

Los Angeles Unified School District

School Culture, Climate and Safety Task Force Meeting

Board Blue Room
Wednesday, October 25, 2023
4:00 p.m. – 5:30 p.m.

- | | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. | Welcome | Andrés E. Chait, <i>Chief of School Operations</i>
Rowena Lagrosa, <i>Interim Executive Director, SHHS</i> |
| II. | Attendance and Check-in | Paul Gonzales, <i>Specialist, SHHS</i> |
| III. | Approval of Minutes <ul style="list-style-type: none">• August 30, 2023 | Paul Gonzales, <i>Specialist, SHHS</i> |
| IV. | Task Force Member Presentation <ul style="list-style-type: none">• Personalizing Education: Components of a Student Engagement School | Allan Kakassy, <i>Community Representative</i> |
| V. | Review State Recognition Criteria | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| VI. | Brooklyn Avenue School <ul style="list-style-type: none">• Share their story• Successes, challenges and next Steps | Marissa Martinez, <i>Principal</i>
Adriana Ulloa, <i>Assistant Principal</i>
Rebecca Medina, <i>PBIS Coach</i>
Manuel Vasquez, <i>Systems of Support Adviser</i> |
| VII. | Who Are the Systems of Support Advisers (SOSAs) | Laura Zeff, <i>Administrative Coordinator, SHHS</i>
Paul Gonzales, <i>Specialist, SHHS</i> |
| VIII. | Public Comments <ul style="list-style-type: none">• Five Speakers (two minutes each) | Paul Gonzales, <i>Specialist SHHS</i> |
| IX. | Adjournment | Laura Zeff, <i>Administrative Coordinator, SHHS</i> |

Next Meeting
Wednesday, December 13, 2023

Distrito Unificado de Los Angeles

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

LAUSD Edificio de Beaudry, Salon Azul

miércoles, 25 de octubre del 2023

4:00 p.m. – 5:30 p.m.

- | | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. | Bienvenida | Andrés E. Chait, <i>Jefe de Operaciones</i>
Rowena Lagrosa, <i>Directora Ejecutiva Interina, SHHS</i> |
| II. | Asistencia y registro emocional | Paul Gonzales, <i>Especialista, SHHS</i> |
| III. | Aprobación de actas <ul style="list-style-type: none">• 30 de agosto del 2023 | Paul Gonzales, <i>Especialista, SHHS</i> |
| IV. | Presentación de los miembros del grupo <ul style="list-style-type: none">• Personalización de la educación: Componentes de trabajo de una escuela de participación estudiantil | Allan Kakassy, <i>Representante de la Comunidad</i> |
| V. | Revisar el criterio de reconocimiento estatal | Laura Zeff, <i>Coordinador Administrativo, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| VI. | Escuela Brooklyn Avenue <ul style="list-style-type: none">• Comparte su historia• Éxitos, desafíos y próximos pasos | Marissa Martínez, <i>Directora</i>
Adriana Ulloa, <i>Subdirectora</i>
Rebecca Medina, <i>Coach de PBIS</i>
Manuel Vásquez, <i>Asesor de Sistemas de Apoyo (SOSA)</i> |
| VII. | Quiénes son los Asesores de Sistemas de Apoyo (SOSAs) | Laura Zeff, <i>Coordinador Administrativo, SHHS</i>
Paul Gonzales, <i>Especialista, SHHS</i> |
| VIII. | Comentarios públicos <ul style="list-style-type: none">• Cinco oradores (dos minutos) | Paul Gonzales, <i>Especialista, SHHS</i> |
| IX. | Clausura | Laura Zeff, <i>Coordinador Administrativo, SHHS</i> |

Próxima Junta

miércoles 13 de diciembre del 2023

Los Angeles Unified School District
School Culture, Climate and Safety Task Force Meeting
August 30, 2023 Meeting Minutes

Opening

Laura Zeff called the meeting to order at 4:05 p.m. She began by welcoming everyone. She followed by introducing Alonzo C. Webb, Senior Director of School Operations.

Welcome – Alonzo C. Webb, II, Ed.D., Senior Director of School Operations

Mr. Webb welcomed everyone. He then introduced Tanya Ortiz-Franklin, District 7 Board Member (BD7). She spoke about school safety and structures and thanked Dr. McKenna and Dr. Rocio Rivas for their involvement in prioritizing school safety. She announced that she would be having a meeting where she wanted to hear from schools and the community. She provided a flier which included the date and time of the session. Mr. Webb thanked Ms. Ortiz-Franklin and reintroduced Laura Zeff.

Laura Zeff, Administrative Coordinator, Student Health and Human Services

Ms. Zeff began by informing everyone that all meeting material can be found in their packets. Laura then introduced Paul Gonzales, Specialist. Mr. Gonzales greeted everyone then continued by facilitating a check-in activity. He asked all members to introduce themselves to others. He proceeded by asking everyone to take out a half-sheet of paper from their packets and to ask others if any of the statements applied to them. Once everyone shared, Paul thanked them. He concluded by sharing how this activity works to connect people and build relationships. Paul then asked everyone to look over the minutes from the May 10, 2023, and June 27, 2023 task force meetings. Rocio Elorza made the first motion to accept the May 10 and June 27 minutes. Alfonso Webb made the second motion to accept the May 10 and June 27 minutes. Mr. Gonzales reintroduced Ms. Zeff. She began by speaking about the task force meetings and that they are looking forward to having members present at future meetings. She shared a Google link with the members to be used sign-up. She explained that presentations would be limited to 10 minutes and 5 minutes for a Q & A session.

2022-23 School Experience Survey (SES) Data-School Climate-Laura Zeff

Ms. Zeff presented School Experience Survey. She shared the 2022-2023, student responses for “School Climate, Expectations for Behavior” for elementary, middle and high school. Members were asked to discuss the data in groups. All participants were provided time to share and as a whole group, a discussion evolved and questions were made and answered.

Connecting the Tiered Fidelity Inventory (TFI) Feature 1.3 Behavioral Expectations and 1.4 Teaching Expectations to SES Data - Laura Zeff

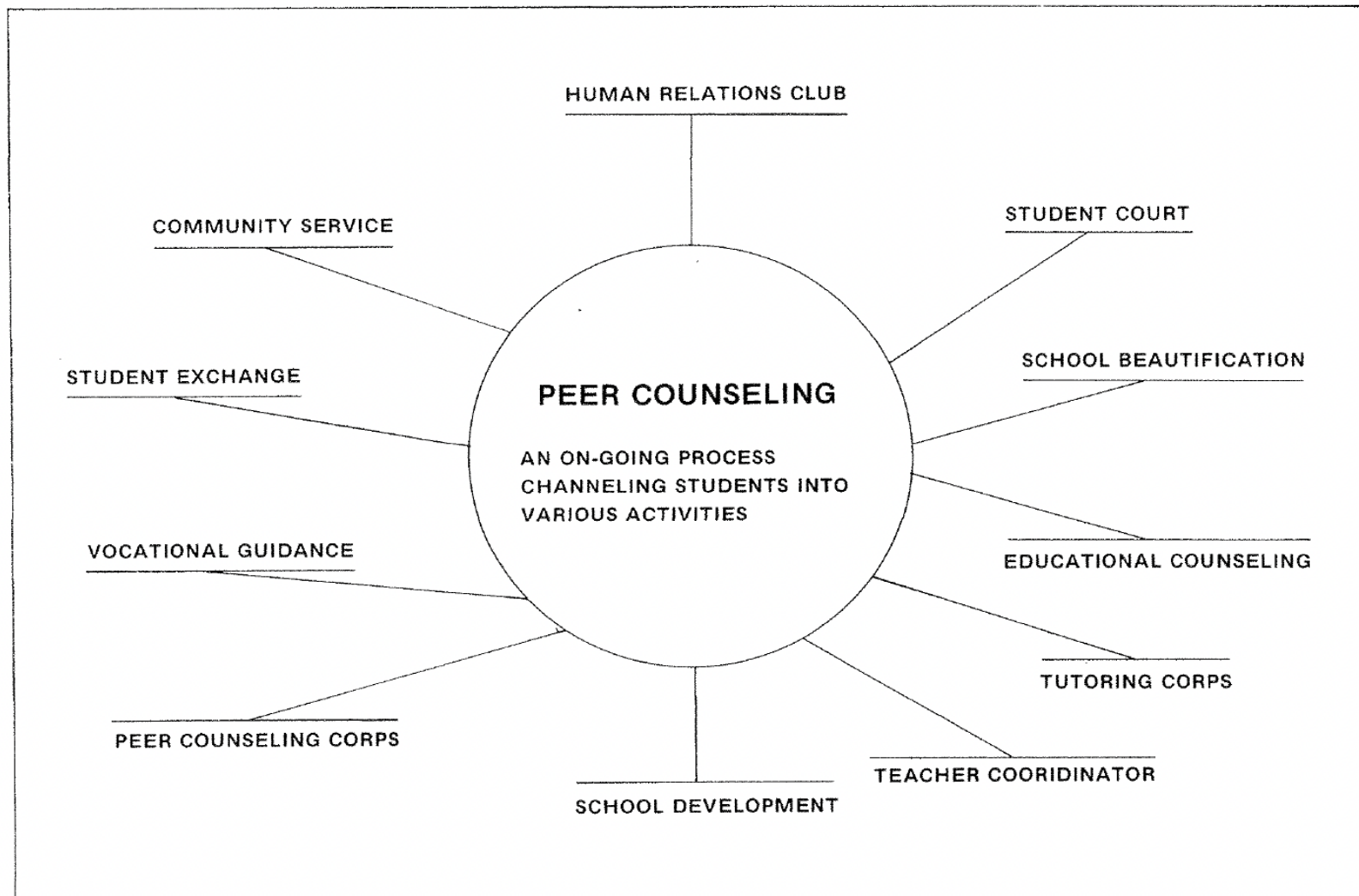
Ms. Zeff introduced the TFI and shared how this school year schools will only need to submit TFI scores for Tier 1. She explained TFI features 1.3 and 1.4, and how they coordinate and connect to the SES data previously shared. During the presentation members asked questions and Laura answered them. She then asked the members to form groups to discuss how features 1.3 and 1.4 should look, sound and feel like on a school-site. A discussion followed about how the SES data and TFI features 1.3 and 1.4 connect.

Public Comments

There were no public comments.

Closing

Laura announced that the next meeting will be on October 25, 2023. Jacqueline Mora made the first motion to close the meeting. Sarah Feinstein seconded the motion. The meeting ended at 6:00 pm.



Peer Counseling Pledge:

"I	"Yo
Pledge to	Prometo
Work to	Trabajar
Improve	Para Mejorar:
Myself,	A Mi,
My School and	A Mi Escuela y
My Community."	A Mi Comunidad."

MODEL STUDENT INVOLVEMENT SCHOOL

A Model Student Involvement School might include--but not be limited to-- the following characteristics:

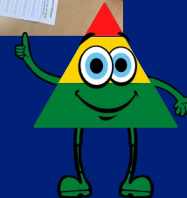
- a. A general philosophy of stressing the importance of personal relationships, respect and responsibility, and service to school and community.
- b. A formal procedure for warmly welcoming new students.
- c. Birthday announcements (and cards).
- d. Certificates and recognition for academic achievement.
- e. Certificates and recognition for perfect attendance (monthly or more frequently).
- f. Certificates and recognition for exemplary service to school and community.
- g. An organized activity allowing for the exchanging of personal thoughts (and gifts) on special holidays.
- h. An organized peer counseling program providing for discussion of relevant subjects and a mechanism for recruitment of students into other school and community service programs.
- i. Exchanges with other schools of similar and dissimilar backgrounds.
- j. An organized tutoring program for interested and capable students both to tutor classmates and students at other schools.
- k. An organized program of student service for credit allowing students to assume roles of responsibility as teacher aides and as office assistants of various kinds throughout the school.
- l. Regular meetings of a "Congress of Students"--average students selected as representatives to provide direct input to the elected student body government.
- m. An ongoing human relations program promoting racial, ethnic, ^{Gender,} and/or cultural awareness and understanding.
- n. An organized clean campus program which encourages all students to assume responsibility for keeping the school clean.
- o. A mural painting program aimed at beautifying and humanizing the school.
- p. Regularly scheduled meetings between administrators and student representatives.
- q. Significant student involvement in school planning meetings, particularly those dealing with school standards and discipline and curriculum.
- r. Substantive student involvement in the implementation and enforcement of school rules.
- s. Classroom activities that support the general school philosophy by providing personalization and regularly scheduled real-life involvement/ leadership experiences.
- t. An organized speakers program to bring adults from the outside world into the classroom on a regular basis.
- u. An organized and business-supported work program aimed at providing students with the maximum opportunity for actual, meaningful job experience.
- v. An enthusiastic, committed effort to bring parents and community into the school.
- w. An organized community service program to provide students with opportunities to do volunteer work in their own neighborhoods.

Welcome

School Culture, Climate and Safety Task Force



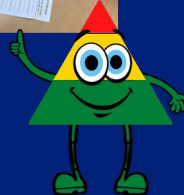
October 25, 2023

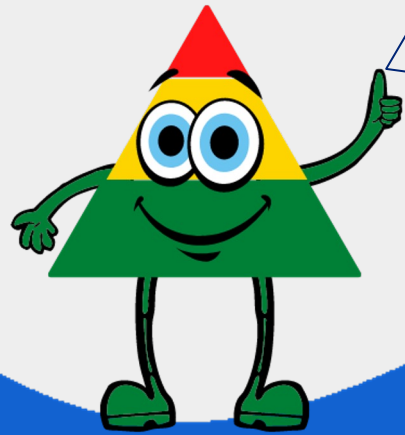


Welcome

Andrés E. Chait, *Chief of School Operations*

Rowena Lagrosa, *Interim Executive Director, SHHS*



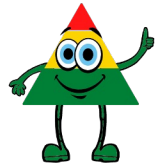


Attendance
and Check-In

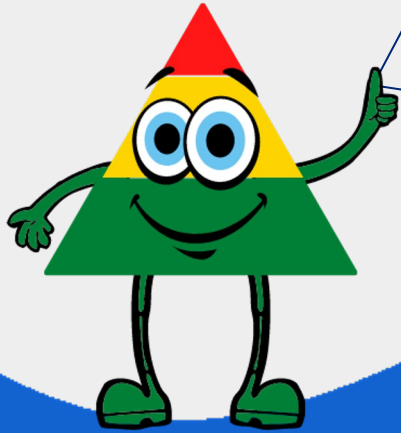
Check-In – Meaningful Numbers

Find a number on the image that has a special meaning to you. Then discuss the following:

- What special number did you chose?
- Why did you choose that special number
- Does your special number have a special meaning behind it? Share.



Approval of
Meeting Minutes
August 30, 2023



Priorities

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

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

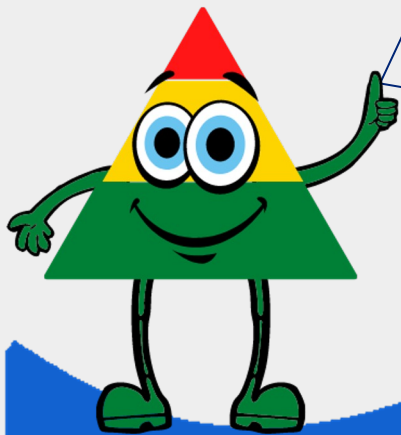
Diverse Workforce

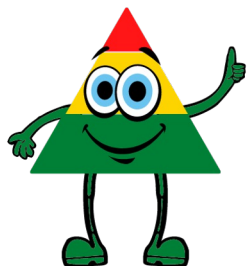
Professional Learning

Staff Wellness

High Performance Standards

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





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

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

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



Not shared

* Indicates required question

Your Name (First and Last) *

Your answer

Title of Presentation *

Your answer

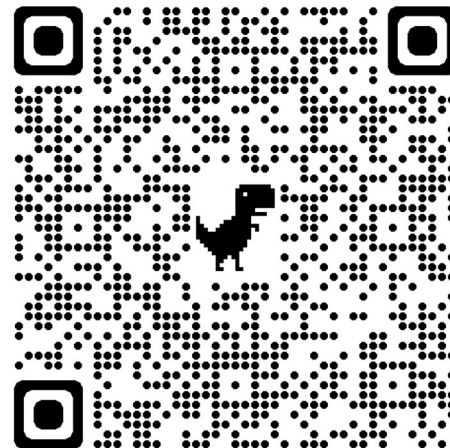
Brief description of your topic (how it relates to the Taskforce) *

Your answer

Date to present *

Choose

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

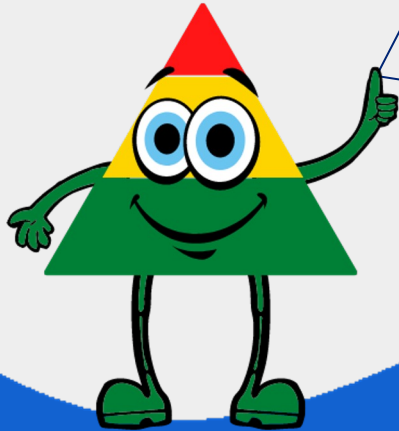




Task Force Member Presentation

Personalizing Education: Components
of a Student Engagement School

Allan Kakassy, Community Representative



Added Bonus: State Recognition (criteria for 22/23)



Submit TFI online through PBIS Assessment account with an External Reviewer.

Tier 1 TFI score of 40% or higher.



Submit TFI online through PBIS Assessment account with an External Reviewer.

Tier 1 TFI score of 70% or higher.



Submit TFI online through PBIS Assessment account with an External Reviewer.

Tier 1 TFI score of 70% or higher AND
Tier 2 TFI score of 70% or higher.



Submit TFI online through PBIS Assessment account with an External Reviewer.

Tier 1 TFI score of 70% or higher AND
Tier 2 TFI score of 70% or higher AND
Tier 3 score of 70% or higher.



Congratulations to Sepulveda Middle School for Receiving the SILVER PBIS Implementation Award!

Sepulveda Middle School has been recognized for successful PBIS implementation at the Silver level. The school is a recipient within the California PBIS Coalition System of Recognition, reflecting excellence in the measurement of fidelity as well as efforts in implementing the core features of Positive Behavioral Interventions and Supports.



Congratulations to Burroughs Middle School for Receiving the SILVER PBIS Implementation Award!

Burroughs Middle School has been recognized for successful PBIS implementation at the Silver level. The school is a recipient within the California PBIS Coalition System of Recognition, reflecting excellence in the measurement of fidelity as well as efforts in implementing the core features of Positive Behavioral Interventions and Supports.



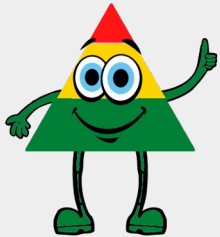
Congratulations to Brooklyn Avenue School for Receiving the **GOLD PBIS Implementation Award!**

Brooklyn Avenue School has been recognized for successful PBIS implementation at the Gold level. The school is a recipient within the California PBIS Coalition System of Recognition, reflecting excellence in the measurement of fidelity as well as efforts in implementing the core features of Positive Behavioral Interventions and Supports.

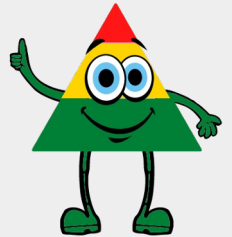


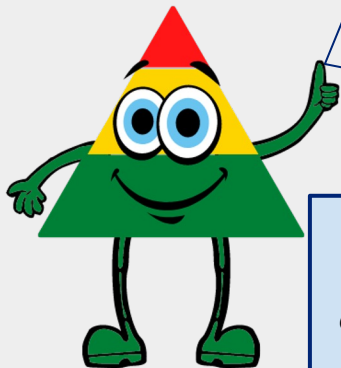


Brooklyn Avenue School



Marissa Martinez, Principal
Adriana Ulloa, Assistant Principal
Rebecca Medina, PBIS Coach
Manuel Vasquez, Systems of Support Adviser





Brooklyn Avenue School

Leading Academic Achievement

in East Los Angeles



Vision

Brooklyn Avenue School students will be resilient life-long learners who are critical thinkers and effective communicators, guided by integrity, a passion for knowledge, and a commitment to positively contribute to a diverse society.

Mission

Brooklyn Avenue School will work collaboratively with all stakeholders to create a respectful, caring, and positive K-8th learning community that will provide students with a rigorous academic foundation in language arts, science, technology, engineering, art, and math to ensure the academic and personal success of all students.

Demographics

Current Enrollment = 506 students

- 51% male, 49% female
- Special Education Eligibility 20%
- EO = 56%, RFEP=15%, IFEP=6% LEP= 22%
- GATE = 7%

Staff

- **28 Teachers** on Staff
- **51 Out of the classroom support**

(Including: Administration, Coordinators, Coaches, Office Staff, Counselors, Community Rep., Teacher Assistants, Supervision Aides, Cafeteria Staff, Custodian Staff, all Classified staff.)

Community

Brooklyn Avenue Span School is located in East Los Angeles, an unincorporated area in Los Angeles County California. The area is a well known hub of Hispanic culture. The population of the area is 118,786 according to the 2020 census. 95.9% of the population is of Hispanic or Latino. In 86.8% of households, a language other than English is spoken. The owner occupied housing unit rate from 2016–2020 is 34.6%. 55.3% of of persons older than 25 years have a high school degree. 10.2% of persons older than 25 years have a Bachelor's degree or higher. The median household income from 2016–2020 (in 2020 dollars) is \$50,280. The percent of persons living in poverty is 17.6%.



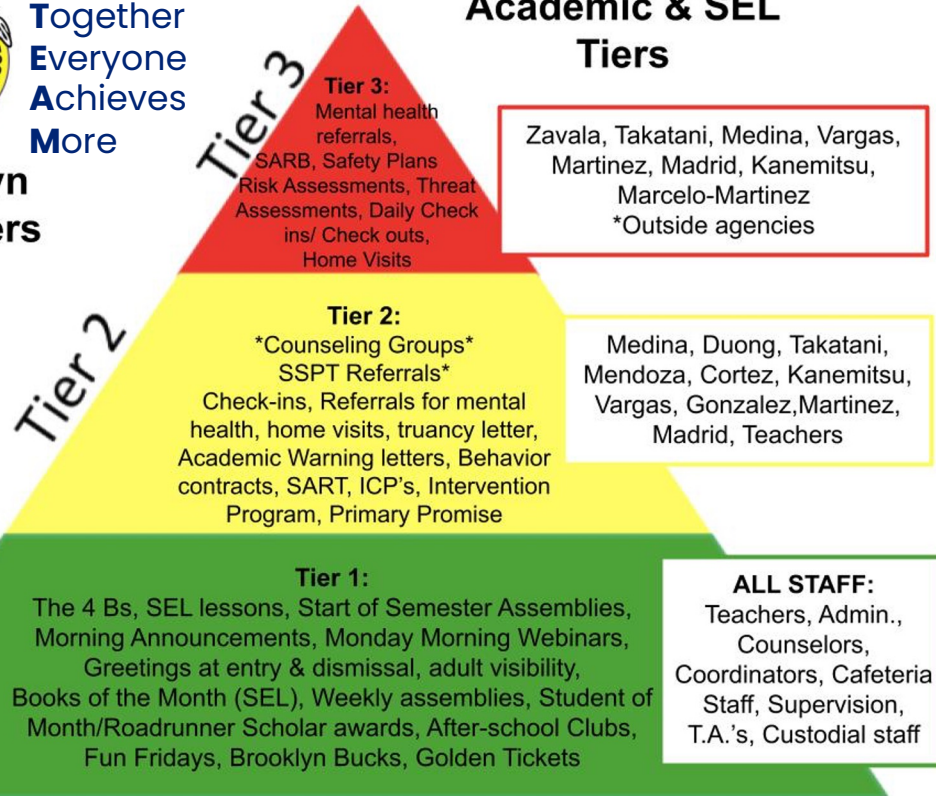
Brooklyn Avenue School



We are a **T.E.A.M.!**
We believe that...
**Together
Everyone
Achieves
More**

Brooklyn PBIS Tiers

Academic & SEL Tiers




EVERYONE is involved:

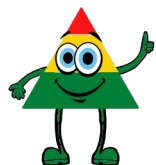
- School Administration: Principal, Assistant Principal
- School Counselors, PSA, Psychologist, Coordinators, all Teachers
- Families: parents & students
- Other school support staff as needed: (nurse, teacher assistants, supervision aides, office staff, custodians, cafeteria staff)

*It's important for all of the above to collaborate and work together.

Brooklyn Avenue School

 Brooklyn Avenue School POSITIVE BEHAVIOR EXPECTATIONS				
THE 4 B'S	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE KIND
DURING SCHOOL <ul style="list-style-type: none"> See something, say something Stay in your designated area Use hall pass when going to the restrooms, office or other classroom. Walk at all times except during supervised PE/play time. 	<ul style="list-style-type: none"> Follow directions given by adults. Keep hands, feet, and objects to yourself. Avoid eye contact when you talk to people Keep the campus clean. 	<ul style="list-style-type: none"> Come to school on time, daily, and prepared to learn. Come to school clean and ready to learn. Leave all toys and electronics at home. 	<ul style="list-style-type: none"> When you experience something good, share it with people Accept your mistakes, learn from them, and move on Be honest. Use kind words Use your words to solve problems 	
HALLS & WALKWAYS <ul style="list-style-type: none"> Walk in line with your class Stay to the right 	<ul style="list-style-type: none"> Follow directions given by adults. Walk quietly. 	<ul style="list-style-type: none"> Stay in your line. 	<ul style="list-style-type: none"> Smile at everyone you pass in the hallway Hold the door open for people Greet people in the hallways quietly 	
PLAYGROUND <ul style="list-style-type: none"> Stay in your assigned recess area. Use playground equipment properly. Get adult help for accidents and for any dangerous situations. Freeze when the bell rings, and walk to line when the whistle blows. 	<ul style="list-style-type: none"> Follow directions given by adults. Follow the rules of the games and be a good sport. Include everyone. 	<ul style="list-style-type: none"> Remember your personal belongings from the yard. Eat snacks only in lunch area. Wash your hands, get a drink, and go to the restroom during recess. 	<ul style="list-style-type: none"> Use kind words, don't gossip Help a classmate Forgive someone when they hurt your feelings Apologize when you hurt someone 	
AUDITORIUM <ul style="list-style-type: none"> Walk at all times in the auditorium. Sit with your feet on the floor, hands on your lap, and facing forward. 	<ul style="list-style-type: none"> Follow directions given by adults. Listen to the speaker or performer. Enter the auditorium quietly. Applaud appropriately. 	<ul style="list-style-type: none"> Sit with your class. Raise your hand to ask to get up or use the restroom. Keep food out of the auditorium. 	<ul style="list-style-type: none"> Give teachers and classmates your full attention Be happy for other people 	
RESTROOMS & LOCKER ROOMS <ul style="list-style-type: none"> Walk at all times in and around the restrooms. Keep your feet on the floor. Keep water in the sinks. 	<ul style="list-style-type: none"> Follow directions given by adults. Keep hands, feet, and objects to yourself. Give people privacy. Use quiet voices and kind words. 	<ul style="list-style-type: none"> Flush the toilet after use. Raise your hands, let an adult know when there is no soap. Use the restroom appropriately. Report anything unusual to staff. Bring your PE clothes daily *MIS 	<ul style="list-style-type: none"> Be patient Keep it clean Wait for your partner outside the restroom and walk back together 	
LUNCH AREA <ul style="list-style-type: none"> Walk at all times in the lunch area. Sit with feet on the floor and facing the table. Eat your own food. Keep food on your tray. 	<ul style="list-style-type: none"> Follow directions given by adults. Use good manners when eating. Use quiet voices and kind words. Line up and walk to the yard quietly. 	<ul style="list-style-type: none"> Put trash in appropriate recycling bins. Leave eating area clean. Stack the trays properly for recycling. Sit on the bench and face the table while eating. 	<ul style="list-style-type: none"> Sit by someone who's sitting alone Make sure everyone at the table feels included in the conversation Say please when you ask for things Thank the cafeteria workers and supervision staff. 	
AFTER SCHOOL & DISMISSAL <ul style="list-style-type: none"> Go directly to your assigned dismissal gate or after school program. Stay with your assigned after school program at all times. Always stay where there is adult supervision. Let your teacher know when you see your adult before you go 	<ul style="list-style-type: none"> Follow directions given by adults. Use quiet voices. 	<ul style="list-style-type: none"> Remember to take your belongings. Eat food only in the lunch area during after school program hours. Check with the coach before leaving the playground. 	<ul style="list-style-type: none"> Say goodbye greetings as you are leaving. Use kind words. 	

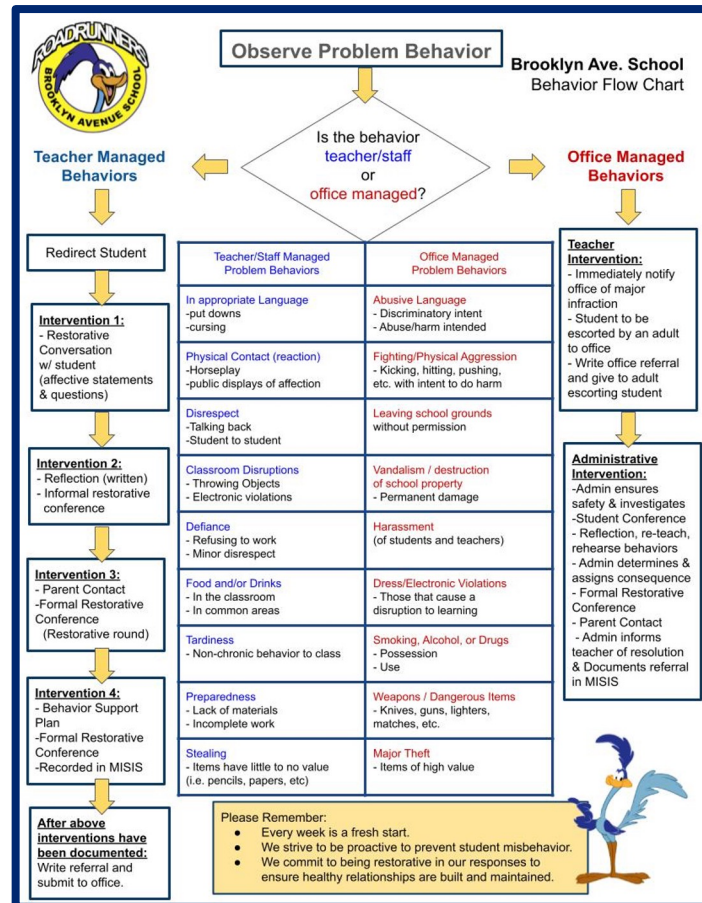
We are all on the same page!



Brooklyn's Expectations

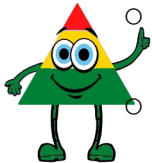
and

Brooklyn's Behavior Flow Chart



This past year we have been successful in:

- Promoting a Positive School Environment
 - Daily Check-ins with individual students
 - Counseling Groups (Coping, Empowerment, Newcomer, Grief)
 - Weekly Morning Webinar Schoolwide
 - Implementing Restorative Rounds & Community Building Circles
 - Inviting Wellness Room
- Parent and Community Supports
 - Coordination of Parent workshops such as:
ESL Classes, Math & Literacy Workshops, Family Stories Parent Workshops, Abriendo Puertas, Healthy Habits, Queens Care Vision/Dental Screening, Substance Use Parent Workshops, Grief & Loss Parent Workshops, Anxiety Parent Workshops, College Awareness Workshops, PBIS Parent Workshops
 - Referrals to community resources & Communication with outside mental health agencies
 - Social Media/Communication of Events/Flyers/Website/Parent Calendar & Newsletter

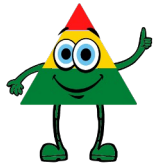


Last year we looked at all of our hard work and decided to apply for PBIS State Recognition. As we evaluated our school through the TFI process, we realized we qualified for Gold Status and applied.

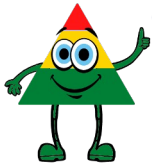
We are extremely excited to share
we are recipients of the
California PBIS Gold Implementation Award
reflecting excellence in the implementation
of the core features of PBIS.

We are looking forward to celebrating with:

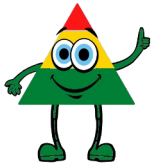
- A Ribbon Cutting Ceremony when seal is presented
- Gold Day: During Open House on April 17th



- **Time:** There's never enough time to meet as a PBIS Team, Plan as a PBIS Team.
 - Overcome this challenge by: Investing in time, make time to meet with no interruptions.
- **Staff Involvement/Buy-in:** How do we get ALL staff members to incorporate PBIS values on a daily basis.
 - Overcome this challenge by: Investing in PD's workshops with Evidence based Research, Individual class push-in supports, trainings for teachers, support staff and parents.
- **Funds:** Examine ways to fund out-of-classroom positions.
 - Positions we fund that the district does not: RJ teacher, Family Resource Navigator, 5 days of PSA, 5 days of School Psych, 6 hour Community Representative, 8 hour Campus aide, 9 teacher assistants, 5 supervision aides
 - Overcome this challenge by: Finding ways to fund/keep these valuable out of the classroom positions within our school's budget. (This is an ongoing challenge. Every year valuable positions are in jeopardy.)



- Action Plan: TFI 23–24
 - Tier 1 : (1.7) Increase Mental Health Professional Developments (PDs).
 - Tier 3: (3.7) Professional Development be focused specifically on Behavioral Theory, Function of Behavior, & Function–Based Intervention.
- Re-evaluate ourselves: Do we qualify for California PBIS **Platinum** Implementation Award?
- Continue with PBIS team meetings, Staff PD's, Student Supports, Parent and Community Supports, Creating a Positive School Culture.

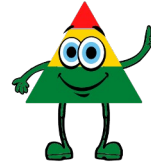


PBIS in Action!

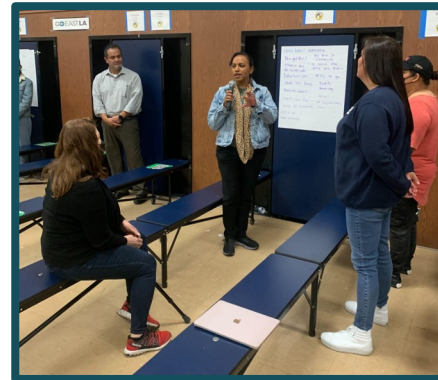
Community
Building Circles
-Teacher
trainings



Restorative Rounds
-grades TK -8th

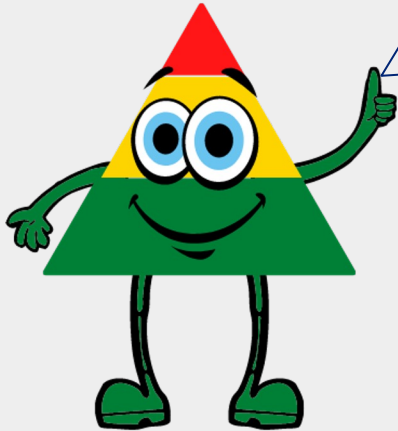


Parent Workshops
-PBIS & RP



Staff Workshops
& trainings
-PBIS & RP

Questions and Answers



Systems of Support Advisers (SOSAs)

In alignment with the District's updated Discipline Foundation Policy (DFP), BUL 133307, all Systems of Support Advisers (SOSAs) will provide direct **PBIS/RP** support to every school site.

This support may include: TFI team meetings; Professional development with ongoing follow-up and support; Consultation; Collaboration; Modeling

Positive Behavior Interventions and Supports utilize a 3-tiered framework to support ALL students' success, emphasizes prevention through systems change and integrates and enhances data, systems and practices.

Restorative Practices (Restorative Justice) promote reflective thinking and collaborative problem solving, emphasizes community building and repairing harm and foster resilience through authentic, positive relationships.

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

III. RESPONSIBILITIES

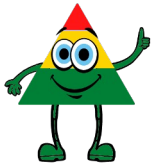
(Pages 6)

- All District staff, students, and parents/guardians/caregivers should model and support the implementation of PBIS/RP to maintain safe, healthy, welcoming, and affirming learning environments. **Systems of Support Advisers** are available districtwide to provide professional development, tools, resources, and supports around the implementation of PBIS/RP.

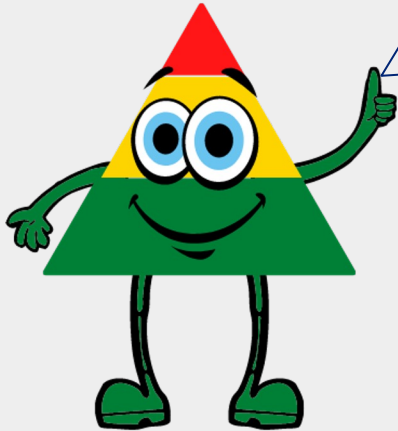
Systems of Support Advisers (SOSAs)

Every SOSA will be assigned to support multiple schools with the implementation of the DFP.

- Each school site will receive a minimum of **3** direct hours of support per month.
 - Schools on the 100-priority school list will receive a minimum of **5** direct hours of support per month.
 - SOSAs supporting CCEIS schools will have a smaller number of schools to ensure compliance with CCEIS goals, however, they will be required to provide at least **3** hours (**5** hours for priority schools) of direct support.



Public Comment





Check-out

Who filled your bucket
today?

Jesse filled
my bucket
by sharing
his treats!



Alex filled
my
bucket by
being nice
to me!



Motion and Adjournment

