

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
February 20, 2020
3:30 p.m. – 5:00 p.m.

AGENDA

- | | | |
|-------|---|---|
| I. | Welcome | Laura Zeff, <i>Administrative Coordinator, SHHS</i> |
| II. | Check-in & Attendance | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| III. | Approval of Minutes | Paul Gonzales, <i>Specialist, SHHS</i> |
| IV. | Historical Suspension Data | Laura Zeff, <i>Administrative Coordinator, SHHS</i> |
| V. | Rubric of Implementation (ROI) <ul style="list-style-type: none">• <i>Overview of the ROI</i>• <i>Current Use</i>• <i>Historical ROI Data</i> | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| VI. | Using the Rubric of Implementation <ul style="list-style-type: none">• <i>Score the Work</i>• <i>Guiding Questions</i> | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| VII. | Public Comments
Five Speakers (two minutes each) | |
| VIII. | Adjournment | Laura Zeff, <i>Administrative Coordinator, SHHS</i> |

Next Meeting
Thursday, March 19, 2020
3:30 p.m. - 5:00 p.m.

Los Angeles Unified School District
Division of Student Health and Human Services
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
January 23, 2020
Minutes

OPENING

Laura Zeff called the meeting to order at 3:35 PM.

ROLL CALL

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

Laura Zeff began the meeting by welcoming everyone. She informed the audience that all meeting material can be found in their packets. Paul Gonzales led the group in a check-in. A circle was formed. He read a quote and asked them to reflect on it. Each person stated their name, position/organization and shared their reflection of the quote. Paul thanked everyone for sharing.

Laura shared the Positive Behavior Interventions and Supports (PBIS) Restorative Practices (RP) logo and explained how it was combined. The members were impressed and liked the new logo.



OFFICE REFERRAL DATA COMPARISONS AND DISCUSSIONS
LAURA ZEFF-ADMINISTRATIVE COORDINATOR-SHHS

Laura began by stating the information requested last month would be shared. Laura shared the top eight (8) MiSiS referral reasons from July 1, 2018-November 21, 2018 & July 1, 2019-November 21, 2019. The data was compared from one year to another district-wide and by local district. To make the data in a more reader friendly manner, the data was arranged side by side referral reason.

During the presentation she reminded the members that they would have the opportunity to dive deeper in the data when they work in small groups. Four guiding questions were provided to assist with the conversations. The members were provided 15 minutes. Once the fifteen minutes were up, each group shared out.

SUCCESSFUL IMPLEMENTATION OF SWPBIS AND RESTORATIVE PRACTICES
LAURA ZEFF, ADMINISTRATIVE COORDINATOR-SHHS

Laura continued with “The Key to Success” presentation. The members were asked to think about how they recognize/measure their own success or someone else’s. They were provided a few minutes to share with their neighbor. She briefly discussed the book *How Full is Your Bucket?* The premise of the book is the importance of filling people’s bucket with positivity. Facts from the book were shared.

- 65% of Americans receive no recognition in the workplace
- The #1 reason people leave their jobs is because they don’t feel appreciated
- 9 out of 10 people are more productive when they’re around positive people.
- Regular recognition and praise increases engagement among colleagues, increases individual productivity, better safety records and fewer accidents at work.
- Positive emotions could lengthen life span by ten years

She continued by asking the members, what’s the definition of success? How is success measured? Members commented on the definition of success. She then asked, what do they think SWPBIS/RP success looks like? How is it measured? and How can we celebrate SWPBIS success? The members were provided some time to brainstorm. She concluded with a quote “Remember there’s no such thing as a small act of kindness. Every

act creates a ripple with no logical end.” Scott Adams. She thanked everyone for coming and hope to see them next month.

A motion to accept the May 23, 2019, September 26, 2019, October 24, 2019, December 12, 2019 and January 23, 2020 meeting minutes will be made at the February 20, 2020 SWPBIS Task Force meeting since quorum was not established.

ADJOURNMENT

A motion to adjourn the meeting was made by Paul Robak. The motion was seconded by Danny Dixon. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 4:55 pm.

Submitted by Anna Perez, Senior Office Technician

Los Angeles Unified School District
Division of Student Health and Human Services
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
December 12, 2019
Minutes

OPENING

Laura Zeff called the meeting to order at 3:33 PM.

ROLL CALL

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

Ms. Zeff began the meeting by welcoming everyone.

UPDATE - MS. LAURA ZEFF, ADMINISTRATIVE COORDINATOR - SHHS

Ms. Zeff began by informing everyone that all the meeting material can be found in their packets. Mr. Gonzales asked everyone to form a circle and shared the significance of the you rock keychain and ruler. The significance of the talking pieces is to let everyone know they rock and rule. He asked each person to state their name, position/organization and to provide a strategy they use to reduce stress. After everyone shared, Laura gave everyone their own keychain and ruler. Laura Zeff then began her presentation.

OFFICE REFERRAL AND REFERRAL REASONS AND ACTIONS TAKEN DATA - LOCAL DISTRICT - MS. LAURA ZEFF- ADMINISTRATIVE COORDINATOR-SHHS

Ms. Zeff began her presentation with the office referral data from July 1, 2019 - November 21, 2019. The presentation reviewed the top 8 MiSiS Referral Reasons and actions taken. Laura explained the data and pointed out what they should consider when looking at the data. The data was disaggregated by local districts. She concluded by providing those in attendance time to ask questions which she answered. She then turned it over to Paul.

GUIDING QUESTIONS AND DISCUSSION - PAUL GONZALES, SPECIALIST

Paul asked everyone to form groups. In the groups, they were tasked in discussing the four guiding questions provided to them. They were also encouraged to form other questions, ideas and/or recommendations about the data Ms. Zeff had presented. The groups were provided ample time to discuss. Ms. Zeff brought the members back together and each group shared their responses. Ms. Zeff thanked everyone for coming.

A motion to accept the May 23, 2019, September 26, 2019, October 24, 2019 and December 12, 2019 meeting minutes will be made at the January 23, 2020 SWPBIS Task Force meeting since quorum was not established.

ADJOURNMENT

A motion to adjourn the meeting was made by Paul Robak. The motion was seconded by Roger Avila. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:00 pm.

Submitted by Anna Perez, Senior Office Technician

Los Angeles Unified School District
Division of Student Health and Human Services
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
October 24, 2019
Minutes

OPENING

Laura Zeff called the meeting to order at 3:30 PM.

ROLL CALL

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

Laura Zeff began the meeting by welcoming everyone.

UPDATE - MS. LAURA ZEFF, ADMINISTRATIVE COORDINATOR - SHHS

Ms. Zeff began by informing everyone that all meeting material can be found in their packets. She continued by notifying the members that their “why” statements from the previous meeting were included in the PowerPoint. Laura asked Paul Gonzales to lead the check-in activity. He asked everyone to form a circle and shared the significance of the talking piece. He asked each person to state their name, position/organization and to provide one way they demonstrated being safe, respectful and/or responsible in the past week.

Laura Zeff introduced Ms. Susan Ward-Roncalli, Social Emotional Learner Adviser and explained she would be discussing the School Experience Survey and how the data can be used to make informed decisions.

SCHOOL EXPERIENCE SURVEY (SES), ACCESSING THE DATA
MS. SUSAN WARD-RONCALLI, SOCIAL EMOTIONAL LEARNER ADVISER

Ms. Ward-Roncalli began her presentation by demonstrating how to locate the SES website and sign in. She informed everyone that the previous year’s data is available and in different languages. She also stated that all the data is open to the public. Throughout the meeting, she stopped to answer any questions the members had. Ms. Ward-Roncalli then explained how the data can be disaggregated by school, ages, subgroups grades, specific questions, etc. Members were provided the opportunity to explore the website and dig deeper into Local Districts and/or specific schools they. During this time, Ms. Ward -Roncalli walked around to answered individual questions and assisted in navigating through the website. She concluded by thanking everyone for participating.

CONNECTING THE SES DATA WITH SUSPENSION DATA
MS LAURA ZEFF - ADMINSTRATIVE COORDINATOR, SHHS

Ms. Zeff informed the members how the SES and suspension data from the previous meeting are connected. Guiding questions were provided to the members and time was provided for them to discuss the questions with their table partners. After some time, Mr. Gonzales asked the members to share out. He thanked everyone for participating and collected their responses.

Laura concluded the meeting by asking everyone to share today’s meeting information with at least three people. She thanked everyone for coming and hoped to see everyone at the next month.

A motion to accept the May 23, 2019, September 26, 2019 and October 24, 2019 meeting minutes will be made at the December 12, 2019 SWPBIS Task Force meeting since quorum was not established.

ADJOURNMENT

A motion to adjourn the meeting was made by Tracie Byrant. The motion was seconded by Susan Ward-Roncalli. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 4:55 pm.

Los Angeles Unified School District
Division of Student Health and Human Services
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
September 26, 2019
Minutes

OPENING

Laura Zeff called the meeting to order at 3:30 PM.

ROLL CALL

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

Laura Zeff began the meeting by welcoming everyone. She stated the format of the Task Force meetings would be a little different than previous years. She continued by informing the members that during the monthly meetings time would be allocated to work on items that benefit all students.

Laura Zeff introduced Ms. Alicia Garoupa, Administrator, Student Health and Human Services (SHHS). Ms. Garoupa welcomed and thanked the members. She shared her excitement about the work of the Task Force and how she is 100% behind the work of Task Force has done and will continue to do.

UPDATE - MS. LAURA ZEFF, ADMINISTRATIVE COORDINATOR - SHHS

Ms. Zeff began by informing everyone that all the meeting material can be found in their packets. She explained that she wants the meetings to be conducted with participation from all members and in an environment where everyone feels comfortable to share and be part of the group.

Ms. Zeff asked the question, why are we here? She continued with sharing the goals of the Task Force and asked the members what their goals for the Task Force. Some of the members provided responses and Paul Gonzales recorded them on chart paper.

Paul Gonzales lead the check-in activity. He asked everyone to form a circle and shared the significance of the talking piece. He asked each person to state their name, position/organization and to give one unique or specialty quality. The check-in activity provided the forum for the members to get to know each other in a safe and comfortable setting.

Laura Zeff once again asked the members about their why? A video by Michael Jr titled, What is Your Why? was shown. At the conclusion of the video, Paul Gonzales provided the members some time to process the video. A discussion about their why was led by Mr. Gonzales. The members were asked to complete a self-reflection activity where they shared their why. After a few minutes, volunteers shared their whys. Mr. Gonzales collected the sheets and mentioned they would be used at the next meetings.

2018-2019 SCHOOL YEAR DISCIPLINE DATA-MS. LAURA ZEFF

Ms. Zeff presented the 2018-19 discipline data which included Out-of-School Suspension Rates from 2007-08 to 2018-2019. The data demonstrated a significant decline over the years. She continued by presenting the Out-of-School Suspensions events, days and by category, Out-of-School Suspensions by ethnicity, grade level, gender, Students with Disabilities (SWD) and by Local District (LD). She asked the members what additional data they would want to explore at future meetings. A few members shared their thoughts. The members were provided guiding questions to reflect on the data and were asked to work in groups to further

discuss. After a few minutes, each group was asked to share their responses. She informed the members that the responses would be addressed at meetings throughout the year.

Ms. Zeff concluded the meeting by thanking everyone for coming and would hope to see everyone again next month. A few of the members shared their gratitude for the format of the meeting and the opportunity to collaborate.

A motion to accept the May 23, 2019 meeting minutes will be made at the next October SWPBIS Task Force meeting since quorum was not established.

ADJOURNMENT

A motion to adjourn the meeting was made by Roger Avila. The motion was seconded by William Etue. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:02 pm.

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
May 23, 2019
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 April 23, 2019 meeting minutes. A motion to accept the meeting minutes will be made at the first 2019-20 SWPBIS Task Force Meeting since quorum was not established.

Ms. Brandy began the meeting by welcoming everyone. Before beginning the meeting, she asked Daryl Narimatsu, Administrator of the Division of School Operations to come up to receive a special recognition. Ms. Brandy provided the audience with a brief background of Daryl's work in LA Unified and announced that after 36 years of service, he would be retiring at the end of the school year. She presented Daryl with a plaque from the Restorative Justice (RJ) Team. Daryl was provided a few minutes to address the audience. Ms. Brandy also mentioned that Kimberly Valdez, Intervention Coordinator, Human Relations, Diversity & Equity will also be retiring at the end of the year. Kimberly is a SWPBIS Task Force member and former RJ Specialist.

DIRECTOR'S UPDATE - MS. BRANDY, DIRECTOR - RESTORATIVE JUSTICE

Ms. Brandy began her presentation by stating that all documents presented at the Task Force meetings can be found on the RJ website. She invited Flora Chen, Specialist from Student Discipline and Expulsion Support Unit to address questions regarding MiSiS Law Enforcement Notification Options. Ms. Chen gave an overview on how notifications are entered and the type of notifications entered in MiSiS. Members and attendees made comments and asked questions to which Flora Chen addressed and answered.

Ms. Brandy stated that any questions members had that were not specifically answered could be addressed at a future SWPBIS Task Force meeting. Ms. Brandy ended by mentioning the items included in the meeting packet.

Ms. Brandy introduced Dr. Debra Bryant, Administrator of Operations - LD Northwest (NW).

LOCAL DISTRICT NORTHWEST AT A GLANCE AND PANEL DISCUSSION
DR. DEBRA BYRANT, ADMINSTRATOR OF OPERATIONS

Dr. Debra Bryant, welcomed the members and attendees. Dr. Bryant began with stating she works under the direction of Joseph Narcorda, LD NW Superintendent. She introduced Jack Klein, LD NW RJ Adviser and continued by introducing the LD NW School Operations team. Dr. Bryant's presentation began by sharing that LD NW would be reducing the number of RJ Teacher Advisers next year from eleven to four due to budget cuts. She mentioned that one of the positions would be filled by Jack Klein.

Dr. Bryant presented LD NW's 2018-19 student demographics data which includes 126 schools serving over 81,000 students. The data also compared 2017-18 to 2018-19 school suspensions by gender, ethnicity and infraction type. Three-year Rubric of Implementation (ROI) comparison data was included and the numbers

of schools in green has increased. She continued by sharing how LD NW addresses the issues of suspension and days lost to suspension. The presentation concluded with the successes occurring in LD NW. RJ Adviser Jack Klein spoke about the various trainings provided to teachers and how he and his team provide follow-ups and support with them and schools trained. The members commented and asked questions which Dr. Bryant addressed. Ms. Brandy presented Dr. Bryant with a plaque and a RJ journal.

Ms. Brandy introduced Leonor Buza, Operations Coordinator, LD West and Davette Henderson-Brown, RJ Adviser, LD West.

LOCAL DISTRICT WEST AT A GLANCE AND PANEL DISCUSSION **LEONOR BUZA OPERATIONS, COORDINATOR AND DAVETTE HENDERSON-BROWN, RJ ADVISER**

Ms. Buza began with stating she was presenting on behalf of Mr. Ra'Daniel McCoy, Administrator of Operations, LD West who was on vacation. She introduced Davette Henderson-Brown, RJ Adviser. She began by sharing that LD West has approximately 145 schools and serves over 75,000 students. Ms. Buza, also mentioned due to budget cuts LD west would only have four RJ Teacher Advisers returning including Ms. Henderson-Brown.

Ms. Buza began her data presentation by sharing comparison data from 2017-18 and 2018-19. The data compared out of school suspensions by gender, ethnicity and infraction type. She stated LD West has made progress in the expulsion data by infraction type from 17 in 2017-2018 to two as of February 28, 2019. The data presentation also included ROI data over the past three years. Ms. Buza gave examples of how LD West addresses the issues of suspensions, days lost to suspension and expulsions. Ms. Henderson-Brown also mentioned that LD West offers many community building trainings and professional developments for schools and staff. Ms. Buza continued by discussing LD West's successes which includes; a collaborative approach, open minds to RJ practices, alternatives to suspension and professional development for Principals and Assistant Principals. She concluded with the next steps in LD West. This includes keeping the lines of communication open, encouraging alternatives to suspension, and increasing a positive schools culture at all schools. Members made comment and asked questions. Ms. Buza and Ms. Henderson-Brown addressed them. Ms. Brandy presented plaque to be given to Mr. McCoy for his dedication to the SWPBIS Task Force.

RECONGNITION OF TASK FORCE MEMBERS AND RJ VIDEO THROUGH THE YEARS

Ms. Brandy presented all the members certificates of appreciation for being active members of the SWPBIS Task Force.

A Restorative Justice through the years video was shared with all in attendance. She also mentioned that the RJ website contains a lot of the information she has previously mentioned and discussed. Ms. Brandy thanked everyone for their support throughout the years. She also gave special thanks to RJ Specialist Paul Gonzales and mentioned Jhamed Babatunde-Bey for their service and commitment to RJ.

ADJOURNMENT

A motion to adjourn the meeting was made by Ruth Cusick. The motion was seconded by Danny Dixon. All members were in favor. No members opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:03 pm.

Submitted by Anna Perez, Senior Office Technician



Welcome!

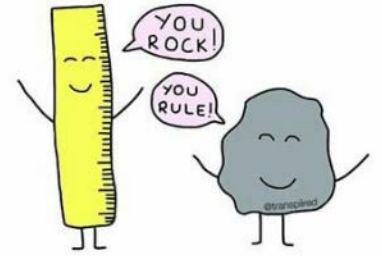
We support students, families and staff to cultivate a safe, healthy, welcoming and affirming learning and working environment where all students thrive and graduate as empowered members of society.



**POSITIVE BEHAVIOR INTERVENTIONS &
SUPPORTS/RESTORATIVE PRACTICES**

WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE





Each one of us can make a difference.
Together we make change.

~ Barbara Mikulski

Together ...



... We Can





Check-in



What's your name?

Name



Division/Organization



On a scale of 1 (not so good) – 5 (EXCELLENT), how are you feeling and why?

What is your purpose? What is your sphere of influence?





Roll Call





Approval of Minutes

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
May 23, 2019
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 April 23, 2019 meeting minutes. A motion to accept the meeting minutes will be made at the first 2019-20 SWPBIS Task Force Meeting since quorum was not established.

Ms. Brandy began the meeting by welcoming everyone. Before beginning the meeting, she asked Daryl Narimatsu, Administrator of the Division of School Operations to come up to receive a special recognition. Ms. Brandy provided the audience with a brief background of Daryl's work in LA Unified and announced that after 36 years of service, he would be retiring at the end of the school year. She presented Daryl with a plaque from the Restorative Justice (RJ) Team. Daryl was provided a few minutes to address the audience. Ms. Brandy also mentioned that Kimberly Valdez, Intervention Coordinator, Human Relations, Diversity & Equity will also be retiring at the end of the year. Kimberly is a SWPBIS Task Force member and former RJ Specialist.

DIRECTOR'S UPDATE - MS. BRANDY, DIRECTOR - RESTROVATIVE JUSTICE

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LOCAL DISTRICT NORTHWEST AT A GLANCE AND PANEL DISCUSSION DR. DEBRA BYRANT, ADMINSTRATOR OF OPERATIONS

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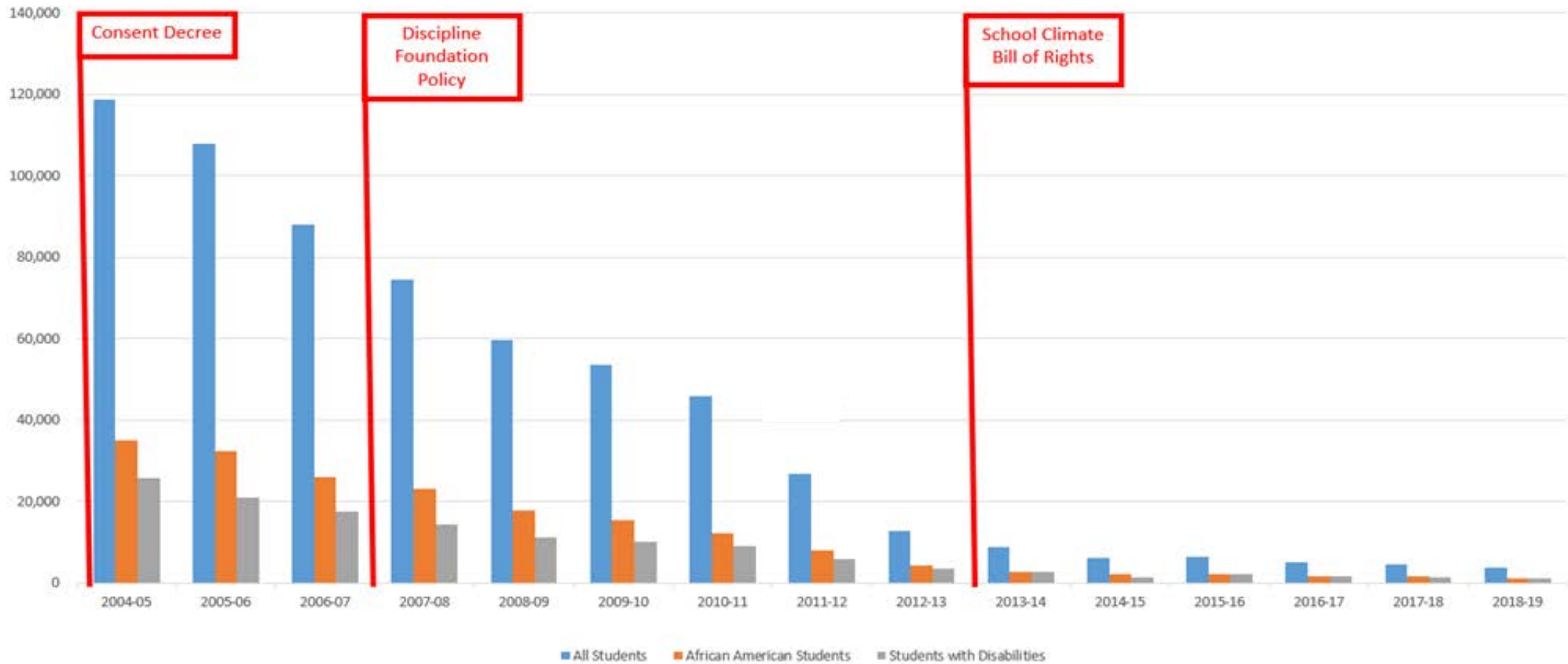
Dr. Bryant presented LD NW's 2018-19 student demographics data which includes 126 schools serving over 81,000 students. The data also compared 2017-18 to 2018-19 school suspensions by gender, ethnicity and

Please take five minutes
to review the Task Force
meeting minutes.





Instructional Days Lost to Suspension





Instructional Days Lost to Suspension

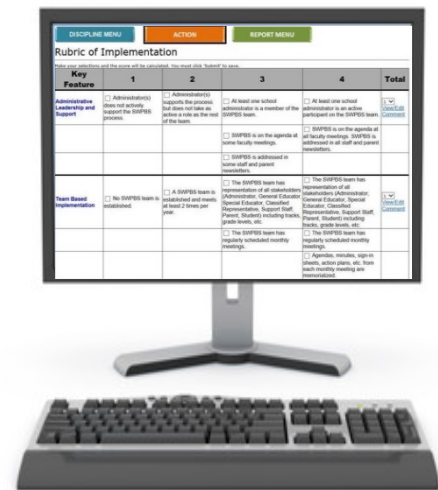
School Year	All Students	African American Students	Students with Disabilities
2004-05	118,634	35,181	25,830
2005-06	107,867	32,387	21,044
2006-07	88,060	26,102	17,622
2007-08	74,631	23,051	14,480
2008-09	59,707	17,860	11,108
2009-10	53,556	15,525	10,117
2010-11	46,006	12,368	9,164
2011-12	26,809	7,939	5,968
2012-13	12,743	4,228	3,435
2013-14	8,867	2,855	2,746
2014-15	6,227	2,301	1,538
2015-16	6,576	2,299	2,148
2016-17	5,165	1,700	1,679
2017-18	4,636	1,706	1,457
2018-19	3,914	1,149	1,154





Rubric of Implementation

- 2009 - District created tool in response to school needs
- Based on Eight Key Features
 1. Administrative Leadership and Support
 2. Team Based Implementation
 3. Behavioral Expectations Defined
 4. Behavioral Expectations Taught
 5. Acknowledge and Reinforce Appropriate Behavior
 6. Monitor and Correct Behavioral Errors
 7. Data Based Decision Making
 8. Family and Community Collaboration





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.	





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)



Key Feature	1	2	3	4	Score
4. Behavior Expectations Taught	<input type="checkbox"/> No documented plan for teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations, to all students (e.g., Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, Community Building Circles, Breakfast in the Classroom Check-ins, etc.), including introduction letter to parents and staff.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (e.g., Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, Community Building Circles, and/or Breakfast In the Classroom Check-ins, etc.) including introduction letter to parents and staff. <input type="checkbox"/> There is a documented system for ongoing review of expectations on weekly to monthly basis. <input type="checkbox"/> The school has developed strategies to involve families/community with the teaching of the expectations.	
5. Acknowledge and Reinforce Appropriate Behavior	<input type="checkbox"/> There is not a consistent acknowledgment / reinforcement system in place.	<input type="checkbox"/> The documented acknowledgment/ reinforcement system (e.g., ticket, token, etc.) guidelines and procedures are implemented throughout the school by 50% of the staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by 75% of staff.	<input type="checkbox"/> The documented acknowledgment/ reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by 90% of staff. <input type="checkbox"/> A ratio of 4 positive for every one negative is in place; 4(+):1(-) ratio means acknowledging / reinforcing students' positive behavior at least 4 times more often than acknowledging students' misconduct.); When asked, staff can explain and describe examples of the implementation of 4:1	
6. Monitor and Correct Behavioral Errors	<input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least 50% of school staff. <input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.)	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 75% of school staff and documented. <input type="checkbox"/> At least 75% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.). <input type="checkbox"/> Use of alternatives to formal discipline (i.e., suspension), documented in MiSiS; reference Attachment D of the Discipline Foundation Policy: Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension.	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 90% of school staff and documented. <input type="checkbox"/> At least 90% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.). <input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders. <input type="checkbox"/> Use of alternatives to formal discipline (i.e., suspension), documented in MiSiS; reference Attachment D of the Discipline Foundation Policy: Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension.	

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





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)



Key Feature	1	2	3	4	Score
7. Data Based Decision Making	<input type="checkbox"/> MiSiS discipline data is not reviewed to make decisions.	<input type="checkbox"/> MiSiS discipline data is reviewed but not used to make decisions.	<input type="checkbox"/> MiSiS is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses MiSiS and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year with an emphasis on targeted supports. <input type="checkbox"/> MiSiS data is shared with school staff at least 2 times per school year.	<input type="checkbox"/> MiSiS is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses MiSiS data and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year. <input type="checkbox"/> The SWPBIS/Discipline Review team reviews MiSiS discipline data at their monthly team meetings with an emphasis on targeted supports. <input type="checkbox"/> MiSiS data is shared with school staff at least 3 or more times per school year.	
8. Family and Community Collaboration	<input type="checkbox"/> There is no family/community involvement in the school site SWPBIS system.	<input type="checkbox"/> A family/community member is inconsistently part of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year.	<input type="checkbox"/> A family/community member is an active member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts and data are communicated through newsletters, brochures, open house, parent meetings, etc. at least 5 times per school year.	<input type="checkbox"/> A family/community member is a consistent member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts and data are communicated through newsletters, brochures, open house, parent meetings, website, etc. at least 8 times per school year.	
<p><i>Rubric of Implementation progress approved by:</i></p>					TOTAL SCORE

Principal (Signature)

Date

SWPBIS/Discipline Review Team Member (Signature)

Date

School Operations (Signature)

Date





SCORING SYSTEM

Schools score a 1, 2, 3, or 4 in each key features:

- A score of 3 or 4 indicates implementation of the key feature.
- A score of 1 or 2 indicates support is needed in the key feature.



Implementing Tier 1, School-wide PBIS – a minimum score of “28”, receive a minimum score of “3” in any key feature and no ones (1) or twos (2) in any of the eight (8) key features.



Partially implementing Tier 1, School-wide PBIS – a score of 27 or less, and/or score a 2 in any of the eight (8) key feature/s.



School needs targeted assistance in Implementing Tier 1, School-wide PBIS in one or more of the eight (8) key features – a score of “1” in any of the eight key features, regardless of their total score, results in targeted assistance.





Rubric of Implementation (ROI) Submittal Process

- Conducted twice a school year (fall and spring)
- The school site Discipline Review Team (DRT) compiles documentation and scores themselves.
 - The principal or designee uploads a copy of the self-assessed ROI and supporting documentation in the DFP-ROI online system.
- The School Operations Coordinator (SOC) reviews the self-assessed ROI score and supporting documentation.
- The SOC independently scores the ROI based on documentation submitted by the school.
 - If the SOC and the principal agree on the score, the SOC submits the scores in the online system.
- At the discretion of the Administrator of Operations (AOO), schools with a total score of 28-32 (green) on the fall ROI will not be required to provide additional documentation for the spring ROI.
- The school is responsible for uploading additional spring documentation to demonstrate improvement in any key feature with a total score less than 3.

Schools can not submit ROI scores in the DFP-ROI system. ROI scores are submitted by the SOC.





Fall 2019 ROI STATUS

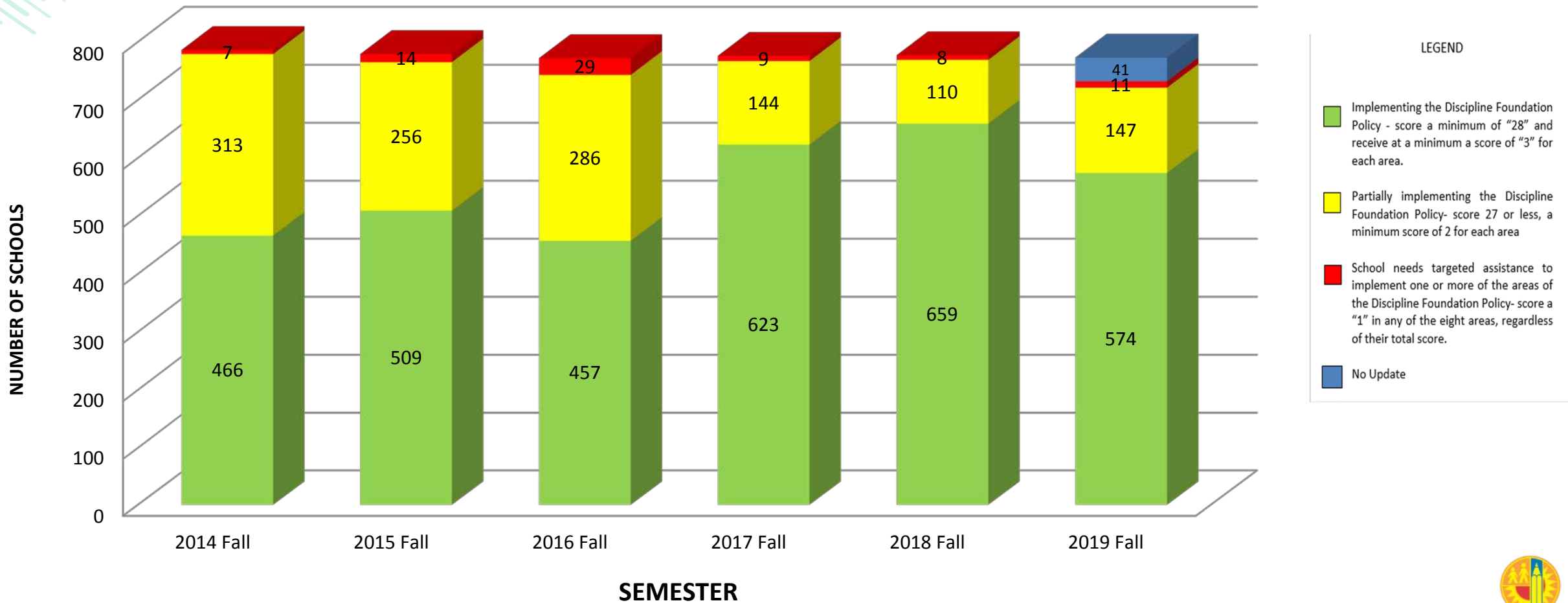
LOCAL DISTRICT	GREEN	YELLOW	RED	NO UPDATE	GRAND TOTAL
CENTRAL	110	27	1	2	140
EAST	93	17	2	21	133
NORTHEAST	88	14	0	5	107
NORTHWEST	105	10	0	2	117
OPTION*	2	0	0	1	3
SOUTH	79	33	8	10	130
WEST	97	46	0	0	143
TOTAL	574	147	11	41	773
TOTAL IN %	74%	19%	1%	5%	100%





Fall Rubric of Implementation Scores 2014 - 2019

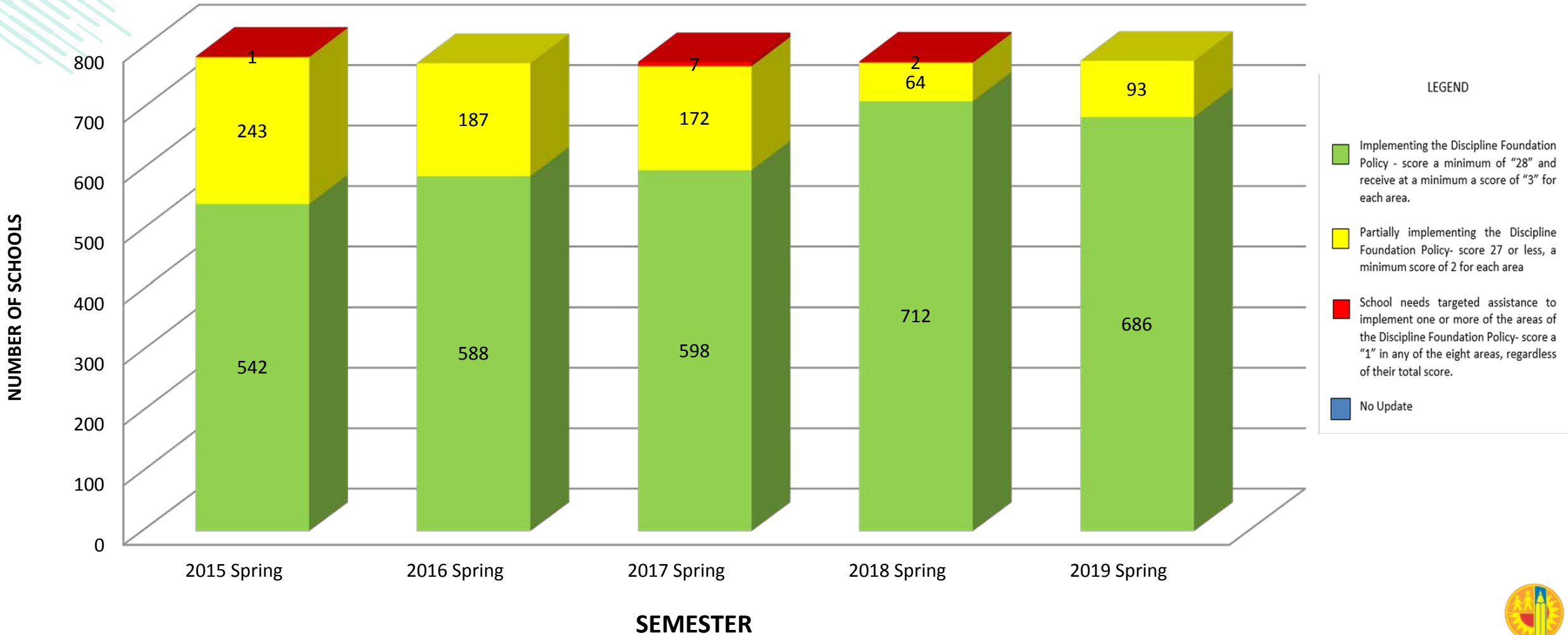
REPORT REVIEW AND COMPARISON





Spring Rubric of Implementation Scores 2015 - 2019

REPORT REVIEW AND COMPARISON





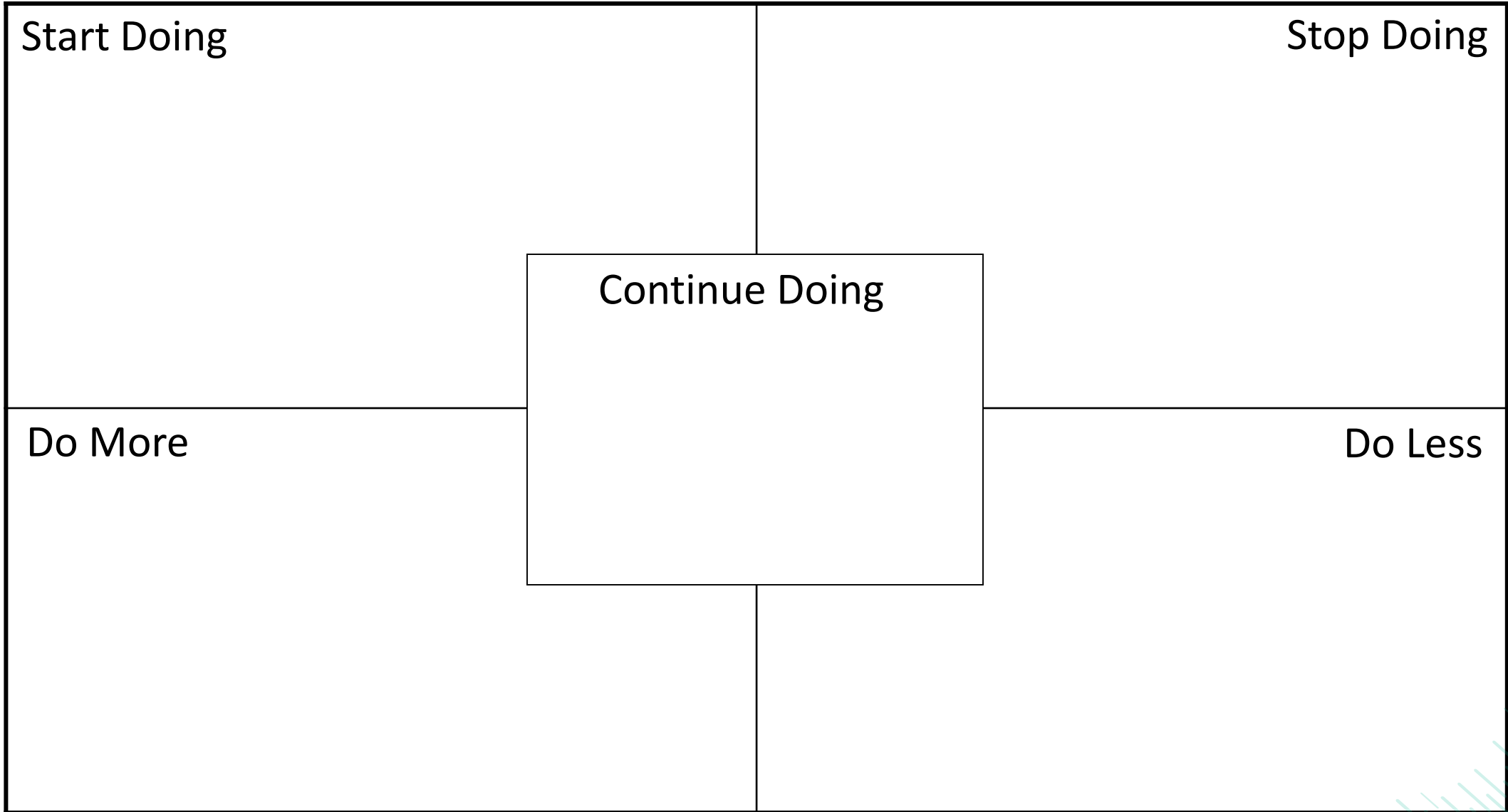
Using the Rubric of Implementation

- Sample Elementary School
 - Approximately 450 students
- Sample Middle School
 - Approximately 1,800 students
- Sample High School
 - Approximately 2,000 students





Rubric of Implementation



Needs:





Public Comments





Thank You!



**Next meeting:
Thursday, March 19, 2020
3:30 p.m. – 5:00 p.m.**





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.	



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Rubric of Implementation progress approved by:

TOTAL SCORE

Principal (Signature)

Date

SWPBIS/Discipline Review Team Member (Signature)

Date

School Operations (Signature)

Date