

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
May 23, 2019
3:30 – 5:00 p.m.

AGENDA

- | | | |
|-------|--|--|
| I. | Welcome and Introductions | Deborah D. Brandy, Director
Restorative Justice |
| II. | Roll Call | Paul Gonzales, Specialist
Restorative Justice |
| III. | Approval of Minutes | Deborah D. Brandy, Director
Restorative Justice |
| IV. | Director's Update
MISIS Law Enforcement
Notification Option | Deborah D. Brandy, Director
Restorative Justice |
| V. | Local District Northwest at a Glance
and Panel Discussion | Debra Bryant, Local District Northwest
Administrator of Operations |
| VI. | Local District West at a Glance
and Panel Discussion | Ra'Daniel McCoy, Local District West
Administrator of Operations
Leonor Buza
Operations Coordinator, Local District West
Davette Henderson-Brown
Restorative Justice Adviser, Local District West |
| VII. | Recognition of Task Force Members
Restorative Justice Through the Years | Deborah D. Brandy, Director
Restorative Justice |
| VIII. | Public Comment
Five Speakers (two minutes each) | Deborah D. Brandy, Director
Restorative Justice |
| IX. | New Business | |
| X. | Agenda Bin | |
| XI. | Adjournment | |

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
April 25, 2019
Minutes

OPENING

Deborah Brandy called the meeting to order at 3:30 PM.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was established.

MINUTES

Deborah Brandy asked the members to review the March 21, 2019 meeting minutes. Before the minutes were accepted, Ruth Cusick made some edits. The minutes will be revised before uploading them to the website. Ruth Cusick made the first motion to accept. Paul Robak seconded the motion. No members opposed. There were no abstentions. The motion carried.

Ms. Brandy began the meeting by welcoming everyone. She shared the School Climate Bill of Rights Week is coming up and will be celebrating its fifth year. She provided all in attendance with a flyer showcasing what each school will receive to celebrate this year School Climate Bill of Rights Week. Ms. Brandy also announced who would be presenting at the meeting.

DIRECTOR'S UPDATE – MS. BRANDY, DIRECTOR, RESTROVATIVE JUSTICE (RJ)

Ms. Brandy began by stating all documents presented at the SWPBIS meetings can be found on ther Restorative Justice website. Ms. Brandy reviewed the Rubric of Implementation (ROI) with the members and reminded them that it's the tool that is utilized by the District to monitor School-Wide Positive Behavior Intervention and support (Tier I) at all school. Members and attendees gave comments and asked questions to which Ms. Brandy addressed and answered.

Ms. Brandy introduced Dr. Stephen Prince and Dr. Noelle Banuelos from Educational Resource Consultants (ERC).

EDUCATIONAL RESOURCE CONSULTANTS (ERC) 2017-2018 INDEPENDENT AUDITOR' S ANNUAL REPORT- DR. STEPHEN PRICE AND DR. NOELLE BANUELOS

Dr. Stephen Price began by introducing Dr. Noelle Banuelos. Dr. Banuelos stated this is there third year auditing schools for SWPBIS and Restorative Justice (RJ) using the Rubric of Implementation (ROI). She explained to the audience how the audits are conducted and who participates in them. She stated 30 schools are visited each year and the visits are performed during the months of February and March. She went on to explain the ROI is the tool used during the visits to measure each of the eight key features. Scores range from a one (targeted assistance) to a score of four (fully implementing). Schools with total scores between twenty-eight and thirty-two without any one's or two's are scored as fully implementing, a school scoring 27 and below with a two in any key is scored as partially implementing and a school with a one in any key feature regardless of the total score is scored as targeted assistance. Dr. Banuelos presented the Spring 2018 ROI results and findings for the schools visited. Comparison data was also

shared from Spring 2015 (69% fully implementing) to Spring 2018 (92% fully implementing). Significant improvements throughout the years.

Dr. Stephen Price discussed the DFP complaint process, findings of the complaints and the types of complaints received. He stated this year the District received the fewest number of complaints. Dr. Price also shared data pertaining to suspensions and the number of days suspended at schools fully implementing SWPBIS as measured by the ROI. The presentation included School Experience Survey (SES) data related to school culture and climate, school safety and discipline.

The members were able to make comments and ask questions. Dr. Price along with Ms. Brandy addressed them.

Ms. Brandy introduced Eugene L. Hernandez, Lead Administrator of Operations for Local District (LD) Central.

LOCAL DISTRICT CENTRAL AT A GLANCE AND PANEL DISCUSSION **EUGENE L. HERNANDEZ, ADMINSTRATOR OF OPERATIONS**

Eugene Hernandez, welcomed the members and attendees. He introduced his team which consist of Maria Butler, Tony Chavez, Michelle Gorsuch and Jeremy McDavid. He began the meeting sharing that the operation's team has quarterly meetings and trainings with principals and support staff. He shared and discussed LD Central's demographics and they service approximately 160 schools. He continued by discussing out-of-school suspension events by gender and ethnicity. Data comparisons were shared between 2017-2018 to 2018- 2019. The data showcased a decrease in suspensions. Mr. Hernandez ended LD Central's data presentation with expulsion data and the infraction types.

Mr. Hernandez discussed how LD Central addresses the issues of suspensions, expulsions and challenges the LD has. Mr. Hernandez explained that LD Central uses Safe and Civil Schools Foundations to support SWPBIS and he took some time to explain it to the audience. He concluded the presentation with LD Central's successes and next steps.

Members were able to comment and ask questions. Mr. Hernandez addressed them. He then introduced Mr. William Gurr, Principal Virgil Middle School and Monty Moy, RJ Teacher Adviser, Virgil Middle School.

WILLIAM M. GURR, PRINCIPAL & MONTY MOY, RJ TEACHER ADVISER **VIRGIL MIDDLE SCHOOL**

William Gurr, Principal began his presentation by introducing RJ Teacher Adviser Monty Moy who would be co-presenting with him. Mr. Gurr began the presentation by sharing Virgil Middle School's vision statement. He is an advocate of RJ and Mr. Gurr shared a list of the restorative practices used at Virgil. Mr Gurr shared and discussed suspension and days lost to suspension and comparisons over time (2016-2017, 2017-2018 and 2018-19).

Mr. Moy then presented the multi-tier system of supports (MTSS) and interventions utilized at the school. He shared RJ is practiced with fidelity by many of the teachers and community building circles and RJ conferences are frequently used with students.

Mr. Gurr and Mr. Moy shared “Do You Know About the 5Ps? Video? The video was created by students to promote SWPBIS. The video promotes being prompt, prepared, polite, productive, and participate. The team concluded the presentation by explaining STOIC. STOIC promotes structure, teach expectations, observe and monitor behaviors, interact positively and correct fluently. The students also created one-liners to address problem behaviors and a reward token system. Mr. Moy provided RJ discipline data regarding the work done at Virgil.

Mr. Gurr closed with a quote by Amy Fast, Ed. D. Members were able to comment and ask questions. Mr. Gurr and Mr. Moy addressed and answered them.

Ms. Brandy thanked everyone who participated and attended the meeting.

ADJOURNMENT

A motion to adjourn the meeting was made by Paul Robak. The motion was seconded by Danny Dixon. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:08 pm

Submitted by Anna Perez, Senior Office Technician



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

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

NUMBER: BUL-5808.3

ISSUER: Earl R. Perkins, Assistant Superintendent
School Operations

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

DATE: March 23, 2015

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

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

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

ROUTING
All Employees
All Locations

MiSiS DISCIPLINE REFERRAL

I. GENERAL STUDENT INFORMATION			
Last Name:	First:	Grade:	Student ID:
Incident Date:	Incident Time:	Date of Referral:	
Location/Context: <input type="checkbox"/> Classroom <input type="checkbox"/> Non-Classroom <input type="checkbox"/> Going to or coming from school <input type="checkbox"/> During lunch <input type="checkbox"/> School-sponsored activity <input type="checkbox"/> At another school <input type="checkbox"/> Other _____			
II. REASON FOR REFERRAL			
<input type="checkbox"/> 3.1a Caused physical injury to another person	<input type="checkbox"/> 3.17 Harassed/threatened/intimidated witness		
<input type="checkbox"/> 3.1b Attempted to cause physical injury to another person	<input type="checkbox"/> 3.19 Selling or arranging to sell the prescription drug Soma		
<input type="checkbox"/> 3.1c Threatened to cause physical injury to another person	<input type="checkbox"/> 3.20 Hazing		
<input type="checkbox"/> 3.2 Marijuana possession for 1 st offense of less than 1 oz, or alcohol	<input type="checkbox"/> 3.21a Bullying/cyber toward a pupil based on sex		
<input type="checkbox"/> 3.3 Substitute of a controlled substance	<input type="checkbox"/> 3.21b Bullying/cyber toward a pupil based on race/color/national		
<input type="checkbox"/> 3.4 Damaged/attempt to damage school or private property	<input type="checkbox"/> 3.21c Bullying/cyber toward a pupil based on disability		
<input type="checkbox"/> 3.5 Stole or attempted to steal school or private property	<input type="checkbox"/> 3.21d Bullying/cyber toward a pupil based on other factors		
<input type="checkbox"/> 3.6 Possessed or used tobacco	<input type="checkbox"/> 3.21e Bullying/cyber toward school personnel		
<input type="checkbox"/> 3.7 Obscenity/profanity/vulgarity	<input type="checkbox"/> 3.22 Aided or abetted the infliction of physical injury to another		
<input type="checkbox"/> 3.8 Drug paraphernalia	<input type="checkbox"/> 2.1 Serious physical injury/not self-defense		
<input type="checkbox"/> 3.9 Disrupted school-wide activities (issued by an admin.) (gr. 4-12)	<input type="checkbox"/> 2.2 Knife or other dangerous object		
<input type="checkbox"/> 3.10 Received stolen school or private property	<input type="checkbox"/> 2.3 Controlled substance (except marijuana 1 st offense less than 1 oz) or counter/prescribed meds		
<input type="checkbox"/> 3.11 Imitation Firearm	<input type="checkbox"/> 2.4 Robbery/extortion		
<input type="checkbox"/> 3.12a Harassed/threatened pupil based on race/color/national origin (gr. 4-12)	<input type="checkbox"/> 2.5 Assaulted/battered school employee		
<input type="checkbox"/> 3.12b Harassed/threatened pupil based on disability (gr. 4-12)	<input type="checkbox"/> 1.1 Firearm*		
<input type="checkbox"/> 3.12c Harassed/threatened pupil based on other factors (gr. 4-12)	<input type="checkbox"/> 1.2 Brandished knife at another person*		
<input type="checkbox"/> 3.12d Harassed/threatened a school District personnel (gr. 4-12)	<input type="checkbox"/> 1.3 Sold controlled substance*		
<input type="checkbox"/> 3.13 Sexual harassment (gr. 4-12)	<input type="checkbox"/> 1.4a Sexual assault*		
<input type="checkbox"/> 3.14 Hate violence (gr. 4-12)	<input type="checkbox"/> 1.4b Sexual battery*		
<input type="checkbox"/> 3.15 Terroristic threat (threat to cause death, great bodily injury)	<input type="checkbox"/> 1.5 Explosive*		
<input type="checkbox"/> 3.16 Willful use of force/violence not self-defense	* Requires Recommendation for Expulsion as the Administrative Action		
Possible Motivation: <input type="checkbox"/> Avoid Situation <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer <input type="checkbox"/> Avoid Task <input type="checkbox"/> Seek Attention <input type="checkbox"/> Obtain Activity/Item <input type="checkbox"/> Unknown			
Comments (Description of Incident):			

MiSiS DISCIPLINE REFERRAL**III. INTERVENTION(S) (CHECK ALL THAT APPLY)**

<input type="checkbox"/> Verbal Reminder	<input type="checkbox"/> Conflict Resolution
<input type="checkbox"/> Review/Re-teach Expectations	<input type="checkbox"/> Peer Mediation
<input type="checkbox"/> Individual Social Skills Instruction	<input type="checkbox"/> Restorative Justice Program
<input type="checkbox"/> Writing Reflections	<input type="checkbox"/> Referral - Coordination of Services Team (COST)
<input type="checkbox"/> Seat Change	<input type="checkbox"/> Referral - Discipline Review Team (DRT)
<input type="checkbox"/> Classroom Change	<input type="checkbox"/> Referral - Student Success Team (SST)
<input type="checkbox"/> Behavior Contract	<input type="checkbox"/> Referral - Group Counseling
<input type="checkbox"/> Behavior Support Plan	<input type="checkbox"/> Referral - Individual Counseling
<input type="checkbox"/> Daily Behavior Monitoring	<input type="checkbox"/> Referral - Gang Reduction
<input type="checkbox"/> Loss of Privileges	<input type="checkbox"/> Referral - Parent Education
<input type="checkbox"/> Restitution	<input type="checkbox"/> Referral - School Program/Service
<input type="checkbox"/> Campus Beautification	<input type="checkbox"/> Referral - Substance Abuse
<input type="checkbox"/> Community Service	<input type="checkbox"/> Referral - Community Agency
<input type="checkbox"/> Counseling by Support Staff _____	<input type="checkbox"/> Detention
<input type="checkbox"/> Conference with Student	<input type="checkbox"/> Suspension-Class (with admin. approval)
<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Teacher-Required Parent Class Visit
<input type="checkbox"/> Conference with Parent	<input type="checkbox"/> Other _____

Referred by:**Position:****Signature:****IV. ADMINISTRATIVE ACTION (TO BE COMPLETED BY RESPONDER) *response code***

<input type="checkbox"/> Conference with Student	<input type="checkbox"/> Referral - Coordination of services Team (COST)
<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Referral - Discipline Review Team (DRT)
<input type="checkbox"/> Conference with Parent	<input type="checkbox"/> Referral - Student Success Team (SST)
<input type="checkbox"/> Behavior Contract	<input type="checkbox"/> Referral - Support Personnel _____
<input type="checkbox"/> Daily Behavior Monitoring	<input type="checkbox"/> Referral - Counseling Group
<input type="checkbox"/> Behavior Support Plan	<input type="checkbox"/> Referral - Counseling Individual
<input type="checkbox"/> Campus Beautification	<input type="checkbox"/> Referral - Gang Reduction
<input type="checkbox"/> Community Service	<input type="checkbox"/> Referral - Parent Education
<input type="checkbox"/> Conflict Resolution	<input type="checkbox"/> Referral - School Program/Service _____
<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Referral - Substance Abuse
<input type="checkbox"/> Classroom Change	<input type="checkbox"/> Referral - Community Agency _____
<input type="checkbox"/> Restitution	<input type="checkbox"/> LASPD Diversion Referral
<input type="checkbox"/> Counseling by Support Staff _____	<input type="checkbox"/> Detention
<input type="checkbox"/> Restorative Justice Program	<input type="checkbox"/> Suspension-Class
<input type="checkbox"/> Law Enforcement Notification	<input type="checkbox"/> Suspension-In-School
<input type="checkbox"/> Probation Notification	<input type="checkbox"/> Suspension-School
<input type="checkbox"/> Crisis/Threat Assessment Date(s) _____	<input type="checkbox"/> Opportunity Transfer
<input type="checkbox"/> Other _____	<input type="checkbox"/> Recommended for Expulsion

Responder:**Position:****Signature:****Administrator/Designee Notes:**

REASON CODES VALUES AND DESCRIPTIONS

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

REASON CODES VALUES AND DESCRIPTIONS

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

REASON CODES VALUES AND DESCRIPTIONS

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

REASON CODES VALUES AND DESCRIPTIONS

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

*Requires recommendation for expulsion as the Administrative Action

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

DATE NOTICED: 04-16-13

PRESENTED FOR ACTION: 05-14-13

PRESENTED BY: Ms. García

MOVED/SECONDED BY: Mr. Zimmer /
Ms. Martinez

MOTION:

RESOLUTION: x

Whereas, The Los Angeles Unified School District understands that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption; and is committed to closing the achievement gap by providing access to all students a vigorous education that ensures all students will graduate college prepared and career ready;

Whereas, The District is a proven model and continues improving discipline policies with the adoption of the Discipline Foundation Policy (BUL-3638.0) that establishes a consistent framework for implementing and developing a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time;

Whereas, Restorative justice approaches build on and work in conjunction with the positive behavior interventions in the Discipline Foundation Policy because they are an appropriate prevention and intervention approach within the tiered intervention process and because they seek accountability through understanding the impact of school discipline incidents and repairing the harm caused through a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties;

Whereas, The District's Student Discipline and Expulsion Support Unit has been a model for other school districts in the state and the nation due to the District's expulsion rate of 0.02% (136 of 595,314 enrolled students) for the 2010-2011 school year; and is in compliance with AB 922, which provides educational and support services as well as facilitates the reinstatement process for all expelled students;

Whereas, The District requires full implementation of Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS), where every school completes the Safe School Plan, Volume 1, including assessment of the implementation of the Discipline Foundation Policy and identification of a goal addressing the implementation of the policy;

Whereas, *Discipline and policy procedures such as The Guidelines for Student Suspensions (BUL- 5655.1) clearly stipulate that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as, provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misconduct;*

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

Whereas, *Discipline and policy procedures such as* Expulsion of Students (BUL- 4655.2) *clearly stipulate that expulsion should be regarded as a last resort of intervention* and should be considered only for those offenses that the principals are mandated to recommend expulsion, other means of correction have failed to bring about proper conduct, or when the misbehavior poses a serious safety risk to others;

Whereas, Studies by EdSource indicate that a large number of suspensions are commonly attributed to willful defiance (E.C. 48900), which account for nearly 42% of suspensions in California and 36% in the District;

Whereas, Attachment G, Top Ten Alternatives to Suspension, and Attachment I, Consequences/School Reference Guide, in the Discipline Foundation Policy (BUL-3638.0) as well as the Matrix for Student Suspensions and Expulsion Recommendations provide guidance on when suspension and expulsion are considered an appropriate response to misconduct;

Whereas, District data from the 2011-2012 Performance Meter indicates that the number of instruction days lost to suspension has impressively decreased since the inception of the Discipline Foundation Policy from 74,765 in 2006-07 to 26,286 in 2011-12;

Whereas, Studies indicate that suspension does not often result in positive behavior conditioning and furthermore, can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students, and a study from Texas found that students are five times more likely to dropout, six times more likely to repeat a grade, and three times more likely to have contact with the juvenile justice system if suspended;

Whereas, A disproportionate number of African American students and students with disabilities are suspended relative to their counterparts; and

Whereas, The California Education Code and the California Penal Code clearly define the role of law enforcement agencies related to student safety and school based policing roles, so that the use of law enforcement is minimized when possible; now, therefore, be it

Resolved, That the Superintendent shall amend the Discipline Foundation Policy and any related discipline or other policies to be in accordance with state law, as of January 1, 2013, as reflected in, AB 2616, AB 2537, AB 1729, SB 1088 and AB 1909;

Resolved further, That the Superintendent shall, in keeping with the goals of AB 1729, develop an objective Discipline Matrix with the input of the SWPBIS Task Force, as discussed further below, that shall establish which interventions (a.k.a. “other means of correction”), at a minimum, shall be utilized for all students and in a consistent and age appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). The superintendent shall take steps to reinforce the legal process for issuing suspensions in the Los Angeles Unified School District.

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

Resolved further, That the Superintendent shall establish a School Discipline Bill of Rights as follows:

Alternative to School Suspension: Unless suspension is required under category 1 (also known as Ed. Code §48915(c)), no student shall be suspended until a school demonstrates that it has exhausted all alternatives to suspension, as outlined in the Discipline Matrix. All students shall have the right to in and out of school alternatives to suspensions.

Willful Defiance: Beginning Fall 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense.

Restorative Justice: By 2020, as an alternative to traditional school discipline, all Schools shall develop and implement restorative justice defined as:

Practices that resolve school disciplinary incidents by having personnel trained in restorative approaches and all parties involved come together, identify the harm that was caused, and determine who was responsible. The group, generally through a circle conferencing process, then develops a shared process for repairing harm and addressing root causes to prevent future harm. Restorative Justice will be used as an intervention consistent with the SWPBIS policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915.

Beginning Fall 2015 and every year thereafter, the District shall provide training to school sites, identified by the Superintendent based on suspension data, in restorative justice as defined above within 60 days of:

- Finding that any school has more than 15% of a particular subgroup or 10% of overall students suspended, or 10% of a particular subgroup or 10% of overall students, arrested or given citations, from the prior school year. Such finding shall be made each October based on data collected from the prior year.
- Such training shall ensure that any student who requests this as an alternative to be utilized in the school shall have the right to have restorative justice utilized to address the harm to the school community and reintegrate the student.

Data: Every student and parent shall have a right to obtain the following aggregate data on discipline in the District on a monthly basis using website publishing by service area centers:

- In and out-of-school suspension, involuntary transfer, opportunity transfer, expulsion, citation, police complaints, arrests and school-based arrest data for the school-site or the District for three months to a year preceding the request and the number of instructional days and amount of Average Daily Attendance funding lost to suspension, transfer, expulsion and arrest.
- Such data shall be disaggregated by all subgroups, including race, ethnicity, English Language Learner status, disability and gender, by socioeconomic status and by offense, but shall be provided in a way to maintain the privacy of individual students.

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

School Wide Positive Behavior Intervention and Support:

- All students shall have the right to School-Wide Positive Behavior Interventions and Supports (SWPBIS) that reduce suspensions, increase attendance, improve test scores and has buy in and support from all school personnel.
- All students and parents have the right to file formal complaints if SWPBIS is not implemented in 60 days of student's request on campus. A finding of the failure to fully implement shall be redressed through an on-site process involving parents and students to develop a school-site implementation plan and the training and other tools necessary to resolve the failure to fully implement within 130 days. The failure to fully implement can be identified by the failure to among other things:
 - a. Include parents in the implementation efforts and provide training to parents on SWPBIS
 - b. Set publicly measurable outcomes and benchmarks 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. Have a school-based team, which includes a parent, to guide the implementation efforts;
 - d. Have a clear set of positive behavior rewards and a positive behavior system that is evident and used by all staff and known to all students;
 - e. Have objective and simple behavior expectations that are defined and taught;
 - f. Have a three tiered intervention system with clear interventions available at each level and a system for identifying student in need and objectively and consistently providing such interventions;
 - g. Regularly collect and analyze discipline data and share it with the school community to inform their disciplinary practices and procedures.

Defining the role of police on campus and limiting involvement in non-threatening school discipline actions:

- The District recognizes the serious potential consequences for youth of law enforcement and juvenile court involvement and wishes to prevent unnecessary criminalization of student behaviors at school. Students have the right to safe school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible.
- The District shall review and evaluate all current school police policies, practices and training relating to the equitable treatment of students.
- The District shall furthermore review the data on the use of school-based citations and arrests and identify and remedy frequent use at individual school sites.
- The District is committed to a non-criminal enforcement model that supports strategic problem-solving models rather than citation and arrest-driven enforcement.
- The majority of student conduct shall be handled administratively utilizing school-based interventions that are intended to maximize student engagement in the classroom and school setting.

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

- To the greatest extent possible, and in lieu of the use of citations and arrests, schools shall implement school-wide positive behavior interventions and supports and restorative justice programs that improve school safety and academic performance.
- Clear guidelines regarding the roles and responsibilities of police officers on campus shall be established and shall contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.
- District policy regarding school police shall be updated and each year school safety plans shall be reviewed consistent with district policy to include clear guidelines regarding the roles and responsibilities of campus police officers and contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.

Appeals to Suspensions and Grievance Process:

- To ensure that students and parents understand and have notice of their existing right pursuant to suspension policy (BUL-5655.0, pg. 13) and state and federal law, to appeal their suspensions, when suspension notifications are issued to parents/guardians, this notification will include clear information on the steps and timeline to initiate a suspension appeal.

Healthy, Holistic School Environments: All students have the right to holistic, healthy school environments that support students in all aspects of their health and well-being. The Superintendent shall work with community, business, and philanthropic partners to ensure schools have access to full service community schools.

Resolved further, That the role of the SWPBIS Task Force established under the SWPBIS Policy shall be augmented to provide a stronger oversight role to achieve “full implementation” as follows, the SWPBIS Task Force shall:

- a. Make meeting times accessible to students during non-school hours;
- b. Within 60 days of this resolution, develop the objective criteria by which full implementation of the SWPBIS Policy shall be measured, which shall include measurements for determining whether key elements have been met and to establish outcomes and benchmarks for reductions in office discipline referrals, suspensions, involuntary transfers, and expulsions in the District and from individual schools;
- c. Meet monthly at a regularly set time and with the appropriate notice required by the Brown Act and shall have the authority to request access to all necessary documents and materials to be able to assess full implementation of the SWPBIS Policy;
- d. At each meeting, hear from individuals who have concerns about implementation and provide a forum to bring information or complaints to the attention of the SWPBIS Task Force;
- e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item shall be agendized;

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

- f. Have the authority to review and make recommendations regarding the Discipline Matrix developed by the Superintendent and shall recommend to approve such matrix prior to its implementation;
- g. The independent auditor required by the Policy (BUL-3638, pgs 7, 10-11), shall provide an annual report to the Board regarding findings of individual complaints and broader recommendations regarding implementation and monitoring.

Resolved further, That moving forward, charter schools shall comply with the District's Discipline Foundation Policy (BUL-3638) and the terms of the School Discipline Policy and School Climate Bill of Rights resolution; and, be it finally

Resolved, That the Superintendent shall:

1. Present a report to the Governing Board of Los Angeles Unified School District regarding how and when he will implement all of the above, including implications for staffing and support for school sites and update the Discipline Policy to include these requirements within 120 days from passage of this resolution;
2. Make available the final resolution to the public, principals and necessary personnel 30 days after;
3. Develop and implement a training plan for school leadership and personnel, parents and students that shall be fully implemented in the 2013-2014 school year.
4. The Superintendent shall give quarterly updates on progress of the implementation of the Student Bill of Rights to the Board and SWPBIS Taskforce.
5. The Superintendent will do a yearly review and adjust for trends and outcomes as well as recommendations by community including but not limited to the SWPBIS Task Force.

AYES

NOES

ABSTAIN

ABSENT

Ms. Galatzan		X		
Mr. Kayser	X			
Ms. LaMotte		X		
Ms. Martinez	X			
Dr. Vladovic	X			
Mr. Zimmer	X			
Ms. Garcia	X			
TOTAL	5	2		

ACTION: ADOPTED AS AMENDED



6/28/18

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

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

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

TIER I Universal



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

In keeping with the goals of AB 1729, other means of correction will be utilized for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915. (c). (Category I offenses) or when safety is at risk. The guide provides tiered alternatives which include Restorative Justice approaches that encourage the use of guided questions to help the parties reflect on any harm that may have been incurred due to the misconduct and specific actions that could be taken to restore harmony. Successful disciplinary practices should ensure that students have the opportunity to continue to be engaged in their school community, and to reflect upon, and learn from their mistakes. Tier II and Tier III interventions provide students with increasing support by offering students interventions that progress based on the need of the student. **This list is intended to provide guidance and is not inclusive of all possible alternatives.** (Refer to BUL – 5655.3 Guidelines for Student Suspension published on October 10, 2016)

TIER II Selected



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

TIER III Targeted/Intensive



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



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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.1a	Cause physical injury to another person	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign a Mentor (Student and/or school Adult) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign a Mentor (Student and/or school Adult) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign a Mentor (Student and/or school Adult) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign a Mentor (Student and/or school Adult) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room
3.1b	Attempted to cause physical injury to another person				
3.1c	Threatened to cause physical injury to another person				
3.16	Willful use of force/violence Not self-defense				
3.22	Aided or abetted the infliction of physical injury to another				
		TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment

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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.2	Marijuana possession for 1st offense of less than 1 oz. (Possibly explain the law)	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc. Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc. Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc. Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc. Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room
3.3	Substitute of a controlled substance				
3.6	Possessed or used tobacco				
3.8	Drug paraphernalia				
3.19	Selling or arranging to sell the prescription drug Soma				
		TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Referral to drug education/counseling Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Referral to drug education/counseling Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Referral to drug education/counseling Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Referral to drug education/counseling Revisit Student SSPT, 504 Plan or IEP



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.4	Damaged/attempt to damage school or private property	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Revisit Student Data (Academic and Behavioral) Conference RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Revisit Student Data (Academic and Behavioral) Conference RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Revisit Student Data (Academic and Behavioral) Conference RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Revisit Student Data (Academic and Behavioral) Conference RJ Harm Circle School Site (Reflection) Room
3.5	Stole or attempted to steal school or private property				
3.10	Received stolen school or private property				
		TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Community Service Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan and/or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Community Service Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan and/or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Community Service Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan and/or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Community Service Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan and/or IEP

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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.7 3.9	Obscenity/ profanity/vulgarity Disrupted school-wide activities (issued by an administrator)	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Parent/student conference Peer Mediation Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Parent/student conference Peer Mediation Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Parent/student conference Peer Mediation Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Parent/student conference Peer Mediation Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room
		TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Parent Supervision Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.11	Imitation firearm	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Assign Educational Projects (i.e. Research Current/Relevant Topics Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room
		TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP



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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.12a	Harassed/ threatened pupil based on race/ color/national origin (grade 4-12)	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (Student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavior Journaling Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room Training on Cultural Sensitivity Training on IDEA (Individuals with Disabilities Education Improvement Act) 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (Student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavior Journaling Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room Training on Cultural Sensitivity Training on IDEA (Individuals with Disabilities Education Improvement Act) 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (Student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavior Journaling Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room Training on Cultural Sensitivity Training on IDEA (Individuals with Disabilities Education Improvement Act) 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (Student Likes, Dislikes, Triggers, etc.) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavior Journaling Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room Training on Cultural Sensitivity Training on IDEA (Individuals with Disabilities Education Improvement Act)
3.12b	Harassed/ threatened pupil based on disability (grade 4-12)				
3.12c	Harassed/ threatened pupil based on other factors (grade 4-12)				
3.12d	Harassed/ threatened a school District personnel (grade 4-12)				
3.13	Sexual harassment (grade 4-12)				
3.17	Harassed/ threatened/ intimidated witness	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment



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CA Ed Code 49900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.14	Hate violence (grade 4-12)	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Recovery Time Think Sheet Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Recovery Time Think Sheet Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Recovery Time Think Sheet Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Recovery Time Think Sheet Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Revisit Student Data (Academic and Behavioral) RJ Harm Circle School Site (Reflection) Room
3.15	Terroristic threat (threat to cause death, great bodily injury)	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Participation in Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment

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3.20	Hazing	TIER II <ul style="list-style-type: none"> • Alternative Programming (change teacher/class) • Assign Educational Projects (i.e. Research Current/Relevant Topics) • Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) • Behavior Contract • Conflict Mediation • Daily/Weekly Check-in • Family Survey (student Likes, Dislikes, Triggers) • Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) • Parent/student conference • Peer Mediation • Referral to Student Support and Progress Team (SSPT) • Reflective Behavior Journaling • Restorative Justice (RJ) Conference • Restorative Justice (RJ) Harm Circle • Revisit Student Data (Academic and Behavioral) • School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> • Alternative Programming (change teacher/class) • Assign Educational Projects (i.e. Research Current/Relevant Topics) • Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) • Behavior Contract • Conflict Mediation • Daily/Weekly Check-in • Family Survey (student Likes, Dislikes, Triggers) • Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) • Parent/student conference • Peer Mediation • Referral to Student Support and Progress Team (SSPT) • Reflective Behavior Journaling • Restorative Justice (RJ) Conference • Restorative Justice (RJ) Harm Circle • Revisit Student Data (Academic and Behavioral) • School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> • Alternative Programming (change teacher/class) • Assign Educational Projects (i.e. Research Current/Relevant Topics) • Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) • Behavior Contract • Conflict Mediation • Daily/Weekly Check-in • Family Survey (student Likes, Dislikes, Triggers) • Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) • Parent/student conference • Peer Mediation • Referral to Student Support and Progress Team (SSPT) • Reflective Behavior Journaling • Restorative Justice (RJ) Conference • Restorative Justice (RJ) Harm Circle • Revisit Student Data (Academic and Behavioral) • School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> • Alternative Programming (change teacher/class) • Assign Educational Projects (i.e. Research Current/Relevant Topics) • Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) • Behavior Contract • Conflict Mediation • Daily/Weekly Check-in • Family Survey (student Likes, Dislikes, Triggers) • Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) • Parent/student conference • Peer Mediation • Referral to Student Support and Progress Team (SSPT) • Reflective Behavior Journaling • Restorative Justice (RJ) Conference • Restorative Justice (RJ) Harm Circle • Revisit Student Data (Academic and Behavioral) • School Site (Reflection) Room
		TIER III <ul style="list-style-type: none"> • Provide any tier two intervention/support • Assign a Mentor (Student and/or school Adult) • Restorative Justice Re-entry Circle • Revisit Student SSPT, 504 Plan or IEP • Threat Assessment 	TIER III <ul style="list-style-type: none"> • Provide any tier two intervention/support • Assign a Mentor (Student and/or school Adult) • Restorative Justice Re-entry Circle • Revisit Student SSPT, 504 Plan or IEP • Threat Assessment 	TIER III <ul style="list-style-type: none"> • Provide any tier two intervention/support • Assign a Mentor (Student and/or school Adult) • Restorative Justice Re-entry Circle • Revisit Student SSPT, 504 Plan or IEP • Threat Assessment 	TIER III <ul style="list-style-type: none"> • Provide any tier two intervention/support • Assign a Mentor (Student and/or school Adult) • Restorative Justice Re-entry Circle • Revisit Student SSPT, 504 Plan or IEP • Threat Assessment

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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
3.21a	Bullying/cyber toward a pupil based on sex	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Individualized Student Safety Plan Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavioral Journaling Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Individualized Student Safety Plan Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavioral Journaling Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Individualized Student Safety Plan Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavioral Journaling Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Individualized Student Safety Plan Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Reflective Behavioral Journaling Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room
3.21b	Bullying/cyber toward a pupil based on race/color/national origin				
3.21c	Bullying/cyber toward a pupil based on disability				
3.21d	Bullying/cyber toward a pupil based on other factors				
3.21e	Bullying/cyber toward school personnel				
		TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment

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CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3	ELEMENTARY Grade 4 – Grade 5	MIDDLE SCHOOL Grade 6 – Grade 8	SECONDARY Grade 9 – Grade 12
2.1	Serious physical injury/not self-defense	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room Teach social skills addressing the behavior 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room Teach social skills addressing the behavior 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room Teach social skills addressing the behavior 	TIER II <ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room Teach social skills addressing the behavior
2.5	Assaulted/battered school employee	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP 	TIER III <ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP



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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
2.2	Knife or other dangerous object	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Conflict Resolution Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Peer Mediation Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room
		TIER III	<ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III	<ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III	<ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment 	TIER III	<ul style="list-style-type: none"> Provide any tier two intervention/support Assign a Mentor (Student and/or school Adult) Restorative Justice Re-entry Circle Revisit Student SSPT, 504 Plan or IEP Threat Assessment



LOS ANGELES UNIFIED SCHOOL DISTRICT Office of the Superintendent-Division of District Operations

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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
2.3	Controlled substance except marijuana 1st offense <1 oz counter/prescribed meds	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Behavior Contract Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data School Site (Reflection) Room
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LOS ANGELES UNIFIED SCHOOL DISTRICT Office of the Superintendent-Division of District Operations

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

CA Ed Code 48900 et seq	INFRACTION	PRIMARY Kindergarten – Grade 3		ELEMENTARY Grade 4 – Grade 5		MIDDLE SCHOOL Grade 6 – Grade 8		SECONDARY Grade 9 – Grade 12	
2.4	Robbery/ extortion	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room 	TIER II	<ul style="list-style-type: none"> Alternative Programming (change teacher/class) Assign Educational Projects (i.e. Research Current/Relevant Topics) Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.) Daily/Weekly Check-in Family Survey (student Likes, Dislikes, Triggers) Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor) Parent/student conference Referral to Student Support and Progress Team (SSPT) Restorative Justice (RJ) Conference Restorative Justice (RJ) Harm Circle Revisit Student Data (Academic and Behavioral) School Site (Reflection) Room
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School-Wide Positive Behavior Intervention and Support Task Force Meeting

May 23, 2019

Dr. Debra Bryant
Administrator of Operations

Who is Local District Northwest



Joseph Nacorda, Local District Superintendent



Gonsalo Garay, Administrator, Parent and Community Engagement Unit

School Operations Team

Dr. Debra Bryant, Administrator of Operations

Steve Munoz, Lead Operations Coordinator
Andriette Keele-Gibson, Operations Coordinator
Sherman Gardin, Operations Coordinator
Temo Arroyo, Operations Coordinator
Jack Klein, Restorative Justice Adviser

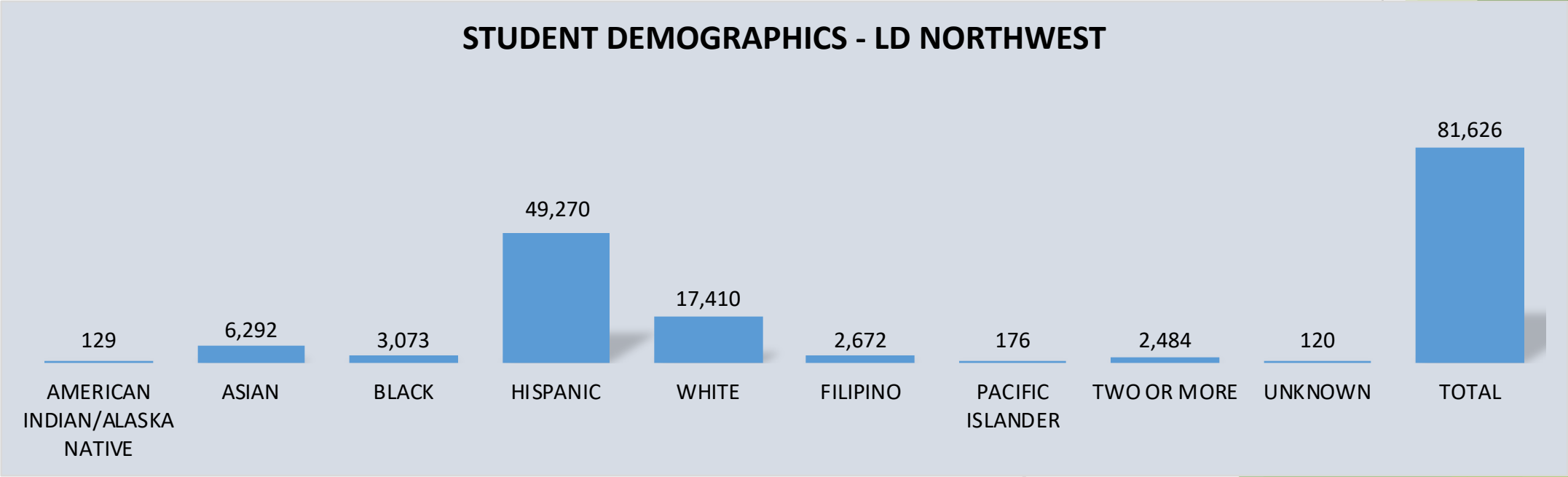


2018-19 Student Demographics (As of 3-31-19)

ETHNICITY	COUNT	PERCENTAGE
AMERICAN INDIAN/ALASKA NATIVE	129	0.2%
ASIAN	6,292	7.7%
BLACK	3,073	3.8%
HISPANIC	49,270	60.4%
WHITE	17,410	21.3%
FILIPINO	2,672	3.3%
PACIFIC ISLANDER	176	0.2%
TWO OR MORE	2,484	3.0%
UNKNOWN	120	0.1%
TOTAL	81,626	100.0%



STUDENT DEMOGRAPHICS - LD NORTHWEST

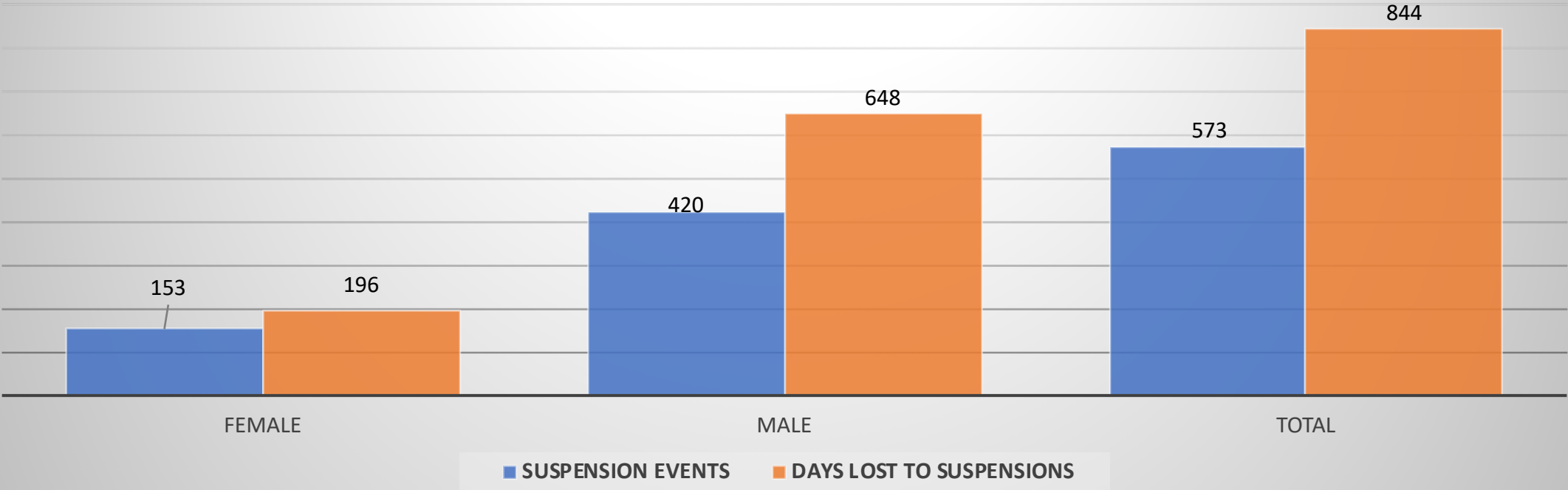


2017-18 Out-of-School Suspension Data by Gender



GENDER	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	153	196
MALE	420	648
TOTAL	573	844

OUT-OF-SCHOOL SUSPENSION DATA BY GENDER - LD NORTHWEST

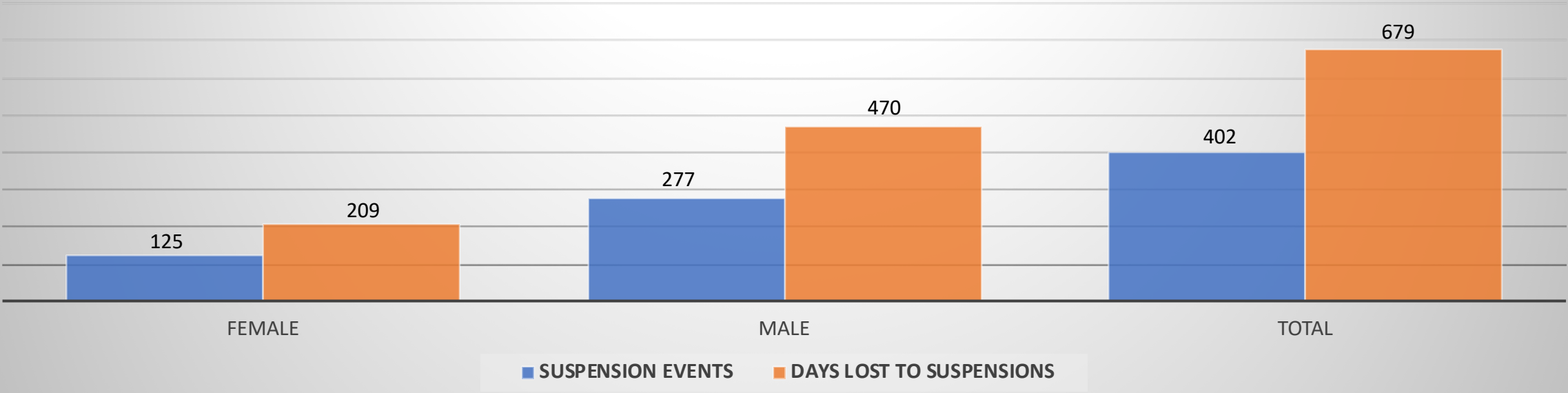


2018-19 Out of School Suspension Data by Gender (as of 3-31-19)

Gender	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	125	209
MALE	277	470
TOTAL	402	679

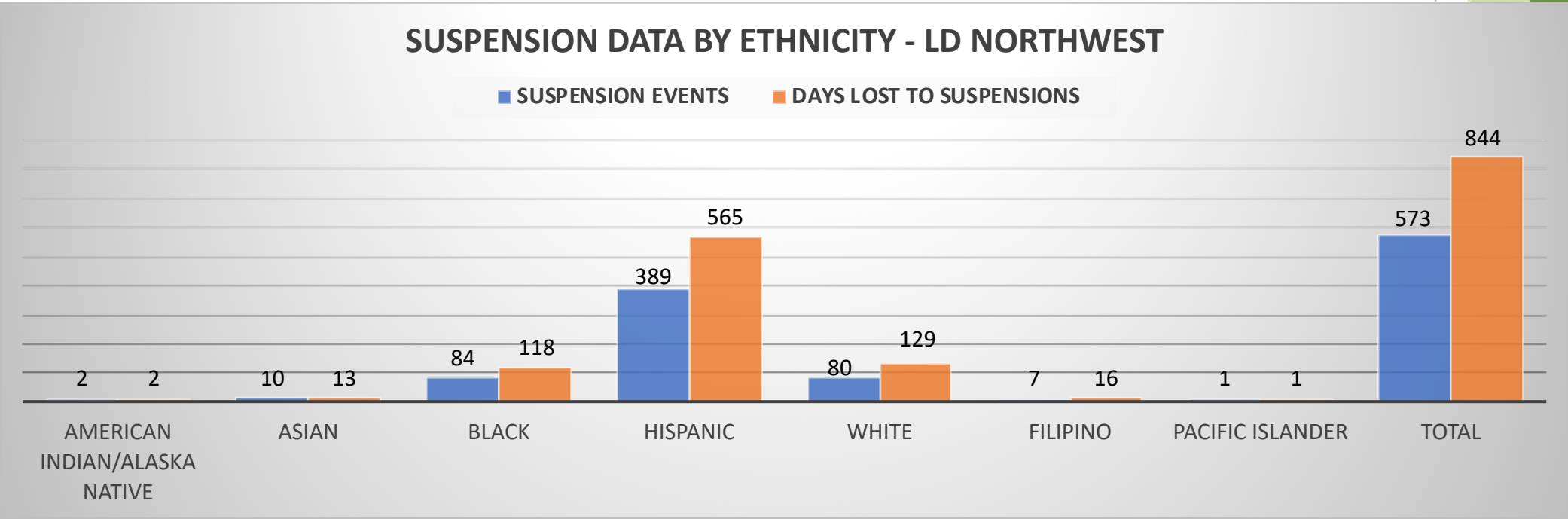


OUT-OF-SCHOOL SUSPENSION DATA BY GENDER - LD NORTHWEST



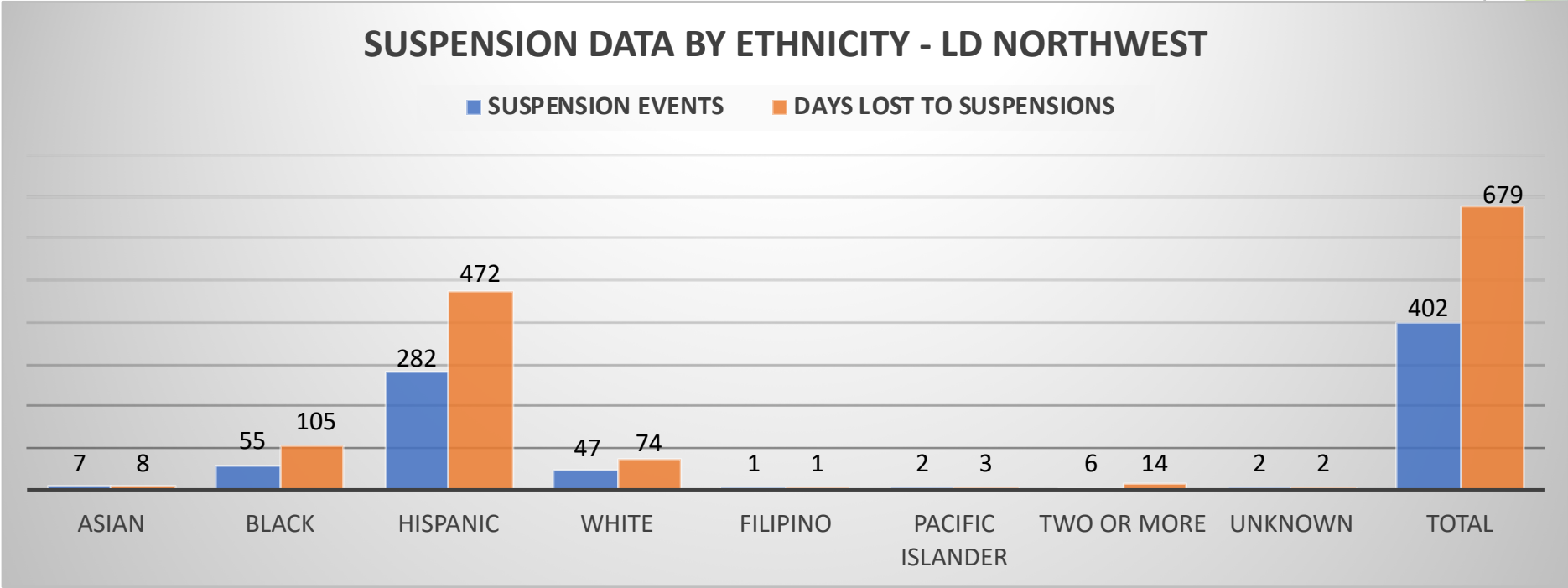
2017-18 Out-of-School Suspension Data by Ethnicity

ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
AMERICAN INDIAN/ALASKA NATIVE	2	2
ASIAN	10	13
BLACK	84	118
HISPANIC	389	565
WHITE	80	129
FILIPINO	7	16
PACIFIC ISLANDER	1	1
Total	573	844



2018-19 Out-of-School Suspension Data by Ethnicity (as of 3-31-19)

ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
ASIAN	7	8
BLACK	55	105
HISPANIC	282	472
WHITE	47	74
FILIPINO	1	1
PACIFIC ISLANDER	2	3
TWO OR MORE	6	14
UNKNOWN	2	2
Total	402	679

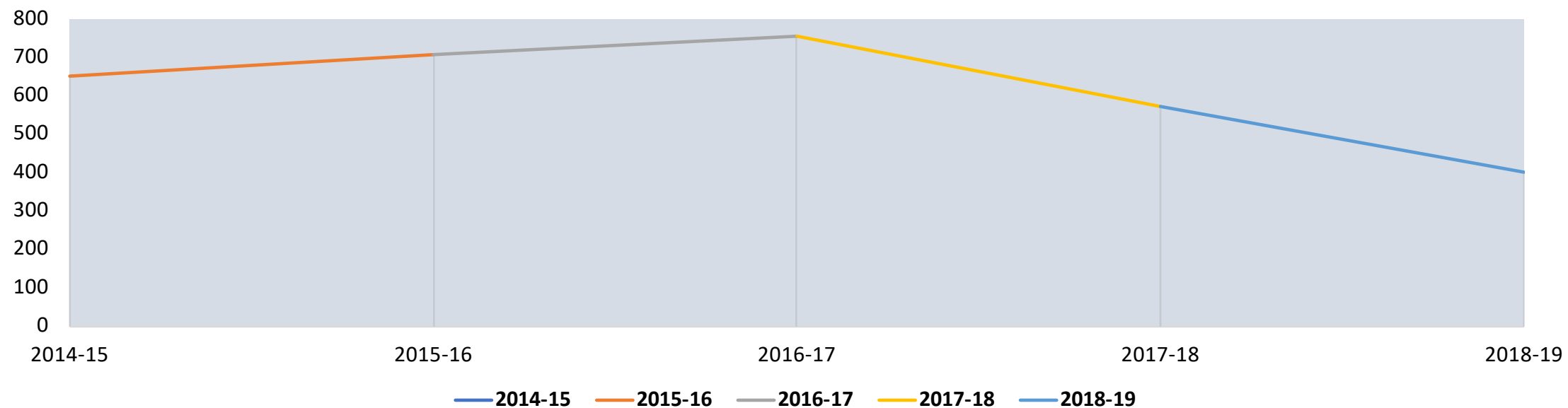


2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 (as of 3-31-19)

Out-of-School Suspension Events

SCHOOL YEAR	SUSPENSION EVENTS
2014-15	652
2015-16	708
2016-17	756
2017-18	573
2018-19	402

OUT-OF-SCHOOL SUSPENSION EVENTS - LD NORTHWEST



2017-18 Expulsion Data – By Infraction Type



Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b) - 1.1	0
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b) - 1.2	2
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900© - 1.3	13
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n) - 1.4	2
Possession of an explosive. E.C. 48915(c)(5), 48900(b) - 1.5	1
Total Non-Mandatory Recommendations to Expel	2
Total Expulsion Recommendations	20

Expulsion Data – By Infraction Type (As of 2-28-19)

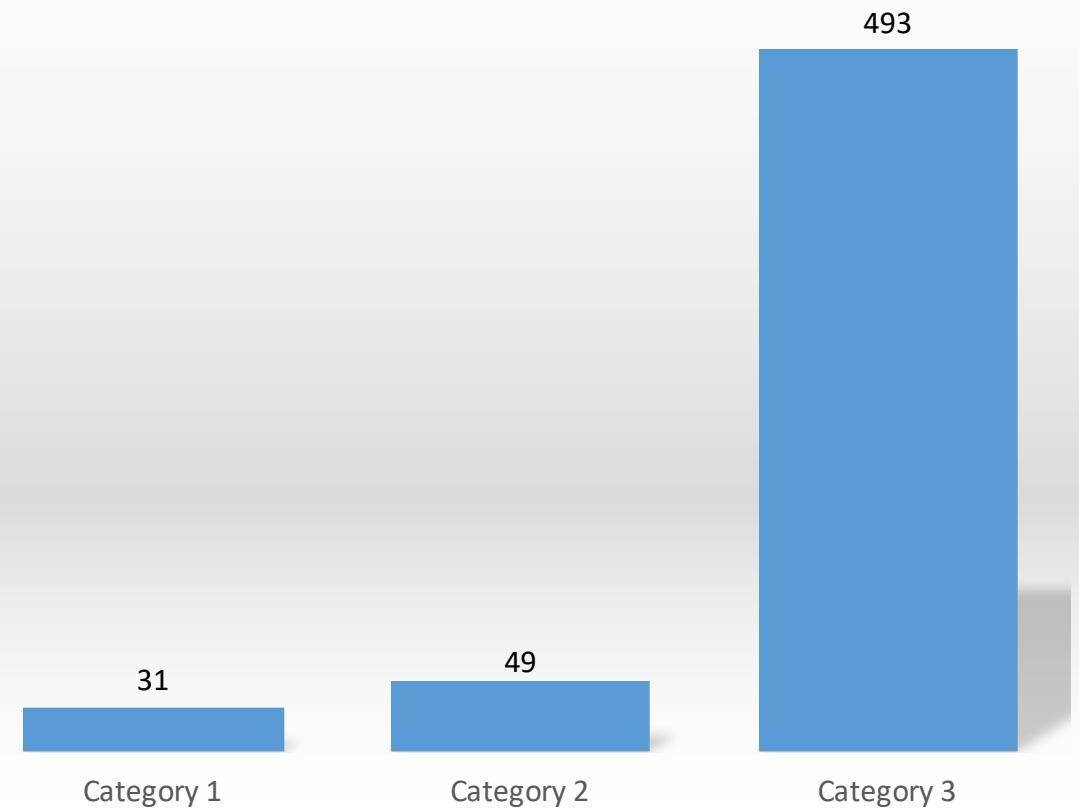


Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b) - 1.1	0
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b) - 1.2	2
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900© - 1.2	6
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n) - 1.4	1
Possession of an explosive. E.C. 48915(c)(5), 48900(b) - 1.5	0
Total Non-Mandatory Recommendations to Expel	1
Total Expulsion Recommendations	10

2017-18 Out-of-School Suspension Data - By Infraction Type

Suspension Reason	# of Susp Events
1.1 - FIREARM*	1
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	4
1.3 - SOLD CONTROLLED SUBSTANCE*	17
1.4a - SEXUAL ASSAULT*	1
1.4b - SEXUAL BATTERY*	8
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	3
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	32
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	8
2.4 - ROBBERY/EXTORTION	1
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	5
3.11 - IMITATION FIREARM	2
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	2
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	16
3.13 - SEXUAL HARASSMENT (GR. 4-12)	15
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	6
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	51
3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS	1
3.1a - CAUSED PHYSICAL INJURY	118
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	99
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	17
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	43
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	2
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	5
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	21
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	6
3.6 - POSSESSED OR USED TOBACCO	10
3.7 - OBSCENITY/PROFANITY/VULGARITY	41
3.8 - DRUG PARAPHERNALIA	8
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	30

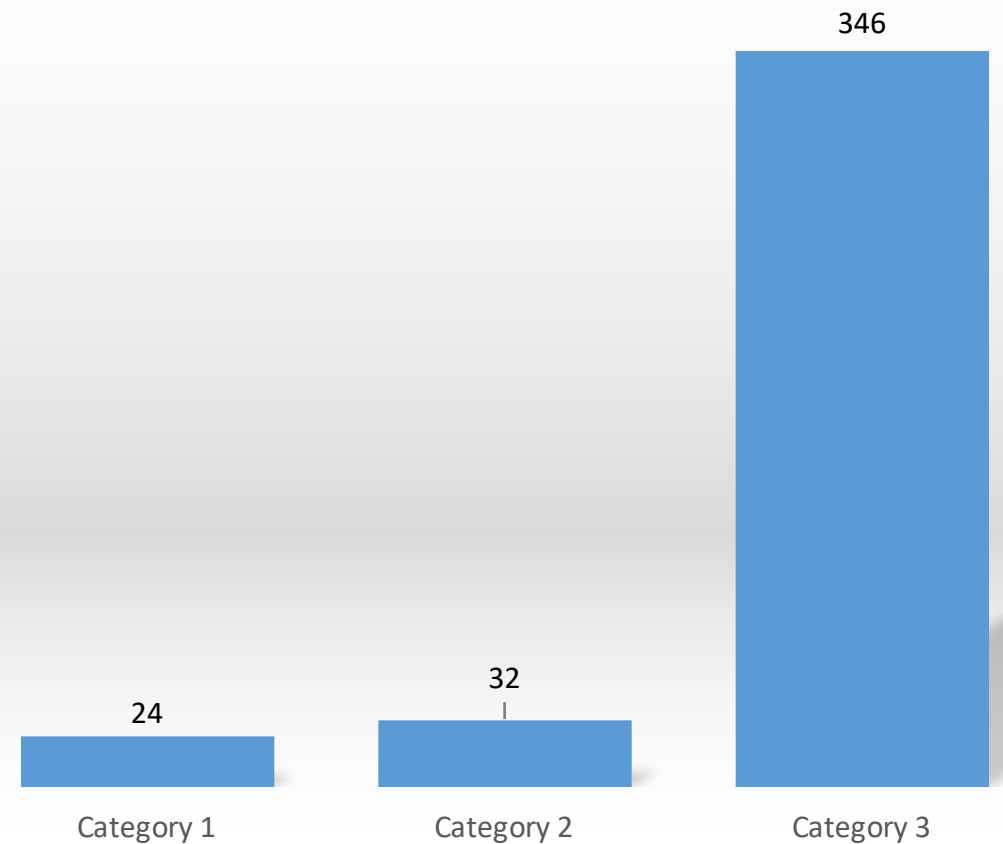
TOTAL SUSPENSION EVENTS



2018-19 Out-of-School Suspension Data - By Infraction Type (as of 3-31-19)

Suspension Reason	# of Susp Events
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	5
1.3 - SOLD CONTROLLED SUBSTANCE*	14
1.4b - SEXUAL BATTERY*	5
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	2
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	22
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	3
2.4 - ROBBERY/EXTORTION	1
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	4
3.10 - RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	1
3.11 - IMITATION FIREARM	3
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	2
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	11
3.13 - SEXUAL HARASSMENT (GR. 4-12)	17
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	6
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	18
3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS	2
3.1a - CAUSED PHYSICAL INJURY	92
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	71
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	8
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	32
3.21b - BULLYING/CYBER A PUPIL BASED ON RACE/COLOR/NATIONAL ORIGIN	1
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	1
3.21e - BULLYING/CYBER SCHOOL PERSONNEL	1
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	5
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	16
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	5
3.6 - POSSESSED OR USED TOBACCO	4
3.7 - OBSCENITY/PROFANITY/VULGARITY	24
3.8 - DRUG PARAPHERNALIA	7
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	19

TOTAL SUSPENSION EVENTS



3 Year Local District Northwest ROI Data

LOS ANGELES UNIFIED SCHOOL DISTRICT
Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)
Rubric of Implementation
<http://Disciplinepolicy.lausd.net>

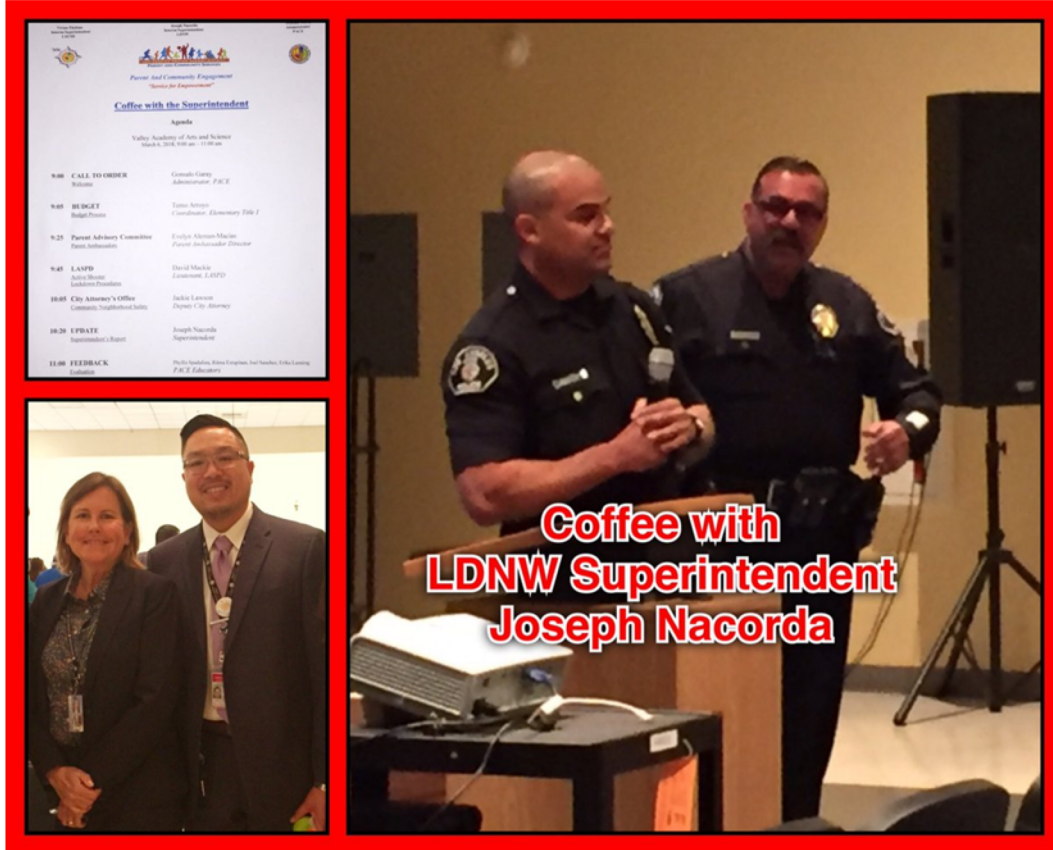
School Name:

Key Feature	1	2	3	4	Score
Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at some faculty meetings. SWPBS is addressed in some staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.	
Team Based Implementation	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per school year.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	

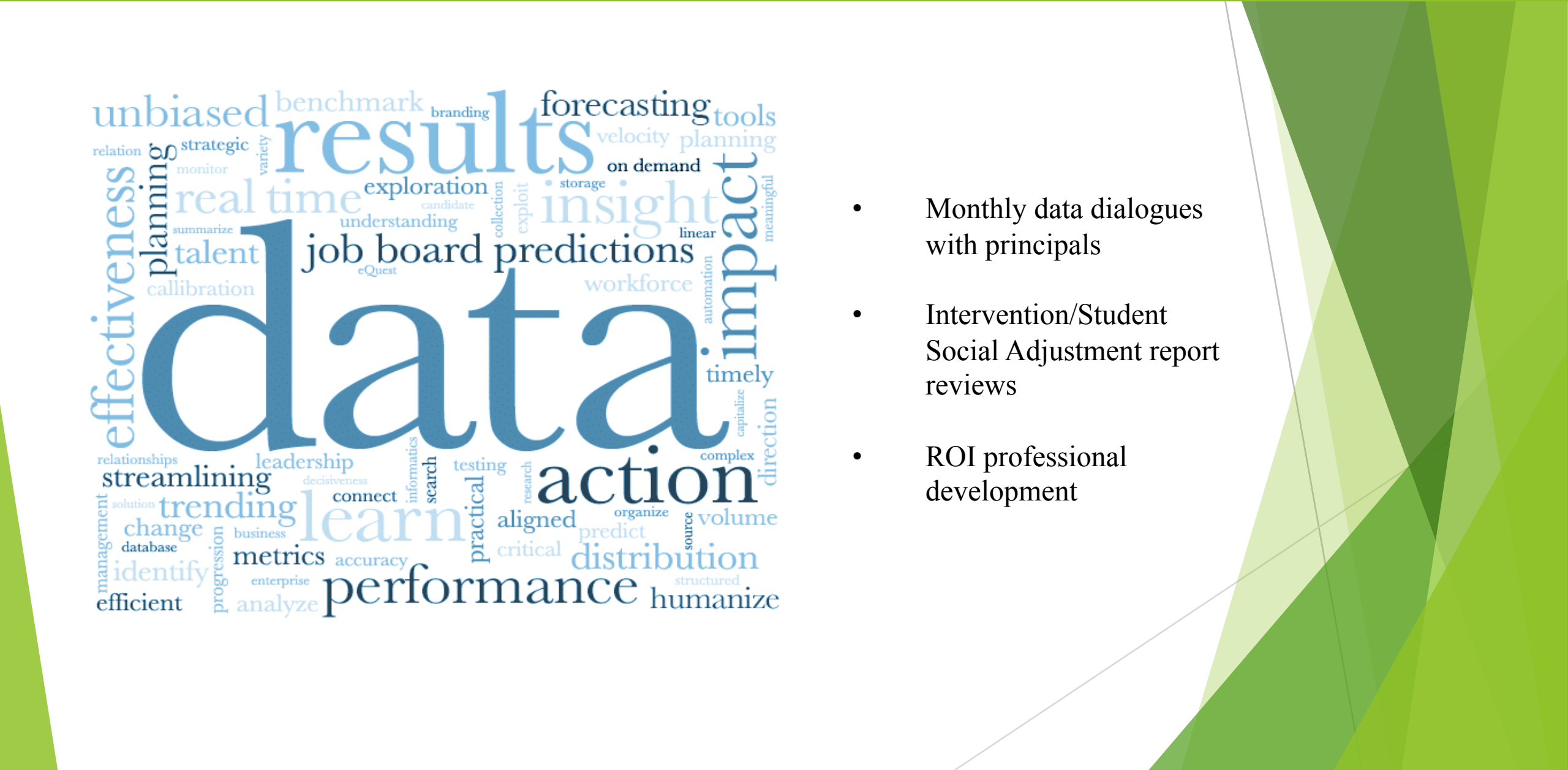


Local District	Rank 2016 Spring				Rank 2017 Spring				Rank 2018 Spring			
	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red
Northwest	0	86	33	0	0	93	25	0	0	105	13	0

How is Local District Northwest addressing the issue of suspensions, days lost to suspensions, and expulsions?



How is Local District Northwest addressing the issue of suspensions, days lost to suspensions, and expulsions?



- Monthly data dialogues with principals
- Intervention/Student Social Adjustment report reviews
- ROI professional development



Elementary Schools

- Inconsistent documentation
 - ✓ Follow-up
 - ✓ Interventions



Suspension Reasons

- Caused physical injury
- Attempted to cause physical injury





- Ongoing implementation across LDNW

LDNW 2018 Spring ROI			
LDNW SPRING ROI	Green	Yellow	Red
	105	13	0

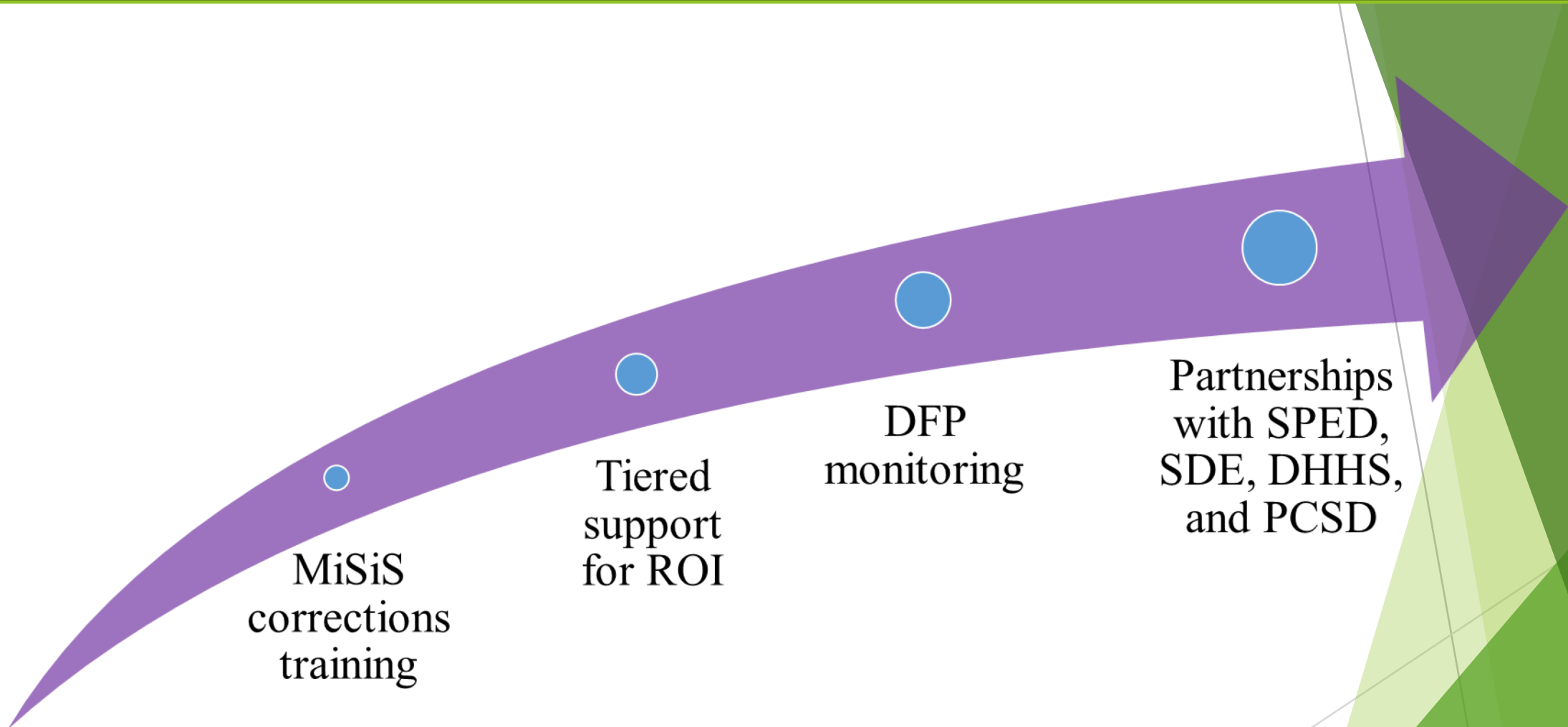


Local District Northwest Successes

- Continue to lower suspension rates
- Continue the implementation of Restorative Justice
- Continue to build strong relationships with parents and community partners
- Continue data chats with school personnel to assist in decreasing days lost to suspension
- Continue to decrease the number of schools ranked yellow on the ROI
- Continue professional development opportunities for schools



Local District Northwest Next Steps



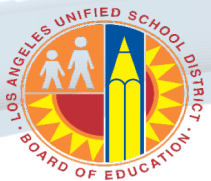
Best Practices in Local District Northwest and Panel Discussion





Local District Northwest

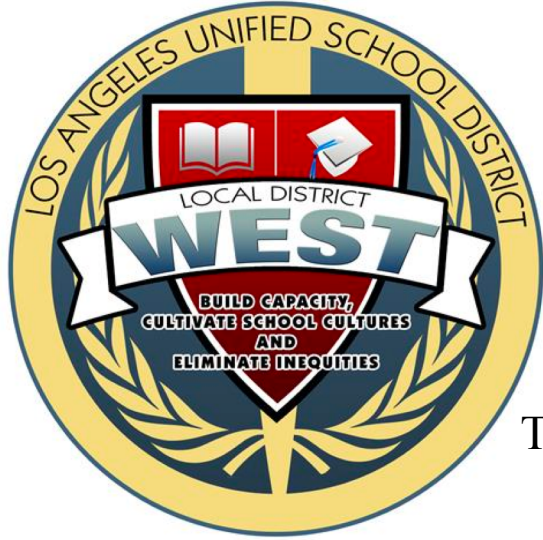
Building Academic Excellence Through Coherence, Collaboration,
High Expectations and Accountability



School-Wide Positive Behavior Intervention and Support Task Force Meeting

May 23, 2019

Ra'Daniel McCoy
Administrator of Operations



Dr. Cheryl P. Hildreth Local District Superintendent

Dr. Darnise Williams, Administrator of Instruction

Traci L. Calhoun, Administrator, Parent and Community Engagement Unit

School Operations Team

Ra'Daniel McCoy

Administrator of Operations

Tony Booker, Operations Coordinator

Karen E. Brown, Operations Coordinator

Leonor Buza, Operations Coordinator

Rene Martinez, Operations Coordinator

Davette Henderson-Brown, Restorative Justice Adviser

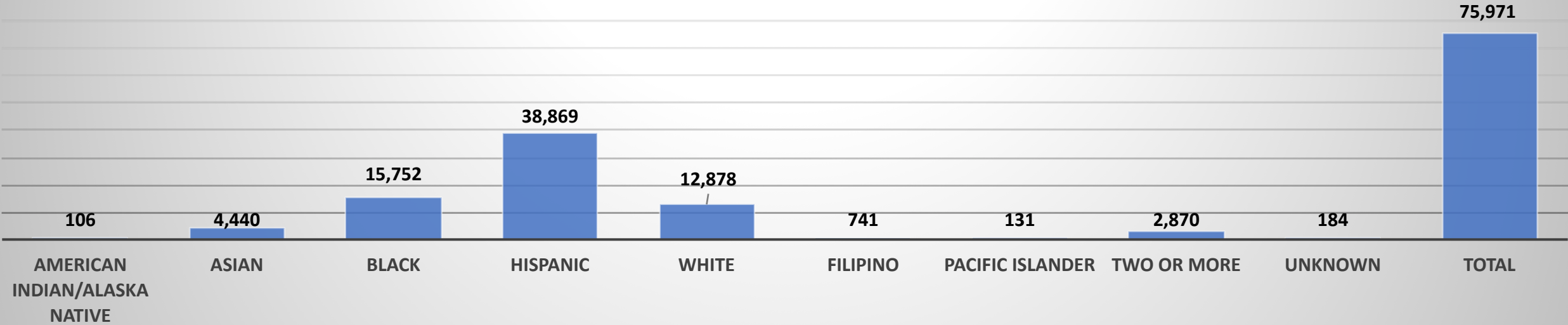


2018-19 Student Demographics (As of 3-31-19)

ETHNICITY	COUNT	PERCENTAGE
AMERICAN INDIAN/ALASKA NATIVE	106	0.1%
ASIAN	4,440	5.8%
BLACK	15,752	20.7%
HISPANIC	38,869	51.2%
WHITE	12,878	17.0%
FILIPINO	741	1.0%
PACIFIC ISLANDER	131	0.2%
TWO OR MORE	2,870	3.8%
UNKNOWN	184	0.2%
TOTAL	75,971	100.0%



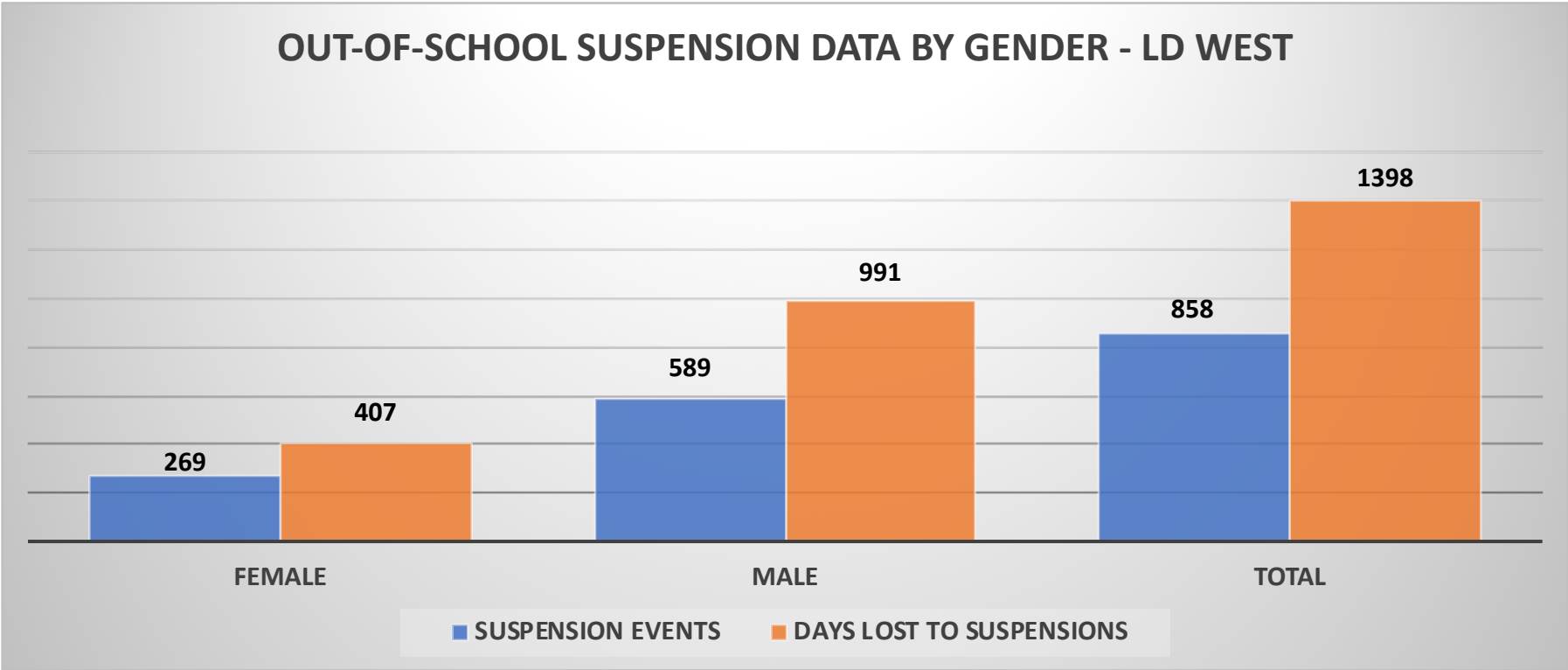
STUDENT DEMOGRAPHICS - LD WEST



2017-18 Out-of-School Suspension Data by Gender



GENDER	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	269	407
MALE	589	991
TOTAL	858	1398

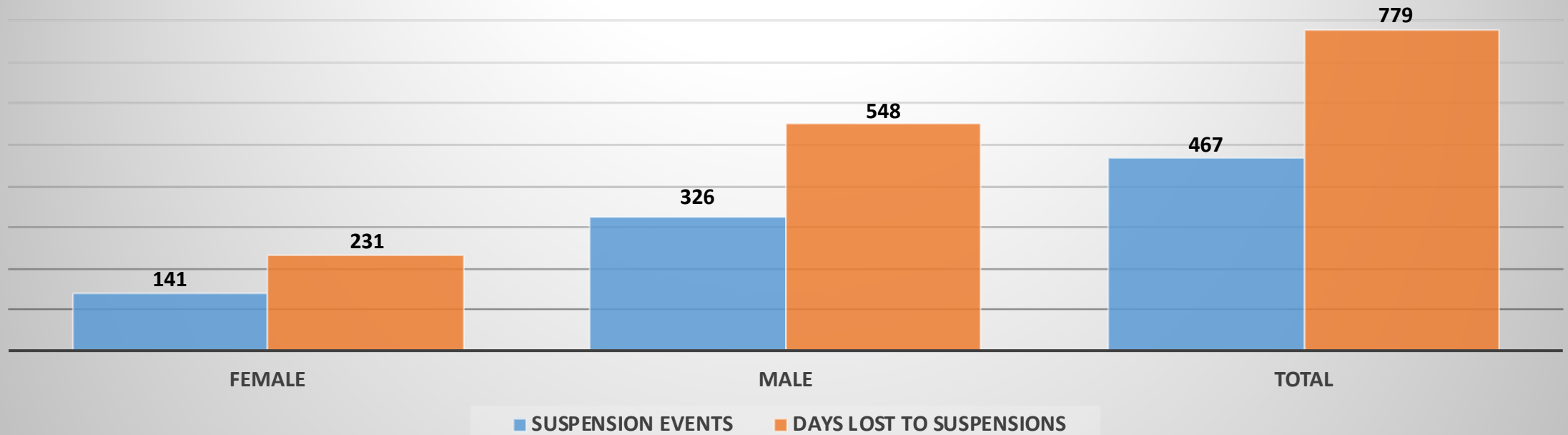


2018-19 Out of School Suspension Data by Gender (as of 3-31-19)

Gender	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	141	231
MALE	326	548
TOTAL	467	779

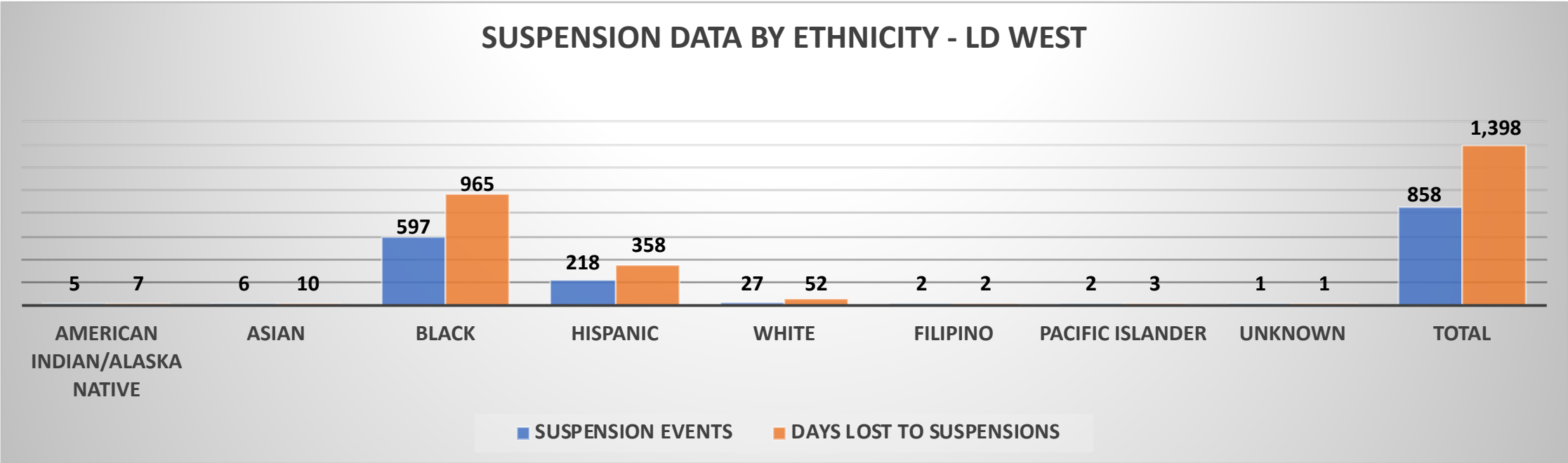


OUT-OF-SCHOOL SUSPENSION DATA BY GENDER - LD WEST



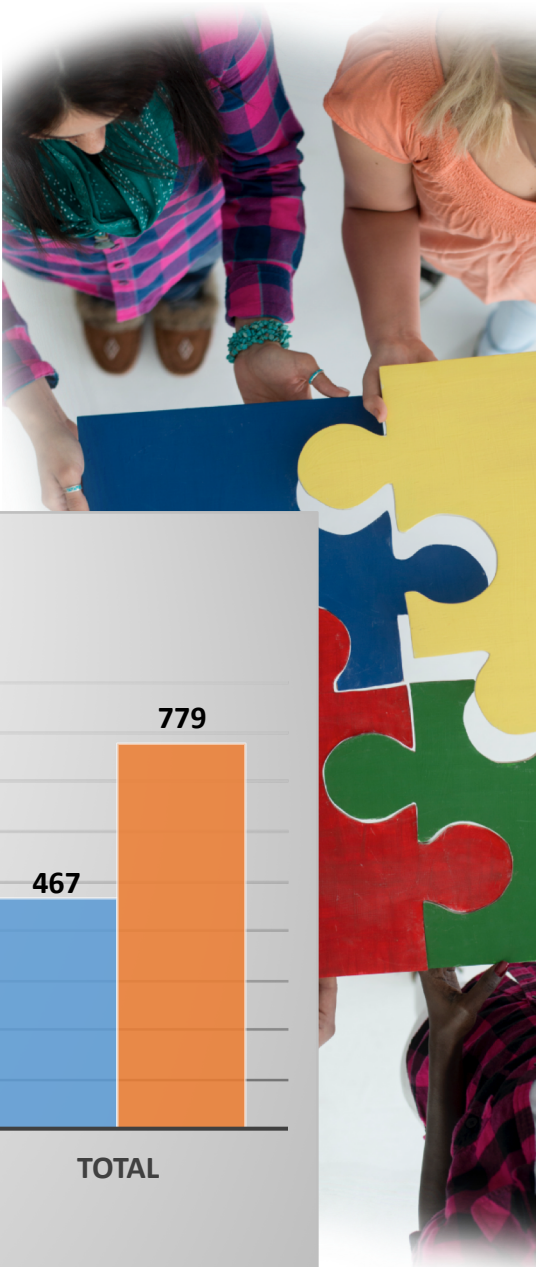
2017-18 Out-of-School Suspension Data by Ethnicity

ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
AMERICAN INDIAN/ALASKA NATIVE	5	7
ASIAN	6	10
BLACK	597	965
HISPANIC	218	358
WHITE	27	52
FILIPINO	2	2
PACIFIC ISLANDER	2	3
UNKNOWN	1	1
Total	858	1,398

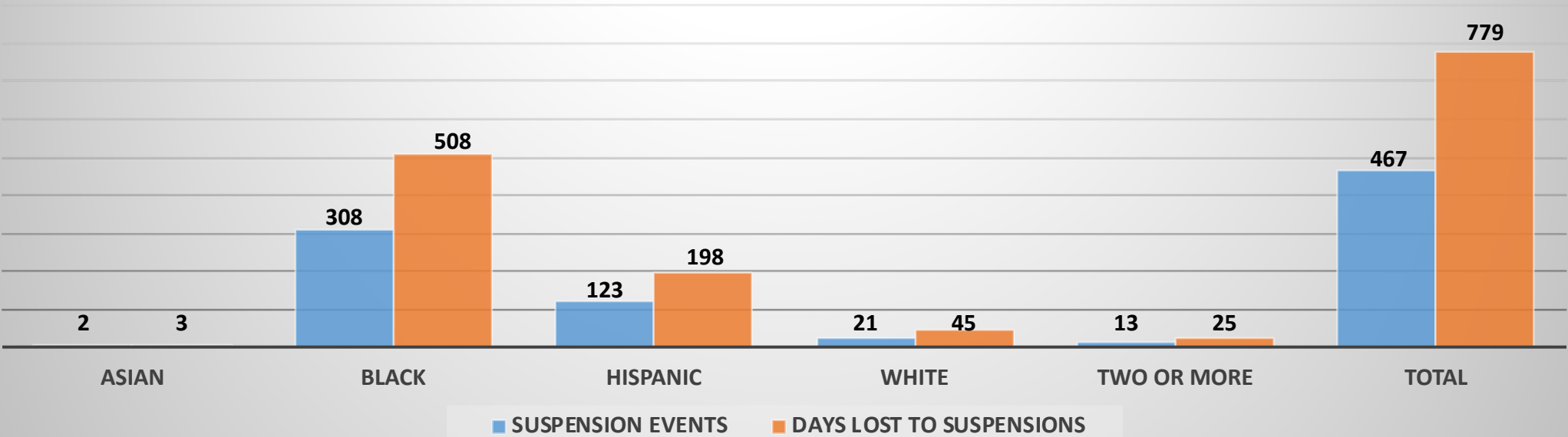


2018-19 Out-of-School Suspension Data by Ethnicity (as of 3-31-19)

ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
ASIAN	2	3
BLACK	308	508
HISPANIC	123	198
WHITE	21	45
TWO OR MORE	13	25
Total	467	779



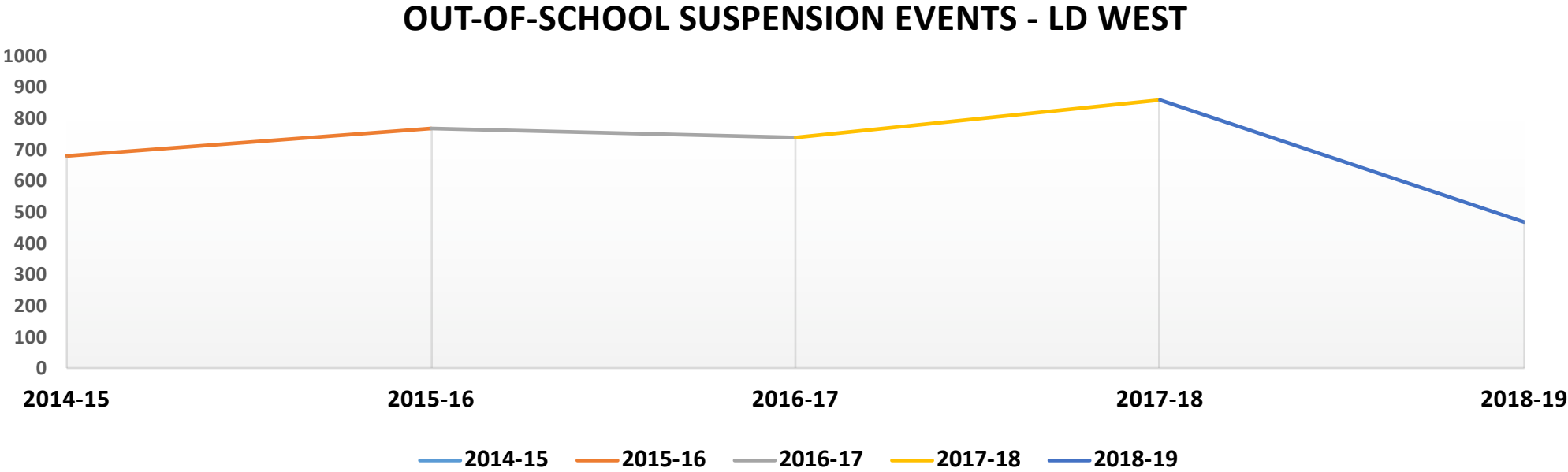
SUSPENSION DATA BY ETHNICITY - LD WEST



2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 (as of 3-31-19)

Out-of-School Suspension Events

SCHOOL YEAR	SUSPENSION EVENTS
2014-15	679
2015-16	767
2016-17	738
2017-18	858
2018-19	467



2017-18 Expulsion Data – By Infraction Type



Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b) – 1.1	1
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b) – 1.2	5
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900© - 1.3	9
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n) – 1.4	0
Possession of an explosive. E.C. 48915(c)(5), 48900(b) – 1.5	0
Total Non-Mandatory Recommendations to Expel	2
Total Expulsion Recommendations	17

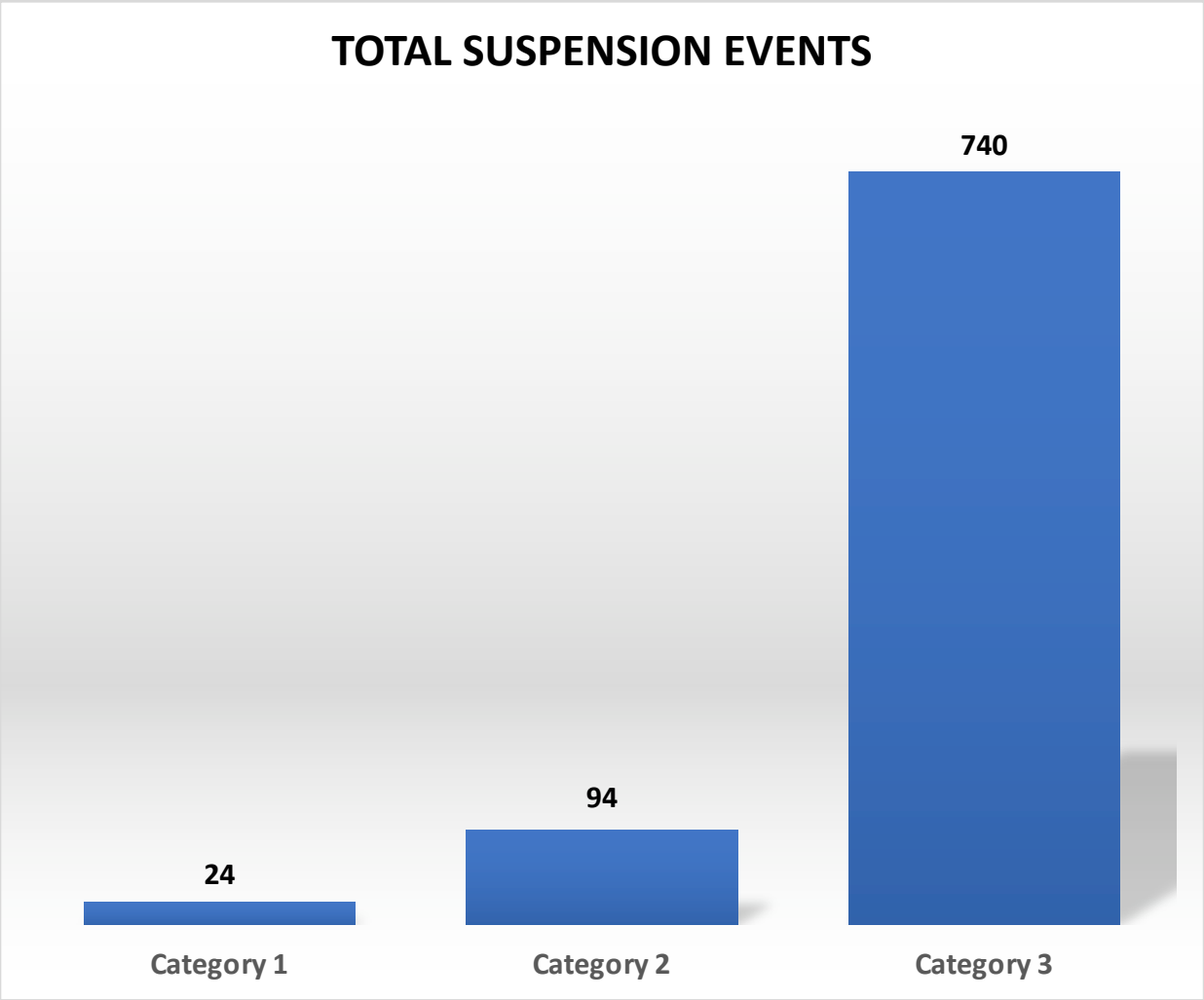
Expulsion Data – By Infraction Type (As of 2-28-19)



Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b) – 1.1	0
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b) – 1.2	2
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900© - 1.3	0
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n) – 1.4	0
Possession of an explosive. E.C. 48915(c)(5), 48900(b) – 1.5	0
Total Non-Mandatory Recommendations to Expel	0
Total Expulsion Recommendations	2

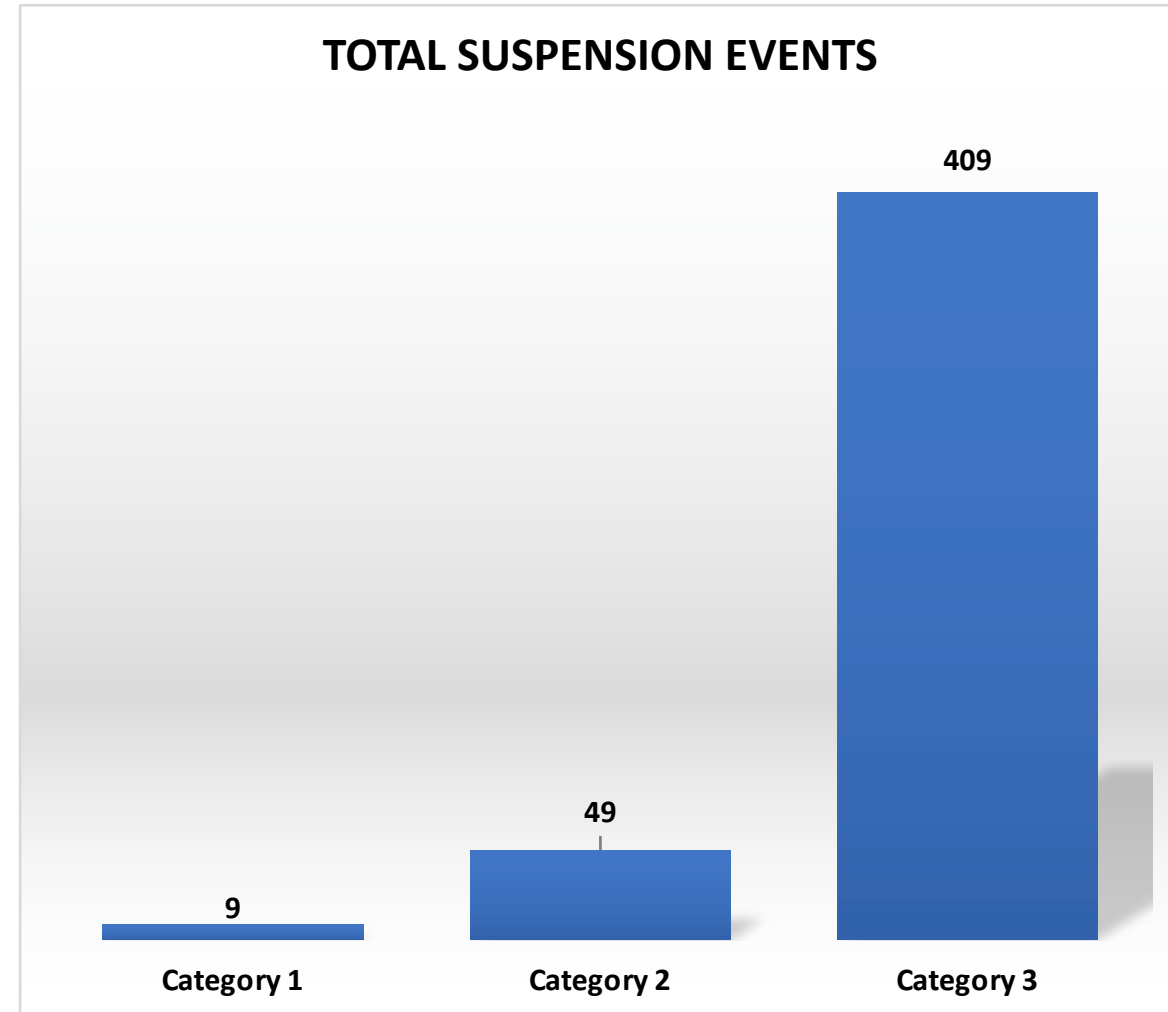
2017-18 Out-of-School Suspension Data - By Infraction Type

Suspension Reason	# of Susp Events
1.1 - FIREARM*	3
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	5
1.3 - SOLD CONTROLLED SUBSTANCE*	9
1.4a - SEXUAL ASSAULT*	2
1.4b - SEXUAL BATTERY*	4
1.5 - EXPLOSIVE*	1
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	5
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	49
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	4
2.4 - ROBBERY/EXTORTION	8
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	28
3.10 - RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	3
3.11 - IMITATION FIREARM	6
3.12a - HARASSED/THREATENED PUPIL RACE/COLOR/NAT'L ORIGIN (GR. 4-12)	1
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	8
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	19
3.13 - SEXUAL HARASSMENT (GR. 4-12)	15
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	14
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	59
3.1a - CAUSED PHYSICAL INJURY	200
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	217
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	26
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	29
3.21b - BULLYING/CYBER A PUPIL BASED ON RACE/COLOR/NATIONAL ORIGIN	1
3.21c - BULLYING/CYBER A PUPIL BASED ON DISABILITY	1
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	13
3.21e - BULLYING/CYBER SCHOOL PERSONNEL	2
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	1
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	25
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	16
3.6 - POSSESSED OR USED TOBACCO	6
3.7 - OBSCENITY/PROFANITY/VULGARITY	41
3.8 - DRUG PARAPHERNALIA	3
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	34



2018-19 Out-of-School Suspension Data - By Infraction Type (as of 3-31-19)

Suspension Reason	# of Susp Events
1.1 - FIREARM*	1
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	2
1.3 - SOLD CONTROLLED SUBSTANCE*	1
1.4a - SEXUAL ASSAULT*	4
1.4b - SEXUAL BATTERY*	1
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	1
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	29
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	4
2.4 - ROBBERY/EXTORTION	4
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	11
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	2
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	9
3.13 - SEXUAL HARASSMENT (GR. 4-12)	11
3.14 - HATE VIOLENCE (GR. 4-12)	1
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	6
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	35
3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS	1
3.1a - CAUSED PHYSICAL INJURY	151
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	82
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	20
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	16
3.21c - BULLYING/CYBER A PUPIL BASED ON DISABILITY	3
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	12
3.21e - BULLYING/CYBER SCHOOL PERSONNEL	4
3.22 - AIDED OR ABETTED THE INFLECTION OF PHYSICAL INJURY	2
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	5
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	16
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	6
3.7 - OBSCENITY/PROFANITY/VULGARITY	16
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	11



3 Year Local District West ROI Data

LOS ANGELES UNIFIED SCHOOL DISTRICT
Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)
Rubric of Implementation
<http://Disciplinepolicy.lausd.net>

School Name:

Key Feature	1	2	3	4	Score
Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at some faculty meetings. SWPBS is addressed in some staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.	
Team Based Implementation	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per school year.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	



Local District	Rank 2016 Spring				Rank 2017 Spring				Rank 2018 Spring			
	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red
West	0	120	20	0	0	129	11	1	0	139	3	0

How is Local District West addressing the issue of suspensions, days lost to suspensions, and expulsions?

- Professional Development
- Restorative Practices (Harm Circles, Apology Letter, Alternative Guide)
- Newsletter Reminders
- Principal involvement in suspension process
- Including Directors in suspension conversations and data follow-ups
- Consult w/ Operations and Directors prior to suspending
- Redirection with targeted Mental Health support for Category II & III infractions



How is Local District West addressing the issue of suspensions, days lost to suspensions, and expulsions?

- 1 day suspensions don't change behaviors
- Discussing that expulsions push out students without addressing the behaviors and without solving the problems
- Non-Recommended Expulsions return back to the site, just postponing improvements
- Facilitating consultation with Behavior Specialist to ensure proper supports are in place
- Provide administrators with Professional Development on creating and implementing Behavior Contracts
- Advising schools to Developing Behavior Contracts
- Creating safety plans to support student improvement



- Victims and advocates want to see harsh and swift consequences for behaviors that can often be easily corrected with time and patience
- Culture of suspending students to make the impression that something has been done
- Reaching all stakeholders to present and promote restorative practices
- African American males representing 50% of the suspensions although they only represent only 20% of the population

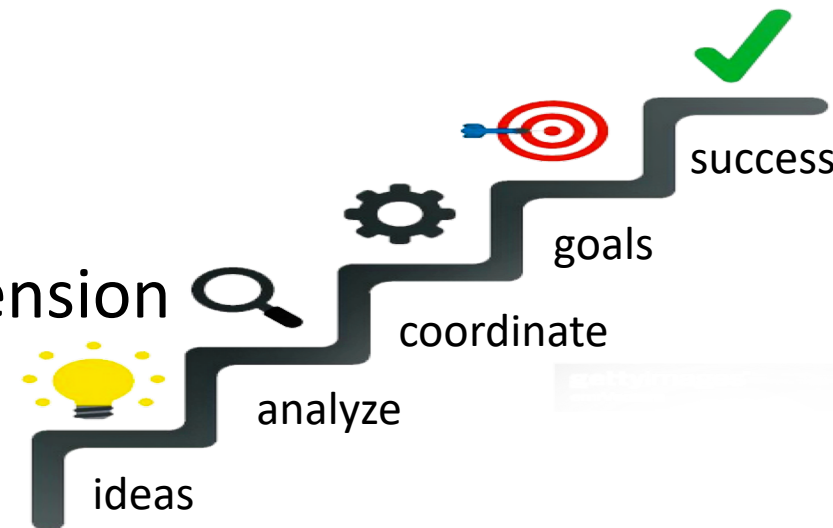


- Collaborative approach
- Open minds to Restorative Justice practices and alternatives to suspension
- Being able to provide more Professional Development to Principals and Assistant Principals
- Zero red schools on the Rubric of Implementation
- Increase in Full-Implementation schools over 3 years
- Suspensions down from 858 to 467 over the past year



Local District West Next Steps

- Keep striving towards improvement
- Continue to reflect
- Keep the lines of communication open
- Encourage alternative to suspension
- Ensure that suspension days are issued equitably
- Continuity of staff and administration
- Increase positive culture at schools
- Present data / research that speaks against suspension



Best Practices in Local District West and Panel Discussion







Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support Task Force Meeting
Thursday, May 23, 2019



Please take notes during the presentations. All questions and comments will be addressed at the conclusion of each presentation.

Presentation 1. _____

Presentation 2. _____

Presentation 3. _____

Presentation 4. _____

Thank you!

