



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 research-based, highly-effective approach to creating, teaching, and reinforcing students’ social, emotional, and academic learning skills that improve and sustain 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 support may be necessary.

TIER I Universal



All Students



- 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 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, expect those offenses under E.C. 48915. (c). (Category I offenses) or when safety is at risk. This guide provides tiered alternatives which include Restorative Justice approaches that encourage the use of guided questions that help the parties reflect on any harm that may have been incurred 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 – 5655.2 Guidelines for Student Suspension published on August 19, 2013).**

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 behavioral student contract
- Develop Intensive COST/SST goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning