Present: Mike Cole, Calvin Davis, Ruth Davis, Francisco Flores, Suzy Largé, Karen Rosenberg, Nancy R Graves Lankford, Pete Intravartolo, Jim Boyle, Devony Boyle, Maria Del Carmen, Moises Gonzalez Jimenez, Carmen Gutierrez, Eugenia Zuniga, Ignacio Quiroz, Marcela Serritos, Molly Laster, Josie Clark, Marita Grunfeld

Molly – Tonight’s planned presentation from La Escuelita about Positive Discipline is not happening due to presenters being sick. Thankfully, we DO have Hawthorne teachers here tonight to present on the RULER program used at Hawthorne.

Update on Before/After School Care with Launch (CDSA) – Launch before/after school and preschool program has to move out of the portables due to School District decision that the portables need to be converted into classroom space due to growth and reduced classroom size. Launch directors and Hawthorne Admin are actively working together to try to come up with a plan to keep the before and after school programs available on-site at Hawthorne. Leap Ahead will still take place next year, but maybe not at Hawthorne.

Mr. Hill – As Teacher’s Union Representative – reports that next week on 2/18 7:30 – 8:30 AM there is a planned “Day of Action” where teachers will be staging a “walk in” to protest lack of funding from state and for teachers/parents to discuss what their vision and hope is for our school. This info will be taken to Olympia.

PRESENTATION:
Ms. Leighton & Mr. Hill – Gave Handouts and explained RULER “Building Emotionally Literate Schools”. RULER stands for – Recognizing, Understanding, Labeling, Expressing, Regulating. The Ruler Approach was developed and created by researchers at Yale University’s Center for Emotional Intelligence and is based on decades of research that show student achievement increases when social emotional learning is taught at school. This is the 2nd year RULER is being used at Hawthorne in every classroom. The classrooms have developed a “Classroom Charter” where students and teachers have created a list of how they want to feel in the classroom, and come up with actions (rules) that will help support those feelings. They also use a “Mood Meter” to label and recognize their own and other people’s emotions. They are learning about “Meta Moments” to teach self-regulation strategies to help them handle stressful situations. It teaches people to be self-aware, stop, imagine their “best self”, and select a strategy to reach a successful outcome.

BUSINESS:
Art teacher Mrs. Zia overspent $370 in art supplies. Pete Intravartolo moved to reimburse and move $500 from Choir (not being spent) to Art Supplies. Karen Rosenberg seconded the motion. All voted, and unanimously passed.

Upcoming Events:
Auction Tickets will be available online
Literacy Night coming up
Read Across America (Dr. Seuss) happening on 2nd of March
1. Jot down your trigger here.

2. Imagine yourself in the “trigger” situation.
   What are you thinking? __________________________
   __________________________
   What is happening in your body? __________________________
   __________________________
   How are you expressing yourself? __________________________
   __________________________

3. Visualize yourself doing a breathing exercise to calm down and stop your typical reaction.

4. Imagine your best possible self and describe...
   The person you would like to be: __________________________
   __________________________
   How you would like to be viewed: __________________________
   __________________________
   What you believe is the best possible outcome: __________________________
   __________________________

5. Keeping your best possible self in mind, what could your positive self-talk or positive reappraisal be:

6. Describe a more effective response that you can try the next time you are triggered by this or similar situations:

   __________________________
<table>
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<tr>
<th>6. Where is the best place for schools to access PBIS materials and information?</th>
<th>The Center is a great source for learning and obtaining information about PBIS, in particular, defining what PBIS is, what it looks like, how it can be established, what outcomes are possible, etc. However, other sources (e.g., consultants, publishers, universities, trainers) not formally associated with the Center also provide PBIS resources to schools.</th>
<th><a href="http://www.pbis.org">www.pbis.org</a></th>
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<td>7. How does the Center include and involve family and community members?</td>
<td>The voices and perspectives of family and community members are involved directly in the PBIS process through active participation on, for example, leadership teams, practice implementation, and outcome evaluations at the school, district, and state levels.</td>
<td>“SWPBS Implementation Blueprint and Self-Assessment” (PBIS Center, 2010)</td>
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<td>8. How is PBIS related to “Response-to-Intervention” (Rti)?</td>
<td>The logic, tenets, and principles of PBIS are the same as those represented in Rti (e.g., universal screening, continuous progress monitoring, data-based decision making, implementation fidelity, evidence-based interventions). Literacy and numeracy implementation frameworks are examples of the application of Rti for academic behavior, and PBIS is an example of the application of Rti for social behavior.</td>
<td>“Response-to-Intervention and PBIS” (PBIS Center, 2009)</td>
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<td>9. Does the Center on PBIS endorse or promote commercial products, vendors, or businesses?</td>
<td>No, because of its federally directed mandate, purpose, and functions, the Center on PBIS identifies and recommends general research-based practices (e.g., active supervision, reinforcement, social skills instruction, behavioral contracting, self-management). Although these practices may be included within the products, curricula, etc. of other providers, the Center does not promote specific vendors or endorse commercial products.</td>
<td><a href="http://www.pbis.org">www.pbis.org</a></td>
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<td>10. How does PBIS respond to the use of punishment (e.g., detention, timeout, verbal reprimands), especially for students with serious problem behavior?</td>
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<td>Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged. When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student's behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.</td>
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"Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools" (Sugai et al., 2000)