



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

**NUMBER:** BUL-133307

**ISSUER:** Pia V. Escudero, L.C.S.W.  
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Equity and Access

**DATE:** November 21, 2022

**POLICY:** Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. Los Angeles Unified is committed to providing an appropriate, meaningful educational program that builds upon the strengths of and meets the needs of ALL students, including but not limited to English Learners, standard English Learners, students with disabilities (SWD), students in foster care and/or experiencing homelessness, students who are socio-economically disadvantaged, and students participating in gifted and talented education (GATE).

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community.

**Positive Behavior Interventions and Supports (PBIS)** is a nationally recognized, evidence-based framework that provides an integrated

**ROUTING**  
All Schools  
Local District  
Administrators  
Community of Schools  
Administrators  
Affiliated Charter  
Schools  
Independent Charter  
Schools



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continuum of practices to enhance positive school culture and climate, and academic and social outcomes for all students.

**Restorative Practices (RP)** are processes that proactively build healthy relationships and a sense of community and belonging in order to prevent and effectively address conflict and wrongdoing when it occurs. All schools must have a PBIS/RP team to create, implement, and maintain their school discipline plan using the PBIS/RP continuum of supports and strategies. The team should include an administrator, a teacher, a family/community member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

Formal discipline actions (e.g., suspension and expulsion) apply to Education Code violations, consistent with applicable District policies and procedures. Please see the Matrix for Student Suspension and Expulsion Recommendations, Attachment B of BUL-5655, Guidelines for Student Suspensions, for the list of Education Code violations.

## **MAJOR CHANGES:**

In alignment with the Los Angeles Unified Teaching and Learning Framework and School Leadership Framework, this bulletin replaces *BUL 6231 – Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support* and integrates *BUL 6269 – Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities* to create one clear and consistent message that supports the development and implementation of each school’s discipline plan using an MTSS framework. This policy aligns efforts and integrates initiatives to provide clarity on supports and interventions for ALL students.

School-Wide Positive Behavior Interventions and Support (SWPBIS) is updated and replaced with Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) to reflect current evidence-based practices. The PBIS/RP team will replace the SWPBIS team. The use of the Tiered Fidelity Inventory (TFI) will replace the Rubric of Implementation (ROI) in assessing the implementation of the school’s discipline plan.



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## **GUIDELINES: I. BACKGROUND**

In 2007, the District adopted the Discipline Foundation Policy resulting from a Board Resolution. This policy served as the framework under which all District practices relating to discipline and school safety were applied. On May 14, 2013, the Board of Education approved a Board Resolution to create a new School Discipline Policy and School Climate Bill of Rights (Attachment A). This resolution calls for the utilization of current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance with related bulletins, reference guides, Board Resolutions, and other relevant District materials, reflects the requirements of the adopted Board Resolution.

## **II. IMPLEMENTING A MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) THROUGH THE USE OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS/RESTORATIVE PRACTICES (PBIS/RP)**

Implementation of the MTSS framework through the use of PBIS/RP ensures equitable access and opportunity for all students through a proactive, evidence-based three-tiered approach to address student behavior and misconduct, which fosters resilience through authentic positive relationships. With an emphasis on prevention, PBIS/RP strategies promote reflective thinking and collaborative problem-solving to build community and repair harm when needed (Attachment B).

### **Tier 1 Universal Prevention Supports and Strategies**

Tier 1 systems and practices impact everyone across all settings. Tier 1 focuses on protective and resilience factors by developing and implementing an integrated system of supports to build community, and promote positive academic, behavioral, and social-emotional outcomes.

Effective first instruction provides ongoing differentiated support that intentionally integrate academic, behavioral, social-emotional, and culturally responsive practices. Common values and group norms are co-created and established to promote a sense of community, stability, mutual trust, and resilience.



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Tier 1 Universal Prevention Supports and Strategies include but are not limited to:

- Positive behavioral expectations explicitly defined, taught, reinforced, monitored, and corrected
- Community building circles
- Restorative language (i.e., affective statements and restorative questions)
- Check-ins
- 4:1 (4 positive interactions to 1 corrective interaction)
- Social-emotional learning incorporated into lessons
- Fostering and promoting healthy affirming relationships

Students must be supported in learning the skills necessary to create a positive school climate and engage in positive behavior. In the event of misconduct, consequences must be culturally responsive and equitable with an emphasis on teaching pro-social behaviors. A plan for the use of alternatives to suspension with a focus on prevention is developed and agreed upon by stakeholders (Attachment C). School staff will use restorative questions to address incidents and develop solutions in a restorative manner.

Systems shall be developed to routinely collect and analyze schoolwide and classroom data to make informed decisions. Consistent implementation of behavior instruction and intervention along with ongoing progress monitoring is required to determine the effectiveness of Tier 1 practices. Tier 1 progress monitoring occurs monthly. To address inequity within the system, data are analyzed to identify disproportionality within subgroups: racial/ethnic, gender, and special populations (e.g., students with disabilities, students in foster care, students experiencing homelessness).

## **Tier 2 Selected Supports and Strategies**

With Tier 1 supports implemented with fidelity across all settings with all students, typically 10 – 15% of students will also need Tier 2 supports. If more than 15% of students are requiring Tier 2 supports, the school staff must determine whether Tier 1 is being implemented with fidelity.

Analysis of multiple sources of qualitative and quantitative data (e.g., academic progress, attendance, office discipline referrals) is used to support decision making and help identify which students may need



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additional support. Tier 2 instruction and interventions should be matched to student needs (e.g., cultural, developmental level).

Tier 2 Selected Supports and Strategies include but are not limited to:

- Restorative conferences
- Repairing the harm circles
- Targeted small group or individual interventions and supports
- Targeted social-emotional learning
- Self-monitoring daily progress report

### **Tier 3 Intensive Supports and Strategies**

With Tier 1 and 2 supports implemented with fidelity across all settings, typically 1 – 5% of students will also need Tier 3 supports. If a disproportionate number of students (or a subgroup of students) are requiring Tier 3 supports, then the school staff must determine whether Tier 1 and Tier 2 are being implemented with fidelity.

Tier 3 interventions are highly individualized, selected, and implemented based on data and students' needs in improving behavioral and academic outcomes. At Tier 3, students continue to receive Tier 1 and Tier 2 interventions and supports. Tier 3 is the most intensive level of instruction and individualized intervention.

Tier 3 Intensive Supports and Strategies include but are not limited to:

- Individual supports
- Re-entry circles
- Interventions based on the function(s) (reason) of the behavior
- Interim Behavior Response Plan (IBRP)
- Multi-disciplinary team support
- Intensive social-emotional learning

When a student specific Tier 3 plan is developed, a team (e.g., PBIS/RP team, SSPT) will meet at least monthly to review implementation, monitor and review data, and adapt the plan. This plan shall detail the interventions and data collection strategies to be implemented. Monitoring should occur frequently (e.g., hourly, daily) based on individual student needs. Ongoing progress monitoring must be done to assess student response and progress in meeting benchmark expectations.



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If formal disciplinary action has been taken (e.g., suspension, expulsion), a restorative re-entry process may be used to welcome the students back in a way that provides unique and intensive support.

## **III. RESPONSIBILITIES**

All District staff, students, and parents/guardians/caregivers should model and support the implementation of PBIS/RP to maintain safe, healthy, welcoming, and affirming learning environments.

Systems of Support Advisers are available districtwide to provide professional development, tools, resources, and supports around the implementation of PBIS/RP.

### **A. Central Office Staff Responsibilities**

All Central Office staff support Local Districts (LD) and Community of Schools (CoS) with the implementation of this policy, including analyzing and leveraging data (e.g., Tiered Fidelity Inventory [TFI], suspensions, office discipline referrals) to enhance systems that create a positive school culture that is conducive to student learning. Data-based dialogues should routinely be conducted to monitor progress and identify strengths and areas needing support. Designated central office staff will ensure the successful implementation of this policy with support, guidance, and technical assistance to Local Districts and schools for successful implementation through:

- Curation of professional development modules, tools, and resources to implement Positive Behavior Interventions and Supports/Restorative Practices
- Coordination and provision of technical assistance, including the proactive alignment of instructional supports with behavioral supports
- Coordination and alignment with all District offices, programs, policies, and initiatives
- Use of systematic data analysis to determine trends

### **B. Local District (LD) Responsibilities**

Each LD Superintendent, Administrator of Instruction, Administrator of Operations, and Community of Schools Administrator (CoSA) shall actively support LD/CoS staff and school administrators in the implementation of this policy in alignment with the School Leadership Framework. The LD



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Superintendent will designate a team of LD staff to ensure the successful implementation of this policy with support, guidance, and technical assistance to schools for successful implementation through:

- Regular review of data (e.g., Tiered Fidelity Inventory [TFI], monthly suspensions, office discipline referrals) to determine interventions and supports as well as to address equity and disproportionality
- Collaboration with school and District personnel to develop and implement systematic plans for interventions and supports based on data
- Assisting schools in accessing appropriate resources directly aligned with student needs
- Professional development on Positive Behavior Interventions and Supports/Restorative Practices
- Resolution of complaints related to the implementation of this policy within 60 working days from the date the complaint was received (Attachment D)

## C. School-Site Responsibilities

Each school-site administrator will actively support the development and implementation of a school discipline plan in alignment with this policy. All school staff (e.g., teachers, administrators, support staff, classified staff) will utilize evidence-based behavior support strategies and restorative practices to actively promote and maintain a school-wide/classroom culture in alignment with the school's discipline plan. Each school has a PBIS/RP team that meets regularly to:

- Review school site data (e.g., Tiered Fidelity Inventory [TFI], monthly suspensions, office discipline referrals, SSPT data) to determine interventions and supports aligned with students' needs as well as to address equity and disproportionality
- Plan for stakeholder engagement and professional development aligned with this policy
- Identify, revise, and implement school-wide procedures that address equity and disproportionality



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## **D. Charter Schools Responsibilities**

Charter schools are to abide by the Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) and ensure that information and/or training is provided to parents/guardians, students, staff, and other stakeholders.

### Affiliated Charter Schools

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

### Independent Charter Schools

Independent charter schools are expected to comply with this policy bulletin and ensure their staff is knowledgeable about the Discipline Foundation Policy. Charter schools are generally exempt from complying with the Education Code (including statutory provisions for pupil suspension and expulsion) unless otherwise provided in their charter. Charter schools are not exempt from other laws governing public schools, including but not limited to state and federal constitutions, all federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, No Child Left Behind, any requirements that are a condition of receiving federal funding), and state pupil testing programs. For those reasons, charter schools are not expected to comply with the references in this bulletin to Education Code (unless stated in their charter and to ensure compliance with other applicable laws), District office responsibilities (e.g., Central Office, Local Districts), District councils and committees (e.g., Discipline Review Team, School Leadership Council, PBIS/RP Task Force), professional development, and state-mandated curriculum. Governing boards of independent charter schools shoulder the ultimate responsibility of ensuring that this policy is implemented, including but not limited to the following items:

- Adopting procedures for putting this policy into place consistent with the charter petition, the School Discipline Policy, and the School Climate Bill of Rights resolution



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adopted by the LAUSD Board of Education on May 6, 2013.

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

## **E. Parent/Guardian/Caregiver Responsibilities**

Parents/guardians/caregivers will be invited to be active and collaborative partners in developing, implementing, and supporting the school's discipline plan. When schools and parents/guardians/caregivers form strong partnerships, students' potential for academic success and social-emotional well-being improves significantly.

## **F. Student Responsibilities**

Students will have opportunities to be active partners in developing and/or supporting the school's discipline plan. This includes demonstrating and modeling expected behaviors that maintain a positive learning environment. When expectations are not met, students will have opportunities to participate in restorative practices to help them take ownership of their behavior and resolve disagreements with empathy and forgiveness.

## **IV. MONITORING AND EVALUATION**

### **A. Tiered Fidelity Inventory (TFI)**

The TFI will be used to assess MTSS implementation for behavior and social-emotional well-being. The TFI will replace the Rubric of Implementation (ROI) as the TFI provides assessment and action planning for all three tiers of support.

School teams will routinely use the TFI to ensure that strategies/interventions within MTSS are implemented in a fair, non-discriminatory, and culturally responsive manner. The TFI is a valid, reliable, and efficient measure of the extent to which school personnel apply the core features of the MTSS framework for behavior and social-emotional well-being. The TFI is divided



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into three sections: Tier 1: Universal Features, Tier 2: Targeted Features, and Tier 3: Intensive Features.

The TFI shall be used to develop, implement, analyze, and determine priority actions in alignment with this policy. It is the responsibility of all stakeholders to implement each of the features listed in the Tier 1, Tier 2, and Tier 3 tables (Attachment E) to ensure full implementation of interventions and supports. Based on the TFI scoring data, action plans will be developed and reviewed monthly by the school-site PBIS/RP team. Based on the data, revisions will be made as needed.

## **B. Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Task Force**

A PBIS/RP Task Force with representatives including, but not limited to, students, parents/guardians/caregivers, teachers, and school-site administrators, will be formed at the District level to support the implementation of PBIS/RP in alignment with best practices. The PBIS/RP Task Force will utilize current District data systems to monitor this policy throughout the District. The task force's responsibilities include:

- Facilitate dialogue regarding the implementation of the policy
- Review and analyze discipline data by LD/CoS, consistent with federal and state confidentiality and privacy laws
- Provide recommendations to the Los Angeles Unified Superintendent of Schools or their designees
- Report on findings related to implementation at least once per year
- Work with an independent auditor who will provide an annual report to the Board making broader recommendations regarding the implementation and monitoring of the policy

## **V. PROCEDURAL GUIDELINES TO SUPPORT STUDENTS WITH DISABILITIES**

A parent/guardian/caregiver, teacher, other school personnel, and community members who suspect that a child may need special education services may request a special education assessment of the child. A student may be referred for a special education assessment at any point in time.



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Students with disabilities who exhibit behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in a Multi-Tiered Systems of Support (MTSS). They must receive timely positive supports and interventions and appropriate assessments in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Individuals with Disabilities Education Improvement Act (IDEIA). If it is suspected that a student with a disability may require additional special education and/or related supports and services, other than those previously identified in their Section 504 Plan and/or IEP, a special education assessment, including a Functional Behavior Assessment (FBA), should be considered.

When behavioral interventions, supports, and other strategies are used, they will be used in consideration of the student's physical freedom, social interaction and be administered in a manner that respects human dignity and personal privacy, while ensuring a student's right to placement in the least restrictive environment. It is everyone's responsibility to implement MTSS supports for all students in addition to the interventions, goals, accommodations, modifications, placement, or services agreed to in a student's plan. It is the responsibility of the team to determine student needs, through assessment and data analysis, and to generate meaningful behavioral prevention and intervention strategies including, as applicable, goals and appropriate academic and behavioral supports and services.

## **A. Behavior Intervention Plan (BIP)**

When students with disabilities exhibit behavior(s) that impedes learning, individualized behavior supports or services must be developed, including, as necessary, the development of a Behavior Intervention Plan (BIP). Based on sources of behavioral data (e.g., observation, data collection, Functional Behavior Assessment), the BIP outlines a description of the challenging behavior(s), antecedents and consequences, a hypothesized function of the challenging behavior(s), prevention, and interventions to be implemented that support the development of social positive behavior(s), replacement behavior(s), and/or reduction of the challenging behavior(s).

The BIP must align with the needs identified through assessment and/or in the Behavior Support Present Level of Performance (PLP). When a Functional Behavior Assessment (FBA) is conducted, the BIP must also align with the needs identified in the FBA summary.



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## **B. Assessments**

In the case of a student with a disability whose behavior impedes their own learning or that of others, the team shall consider and select from many types of assessments/evaluations as applicable to the individual needs of the student, in areas such as social-emotional status, language function, adapted behavior, occupational therapy, or health and development. The team must also consider the use of Positive Behavior Interventions and Supports, and/or other evidence-based strategies.

One type of assessment that can be used to identify the function of behavior and identify positive behavior interventions, supports, or strategies specific to a student with a disability's needs is a Functional Behavior Assessment (FBA). It is an evidence-based practice and shall be considered under one or more of the following circumstances:

- Formal disciplinary action (i.e., suspension or expulsion) has been initiated and the team has determined the behavior is a manifestation of the student's disability.
- The student exhibits behavior(s) that is a danger to self or others.
- The student is not responding to interventions implemented for at least 6-8 weeks, as documented by ongoing progress monitoring.
- Following the use of an emergency intervention involving a student with a disability.

FBA uses a systematic process for identifying and understanding behaviors that impede learning. Information is gathered through interviews, observations, and data collection to identify the environmental variables that influence the challenging behavior. The team utilizes findings from the assessment to recommend function-based interventions.

## **C. Behavior Related Services**

Behavior Related Services are the most intensive and restrictive collaborative supports as defined by federal law and are required "...to assist a child with a disability to benefit from special education."



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It is the team's responsibility to determine Behavior Related Services based on data. The goal of Behavior Related Services is to facilitate the student's acquisition of socially appropriate behavior(s), while reducing the challenging behavior(s).

The goal of the team should always be to promote and maximize independence for all students with disabilities. Some students may benefit from temporary Behavior Related Services to access Free Appropriate Public Education (FAPE). For others, these services may be unnecessary, have a harmful effect, and/or be inappropriately restrictive.

While Behavior Related Services may be recommended at any time based on data and student need(s), school teams are encouraged to engage lesser restrictive supports as appropriate, and even with Behavior Related Services in place, should ensure that Tier 1, Tier 2, and Tier 3 supports and strategies are implemented with fidelity and that all students, including students with disabilities, have access to supports and strategies in each Tier as may be appropriate to their unique needs.

## **Behavior Related Services Models**

The District provides Behavior Related Services in accordance with students' identified needs. There are three models: Behavior Intervention Consultation (BIC), Behavior Intervention Development (BID), and Behavior Intervention Implementation (BII). These Behavior Related Service models are data driven and collaborative in nature and shall be documented on the plan as Collaborative Behavioral Services under the Service Delivery Model.

<b>Behavior Intervention Consultation (BIC)</b>
Behavior Intervention Consultation (BIC) is a flexible, data-driven, collaborative Behavior Related Service unique to the Los Angeles Unified School District. This service is delivered by certificated and/or classified staff members from the Division of Special Education (DSE) Behavior Support Department. BIC services can be considered when the behavior(s) of concern (based on data) can be addressed through a finite number of service hours.
BIC service providers recommend strategies to a school team to support with addressing individual student behavior that impedes learning. The service can include observations, guidance with data collection, modeling of implementation of



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strategies and the development of visuals and tools to support the student.

## **Behavior Intervention Development (BID)**

Behavior Intervention Development (BID) is a targeted data-driven, collaborative Behavior Related Service delivered by certificated staff or CDE qualified staff pursuant to California Code of Regulations, Title 5, Section 3051.23(a). BID services can be considered when the behavior(s) of concern is significant enough in intensity and/or frequency (based on data) to require ongoing behavior support.

Based on data, BID service providers develop a Behavior Treatment Plan, data collection tools, as well as visuals and tools to support the student. The Behavior Treatment Plan is implemented by school staff and/or BII service provider(s) under the supervision of the BID service provider. Data are collected by the school team and analyzed by the BID service provider to determine the effectiveness of the intervention(s).

## **Behavior Intervention Implementation (BII)**

Behavior Intervention Implementation (BII) is a targeted data-driven, collaborative Behavior Related Service delivered by classified staff who are qualified to implement behavioral interventions, or CDE qualified staff, pursuant to California Code of Regulations, Title 5, Section 3051.23(b). BII service providers are under the supervision of staff who qualify under subsection (a) of the same regulations. BII services can be considered when the behavior(s) of concern is significant enough in intensity and/or frequency (based on data) to require additional behavior support. BII services can be considered during periods of the school day in which the student requires additional behavior support (e.g., lunch period, specific instructional time periods from assessment finding[s]) or throughout the student's school day, as needed, and keeping in mind that the need for BII services should be balanced with the goal of fostering student independence.

BII service providers implement the Behavior Treatment Plan, collect data, and support the use of visuals and tools developed for the student.

While some students may temporarily benefit from BII services as part of a Free Appropriate Public Education (FAPE), for others, this service may be unnecessary and inappropriately restrictive. BII services should always be considered a time-



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limited recommendation and specific goals must be established to fade the use of the service and promote independence at each meeting.

**AUTHORITY:** Board Resolution reference on page 3 under “BACKGROUND”, and CDE Regulations referenced on page 14.

**RELATED RESOURCES:** Positive Behavior Interventions and Supports/Restorative Practices website: [https://achieve.lausd.net/PBIS\\_RP](https://achieve.lausd.net/PBIS_RP)

Special Education Behavior Support Department website:  
<https://achieve.lausd.net/Page/17166>

Special Education Electronic Policies and Procedures Manual (e-PPM):  
<https://achieve.lausd.net/spedeppm>

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 – U.S. Department of Education Office for Civil Rights, July 2022  
<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Schoology Groups:

- Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)
  - Access Code: ZV2B-2PCZ-BMJVX
- Special Education Behavior Support Department
  - Access Code: Q2CG-Q48D-HK8W9

District Policies:

- Board Resolution, “School Discipline Policy and School Climate Bill of Rights,” May 14, 2013.
- [BUL-5655.3](#), “Guidelines for Student Suspensions,” October 10, 2016.
- [BUL-3927.2](#), “Mandated Reporting of Certain Student Behavior,” September 13, 2010.
- [BUL-6362.0](#), ‘Opportunity Transfer (O.T.) Policy and Procedures,’ August 14, 2014.
- [BUL-6050.2](#), “Expulsion of Students, Policy and Procedures,” October 10, 2016.
- [BUL- 5212.3](#), “Bullying and Hazing Policy (Student-to-Student and Student-to-Adult),” May 3, 2022.



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- [BUL-095902.0](#), “Multi-Tiered System of Supports (MTSS): Identification and Educational Supports for Students with Attentional Challenges,” August 6, 2020.
- [BUL-3277.2](#), “Prevention, Early Intervention, Cessation, Intervention and Resources to Support Students Regarding Drugs, Alcohol and Other Intoxicants,” March 1, 2021.
- [BUL-2521.3](#), “Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment),” October 21, 2020.
- [BUL-4692.8](#), “Section 504 of the Rehabilitation Act of 1973,” February 8, 2021.
- [BUL-5799.1](#), “Threat Assessment and Management (Student-to-Student, Student-to-Adult),” October 7, 2020.
- [BUL-6224.2](#), “Gender Identify and Students—Ensuring Equity and Nondiscrimination,” May 17, 2019.
- [BUL-2047.2](#), “Hate-Motivated Incidents and Crimes—Response and Reporting,” September 4, 2018.
- [BUL-6887.1](#), “Pupil Records: Access, Confidentiality, and Notice of Educational Rights,” March 6, 2019
- [BUL-6730.1](#), “A Multi-Tiered System of Support Framework for the Student Support and Progress Team,” July 1, 2017.
- [REF-043782.0](#), “Implementing a Multi-Tiered System of Supports Framework,” July 1, 2018.

**ATTACHMENTS:** Attachment A: School Climate Bill of Rights  
Attachment B: PBIS/RP Integrated Continuum of Supports and Strategies  
Attachment C: Alternatives to Out-of-School Suspension  
Attachment D: Positive Behavior Interventions and Supports Complaint Process  
Attachment E-1: Tiered Fidelity Inventory: Tier 1 Table  
Attachment E-2: Tiered Fidelity Inventory: Tier 2 Table  
Attachment E-3: Tiered Fidelity Inventory: Tier 3 Table

**ASSISTANCE:** For assistance or further information please contact:

Student Health and Human Services, Positive Behavior Interventions and Supports/Restorative Practices Department  
[PBIS-RP@lausd.net](mailto:PBIS-RP@lausd.net)

Division of Special Education, Behavior Support Department  
[SPEDBehaviorSupport@lausd.net](mailto:SPEDBehaviorSupport@lausd.net)

Office of District Operations



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[schooloperations@lausd.net](mailto:schooloperations@lausd.net)

Independent Charter Schools Contact:

[CharterOperatedPrograms@lausd.net](mailto:CharterOperatedPrograms@lausd.net)

Contracted nonpublic schools serving students with disabilities needing support may contact the Nonpublic Services Support Branch at <http://bit.ly/NPCComplianceRequests> or (213) 241-6282

Educational Equity Compliance Office, Section 504 Coordinator  
[EquityCompliance@lausd.net](mailto:EquityCompliance@lausd.net)



## School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to developing safe, healthy, welcoming, and affirming school environments.

Leveraging a trauma-resilience informed, Multi-Tiered Systems of Support (MTSS) framework, Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) support all stakeholders with implementing evidence-based interventions. PBIS/RP provides structures and practices that establish a culture of learning and positive behavior, relationship building, and systems and structures that address the wellness and social-emotional needs of the whole child, whole classroom, whole school, and whole community.

In May 2013, the School Climate Bill of Rights was adopted and includes:

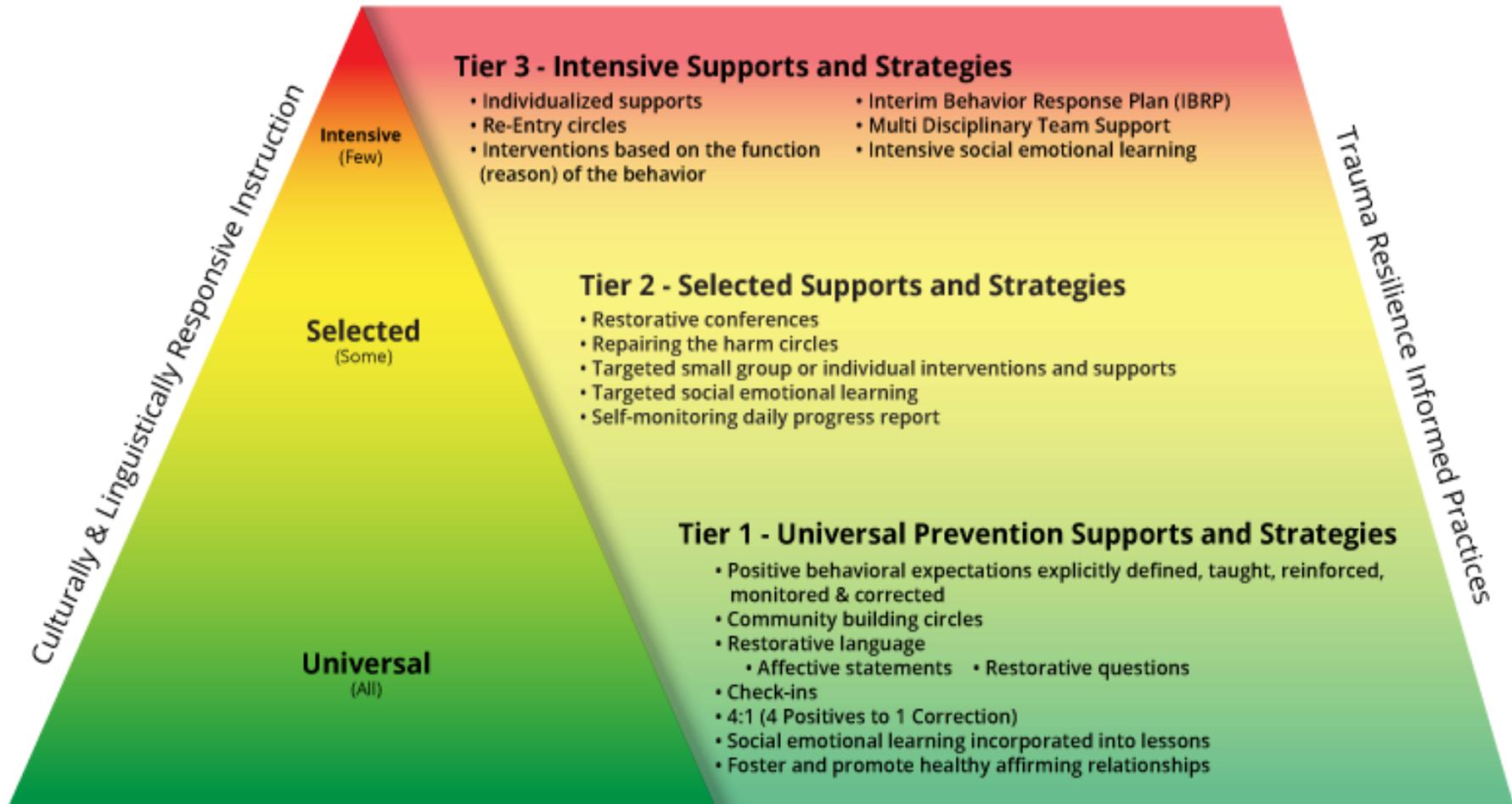
- **Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP):** PBIS/RP is a framework built on a Multi-Tiered Systems of Support that promotes prevention and intervention by building community, building healthy relationships, and establishing structures and systems. Behavioral expectations are clearly defined, positively stated, posted, taught, modeled, reinforced, and corrected in an age-appropriate systematic way with an emphasis on learning. This promotes a positive school climate, increased academic engagement and attendance, and decreases suspensions.
- **Alternatives to Suspension:** The best alternative to suspension is prevention. Alternatives to suspension are utilized with all students in a consistent and age-appropriate manner with an emphasis on teaching and learning the skills necessary to enhance a positive school climate. No student shall be suspended or expelled for willful defiance.
- **Data:** Data are published monthly including in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense. Data will be provided in a way to maintain the privacy of individual students. Data are available for viewing. ([https://my.lausd.net/opendata/landing\\_page](https://my.lausd.net/opendata/landing_page))
- **Task Force:** A District Task Force shall include a teacher, student, administrator, parent representative and community partners, to review systems and tools related to ensure implementation of PBIS/RP. This Task Force provides guidance, oversight and recommendations on the systematic and systemic implementation and monitoring of PBIS/RP.
- **School Police Officers:** Students have the right to safe, welcoming and affirming school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible. The District is committed to a non-criminal enforcement model that support strategic problem solving rather than citation and arrest driven enforcement.
- **Formal Complaint:** Students and parents/guardians/caregivers have the right to file a formal complaint if PBIS/RP is not implemented within 60 days of a request. (<https://dfpcomplaint.lausd.net/ComplaintForm.aspx>)

Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights Adopted by the Los Angeles Unified School District Board of Education on May 14, 2013



## PBIS/RP Integrated Continuum of Supports and Strategies

These tiers refer to levels of support that students receive, not to students themselves.



Data-Based Decision-Making - Continuous Progress Monitoring



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## ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSIONS

The key to reducing suspensions and expulsions is implementing a proactive, preventative schoolwide Multi-Tiered Systems of Support (MTSS) framework and a robust set of strategies for other means of correction. This promotes the teaching, modeling, and acknowledgment of expected behaviors for all students to develop the social-emotional, mental, and academic success of the whole child, whole classroom, whole school, and whole community.

Trauma informed practices create safe spaces, establish predictability, build a sense of trust, offer choices and help students and adults stay regulated. District staff must work to acknowledge and address their unconscious biases about the decisions they make and recognize their own triggers. It is only when someone is calm or regulated, that they are able to form trusting relationships or relate, and access their ability to understand, think, and reflect or reason. Consider the use of the [Adult Self-Awareness](#) checklist.

Prior to responding to a behavior, ask:

- Am I okay?
- Am I making an emotional response or a rational response?
- How might my biases impact my decision making?

Additionally, consider the following trauma resilience informed questions when supporting students.

- Are students safe at home?
- Do they have access to their basic needs (food, shelter, comfort, clothing, etc.)?
- Needs must be met and addressed before learning can occur (i.e., Maslow's Hierarchy of Needs before Bloom's Taxonomy).
- What might be the function or reason for the behavior?

Effective alternatives to suspension, or other means of correction, must be implemented at all schools. The matrix below provides alternatives to suspension/other means of correction where students remain engaged in their school community, while reflecting and learning from their mistakes. These practices provide increased support by offering students interventions that can be modified based on the need and age of the student. This matrix is intended to provide guidance and is not inclusive of all possible alternatives or other means of correction. Other means of correction, when implemented with fidelity, can reduce suspensions and create a safe, healthy, welcoming, and affirming school community.



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
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**ATTACHMENT C**

Alternative to Suspension	Description	Suggested Strategies/Considerations	Participants
<p><b>Behavior Contracts</b></p>	<p>An agreement between the student, caregivers, and teacher. The contract outlines expectations for the student’s behavior. It also outlines the reinforcer(s) for meeting the expectations.</p>	<ul style="list-style-type: none"> <li>• Involve the student</li> <li>• Define the expected behavior(s) or goal(s)</li> <li>• Decide upon reinforcer(s). What will the student earn for performing the expected behavior?</li> <li>• Plan for corrective responses</li> <li>• Reteach, model and/or roleplay the expected behavior with the student</li> <li>• Monitor and revise the contract, if necessary</li> <li>• Be fair, be positive, be consistent, and be honest</li> </ul> <p><b>Note:</b> <i>Make sure that the function of the behavior is identified clearly so that the behavior contract addresses the targeted goal(s).</i></p>	<p><b>Desired:</b> Student, teacher, caregiver, paraprofessional(s)</p> <p><b>Optional:</b> Administrator or designee, other teacher(s), school support staff</p>



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT C

Alternative to Suspension	Description	Suggested Strategies/Considerations	School Support Staff
<b>Behavior Monitoring</b>	Focus on increasing desirable behavior and replacing challenging behavior.	<ul style="list-style-type: none"> <li>• Check-in/out system (beginning of the day, hour by hour, end of the day)</li> <li>• Use 4:1 connection over correction strategy</li> <li>• Adult mentor/monitor</li> <li>• School-to-home communication log</li> <li>• Create a structured coordinated behavior contract</li> <li>• Feedback sessions on progress</li> <li>• Reinforcement of targeted behavior</li> <li>• Tailor language and format to the skill level of the student (pictures vs words)</li> <li>• Implement a positive reward system</li> </ul>	<p><b>Desired:</b> Student, teacher(s), paraprofessional(s), caregiver</p> <p><b>Optional:</b> Administrator or designee, school support staff</p>
<b>Cool Down/Calm Spaces/Reflection Area</b>	<p>Cool down/calm spaces/reflection areas can be located inside the classroom and need to be trauma sensitive environments where students can reflect and recover.</p> <p>Students can use the area to de-escalate when they are having a difficult time regulating their emotions or processing an experience they have had.</p>	<ul style="list-style-type: none"> <li>• Sensory items (e.g., fidget spinners, stress balls)</li> <li>• Art supplies and sketch pads available</li> <li>• Culturally linguistic and responsive reading materials and activities made available</li> <li>• Establish and agree on a supervised area in the classroom/school where students can reflect and recover.</li> </ul> <p><b>Note:</b> <i>Students may choose to remain at their desk to cool down. Duration must be clearly defined for the student.</i></p>	<p><b>Desired:</b> Student, teacher(s), campus assistants, paraprofessional(s)</p> <p><b>Optional:</b> Administrator or designee, school support staff</p>



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Alternative to Suspension	Description	Suggested Strategies/Considerations	School Support Staff
<p><b>Counseling (By Student Health and Human Services Staff or School Psychologist)</b></p>	<p>Consult with the school counselor or appropriate mental health staff when a student is exhibiting a <i>pattern</i> of challenging behavior. Collaborate with the counselor or appropriate mental health staff to teach student replacement skills, ability to recognize assets and strategies to decrease the unexpected behavior.</p>	<ul style="list-style-type: none"> <li>• Informal treatment plan</li> <li>• Individual/small group counseling sessions</li> </ul>	<p><b>Desired:</b> Student, teacher(s), caregiver, school support staff</p> <p><b>Optional:</b> Administrator or designee</p>
<p><b>Educational Projects</b></p>	<p>The focus of educational projects is to bring self-awareness and self-management skills by integrating learning objectives to address challenging behaviors.</p>	<ul style="list-style-type: none"> <li>• Project on a specific topic related to the incident (e.g., research the laws/rules associated with the incident)</li> <li>• Poster boards or PowerPoint presentations</li> <li>• Community organizations for information</li> <li>• Video or public service announcement</li> <li>• Partnership with student council, student leadership clubs, etc.</li> </ul>	<p><b>Desired:</b> Student, teacher(s), caregiver</p> <p><b>Optional:</b> School support staff, paraprofessional(s)</p>



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Alternative to Suspension	Description	Suggested Strategies/Considerations	School Support Staff
<b>Mini-Courses</b>	Teacher led units of self-study related to the student’s challenging behavior. These mini-courses should be designed to teach students about growth mindset, self-efficacy, self-management and self-awareness about the specific behavior exhibited and should be taught during the academic day.	<ul style="list-style-type: none"> <li>• Mindfulness activities</li> <li>• Self-management strategies</li> <li>• Coping skills</li> <li>• Social-emotional lessons</li> <li>• Communication strategies</li> <li>• Conflict Resolution strategies and techniques</li> <li>• Text and videos to support the learning of new skills/strategies</li> <li>• District adopted SEL programs</li> </ul>	<p><b>Desired:</b> Teacher(s), student</p> <p><b>Optional:</b> Administrator or designee, school support staff</p>
<b>Peer Mediations</b>	Peer mediators are trained to assist their classmates in developing communication and interpersonal skills.	<ul style="list-style-type: none"> <li>• Involve older peers to help model and mentor</li> <li>• Establish a peer mediator or peer leadership program</li> <li>• Create a peer committee and/or a student restorative practices team to address incidents</li> <li>• <b>Note:</b> <i>Ensure that the student(s) is fully de-escalated before participating with peer support.</i></li> </ul>	<p><b>Desired:</b> Student, teacher(s), student leaders, Administrator or designee</p> <p><b>Optional:</b> Caregiver, school support staff</p>



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Alternative to Suspension	Description	Suggested Strategies/Considerations	School Support Staff
<b>Problem Solving Skills</b>	Skills to help students learn how to think through and resolve everyday conflicts.	<ul style="list-style-type: none"> <li>• Social games and activities</li> <li>• Alternatives to resolve challenging behavior</li> <li>• Interpersonal cognitive and problem-solving skills</li> <li>• Small group discussions</li> <li>• Role play activities</li> <li>• Peer accountability activities</li> </ul>	<p><b>Desired:</b> Student, teacher(s), paraprofessional(s)</p> <p><b>Optional:</b> Caregiver, school support staff</p>
<b>Reflective Tasks</b>	Reflective tasks provide students the time and opportunity to reflect on their challenging behavior and how it impacts their environment.	<ul style="list-style-type: none"> <li>• Journaling</li> <li>• Create a story (e.g., written, visual, drawings, video) about their learning</li> <li>• Create a comic strip story</li> <li>• Write a letter to yourself/colleague</li> <li>• Role play</li> </ul>	<p><b>Desired:</b> Student, teacher(s), caregiver</p> <p><b>Optional:</b> Administrator or designee, school support staff</p>
<b>Repairing the Harm Circle</b>	<p>Repairing the harm circles promote repairing relationships that have been hurt or harmed. The focus is on personal accountability and well-being for all affected.</p> <p>*All parties must agree to participate.</p>	<ul style="list-style-type: none"> <li>• Use restorative questions</li> <li>• Conduct restorative conferences</li> <li>• Is it safe to bring everyone together?</li> <li>• Have all parties taken accountability?</li> <li>• Follow-up support plan for all involved</li> <li>• Regular check-in/check-out</li> </ul>	<p><b>Desired:</b> Student, teacher(s), school support staff</p> <p><b>Optional:</b> Administrator or designee, school support staff</p>



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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Alternative to Suspension	Description	Suggested Strategies/Considerations	School Support Staff
<p><b><u>Restorative Questions Think Slip</u></b></p>	<p>A <a href="#">Restorative Questions Think Slip</a> allows for self-reflection and promotes continued trust and connections. The goal is for students to acknowledge how their behavior affects themselves and others.</p>	<ul style="list-style-type: none"> <li>• Promotes the exploration of motivation, perspectives, and solutions</li> <li>• Build on promoting and restoring relationships</li> <li>• Check-in with student/s</li> <li>• <a href="#">Adult self-awareness</a></li> <li>• Meet the students where they are mentally, physically, and emotionally</li> </ul>	<p><b>Desired:</b> Student, teacher(s), school support staff</p> <p><b>Optional:</b> Administrator or designee, school support staff</p>
<p><b>Scheduling Considerations</b></p>	<p>Involves re-arranging the student’s schedule to avoid challenging environments or situations. This would allow the student to continue to have access to the curriculum. The student’s behavior is continuously being monitored in a safe, supported enriching and positive environment.</p>	<ul style="list-style-type: none"> <li>• Re-arrangement of schedule</li> </ul> <p><b>Note:</b> <i>Student’s daily scheduled instructional hours are not to be changed.</i></p>	<p><b>Desired:</b> Student, teacher(s), caregiver, Administrator or designee</p> <p><b>Optional:</b> school support staff</p>



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## ATTACHMENT C

Alternative to Suspension	Description	Suggested Strategies/Considerations	School Support Staff
<p style="text-align: center;"><b>School Community-Service/Restitution</b></p>	<p>Students are assigned to school community service/restitution which can involve a variety of activities on the school campus to help build character, empathy, and altruism.</p>	<ul style="list-style-type: none"> <li>• Organize books in the library</li> <li>• Plant flowers/assist with gardening</li> <li>• Assist in the cafeteria</li> <li>• Help repair the school property the student damaged</li> <li>• Creating a caring environment (e.g., sending a note, making a handmade gift, offering to help another student, tutoring younger students)</li> </ul>	<p><b>Desired:</b> Student, parent, teacher(s), Administrator or designee</p> <p><b>Optional:</b> school custodial staff, school support staff</p>

Formal discipline follows District policies and procedures for student discipline. Consistent with Education Code section 48900.5, other means of correction will be utilized for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915. (c). (Category I offenses) or when a pupil's presence causes a danger to persons. For assistance in determining whether formal discipline is appropriate, please contact the Student Discipline and Expulsion Support at (213) 202-7555.



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**Positive Behavior Interventions and Supports Complaint Process**

**I. Purpose**

Per the School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013, all students and parents have the right to file a complaint if a Multi-Tiered System of Positive Behavior Interventions and Supports (PBIS) is not implemented within 60 days of student’s request.

Complaints may be filed for not implementing the following:

- a. Including parents in the implementation efforts and providing training to parents on PBIS
- b. Setting publicly measurable outcomes and benchmarks, consistent with federal and state confidentiality and privacy laws, for decreasing the number of students for each race and ethnic subgroup that are referred to the office, suspended, involuntarily transferred, or expelled from school
- c. Having a school-based team, which includes a parent, to guide the implementation efforts
- d. Having behavioral expectations that are defined, taught, and reinforced by all staff and communicated to all students
- e. Regularly collecting and analyzing discipline data to share with the school community, consistent with federal and state confidentiality and privacy laws, to inform practices and procedures

**II. How to file a complaint**

Complaints may be submitted in the following manner:

- *Online submission:* Access link at <https://dfpcomplaint.lausd.net/ComplaintForm.aspx>
- *Call in:* Local District Office

<b>Local District Central</b> 2328 St. James Place Los Angeles, CA 90007 (213) 241 - 0126	<b>Local District East</b> 2151 N. Soto St. Los Angeles, CA 90032 (213) 224 - 3100	<b>Local District Northeast</b> 8401 Arleta Ave. Sun Valley, CA 91352 (818) 252 - 5400
<b>Local District Northwest</b> 6621 Balboa Blvd. Van Nuys, CA 91406 (818) 654 - 3600	<b>Local District South</b> 1208 Magnolia Ave. Gardena, CA 90247 (310) 354 - 3400	<b>Local District West</b> 11380 W. Graham Place Los Angeles, CA 90064 (310) 914 - 2100

A finding of failure to fully implement shall be addressed through an on-site process involving parents and students to develop a school-site implementation plan including trainings and other tools necessary to resolve the failure to fully implement within 130 days.



**Tiered Fidelity Inventory: Tier 1 Table**

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
<b>Teams</b>			
1.1	<p><b>Team Composition:</b> Team includes a school administrator, a family/community member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier 1 team meeting minutes</li> </ul>	<p><b>2</b> = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p> <p><b>1</b> = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p><b>0</b> = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p>
1.2	<p><b>Team Operating Procedures:</b> Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>Tier 1 team meeting agendas and minutes</li> <li>Tier 1 meeting roles descriptions</li> <li>Tier 1 action plan</li> </ul>	<p><b>2</b> = Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p> <p><b>1</b> = Tier 1 team has at least 2 but not all 4 features</p> <p><b>0</b> = Tier 1 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p>
<b>Implementation</b>			
1.3	<p><b>Behavioral Expectations:</b> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<ul style="list-style-type: none"> <li>TFI Walkthrough Tool</li> <li>Staff handbook</li> <li>Student handbook</li> </ul>	<p><b>2</b> = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p> <p><b>1</b> = Behavioral expectations identified but may not include a matrix or be posted</p> <p><b>0</b> = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-1

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
1.4	<p><b>Teaching Expectations:</b></p> <p>Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<ul style="list-style-type: none"> <li>TFI Walkthrough Tool</li> <li>Professional development calendar</li> <li>Lesson plans</li> <li>Informal walkthroughs</li> </ul>	<p><b>2</b> = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p> <p><b>1</b> = Expected behaviors are taught informally or inconsistently</p> <p><b>0</b> = Expected behaviors are not taught</p>
1.5	<p><b>Problem Behavior Definitions:</b></p> <p>School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for differentiating between office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none"> <li>Staff handbook</li> <li>Student handbook</li> <li>School policy</li> <li>Discipline flowchart</li> </ul>	<p><b>2</b> = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p> <p><b>1</b> = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p><b>0</b> = No clear definitions exist, and procedures to manage problems are not clearly documented</p>
1.6	<p><b>Discipline Policies:</b></p> <p>School policies and procedures describe and emphasize proactive, instructive, and/ or restorative approaches to student behavior that are implemented consistently.</p>	<ul style="list-style-type: none"> <li>Student handbook</li> <li>Code of conduct</li> <li>Informal administrator interview</li> </ul>	<p><b>2</b> = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p> <p><b>1</b> = Documentation includes and emphasizes proactive approaches</p> <p><b>0</b> = Documents contain only reactive and punitive consequences</p>
1.7	<p><b>Professional Development:</b></p> <p>A written process is used for orienting all faculty/staff on PBIS/RP practices: (a) teaching school-wide expectations, (b) community building activities (c) acknowledging appropriate behavior, (d) correcting errors, and (e) requesting assistance.</p>	<ul style="list-style-type: none"> <li>Professional development calendar</li> <li>Staff handbook</li> </ul>	<p><b>2</b> = Formal process for teaching all staff all aspects of Tier 1 system, including all 4 core Tier 1 practices</p> <p><b>1</b> = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier 1 practices</p> <p><b>0</b> = No process for teaching staff is in place</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-1

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
1.8	<p><b>Classroom Procedures:</b></p> <p>Tier 1 features (school-wide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and are consistent with school-wide systems.</p>	<ul style="list-style-type: none"> <li>Staff handbook</li> <li>Informal walkthroughs</li> <li>Progress monitoring</li> <li>Individual classroom data</li> </ul>	<p><b>2</b> = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations</p> <p><b>1</b> = Classrooms are informally implementing Tier 1 but no formal system exists</p> <p><b>0</b> = Classrooms are not implementing Tier 1</p>
1.9	<p><b>Feedback and Acknowledgement:</b></p> <p>A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used within classrooms and across settings) is in place.</p>	<ul style="list-style-type: none"> <li>TFI Walkthrough Tool</li> <li>Staff handbook</li> </ul>	<p><b>2</b> = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</p> <p><b>1</b> = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students</p> <p><b>0</b> = No formal system for acknowledging students</p>
1.10	<p><b>Faculty Involvement:</b></p> <p>Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months.</p>	<ul style="list-style-type: none"> <li>Staff meeting minutes</li> <li>Team meeting minutes</li> </ul>	<p><b>2</b> = Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months</p> <p><b>1</b> = Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both</p> <p><b>0</b> = Faculty are not shown data at least yearly and do not provide input</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-1

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
Evaluation			
1.11	<p><b>Student/Family/Community Involvement:</b></p> <p>Stakeholders (students, families, and community members) provide input on expectations, consequences, and acknowledgments at least every 12 months.</p>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Voting results from parent/family meeting</li> <li>Team meeting minutes</li> </ul>	<p><b>2</b> = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months</p> <p><b>1</b> = Documentation of input on Tier 1 foundations, but not within the past 12 months or input but not from all types of stakeholders</p> <p><b>0</b> = No documentation (or no opportunities) for stakeholder feedback on Tier 1 foundations</p>
1.12	<p><b>Discipline Data:</b></p> <p>Team has access to data summarizing discipline.</p>	<ul style="list-style-type: none"> <li>School policy</li> <li>Team meeting minutes</li> <li>Student outcome data (Office referrals, suspension, etc.)</li> </ul>	<p><b>2</b> = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student</p> <p><b>1</b> = Data system exists but does not allow instantaneous access to full set of graphed reports</p> <p><b>0</b> = No centralized data system with ongoing decision making exists</p>
1.13	<p><b>Data-based Decision Making:</b></p> <p>Team reviews and uses discipline data at least monthly for decision-making.</p>	<ul style="list-style-type: none"> <li>Data decision rules</li> <li>Staff professional development calendar</li> <li>Staff handbook</li> <li>Team meeting minutes</li> </ul>	<p><b>2</b> = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate a problem, an action plan is developed to enhance or modify Tier 1 supports</p> <p><b>1</b> = Data reviewed and used for decision-making, but less than monthly</p> <p><b>0</b> = No process/protocol exists, or data are reviewed but not used</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-1

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
1.14	<p><b>Fidelity Data:</b></p> <p>Team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory) data at least annually.</p>	<ul style="list-style-type: none"> <li>School policy</li> <li>Staff handbook</li> <li>School newsletters</li> <li>School website</li> </ul>	<p><b>2</b> = Tier 1 fidelity data collected and used for decision making annually</p> <p><b>1</b> = Tier 1 fidelity collected informally and/or less often than annually</p> <p><b>0</b> = No Tier 1 SWPBIS fidelity data collected</p>
1.15	<p><b>Annual Evaluation:</b></p> <p>Team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> <li>School policy</li> <li>Student outcome data (Office referrals, suspension, etc.)</li> <li>Staff, student, and family surveys</li> <li>School newsletters</li> </ul>	<p><b>2</b> = Tier 1 fidelity data collected and used for decision making annually</p> <p><b>1</b> = Tier 1 fidelity collected informally and/or less often than annually</p> <p><b>0</b> = No Tier 1 SWPBIS fidelity data collected</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



**Tiered Fidelity Inventory: Tier 2 Table**

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
<b>Teams</b>			
2.1	<p><b>Team Composition:</b></p> <p>Team includes individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about the operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier 2 team meeting minutes</li> </ul>	<p><b>2</b> = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p> <p><b>1</b> = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80%</p> <p><b>0</b> = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 team expertise</p>
2.2	<p><b>Team Operating Procedures:</b></p> <p>Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>Tier 2 team meeting agendas and minutes</li> <li>Tier 2 meeting roles descriptions</li> <li>Tier 2 action plan</li> </ul>	<p><b>2</b> = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p> <p><b>1</b> = Tier 2 team has at least 2 but not all 4 features</p> <p><b>0</b> = Tier 2 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p>
2.3	<p><b>Screening:</b></p> <p>Team uses decision rules and multiple sources of data (e.g., Office Discipline Referrals, academic progress, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports.</p>	<ul style="list-style-type: none"> <li>Multiple data sources used (e.g., Office Discipline Referrals, time out of instruction, attendance, academic performance)</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> <li>School policy</li> </ul>	<p><b>2</b> = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier 2 supports</p> <p><b>1</b> = Data decision rules established but not consistently followed or used with only one data source</p> <p><b>0</b> = No specific rules for identifying students who qualify for Tier 2 supports</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-2

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
2.4	<p><b>Request for Assistance:</b></p> <p>Team uses written request for assistance forms and processes that are timely and available to all staff, families, and students.</p>	<ul style="list-style-type: none"> <li>School handbook</li> <li>Request for assistance form</li> <li>Family handbook</li> </ul>	<p><b>2</b> = Written request for assistance form and process are in place and team responds to request within 3 days</p> <p><b>1</b> = Informal process in place for staff and families to request assistance</p> <p><b>0</b> = No formal process</p>
<b>Interventions</b>			
2.5	<p><b>Options for Tier 2 Interventions:</b></p> <p>Team has multiple ongoing behavior support interventions matched to student need with documented evidence of effectiveness matched to student need. Interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/ or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> <li>Targeted Interventions Reference Guide</li> </ul>	<p><b>2</b> = Multiple Tier 2 interventions matched to student need with documented evidence of effectiveness</p> <p><b>1</b> = Only 1 Tier 2 intervention with documented evidence of effectiveness is in use</p> <p><b>0</b> = No Tier 2 interventions with documented evidence of effectiveness are in use</p>
2.6	<p><b>Tier 2 Critical Features:</b></p> <p>Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> <li>Universal lesson plans</li> <li>Tier 2 lesson plans</li> <li>Daily/weekly progress report</li> <li>School schedule</li> </ul>	<p><b>2</b> = All Tier 2 interventions include all 3 core Tier 2 features</p> <p><b>1</b> = All Tier 2 interventions provide some but not all 3 core Tier 2 features</p> <p><b>0</b> = Tier 2 interventions do not promote additional instruction/ time, improved structure, or increased feedback</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-2

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
2.7	<p><b>Practices Matched to Student Need:</b></p> <p>A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve the contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> <li>Data sources used to identify interventions</li> <li>School policy</li> <li>Needs assessment</li> <li>Targeted Interventions Reference Guide</li> </ul>	<p><b>2</b> = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p> <p><b>1</b> = Process for selecting Tier 2 interventions does not include documentation that interventions are matched to student need</p> <p><b>0</b> = No process in place</p>
2.8	<p><b>Access to Tier 1 Supports:</b></p> <p>Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.</p>	<ul style="list-style-type: none"> <li>Universal lesson plans and teaching schedule</li> <li>Tier 2 lesson plans</li> <li>Acknowledgement system</li> <li>Student of the month documentation</li> <li>Family communication</li> </ul>	<p><b>2</b> = Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 interventions have full access to all Tier 1 supports</p> <p><b>1</b> = Tier 2 supports are not explicitly linked to Tier 1 supports and/or students receiving Tier 2 interventions have some, but not full access to Tier 1 supports</p> <p><b>0</b> = No evidence that students receiving Tier 2 interventions have access to Tier 1 supports</p>
2.9	<p><b>Professional Development:</b></p> <p>A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place</p>	<ul style="list-style-type: none"> <li>Professional development calendar</li> <li>Staff handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	<p><b>2</b> = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</p> <p><b>1</b> = Professional development and orientation process is informal</p> <p><b>0</b> = No process for teaching staff in place</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-2

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
Evaluation			
2.10	<p><b>Level of Use:</b></p> <p>Team follows a written process to track the percentage proportion of students participating in Tier 2 supports, and access is proportionate.</p>	<ul style="list-style-type: none"> <li>• Tier 2 enrollment data</li> <li>• Tier 2 team meeting minutes</li> <li>• Progress monitoring tool</li> </ul>	<p><b>2</b> = Team defines criteria and tracks proportion of students, with at least 5% of students receiving Tier 2 supports</p> <p><b>1</b> = Team defines criteria for responding to each Tier 2 intervention and tracks proportion of students, but fewer than 5% of students are enrolled</p> <p><b>0</b> = Team does not track number of students responding to Tier 2 interventions</p>
2.11	<p><b>Student Performance Data:</b></p> <p>Team tracks the proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> <li>• Student progress data (e.g., % of students meeting goals)</li> <li>• Intervention Tracking Tool</li> <li>• Family communication</li> </ul>	<p><b>2</b> = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p> <p><b>1</b> = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p><b>0</b> = Student data not monitored</p>
2.12	<p><b>Fidelity Data:</b></p> <p>Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.</p>	<ul style="list-style-type: none"> <li>• Tier 2 training</li> <li>• District technical assistance</li> <li>• Fidelity probes taken monthly by a Tier 2 team member</li> </ul>	<p><b>2</b> = Periodic, direct assessments of fidelity collected by Tier 2 team for all Tier 2 interventions</p> <p><b>1</b> = Fidelity data (e.g., direct, self- report) collected for some but not all Tier 2 interventions</p> <p><b>0</b> = Fidelity data are not collected for any practice</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-2

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
2.13	<p><b>Annual Evaluation:</b></p> <p>At least annually, Team assesses the overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, the fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and District Leadership.</p>	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District reports</li> </ul>	<p><b>2</b> = Evaluation conducted at least annually, and outcomes shared with staff and District Leadership, plus clear alterations in process proposed based on evaluation</p> <p><b>1</b> = Evaluation conducted, but outcomes not used to shape the Tier 2 process</p> <p><b>0</b> = No data-based evaluation takes place</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



**Tiered Fidelity Inventory: Tier 3 Table**

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
<b>Teams</b>			
3.1	<p><b>Team Composition:</b></p> <p>Team includes individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier 3 team meeting minutes</li> </ul>	<p><b>2</b> = Tier 3 team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%</p> <p><b>1</b> = Tier 3 team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings</p> <p><b>0</b> = Tier 3 team does not include a trained systems coordinator or all 5 identified functions</p>
3.2	<p><b>Team Operating Procedures:</b></p> <p>Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>Tier 3 team meeting agendas and minutes</li> <li>Tier 3 meeting roles descriptions</li> <li>Tier 3 action plan</li> </ul>	<p><b>2</b> = Tier 3 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p> <p><b>1</b> = Tier 3 team has at least 2 but not all 4 features</p> <p><b>0</b> = Tier 3 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p>
3.3	<p><b>Screening:</b></p> <p>Tier 3 team uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier 3 supports.</p>	<ul style="list-style-type: none"> <li>School policy</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> </ul>	<p><b>2</b> = Written data decision rules used with multiple data sources for identifying students who qualify for Tier 3 supports, and evidence the policy/rubric includes option for teacher/family/student nominations</p> <p><b>1</b> = Informal process or one data source for identifying students who qualify for Tier 3 supports</p> <p><b>0</b> = No decision rules for identifying students who should receive Tier 3 supports</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-3

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
3.4	<p><b>Student Support Team:</b></p> <p>For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student specific support plan.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p> <p><b>1</b> = Individual student support teams exist, but are not uniquely designed with input from student/family and/ or team membership has partial connection to strengths and needs</p> <p><b>0</b> = Individual student support teams do not exist for all students who need them</p>
<b>Resources</b>			
3.5	<p><b>Staffing:</b></p> <p>An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.</p>	<ul style="list-style-type: none"> <li>Administrative plan</li> <li>Tier 3 team meeting minutes</li> <li>FTE (i.e., paid time) allocated to Tier 3 supports</li> </ul>	<p><b>2</b> = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports</p> <p><b>1</b> = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment</p> <p><b>0</b> = Personnel are not assigned to facilitate individual student support teams</p>
3.6	<p><b>Student/Family/Community Involvement:</b></p> <p>Team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = District contact person established with external agencies, AND resources are available and documented in support plans</p> <p><b>1</b> = District contact person established with external agencies, OR resources are available and documented in support plans</p> <p><b>0</b> = District contact person not established</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-3

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
<b>Support Plans</b>			
3.7	<p><b>Professional Development:</b></p> <p>A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p>	<ul style="list-style-type: none"> <li>Professional development calendar</li> <li>Staff handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	<p><b>2</b> = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention</p> <p><b>1</b> = Professional development and orientation process is informal</p> <p><b>0</b> = No process for teaching staff in place</p>
3.8	<p><b>Quality of Life Indicators:</b></p> <p>Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</p> <p><b>2</b> = All plans document strengths and quality of life needs and related goals defined by student/family</p> <p><b>1</b> = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan</p> <p><b>0</b> = Quality of life needs/goals and strengths not defined, or there are no Tier 3 support plans</p>
3.9	<p><b>Academic, Social, and Physical Indicators:</b></p> <p>Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = All plans include medical, mental health information, and complete academic data where appropriate</p> <p><b>1</b> = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)</p> <p><b>0</b> = Student assessment is subjective or done without formal data sources, or there are no Tier 3 support plans</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-3

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
3.10	<p><b>Hypothesis Statement:</b></p> <p>Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = All plans include a hypothesis statement with all 3 components</p> <p><b>1</b> = 1 or 2 plans include a hypothesis statement with all 3 components</p> <p><b>0</b> = No plans include a hypothesis statement with all 3 components, or there are no Tier 3 support plans</p>
3.11	<p><b>Comprehensive Support:</b></p> <p>Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) reactive strategies, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) an action plan for putting the support plan in place.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = All plans include all 7 core support plan features</p> <p><b>1</b> = 1 or 2 plans include all 7 core support plan features</p> <p><b>0</b> = No plans include all 7 core support plan features, or there are no Tier 3 support plans</p>
3.12	<p><b>Formal and Informal/Natural Supports:</b></p> <p>Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound) documents quality of life strengths and needs to be completed by formal/professional (e.g., school/district personnel) and natural/informal? (e.g., family, friends) supporters.</p>	<ul style="list-style-type: none"> <li>At least one Tier 3 behavior support plan requiring extensive support</li> </ul>	<p><b>2</b> = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports</p> <p><b>1</b> = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports</p> <p><b>0</b> = Plan does not include specific actions, or there are no plans with extensive support</p>

Adapted from SWISBIS Tiered Fidelity Inventory version 2.1



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-3

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
3.13	<p><b>Access to Tier 1 and Tier 2 Supports:</b></p> <p>Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur</p> <p><b>1</b> = Individual supports include some access to Tier 1 and/or Tier 2 supports</p> <p><b>0</b> = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans</p>
<b>Evaluation</b>			
3.14	<p><b>Data System:</b></p> <p>Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p>	<ul style="list-style-type: none"> <li>Reports to staff</li> <li>Staff meeting minutes</li> <li>Staff report/survey</li> </ul>	<p><b>2</b> = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans</p> <p><b>1</b> = Data are collected on outcomes and/or fidelity but not reported monthly</p> <p><b>0</b> = No quantifiable data</p>
3.15	<p><b>Data-based Decision Making:</b></p> <p>Each student’s individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)</li> </ul>	<p><b>2</b> = Each student’s individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making</p> <p><b>1</b> = Each student’s individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p><b>0</b> = Student individual support teams do not review plans or use data</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## ATTACHMENT E-3

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
3.16	<p><b>Level of Use Team:</b></p> <p>Follows written process to track proportion of students participating in Tier 3 supports, and ensures access is proportionate.</p>	<ul style="list-style-type: none"> <li>• Student progress data</li> <li>• Tier 3 team meeting minutes</li> </ul>	<p><b>2</b> = All students requiring Tier 3 supports (and at least 1% of students) have plans</p> <p><b>1</b> = Fewer than 1% of students have Tier 3 plans</p> <p><b>0</b> = School does not track proportion or no students have Tier 3 plans</p>
3.17	<p><b>Annual Evaluation:</b></p> <p>At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.</p>	<ul style="list-style-type: none"> <li>• Tier 3 team meeting minutes</li> <li>• Tier 3 team action plan</li> <li>• Team member verbal reports</li> </ul>	<p><b>2</b> = Written documentation of an annual review of Tier 3 supports, with specific decisions related to action planning</p> <p><b>1</b> = Review is conducted but less than annually, or done without impact on action planning</p> <p><b>0</b> = No annual review</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*