

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
November 15, 2018
3:30 – 5:00 p.m.

AGENDA

- | | | |
|-------|---|---|
| I. | Welcome | Deborah D. Brandy, Director
Restorative Justice |
| II. | Roll Call | Paul Gonzales, Specialist
Restorative Justice |
| III. | Approval of Minutes | Deborah D. Brandy, Director
Restorative Justice |
| IV. | Director’s Update | Deborah D. Brandy, Director
Restorative Justice |
| V. | Local District East at a Glance
and Panel Discussion | Dr. Alfonzo C. Webb, Local District East
Administrator of Operations |
| VI. | Public Comment
Five Speakers (two minutes each) | Deborah D. Brandy, Director
Restorative Justice |
| VII. | New Business | |
| VIII. | Agenda Bin | |
| IX. | Adjournment | |

Next Meeting
Thursday, December 13, 2018
3:30 – 5:00 p.m.

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
Thursday, October 18, 2018
Minutes

OPENING

Deborah Brandy called the meeting to order at 3:30 PM.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was not established.

MINUTES

Deborah Brandy asked the members to review the September 20, 2018 meeting minutes. A motion to accept the minutes was not made due to quorum not being established.

Ms. Brandy began the meeting by welcoming everyone. She shared that each month she would provide District data disaggregated by suspension by gender, ethnicity and infraction type. The purpose of the data is to compare where we were to where we are going. Monthly data will be compared to 2017-18 school year to 2018-19 school year. The presentation compares September 2017 and September 2018 data. She informed the attendees the PowerPoint would be emailed to them. Members asked questions and commented to which Ms. Brandy addressed. Ms. Brandy also informed members that next month Dr. Alonzo Webb, Local District East Administrator of Operations and his team will be presenting in November. Ms. Brandy then introduced Laura Zeff, Coordinator, Behavior Support.

BEHAVIOR SUPPORT-PRESENTER LAURA ZEFF, BCBA

Laura Zeff began her presentation by stating 85,675 students are currently receiving special education services and broke down the percentages by eligibilities. She gave a brief explanation about how the work started in 2003 and their current position. The presentation included overall suspension by days over the past seven years. She mentioned Bulletin 6269.1 and referenced the supporting tools that can be found in the bulletin. She informed the members of the behavioral support staff assigned to each local district and of the behavior support resources that can be located on the website. She also discussed how her team created a playground handbook and additional flipbook resources, which are available on their website. Members asked questions and gave comments to which Laura Zeff addressed.

**PREPARING FOR A ROI VISIT- A PRINCIPAL'S PROSPECTIVE-PRESENTERS
MIGUEL CAMPA AND LUIS RODRIGUEZ-CAZARES**

Ms. Brandy informed the attendees to look in there packet for information about the Rubric of Implementation (ROI), the auditor's, Educational Resource Consultants (ERC) school visit schedule and the school leadership framework. She went on to share that the information is public and can be found on the Restorative Justice website. She then introduced Mr. Campa, Principal, 75th Street Elementary.

Mr. Miguel Campa, Principal 75th Street Elementary spoke about how his school prepares for a ROI visits. He emphasized that the school's focus is on instruction. Every school year he begins the year with a school-wide assembly where he shows videos and role-plays appropriate behaviors. He stated how they have banners and posters all over the school promoting safety and appropriate behavior. Mr. Campa also mentioned that during staff meetings the focus is on the positive occurring at the school. He spoke about the sixth grade incentive programs developed collaboratively with administration, teachers, and students.

Mr. Campa introduced Luis Rodriguez-Cazares

Mr. Luis Rodriguez-Cazares, Principal Roy Romer Middle School shared that he has been on SWPBIS Task Force for about five to six years. He began his presentation by discussing the eight items (8 key features) needed for a successful ROI and how everyone within the school community can easily implement them. Mr. Rodriguez-Cazares gave multiple examples of how his school is meeting the ROI requirements and that staff and students go beyond what is expected. He takes great pride of the systems he and the staff have in place. The members received a packet, which included items Mr. Luis Rodriguez-Cazares discussed, as well as a copy of his presentation. The members asked questions and commented and Mr. Campa and Mr. Rodriguez-Cazares addressed them.

Ms. Brandy thanked everyone who participated and attended the meeting.

ADJOURNMENT

A motion to adjourn the meeting was made by Mr. Luis Rodriguez-Cazares. The motion was seconded by Officer William Etue. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 4:50 PM.



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES - RESTORATIVE JUSTICE
SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION SUPPORT TASK FORCE



TASK FORCE MEETING



Thursday, November 15, 2018
Presenter: Deborah D. Brandy, Director

ROLL CALL



Paul Gonzales
Restorative Justice Specialist



APPROVAL OF MINUTES



Deborah D. Brandy
Director

DIRECTOR'S UPDATE

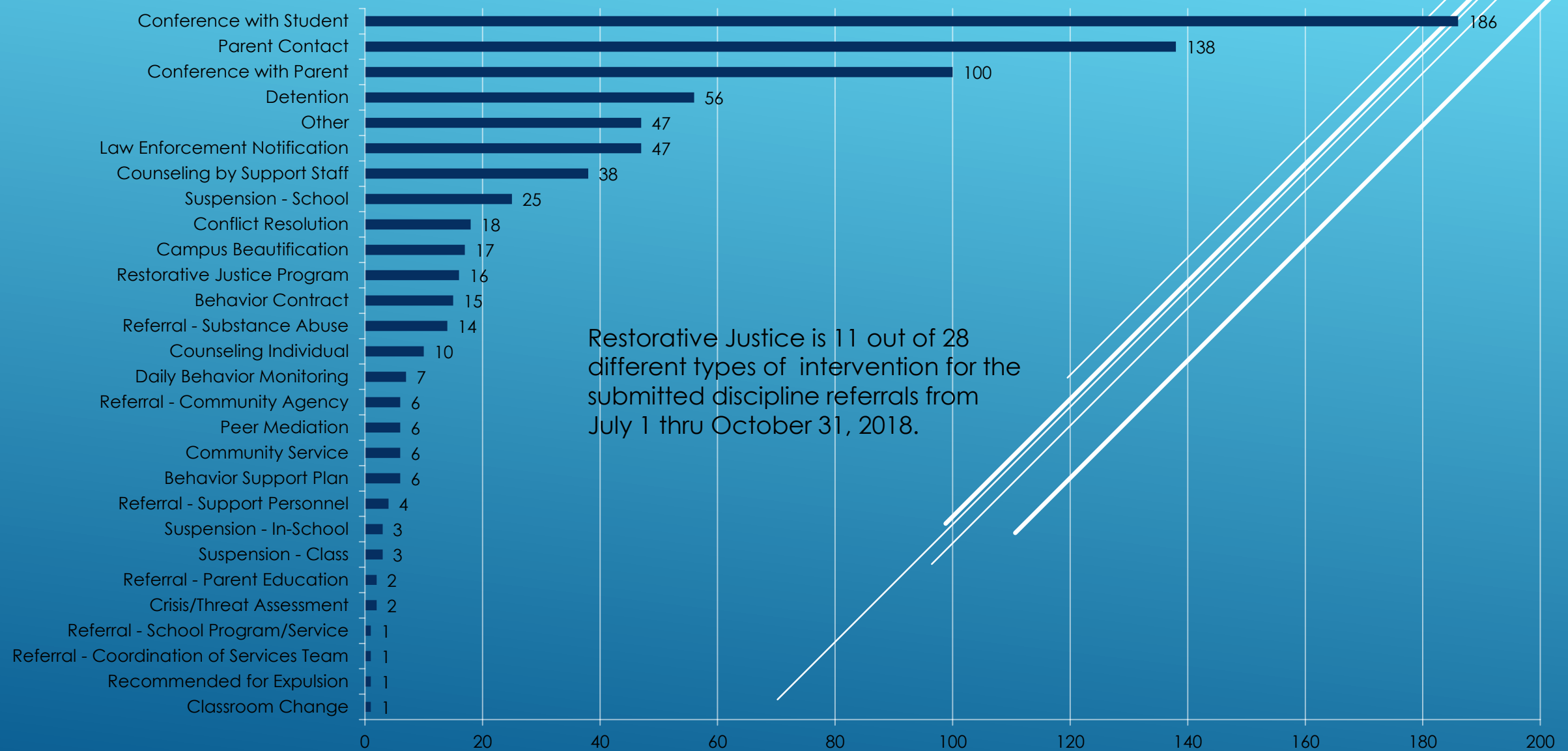


DIRECTOR'S UPDATE



of Interventions

Interventions used

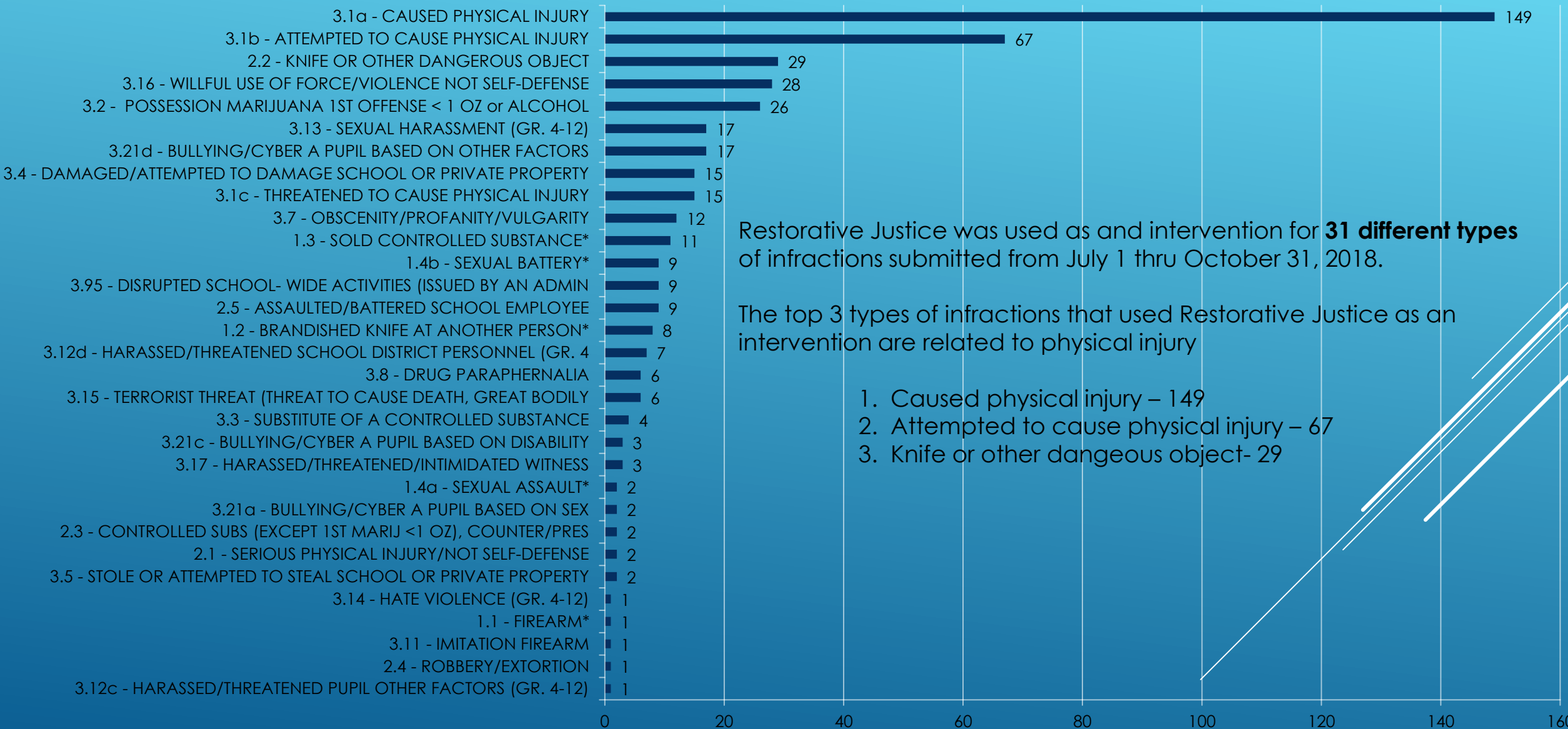


Restorative Justice is 11 out of 28 different types of intervention for the submitted discipline referrals from July 1 thru October 31, 2018.



DIRECTOR'S UPDATE

of incidents



Restorative Justice was used as an intervention for **31 different types** of infractions submitted from July 1 thru October 31, 2018.

The top 3 types of infractions that used Restorative Justice as an intervention are related to physical injury

1. Caused physical injury – 149
2. Attempted to cause physical injury – 67
3. Knife or other dangerous object- 29

El Sereno Early Education Center

Josefina Navarro, Principal

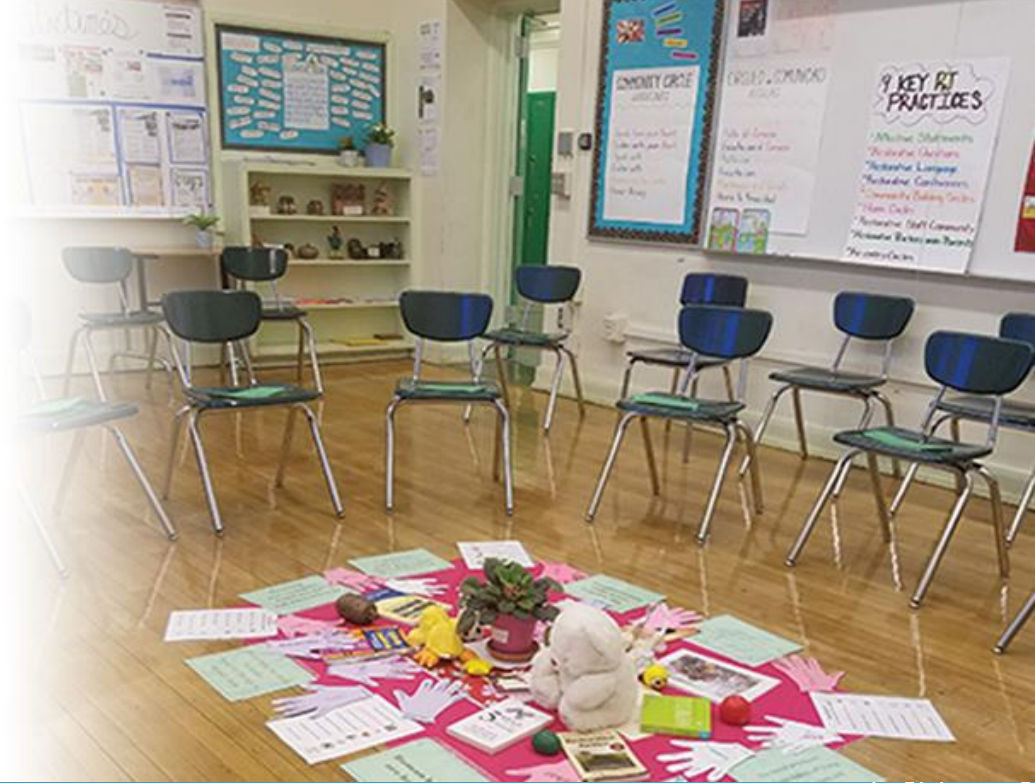




Student Health & Human Services

Restorative Justice

The mission of the Restorative Justice Department is to support all L.A. Unified schools by creating healthy school environments and positive interpersonal relationships for all stakeholders.



- ▶ Build community
- ▶ Strengthen relationships
- ▶ Support students with developing strategies to resolve conflict



Restorative Justice LAUSD



@RJLAUSD

For additional information, please visit us at
<https://achieve.lausd.net/restorativejustice> or at 213-241-0394

QUESTIONS AND ANSWERS



THANK YOU!



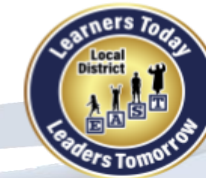
Student Health &
Human Services





NEW BUSINESS





Learners Today,
Leaders Tomorrow

All Students Prepared for College, Career and Life



School-Wide Positive Behavior Intervention and Support Task Force Meeting

November 15, 2018

Dr. Alfonzo Webb
Administrator of Operations

José P. Huerta, Local District Superintendent

Frances Baez, Administrator of Instruction

Jose Avila, Administrator, Parent and Community Engagement Unit



School Operations Team

Dr. Alfonzo C. Webb, Administrator of Operations

Miguel Saenz, Lead Operations Coordinator

Paul Hernandez, Operations Coordinator

Maryhelen Torres, Operations Coordinator

Enrique Soberanes, Operations Coordinator

Cynthia Iglesias, Restorative Justice Adviser

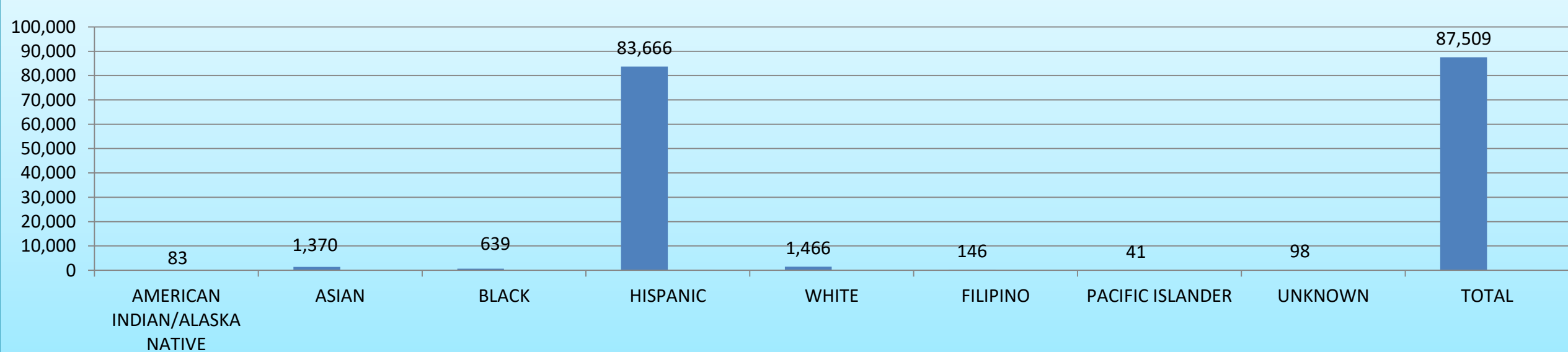


2018-19 Student Demographics (As of September, 2018)



ETHNICITY	COUNT	PERCENTAGE
AMERICAN INDIAN/ALASKA NATIVE	83	0.1%
ASIAN	1,370	1.6%
BLACK	639	0.7%
HISPANIC	83,666	95.6%
WHITE	1,466	1.7%
FILIPINO	146	0.2%
PACIFIC ISLANDER	41	0.0%
UNKNOWN	98	0.1%
TOTAL	87,509	100.0%

STUDENT DEMOGRAPHICS - LD EAST

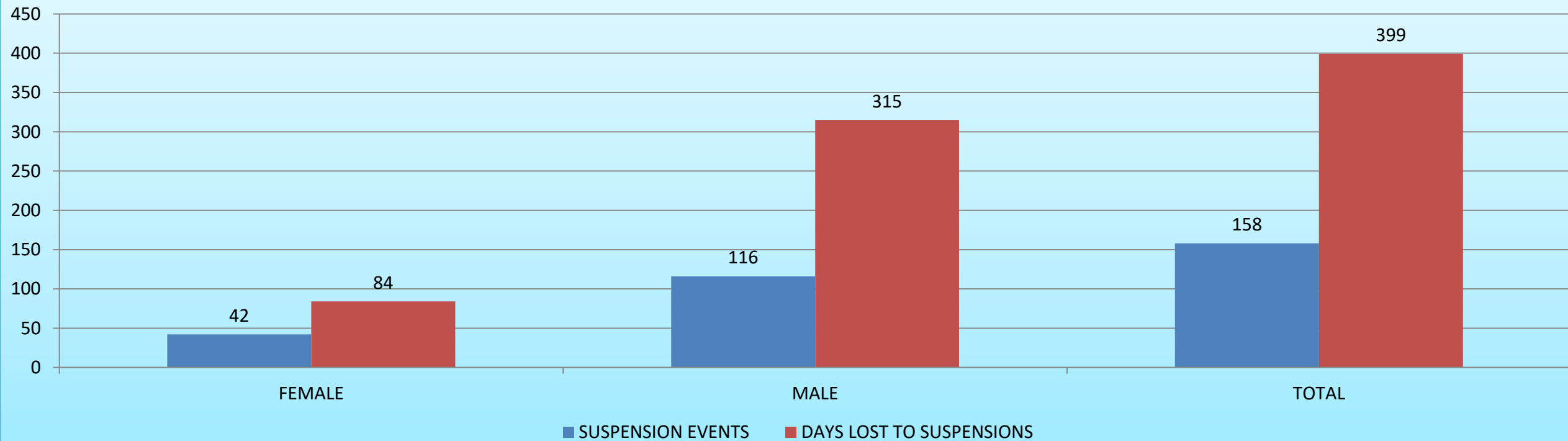


2017-18 Out-of-School Suspension Data by Gender



GENDER	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	42	84
MALE	116	315
TOTAL	158	399

OUT-OF-SCHOOL SUSPENSION DATA BY GENDER - LD EAST

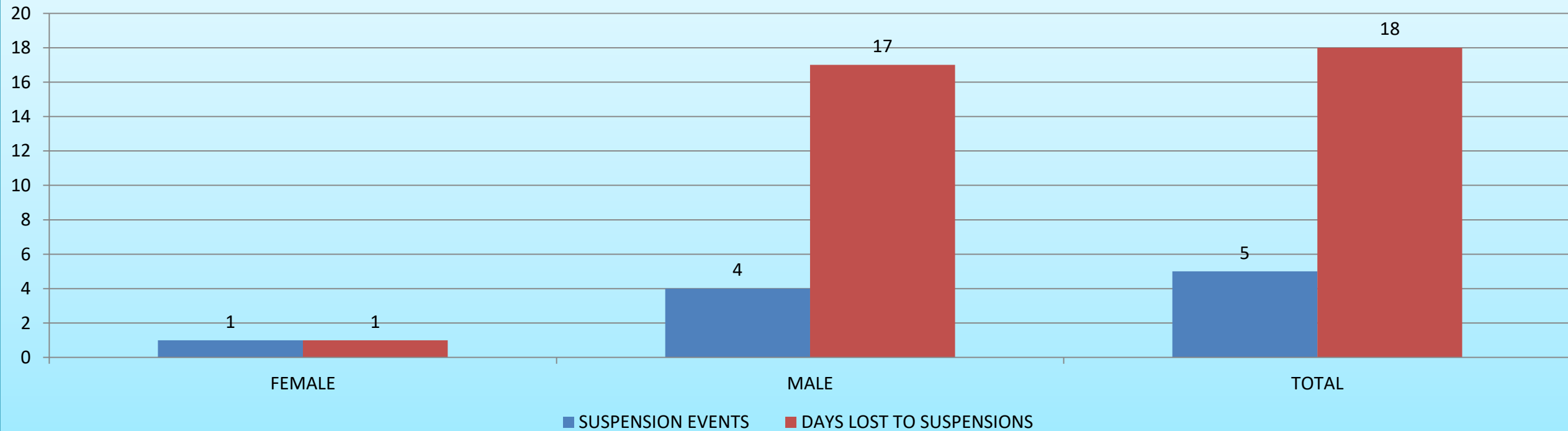


2018-19 Out of School Suspension Data by Gender (As of September, 2018)



GENDER	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	1	1
MALE	4	17
TOTAL	5	18

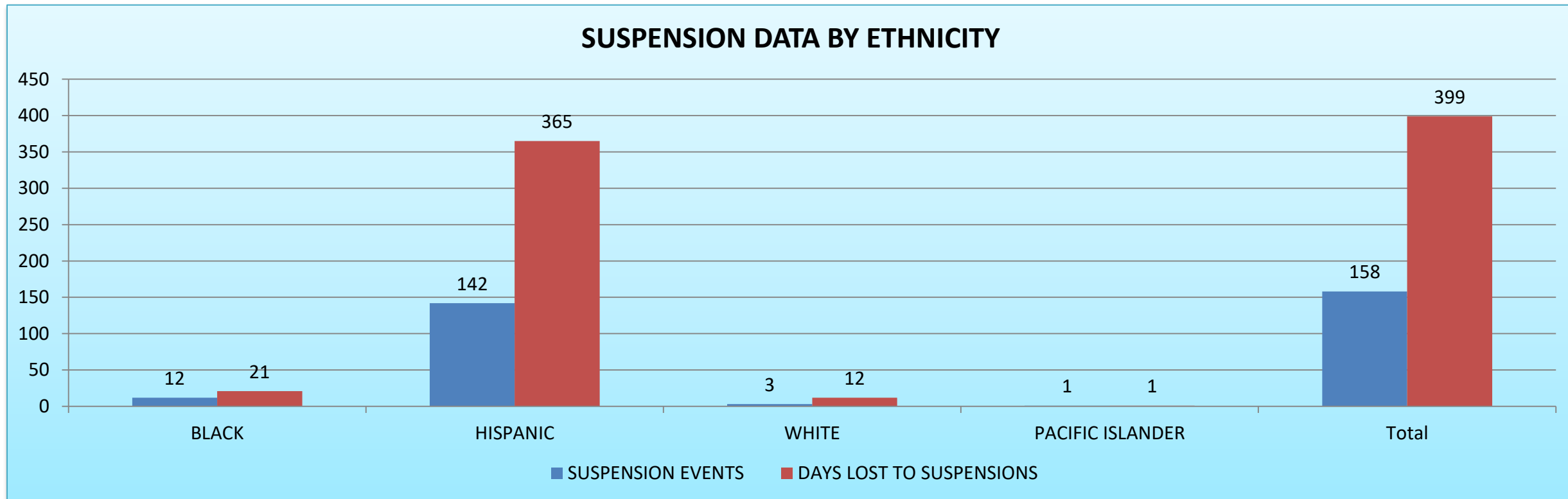
OUT-OF-SCHOOL SUSPENSION DATA BY GENDER - LD EAST



2017-18 Out-of-School Suspension Data by Ethnicity



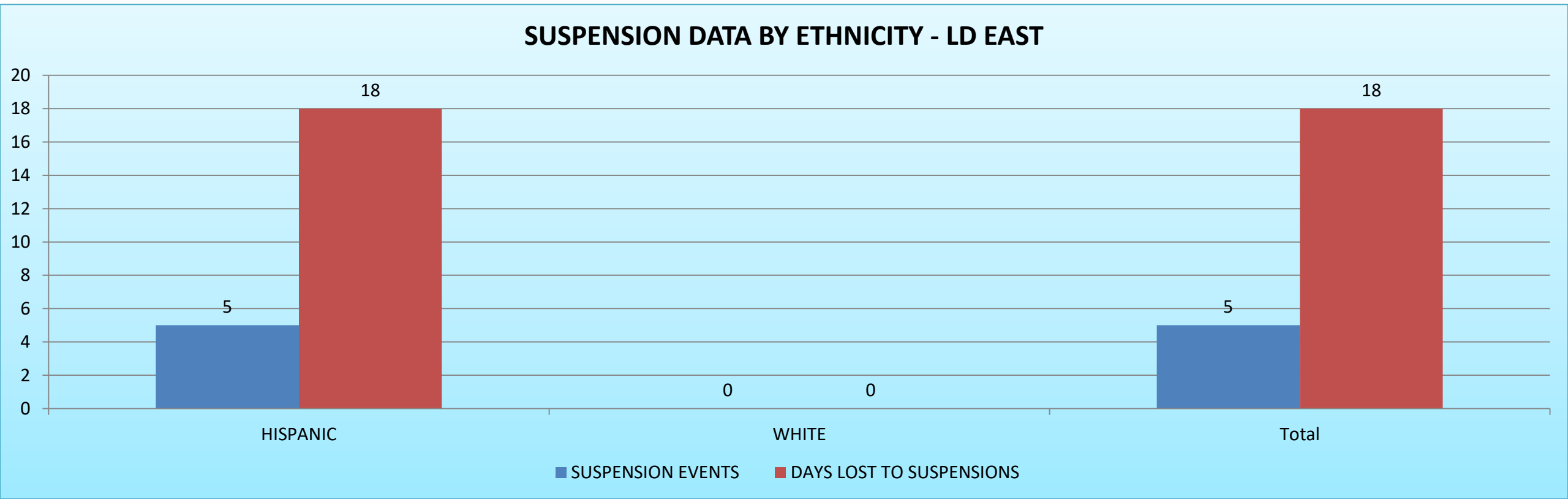
ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
BLACK	12	21
HISPANIC	142	365
WHITE	3	12
PACIFIC ISLANDER	1	1
Total	158	399



2018-19 Out-of-School Suspension Data by Ethnicity (As of September, 2018)



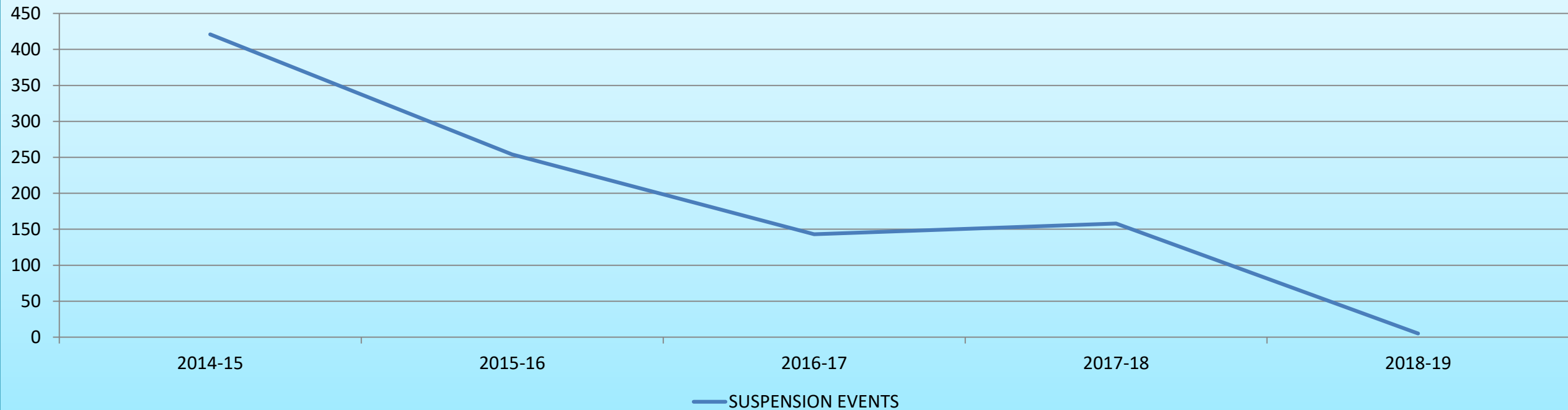
ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
HISPANIC	5	18
WHITE	0	0
Total	5	18



2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 Out-of-School Suspension Events

SCHOOL YEAR	SUSPENSION EVENTS
2014-15	421
2015-16	254
2016-17	143
2017-18	158
2018-19	5

OUT-OF-SCHOOL SUSPENSION EVENTS - LD EAST



2017-18 Category 1 Suspensions - By Infraction Type

1.1 Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b)	1
1.2 Brandishing a knife at another person. E.C. 48915(c)(2),48900(b)	8
1.3 Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900©	13
1.4b Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n)	4
1.5 Possession of an explosive. E.C. 48915(c)(5), 48900(b)	0
Total	26

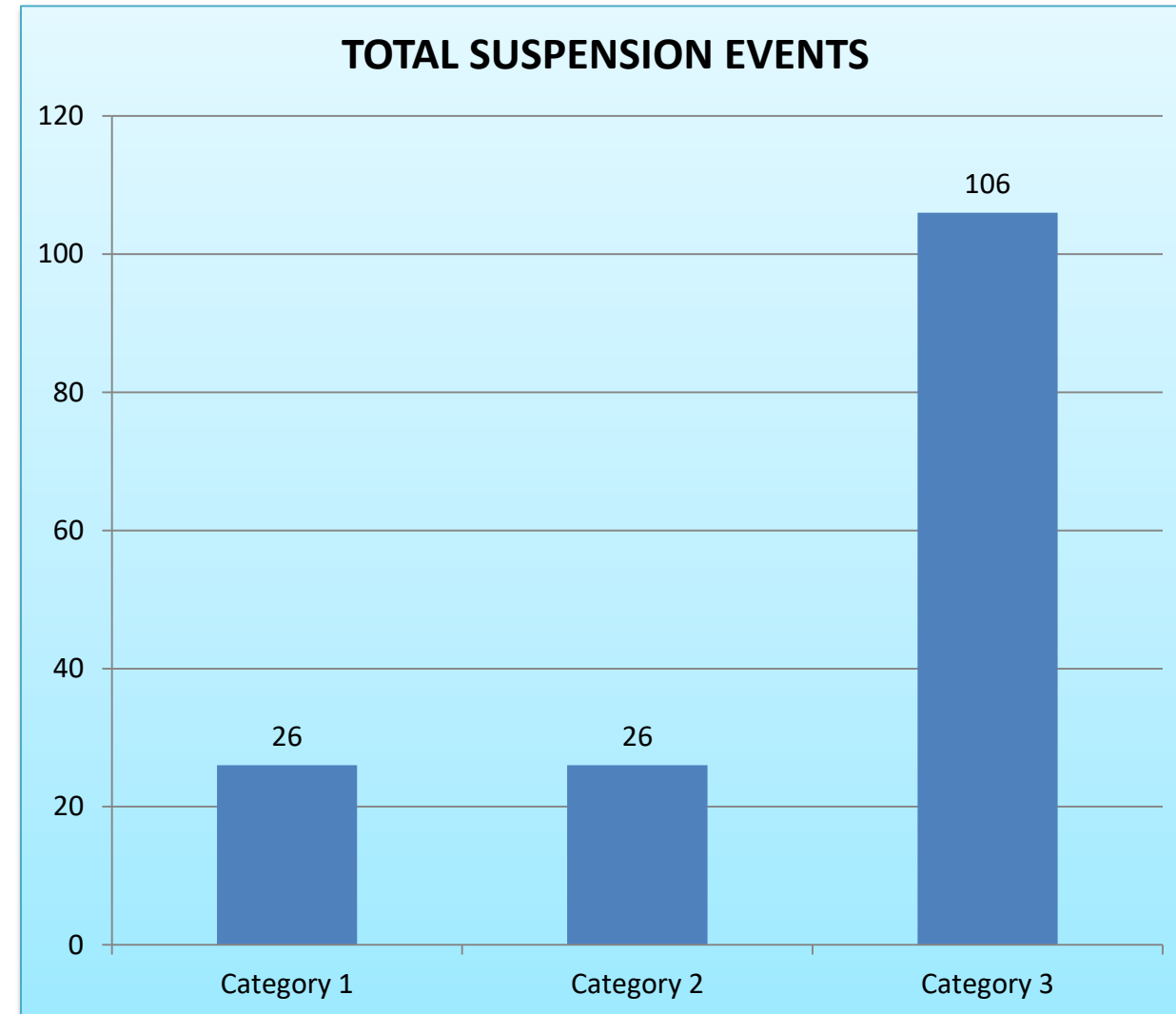
2018-19 Category 1 Suspensions - By Infraction Type (As of September, 2018)

1.1 Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b)	1
1.2 Brandishing a knife at another person. E.C. 48915(c)(2),48900(b)	0
1.3 Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900©	0
1.4b Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n)	0
1.5 Possession of an explosive. E.C. 48915(c)(5), 48900(b)	0
Total	1

2017-18 Out-of-School Suspension Data - By Infraction Type

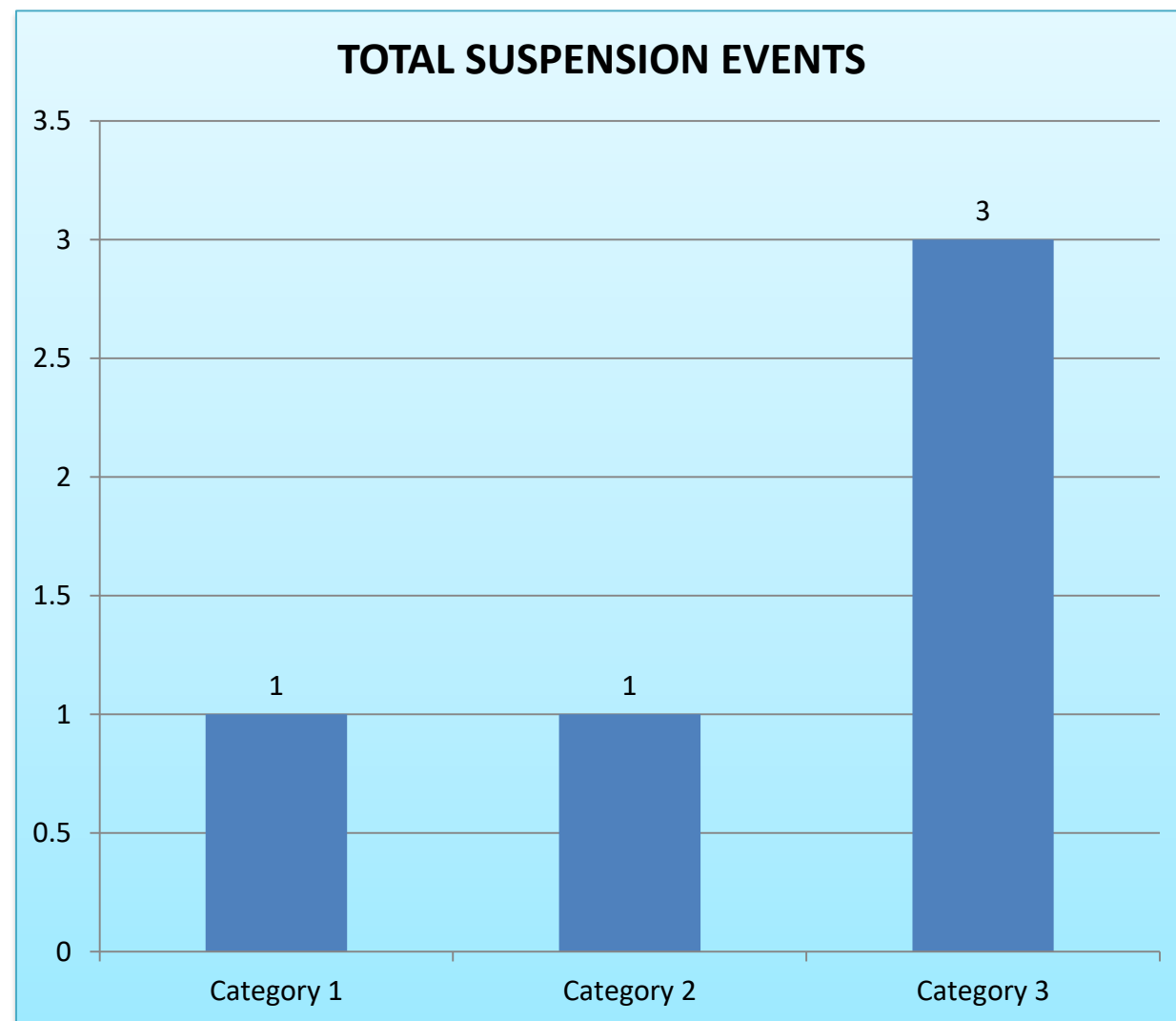
Suspension Reason	# of Susp Events
1.1 - FIREARM*	1
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	8
1.3 - SOLD CONTROLLED SUBSTANCE*	13
1.4b - SEXUAL BATTERY*	4
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	1
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	17
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRES	1
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	7
3.1a - CAUSED PHYSICAL INJURY	36
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	15
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	5
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	10
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	2
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	4
3.7 - OBSCENITY/PROFANITY/VULGARITY	2
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN	3
3.10 - RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	1
3.11 - IMITATION FIREARM	1
3.12a - HARASSED/THREATENED PUPIL RACE/COLOR/NAT'L ORIGIN (G	2
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	1
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4	5
3.13 - SEXUAL HARASSMENT (GR. 4-12)	8
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY	4
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	6
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	1

* All category 1 and 2 suspensions do not automatically result in an expulsion.



2018-19 Out-of-School Suspension Data - By Infraction Type (As of September, 2018)

Suspension Reason	# of Susp Events
1.1 - FIREARM*	1
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	1
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	1
3.7 - OBSCENITY/PROFANITY/VULGARITY	1
3.13 - SEXUAL HARASSMENT (GR. 4-12)	1



* All category 1 and 2 suspensions do not automatically result in an expulsion.

3 Year Local District East ROI Data



LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
Rubric of Implementation (ROI)



School Name: _____

Date: _____

Key Feature	1	2	3	4	Score
1. Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBIS process.	<input type="checkbox"/> Administrator(s) supports the process but is not as active as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBIS / Discipline Review Team. <input type="checkbox"/> SWPBIS is on the agenda at some faculty meetings. <input type="checkbox"/> SWPBIS is addressed in some staff and parent newsletters. <input type="checkbox"/> School data is reviewed during SWPBIS/Discipline Review Team meetings.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBIS Discipline Review Team. <input type="checkbox"/> Review school data during SWPBIS meetings with the Discipline Review Team Members. <input type="checkbox"/> SWPBIS is on the agenda at all faculty meetings. <input type="checkbox"/> SWPBIS is addressed in all staff, parent newsletters or school website, etc.	
2. Team-Based Implementation	<input type="checkbox"/> No SWPBIS / Discipline Review Team is established.	<input type="checkbox"/> A SWPBIS / Discipline Review team is established and meets at least 2 times per year.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Education Teacher, Special Education Teacher, Classified Representative, Support Staff (e.g., Student Health and Human Services personnel, Parent, Student (High School Only) including grade levels, etc. <input type="checkbox"/> The SWPBIS/Discipline Review team has regularly scheduled monthly meetings, and reviews discipline data.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Education Teacher, Special Education Teacher, Classified Representative, Support Staff (e.g., Student Health and Human Services personnel) Parent, Student (High School Only) including grade levels, etc. <input type="checkbox"/> The SWPBIS/ Discipline Review team has regularly scheduled monthly meetings, and reviews discipline data. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
3. Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> The expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	

Adapted from the work of: Sugai, Lewis-Palmer, Todd & Horner – School-wide Evaluation Tool; Johns & Patrick – the MODEL Program; & Florida’s Positive Behavior Support Project – Benchmarks of Quality
 In alignment with the LAUSD School Leadership Framework: Standard 4: Culture Of Learning and Positive Behavior

2018-2019 – LAUSD



Local District	Rank 2016 Spring				Rank 2017 Spring				Rank 2018 Spring			
	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red
East	0	102	35	0	0	107	28	0	0	129	6	0

Implementation of the 9 RJ practices, which include:

- Affective Statements
- Restorative Questions
- Restorative Language
- Harm Circles
- Restorative Conferences
- Restorative Staff Community
- Community Building Circles
- Restorative Practices with Parents
- Re-entry Circles

Analysis of monthly Risk Report Data at Principal/Assistant Principal Meetings.



- **Resistance** to change by stakeholders with regards to perspectives on discipline.
- **Need** for additional Restorative Justice Teacher Advisers (RJTA).
- **Delayed** transitions for new RJTAs from school sites.



Improved Culture and Climate in schools as evidenced by Implementation of the Discipline Foundation Policy.

Proficient and
Above Attendance Rates:
75.42%

Graduation rate for LDE:
2016-17
82.13% Comprehensive and Options
86.6% Comprehensive only

2017-18
90% Comprehensive and Options (estimate)

Chronic Absence Rate: 11.68%

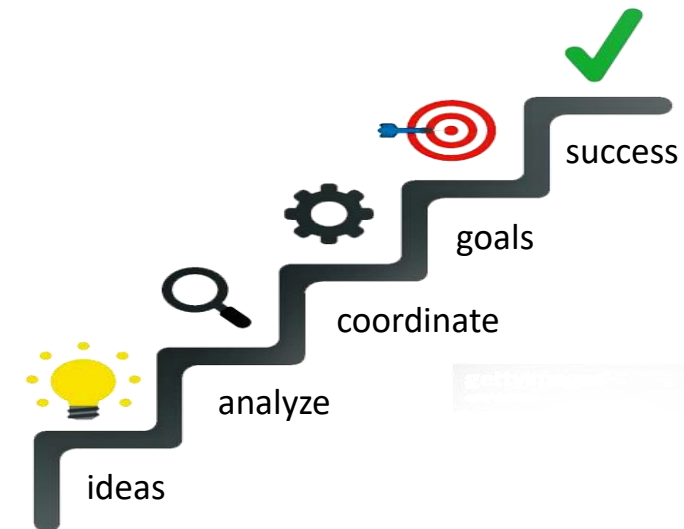


Eliminate the pipeline to prison through cultivating *change resilience*. A new way to not only survive change, but to thrive in it.

(Arussy, 2018)

Continue to **provide** training and support to stakeholders on RJ Practices.

Encourage purchasing/hiring of RJTAs to take place prior to the end of the school year.



LOCAL DISTRICT
EAST
LAUSD

"LEARNERS TODAY,
LEADERS TOMORROW"









Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support Task Force Meeting
Thursday, November 15, 2018



Please take notes during the presentations. All questions and comments will be addressed at the conclusion of each presentation.

Presentation 1. _____

Presentation 2. _____

Presentation 3. _____

Presentation 4. _____

Thank you!

