

# Los Angeles Unified School District

## School Culture, Climate, and Safety Task Force Meeting

Beaudry Building – Board Room

Thursday, December 12, 2024

4:00 p.m. – 5:30 p.m.

or

[Zoom](#)

Meeting ID: 813 3089 2726

Passcode: 685554

- |       |  |  |
|-------|--|--|
| I.    | Welcome  | Elsy Rosado, <i>Administrator, SSAS</i>  |
| II.   | Attendance and Check-in  | Paul Gonzales, <i>Specialist, SSAS</i>   |
| III.  | Approval of Minutes <ul style="list-style-type: none"><li>October 2, 2024</li></ul>  | Paul Gonzales, <i>Specialist, SSAS</i>   |
| IV.   | <i>Ten Years of the School Climate Bill of Rights in L.A. Unified: Where are we? Survey of School Leaders and Teachers</i> | Andrew Thomas, Ph.D., <i>Director, Independent Analysis Unit, Board of Education</i><br>Megan Besecker, <i>Lead Analyst, Independent Analysis Unit, Board of Education</i>   |
| V.    | Creating an Inclusive Positive School Culture and Climate <ul style="list-style-type: none"><li>Bell High School</li></ul> | Felipe Barragán, <i>Principal</i><br>Christina Kontolefas, <i>Assistant Principal</i><br>Keilah Gomez, <i>Psychologist</i><br>Noel Zamorano, <i>School Climate Advocate</i><br>Angelina Martinez, <i>Restorative Justice Teacher</i> |
| VI.   | Tiered Fidelity Inventory (TFI), Fall 2024   | Laura Zeff, <i>Administrative Coordinator, SSAS</i><br>Paul Gonzales, <i>Specialist, SSAS</i>  |
| VII.  | Public Comments <ul style="list-style-type: none"><li>Five Speakers (two minutes each)</li></ul>                           | Paul Gonzales, <i>Specialist SSAS</i>  |
| VIII. | Adjournment  | Laura Zeff, <i>Administrative Coordinator, SSAS</i>  |

Next Meeting

Tuesday, February 25, 2025

# Distrito Unificado de Los Angeles

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

Edificio Beaudry - Sala de la Junta de Educación

jueves, 12 de diciembre del 2024

4:00 p.m. - 5:30 p.m.

o

[Zoom](#)

Meeting ID: 813 3089 2726

Passcode: 685554

- |       |   |   |
|-------|---|---|
| I.    | Bienvenida  | Esly Rosado, <i>Administradora, SSAS</i>  |
| II.   | Asistencia y registro emocional   | Paul Gonzales, <i>Especialista, SSAS</i>  |
| III.  | Aprobación de actas <ul style="list-style-type: none"><li>• 2 de octubre del 2024</li></ul>   | Paul Gonzales, <i>Especialista, SSAS</i>  |
| IV.   | <i>Diez años de la Declaración de Derechos del Clima Escolar en el Distrito Escolar Unificado de Los Ángeles: ¿Dónde estamos? Encuesta a líderes escolares y maestros</i> | Thomas, Ph.D., <i>Director, Unidad de Análisis Independiente, Junta de Educación</i><br>Megan Besecker, <i>Analista líder, Unidad de Análisis independiente, Junta de Educación</i>   |
| V.    | Creando una Cultura y Clima Escolar Positivo e Inclusivo <ul style="list-style-type: none"><li>• Bell High School</li></ul>   | Felipe Barragán, <i>Director</i><br>Christina Kontolefas, <i>Subdirectora</i><br>Keilah Gomez, <i>Psicóloga</i><br>Noel Zamorano, <i>Defensor del Clima Escolar</i><br>Angelina Martinez, <i>Maestra de Justicia Restaurativa</i> |
| VI.   | Datos del Inventario de Fidelidad por Niveles (TFI), otoño 2024   | Laura Zeff, <i>Coordinador Administrativo, SSAS</i><br>Paul Gonzales, <i>Especialista, SSAS</i>   |
| VII.  | Comentarios públicos <ul style="list-style-type: none"><li>• Cinco oradores (dos minutos)</li></ul>   | Paul Gonzales, <i>Especialista, SSAS</i>  |
| VIII. | Clausura  | Laura Zeff, <i>Coordinador Administrativo, SSAS</i>   |

Próxima Junta

martes 25 de febrero del 2025

Los Angeles Unified School District  
School Culture, Climate, and Safety Task Force Meeting Minutes  
October 2, 2024

### **Opening**

Laura Zeff, Administrative Coordinator, called the meeting to order at 4:06 p.m. Ms. Zeff welcomed everyone and introduced Andrés E. Chait, Chief of School Operations, Division of School Operations. Mr. Chait welcomed everyone and explained the difference between a Task Force Meeting and other meetings such as a Public Town Hall Meeting or Coffee with the Principal. Mr. Chait addressed a previous concern regarding why the District prioritizes Tier 1 supports instead of moving to Tier 2. Mr. Chait emphasized the importance of establishing strong Tier 1 systems at school sites that support all students' behaviors before progressing to Tier 2 interventions. Allan Kakassy asked Mr. Chait about the Integrated Safe Schools Plan and if Board Members would be informed about schools that had not submitted their school's plan. Mr. Chait responded to the question. Mr. Chait handed the meeting over to Laura Zeff and Paul Gonzales.

### **Welcome**

Mr. Gonzales reminded attendees to sign in and initiated a check-in activity. Time was provided for attendees to participate in the activity and share a few responses. Mr. Gonzales asked everyone to review the April 17, 2024, meeting minutes. Allan Kakassy made the first motion to accept the April 17, 2024, meeting minutes. Emmanuel Solis made the second motion. All members were in favor. No abstentions. Mr. Kakassy recommended a more effective way to inform families of all upcoming meetings, possibly on the District website. Mr. Gonzales turned the meeting over to Ms. Zeff.

### **2023-24 PBIS/RP Highlights**

Ms. Zeff proceeded with the 2023-24 Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) highlights presentation. She shared the number of professional development (PD)/workshops offered to school staff and families and briefly explained what each PD offers. The feedback from the PD opportunities was also shared. Juan Magandi made a comment suggesting that the content provided should be tailored to meet the demographic and cultural needs of the District. An additional comment suggested offering parent workshops to learn about other cultures to unite each other rather than separate them. Another guest brought up that there is not enough Hispanic parent representation. Mr. Gonzales responded to the comment.

### **2023-24 Tiered Fidelity Inventory Data (TFI)**

Ms. Zeff continued the presentations by congratulating the 163 schools that received recognition from California Positive Behavior Interventions and Supports (CAPBIS). She explained that the recognition system acknowledges schools for implementing PBIS with fidelity. She further shared the criteria schools had to complete to receive the recognition. The school names were shared by the level of recognition they received (bronze, silver, gold, platinum). Ms. Zeff asked attendees to share ideas and strategies at their table about how we can help increase the number of schools that apply and receive recognition next year. Ms. Zeff and Mr. Gonzales summarized some of the discussions that occurred, which included bringing more student voice, more parent involvement, and sharing of best practices from schools that received gold and silver recognition.

### **2023-24 Suspension Data**

Ms. Zeff provided a brief 20-year background on suspension data. She went on to further discuss the 2023-24 data on the subsequent slides and provided a brief explanation of each of the three suspension categories. Ms. Zeff asked attendees to process and share their thoughts with those around them. Ms. Zeff asked if there were any questions or comments. Emmanuel Solis asked how the District can begin to inform families, staff, and students about the law and the suspension categories. Julija Zubac commended the District for prioritizing tier 1 supports and the work that has been done. She followed up by asking about the tier 2 and tier 3 supports available for newly hired deans and RJ teachers to build their capacity. Ms. Zeff and Mr. Gonzales provided a response and Jose Avila added to the response. A question was made regarding the procedure when there is a

fight on campus. Mr. Gonzales directed the question to Marcelino Diaz, Region South Operations. Mr. Diaz provided a clear, detailed explanation of the process. Laura then proceeded to public comments.

### **Public Comment**

Allan Kakassy – Mr. Kakassy commented that parents are asking for transparency about how the District is moving towards promoting safe schools. He also shared that the Task Force Meeting agendas, dates and information should be posted somewhere on the District's website so parents have easier access to them. He shared his opinion on the safety situation on LAUSD campuses and it upsets him that schools do not allow Police Officers on their campus.

Maria Luisa Palma – Ms. Palma commented that the Task Force Meeting agendas, dates and information should be posted somewhere on the District's website so parents have easier access to them. Ms. Palma commented that many parents are not aware of PBIS committees at school sites. She shared that she would like more "factual" information at upcoming meetings.

Enlinda Morita - Ms. Morita commented on school security regarding drugs and violence on campus. She shared concerns about a recent lockdown that happened at an LAUSD campus and added concerns about drugs and violence outside the school communities. She shared her opinion on wanting school police back or near campuses and wants LAUSD to act on this, as she does not see any proof yet.

Juan Magandi – Mr. Magandi commented on the challenges facing the Latino population within LAUSD. He shared the concept of tokenism, explaining its definition, and discussed how it can destroy the academic integrity on campuses. He shared the need for school staff to have a deeper understanding of the community's issues and challenges, rather than relying solely on perspectives from privileged university graduates.

Maria Ortiz – Ms. Ortiz commented on lower crime rates in LAUSD. She wants to see this as a priority, so children become better students. She shared that parents want to be part of the school community, but are often ignored. She also wants Administrators to stop treating students as criminals, but as children who need help.

### **Closing**

Paul Gonzales facilitated one last group activity before asking for a motion to close the meeting. Howard Yao made the first motion to close the meeting. Allan Kakassy seconded the motion. All members were in favor. No abstentions. The meeting was called at 5:29 pm.

# Welcome

## School Culture, Climate and Safety Task Force



December 12, 2024



# Welcome

Elsy Rosado, Administrator  
Student Support and Attendance Services





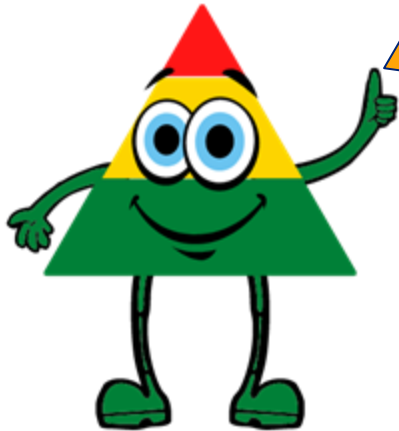
Attendance and  
Check-In

# CHECK-IN



What is your favorite TV show and why?





Approval of Meeting  
Minutes from  
October 2, 2024

# 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.



# Discipline Foundation Policy

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



### LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

**NUMBER:** BUL-133307

**ISSUER:**

**ROUTING**  
All Schools  
Local District  
Administrators  
Community of Schools  
Administrators  
Affiliated Charter  
Schools

**BUL - 133307**

Equity and Access

**DATE:** November 21, 2022

**POLICY:** Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. Los Angeles Unified is committed to providing an appropriate, meaningful educational program that builds upon the strengths of and meets the needs of ALL students, including but not limited to English Learners, standard English Learners, students with disabilities (SWD), students in foster care and/or experiencing homelessness, students who are socio-economically disadvantaged, and students participating in gifted and talented education (GATE).

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community.

**Positive Behavior Interventions and Supports (PBIS)** is a nationally recognized, evidence-based framework that provides an integrated

# PBIS/RP in LAUSD: Bright Spots and Challenges

**Policy Brief from the Independent Analysis Unit's Report  
*Ten Years of the School Climate Bill of Rights in L.A.*  
*Unified: Where are we?***

**Dr. Andrew Thomas, IAU Director**

**Megan Besecker, IAU Lead Analyst**



- About the IAU's work on PBIS/RP
- Results
- What works
- Next steps and lessons learned
- Q&A

In May 2023, the Board authorized its Independent Analysis Unit (IAU) to evaluate PBIS/RP implementation.



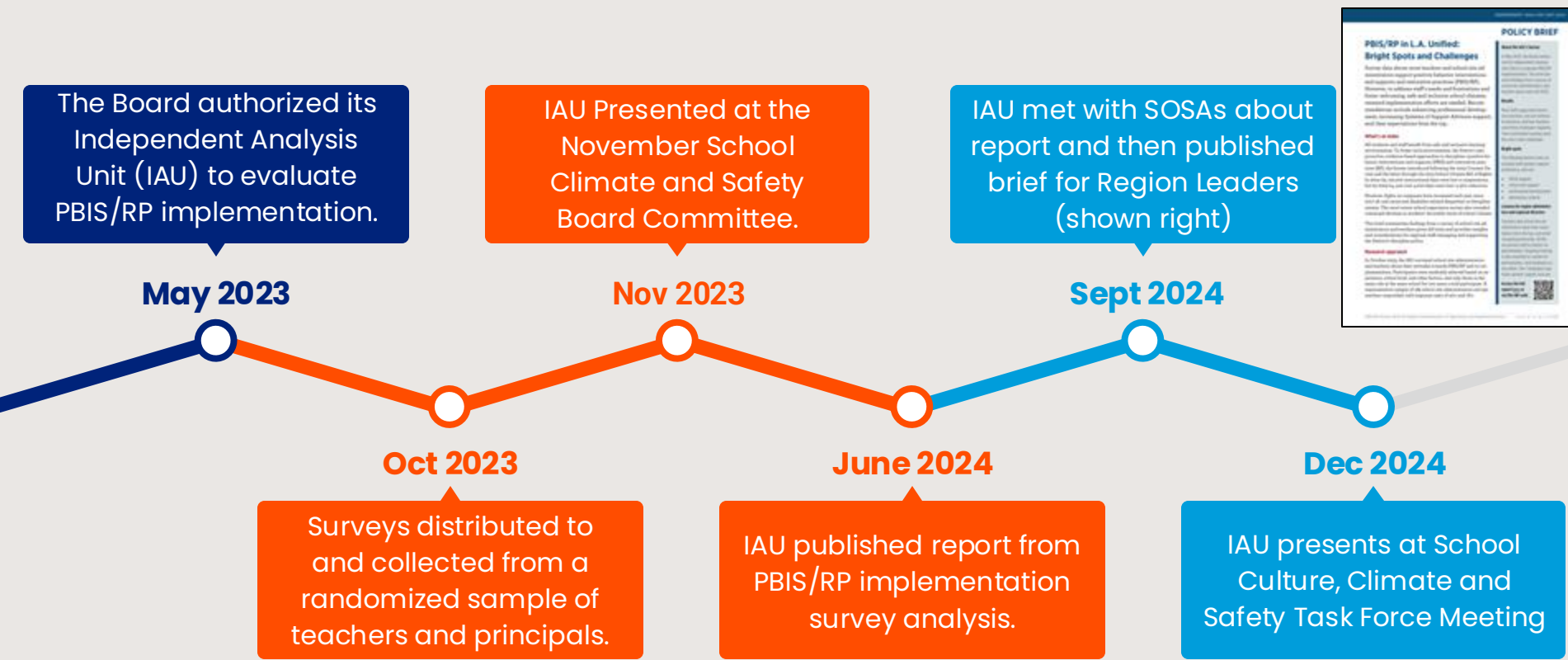
**Ten Years of the School Climate  
Bill of Rights in L.A. Unified:  
Where are we?**  
Survey of School Leaders and  
Teachers, Fall 2023

Independent Analysis Unit  
Board of Education for the Los Angeles Unified  
School District

June 2024

Megan Besecker  
Andrew Thomas, Ph. D.

# About the IAU's Work: Timeline



Most SSAs and teachers supported **restorative practices**, but many expressed frustrations.

Despite general support, **few teachers used these strategies regularly.**

Most teachers and SSAs cited **lack of time as a challenge.**

Both SSAs and teachers reported **insufficient training.**

Data suggests resistance from employees who were already employed when these practices became official policy.



## SOSAs

SOSAs positively impact teachers' confidence and use of PBIS/RP.

Teachers who interacted with a System of Support Advisor (SOSA) had higher confidence, more positive views of student attitudes, and more frequent use of PBIS/RP for prevention and responding to discipline issues. They also reported greater proficiency in PBIS/RP.

## School Support

Support from school leadership improves teachers' attitudes.

Teachers who felt supported by their school leadership had higher buy-in, confidence, and better perceptions of student attitudes towards RPs. They also reported greater proficiency in PBIS/RP.

## PD

PD enhances teachers' buy-in, use of, and proficiency in PBIS/RP.

Attendees of PD on PBIS/RP in 2022-23 were more supportive, proficient, and reported more frequent use of PBIS/RP, compared to those who did not attend PD. School site administrators also reported improved teacher and student support with high levels of teacher training

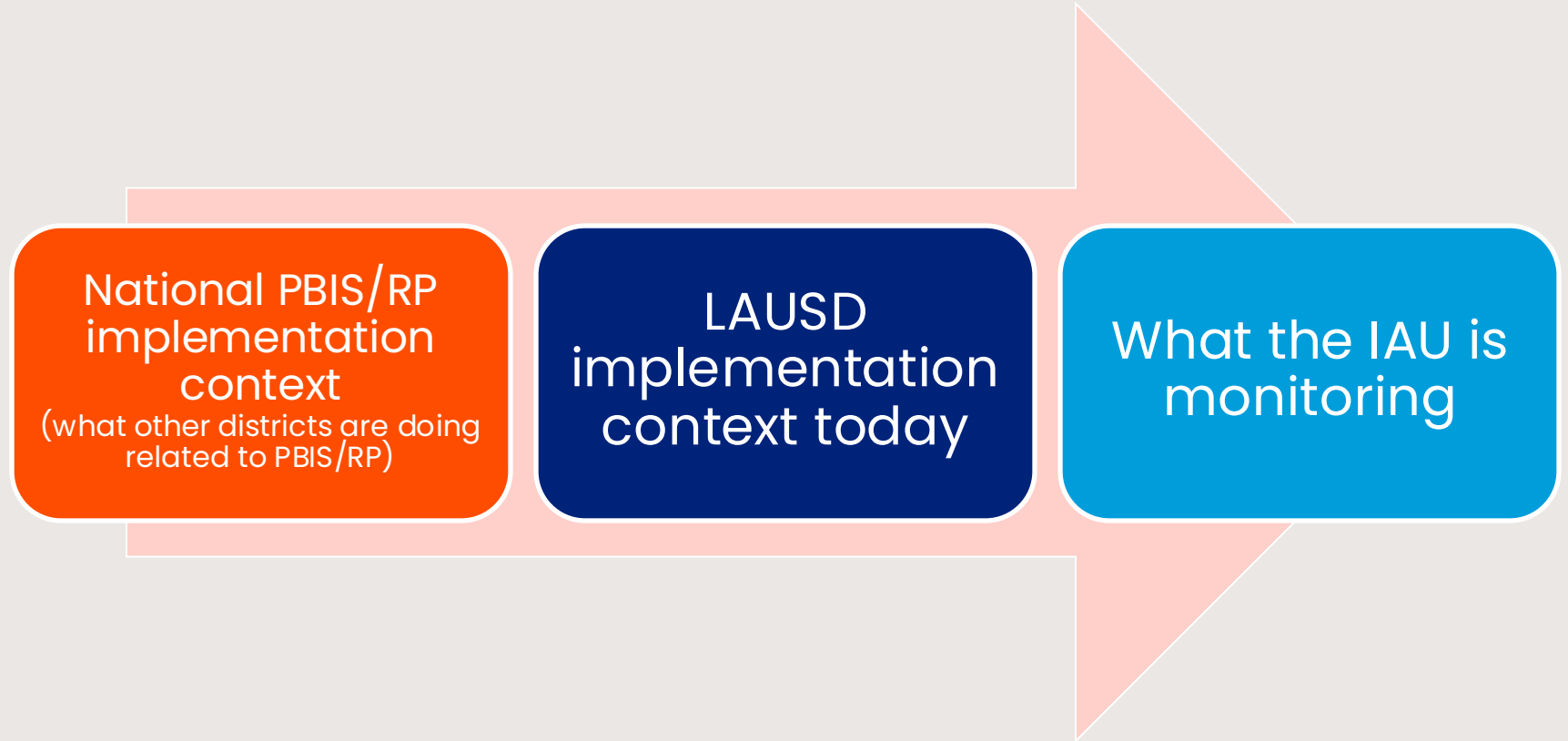
## Elementary

Data suggests elementary schools have stronger implementation.

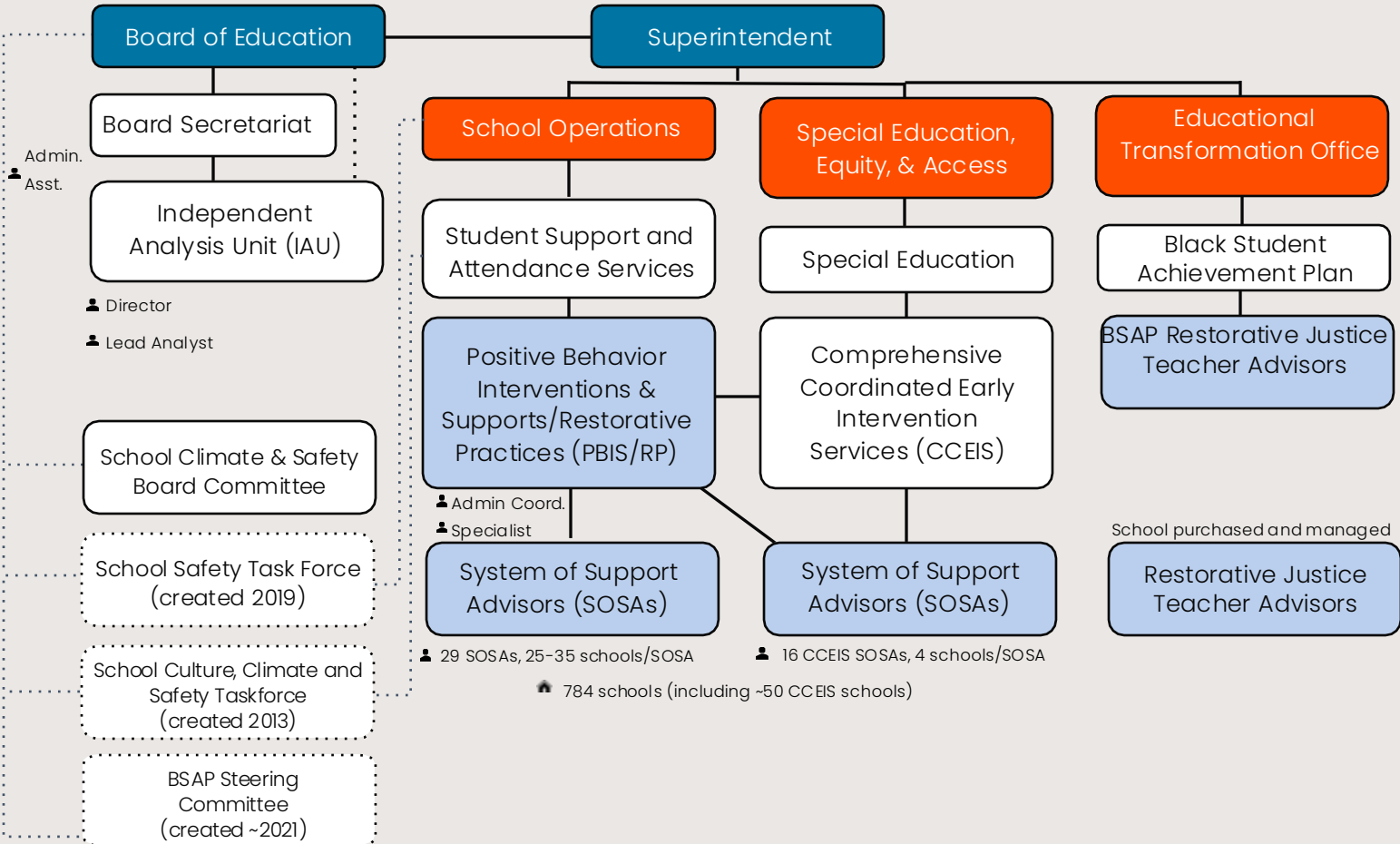
Elementary school staff had higher buy-in and more positive perceptions of student attitudes compared to secondary school staff. They also used PBIS/RP more often.

# Next Steps and Lessons Learned

- Teachers and school site administrators need clear expectations from the top.
- Amid competing demands, SOSAs are pivotal staff to bolster implementation.
- School site administrators are key, but they need support and accountability, especially in secondary schools.
- Ongoing, scaffolded training is essential to sustain implementation.
- Emphasis on practices that require the least effort to implement may foster greater support and use.



# Organization Chart



**Questions?**



# Bell High School

*Creating an Inclusive Positive School Culture and Climate*

**Felipe Barragán, Principal**

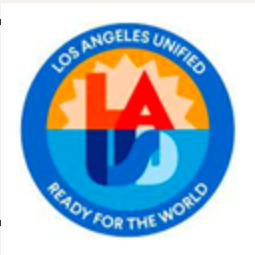
**Christina Kontolefas, Assistant Principal**

**Keilah Gomez, Psychologist**

**Noel Zamorano, School Climate Advocate**

**Angelina Martinez, Restorative Justice Teacher**



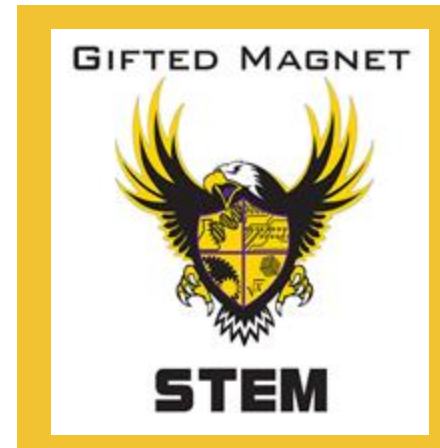


# PBIS/RP

Bell HS

# Overview of Bell High School

- School Opened in 1925
- 2,105 Students Enrolled
- 3 Academies, 1 Magnet
- Demographics: 95 % Latino, 3% Arab, 2% Other
- Staffing: 129 Certificated, 76 Classified
- 94% Graduation Rate, Class of 2024
- 17% Reclassification Rate
- 91% (1905) Free and Reduced
- 12% (252) Students with Disabilities
- 7% (151) English Learners
- 26.6% (556) Identified as GATE





# Graduation 2024 Highlights






# Restorative Practices

**Connection & Reflection**



# School Experience Survey Data

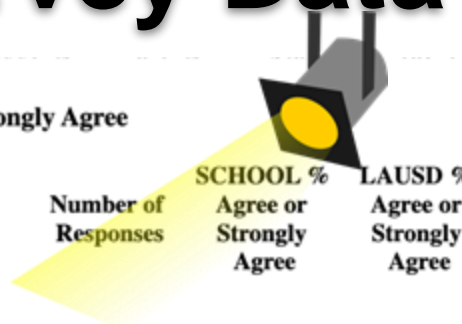
Strongly Disagree  Strongly Agree

Connectedness Survey Item

Number of Responses

SCHOOL %  
Agree or Strongly Agree

LAUSD %  
Agree or Strongly Agree



## 2022-23

Survey Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree
I. There is an adult at my school whom I trust and can talk to no matter what is bothering me	6%	9%	33%	33%	19%	2,144	52%	55%
J. There is at least one adult at my school who supports me			31%	39%	21%	2,140	60%	64%
K. Teachers at my school know me			33%	38%	20%	2,083	58%	58%

Students reported not feeling connected

# Attendance Data



**LAUSD**  
UNIFIED



GRADE	2021-2022		2022-2023		Change in Percent of Students 91% and Below (Chronic)	2021-2022		2022-2023		Change in Percent of Students at 96% and Above (Prof/Adv)
	Percent of Students 91% and Below (Chronic)	Number of Students at 91% and Below (Chronic)	Percent of Students 91% and Below (Chronic)	Number of Students at 91% and Below (Chronic)		Percent of Students at 96% and Above (Prof/Adv)	Number of Students at 96% and Above (Prof/Adv)	Percent of Students at 96% and Above (Prof/Adv)	Number of Students at 96% and Above (Prof/Adv)	
09	29.5%	213	35.0%	241	5.5%	57.1%	412	48.0%	330	-9.1%
10	26.7%	161	35.6%	204	8.9%	58.5%	352	50.4%	289	-8.0%
11	25.0%	138	29.2%	151	4.3%	62.6%	346	50.3%	260	-12.3%
12	27.1%	143	29.1%	166	1.9%	58.8%	310	56.0%	320	-2.8%
<b>School Wide</b>	<b>27.2%</b>	<b>655</b>	<b>32.4%</b>	<b>762</b>	<b>5.2%</b>	<b>59.1%</b>	<b>1,420</b>	<b>51.0%</b>	<b>1,199</b>	<b>-8.0%</b>

Students struggled coming to school

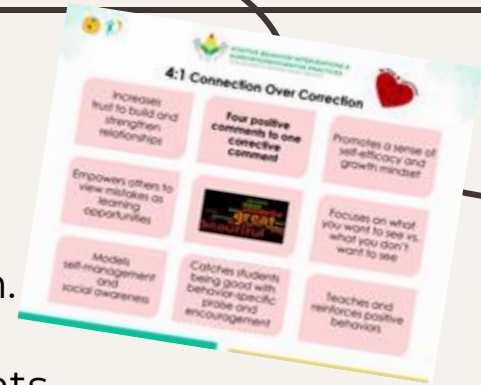


# Focus Areas

**4:1 Ratio, Behavior Expectations, Team Building**

# Positive School Culture

- **The 4 Ps** (Positive Behavioral Expectations)
- **4:1 Ratio:** Emphasizing positive reinforcement over correction.
- **Team Building and Positive Culture:**
  - Spirit assemblies, Kindness Awards, and recognition events.
  - Highlighting student achievements on social media.

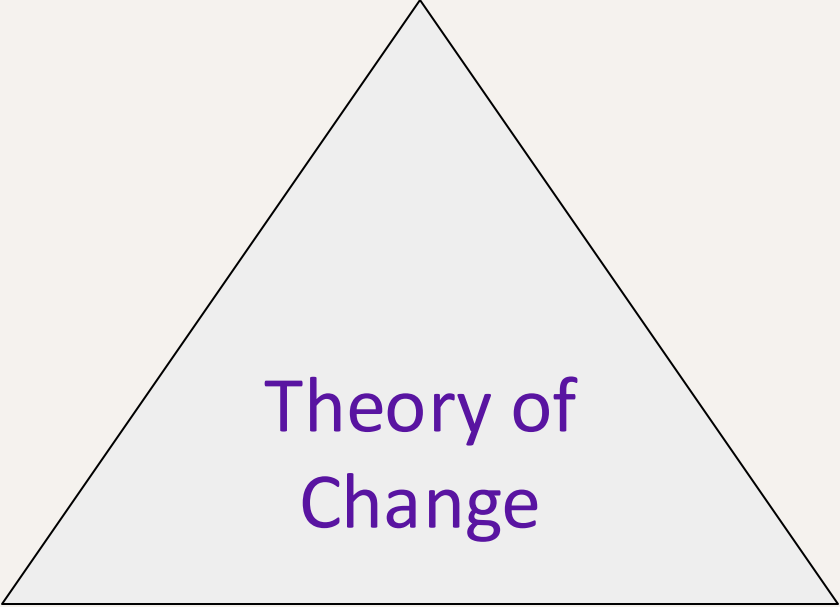


POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT/RESTORATIVE PRACTICES				
BUILDING EDUCATED LIFELONG LEARNERS				
BEHAVIORAL EXPECTATIONS				
LOCATIONS	<b>P</b> PROMPT	<b>P</b> PREPARED	<b>P</b> POLITE	<b>P</b> PRODUCTIVE
<b>CLASSROOM</b>	• BE ON TIME • TURN IN ASSIGNMENTS ON TIME	• BRING CLASS SUPPLIES EVERYDAY	• RAISE YOUR HAND • LISTEN ATTENTIVELY • PUT YOUR PHONE AWAY	• COMPLETE ALL ASSIGNMENTS • BE AWARE OF DEADLINES • ASK FOR HELP
<b>HALLWAYS</b>	• PROMPTLY WALK TO YOUR ASSIGNED DESTINATION • BE QUICK	• BE CAUTIOUS WITH SWINGING DOORS & OTHER STUDENTS • GET YOUR ITEMS, CLOSE YOUR LOCKER, & GO TO CLASS	• BE MINDFUL AND SHARE SPACE • APOLOGIZE IF YOU BUMP INTO SOMEONE	• PLAN YOUR LOCKER VISITS ACCORDINGLY • BE QUICK
<b>NUTRITION &amp; LUNCH AREAS</b>	• PROMPTLY WALK TO THE FOOD LINE • WALK TO YOUR NEXT CLASS AS SOON AS THE PASSING BELLS RING	• BE PREPARED TO PRESS & THEN ENTER	• DO TO THE END OF THE LINE & WAIT YOUR TURN • HELP EACH OTHER CLEAN UP	• EAT A HEALTHY MEAL • KEEP YOUR AREA CLEAN • EVERYTHING PILE UP ONE THING
<b>P.E. LOCKERS</b>	• PROMPTLY DRESS FOR YOUR P.E. CLASS • PROMPTLY DRESS BACK INTO YOUR REGULAR CLOTHES	• BRING YOUR P.E. CLOTHES EVERY DAY	• LEAVE ENOUGH SPACE AROUND YOU FOR OTHERS TO CHANGE	• CHANGE INTO APPROPRIATE CLOTHING & PARTICIPATE
<b>RESTROOMS</b>	• PROMPTLY USE THE NECESSARY FACILITIES & THEN EXIT	• USE THE RESTROOM FOR ITS INTENDED PURPOSE	• BE MINDFUL OF THE PRIVACY OF OTHERS • LEAVE THE RESTROOM CLEAN FOR THE NEXT PERSON	• USE THE RESTROOM DURING YOUR PERSONAL TIME • USE CLASS TIME WISELY
<b>ASSEMBLIES</b>	• PROMPTLY WALK-IN AND TAKE A SEAT IN THE DESIGNATED AREA	• IF POSSIBLE, KNOW WHERE YOU ARE SUPPOSED TO SIT BEFOREHAND	• MAKE ROOM FOR OTHERS TO FIND THEIR SEATS • RESPECT YOUR PRESENTER	• LISTEN & PAY ATTENTION



---

**RJ Team**



**Theory of  
Change**

**PBIS Team**

**Culture Team**

---

# Alignment

PBIS Team	Meets monthly to set schoolwide goals for restorative practices	<ul style="list-style-type: none"><li>● Sets annual goals and tracks data</li></ul>
Culture Team	Implements initiatives that build connections and a positive culture.	<ul style="list-style-type: none"><li>● Brings goals to life through activities like assemblies, awards, and leadership events.</li></ul>
RJ Team	Focuses on Tier 2 and 3 students, fostering social-emotional learning and conflict resolution.	<ul style="list-style-type: none"><li>● Ensures both students and staff adhere to the 4 Ps, focusing on relationship building and addressing higher-level student needs.</li></ul>



# Multi-Tiered Support

- Saturdays with Restorative Practices
- Safety Plan
- Reflection Time
- Hazel Telehealth

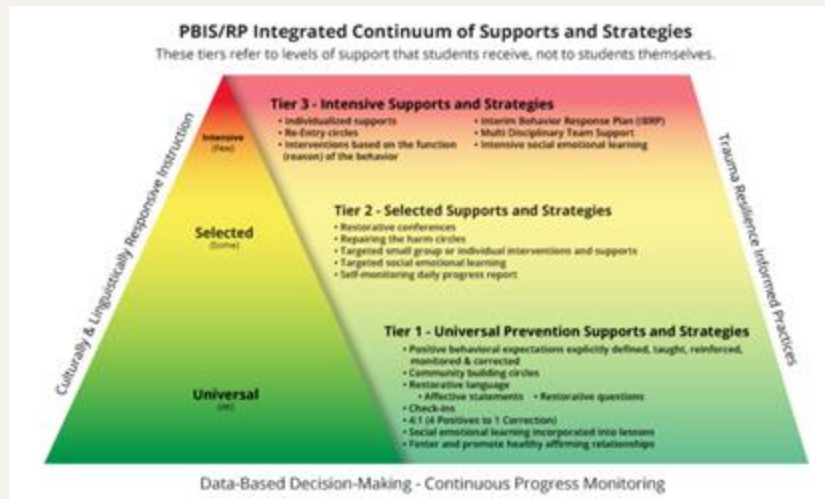
Tier 3 Supports

- CALM & Zen Room
- Team Building Circles
- Breakfast Club

Tier 2 Supports

- PBIS Assemblies
- PBIS Lessons (HR)
- Spirit Assemblies
- Kindness Awards
- Fun Fridays

Tier 1 Supports



# 4 Unifying Features of PBIS/RP

LAUSD DISCIPLINE  
FOUNDATION  
POLICY



<a href="#">Community Building</a>	Encourage students to participate in positive school functions ie Fun Fridays, Clubs, Tutoring, Sports
<a href="#">Creating Expectations</a>	Being consistent in how we address students
<a href="#">Check In &amp; Out</a>	Say hello to students- greet students- ask students how they are doing, feeling
<a href="#">4:1 Connection Over Correction</a>	Learn students names, and offer positive words before going into correction

The image features two horizontal lines, one at the top and one at the bottom. Each line has a curved, wave-like end on the left and right sides, respectively. The text is centered between these lines.

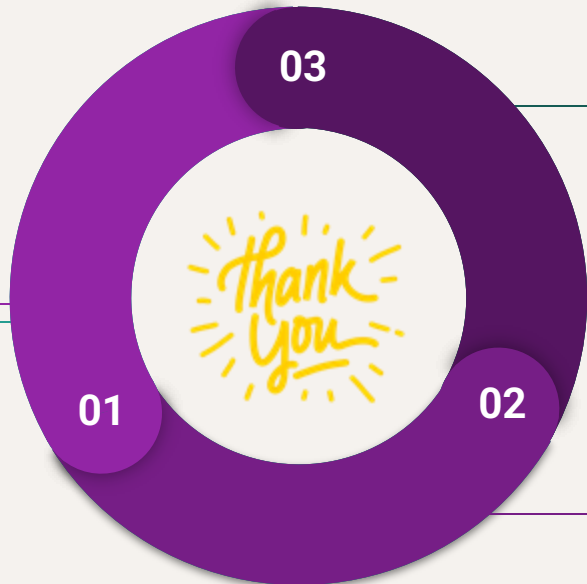
# PBIS & Culture Team

**Thank you PBIS &  
 Culture Team!!**

# Positive Behavior Intervention & Support Team

## School Climate Committee

- Fun Fridays-Music & Games at Lunch
- Ticket system to redeem for tangible items
- Universal screeners to assess socio-emotional wellbeing
- Restorative circles/socratic seminar



## Attendance Committee

- Attendance certificates every semester
- Incentives ie raffles, front of line passes, goodies from the student store
- Extra break time

## Substance Abuse Committee

- A high school drug awareness campaign
- Additional assemblies on drug use.



# TFI

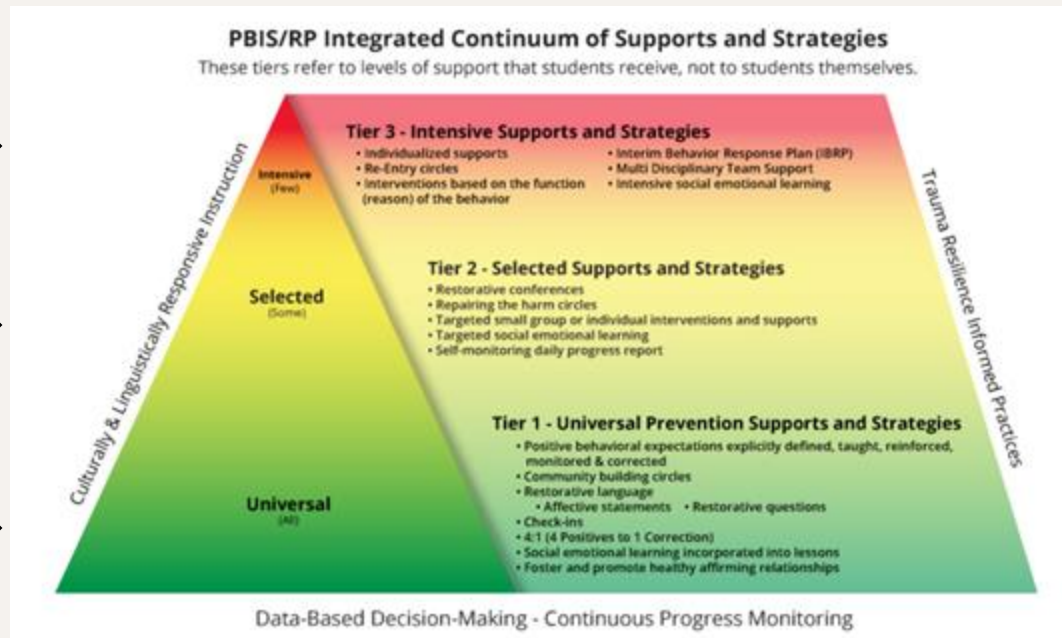
# Tiered Fidelity Inventory

Rate Bell HS  
on the  
supports we  
have in place  
in each Tier.

Tier 3 Supports

Tier 2 Supports

Tier 1 Supports



# Action Plan: Areas of Growth

**I.4 Teaching Expectations-** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

- Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations

**I.9 Feedback & Acknowledgement-** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used within classrooms and across settings) is in place.

- Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students

# Student Trust

1

How can we increase student trust?

¿Cómo podemos aumentar la confianza de los estudiantes?

# Connections

2

How can we improve adult & student connections?

¿Cómo podemos mejorar la conexión entre adultos y estudiantes?

# Culture of Caring

3

How can we increase culture of caring?

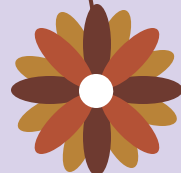
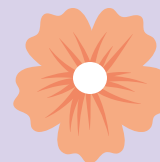
¿Cómo podemos aumentar la cultura del cuidado?

# TFI: Action Plan

4

Areas of improvement.

Áreas de mejora



# Culture Team



PSW



PSA



PSYCH



PSW



A-G



SCHOOL  
CLIMATE



RJ



PSYCH



A-G



INSTRUCTIONAL  
COACH



**4:1 Connection Over Correction**

Increases trust to build and strengthen relationships	Four positive comments to one corrective comment	Promotes a sense of self-efficacy and growth mindset
Empowers others to view mistakes as learning opportunities		Focuses on what you want to see vs. what you don't want to see
Models self-management and social awareness	Catches students being good with behavior-specific praise and encouragement	Teaches and reinforces positive behaviors

Increase Connection

Increase Connection by 5%

Camfel Productions  
**"Trust Me Assembly"**

**50 Days**  
**10/23**

**Dia De Los Muertos Art Contest**  
**10/25**

**Unity Day**  
**10/16**

**Homeboy Industries**  
**11/8**

**Kindness Awards**  
**11/13**



# PBIS, Spirit Assemblies, & Social Media

Contribute to a Positive Culture

## Be An Ally

- Walk Away
- Say Stop
- Keep Cool
- Tell a Friend
- Report to an Adult
- Express your Feelings
- Reach Out





# Bell High School Mental Health Awareness Day

Lunch time activity to provide students with resources and activities to help reduce stress.



# RJ Office

Tier 2 & 3

---

# RJ Team

- Equity Protocols
- RJ Referral Form
- Reflection Time
- Breakfast Club
- Calm/Zen Room
- RJ Check In Form
- RJ Saturday

# Protocols & Matrix

Tier	Student Action	Teacher Action	Consequence Resources
1	<ul style="list-style-type: none"> <li>Lack of supplies</li> <li>Talking excessively</li> <li>Cheating or plagiarism</li> <li>Not completing classwork/homework</li> <li>Obscenity/ Profanity/ Vulgarity</li> <li>Disruption, or insubordination</li> <li>Excessive absences/ tardies</li> <li>Unauthorized use of electronic devices</li> </ul>	<ol style="list-style-type: none"> <li>Warning</li> <li>Conference with student</li> <li>Writing reflections (i.e. apology letter, essay, etc.)</li> <li>Call parents</li> <li>Parent conference.</li> <li>Referral to Counselor</li> </ol>	<p><a href="#">Schoolwide Tier 1 Look-Fors</a></p> <p><a href="#">Behavior Reflection Brainstorm and Apology Letter Template</a></p> <p><a href="#">Creating Behavior Contracts</a></p> <p><a href="#">Teach, Co-Create, Review, Reinforce Behavior Expectations for Classroom</a></p> <p><a href="#">4:1 Connection over Correction</a></p> <p><a href="#">Check-In and Check-outs</a></p> <p><a href="#">Boosting Motivation and Engagement</a></p> <p><a href="#">Classroom Motivation Systems</a></p> <p><a href="#">Courageous Conversations</a></p> <p><a href="#">Mindful Practice: Belly Breathing</a></p>

2	<ul style="list-style-type: none"> <li>Verbal Altercation</li> <li>Graffiti/Tagging (on school property)</li> <li>Bullying/Cyberbullying/Hazing not based on protected categories</li> </ul>	<ol style="list-style-type: none"> <li>Immediately call for security to pick up the student and submit RJ Referral to Restorative Justice Advisor. RJ's will create all Category One referrals.</li> </ol>	<p><a href="#">Alternatives to Suspensions</a></p> <p><a href="#">Multi-tiered Integrated Strategies &amp; Resources</a></p> <p><a href="#">Multi-tiered Systems Of Support Guide</a></p>
---	--	--	---

3	<ul style="list-style-type: none"> <li>Hate violence</li> <li>Physical altercation/Fight</li> <li>Student suspected of being under the influence of drugs or alcohol</li> <li>Possession of drugs or paraphernalia</li> <li>Theft</li> <li>Assault/Battery</li> </ul>	<ol style="list-style-type: none"> <li>Immediately call for security to pick up the student and submit RJ Referral to Restorative Justice Advisor. RJ's will create all Category One referrals.</li> <li>Social time reflection</li> <li>Referral to Wellbeing Center and/or Hazel Health</li> </ol>	<p><a href="#">Alternatives to Suspensions</a></p> <p><a href="#">Multi-tiered Integrated Strategies &amp; Resources</a></p>
---	---	--	--

Behavioral Expectations (Consequences)			
SITUATION	INFRACTION TIER LEVEL CA ED CODE LAUSD BULLETIN MISIS REFERRAL CODE	PREVENTATIVE DISCIPLINE STRATEGIES	TEACHER GENERATED PROGRESSIVE CONSEQUENCES
Lack of supplies <b>(BE PREPARED)</b>	Tier 1 LAUSD Bulletin 6231.0 MISIS Referral Code: Counseling-Work Habits	<ul style="list-style-type: none"> <li>Have extra supplies available and trade the student for their ID card or something else of value if you need the item returned (i.e. pencil, pen, folder, ruler, calculator, etc.)</li> </ul>	<ol style="list-style-type: none"> <li>Warning</li> <li>Conference with student</li> <li>Writing reflections (i.e. apology letter, essay, etc.)</li> <li>Call parents</li> <li>Parent conference.</li> <li>Referral to Counselor</li> </ol>
Talking excessively <b>(BE POLITE)</b>	Tier 1 Ed Code 48900 LAUSD Bulletin 6231.0 MISIS Referral Code: Counseling- Citizenship	<ul style="list-style-type: none"> <li>Ensure you have given clear instructions for the assignment</li> <li>Stand in close proximity to the student</li> </ul>	<ol style="list-style-type: none"> <li>Warning</li> <li>Conference with student</li> <li>Writing reflections (i.e. apology letter, essay, etc.)</li> <li>Call parents</li> <li>Parent conference.</li> <li>Referral to Counselor</li> </ol>

Behavior Situation	Range	Disciplinary Protocols	Who
<b>Electronic device</b>	Min	Hold for the period	Teacher
	Max	Hold to the end of day / Parent Conference	RJ
<b>Ditching</b>	Min	Push into class	Campus Aide/OOC
	Max	Parent Conference <b>5 times=1 Social Time or Detention</b>	Franco
<b>Loitering</b> <small>Open in new tab</small>	Min	Push into class	Campus Aide/OOC
	Max	Escorted to RJ Office/ Call Parent or Parent Conference <b>5 times=1 Social Time or Detention</b>	M. Franco
<b>Leaving class without permission</b>	Min	Parent contact & warning	Teacher/ RJ
	Max	Parent conference with the teacher	Franco/RJ

*Confidential Text - a - Tip Line*

**SEE SOMETHING = SAY SOMETHING  
HEAR SOMETHING = SAY SOMETHING**

**This is your school and your community keep it safe!!!**

Confidential Text - a - Tip Line

Línea de texto confidencial

خط النصيحة السري



**(323) 989-3750**



**Sign In**



**Sign-In**

**[bit.ly/bellhighschoolstudent](https://bit.ly/bellhighschoolstudent)**

**SY 2023-24:**

**BHS student sign was utilized  
1,981 times**

# Safety Plan



## Triggers

## Places I Feel Safe

BELL HIGH SCHOOL RESTORATIVE JUSTICE SAFETY PLAN

Student's Name: \_\_\_\_\_ Gr. \_\_\_\_\_ DOB: \_\_\_\_\_ SSID: \_\_\_\_\_ Date: \_\_\_\_\_

### Triggers

There are certain situations or circumstances which make me feel uncomfortable or agitated:

- 1.
- 2.
- 3.

### Places I Feel Safe

Places that make me feel better and make me feel safe (can be a physical location, an imaginary happy place, or being in the presence of safe people):

- 1.
- 2.
- 3.

### Affirmations/Coping Skills/Healthy Behaviors

Things I can do to calm myself down or feel better in the moment (e.g. favorite activities, hobbies, relaxation techniques):

- 1.
- 2.
- 3.

### Parent/ Guardian Support

Actions my parent/guardian can take to help me stay safe:

- 1.
- 2.
- 3.

**Affirmations**

**Parent Support**

**School Support**

**Counseling Support**

### School Support

Trusted adults at school and/or ways school staff can give me support:

- 1.
- 2.
- 3.
- 4.
- 5.

### Counseling Support

Referred to counseling:

- YES Date: \_\_\_\_\_
- NO
- PSW
- SP
- PSA
- Academic Counselor
- Virtual Therapy- Hazel Telemental Health

Location Drop off at the start of school: \_\_\_\_\_ Time: \_\_\_\_\_ Location Pick Up at the end of school: \_\_\_\_\_ Time: \_\_\_\_\_

Signatures \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Parent/Guardian Name (please print) \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Parent /Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Administrator/School Personnel (please print) \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Administrator/School Personnel Signature \_\_\_\_\_ Date \_\_\_\_\_



## Safety Plan- Drop menu for students

### Triggers

#### Triggers- Which behaviors push my buttons?

- |   |   |
|---|---|
| <input type="checkbox"/> Academic stress                                  | <input type="checkbox"/> Life changes                             |
| <input type="checkbox"/> Anger  | <input type="checkbox"/> Lying                                    |
| <input type="checkbox"/> Anxiety  | <input type="checkbox"/> Negative thinking                        |
| <input type="checkbox"/> Being compared                                   | <input type="checkbox"/> Negative self-talk/ feeling inadequate   |
| <input type="checkbox"/> Being criticized                                 | <input type="checkbox"/> Not being appreciated                    |
| <input type="checkbox"/> Being ignored                                    | <input type="checkbox"/> Not being taken seriously because of age |
| <input type="checkbox"/> Being nagged                                     | <input type="checkbox"/> Peer pressure/ Social Pressure           |
| <input type="checkbox"/> Being told a flat-out "no" (without explanation) | <input type="checkbox"/> Peer Drama/ Social conflict              |
| <input type="checkbox"/> Being yelled at                                  | <input type="checkbox"/> Phone use, internet use                  |
| <input type="checkbox"/> Caffeine   | <input type="checkbox"/> Relationship conflict                    |
| <input type="checkbox"/> Change in routine                                | <input type="checkbox"/> Sadness                                  |
| <input type="checkbox"/> Complaining                                      | <input type="checkbox"/> Social Media                             |
|   | <input type="checkbox"/> Stress                                   |

### Places I Feel Safe

#### Places I feel Safe:

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Home             | <input type="checkbox"/> Restaurant |
| <input type="checkbox"/> My bedroom       | <input type="checkbox"/> Park       |
| <input type="checkbox"/> Relative's house | <input type="checkbox"/> The mall   |
| <input type="checkbox"/> Friend's house   | <input type="checkbox"/> Library    |
| <input type="checkbox"/> School           | <input type="checkbox"/> Garden     |

### Affirmations

#### Affirmations

- |  |  |
|--|--|
| <input type="checkbox"/> There is no one better to be than myself. | <input type="checkbox"/> Anything is possible.                       |
| <input type="checkbox"/> I am enough.                              | <input type="checkbox"/> I radiate positive energy.                  |
| <input type="checkbox"/> I get better every single day.            | <input type="checkbox"/> Wonderful things are going to happen to me. |
| <input type="checkbox"/> I am an amazing person.                   | <input type="checkbox"/> I can take deep breaths.                    |
| <input type="checkbox"/> I can work through my problems.           | <input type="checkbox"/> With every breath, I feel stronger.         |
| <input type="checkbox"/> Today I am a leader.                      | <input type="checkbox"/> I am an original.                           |
| <input type="checkbox"/> I forgive myself for my mistakes.         | <input type="checkbox"/> I deserve all good things.                  |
| <input type="checkbox"/> My challenges help me grow.               | <input type="checkbox"/> My success is just around the corner.       |
| <input type="checkbox"/> I am perfect just the way I am.           | <input type="checkbox"/> I give myself permission to make mistakes.  |
| <input type="checkbox"/> My mistakes help me learn and grow.       | <input type="checkbox"/> I am thankful for today.                    |
| <input type="checkbox"/> Today is going to be a great day.         | <input type="checkbox"/> I strive to do my best every day.           |
| <input type="checkbox"/> I have courage and confidence.            | <input type="checkbox"/> I'm going to push through.                  |
| <input type="checkbox"/> I can control my own happiness.           | <input type="checkbox"/> I've got this.                              |
| <input type="checkbox"/> I have people who love and respect me.    | <input type="checkbox"/> I can take it one step at a time.           |
| <input type="checkbox"/> I stand up for what I believe in.         | <input type="checkbox"/> I'm working at my own pace.                 |
| <input type="checkbox"/> I believe in my goals and dreams.         | <input type="checkbox"/> I'm going to take a chance.                 |
| <input type="checkbox"/> It's okay not to know everything.         | <input type="checkbox"/> Today I am going to shine.                  |
| <input type="checkbox"/> Today I choose to think positive.         | <input type="checkbox"/> I am going to get through this.             |
| <input type="checkbox"/> I can get through anything.               | <input type="checkbox"/> I'm choosing to have an amazing day.        |
| <input type="checkbox"/> I can do tough things.                    | <input type="checkbox"/> I am in control of my emotions.             |
| <input type="checkbox"/> I give myself permission to make choices. | <input type="checkbox"/> My possibilities are endless.               |
| <input type="checkbox"/> I can do better next time.                | <input type="checkbox"/> I am calm and relaxed.                      |
| <input type="checkbox"/> I have everything I need right now.       | <input type="checkbox"/> I am working on myself.                     |
| <input type="checkbox"/> I am capable of so much.                  | <input type="checkbox"/> I'm prepared to succeed.                    |
| <input type="checkbox"/> Everything will be okay.                  | <input type="checkbox"/> I am beautiful inside and out.              |

**School Support- Ways school staff can give me support**

- 4:1 Connection: Correction
- Get to know me and create rapport
- Help me manage my time and attention to tasks
- Help me regulate my emotion when I experience anxiety and/or depression
- Guide and help me process, plan, and complete learning tasks
- Be patient with me
- Make time to listen to me
- Review routines with me
- Help me set SMART goals (Specific, Measurable, Relevant, Achievable, and Time-bound)
- Help me receive modifications and accommodations in class
- Help me with strategies to assist with focusing
- Help me find counseling support
- Help me with academic support
- Help me with attendance support
- Help me sign up for virtual therapy HAZEL

**Parent/ Guardian Support- Actions my parent/guardian can take to help me stay safe.** Healthy adults at home or in my community, whom I trust and feel comfortable asking for help during a crisis (include phone number):

- 4:1 Connection: Correction
- Safe passage to and from school- I need a car ride or car pick up
- Schedule a parent conference with teacher(s)
- Rely on technology and check for school/ district news, academic progress, and attendance updates on Schoology, emails, Blackboard Connect calls, and text messages.
- Confirm student's records and emergency contact information is up to date
- Review School policy- review LAUSD/ School's handbook- guide answers most parents' questions, including dress code, visitors policy, emergency drills and routes, and the school's stance on bullying
- Monitor social media, internet use, phone use, and current physical location
- Stay healthy
- Backpack emergency card/ check in medicine with nurse
- Hand sanitizer and tissues
- Mask
- Healthy snacks
- Reusable water bottle
- Sunscreen
- Proper hand washing
- Mental health resources
- Encourage open conversations
- Talk regularly with teachers and

**Parent Support & School Support**

**Coping Skills/ Healthy Behaviors/ Self-Care-**

Self-care means taking care of your mental, physical, and emotional well-being- recognizing when you need a break and giving yourself permission to take one. These coping methods and techniques may help you through a stressful moment and can be useful over the long-term, while others are meant to help teens in the moment.

Things I can do to calm myself down or feel better in the moment (e.g. Favorite activities, hobbies,

**Warning Signs & Coping Skills**

**Warning Signs- I should use my safety plan when I notice these warning signs:**

- Negative thought(s)
- Negative images (s)
- Negative mood(s)
- Negative situation(s)
- Negative behavior(s)
- Misinterpreting facial expressions and body language

- Mindfulness
- Meditation
- Sports or Hobbies
- Creating art
- Creating a vision board
- Engaging in creative activities
- Journaling
- Deep Breathing Exercises
- Affirmations/ Mantras
- Yoga/ a yoga relaxation exercise
- Avoid alcohol and other drugs
- Belly breathing
- Boat pose
- Calm practice/ Calm App
- Count to 5
- Playing with a fidget toy
- Dance
- Eat well

# Bell High School Saturday School

*With Restorative Justice*



Academic Support  
Goal Setting

All students can succeed at Bell HS!

Get the support you need!  
Bring your grades up!

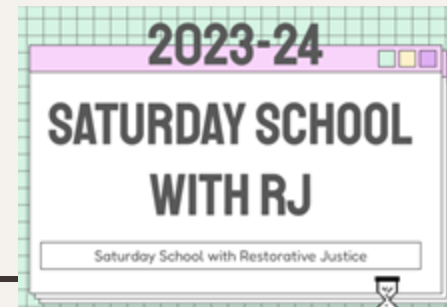
9:00 AM - 12:00 PM  
Room 135

Enroll now!  
Please see R.J. Martinez in  
the Restorative Justice Office  
or email [amg7804@lausd.net](mailto:amg7804@lausd.net)

Academic Support  
Goal Setting  
SEL  
Affirmations

## Saturdays with Restorative Justice Practices

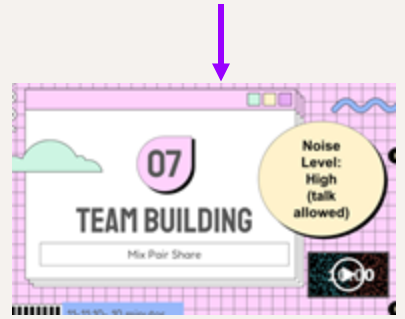
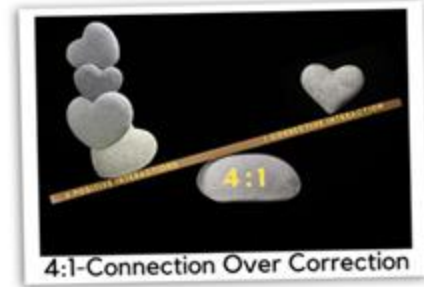
- Academic Support
- Goal Setting
- SEL
- Affirmation
- Connection



# RJ Saturdays & Teambuilding



# RJ Saturdays: 4 unifying elements of PBIS



AGENDA 9AM-12PM

9:30	Check In (Sign In, Grade Updates, Goal Setting, Month Assignments)
9:30-9:40	Affirmations
9:40-9:45	Call Phone Break
9:45-10:05	Independent Work
10:05-10:25	Break - Eat / Social
10:30-11	Independent Work
11-11:30	Team Building
11:30-11:50	Independent Work
11:50-12:05	Call Phone Break
12:05-12:45	Independent Work
12:45-2	Check Out (Sign-Out, Check Off Assignments)

9:30-12:00 30 minutes

Noise Level: Medium (talk quietly)

sign in

Sign In- Saturday School with Restorative Justice

Sign out

Sign Out- Saturday School with RJ

Email \*

Last Name

Your answer

First Name





SY 2023-24:  
**RJ Saturday was utilized 127 times**

## Team Building Circles

### **6 circles each week**

- RJ Advisors
- Climate Advocate
- AP
- School Psychologist
- Wellbeing Center

SY 2023-24:

**RJ Circles were utilized 251 times**



**The Calm Room**  
Team Building  
Circles. In addition,  
calm space for  
students to relax,  
listen to music,  
draw, do homework  
or socialize with  
other students.



**The Zen Room**  
light sensory environment,  
meditation, calming, and  
de-escalation



# De-Escalation Training

- All Out of Classroom attended
- PBIS SOSA provided four, 1 hour trainings for our team
- 4 Series Parent PBIS Workshop
- 4 Series Workshop Campus Aides
- PBIS Professional Development for teachers and staff

**Bell High School**  
**Positive Behavioral Intervention & Support**  
**Behavioral Expectations (Consequences)**

SITUATION	INFRACTION TIER LEVEL CA ED CODE LAUSD BULLETIN MISIS REFERRAL CODE	PREVENTATIVE DISCIPLINE STRATEGIES	TEACHER GENERATED PROGRESSIVE CONSEQUENCES							
Lack of supplies <b>(BE PREPARED)</b>	Tier 1 LAUSD Bulletin 4231.0 MISIS Referral Code: Counseling-Work Habits	<ul style="list-style-type: none"> <li>Have extra supplies available and trade the student for their ID card or something else of value if you need the Behavioral Expectations and Consequences Suggested Actions Summary Guide</li> </ul>	<ol style="list-style-type: none"> <li>Warning</li> <li>Conferences with student</li> <li>Writing reflections (i.e. apology letter)</li> </ol>							
Talking excessively <b>(BE POLITE)</b>	Tier 1 Ed Code 49900 LAUSD Bulletin 4231.0 MISIS Referral Code: Counseling-Citizenship	<table border="1"> <thead> <tr> <th>Tier</th> <th>Student Action</th> <th>Teacher Action</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <ul style="list-style-type: none"> <li>Lack of supplies</li> <li>Talking excessively</li> <li>Cheating or plagiarism</li> <li>Not completing classwork/homework</li> <li>Obnoxious/Profanity/Vulgarity</li> <li>Disruption, or insubordination</li> <li>Excessive absences/tardies</li> <li>Unauthorized use of electronic devices</li> </ul> </td> <td> <ol style="list-style-type: none"> <li>Warning</li> <li>Conferences with student</li> <li>Writing reflections (i.e. apology letter, essay, etc.)</li> <li>Call parents</li> <li>Parent conferences</li> <li>Referral to Counselor</li> </ol> </td> <td> <ul style="list-style-type: none"> <li>Schoolwide Post-It Link-Easy</li> <li>Behavior Reflection, Assessment and Apology Letter Strategy</li> <li>Creating Behavior Contracts</li> <li>Teach, Co-Create, Review, Reinforce Behavior Expectations for 1 Semester</li> <li>4.1 Consequences and Contracts</li> <li>Check-In and Check-Out</li> <li>Boosting Motivation and Engagement</li> <li>Classroom Motivation Systems</li> <li>Meanful Practice, Self-Monitoring</li> <li>Restorative Conferences</li> <li>Restorative Business Boards</li> <li>Restorative Think Slips</li> <li>Restorative Questions, Think Slip (adobe, Google, Forms)</li> <li>Behavior Contract Video</li> <li>Behavior Contract Sample and Template</li> </ul> </td> </tr> </tbody> </table>	Tier	Student Action	Teacher Action	Resources	1	<ul style="list-style-type: none"> <li>Lack of supplies</li> <li>Talking excessively</li> <li>Cheating or plagiarism</li> <li>Not completing classwork/homework</li> <li>Obnoxious/Profanity/Vulgarity</li> <li>Disruption, or insubordination</li> <li>Excessive absences/tardies</li> <li>Unauthorized use of electronic devices</li> </ul>	<ol style="list-style-type: none"> <li>Warning</li> <li>Conferences with student</li> <li>Writing reflections (i.e. apology letter, essay, etc.)</li> <li>Call parents</li> <li>Parent conferences</li> <li>Referral to Counselor</li> </ol>	<ul style="list-style-type: none"> <li>Schoolwide Post-It Link-Easy</li> <li>Behavior Reflection, Assessment and Apology Letter Strategy</li> <li>Creating Behavior Contracts</li> <li>Teach, Co-Create, Review, Reinforce Behavior Expectations for 1 Semester</li> <li>4.1 Consequences and Contracts</li> <li>Check-In and Check-Out</li> <li>Boosting Motivation and Engagement</li> <li>Classroom Motivation Systems</li> <li>Meanful Practice, Self-Monitoring</li> <li>Restorative Conferences</li> <li>Restorative Business Boards</li> <li>Restorative Think Slips</li> <li>Restorative Questions, Think Slip (adobe, Google, Forms)</li> <li>Behavior Contract Video</li> <li>Behavior Contract Sample and Template</li> </ul>
Tier	Student Action	Teacher Action	Resources							
1	<ul style="list-style-type: none"> <li>Lack of supplies</li> <li>Talking excessively</li> <li>Cheating or plagiarism</li> <li>Not completing classwork/homework</li> <li>Obnoxious/Profanity/Vulgarity</li> <li>Disruption, or insubordination</li> <li>Excessive absences/tardies</li> <li>Unauthorized use of electronic devices</li> </ul>	<ol style="list-style-type: none"> <li>Warning</li> <li>Conferences with student</li> <li>Writing reflections (i.e. apology letter, essay, etc.)</li> <li>Call parents</li> <li>Parent conferences</li> <li>Referral to Counselor</li> </ol>	<ul style="list-style-type: none"> <li>Schoolwide Post-It Link-Easy</li> <li>Behavior Reflection, Assessment and Apology Letter Strategy</li> <li>Creating Behavior Contracts</li> <li>Teach, Co-Create, Review, Reinforce Behavior Expectations for 1 Semester</li> <li>4.1 Consequences and Contracts</li> <li>Check-In and Check-Out</li> <li>Boosting Motivation and Engagement</li> <li>Classroom Motivation Systems</li> <li>Meanful Practice, Self-Monitoring</li> <li>Restorative Conferences</li> <li>Restorative Business Boards</li> <li>Restorative Think Slips</li> <li>Restorative Questions, Think Slip (adobe, Google, Forms)</li> <li>Behavior Contract Video</li> <li>Behavior Contract Sample and Template</li> </ul>							
Cheating or plagiarism <b>(BE PRODUCTIVE)</b>	Tier 1 Ed Code 49900 LAUSD Bulletin 4231.0 MISIS Referral Code: Counseling-Academic									

**Positive Behavior Intervention & Support**  
**Intervención y apoyo al comportamiento**  
**positivo/prácticas restaurativas**



## PBIS Meeting

Parent Meeting - Taller de Padres

<p><b>4 Series Workshop</b></p> <p>Tuesdays at 9am:</p> <p>1/23 2/20 3/12 4/16</p>	<p><b>Taller Serie 4</b></p> <p>Martes a las 9am:</p> <p>23/1 20/2 12/3 16/4</p>
--	--

Join us to learn about PBIS!

Participación y aprendizaje sobre PBIS!

- building community
- building healthy relationships
- establishing structure and systems

¡Únete a nosotros para aprender sobre PBIS!

Participación y aprendizaje sobre PBIS!

- fortaleciendo comunidad
- construyendo relaciones saludables
- estableciendo estructura y sistemas

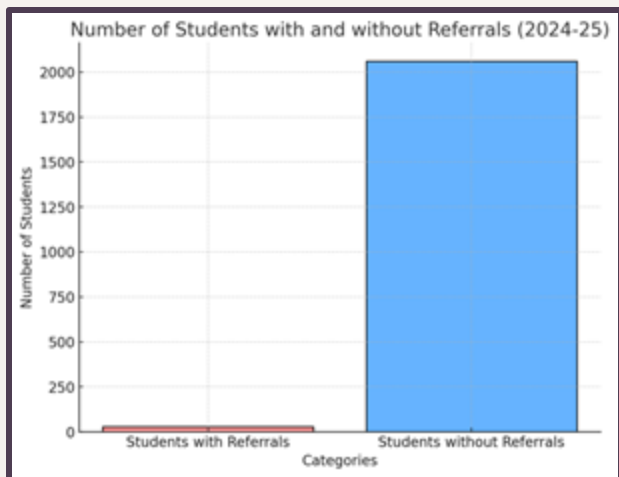
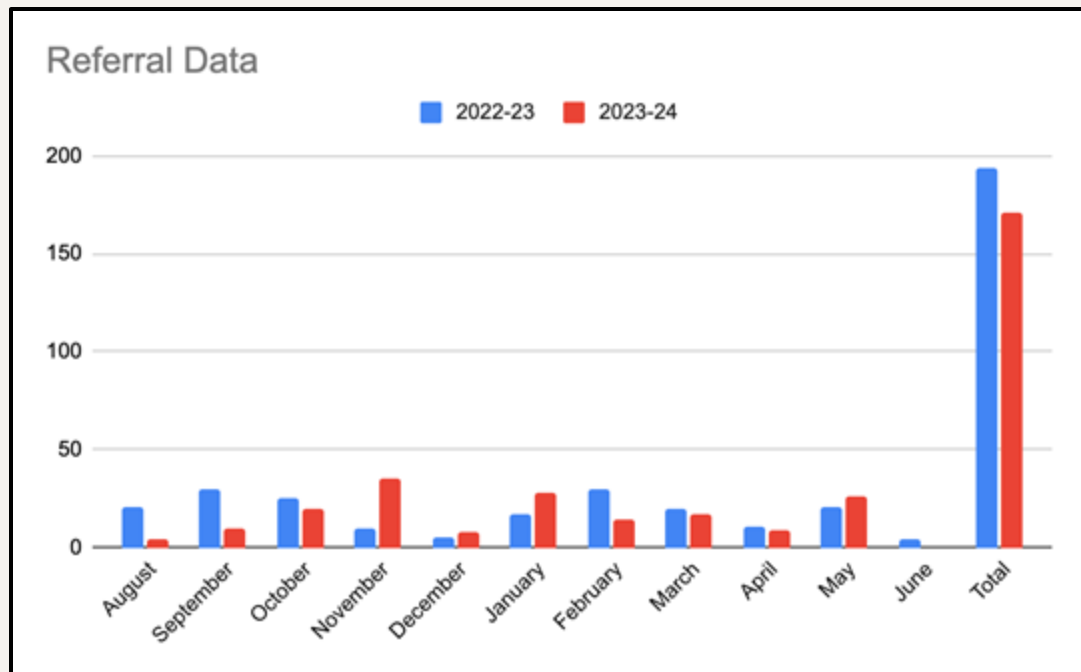
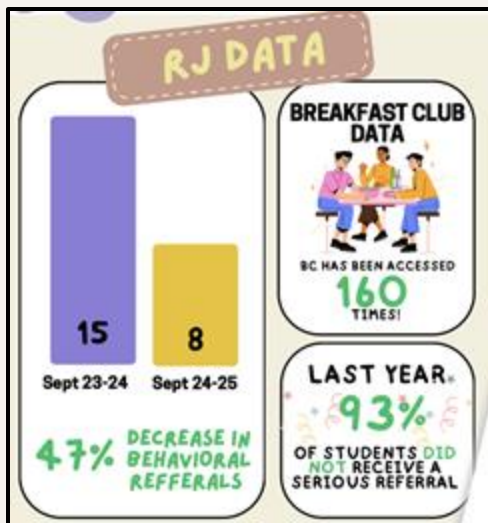
The image features two horizontal lines, one at the top and one at the bottom. Each line has a curved, decorative end on the left and right sides, respectively. The word "Celebrations" is centered between these lines.

# Celebrations

“Me siento muy orgullosa de estar trabajando con ustedes y el trabajo que hemos realizado” Perla (Parent)

“What I enjoy about being in the RJ Office during the Breakfast Club is being able to come in and having a safe place to be, and that I don't have to worry about anything” Sadie (Student)







# School Experience Survey Data




Strongly Disagree  Strongly Agree






Connectedness Survey Item

Number of Responses    SCHOOL % Agree or Strongly Agree    LAUSD % Agree or Strongly Agree

## 2023-24

I. There is an adult at my school whom I trust and can talk to no matter what is bothering me		2,004	57%	<b>+5</b>	57%
J. There is at least one adult at my school who supports me		2,002	62%	<b>+2</b>	65%
K. Teachers at my school know me		1,974	59%	<b>+1</b>	59%

## 2022-23

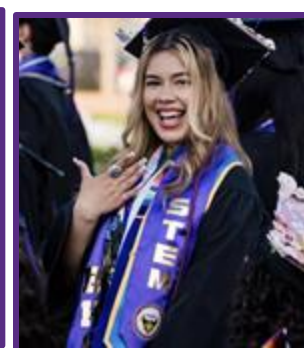
I. There is an adult at my school whom I trust and can talk to no matter what is bothering me		2,144	52%		55%
J. There is at least one adult at my school who supports me		2,140	60%		64%
K. Teachers at my school know me		2,083	58%		58%

# Attendance Data



**LAUSD**  
UNIFIED

GRADE	2022-2023		2023-2024		Change in Percent of Students at 91% and Below (Chronic)	2022-2023		2023-2024		Change in Percent of Students at 96% and Above (Prof/Adv)
	Percent of Students 91% and Below (Chronic)	Number of Students at 91% and Below (Chronic)	Percent of Students 91% and Below (Chronic)	Number of Students at 91% and Below (Chronic)		Percent of Students at 96% and Above (Prof/Adv)	Number of Students at 96% and Above (Prof/Adv)	Percent of Students at 96% and Above (Prof/Adv)	Number of Students at 96% and Above (Prof/Adv)	
09	35.0%	241	29.4%	206	-5.6%	48.0%	330	57.0%	399	9.0%
10	35.6%	204	28.3%	160	-7.3%	50.4%	289	54.4%	308	4.0%
11	29.2%	151	23.5%	109	-5.7%	50.3%	260	60.9%	282	10.6%
12	29.1%	166	26.4%	142	-2.6%	56.0%	320	58.7%	315	2.6%
<b>School Wide</b>	<b>32.4%</b>	<b>762</b>	<b>27.2%</b>	<b>617</b>	<b>-5.2%</b>	<b>51.0%</b>	<b>1,199</b>	<b>57.5%</b>	<b>1,304</b>	<b>6.5%</b>



# "Sound Bath Meditation Event"

*A Time to Relax & Rejuvenate*



# Parent Team Building Circles





# RESTORATIVE JUSTICE NEWS!



BELL HIGH SCHOOL PBIS NEWSLETTER | SEPTEMBER | VOL1/ISSUE -1

## ABOUT OUR OFFICE

At Bell High School, our **Positive Behavior Interventions and Supports (PBIS)** approach focuses on fostering a positive school culture through connection not correction. Using **strategies** like the **4-to-1** ratio of praise over redirection, we promote **student engagement** and **well-being**.

Our Restorative Justice Office provides a **safe space** for students to **rebuild relationships** and **reflect** on their actions, encouraging **accountability** and **empathy**. By integrating restorative practices with PBIS, we ensure a balanced approach to both support and accountability, **nurturing students academically, socially, and emotionally** while reinforcing positive behaviors.

## WHAT DO WE OFFER?



RJ OFFICE OFFERS STUDENTS WITH

- A CALM ROOM
- CONFLICT RESOLUTION
- A SAFE SPACE
- TEAM BUILDING
- QUIET TIME
- BUILDING RELATIONSHIPS

## RJ STAFF:

**MS. KONTOLEFAS**, ASSISTANT PRINCIPAL  
**MS. CASTILLO**, RJ ADVISOR  
**MS. MARTINEZ**, RJ ADVISOR  
**MR. ZAMORANO**, CLIMATE ADVOCATE

## BREAKFAST CLUB



**SUPPORTED BY:**  
**MS. MARTINEZ**, RJ COORDINATOR  
**MS. TINAJERO**, INSTRUCTIONAL COACH

The Breakfast Club offers students a supportive space during break and lunch to receive restorative services and build positive community connections.

## BEHAVIORAL CONSEQUENCES

**BEHAVIORAL EXPECTATIONS CONSEQUENCES**

# RESTORATIVE JUSTICE NEWS!



BELL HIGH SCHOOL PBIS NEWSLETTER | NOVEMBER | VOL 1/ISSUE - 3

## WORLD KINDNESS Day Event

Click on images to see larger views



A total of 250 students were nominated by the staff for their exemplary display of kindness.

Each student was awarded a certificate and invited to enjoy snacks and music during Advisory as part of the celebration for World Kindness Day.



Additionally, 39 staff members were nominated by students for their acts of kindness. The staff will receive their thank you cards within this week.



## ZEN Room

★ **Our Calm and Zen Room is Ready!** ★  
We're excited to announce that our Calm and Zen Room is ready to explore! This beautifully designed space offers a light sensory environment focused on meditation, calming, and de-escalation—perfect for student support or hosting team-building circles.

Stop by to take a look and get a feel for the space! We're confident you'll find it to be a peaceful haven, whether for student support, or even hosting team-building circles.

Click on images to see larger views



Check out the photos for a sneak peek of what awaits in this tranquil space. We can't wait to see you there!

A special shout-out goes to **Mr. Creamer** and **Skylar** for their incredible support and hard work in building our beautiful Zen Room. Thank you for helping create a space that fosters peace and connection in our school community!





# Challenges & Next Steps

---

# Challenges

- RJ form, use it every time,
  - Usage inconstant of google form referral,
  - Structures of calm and zen room,
  - Staffing- support
  - Buy In
-

---

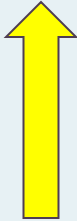
# Next Steps

- Increase 4:1
  - Add more weekly team building circles
  - Train additional stakeholders on team building circles
  - CALM & Zen Room access and systems
  - Peer advocates
  - Increase Hazel Health Support Services
  - PBIS Professional Development
  - Staff Buy-in
-



# Goals

Survey Item		Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree
I. There is an adult at my school whom I trust and can talk to no matter what is bothering me		2,004	57%	57%
J. There is at least one adult at my school who supports me		2,002	62%	65%
K. Teachers at my school know me		1,974	59%	59%



Increase Connection

Increase Connection by 5%

Students who know the 4 Ps

85-100% of Students will know the expectations

Adults who know the 4 Ps

All stakeholders know, model, teach the expectations

Acknowledgement System

Systematic acknowledgment system

---

Thank you!

Questions

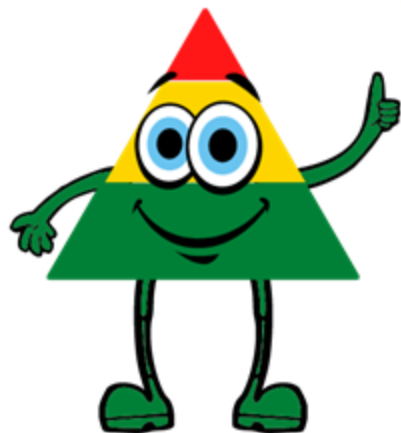
---

Schools were asked to complete and upload Tier 1 scores and goal into the Principal's Portal for fall semester by December 6, 2024.

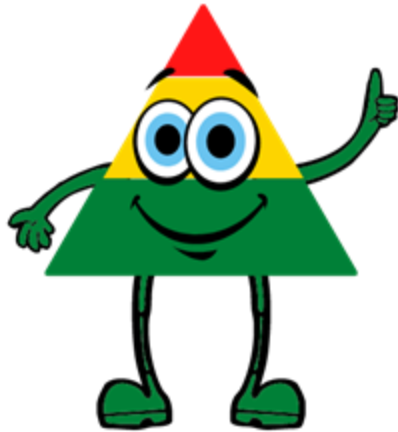
## 97% of Schools submitted scores and goals

- "... The goal isn't to get a hundred percent on these measures. The goal is to find out what can be improved so you can make sure that you're implementing the critical features that are most likely to improve student outcomes."
  - always know what your next step in implementation is on your action plan
  - if all you know what your score was you don't know what to do to keep improving

# Public Comment







Motion and  
Adjournment

## POLICY BRIEF

# PBIS/RP in L.A. Unified: Bright Spots and Challenges

Survey data shows most teachers and school site administrators support positive behavior interventions and supports and restorative practices (PBIS/RP). However, to address staff's needs and frustrations and foster welcoming, safe and inclusive school climates, renewed implementation efforts are needed. Recommendations include enhancing professional development, increasing Systems of Support Advisors support, and clear expectations from the top.

### What's at stake

All students and staff benefit from safe and inclusive learning environments. To foster such environments, the District uses proactive, evidence-based approaches to discipline—positive behavior interventions and supports (PBIS) and restorative practices (RP), the former introduced following the 2003 Consent Decree and the latter through the 2013 School Climate Bill of Rights. In 2004-05, 120,000 instructional days were lost to suspensions, but by 2023-24, just over 4,000 days were lost—a 97% reduction.

However, fights on campuses have increased each year since 2017-18, and racial and disability-related disparities in discipline remain. The most recent school experience survey also revealed continued declines in students' favorable views of school climate.

This brief summarizes findings from a survey of school site administrators and teachers given fall 2023 and provides insights and considerations for regional staff managing and supporting the District's discipline policy.

### Research approach

In October 2023, the IAU surveyed school site administrators and teachers about their attitudes towards PBIS/RP and its implementation. Participants were randomly selected based on experience, school level, and other factors, and only those in the same role at the same school for two years could participate. A representative sample of 189 school site administrators and 591 teachers responded, with response rates of 30% and 16%.

### About the IAU's Survey

In May 2023, the Board authorized its Independent Analysis Unit (IAU) to evaluate PBIS/RP implementation. This brief presents findings from a survey of school site administrators and teachers given early fall 2023.

### Results

Most staff supported restorative practices, but not without frustrations, and few teachers used these strategies regularly. Time and limited training were the most-cited challenges.

### Bright spots

The following factors were associated with greater support, proficiency, and use:

- SOSA support
- school site support
- professional development
- elementary schools

### Lessons for region administrators and regional directors

Teachers and school site administrators need clear expectations from the top, and amid competing demands, SOSAs are pivotal staff to bolster implementation. Ongoing training is also essential to sustain implementation, and emphasis on low effort, Tier I strategies may foster greater support and use.

Access the full report [here](#) or via this QR code



## Results

**Most school site administrators and teachers supported restorative practices, but many expressed frustrations.** While 83% of school site administrators and 54% of teachers were supportive of and confident in using restorative practices, staff had mixed feelings about how students felt about them. Still, even teachers who were supportive were frustrated, one saying: *“This only works if there is top-down support... [helping with] not just trainings but [demonstrating].”*

**Despite general support, few teachers used these strategies regularly.** Among teachers, only 30% regularly implemented restorative practices for prevention, and 43% used them frequently (half the time or more) for office discipline referrals (ODRs). Among school site administrators, however, 73% reported using restorative practices to respond to most (over half) of the ODRs they saw. Over half of school site administrators reported few teachers used restorative practices consistently.

**Most teachers and school site administrators cited lack of time as a challenge.** Over 60% of school site administrators and 50% of teachers selected time constraints as a challenge to implementing both PBIS and RPs. As one administrator put it: *“With all the other duties plus the sporadic incidents that occur, not much time is available to properly implement SWPBIS.”*

**Both school site administrators and teachers reported insufficient training.** Over 60% of school site administrators and 40% of teachers found limited training a major challenge in implementing PBIS/RP. Only 25% of teachers attended professional development related to these practices during or before the 2022-23 school year, and just 26% of teachers felt proficient in PBIS (27% in RPs). Finally, only 33% of school site administrators reported most of their teachers were trained in RPs.

**Data suggests resistance from employees who were already employed when these practices became official policy.** Data showed employees who were in their roles before 2013 were less supportive, confident, and skilled in restorative practices in 2022-23 than those who started after the 2013 policy change. As one respondent shared: *“I believe the training we have received is sufficient. The issue is some staff will always hem and haw and not see the need to change their old ways.”*

## What works to support implementation?

### SOSAs

**SOSAs positively impact teachers' confidence and use of PBIS/RP.**

- Teachers who interacted with a System of Support Advisor (SOSA) had higher confidence, more positive views of student attitudes, and more frequent use of PBIS/RP for prevention and responding to discipline issues. They also reported greater proficiency in PBIS/RP.

### School Support

**Support from school leadership improves teachers' attitudes.**

- Teachers who felt supported by their school leadership had higher buy-in, confidence, and better perceptions of student attitudes towards RPs. They also reported greater proficiency in PBIS/RP.

### PD

**PD enhances teachers' buy-in, use of, and proficiency in PBIS/RP.**

- Attendees of PD on PBIS/RP in 2022-23 were more supportive, proficient, and reported more frequent use of PBIS/RP, compared to those who did not attend PD. School site administrators also reported improved teacher and student support with high levels of teacher training.

**Elementary****Data suggests elementary schools have stronger implementation.**

- Elementary school staff had higher buy-in and more positive perceptions of student attitudes compared to secondary school staff. They also used PBIS/RP more often.

**Lessons for regional directors and administrators****Teachers and school site administrators need clear expectations from the top.**

- Numerous staff mentioned competing demands regarding PD and planning.
- Moreover, misconceptions—for example *“that restorative practices mean that there are no consequences for serious discipline issues”*—were common.

**Amid competing demands, SOSAs are pivotal staff to bolster implementation.**

- As one school leader shared: *“Currently we get 5h a month. We need at least 5h a week...PBIS should be a top priority, but usually is the bottom priority.”*
- Central supports can accelerate PBIS/RP implementation by increasing funding to hire 30-35 more SOSAs in 2025-26.

**School site administrators are key, but they need support and accountability, especially in secondary schools.**

- As one teacher stated, *“admins go through the motion of giving information...but too abstract to follow.”*
- Other teachers expressed frustrations with the lack accountability: *“Staff at my site are willing to support the program, but administration does not commit...they mention it but no follow up.”*

**Ongoing, scaffolded training is essential to sustain implementation.**

- Mandatory training in 2024-25 as part of the Every School Safe Blueprint for Safety presents an opportunity to build a long-term plan for training for all school-based staff.
- As one teacher shared: *“I need a ‘refresher course... we have many new teachers at my school who have had no PDs on RP.”*

**Emphasis on practices that require the least effort to implement may foster greater support and use.**

- In line with existing research, the IAU recommends prioritizing minimal effort strategies (e.g., Tier 1) to promote buy-in.
- Finally, to achieve greater coherence and minimize the burden on staff, the IAU recommends integrating strategies with existing initiatives (e.g., the new District SEL goal roll-out in 2024-25).

This brief presents findings and policy lessons from a report the IAU gave to Board of Education on June 27, 2024, titled: [“Ten Years of the School Climate Bill of Rights in L.A. Unified: Where are we? Survey of School Leaders and Teachers, Fall 2023.”](#) This brief, published September 5, 2024, and the full report were prepared by Megan Besecker and Andrew Thomas, Ph.D. In some instances, quotes from the full report were edited for brevity and clarity.

The views expressed in the brief and the report are those of the IAU and do not necessarily reflect those of the Los Angeles Unified School District, the Board of Education, or any individual Board member.

The [Independent Analysis Unit \(IAU\)](#) consists of a Director, Lead Analyst, and Research Support Specialist. Our mission is to provide the Board with timely information and analysis to help improve the Board’s governance.