

# Los Angeles Unified School District

## School Culture, Climate and Safety Task Force Meeting

Board Blue Room  
Wednesday, August 30, 2023  
4:00 p.m. – 5:30 p.m.

- |  |   |
|--|---|
| I. Welcome   | Andrés E. Chait, <i>Chief of School Operations</i><br>Rowena Lagrosa, <i>Interim Executive Director, SHHS</i> |
| II. Attendance and Check-in  | Paul Gonzales, <i>Specialist, SHHS</i>  |
| III. Approval of Minutes <ul style="list-style-type: none"><li>• May 10, 2023 and June 27, 2023</li></ul>  | Paul Gonzales, <i>Specialist, SHHS</i>  |
| IV. Task Force Member Presentation Sign-Up   | Laura Zeff, <i>Administrative Coordinator, SHHS</i><br>Paul Gonzales, <i>Specialist, SHHS</i>                 |
| V. 2022–23 School Experience Survey (SES) Data – School Climate  | Laura Zeff, <i>Administrative Coordinator, SHHS</i><br>Paul Gonzales, <i>Specialist, SHHS</i>                 |
| VI. Connecting the TFI to SES Data <ul style="list-style-type: none"><li>• Feature 1.3 Behavioral Expectations</li><li>• Feature 1.4 Teaching Expectations</li></ul> | Laura Zeff, <i>Administrative Coordinator, SHHS</i><br>Paul Gonzales, <i>Specialist, SHHS</i>                 |
| VII. Group Activity  | Laura Zeff, <i>Administrative Coordinator, SHHS</i><br>Paul Gonzales, <i>Specialist, SHHS</i>                 |
| VIII. Public Comments <ul style="list-style-type: none"><li>• Five Speakers (two minutes each)</li></ul>   | Paul Gonzales, <i>Specialist SHHS</i>   |
| IX. Adjournment  | Laura Zeff, <i>Administrative Coordinator, SHHS</i>   |

Next Meeting  
Wednesday, October 25, 2023

# Distrito Unificado de Los Angeles

## Reunión del grupo de trabajo sobre cultura, clima y seguridad escolar

LAUSD Edificio de Beaudry, Salon Azul  
miércoles, 30 de agosto del 2023  
4:00 p.m. - 5:30 p.m.

- |       |  |  |
|-------|--|--|
| I.    | Bienvenida   | Andrés E. Chait, <i>Jefe de Operaciones</i><br>Rowena Lagrosa, <i>Directora Ejecutiva Interina,</i><br><i>SHHS</i> |
| II.   | Asistencia y registro emocional  | Paul Gonzales, <i>Especialista, SHHS</i>   |
| III.  | Aprobación de actas <ul style="list-style-type: none"><li>10 de mayo del 2023</li><li>y 27 de junio del 2023</li></ul>   | Paul Gonzales, <i>Especialista, SHHS</i>   |
| IV.   | Registro de presentación de los miembros del grupo   | Laura Zeff, <i>Coordinador Administrativo, SHHS</i><br>Paul Gonzales, <i>Especialista, SHHS</i>                    |
| V.    | Encuesta de Experiencia Escolar (SES) 2022-23 Datos - Ambiente Escolar   | Laura Zeff, <i>Coordinador Administrativo, SHHS</i><br>Paul Gonzales, <i>Especialista, SHHS</i>                    |
| VI.   | Conexión al TFI a los datos del SES <ul style="list-style-type: none"><li>Característica 1.3<br/>Expectativas de Comportamiento</li><li>Característica 1.4<br/>Expectativas de Enseñanza</li></ul> | Laura Zeff, <i>Coordinador Administrativo, SHHS</i><br>Paul Gonzales, <i>Especialista, SHHS</i>                    |
| VII.  | Actividad de grupo   | Laura Zeff, <i>Coordinador Administrativo, SHHS</i><br>Paul Gonzales, <i>Especialista, SHHS</i>                    |
| VIII. | Comentarios públicos <ul style="list-style-type: none"><li>Cinco oradores (dos minutos)</li></ul>  | Paul Gonzales, <i>Especialista, SHHS</i>   |
| IX.   | Clausura   | Laura Zeff, <i>Coordinador Administrativo, SHHS</i>  |

Próxima Junta  
Miércoles 25 de octubre del 2023

Los Angeles Unified School District  
School Culture, Climate and Safety Task Force Meeting  
June 27, 2023 Meeting Minutes

### **Opening**

Laura Zeff called the meeting to order at 4:30 p.m. She began by welcoming everyone. She followed by introducing Alfonso C. Webb, Senior Director of School Operations.

### **Welcome – Alfonso C. Webb, II, Ed.D., Senior Director of School Operations**

Mr. Webb welcomed everyone. He spoke about Every School Safe Plan – Blueprint for Safety and how it aligns with safety measures. The Every School Safe Plan ensures the environmental, physical, psychological, and social emotional safety and wellbeing of students and employees. The plan also mentions training for teachers, staff, and parents. He went on to mention the Metro GoPass and how it allows students in grades TK-12 to ride public transportation without having to pay a fare.

### **Laura Zeff, Administrative Coordinator, Student Health and Human Services**

Ms. Zeff began by informing everyone present that the meeting material can be found in their packets. Laura then introduced Paul Gonzales. Mr. Gonzales greeted everyone then continued by facilitating a check-in activity. He asked all members to introduce themselves and to share a food they associate with gatherings. Once everyone shared, Paul thanked them all. He concluded by stating how this activity promotes healthy relationships and helps to connect others. Paul then asked everyone to look over the minutes from the May 10, 2023, task force meeting. Minutes were not accepted since quorum was not met. He mentioned the minutes would be revisited during the first meeting of the 2023-24 school year. Mr. Gonzales reintroduced Ms. Zeff. Ms. Zeff shared the PBIS/RP highlights. Members asked questions in regard to the highlights which Ms. Zeff answered.

She then referred to what was discussed at the May 10 meeting regarding expulsions and suspensions. Laura introduced Isabel Villalobos, Coordinator, Student Discipline and Expulsion Support.

### **Understanding of Expulsions - Isabel Villalobos, Coordinator, Student Discipline and Expulsion**

Ms. Villalobos presented information on suspensions and expulsions and defined the process for both. She further explained the suspensions and expulsions for students with IEPs and how these cases are handled. She briefly discussed the appeal process of both suspensions and expulsions. During this time, she provided information and members asked questions and Ms. Villalobos answered them. Once completed, Isabel turned it back over to Laura.

### **Presentation Continued - Laura Zeff, Administrative Coordinator**

Laura introduced the Open Data Portal. She showed the members how to use the platform step by step. Laura asked the members to write down any data requests they would like to see during the upcoming school year. During the presentation members asked questions and Laura answered them. Members were provided a sheet of paper and were given the opportunity to speak to others about the meeting and record any questions or comments on the paper. Members were asked to leave the papers for future reference.

### **Public Comments**

There were no public comments.

### **Closing**

Laura announced the next meeting will be on August 30, 2023. Sharnell Blevins made the first motion to close the meeting. Joseph Chung seconded the motion. The meeting ended at 5:53 pm.

Los Angeles Unified School District  
School Culture, Climate and Safety Task Force Meeting  
May 10, 2023 Meeting Minutes

### **Opening**

Laura Zeff called the meeting to order at 4:30 p.m. She began by welcoming everyone. She followed by introducing Andres Chait, Chief of School Operations

### **Welcome - Andrés E. Chait, Chief of School Operations**

Mr. Chait welcomed everyone. He started with thanking Ms. Blanca Cruz, Principal, Roybal Learning center for hosting. He shared that on Tuesday, May 9, 2023, the Board of Education approved Board Member Tanya Ortiz Franklin's resolution to commemorate the School Climate Bill of Rights and honor its decade long commitment and progress made thus far. He spoke about the Division of School Operations, Every School Safe: A Blueprint for Safety. Mr. Chait explained the six components of the Blueprint. He then introduced Joel Cisneros, Administrator, Student Health and Human Resources.

### **Joel Cisneros, Admin. Director, Student Health and Human Services**

Mr. Cisneros greeted everyone on behalf of Pia Escudero, Executive Director, Student Health and Human Resources. He briefly spoke about Mental Health Awareness Month and of the resources available and were to find them.

### **Laura Zeff, Administrative Coordinator, Student Health and Human Services**

Ms. Zeff began by informing everyone present that all meeting material can be found in their packets. Laura then introduced Paul Gonzales, Specialist, SHHS. Mr. Gonzales greeted everyone then continued by facilitating a check-in activity. He asked all members to introduce themselves to the person next to them say and share something they've learned, watched, listened too, something they can't live without, or something form their childhood. Once everyone shared, Paul thanked them all. He concluded with how this activity works by connecting people. Paul then asked everyone to look over the minutes from the February 22, ,2023 task force meeting. Sean Starkey made the first motion to accept the meeting minutes and Nery Paiz made the second motion to accept the meeting minutes. Mr. Gonzales reintroduced Ms. Zeff. Ms. Zeff began by referring back to the May 10 meeting about understanding suspension categories and what they mean. She then introduced Isabel Villalobos, Coordinator, Student Discipline and Expulsion Support.

### **Understanding Suspension Types - Isabel Villalobos, Coordinator, Student Discipline and Expulsion**

Ms. Villalobos presented the Matrix for Student Suspension and Expulsion Recommendation to the members. She discussed all three categories and explained how and when they are used. During this time, she provided in-depth information about the matrix and each category. During her presentation members asked questions and Ms. Villalobos answered them. Once completed, turned it over back to Laura.

### **Presentation Continued - Laura Zeff, Administrative Coordinator**

Laura continued by introducing the Tiered Fidelity Inventory (TFI) from the updated Discipline Foundation Policy and that it will be replacing the Rubric of Implementation (ROI). She went on and shared the TFI Companion Guide and how it works to support schools with the implementation of PBIS/RP on school-site. During the presentation members asked questions and Laura answered them. She asked the members to get into groups to discuss and provide their thoughts of the TFI and TFI companion guide. They were also asked to provide any questions or suggestions they had about the TFI and/or TFI Companion Guide.

### **Public Comments**

There were no public comments.

### **Closing**

Laura announced that the next meeting will be on June 27, 2023. Alfonzo Web made the first motion the close the meeting. William Estrada seconded the motion. The meeting ended at 6:00 pm.

Los Angeles Unified School District  
School Culture, Climate and Safety Task Force  
LAUSD Board Blue Room  
2023-24 Meeting Dates

Dates
Wednesday August 30, 2023
Wednesday October 25, 2023
Wednesday December 13, 2023
Wednesday February 28, 2024
Wednesday April 17, 2024
Tuesday June 18, 2024

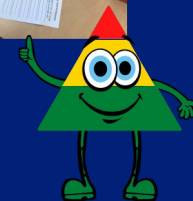
All meetings will occur from 4:00 p.m. - 5:30 p.m.

# Welcome

## School Culture, Climate and Safety Task Force



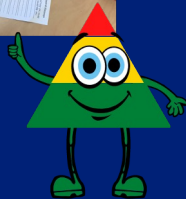
August 30, 2023

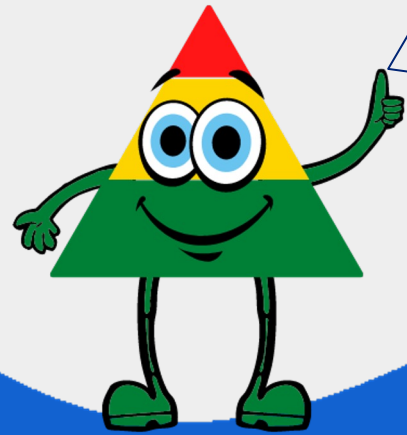


# Welcome

Andrés E. Chait, *Chief of School Operations*

Rowena Lagrosa, *Interim Executive Director, SHHS*



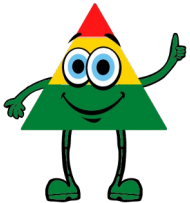


Attendance and  
Check-In

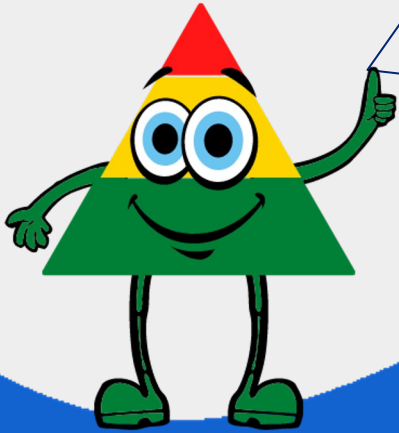


Get to know you

**B** **I** **N** **G** **O**



Approval of Meeting Minutes  
from May 10, 2023 and  
June 27, 2023



# Priorities

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

**Pillar 1: Academic Excellence**

- High-Quality Instruction
- Enriching Experiences
- Eliminating Opportunity Gaps
- College and Career Readiness

**Pillar 2: Joy and Wellness**

- Welcoming Learning Environments
- Whole-Child Well-Being
- Strong Social-Emotional Skills
- Outstanding Attendance

**Pillar 3: Engagement and Collaboration**

- Strong Relationships
- Accessible Information
- Leading for Impact
- Honoring Perspectives

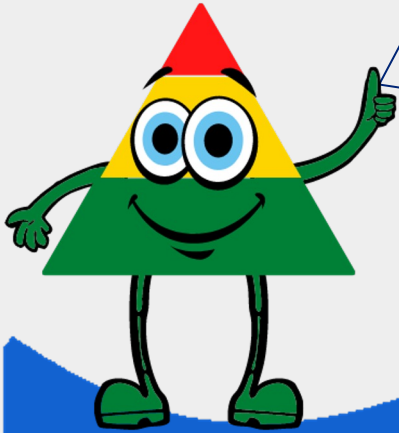
**Pillar 4: Operational Effectiveness**

- Data-Driven Decision-Making
- Modernizing Infrastructure
- Sustainable Budgeting
- District of Choice

**Pillar 5: Investing in Staff**

- Diverse Workforce
- Professional Learning
- Staff Wellness
- High Performance Standards

School Culture,  
Climate and Safety  
Task Force Meeting  
Presentation Sign-Up



## School Culture, Climate and Safety Task Force Meeting Presentation Sign-Up

Members will have the opportunity to share information as it relates to promoting a safe, healthy, welcoming, and affirming learning environment for all stakeholders. One member per meeting date. Members will be provided 10 minutes to present and 5 minutes for Q & A.

pdg7170@lausd.net [Switch account](#)



Not shared

\* Indicates required question

Your Name (First and Last) \*

Your answer

Title of Presentation \*

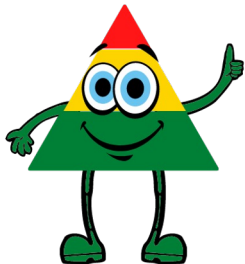
Your answer

Brief description of your topic (how it relates to the Taskforce) \*

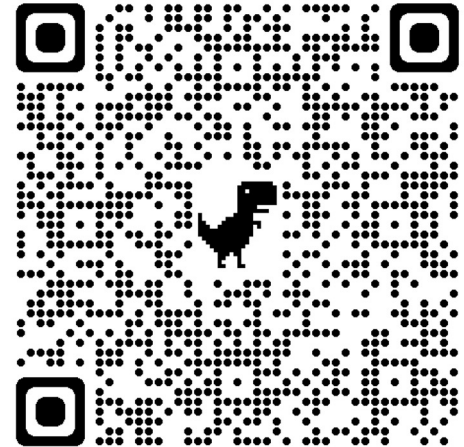
Your answer

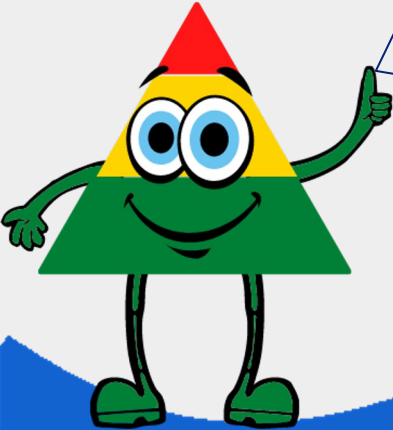
Date to present \*

Choose



# School Culture, Climate and Safety Task Force Meeting Presentation Sign-Up





2022-23 School  
Experience Survey  
(SES) Data

# Elementary School Student Responses School Climate



Content Area	Survey Item		Total Number of Responses	LAUSD % Agree or Strongly Agree
<b>Expectations for Behavior</b>	A. Students know how they are expected to act		65,878	58%
	B. Students know what the rules are		65,590	70%
	C. Rules in this school are made clear to students		64,932	74%
	D. This school clearly informs students what would happen if they break school rules		65,032	74%
	Overall Expectations for Behavior		65,878	69%

# Middle School Student Responses School Climate



Content Area	Survey Item		Total Number of Responses	LAUSD % Agree or Strongly Agree
<b>Expectations for Behavior</b>	A. Students know how they are expected to act		74,711	47%
	B. Students know what the rules are		74,454	60%
	C. Rules in this school are made clear to students		74,070	66%
	D. This school clearly informs students what would happen if they break school rules		74,273	72%
	Overall Expectations for Behavior		74,711	61%



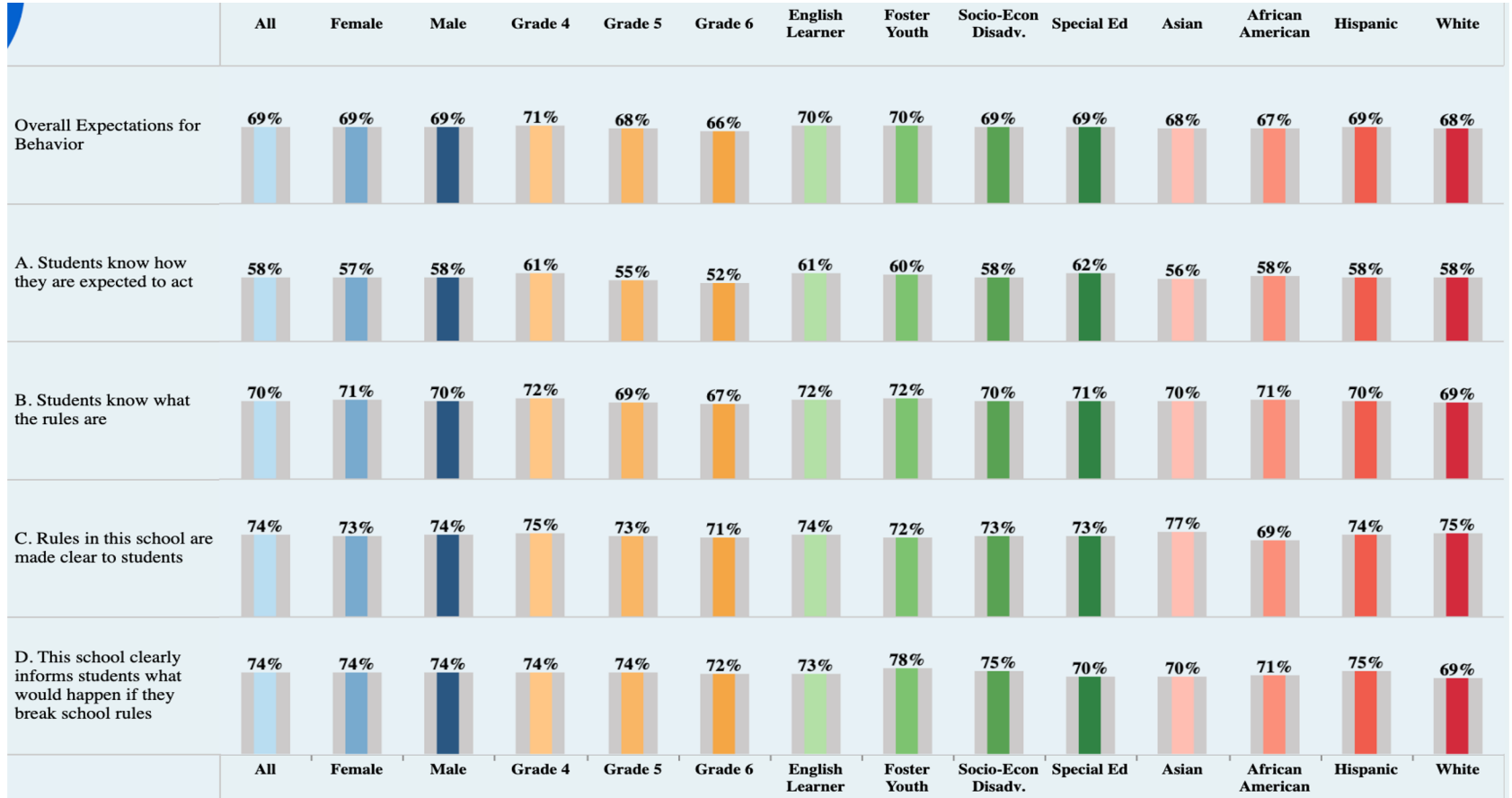
# High School Student Responses School Climate

Content Area	Survey Item		Total Number of Responses	LAUSD % Agree or Strongly Agree
<b>Expectations for Behavior</b>	A. Students know how they are expected to act		97,141	58%
	B. Students know what the rules are		96,814	66%
	C. Rules in this school are made clear to students		96,469	69%
	D. This school clearly informs students what would happen if they break school rules		96,739	67%
	Overall Expectations for Behavior		97,141	65%

# Elementary School Student Responses

## School Climate, Expectations for Behavior

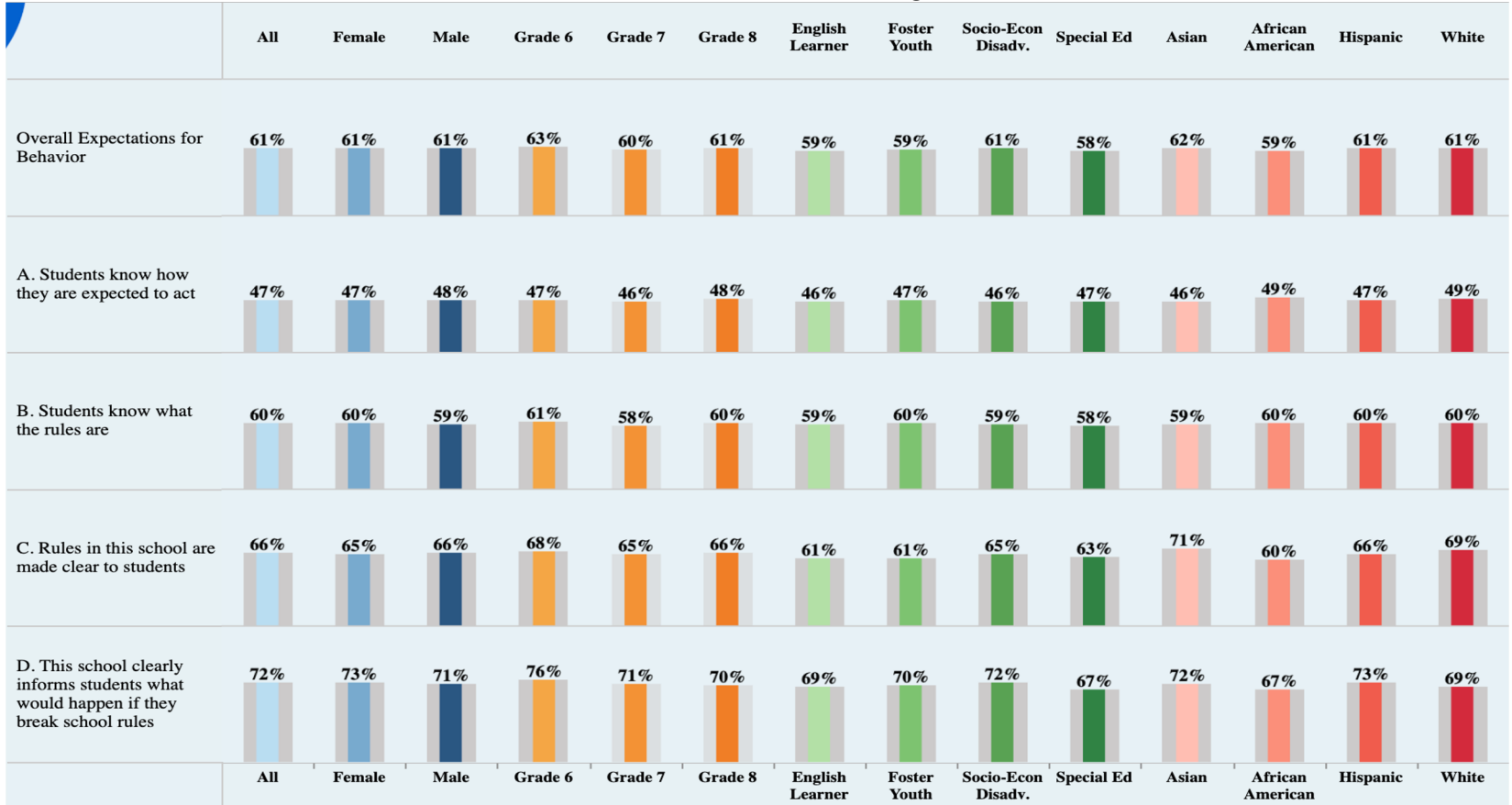
The color bars indicate how much a student agrees with the statement.



# Middle School Student Responses

## School Climate, Expectations for Behavior

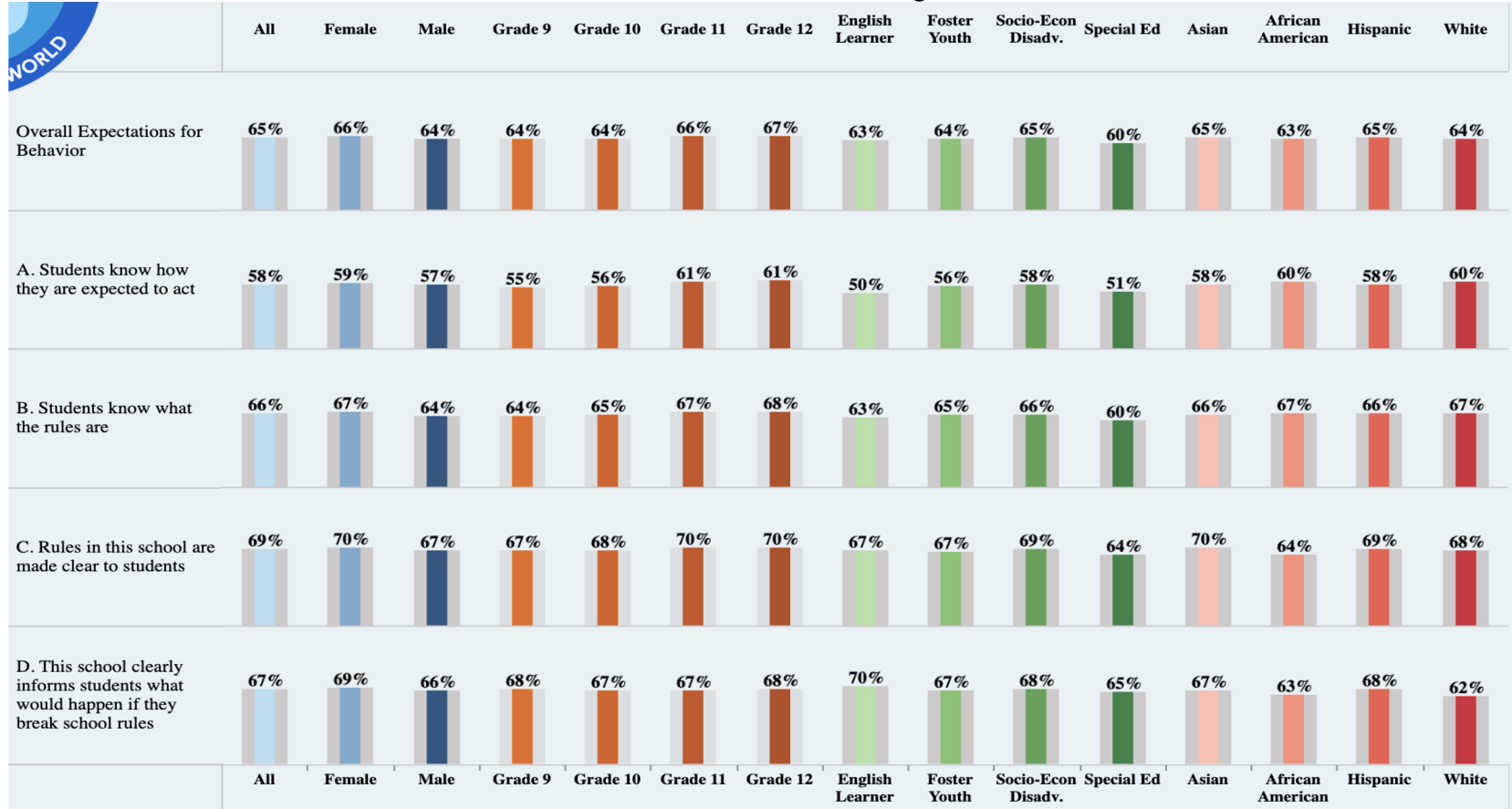
The color bars indicate how much a student agrees with the statement.



# High School Student Responses

## School Climate, Expectations for Behavior

The color bars indicate how much a student agrees with the statement.





Tiered Fidelity  
Inventory (TFI)

## TFI Item 1.3 – Behavioral Expectations

Feature	Possible Data Sources	Scoring Criteria
School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<ul style="list-style-type: none"> <li>•TFI Walkthrough Tool</li> <li>•Staff handbook</li> <li>•Student handbook</li> </ul>	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than five in number.</p> <p>1 = Behavioral expectations are identified but may not include a matrix or be posted.</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., teaching matrix) AND at least 90% of staff can list at least 67% of the expectations.</p>

[BACK](#)[Overview & Policy](#)[1.1](#)[1.2](#)[1.3](#)[1.4](#)[1.5](#)[1.6](#)[1.7](#)[1.8](#)[1.9](#)[1.10](#)[1.11](#)[1.12](#)[1.13](#)[1.14](#)[1.15](#)[NEXT](#)

## TFI Item 1.3 – Behavioral Expectations

### Things to Consider:

- Has the team identified five or fewer behavioral expectations?
- Do they include examples by location/setting?
- Are they publicly posted throughout the school?

### Main Idea:

Having school-wide, positive expectations is among the best ways to establish a positive social culture.

[BACK](#)[Overview & Policy](#)[1.1](#)[1.2](#)[1.3](#)[1.4](#)[1.5](#)[1.6](#)[1.7](#)[1.8](#)[1.9](#)[1.10](#)[1.11](#)[1.12](#)[1.13](#)[1.14](#)[1.15](#)[NEXT](#)

# TFI Item 1.3 – Behavioral Expectations



School-wide Behavioral Expectations  
Posted in Classrooms & Around School  
Sample photos from LAUSD schools

Be Responsible	Put the toilet paper in the toilet.
Show Respect	Stay in your own stall.
Stay Safe	Wash your hands.
See the Good in Others	Say "Thank You" to a friend for waiting patiently.
Always Be a LEARNER	Return to class promptly.

Be Responsible	Clean up your area.
Show Respect	Be polite by saying "Please" and "Thank You."
Stay Safe	Always walk and keep your food inside your tray.
See the Good in Others	Be kind and helpful to your neighbors.
Always Be a Learner	Be adventurous and taste different foods.

Be Responsible	Use a shelf-marker to return the book where it belongs.
Show Respect	Wait patiently and quietly for your turn.
Stay Safe	Walk while you visit the library.
See the Good in Others	Help a friend find a book.
Always Be a Learner	Choose a new book each visit.

Be Responsible	Stay in your area.
Show Respect	Follow adult and play leader directions.
Stay Safe	Walk, move safely, and follow the game rules in your area.
See The Good In Others	Be friendly and include everyone.
Always Be A LEARNER	Use the restroom so you are ready to learn in class.



## TFI Item 1.3 – Behavioral Expectations

	Learning Environment	Bathroom	Cafeteria	Hallway	Playground	Auditorium	Arrival & Dismissal Times	Bus
Prepared	<b>BE READY</b>	Know bathroom procedures Return to class promptly	Know cafeteria procedures Get everything you need before sitting	Know hallway procedures	Know playground procedures	Know auditorium procedures Use restroom before presentation	Know arrival and dismissal procedures Backpack zipped and on back	Know bus procedures Backpack zipped and loose items secured
Respectful	<b>SHOW RESPECT</b>	Respect others' privacy Respect school property	Respect school staff Raise your hand	Respect school staff Hold doors for others	Respect school staff and peers Respect property	Respect school staff Respect school property	Respect school staff Stay in assigned areas and follow procedures	Respect school staff Respect school property
Integrity	<b>DO THE RIGHT THING EVEN WHEN NO ONE IS WATCHING</b>	Wait your turn Report inappropriate behaviors immediately Help keep bathroom clean	Wait your turn Clean up after yourself Use good manners	Wait your turn Turn in found items	Wait your turn Report inappropriate behaviors immediately	Wait your turn Share common space Respond appropriately	Wait your turn Report inappropriate behaviors immediately	Wait your turn Follow bus rules and procedures Report inappropriate behaviors
Disciplined	<b>USE SELF CONTROL</b>	Keep body and objects to self Use level 2 voices Flush toilet Wash hands	Keep body and objects to self Use level 2 voice Stay seated	Keep body and objects to self Use level 0 voice Walk Hands down, eyes forward No pushing or shoving	Keep body and objects to self Follow all safe rules Line up when called			
Effort	<b>TRY YOUR BEST</b>	Follow the 7 Habits!	Follow the 7 Habits!	Follow the 7 Habits!	Follow the 7 Habits!	Follow the 7 Habits!		

Example of Expectations Matrices  
Elementary and Secondary

	BUS	HALLWAY	CLASSROOM	CAFETERIA	RESTROOM	ASSEMBLIES/EVENTS
<b>Choose Wisely</b>	Remain Seated Think Before You Act or Speak Follow Bus Procedures	Walk & Keep to the Right Be Where You Need To Be Use Appropriate Voice Level	Be Respectful Follow Procedures No Outside Food or Drinks Cell Phones Turned off and Put in Bags	Respectful of Others, Personal Space & Belongings Follow Cafeteria Procedures Use Appropriate Voice Level	Do the Right Thing Practice Good Hygiene	Enter Quietly Hands Free Use Appropriate Voice Level
<b>Master Accountability</b>	Listen to Adults Report Unsafe Behaviors	Be On Time Respect Personal Space Have Pass When Required	Be Organized Be Prepared Arrive on Time	Be In Control of You Mindful of Your Environment, Clean Up After Yourself Use Social Media Appropriately	Report Inappropriate Activity & Damaged Facilities Immediately	Eyes Watching Ears Listening
<b>Strong &amp; Secure</b>	Be Nice, Choose Kindness Limit Distractions	Choose Kindness Acknowledge Others With a Smile	Supportive of ALL Give Your Best Effort	Treat Others As You Want To Be Treated Let Someone Know if Something Needs To Be Addressed	Refrain from Horseplay Honor Privacy	Use Appropriate Applause



BACK

Overview  
& Policy

1.1

1.2

1.3

1.4

1.5

1.6

1.7

1.8

1.9

1.10

1.11

1.12

1.13

1.14

1.15

NEXT

## TFI Item 1.3 – Behavioral Expectations

### Video Module

Click here to learn more about  
Co-Creating Expectations in  
Secondary Classrooms



## Co-Creating Expectations for Secondary Classrooms



## TFI Item 1.4 – Teaching Expectations

Feature	Possible Data Sources	Scoring Criteria
<p>Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/ locations.</p>	<ul style="list-style-type: none"> <li>•TFI Walkthrough Tool</li> <li>•Professional development calendar</li> <li>•Lesson plans</li> <li>•Informal walkthroughs</li> </ul>	<p>0 = Expected behaviors are not taught.</p> <p>1 = Expected behaviors are taught informally or inconsistently.</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings, AND at least 70% of students can list at least 67% of the expectations.</p>



BACK

Overview  
& Policy

1.1

1.2

1.3

1.4

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NEXT

## TFI Item 1.4 – Teaching Expectations

### Things to Consider:

- Are regularly scheduled times identified for teaching expectations at least once per school year?
- Is there a documented teaching schedule?
- Are the behavioral expectations taught to all students across all school settings (e.g., cafeteria, hallways, classrooms, etc.)?

### Main Idea:

Teaching the expected behaviors to students is critical in establishing a positive school culture.

[BACK](#)[Overview & Policy](#)[1.1](#)[1.2](#)[1.3](#)[1.4](#)[1.5](#)[1.6](#)[1.7](#)[1.8](#)[1.9](#)[1.10](#)[1.11](#)[1.12](#)[1.13](#)[1.14](#)[1.15](#)[NEXT](#)

## TFI Item 1.4 – Teaching Expectations

### Teaching Expectations for Secondary Schools Assembly Schedule

Click here to customize your  
own copy of this schedule



#### The Huskie Way Assemblies

Monday, August 22 & Tuesday, August 23

Formerly known as safety assemblies, these meetings are designed to inform students about campus procedures and behavioral expectations- **The Huskie Way**. If a student is asked, "What is the Huskie Way?" the student should be able to respond- "Be Safe, Be Responsible, Be Respectful." Please review **The Huskie Way** with your class throughout the year at appropriate times; i.e. Review the auditorium rules prior to attending an assembly or concert. Please direct any questions regarding the assemblies to Ms. Happy or Mr. Glad. Seating chart to follow.

7<sup>th</sup> & 8<sup>th</sup> Grade- Monday August 22, 2022

7<sup>th</sup> and 8<sup>th</sup> grade assemblies will be in the auditorium. Students will see a short media presentation on the school rules, followed by brief messages by administrator, counselor and dean.

Schedule: Monday, August 22, 2023- All 7<sup>th</sup> & 8<sup>th</sup> grade classes report to the auditorium immediately after taking attendance according to the following schedule:

Period 2: 7th Grade Classes

Period 4: 8<sup>th</sup> Grade Classes

6<sup>th</sup> Grade- Tuesday, August 23, 2022

The 6<sup>th</sup> grade classes will participate in a two-period version of rules and procedures. During the first period of the assembly, teachers will accompany their students as they rotate to stations throughout the school and view interactive presentations that address rules more specifically in various common areas. Classes will begin in their assigned area and move to each station in order. i.e. 1,2,3,4,5,1,2... until they have visited all five stations in their rotation. Immediately following the rotation portion, students will report to their next class for attendance and then accompany their teacher to the auditorium where they will experience the whole group assembly.

Period 1: B Area Rotation

Period 2: Assembly in Auditorium

Teacher	Beginning Area
Mr. Turtle	1) Cafeteria
Dr. Cooper	2) Hallway (D)
Mx. Landy	3) Bungalow Restroom
Ms. Rose	4) Lower Basketball Court
Mrs. Tone	5) Pavilion



# TFI Item 1.4 – Teaching Expectations

**Active Rule Teaching Activity**  
Click here to customize your own copy of this activity & to access elementary and secondary examples



**Active Rule Teaching Activity**  
**ELEMENTARY EXAMPLE**

**1. State the expectation.**

We are Safe	We are Respectful	We are Responsible
*Walk *To all our assigned paths *Keep food to yourself?	*Use quiet voices *Keep directions *Wash your hands & feet to yourself?	*Walk patiently in line for your food *Clean up all trash *Stay seated until dismissal

**2. Discuss the importance of the expectation.**

It is important to be safe, respectful and responsible in the cafeteria. Following these rules will help keep our cafeteria safe and clean. It will help to make the lunch lines move more quickly and make your lunchtime more fun.

**3. Active Rule Teaching**

Example:  
When Jose and Luis were dismissed from the table, they jostled as their trash and walked over to the trash can and put their trash in. His. Positive noticed Jose and Luis walking to the trash can and walked over to them and said "Thanks for following the rules and walking over to put your trash away" and smiled.

Non-example:  
Jose and Luis finished eating and got up from the table, leaving their trash. Jose ran through the lunch line keeping kids on the head and screaming "I will get to the bus/bathroom/ court before you do!" Luis ran after him screaming "Go you loser!"

Students should be asked to identify the differences between the example and the non-example, what the problems in the non-example were, how they could solve the problem by being safe, respectful, and responsible.

**4. Schedule opportunities to practice the skill.**

During the behavior plan, students will be given the opportunity to practice these skills in the cafeteria. After this, teacher can review the expectations before the students go out to lunch, and the lunchtime supervisors can review the expectations with students on a regular basis during lunchtime.

**5. Reinforce regularly.**

When any adult in the school notices students being safe, respectful and/or responsible in the cafeteria, they should positively acknowledge the students.

**Active Rule Teaching Activity**  
**SECONDARY EXAMPLE**

**1. State the expectation.**

Follow	Achievement	Honor
Keep location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass	Keep track of your belongings, monitor time to get to class	Be considerate of your and others' personal space

**2. Discuss the importance of the expectation.**

It is important for everyone (students, staff and visitors) to follow these rules. This is done to ensure everyone's safety and to keep our learning environment a positive and productive one.

**3. Active Rule Teaching**

Example:  
As the first bell rings, Pete, Maria, Trevor, Kim and Luis say goodbye to one another and begin to walk to class. They walk on the right side of the hallway and as they pass by a trash can, Luis and Kim drop their candy wrappers in it.

Non-example:  
As the first bell rings, Pete, Maria, Trevor, Kim and Luis are standing in the middle of the hallway talking loudly about what they are going to do tonight. Their loud voices are on the ground near them. Luis and Kim finish eating a piece of candy and throw the wrapper on the ground.

**4. Schedule opportunities to practice the skill.**

These skills will be taught at the beginning of the year for a student multiple times about during advisory period. Advisory teacher should review the rules on a regular basis (see schedule for review). The rules are printed in each student's planner so they are easily accessible.

**5. Reinforce regularly.**

All adults in the school should be having positive interactions with students on a regular basis. This should include telling students know when they are doing the right thing. This should be done in a way that values each individual and respects all of each person's individuality.

**Active Rule Teaching Activity**

**1. State the expectation.**

**2. Discuss the importance of the expectation.**

**3. Active Rule Teaching**

Example:

Non-example:

**4. Schedule opportunities to practice the skill.**

**5. Reinforce regularly.**

# TFI Item 1.4 – Teaching Expectations

## Active Rule Teaching Activity

Click here to customize your own copy of this activity & to access elementary and secondary examples



### Active Rule Teaching Activity

1. State the expectation.

2. Discuss the importance of the expectation.

3. Active Rule Teaching

Example:

Non-example:

4. Schedule opportunities to practice the skill.

5. Reinforce regularly.

#### Active Rule Teaching Activity ELEMENTARY EXAMPLE

**1. State the expectation.**

We are Safe	We are Respectful	We are Responsible
<ul style="list-style-type: none"> <li>*Walk</li> <li>*To all your assigned table</li> <li>*Keep food to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Follow directions</li> <li>*Keep your hands &amp; feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Wait patiently in line for your food</li> <li>*Clean up all trash</li> <li>*Stay seated until dismissal</li> </ul>

**2. Discuss the importance of the expectation.**

It is important to be safe, respectful and responsible in the cafeteria. Following these rules will help keep our cafeteria safe and clean. It will help to make the lunch lines move more quickly and make your lunchtime more fun.

**3. Active Rule Teaching**

**Example:**  
 Jose and Luis were dismissed from the table. They picked up their trash and walked over to the trash can and put their trash in it. Jose noticed Jose and Luis walking to the trash can and walked over to them and said, "Thanks for following the rules and walking over to put your trash away" and smiled.

**Non-example:**  
 Jose and Luis finished eating and got up from the table, leaving their trash. Jose ran through the lunch line stepping into the head and screaming "I will get to the basketball court before you get!" as he ran after him screaming "Yo you want?"

Students should be asked to identify the differences between the example and the non-example, what the problems in the non-example were, how they could solve the problems by being safe, respectful, and responsible.

**4. Schedule opportunities to practice the skill.**

During the behavior for students will give the opportunity to practice these skills in the cafeteria. After this, teachers can review the expectations before the students go out to lunch, and the lunchtime supervisory can review the expectations with students on a regular basis during lunchtime.

**5. Reinforce regularly.**

When any adult in the school notices students being safe, respectful and/or responsible in the cafeteria, they should positively acknowledge the students.

#### Active Rule Teaching Activity SECONDARY EXAMPLE

**1. State the expectation.**

Expect	Achievement	Monitor
<ul style="list-style-type: none"> <li>Know location next, keep to the right, use appropriate language, monitor noise level, allow others to pass</li> </ul>	<ul style="list-style-type: none"> <li>Keep track of your belongings, monitor time to get to class</li> </ul>	<ul style="list-style-type: none"> <li>be considerate of your and others' personal space</li> </ul>

**2. Discuss the importance of the expectation.**

It is important for everyone (students, staff and visitors) to follow these rules. This is done to ensure everyone's safety and to keep our learning environment a positive and productive one.

**3. Active Rule Teaching**

**Example:**  
 As the first bell rings, Peter, Maria, Trevor, Kim and Luis say goodbye to one another and begin to walk to class. They walk on the right side of the hallway and as they pass by a trash can, Luis and Kim drop their candy wrappers in it.

**Non-example:**  
 As the first bell rings, Peter, Maria, Trevor, Kim and Luis are standing in the middle of the hallway talking loudly about what they are going to do tonight. Their backpacks are on the ground near them. Luis and Kim finish eating a piece of candy and throw the wrapper on the ground.

**4. Schedule opportunities to practice the skill.**

These skills will be taught at the beginning of the year to a student made video about during advisory period. Advisory teacher should review the rules on a regular basis (see schedule for review). The video is provided to each student's planner so they are easily accessible.

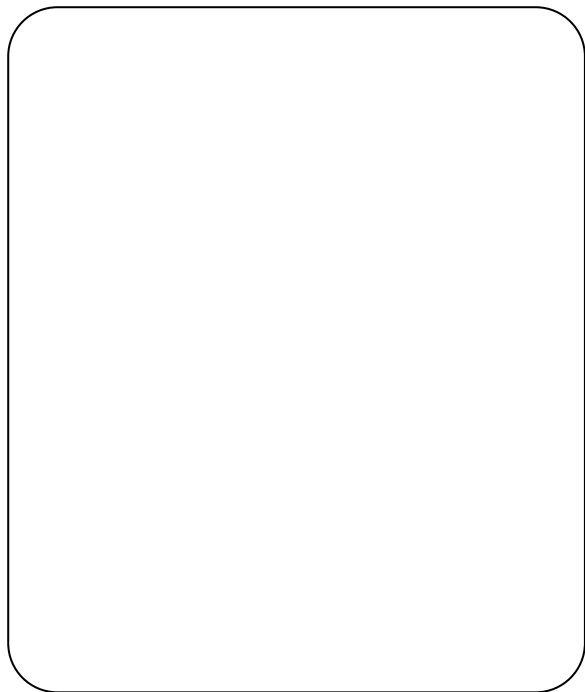
**5. Reinforce regularly.**

All adults in the school should be having positive interactions with students on a regular basis. This should include setting students know when they are doing the right thing. This should be done in a way that values each individual and respects what each person brings to learning.

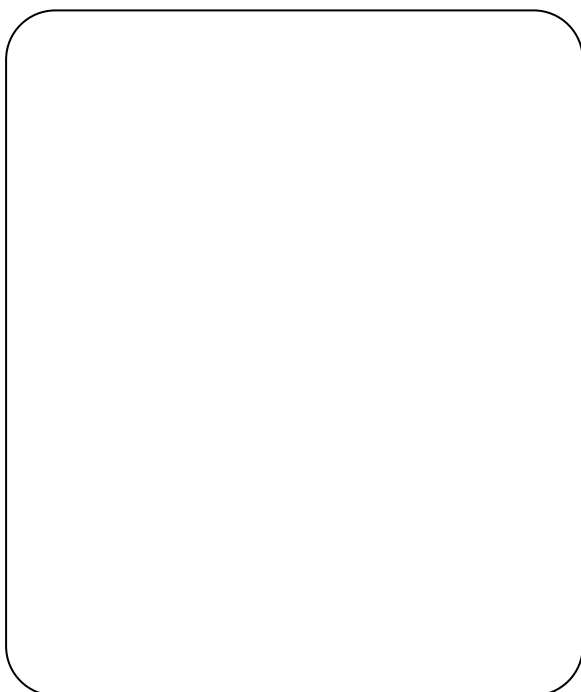
## TFI Features 1.3 and 1.4 – Feedback and Comments

In table groups, discuss feature 1.3 and 1.4 of the TFI. Provide your thoughts in the boxes below.

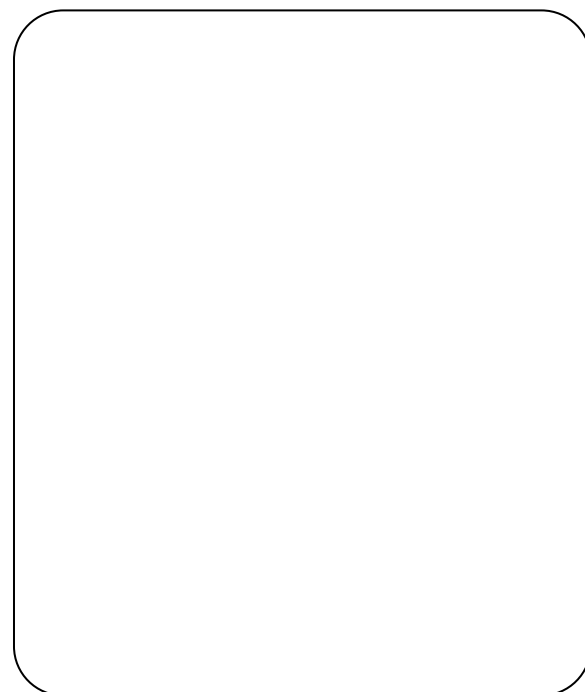
What should feature 1.3  
and 1.4 look like at a school



What should feature 1.3 and  
1.4 sound like at a school

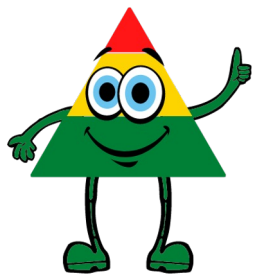


What should feature 1.3  
and 1.4 feel like at a school





# Discussion and Q & A



# Public Comment



# Motion and Adjournment

