

**Los Angeles Unified School District**  
**Division of Student Health and Human Services**

**School-Wide Positive Behavior Intervention and Support Task Force Meeting**

**333 South Beaudry Avenue**

**Location: Board Blue Room**

**Thursday, May 17, 2018**

**3:30 p.m. – 5:00 p.m.**

**AGENDA**

- |       |   |   |
|-------|---|---|
| I.    | Welcome   | Deborah D. Brandy Director<br>Restorative Justice Department                    |
| II.   | Roll Call   | Paul Gonzales, Restorative Justice Specialist<br>Restorative Justice Department |
| III.  | Approval of Minutes   | Deborah D. Brandy, Director<br>Restorative Justice Department                   |
| IV.   | Independent Auditor Report<br>Educational Resource Consultants                                      | Dr. Steve Price, Consultant, ERC<br>Dr. Noelle Banuelos, Consultant, ERC        |
| V.    | Local District Northwest at a Glance  | Debra Bryant, Local District Northwest<br>Administrator of Operations           |
| VI.   | Discipline Foundation Policy-<br>Best Practices in Local District<br>Northwest and Panel Discussion | Kim D'Aloisio, Principal<br>Oliver Wendell Holmes Middle School                 |
| VII.  | Discipline Foundation Policy (DFP)<br>Discipline Matrix "Other Means of<br>Correction" Groups       | Deborah D. Brandy, Director<br>Brent Andersen, Paul Robak, Tanya Franklin       |
| VIII. | Public Comment<br>Five Speakers (two minutes each)  | Deborah D. Brandy, Director<br>Restorative Justice Department                   |
| IX.   | New Business  |   |
| X.    | Agenda Bin  |   |
| XI.   | Adjournment   |   |

**Los Angeles Unified School District**  
Division of Student Health and Human Services  
Restorative Justice Department  
**School-Wide Positive Behavior Intervention Support (SWPBIS) Task Force**  
Thursday, April 19, 2018  
Minutes

**OPENING**

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

**ROLL CALL**

Paul Gonzales conducted the roll call. The quorum was not established.

**MINUTES**

Deborah Brandy asked members to review the March 15, 2018 meeting minutes.

**LOCAL DISTRICT CENTRAL PRESENTATION**

Tony Cortez, Operations Coordinator, Local District (LD) Central, shared central's data. The data presentation included ethnic demographics, suspension events and days lost to suspension disaggregated by ethnicity and gender for the 2016-17 and 2017-18 school year. He noted that male suspension rates are nearly twice as high when compared to female students. Mr. Cortez also spoke about how LD Central is addressing the issue of suspensions, days lost to suspensions, and expulsions and their approach to decreasing suspensions through utilizing positive behavior intervention and support (PBIS). LD Central encourages that schools utilize positive interventions to change student behaviors. Furthermore, Mr. Cortez, addressed LD Central's successes and next steps around the implementation of PBIS and Restorative Justice (RJ). The Task Force members asked Mr. Cortez a few questions and he answered the questions.

**LOS ANGELES ACADEMY MIDDLE SCHOOL**

Ruben Hernandez, Principal Los Angeles Academy Middle School addressed the challenges at his school and his approach of building relationships with his misunderstood students. His school has an RJ Teacher Adviser on campus who constantly works with students in circles. Mr. Hernandez presented his school's referral data by month and shared how the data has improved in comparison to last year. He stressed the importance of modeling behavior expectations daily. Mr. Hernandez spoke about how 80% of the behavior issues at the school are caused by misaligned behavioral and academic goals. His goal is to keep everyone who interacts with students on the same page. He regularly checks if his teachers' instructional strategies align with the school's intervention approaches. He regularly uses MiSIS data to evaluate the school's discipline trends. The Task Force members asked Mr. Hernandez a few questions and he answered the questions.

### **GROUP ACTIVITY**

Deborah Brandy asked the members to discuss and provide feedback to the posted posters throughout the room. The posters addressed the following three questions: What resonated with me in 2017/18? What would you like to learn more about in 2018/19? (List your topics) If you could suggest activities for the 2018/19 school year, what would they be? (i.e. ROI visits, focus school visits, etc.). Ms. Brandy mentioned the posters would be brought back and further discussed at the May 17 meeting.

### **OTHER MEANS OF CORRECTION – WORKING GROUP**

Ms. Brandy informed the members that the May 2013 - School Discipline and School Climate Bill of Rights Board Resolution calls for the support of the Task Force members to assist, create and update the discipline matrix and ensure interventions and supports are age and grade appropriate. Tanya Franklin, Brent Anderson, and Paul Gonzales shared some of the current work they have made to the existing discipline matrix. Ms. Brandy reminded the members that the working group is meeting weekly and would appreciate the support of more volunteer members to provide further recommendations and to have a more cohesive stakeholder group. The Task Force members had some time to discuss the edits made to the discipline matrix. A few members shared recommendations and comments.

### **ADJOURNMENT**

A motion to adjourn the meeting was made by Brent Anderson. The motion was seconded by Laura Zeff. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:07 PM.

# **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

## Rubric of Implementation (ROI)

### Summary Report

Spring 2018

Prepared by







# Introduction

- Educational Resource Consultants (ERC) was selected by LAUSD's Division of District Operations as the independent auditor to work with the SWPBIS Task Force in 2016.
- ERC auditor accompanied the Operations Coordinators as they led each ROI meeting at **30 selected sites** during visits in January - March 2018.
- Auditors' scoring of the ROI is based solely on the full intention of the rubric criteria, evidence presented during the audit visit, and interviews with students and faculty.



# Rubric of Implementation (ROI)

- The ROI was developed by the district to identify areas of successful SWPBIS implementation and areas for improvement.
  - School Operation Coordinators work with school site administrators to complete the ROI.
  - ROI meetings take place in the fall and spring of each school year.
- **The ROI measures 8 key features:**
    1. Administrative Leadership & Support
    2. Team Based Implementation
    3. Behavioral Expectations Defined
    4. Behavioral Expectations Taught
    5. Acknowledge and Reinforce Appropriate Behavior
    6. Monitor and Correct Behavioral Errors
    7. Data Based Decision Making
    8. Family and Community Collaboration

# ROI Scoring

The eight key features of the ROI are scored using a 4-point scale:

1	2	3	4
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**1 = Not Implemented**

**2 = Partially Implemented**

**3 = Mostly Implemented**

**4 = Fully Implemented**

Total scores are computed to include all 8 key feature scores.

Total scores are ranked using a color-coded system.

**FULL IMPLEMENTATION (Green)**

Total score between 28 and 32 with a minimum of a 3 in each key feature

**IMPLEMENTATION PROGRESSING (Yellow)**

Total score of 27 or less with a minimum score of 2 in each key feature

**PARTIAL/NO IMPLEMENTATION (Red)**

A score of 1 in any key feature, regardless of total score

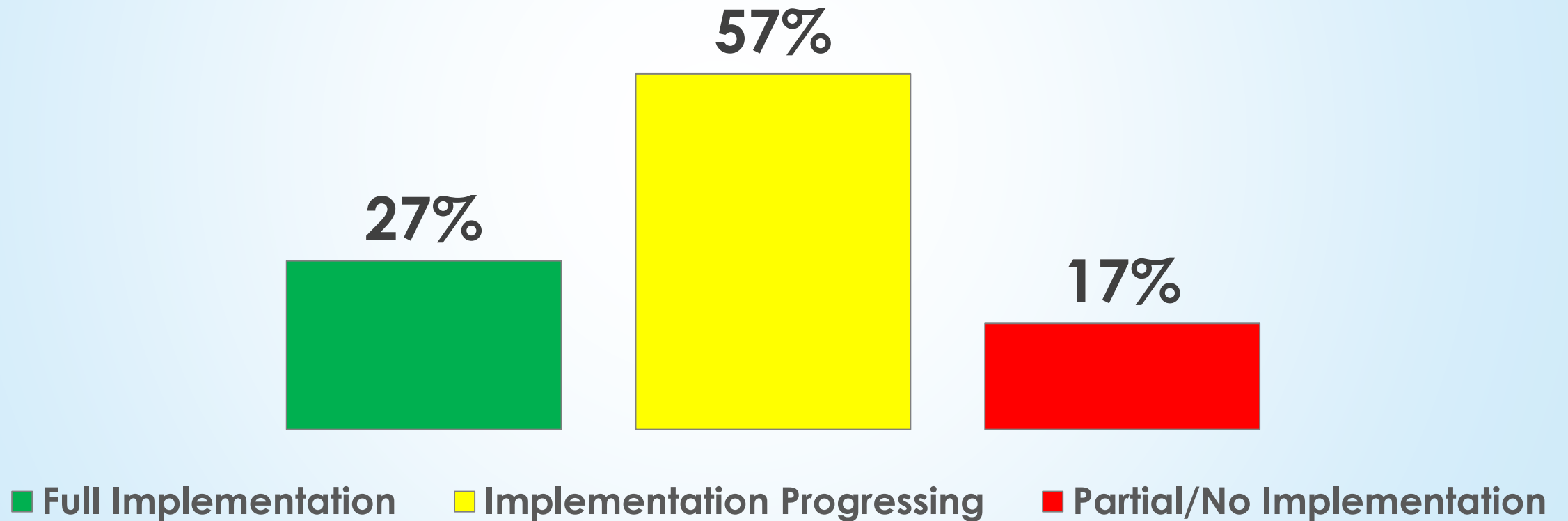
# ROI Scores – Spring 2018

- Average ROI **key feature** scores for the 30 sample schools demonstrate variations in implementation for each **key feature**.



# Total Score Ranking – Spring 2018

- ▶ Using the ranking system for total scores, the distribution of implementation levels across the sample schools is presented below.



# Highlights of Visits

- ▶ **100%** had SWPBIS/Discipline Review Teams led and supported by the schools' administrators (e.g., Principal or AP).
- ▶ **70%** had full stakeholder representation on their SWPBIS/Discipline Review Teams.
- ▶ **60%** had 3-6 positively stated expectations defined for all common areas and visibly posted.
- ▶ All interviewed staff and students across the schools were able to recite them and share how they had been learned.

# Highlights of Visits

- **77%** had documented systems in place for annually teaching positive behavioral expectations and systems for ongoing weekly/monthly reviews with students.
- **100%** were using MISIS to collect and monitor discipline data.
  - **70%** were either “mostly” or “fully” implementing regular data review by the SWPBIS Team and sharing of data with staff.
- **67%** had teachers (of those interviewed) that reported implementing RJ strategies in their classrooms this year.



# ROI Recommendations for Spring 2018

- **Address SWPBIS** in all faculty meetings and all staff/parent communications (written and electronic). **Provide supporting documented evidence**, such as agendas and computer snapshots.
- **Recruit appropriate stakeholders** (e.g., classified employees, support staff, parents) to ensure that the SWPBIS/Discipline Review Teams have full representation.
- **Define positive behavioral expectations and post them visibly** in all common areas such as outdoors, eating areas, and hallways.
- **Document systems for teaching expectations** to students and faculty/staff annually and as an ongoing review for students (e.g., agendas, PowerPoint presentations, and scripts).



# ROI Recommendations for Spring 2018

- ▶ Ensure that school-wide systems for reinforcement **focus on positive behavior** (not just attendance or academics). Provide **opportunities for students** to earn incentives and be motivated to exceed expectations.
- ▶ Continue working with teachers and staff on a **consistently articulated and applied process** for handling behavior in the classroom and for referral.
- ▶ Ensure the **SWPBIS Team is reviewing data** monthly to inform, revise, and plan school-wide SWPBIS efforts. Explore various ways to share relevant data with staff/teachers.
- ▶ **Provide SWPBIS updates to parents** at least 8 times per year and **document communication efforts** (e.g., agendas, ConnectEd scripts, website snapshots).



Thank you!

Questions?



# School-Wide Positive Behavior Intervention and Support Task Force Meeting

May 17, 2018

**Debra Bryant, Administrator of Operations**

Joseph Nacorda, Interim Local District Superintendent

Dina Sim, Administrator of Instruction

Gonsalo Garay, Parent and Community Engagement Unit

## School Operations Team

Debra Bryant, Administrator of Operations

Steve Munoz, Lead Operations Coordinator

Sherman Gardin, Operations Coordinator

Andriette Gibson, Operations Coordinator

Vacant, Restorative Justice Adviser

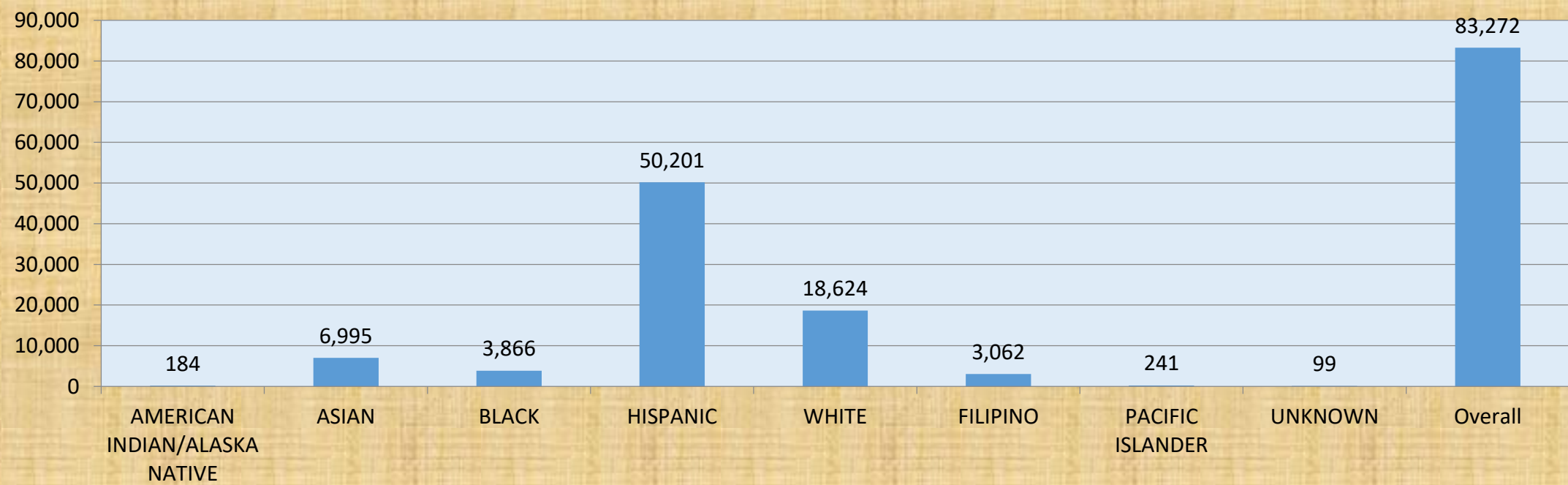


# 2017-18 Student Demographics (As of March, 2018)



ETHNICITY	COUNT	PERCENTAGE
AMERICAN INDIAN/ALASKA NATIVE	184	0.22%
ASIAN	6,995	8.40%
BLACK	3,866	4.64%
HISPANIC	50,201	60.29%
WHITE	18,624	22.37%
FILIPINO	3,062	3.68%
PACIFIC ISLANDER	241	0.29%
UNKNOWN	99	0.12%
TOTAL	83,272	100.00%

STUDENT DEMOGRAPHICS - LD NORTHWEST

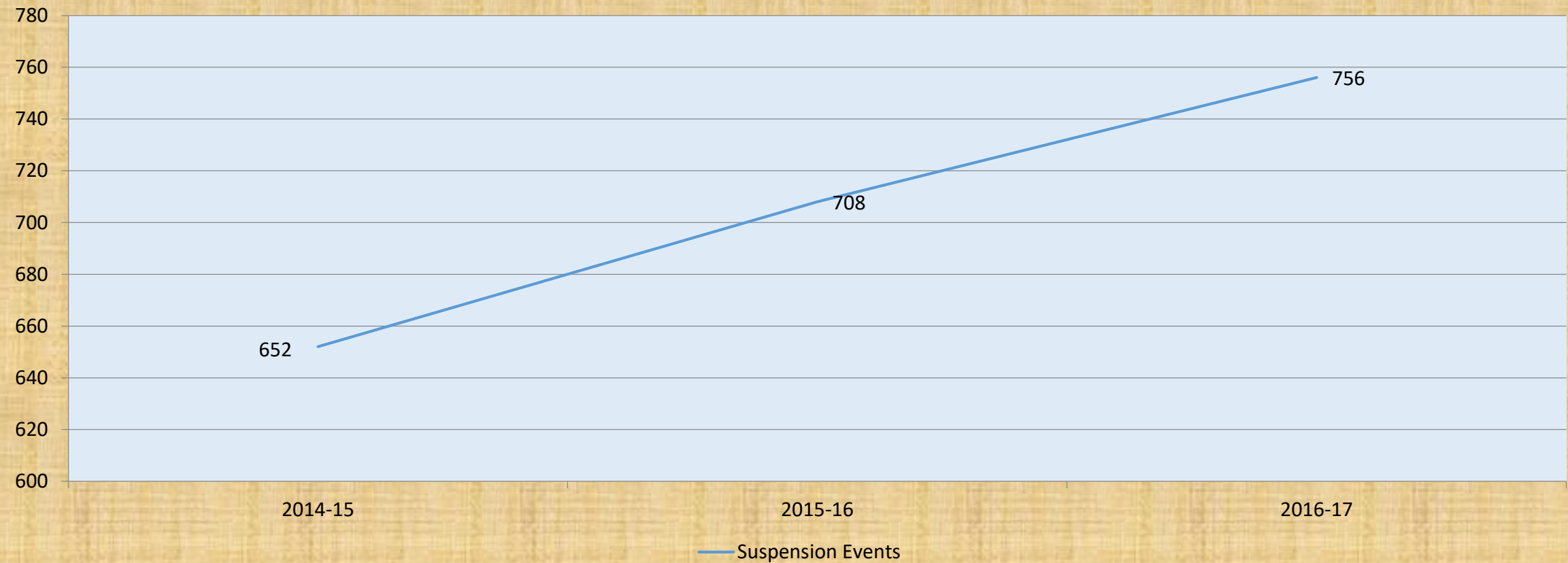


# 2014-15, 2015-16, and 2016-17 Out-of-School Suspension Events



SCHOOL YEAR	SUSPENSION EVENTS
2014-15	652
2015-16	708
2016-17	756

OUT-OF-SCHOOL SUSPENSION EVENTS - LD NORTHWEST

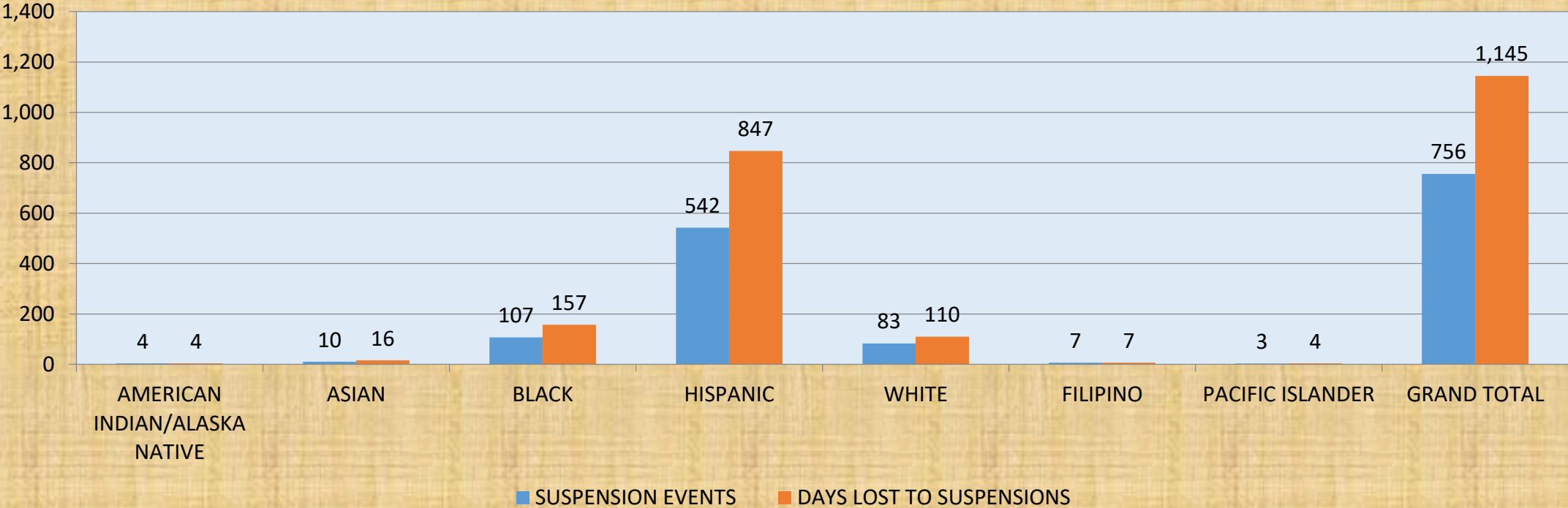


# 2016-17 Suspension Data by Ethnicity (out-of-school)



ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
AMERICAN INDIAN/ALASKA NATIVE	4	4
ASIAN	10	16
BLACK	107	157
HISPANIC	542	847
WHITE	83	110
FILIPINO	7	7
PACIFIC ISLANDER	3	4
TOTAL	756	1,145

SUSPENSION DATA BY ETHNICITY - LD NORTHWEST

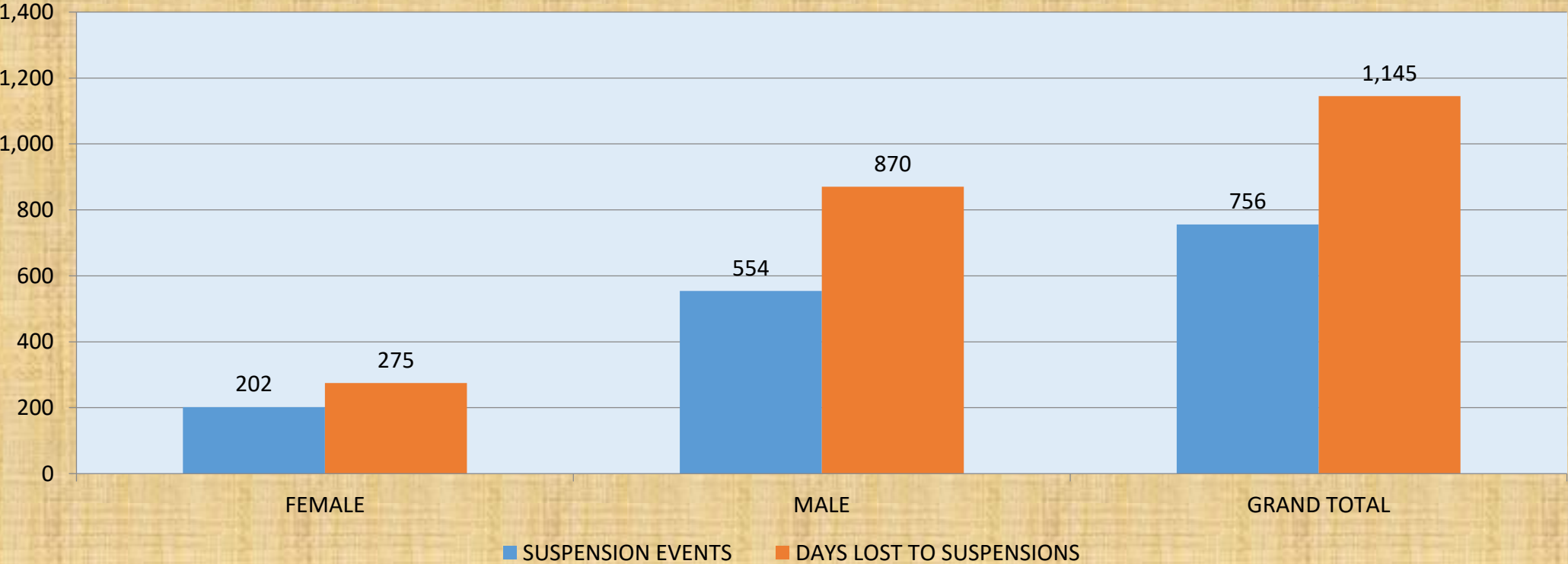


# 2016-17 Out-of-School Suspension Data by Gender



GENDER	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	202	275
MALE	554	870
TOTAL	756	1,145

OUT-OF-SCHOOL SUSPENSION DATA BY GENDER





# 2016-17 Expulsion Data - By Infraction Type

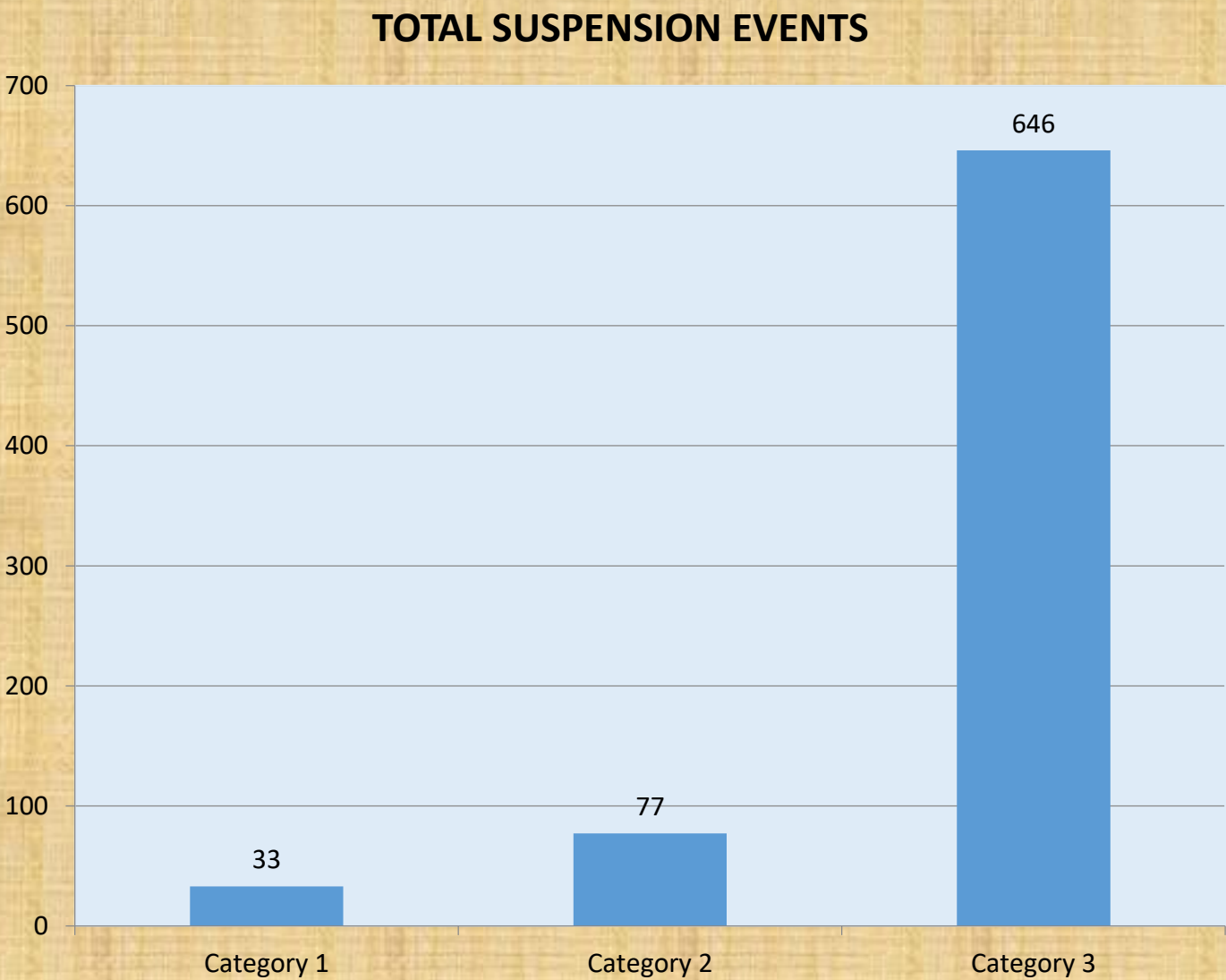


Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b)	2
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b)	1
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900©	6
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined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

# 2016-17 Out-of-School Suspension Data - By Infraction Type



Suspension Reason	# of Susp Events
<b>All</b>	<b>756</b>
1.1 - FIREARM*	2
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	3
1.3 - SOLD CONTROLLED SUBSTANCE*	10
1.4a - SEXUAL ASSAULT*	3
1.4b - SEXUAL BATTERY*	14
1.5 - EXPLOSIVE*	1
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	3
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	50
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	10
2.4 - ROBBERY/EXTORTION	1
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	13
3.1a - CAUSED PHYSICAL INJURY	112
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	85
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	27
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	64
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	3
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	35
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	24
3.6 - POSSESSED OR USED TOBACCO	5
3.7 - OBSCENITY/PROFANITY/VULGARITY	33
3.8 - DRUG PARAPHERNALIA	6
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	30
3.11 - IMITATION FIREARM	3
3.12a - HARASSED/THREATENED PUPIL RACE/COLOR/NAT'L ORIGIN (GR. 4-12)	5
3.12b - HARASSED/THREATENED PUPIL DISABILITY (GR. 4-12)	1
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	7
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	36
3.13 - SEXUAL HARASSMENT (GR. 4-12)	15
3.14 - HATE VIOLENCE (GR. 4-12)	1
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	5
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	131
3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS	1
3.21a - BULLYING/CYBER A PUPIL BASED ON SEX	2
3.21b - BULLYING/CYBER A PUPIL BASED ON RACE/COLOR/NATIONAL ORIGIN	2
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	12
3.22 - AIDED OR ABETTED THE INFLECTION OF PHYSICAL INJURY	1

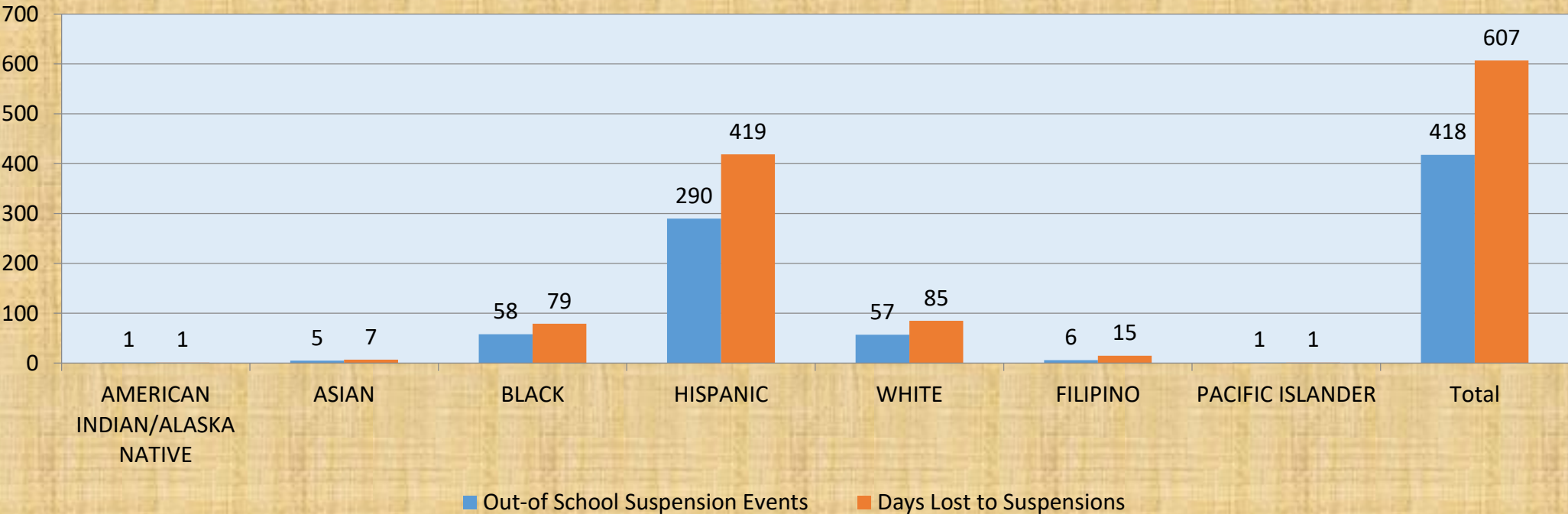


# 2017-18 Out-of-School Suspension Data by Ethnicity (As of March 2018)



ETHNICITY	OUT-OF-SCHOOL SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
AMERICAN INDIAN/ALASKA NATIVE	1	1
ASIAN	5	7
BLACK	58	79
HISPANIC	290	419
WHITE	57	85
FILIPINO	6	15
PACIFIC ISLANDER	1	1
TOTAL	418	607

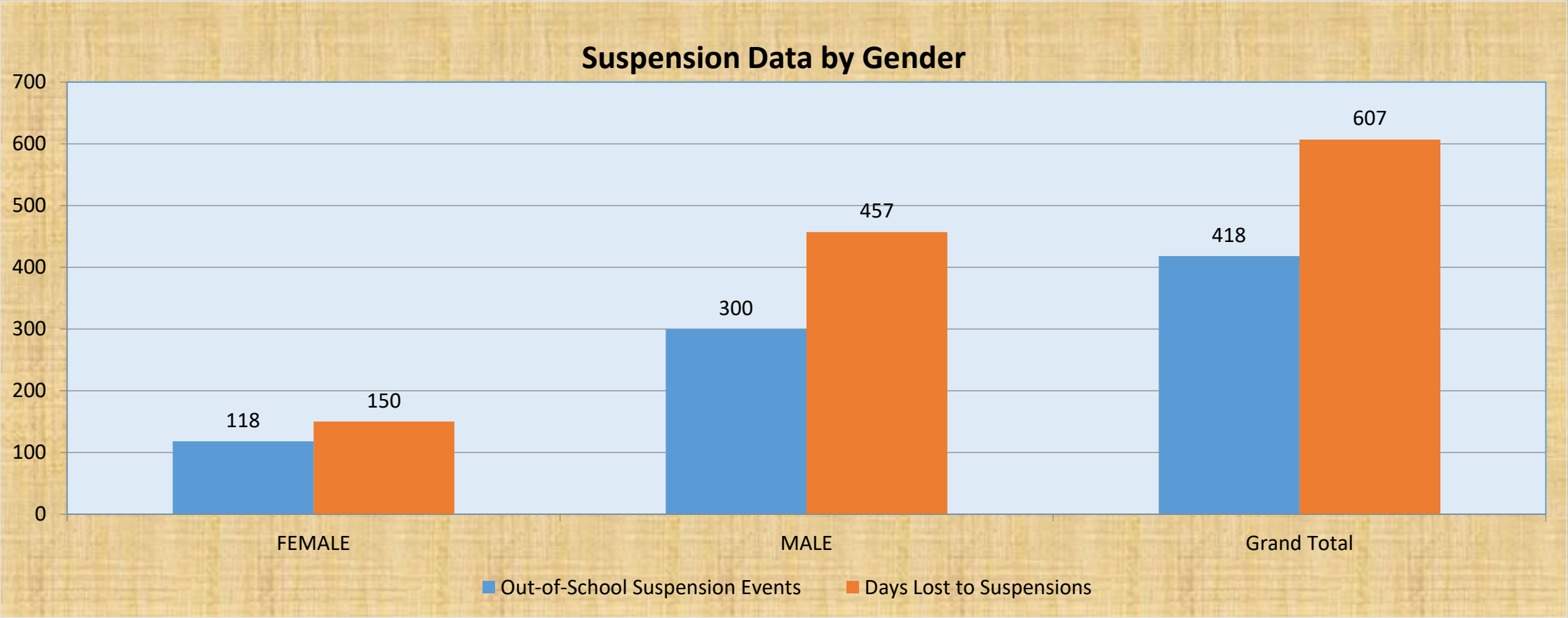
SUSPENSION DATA BY ETHNICITY



# 2017-18 Out of School Suspension Data by Gender (As of March 2018)



GENDER	OUT-OF-SCHOOL SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	118	150
MALE	300	457
TOTAL	418	607





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



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

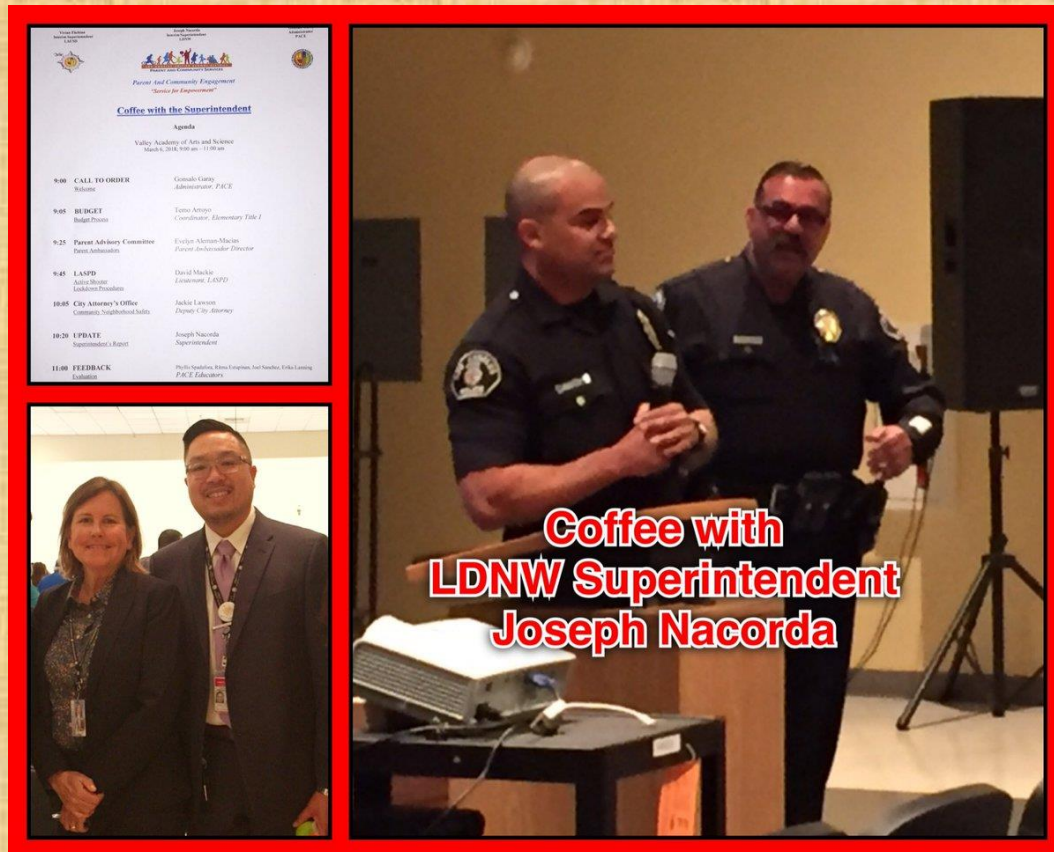
- Monthly data dialogues with principals
- Intervention/Student Social Adjustment report reviews
- ROI professional development



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



LDNW Parent Summit 2018





## Elementary Schools

- Inconsistent documentation
  - ✓ Follow-up
  - ✓ Interventions



## Suspension Reasons

- Willful use of force/violence (not self defense)
- Caused physical injury
- Attempted to cause physical injury



## Suspension Rates

- Increasing rates in LDNW over the last 3 years





- Ongoing implementation across LDNW

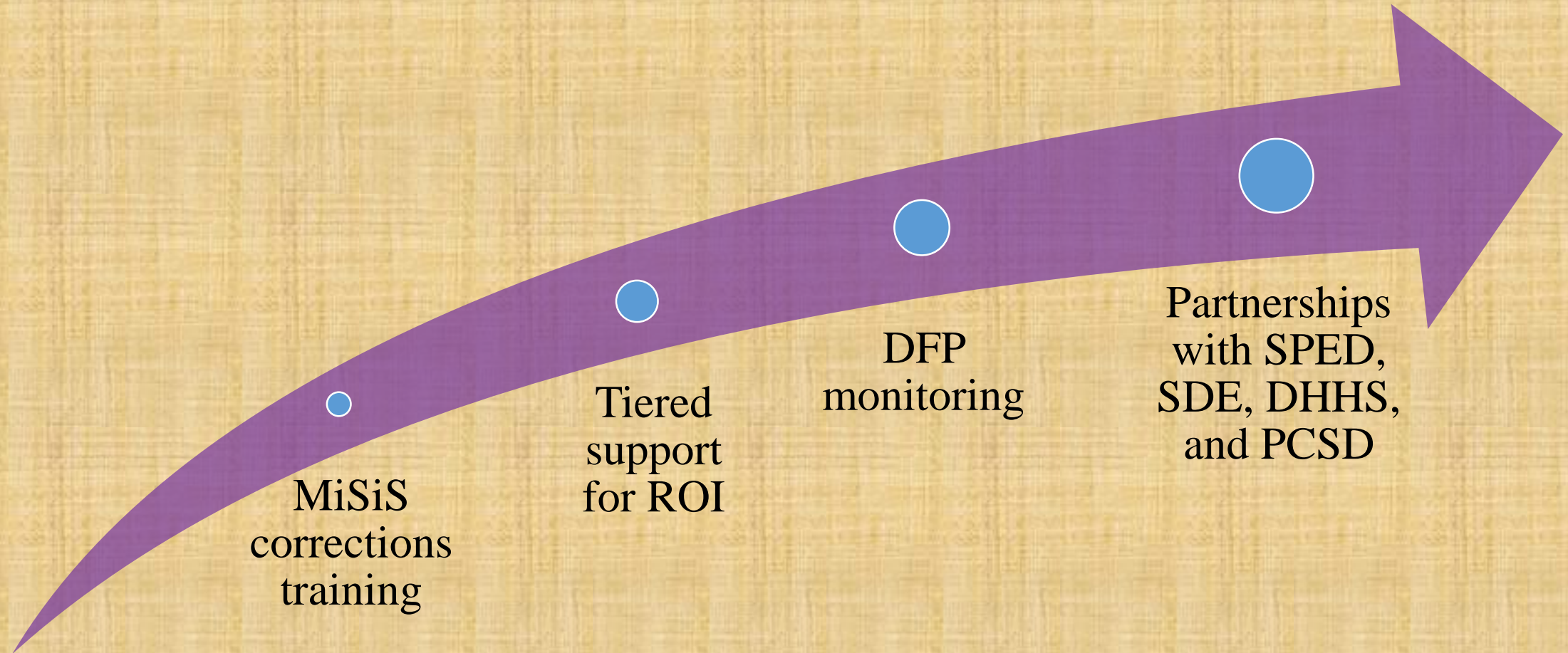


- **74 %** “fully implementing”
- **26%** “partially implementing”



- Fall Semester Bullying Prevention Training for School Personnel
- Fall ROI drop-in sessions to provide support for our school teams
- Student Discipline and Expulsion Training for our Principals, Assistant Principals and Deans
  - Expulsion Recommendations and Proposition 64
- Partnership with School Mental Health Consultants to provide training for all school staff during the Fall/Spring

# Local District Northwest Next Steps



# THANK YOU!



Oliver Wendell Holmes Middle School  
Kim D'Aloisio, Principal

# Holmes Middle School

Local District Northwest

Principal, Kim D'Aloisio

*There's no place  
like Holmes!*



# School Data



## Comparisons of Enrollment and Suspensions by Subgroup

Based on school where student was suspended

Enrollment Counts as of APRIL 2017-2018

Suspension Counts through APRIL 2017-2018

Summarize by: Ethnicity



Ethnicity▲▼	# Students Enrolled	% Students Enrolled	# Suspension Events	% Total Suspension Events	Days Suspended	Avg Days Suspended
AMERICAN INDIAN/ALASKA NATIVE	5	0.4%				
ASIAN	82	6.3%				
BLACK	66	5.1%				
HISPANIC	919	70.6%	1	100.0%	1	1.0
WHITE	169	13.0%				
FILIPINO	56	4.3%				
PACIFIC ISLANDER	4	0.3%				
Overall	1,301	100.0%	1	100.0%	1	1.0



# School-wide Challenges

- ❖ School culture
- ❖ Building capacity
- ❖ Lack of clear expectations
- ❖ Parents as partners
- ❖ Punitive approach to correcting behavior



# School Culture Challenges

- ❖ “Just get out!”
- ❖ Consequences issued: Detention or suspension
- ❖ Only 1 school-wide reward exists  
“Holmes Hurrah”
- ❖ Old school practices implemented





# Building Capacity Challenges

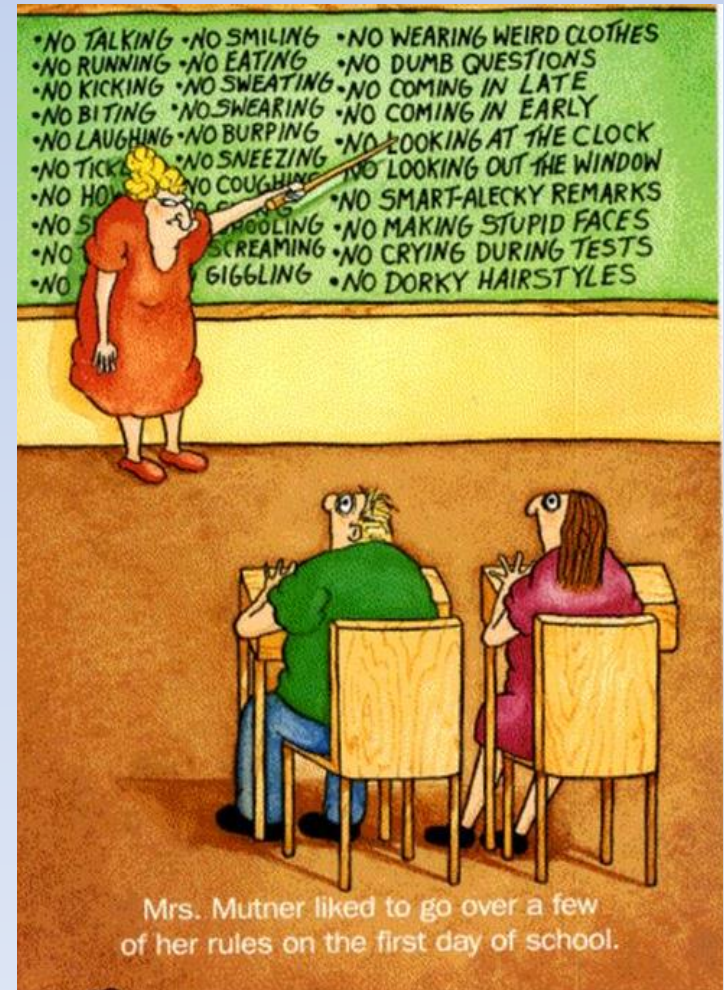


- Teachers' Perception
  - ❖ Discipline is the responsibility of only the dean and administration
  - ❖ Restorative justice practices undermine teacher authority
- Limited professional development for staff to promote positive behavior
- Limited and inconsistent use of MISIS referrals



# Lack of Clear Expectations

- Many rules: The Holmes Way
- Staff and students uncertain of the school-wide rules
- Teacher and staff roles and expectations
- Lack of consistent communication



# Addressing the Challenges



- Monthly professional development for staff on best practices, including addressing the socio-emotional responses of students
- On-going communication to students, staff, and parents

- Establishing procedures for communicating and monitoring clear expectations





- Student of the week:  
Turnaround Chain
  - “Holmes Hurrah” every  
Thursday
  - Friday shout-outs by  
principal
  - Golden Ticket Recipients
  - Award Ceremonies at the  
end of the semester
  - Principal Certificates
- Restorative Justice Circles
  - Community Service during  
nutrition and lunch
  - Daily Detention Room for  
lunch and nutrition
  - Saturday Detention (15-  
20x)
  - Afterschool Detention (3x  
week)





Period 1	8:00 - 11:55	Period 2	12:00 - 12:45	Period 3	12:45 - 1:30	Period 4	1:30 - 2:15	Period 5	2:15 - 3:00	Period 6	3:00 - 3:45	Period 7	3:45 - 4:30	Period 8	4:30 - 5:15
Period 1	8:00 - 11:55	Period 2	12:00 - 12:45	Period 3	12:45 - 1:30	Period 4	1:30 - 2:15	Period 5	2:15 - 3:00	Period 6	3:00 - 3:45	Period 7	3:45 - 4:30	Period 8	4:30 - 5:15





# Professional Development for Staff

- Restorative Justice practice strategies and trainings
- Best practices on discipline topics (4:1, monitoring and responding to student behavior) at every faculty meeting and review district
- Roles and responsibilities defined
- Monthly trainings on student voice by lead teachers (Quaglia Institute) and Mindfulness Training
- ACEs Training- What happened to you? VS What is wrong with you?

# Procedural Systems

- In-house student surveys conducted beginning and end of year
- Passing period supervision schedule and teachers at door
- Classroom Observations by administrators and support staff
- Review of MISIS referrals and addressed by administrators
- Monthly Discipline committee meetings to address and analyze data
- Campus Aide supervise restrooms and maintain daily logs of students leaving classrooms

# On-Going Communication with Students

- Daily public announcements on the three rules along with rule reminder of the week
- Four school-wide assemblies to communicate expectations
- *“See Something, Say Something”* Campaign
- Posted rules and expectations throughout campus
- Posting of rule reminder of the week reinforces expectation
- Principal’s Instagram

## Oliver Wendell Holmes Middle School Classroom Rules

### Be Safe

- Walk into the room and sit in assigned seat before the tardy bell rings.
- Use only approved school pass when outside the classroom.
- Consume food and beverages outside during nutrition and lunch breaks.
- No gum.
- Keep your hands and your feet to yourself.

### Be Responsible

- Be in uniform daily.
- Have required class supplies and school planner daily.
- Keep personal items and electronic devices put away.
- Always give your best effort and be ready to learn.

### Be Respectful

- Be kind to others and respect their right to learn.
- Respect the property of others.
- Always use appropriate language.
- Follow the rules set by the classroom teacher.



## Oliver Wendell Holmes Middle School Hallway Rules

### Be Safe

- Walk – don't run.
- Walk directly to class and be on time.
- Keep to the right.
- Open doors carefully and watch for opening doors.
- Keep hands and feet to yourself.

### Be Responsible

- Use facilities and drinking fountains appropriately and in a timely manner.
- Dispose of food or drink in a trashcan before entering the building.
- Always have a pass during class time.
- Use a pass to access buildings at lunch or nutrition.

### Be Respectful

- Be kind to others.
- Always use appropriate language.
- Proceed quietly.



# **On-Going Communication** **with Parents**

- Beginning of year orientation meetings and Back to School Night
- Weekly rule reminder to parents through Sunday night Connect-Ed message
- Parent Newsletters contain safety rule reminder
- Every parent meeting (Coffee with Principal, SSC, SBM, PTSA)-opportunity to review and communicate expectations and information





## Holmes Middle School

<http://www.holmesms.org/>

Principal

• Mrs. Stabile  
Assistant Principal  
• Mr. Jim Aglier  
• Theresa Ponce

Vice Principal: (818) 475-6100  
Attendance: (818) 475-6107  
Counseling: (818) 475-6108  
Nurses: (818) 475-6103  
Soccer: (818) 475-6106



2017-2018

### Message from the Principal

Happy New Year! Welcome back to another exciting and engaging new semester. I wish you and your family a safe, healthy, and successful 2018.

Attendance matters and your child's presence matters to us!! Research studies show that student attendance is directly linked to student achievement. Learning opportunities are missed when the student is not present. For those reasons, I want to remind you the importance of daily attendance. In support of the district's attendance campaign ("I rise, I attend, I matter"), we will continue to monitor student attendance very closely and provide necessary supports as needed. February 5 will mark the 100<sup>th</sup> instructional day and students should not be absent for more than 3 days up to this point in order to achieve the 95% attendance goal. In the meantime, students who meet or exceed the attendance goal will be invited to a pizza party in the coming weeks. We have one of the best attendance rates among Local District Northwest. For the third consecutive month, we earned the best attendance rate and most improved attendance. No other middle school has earned these trophies!

All teachers are currently using Schoology to update students' grades. Please access your Parent ~~Access~~ **Access** to check their grades. We will be eliminating the paper report cards mid-semester. Check with the Main Office if you need help with setting up an account.

### 5 Ways to Help Develop Responsibility in Children

- 1) Be a model of responsibility. Consider volunteering in the community and/or attend school meetings.
- 2) Don't make it easy to forget. Should your child forget to have something for school, don't rush to help them.
- 3) Teach your child to manage money. Require them to learn how to manage their own allowance.
- 4) Reward jobs well done. When your child continues to meet your expectations.
- 5) Talk with your child about a discussion about pressures.

### Please sign, tear-off and return

We have read and reviewed this issue of the Parent Newsletter.

Student's Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

### Safety and Policy Reminder

Under the LAUSD's Responsible & Acceptable Use Policy (RAUP), the following are student internet safety guidelines.

1. Students under the age of eighteen should only access ~~Internet~~ accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the internet; and
4. Students must abide by all laws, the Responsible Use Policy, and all District security policies.

The 2017-2018 Safe School Plan is available for public viewing in the Main Office.

### Upcoming Important Dates

For specific times and additional events, please check the school's website. ~~Dates subject to change.~~

- 1/11 School Site Council Meeting
- 1/15 MLK Day of Service-Campus Clean-Up Day
- 1/12 Dean's Safety & Rules Assemblies
- 1/17 Master Plan Parent Meeting: Safety Drill
- 1/18 SBM Council
- PTSA General Meeting
- 1/22 Great Kindness Challenge Week Kick-Off
- 1/24 Parents in Control Workshop
- 1/26 Coffee with the Principal
- Pin and Ribbon Ceremony & Dance
- Health & Nutrition Parent Workshop
- 2/1 Awards Night
- 2/5 ELAC Meeting
- 2/8 School Site Council Meeting
- 2/9 SBM Council Meeting
- 2/22 PTSA Meeting
- 2/23 Coffee with the Principal



## Holmes Middle School Coffee with Principal D. January 26, 2018

- I. High School of the Month: Chatsworth
- II. Cal
- III. Goals for 2017-2018
- IV. Bullying: What Every Parent Needs to Know
- V. Operational Updates
  - A. Campus Beautification
  - B. Projects
- VI. Instructional Updates
  - A. Student Emails
  - B. Schoology and Passport
  - C. UCLA Writing Project
- VII. Upcoming Dates
- VIII. Questions and Concerns??

**Connect Ed**  
**Sunday, April 16, 2018**  
**6:30 p.m.**

Good evening parents. This is Ms. D' Aloisio, principal of Holmes Middle School.

On Thursday the Health and Nutrition Class for Parents is at 9:00 a.m. in the Parent Center.

On Friday we will have a meeting for the parents of Long Term English Learners at 8:30 a.m. in the Parent Center.

Afterschool SBAC boot camp classes will start April 23 with English. Then the following week, we will have Math. Please have your child attend these classes. Check with their English and math teachers to find out specific dates.

Save the date: On June 1, we will be having the first ever Eagles Pride Night from 6-9:00 p.m. Only eligible students will be invited to this evening party. There will dancing on the lawn and in the MPR, games in the cafeteria and gym, and food trucks.

Rule of the week: Students may only use their lockers at 7:50 a.m. and beginning of lunch, nutrition, and dismissal. Failure to follow this rule may result in the loss of locker privilege.

Thank you and good evening.



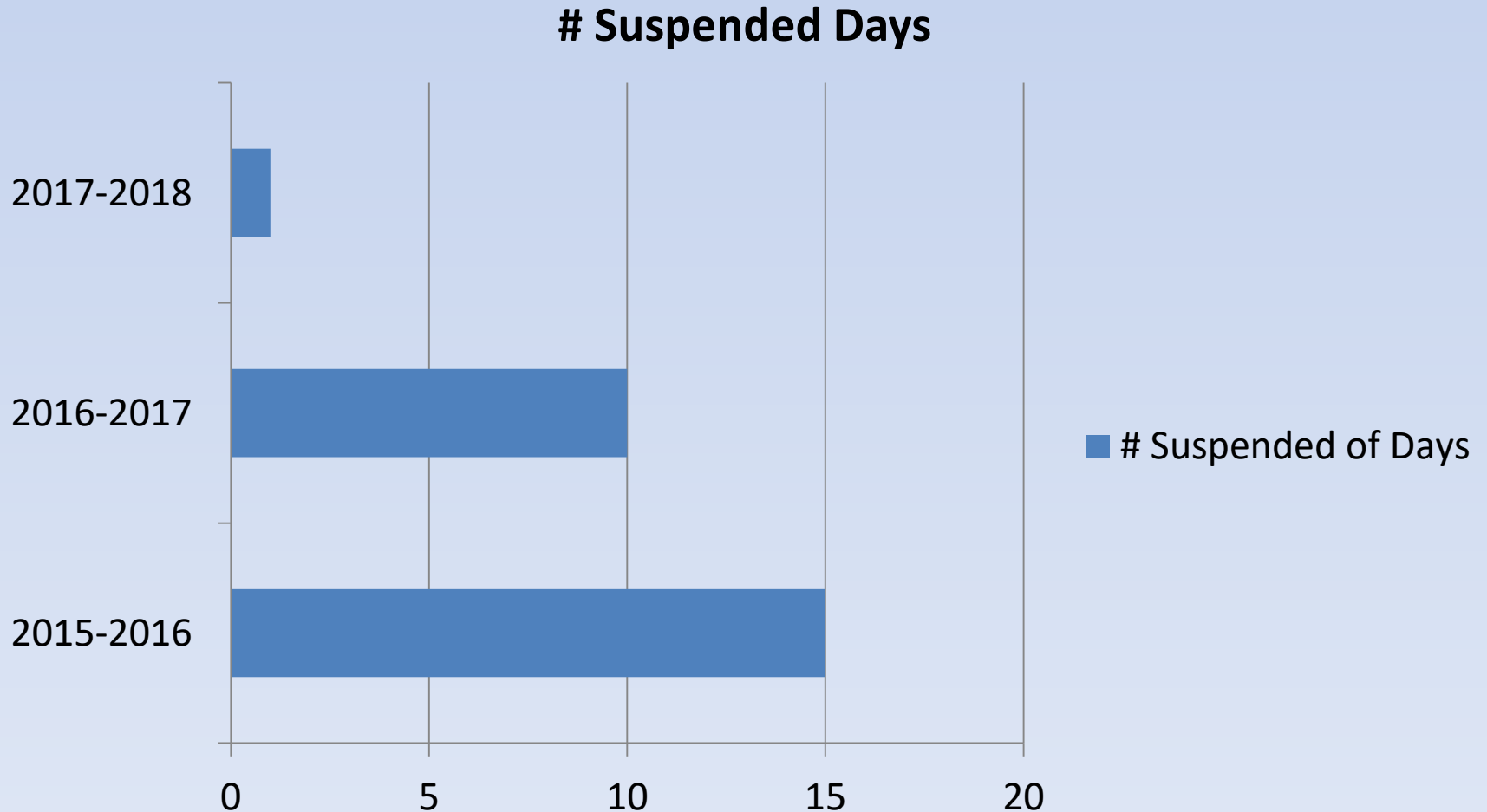
# **On-Going Communication** **with Staff**

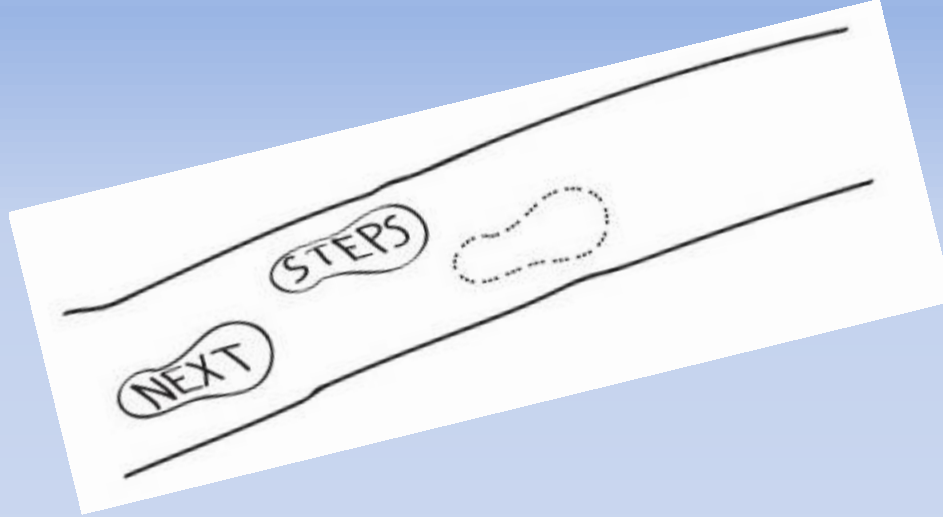
- Weekly emails from principal contains discipline reminders
- Faculty meetings- agenda items include student discipline and update of discipline committee meetings including findings
- Morning announcements over the P.A.
- Using MISIS referrals to address specific staff concerns- done by administrators

# Success

- Reduction in suspension days- only 1 currently
- Increase in consistent use of MISIS referrals→ addressing classroom concerns
- Best overall middle school attendance in LDNW for six consecutive months
- Saturday campus beautification: 36 students participated and only 3 students returned
- Increase in teachers beginning to implement 4 positive:1 negative; celebrating student achievements

# Suspension Data 2015-2018





- Schedule weekly restorative justice circles during advisory classes
- Work towards full implementation of the 4:1 by all staff
- Increase parent involvement at monthly discipline committee meetings
- Implement procedures for anonymous reporting



# Holmes Middle School

*There's no place like  
Holmes!*

**Thank You!**

**Principal, Kim D'Aloisio**





**5/10/18**

## 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 because of the misconduct and specific actions that could be taken to restore harmony. Successful disciplinary practices should ensure that students have the opportunity to continue to be engaged in their school community, and to reflect upon, and learn from their mistakes. Tier II and Tier III interventions provide students with increasing support by offering students interventions that progress based on the need of the student. **This list is intended to provide guidance and is not inclusive of all possible alternatives.** (Refer to BUL – 5655.3 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 student contract
- Develop intensive COST/SST goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning



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

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<b>3.2</b>	<b>Marijuana possession for 1<sup>st</sup> offense of less than 1 oz. (Possibly explain the law)</b>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
<b>3.3</b>	<b>Substitute of a controlled substance</b>				
<b>3.6</b>	<b>Possessed or used tobacco</b>				
<b>3.8</b>	<b>Drug paraphernalia</b>				
<b>3.19</b>	<b>Selling or arranging to sell the prescription drug Soma</b>				
		TIER III <ul style="list-style-type: none"> <li>• <del>Individual Counseling</del></li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Referral to drug education/counseling</li> </ul>	TIER III <ul style="list-style-type: none"> <li>• <del>Individual Counseling</del></li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Referral to drug education/counseling</li> </ul>	TIER III <ul style="list-style-type: none"> <li>• <del>Individual Counseling</del></li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Referral to drug education/counseling</li> </ul>	TIER III <ul style="list-style-type: none"> <li>• <del>Individual Counseling</del></li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Referral to drug education/counseling</li> </ul>



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3.4	Damaged/attempt to damage school or private property	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li><del>Campus Beautification</del></li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li><del>Alternative Programming (change teacher/class)</del></li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li><del>Campus Beautification</del></li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li><del>Alternative Programming (change teacher/class)</del></li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li><del>Campus Beautification</del></li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li><del>Alternative Programming (change teacher/class)</del></li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li><del>Campus Beautification</del></li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li><del>Alternative Programming (change teacher/class)</del></li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>
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"><li><del>Individual Counseling</del></li><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>	TIER III	<ul style="list-style-type: none"><li><del>Individual Counseling</del></li><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>	TIER III	<ul style="list-style-type: none"><li><del>Individual Counseling</del></li><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>	TIER III	<ul style="list-style-type: none"><li><del>Individual Counseling</del></li><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>





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3.7	<b>Obscenity/ profanity/vulgarity</b>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Recovery Time Think Sheet</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Participation in Restorative Justice Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Recovery Time Think Sheet</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Recovery Time Think Sheet</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Recovery Time Think Sheet</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
3.9	<b>Disrupted school-wide activities (issued by an administrator)</b>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Parent Supervision</li> <li>• <del>Individual Counseling</del></li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Parent Supervision</li> <li>• <del>Individual Counseling</del></li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Parent Supervision</li> <li>• <del>Individual Counseling</del></li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> </ul>	<b>TIER III</b> <ul style="list-style-type: none"> <li>• Parent Supervision</li> <li>• <del>Individual Counseling</del></li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Revisit Student SSPT, 504 Plan or IEP</li> </ul>

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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	<b>Imitation firearm</b>	<p><b>TIER II</b></p> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Parent/student conference</li> <li>• <b>School Site Restitution Room</b></li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<p><b>TIER II</b></p> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• <b>School Site Restitution Room</b></li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<p><b>TIER II</b></p> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• <b>School Site Restitution Room</b></li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<p><b>TIER II</b></p> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• <b>School Site Restitution Room</b></li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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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"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>
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"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> </ul>

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3.14	<b>Hate violence (grade 4-12)</b>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>
3.15	<b>Terroristic threat (threat to cause death, great bodily injury)</b>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> </ul>



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3.20	<b>Hazing</b>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	<b>TIER II</b> <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Reflective Behavior Journaling</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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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	<b>Bullying/cyber toward a pupil based on sex</b>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>
3.21b	<b>Bullying/cyber toward a pupil based on race/ color/national origin</b>								
3.21c	<b>Bullying/cyber toward a pupil based on disability</b>								
3.21d	<b>Bullying/cyber toward a pupil based on other factors</b>								
3.21e	<b>Bullying/cyber toward school personnel</b>								
		TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>	TIER III	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Alternative Programming (change teacher/class)</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>





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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	<b>Serious physical injury/not self-defense</b>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Teach social skills addressing the behavior</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Teach social skills addressing the behavior</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Teach social skills addressing the behavior</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Teach social skills addressing the behavior</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>
2.2	<b>Knife or other dangerous object</b>				
2.3	<b>Controlled substance except marijuana 1<sup>st</sup> offense &lt;1 oz counter/prescribed meds</b>				
2.4	<b>Robbery/ extortion</b>				
2.5	<b>Assaulted/battered school employee</b>				
		TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> </ul>

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2.2	Knife or other dangerous object	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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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	
2.3	<b>Controlled substance except marijuana 1<sup>st</sup> offense &lt;1 oz counter/prescribed meds</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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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	<b>Robbery/ extortion</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Restorative Justice (RJ) Harm Circle</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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## Tiered Levels of Support

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**May 17, 2018**

- Threat Assessment
- Participation in Restorative Justice Harm and Re-entry Circle
- Restorative Justice Harm Circle

- Parent/student /School Staff conference
- Behavior Contract
- Peer Mediation
- Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)
- Alternative Programming (change teacher/class)
- Restorative Justice (RJ) Conference
- Family Survey (student Likes, Dislikes, Triggers, etc.)
- School Site Reflection Room

- Model appropriate behavior
- Review/reteach /define behavior expectations
- Restorative Justice Community Building Circles
- 4:1 Positives

Tier 3  
Interventions  
and Supports

Tier 2  
Interventions and Supports

Tier 1  
Interventions and Supports

- Revisit Student SSPT, 504 Plan or IEP
- Assign a Mentor (Student and/or school District Staff)

- Daily/Weekly Check-in (School Staff and/or parent)
- Referral to Student Support and Progress Team (SSPT)
- Revisit Student Data (Academic and Behavioral)
- Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)
- Restorative Justice Conference
- School Site Reflection Room
- Daily report card on behavior, task completion, achievement, etc.

- Verbal correction
- Seat change
- Proximity
- Teacher/peer mentoring
- School Wide Discipline Plan/Team Review School Site discipline data



**5/17/18**

## 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 that~~ 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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3.1a	<b>Cause physical injury to another person</b>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers, etc.)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers, etc.)</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Peer Mediation</li> <li>Conflict Resolution</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>School Site (Reflection) Room</li> </ul>
3.1b	<b>Attempted to cause physical injury to another person</b>				
3.1c	<b>Threatened to cause physical injury to another person</b>				
3.16	<b>Willful use of force/ violence Not self-defense</b>				
3.22	<b>Aided or abetted the infliction of physical injury to another</b>				
		TIER III <ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Re-entry Circle</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Re-entry Circle</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Re-entry Circle</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Threat Assessment</li> <li>Participation in Restorative Justice Re-entry Circle</li> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> </ul>

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3.2	<b>Marijuana possession for 1<sup>st</sup> offense of less than 1 oz. (Possibly explain the law)</b>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
3.3	<b>Substitute of a controlled substance</b>				
3.6	<b>Possessed or used tobacco</b>				
3.8	<b>Drug paraphernalia</b>				
3.19	<b>Selling or arranging to sell the prescription drug Soma</b>				
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3.4	Damaged/attempt to damage school or private property	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>Parent/student conference</li><li>Behavior Contract</li><li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li>Restorative Justice (RJ) Conference</li><li>Restorative Justice Harm Circle</li><li>Daily/Weekly Check-in</li><li>Referral to Student Support and Progress Team (SSPT)</li><li>Revisit Student Data (Academic and Behavioral)</li><li>Assign Educational Projects (i.e. Research Current/Relevant Topics</li><li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>School Site (Reflection) Room</li></ul>
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"><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>	TIER III	<ul style="list-style-type: none"><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>	TIER III	<ul style="list-style-type: none"><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>	TIER III	<ul style="list-style-type: none"><li>Family Survey (student Likes, Dislikes, Triggers)</li><li>Revisit Student SSPT, 504 Plan or IEP</li><li>Parent Supervision</li><li>Community Service</li><li>Assign a Mentor (Student and/or school Adult)</li></ul>

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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	Obscenity/ profanity/vulgarity	TIER II	<ul style="list-style-type: none"><li>• Parent/student conference</li><li>• Recovery Time Think Sheet</li><li>• Behavior Contract</li><li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li><li>• Alternative Programming (change teacher/class)</li><li>• Restorative Justice (RJ) Conference</li><li>• Participation in Restorative Justice Harm Circle</li><li>• Daily/Weekly Check-in</li><li>• Referral to Student Support and Progress Team (SSPT)</li><li>• Revisit Student Data (Academic and Behavioral)</li><li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>• Family Survey (student Likes, Dislikes, Triggers)</li><li>• School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>• Parent/student conference</li><li>• Recovery Time Think Sheet</li><li>• Behavior Contract</li><li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li><li>• Alternative Programming (change teacher/class)</li><li>• Restorative Justice (RJ) Conference</li><li>• Daily/Weekly Check-in</li><li>• Referral to Student Support and Progress Team (SSPT)</li><li>• Revisit Student Data (Academic and Behavioral)</li><li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>• Family Survey (student Likes, Dislikes, Triggers)</li><li>• School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>• Parent/student conference</li><li>• Recovery Time Think Sheet</li><li>• Behavior Contract</li><li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li><li>• Alternative Programming (change teacher/class)</li><li>• Restorative Justice (RJ) Conference</li><li>• Daily/Weekly Check-in</li><li>• Referral to Student Support and Progress Team (SSPT)</li><li>• Revisit Student Data (Academic and Behavioral)</li><li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>• Family Survey (student Likes, Dislikes, Triggers)</li><li>• School Site (Reflection) Room</li></ul>	TIER II	<ul style="list-style-type: none"><li>• Parent/student conference</li><li>• Recovery Time Think Sheet</li><li>• Behavior Contract</li><li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor, Restorative Justice (RJ) Teacher Adviser)</li><li>• Alternative Programming (change teacher/class)</li><li>• Restorative Justice (RJ) Conference</li><li>• Daily/Weekly Check-in</li><li>• Referral to Student Support and Progress Team (SSPT)</li><li>• Revisit Student Data (Academic and Behavioral)</li><li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li><li>• Family Survey (student Likes, Dislikes, Triggers)</li><li>• School Site (Reflection) Room</li></ul>	
3.9			Disrupted school-wide activities (issued by an administrator)		TIER III		<ul style="list-style-type: none"><li>• Parent Supervision</li><li>• Family Survey (student Likes, Dislikes, Triggers)</li><li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li></ul>		TIER III	<ul style="list-style-type: none"><li>• Parent Supervision</li><li>• Family Survey (student Likes, Dislikes, Triggers)</li><li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li><li>• Revisit Student SSPT, 504 Plan or IEP</li></ul>



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



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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
3.12a	Harassed/ threatened pupil based on race/ color/national origin (grade 4-12)	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Training on Cultural Sensitivity</li> <li>Training on IDEA (Individuals with Disabilities Education Improvement Act)</li> <li>Reflective Behavior Journaling</li> <li>Behavior Contract</li> <li>School Site (Reflection) Room</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> </ul>
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"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Threat Assessment</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>





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3.14	<b>Hate violence (grade 4-12)</b>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Recovery Time Think Sheet</li> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling</li> <li>(Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>
3.15	<b>Terroristic threat (threat to cause death, great bodily injury)</b>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>

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

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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	<b>Bullying/cyber toward a pupil based on sex</b>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> </ul>	TIER II <ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Reflective Behavioral Journaling</li> <li>Individualized Student Safety Plan</li> </ul>
3.21b	<b>Bullying/cyber toward a pupil based on race/color/national origin</b>	<ul style="list-style-type: none"> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data (Academic and Behavioral)</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>
3.21c	<b>Bullying/cyber toward a pupil based on disability</b>				
3.21d	<b>Bullying/cyber toward a pupil based on other factors</b>				
3.21e	<b>Bullying/cyber toward school personnel</b>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>Revisit Student SSPT, 504 Plan or IEP</li> <li>Assign a Mentor (Student and/or school Adult)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Restorative Justice Re-entry Circle</li> <li>Threat Assessment</li> <li>Restorative Justice (RJ) Harm Circle</li> </ul>



**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
2.1	<b>Serious physical injury/not self-defense</b>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Teach social skills addressing the behavior</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Teach social skills addressing the behavior</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Teach social skills addressing the behavior</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II <ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Teach social skills addressing the behavior</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data (Academic and Behavioral)</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
2.5	<b>Assaulted/battered school employee</b>	TIER III <ul style="list-style-type: none"> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Assign a Mentor (Student and/or school Adult)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Restorative Justice Re-entry Circle</li> <li>• Threat Assessment</li> <li>• Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Assign a Mentor (Student and/or school Adult)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Restorative Justice Re-entry Circle</li> <li>• Threat Assessment</li> <li>• Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Assign a Mentor (Student and/or school Adult)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Restorative Justice Re-entry Circle</li> <li>• Threat Assessment</li> <li>• Restorative Justice (RJ) Harm Circle</li> </ul>	TIER III <ul style="list-style-type: none"> <li>• Revisit Student SSPT, 504 Plan or IEP</li> <li>• Assign a Mentor (Student and/or school Adult)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Restorative Justice Re-entry Circle</li> <li>• Threat Assessment</li> <li>• Restorative Justice (RJ) Harm Circle</li> </ul>



## 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	
2.2	Knife or other dangerous object	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>Parent/student conference</li> <li>Behavior Contract</li> <li>Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>Alternative Programming (change teacher/class)</li> <li>Restorative Justice (RJ) Conference</li> <li>Restorative Justice (RJ) Harm Circle</li> <li>Daily/Weekly Check-in</li> <li>Referral to Student Support and Progress Team (SSPT)</li> <li>Revisit Student Data</li> <li>Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>Family Survey (student Likes, Dislikes, Triggers)</li> <li>School Site (Reflection) Room</li> </ul>
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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	
2.3	<b>Controlled substance except marijuana 1<sup>st</sup> offense &lt;1 oz counter/prescribed meds</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• Behavior Contract</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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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	<b>Robbery/ extortion</b>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>	TIER II	<ul style="list-style-type: none"> <li>• Parent/student conference</li> <li>• School Site Restitution Room</li> <li>• Individual Counseling (Psychiatric Social Worker (PSW), School Psychologist, Pupil Service Attendance (PSA) Counselor)</li> <li>• Alternative Programming (change teacher/class)</li> <li>• Restorative Justice (RJ) Conference</li> <li>• Daily/Weekly Check-in</li> <li>• Referral to Student Support and Progress Team (SSPT)</li> <li>• Revisit Student Data</li> <li>• Assign Educational Projects (i.e. Research Current/Relevant Topics)</li> <li>• Assign Reflective Tasks (i.e. Comic Strips, Letters to Self and Others, etc.)</li> <li>• Family Survey (student Likes, Dislikes, Triggers)</li> <li>• School Site (Reflection) Room</li> </ul>
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**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Division of District Operations**

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

**Rubric of Implementation (ROI)**

School Name: \_\_\_\_\_

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

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

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Division of District Operations

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

### Rubric of Implementation (ROI)

School Name: \_\_\_\_\_

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

Key Feature	1	2	3	4	Score
<b>Behavior Expectations Taught</b>	<input type="checkbox"/> No documented plan for the teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations, to all students (Behavior/Procedure Fair, Assemblies, skits, homeroom/advisory lessons, etc.).	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, etc.). <input type="checkbox"/> There is a documented system for on-going review of expectations on weekly to monthly basis. <input type="checkbox"/> The school has developed strategies to involve families/community with the teaching of the expectations.	
<b>Acknowledge and Reinforce Appropriate Behavior</b>	<input type="checkbox"/> There is not a consistent acknowledgment/reinforcement system in place.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>50%</b> of the staff.	<input type="checkbox"/> The documented acknowledgement/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>75%</b> of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>90%</b> of staff. <input type="checkbox"/> A ratio of 4(+): 1(-) is in place to acknowledge students, staff and families.	
<b>Monitor and Correct Behavioral Errors</b>	<input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least <b>50%</b> of school staff. <input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.)	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least <b>75%</b> of school staff and documented. <input type="checkbox"/> At least <b>75%</b> of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.).	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least <b>90%</b> of school staff and documented. <input type="checkbox"/> At least <b>90%</b> of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.). <input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders.	

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Division of District Operations

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

#### Rubric of Implementation (ROI)

School Name: \_\_\_\_\_

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

Key Feature	1	2	3	4	Score
<b>Data Based Decision Making</b>	<input type="checkbox"/> <b>MiSiS</b> discipline data is not reviewed to make decisions.	<input type="checkbox"/> <b>MiSiS</b> discipline data is reviewed but not used to make decisions.	<input type="checkbox"/> <b>MiSiS</b> is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses <b>MiSiS</b> and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year. <input type="checkbox"/> <b>MiSiS</b> data is shared with school staff at least 2 times per school year.	<input type="checkbox"/> <b>MiSiS</b> is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses <b>MiSiS</b> data and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year. <input type="checkbox"/> The SWPBIS/Discipline Review team reviews <b>MiSiS</b> discipline data at their monthly team meetings. <input type="checkbox"/> <b>MiSiS</b> data is shared with school staff at least 3 or more times per school year.	
<b>Family and Community Collaboration</b>	<input type="checkbox"/> There is no family/community involvement in the SWPBIS system.	<input type="checkbox"/> A family/community member is <b>inconsistently</b> part of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>2</b> times per school year.	<input type="checkbox"/> A family/community member is an <b>active</b> member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>5</b> times per school year.	<input type="checkbox"/> A family/community member is a <b>consistent</b> member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>8</b> times per school year.	
TOTAL SCORE					

Rubric of Implementation completed by:

Principal (Signature) \_\_\_\_\_

Date \_\_\_\_\_

School Operations (Signature) \_\_\_\_\_

Date \_\_\_\_\_



**Los Angeles Unified School District**  
**Division of Student Health and Human Services**  
**School-Wide Positive Behavior Intervention and Support Task Force Meeting**  
**Thursday, May 17, 2018**



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

Presentation 1. \_\_\_\_\_

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Presentation 2. \_\_\_\_\_

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Presentation 3. \_\_\_\_\_

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Presentation 4. \_\_\_\_\_

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Thank you!

