



LILA C.A.R.E.

SOCIAL-EMOTIONAL EDUCATION GUIDE



Connection, Communication, & Care
Active Listening
Restorative Action, Close Monitoring & Communication
Empathy

In This Guide...

Mission, Values,
& School Norms

Social-
Emotional
Well-being

Responsive
Classroom

Positive
Discipline

Tiers of
Behavior

Restorative
Practices



Mission & Values

MISSION



The International School of Los Angeles is a non-profit, independent, international school committed to bilingual education and academic excellence in a nurturing environment.

Our mission is to develop bilingual critical thinkers who are open-minded, confident and caring, and equipped to thrive in a diverse, competitive world.

How this Translates into Social-Emotional Learning (SEL) and Student Wellness:

Our mission is intricately woven into the fabric of Social-Emotional Learning (SEL).

Bilingualism extends beyond language acquisition; It encompasses fostering cultural understanding, empathy, and appreciation for diversity.

Academic Excellence emphasizes skills such as self-management, goal-setting, and perseverance.

A **Nurturing Environment** prioritizes cultivating classrooms and school spaces where students feel safe, supported, and valued.

The **Development of Critical Thinkers** promotes reflection, problem-solving, and decision-making. Students learn to evaluate situations from multiple perspectives, analyze information critically, and make informed choices.

Open-Mindedness, Confidence, and Caring are integral components of SEL. Through activities and discussions, students learn the importance of being open-minded to different ideas and perspectives, develop confidence in themselves and their abilities, and cultivate empathy and caring for others in their community.

Being **Equipped to Thrive in a Diverse, Competitive World** prepares students for success in a globalized world by teaching skills such as cultural competence, collaboration, and adaptability.

VALUES



Respect

Excellence

Diversity

How Our Values are Incorporated into Our Practices:

School Norms are behavioral standards that we hold every person in our community to. It is a way to cultivate consistency in all spaces and among all staff.

School Norms are deeply rooted and classified within our School Values, and set forth clear and consistent expectations for student behavior in an age-appropriate way. They are taught, modeled and reinforced by all school employees.

LILA Norms:

	Respect	Diversity	Excellence
My School	<ul style="list-style-type: none"> ● I clean up after myself ● I use equipment properly ● I follow staff directions ● I do my part to keep the school clean ● I recycle ● I follow campus signage ● I respect everyone's property 	<ul style="list-style-type: none"> ● I accept everyone's differences ● I know that everyone has a different experience ● Everyone's feelings matter 	<ul style="list-style-type: none"> ● I am kind, considerate, and courteous ● I help others ● I am responsible for my own feelings, actions, and learning ● I set a good example for others
My Classroom	<ul style="list-style-type: none"> ● I listen to my teacher and classmates ● I keep my body to myself ● I wait my turn ● I try my best 	<ul style="list-style-type: none"> ● I am open-minded to all ideas ● I understand that everyone has different strengths and weaknesses 	<ul style="list-style-type: none"> ● I try my best every day ● I come prepared to learn ● I support my classmates
My Yard	<ul style="list-style-type: none"> ● I use equipment properly ● I listen to adults ● I follow game rules 	<ul style="list-style-type: none"> ● I appreciate everyone's abilities ● I understand that not everyone will want to play the same game 	<ul style="list-style-type: none"> ● I am an upstander ● I include everyone who wants to play
My Bathroom	<ul style="list-style-type: none"> ● I give others their privacy ● I flush ● I wash my hands with soap ● I put toilet paper in the toilet and paper towels in the trash can 		<ul style="list-style-type: none"> ● I respect the spaces so others can use them ● I tell a responsible adult if something doesn't feel right or isn't safe

Social-Emotional Well-being

Social and Emotional Learning (SEL) is the process by which individuals of all ages acquire and apply the necessary knowledge, skills, and attitudes to foster healthy self-identities, regulate emotions effectively, and achieve personal and collective objectives. It involves cultivating empathy towards others, nurturing supportive relationships, and making thoughtful and compassionate decisions.

LILA prioritizes the social-emotional well-being of our students as a fundamental aspect of their overall development. We believe that fostering emotional intelligence and resilience equips our students with essential skills for academic success and lifelong happiness.

We are committed to nurturing the social-emotional growth of every student. By providing comprehensive support, fostering a positive school culture, and promoting inclusive practices, we empower our students to thrive academically, socially, and emotionally. Together with parents and caregivers, we strive to cultivate resilient, compassionate, and confident learners who are prepared to succeed in school and beyond.

In the Classroom:

Small-Group Lessons: Throughout the school year, students participate in small-group lessons focused on social-emotional learning (SEL). Led by our deans of students, teachers, staff, and guest speakers, these sessions address topics such as empathy, conflict resolution, self-awareness, and mindfulness. Small-group settings allow for personalized attention, encouraging students to express their thoughts and feelings in a safe and supportive environment.

Bilingual Hour: To celebrate our diverse community and promote inclusivity, each class has a period a week when the French and English teachers team-teach a lesson in both languages. During this dedicated time, students engage in activities focused on topics such as:

- All Types of Families
- Free to be You and Me
- Disabilities
- Indigenous Voices
- Gender Equality
- Anti-Semitism

This time not only strengthens language skills but also fosters a sense of belonging and respect for cultural diversity among our students.

Assemblies: Regular assemblies serve as opportunities to reinforce social-emotional skills and values school-wide. Guest and In-House speakers, performances, and interactive presentations are used to highlight themes such as kindness, perseverance, and community service. These assemblies are designed to inspire and motivate students while reinforcing positive behavior and attitudes.

Parent Workshops: Strong partnerships between home and school are essential for student wellbeing. Throughout the year, we offer workshops and informational sessions for parents and caregivers on topics related to social-emotional wellness. These workshops provide valuable resources and strategies that parents can use to support their child's emotional growth and development at home.

Positive Behavior Reinforcement: We implement a Positive Behavior Intervention and Support (PBIS) framework (Positive Discipline Section) to promote a positive school climate. Students are recognized for demonstrating behaviors that align with our school values. This system reinforces positive behavior and encourages students to take pride in contributing to a supportive learning environment.

Inclusive Classroom Practices: Our teachers incorporate Social-Emotional Learning (SEL) strategies into daily classroom routines and curriculum. By modeling empathy, active listening, and problem-solving skills, teachers create a nurturing learning environment where students feel valued and respected. This approach helps students develop strong relationships with peers and teachers, contributing to their overall social-emotional well-being.

Responsive Classroom

Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. The Responsive Classroom approach consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs (such as Positive Discipline) and can be introduced gradually into a teacher's practice.

To thrive both academically and socially, students must acquire a range of skills: cooperation, assertiveness, responsibility, empathy, and self-control for social and emotional competence, and academic mindset, perseverance, learning strategies, and academic behaviors for academic success.

Guiding Principles:

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

Principle 1: Teaching social and emotional skills is as important as teaching academic content.

Principle 2: How we teach is as important as what we teach.

Principle 3: Great cognitive growth occurs through social interaction.

Principle 4: How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.

Principle 5: What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.

Principle 6: Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Positive Discipline & LILA CARE

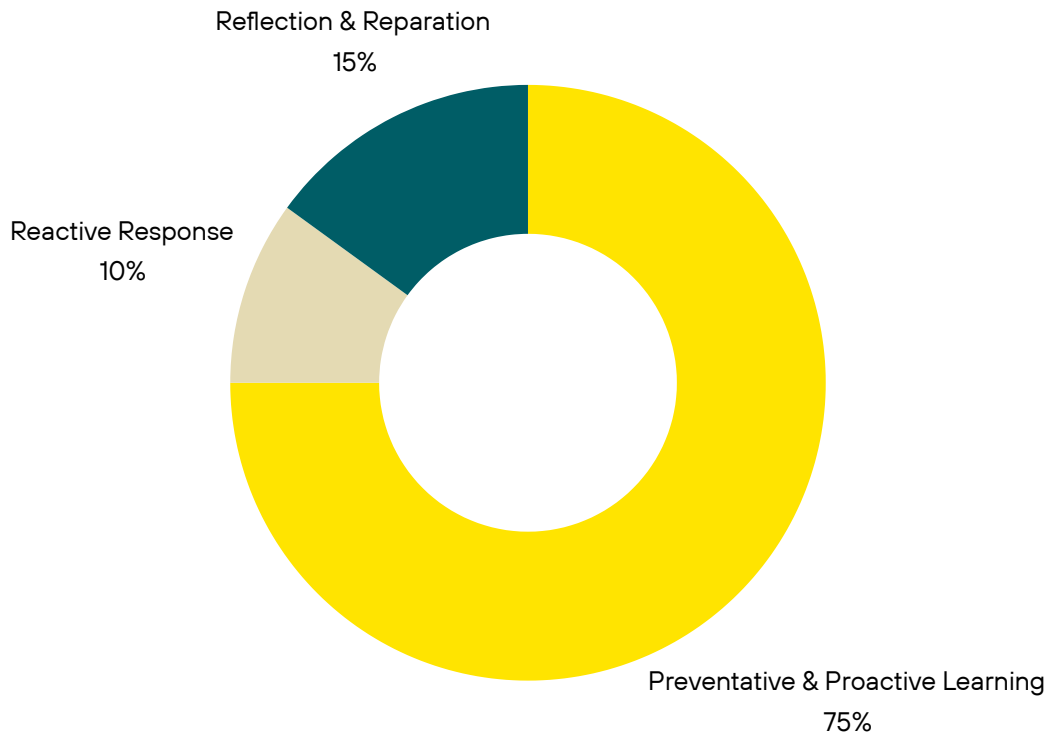
Positive Discipline in the Classroom:

Positive discipline in the classroom is a method in which the teacher dedicates significant time to cultivating connections with each student, promoting and highlighting desired behaviors and social interaction, creating a cooperative and problem-solving environment through kind but firm guidance, and identifying and understanding reasons for behavior that is not aligned with school norms.

The Positive Discipline classroom model emphasizes the importance of educators modeling respect and dignity, and fostering trust and connection between teacher and student. As educators, our goals include skill-building, mediation, promoting self-regulation, and employing logical consequences to address problems and guide disciplinary actions.

Central to the positive discipline approach is proactive teaching and modeling of desired behaviors and positive social interactions. When implemented correctly and consistently, minimal class time is needed to redirect negative behaviors and social interactions.

Positive Discipline Classroom Model:



Over the course of a school day, LILA staff will identify opportunities to practice positive reinforcement and facilitate conflict resolution.



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Positive discipline teaches the five core social-emotional competencies identified by the Collaborative for Academic Social and Emotional Learning (CASEL):

- **Self-Awareness:** Recognizing one's emotions and their effect on behavior
- **Self-Management:** Regulating emotions, thoughts, and behaviors to achieve goals
- **Responsible Decision-Making:** Making good choices and evaluating consequences
- **Relationship Skills:** Developing positive relationships; resolving conflicts constructively
- **Social Awareness:** Empathizing with others and understanding their perspectives, including those from diverse backgrounds

This model guides faculty, staff, and students in their response to conflict, thereby creating consistency and empowering students to begin navigating more and more situations amongst themselves.

Tiers of Behavior

Students learn best when they feel safe and comfortable at school. As educators, we strive to cultivate confident students who understand how their actions affect others, and an environment in which ethical behavior, mutual respect, and empathy are fostered in an age-appropriate manner. The role of the educator is to identify the **underlying reason** for a behavior, as well as the **behavior itself**, as one without the other will not change how a student reacts the next time a similar situation occurs.

When a student exhibits a behavior that contradicts our School Norms, a logical consequence, and a restorative action will be imposed. The **intent** of these actions is to strengthen the child so they can respond successfully to a similar circumstance in the future. The **aim** is to bring awareness as to how the behavior caused harm to others and what needs to be done to repair harm.

Effective discipline must abide by the following criteria:

- Help children feel a sense of connection. (Belonging and significance.)
- Be mutually respectful and encouraging. (Kind and firm at the same time.)
- Is effective long term. (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.)
- Teach important social and life skills. (Respect, concern for others, problem-solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
- Invite children to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

Behavior that does not align with school norms falls into three (3) tiers, depending on severity and frequency of the behavior. In order to establish full transparency, consequences, and restorative practices correspond to the tier it falls into.

TIER 1 BEHAVIORS



Tier 1 behaviors are minor infractions that require redirection, but aren't frequent or serious in nature, OR an accumulation of up to three (3) infractions in the same behavior category within a calendar month. If it occurs more than three times, the school response will escalate to **Tier 2** consequences, restorations, and administrative actions.

Tier 1 Behavior Plan:

Behavior	Examples	Intervention and/or Consequence	Restorative Consequence
General Misbehavior	<ul style="list-style-type: none"> ● Disrespect to others ● Inappropriate language ● Low-level provocation or disrespect ● Littering ● Low-level hurting (Verbal or physical) 	<ul style="list-style-type: none"> ● Adult Redirection ● Time in a calming corner ● One-on-One conversation with an adult ● Behavior matrix ● Communication with Parent ● Verbal Warning ● Limited choices ● Miss an Activity ● Warning to parents about a repeat behavior ● Talk-it-out ● Daily check-ins with mutually agreed upon adult ● Increased lessons on empathy and respect 	<ul style="list-style-type: none"> ● Logical Repair (e.g. break a paintbrush → clean all paintbrushes) ● Attend a DEI workshop ● Research project + presentation ● Participation in a service project on campus designed to repair the harm caused to the community ● Issue an Apology ● Behavior Reflection Sheet SHARED with teacher, class, and/or recipient of the hurt. ● Developing a Learning Material for the Community
Disruptive or Non-Compliant Behavior	<ul style="list-style-type: none"> ● Unsafe behavior ● Horseplay ● Excessive noise-making ● Refusal to participate in class activities ● Violation of school/class rules or policy ● Microaggressions 		

Possible Next Steps:

- Student observations
- Communication with parents
- Teacher/academic team meetings and/or preliminary discussions about a behavior intervention plan
- When applicable: Contact parents of students who have been harmed.

TIER 2 BEHAVIORS



Tier 2 behaviors are categorized as more serious in nature, repeated Tier 1 infractions, or when a student is not adhering to a promised plan of restoration.

Tier 2 Behavior Plan:

Behavior	Examples	Intervention and/or Consequence	Restorative Consequence
Misconduct	<ul style="list-style-type: none"> ● Repeated Tier 1 infractions of the same behavior ● More than one incident of purposeful verbal/physical harming within a calendar month ● Single incident where risk of harm has increased beyond Tier 1 (verbal or physical aggression) ● Identity-based violation (verbal, written, physical) ● Leaving the classroom without authorization ● Continuing pattern of breaking norms 	<ul style="list-style-type: none"> ● Implementation of Behavior Support Plan for repeated infractions ● Behavior contract ● In-school suspension ● Loss of privileges ● Temporary exclusion from an activity ● Revocation of a privilege ● Lunch detention 	<ul style="list-style-type: none"> ● Restorative conference with student, family, and administrator ● Reparations ● Replacement or payment for damaged property ● Mini course / self-study module ● Community Service

Possible Next Steps:

- Director initiates a meeting with the team prior to meeting with parents
- Plan of Action is discussed
- A plan is created for a reintegration meeting with the student. The reintegration contract is documented and discussed with student and parents
- When applicable: Contact parents of students who have been harmed
- Increase circle times, listening to all stakeholders affected
- Resources are shared with parents as needed

TIER 3 BEHAVIORS



Tier 3 behaviors involve a serious incident of misconduct, continued high-level breaking norms of behavior, or not adhering to a **Tier 2** reintegration contract.

Tier 3 involves:

- **Misconduct/extreme incident or chronic repetition of Tier 1 and 2 infractions**
- Regression or frequent continued high-level breaking norms of behavior/behavior expectations of students
- Agreements outlined in the action plan are not met.
- **Single Incident:** Severity of behavior automatically escalates it to Tier 3
- **Repeated Incidences:** The student continues to engage in frequent incidents of purposeful hurting or a persistent pattern of low-level provocations or disrespect or unsafe behavior, after the reintegration contract.
- Little to no movement in changing target behaviors

Tier 3 Behavior Plan:

Behavior	Examples	Intervention and/or Consequence	Restorative Consequence
Serious Behaviors of Misconduct or Extreme Incidents	<ul style="list-style-type: none"> ● Fighting ● Discriminatory language ● Actions used to harm ● Cyberbullying ● Gravely endangering the safety of self or others 	<ul style="list-style-type: none"> ● Suspension (in-school or at-home TBD) ● Cannot return to school until a reintegration plan is created and enacted ● School may require student to have outside specialist(s) as a condition of enrollment ● Possible termination of enrollment 	<ul style="list-style-type: none"> ● Reparations ● Restorative conference with director and stakeholders

Possible Next Steps:

- Director leads meeting with parents
- School communicates with student's outside providers
- Action plan is continued with different interventions (outside therapies, consultation, in-house academic testing).
- School may mandate the necessity of working with outside providers
- Hold or termination of contract considered if there is a lack of cooperation and follow through from the student and/or family
- A plan is made for a reintegration meeting with students. The reintegration contract is documented and discussed with the student and parents.
- Clear communication with parents is maintained throughout the process
- Resources are shared with parents as needed

Additional Resources

LINKS TO SUPPLEMENTARY MATERIAL



- [Responsive Classroom](#)
- [Tiers of Behavior](#)
- [Logical Consequences & Serious Misbehavior](#)
- [Restorative Actions & Practices](#)
- [Parent Expectations](#)

Contacts

For further information, please reach out to your respective campus(es).

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