

School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force Meeting
333 South Beaudry Avenue
Location: Board Blue Room
February 21, 2019
3:30 – 5:00 p.m.

AGENDA

- | | | |
|-------|--|--|
| I. | Welcome and Introductions | Deborah D. Brandy, Director
Restorative Justice |
| II. | Roll Call | Paul Gonzales, Specialist
Restorative Justice |
| III. | Approval of Minutes | Deborah D. Brandy, Director
Restorative Justice |
| IV. | Local District Northeast at a Glance
and Panel Discussion | Andres Chait, Local District Northeast
Administrator of Operations |
| V. | Discipline Foundation Policy
Best Practices in Local District
Northeast and Panel Discussion | Daniel Mulia, Principal
John B. Monlux Elementary School
Math/Science/Technology Magnet

Armen Petrossian, Assistant Principal
Jennifer Collins, PSA Counselor
Abigail Abbott, Intervention and GATE
Coordinator
Pacoima Middle School |
| VI. | Public Comment
Five Speakers (two minutes each) | Deborah D. Brandy, Director
Restorative Justice |
| VII. | New Business | |
| VIII. | Agenda Bin | |
| IX. | Adjournment | |

Next Meeting
Thursday, March 21, 2019
3:30 – 5:00 p.m.

Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support (SWPBIS) Task Force
Thursday, December 13, 2018
Minutes

OPENING

Deborah Brandy called the meeting to order at 3:30 PM.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was established.

MINUTES

Deborah Brandy asked the members to review the November 15, 2018 meeting minutes. Minutes were approved for the September 20, October 18 and November 15, 2018 meetings. Brent Andersen made the first motion to accept the minutes. Laura Baz seconded the motion. No members opposed. There were no abstentions. The motion carried.

DIRECTOR'S UPDATE-DEBORAH BRANDY

Ms. Brandy began the meeting by welcoming everyone. She asked the audience to stand and provide their first and last name and their current position with the district. Ms. Brandy stated the data she will be presenting is the same data provided every month to the Administrator of Operations (AOO) with talking points every month. She shared the student discipline data report for October 2018. The data was for SY 2018-19 In and Out of School Suspension events by Category by Local District (LD). LD West had the highest number and LD South had the least in events. She then shared 2-year comparisons of in and out of school suspension events and instructional days lost to suspensions. The data report also included the twenty-eight interventions listed in the MISIS system and she shared Restorative Justice is the eleventh most used by schools and an alternative to suspension to support student behavior. Members asked questions commented, to which Ms. Brandy addressed the questions asked by the members.

RESTORATIVE JUSTICE & SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (SWPBIS) PRINCIPAL DISCUSSION PANEL:

The panel consisted of Roger Avila, Principal, Canoga Park ES , Edward John Estoesta, Assistant Principal, San Pedro SH, Latasha Buck, Principal, Carver MS, Brenda A. Cortez, Principal, Gil Garcetti Learning Academy ES, Manuel Nava, Principal, 95th Street ES, Pablo Mejia, Principal, Hawkins RISE SH, Miranda L. Conston-Raoof, Principal, Pio Pico MS

Ms. Brandy asked the panel to come up and introduce themselves. After the introductions, a slideshow was presented highlighting the work around Restorative Justice that the principals have implemented at their schools.

The principals provide a brief description about how Restorative Justice is being utilized in their schools and the successes they have encountered while utilizing the practices. Members commented

and asked questions throughout the principal's presentations. The panel discussion was successful and demonstrated a very positive impact showing the members how Restorative Justice is such a great asset to schools and the district.

Mr. Brandy introduced Andrew Murphy, a representative from Board President Monica Garcia's office. Mr. Murphy shared on behalf of Ms. Garcia. He stated Ms. Garcia supports the work of Restorative Justice and the efforts of the task force members. He mentioned how important the 2013 Board Resolution is to her since she is the author of the resolution and she hopes the work will continue. He added that Ms. Garcia's office is available to provide additional support.

Carolyn Fowler, a representative from Board Member Dr. George McKenna's office spoke on his behalf. She began by thanking everyone and informed the audience that Dr. McKenna supports the work of Restorative Justice and of the Task Force. She asked to please share the information discussed at the meetings and to continue inviting everyone to these meetings. She also stated Dr. McKenna wants everyone to ask the board member's offices for help whenever assistance is needed. Brent Anderson asked Ms. Fowler to please let Mr. McKenna know if there will be supplemental money or stipends to continue Restorative Justice after the 2020 school year. She informed the members that she will make Dr. McKenna aware so he can address this matter with the Superintendent.

Ms. Brandy thanked everyone who participated and attended the meeting.

ADJOURNMENT

A motion to adjourn the meeting was made by Brent Andersen. The motion was seconded by Danny Dixon. All members were in favor. No member opposed. There were no abstentions. The motion carried. The meeting adjourned at 5:00 PM.

Submitted by Anna Perez, Senior Office Technician



School-Wide Positive Behavior Intervention and Support Task Force Meeting

February 21, 2019

**Andres Chait,
Administrator of Operations**

Linda Del Cueto, Local District Superintendent

Veronica Arreguin, Administrator of Instruction

Patrizia Puccio, Administrator, Parent and Community Engagement Unit



School Operations Team

Andres Chait, Administrator of Operations

Irene Hyland, Lead Operations Coordinator

Jose Castelo, Operations Coordinator

Rhonda Sparks, Operations Coordinator

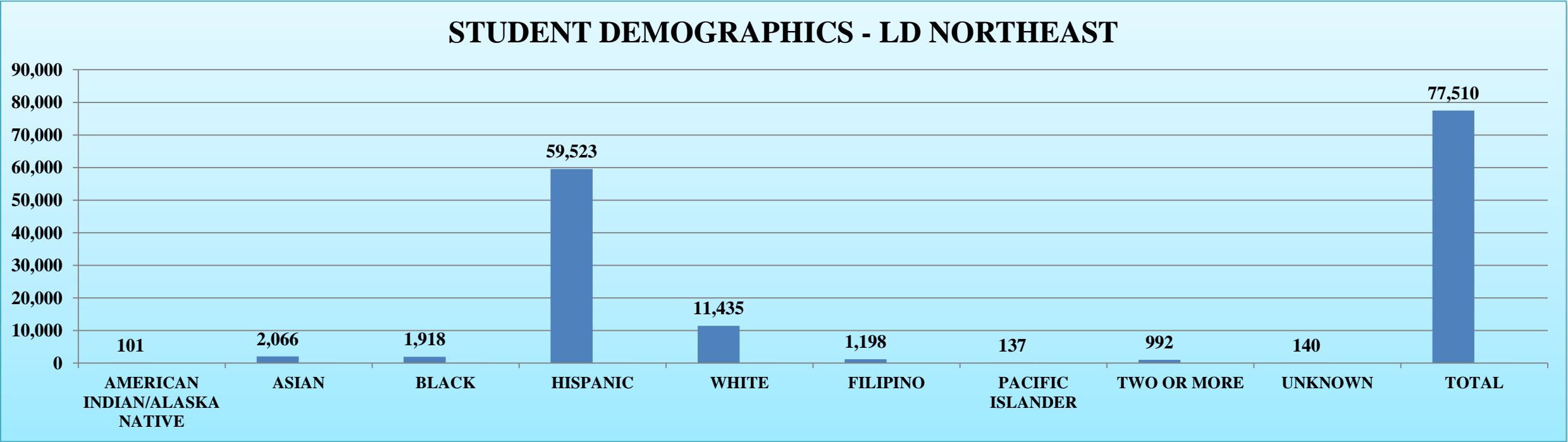
Howard Hao, Operations Coordinator

Mary Jackson-Freeny, Restorative Justice Adviser



2018-19 Student Demographics (As of October 31, 2018)

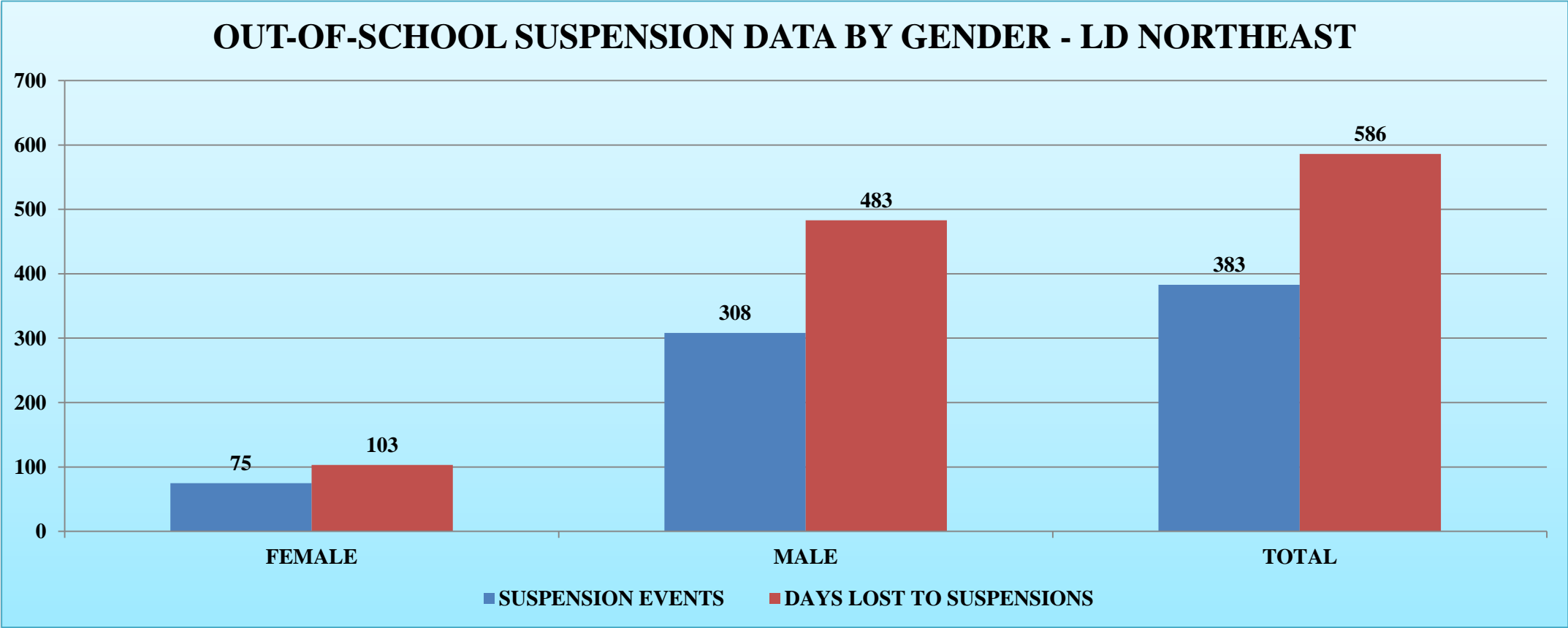
ETHNICITY	COUNT	PERCENTAGE
AMERICAN INDIAN/ALASKA NATIVE	101	0.1%
ASIAN	2,066	2.7%
BLACK	1,918	2.5%
HISPANIC	59,523	76.8%
WHITE	11,435	14.8%
FILIPINO	1,198	1.5%
PACIFIC ISLANDER	137	0.2%
TWO OR MORE	992	1.3%
UNKNOWN	140	0.2%
TOTAL	77,510	100.0%



2017-18 Out-of-School Suspension Data by Gender

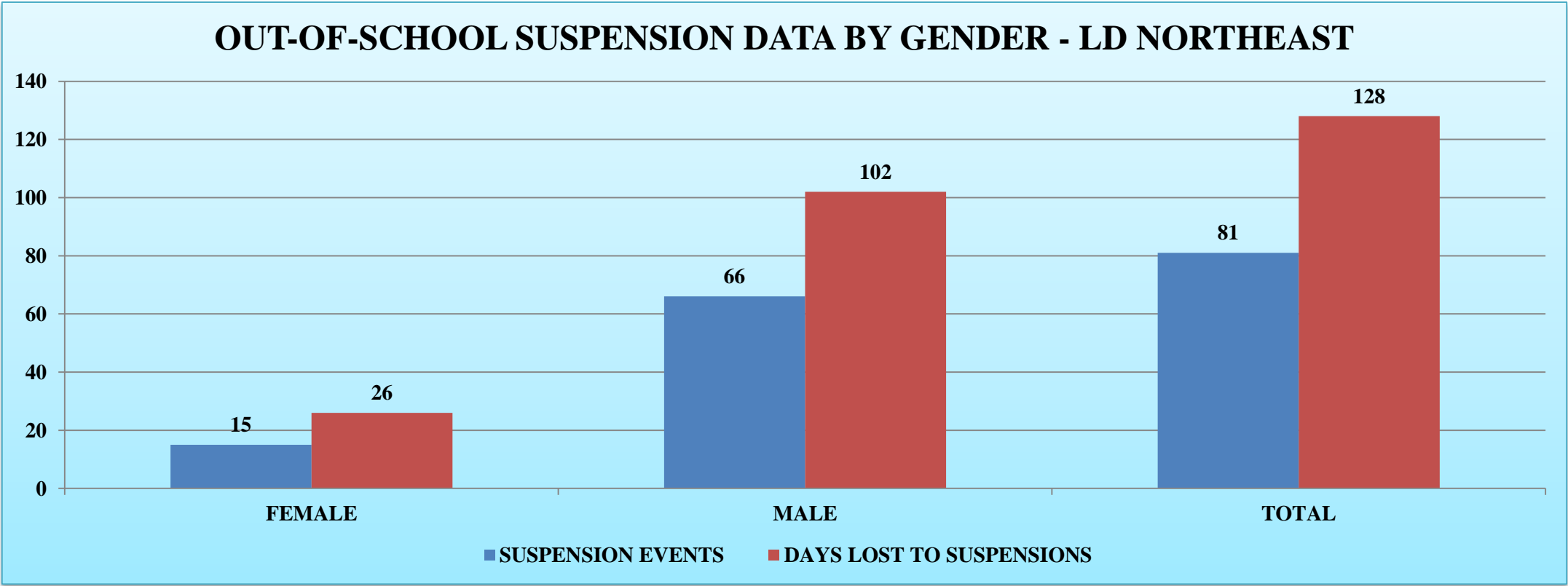


GENDER	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	75	103
MALE	308	483
TOTAL	383	586



2018-19 Out of School Suspension Data by Gender (as of 10-31-18)

Gender	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
FEMALE	15	26
MALE	66	102
TOTAL	81	128

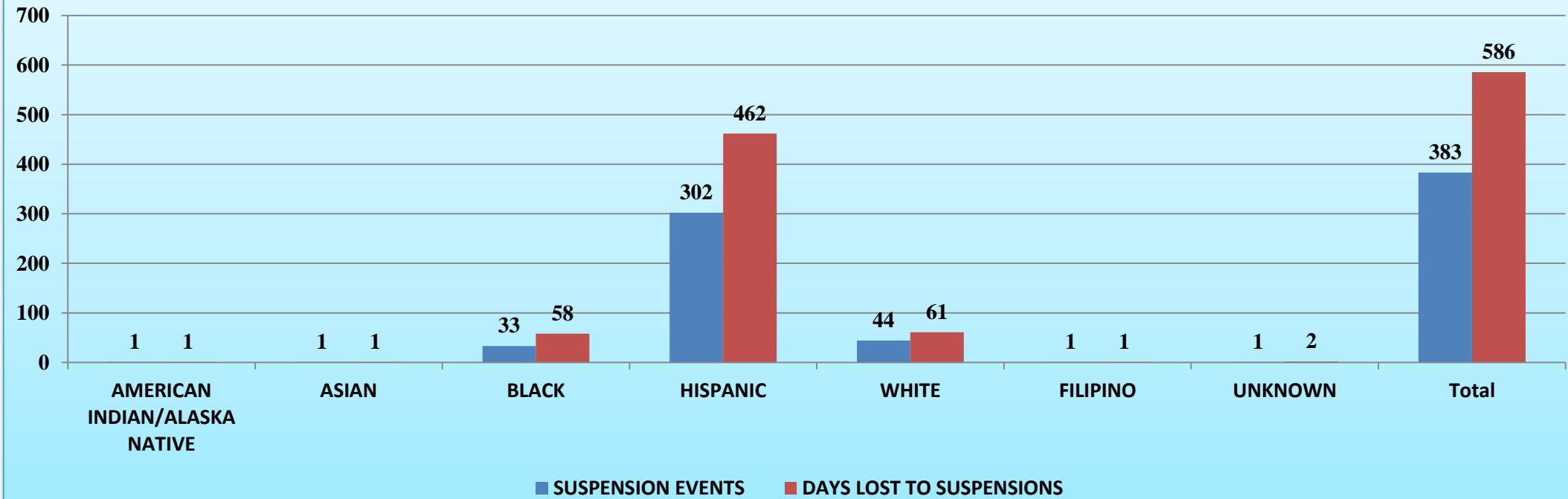


2017-18 Out-of-School Suspension Data by Ethnicity

ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
AMERICAN INDIAN/ALASKA NATIVE	1	1
ASIAN	1	1
BLACK	33	58
HISPANIC	302	462
WHITE	44	61
FILIPINO	1	1
UNKNOWN	1	2
Total	383	586

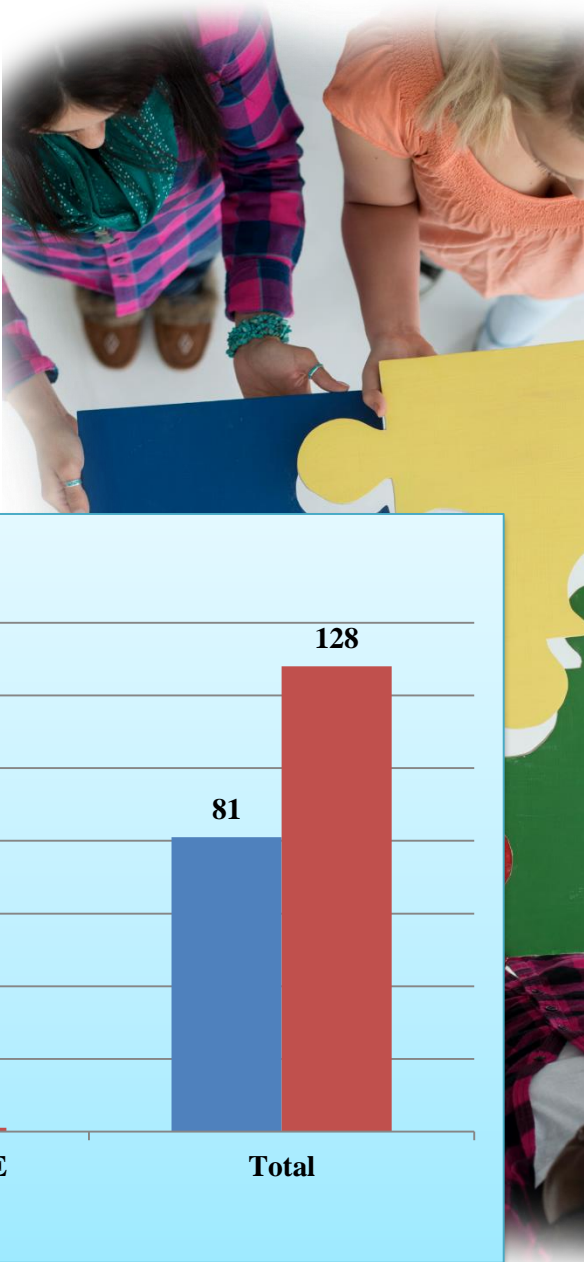


SUSPENSION DATA BY ETHNICITY - LD NORTHEAST

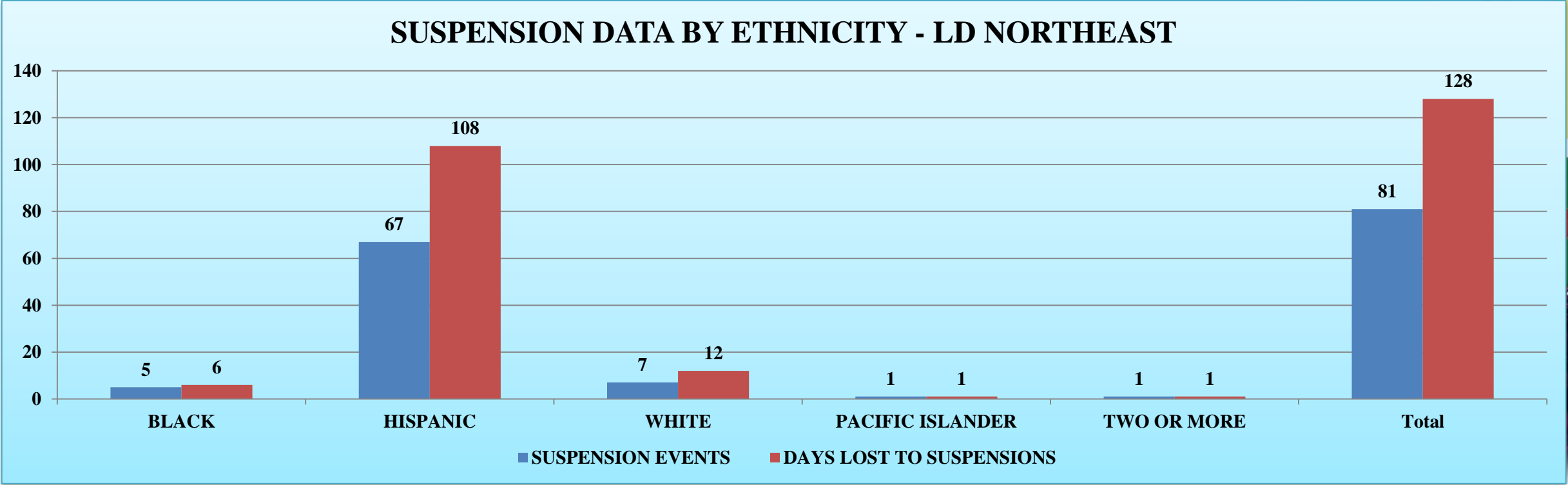


2018-19 Out-of-School Suspension Data by Ethnicity (as of 10-31-18)

ETHNICITY	SUSPENSION EVENTS	DAYS LOST TO SUSPENSIONS
BLACK	5	6
HISPANIC	67	108
WHITE	7	12
PACIFIC ISLANDER	1	1
TWO OR MORE	1	1
Total	81	128



SUSPENSION DATA BY ETHNICITY - LD NORTHEAST

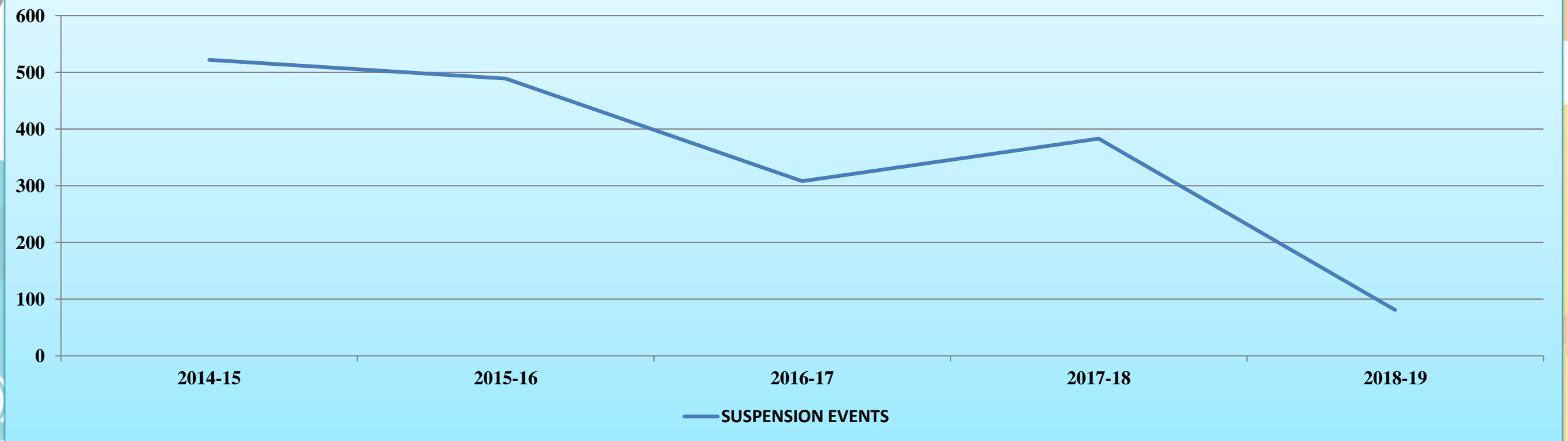


2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 (as of 10-31-18)

Out-of-School Suspension Events

SCHOOL YEAR	SUSPENSION EVENTS
2014-15	522
2015-16	489
2016-17	308
2017-18	383
2018-19	81

OUT-OF-SCHOOL SUSPENSION EVENTS - LD NORTHEAST



2017-18 Expulsion Data - By Infraction Type



Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b)	1
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b)	3
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900©	7
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n)	0
Possession of an explosive. E.C. 48915(c)(5), 48900(b)	0
Total Non-Mandatory Recommendations to Expel	1

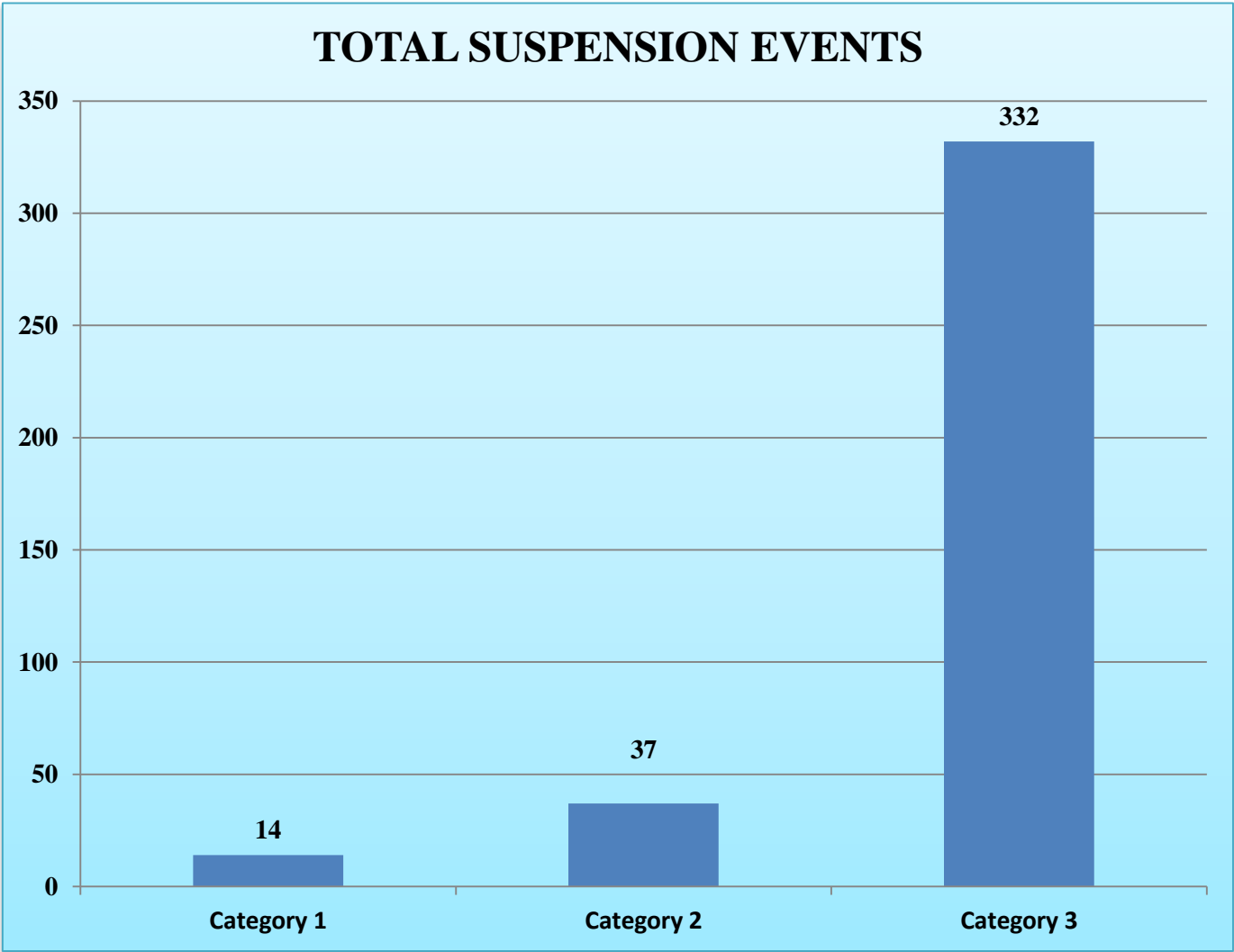
2018-19 Expulsion Data - By Infraction Type (10-31-18)

Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1),48900(b)	0
Brandishing a knife at another person. E.C. 48915(c)(2),48900(b)	0
Unlawfully selling a controlled substance. E.C. 48915(c)(3), 48900©	1
Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4), 48900(n)	0
Possession of an explosive. E.C. 48915(c)(5), 48900(b)	0
Total Non-Mandatory Recommendations to Expel	0



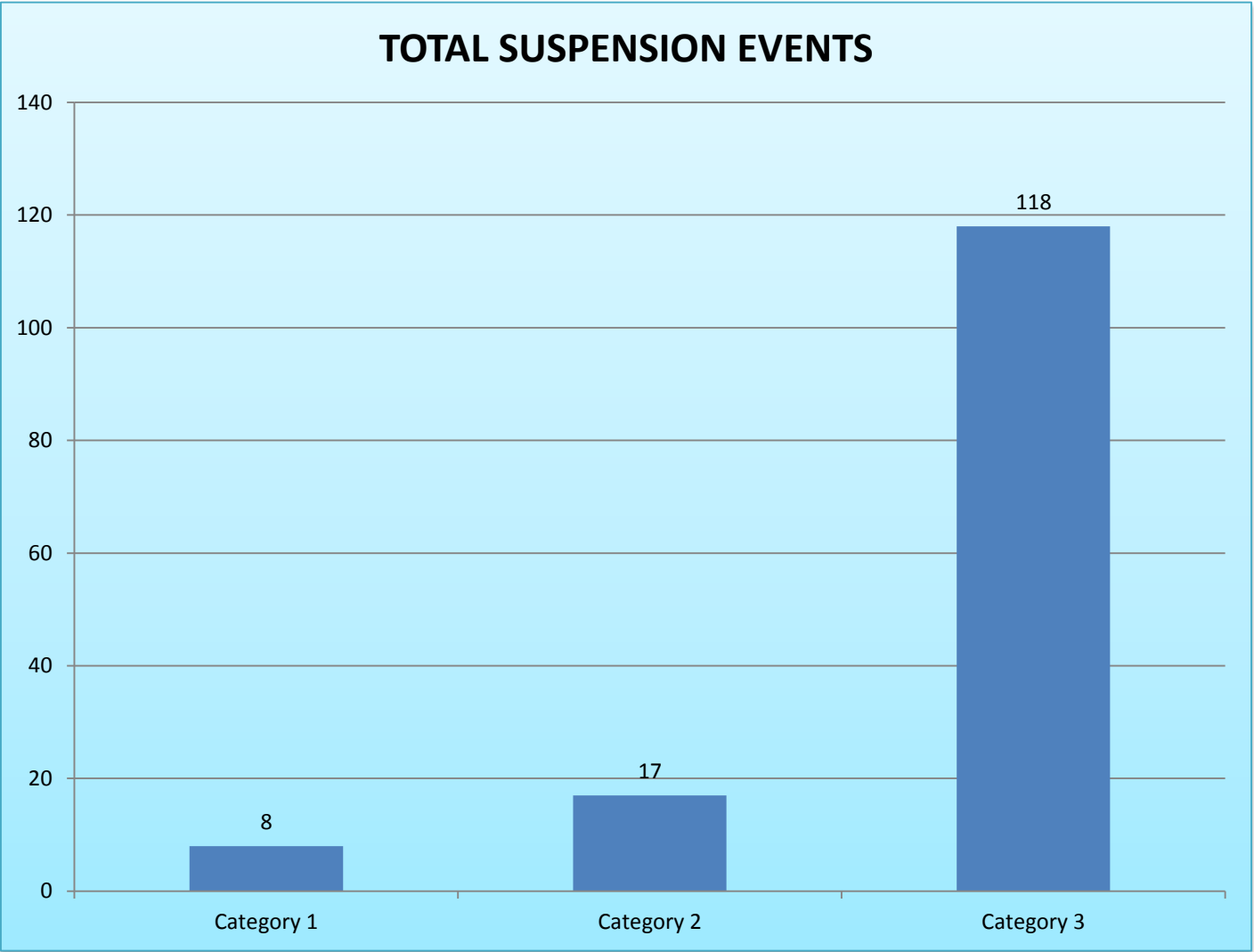
2017-18 Out-of-School Suspension Data - By Infraction Type

Suspension Reason	# of Susp Events
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	4
1.3 - SOLD CONTROLLED SUBSTANCE*	7
1.4b - SEXUAL BATTERY*	3
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	1
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	32
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	2
2.4 - ROBBERY/EXTORTION	1
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	1
3.1a - CAUSED PHYSICAL INJURY	63
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	57
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	22
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	22
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	4
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	21
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	6
3.6 - POSSESSED OR USED TOBACCO	4
3.7 - OBSCENITY/PROFANITY/VULGARITY	30
3.8 - DRUG PARAPHERNALIA	7
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	20
3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12)	2
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	8
3.13 - SEXUAL HARASSMENT (GR. 4-12)	12
3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	3
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	46
3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS	1
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	2
3.21e - BULLYING/CYBER SCHOOL PERSONNEL	1
3.22 - AIDED OR ABETTED THE INFLECTION OF PHYSICAL INJURY	1



2018-19 Out-of-School Suspension Data - By Infraction Type (as of 10-31-18)

Suspension Reason	# of Susp Events
1.2 - BRANDISHED KNIFE AT ANOTHER PERSON*	1
1.3 - SOLD CONTROLLED SUBSTANCE*	6
1.4b - SEXUAL BATTERY*	1
2.1 - SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE	1
2.2 - KNIFE OR OTHER DANGEROUS OBJECT	9
2.3 - CONTROLLED SUBS (EXCEPT 1ST MARIJ <1 OZ), COUNTER/PRESCRIBED MEDS	2
2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE	5
3.1a - CAUSED PHYSICAL INJURY	41
3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY	13
3.1c - THREATENED TO CAUSE PHYSICAL INJURY	5
3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ or ALCOHOL	13
3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE	3
3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY	5
3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY	1
3.7 - OBSCENITY/PROFANITY/VULGARITY	8
3.8 - DRUG PARAPHERNALIA	1
3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN.) (GR. 4-12)	3
3.12d - HARASSED/THREATENED SCHOOL DISTRICT PERSONNEL (GR. 4-12)	3
3.13 - SEXUAL HARASSMENT (GR. 4-12)	5
3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	8
3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS	9

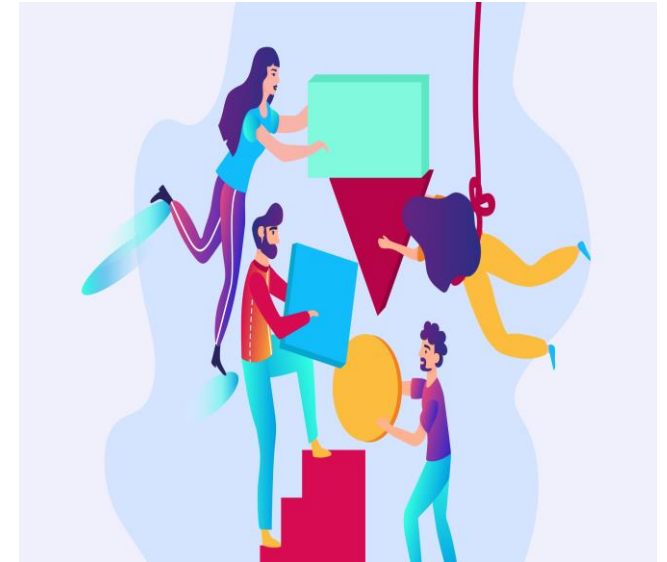


3 Year Local District Northeast ROI Data

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)
 Rubric of Implementation
<http://Disciplinepolicy.lausd.net>

School Name:


Key Feature	1	2	3	4	Score
Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at some faculty meetings. SWPBS is addressed in some staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.	
Team Based Implementation	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per school year.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	



Local District	Rank 2016 Spring				Rank 2017 Spring				Rank 2018 Spring			
	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red	Not Applicable	Green	Yellow	Red
Northeast	0	95	12	0	0	80	28	0	0	104	4	0

How is Local District Northeast addressing the issue of suspensions, days lost to suspensions, and expulsions?

Alternatives to Suspension

- Professional development is provided to principals, assistant principals, deans, counselors and teachers on alternatives to suspension and Restorative Justice practices
 - Encourage principals to consult with:
 - Operations Coordinator
 - School Mental Health
 - Special Education
 - Restorative Justice Advisors
- 



How is Local District Northeast addressing the issue of suspensions, days lost to suspensions, and expulsions?

Local District Northeast Operations provides professional development

- Bullying Policy (Operations)
- Restorative Justice Practices (Operations)
- Alternatives to suspensions (Operations)
- Investigative Practices (Operations)
- Crisis Management (School Mental Health)
- Counseling needs (School Mental Health)
- Escalation cycle and managing behavior (SPED)
- Restorative practices (Restorative Justice)
- Conflict Resolution (Restorative Justice)
- Restoring the Harm (Restorative Justice)



Turn over in administrative leadership and support

- Teach and reteach

Continuing to support schools with students in crisis

Continuing to remind parents of our SWPBS practices



Decrease in out-of-school suspension events

- 2014-15 522
- 2018-19 81

Decrease in days lost to suspension

- 2017-18 586
- 2018-19 128



Implementation of the Rubric of Implementation (ROI)

Increase in the number of schools ranked **green**

- Spring 2016 95
- Spring 2018 104

Decrease in the number of schools ranked **yellow**

- Spring 2017 28
- Spring 2018 4



Implementation of Restorative Justice

School Year	Restorative Justice Advisors	Schools Trained Restorative Justice
2016	6	67
2019	17	210



Local District Northeast Next Steps

Continue to lower the suspension rate

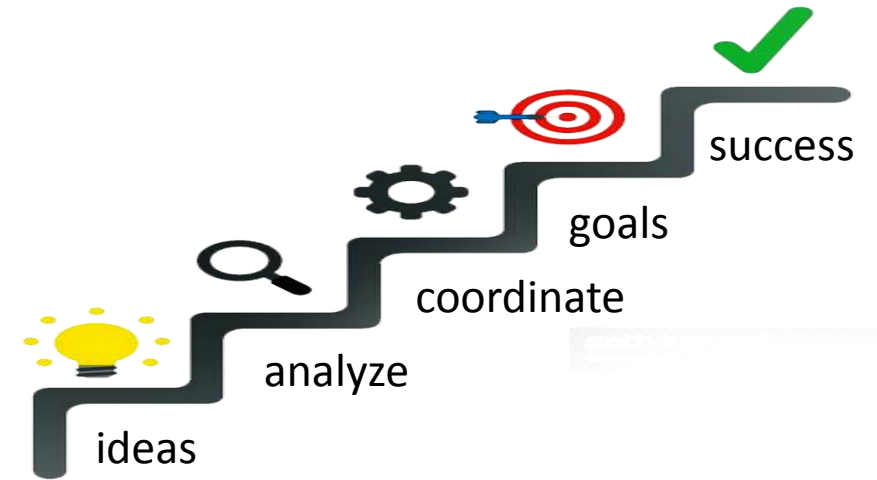
Continue to decrease the days lost to suspensions

Continue the implementation of Restorative Justice practices

Continue to offer professional development opportunities for schools

Continue to increase the number of schools ranked **green** on the ROI

Continue to decrease the number of schools ranked **yellow** on the ROI



We Are Local District Northeast







JOHN B. MONLUX ES/STEM MAGNET

Daniel Mulia, Principal

Tom Yzaguirre, Assistant Principal

Melissa Kickert, APEIS

Nancy Richards, TSP Advisor

Arpi Kourounian, Magnet/Intervention Coordinator

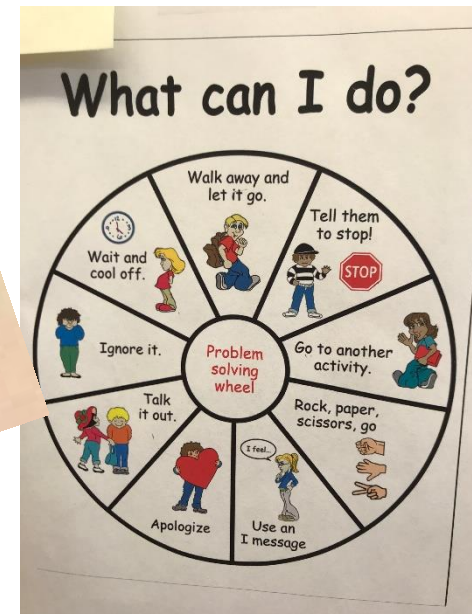
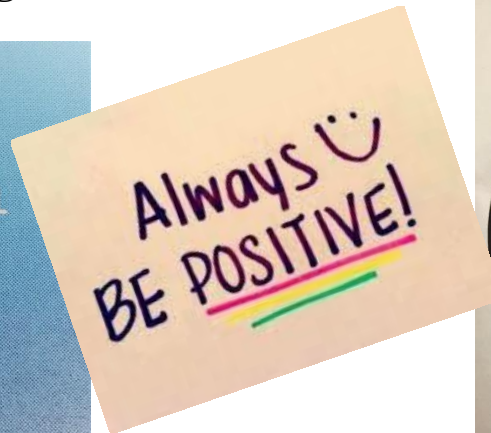
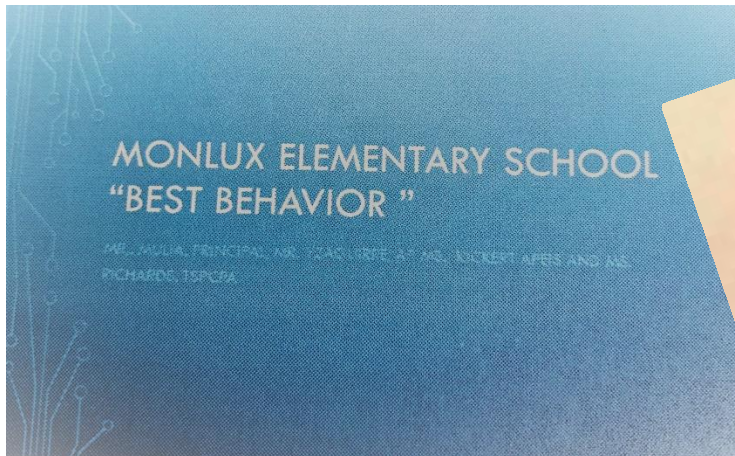
JOHN B. MONLUX ES/STEM MAGNET DATA

- Student Enrollment – 696 (Magnet and Neighborhood)
- Socioeconomically Disadvantaged – 77.4%
- English learners – 27.4%
- Foster Youth – 0.4%
- Reclassified Fluent English Proficient – 32%
- Gifted and Talented
- Students with Disabilities – 13%



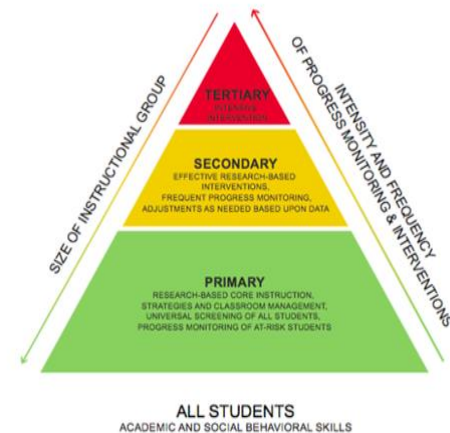
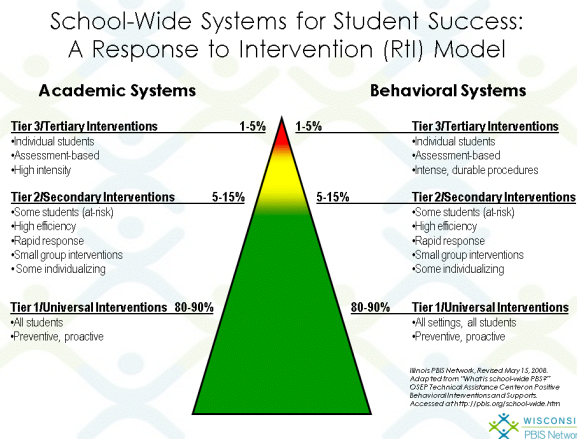
CHALLENGES: SWPBS

- Staff Acceptance of Changes in Strategies
- Students take Responsibility for Problem Solving
- Administration Commitment to Best Behavior and Weekly Recognition (Time)
- Commitment to Second Step, Growth Mindset (instruction and practice) Implementation of SSPT Practices (with Follow-Up) and Implementation of Restorative Justice
- Positive Problem Solving



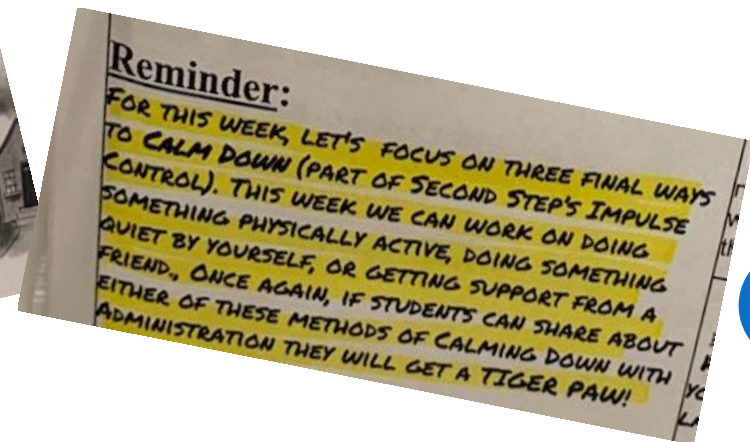
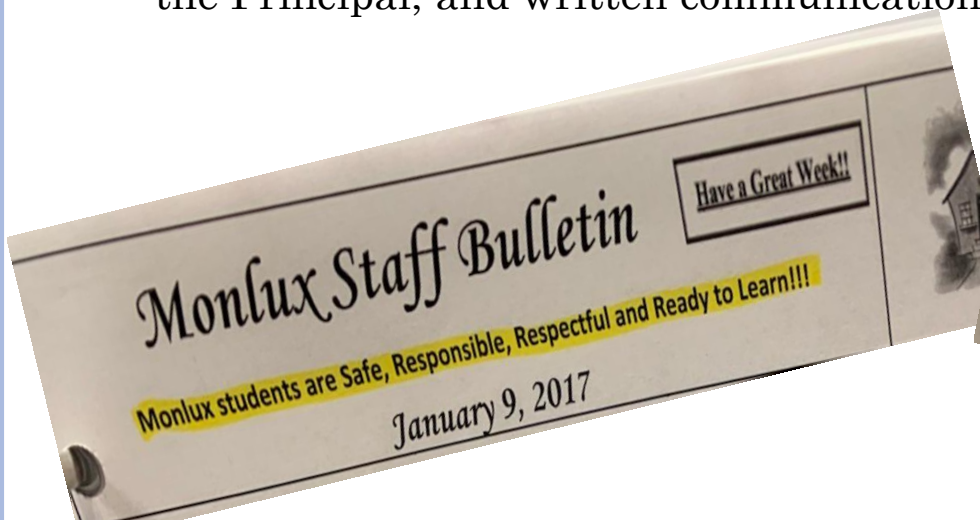
SUCSESSES: SWPBIS

- Administration and Support Staff Practice Mutual Respect with students and have an Open Door Policy with them.
- Staff is trained in SWPBIS.
- All Students know the rules and what is expected of them.
- Culture is changing to one of Mutual Respect, Positive approaches to modify behavior and Community Involvement.



SUCCESS: ROI

- Behavioral Expectations are Taught Consistently
- Expectations are Documented and Reviewed Regularly.
- Suspensions are Consistently Low
- Appropriate behavior is Acknowledged and Reinforced regularly.
- Reminders and examples of expected behaviors are covered weekly in our school bulletin which is shared with teachers and students. These behaviors are also posted in all classrooms and covered at weekly assemblies both in the neighborhood and Magnet schools.
- SWPBIS is communicated to parents during all workshops, Coffee with the Principal, and written communication.

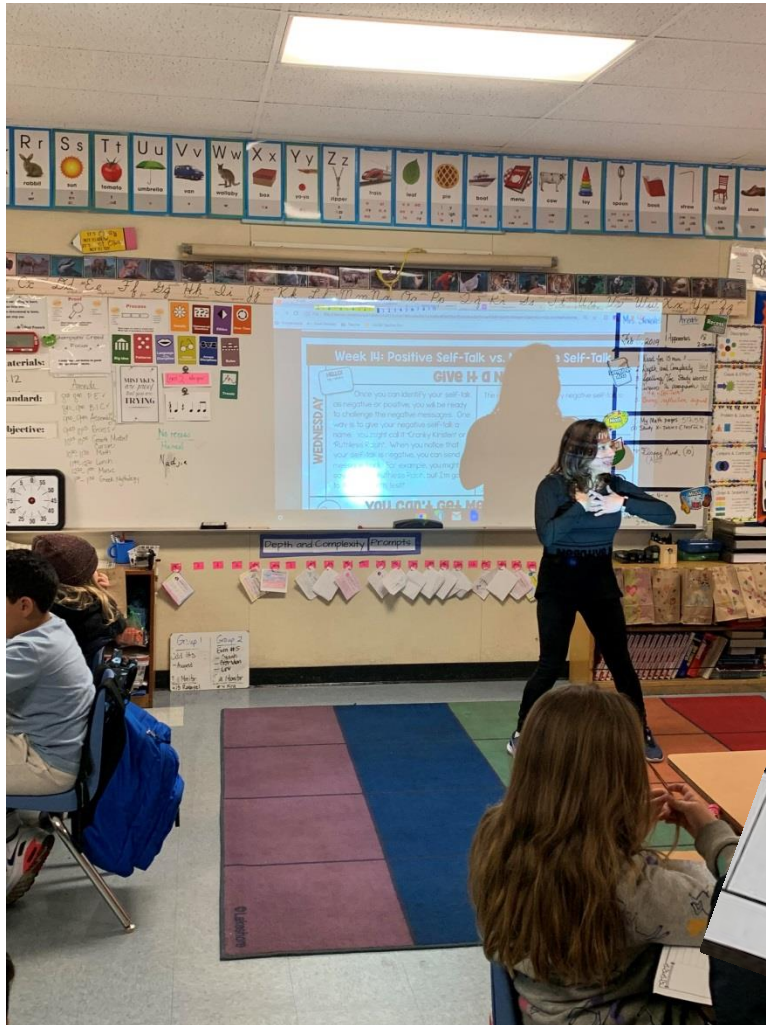


SUCCESES: RESTORATIVE JUSTICE

- Principal and staff have been trained.
- Community building circles have been run with teachers prior of the start of school, mid-year and at the end of the year.
- Principal and AP run circles in classrooms and with students who struggle with behavioral challenges.




SEL AND GROWTH MIND SET



Name: _____ Date: _____

Week 5: Perseverance

Perseverance:
Perseverance is a character trait that requires courage to NOT GIVE UP. Someone with a growth mindset refuses to give up even when the challenge might seem impossible. Frustration doesn't even get in the way of someone who has perseverance!



perseverance pays off

Did you know that J.K. Rowling, the author of Harry Potter, has amazing perseverance? She was facing many challenges in her life when she was writing Harry Potter, but she still kept writing and writing. After she finished it, TWELVE publishers told her they wouldn't publish it because it wasn't good enough. Even though she kept hearing "NO", she kept on trying!

Think of another famous person who has perseverance. Fill in the sentence frame below.

perseverance because _____ has _____

WRITE ABOUT IT

Think about the most difficult thing you've ever done in your life. What was it? How did you get it done?

©Kirtana Kolesa 2017

SIX PILLARS OF CHARACTER



(Student 2) There are six Pillars of Character that we **will focus** on this year, they are; trustworthiness (trust worth ee ness), respect, responsibility, fairness, caring and citizenship (sit i zen ship). **For the month of February we are focusing on Caring;** Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need • Be charitable and altruistic. Today we have a special Valentine's Day poem to share.



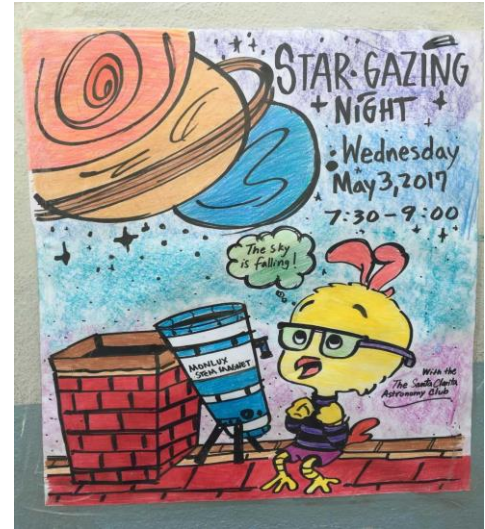
TIGER PAWS, POETRY AND STUDENT ANNOUNCERS



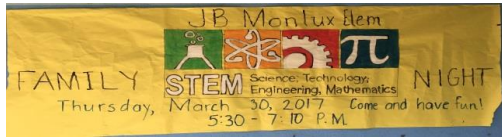
NEXT STEPS

- Increasing the Number of RJ Circles run by teachers in classrooms.
- Reducing the number of student referrals sent to the office.
- Increasing parents and community members participation in student centered events.
- Increase the number of positive statements made to students daily.
- Create safe engaging spaces for students as alternatives to traditional recess games.
- Add additional high-interest activities to be played on the yard during recess and lunch.





Monlux Elementary School/STeM Magnet





*Thank
You*



Pacoima Middle School



Positive Behavior Intervention and Support Strategies

Armen Petrossian, Assistant Principal

Jennifer Collins, PSA Counselor

Abigail Abbott, Intervention and GATE Coordinator

2015- 2016

102

Suspension
Days !

School Data:

YEAR	SUSPENSION DAYS
2015 - 2016	102
2016 - 2017	12
2017 - 2018	0
2018 - 2019	5

School Data

Habitual Truancies

YEAR	TRUANCIES
2015- 2016	776
2016- 2017	551
2017 - 2018	549
2018 - 2019	382

School Data

- Student Morale: **Lack of a voice, lack of activities on campus**
- Faculty Morale: **Lack of student connection**
- Poor student attendance: **Ditching, tardiness**



Challenges

- School wide lunchtime clubs
- Student Council
- Music on the quad
- Free dress days for improved attendance
- College and career fairs & poster contest
- Supported speaking opportunities for student concerns

Solutions: Students

- Growth Mindset PDs
- Mindfulness PDs
- Empathy Training
- Morning Coffee Wednesdays
- Teachers Teaching Teachers



Solutions: Faculty

Pride In Pacoima Drawings



Awards Luncheon - Panda!



Donuts for
Perfect
Attendance!



Improving School Climate



Music on the Quad

Club Rush



Improving School Climate ...



Knitting & Knotting



Student Council



Gay Straight Alliance

Improving School Climate



Awards Ceremonies



Community Mural Paintings

Improving School Climate

Restorative Justice Implementation:

- Lack of understanding process
- Time constraints
- Lack of space
- Training

Restorative Justice Challenges

Solutions:

- Increased training opportunities
- Classroom support from Restorative Justice Team
- Providing space for circles (Rm 77), request for us to run a circle.
- More trainings from RJ Advisor (Ms. Lee)

Restorative Justice In Progress



Community Building Circles



Parent Circles

Restorative Justice In Progress



Parent Meetings



Faculty/Parent Alliance Circles

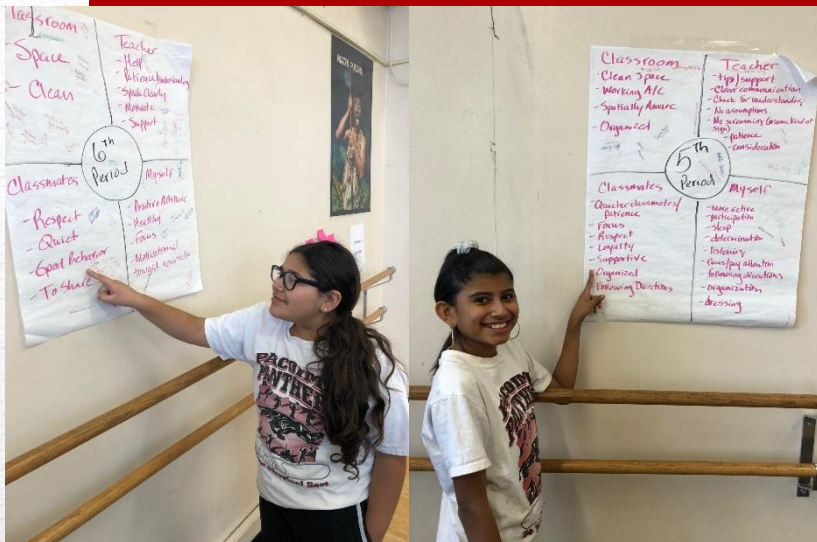
Restorative Justice In Progress

"Restorative Justice Circles enable students to express feelings about challenges in school and at home in a very intimate way...circles help to build a more positive school environment, they enhance the schools ability to connect with students."

-Ms. Cabrera A-G
Diploma Project
Counselor

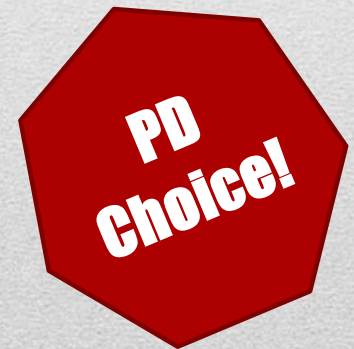
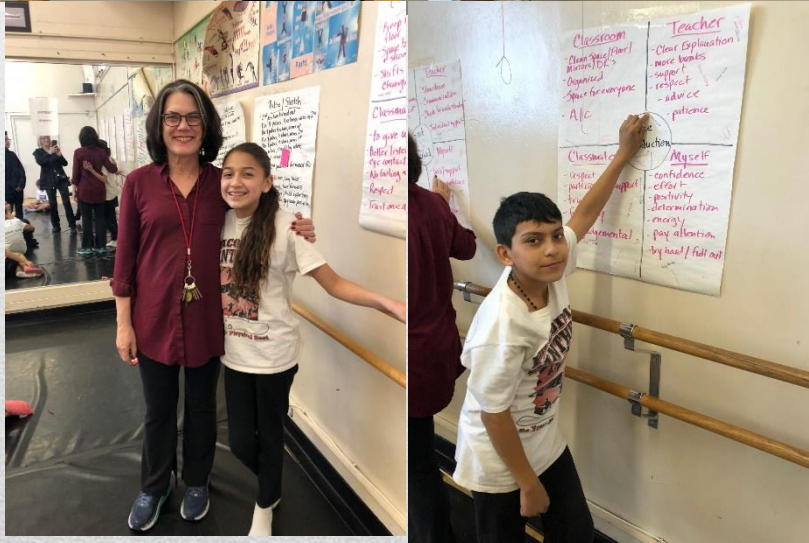


Restorative Justice In Progress



“Classroom charters set the tone for the year. Each class is unique and it is important to address that quality.”

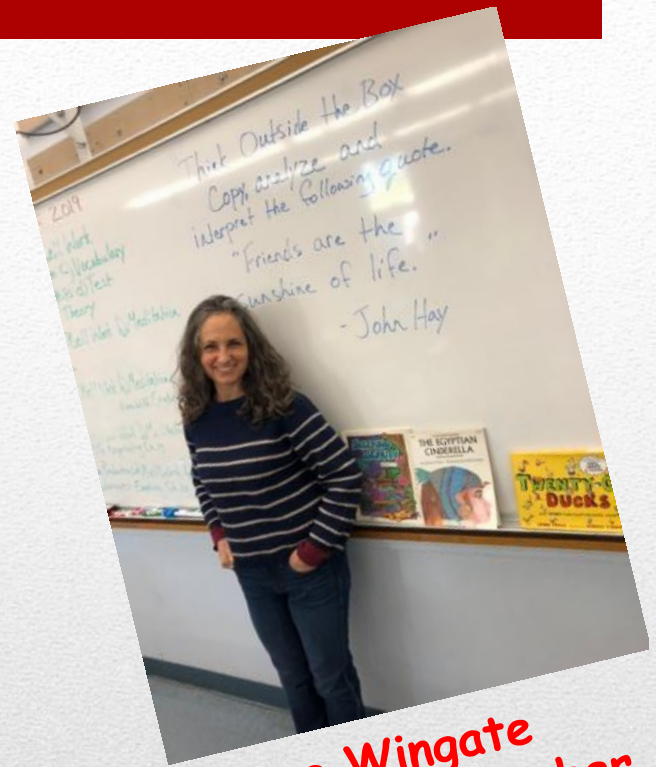
Carrie Dolin – Dance Teacher



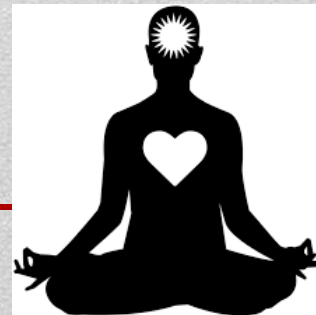
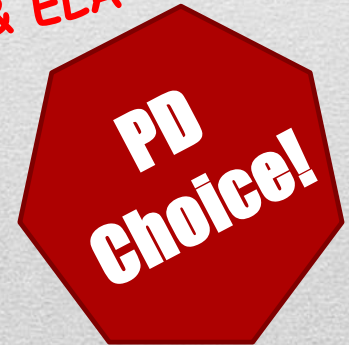
Classroom Charters

“Teaching middle school is often stressful. Practicing mindfulness helps me stay aware of my triggers, giving me the ability to consciously choose the most beneficial response to make in most situations.”

Mindfulness



Elissa Wingate
Drama & ELA Teacher



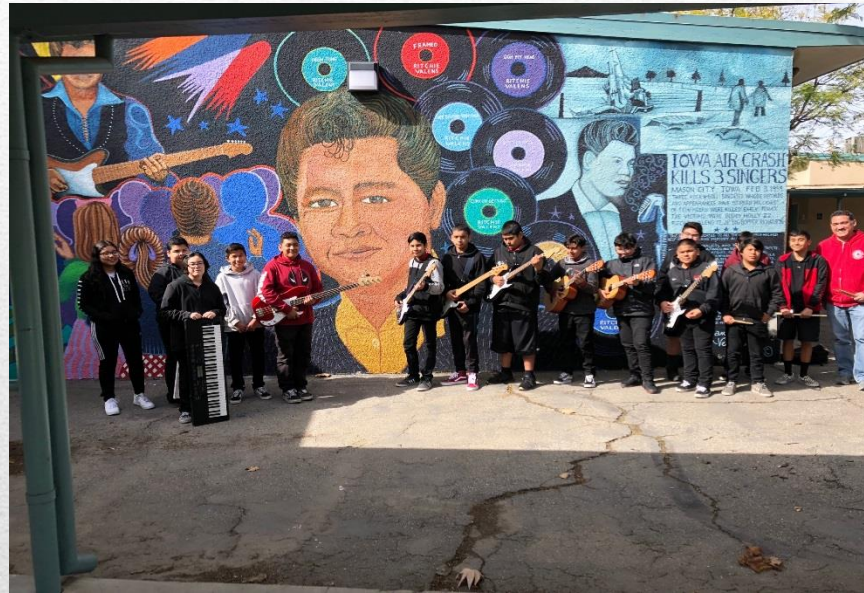
PANTHER PANELS...

- Counseling and administrative team
- Supportive environment
- Positive solutions oriented
- Increased opportunity for success

Coming Soon!



Panther Pride for 65 Years...



The best is yet to come!
Thank You!

Thank You!





Los Angeles Unified School District
Division of Student Health and Human Services – Restorative Justice
School-Wide Positive Behavior Intervention and Support Task Force Meeting
Thursday, February 21, 2019



Please take notes during the presentations. All questions and comments will be addressed at the conclusion of each presentation.

Presentation 1. _____

Presentation 2. _____

Presentation 3. _____

Presentation 4. _____

Thank you!

