



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

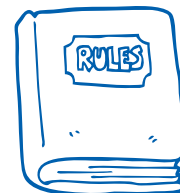
Social-
Emotional
Well-being

Responsive
Classroom

Positive
Discipline

Tiers of
Behavior

Restorative
Practices



Mission, Values, & School Norms

Our Mission & Social-Emotional Learning (SEL)

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.

Social-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. SEL is intricately woven into the fabric of our mission.

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.

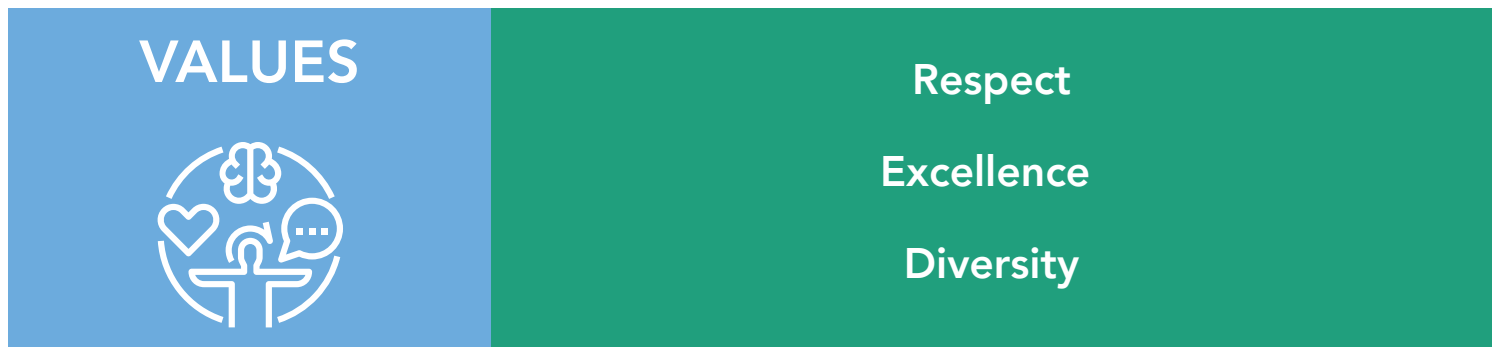
A **Nurturing Environment** prioritizes cultivating classrooms and school spaces where students feel safe, supported, and valued.

Critical Thinking 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.

Our Values & School Norms



School Norms are deeply rooted within these School Values. LILA Norms are the behavioral standards to which we hold every person in our community. They set forth clear and consistent expectations for behavior in an age-appropriate way. They are taught, modeled, and reinforced by all school employees. Shared norms cultivate consistency among staff members and across campus spaces.

LILA Norms

| | Respect | Excellence | Diversity |
|--------------|--|--|--|
| 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 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 | <ul style="list-style-type: none"> ● I accept everyone's differences ● I know that everyone has a different experience ● I understand that everyone's feelings matter |
| 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 try my best every day ● I come prepared to learn ● I support my classmates | <ul style="list-style-type: none"> ● I am open-minded to all ideas ● I understand that everyone has different strengths and weaknesses |
| My Yard | <ul style="list-style-type: none"> ● I use equipment properly ● I listen to adults ● I follow game rules ● I respect other students | <ul style="list-style-type: none"> ● I am an upstander ● I include everyone who wants to play | <ul style="list-style-type: none"> ● I appreciate everyone's abilities ● I understand that not everyone will want to play the same game |
| 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

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 as well as 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

There are many ways we model and reinforce social-emotional well-being through direct education, such as:

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.

Citizenship Themes: To celebrate our diverse community and promote inclusivity, each elementary grade level explores a citizenship theme bilingually through core literature. Students engage in activities focused on topics such as:

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

Citizenship themes spring from our school-wide *Parcours Citoyen* (Citizenship Pathway) and build the competencies of Moral and Civic Education. They not only strengthen language skills but also foster a sense of belonging and respect for various aspects of 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 reinforce their child’s emotional growth and development at home.

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

Inclusive Classroom Practices: Best practices in the classroom 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

Within the overarching framework of Positive Discipline, 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. Responsive Classroom consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually into a teacher’s practice.

Core to the approach is the belief that to thrive both academically and socially, students must acquire a range of social and emotional competencies: Cooperation, Assertiveness, Responsibility, Empathy, and Self-control (C.A.R.E.S.), as well academic competencies: academic mindset, perseverance, and learning strategies, to be successful in and out of school.

Six principles informed by the work of educational theorists and the experiences of exemplary classroom teachers guide the approach.

Guiding Principles

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

In the Classroom

Positive Discipline is a whole-of-school framework in which teachers and other staff members dedicate significant time to cultivating connections with each student. The long-term goal is to teach students the skills to solve problems within the context of a respectful and caring community. In the process, students also learn many life skills. Students can then use most of their energy toward successful academic engagement.

Teachers prepare the ground for classroom community through collective agreements and guidelines, teaching routines, and developing a system of classroom jobs. They strengthen the community by building skills that promote self-regulation, communication, and mutual respect. This includes providing a quiet space to take a break when needed. Finally, they build additional tools with students to promote cooperation, address how to repair mistakes, respect differences, and engage in classroom meeting circles.

Teachers cultivate connection by promoting and highlighting desired behaviors and social interaction. They create a cooperative and problem-solving environment through kind but firm guidance. Finally, they identify underlying reasons for behavior that is not aligned with school norms.

The positive discipline classroom framework emphasizes the importance of educators modeling respect and dignity, as well as 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.

Through our classroom framework we seek to:

- Help children feel a sense of connection. (Belonging and significance)
- Be mutually respectful and encouraging. (Kind and firm at the same time)
- Be 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)

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

Core Social-Emotional Competencies

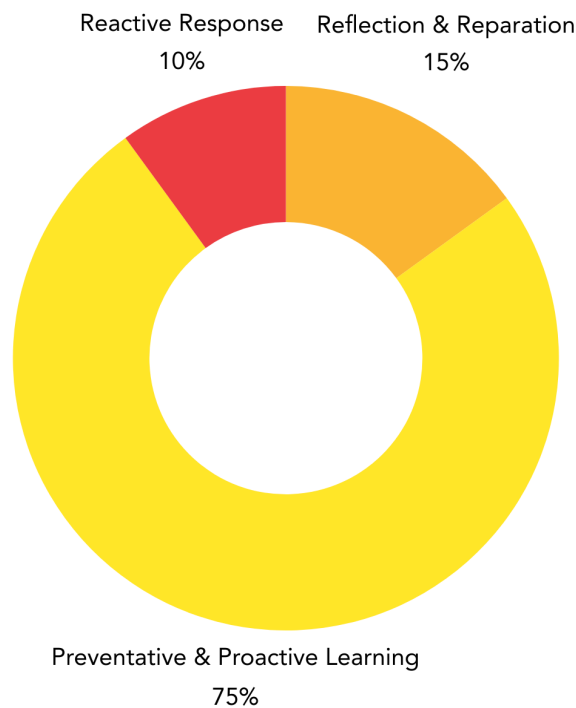
Positive discipline teaches the five core social-emotional competencies identified by the Collaborative for Academic Social and Emotional Learning (CASEL), which are:

- **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

The positive discipline model guides faculty, staff, and students in their response to conflict, thereby creating consistency. A consistent environment empowers students to begin navigating more situations amongst themselves, allowing them to better develop these core social-emotional competencies and ultimately improve their sense of well-being.

Proactive & Responsive Models

Over the course of a school day, LILA staff members identify opportunities to practice positive reinforcement and facilitate conflict resolution, using the following models:





LILA C.A.R.E.

LILA practices an Ethic of Care. Our school norms, classroom agreements and guidelines can be distilled to the following core ethic:

- Take care of yourself.
- Take care of others.
- Take care of this place.

LILA C.A.R.E. is rooted in restorative practices which respond to student behavior that does not follow our ethic of care and School Norms. Restorative practices refer to ways of creating community that honors the importance of relationships amongst all members of a community, as well as practices to repair relationships when harm has been caused. Responding with LILA C.A.R.E. includes:

- **Connection, Communication & Care** (As detailed above in Positive Discipline, there must be an existing relationship of trust that is built through student connection, strategies for communication, and an ethic of care in the school.)
- **Active Listening** (Deep listening between all parties is essential to resolving conflict in a responsive manner.)
- **Restorative Action, Close Monitoring & Communication** (Restorative action following the tiers of behavior establishes guidelines of appropriate ways to repair the harm. Close-monitoring is necessary as the resolution takes its course, as well as a feedback loop of communication for the parties involved in having their needs met.)
- **Empathy** (Empathy is at the heart of a responsive and human approach that seeks not to punish but to truly educate and therefore improve outcomes for the community.)

Tiers of Behavior

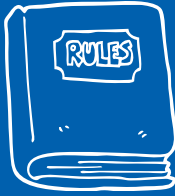
Students learn best when they feel safe and comfortable at school. As educators, we strive to cultivate confident students who understand how their actions affect others, and an environment in which ethical behavior, mutual respect, and empathy are fostered in an age-appropriate manner. The role of the 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.

Restorative Action

When a student exhibits a behavior that contravenes our School Norms, a logical consequence and a restorative action will be instituted. 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 that harm.

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 are listed that correspond to the tier they fall into.

TIER 1 BEHAVIORS



Tier 1 behaviors are minor infractions that require redirection, but are not 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.

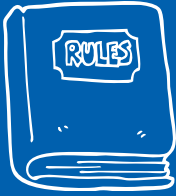
Tier 1 Behavior Plan

| 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. write on the desk → clean the desk) ● 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 noisemaking ● 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 than Tier 1 infractions, OR are recurring Tier 1 infractions, OR are related to a student not adhering to a promised plan of restoration.

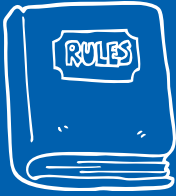
Tier 2 Behavior Plan

| 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 OR represent continued high-level breaking of LILA Norms, OR are related to a student 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 continually disregarding LILA Norms
- 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 harm 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, referral for behavioral evaluation)
- 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](#)
- [CASEL: Advancing Social and Emotional Learning](#)
- [Tiers of Behavior](#)
- [Logical Consequences & Serious Misbehavior](#)
- [Restorative Actions & Practices](#)
- [Parent Expectations](#)

Contacts

For further information, please reach out to the Deans and Campus Directors at your respective campus.