

Los Angeles Unified School District

School Culture, Climate, and Safety Task Force Meeting

Board Blue Room Wednesday, April 17, 2024 4:00 p.m. - 5:30 p.m.

I. Welcome Andrés E. Chait, Chief of School Operations

Joel Cisneros, Administrator, SHHS

II. Attendance and Check-in Paul Gonzales, Specialist, SHHS

III. Approval of Minutes Paul Gonzales, Specialist, SHHS

• February 28, 2024

IV. Creating an Inclusive Positive School

Culture and Climate

Maywood Center for Enriched Studies

(MACES)

Danika Iniguez, Student Jose Quiñones, Student

Michelle Arslan, *Teacher Advisor* Yesenia Carvajal, *Teacher Advisor*

Ignacio Gordillo, Systems of Support Adviser

San Fernando High School Lucia Perez, Student

Valeria Gomez, Student

Kimberly Aquino-Coc, Student

Gloria Araya, Teacher, UTLA and LSLC Chair

Erin Mettlen, *PBIS Coordinator*Dora Lopez, *Assistant Principal*Natasha Dimas, *Assistant Principal*Carmen Camacho, Systems of Support

Adviser

V. Public Comments Paul Gonzales, Specialist SHHS

Five speakers (two minutes each)

VI. Adjournment Laura Zeff, Administrative Coordinator, SHHS

Next Meeting Tuesday, June 18, 2024



Distrito Unificado de Los Angeles

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

LAUSD Edificio de Beaudry, Salon Azul miércoles, 17 de abril del 2024 4:00 p.m. - 5:30 p.m.

I. Bienvenida Andrés E. Chait, Jefe de Operaciónes

Joel Cisneros, Administrador, SHHS

II. Asistencia y Registro Emocional Paul Gonzales, Especialista, SHHS

III. Aprobación de Actas Paul Gonzales, Especialista, SHHS

• 28 de febrero del 2024

IV. Creando una Escuela Positiva Inclusiva Cultura y Clima

Maywood Center for Enriched Studies

(MACES)

Danika Iniguez, Estudiante Jose Quiñones, Estudiante Michelle Arslan, Maestra Yesenia Carvajal, Maestra

Ignacio Gordillo, Asesor de sistemas de apoyo

San Fernando High School Lucia Perez, Estudiante

Valeria Gomez, Estudiante

Kimberly Aquino-Coc, Estudiante

Gloria Araya, Maestra, Presidente de UTLA y

LSLC

Erin Mettlen, Coordinadora de PBIS

Dora Lopez, Sub Directora Natasha Dimas, Sub Directora

Carmen Camacho, Asesor de sistemas de

apoyo

V. Comentarios Públicos Paul Gonzales, Especialista, SHHS

Cinco oradores (dos minutos)

VI. Clausura Laura Zeff, Coordinador Administrativo, SHHS

Próxima Junta martes, 18 de junio del 2024



Los Angeles Unified School District School Culture, Climate, and Safety Task Force Meeting Minutes February 28, 2024

Opening

Laura Zeff, Administrative Coordinator called the meeting to order at 4:04 p.m. She began by welcoming everyone. She followed by introducing Andres E. Chait, Chief of School Operations Division of School Operations, and Joel Cisneros, Administrator, of Student Health, and Human Services (SHHS). Mr. Chait and Mr. Cisneros welcomed everyone and briefly spoke of the purpose of today's meeting.

Welcome

Ms. Zeff initiated the attendance and reminded folks to sign in. She then facilitated a check-in activity. Ms. Zeff introduced Paul Gonzales, and he informed the audience that check-in activities help with creating safe spaces, building community and connections, and building trust. Mr. Gonzales then asked everyone to review the meeting minutes from December 13, 2023. Nery Paiz made the first motion to accept the December 13, 2023, meeting minutes. Alex Bellos made the second motion. Mr. Gonzales turned the meeting over to Ms. Zeff.

Andres E Chait Chief of School Operations and Dr. Andrew Thomas, Director - Independent Analysis Unit Community Based Safety Resolution Update

Ms. Zeff introduced Mr. Andres Chait and Dr. Andrew Thomas. Mr. Chait provided an overview of the Community-Based Safety Analysis and Expansion Resolution, the blueprint for Safety, and the school climate personnel resources. He then turned the meeting over to Dr. Thomas.

Dr. Thomas shared the Independent Analysis Unit (IAU) Progress from the Community-Based Safety and L.A. Unified: Mapping the Landscape report. Gil Gamez asked about the qualifications the 77 vendors must possess to provide safety services off campus. He shared that a member from one of the vendors spoke at a past Board Meeting, and mentioned they were previously incarcerated for 20 years and that they can provide services. Mr. Gamez asked if LAUSD was liable for allowing individuals who were previously incarcerated on campus to provide safety and if it was ethical. Mr. Chait responded and answered each of his questions. Mr. Thomas continued with this presentation.

Alex Bellos asked if there are 150 programs, why are only 77 funded, and if he could explain the discrepancy between the two. Mr. Chait addressed the questions and responded.

Allan Kakassy asked about equality and what is being done to balance the funds provided. Mr. Chait addressed and answered the question.

Laura asked a question on behalf of Emmanuel Solis regarding funding. He wanted to know what schools receive funding and how schools get access to the funding. Additionally, he asked what is being done for schools in areas with high crime rates and whether will they have access to funds as well, provided the schools in these areas should be the schools LAUSD provides funds. Andres addressed and answered the question.

Allan Kakassy followed up with the equity issues regarding the eastside and south-central areas and if it is okay to say that some areas are being targeted due to them being more proficient. He shared that Board Members should have this information on hand. Andres addressed and provided further clarification.

Gil Gamez shared that you can't always rely on data, because sometimes people are doing great work that goes unreported. He asked about the School Climate Advocate position now that the three-year funding has ended. He asked if BSAP funds could be used to keep funding the position. Andres addressed and answered the questions.

Nery Paiz asked about the four groups of ESAP funding, and if only BSAP schools have access. Andres answered the question.

Emmanuel Solis followed by asking why the focus was mostly on African American students regarding the allocation of funds. Andres addressed the question.

Laura Zeff, Administrative Coordinator, and Paul Gonzales Specialist, - Tiered Fidelity Inventory (TFI) Data.

Ms. Zeff began by reviewing the Tiered Fidelity Inventory (TFI). She continued by reviewing the Fall, 2023 TFI data with participants. Ms. Zeff then asked each group to review the key features scored and goals 1 and 2 among their table groups. Paul Gonzales provided more details about the data.

Emmanuel Solis asked about the struggle with Key Feature 1.1. Ms. Zeff and Mr. Gonzales provided follow-up responses.

Ms. Megan pointed out that the last five key features (1.11-1.15) had the lowest number of schools reporting zeros, and most schools are reporting 1's and 2's on the other features (1.1-1.10). She asked if those are the key features most schools are having difficulty with. Mr. Gonzales and Ms. Zeff responded.

Rocio Elorza asked if the information could be separated by grade level. Mr. Chait informed her and the members that they could provide data by grade level.

Public Comment

Diana Guillen shared that the presentation had some good ideas, but that the security on campuses is not positive (gangs, drugs, danger, etc.). She is bothered that school safety is not being taken seriously and that mental health issues are not being taken seriously. She brought up that students have no respect for authority, and they mask their lack of respect with mental health issues. They abuse mental health excuses to get out of doing something, simply because they don't want to.

Julio Tizol discussed that community/school safety needs to be taken seriously. He shared that the community and parents agree school police are what they want and need at schools. He shared some safety issues, such as the homeless situation in Mac Arthur Park, and other concerns students and the community are facing. He ended by letting the meeting know that school police are important for the community.

Alan Kakassy shared information about the Ebony Alert (missing African American students). He informed the members that this is something LAUSD will and should be taking seriously.

Closing

Laura facilitated a check-out activity. She asked the participants to share an experience that made them feel grateful today. Participants recorded their responses on sheets of paper.

Nery Paiz made the first motion to close the meeting. Rocio Elorza seconded the motion. Mr. Gonzales ended the meeting at 5:28 pm.



Welcome

School Culture, Climate, and Safety Task Force



Wednesday, April 17, 2024

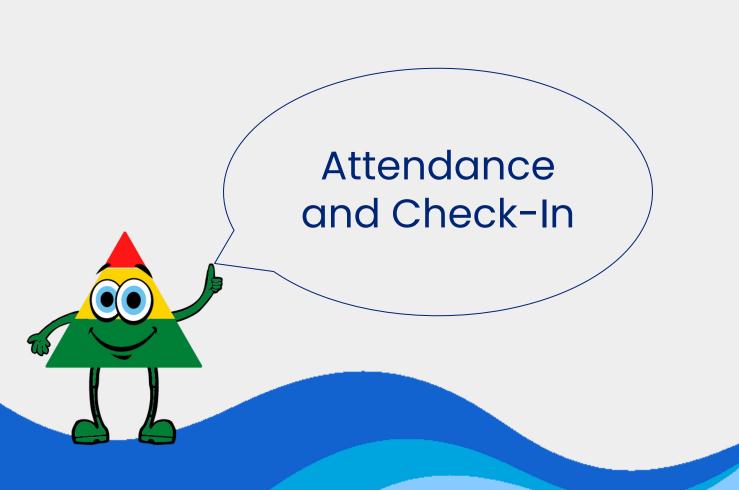
Welcome



Andrés E. Chait, Chief of School Operations

Joel Cisneros, Administrator, SHHS







Share something special that has happened to you or a family member this year?











Share your favorite movie and why?







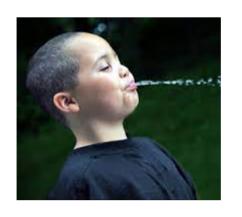


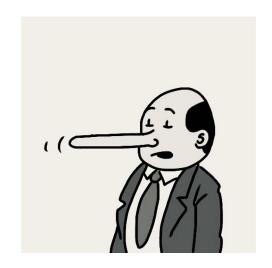




Share something that pushes your buttons?













Share your favorite restaurant?









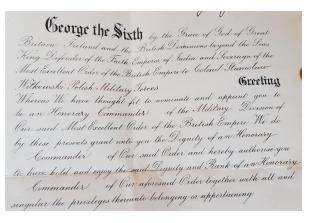




Share something new you recently learned about yourself











Share a success, ah-ha moment, or something that put a smile on your face (job related)









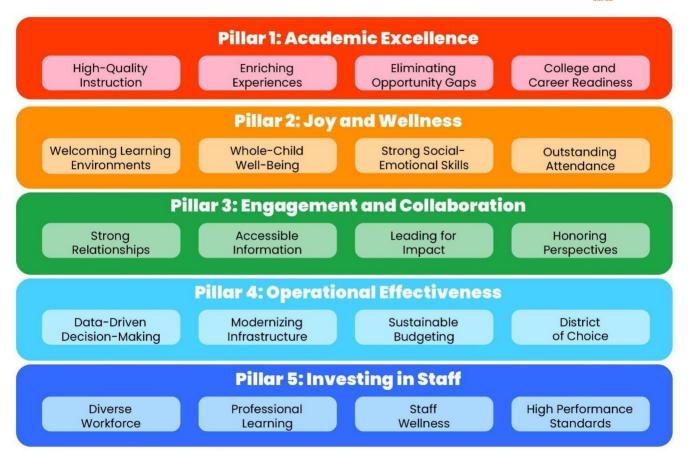




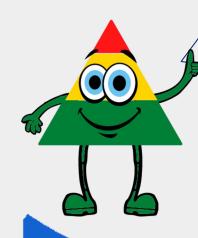


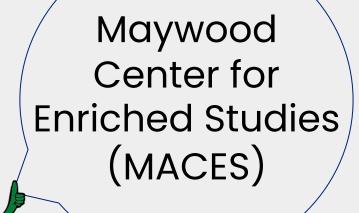
Priorities

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.









Danika Iniguez, Student

Jose Quiñones, Student

Michelle Arslan, Teacher Advisor

Yesenia Carvajal, Teacher Advisor

Ignacio Gordillo, Systems of Support Adviser



PEER MEDIATION PROGRAM

2024 LEAH Conference



+

Presenters



Danika Iniguez

Student Lead Mediator



Jose Quinones

Student Senior Mediator



Michelle Arslan

Teacher Advisor



Yesenia Carvajal

Teacher Advisor

Objectives

- Describe the necessity for peer mediation programs based on data review.
- Identify the three key components of a peer mediation program.
- Explain the structure and outcomes of the MaCES Peer Mediation Program.

Opening Circles

Mental Health: National Data

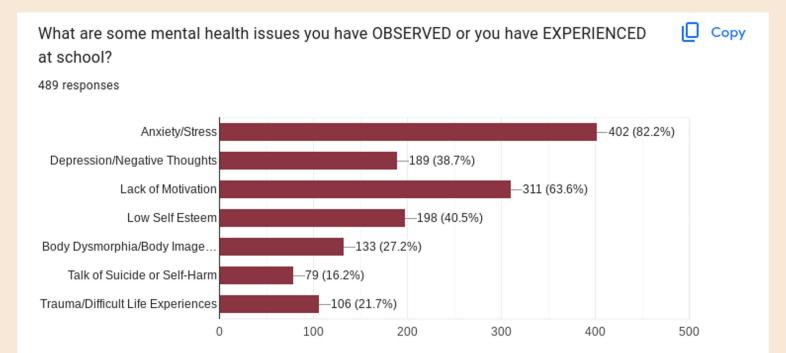
"Compared to the pre-pandemic group, adolescents assessed after the pandemic shutdowns reported more symptoms of anxiety and depression and greater internalizing problems. Their brains showed thinning of the cortex, which helps execute mental processes like planning and self-control, and reduced volume in the hippocampus and amygdala, which are involved in accessing memories and regulating responses to fear and stress, respectively."

Implications

- Mental health affects learning and social engagement
 - Adverse/traumatic events affect mental health
- Attention-seeking behaviors result in discipline
- What does discipline empower or disempower youth?

Listening CampaignFall 2023

Many students at MaCES have seen or experienced personal issues which can affect their home and school life.

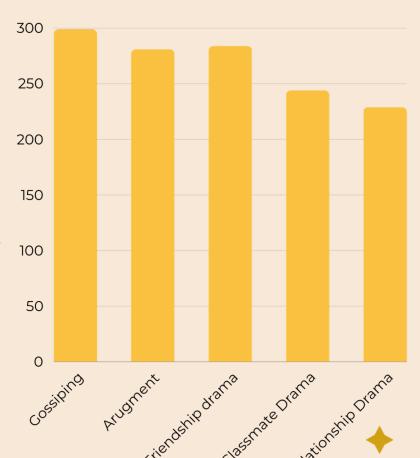


Listening Campaign Fall 2023

Gossiping/rumors & beef

From our data, we were able to identify the biggest issues in our MaCES Familia community which were gossiping, friendship drama, classmate drama, relationship drama, and arguments between themselves.

We can help them get along with each other by doing more fun activities about healthy relationships.



Listening Campaign: Fall 2023 "I started seeing these issues in eighth grade because I was a lot more involved with

Many students can agree that issues begin in middle school, this shows the importance of participating in community circles and building trust starting in grades 6th, 7th, and 8th.

"I started seeing these issues in eighth grade because I was a lot more involved with other people, and a lot more social, and I became more aware of some issues."

"I started to see this year I heard a lot of things then. but some things are said like you're so stupid it is so common that we see it as normalized"

"6th grade, students always start rumors or spread gossip."

"I started noticing that a lot of people begun vaping and just having drama. I was never involved in it and idk if it has just always been going on but I know it became a lot more of a problem in middle school."

"I started both experiencing seeing these issues around the 8th grade, but it worsened during 9th grade."

"From the start of middle school, I feel like these issues have been presented at school"

"In 7th grade, there was toxic relationships."

"i started to see this during high school but still saw it in middle school it slowly gets worse."

WHY DO WE DO IT?

To create a comfortable environment where MaCES students can express their feelings.

To give students new methods and abilities on being able to control their emotions when they need it.

To give students a welcoming place where they can go if they are struggling.



Traditional Discipline Belief

- Control behavior through the power of deterrence.
- "Expert" decides, the student is a passive recipient.
- Trauma significantly impacts students' abilities to relate to others, manage emotions, self-regulate, and attend to instruction.
- Students with trauma are much more likely to be <u>excluded</u> from the learning environment and community in the · · · · residence.





Conflict Resolution Education

"...produces a positive moral climate in school and reduces reliance on authoritarian approaches to conflict resolution; empowers students to problem solve and mediate solutions that promotes the growth of their selfawareness in regards to their actions; and improves attendance and academic achievement through fewer suspensions, better peer relationships and a greater interest in learning."









THE 3 MAIN KEY + COMPONENTS

COMMUNITY CALM ROOM SPACE

PEER MEDIATION

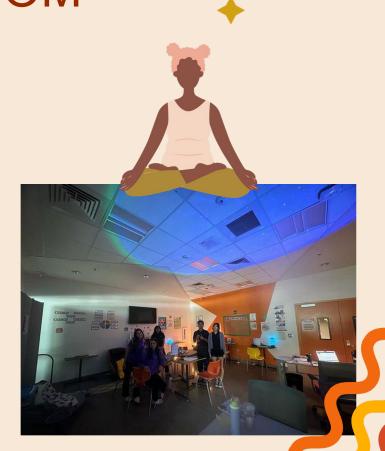


- Community building helps build connections and trust between students and mediators.
- It allows participants to get to know themselves and the people around them better.



CALM ROOM

A room we created to help students de-stress and regulate their emotions. Includes deep breathing, sensory, painting, massage chair, and meditating stations with ambient lighting.



How do we measure the effectiveness of the Calm Room?

Calm Room Data

August 14, 2023 - April 8th, 2024

- The Calm Room has been used 307 times since it opened
- Students are required to complete a "check-in" and "checkout" when they use the room
- 90% of students reported that they felt some level of anxiety/stress/anger/sadness when they checked in
- At the time of the check-out, 67% of students reported that they felt calm. 25% reported that they felt a "little" level of these emotions



PEER
MEDIATION
PROGRAM

We resolve conflicts between students in mediation to help them regulate their emotions and prevent future conflicts.



PEER MEDIATION





- We resolve conflicts between students in mediation to help them regulate their emotions and prevent future conflicts
- Having a peer mediation class allows for more practice and experience
- Students are able to become much more comfortable with mediating due to the extra support we get from a class
- There's a significant difference in the mediator's experience that are in 1st period compared to those that aren't when it comes to community circles and peer mediation.

STRUCTURES + + **OUTCOMES STUDENTS STAFF COMMUNITY**

Structures + Outcomes +



FOR STUDENTS

What does it look like?

Peer Mediation + Problem Solving

Community Building Circles

Diverse Student Leadership

Outcomes

Self-Awareness + fewer suspensions

Better peer relationships

Sustainable self-advocacy





Structures + Outcomes +



FOR ADULTS

What does it look like?

Peer Mediation + Program

Community Circles
Culture in Classroom

Restorative Practices

<u>Outcomes</u>

Sustainable alternative discipline

Positive moral climate in the classroom

Decrease in suspensions





Structures + Outcomes +



FOR THE COMMUNITY

What does it look like?

Parent center hosts restorative training

Restorative conversations with students

Empower community healing

<u>Outcomes</u>

Life-long learning for restorative discipline

Positive conversation within families

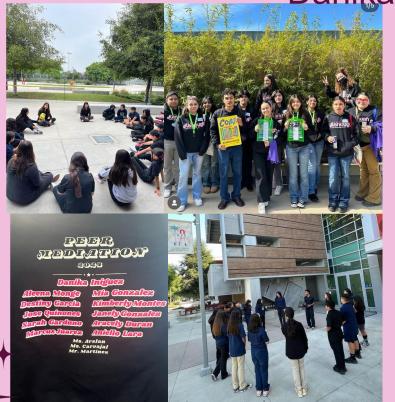
Generational healing and repair of family dynamics





PEER MEDIATOR **TESTIMONIES**

Danika Iniguez



- I have had the opportunity to learn so many new skills and tactics.
- Learned how to run community circles and mediate student problems, although it is difficult at times has been such a great experience.
- I have been able to take the things I've learned and apply them to my daily life.
- Knowing I wanted to pursue a career in the sociology field being in peer mediation was a great experience.



- Overwhelmingly positive in such a short amount of time.
- Not many expectations seeing as the program was new to the school.
- Being in the mediator program has allowed me to create many bonds with people and improve the climate here at school.





- I've had an absolute blast
- Joining at first was nerve racking because it was the first year at our school doing a peer mediation program and I wasn't close to anybody yet
- I've formed the best relationships
- Doing community circles with middle school kids could be frustrating at times but I've learned to have patience as well as optimism
- I enjoy helping people with peer mediations and working with my fellow peer mediators



Destiny Garcia

- More compassionate and understanding to others.
- Community circles we get to interact with the younger students.
- However, there are some days where circles won't go our way but it teaches us to have patience with these younger students.
- I'm glad I joined this program and met these amazing people.





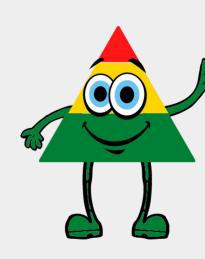


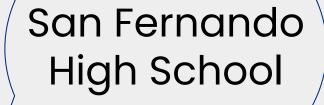


PMP has allowed me/us to create a mental change within the school environment. Implementing circles every week in classes has created a vulnerable safe space where students feel comfortable speaking their emotions and feelings. I love being able to talk to students and assisting them with issues that they feel comfortable talking about. Being able to learn communication and stress-coping strategies has really helped even myself in my day to day life.









Lucia Perez, Student

Valeria Gomez, Student

Kimberly Aquino-Coc, Student

Gloria Araya, Teacher, UTLA and LSLC Chair Erin Mettlen, PBIS Coordinator

Dora Lopez, Assistant Principal

Natasha Dimas, Assistant Principal

Carmen Camacho, Systems of Support Adviser

What it means to be a Mighty Tiger!



San Fernando High School



1,579 STUDENTS

- 98% Hispanic
- 91.48% Low Income

- 17.9% Special Education
- 13% Emerging Bilinguals

11133 O'MELVENY AVE. SAN FERNANDO CA. 91340 PH. 818.898.7600 https://www.sanfernandohs.com



OUR VISION

San Fernando High School believes in a community united in growth, respect, and high expectations by practicing reflection, building relationships, and providing equitable educational opportunities to develop futurereadiness.

ONCE A TIGER, ALWAYS A TIGER

OUR MISSION

At San Fernando High School our mission is to inspire and support our students' dreams. We are committed to implementing structured reflection for continuous growth while valuing individualism and community through the support of academic and counseling services. In partnership with higher education institutions, we pledge to provide equitable access to various educational and vocational opportunities to cultivate future readiness.

MISSION

In partnership with higher education institutions, we pledge to provide equitable access to various educational and vocational opportunities to cultivate future readiness.

... VISION

...high expectations by
...providing equitable
educational opportunities to
develop future-readiness.

STUDENT LEARNING OUTCOMES

ROAR LOUD - Students become responsible citizens by:

- Engaging in collaborative practices
- Participating in community outreach and volunteering
- Developing empathy towards others and building positive relationships

ROAR PROUD - Students take risks to find their voice by:

- · Expressing themselves and their ideas
- Showcasing learning and accomplishments
- Demonstrating academic skills and applying them across the curriculum

ROAR FOREVER - Students evolve as independent learners by:

- Embracing opportunities for future-readiness
- Exploring college career pathways and life passions
- Setting and reflecting on goals to make their dreams a reality







STUDENT LEARNER OUTCOMES

... WERE CREATED TO BE ACTION STEPS
IN ALIGNMENT TO MEET THE SFHS
VISION

San Fernando High School



once a tiger always a tiger!

EXPECTATIONS

School-Wide Expectations in ALL

Common Areas

- Be Responsible
- Be Respectful
- Be Safe
- Be Resilient
- Be Restorative

Expectations Assemblies

SFHS Progressive Discipline Policy

PROGRESSIVE DISCIPLINE

Positive educational supports and intervention strategies before referral. Counselor address Tier 2 referrals. Dean handles serious Tier 2/3 offenses

as alternatives to suspensions

RECOGNITION

Caught Being A Tiger

- Teacher/Staff Issued Recognition Cards
- Weekly Drawings for Rewards

Student of the Month

- Tiger Leader
- Tiger All-Star
- Tiger Pride

Academy Celebrations

• Recognition Assemblies and Certificates

Attendance

- Every 25th day of School Celebrations
- Staff v. Students basketball/softaball games

SUPPORTS & EXPLICIT TEACHING

7 Mindsets Period 3 SEL Lessons

Positive Relationship Building

Community Building Circles

Mediation

Tiger Ambassador Peer Mentoring

Calm Room

SAFE & SUPPORTIVE SAN FERNANDO



INCLUSIVITY

Cultural Celebrations & Assemblies

Awareness Campaigns & Activities

Lunchtime Intramural Sports

Spirit Weeks

Tiger Lunch Buddies

Field Trips

GSA and Social Justice Clubs



Discipline Foundation Policy

SFHS PROGRESSIVE DISCIPLINE POLICY



San Fernando High School Progressive Discipline Policy

In order to assure maximum student achievement and safety here at San Fernando High School, due process discipline procedures must be followed and documented. Please use the following protocol in your discipline practice to ensure our students receive a fair opportunity to be successful and that as a school we maintain consistency.

ROLE OF THE PARENT/GUARDIAN

Parents/Guardians will review the Parents/Guardians Student Handbook, district policies and school-wide policies with their students. Parents/Guardians will engage with the school in ongoing conversations about their students academic achievement, well-being and behavior. Parents/Guardians will carry out their responsibilities as outlined in the School-Parent Compact.

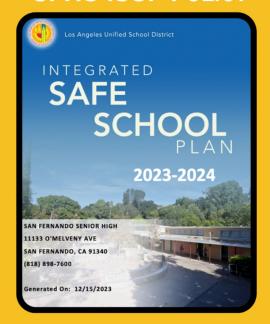
ROLE OF THE STUDENT

Students will adhere to district policies and school-wide policies such as PBIS/RP, SFHS Code of Conduct, School Parent Compact. These District and school wide policies are reviewed at the grade level student expectation assemblies at the beginning of each semester, posted in teachers' classrooms and common areas around campus and distributed to students and parents. Students will actively participate in Social Emotional Learning Lessons. Students are expected to Be Safe, Respectful, Responsible, Resilient, and Restorative.

ROLE OF THE TEACHER

Teachers will use evidence-based strategies to implement Tier 1 Positive Behavior Interventions and Supports Restorative Practices (PBIS/RP) class-wide. Teachers will provide a safe and nurturing classroom environment; model respectful communication; expected behaviors are explicitly taught, modeled, monitored, and reinforced routinely throughout the year. Teachers will stand by their doorway during transitional periods to promote student safety and positive behavior. Teachers will deliver and participate in Social Emotional

SFHS ISSP POLICY



OS ANGELES UNIFIED

Discipline Foundation Policy: Mu Tiered Systems of Support for Be and Social-Emotional Well-Being Positive Behavior Interventions as Supports/Restorative Practices (Pl

BUL-133307

Pia V. Escudero, L.C.S.W Executive Director Student Health and Human Service

Anthony Aguilar Chief of Special Education, Equity and Access

November 21, 2022

Los Angeles Unified is committed through adult, and all members of with a safe, healthy, welcoming, a restorative learning and working e school district community has the environment through the adoption trauma/resilience-informed Multi

Drafted & Revised by PBIS committee and Discipline Committee. Approved by LSLC



SFHS PROGRESSIVE DISCIPLINE POLICY

Tier 1 - Teacher's Responsibilities/Teacher's Supports

-Missing materials -Cheating/Plagiarizing -Lack of attention -Disrupting class

-Inappropriate language (not directive teacher) -Electronic device use

-Extrinsic and Intrinsic

Reinforcement

-Horseplay -Attendance -No classwork

-Defiance -Citizenship -Sleeping in class

***NOTE: Chronic (more than 7 consecutive days) Attendance - refer to PSA Counselor)

Positive Educational Supports

-Acknowledgments -Caught Being a Tiger

Community Building

-Affective Statements

-Building Positive -Think Slip Relationships using

-RJ circle -Cool down/reflection area

-Restorative Questions

-Student of the Month -Boost Motivation

-2X10 Method for **Building Relationships**

Teacher Interventions/ Teacher Strategies

(Please take these measures before referring a student to the counselor or dean. Two intervention strategies must be documented in MISIS Interventions including direct parent phone contact documented on Contact Log.)

-Counsel/Reteach student -Parent Conference -Behavior Contract

-Change seat Parent sits in class -Teacher Detention -Daily Behavior

-Blackboard Connect -UTLA Teacher Suspension

-Conflict Resolution WS

-Reflection WS

-Direct Parent phone

-Loss of Privilege -Refer to Counseling

Groups

Report At Once - Call the Main Office at Ext. 87601

Reports

Main office will report information immediately to the appropriate counselor, dean, nurse, PSW, and/or administrator.

-Hazing/Bullving -Physical Well-Being

-Gender Discrimination -Hate Crimes -Any Indication of Abuse -Racial Discrimination Sexual Harassment

-Under the influence -Emotional Distress -Inappropriate Use of -Gambling

Social Media/Technology

-Any Indication of Contemplation of Suicide -Inappropriate Sexual Behavior

-Interpersonal Conflict -Terrorist threats

-Weapons/dangerous objects

Tier 2 - REFERRAL TO COUNSELOR

When referring to the counselor, the teacher must complete a referral in MISIS. Students should remain in class during instructional time. The counselor will address the referral and provide appropriate actions within 24-48 hours.

For urgent instances when the student must be sent out to see a counselor, the teacher must send a referral form (BLUE Form) with the student to the appropriate counselor.

Behaviors for Progressive Steps

Restorative Justice Practices

| | Problems with peer relations | Vulgar Language | Does not respect others |
|---|------------------------------|------------------------|-------------------------|
| | Cheating | Wastes time in class | Does not respect |
| | Exhibits negative attitude | Consistently violates | equipment/materials in |
| | Inappropriate attire | classroom rules | class |
| | Exhibits inconsiderate | Does not pay attention | Needs to participate in |
| | behavior | in class | class |
| ┑ | Other | | |

Tier 2 - REFERRAL TO THE DEAN

Teacher will send a Dean referral (PINK Form) with the student to the office. If the student is able to remain in the classroom, the teacher will submit an Intervention referral through MISIS.

| Fighting | Illegal sales- |
|-------------------------|-------------------------------|
| Verbal conflict in the | Drugs/alcohol/tobacco |
| classroom | Harassment/Bullying |
| Setting False Alarm | Stealing/Robbery/Extortion |
| Threats | Imitation firearm |
| Drug Paraphernalia | Disruptive behavior |
| Hazing | Profanity at staff |
| Received stolen | Hate violence |
| school/private property | Use of cellphones/electronics |
| | |

| Under the influence |
|---------------------|
| of any substance |
| ☐ Tagging |
| Obscenity/profanity |
| vulgarity |
| □ Damage school |

property

□ Other

Tier 3 - Administration Responsibilities

All continuous Tier 2 issues not resolved by the Counselors or Deans.

Teachers are encouraged to discuss any disciplinary action with the student's Counselor, Dean, or Administrator. Our goal is to correct student behavior and enable them to be successful and productive members of the SFHS community.

Students are expected to Be Safe, Respectful, Responsible, Resilient, Restorative

Progressive Support Plan for Academic and Social/Emotional Concerns

- Teacher implements and reviews students classroom expectations and procedures on a daily and ongoing basis. Teacher implements positive educational systems of support in the classroom on a daily and ongoing basis.
- Teacher implements appropriate classroom interventions and documents in MISIS
- Teacher implements an appropriate classroom intervention. Teacher calls and speaks with parent Teacher documents actions in MiSis Teacher refers the student to the counselor in MiSiS or with a blue referral form. Counselor conferences with student and
- implements an appropriate intervention. Counselor emails the teacher and/or provides a copy of referral with actions
- Teacher refers the student to the counselor in MiSiS/Referral Form, Counselor schedules a student, parent and teacher
- Teacher refers the student to the counselor in MiSiS/Referral Form. Counselor initiates an ISS meeting.
- ISS Team initiates an SSPT and completes the required SSPT referral forms; behavioral, social, academic and/or attendance goals are developed. As appropriate, a Behavior Support Plan is developed/updated.
- Teacher refers the student to the counselor in MiSiS/Referral Form. Counselor implements an appropriate intervention. Counselor reviews the progress made on goals developed through the SSPT process. Counselor schedules a parent/teacher conference.
- 10. Teacher refers student to the counselor in MiSiS/Referral Form, Administrator conferences with the parent to discuss options and possible alternative placement.



SFHS HATE SPEECH POLICY

□ Clubs

Fourth Referral

□ Parent Conference (Administrator)□ UTLA suspension or in-school suspension

☐ Senior Contracts

☐ Teacher classroom guidelines



Hate Speech Policy

San Fernando High School promotes a safe and inclusive learning environment that is free of bullying, harassment, bigotry, racism, and all forms of intolerance regardless of intent and/or context.

"Hate Speech" is defined as abusive, threatening, insulting, harassing or intimidating speech, writing or symbols directed or targeted at another individual or group of individuals, which (1) infringes on their right to be secure or left alone at school; and (2) expresses prejudice against a particular group motivated by hostility towards the other individual's real or perceived characteristics, including, but not limited to, race, religion, ethnicity, national ordin, sex disability, sexual orientation, or gender identity.

"Hate-Motivated Incident" is a noncriminal act or attempted act that constitutes an expression of hostility, bias or bigotry against a person, properly, or institution because of the target's actual or perceived protected categories. This may involve using insults, taunts, and surs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, email, websites, or any other electronic or written communication.

ROLE OF THE STUDENT

Students are the most authentic voice for creating a Positive School Culture. As such students will adhere to district policies and school-wide policies such as PBIS/RP, SFHS Code of Conduct, School-Parent Compact. These District and school wide policies are reviewed at the grade level student expectation assemblies at the beginning of each semester, posted in teachers' classrooms and common areas around campus and distributed to students and parents. Students well actively participate in Social Emotional Learning Lessons. Students are expected to Be Safe, Respectful, Responsible, Resilient, and Restorative.

ROLE OF THE PARENT/GUARDIAN

Parents/Guardians will review the Parents/Guardians Student Handbook, district policies and school-wide policies with their students. Parents/Guardians will engage with the school in ongoing conversations about their students academic achievement, well-being and behavior. Parents/Guardians will carry out their responsibilities as outlined in the School-Parent Compact.

ROLE OF STAFF- Teachers and out of the classroom personnel will use evidence-based strategies to implement Tier 1 Positive Behavior Interventions, Supports and Restorative Practices (PBIS/RP) class-wide. Teachers will deliver and participate in Social Emotional Learning Lessons. Teachers record all incidents of 'Hate Speech' in MiSIS. Direct contact to parents about the incident.

Methods for Addressing Hate Speech

TIER 1 School-Wide Prevention Strategies

| | Social Emotional Learning Lessons |
|--|---|
| | Tiger 5 |
| | Peer Mentoring (Fostering Students relationships) |
| | School-wide Campaigns |
| | Diversity/Inclusivity presentations |
| | Behavior Expectations Assemblies 2X - Messages of hate and intolerance and discriminati |
| | unacceptable at school can lead to disciplinary action. |
| | Orientations (9th Grade and Magnet, Puente, Special Education Students, senior parent m |

☐ Teaching Tolerance through educational field trips/motivational guest speakers

| Please take these measures before referring a student to the dean or administrator. Two intervention strategies must be documented in MISIS Interventions including direct parent phone contact documented on Contact Log. (Refer to the Progressive Discipline Policy) | | | | | | | |
|---|--|---|--|--|--|--|--|
| -Counsel/Reteach student -Parent Conference -Behavior Contract | -Change seat -Parent sits in class -Teacher Detention -Daily Behavior Reports | -Blackboard Connect -UTLA Teacher Suspension -Reflection WS -Conflict Resolution WS | -Direct Parent phone call -Loss of privilege -Refer to Counseling Group | | | | |
| | TER 2 and 3 Interventions when Referred to Dean or Administrator Hate-Motivated Incident - go directly to Third Referral (step 3) | | | | | | |
| Acknowledget Parent Phone After-School I verbal apology Second Referral Counseled ab Acknowledget Parent Confer Behavior cont Campus Beau verbal apology project 4. Cite | Conference Detention (1. History and so to the offended party) out the use of Hate Speec ment of fault ence with Dean and Admir ract tiffication (1. History and so to the offended party, 3. Co | cial ramifications of the speech, 2. F h (Administrator or Dean) nistrator ocial ramifications of the speech, 2. I mposing an essay with work cited p | Reflection or written or | | | | |
| ☐ Acknowledger☐ Parent Confer☐ Behavior Conf | rence with Dean and Admir tract | nistrator | | | | | |
| or written or ve | erbal apology to offended pa oject. 4. Clean up) | History and social ramifications of rty 3. Composing an essay with a w | | | | | |



Reviewing Students' Behavior Expectations

- Student Planners
- Expectations Assemblies (August/January)
- Posters Around School & Classrooms
- 7 Mindsets Lessons on Wednesdays
- Bridge Program for incoming 9th Grade Students









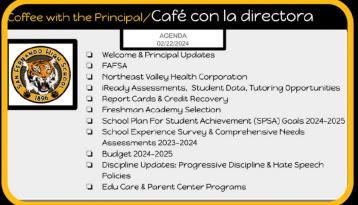
Reviewing Students' Behavior Expectations with Parents

- Coffee with the Principal
- Trainings and Workshops done through the parent center
- Academy Orientations
- Back to School Night and Parent Conferences



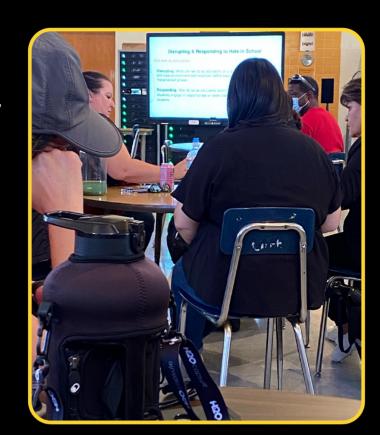






Reviewing Students' Behavior Expectations with Staff

- Professional Development
- The Howard Group: RJ & Disrupting
 Dehumanizing Language and Behavior in
 The Classroom
- Posters Around School & Classrooms
- 7 Mindsets Lessons on Wednesdays



WHAI DOES IT





Inclusion Activities



SCHOOL CLIMATE ADVOCATES, TEACHERS AND STAFF

Monthly Heritage Assemblies

- Filipino Heritage Assembly
- Hispanic Heritage Assembly
- · Black History Month Assembly
- Women's History Month Assembly
- Neurodivisity Awareness (coming soon)
- Mental Health Awareness (coming soon)



Community Events

- · Day of the Dead
- Spring Music Showcase

Lunch Activities

- Friendsgiving
- Choose to Include
- Tiger Lunch Buddies
- Intramural Sports
- · No One Eats Alone
- World Down Syndrome Day
- Mother's Day Card Making Activity

HISPANIC HERITAGE ASSEMBLY







FILIPINO HERITAGE ASSEMBLY

OCTOBER 2023











Native American Heritage

NOVEMBER 2023



















BLACK HISTORY MONTH

FEBRUARY 2024

WOMEN HISTORY MONTH

MARCH 2024













DAY OF THE DEAD

NOVEMBER 2023









FRIENDSGIVING

NOVEMBER 2023











INTRAMURAL SPORTS

STAFF V. STUDENT OHAMPIONS

November 2023 & March 2024











Awareness Activities

SCHOOL CLUBS, SCHOOL CLIMATE ADVOCATES, AND STAFF



- Suicide Prevention Awareness
- Red Sand Project
- Unity Day: Anti-bullying Day
- · Solidarity Week
- Escape The Vape
- · Spread The Word
- Autism Awareness
- Denim Day
- Day of Silence



SUICIPE PREVENTION AWARENESS





Recognition

PSA, ACADEMY LEADS, AND PBIS COORDINATOR



- Attendance & #Day of School Celebration
- Academy Recognition Ceremonies
- Student of the Month
- Caught Being a Tiger



Attendance Celebrations











ACADEMY RECOGNITION CELEBRATIONS

CADE













10 & 20 WEEK GRADES













STUDENT OF THE MONTH RECOGNITIONS



OUTSTANDING CITIZENSHIP

- Good character
- Hard worker
- Honesty
- Takes pride in their actions
- Positive treatment of others
- Makes school a better place
- Leader and role model
- Positive attitude



OUTSTANDING ACADEMICS

- Good grades
- Class participation
- Completes all work
- Self-motivated
- Goes beyond basic explanations
- Works hard and persistently



OUTSTANDING EFFORT

- Responsible
- Raising their potential
- Persevering through obstacles
 Showing progress or

Showing progress or improvement

STUDENT OF THE MONTH

Selection Critera



CAUGHT BEING A TIGER





The following Students Have Been CAUGHT BEING A TIGER!!!



JESSE GONZALEZ

UNIQUE DOROTEO

DILAN CESAREO

AIYANA VELASCO

SAM DE LE CRUZ

OSCAR LANDEROS

NICHOLAS GARIBAY

ELVIN CRUZ

JOSEPH LOPEZ HERNANDEZ

EMMANUEL LOPEZ

Your prize will be delivered during Period 4

Week of 4.8.24

YOU'VE BEEN CAUGHT BEING A TIGER

ROAR LOUD

- ☐ Engaging in collaborative practices
- Participating in community outreach and volunteering
- Developing empathy towards others and building positive relationships

ROAR PROUD

- Expressing themselves and their ideas
- Showcasing learning and accomplishments
- Demonstrating academic skills and applying them across the curriculum

ROAR FOREVER

- OAK FOREVER
- Embracing opportunities for future-readiness
 Exploring college career pathways and life passions

DOB: _____

Setting and reflecting on goals to make their dreams a reality

| THER REASON(S): | 7 / 10 | |
|-----------------|--------|--|
| | | |
| | | |
| | | |

cher

SAN FERNANDO HIGH SCHOO

PBIS/RJ Campaigns

ASB, TIGER AMBASSADORS, AND SCHOOL CLIMATE ADVOCATES



- Hate Has No Home
- We Are Tigers
- Keep Our Campus Clean
- See Past the Label
- National Coming Out Day: Pledge of Allyship
- Body Positivity
- iAttend
- · Choose to Include
- Mental Health Awareness (coming soon)





Hate Has NO Home

San Fernando
High School





NATIONAL COMING OUT DAY







SOOSE TO MICHIE







SER LUNCH BUDDIES





BODY POSITIVITY DAY



Dear Body,





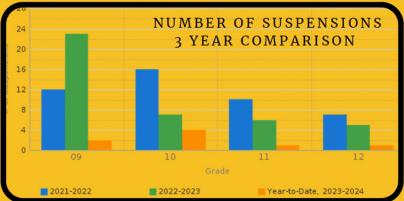






MULTI-YEAR SUSPENSION (DATA







| | Number of Suspension Events | | | Total Number of Suspension Days | | |
|-------------------|-----------------------------|-----------|----------------------------|---------------------------------|-----------|----------------------------|
| Grade | 2021-2022 | 2022-2023 | Year-to-Date, 2023-2024 | 2021- 2022 | 2022-2023 | Year-to-Date, 2023-2024 |
| NINTH GRADE | 12 | 23 | 2 | 12 | 24 | 2 |
| TENTH GRADE | 16 | 7 | 4 | 18 | 7 | 5 |
| ELEVENTH GRADE | 10 | 6 | 1 | 13 | 10 | 1 |
| TWELFTH GRADE | 7 | 5 | 1 | 7 | 9 | 2 |
| Overall | 45 | 41 | 8 | 50 | 50 | 10 |





