



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Policy Bulletin

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

**NUMBER:** BUL-6231.0

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School Operations

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School Operations

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**ROUTING**  
Instructional Area  
Superintendents  
Administrator of  
Operations  
Instructional Directors  
Operations Coordinators  
Principals  
Assistant Principals  
Counselors  
Deans  
School Staff

**PURPOSE:** The Los Angeles Unified School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

**MAJOR CHANGES:** This Bulletin replaces Bulletin 3638.0 – Discipline Foundation Policy: School-Wide Positive Behavior Support, dated March 27, 2007. It reflects the District’s reorganization and the implementation of the 2013 School Discipline Policy and School Climate Bill of Rights Board Resolution.

**GUIDELINES:** I. BACKGROUND

In 2007, the District adopted the Discipline Foundation Policy that resulted from a Board Resolution directive. The Discipline Foundation Policy served as the framework under which all District practices relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance to



related bulletins, reference guides, Board Resolutions, and other relevant District materials, reflects the requirements of the newly adopted Board Resolution.

## II. A CULTURE OF POSITIVE BEHAVIOR SUPPORT AND INTERVENTION

School-wide positive behavior intervention and support fosters a culture of discipline grounded in positive behavior intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

In the event of misconduct, there are appropriate consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent not only with the tenets of this policy, but also with state and federal laws. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915(c), (Category I offenses of the Matrix for Student Suspension and Expulsion Recommendation) or when safety is at risk.

- A. *Guiding Principles for the School Community* (Attachment A) establishes a standard for all schools. All District schools are required to align their discipline plans and rules to this District standard. The goal is maximum consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to implement them at every institutional level.
- B. *Culture of Discipline: Student Expectations* (Attachment B) provides additional guidance to students regarding appropriate behavior. Section 300 of Title 5 of the California Code of Regulations requires that “every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates;



and refrain entirely from the use of profane and vulgar language.”

C. *Prevention and Intervention*

Modeling appropriate behavior should be embraced by all staff, students and parents for creating a positive school climate. The most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.

Creating a school-wide positive behavior intervention and support system provides the foundation to prevent misbehavior from occurring. Expectations must be clear, positively stated and taught to all students. There must be a clear system to recognize students for meeting the expectations and a clear system to correct student misconduct. This plan should be consistent with *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*. Some students need additional support and intervention and some require the most intensive level of intervention (see Three-Tiered Approach diagram in Attachment E)

Schools will monitor and evaluate the effectiveness of the school-wide positive behavior intervention and support and discipline plan at all three levels using school data. This allows schools to use data that identifies areas of need; targets areas of concern; accesses professional development; revises school-wide procedures as needed.

1. Establish Rules Consistent with *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*

Appropriate behavior must be reinforced school-wide. There must also be firm, fair and consistent discipline, providing all staff and students a consistent, unifying message on what is safe, respectful and responsible. This forms a powerful foundation for prevention of misconduct.

2. Provide for Effective Intervention

Some students require intensive intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for implementing programs and resources, e.g. conflict-resolution, opportunities to develop social and emotional skills, and mentoring; 3) matching student needs to the appropriate resources; and 4) using age-appropriate consequences. Staff must have information and resources available in order to effectively build these necessary skills.



3. Use a Team Approach for Intensive Intervention:  
A few students require the highest level of intensive intervention. In their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation and monitoring. Support and training will be provided when necessary. In addition, there may also be a need for multi-agency partnerships and intensive skills training.

#### D. Consequences for Student Misconduct

Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning. They can contribute back to the school community, and re-engage in learning. Any consequence should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Consequences should be reasonable, fair and age-appropriate. Positive consequences, including recognition for appropriate behavior, frequently lead to improved student behavior. Negative consequences provide feedback to the student that their behavior is unacceptable. Refer to *Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension* (Attachment D); *School-Wide Positive Behavior Intervention and Support and Restorative Justice practices* (Attachment E); and applicable District discipline policies and guides.

It is only through cooperation from everyone who has a stake in educating youth that learning environments that lead to optimum academic achievement can be created for all students.

### III. RESPONSIBILITIES

#### A. Central Office Staff Responsibilities

The Superintendent communicates to all District staff, using a variety of means that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff will support the teaching, enforcing, advocating, communicating and modeling this policy by playing an active, supportive role in assisting schools and Educational Service Centers by implementing this policy including, but not limited to:

1. Developing and coordinating training for parents, and professional development for employees.



2. Ensuring appropriate attendance, suspension and Rubric of Implementation data collection, monitoring and evaluation systems.
3. Using effective communication strategies.
4. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
5. Using systematic data analysis to determine trends.
6. Ensuring alignment with all District offices, programs, policies and initiatives.

B. Educational Service Center (ESC) Responsibilities

Each ESC Instructional Superintendent and Administrator of Operations is responsible for teaching, enforcing, advocating and modeling this policy to ESC staff and school administrators. The Administrator of Operations will designate a team of ESC staff who will ensure the successful implementation of this policy through support and guidance.

The ESC Operations staff, along with the Instructional Director, are responsible for providing appropriate support and technical assistance to schools for successful implementation and compliance with this policy by:

1. Assisting schools with identifying, developing and maintaining prevention, intervention and alternatives consistent with *Guiding Principles for the School Community*.
2. Analyzing data, monitoring and supporting school practices to address situations where practices need to be strengthened.
3. Regularly reviewing the online Rubric of Implementation (ROI) (see Attachment E for list of ROI key features) with the site administration and providing targeted assistance to schools that have not or have partially implemented the Discipline Foundation Policy.
4. Supporting and assessing school practices in order to make suggestions to address situations where practices need to be modified. School support should include a regular review of the goals listed in the Safe School Plan.
5. Ensuring that all deans participate in mandatory District training on discipline and alternatives to suspension.
6. Assisting with developing on-site procedural steps that align Restorative Justice approaches to assist with alternatives when addressing individual student misconduct.
7. Supporting schools' efforts to maintain relationships with outside community partners.
8. Providing professional development in school-wide positive



- behavior intervention and support and Restorative Justice approaches for new staff.
9. Assisting schools with resolving complaints from all stakeholders regarding the implementation of school-wide positive behavior support and intervention.

### C. Charter Schools Responsibilities

Charter schools are to abide with the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support.

#### 1. Affiliated Charter Schools

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

#### 2. Independent Charter Schools

Independent charter schools are expected to comply with this policy bulletin and ensure their staff is knowledgeable about the Discipline Foundation Policy. Charter schools are generally exempt from complying with the Education Code (including statutory provisions for pupil suspension and expulsion) unless otherwise provided in their charter. Charter schools are not exempt from other laws governing public schools, including but not limited to state and federal constitutions, all federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, and the Rehabilitation Act, No Child Left Behind, any requirements that are a condition of receiving federal funding), and state pupil testing programs. For those reasons, charter schools are not expected to comply with the references in this bulletin to Education Code (unless stated in their charter and to ensure compliance with other applicable laws), District office responsibilities (e.g. Central Office, Educational Service Center), District councils and committees (e.g. Discipline Review Team, School Leadership Council, School Wide Positive behavior and Intervention Task Force), professional development, and state-mandated curriculum.

Governing boards of independent charter schools shoulder the ultimate responsibility of ensuring that this policy is implemented, including but not limited to the following items:

- a. Adopting procedures for putting this policy into place that are consistent with the charter petition and the School Climate Bill of Rights.
- b. Ensuring that the *Guiding Principles for the School Community* is taught, communicated and modeled to the school community and that school practices are consistent



with the tenets of this policy.

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

Ensuring that information and/or training is provided to parents, students, staff and other stakeholders.

#### D. School Administrator Responsibilities

Each school's success requires excellent leadership qualities of a school administrator. Their leadership is key to the academic achievement and pro-social development of our students. In order to establish a safe and welcoming school environment, the school administrator is responsible for the following:

1. Ensure that the *Guiding Principles for the School Community* be taught, enforced, advocated, communicated and modeled to the entire school community and that school practices are consistent with the tenets of this policy.
2. Develop and implement a school-wide positive behavior intervention and support and discipline plan consistent with the principles of the *School Climate Bill of Rights* (Attachment C); *Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension* (Attachment D); *School-Wide Positive Behavior Intervention and Support and Restorative Justice practices* (Attachments F1 and F2); and applicable District discipline policies and guides. The emphasis of the developed plan is to increase achievement, attendance, reduce suspension and office discipline referrals. Has buy-in and support from the school personnel and community.
3. Include the school-wide positive behavior intervention and support, discipline plan, and *Guiding Principles for the School Community* in school communications for students, parents/guardians, staff and community.
4. Post and make available necessary materials such as the *School Climate Bill of Rights* (Attachment C) poster and *Complaint Form* (Attachment J) at each school site visible to staff, students and parents/guardians.
5. Use the LAUSD MAX Discipline module and approve authorization for appropriate staff to effectively record and monitor student behavior, provide data-driven interventions, and develop solutions and strategies to create safe and caring learning environments.
6. Implement a method for analyzing behavior/discipline information in order to monitor and evaluate data for on-going



decision making, from the individual student through the school-wide student population.

7. Establish a school Discipline Review Team to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed.
8. Comply with the goals established in the Safe School Plan, for implementing and monitoring the school-wide positive behavior intervention and support policy.
9. Provide routine training and support for staff and parents/guardians in maintaining an environment conducive to learning.
10. Implement the District or state-approved violence prevention curriculum in elementary and middle schools.
11. Utilize appropriate prevention and intervention approaches for all students in a consistent and age-appropriate manner prior to any suspension (see Attachment D-*Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension*), except those limited offenses under California Education Code §48915(c).
12. Use multi-disciplinary teams, including Student Success Team and Coordination of Services Team, to evaluate and recommend solutions to behavior problems and mitigate future incidents.
13. Partner with before and after-school programs and outside agencies, when appropriate.
14. Assemble a collaborative team with appropriate staff and parent/guardian(s) to design an individualized behavior support plan for a student who engages in ongoing misconduct, despite appropriate interventions. The support plan may include, but is not limited to:
  - a. Intensive behavioral supports and strategies
  - b. Adapted curriculum and instruction
  - c. Communication strategies

#### E. School Staff Responsibilities

##### I. Teacher Responsibilities

Each teacher has a fundamental role in establishing a positive classroom climate and supporting a similar school wide culture. This includes utilizing effective classroom management strategies that create an environment conducive to learning for all students and prevent student misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling *Guiding Principles for the School Community and Culture of Discipline: Student Expectations* and school rules.
2. Acknowledging and reinforcing appropriate student behavior.





3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teach the District or state approved violence prevention curriculum that promotes social-emotional skills in elementary and middle schools. These programs may be augmented by other programs selected by the School Leadership Council.
6. Following the Behavior Support Plan for students with disabilities, which is available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor and provide age-appropriate supports to address student misconduct.
8. Supporting a student who persists in on-going misconduct, despite appropriate interventions in conjunction with school administrator or person responsible for discipline at the school.
9. Serving as a role model and maintain appropriate relations with all students.
10. For a student whose misconduct has escalated, the teacher is responsible for collaborating with appropriate staff and the parent/caregiver(s) to implement an effective individualized plan that may include, but not limited to:
  - a. Intensive behavioral supports and strategies.
  - b. Adapted curriculum and instruction.
  - c. Communication strategies.

## II. School Support Personnel

School support personnel are responsible for modeling, advocating and enforcing the *Guiding Principles for the School Community* and for supporting the implementation of a school wide positive behavior support and intervention to maintain a safe and nurturing school climate. School support personnel are responsible for monitoring, reinforcing, and acknowledging appropriate behaviors consistent with the *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will collaborate with teachers and other school and District personnel to develop and implement plans for more intensive instruction



and support, including working with District and community resources.

F. Parent/Guardian Responsibilities

When schools and parents form strong partnerships, students' potential for academic success improves significantly. The *Parents' Rights and Responsibilities to Ensure your Child's Success* (Attachment G) and *Parent/Guardian Responsibilities* (Attachment H) guide parents of their rights and responsibilities in their children's education. Parents/guardians will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the School Wide Positive Behavior Intervention and Support. They are to be familiar with and model *Guiding Principles for the School Community*. They are to review, *A Culture of Discipline: Student Expectations* and school rules with their children, reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct. The parent/guardian will act as a collaborative partner with the school to address the student's needs. Training on this policy should be available for parents/guardians.

G. Community Member and School Visitor Responsibilities

The community benefits from safe schools. Community members and school visitors are expected to follow *Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

H. Student Responsibilities

Students are expected to learn and model *Guiding Principles for the School Community* and *A Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve the behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors for peers (see *Student Tips* – Attachment I).

IV. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior



support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with the *Guiding Principles for the School Community and Culture of Discipline: Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to help classroom staff meet the challenge of fully educating students, while teaching and modeling of appropriate behavior. Professional development must:

1. Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.
2. Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.
6. Include centrally organized and implemented training for deans upon election. Such training for deans and other staff involved in student discipline includes the use of data analysis to differentiate what is offered to schools.

## V. MONITORING AND EVALUATION

1. Central Office
  - a. Will put systems in place to aid schools, Educational Service Centers and the central office in data collection, feedback and assessment to create a positive school culture that is conducive to optimal student learning. Such data will be utilized to provide professional development and support. These data allow schools to adjust school-wide, classroom and individual student intervention and prevention.
  - b. Oversee ongoing and systematic review and evaluation of the following:
    - Policy implementation.
    - Communication mechanisms.



- Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

2. School-Wide Positive Behavior Intervention and Support Task Force and Independent Monitor

A District level school-wide positive behavior intervention and support Task Force with representatives including, but not limited to, students, parents, teachers, and principals, will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will utilize current District systems to monitor this policy throughout the District. The responsibilities include to:

- a. Hear from individuals who have concerns about the policy and provide a forum to bring information or complaints to the task force.
- b. Access and analyze data by school and ESC.
- c. Review data including suspension, expulsion, opportunity transfer, and outside monitoring information.
- d. Provide recommendations to the Superintendent or his designee.
- e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item will be added to the agenda.
- f. Review and make recommendations regarding the *Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspensions* developed by the Superintendent and recommend approval prior to its implementation.
- g. The independent auditor will provide an annual report to the Board about individual complaints and make broader recommendations regarding implementation and monitoring of the policy.

3. Educational Service Center

- a. Regularly review monthly suspension data and school office referral data to identify schools that may benefit from additional support and guidance.
- b. Resolve complaints submitted within a reasonable time period but not to exceed 60 working days from the date the complaint was received (Attachment J-Complaint Process and Form.).
- c. Summarize how all complaints are resolved on a regular basis, or as requested by the Superintendent's office.

VI. COMMUNICATION

Implementing this policy and its underlying philosophy requires ongoing communication to the entire LAUSD community by all stakeholders, including District officials, school administrators and employees at every



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level.

District schools and offices should publish copies of *Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations and School Climate Bill of Rights* for public view. Additionally, school staffs are strongly encouraged to develop their own innovative strategies for communicating and teaching this policy. Parents/guardians, students and school staff members should actively participate in this process.

**AUTHORITIES:** This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy.

California Education Code, Section 48900-48927

Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

Board Resolution, "School Discipline Policy and School Climate Bill of Rights," passed May 14, 2013

**RESOURCES:** In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005

Board Resolution, "Reactivation of District's Human Relations Education Commission," passed May 10, 2005

Special Education Policies and Procedures (i.e., Modified Consent Decree) <http://sped.lausd.net/policies-and-procedures> of particular relevance to this Bulletin

Policy Bulletin No. BUL-5655.2, "Guidelines for Student Suspension," issued August 19, 2013, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-3927.2, "Mandated Reporting of Certain Student Behavior," issued September 13, 2010, by the Office of Curriculum, Instruction and School Support



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Policy Bulletin No. BUL-5376.0, “Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems,” issued January 17, 2011, by the Division of Special Education

Policy Bulletin No. BUL-4478.0, “Opportunity Transfers,” issued December 15, 2008, by the Office of Curriculum, Instruction and School Support

Policy Bulletin No. BUL-6050.1, “Expulsion of Students – Policy and Procedure,” issued August 19, 2013, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-3277.1, “Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, Tobacco and Other Intoxicants,” issued January 22, 2009, by the Office of Curriculum, Instruction and School Support

Policy Bulletin No. BUL-847, “Referral to Community Day School,” issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-5212.1, “Bullying and Hazing Policy (Student-to-Student and Student-to Adult,” issued September 17, 2012, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-1041, “Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult),” issued November 29, 2006, by the Office of the General Counsel.

Policy Bulletin No. BUL-1347, “Child Abuse and Neglect Reporting Requirements,” issued July 1, 2011, by the Office of the General Counsel

Policy Bulletin No. BUL-5799.0, “Threat Assessment and Management (Student-to-Student, Student-to-Adult,” issued July 16, 2012, by the Office of the Superintendent-School Operations and Student Health and Human Services

Reference Guide, REF-5511.2, “Safe School Plans Update for 2013-2014,” issued August 9, 2013, by the Office of the Superintendent-School Operations

Policy Bulletin No. BUL-4926.2, “Attendance Manual: Policy and Procedures for Elementary, Secondary and Options,” issued March 1, 2013, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, “Responding to and Reporting Hate-Motivated Incidents and Crimes,” issued October 10, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, “Establishment and Documentation of



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Intervention for Students Suspected of Emotional Disturbances,” issued October 24, 2005, by the Office of Special Education

Policy Bulletin No. BUL-4692.2, “Section 504 of the Rehabilitation Act of 1973,” issued October 8, 2013, by the Office of the General Counsel

Reference Guide, REF-1502, “Guide to Culturally Relevant and Culturally Responsive Education (CRRE) Quality Indicators,” issued January 12, 2005, by the Office of Instructional Support and Services

“Required Nondiscrimination Notices,” memorandum issued annually by the Office of the General Counsel

“Parent-Student Handbook,” issued annually by the Los Angeles Unified School District

“Visitors Handbook” issued by the Los Angeles Unified School District

### **ASSISTANCE:**

For assistance or further information please contact your ESC Operations Coordinator, Office of School Operations at (213) 241-5337 or the Charter Schools Division at 213-241-0399.

Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support information and materials may be accessed and downloaded from <https://dfp.lausd.net>.