ALTERNATIVES TO SUSPENSION AND ADDRESSING DISRUPTIVE BEHAVIORS
AUGUST 28, 2019
OUTCOMES

- Review LAUSD Strategic Plan-School Safety
- Deepen understanding of alternatives to suspension
- Identify, Reflect, and Discuss School Culture-Systems and Routines
- Review strategies to address disruptive behaviors
Norms of Collaboration

- Pausing
- Paying Attention to Self and Others
- Presuming Positive Intentions
- Paraphrasing
- Putting Ideas on the Table
- Posing Questions
- Providing Data
FRAMEWORK OF FOCUS

Core Instruction

Curriculum

Non Optional Intervention

Relationships Culture and Climate

Motivation

Accountable Leadership
FRAMEWORK OF FOCUS

Relationships
- School Culture/Climate
  - Discipline Foundation Policy
  - Restorative Justice

Motivation
- Attendance Recognition
- Behavioral Reinforcements
- Student Activities

Non-Optional Intervention
- SSPT
- Crisis Team Interventions
- PBIS Team
- Foundations
WHO, WHY, WHEN TO SUSPEND

• WHAT IS THE PURPOSE WHEN ISSUING A SUSPENSION?

• ALL SUSPENSIONS MUST BE APPROVED BY LOCAL DISTRICT CENTRAL OPERATIONS.
SUSPENSION FROM SCHOOL BY PRINCIPAL
UNLAWFUL SUSPENSIONS

• STUDENTS ENROLLED IN KINDERGARTEN AND GRADES 1 TO 3 SHALL NOT BE SUSPENDED OR EXPELLED DUE TO SEXUAL HARASSMENT (E.C. 48900.2), ACT OF HATE VIOLENCE (E.C. 48900.3), OR THREATS AND INTIMIDATION AGAINST DISTRICT PERSONNEL OR PUPILS (E.C. 48900.4).

• STUDENTS MAY NOT BE SUSPENDED FROM SCHOOL FOR ANY REASONS, FOR MORE THAN 5 CONSECUTIVE SCHOOL DAYS.

• “INFORMAL SUSPENSION” IS PROHIBITED. (E.G., PARENT TOLD TO KEEP CHILD AT HOME WITHOUT AN OFFICIAL SUSPENSION LETTER).

• EXTENDED SUSPENSION DUE TO THE PARENT’S FAILURE TO ATTEND A CONFERENCE WITH SCHOOL OFFICIALS IS PROHIBITED.

• SUSPEND IN ABSENTIA (WHEN A STUDENT IS SUSPENDED IN THE STUDENT’S ABSENCE) IS A VIOLATION OF THE STUDENT’S DUE PROCESS RIGHTS.

IF THE STUDENT GOES HOME AT THE SCHOOL’S DISCRETION, IT IS CONSIDERED A SUSPENSION AND MUST BE DOCUMENTED PER DISTRICT POLICY.
## Local District Central
### Instructional Days Lost to Instruction  2019

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<thead>
<tr>
<th>Category 1</th>
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<th>Category 3</th>
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<td>Student Offenses with No Principal Discretion (except as otherwise precluded by law)</td>
<td>Student Offenses with Limited Principal Discretion</td>
<td>Student Offenses with Broad Principal Discretion</td>
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<td>98</td>
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## LOCAL DISTRICT CENTRAL
### CATEGORY 3 SUSPENSIONS

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SUSPENSIONS: CATEGORY III

STUDENT OFFENSES WITH BROAD PRINCIPAL DISCRETION

378 DAYS OR 229 EVENTS

1. CAUSED PHYSICAL INJURY TO ANOTHER PERSON (128 DAYS)
2. ATTEMPTED TO CAUSE PHYSICAL INJURY (102)
3. WILLFUL USE OF FORCE/VIOLENCE, NOT SELF DEFENSE. (23)
4. HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (15)
5. FIRST OFFENSE OF POSSESSION OF MARIJUANA OF NOT MORE THAN ONE OUNCE, (14)
6. THREATENED TO CAUSE PHYSICAL INJURY TO ANOTHER PERSON. (UNLESS, IN THE CASE OF “CAUSED,” THE INJURY IS SERIOUS. (15)
7. DISRUPT SCHOOL-WIDE ACTIVITIES (14)
8. COMMITTED AN OBSCENE ACT OR ENGAGED IN HABITUAL PROFANITY OR VULGARITY. (14)
9. SEXUAL HARASSMENT (14)
10. CAUSED OR ATTEMPTED TO CAUSE DAMAGE TO SCHOOL OR PRIVATE PROPERTY. (13)
# CATEGORY III SUSPENSIONS

<table>
<thead>
<tr>
<th>Suspension Reason</th>
<th>2018</th>
<th>2019</th>
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<tbody>
<tr>
<td>Caused physical injury to another person</td>
<td>208</td>
<td>128</td>
</tr>
<tr>
<td>Attempted to cause physical injury</td>
<td>137</td>
<td>102</td>
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<tr>
<td>Willful use of force/Violence, not self defense.</td>
<td>85</td>
<td>23</td>
</tr>
<tr>
<td>Threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious.)</td>
<td>48</td>
<td>15</td>
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<tr>
<td>First offense of possession of marijuana of not more than one ounce</td>
<td>18</td>
<td>14</td>
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<tr>
<td>Caused or attempted to cause damage to school or private property.</td>
<td>78</td>
<td>13</td>
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<tr>
<td>Committed an obscene act or engaged in habitual profanity or vulgarity.</td>
<td>44</td>
<td>14</td>
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<tr>
<td>Grade</td>
<td>Number of Suspension Events</td>
<td>Total Number of Suspension Days</td>
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<td>-------------------</td>
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<td>FOURTH GRADE</td>
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<td>SEVENTH GRADE</td>
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<td>EIGHTH GRADE</td>
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<td>NINTH GRADE</td>
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<td>TENTH GRADE</td>
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<td>ELEVENTH GRADE</td>
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<td>TWELFTH GRADE</td>
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<tr>
<td><strong>Overall</strong></td>
<td><strong>420</strong></td>
<td><strong>298</strong></td>
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</table>
CATEGORIES 2 AND 3 SUSPENSIONS

EVIDENCE OF ONE OR BOTH OF THE FOLLOWING ADDITIONAL FINDINGS:

1) OTHER MEANS OF CORRECTION ARE NOT FEASIBLE OR HAVE REPEATEDLY FAILED TO BRING ABOUT PROPER CONDUCT,

2) DUE TO THE NATURE OF THE ACT, THE STUDENT’S PRESENCE CAUSES A CONTINUING DANGER TO THE PHYSICAL SAFETY OF THE PUPIL OR OTHERS.

How do school administrators record interventions on MiSiS?
## Alternatives to Suspension

The best alternative to suspension is PREVENTION.

### Alternatives:

<table>
<thead>
<tr>
<th>Behavior Monitoring</th>
<th>Description/Example(s):</th>
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</thead>
<tbody>
<tr>
<td>Strategies to monitor behavior and academic progress might include behavior log checked after each class, self-charting/monitoring of behaviors, strategies that provide feedback to the student, check in-check out, daily-weekly behavior reports.</td>
<td></td>
</tr>
</tbody>
</table>

| Community Service and Service Learning (supervised) | Set amount of time (not during school hours), can be in the community or in the actual school community. e.g., tutoring younger students or assisting community service agencies |

| Coordinated Behavior Plans (for any student) | Creation of a structured, coordinated behavior plan specific to the student and based on the assessment of the quantity, severity and/or purpose of the target behavior to be reduced; should focus on increasing desirable behavior and replacing inappropriate behavior. Needs to be implemented with fidelity across settings and staff. |

| Appropriate In-School Alternatives | Can be during natural school breaks, during nutrition/lunch and during early release days (not in school suspension or exclusion from instruction and services needed). |

| Loss of Privileges (at school): Can be coordinated with parents to include at home loss of privileges. | Student 'preferred' activity/privileges should be identified prior to this becoming a choice. This can be accomplished by conducting a reinforcement survey. e.g., Eat lunch in the cafeteria instead of outside. Unable to attend club meetings or extra-curricular activities for a set amount of time. Unable to earn school activity. |

| Mentoring/Counseling | Adult assigned to support the student. With parental permission, student required to participate in counseling. |

| Mini-Courses: Check for understanding of the content at the completion of the course | Short courses or modules on topics related to the student’s behavior as a corrective teaching opportunity. Incorporate a social skills component. Staff can use behavior training software or curriculum that teaches alternatives related to the behavior. Use videos, readings, research, etc. |

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Adapted and added to from the work of: Reece Peterson, University of Nebraska; Lincoln & Russell Sikora, Indiana University (JWI 5/2009)
POSITIVE BEHAVIOR SUPPORTS

Tier 1
Strategies for all students

Tier 2
Strategies for some students

Tier 3
Intensive for a few students

Behavior Supports
- Data Collection Tools
- Functional Behavior Assessment (FBA)
- Individual Behavior Plan
- Individual Instruction (Social skills, behavior expectations etc.)
- Interim Behavior Response Plan (IBRP)
- Behavioral Emergency Report (BER)
- Non-Suicidal Self-Injurious Behavior (NSSIB) Referral Form

Behavior Contracts
Check-In Check-Out
Daily Report Card
Mentoring
Alternatives to Suspension
Peer Mediation
Preference Assessments
Self-Management

Defining and Teaching Expected Behaviors
Reinforcing Positive Behavior
Using Correction Procedures
Supporting and Responding to Behavior
Classroom Motivation Systems Flipbook
Multi-Tiered Tips and Strategies Flipbook
Playground Handbook
Social Skills
Second Step Program (K-8)
CHAMPS/Discipline in the Secondary Classroom
Active Supervision and Monitoring
REFLECTION AND CONFLICT RESOLUTION

3rd, 4th, and 5th Grade

Becoming a Problem

1. What expectation did I not meet?
   - Problem: tell who, what, how and why it happened.
   - What was the result?
   - How should I have solved the problem? List two better solutions:
     1. 
     2. 
   - How could I have presented the problem?
   - What will I do from now on?
   - Do you need to apologize to anyone?
     - Yes
     - No
     - To whom?

   Student’s Signature
   Teacher’s Signature

Be

Today, ________, I write
Write why you are writing this reflection

Conflicts Resolution Worksheet

Identify the conflict. What’s your perception of the conflict/problem?

There are often several perspectives of a conflict/problem. What are others’ perceptions of the conflict/problem?

Brainstorm possible solutions to resolve the conflict(s).

What are you willing to do to resolve the conflict(s)?

Prioritize the solutions.

Name: __________________________
Date: __________________________

I was not: __________________________
(Circle all that apply)
Following Rules
Following Directions
And __________________________
I should have __________________________
Then __________________________
So from now on I __________________________

My Signature __________________________
THE ESCALATION CYCLE

- Calm
- Trigger
- Agitation
- Acceleration
- Peak
- De-escalation
- Recovery
WHAT DOES YOUR SCHOOL DATA REFLECT ON MYDATA?

• SUSPENSION DATA
• DISCIPLINE REFERRALS
  • REASONS
  • MISSING INFORMATION
# My Data: Suspension

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<th>Students with Disabilities</th>
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<td>% of Total Susp Events</td>
<td>Days Susp</td>
<td>Avg Days Susp</td>
<td># of Susp Events</td>
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<td>1.2</td>
<td>4</td>
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<td>5.9%</td>
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MY DATA: REFERRAL REASONS
## Discipline Referrals

### Filters

- **Local District**: LD - CENTRAL
- **Preferred Location**: (All Column Val)
- **School, Magnet or SLC**: --Select Value--
- **ES or MS or HS**: Y
- **School Year**: 2017-2018

### Discipline Module Error Report

**Referrals Missing Information (Offender or Administrative Response)**

**School Year**: 2017-2018

**Summarize by**: Preferred Location

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<td>1918</td>
<td>MCALISTER HS CYESIS</td>
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<td>C</td>
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THANK YOU!

EVALUATIONS