

**Los Angeles Unified School District
Student Health and Human Services
School-Wide Positive Behavior Intervention Support (SWPBIS) Task Force Minutes
Thursday, August 24, 2017**

OPENING

Deborah Brandy called the meeting to order at 3:33 PM.

GROUP ACTIVITY

Deborah Brandy began the meeting by having the Task Force members participate in a community building circle.

ROLL CALL

Paul Gonzales conducted the roll call. Quorum was established.

SUSPENSION DATA PRESENTATION

Deborah Brandy outlined the history of the SWPBIS Task Force committee to the members. The Board Resolution passed in 2007 established the Task Force committee. The committee promotes best practices around student discipline. It is also responsible for the School Climate Bill of Rights. The independent auditor, Educational Resource Consultants (ERC) provides a progress report of how schools are doing in regards to implementing the Discipline Foundation Policy (DFP). Deborah Brandy noted that suspensions are used as a tool, but it is not always the answer to an issue. To support schools, a copy of the SWPBIS handbook was provided to each school administrator. Ms. Brandy stated that she would be ordering additional copies and providing a copy to each Task Force member. The handbook is also available online.

Deborah Brandy explained the suspension trends over the past years. The suspension rate has decreased since the 2007-2008 school year. Deborah Brandy noted that the data does not always tell a story of a school. She pointed out the disproportionality among African American students and students with disabilities. She explained the type of suspension by subgroups, such as African American students and Students with Disabilities.

Miguel Campa: It seems the suspension event rates for African American students are higher than other subgroups. From the slide, I cannot tell if the subgroups are male or female.

Deborah Brandy: This data tells us we still need to do something about these subgroups. At a later meeting, Laura Zeff will share data regarding students with disabilities. At a later meeting, we will also hear from Angela Hewlett-Bloch from the Equity and Access Unit who will share the work her unit does to support African Americans and provide support to schools with best practices and strategies. When we drill down on the data we can look at the suspension data between male and females.

Leah Brackins: Can the data be broken down by students with disabilities and by ethnicity? As previously stated by the member, I'd like to see the data listed by male and female.

Deborah Brandy: So, you would like to take these children and show them here.

Leah Brackens: Yes. I will also like to know male versus female rates.

Mario Hernandez: I am a visitor. Is there any way the information can be further disaggregated by local district, the action that caused the suspension, and the type of training that is being provided to detain these numbers?

Deborah Brandy: Yes. We will bring in that data to you. At a later time Administrator of Operations will present and share data. The data will be disaggregated.

Laura Baz: (with Spanish translator): I would like to see data around students with disabilities. Specifically, what are the causes and factors that generate suspensions for student with disabilities and if they are specific factors that influence these suspensions?

Deborah Brandy: We take the data and disaggregate it to check for infractions and what caused the suspension. We also take a look at the intervention/s that have been used? I will specifically ask Laura Zeff to address this as well.

LCAP SCORECARD PRESENTATION AND RUBRIC OF IMPLEMENTATION

Deborah Brandy spoke about the LCAP scorecard. She discussed the goals, metrics, and outcomes. Deborah Brandy also explained that the Rubric of Implementation (ROI) is part of the LCAP Scorecard. The information shared with the Task Force committee will be shared with the Superintendent. Deborah Brandy explained that Laura Zeff and herself work with principals. Laura Zeff asked principals to define their school expectation to students. Signs need to be posted in schools to inform the students of the expectation while they are at school. The signs and expectations also need to be communicated to the staff.

Deborah Brandy: Did we make the ROI target this year?

Ruth Cusick: Almost.

Deborah Brandy: We were six percent off. This is the first year we did not meet the target. We will have the opportunity to discuss what needs to be in place in order to meet and exceed this year's target.

RESTORATIVE JUSTICE ROLLOUT PRESENTATION

Restorative Justice is a philosophy. Ms. Brandy discussed the benefits of utilizing Restorative Justice practices. She explained the importance of the Community Building Circle process. Community Building is the foundation. The Repairing the Harm is the second year of training and is only successful if the Community Building is established at the school-site. She also informed the members that 45 Restorative Justice Teacher Advisers who worked at a school for 2 years were reassigned to different schools within the District this year.

Mario Hernandez: Is this information shared with parents so they understand it?

Deborah Brandy: You cannot have anything be successful at a school without parents. So, we have a training module for parents. We do not train them the same way we train our teachers. We train them to understand what Restorative Justice and provide activities they can do with their children. We plan to expand the training this school year. We have trained transportation

staff, School Police Officers, PSA counselors, and School Security Officers. This year we will continue our focus on training schools. We will also begin training early education principals.

Mario Hernandez: Is there any consideration to provide training for Beyond the Bell staff because they work with students' after-school?

Deborah Brandy: Beyond the Bell was trained during our first round of training. We will be circling back to provide more training.

Hady Aguilar: I am a parent. My daughter was emotional due to an incident that happened at her school. I was hoping to have received a call from the teacher or the counselor. That did not happen. I am aware that there are two sides to every story. I like to hear my daughter's story and the other side of the story. Fortunately the incident was resolved. Luckily for me, I was aware of Restorative Justice. If I had not been aware of Restorative Justice, I probably would have not known what to do.

Deborah Brandy: Thank you for sharing. We are glad that it worked out. We ask principals to call parents because we want parents to be aware of what is happening and get involved.

MINUTES

Deborah Brandy asked members to review the May 18, 2017 meeting minutes. Ruth Cusick made a correction to the spelling of her last name in the minutes. William Etu made the first motion to accept the minutes. Luis Rodriguez seconded the motion. The meeting minutes were adopted.

GROUP ACTIVITY

Paul Gonzales conducted the group activity. He asked the Task Force Members to discuss and recommend a way to address the disproportionality of suspensions among African American students and students with disability. The exercise also asked for Task Force members to make recommendations on how the District could meet the ROI goal this year.

ADJOURNMENT

Hady Aguilar made the first motion to adjourn the meeting. Miguel Campa seconded the motion. No one abstained. Motion carried. The meeting was adjourned at 4:58 PM.

Submitted by Kevin Lin, Administrative Staff Aide