

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
December 13, 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. | Restorative Justice & School-Wide Positive Behavior Intervention Support (SWPBIS) Panel Discussion | Roger Avila, Principal, Canoga Park ES Edward John Estoesta, Assistant Principal San Pedro SH Latasha Buck, Principal, Carver MS Brenda A. Cortez, Principal Gil Garcetti Learning Academy ES Manuel Nava, Principal, 95th Street ES Pablo Mejia, Principal, Hawkins RISE SH Miranda L. Conston-Raof, Principal Pio Pico MS |
| 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, January 24, 2019
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, November 15, 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 October 18, 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.

DIRECTOR’S UPDATE- DEBORARH BRANDY

Deborah Brandy presented the information on interventions being used by schools to support student behavior. The Discipline Foundation Bulletin Policy includes the alternatives to suspension matrix. According to the chart on slide one, there are twenty-eight different types of interventions for submitting discipline referrals. The alternatives are not inclusive. She stated Restorative Justice is eleventh on the list out of the twenty-eight being used as an intervention. Ms. Brandy explained the second slide titled number of incidents. Restorative Justice was used for 31 different types of infractions. The members asked questions, made comments and Ms. Brandy addressed them.

Ms. Brandy showed the members a video from El Sereno Early Education Center that focused on students from age two to four using Restorative Justice (RJ) practices.

Ms. Brandy introduced Dr. Alonzo Webb, Administrator of Operations, Local District East.

LOCAL DISTRICT (LD) EAST AT A GLANCE AND PANEL DISCUSSION-DR. ALONZO WEBB-ADMINISTRATOR OF OPERATIONS (AOO)

Dr. Webb stated he was promoted to a new position in the Superintendent’s office. The interim administrator of operations is Miguel Saenz. Dr. Webb discussed in and out of school suspensions for the 2017-18 and 2018-19 school year by gender, ethnicity, and infraction types. Dr. Webb also compared out of school suspension events data from 2014-15, 2015-16, 2017-18 and 2018-19 school year. He gave an update on Local District East’s Rubric of Implementation (ROI) data and implementation of nine RJ practices. LD East will continue to provide training and support to stakeholders in RJ practices. The members asked questions, made comments and Dr. Webb addressed them. Restorative Justice Adviser Cynthia Iglesias also participated in the discussion.

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

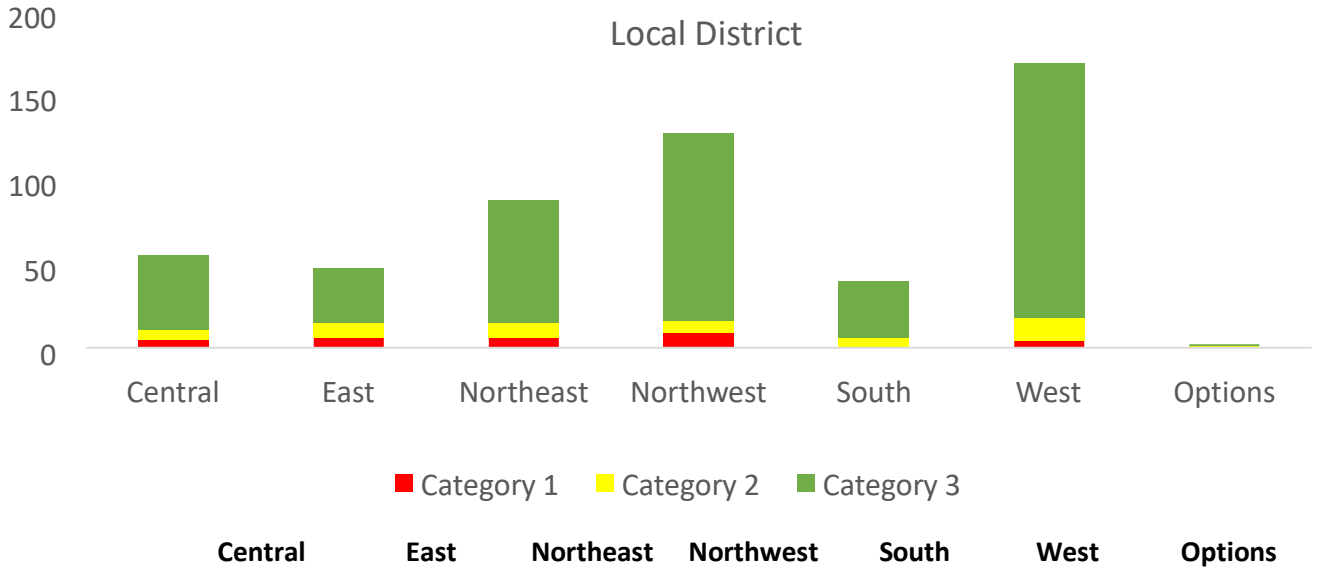
ADJOURNMENT

A motion to adjourn the meeting was made by Paul Robak. The motion was seconded by Dr. Alonzo Webb. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 4:50 PM.

Submitted by Anna Perez, Senior Office Technician

Los Angeles Unified School District
 Student Health and Human Services – Restorative Justice
 Student Discipline Data Report
 October 2018

SY 2018-19 **In and Out of School Suspension** Events by Category and

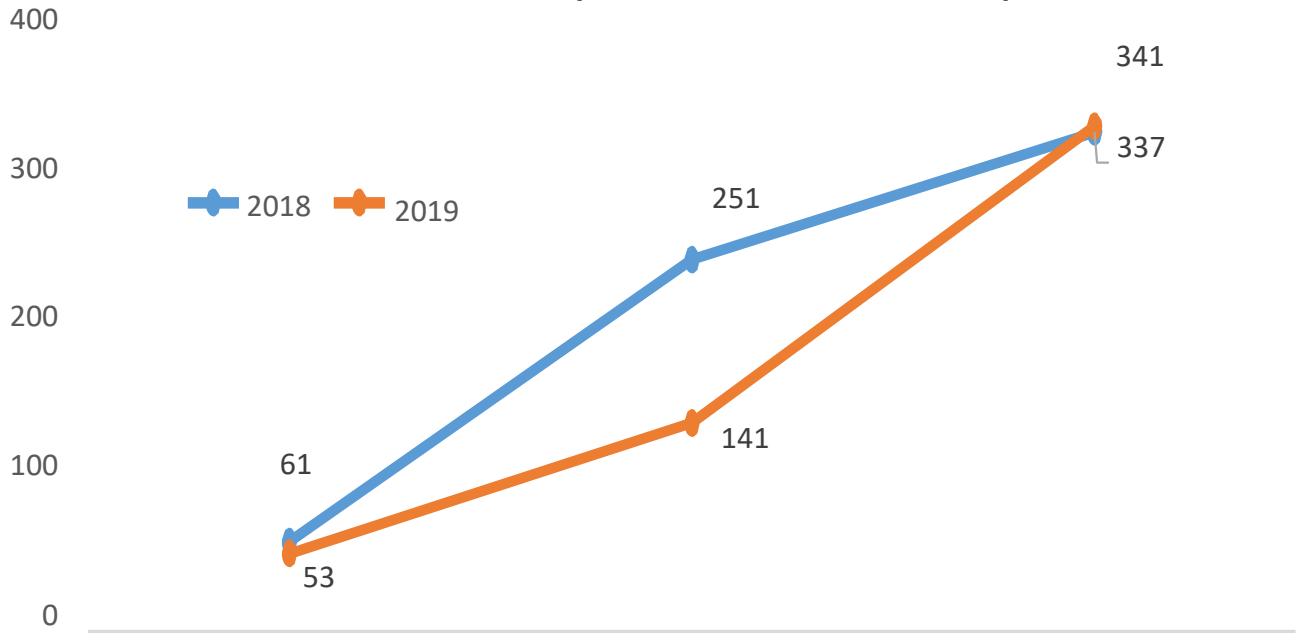


| | Central | East | Northeast | Northwest | South | West | Options |
|--------------------|-----------|-----------|-----------|------------|-----------|------------|----------|
| Category 1 | 5 | 6 | 6 | 9 | 1 | 4 | |
| Category 2 | 6 | 9 | 9 | 7 | 5 | 14 | 1 |
| Category 3 | 45 | 33 | 74 | 113 | 34 | 153 | 1 |
| Grand Total | 56 | 48 | 89 | 129 | 40 | 171 | 2 |

As of **October of SY 18-19**, Local District **West** has the highest number of suspension events (in and out-of-school) at **171** while Local District **South** has the least at **40** events.

Los Angeles Unified School District
 Student Health and Human Services – Restorative Justice
 Student Discipline Data Report
 October 2018

In and Out of School Suspension Events 2 - Year Comparison

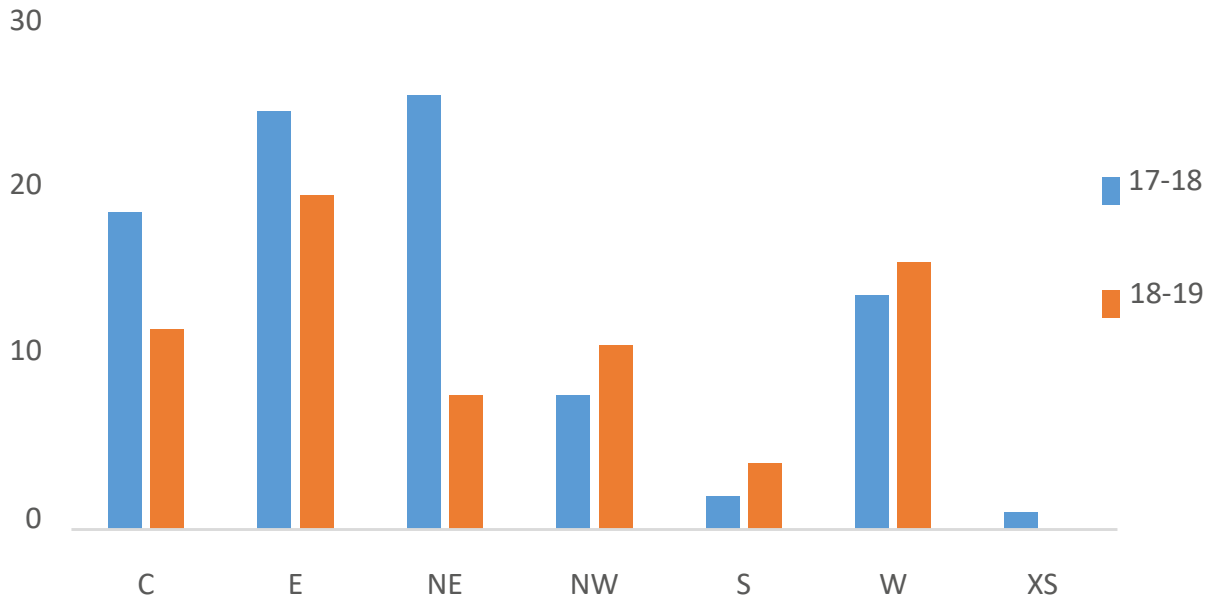


| | Aug | Sep | Oct |
|--------------|-----|-------------------|-------------------|
| Month | | SY 17 - 18 | SY 18 - 19 |
| Aug | | 61 | 53 |
| Sep | | 251 | 141 |
| Oct | | 337 | 341 |

When comparing two years of suspension data, there is an increase of 4 suspension events from 337 in October of SY 17-18 to 341 in October of SY 18-19.

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 Student Health and Human Services – Restorative Justice
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Year to Date **In-school Suspension Events** 2-Year Comparison



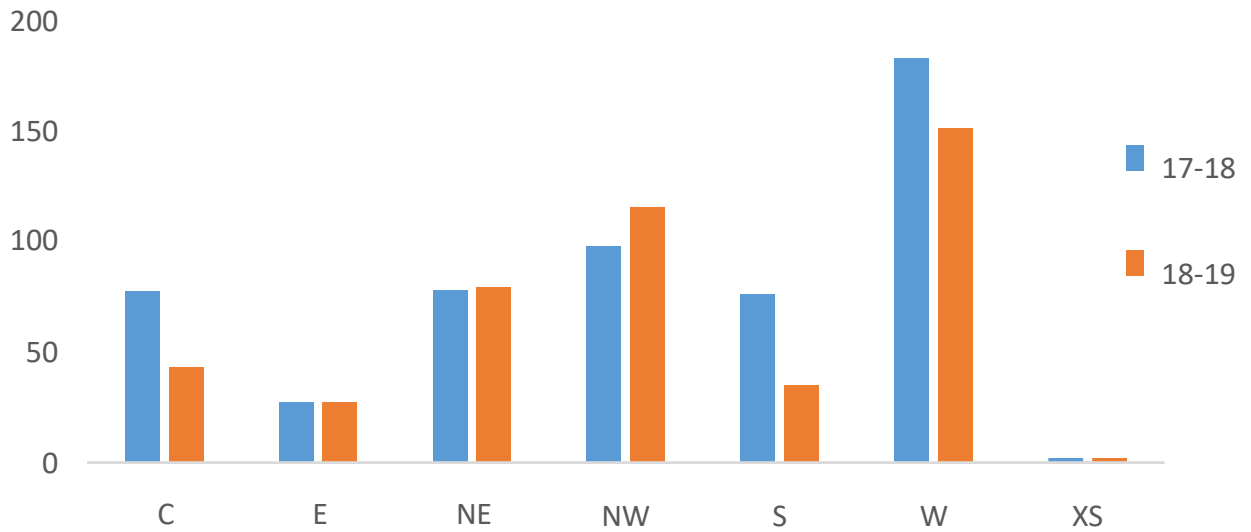
| Local District | SY 17-18 | SY 18-19 |
|--------------------|-----------|-----------|
| Central | 19 | 12 |
| East | 25 | 20 |
| Northeast | 26 | 8 |
| Northwest | 8 | 11 |
| South | 2 | 4 |
| West | 14 | 16 |
| Options | 1 | |
| Grand Total | 95 | 71 |

During the 2018-19 school year, there is an overall decline in the total number of In-school suspension events. There were **95** events in **October** of SY **17-18** in comparison to **71** in **October** of SY **18-19**.



Los Angeles Unified School District
 Student Health and Human Services – Restorative Justice
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Year to Date **Out-of-School Suspension Events** 2-Year Comparison

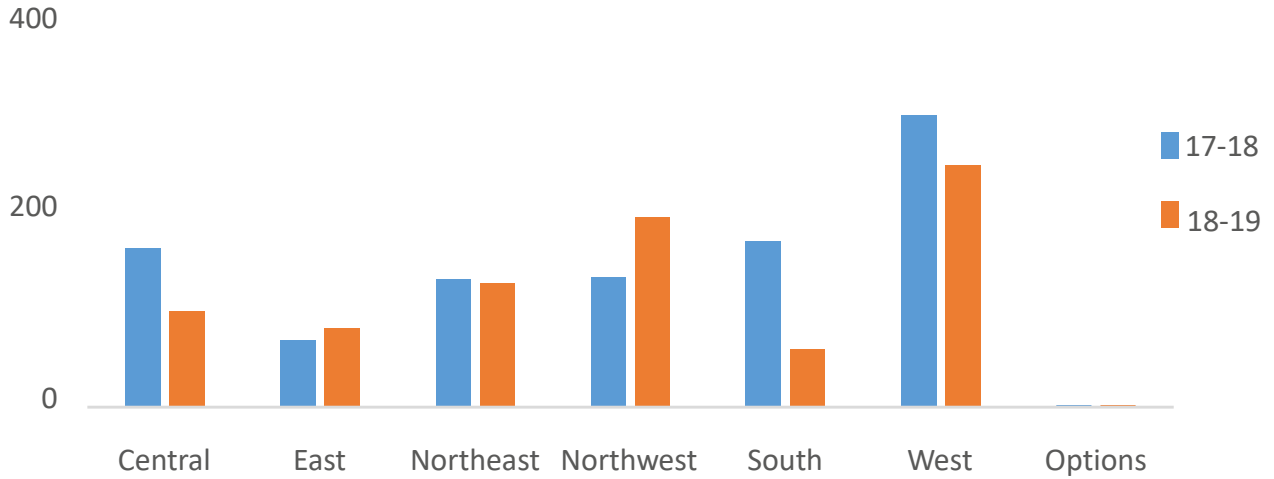


| Local District | SY 17-18 | SY 18-19 |
|--------------------|------------|------------|
| Central | 79 | 44 |
| East | 28 | 28 |
| Northeast | 80 | 81 |
| Northwest | 100 | 118 |
| South | 78 | 36 |
| West | 187 | 155 |
| Options | 2 | 2 |
| Grand Total | 554 | 464 |

The total number of Out-of-School suspension events decreased by 90 from 554 in October of SY 17-18 to 464 in October of SY 18-19.

Los Angeles Unified School District
 Student Health and Human Services – Restorative Justice
 Student Discipline Data Report
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Year to date **Instructional Days** Lost to Suspensions 2-Year Comparison

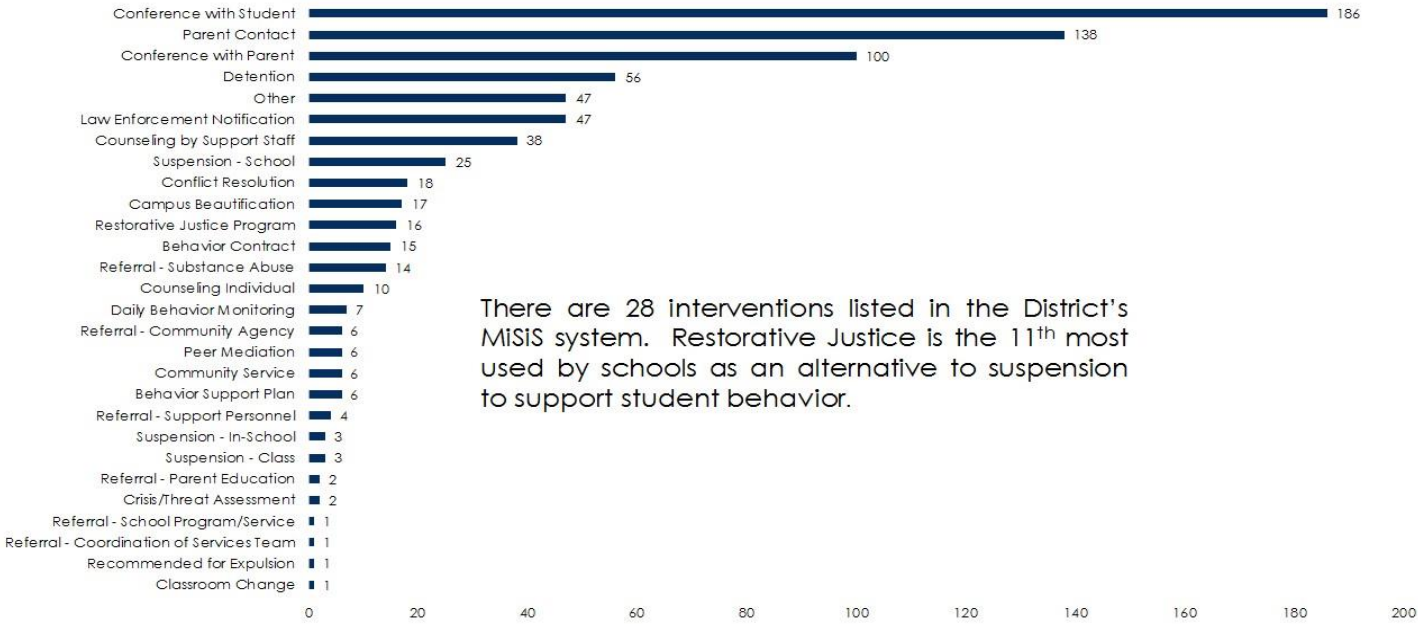


| Local District | SY 17-18 | | SY 18-19 | |
|--------------------|---------------------------------|---------------------------------------|---------------------------------|---------------------------------------|
| | Out-of-School Suspension Events | Instructional Days lost to Suspension | Out-of-School Suspension Events | Instructional Days lost to Suspension |
| Central | 79 | 165 | 44 | 99 |
| East | 28 | 69 | 28 | 81 |
| Northeast | 80 | 133 | 81 | 129 |
| Northwest | 100 | 135 | 118 | 197 |
| South | 78 | 172 | 36 | 60 |
| West | 187 | 304 | 155 | 251 |
| Options | 2 | 2 | 2 | 2 |
| Grand Total | 554 | 980 | 464 | 819 |

The total number of instructional days lost to suspension decreased by **161** from **980** in **October** of SY **17-18** to **819** in **October** of SY **18-19**.

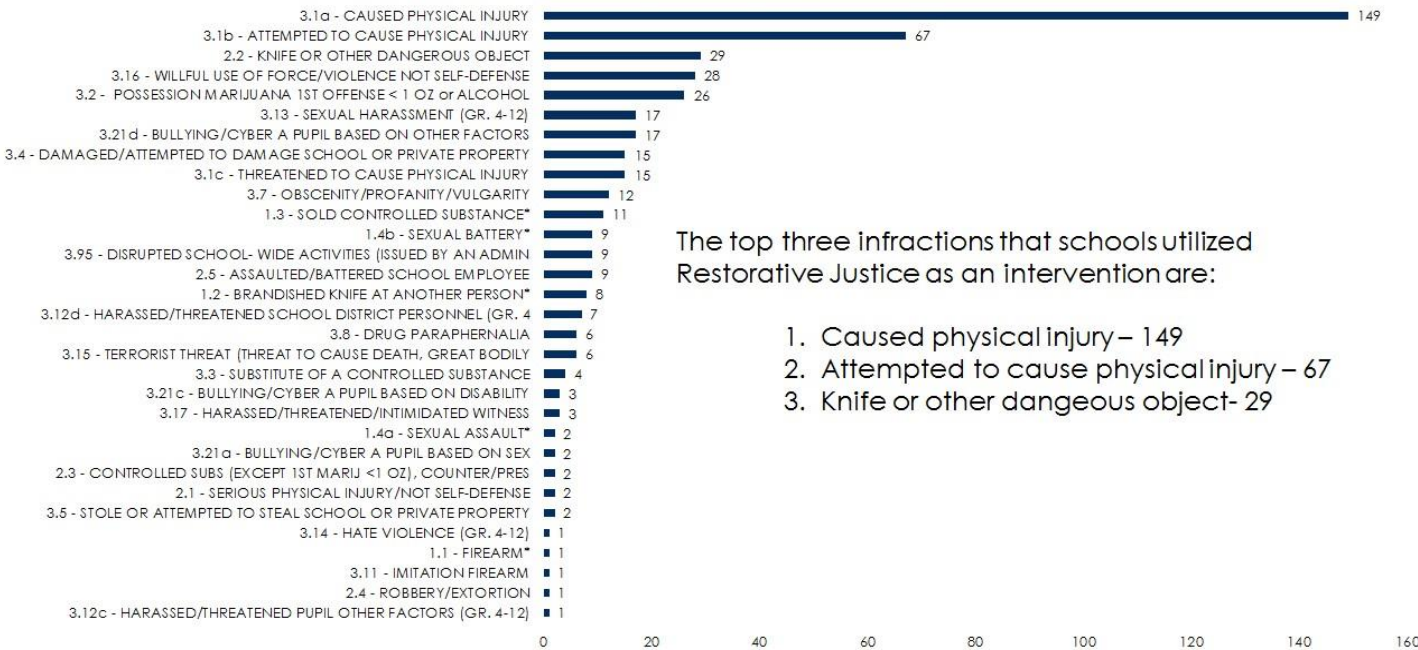
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Student Health and Human Services – Restorative Justice
Student Discipline Data Report
October 2018

Interventions



There are 28 interventions listed in the District's MiSIS system. Restorative Justice is the 11th most used by schools as an alternative to suspension to support student behavior.

Ed. Code Infractions



The top three infractions that schools utilized Restorative Justice as an intervention are:

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



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



TASK FORCE MEETING



Thursday, December 13, 2018
Presenter: Deborah D. Brandy, Director

Monica Garcia's Statement



RESTORATIVE JUSTICE DISCUSSION PANEL



Roger Avila, Principal, Canoga Park Elementary School

Edward John Estoesta, Assistant Principal, San Pedro Senior High

Latasha Buck, Principal, George Washington Carver Middle School

Brenda A. Cortez, Principal, Gil Garcetti Learning Academy Elementary School

Manuel Nava, Principal, 95th Street Elementary school

Pablo Mejia, Principal, Augustus F Hawkins SH - Responsible Indigenous Social Entrepreneur (RISE)

Miranda L. Conston-Raooof, Principal, Pio Pico Middle School

95th Street Elementary School







Welcome to 
Bienvenidos a
CANOGA PARK ELEMENTARY SCHOOL
PARENT CENTER
CENTRO DE PADRES
HOME OF CHAMPIONS.
HOGAR DE LOS CAMPEONES

CANOGA PARK ELEMENTARY SCHOOL
Home of the Champions

BE SAFE
BE RESPECTFUL
BE RESPONSIBLE
BE CLEAN AND
BE A CHAMPION



Learn
study
Education
H₂O

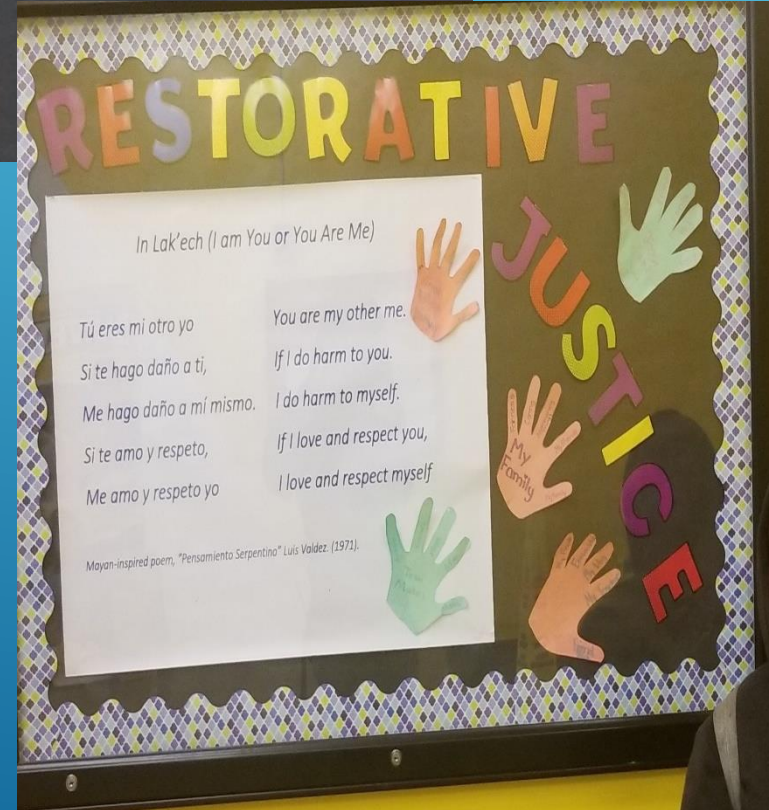
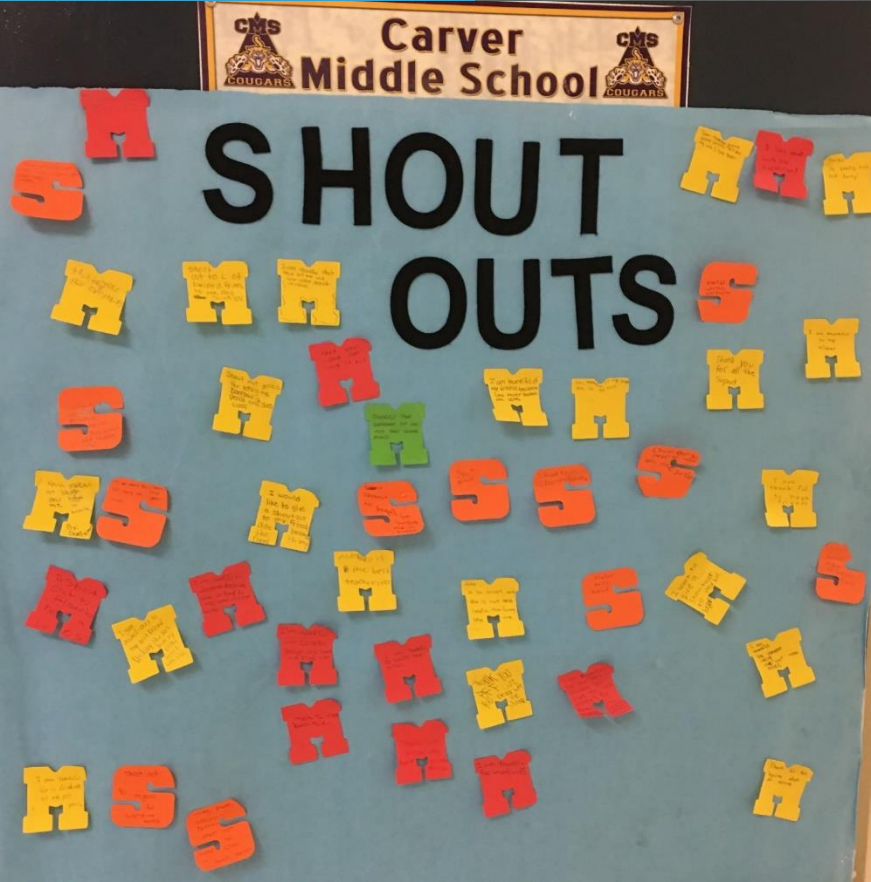
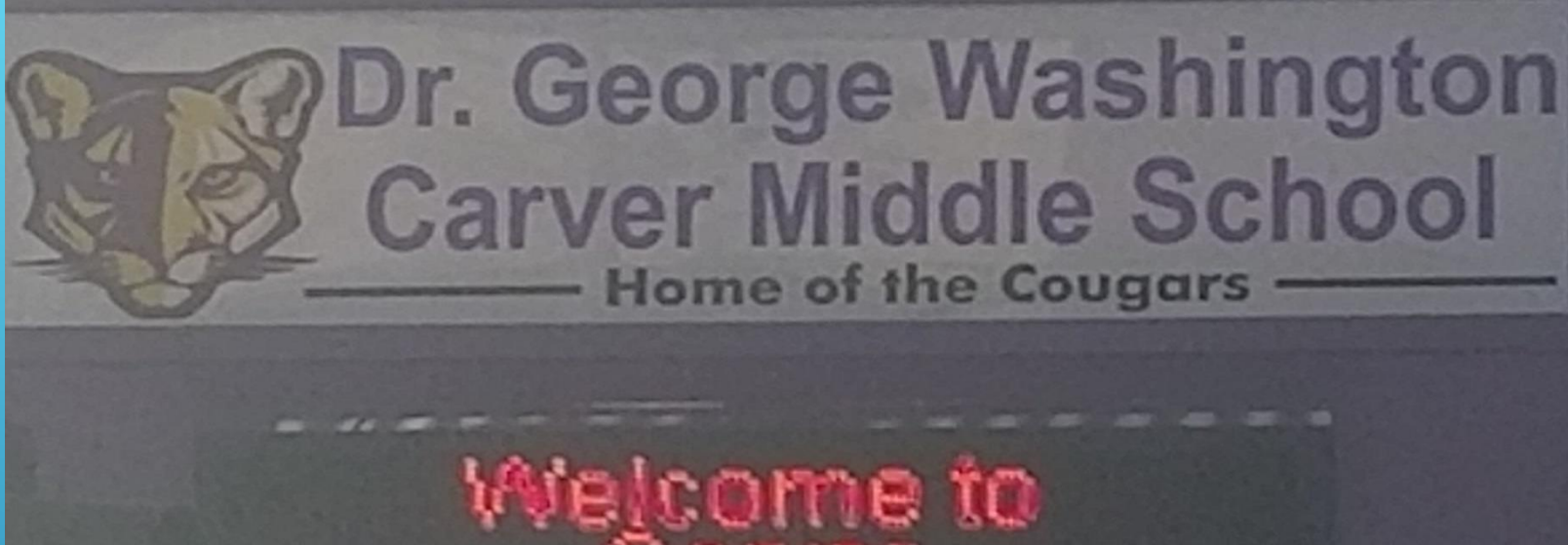


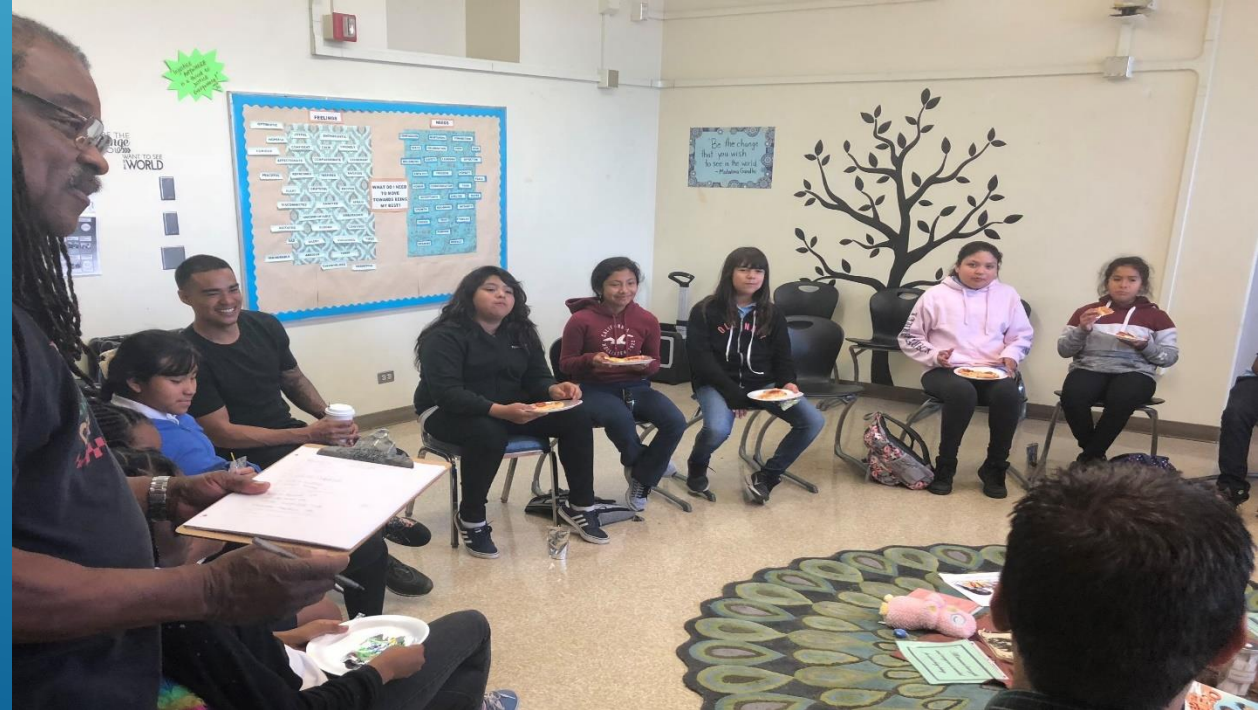
4A Community Agreements

- Always tell the truth
- Lend a helping hand
- Keep your words to yourself
- Keep your hands to yourself
- Listen to Coach
- Treat others how you want to be treated
- Think before you act
- Have fun
- Pick up after yourself











FEELINGS

NEEDS

WHAT DO I NEED TO MOVE TOWARDS BEING MY BEST?

OPTIMISTIC
HOPEFUL
CURIOUS
AFFECTIONATE
PEACEFUL
ALERT
DISCONNECTED
UNCOMFORTABLE

JOYFUL
CONFIDENT
REFRESHED
GRATEFUL
ANNOYED
EMBARRASSED

ENTHUSIASTIC
CALM
COMPASSIONATE
INSPIRED
EXCITED
AFRAID
EMBARASSED

FRIENDLY
EXUBERANT
ENGAGED
AFRAID
EMBARRASSED

COMPASSION
SPACE
BELONGING
EMPATHY
HUMOR
ACCEPTANCE
GROWTH
CHOICE

NURTURING
CELEBRATION
SAFETY
FREEDOM
COMMUNICATION
MOURNING
TRUST

CONNECTION
HOPE
AFFECTION
HONESTY
FOOD
SHELTER
INTEGRITY
STABILITY

LOVE
PEACE
WATER

Gil Garcetti Learning Academy Elementary School





1
SAD

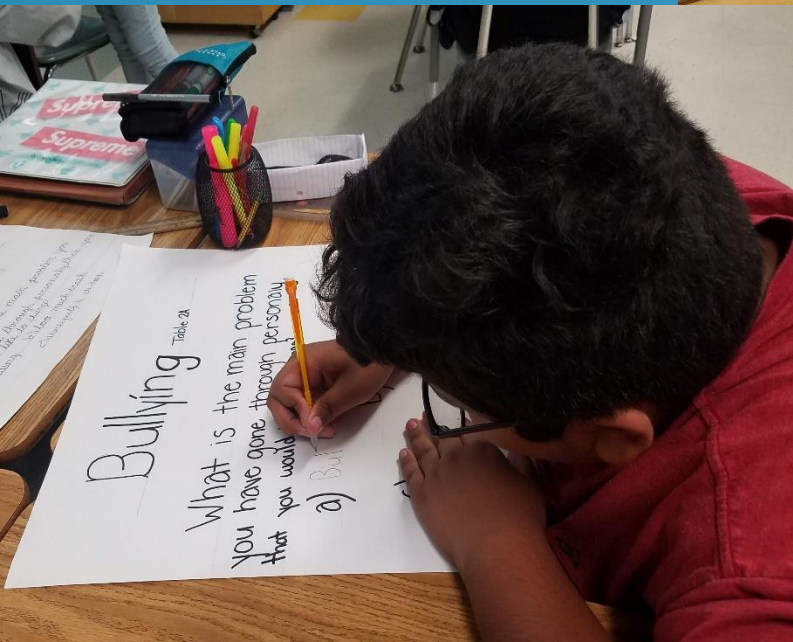
2
okay

3
Good

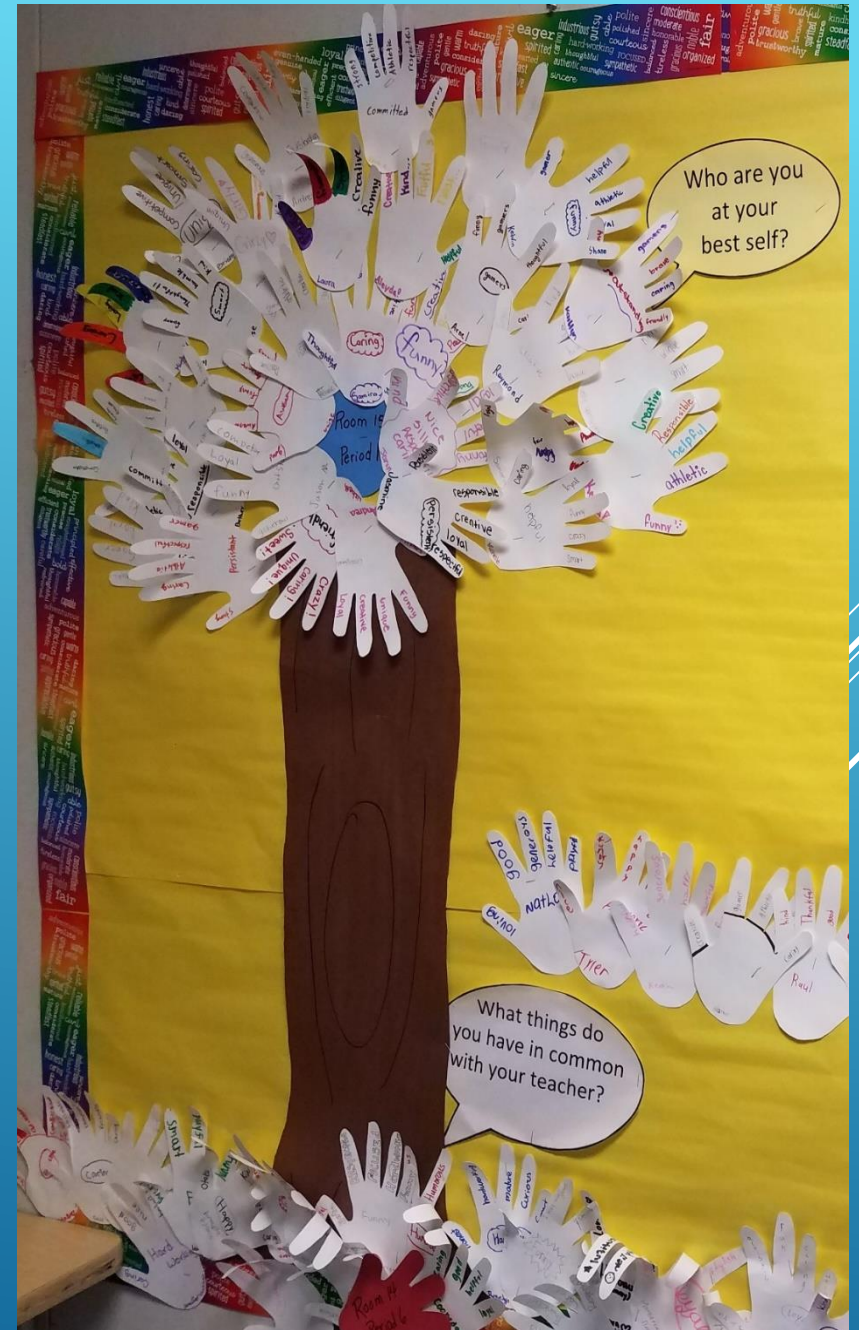
4
Happy

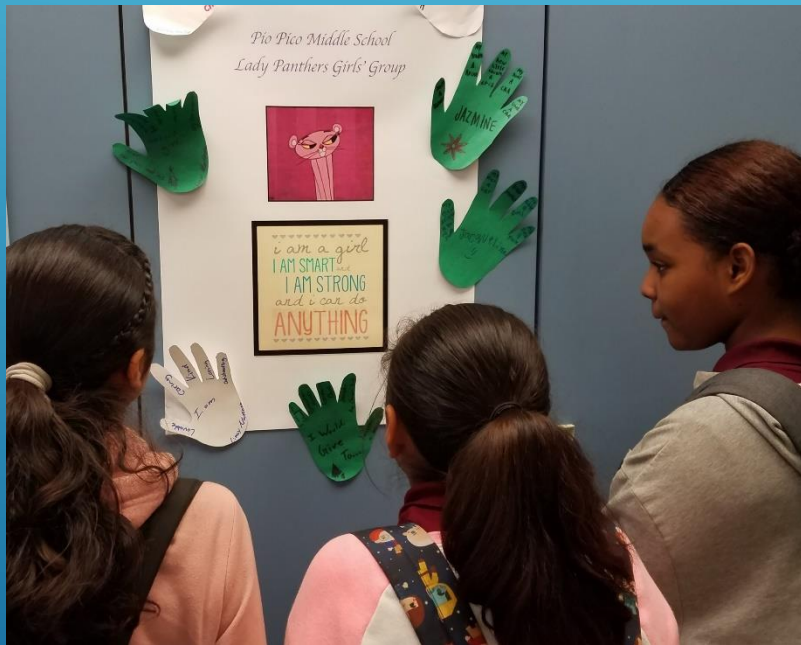
5
Very Happy

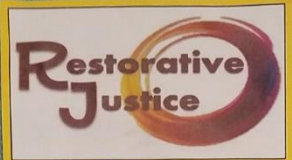
I feel like a number _____ because
I feel _____.



PIO PICO SCHOOL







Discipline Foundation Policy

School-Wide Positive Behavior and Support
and
Restorative Justice Practices

Restorative Justice practices emphasize building community and building a safe, inclusive, respectful climate and culture in our schools. It also recognizes the importance of strengthening student connections among teachers, other school staff, and peers through relationship and community building, and through restorative, rather than punitive approaches to discipline.

Restorative practices promote empathy, self-understanding and a strong sense of accountability, in which students learn from their misconduct, understand the negative impact of their actions on others, and have opportunities to repair the harm they have caused through misbehavior. When there is misconduct in a restorative school culture, educators find ways to keep students engaged rather than isolating or removing them from schools. The method enhances both student learning outcomes and community cohesion.

LEARNING PRINCIPLES FOR THE SCHOOL COMMUNITY

teacher
parents
students
together
positively

- RESPECT**
Respect others and be respected. Listen to others and be listened to. Do not interrupt. Do not talk over others. Do not use profanity or vulgar language.
- RESPONSIBILITY**
Take responsibility for your actions. Do not blame others for your actions. Do not make excuses for your actions. Do not deny your actions.
- APPRECIATION OF DIFFERENCES**
Appreciate and respect differences. Do not discriminate. Do not bully. Do not harass. Do not hate.
- HONESTY**
Be honest. Do not lie. Do not cheat. Do not plagiarize. Do not steal.
- SAFETY**
Keep yourself and others safe. Do not use weapons. Do not use drugs. Do not use alcohol. Do not use tobacco.
- LIFE-LONG LEARNING**
Learn from your mistakes. Do not give up. Do not stop trying. Do not stop learning.

CULTURE OF DISCIPLINE: STUDENT EXPECTATIONS

- Learn and follow school and classroom rules.
- Solve conflicts maturely, without physical or verbal violence.
- Keep a safe and clean campus that is free of graffiti, weapons, and drugs.
- Be good role models and help create a positive school environment.
- Report any bullying, harassment, or hate motivated incidents.
- Display good sportsmanship on both the athletic field and playground.
- Attend school on time, have school books and supplies, and be prepared to learn.
- Keep social activities safe and report any safety hazards.

PARENT GUARDIAN RESPONSIBILITIES

Parents/guardians are responsible for their child's behavior and learning. They should ensure their child is prepared for school, follows school rules, and respects others. They should also communicate with school staff about their child's progress and any concerns.

School Climate Bill of Rights


The Los Angeles Unified School District (LAUSD) is committed to providing a safe and supportive school climate for all students. This Bill of Rights outlines the district's commitment to creating a positive and inclusive learning environment for all students.

✓ **“Check in”**


A quick check in can be done with students at the beginning and end of the day. Students can identify how they feel at that present moment. This can prevent certain behaviors from happening or escalating.

A quick check in is an ounce of prevention!!


How Are You Feeling Today?




Happy




Sad




Angry




Worried




Shy




Excited



Surprised



Silly



Embarrassed





Connecting RJ, SWPBIS, and SEL in the Classroom

A School-Wide Implementation Plan

San Pedro High School

Background & Overview

ABOUT SAN PEDRO HIGH SCHOOL

- 2 Campuses with different cultures
- Students (2302 total)
 - 292 special education students
 - 808 GATE students
 - 90 EL students
 - 67% qualify for Title I
 - 80% minority enrollment
- Teachers (127 certified staff)
- SPHS has been a Rised School for four years

SAN PEDRO HIGH SCHOOL'S WASC GOALS

SPHS will ensure that all students are prepared for college, career, and citizenship by providing a high-quality education that meets the needs of all learners and promotes the well-being of the school community.

SPHS will ensure that all students are prepared for college, career, and citizenship by providing a high-quality education that meets the needs of all learners and promotes the well-being of the school community.

School-Wide Activities

RJ CIRCLES

STAFF PD

ASSEMBLIES

SCHOOL-WIDE EVENTS

TEACHER SELF-CARE WORKSHOPS

Student & Staff Survey Data

STUDENT DATA SAMPLE

WHAT STUDENTS ARE SAYING...

- We have understood more about people and what they think about us, and people are to have the strength that they provide us with each other and.
- There's a really positive it's really strong. These "healing circles" aren't traditional, they're something that we've got a lot of time.
- The circle was alright, I did learn about my classmates.
- I had fun with other students that had made you see that you're not the only one that has that way.
- Everyone and something inspiring.

TEACHER DATA SAMPLE

WHAT TEACHERS ARE SAYING...

- It had it important for really in the classroom, many students may not speak up if others other volunteer to -- the circle seems important.
- Circle can be effective, I don't think the way we do them or the fact that Circles are 100% way we do it at the right way to do it. It's for the time that Circles, yet all we do for RJ is Circle. Usually positive.
- Students who take feedback during Restorative Justice meetings of circles and followed the guidelines.
- They get students with social issues like a social setting and help from staff a weakness or something that they had come separately to them.
- I enjoyed that most of the students felt comfortable enough to speak from their hearts.

SEL Goals

- To integrate the work of School Wide Positive Behavior Intervention & Support (SWPBIS), Restorative Justice (RJ) and Social Emotional Learning (SEL).
- To increase the self-efficacy of students and staff.
- To promote a sense of belonging and school connectedness in students and staff.

Implementation Plan

HOW WE MADE IT WORK

- Assessed our school's SEL practices based on SEL rubric and School Experience Survey and established SMART goals.
- SEL team collaborated with SWPBIS and RJ by attending meetings and planning.
- Worked with School Based Management for approval of special schedules for four school wide circles.
- Planned staff Professional Development related to SEL, including: launch of SEL plan, workshops, training for RJ circles, MYPLN modules, teacher self-care day workshops.
- Planned the logistics and provided materials for school-wide circles.
- Designed and coordinated teacher and student surveys for SEL data.
- Analyzed survey results for quantitative and qualitative SEL data.
- Collaborated with United Leadership and Administration to plan school-wide events.
- Utilized SEL foundations to address student/staff needs in response to national events.

Next Steps

- Increase in our School-Wide Circles in 2018-2019 School Year (SY)
- RJ, SEL, SWPBIS, and CLRIP will drive the Instructional Focus for 2018-2019 SY
- Introduce Nudge Institute curriculum to staff

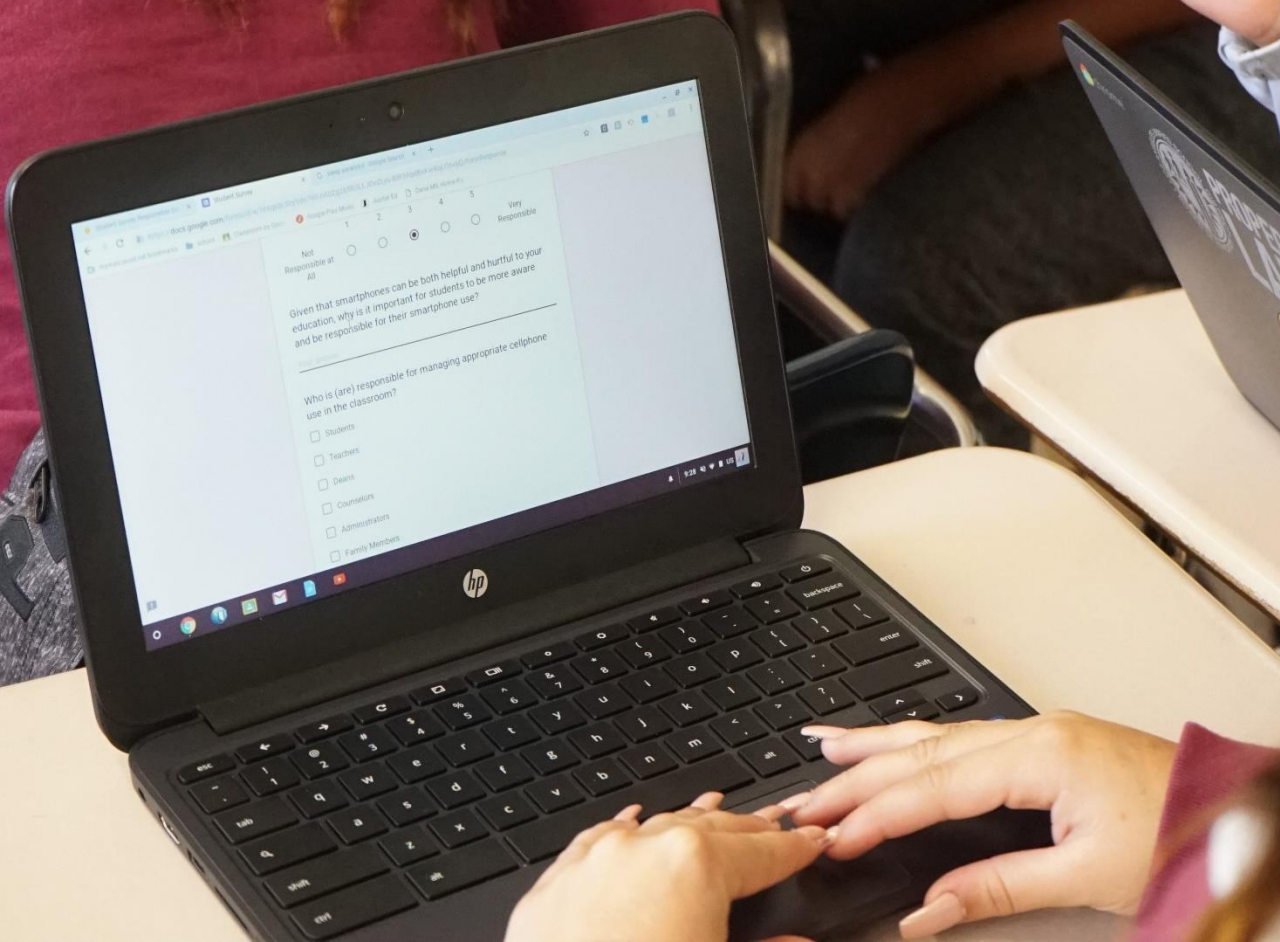
Instructional Focus 2018-2019
Drafted by ACC

Approved by: [Signatures]

Acknowledgements

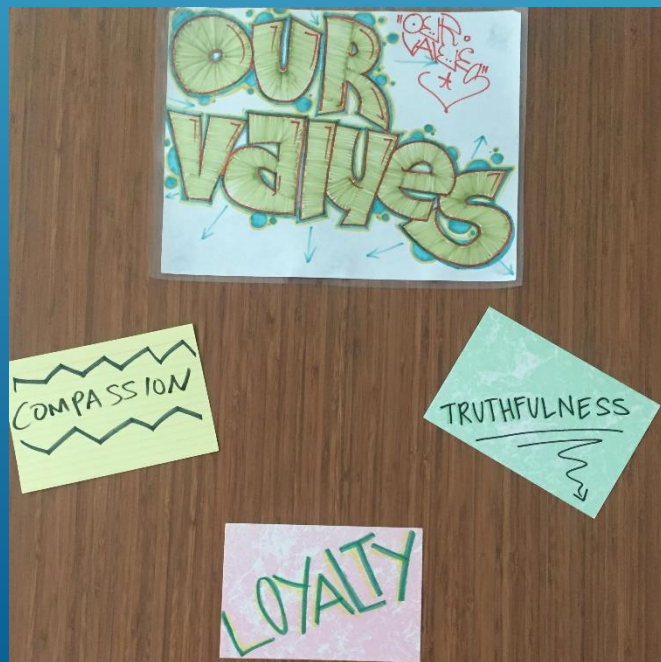
- SPHS SEL Team - Dr. Diego del Encanto, Mr. Jackson, Mr. Hargrove, Mr. Santolucito
- LAUSD SEL Partner - Susie-Vicki Purcell
- LAUSD SEL Practitioner - Julie Nieves
- SPHS - Principal, Jennifer Trevino & Administration, SBM ACC
- SPHS Support and Staff





Augustus Hawkins (RISE) Senior High School







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, December 13, 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!

