



POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES

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

Social Emotional Wellbeing and Community Building for In-Person Learning Including Responding to Disruptive Behavior

Teaching and Learning Framework Standard 2: Classroom Environment

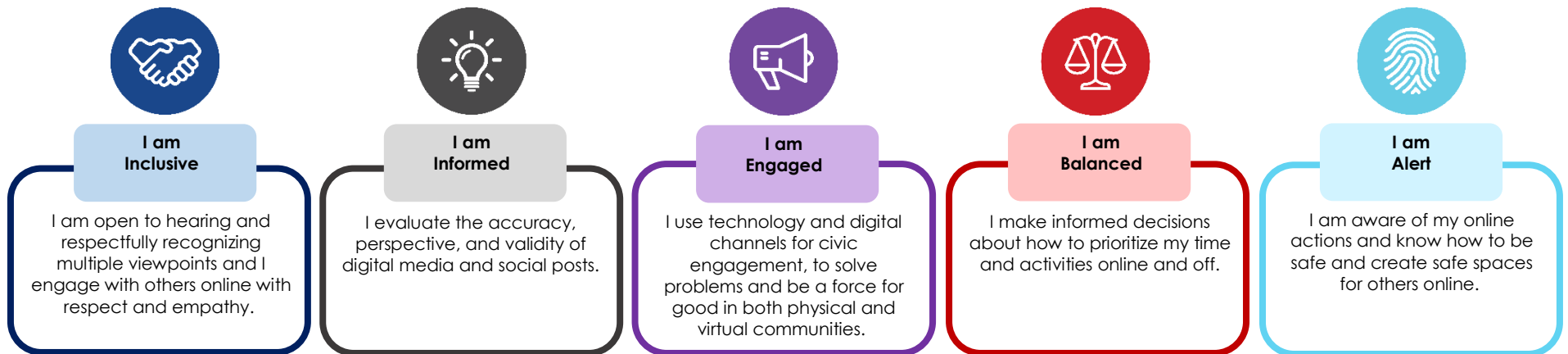
School Leadership Framework Standard 4: Culture of Learning and Positive Behavior

As District leaders, we recognize the important role all educators play every day to support our students by developing caring relationships to foster their learning and overall wellbeing. A sense of community in the school and classroom helps stakeholders feel valued and included. Establishing procedures and routines that cultivate connectedness and trust set the stage for increased academic engagement, social success and authentic relationships. Strategic activities that are asset based and leverage stakeholders' strengths and identities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive.

Dr. Nadine Burke, California's first Surgeon General stated it best, "Educators can deliver the daily doses of healing interactions that truly are the antidote to toxic stress...just as science shows that it's the cumulative dose of early adversity that's most harmful, it also shows that the cumulative dose of healing nurturing interactions is most healing."

In alignment with the LAUSD Teaching and Learning Framework and School Leadership Framework, community building and school climate efforts require the contribution and commitment of all stakeholders to cultivate safe, healthy, welcoming, and affirming learning environments by expanding the learning environment and allowing real-world participation through local, regional, and global collaboration.

The five DigCitCommit [competencies](#) highlight proactive practices, skills, and dispositions for engagement and community-building by both teachers and students:



The Instructional Technology Initiative (ITI) has curated materials available through Common Sense Education to engage in digital citizenship conversations, lessons, and activities. Click here to access these [Classroom Resources](#)



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Procedures and routines that cultivate connectedness and trust must be established as students return to campuses and must be taught, modeled and reinforced each day thereafter. This sets the stage for increased academic engagement and social success. The following four practices are essential to effective teaching and learning in all learning environments.

Community Building Activities

It is essential to build a strong sense of belonging, connection, and community in schools and classrooms, and a shared ownership of the space that embrace students' assets, identities, and experiences. The more connected and included we are, the less likely we are to engage in inappropriate behavior. In strong learning communities, we hold ourselves and each other accountable for following the expectations. Click here for a guide to [Community Building](#).

Creating Classroom/School-Wide Expectations

Safe, respectful, responsible, resilient and restorative learning environments help learners to actively engage and participate. Co-creation of classroom norms/expectations is a strategy to promote buy-in and greater engagement. Communicate expectations to parents and guardians. Review expectations during parent conferences and office hours. (See pages 4-7 for examples of expectations.)

Check-In/Check-Out

Regular Check-In/Check-Outs provide an opportunity to gauge where learners are as individuals. Brief Check-In/Check-Outs can be done daily, a couple of times a week, or weekly. The intent is to assess the social emotional wellbeing and engagement of each learner and to provide additional support as needed. Click here for [Check-In/Check-Out Guidelines](#) and a [Check-In/Check-Out Learning Module](#). Check-In/Check-Outs can also be done with parents and guardians.

Using 4:1 Connection over Correction

Establish a sense of emotional safety and connection while motivating learners to grow. Given high anxiety in these uncertain times, we (students, parents/caregivers, and staff) all need positive interactions and feedback, now more than ever! How are you using the [4:1 ratio](#)? Each person should experience positive interactions four times more often than corrective interactions.








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Thematic Activities

A sense of community in the school and classroom helps stakeholders feel valued and included. Strategic activities that leverage stakeholders' strengths and identities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive.

A simple and fun way to approach community building is through thematic events and activities. (Elementary should be done daily, while Secondary should be done on a rotating schedule to ensure that all students are engaged in these activities. For example; History classes may engage in Mindful Mondays, Math classes may engage in Grati-Tuesday, and so on. This can be discussed and decided at a faculty meeting.) This is a frame to support ongoing purposeful focus on wellbeing and a sense of community in schools and classrooms. Weekly lesson plans will be housed in the Resources Section in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Schoology group (access code ZV2B-2PCZ-BMJVX) and will continue to expand to create a sharing community. Please share any ideas, activities and/or resources by emailing them to: pbis_rp@lausd.net.

Mindful Monday	Grati-Tuesday	Wellness Wednesday	Thoughtful Thursday	Fun Friday
				
Mindfulness is the ability to be fully present in the moment.	Gratitude is about focusing on what's good in our lives and being thankful for the things we have.	Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life.	Thoughtfulness is about caring for others.	Fun Friday is the opportunity to laugh and have fun while learning.

Thematic lessons for the first two weeks of in-person learning are available – [week 1](#), [week 2](#)

Thematic [Morning Announcement Script](#) Ideas for the first month

[Community Building Circle lessons](#) for in-person learning for the first two weeks

These daily activities support [Social Emotional Learning Competencies](#) and do not replace District adopted SEL curriculum. The activities/resources above align with District/School adopted Social Emotional Curriculum (Second Step, Sanford Harmony, etc.).



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Student Expectations for In-Person Activities

Creating a safe, predictable, healthy, welcoming, and affirming in-person learning environment provides students the opportunity to actively engage and participate. Below is an example of some behavior expectations for in-person school activities. These could be used or altered depending on the unique needs of your students. It is encouraged to have students participate in developing the expectations for in-person activities. This will ensure student buy-in and greater student engagement.

We are Safe	We are Respectful	We are Responsible
<ul style="list-style-type: none">Wear a face covering over nose and mouth. *Keep 6 feet between yourself and others.Follow all directional markings in hallways/common areas.Wash your hands for 20 seconds regularly or use hand sanitizer.Keep your hands away from your face.Follow posted signs/markings based on LA County Department of Health Guidelines.Only eat your own food/snacks.Follow the Three S's for Site Safety: Screening, Sanitize, Social Distancing.	<ul style="list-style-type: none">Use encouraging and positive language.Use friendly facial expressions and body language.Listen to each other; honoring one voice, one speaker at a time.Value and appreciate different racial/cultural backgrounds, perspectives, ideas, and opinions.Be patient with others as everyone is learning how to adjust and transition to in-person school activities.Show kindness and concern when others show signs of illness.	<ul style="list-style-type: none">Be on time.Be prepared with materials.Participate in the lesson.Stay on topic.Ask questions and request help when needed.Work to your best ability.Follow LA Unified Daily Pass Screening for access to the campus.

*Click on the link for a [student community building circle lesson](#) on face coverings and social distancing.



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Staff Expectations for In-Person Activities

We are Safe	We are Respectful	We are Responsible
<ul style="list-style-type: none"> Wear a face covering over your nose and mouth. * Keep 6 feet between yourself and others. Use visuals to mark at least 6 feet (such as masking tape on the floor and tables). Follow all directional markings in hallways/common areas. Wash your hands for 20 seconds regularly or use hand sanitizer. Keep hands away from your face. Follow posted signs/markings based on LA County Department of Health Guidelines. Collaborate with staff to maintain a clean environment. Only eat your own food/snacks. Follow the Three S's for Site Safety: Screening, Sanitize, Social Distancing 	<ul style="list-style-type: none"> Use encouraging and positive language to teach, model, and reinforce correct use of face coverings and social (physical) distancing. Use friendly facial expressions and body language. Value and appreciate different racial/cultural backgrounds, perspectives, ideas, and opinions. Be patient with others as everyone is learning how to adjust and transition to in-person hybrid learning. Show kindness and concern when others show signs of illness. Say hello or acknowledge the presence of others gesturally (wave, thumbs up, peace sign, etc). Maintain confidentiality of student, staff and family information. 	<ul style="list-style-type: none"> Be on time. Be prepared with materials. Plan differentiated, culturally and linguistically relevant lessons that accommodate all learners. Ask questions and or request help from co-workers when needed. Work to your best ability. Communicate with parents and administrators when additional materials or supplies (including face coverings) are needed. Use check-ins with students throughout the day. Communicate/post specialized procedures for adult etiquette across different environments of the school. Follow LA Unified Daily Pass Screening for access to the campus. Follow District COVID-19 testing protocols.

*Click on the link for a [staff community building circle lesson](#) on face coverings and social distancing.



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Staff Expectations for In-Person Activities

We are Resilient	We are Restorative
<ul style="list-style-type: none"> Practice and model self-awareness, self-efficacy, and self-care to build and maintain wellness. Check in with co-workers/neighbor educators daily consistent with social distancing guidelines. Validate and connect Embed movement/ brain breaks into instruction. Build your school/classroom community. <ul style="list-style-type: none"> Engage students/staff in daily community building activities. These activities have been curated and are available in the PBIS/RP Schoology Group in the Return to School 2020-2021 resource folder. Visit the interactive Weekly Thematic "rooms". Take it moment by moment, day by day. Prepare for transitions (virtual, hybrid, in-person). Manage time mindfully to schedule and organize. Be flexible. 	<ul style="list-style-type: none"> Show empathy towards others. Listen to each other; honoring one voice, one speaker at a time through compassionate listening. Boost connection, engagement, and motivation with 4:1. Use affective statements. Use check in/check out. Use community building activities with the seven core circle guidelines Use restorative questions with to facilitate restorative conferences or harm circles. <div data-bbox="1161 1011 1799 1291"> <p>Three S's for Site Safety</p> <p>Screening Sanitize Social Distancing</p> </div>

For additional tools and resources join the PBIS/RP Schoology Group Access Code ZV2B-2PCZ-BMJVX.



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Parent Expectations for In-Person Activities

We are Safe	We are Respectful	We are Responsible
<ul style="list-style-type: none"> Wear a face covering over nose and mouth. * Keep 6 feet between you and others. Follow all directional markings in hallways/common areas. Wash your hands for 20 seconds regularly or use hand sanitizer. Keep hands away from your face. Follow posted signs/markings based on LA County Department of Health Guidelines. Follow LA County Department of Health to reduce exposure risk. Follow school-wide and class-wide protocols for safety. Follow the Three S's for Site Safety: Screening, Sanitize, Social Distancing 	<ul style="list-style-type: none"> Use encouraging and positive language to praise correct use of face coverings and social (physical) distancing. Use friendly facial expressions and body language. Listen to each other. Value and appreciate different racial/cultural backgrounds, perspectives, ideas, and opinions. Be patient with others as everyone is learning how to adjust and transition to in-person hybrid learning. Show kindness and concern when others show signs of illness. Maintain confidentiality of student, staff and family information. 	<ul style="list-style-type: none"> Help your child be on time. Help your child prepare necessary materials including face coverings. Request support from school staff when needed. Communicate with teachers when additional materials such as face coverings or supplies are needed. Follow school-wide and class-wide protocols for communication with school staff. Follow specialized procedures for parent and student access to the campus, including guidance from school staff. Follow LA Unified Daily Pass Screening for access to the campus. Follow District COVID-19 testing protocols.

*Click on the link for a [parent community building circle lesson](#) on face coverings and social distancing.

For additional safety guidelines visit the [LA County Department of Public Health](#) webpage.

Para obtener guías de seguridad adicionales, visite la página web del [Departamento de Salud Pública del Condado de Los Ángeles](#).



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Socially Connected While Physically Distant

In the current context of physical distancing and personal protective equipment, it may seem harder to connect. Masks will hide smiles and other positive expressions, and our need to maintain space may inadvertently send messages of “stay away” instead of “welcome.”

We need to be more intentional with establishing positive connections.

As we cannot rely on expressions or physical touch, we will need to consider how to use our words to more fully convey the meaning of our welcome, connections, and positive feedback.

Instead of a...

Consider...



Visible Smile



- “I’m smiling because ____.”
- Smiling eyes or 😊 emoticon



High Five



- “Great effort on ____!”
- Air high five or 🙌 emoticon



Fist Bump



- “I see you. I’m here for you.”
- Air fist bump or 🤝 emoticon



Hug



- “I’m so happy to see you.”
- Air hug or 🤗 emoticon



Pat on the Shoulder



- “Nice _____. I’m proud of you.”
- Thumbs up or 👍 emoticon



Handshake



- “Great to see you again.”
- Wave or 🙌 emoticon

<https://www.pbis.org/resource/socially-connected-while-physically-distant>



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Prevention and Response Related to Face Coverings and Social Distancing

Prevention

- Markings on ground for 6 feet space
- Posters of how to properly wear a face covering
- Specific teaching/messaging on how and why we wear face covering and physically distance
- Create expectations (stated positively) – Safe, Respectful, Responsible (teach model and reinforce)
- Build Community – use of thematic activities, check in – check out
- Use of the [4:1 ratio](#)

Response

♥ First, Check-Check-Check

Before responding to disruptions of hybrid learning activities related to face coverings and social (physical) distancing, **check yourself**: “Am I making an emotional response or a rational response? Then **check-in with the student**: “Are you ok? Are you safe? [Do you have what you need \(food, shelter, comfort, etc.\)?](#) Do you have access to additional face coverings? Once you have established that they are ok, then **check for motivation**. “What is the student asking for?” “What might the motivation be?”

Use [restorative questions](#)

- “What happened?”
- “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?”



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Responding to Disruption

♥ First, Check-Check-Check

Before responding to disruptions of on-line and/or hybrid learning activities, **check yourself**: “Am I making an emotional response or a rational response? Is this decision point a result of an implicit bias? Then **check-in with the student**: “Are you ok? Are you safe? [Do you have what you need \(food, shelter, comfort, etc.\)?](#) Does the student have an IEP? If so, is it being implemented? Once you have established that they are ok, then **check for motivation**. “What is the student asking for?” “What might the motivation be?”

♥ Connection over Correction

This provides a sense of emotional safety and connection with teachers and can be the driving force that motivates students to move beyond their mistakes and grow. Be empathetic, as there may be some challenging and uncontrollable circumstances that some of our students are facing right now that cause them to behave in particular ways. Given high anxiety in such uncertain times, students, parents, and staff need positive feedback now more than ever! How is the [4:1 ratio](#) being used on a regular basis? Is the student having more positive interactions than corrective interactions? Making connections with parents or guardians demonstrates empathy and can develop positive partnerships. Consider initiating meetings with parents and guardians to highlight positive interactions prior to discussing incidents that disrupt the learning environment.

Minor Disruption Strategies

- Provide a [verbal/visual reminder](#) of the expectation and predetermined consequence, re-teach group expectations, routines, and strategies, and/or modify grouping patterns.
- Allow a reasonable [wait time](#) to respond. (can be anywhere between 5-10 seconds depending on the student)
- [Provide choices](#) (what to do, how to do it, for how long, with who's help)
- [Avoid using a question format](#) (for example, instead of saying “Would you please clean up?” say “It's time to clean up”)
- Give a [START request rather than a STOP request](#) (for example, “Please start your work.” rather than “Stop fooling around”)
- Give a specific redirection bringing attention back to the task in a concise way, for example: “If you get confused, please raise your hand” or “Thumbs up if you understand the directions of this assignment.”
- Use [systematic positive reinforcement](#) to reinforce behavior you want to see.



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- Use [restorative questions](#)
 - "What happened?"
 - "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?"
- Involve student, parents and guardians and other supporting staff members in developing a [behavior contract](#) with a daily report card.
- Have student complete a [reflection/think sheet](#).

Substantial Disruption Strategies

- Use [restorative questions](#)
 - "What happened?"
 - "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?"
- Involve student, parents and guardians and other supporting staff members in developing a [behavior contract](#) with a daily report card.
- Parent/guardian/teacher/Dean/support staff (PSA, PSW, Restorative Justice teacher advisor, Systems of Support Advisor, etc.) hold a conference to discuss the incident.
- Convene a harm or re-entry circle.
- Develop and implement an [Interim Behavior Response Plan \(IBRP\)](#).
- Hold a threat assessment.
- Contact DCFS/local law enforcement if suspected child abuse is involved. ([BUL-1347.4 Child Abuse and Neglect Reporting Requirements](#))



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- Formal Discipline: Depending on the nature of the online conference disruption and the content of the message, if the conduct constitutes a violation of the Education Code, the student may be formally disciplined, under the circumstances, by being issued a suspension from the online conference platform for the duration of up to 5 days. The school administrator should contact and hold a conference with the parent. The incident and suspension should be documented in MiSiS. All District policies regarding student discipline remain in effect. For detailed information, please refer to:
 - [BUL-5655.3 Guidelines for Student Suspension](#)
 - [BUL-6050.2 Expulsion of Students - Policy and Procedures](#)

Additional Resources

- Positive Behavior Interventions & Supports/Restorative Practices (PBIS/RP) [Schoology group](#)
 - Access code ZV2B-2PCZ-BMJVX
- [Student Health and Human Services](#)
- [Positive Behavior Interventions & Supports/Restorative Practices](#)
- [Human Relations, Diversity and Equity](#)
- [Student Discipline and Expulsion Support](#)
- [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#) ([PBIS.org](#))
- [Social Emotional Learning](#)