

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

SCHOOL SAFETY AND CLIMATE COMMITTEE

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017
Panorama High School, 8015 Van Nuys Blvd, Panorama City, CA 91402
North Hollywood High School, 5231 Colfax Ave, North Hollywood, CA 91601
3:30 p.m., Thursday, November 16, 2023

Committee Members

Ms. Tanya Ortiz Franklin, Chairperson
Dr. Rocío Rivas, Board Member

District Members

Andres Chait, Chief of School Operations

External Representatives

Chaka Forman, Parent, Board District 4
Michael Isayan, Student, Board District 3
Nataly Mendez, Student, Board District 6
Vanya Hollis, Parent, Board District 5

Board Secretariat Contact

Ebony Wilson
Tel: (213) 241-7002
Email: ebony.wilson@lausd.net

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **880 9013 4820**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. **10** speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call 1-888-475-4499 (Toll Free) and enter Meeting ID: **880 9013 4820** at the beginning of the meeting.

2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing inspector.general@lausd.net. Reports are confidential and you can remain anonymous if you wish

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

AGENDA

I. Welcome and Opening Remarks Tanya Ortiz Franklin
Chairperson

II. Presentations

1. L.A. Unified's Multi-Tiered Approach to Positive Behavior Interventions and Supports and Restorative Justice Practices Andres Chait
Chief of School Operations

Laura Zeff
Administrative Coordinator
Positive Behavior Interventions and Supports/Restorative Practices

2. School Climate Bill of Rights Data Presentation Andrew Thomas
Director
Independent Analysis Unit

3. Positive Behavior Interventions and Supports and Restorative Justice Practices in Our Schools

a. Brooklyn Avenue School Marissa Martinez
Principal

Adriana Madrid
Assistant Principal

Rebecca Medina
Restorative Justice Teacher

Elizabeth Gonzalez
School Climate Advocate

b. Markham Middle School.....Yumi Kawasaki
Principal

Thomas Monk
Assistant Principal

Britney Lewis
Black Student Achievement
Plan Restorative Justice Teacher

c. Santee Education Complex..... Violeta Ruiz
Principal

Kymbereley Garrett
Assistant Principal

Ilmar Rodriguez
Intervention Prevention Support Coordinator

Helen Tizon
Restorative Justice Teacher Advisor

III. Closing Remarks Tanya Ortiz Franklin
Chairperson

IV. Public Comment

V. Adjournment

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

<https://www.lausd.org/boe#calendar73805/20231109/event/69478>

TAB 1

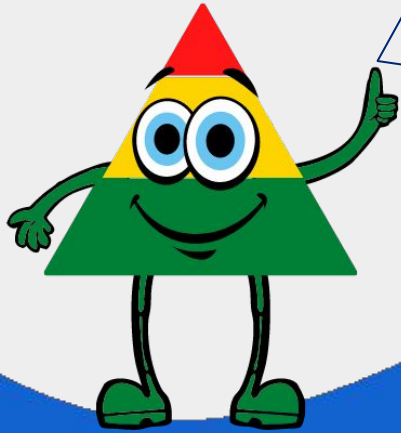


LAUSD
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LA Unified's Multi-Tiered Approach to Positive Behavior Interventions and Supports and Restorative Justice Practices (PBIS/RP)

November 16, 2023

What is PBIS/RP
and how is it
integrated
throughout LAUSD



Positive Behavior Interventions
and Supports (PBIS)

Restorative Practices
(RP)

Proactive, evidence-based approaches to discipline
that promote equity and accountability

- Utilizes a 3-tiered framework to support ALL students' success
- Emphasizes prevention through systems change
- Integrates and enhances data, systems and practices

- Promotes reflective thinking and collaborative problem solving
- Emphasizes community building and repairing harm
- Fosters resilience through authentic, positive relationships

Priorities

Each pillar and priority work together in a coherent system to provide an exceptional educational program to ensure all students graduate ready for the world.

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

Strong Social-Emotional Skills

PILLAR 2
**Joy and
Wellness**

OUR PRIORITY

Cultivate and model strong social-emotional skills

WHY THIS MATTERS

Social-emotional skills will enable students to learn and positively contribute to the broader community

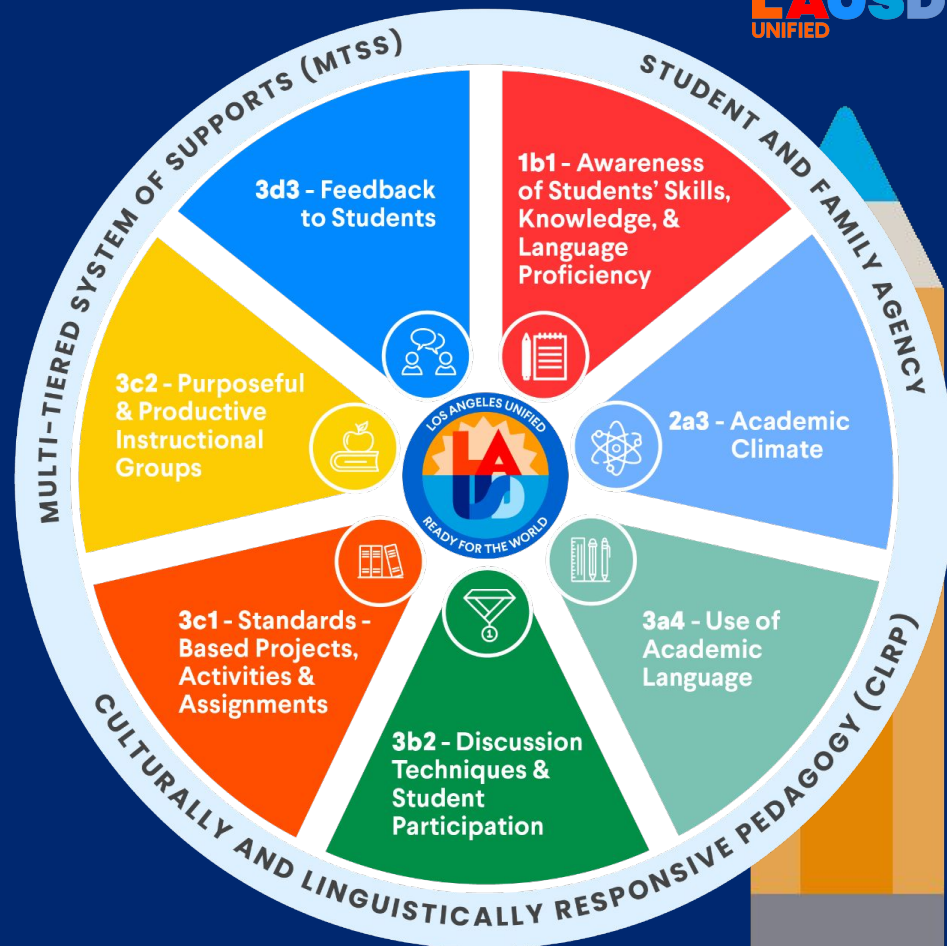
STRATEGIES

- Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs
- Integrate social-emotional learning into instruction and provide effective, evidence-based curricula to support social development
- Expand access to resources and curricula to build capacity of families, staff, and community members to support students, particularly for those transitioning to elementary, middle, or high school
- Develop school awareness and use of practices that support positive individual wellness and model effective behaviors for students
- Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions
- Develop portfolio structures by June 2023 to monitor and measure students' application of social-emotional learning competencies
- Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative Practices to promote a positive culture in the classroom

Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative Practices to promote a positive culture in the classroom

Teaching and Learning Framework

Focus Elements





Division of School Operations

Every School Safe: A Blueprint for Safety



Los Angeles Unified ensures the environmental, physical, psychological and social-emotional safety and well-being of our students and employees to keep **Every School Safe**.

Discipline Foundation Policy

Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Updated November 21, 2022



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE:

Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

ROUTING

All Schools
Local District
Administrators

NUMBER:

BUL – 133307

ISSUER:

Student Health and Human Services

Anthony Aguilar
Chief of Special Education,
Equity and Access

DATE:

November 21, 2022

POLICY:

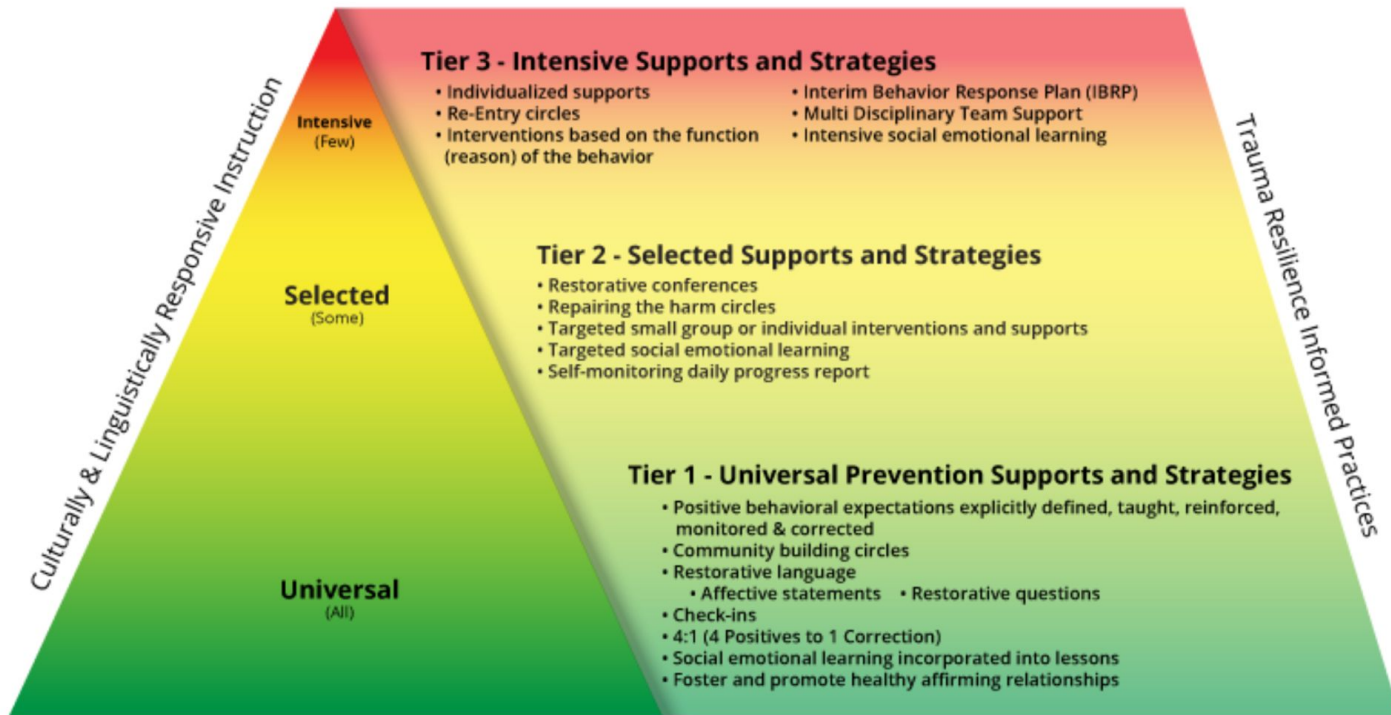
Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. Los Angeles Unified is committed to providing an appropriate, meaningful educational program that builds upon the strengths of and meets the needs of ALL students, including but not limited to English Learners, standard English Learners, students with disabilities (SWD), students in foster care and/or experiencing homelessness, students who are socio-economically disadvantaged, and students participating in gifted and talented education (GATE).

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community.

Positive Behavior Interventions and Supports (PBIS) is a nationally recognized, evidence-based framework that provides an integrated

PBIS/RP Integrated Continuum of Supports and Strategies

These tiers refer to levels of support that students receive, not to students themselves.



From BUL 133307:

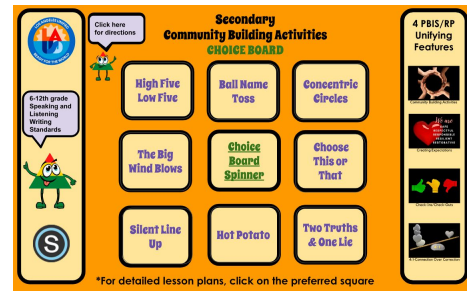
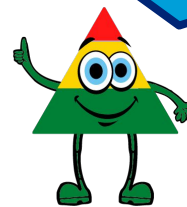
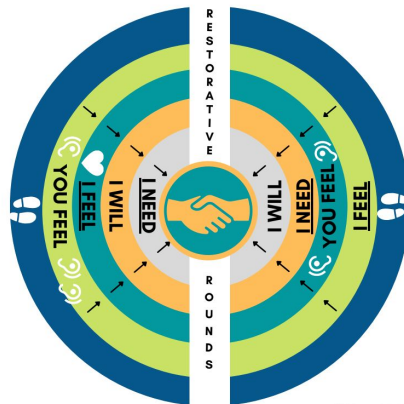
- All District staff, students, and parents/guardians/caregivers should model and support the implementation of PBIS/RP to maintain safe, healthy, welcoming, and affirming learning environments.
- Systems of Support Advisers are available districtwide to provide professional development, tools, resources, and supports around the implementation of PBIS/RP.



Resources

- Daily lessons built on thematic days (Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday)
- Weekly Community Building Circle lessons
- Preventing & Responding to Behavior Strategy Cards
- Restorative Rainbow/Rounds (conflict resolution tool)
- Check-ins/Check-outs
- Restorative Questions Think Slips
- Choice Boards with Community Building Activities

PBIS/RP Schoology Group
with 21,021 members



Professional Development Offerings by the Systems of Support Advisors

- Active Supervision
- Classroom Management
- Community Building Circles
- Interim Behavior Response Plan
- Introduction to PBIS/RP
- PBIS/RP Practices for Families
- Responding to Behavior
- Restorative Questions Think Slips
- SSPT for Behavior
- Tier 2 Interventions
- The ART of De-Escalation

90% of participants agree or strongly agree that the "presentation will positively impact my work with students, staff and/or families. "

380 PBIS/RP Professional Development sessions (August - October 2023)

99% Excellent and Good overall rating from participants

Current Staff Positions

- 51 Systems of Support Advisors (\$8,749,750 – ESSER, School Climate, LCAP, CCEIS)
- 117 Restorative Justice Teachers at school sites (\$17,165,288 – School Purchased, BSAP)
- 336 School Climate Advocate positions (\$32,168,845 – School Purchased, BSAP, District Allocated)

Some additional positions who support PBIS/RP efforts:

Psychiatric Social Workers (PSW), Pupil Services and Attendance Counselors (PSA), Behavior Specialist, Social Emotional Learning facilitators

Data Based Decision Making

- Tiered Fidelity Inventory (TFI)
 - prior to pandemic Rubric of Implementation
- School Experience Survey
- Office Discipline Referral
- Suspension/Expulsion



The analysis of the data informs the following:

- Targeted support
- Development of tools/resources

Restorative Practices in Action

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Conflict is not a problem
that needs solving but a
phenomenon that needs
understanding.
~ Dominic Barter

RESTORATIVE JUSTICE
PRACTICES: A WAY TO
SOLVE PROBLEMS IN
SCHOOL

TAB 2

Restorative Practices in L.A. Unified: Attitudes, Usage, and Challenges

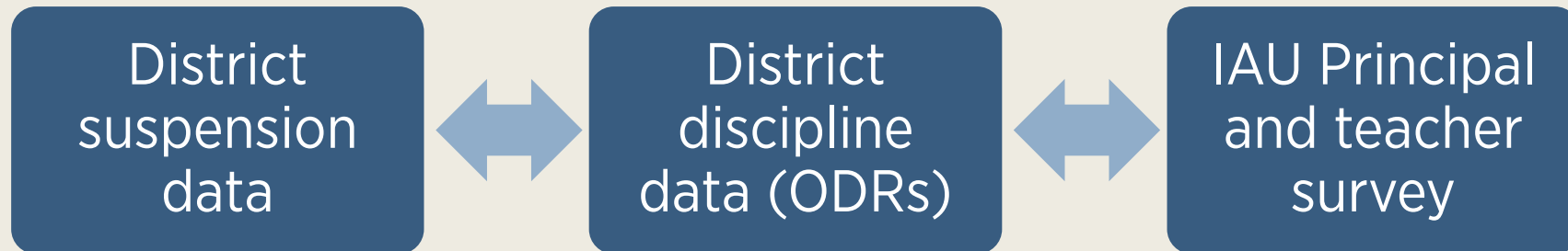
Part of an Analysis of the School Climate Bill of Rights (Res-020-22/23)



Independent Analysis Unit
Governing Board of Education
Los Angeles Unified School District

Our research questions

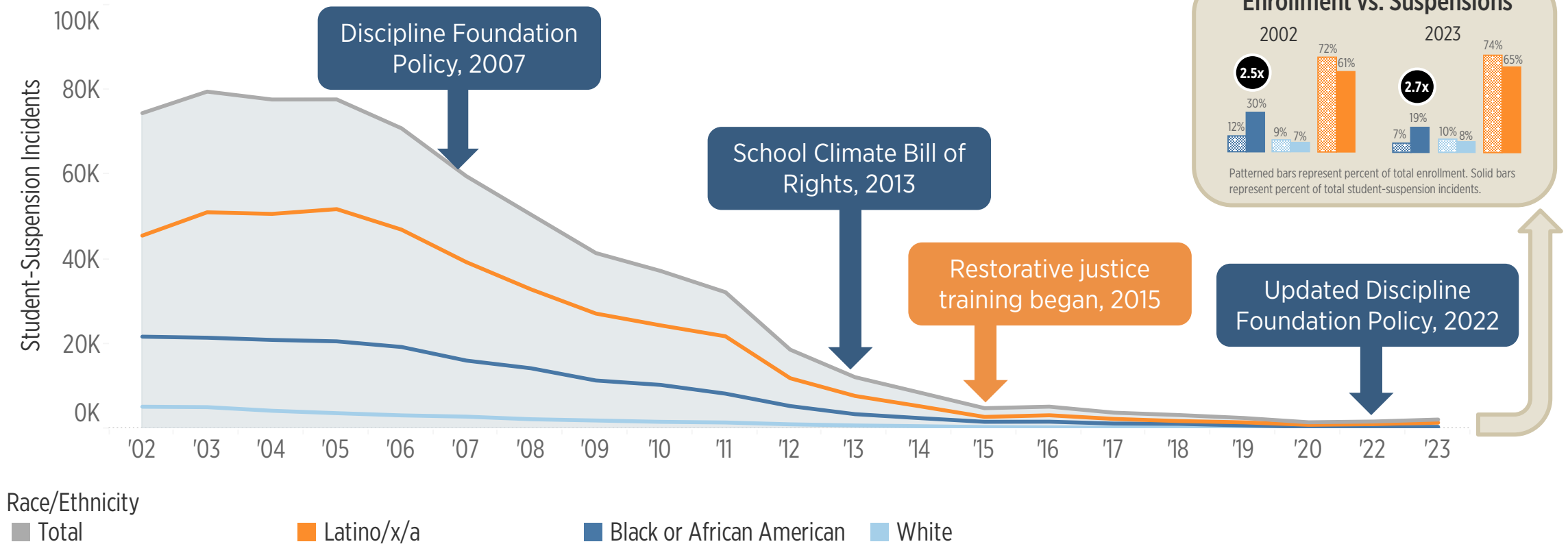
- 1 What are teachers' and principals' attitudes towards restorative practices?
- 2 How often do principals and teachers use restorative practices?
- 3 What training and supports are principals and teachers utilizing?
- 4 What are the challenges to implementing PBIS/RP?



Representative by Board District and age; teachers slightly more white and less Hispanic*

Restorative practices are situated within a broad shift in discipline policy over the last two decades

Total Student-Suspension Incidents by Race/Ethnicity, 2002-2023

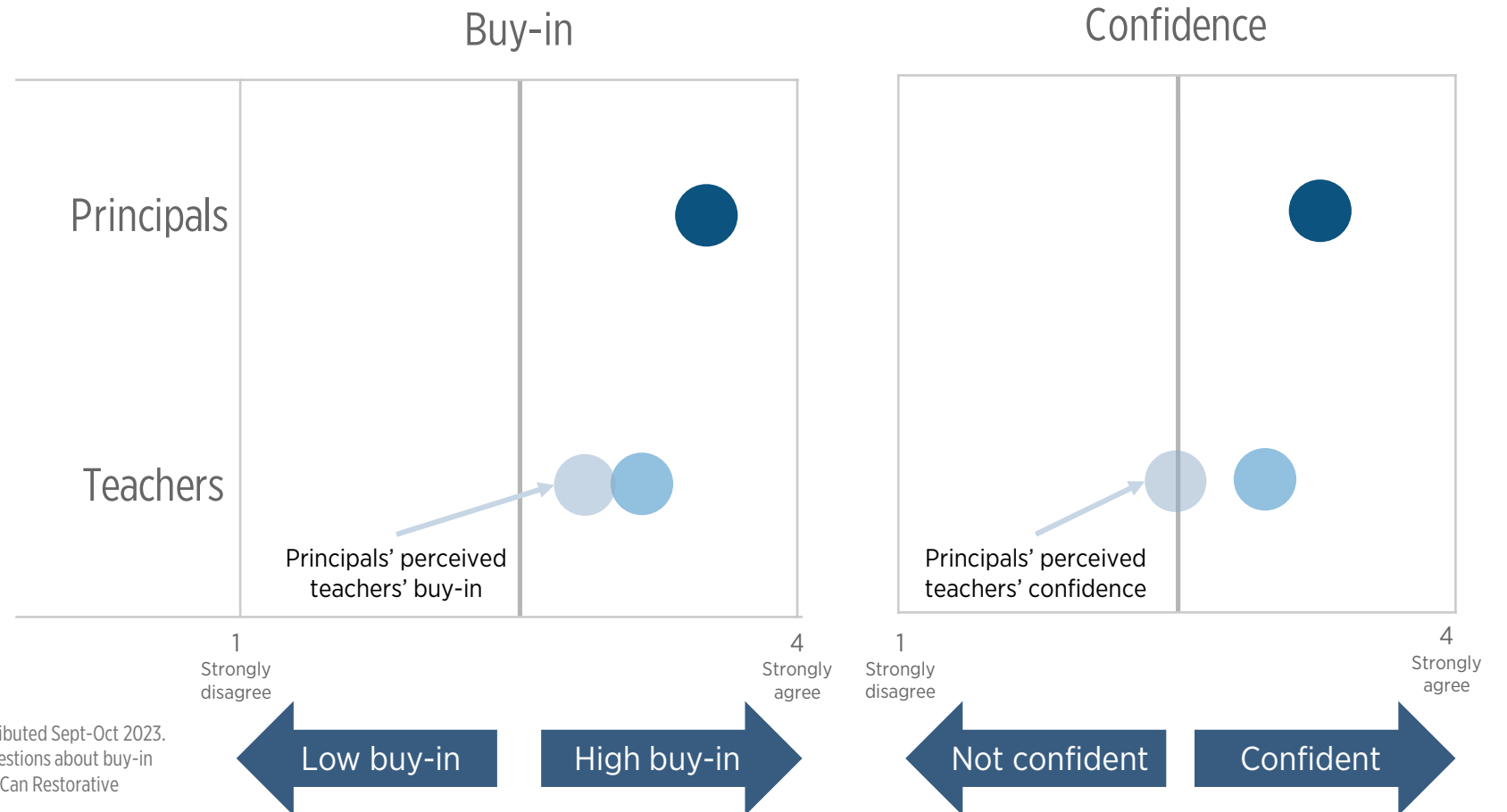


Note: 2021 excluded. All race/ethnicities with fewer than 100 incidents in 2023 not shown.
 Source: LAUSD MyData Suspensions Dashboard, 2002-2023

Principals and teachers report high buy-in and confidence in using restorative practices

Principals report significantly higher buy-in to restorative practices than teachers

Principals perceive lower buy-in and confidence among teachers than teachers report themselves

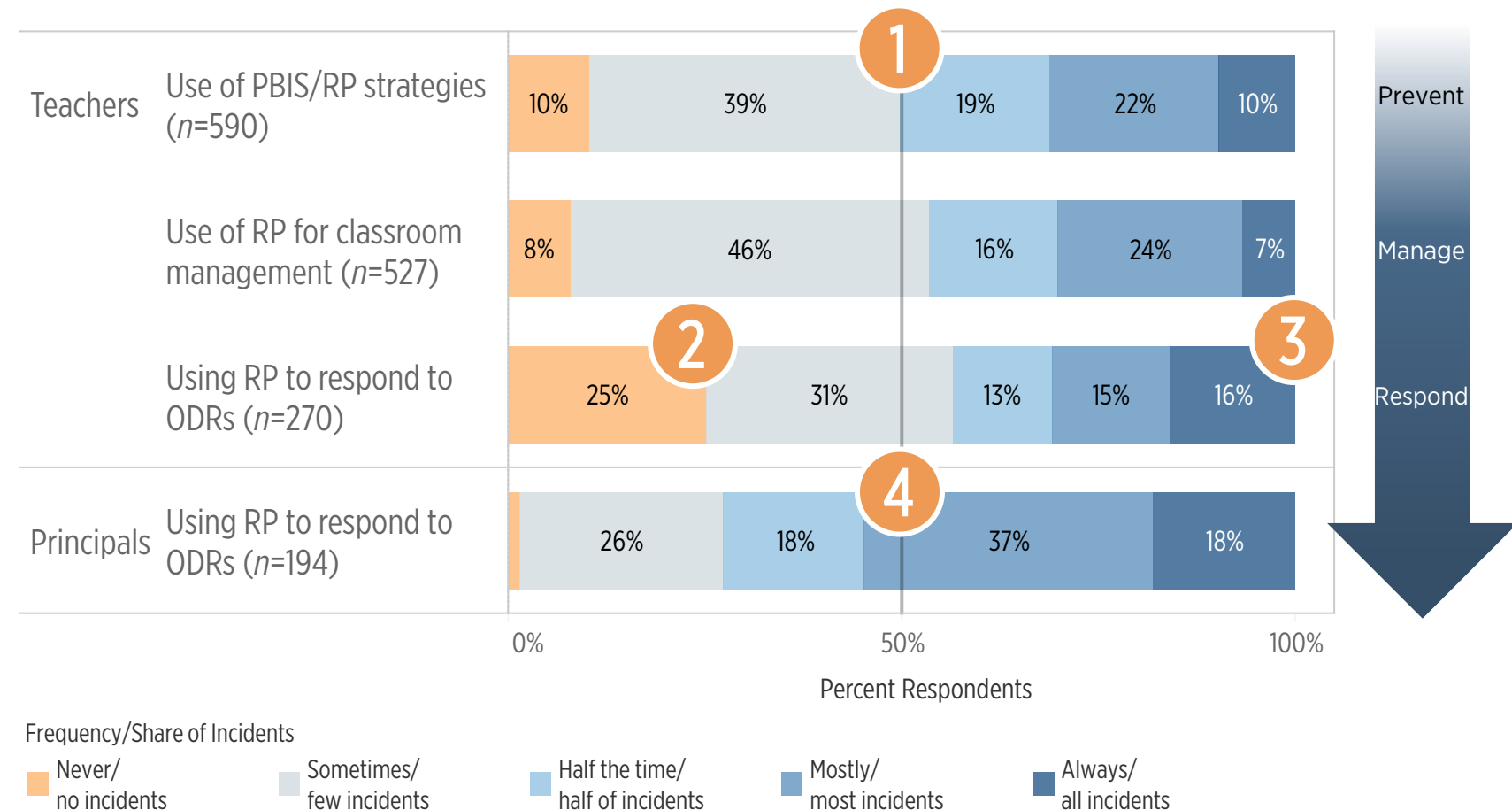


Source: IAU SCBOR Principal, IAU SCBOR Teacher Survey. Both distributed Sept-Oct 2023.

Notes: Composite scores calculated as average score on multiple questions about buy-in and confidence. Questions were adopted from RAND's 2018 study, "Can Restorative Practices Improve School Climate and Curb Suspensions"

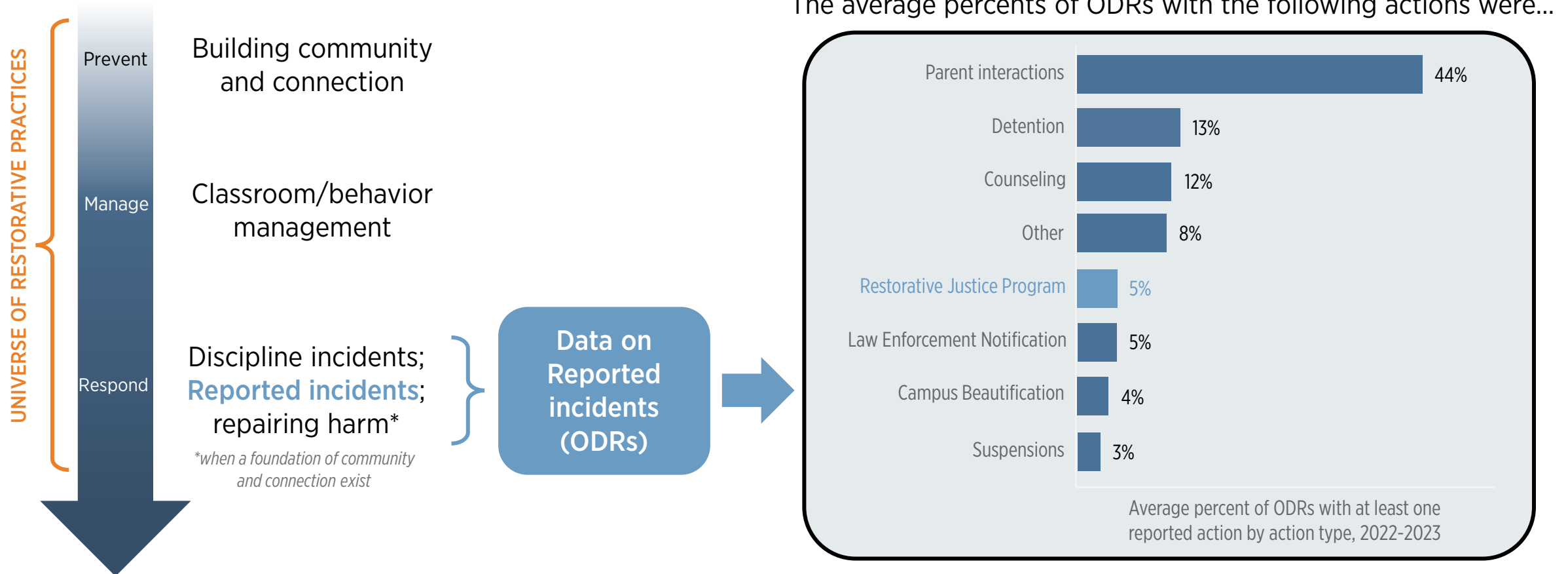
RPs may not be regular practice to prevent misbehavior, but a small share of respondents report always using RPs to respond to ODRs.

- 1 Half of teachers **do not report using PBIS/RP** to prevent misbehavior
- 2 More teachers report **never using RP** to respond to ODRs than for regular practice
- 3 More teachers report **always using RPs** to respond to ODRs than for regular practice
- 4 Over half of principals report using RPs to respond to **most or all ODRs**



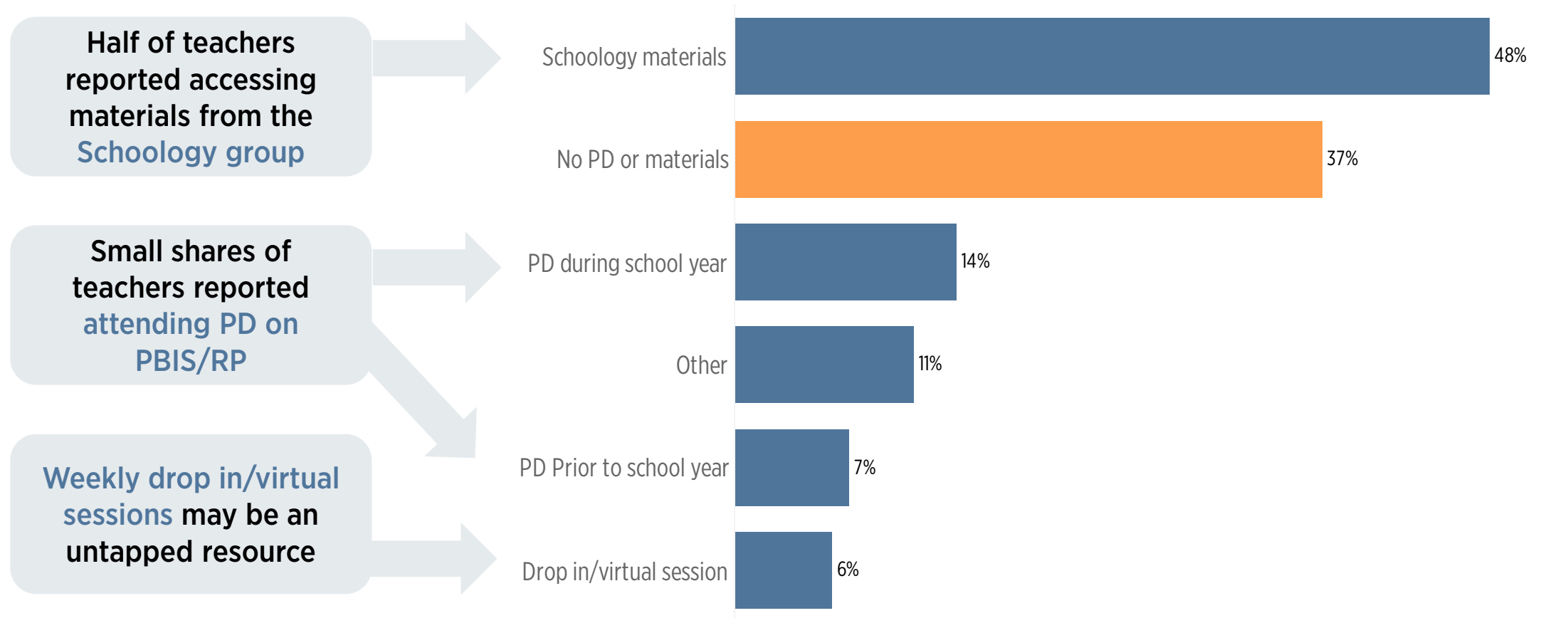
Source: IAU SCBOR Principal, IAU SCBOR Teacher Survey. Both distributed Sept-Oct 2023.

Office discipline referrals (ODRs)– reported incidents – capture *some* restorative practices



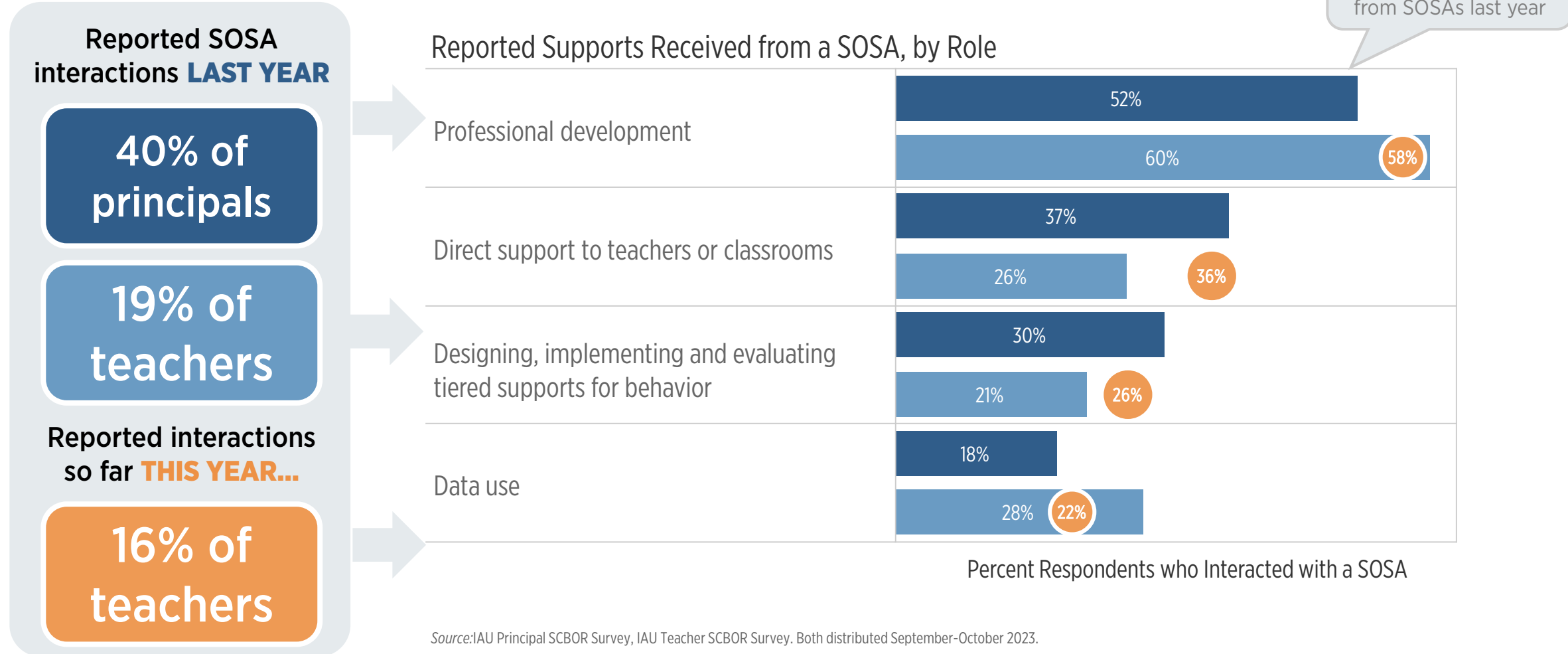
Source: IAU calculations from MyData ODR dashboard, 2013-2023. Numbers represent average number of incidents with at least one action by type across 2022 and 2023.

Nearly **four in ten teachers** did not attend training nor access District materials last year on PBIS/RP



Source: IAU SCBOR Principal, IAU SCBOR Teacher Survey. Both distributed Sept-Oct 2023

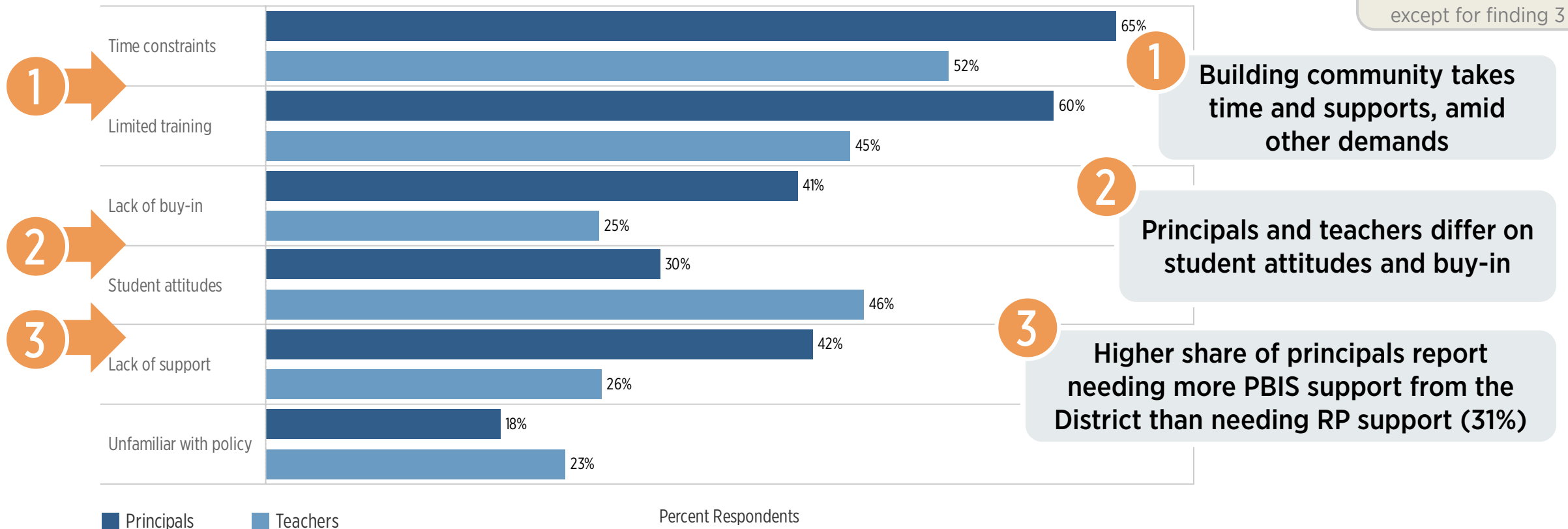
Teacher utilization of SOSA supports on track to exceed utilization last year



Teachers and principals report needing more support to implement PBIS/RP

Responses for challenges to implement RP (not shown) were similar, except for finding 3

Positive Behavior Interventions and Supports



Source: IAU Principal SCBOR Survey, IAU Teacher SCBOR Survey. Both distributed September-October 2023.

Summary

- 1 Principals and teachers report high buy-in and confidence in using restorative practices
- 2 RPs may not be regular practice to prevent misbehavior, but survey responses indicate teachers use RPs in response to ODRs

Office discipline referrals (ODRs) – reported incidents only – capture some restorative practices (RPs)

- 3 Nearly four in ten teachers did not attend training nor access District materials last year on PBIS/RP

Teacher utilization of SOSA supports on track to exceed utilization last year

- 4 Teachers and principals report needing more support to implement PBIS/RP

TAB 3



Brooklyn Avenue School

Leading Academic Achievement

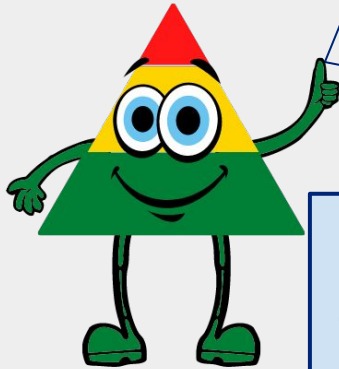
in East Los Angeles

Vision

Brooklyn Avenue School students will be resilient life-long learners who are critical thinkers and effective communicators, guided by integrity, a passion for knowledge, and a commitment to positively contribute to a diverse society.

Mission

Brooklyn Avenue School will work collaboratively with all stakeholders to create a respectful, caring, and positive K-8th learning community that will provide students with a rigorous academic foundation in language arts, science, technology, engineering, art, and math to ensure the academic and personal success of all students.



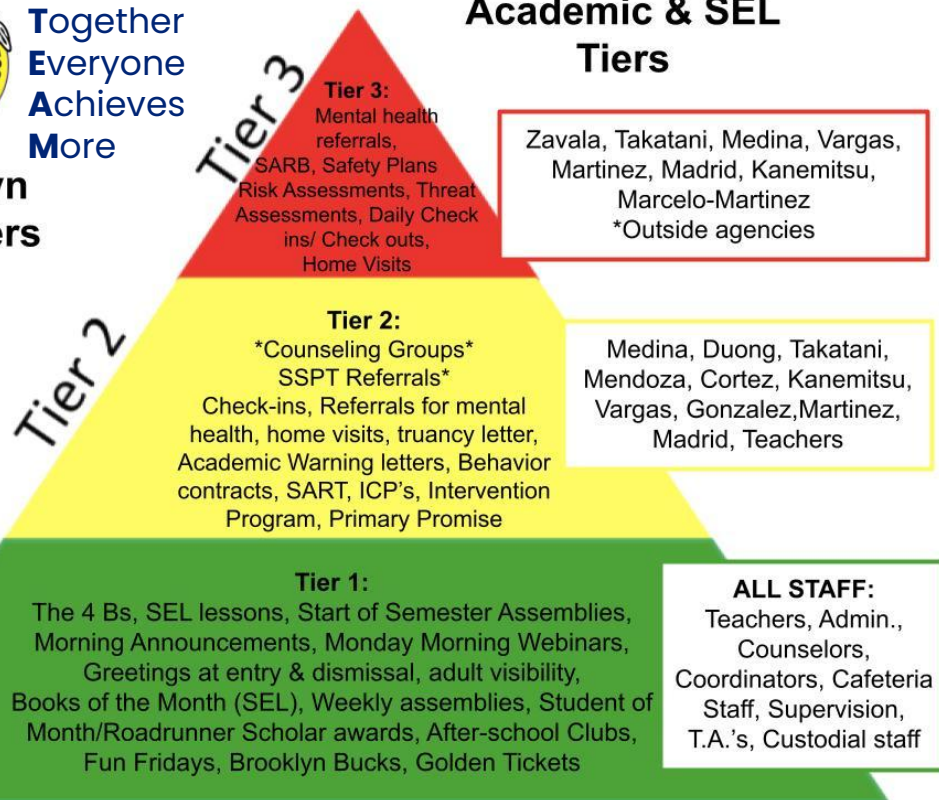
Brooklyn Avenue School



We are a **T.E.A.M.!**
We believe that...
**Together
Everyone
Achieves
More**

Brooklyn PBIS Tiers

Academic & SEL Tiers




EVERYONE is involved:

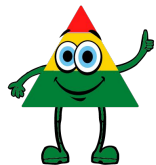
- School Administration: Principal, Assistant Principal
- School Counselors, PSA, Psychologist, Coordinators, all Teachers
- Families: parents & students
- Other school support staff as needed: (nurse, teacher assistants, supervision aides, office staff, custodians, cafeteria staff)

*It's important for all of the above to collaborate and work together.

Brooklyn Avenue School

 Brooklyn Avenue School POSITIVE BEHAVIOR EXPECTATIONS				
THE 4 B'S	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
DURING SCHOOL	<ul style="list-style-type: none"> See something, say something Stay in your designated area Use hall pass when going to the restrooms, office or other classroom. Walk at all times except during supervised PE/play time. 	<ul style="list-style-type: none"> Follow directions given by adults. Keep hands, feet, and objects to yourself. Make eye contact when you talk to people Keep the campus clean. 	<ul style="list-style-type: none"> Come to school on time, daily, and prepared to learn. Come to school clean and ready to learn. Leave all toys and electronics at home. 	<ul style="list-style-type: none"> When you experience something good, share it with people Accept your mistakes, learn from them, and move on Be honest Use kind words Use your words to solve problems
HALLS & WALKWAYS	<ul style="list-style-type: none"> Walk in line with your class Stay to the right 	<ul style="list-style-type: none"> Follow directions given by adults. Walk quietly. 	<ul style="list-style-type: none"> Stay in your line. 	<ul style="list-style-type: none"> Smile at everyone you pass in the hallway Hold the door open for people Greet people in the hallways quietly
PLAYGROUND	<ul style="list-style-type: none"> Stay in your assigned recess area. Use playground equipment properly. Get adult help for accidents and for any dangerous situations. Freeze when the bell rings, and walk to line when the whistle blows. 	<ul style="list-style-type: none"> Follow directions given by adults. Follow the rules of the games and be a good sport. Include everyone. 	<ul style="list-style-type: none"> Remember your personal belongings from the yard. Eat snacks only in lunch area and be a good sport. Wash your hands, get a drink, and go to the restroom during recess. 	<ul style="list-style-type: none"> Use kind words, don't gossip Help a classmate Forgive someone when they hurt your feelings Apologize when you hurt someone
AUDITORIUM	<ul style="list-style-type: none"> Walk at all times in the auditorium. Sit with your feet on the floor, hands on your lap, and facing forward. 	<ul style="list-style-type: none"> Follow directions given by adults. Listen to the speaker or performer. Enter the auditorium quietly. Applaud appropriately. 	<ul style="list-style-type: none"> Sit with your class. Raise your hand to ask to get up or use the restroom. Keep food out of the auditorium. 	<ul style="list-style-type: none"> Give teachers and classmates your attention. Be happy for other people
RESTROOMS & LOCKER ROOMS	<ul style="list-style-type: none"> Walk at all times in and around the restrooms. Keep your feet on the floor. Keep water in the sinks. 	<ul style="list-style-type: none"> Follow directions given by adults. Keep hands, feet, and objects to yourself. Give people privacy. Use quiet voices and kind words. 	<ul style="list-style-type: none"> Flush the toilet after use. Wash your hands, let an adult know when there is no soap. Use the restroom appropriately. Report anything unusual to staff. Bring your PE clothes daily *M/S 	<ul style="list-style-type: none"> Be patient Keep it clean Wait for your partner outside the restroom and walk back together
LUNCH AREA	<ul style="list-style-type: none"> Walk at all times in the lunch area. Sit with feet on the floor and facing the table. Eat your own food. Keep food on your tray. 	<ul style="list-style-type: none"> Follow directions given by adults. Use good manners when eating. Use quiet voices and kind words. Line up and walk to the yard quietly. 	<ul style="list-style-type: none"> Put trash in appropriate recycling bins. Leave eating area clean. Stack the trays properly for recycling. Sit on the bench and face the table while eating. 	<ul style="list-style-type: none"> Sit by someone who's eating alone Make sure everyone at the table feels included in the conversation Say please when you ask for things Thank the cafeteria workers and supervision staff
AFTER SCHOOL & DISMISSAL	<ul style="list-style-type: none"> Go directly to your assigned dismissal gate or after school program. Stay with your assigned after school program at all times. Always stay where there is adult supervision. Let your teacher know when you see your adult before you go 	<ul style="list-style-type: none"> Follow directions given by adults. Use quiet voices. 	<ul style="list-style-type: none"> Remember to take your belongings. Eat food only in the lunch area during after school program hours. Check with the coach before leaving the playground. 	<ul style="list-style-type: none"> Say goodbye greetings as you are leaving. Use kind words.

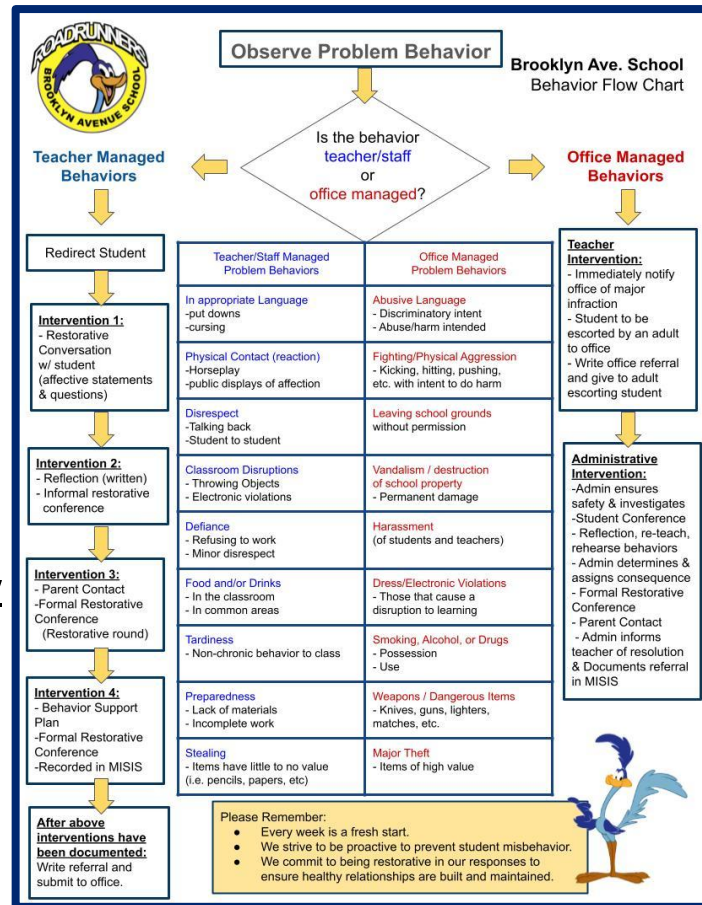
We are all on the same page!



Brooklyn's Expectations

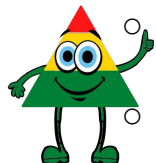
and

Brooklyn's Behavior Flow Chart



This past year we have been successful in:

- Promoting a Positive School Environment
 - Daily Check-ins with individual students
 - Counseling Groups (Coping, Empowerment, Newcomer, Grief)
 - Weekly Morning Webinar Schoolwide
 - Implementing Restorative Rounds & Community Building Circles
 - Inviting Wellness Room
- Parent and Community Supports
 - Coordination of Parent workshops such as:
ESL Classes, Math & Literacy Workshops, Family Stories Parent Workshops, Abriendo Puertas, Healthy Habits, Queens Care Vision/Dental Screening, Substance Use Parent Workshops, Grief & Loss Parent Workshops, Anxiety Parent Workshops, College Awareness Workshops, PBIS Parent Workshops
 - Referrals to community resources & Communication with outside mental health agencies
 - Social Media/Communication of Events/Flyers/Website/Parent Calendar & Newsletter

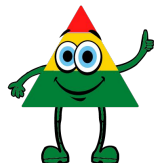


Last year we looked at all of our hard work and decided to apply for PBIS State Recognition. As we evaluated our school through the TFI process, we realized we qualified for Gold Status and applied.

We are extremely excited to share
we are recipients of the
California PBIS Gold Implementation Award
reflecting excellence in the implementation
of the core features of PBIS.

We are looking forward to celebrating with:

- A Ribbon Cutting Ceremony when seal is presented
 - Gold Day: During Open House on April 17th



Looking at Data:

TFI Evaluations

End of Last School Year 22-23

Tier 1 - 80%

Tier 2 - 92%

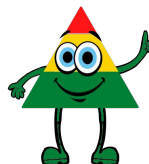
Tier 3 - 67%

Beg. of this School Year 23-24

Tier 1 - 90%

Tier 2 - 100%

Tier 3 - 82%



Referrals

Last year 22-23

97% of students had 0-1 Referrals

- 455 students = 0 Referrals
- 24 students = 1 Referral

3% of students had 2-5 Referrals

- 15 students = 2-5 referrals
- *No students with 6 or more.

Referrals

Current year 23-24 (beg. Year to Oct.)

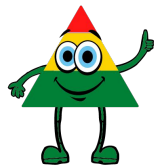
- 2 Referrals

Last year 22-23 (beg.to Oct.)

- 6 Referrals

Brooklyn's Challenges:

- **Time:** There's never enough time to meet as a PBIS Team, Plan as a PBIS Team.
 - Overcome this challenge by: Investing in time, make time to meet with no interruptions.
- **Staff Involvement/Buy-in:** How do we get ALL staff members to incorporate PBIS values on a daily basis.
 - Overcome this challenge by: Investing in PD's workshops with Evidence based Research, Individual class push-in supports, trainings for teachers, support staff and parents.
- **Funds:** Many of our out-of-classroom positions are no longer funded by the district.
 - Positions we fund that the district does not: RJ teacher, Family Resource Navigator, 5 days of PSA, 5 days of School Psych, 6 hour Community Representative, 8 hour Campus aide, 9 teacher assistants, 5 supervision aides
 - Overcome this challenge by: Finding ways to fund/keep these valuable out of the classroom positions within our school's budget. (This is an ongoing challenge. Every year valuable positions are in jeopardy.)

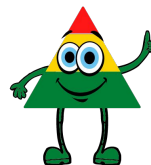


PBIS in Action!:

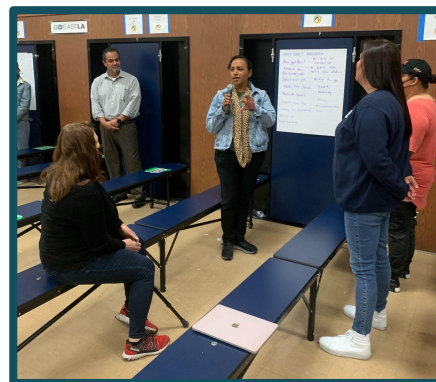
Community
Building Circles
-Teacher
trainings



Restorative Rounds
-grades TK -8th



Parent Workshops
-PBIS & RP



Staff Workshops
& trainings
-PBIS & RP



PBIS/RP:

Positive Behavioral Interventions and Support/ Restorative Practices 2023-2024

Edwin Markham Middle School



Beginning With the End in Mind

- Meet the PBIS/RP Team
- Defining Success at EMMS & The Keys to Our Success
- Evaluative Tools
- How can you help?



Meet the PBIS/RP Team



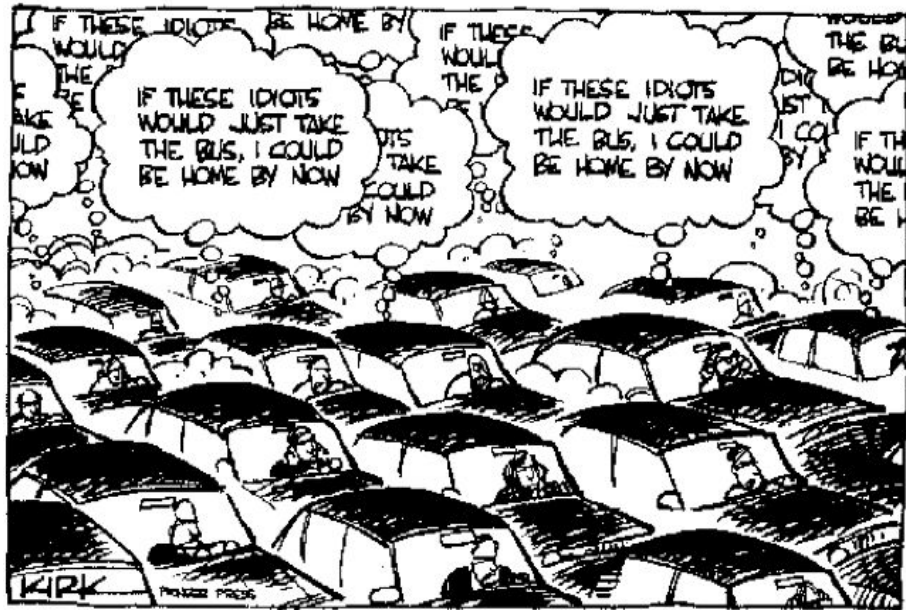
Thomas Monk



Brittney Lewis

Restorative Practice & Justice Leaders

PBIS Shapes the Environment



- Traditional behavior management views the **individual** as the problem and seeks to “fix” students by quickly eliminating the challenging behavior.
- PBIS/RP focuses on **improving systems, settings, and skills** to create an environment that encourages positive behavior.

What PBIS/RP looks like at Markham?

- **Data** is used to help track progress and identify areas to target for intervention.
- **Discipline referral processes & procedures** are **consistent** throughout the school.
- **School-wide Expectations & Rules** have been explicitly taught across the campus to **teach** students acceptable behavior.
- An **Acknowledgement System** is used to encourage and model appropriate behavior.
- **Restorative Consequences** are developed and used to discourage inappropriate behavior.

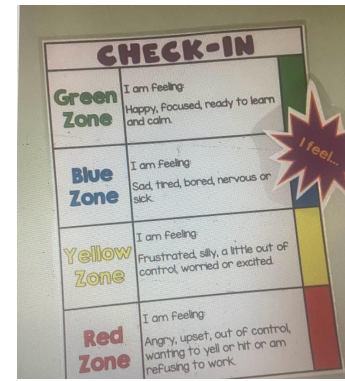




Here's what this
looks like in
ACTION

Building Relationships

- Knowing Students by name
- Morning Gate Greetings
- Classroom Greetings
- Afternoon Safe Passage
- Check-In/Check-Outs
- Positive Phone Calls
- Creating Expectations



PBIS/RP Classrooms

- Community Circles/Community Building
- Calm Corners in Classroom
- Monarch Room



 PARTNERSHIP
FOR LOS ANGELES SCHOOLS

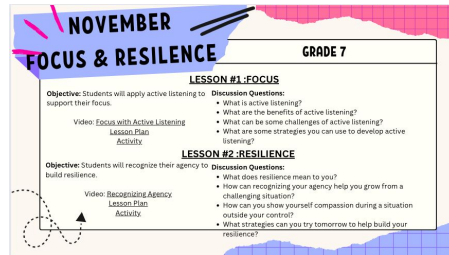
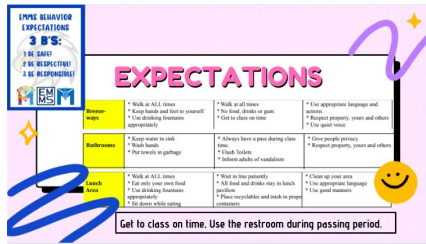
Restorative Communities
Circle Agreements

Respect the **Talking Piece**
Speak from your **Heart**
Listen with your **Heart**
Speak with **Respect**
Listen with **Respect**
Say Just Enough
Honor **Privacy**
Bring **Our Best Selves**



Weekly SEL Lessons

- Teach Expectations
- Monday with the Counselors
- Focus & Reflect Tuesday
- ReThinkEd Wednesday
- Community Circle Thursdays
- College Friday



Special Presentations

- Selected Classrooms
- School-wide during Advisory/PE
- Library



TOPICS:

- Drug Prevention
- Mental Health
- Suicide Prevention
- Self-Care
- Friendship



Student Engagement Activities

- Club Rush (Soccer, Cheer, Chess, Cooking, etc)
- Project Lit Book Club
- Student Council
- Fun Friday Lunch Activities
- College Fridays



COME & VOTE FOR
our 2023-2024
PROJECT LIT WATTS
Book Club Titles!

6th Grade - Tuesday, 11/14
7th Grade - Wednesday, 11/15
8th Grade, Thursday, 11/16
All voting takes place during advisory
in rm 35.

VOTE

Questions?
See Ms. DeBose in room 35.

ATTENTION EMMS
COLLEGE FRIDAYS
are here

Wear your favorite college
gear **every Friday.**

UCLA USC Stanford

Acknowledgment & Rewards



- Caught Being Kind
- Random Acts of Kindness
- Certificates
- Field Trips



Celebrations

- Spirit Weeks
- Competitions
- Contest



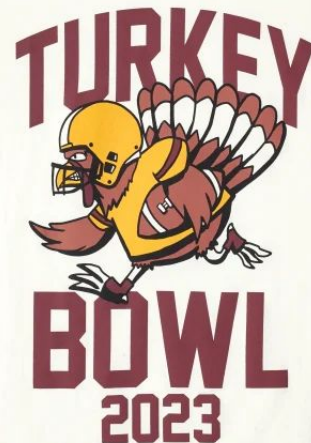
Markham Mondays: Special Edition
This Friday, we are kicking off the celebration. Students and staff are encouraged to dress up, Wear your flags, jerseys, dresses or your favorite Latinx artist!



MARKHAM MIDDLE SCHOOL
RED RIBBON WEEK
DOOR DECORATION CONTEST
OCTOBER 23RD-27TH

Decorate your door representing a joyful, **DRUG-FREE** life.

Participate by
Advisory
grade level
late by 10/27
Archie to judge
announced



Week 5
Problem of the Week WINNERS!
Khiley Smith
Juan Shields
Rosa Pineda
Nelson Masa
Josh Carter

DOOR DECORATION WINNERS



Mrs. Patterson, 6th Grade

Ms. Och, 7th Grade

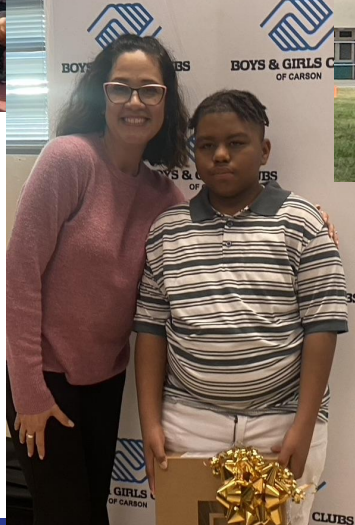
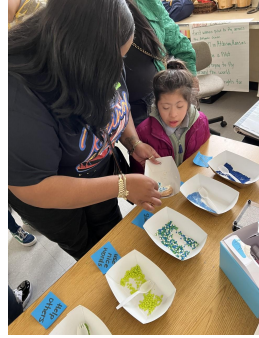
Ms. Banos, 8th

Ms. Mejia, 8th

Staff Invested in the lives of our students



- Staff vs Students Competitions
- Showing up OUTSIDE of school





Tier II: Restorative Actions

Public Health Integrated Continuum of Supports and Strategies

Tier 3 - Intentional Supports and Strategies

- Intentional support
- Activity-specific
- Intentional space in the national curriculum of the education
- Primary health care response (e.g. school health)
- Activity-specific health support
- Intentional social and cultural learning

Tier 2 - Selected Supports and Strategies

- Educational environment
- Supporting the health workers
- The school health group as a platform for community and support
- The school health curriculum of learning
- Good monitoring tools, progress report

Tier 1 - Universal Prevention Supports and Strategies

- Active behavioral expectations, actively defined, taught, reinforced, monitored & corrected
- Environment enabling practice
- Multisectoral strategies
 - Educational environment
 - Institutional environment
 - Physical env.
 - Socio-cultural env. (e.g. norms)
- Good knowledge of learning opportunities and barriers
- Health care development (e.g. policy, infrastructure, performance)

Prevention Oriented

Selected

Universal

Health-Based Developmental / Educational Program Integration

Restorative Actions

- Daily Check Ins/Check Outs
- Progress Reports
- Targeted SEL lesson
- Behavior Reflections
- Campus Restoration (Lunch/Saturdays)
- Behavior Contracts
- Safety Plans



What could have been done instead?

This was not being

- ☐ Safe
- ☐ Respectful
- ☐ Responsible

What were YOU thinking or Feeling at the time?

What are YOU thinking or Feeling now?

What do you think needs to be done to restore the relationship?

Lunch Restoration Reflection

Name:
Date:

Directions:
 Answer the following questions in complete sentences.
 (At least ten sentences total)

Questions:
 Why did you get detention?
 How do you intend to change your behavior?
 What are some ways you can be a better student?

Edwin Markham Middle School

Student Behavior Contract

TO: PARENT/GUARDIAN AND STUDENT
 _____ will begin this contract on this date _____ to help in ensuring his success. This contract will be used to assist in determining their future at Edwin Markham Middle School.

GOALS FOR STUDENT:
 1. I will follow all school rules and behavior expectations at Edwin Markham Middle School.
 2. I will
 3. I will
 4. I will

REWARDS IF GOALS ARE MET:
 1.
 2.
 3.
 4.

CONSEQUENCES IF GOALS ARE NOT MET:
 1.
 2.
 3.

Special Note: The rewards and consequences mentioned above are null and void if student commits an act that would require a suspension under expulsion. This will be determined by school policy [and/or](#) school administration.

By signing this contract all parties agree to the stipulations in the document and will following accordingly. The following contract will be reviewed by the student, parent/guardian, counselor and principal on the following date and time: _____

(Signature of Student)

Date

(Signature of Parent/Guardian)

Date

(Signature of Principal)

Date

(Signature of Teacher or Counselor)

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Inmate/Student Barry Pava

Arrowswood D

to Student: _____
 Safety is our number one priority! Keeping students safe requires the comprehensive and collaborative effort of all stakeholders.

The following safety plan has been discussed and developed for _____ developed on _____

Administrative responsibilities and strategies:
 1. I will continue to communicate and enforce the guidelines set forth by the Discipline Foundation Policy.
 2. I will take all reported incidents of bullying and fighting seriously.
 3. I will be neutral and gather the facts from all involved parties.
 4. I will follow up with the teacher and other adults to provide support to address any concerns.
 5. I will monitor to determine that the bullying and/or fighting has been resolved.

Adult responsibilities and strategies:
 1. We will establish a safe school environment for all students.
 2. We will take all reported incidents of bullying and fighting seriously.
 3. We will remain neutral and gather all the facts from the involved parties.
 4. We will monitor that the student is not being bullied by any students on campus.
 5. We will communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
 6. We will work collaboratively with the administration, counselors, other involved teachers, staff and parents.

Counselor support:
 1. I will monitor that the bullying/fighting has been resolved by meeting with the involved parties to provide additional support and monitoring on a weekly basis.

Accommodations and modifications:
 1. Student has

Student responsibilities and strategies:
 1. During lunch, I will let an adult know if I need additional support.
 2. I will check in with _____ or _____ each morning.
 3. I will avoid conflicts with other students and will report any concerns or incidents of bullying or fighting immediately to an adult on campus.
 4. I will follow behavioral expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
 5. I will apologize if I hurt someone's feelings.
 6. I will accept an apology from one who may have hurt my feelings.
 7. I will have positive interactions with others.

BUE-5212.2
 Office of the Superintendent

November 26, 2014

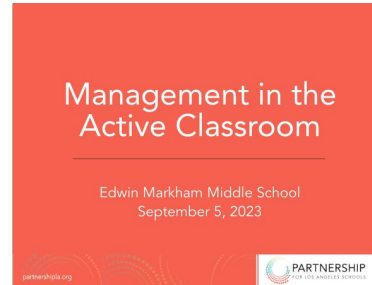
Page 1 of 2

Restorative Consequences Guide

Negative Behavior	Restorative Consequence
Classroom disruption	<u>1st offense</u> Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future. <u>2nd offense</u> Lunch Restoration Clean-Up
Tardies/ Truancy	Write a Lunch Restoration Reflection paper on the impact of being out of class during instruction. <u>Excessive Tardies</u> Lunch Restoration Clean-Up
Fighting	<u>1st offense</u> Complete a social skills lesson on ReThinkEd and Lunch Restoration Clean-Up

PBIS/RP and the EMMS Staff

- Monthly PBIS/RP Meetings
- Professional Development
- Weekly Support Staff Meeting
- Wellness Rooms
- Team Building Activities





The Key to our Success

Key to Success

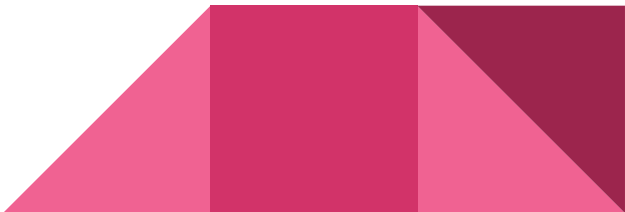
1. **Our beliefs:** School discipline and social and emotional learning cannot be separated.
2. **Data Drives Decisions:** PBIS systems and data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate. It promotes the use of clear and consistent classroom expectations.



Key to Success

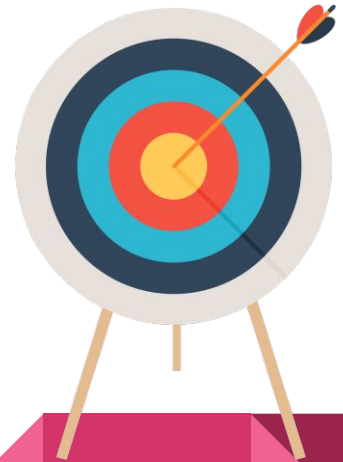
3. **We must EVOLVE and LEARN:** Successful implementation requires ongoing professional development, teacher buy-in, support from administration, coaching and practice.

4. **FIDELITY, FIDELITY, FIDELITY.** The key to success for both is **fidelity to the practice**. This also means that all disciplinary actions need to be clear, and consequences need to be consistently and fairly applied.



EMMS defines **SUCCESS** as...

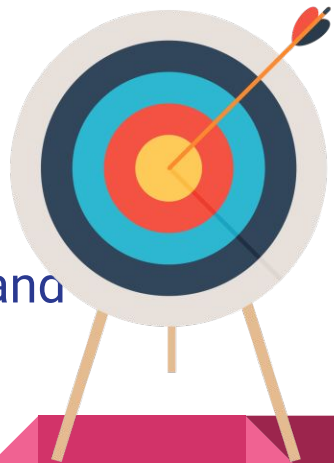
- Safe, positive and inclusive environment
- Little to no discipline referrals
- Strong relationships



Help us take this from Good to GREAT!

At the top of our wishlist, we'd like to:

1. **Expand opportunities for students** to include more incentives and experiences that build the whole-child.
2. And **take PBIS from school into homes** to build a family network of supports, teach PBIS skills to families, and incentives for engagement.



“Every child deserves a **champion**: an adult who will **never give up** on them, who understands the power of connection and insists they become the best they can possibly be.”

Rita Pierson - Educator



The background is a solid pink color. In the top right corner, there is a decorative arrangement of geometric shapes: a large pink triangle pointing downwards, and several smaller squares and triangles in different shades of pink and magenta, some overlapping each other.

THANK YOU




Santee Education Complex School Safety

November 16, 2023





Santee Vision



Santee Education Complex, a leader in education, empowers all students to graduate with the integrity, knowledge, and skills to pursue their goals after high school. Our staff collaborates with parents, community, and each other to engage all students in inclusive, rigorous, and relevant learning to develop innovative and self-determined leaders.

Santee Mission

- Santee prepares all students for college and career success in the 21st century by providing diverse and effective academic and extracurricular programs.
- We work collaboratively in teams to monitor student learning to improve instruction.
- Santee teachers use common assessments and school wide literacy strategies to gather data and implement differentiated instruction.
- We care for and support all students' academic needs through our Enrichment and Intervention program.
- We provide opportunities for educational growth and family involvement to our community.

Our Santee Belief



**WE ALL BELIEVE
THAT ALL STUDENTS
CAN LEARN
AT HIGH LEVELS
AND
WE ALL TAKE
RESPONSIBILITY**

Our Team



Dr. Ruiz, Principal



Ms. Kaci Johnson/Mr.
Rodriguez, IPSC



Ms. Williams, Climate Advocate



Ms. Tizon,
Restorative Justice Teacher

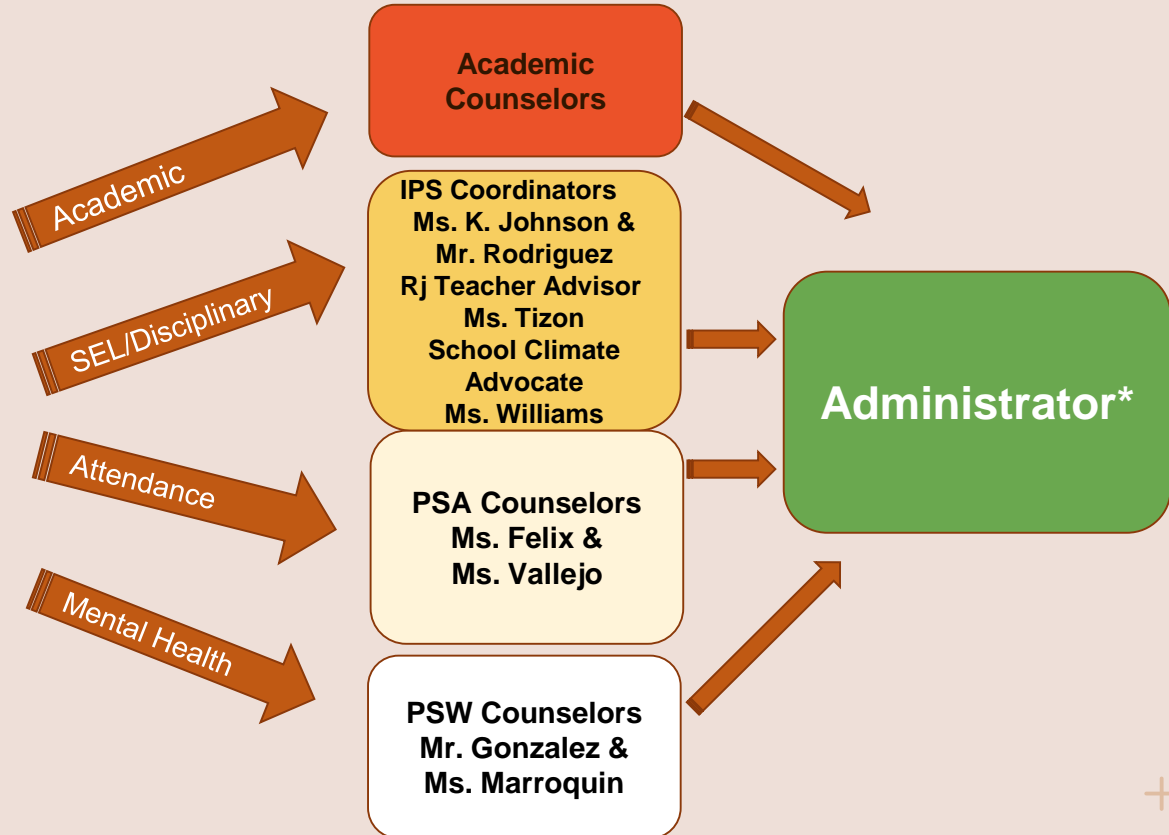


Ms. Garrett, AP

Progressive Intervention Flow Chart

Teacher In-Class Interventions

- Conversation with student
- Warning given
- After school intervention
- Seat change
- Correspondence with Home



PBIS/RP in Our Campus

- Modelling the use of *"I statement"*,
- Promoting *4:1 Connection over Correction* schoolwide
- Using restorative questions
- Morning announcements to promote joy and wellness
- CTA goal last year
- Active School Culture Team

9 Culture Appreciation Spirit Week

September 11 - 15

Monday - Cowboy Day

Lunch: Dance zapateado, Caballo Dorado cumbia, etc.

Tuesday - Quinceañera Day

(Wear your 15 dresses, suits, crowns, etc)

Wednesday - Dress as your favorite Lotería card

Lunch: Lotería, and other games

Thursday - Dress as your favorite Spanish-speaking idol

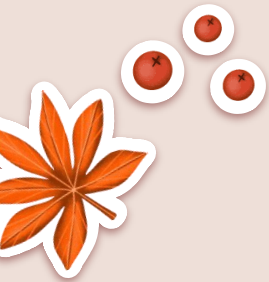
Lunch: Spanish Karaoke

Friday - Wear your flag or cultural regalia

Lunch: Pep Rally

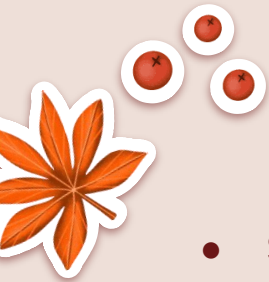
El Halcón

9



Benefits of Restorative Practices

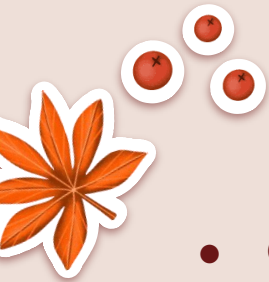




Why it Works

- Summer Orientation Parent and Student Presentation
- Student Presentations throughout the year
- Classroom Observations focused on Culture
- Staff Presentations and Professional Development Trainings
 - Individual Staff Coaching and Supports
- Community Building Circles
- Conflict Resolution Circles
- Tiering of our students
- Identifying an adult support for our students
- Proactive- School Culture Activities that are not just fun but INCLUSIVE
- And most importantly.. BUILDING RELATIONSHIPS, COLLABORATION, and COMMUNICATION

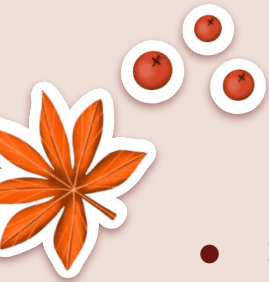




Define Success

- Classroom and Hallway Observations
- Referral Requests
- Saturday Success
- SEL/ Community Building Activities across all content areas and meetings
- Decrease physical altercations
- Conflict Resolution/ Restorative Justice Circle





Challenges

- Sometimes we discover things a little too late
- Parental Support
- Student Buy-In
- "Nothing is being done"





Persistent Problems

Safe Passages

- Thefts to and from School

Community Factors

- Knives
- Brass Knuckles
- Pepper spray
- Drugs and Paraphernalia
- Unhoused Angelenos

