

Los Angeles Unified School District

School Culture, Climate and Safety Task Force Meeting

Roybal Learning Center-Library

Wednesday, May 10, 2023

4:30 p.m. – 6:00 p.m.

- | | |
|---|---|
| I. Welcome | Andrés E. Chait, <i>Chief of School Operations</i>
Pia Escudero, <i>Executive Director</i> |
| II. Attendance and Check-in | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| III. Approval of Minutes | Paul Gonzales, <i>Specialist, SHHS</i> |
| IV. Understanding Suspension Types | Isabel Villalobos, <i>Coordinator</i>
<i>Student Discipline and Expulsion Support</i> |
| V. Review the Tiered Fidelity Inventory (TFI)
From the Updated Discipline Foundation
Policy (DFP) <ul style="list-style-type: none">● Rubric of implementation Vs TFI● Tiered Fidelity Inventory (TFI) | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist SHHS</i> |
| VI. Dig Into the TFI Companion Guide | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist SHHS</i> |
| VII. Public Comments <ul style="list-style-type: none">● Five Speakers (two minutes each) | Paul Gonzales, <i>Specialist SHHS</i> |
| VIII. Adjournment | Laura Zeff, <i>Administrative Coordinator, SHHS</i> |

Distrito Unificado de Los Angeles

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

Biblioteca-Roybal Learning Center

Miércoles, 10 de mayo 2023

4:30 p.m. - 6:00 p.m.

- | | | |
|-------|--|--|
| I. | Bienvenida | Andrés E. Chait, <i>Jefe de Operaciones</i>
Pia Escudero, <i>Directora Ejecutiva</i> |
| II. | Asistencia y registro emocional | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| III. | Aprobación de actas | Paul Gonzales, <i>Specialist, SHHS</i> |
| IV. | Descripción de los tipos de suspensiones | Isabel Villalobos, <i>Coordinadora</i>
<i>Disciplina Estudiantil y Apoyo a la Expulsión</i> |
| V. | Reviso del Inventario de Fidelidad por Niveles (TFI) de la actualización Política de la Fundación de Disciplina (DFP) <ul style="list-style-type: none">● Rúbrica de Aplicación (ROI) Vs TFI● Inventario de Fidelidad por Niveles (TFI) | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista SHHS</i> |
| VI. | Profundice en la guía Complementaria del TFI | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i>
Paul Gonzales, <i>Especialista SHHS</i> |
| VII. | Comentarios públicos <ul style="list-style-type: none">● Cinco oradores (dos minutos) | Paul Gonzales, <i>Especialista SHHS</i> |
| VIII. | Clausura | Laura Zeff, <i>Coordinadora Administrativa, SHHS</i> |

Los Angeles Unified School District
School Culture, Climate and Safety Task Force Meeting
February 22, 2023 Minutes

Opening

Laura Zeff called the meeting to order at 4:30 PM. 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 spoke about the purpose of the taskforce and that he is open to any suggestions for future meetings. He then introduced Pia Escudero, Executive Director.

Pia Escudero, Executive Director, Student Health and Human Services

Ms. Escudero greeted everyone. She spoke about the purpose of the taskforce and that we are coming together to hear their voice. She added that she would like teachers, parents, students, and law enforcement to work together to create the right environment for our schoolsites.

Presentation - Laura Zeff, Administrative Coordinator, Positive Behavior Interventions and Supports/Restorative Practices

Ms. Zeff began informing everyone that all meeting material can be found in their packets. Laura continued by facilitating a check-in activity. She asked all members to state their name, position, title, organization and one word that makes them happy. Once everyone shared, Laura thanked them all.

She began her presentation by briefly reviewing how PBIS/RP aligned to the work of Joy and Wellness as outlined in the Strategic Plan. She then shared a brief video about what students want and asked participants to share their thoughts on the video. She continued by sharing the updated Discipline Foundation Policy (DFP) - 133307. She discussed the policy statements, major policy changes, and how the updated DFP helps create a consistent framework of discipline for all students where prevention is at the forefront. Paul Gonzales asked the members to get into a group and led them in a group discussion where they had an opportunity to discuss the updated policy. Individual groups wrote questions. Time for questions and answers was provided.

Laura continued by reviewing 2021-22 School Experience Survey (SES). She began by sharing student safety data at the elementary, middle and high school level and staff safety data at the elementary, middle and high school level. A brief discussion followed. Laura continued by sharing Single Student Out-of-School Suspension Rates (all students) 4-year Trend, Instructional Days Lost to Suspensions 4-Year Trend, Single Student Out-of-School Suspension Rates (by ethnicity) 4-year trend, 2022-23 Single Student Out-of-School Suspension Rates (all students), 2022-23

Instructional Days Lost to Suspensions, and Single Student Out-of-School Suspension (by grade level). Paul Gonzales asked the members to get into a group and led them in a group discussion where they had an opportunity to discuss the data. Individual groups wrote questions. Time for questions and answers were provided. Time for questions and answers was provided. Questions and comments not addressed were collected and would be discussed at the May 10 meeting.

Public Comments

There were no public comments.

Closing

Laura announced the next meeting will be Wednesday, May, 10, 2023. The meeting ended at 6:00 pm.

Welcome

School Culture, Climate and Safety Task Force

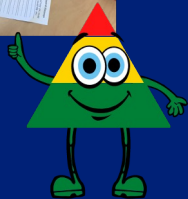


May 10, 2023



Welcome

Andrés E. Chait
Chief of School Operations
Division of School Operations






Division of School Operations

Every School Safe: A Blueprint for Safety

Notification and Communication Systems

- LASAR App 
- LAUSD Emergency Alert App 
- Blackboard Connect
- Parent Portal and Mobile App

Integrated Safe School Plan (ISSP)

The ISSP provides prevention, preparedness, and response protocols for emergencies, including natural disasters.

- Schools conduct monthly emergency drills.
- The 2023–2024 update includes six new training modules to be delivered to students, staff, and parents.

Partnerships and Community Building

- Health and Wellness Services
- Adult Mentorship
- Safe Passage
- Safety Collaboratives
- Public Safety Partners



Campus and Environmental Safety

- District Policies
- Dedicated Personnel
- Safe School Inspections

Positive Behavior Support

LA Unified's Discipline Foundation Policy (DFP) is based on a nationally-recognized, evidence-based Positive Behavior Intervention and Support framework and Restorative Practices.

- School-level implementation measured by the Tiered Fidelity Inventory (TFI).

Student Health and Wellness

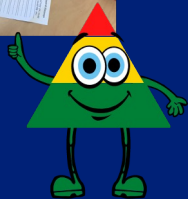
- School-based Psychiatric Social Workers
- Wellness Centers and Mental Health Clinics
- Wellbeing Centers
- Mental Health Evaluation Team (MHET)
- Peer advocates

Los Angeles Unified ensures the environmental, physical, psychological and social-emotional safety and well-being of our students and employees to keep **Every School Safe**.

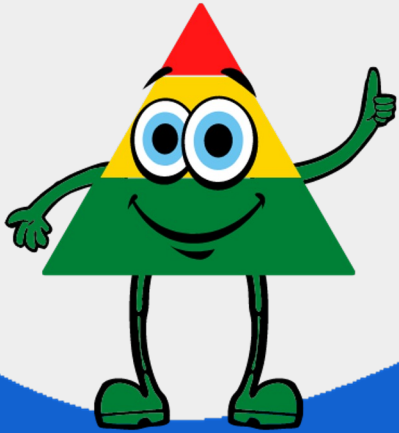


Welcome

Pia V. Escudero, LCSW, Executive Director
Joel Cisneros, LCSW, Administrator
Division of Student Health and Human Services



Attendance and Check-In



Check-In Activity



Something special about yesterday

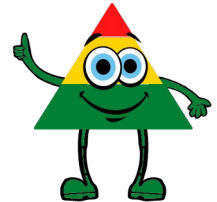
Something you watch/listen to

Something you learned this year

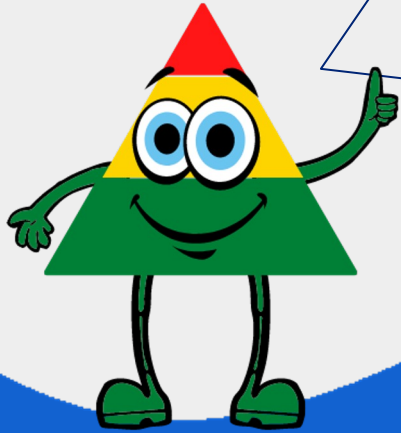
Something you do well

Something you can't live without

Something from your childhood



Approval of
Minutes from
February 22, 2023
Meeting



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

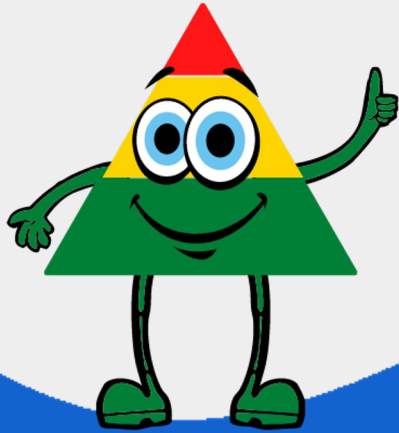
Pillar 4: Operational Effectiveness

- 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

Understanding Suspension Types



Isabel Villalobos, Coordinator
Student Discipline and Expulsion Support

Matrix for Student Suspension and Expulsion Recommendation

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Discipline & Expulsion Support

ATTACHMENT B

MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATION

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915(c))	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, or during, or while going to or coming from, a school-sponsored activity. (E.C. 48915(b) and (e))
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1 st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school (-wide) activities. (Grades 9 through 12) (suspension only by administrator, no expulsion). E.C. 48900(k); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. (Grades 4 through 12) E.C. 48900.4; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. (Grades 4 through 12) E.C. 48900.2; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Grade 4 through 12) E.C. 48900.3; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive (M80 or greater) E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including communications made in writing or by means of electronic act, directed toward one or more pupils. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following **additional findings**: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Matrix for Student Suspension and Expulsion Recommendation

1.	Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2.	Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3.	Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4.	Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)
5.	Possession of an explosive (M80 or greater) E.C. 48915(c)(5); 48900 (b)

Category I

Student Offenses with **No** Principal Discretion
(except as otherwise precluded by law)

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus.

(E.C. 48915[c])

Matrix for Student Suspension and Expulsion Recommendation

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)
3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)
4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)
5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)

Category II

Student Offenses with **Limited** Principal Discretion

Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate.

(E.C. 48915[a])

Matrix for Student Suspension and Expulsion Recommendation

- | |
|---|
| <p>1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b)</p> <p>2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b)</p> <p>3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)</p> |
| <p>4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)</p> <p>5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)</p> <p>6. Possessed or used tobacco. E.C. 48900(h); 48915(e)</p> <p>7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)</p> |
| <p>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)</p> <p>9. Disrupted school (-wide) activities. (Grades 9 through 12) (suspension only by administrator, no expulsion). E.C. 48900(k); 48915(e)</p> <p>10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)</p> <p>11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)</p> <p>12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. (Grades 4 through 12) E.C. 48900.4; 48915(e)</p> |
| <p>13. Engaged in sexual harassment. (Grades 4 through 12) E.C. 48900.2; 48915(e)</p> <p>14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Grade 4 through 12) E.C. 48900.3; 48915(e)</p> <p>15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)</p> <p>16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)</p> |
| <p>17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)</p> <p>19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C.48900(p); 48915(e)</p> <p>20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)</p> <p>21. Engaged in an act of bullying, including communications made in writing or by means of electronic act, directed toward one or more pupils. E.C. 48900(r); 48915(e)</p> <p>22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)</p> |

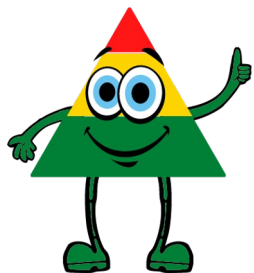
Category III

Student Offenses with **Broad** Principal Discretion

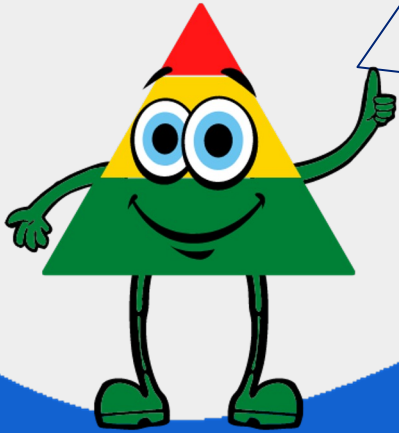
Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

(E.C. 48915[b] and [e])

Discussion and Q & A



Review the Tiered Fidelity
Inventory (TFI) from the
Updated Discipline
Foundation Policy



Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

IV. MONITORING AND EVALUATION

(Pages 9/10)

- The Tiered Fidelity Inventory (TFI) will replace the Rubric of Implementation (ROI).
- School teams will routinely use the TFI to develop, implement, analyze, and determine priority actions in alignment with this policy.
- Action plans will be developed and reviewed monthly



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices

ROUTING:
All Schools
Local District
Administrators

NUMBER:

BUL - 133307

ISSUER:

Student Health and Human Services

Anthony Aguilar
Chief of Special Education,
Equity and Access

DATE:

November 21, 2022

POLICY:

Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. Los Angeles Unified is committed to providing an appropriate, meaningful educational program that builds upon the strengths of and meets the needs of ALL students, including but not limited to English Learners, standard English Learners, students with disabilities (SWD), students in foster care and/or experiencing homelessness, students who are socio-economically disadvantaged, and students participating in gifted and talented education (GATE).

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community.

Positive Behavior Interventions and Supports (PBIS) is a nationally recognized, evidence-based framework that provides an integrated

The Tiered Fidelity Inventory (TFI) is replacing the Rubric of Implementation (RoI)

The Tiered Fidelity Inventory

- Is more comprehensive than the RoI as it assesses all 3 tiers of a Multi-Tiered System of Support framework
- Is an evidence based, nationally used tool to support implementation of Positive Behavior Interventions and Supports
- Allows schools to apply for statewide recognition

What is the Tiered Fidelity Inventory (TFI)?



The TFI is a fidelity measure, which means it gives you the answer to the question: Are we doing what we said we would do?

- The TFI is a self assessment
- Primary purpose is to help school teams measure their level of implementation and action plan.
- Primary audience for instrument results is the team, faculty, families and administrators of the school.
- The TFI covers:
 - Tier I (Universal)
 - Tier II (Targeted)
 - Tier III (Intensive)

Rubric of Implementation (ROI)	Tiered Fidelity Inventory (TFI)
Key Feature 1 - Administrative Leadership and Support Key Feature 2 - Team Based Implementation	1.1 Team Composition 1.2 Team Operating Procedures
Key Feature 3 - Behavioral Expectations Defined	1.3 Behavioral Expectations
Key Feature 4 - Behavior Expectations Taught	1.4 Teaching Expectations
Key Feature 5 - Acknowledge and Reinforce Appropriate Behavior	1.9 Feedback and Acknowledgement
Key Feature 6 - Data-based Decision Making	1.10 Faculty Involvement 1.12 Discipline Data 1.13 Data-based Decision Making 1.14 Fidelity Data
Key Feature 7 - Monitor and Correct Behavioral Errors	1.5 Problem Behavior Definition
Key Feature 8 - Family and Community Collaboration	1.11 Student/Family/Community Involvement

Specific to the TFI:

1.6 Discipline Policies

1.7 Professional Development

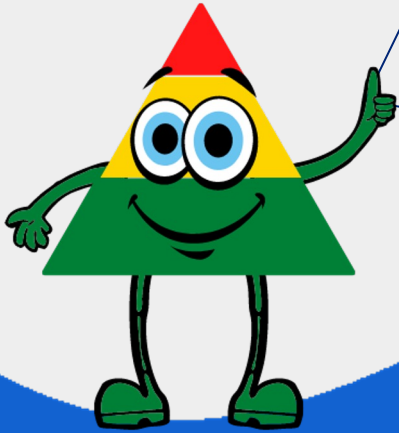
1.8 Classroom Procedures

1.15 Annual Evaluation

InterOffice Correspondence (IOC) 4.10.23

- In an effort to phase in use of the TFI, the focus for the spring 2023 semester will be for schools to become familiar with Tier 1 of the TFI. The expectation for the fall 2023 semester will be to complete Tier 1 of the TFI and submit their scores and action plan in the Principal's Portal.
- A Tier 1 TFI Electronic Companion Guide is available with samples, examples and templates to support school teams.

Let's Dig Into the TFI Companion Guide





BACK

TFI
overview

1.1

1.2

1.3

1.4

1.5

1.6

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1.8

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1.12

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1.14

1.15

NEXT

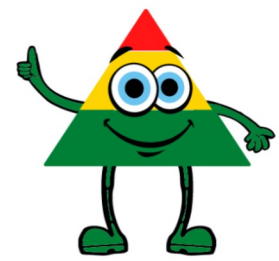


LAUSD
UNIFIED



Tiered Fidelity Inventory (TFI)

Tier 1 Companion Guide



TFI Companion Guide – Feedback and Comments



In table groups, discuss the TFI Companion Guide. Provide your thoughts in the boxes below.

Share a few things
you like

A large, empty rounded rectangular box with a thin black border, intended for writing responses to the prompt "Share a few things you like".

Share a few
questions you have

A large, empty rounded rectangular box with a thin black border, intended for writing responses to the prompt "Share a few questions you have".

Share a few positive
suggestions

A large, empty rounded rectangular box with a thin black border, intended for writing responses to the prompt "Share a few positive suggestions".

Public Comment



Motion and Adjourment

