



LAUSD
UNIFIED

School Safety and Climate Committee

February 26, 2026

Division of School Operations (DSO)

- Every School Safe (ESS)
- Operational Rounds
- Targeted Professional Development
 - Campus Aides
 - Restorative Justice Teachers
 - School Climate Advocates (SCA)

Every School Safe (ESS): A Blueprint For Safety

The ESS discusses the steps LAUSD is taking to keep the entire school community safe.

A part of those steps are monthly presentations provided to staff, parents/guardians, and students. All Elementary through High Schools participate in the trainings, and the school administrator certifies completion in the Integrated Safe School Plan (ISSP).

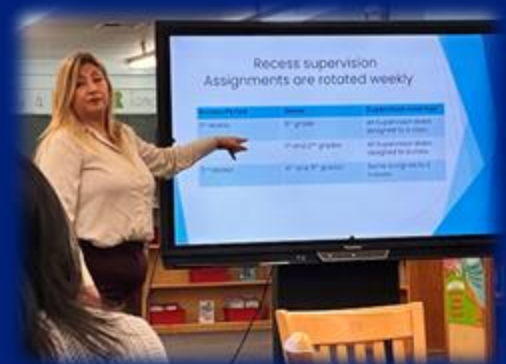
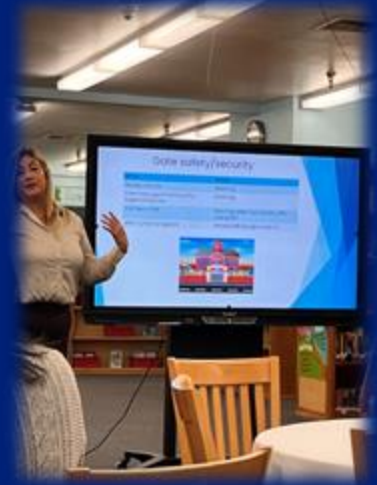
Every School Safe (ESS): A Blueprint For Safety

August 2025 Due: 9/26/25		September 2025 Due: 10/24/25	October 2025 Due: 11/21/25	November 2025 Due: 1/16/26
Creating Welcoming Environments (Intended Audience: All school employees, parents, and students)		Suicide Awareness and Prevention (Intended Audience: All school employees, parents, and students)	Substance Use Awareness/Fentanyl (Intended Audience: All school employees, parents, and students)	De-escalation and Restorative Practices (Intended Audience: All school employees, parents, and students)
Integrated Safe School Plan (Intended Audience: All school employees, parents, and students) Due: 10/3/25				
December 2025 No Topic For This Month	February 2026 Due: 2/27/26	March 2026 Due: 4/30/26	April 2026 Due: 5/29/26	May 2026 No Topic For This Month
January 2026 No Topic For This Month	Administrative Investigations (Intended Audience: Administrators Only)	Breaking the Silence Child Abuse Awareness (Intended Audience: All school employees) Grooming and Online Grooming Awareness (Intended Audience: Parents, and students)	Cyber Security (Intended Audience: All school employees, parents, and students)	June 2026 No Topic For This Month

Operational Rounds

Operational Rounds are structured, collaborative school walkthroughs that use a common observation tool to identify strengths, surface improvement needs, and strengthen safety, supervision, and PBIS-aligned practices that support positive learning environments.

They take place twice per year—once in Fall and Spring semester to ensure ongoing monitoring and continuous improvement.



Operational Rounds

Goal	To observe best practices.
Support	Support continuous improvement by identifying strengths and actionable next steps that enhance school operations.
Build	Build shared understanding and alignment among principals, operations staff, and school teams around what strong implementation looks and sounds like.
Replicate	Replicate effective practices across schools to ensure safe, orderly, and supportive environments that maximize student learning time and well-being.

Operational Rounds

Frequency & Timing

- Twice a year (Fall and Spring)

Structure of the Day

- 1.5–2 hours
- Introductory activity
- Guided campus walk using an observation tool
- Debrief & reflection discussion

Roles & Responsibilities

- Led by Operations Coordinators with Director support.
- Principals participate to observe, learn, and replicate effective practices.

Focus Areas

- PBIS Implementation (visibility of expectations, reinforcement systems)
- Safety & Emergency Preparedness (supervision zones, protocols)
- Active Supervision (staff presence, movement, interactions)
- School Climate & Environment (consistency, transitions, student engagement)
- Data-Driven Practices (using PBIS or safety data to guide decisions)

Debrief & Reflection Protocol

- What practices were effective?
- What areas need improvement?
- What can be taken back to your own campus?

Targeted Professional Development (PD)

Campus Aide Trainings


Campus Aide Training is a series of interactive sessions designed to equip campus aides with essential skills to maintain a safe, welcoming, and supportive school environment.

Purpose: Provide consistent, practical training that prepares campus aides to handle real-life campus situations confidently and in alignment with district protocols.

Goal: Build knowledgeable, proactive campus aides who support campus safety, de-escalate conflicts, and promote a positive school climate across all school sites.



Campus Aide Trainings (Online)



Division of School Operations

MANDATORY

Mandatory Online Campus Aide Trainings
2025-26 School Year

The trainings are to be completed during work hours

Campus Aides, please work with your principal to select the best training session each month

DATES AND TRAINING TOPICS

Aug.	Roles and Responsibilities, We Are One Campaign, Mandated Bulletins, Current Policies	Jan.	Emergency Drills and Procedures
Sept.	Safe and Welcoming Environment, Secure Campus, Active Supervision, Supervision Plan	Mar.	Emergency Responses
Oct.	De-Escalation/Conflict Resolution	May	Annual Review of Trainings



Training Topics:

- Roles & Responsibilities
- Active Supervision (strategic positioning, scanning, prevention)
- Creating a Safe & Welcoming Environment (rapport, communication)
- Conflict Resolution & De-escalation Techniques
- Emergency Drills & Emergency Response Procedures
- Handling Demonstrations & Student Walkouts (BUL-6320.2)
- United Against Hate & Responding to Bias/Hate Incidents
- Protocols for ICE-Related Situations & Safe Zone Procedures
- Current Events & Real Campus Scenarios (session tailored to site needs)

Restorative Justice Teachers

A Restorative Justice (RJ) Teacher is a school-based leader who builds a positive, relationship-centered school climate by implementing Restorative Practices and PBIS/RP systems.

They foster community through regular circles, model restorative conversations, and guide students in reflection, accountability, and repairing harm.

RJ Teachers collaborate with Systems of Support Advisors (SOSAs) to ensure restorative approaches are consistently applied schoolwide and aligned with district expectations, helping create safe, inclusive campuses where students feel connected and supported.

Restorative Justice Teachers PD

RJ Teachers participate in ongoing professional development throughout the school year, including:

- Three in-person sessions (October 2025, January 2026, May 2026)
- Four virtual sessions spaced monthly from November 2025 to April 2026
- Collaborative meetings with Systems of Support Advisors (SOSAs) for coaching, problem-solving, and site-specific support

This structure ensures continuous learning, consistent coaching, and year-round implementation support.

Restorative Justice Teachers PD

PD sessions focus on building restorative mindsets, practical facilitation skills, and schoolwide Tier 1–3 implementation capacity. Core topics include:

Restorative & PBIS Foundations

- Introduction to PBIS/RP
- Four Unifying Features:
 - Community Building
 - 4:1 Ratio – Connection Over Correction
 - Creating Expectations
 - Check-In/Check-Out

Data-Driven Decision Making

- Using the Tiered Fidelity Inventory (TFI) and roadmap
- Incorporating the School Experience Survey to guide interventions

Restorative Practice Tools & Strategies

- Community-Building Circles
- Restorative Questions
- Restorative Rainbow/Rounds
- Restorative Conferences & Repair-the-Harm processes
- Peer Mediation facilitation

Resource Exploration

- Weekly thematic activities
- Circle lesson plans
- Morning announcement scripts
- Playground handbook and supervision tools

Restorative Justice Teachers PD

RJ Teachers translate PD learning into daily schoolwide practice, shaping campus culture and strengthening relationships. Application includes:

Proactive RJ Implementation

- Leading regular community-building circles in classrooms
- Embedding community-building activities into daily routines
- Modeling and reinforcing restorative language and expectations

Responsive Restorative Practices

- Using restorative questions during conflicts
- Facilitating structured restorative conversations instead of automatic removal
- Guiding students to reflect, take responsibility, and make amends

Collaborative Schoolwide Support

- Working directly with SOSAs for coaching and implementation alignment
- Using district-provided tools, including Restorative Rainbow/Rounds and Restorative Questions badges, to increase staff engagement

School Climate Advocates (SCA)

A School Climate Advocate (SCA) supports school administrators by helping create a safe, positive, and inclusive school environment where all students feel connected and supported. SCAs use active listening, culturally responsive practices, de-escalation, and restorative strategies to build relationships, address student needs, and promote social-emotional learning.

They collaborate with counselors, teachers, and support staff to implement multi-tiered systems of support and uphold district safety policies, strengthening school culture and student well-being.

School Climate Advocates Training

School Climate Advocate Training, Meetings, and Expectations

School Climate Advocates (SCAs) participate in ongoing training throughout the school year, including cultural diversity, equity, implicit bias, trauma-informed care, conflict management, MTSS, and District policies.

SCAs meet monthly by region for professional development, planning, and departmental updates. Meetings generally occur once per month, typically scheduled in pairs of consecutive or closely grouped days to accommodate regional cohorts. These sessions are held consistently throughout the academic year from early fall through late spring to ensure continuous learning, collaboration, and alignment with District initiatives.



School Climate Advocates Training

What Skills Do SCAs Learn—and How Do They Use Them?

Relationship-Building & Trust

Skill: Active listening, empathy, culturally responsive interactions

In practice: Daily check-ins, lunchtime engagement, welcoming routines, student advocacy

Event & Campaign Design

Skill: Planning, marketing, coordinating, stakeholder engagement

In practice: Running schoolwide events, assemblies, cultural celebrations, student incentives

Restorative Justice Skills

Skill: Conducting restorative conversations, facilitating community circles

In practice: Repairing harm, strengthening relationships, reintegrating students after conflict

SEL Teaching & Facilitation

Skill: Promoting self-regulation and social awareness

In practice: Lunchtime clubs, forums with student leaders

Conflict Management

Skill: Mediation, de-escalation, understanding behavioral cycles

In practice: Supporting student conflicts, reducing suspensions, improving interaction norms

THANK YOU



Any Questions?