



Los Angeles Unified School District  
Division of School Operations

# CULTIVATING JOY AND WELLNESS IN SCHOOLS

SCHOOL CLIMATE  
ADVOCATE  
RESOURCE GUIDE

2023





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# READY FOR THE WORLD

The Los Angeles Unified School District's singular goal: ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life.

**Ready for the world** means:

- All students graduate from our district fully prepared and inspired to thrive in college, career, and their lives beyond our classroom walls.
- All students are advocates for themselves and others; they are open-minded, adaptable, and effective communicators.
- All students will serve as the next generation of changemakers and problem solvers.
- All students will be educated about the world around them, mindful of others' perspectives, and aware of how they can meaningfully contribute to the world.

Being **ready for the world** means our students will graduate with the skills and knowledge they need to live out their dreams.

## Joy and Wellness

For our students to thrive in schools and fully engage in their academic experience, we must create environments where they feel safe, welcome, and excited to learn. To that end, we are committed to safe and healthy environments promoting **Joy and Wellness** in every District school.

We are committed to serving the whole child and attending to our student's social, emotional, and physical health and wellness. They will be prepared and energized to focus on learning, growing, and building meaningful connections at school.

We are committed to fostering a safe, inclusive, and supportive school culture on every campus and minimizing barriers to learning.

Our approach to safety is comprehensive, creating environments that offer physical and emotional safety. By promoting these conditions, we believe our campuses and classrooms will shine, and our students will thrive.

For a copy of the District's Strategic Plan "Ready for the World," please visit the [website](#).

# MESSAGE FROM THE DIRECTOR

Greetings, School Climate Advocates,

Welcome to the School Climate Advocate Family. Together, we will have a successful and productive school year. The Los Angeles Unified School District is committed to providing safe, healthy, and collaborative school communities. Our goal is "Cultivating Joy and Wellness in Schools."

School Climate Advocates will receive expert training with researched-based information to build social-emotional learning skills in students. We have partnered with the Division of Instruction, Student Health and Human Services, Data and Accountability, Human Relations, Diversity and Equity, Social Emotional Learning, Classified Employment Services, and other school culture and climate experts to provide quality training.

This guide is divided into several sections:

- Know Your Role and Your Responsibilities
- Get to Know Your School Community
- Personal Learning Journals
- Restorative Justice Practices
- School Climate Advocate<sup>2</sup> Leadership Program
- Suggested Sample School and Campaign Activities
- Weekly Sample Schedules and District Resources

The guide pivots on School Climate Advocates using active listening skills and culturally responsive pedagogy while promoting student voice and engagement. Advocates also will learn to recognize trauma, lessen disruptive student behavior, create strong partnerships with parents and community members, and maintain the Second Step Program in schools.

School Climate Advocates will find a link to the guide and other resources on the Division of School Operations website <https://achieve.lausd.net/districtoperations>.

With your support, our students will have a welcoming place to learn that makes them feel someone cares about them. Thank you for joining our team.

Sincerely,



Deborah D. Brandy, Director  
Division of School Operations

# 8 NORMS OF COLLABORATION

1

**PAUSING BEFORE SPEAKING**

Taking a minute to pause and consider before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2

**PARAPHRASING FOR UNDERSTANDING**

Using a paraphrase starter that is comfortable for you – "So..." or "As you are..." or "You're thinking..." – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3

**PROBING GENTLY WITH OPEN-ENDED INQUIRIES**

Formulating questions to either explore or to specify thinking helps develop brave spaces and rich dialogue. Questions may be posed to explore perceptions, assumptions, and interpretations and invite others to inquire into their thinking. For example, "What might be some theories you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4

**PUTTING IDEAS ON THE TABLE**

Having a productive conversation depends on fresh and honest ideas. Label the intention of your comments. For example: "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..." or "Another consideration might be..."

5

**PROVIDING DATA**

Using data, in various forms, both qualitative and quantitative, supports group members in constructing shared understanding from their work. Data have no meaning beyond what we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6

**PAYING ATTENTION TO SELF AND OTHERS**

Remaining conscious of self and others is necessary for meaningful dialogue and discussion. When each group member is aware of what (s)he is saying and how it is said, and how others are responding, brave conversations can take place. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7

**PRESUMING POSITIVE INTENTIONS**

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

8

**STAYING PRESENT**

Placing your cell phone or another electronic device on silent and away allows you to remain engaged in the conversation.





# BUILDING POSITIVE SCHOOL CLIMATE TOGETHER

## KNOW YOUR SCHOOL COMMUNITY MEMBERS

Work collaboratively with the holistic team members to meet, greet, and check-in daily with students.

The foundation of a positive school climate includes emotional safety, a welcoming school environment, trust and interpersonal relationships.

## MODEL EXPECTATIONS

Establish a climate of trust, demonstrate empathy, help all students to feel heard and recognized, allow a brave space to share ideas, and support social-emotional learning non-academic skills.

Develop monthly student activities to promote inclusion, equity, and student engagement based on the school climate section of the School Experience Survey (SES) to help students feel connected and more engaged.

## PLAN FOR SUCCESS

Plan and implement school-wide activities to increase interpersonal relationships, school spirit, trust, and student's voice.

Review current systems, plans, and goals that are already in place at your school. Plan what, where, and how school climate improvements can be incorporated into the existing framework. Identify how it will bolster current efforts and goals at your school. Recruit members of the holistic team for feedback and support.

1

PLAN WITH HOLISTIC TEAM MEMBERS

2

REVIEW SCHOOL EXPERIENCE SURVEY (SES) DATA

3

MAKE A PLAN, SHARE IT, IMPLEMENT STRATEGIES, MONITOR PROGRESS, AND SURVEY PARTICIPANTS

# SUCCESS INDICATORS FOR SCHOOLS

School success is measured by short term and long-term metrics. There are three metrics that are typically used to measure the success of a school. These metrics are:



## SCHOOL EXPERIENCE AND SUPPORT

- Ensure every child feels connected to a trusted, supportive adult
- Increase favorable school experience survey responses
- Decrease discipline rates (suspension and office referrals)
- Support policies and practices that eliminate the school to prison pipeline



## ENGAGEMENT

- Increase levels of parent and family engagement
- Increase student participation in extracurricular activities at school
- Increase community partnerships
- Increase school campaigns to promote kindness, school pride, student clubs, engagement, and student voice



## ACADEMIC ACHIEVEMENT

- Graduation rate increase
- Attendance and chronic absenteeism rate decrease

It is important to measure the success of School Climate Advocates on campus. This can be accomplished by monitoring the impact of School Climate Advocates on school success indicators.

Using the School Experience Survey, list the scores from the previous year in the following areas:

- School Experience and Support (favorable school experience survey responses, decrease in discipline referrals)
- Engagement (increasing student participation in extracurricular activities, increasing community partnerships)
- Academic Achievement (graduation rate, attendance, and chronic absenteeism rate)

	Year	School Experience and Support	Engagement	Academic Achievement
School Success Indicators				





# SECTION 1

KNOW YOUR ROLE AND RESPONSIBILITIES



# CLASS DESCRIPTION

## SCHOOL CLIMATE ADVOCATE

### SCHOOL CLIMATE ADVOCATE

#### DEFINITION

Receives direction from site administrators and assists them by supporting a safe and positive school culture and climate for all students, staff, and community members.

#### Typical Duties

Assist with providing a safe and welcoming school environment for students, staff, and community members by utilizing culturally sustaining and responsive pedagogy, active listening skills, de-escalation and conflict resolution techniques, and District programs to support social and emotional learning.

- Work collaboratively with school site personnel such as counselors, psychiatric social workers, and pupil and attendance counselors to implement multi-tiered systems of support and implement the District's school site safety policies.
- Participates and completes trainings and workshops relating to cultural diversity, equity, and access, systems of privilege, and implicit racial bias efforts, trauma-informed care, building interpersonal student relationships, and receives guidance from the Division of School Operations.
- Guides students and uses safety protocols, as necessary, to prevent injury to persons or damage to school property.
- Provides support to traditionally marginalized groups and identifies resources available within the school, District, and community.
- Provides information to District administrators regarding causes and effects of campus and community tension.
- Participates in school site committees, Safe Passages Collaborative meetings, and collaborative problem solving to develop student action plans.
- Maintains confidentiality when dealing with students, families, staff, and community members.
- Maintains accurate records of students, parents, staff, and community resources.
- Collects and disseminates information regarding disorderly or disruptive conduct or other situations and alerts District administrators when an emergency exists.
- Assists school personnel with mediation and conflict resolution.
- Participates in school-wide group guidance programs that support mentoring and other strategies to improve students' nonacademic skills and engagement.
- May reference District dashboard data and respond accordingly as per the site administrators' direction.
- May meet with campus visitors to inform them of school site safety protocols.
- May assist a site administrator in counseling and/or mentoring individuals or groups of students.
- Performs related duties as assigned.



# DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

## A SCHOOL CLIMATE ADVOCATE & (RESTRICTED)

receives direction from site administrators and assists them by supporting a safe and positive school culture and climate while interacting with students, families, staff, and community members. Employees in the (Restricted) class are employed in accordance with Education Code Section 45105 or 45108.

## A SCHOOL SAFETY OFFICER

is responsible for securing and patrolling a school or other District property in order to prevent or report violations of laws, rules, or safe practices.

## A CAMPUS AIDE

patrols school facilities in order to prevent violations of rules or safe practices. Employees in the classes designated as (Female) or (Male) are required to enter restrooms or locker rooms that are restricted to persons of the designated sex. Employees in the (Restricted) classes are employed in accordance with Education Code Section 45105 or 45108. Employees in the classes designated "(Spanish Language)" are required to speak Spanish as part of their duties, for which they receive a salary differential.



## SUPERVISION

General supervision is received from a site administrator and receives guidance from the Division of School Operations. No supervision is exercised over District employees.

## CLASS QUALIFICATIONS

### Knowledge of:

- Safety rules and procedures to be observed by students
- Standards of courtesy and behavior exceptions and code of conduct of students
- Adolescent development
- Vocabulary and usage of terms common to youth in the area served by the school
- Culturally sustaining and responsive pedagogy, active listening skills, trauma-informed care, de-escalation, and conflict resolution techniques
- District programs to support social and emotional learning

### Ability to:

- Establish good relations with individual students and groups
- Communicate orally with District staff, parents, and students
- React quickly and appropriately in emergencies
- Work effectively with District personnel, students, parents, the public, and others to build positive school culture and climates

## ENTRANCE QUALIFICATIONS

### Education:

Graduation from high school or evidence of equivalent educational proficiency supplemented with the completion of college courses in psychology, sociology, counseling or other related field.

### Experience:

One year of related experience may substitute for the required education.

### Special:

Employees who are hired are required to complete a District training program prior to assignment at a school site. Employees in this classification may be required to attend community meetings held during evening hours.

## SPECIAL NOTE



Upon approval of the Board of Education, initial appointments of new employees to these positions will be for persons in low-income groups or from the community.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

**INTEROFFICE CORRESPONDENCE**  
**Los Angeles Unified School District**  
Division of School Culture, Climate, and Safety

**TO:** Principals  
Local District Superintendents

**DATE:** September 15, 2021

**FROM:** Roberto A. Martinez, Associate Superintendent   
Deborah D. Brandy, Director 

**SUBJECT: SCHOOL CLIMATE ADVOCATE POSITION UPDATES/FAQs**

This correspondence provides updates and responses to frequently asked questions about the role of School Climate Advocates. The Los Angeles Unified School District is committed to providing safe school environments so that our students may thrive academically. School Climate Advocates provide additional support with various school teams and activities.

Background Information

In 2021, the Los Angeles Board of Education approved the School Climate Advocate positions. The 237 District-wide positions align with "Board Goal 4 – Social Emotional Wellness" to support positive school climates.

As you are already aware, Social-Emotional Wellness plays a crucial role in supporting welcoming and safe school climates that allow students to feel connected and to excel in the classroom. Schools accomplish this goal through active listening skills, conflict-resolution techniques, and drawing on school site programs that help students develop in and outside of the classroom.

To assist school site administrators with utilizing School Climate Advocates, please see the answers to frequently asked questions and resources (attached) for your consideration.

Frequently Asked Questions

- **What types of training do School Climate Advocates receive?** School Climate Advocates receive initial training and guidance from the Division of School Culture Climate and Safety. The School Advocate will attend ongoing training throughout the school year, which will include but not be limited to, cultural diversity, equity, access, systems of privilege, implicit/unconscious bias, trauma-informed care, building interpersonal student relationships, multi-tiered systems of support, managing student conflict, affirming school environments, District policies, and the School Climate Advocate student program (see attached schedule).
- **How can School Climate Advocates support school site administrators and staff to create a positive school climate?** Research shows that schools with high student expectations and a positive school climate impact student academic achievement. School Climate Advocates will support schools with activities to promote academic achievement, respect for and appreciation of individual and cultural differences, strengthen parent engagement, and conduct activities that help students feel connected to create a sense of school ownership and pride. School Climate Advocates will work collaboratively with school site personnel such as counselors, Psychiatric Social Workers, Pupil Services & Attendance counselors, Deans/Intervention Coordinators, Restorative Justice Teachers, Community Representatives, etc., to implement proactive strategies to promote multi-tiered systems of support and implement the District's policies to support the implementation of the School Safety Plan.

**Suggested activities include, but are not limited to:**

<ul style="list-style-type: none"> <li>• Social-emotional learning such as Second Step, Character Counts, Safe and Civil Schools, etc.</li> <li>• Student verbal check-ins-check-outs</li> <li>• Student award assemblies</li> <li>• School-wide incentives (Caught Being Good tickets, etc.)</li> <li>• Student-to-student buddy system to welcome newly enrolled students or the lowest grade-level</li> <li>• No-One-Dines Alone lunch club</li> <li>• Mentoring</li> <li>• Plan and coordinate with student leadership Student Behavior Assemblies</li> <li>• Implement the <b>School Climate Advocate2</b> student program to increase student engagement and voice</li> </ul>	<ul style="list-style-type: none"> <li>• Readers are Leaders Book Club</li> <li>• Anti-bullying campaigns</li> <li>• Women's month activities</li> <li>• Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, and other commemorative calendar events</li> <li>• Plan and develop parent trainings alongside Community Representative</li> <li>• Plan with school staff Attendance Assemblies</li> <li>• Plan with administrators Principal's Honor Roll breakfast and ceremony</li> <li>• Maintain and update Student Club and Organizations hallway recruitment boards</li> <li>• Assist and support Homecoming Week activities</li> <li>• Assist College Counselor with College Fair activities</li> </ul>
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- **Did the School Climate Advocate replace School Police Officers and School Safety Officers?** School Climate Advocates are not replacements for School Police Officers and School Safety Officers. As noted in the job description (see attached) and the chart below, the roles and responsibilities of each position have key differences. School Climate Advocates will work under the direction of site administrators to support safe and positive school climates by collaborating with student support team members, assisting with school-wide activities and campaigns to support positive school climate, and conducting monthly student recognition assemblies.
- **How are the School Climate Advocate roles different from a School Safety Officer or a Campus Aide?**

<i><b>School Climate Advocate</b></i>	<i><b>School Safety Officer</b></i>	<i><b>Campus Aide</b></i>
<p>A School Climate Advocate is responsible for supporting a safe school climate and welcoming environment for all students.</p> <p>Reports directly to the principal or designee.</p>	<p>A School Safety Officer is responsible for securing and patrolling a school or other District property to prevent or report violations of laws, rules, or safe practices.</p> <p>Reports directly to the Los Angeles Unified School District Police Department.</p>	<p>A Campus Aide is responsible for patrolling school facilities to prevent violations of rules or safety practices.</p> <p>Reports directly to the principal or designee.</p>



**Suggested Next Steps**

School site administrators or designee may want to take the following steps to ensure that School Climate Advocates are aware of existing school structures and how they can support the school:

- Schedule a meeting with your School Climate Advocate
- Establish goals and objectives
- Share the supervision plan with the School Climate Advocate
- Develop or augment activities and campaigns
- Develop weekly schedules (see attached sample template) as well as regular meetings to communicate with the campus safety team (administrators, Deans, Psychiatric Social Workers, Pupil Services and Attendance counselors, Restorative Justice Teachers, Campus Aides, lunch Supervision Aides, School Climate Advocate) about student safety issues and the roles of each team member.
- Review the Discipline Foundation Policy – School Wide Positive Behavior Intervention and Support-BUL-6231.0, and the Integrated Safe School Plan with the school safety team members.

Should you have questions or need assistance, do not hesitate to contact Deborah D. Brandy at [deborah.brandy@lausd.net](mailto:deborah.brandy@lausd.net) or Roberto A. Martinez at [roberto.a.martinez@lausd.net](mailto:roberto.a.martinez@lausd.net).

Thanks for your unwavering commitment and dedication to our students and school community. We look forward to continuing our partnership.

Attachments:

Attachment A: School Climate Advocate Training Schedule and Dates

Attachment B: School Climate Advocate Job Description

c: Pedro Salcido  
Karla Gould  
Alfonzo Webb  
Leslie Ramirez



## QUICK WRITE

Take a few minutes to reflect upon what it means to be a school climate advocate. Jot your ideas about school culture, school climate, and your role at your school. Please refer to the materials in this handbook to help guide your responses.

**What is school culture?**

**What is school climate?**

**What is my role at my school, and how will I support the climate at my school?**

# BUILDING RESILIENT SCHOOLS

LAUSD is using a research-proven Mindfulness-Based SEL program called [Inner Explorer](#) shown to reduce educator stress by 43%, improve behavior by 60%, and increase grades and test scores!

- 4 age-appropriate programs, pre-K through 12th grade
- Guided-audio mindfulness practices
- In both English & Spanish languages with diverse narrators



**Simple to Use** - No prep or previous experience; just press "play."



**Builds the Foundation** - Daily Tier 1 Mindfulness-Based SEL practice supports a safer and healthier school climate and more resilient students.



**Support students** - Best practices for both educators and parents, along with specialized post-drill practices, are provided in the **School Safety Toolkit**.



**Optimize MTSS, PBIS & Restorative Practices** - Topical practices are available in the Counselors' Series to support work with individuals and small groups.



**Wellbeing for students, staff, and families** - listen with your students, families can practice at home with the **HOME App**, and use the **Educator Wellbeing** series for yourself, in staff meetings, and at home!

## ACCESSING DIGITAL *Second Step* K-8

THE DIGITAL *SECOND STEP* CURRICULUM CAN BE ACCESSED IN THE FOLLOWING WAY:

1. Log in to [secondstep.org](https://secondstep.org)
2. Enter your single sign-on email
3. Click on *log in* through Clever
4. Click on Create a Class
5. Now you may begin teaching the *Second Step* SEL curriculum

Troubleshooting: If you click on log in through Clever and get an error message, click on go to portal to log in. For questions contact: [support@secondstep.org](mailto:support@secondstep.org)

# SCHOOL CLIMATE ADVOCATE PROJECT PAGES

**Guiding Question:** How can School Climate Advocates promote positive school culture and climate?

**Task:** In collaboration with your administrator think about what School Climate Advocates can do to support the District goals. Select an area that you would like to improve school culture and climate. Set goals, plan a course of action, develop a calendar of activities for the year, and determine how you will measure success. Document your activities, progress and utilize data to identify successes and next steps.

**Review Second Step Program resources and your school's data from the most recent School Experience Survey ([Data Privacy, Analysis, & Reporting Branch / SES Dashboard Links \(lausd.net\)](#)) and select the area with the greatest need.**

**State the problem and the evidence of need (data):** The problem should be stated in a couple of sentences. For example: "The School Experience Survey documents the perception of our students about their experiences at our school. Last year only 51% of students stated that they felt like they were a part of our school. We need to increase student connectedness to at least 56%."

**State your position:** What you want: your goals, terms, or conditions.

**Take into account other perspectives:** This will help you identify underlying causes for the problem. Listen and analyze others' interests and perspectives. Talk to diverse groups of stakeholders.

**Brainstorm solutions identifying pros and cons:** Begin by clearly identifying the problem. Encourage all stakeholders to present as many ideas as possible. Prioritize ideas and evaluate pros and cons for each one. Discuss your ideas with other School Climate Advocates.

**Get feedback:** Work in partnership with all stakeholders, including the school's administration, to get feedback.

**Present your recommendations with your rationale to the administration for suggestions and approval:** Present your plan of action to your school's administrator.

**Implementation:** Calendar events, hold student meetings and informational assemblies, publicize events and record results.

**Monitor Progress:** Collect data and make any changes that you see necessary as you implement your project.

**Share your Results:** Determine when and how you will share your results with your entire school community, i.e. during an assembly or using social media.



Proposed projects should be designed to improve and or increase the following:

**SCHOOL  
ATTENDANCE**

**SOCIAL  
EMOTIONAL  
LEARNING**

**PARENT  
ENGAGEMENT**

**STUDENT  
CONNECTEDNESS**

**KINDNESS**

**STUDENT  
BEHAVIOR**



- **State problem and supporting data:**

- **Take into account other perspectives:**

- **Brainstorm solutions to the problem, including pros and cons (use attached worksheet).**  
Determine your goals and objectives

# SOLUTIONS PROS AND CONS WORKSHEET

Prioritize solutions and select the top three based on pros and cons.

SOLUTION	PROS	CONS

# SOLUTIONS FEEDBACK **WORKSHEET**

Get feedback from other stakeholders.

- Parents
- Teachers
- Students
- Administrators
- Other School Personnel
- Community Members



# SOLUTIONS APPROVAL WORKSHEET

- Present your project to the administration for suggestions and approval.

- Design an implementation plan.

- Determine how you will monitor your progress.

- Share your results.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

School Climate Advocate's Signature \_\_\_\_\_ Date \_\_\_\_\_

STEP BY STEP PLANNING SHEET FOR MEETINGS, ACTIVITIES, AND ACTIONS				
EVENT Describe event and rationale	DATE Meeting dates and times	WHAT Describe what participants will do	ACTIONS What needs to be done to plan the event?	

<b>GOAL</b> Describe your desired outcomes from the event	<b>PUBLICITY</b> Describe how you will publicize the event (social media, posters, etc.)	<b>WHO</b> List invited guests and/or target audience	<b>EVALUATION</b> What instrument will you use to determine success (surveys, evaluations, number of participants)?

# KWL CHART

Now that you have jotted down your ideas about being a School Climate Advocate, take your thoughts and ideas a step further.

What do you already know about being a School Climate Advocate? What other topics would you like to learn, as they relate to being a School Climate Advocate? What have you learned about being a School Climate Advocate?

Complete the first two columns. Take three minutes to write what you know about the School Climate Advocate position, the training, job duties, and what more you would like to know. We will review and write what we learned after each session.

What I Know	What I Want To Know	What I Learned

Think-Pair-Share Dialogue (5 minutes): Turn to your elbow partner for a quick think-pair-share regarding what you know, what you would like to learn about the work of a School Climate Advocate.





# SECTION 2

GET TO KNOW YOUR SCHOOL COMMUNITY

# GET TO KNOW

## Your School Community

Obtain a copy of the staff roster and school map and complete the contact information below. Plan to introduce yourself to key school site personnel. Do you have your elevator speech ready to share? An elevator speech is a quick synopsis of your background, experience, and purpose on the school campus. The reason it's called an elevator speech is because it should be short enough to present during a brief elevator ride. This speech is all about who you are, what you do, and what you want to do within your role as a school climate advocate for the school.

### SCHOOL CONTACT INFORMATION

**School Name:**

**School Address:**

**School Phone Number:**

Contact	Name	Location	Email Address
Principal			
Assistant Principal(s)			
Assistant Principal(s)			
Plant Manager			
School Administrative Assistant (SAA)			
Campus Aide(s)			
Parent Community Representative			
Athletic Coaches			
Leadership Class Teacher			
Psychiatric Social Worker			
Pupil Services and Attendance (PSA) Counselor			
After School Programs Staff			
Other Support Staff Member			
Other Support Staff Member			
Other Support Staff Member			
Other Support Staff Member			



# ELEVATOR SPEECH

## Elevator Speech Samples:

1. I'm the School Climate Advocate. I am here to help students navigate their high school experience and assist administrators, teachers, and faculty in promoting and fostering a positive school culture and environment.
2. I am the School Climate Advocate and am here to support our middle school students through this time of change and transition in their lives. I aim to work with all stakeholders toward our shared goal of creating and maintaining a safe, equitable, and inclusive experience on our campus.
3. I'm the School Climate Advocate. I'm here to support and promote a positive school culture. I'm here to ensure that everyone has a positive school experience by creating schoolwide events, checking in with students, and, most importantly, helping students advocate for themselves. My main goal on this campus is for students to feel welcomed and safe while on school grounds.

## Your Elevator Speech:

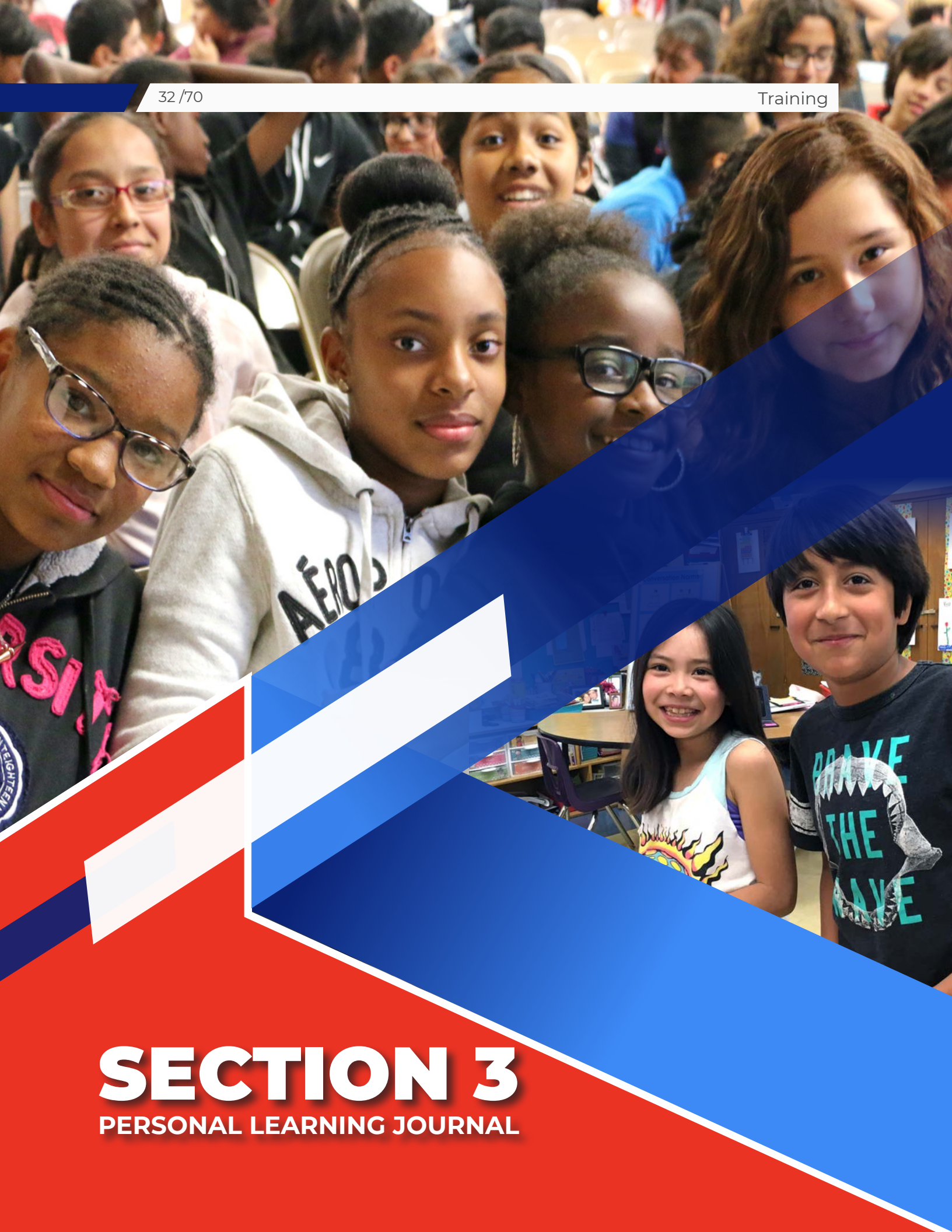
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# SECTION 3

PERSONAL LEARNING JOURNAL



# PSYCHOLOGICAL FIRST AID

## What is Psychological First Aid?

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical or traumatic incident.

## Purpose of Psychological First Aid

Psychological First Aid is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning. These are simple, hands-on approaches that any adult can take when a student is in crisis.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# PROACTIVE STRATEGIES

## AND DISTRICT POLICIES TO SUPPORT STUDENT CONDUCT ON SCHOOL CAMPUSES

### What are District Policies?

The District has developed several policies based on Educational Code to ensure that schools and school district employees understand their role in supporting schools and students.

### Purpose of this Training

School Climate Advocates will receive an overview of the Education Code provisions, including appropriate interventions to correct behaviors. The Education Code seeks to ensure that school discipline policies and practices are safe, positive, supportive, and equitable. Participants will learn about age-appropriate interventions and student-centered approaches. The training will help School Climate Advocates build trust, interpersonal relationships, and promote positive school culture and climate.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

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### Reflection/Assessment

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### Change/Adjustment

What will I do differently next time? What information will I include?

# TRAUMA INFORMED PRACTICES

## What are Trauma Informed Practices?

Trauma Informed Practices shift away from a deficit approach, exemplified by the question, “What is wrong with you?” and asking instead, “What happened to you?” an opening to begin the process of support and recovery is created.

## Purpose of this Training

School Climate Advocates will learn how, as educators, they can continue to support students and build resilience. Participants will also examine the trauma informed lens, engage in self-reflection, and consider triggers. School Climate Advocates will also learn the importance of self-care for educators, administrators, and staff.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

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How does this contribute to positive school climate?

### Reflection/Assessment

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### Change/Adjustment

What will I do differently next time? What information will I include?

# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

## What is MTSS?

A systemic, continuous framework predicated on high-quality first instruction, data-based decision-making, evidence-based interventions, and assessment practices that are applied across all levels of the system to align resources and support necessary for each student's academic, behavior, and social success.

## Purpose of MTSS

The District embraces a Multi-Tiered System of Supports (MTSS) framework as part of the strategic effort to meet the academic, behavioral, and social-emotional needs of the diverse student population. MTSS is focused on transformation to support all students through access to a coherent system of supports using a "whole child" approach.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

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### Change/Adjustment

What will I do differently next time? What information will I include?



# IMPLICIT/UNCONSCIOUS BIAS TRAINING

## What is Implicit/Unconscious Bias?

Implicit/Unconscious Bias are thought processes that happen without you even noticing, small judgments that are sometimes based on race. Having implicit bias does not mean a person is racist.

## Purpose of Implicit/Unconscious Bias Training

This training will use a highly engaging and interactive approach to define implicit/unconscious bias. It will provide the necessary foundation for School Climate Advocates to promote equity on school campuses and engage in courageous conversations.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# BUILDING INTERPERSONAL RELATIONSHIPS

## What is Building Interpersonal Relationships?

The interpersonal relationships that you form are a critical piece of the overall quality of your work experience with colleagues, parents and students. These relationships can foster a positive school environment within your school community.

## Purpose of Building Interpersonal Relationships

Building strong interpersonal relationships will help students feel a sense of safety and trust. It will mitigate the impact of traumas they have experienced. It gives them connectedness to a larger community and gives them hope for the future.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# CONFLICT MANAGEMENT

## What is Conflict Management?

Conflict is a normal part of human interaction and conflict management gives us the tools to successfully navigate our own conflicts and those of our students. Managing conflict starts with preventative measures (building relationships, teaching self-control) as well as strategies for defusing disruptive behavior built on an understanding of the cycle of acting-out behavior.

## Purpose of Conflict Management

Healthy management of conflict is a foundational part of a healthy school climate. Adults on campus must engage in actively self-monitoring and support students in healthy ways of navigating conflicts on campus.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# SOCIAL-EMOTIONAL LEARNING & CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

## What is Social-Emotional Learning and Culturally & Linguistically Responsive Pedagogy?

Social and emotional learning is the process where children and adults acquire knowledge and skills necessary to manage emotions, maintain positive relationships, and make responsible decisions.

Culturally responsive pedagogy is conveying respect for every student, respect for the knowledge, and language students bring to the school campus.

## Purpose of SEL and Culturally & Linguistically Responsive Pedagogy

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors can be reduced when efforts are made to develop students' social and emotional skills. Students from all cultures can benefit from "mirrors" that allow them to see themselves, their experiences, and their communities in school.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?



# SCHOOL SITE SAFETY

## What is School Site Safety?

The Integrated Safe School Plan covers emergency preparedness and response and crisis intervention. It provides a framework for managing emergencies ranging from minor incidents to major earthquakes, using a school site incident management team.

## Purpose of School Site Safety

School Climate Advocates are an integral part of helping to create and maintain a safe school environment through the establishment of community building practices.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# EMPATHY AND TEAM BUILDING

## What is Empathy?

Compassionate empathy is the ability to understand and feel the feelings of another person, and to be called to action to address the needs of others. We develop empathy through developing relationships and empathic listening.

## Purpose of Empathy and Team Building

The most important factor in building student resiliency is connectedness to a caring adult. Developing compassionate empathy allows us to be that all important protective factor for our students.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# POSITIVE BEHAVIOR INTERVENTION AND SUPPORT & RESTORATIVE PRACTICES

## What are Positive Behavior Intervention and Support/Restorative Practices?

These are proactive approaches to behavior that promote equity and accountability. PBIS uses a three-tiered framework to support all students and focuses on prevention through systems change. Restorative Practices promotes reflective thinking and collaborative problem solving. Restorative Practices places relationships, community building, and repairing harm at the center of our approach to behavior.

## Purpose of Positive Behavior Intervention and Support/Restorative Practices

This approach to student behavior works to create a school environment that is safe, affirming, and welcoming for all students.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# SAFE PASSAGES COLLABORATIVES

## What are Safe Passages Collaboratives?

Safe Passages Collaborative Programs aim to put safety first by leveraging Los Angeles City partnerships and advocacy to ensure safe routes to and from schools for all students. It also includes enhancing the District's partnerships with community-based organizations.

## Purpose of Safe Passage Collaboratives

School Climate Advocates may be designated by their school community to attend monthly Safe Passage meetings to receive information from the District, community members, and law enforcement agencies regarding crimes around their school and also receive information from other community-based agencies.

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

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# BLANK TRAINING JOURNAL SHEET

## PERSONAL LEARNING AND PLANNING JOURNAL

### Learning/Planning

What did I already know about the topic? What did I learn that was new?

### Action/Application

What did I do that was successful? What action steps did I take to implement my learning or activity?

How does this contribute to positive school climate?

### Reflection/Assessment

What will I do with what I have learned from my experience? What do I still need to learn about this topic?

### Change/Adjustment

What will I do differently next time? What information will I include?

# SECTION 4

## RESTORATIVE JUSTICE



# RESTORATIVE JUSTICE

School Climate Advocates are given the charge to assist schools with providing a safe and welcoming environment for students, staff, and community members. One of the ways that the School Climate Advocates can accomplish this goal is by fostering positive relationships with all school community members. Restorative Justice is the vehicle by which this task can be achieved.

Restorative Justice is a philosophy and approach to discipline that focuses on promoting values and principles that are inclusive and collaborative. Restorative Justice Practices help schools create and maintain a positive school culture and climate. Restorative Justice Practices, when consistently applied, promote and strengthen positive school culture.

## RESTORATIVE JUSTICE PRACTICES:

- Build community
- Celebrate accomplishments
- Intervene in offending behavior
- Transform conflict
- Rebuild damaged relationships
- Reintegrate students into the learning environment

When schools implement Restorative Justice Practices, the impact is felt throughout the entire school community. Some of the positive outcomes from implementing as a school community are:

- Safer and more caring school environment
- Student accountability
- Reduction in bullying and other interpersonal conflicts
- Increased awareness and connectedness with students and adults on campus
- Increased feelings of belongingness between students, peers, and significant adults
- Reduction in suspension and expulsion rates
- Build confidence in the school community to address challenging issues

To effectively implement school-wide Restorative Justice Practices, schools must:

- Establish a commitment - readiness by the school leadership team to understand and support the implementation of Restorative Justice Practices.
- Have a vision supported by planning and training for effective implementation and sustainability.
- Engage all school stakeholders, students, parents, and staff in understanding what Restorative Justice Practices are and how they promote school climate.
- Monitor how Restorative Justice approaches are used and evaluate and celebrate success.

# THE FOLLOWING 9 KEY PRACTICES PROMOTE SUCCESSFUL IMPLEMENTATION OF SCHOOLWIDE RESTORATIVE JUSTICE:

9 Key Restorative Justice (RJ) Practices	Level of Implementation	SCA Implementation
1. Affective Statements	Schoolwide practice	Daily practice
2. Restorative Questions	Schoolwide practice	Daily practice
3. Restorative Language	Schoolwide practice	Daily practice
4. Community Building Circles	Selected	SCA may <b>support</b> certificated staff
5. Harm Circles	Selected	SCA may <b>support</b> certificated staff
6. Restorative Conferences	Targeted	SCA may <b>support</b> certificated staff
7. Restorative Staff Community	Schoolwide practice	Daily practice
8. Restorative Practices with Parents	Schoolwide practice	Daily practice
9. Re-entry Circles	Targeted	SCA may <b>support</b> certificated staff

When thinking about Restorative Justice, there are guiding principles that serve as the foundation of this philosophy and approach. Restorative Justice is not a program.

Restorative Justice is:

1. A way of thinking ~ a mindset.
2. A way of building safe and healthy school environments.
3. Not permissive, but promotes school communities working cooperatively and constructively.
4. A way of addressing the harm that is caused as a result of conflict.
5. A way of holding the harmer accountable for the harm he/she/they caused to the harmed.
6. A way of empowering the harmed, harmer, and other school community members to participate in a dialogue on repairing the harm and the community.
7. A way of repairing relationships and reintegrating the harmer back into the school community.
8. A way to recognize and encourage the role of community to build a positive environment.

## AFFECTIVE STATEMENTS

Affective Statements, often called “I Statements,” are genuine expressions of feelings and emotions in relation to specific behaviors. They focus on the behavior and how that behavior affects the speaker without applying a negative label to the student—using “I Statements” because that provides a structure for reinforcing desired behaviors or redirecting unwanted behavior. Using these types of statements improves our children’s emotional literacy, improving communication and social skills while developing a positive school climate.

### Affective Statement Model

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.





Focus primarily on relationships and secondarily on rules

- Give voice to the person(s) harmed.
- Give voice to the person(s) who caused the harm.



Engage in collaborative problem-solving

- Enhance responsibility.
- Empower change and growth.
- Plan for restoration.

As schools work with their stakeholders, they must remain consistent in their response to conflict. One of the most effective approaches is the use of “restorative questions.” These questions help students think about the actions they have taken and how they can make changes in the future.

## RESTORATIVE QUESTIONS

What happened and what were you thinking at the time of the incident?



What have you thought about since?



Who has been affected by what happened and how?



What about this has been the hardest for you?



What do you think needs to be done to make things as right as possible?



# SECTION 5

## SCHOOL CLIMATE ADVOCATE<sup>2</sup> PROGRAM



# SCHOOL CLIMATE ADVOCATE<sup>2</sup>

## LEADERSHIP PROGRAM

The School Climate Advocate<sup>2</sup> is a leadership program. It is a collaboration between the School Administration, the School Climate Advocate, and students who work alongside the School Climate Advocate. It is a peer-led program that will enhance the school climate on school campuses. This program is geared towards building positive relationships with students and effectively promotes social-emotional learning and positive school culture and climates on their campuses.

### WHAT IS A SCHOOL CLIMATE ADVOCATE<sup>2</sup>?

*The School Climate Advocate<sup>2</sup> are thoughtfully selected students who will be trained to use a wide range of strategies to strengthen student engagement, resolve conflicts, and ensure equity on campus. SCA<sup>2</sup>s will assist in leading and planning Forums that will engage a diverse cross-section of the student population. The SCA<sup>2</sup>s will work with their peers to develop skills to be successful students. Those skills fall under the following categories:*

- Social Awareness
- Growth Mindset
- Self-Efficacy
- Self-Management
- Youth Development

### KEY ACTIVITIES

**Lunch Time/After School Activities-DAILY**

**School-wide Inclusion Activities-WEEKLY**

**Meet with SCA<sup>2</sup>s-WEEKLY**

**Forums (SCA<sup>2</sup>s + other students)-MONTHLY**

### FORUM FORMAT

- *Introductions and Rules*
- *Community Building Activities*
- *Social Norms Surveys*
- *Small Group Discussions*
- *Large Group Discussions*
- *Closing*

### WHAT IS A FORUM?

*A Forum is a monthly student meeting co-led by SCA<sup>2</sup>s and the School Climate Advocate with certificated supervision. Student participants are thoughtfully selected from many different peer groups to create a group representative of the whole student body. They allow students to connect while also getting a sense of the overall school climate. It is also time for the SCA<sup>2</sup>s to develop leadership and social skills.*





# SECTION 6

## SUGGESTED SAMPLE ACTIVITIES

Before starting any campaign on your school site, you must get approval. Set up a meeting with the Principal or Assistant Principal. Be prepared. Know your why!

## SUGGESTED CALENDAR ACTIVITIES

Suggested Activity	Frequency	Examples
Check-In/Check-Out (verbally)	Daily	
Student to Student Buddy System	Daily	
Get to Know Your Peers Lunch Club	Daily	
Mentoring	Daily	
Second Step	Weekly	
Character Counts	Weekly	
Safe and Civil Schools	Weekly	
Readers are Leaders Book Club (collaborate with school librarian)	Weekly/Monthly	
Award Assemblies	Monthly	Principal's Honor Roll, Perfect Attendance, Student of the Month
Schoolwide Incentive Programs	Monthly	Caught Being Good, Student of the Month
Parent Trainings with Community Representative	Monthly	
Student Club and Organization Hallway Recruitment	August and September	
Hispanic Heritage Month	September/October	
Anti-Bullying Campaign	October	
Homecoming Week Activities	November?	
Black History Month	February	
Women's Month Campaign	March	
Asian American and Pacific Islander Heritage Month	May	
College Fair Activities	Various Dates	

Month	Activity/Goal	Optional Activities and Campaigns
AUGUST	<b>Student Bill of Rights Campaign</b>  <b>School Experience DATA</b> <b>COLLECT INFORMAL DATA</b>	
SEPTEMBER	<p><b>It Starts with Hello Activity Week</b> - The objective of this week is to focus on kindness and inclusion. It Starts with Hello teaches students the skills they need to connect, reach out, and include those who may be dealing with loneliness or social isolation and helps to foster a culture of inclusion and connectedness within the classroom, school, and community.</p> <p><b>It Starts with Hello! Hello, My Name Is... Activity/Hey Day!</b> (students and faculty wear name tags and “say hello” and introduce themselves to someone they do not know)</p>	<ul style="list-style-type: none"> <li>• Positivity Tuesday Themed bulletin board, locker, desk activity using tear-offs and post-it notes)</li> <li>• School Spirit Week</li> <li>• National Hispanic-Latino Heritage Month (Sept. 15 - Oct. 15)</li> <li>• International Literacy Day</li> <li>• California Admissions Day</li> </ul>
OCTOBER	<p><b>Mix it up! (Get-to-Know-Your Peers)</b> (students will be encouraged to sit with someone new at lunch/nutrition and ask each other “Get to Know You” and “Would You Rather” questions)</p>	<ul style="list-style-type: none"> <li>• College Awareness Month (College facts during morning announcements, classroom and door decorating, college t-shirt/colors day)</li> <li>• Digital Citizenship Week</li> <li>• Red Ribbon Week • Lunch Clubs</li> <li>• National Hispanic-Latino Heritage Month (Sept. 15 - Oct. 15)</li> <li>• Indigenous People’s Day</li> <li>• Bully Prevention Month “Be a H.E.R.O. (Helping Everyone Respect Others)” Day</li> <li>• The Great California ShakeOut</li> <li>• National Safe Schools Week</li> </ul>
NOVEMBER	<p><b>See Something/ Say Something</b> (To promote a positive and safe school climate, we want our students, faculty/ staff and parents/guardians who may hear or see suspicious activity, including threats, instances of intimidation, use of illegal substances, bullying, cyberbullying, etc. to reach out to adults through phone, text, or email)</p> <p><b>CONDUCT INFORMAL SURVEYS</b>  <b>Identify- SCA2</b></p>	<ul style="list-style-type: none"> <li>• National Child Safety and Protection Month (Parent Workshop on child safety)</li> <li>• Gang Awareness and Prevention Month (GRYD School-wide Assembly and parent workshop)</li> <li>• Good Nutrition Month</li> <li>• National Homeless Youth Awareness Month</li> <li>• Veterans Day</li> <li>• Thanksgiving Day</li> </ul>

<b>DECEMBER</b>	<b>Human Rights Day</b> <b>Informal Observation</b> <b>Informal Student Surveys</b>	<ul style="list-style-type: none"><li>• International Day of Persons with Disabilities</li><li>• Bill of Rights Day</li><li>• Christmas</li><li>• Kwanzaa</li><li>• New Year's Eve</li></ul>
<b>JANUARY</b>	<b>Data Identified Project</b> (e.g., anti-bullying)	<ul style="list-style-type: none"><li>• New Year's Day</li><li>• Martin Luther King, Jr. Day</li><li>• National Day of Service</li><li>• No Name-Calling Week</li></ul>
<b>FEBRUARY</b>	<b>African American History Month</b>	<ul style="list-style-type: none"><li>• Random Acts of Kindness Day (Feb. 17th)</li><li>• National Freedom Day</li><li>• Rosa Parks Day</li><li>• Valentine's Day</li></ul>
<b>MARCH</b>	<b>Read Across America Day</b>	<ul style="list-style-type: none"><li>• St. Patrick's Day</li></ul>
<b>APRIL</b>	<b>Earth Day</b> (April 22nd)	<ul style="list-style-type: none"><li>• Denim Day</li><li>• April Fools' Day</li><li>• World Autism Day</li><li>• Administrative Professionals Day (April 27th)</li></ul>
<b>MAY</b>	<b>Mental Health Awareness Month</b> (Resilience and Strength Spirit Week)	<ul style="list-style-type: none"><li>• Jewish American Heritage Month</li><li>• Asian Pacific American Heritage Month</li><li>• School Principals' Day</li></ul>
<b>JUNE</b>	<b>National Safety Month</b>	<ul style="list-style-type: none"><li>• LGBTQ+ Pride Month</li><li>• World Environment Day (June 6th)</li><li>• Juneteenth (June 19th)</li></ul>



# Sample Campaign/ Activity

It starts with  
Hello!!!

## Campaign Checklist

- ☐ Before starting any campaign on your school site, you must get approval.
- ☐ Set up a meeting with the Principal or Assistant Principal. Be prepared. Know your why!
- ☐ Check the Master calendar to ensure your activity will not conflict with others.
- ☐ Plan for sharing information about the activity. (2 weeks before activity)
  - Create and post posters
  - School website
  - PA announcements
  - School social media pages
  - School newsletter
- ☐ After approval from the administrator, enlist the support of those indicated by the administrator who can assist (supervision aides, counselors, admin., teachers, students, student leadership)
- ☐ Collect all materials- stickers, pens, markers, poster board, copies of activities, clipboards, Banner, tagboard, script, brochures
- ☐ Ask for a designated spot where you can set up a table.
- ☐ Decide when you will do additional activities. (Nutrition or lunch)
- ☐ Find incentives for participants (i.e., restaurant coupons, pizza coupons, gift cards, school swag, etc.) and be sure to follow BUL-5895, Donations, BUL-6876, *Sponsorships and Solicitations Guidelines*, and all other applicable District policies and procedures.

# IT STARTS WITH HELLO ACTIVITY – SEPTEMBER

## OVERVIEW

Social isolation is the overwhelming feeling of being left out, lonely and treated like you are invisible. It is a growing epidemic in the United States and within our schools. Young people who are isolated can become susceptible to bullying, violence and/or depression. As a result, many further pull away from society, struggle with learning and social development, and/or choose to hurt themselves or others. **It Starts with Hello** teaches students grades 2nd through 12 the skills they need to reach out to and include those who may be dealing with social isolation and create a culture of inclusion and connectedness within their school community.

## MATERIALS

- Hello name tag
- Markers, pens
- Clipboard

## SET-UP

Representatives will stand in various breezeway/locations throughout the school campus and pass out “Hello my name is...” tags.

## OBJECTIVES

- Students will examine the importance of reducing social isolation and creating a connected and inclusive classroom and school community.
- Students will be asked to write their name and place tag in a visible location on their clothing.
- Students are encouraged to say Hello and introduce themselves to at least 10 peers and/or teachers throughout the day.

*Note to Advocate: Refer to campaign checklist*



# FIND SOMEONE WHO

**FIND A DIFFERENT PERSON FOR EACH BOX.  
CAN YOU GET A BINGO OR A BLACKOUT?**

Has had a broken bone.	Has been out of the country.	Went to a National Park this summer.	Has a little sister.	Has a pet that is not a dog or cat.
Can play a music instrument.	Wears the same shoe size as you.	Can speak two languages.	Favorite food is pizza.	Is left handed.
Was born the same month as you.	Went camping last summer.	Wearing mismatched socks.	Can whistle.	Has read all of Harry Potter.
Plays a sport.	Has a big brother.	Has pierced ears.	Favorite color is red.	Likes to eat sushi.
Has dyed their hair.	Has been on a rollercoaster.	Has been in a parade.	Can curl their tongue.	Can do a cartwheel.

# SAMPLE CAMPAIGN/ACTIVITY

## OCTOBER: MIX-IT-UP

### Campaign Checklist

- ☐ Before starting any campaign on your school site, you must get approval.
- ☐ Set up a meeting with the Principal or Assistant Principal. Be prepared. Know your why!
- ☐ Check the Master calendar to ensure your activity will not conflict with others.
- ☐ Plan for sharing information about the activity. (2 weeks before activity)
  - Create and post posters      • School website
  - PA announcements          • School social media pages
  - School newsletter
- ☐ After approval from the administrator, enlist the support of those indicated by the administrator who can assist (supervision aides, counselors, admin., teachers, students, student leadership)
- ☐ Collect all materials- stickers, pens, markers, poster board, copies of activities, clipboards, Banner, tagboard, script, brochures
- ☐ Ask for a designated spot where you can set up a table.
- ☐ Decide when you will do additional activities. (Nutrition or lunch)
- ☐ Find incentives for participants (i.e., restaurant coupons, pizza coupons, gift cards, school swag, etc.) and be sure to follow BUL-5895, Donations, BUL-6876, *Sponsorships and Solicitations Guidelines*, and all other applicable District policies and procedures.

# MIX-IT-UP – GET TO KNOW YOUR PEERS

## OVERVIEW

School cafeterias are some of the most segregated spaces in schools. Whether they choose their own seats or sit where they're assigned, most students eat lunch in a bubble, sitting alone or surrounded by the same people. Those habits lead to division and isolation. **Mix It Up (No One Eats Alone)** at Lunch is a simple call to action for students of all grades to sit next to someone new or someone who sits alone in the cafeteria.

## OBJECTIVE(S):

- To create a lunchtime of inclusion and community where students look beyond differences, find ways to eat lunch, and start conversations with everyone.
- To start breaking barriers and show students how to meet new people, build common ground and learn new social skills.
- To encourage students to meet and talk to people they don't typically interact with.
- To make sure... everyone is included.

## MATERIALS:

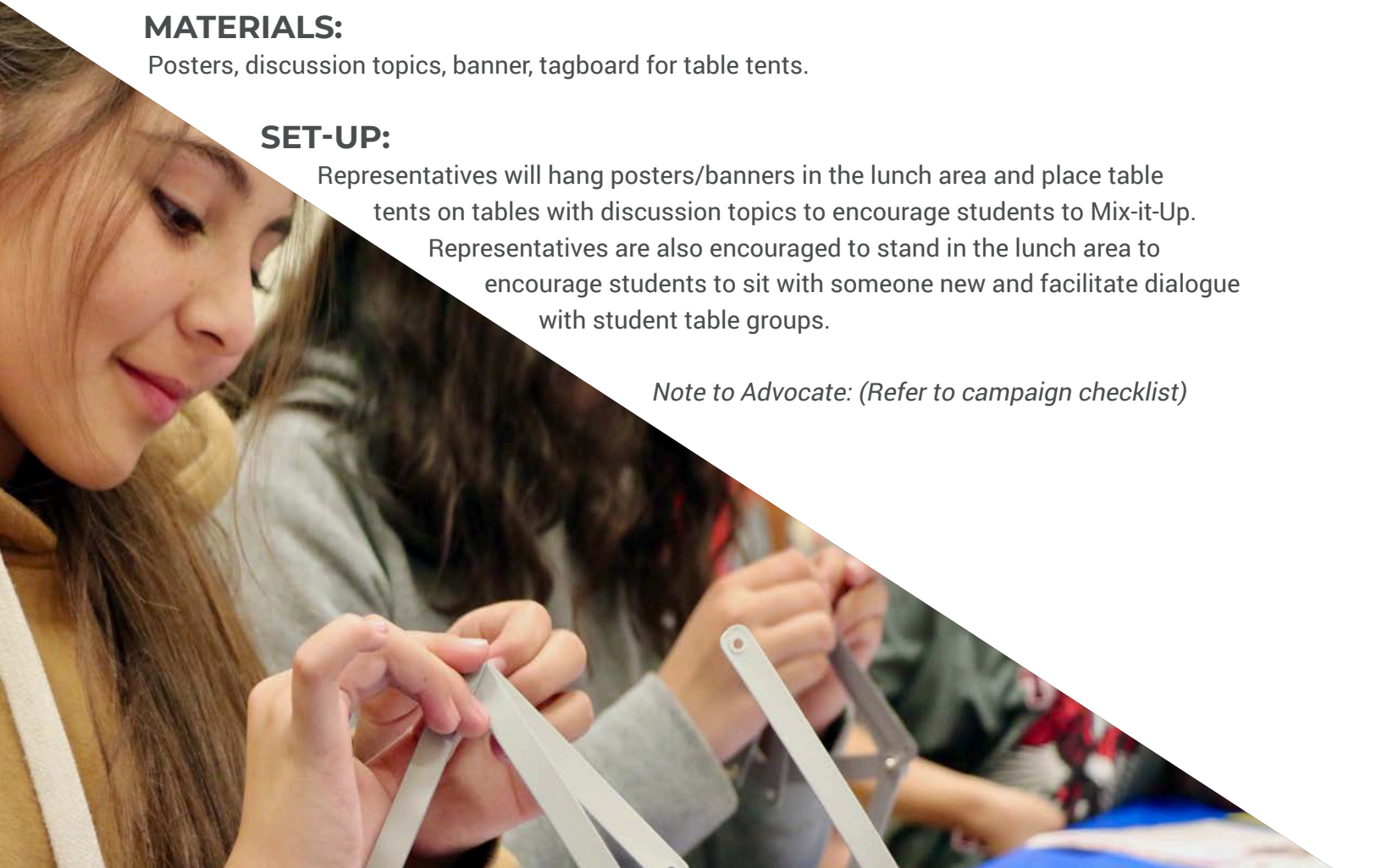
Posters, discussion topics, banner, tagboard for table tents.

## SET-UP:

Representatives will hang posters/banners in the lunch area and place table tents on tables with discussion topics to encourage students to Mix-it-Up.

Representatives are also encouraged to stand in the lunch area to encourage students to sit with someone new and facilitate dialogue with student table groups.

*Note to Advocate: (Refer to campaign checklist)*





# SAMPLE CAMPAIGN/ACTIVITY

## NOVEMBER: SEE SOMETHING SAY SOMETHING

IT TAKES A COMMUNITY TO PROTECT A COMMUNITY

### Campaign Checklist

- ☐ Before starting any campaign on your school site, you must get approval.
- ☐ Set up a meeting with the Principal or Assistant Principal. Be prepared. Know your why!
- ☐ Check the Master calendar to ensure your activity will not conflict with others.
- ☐ Plan for sharing information about the activity. (2 weeks before activity)
  - Create and post posters
  - PA announcements
  - School website
  - School social media pages
  - School newsletter
- ☐ After approval from the administrator, enlist the support of those indicated by the administrator who can assist (supervision aides, counselors, admin., teachers, students, student leadership)
- ☐ Collect all materials- stickers, pens, markers, poster board, copies of activities, clipboards, Banner, tagboard, script, brochures
- ☐ Ask for a designated spot where you can set up a table.
- ☐ Decide when you will do additional activities. (Nutrition or lunch)
- ☐ Find incentives for participants (i.e., restaurant coupons, pizza coupons, gift cards, school swag, etc.) and be sure to follow BUL-5895, Donations, BUL-6876, *Sponsorships and Solicitations Guidelines*, and all other applicable District policies and procedures.

# SEE SOMETHING SAY SOMETHING

## OVERVIEW

One of the best ways to keep our school communities safe is through See Something, Say Something. We are encouraging school and community members to become the eyes and ears of our school community in order to provide information that protects the wellbeing of students and staff. This means that we observe our environment and develop awareness of our surroundings. If we see something concerning, such as bullying, discrimination, mental health concerns or thoughts of self-harm, we say something. Even if we are not certain, we trust our instincts and make an anonymous report. We are reinforcing that our schools have no place for intolerance and invite all stakeholders to help create an environment of kindness and respect for all.

## OBJECTIVE(S):

Through various classroom discussions, listening circles, school club activities and school-wide events, school stakeholders will:

- Learn to recognize and understand warning signs and threats.
- Be empowered to “Say Something” to reduce violence, bullying, threats and tragic consequences and create safer, healthier schools and communities.
- Say something to a trusted adult and know who those trusted adults are that you can go to for help.

## MATERIALS:

Make posters, banners, brochures, script

## SET-UP:

Calendar presentations and discussions for advisory, parent workshops, staff meetings, etc.

*Note to Advocate: (Refer to Campaign Checklist)*



# SCHOOL CLIMATE ADVOCATE TRAINING TOPICS

## THREE-DAY INDUCTION TRAINING

Trauma-Informed Care and District Policies

Affirming School Environments

Implicit/Unconscious Bias Phase I

## ANNUAL TRAINING TOPICS

- Integrated Safe School Plan (ISSP)
- Let's Reflect and Celebrate our Successes!
- Managing Student Conflict
- Multi-Tiered Systems of Support (MTSS)
- Restorative Justice Community Building and Repairing the Harm
- Safe, Supportive, and Positive School Climate
- School Climate Advocate2 Youth Development Program for Student Leaders
- School Experience Survey (SES)
- The Rubric of Implementation (ROI)
- Trauma-Informed Care and District Policies
- Second Step Program





# Section 7

## SAMPLE SCHEDULES



# ELEMENTARY SCHOOL

School Climate Advocates should use their Outlook calendar to maintain and document their schedules. SCAs should share their Outlook calendars with their principal, direct supervisor, and School Administrative Assistant (SAA).

Time	Monday	Tuesday (Early Dismissal)	Wednesday	Thursday	Friday
7:30 AM - 8:30 AM	<b>Building Positive School Climate and Interpersonal Relationships with students, teachers and parents in designated areas.</b>				
8:30 AM - 9:30 AM	Beginning of the Week Check-In with Designated Focus Students (K-2)	Beginning of the Week Check-In with Designated Focus Students (3-5)	Check-In with the Principal	Parent Center Support and Collaboration	Behavior and Attendance Assembly Support
Recess 9:30 AM - 9:50 AM	<b>Assist with Recess Games and Activities (Basketball, Handball, Four Square, Tetherball)</b>				
9:50AM - 10:50 AM	Theme of the Week: Planning and Prep	Theme of the Week: Activity #1	Theme of the Week: Activity #2	Theme of the Week: Activity #3	Theme of the Week Activity #4
10:50 AM - 11:20 AM	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade K)	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade 1)	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade 2)	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade 3)	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade SpEd)
Lunch 11:20 AM - 11:50 AM	<b>Assist with Lunchtime Games and Activities (Basketball, Handball, Four Square, Tetherball)</b>				
11:50 AM - 12:30 PM	Second Step Program Activities Prep	Second Step Program Activities (Grade K)	Second Step Program Activities (Grade 1)	Second Step Program Activities (Grade 2)	Second Step Program Activities (Grade 3)
12:30 PM - 1:10 PM	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade 4)	Restorative Justice Community Building Circle ~Co-Circle Keeper (Grade 5)	Second Step Program Activities (Grade SpEd)	Second Step Program Activities (Grade 4)	Second Step Program Activities (Grade 5)
1:10 PM - 2:10 PM	Collaborating with PSA on Securing Student Incentives	Professional Development (2:15pm - 3:15pm)	Data Analysis	Collaborating with PSA on Securing Student Incentives	Check-Out with Teachers and Staff
2:10 PM - 2:30 PM	<b>Assist with Dismissal</b>				
2:30 PM - 4:00 PM	<b>Planning Time Analyze Data, Reflections</b>				

Direct Supervisor's Approval: \_\_\_\_\_ Date: \_\_\_\_\_



# SECONDARY SCHOOL

School Climate Advocates should use their Outlook calendar to maintain and document their schedules. SCAs should share their Outlook calendars with their principal, direct supervisor, and School Administrative Assistant (SAA).

Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM - 8:30 AM	<b>Building Positive School Climate and Interpersonal Relationships with students, teachers and parents in designated areas.</b>				
<b>Period 1</b>	Second Step Lesson with Ms. Johnson's Class	Training and Articulation with Director Brandy	Second Step Lesson with Ms. Hernandez' Class	Parent Meeting Presentation: "Cultivating Joy and Wellness"	SART Team Meeting
<b>Period 2</b>	Meet with Student Leadership Class for Kindness Week activities	Prep Materials for Kindness Week Activities	Prep for Awards Assembly	Meet with BSAP Students	Check in with Designated Focus Students
<b>Nutrition</b>	Assist w/ Supervision, Encourage Participation in Games/Activities, Connect with Students	Assist w/ Supervision, Encourage Participation in Games/Activities, Connect with Students	Assist w/ Supervision, Encourage Participation in Games/Activities, Connect with Students	Assist w/ Supervision, Encourage Participation in Games/Activities, Connect with Students	Assist w/ Supervision, Encourage Participation in Games/Activities, Connect with Students
<b>Period 3</b>	Data Dig with Holistic Team	Assist PSA with Contacting Community Resources for Student Incentives	Meet with Finance Manager to Discuss Upcoming Events	Student Wellness Team Meeting	RJ Community Building Circle with Mr. Torres' Class
<b>Period 4</b>	Planning Meeting with Holistic Team	Planning with AP and Dean for At-Risk Students	Assist Students with LA Metro TAP Card Registration	10 Week Grading Period Awards Assembly	Second Step Lesson Planning Time
<b>Lunch</b>	<b>Lunch Club! No One Eats Alone!</b>	<b>Half-court Basketball Games on Black Top</b>	<b>Wellness Wednesday Activity!</b>	<b>Student Club Meetings</b>	<b>FUN FRIDAY!!! Games and Music in the Lunch Area</b>
<b>Period 5</b>	Available for Student Check Ins - Check Outs	Available for Student Check Ins - Check Outs	Available for Student Check Ins - Check Outs	Available for Student Check Ins - Check Outs	Available for Student Check Ins - Check Outs
<b>Period 6</b>	Attend Professional Development (2:15pm-3:15pm)	Complete Orders for Upcoming Events/Raffles	Complete PowerPoint for Parent Meeting and Set Up Parent Center for Meeting.	Create/Distribute flyers for Upcoming Events.	Weekly Meeting with Direct Supervisor for Weekly Schedule Discussion.
<b>3:15 PM - 4:00 PM</b>	<b>Planning Time Analyze Data, Reflections</b>				

Direct Supervisor's Approval: \_\_\_\_\_

Date: \_\_\_\_\_

# BLANK SCHOOL CLIMATE ADVOCATE SCHEDULE

School Climate Advocates should use their Outlook calendar to maintain and document their schedules. SCAs should share their Outlook calendars with their principal, direct supervisor, and School Administrative Assistant (SAA).

Friday										
Thursday										
Wednesday										
Tuesday										
Monday										
Time										

Direct Supervisor's Approval: \_\_\_\_\_ Date: \_\_\_\_\_

# BLANK SCHOOL CLIMATE ADVOCATE SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Direct Supervisor's Approval: \_\_\_\_\_ Date: \_\_\_\_\_

# LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETINS

Please refer to the District Bulletins listed below for policy and procedures to support schools and District staff.

[Bulletin 5747.1 Abolition of Corporal Punishment](#)

[Bulletin 999.8 Acceptance Use Policy \(AUP\) for District Computers and Networks](#)

[Bulletin 5215.1 Bullying and Hazing \(Student-to-Student and Student-to-Adult\)](#)

[Bulletin 1347.2 Child Abuse and Neglect](#)

[Bulletin 5167.1 LAUSD Code of Conduct with Students](#)

[Bulletin 133307 Discipline Foundation Policy](#)

[Bulletin 2047 Hate Motivated Incidents & Crimes](#)

[Bulletin 3277.2 Prevention, Early Intervention, Cessation, Intervention and Resources to Support Students Regarding Drugs, Alcohol, Tobacco, and Other Intoxicants](#)

[Bulletin 3349 Sexual Harassment](#)

[Bulletin 5688 Social Media Policy for Employees](#)

[Bulletin 6876.1 Sponsorships and Solicitations Guidelines](#)

[Bulletin 5721.1 Student and Employee Security](#)

[Bulletin 5159.2 Uniform Complaint Procedure](#)

[Employee Code of Ethics](#)



# SCHOOL CLIMATE **ADVOCATE** DISTRICT RESOURCES

To learn more about the Los Angeles Unified School District organization, classified employee responsibilities, and benefits available to employees, please go to <https://oelausd.org/new-employees/>







**READY FOR THE WORLD!**





Los Angeles Unified School District  
Division of School Operations

# CULTIVATING JOY AND WELLNESS IN SCHOOLS

SCHOOL CLIMATE ADVOCATE  
RESOURCE GUIDE

2023

