - Substance Abuse
<input type="checkbox"/>	Community Service	<input type="checkbox"/>	Referral - Community Agency
<input type="checkbox"/>	Counseling by Support Staff _____	<input type="checkbox"/>	Detention
<input type="checkbox"/>	Conference with Student	<input type="checkbox"/>	Suspension-Class (with admin. approval)
<input type="checkbox"/>	Parent Contact	<input type="checkbox"/>	Teacher-Required Parent Class Visit
<input type="checkbox"/>	Conference with Parent	<input type="checkbox"/>	Other _____
Referred by:		Position:	Signature:
IV. ADMINISTRATIVE ACTION (TO BE COMPLETED BY RESPONDER) <i>response code</i>			
<input type="checkbox"/>	Conference with Student	<input type="checkbox"/>	Referral - Coordination of services Team (COST)
<input type="checkbox"/>	Parent Contact	<input type="checkbox"/>	Referral - Discipline Review Team (DRT)
<input type="checkbox"/>	Conference with Parent	<input type="checkbox"/>	Referral - Student Success Team (SST)
<input type="checkbox"/>	Behavior Contract	<input type="checkbox"/>	Referral - Support Personnel _____
<input type="checkbox"/>	Daily Behavior Monitoring	<input type="checkbox"/>	Referral - Counseling Group
<input type="checkbox"/>	Behavior Support Plan	<input type="checkbox"/>	Referral - Counseling Individual
<input type="checkbox"/>	Campus Beautification	<input type="checkbox"/>	Referral - Gang Reduction
<input type="checkbox"/>	Community Service	<input type="checkbox"/>	Referral - Parent Education
<input type="checkbox"/>	Conflict Resolution	<input type="checkbox"/>	Referral - School Program/Service _____
<input type="checkbox"/>	Peer Mediation	<input type="checkbox"/>	Referral - Substance Abuse
<input type="checkbox"/>	Classroom Change	<input type="checkbox"/>	Referral - Community Agency _____
<input type="checkbox"/>	Restitution	<input type="checkbox"/>	LASPD Diversion Referral
<input type="checkbox"/>	Counseling by Support Staff _____	<input type="checkbox"/>	Detention
<input type="checkbox"/>	Restorative Justice Program	<input type="checkbox"/>	Suspension-Class
<input type="checkbox"/>	Law Enforcement Notification	<input type="checkbox"/>	Suspension-In-School
<input type="checkbox"/>	Probation Notification	<input type="checkbox"/>	Suspension-School
<input type="checkbox"/>	Crisis/Threat Assessment Date(s) _____	<input type="checkbox"/>	Opportunity Transfer
<input type="checkbox"/>	Other _____	<input type="checkbox"/>	Recommended for Expulsion
Responder:		Position:	Signature:
Administrator/Designee Notes:			

REASON CODES VALUES AND DESCRIPTIONS

Reason Code	Description
3.1a Caused physical injury to another person	Cause – Something that brings about an effect or result. Physical injury – A bodily injury that requires professional medical treatment (including the school nurse).
3.1b Attempted to cause physical injury to another person	Attempt – A specific intent to commit the misconduct and a direct but ineffectual act done towards its commission. Physical injury – A bodily injury that requires professional medical treatment (including the school nurse).
3.1c Threatened to cause physical injury to another person	Threat – An expression of an intention to injure another. Threaten – To declare an intention or determination to inflict harm or injure another person by a wrongful act. Physical injury – A bodily injury that requires professional medical treatment (including the school nurse).
3.2 Poss. of marijuana for 1 st offense of <1 oz. or alcohol	First offense of <u>marijuana</u> possession and of <u>less than 1 oz.</u> or alcohol.
3.3 Substitute of a controlled substance	Substitute of controlled substance – Any liquid, substance, or material that is presented as a controlled substance, alcoholic beverage, or intoxicant. Intoxicant – A drug other than alcohol; substance which when taken into a body by one mean or another produces a condition of diminished mental and physical ability, hyper-excitability, or stupefaction. Note: <i>Intoxicants include, but are not limited to, a broad range of hydrocarbons used in propellants, solvents, and adhesives, as well as commercial grade nitrous oxide (i.e., air freshener, computer cleaner, aerosol deodorant, spray paint, paint thinners, etc.).</i>
3.4 Damaged/ attempted to damage school or private property	Engage in behavior that results in disfigurement or destruction of property belonging to student, staff, or school. Property – Includes both “Real Property” (land and buildings) and “Personal property” (money and goods). Attempt – A specific intent to commit the misconduct and a direct but ineffectual act done towards its commission.
3.5 Stole or attempted to steal school or private property	Taking of school or private property without the school’s or the owner’s permission or knowledge. Property – Includes both “Real Property” (land and buildings) and “Personal property” (money and goods). Attempt – A specific intent to commit the misconduct and a direct but ineffectual act done towards its commission.
3.6 Possessed or used tobacco	Tobacco – Any product containing tobacco or nicotine products, including cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. Electronic Cigarette – A mechanism (which may resemble a traditional cigarette) that heats up liquid nicotine, which turns into a vapor that smokers inhale and exhale.
3.7 Obscenity/ profanity/ vulgarity	Obscenity – Extremely or deeply offensive according to contemporary community standards of morality or decency. Miller v. California [USSC, 1973] If an expression meets these three criteria, then it’s obscene: 1. The average person, applying contemporary community standards, would find that the work, taken as a whole, appeals to the prurient interest; 2. The work depicts/describes, in a patently offensive way, sexual conduct or excretory functions specifically defined by applicable state law; 3. The work, taken as a whole, lacks serious literary, artistic, political, or scientific value. Profanity – Language that denotes personally reviling epithets naturally tending to provoke violent resentment or denoting language so grossly offensive to members of the public who actually heard it as to amount to a nuisance. Vulgarity – Offensive to the senses.

REASON CODES VALUES AND DESCRIPTIONS

Reason Code		Description
3.8	Drug paraphernalia	Drug paraphernalia – Includes, but is not limited to, rolling papers, lighters, and pipes.
3.9	Disrupted school-wide activities (gr. 4-12)	To cause school-wide interruption or interference. (The student may be subjected to suspension issued by an administrator, but not expulsion.)
3.10	Received stolen school or private property	Accepting school or private property that is knowingly stolen. Property – Includes both “Real Property” (land and buildings) and “Personal Property” (money and goods).
3.11	Imitation firearm	A replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
3.12a	Harassed/ threatened pupil based on race/color/national origin (gr. 4-12)	Behaviors that threaten, intimidate, demean, embarrass, or ridicule a student, group of students. This may include the spreading of rumors about another student and threats to fight with or harm another student. It also includes the use of terms derogatory to a person’s race, color, or national origin.
3.12b	Harassed/ threatened pupil based on disability (gr. 4-12)	Behaviors that threaten, intimidate, demean, embarrass, or ridicule a student, group of students. This may include the spreading of rumors about another student and threats to fight with or harm another student. It also includes the use of terms derogatory to a person’s disability.
3.12c	Harassed/ threatened pupil based on other factors (gr. 4-12)	Behaviors that threaten, intimidate, demean, embarrass, or ridicule a student, group of students. This may include the spreading of rumors about another student and threats to fight with or harm another student. It also includes the use of terms derogatory regarding other factors.
3.12d	Harassed/ threatened a school District personnel (gr. 4-12)	Behaviors that threaten, intimidate, demean, embarrass, or ridicule District personnel. This may include the spreading of rumors about and threats to fight with or harm District personnel. It also includes the use of terms derogatory to the District personnel.
3.13	Sexual harassment (gr. 4-12)	Unwelcomed sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
3.14	Hate violence (gr. 4-12)	An act or an attempted act against the person or property of another individual or institution which in any way constitutes an expression of hostility toward the victim because of his/her actual or perceived race, ethnicity, religion, disability, gender, nationality, or sexual orientation. Includes, but is not limited to, threatening telephone calls, bigoted insults/taunts/slurs, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, and fire bombings.
3.15	Terroristic threat (threat to cause death, great bodily injury)	An act which will result in death or great bodily injury to another person, with specific intent that the statement, oral or written, is to be taken as a threat, even if there is no intent of actually carrying it out. The threat is immediate and specific as to convey to the person threatened that the threat will be executed very soon, and thereby causes that person to be sustained in fear for his or her own safety or for his or her immediate family’s safety.

REASON CODES VALUES AND DESCRIPTIONS

Reason Code	Description
3.16 Willful use of force/violence not self-defense	<p>An intentional and deliberate use of force or violence upon another person's body.</p> <p>Willful – Referring to acts which are intentional, conscious, and directed toward achieving a purpose. Some willful conduct which has wrongful or unfortunate results is considered “hardheaded,” “stubborn,” and even “malicious.” Done deliberately.</p> <p>Force – A cause of motion, activity, or charge; active power; violence, compulsion, or constraint exerted upon or against a person or thing.</p> <p>Violence – A substantial risk that force will be used against a person or property; exertion of physical force so as to injure or abuse.</p> <p>Self-defense – Use of reasonable force necessary to protect himself or herself because of a reasonable belief that the other party intended to inflict physical injury.</p>
3.17 Harassed/ threatened/ intimidated witness	Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing the student from being a witness or retaliating against that student for being a witness, or both.
3.19 Selling or arranging to sell the prescription drug Soma	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
3.20 Hazing	Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
3.21a Bullying/Cyber toward a pupil based on sex	<p>Bullying is any severe or pervasive physical or verbal act(s) or conduct, including electronic communications committed by a pupil(s) towards a student based on sex that has, or can be reasonably predicted to have, the effect of one or more of the following:</p> <ol style="list-style-type: none"> 1. Reasonable fear of harm to person or property. 2. Substantially detrimental effect on physical or mental health. 3. Substantial interference with academic performance. 4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges. <p>Cyber bullying is bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network activity, or other form of communication sent by an electronic device. (See impact criteria under Bullying definition)</p>
3.21b Bullying/Cyber toward a pupil based on race/color/ national origin	
3.21c Bullying/Cyber toward a pupil based on disability	
3.21d Bullying/Cyber toward a pupil based on other factors	
3.21e Bullying/Cyber toward school personnel	
3.22 Aided or abetted the infliction of physical injury to another	<p>A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.</p> <p>Aid – Assist</p> <p>Abet – To assist, encourage, instigate, or support.</p>
2.1 Serious physical injury/not self-defense	<p>Serious physical injury – An injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; protracted loss or impairment of function of a bodily member, organ, or mental faculty.</p> <p>Serious impairment of physical conditions – Includes, but is not limited to, loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; wound requiring extensive suturing; serious disfigurement.</p> <p>Self-defense – Use of reasonable force necessary to protect himself or herself because of a reasonable belief that the other party intended to inflict physical injury.</p>

REASON CODES VALUES AND DESCRIPTIONS

Reason Code	Description
2.2 Knife or other dangerous object	Dangerous object – Includes, but is not limited to, knife, BB guns, pellet guns, imitation guns, taser guns, gun clips, ammunition, common fireworks, brass knuckles, etc. Note: Any object used to cause or attempt to cause bodily harm can be defined as a dangerous object.
2.3 Controlled substance (except marijuana 1 st offense <1 oz) or counter/prescribed meds	Possession of any controlled substance, including repeated offense of marijuana possession and first offense of marijuana possession for more than 1 oz. Unlawful – Not authorized or justified by law. Controlled substance – Includes narcotics and prescription medications that are not prescribed to the student in possession. Examples of controlled substance include, but are not limited to, marijuana, cocaine, ecstasy, Ritalin, Xanax, etc.
2.4 Robbery/Extortion	Robbery – Take the personal property of another while it is in the other person's possession by force or threat of force. Extortion – To obtain by coercive means, such as threat or intimidation.
2.5 Assaulted/Battered school employee	Assault – An unlawful attempt, coupled with a present ability to commit a violent injury on a school employee. Battery – Any willful and unlawful use of force or violence upon a school employee.
1.1* Firearm	Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. Examples of firearms are handguns, shotguns, rifles, pistols, and revolvers. Note: BB guns, pellet guns, imitation guns, paint ball guns, taser guns, cap guns, antiques or replicas of antique firearms, gun clips, and ammunition are NOT firearms.
1.2* Brandished knife at another person	Engage in a verbal or nonverbal threat with a knife. Knife – A weapon with a blade longer than 3½ inches, a folding knife with locking blade, an unguarded razor blade, dirk or dagger, or any weapon with a blade fitted primarily for stabbing.
1.3* Sold controlled substance	Completed money and drug exchange. Unlawful – Not authorized or justified by law. Controlled substance – Includes narcotics and prescription drugs (pharmaceuticals) that are not prescribed to the student in possession. Examples of controlled substances include, but are not limited to, marijuana, cocaine, ecstasy, Ritalin, Xanax, etc.
1.4a* Sexual Assault	Sexual Assault – Includes rape, sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, or lascivious acts upon a child less than 14 years of age. Attempt – A specific intent to commit the misconduct and a direct but ineffectual act done towards its commission.
1.4b* Sexual Battery	Sexual Battery – Touching another person's intimate parts, directly or through clothing, against the will of the person touched, for the purpose of sexual arousal, sexual gratification, or sexual abuse.
1.5* Explosive	Destructive device that contains at least 12 oz. of explosive mixture. Examples of illegal explosives include: M-80, M-100, M-250, M-1000. Note: Common fireworks are NOT explosives.

* Requires recommendation for expulsion as the Administrative Action



Request for Removal of Student Discipline Referral from MiSiS

This form is to be completed and faxed to the **ESC Administrator of Operations** when a Discipline Referral or suspension has been created by mistake or in duplicate and the principal is requesting to have the record removed from MiSiS.

SCHOOL: _____ **LOCATION CODE:** _____ **DATE:** _____

Student Name (Last Name, First Name)		10 Digit/District ID#	
Incident #			
State the specific reason why this record needs to be deleted:			

Student Name (Last Name, First Name)		10 Digit/District ID#	
Incident #			
State the specific reason why this record needs to be deleted:			

Student Name (Last Name, First Name)		10 Digit/District ID#	
Incident #			
State the specific reason why this record needs to be deleted:			

Contact's Printed Name

Contact's Signature

Date

Principal's Printed Name

Principal's Signature

Date

** If additional lines are needed, copy this form and number the pages prior to faxing. No cover sheet is required.*

Page ____ of ____



Human Resources Division
An effective teacher in every classroom

New Teacher Meeting
Local District CENTRAL
Wednesday, October 5, 2016
4:00 pm – 5:30 pm
(3:45 pm Registration)

Los Angeles Elementary School
Multipurpose Room
1211 S. Hobart Blvd.
Los Angeles, CA
(Major cross streets – Pico and Normandie)

Topic:
Restorative Justice/Community Building Circles
*Learn how to address social, emotional, and behavioral issues, and
improve academics*

**All New Teacher Meetings can be applied toward
Salary Point Credit**

RSVP
Lalaine Tan, *Teacher Quality Specialist*, Central
Ltan3@lausd.net
