



LAUSD
UNIFIED

Addressing Student Conflict & Harm
Division of School Operations

April 23, 2026

District-Level Approach

LAUSD's Commitment to Safe & Inclusive Schools



District Standard

- LAUSD sets clear expectations through policy, bulletins, and aligned legal requirements—creating a consistent baseline.



Prevent & Repair

- District guidance promotes restorative and supportive practices, ensuring responses aren't solely punitive and are based on student needs, severity, and preventing recurrence.



Response

- The framework applies to bullying, physical fights, and racially motivated or hate-related incidents—supporting safety, civil rights compliance, and equitable practices across sites.

District-Level Approach Three Key Governing Policies & Bulletins

Bullying and Hazing Policy (BUL-5212)

- This policy establishes LAUSD's comprehensive, districtwide requirements for preventing, identifying, investigating, and responding to student-to-student bullying and hazing, ensuring safe, respectful, and inclusive school environments through clear definitions, reporting procedures, staff responsibilities, and multi-tiered supports.

Discipline Foundation Policy (BUL-133307)

- This policy establishes a districtwide, trauma-informed Multi-Tiered System of Support (MTSS) that integrates Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP) to ensure all LAUSD schools provide safe, inclusive, and equitable learning environments through proactive behavior instruction, data-driven interventions, and consistent implementation of restorative, non-punitive discipline practices.

Hate-Motivated Incidents and Crimes – Responding and Reporting (BUL-2047)

- This policy outlines LAUSD's required procedures for preventing, identifying, responding to, documenting, and reporting hate-motivated incidents and crimes to ensure safe, respectful, and nondiscriminatory learning environments for all students and staff.

District-Level Approach School Safety and Restorative Practices Continuum

PREVENTION

MTSS, PBIS and SEL
Implementation

Safe, inclusive,
and culturally
responsive
environments

Bullying
prevention and
digital citizenship

RESPONSE

Immediate safety
protocols and
investigation

Progressive
discipline aligned
to policy

Required
documentation
and reporting

REPAIR

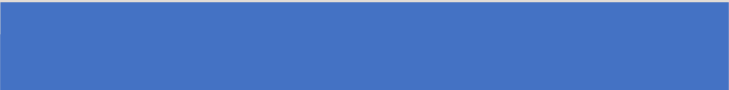
Restorative
practices (circles,
mediation, ...)

Reintegration and
relationship repair

Focus on
accountability
and healing

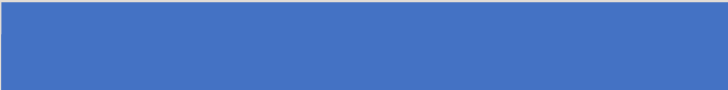
District-Level Approach Key Governing Policies & Bulletins

Bullying



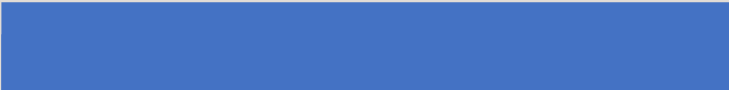
- Formal reporting and investigation procedures
- Protection from retaliation
- Alignment with Bullying & Hazing Policy (BUL-5212)
- Board Resolution, To Enforce the Respectful Treatment of All Persons

Physical Altercations



- Differentiation of conflict vs. assault
- Use of progressive discipline and restorative approaches
- Alignment with Discipline Foundation Policy (BUL-133307)
- Alternatives to out of school suspensions
- Guidelines for Student Suspensions (BUL-5655)
- Expulsion of Students (BUL-6050)

Hate Motivated Incidents



- Immediate response and escalation
- Civil rights protections and documentation
- Alignment with Hate Incident and Non-Discrimination policies
- Unified Against Hate

District-Level Approach Data & Continuous Improvement

Data Collection:

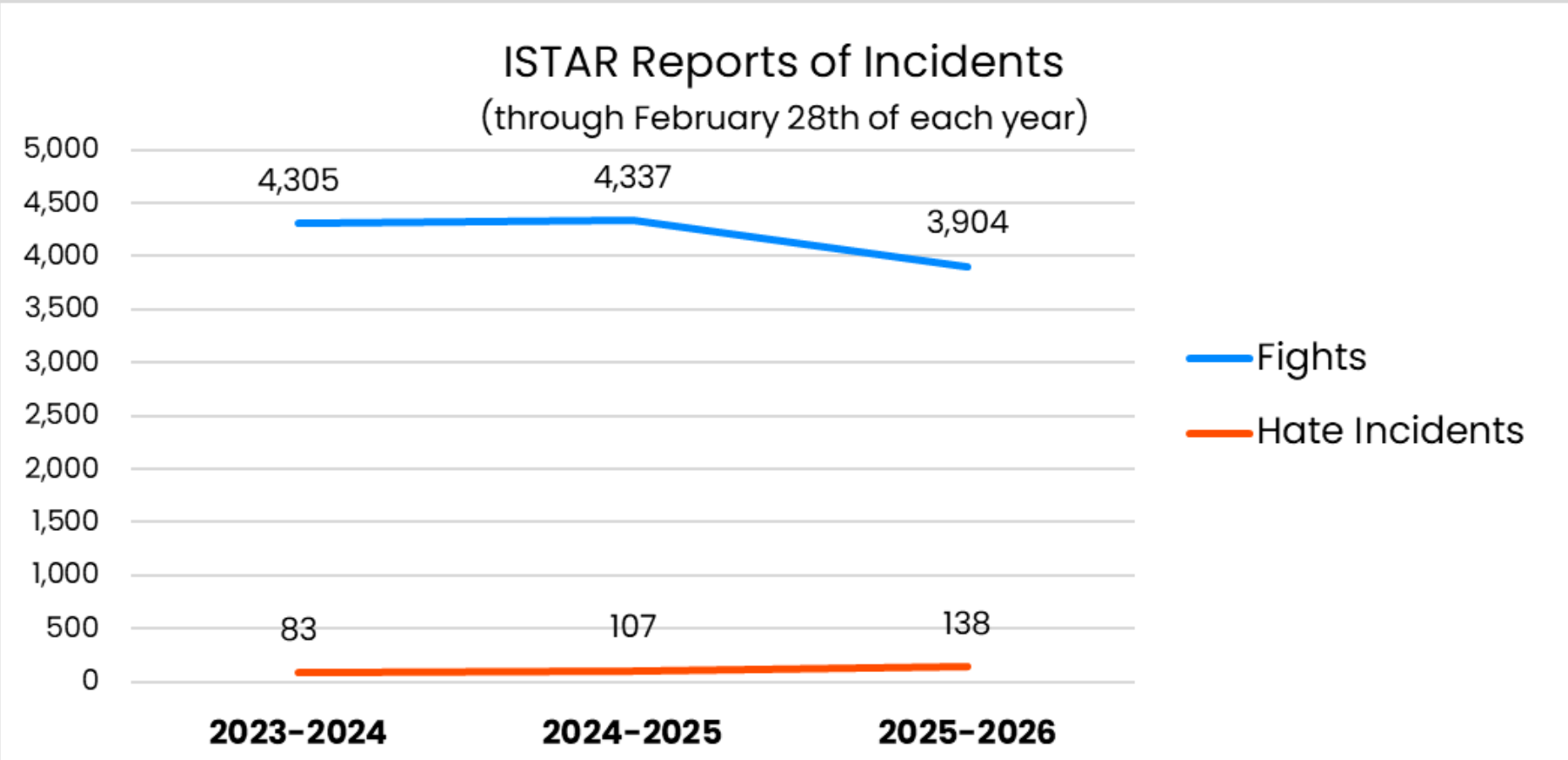
- MiSIS referrals
- Incident reports (iStar)
- School Climate Indicators & Tiered Fidelity Indicators (TFI)

Data is used to:

- Identify trends and disproportionality
- Inform Targeted supports and resource allocation



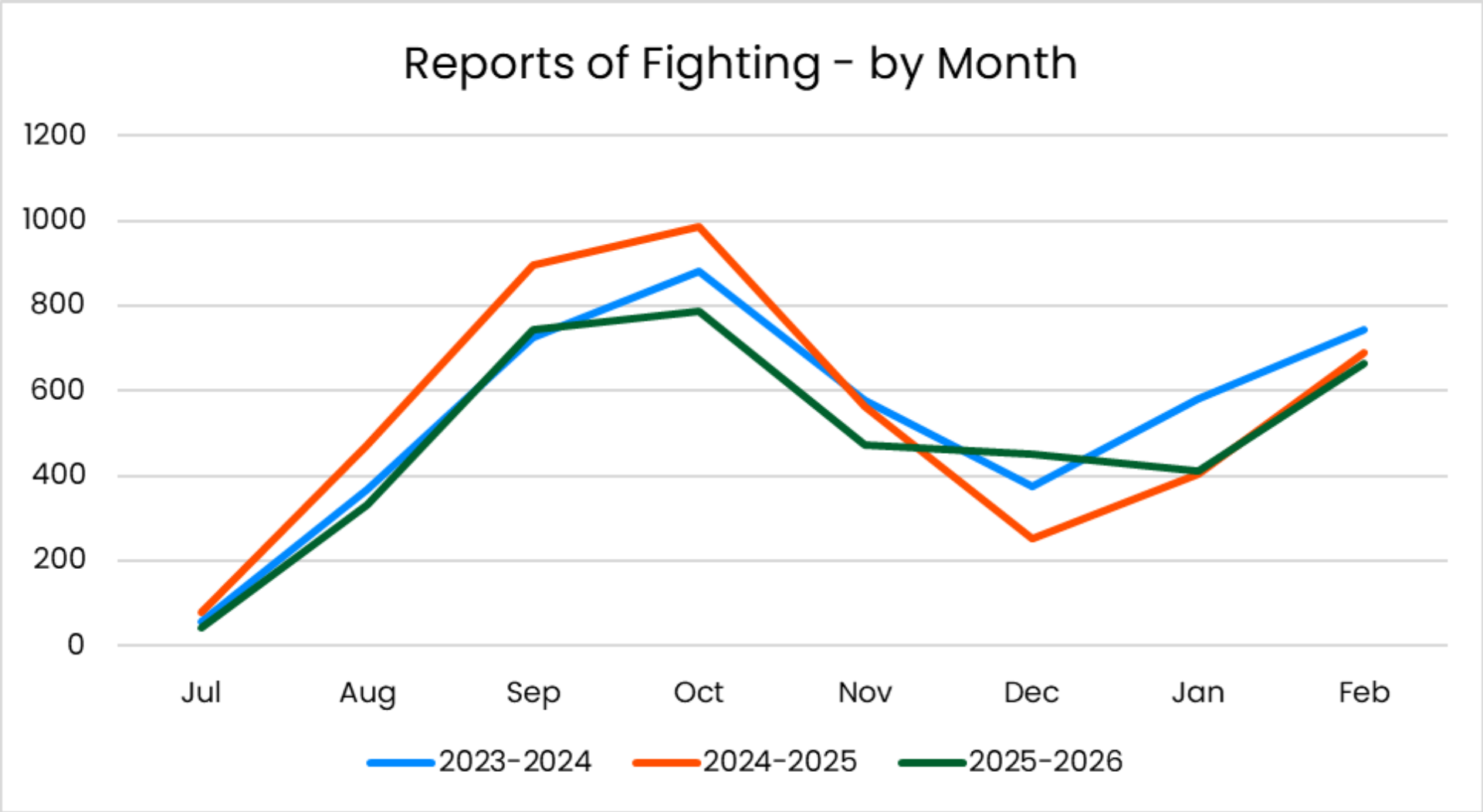
District-Level Approach Data & Continuous Improvement



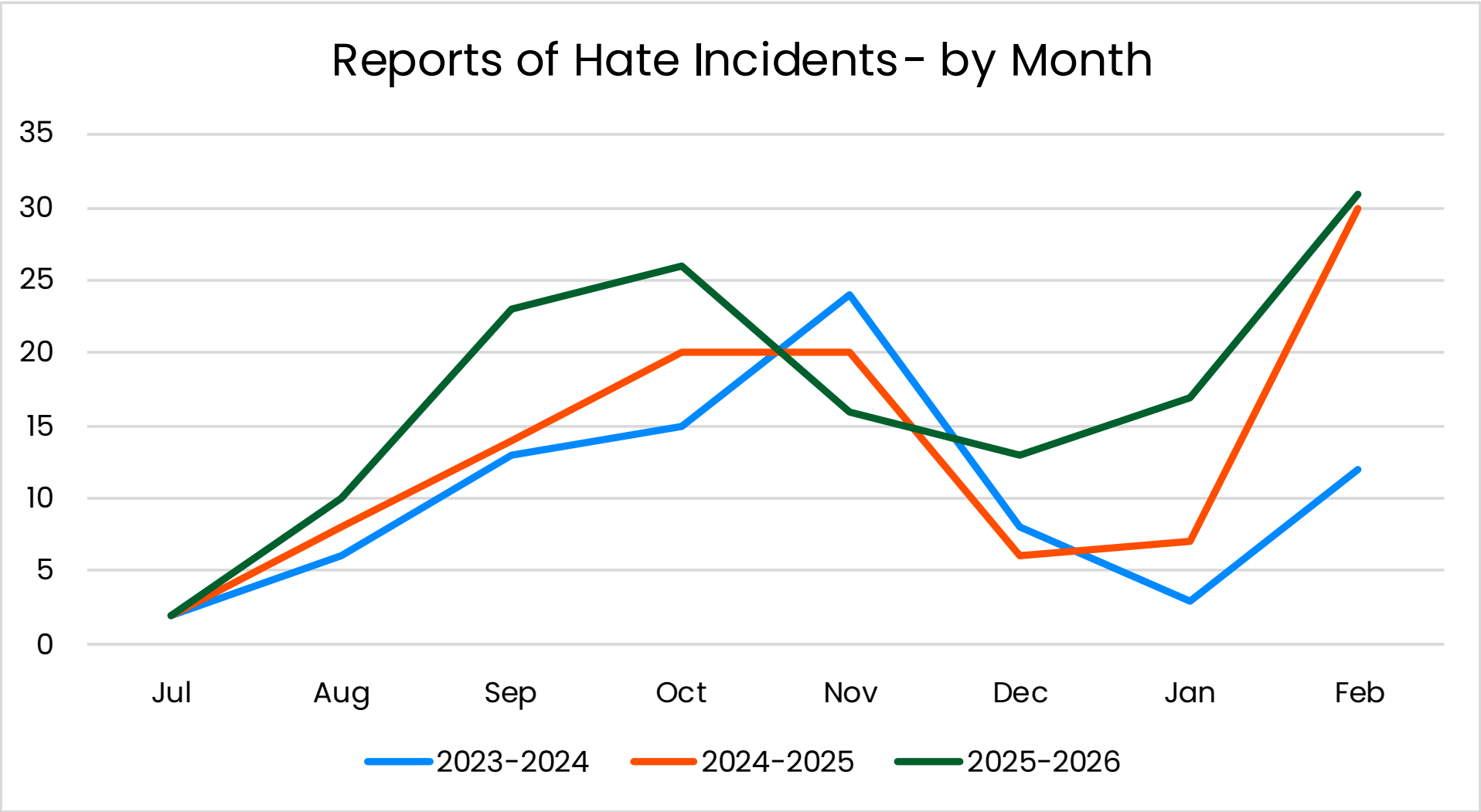
Incident Type	2023-2024	2024-2025	2025-2026
Fights	944	993	958
Hate Incidents	18	24	34

through February 28th, per 100,000 students

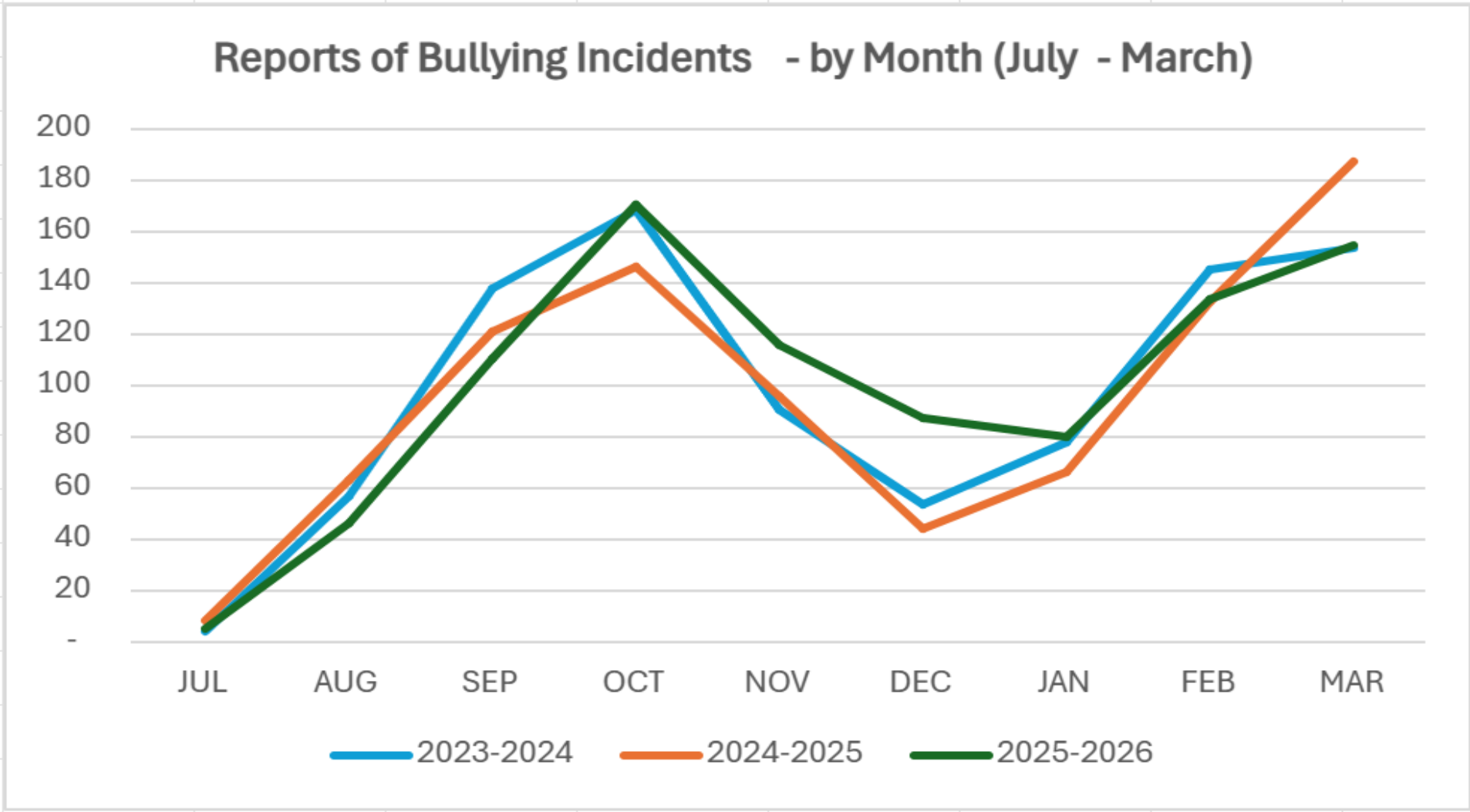
District-Level Approach Data & Continuous Improvement



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District-Level Approach Data & Continuous Improvement



District-Level Approach Supports and Training

Staff

- Restorative Practices
- De-escalation
- Implicit Bias

Families

- Restorative Practices
- Reporting Process
- Supports

Students

- Restorative Practices
- Social Emotional Learning
- Peer Mediation

Los Angeles School Police (LASPD) Supports

Role of LASPD in Fights & Bullying

Fights / Physical Altercations

Responds when incidents pose a serious safety risk

Supports de-escalation and immediate safety

Assists with investigation when incidents may be criminal

Bullying

Primarily addressed at the school level

LASPD involved only when:

- Credible threats
- Harassment rises to criminal level
- Ongoing safety concerns
- Collaboration

Works with school leaders, Regions, and central offices

Ensures responses are appropriate, proportional, and student-centered

Rocket Rules: Teaches respect, responsibility, and positive decision-making as well as safety related topics.

Anger Management: Develops conflict resolution skills and emotional regulation

SAFENOW: Provides targeted support to identified schools to promote a safe, respectful, and supportive environment

Explorer Program: A career exploration and mentorship program that introduces youth to law enforcement through hands-on training, leadership development, and community service

Police Academy Magnet Schools: A structured academic program that prepares students for careers in public service through leadership training, discipline, and law enforcement-focused curriculum.

Data Monitoring & Localized Reporting

Data is tracked and shared at multiple levels:



School Site



Region (East, West, South, North)



Board District

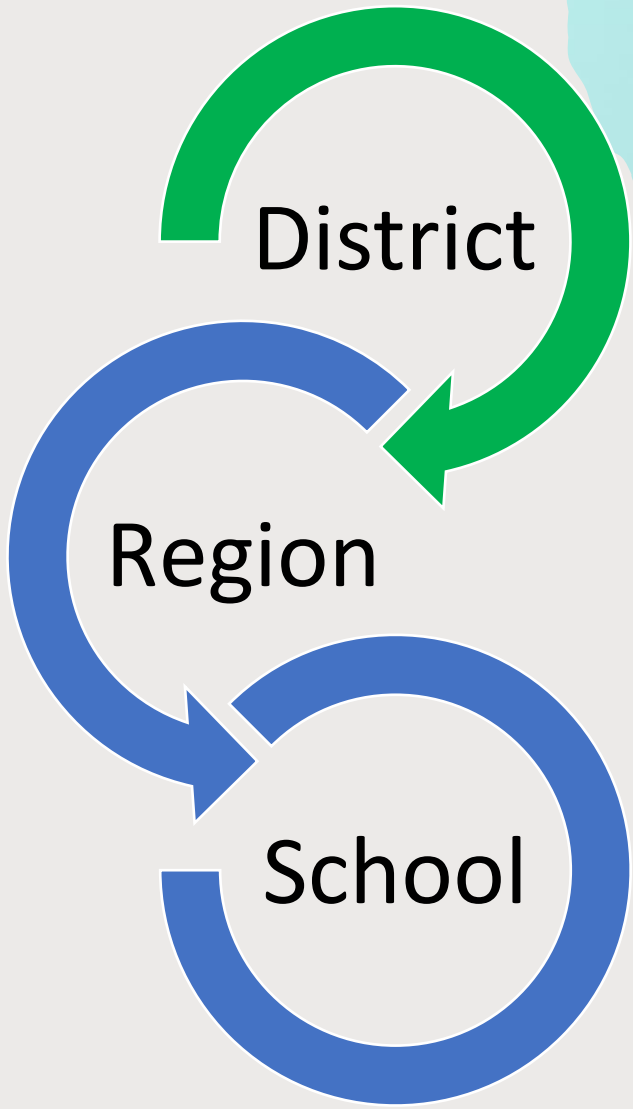
How Data is Used

Identify trends and patterns

Target supports and interventions

Inform decision-making

Ensure transparency with Board & community





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Region East

Region Training Supports

Human Relations Diversity and Equity (HRDE)

- Operations Coordinators work closely with support staff to provide targeted support for schools based on needs. HRDE counselors provide guidance and trainings to school sites on Racially motivated incidents and issues related to hate.

Systems of Support Advisors – SOSAs

- Each school is assigned one SOSA to support their SWPBIS and their work towards mastery of their TFI goals. SOSAs provide targeted training to teachers and supervision staff. SOSAs and Region Operations meet monthly to review data and plan support for school sites.

Safety Walkthroughs – Once per semester

- Operations Safety Walkthroughs are conducted once a semester. It gathers level-alike administrators at one school to observe SWPBIS practices. Administrators calibrate their lens based on their observations and share best practices.

Region Training/ PD Opportunities

Breakout Sessions During Principal and Assistant Principal Meetings

- Operations Coordinators take this time to present to their networks. This allows for a more individualized presentation and training.

After the Bell Sessions

- These are weekly training opportunities for school site administrators where department experts present on District policy and procedures.

Dean/Designee Meetings

- Quarterly meeting with Discipline Designees and deans. Operations staff review policies and procedures. School teams are given time to plan together to discuss, plan, and revise their school's safety plans, restorative practices, Supervision plans, etc.

Region Guidance

Prevention

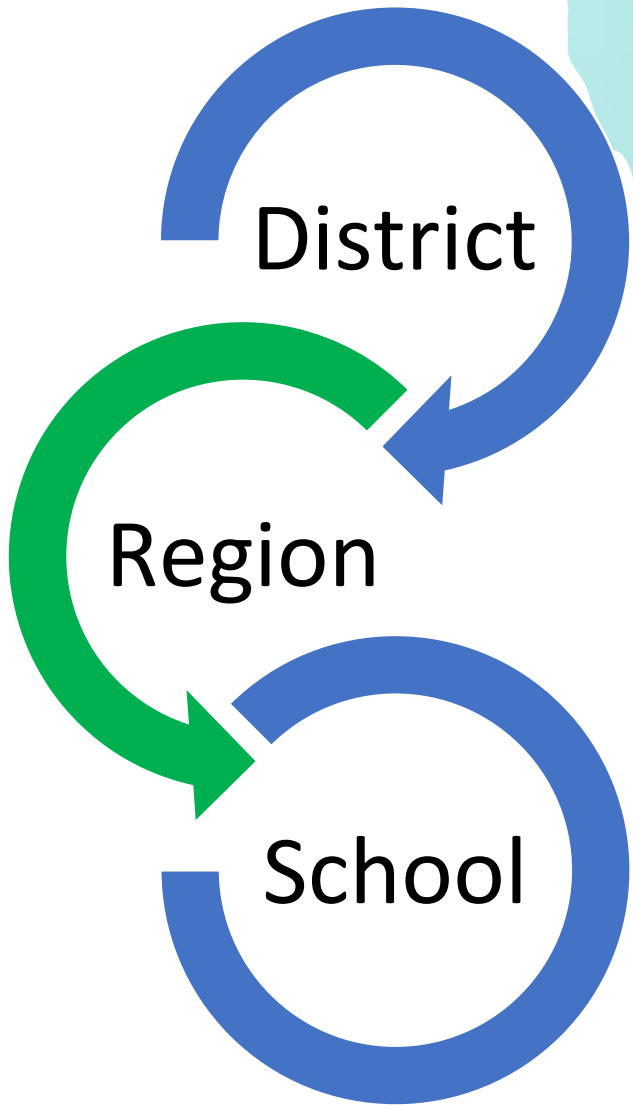
- Operations team offers multiple training opportunities on Bulletin policies and procedures.

Response

- Immediate support with safety protocols
- Follow up support to ensure school follow district policy
- Ongoing monitoring to ensure proper documentation and follow through

Repair

- Region connects school sites with Department experts to ensure a multitiered support.
- Region participates in safety meeting, development of safety plans, SSPTs, etc.





South East High School

School Safety and Restorative Practices Continuum



South East HS PBIS Team



School Climate Advocate



Academic Counselor



Intervention Counselor



English Teacher-UTLA
Representative



Intervention Coordinator



Community Representative-
Parents



A-G Counselor



Student Representative



Meetings: First Wednesday of Month



PREVENTION



Tiered Fidelity Inventory (TFI)
Implementation



Restorative Rounds
Facilitated by Intervention Counselor



School-Wide PBIS
Expectation Posters Displayed



School Climate Advocate
Tier I Support



SEHS PBIS Team
Monthly Meetings



Wellness Center
Alternative to Suspension Courses

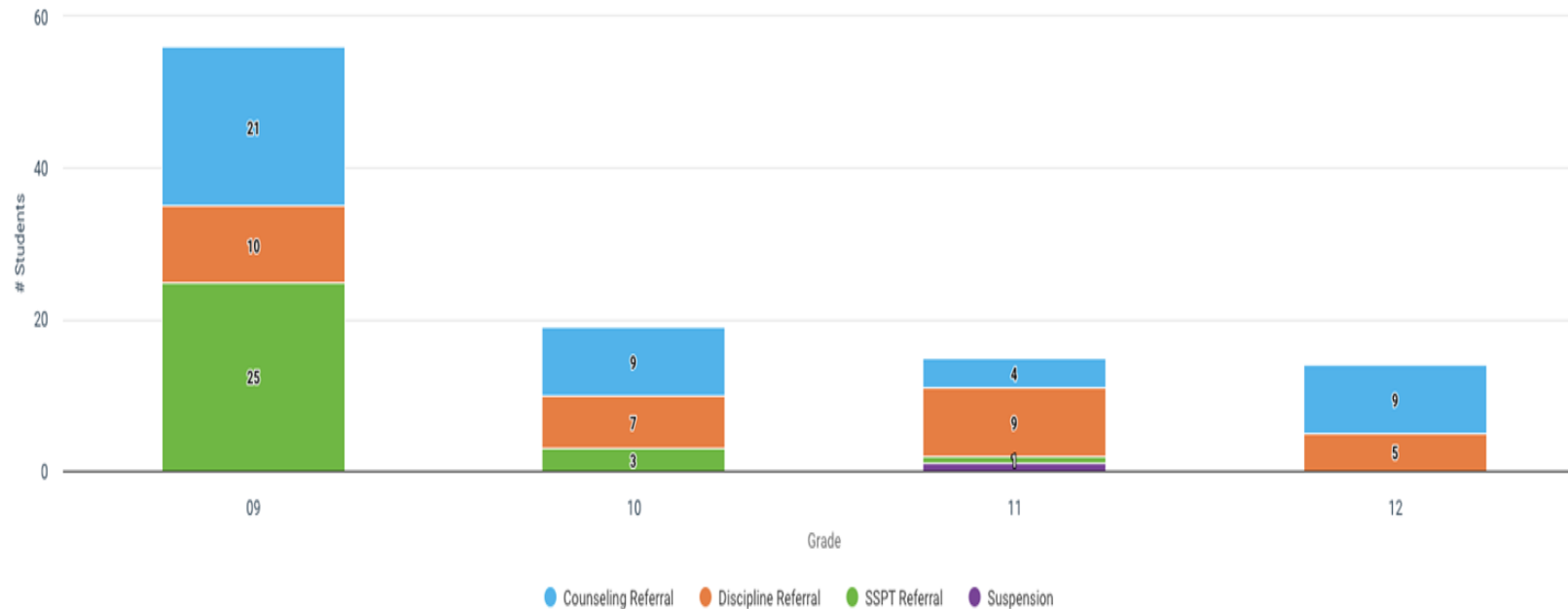


Advisory Lessons
Facilitated by Small School Leads and taught in during Advisory Periods.

RESPONSE

Referrals and Interventions by Grade

This metric tracks referrals by type and grade. Counseling Referrals (StudentSupportReferralParticipantID); Discipline Referrals (StudentSupportReferralViolation); SSPT Referral (StudentSupportReferralID); Suspension (StudentSuspensionTypeId); OT (StudentSupportOT.SchoolID). Currently enrolled students or June 1st students when past years are selected in the global filter. Source: MISIS.



RESPONSE

Immediate safety protocols and investigation

Progressive discipline aligned to policy

Required documentation and reporting

Whole Child Integrated Data



LAUSD Whole Child Data

Counseling, Discipline, SSPT, Suspension

Counseling	43 Referrals by Grade Level <ul style="list-style-type: none"><input type="checkbox"/> 9th: 21 students<input type="checkbox"/> 10th:9 students<input type="checkbox"/> 11th: 4 students<input type="checkbox"/> 12th:9 students
Discipline	31 Referrals
Student Support and Progress Team	29 Referrals
Suspension	1



REPAIR

CRISIS INCIDENT
 is when a student is in immediate danger of harming self/others.
CALL OFFICE FOR IMMEDIATE ASSISTANCE!
EXT. 3401

POSITIVE BEHAVIOR FLOW CHART



REPAIR
 Restorative practices (circles, mediation, ...)
 Reintegration and relationship repair
 Focus on accountability and healing

TEACHER
 STEP 1

Verbal Warning/
 Reteach expectations

STEP 2

A private conference with the student on inappropriate behavior
 Continue to reteach expectations
 Log in intervention on MISIS

STEP 3

Parent Contact for support
 Classroom intervention
 Log in intervention on MISIS

YES

Did the behavior change?

NO

Acknowledge and praise behavior

At the beginning of the school year, the teacher will review school-wide behavior expectations.

Can the teacher manage the behavior or should a referral be made?

Teacher Supported	Inter. Coor. Supported
<ul style="list-style-type: none"> Inappropriate Language Minor teasing/Disruption Lying/Dishonesty Inappropriate use of tech. Minor Aggression Rough Play Misusing Property Loud or Disrespectful Tone of Voice 	<ul style="list-style-type: none"> Fight Bullying/Harassment Weapons Profane/Racist Language Threats Theft Drug Use/Possession Other Ed. Code Violation

The classroom teacher is to work with lead teacher and counselor to schedule parent conference and provide additional support.

STEP 1

THE TEACHER CALLS MAIN OFFICE FOR SUPPORT, EXT. 3401

STEP 2

Teacher creates Student Discipline Referral Request

STEP 3

I.C. addresses the incident with the admin/support team

STEP 4

I.C. implements consequences, including a parent/student conference

STEP 5

I.C. updates the teacher, MISIS, istar, and monitors.

Student Discipline Referral Request



