



Los Angeles Unified School District
Local District Central

Restorative Justice 101 for Principals

Presented by:

Restorative Justice Teacher Advisers
Local District – Central



Outcomes

- Gain an understanding of Restorative Justice and its purpose in LAUSD
- Understand the relationship between Restorative Justice, the Discipline Foundation Policy, and social-emotional learning (SEL)
- Real-world application of 9 Key Restorative Justice Practices

Check-in

- Tell us your name, your school, and on a scale from 1 to 5, (1 = not very comfortable and 5 = extremely comfortable)

How comfortable are you with implementing Restorative Justice Practices at your school site?

Discipline Policy



LOS ANGELES UNIFIED SCHOOL DISTRICT Policy Bulletin

TITLE: Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

NUMBER: BUL-6231.0

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations

Earl R. Perkins, Assistant Superintendent
School Operations

DATE: February 14, 2014

PURPOSE: The Los Angeles Unified School District is committed to providing all students with a rigorous education ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment, free from disruption and

This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

MAJOR CHANGES: This Bulletin replaces Bulletin 3638.0 – Discipline Foundation Policy: School-Wide Positive Behavior Support, dated March 27, 2007. It reflects the District's reorganization and the implementation of the 2013 School Discipline Policy and School Climate Bill of Rights Board Resolution.

GUIDELINES: I. BACKGROUND
In 2007, the District adopted the Discipline Foundation Policy that resulted from a Board Resolution directive. The Discipline Foundation Policy served as the framework under which all District practices relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance to



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ROUTING
Instructional Area
Superintendents
Administrators of
Operations
Instructional Directors
Operations Coordinators
Principals
Assistant Principals
Counselors
Deans
School Staff

Alternatives to Suspension

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Superintendent of School Operations

ATTACHMENT 2

TIER II AND TIER III INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

Any School-Wide Positive Behavior Intervention and Support (SWPBS) is a research-based, highly-effective approach to using students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as well-being of all students. In order to support students in positive behavior, all schools are responsible to adapt, implement, and align with the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (BIPIS).

For suspension to be prevention, Tier I is built on a strong community and school connection that engages all stakeholders (staff and community members) in the development of relational norms and expectations. SWPBS is the explicit teaching of these established norms to all students. Additional support may be necessary.

Tier II

- Teach and model school-wide positive behavior expectations and procedures
- Positive reinforcement, recognition and rewards for all students
- Consistent consequences for problem behaviors
- Effective procedures and expectations in non-classroom areas
- Effective instruction and classroom management
- Collaboration with families
- Active supervision and monitoring

Tier III

Highly structured and individualized interventions to support students who have been identified as being at risk for suspension or expulsion. These interventions are designed to be used in conjunction with Tier I and Tier II interventions.

Tier III Targeted Interventions

- Behavioral intervention (This tier is used to support students who have been identified as being at risk for suspension or expulsion. These interventions are designed to be used in conjunction with Tier I and Tier II interventions.)
- Restorative Justice (This tier is used to support students who have been identified as being at risk for suspension or expulsion. These interventions are designed to be used in conjunction with Tier I and Tier II interventions.)
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DFP Complaint Form

DISCIPLINE FOUNDATION POLICY: SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

COMPLAINT FORM

These complaints are subject to the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (BIPIS). The complaint should be filed with the District Office of the Superintendent of School Operations, 1250 Wilshire Blvd., Suite 1000, Los Angeles, CA 90017.

COMPLAINT INFORMATION

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone: _____
Email: _____

COMPLAINT DETAILS

Describe the incident: _____
Date: _____
Time: _____
Location: _____
Witnesses: _____
Other: _____

COMPLAINT REVIEW

Reviewed by: _____
Reviewed on: _____
Reviewed at: _____

COMPLAINT OUTCOME

Outcome: _____
Reviewed by: _____
Reviewed on: _____
Reviewed at: _____

COMPLAINT FOLLOW-UP

Follow-up: _____
Reviewed by: _____
Reviewed on: _____
Reviewed at: _____

Rubric of Implementation (ROI)



LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
Rubric of Implementation (ROI)



School Name: _____

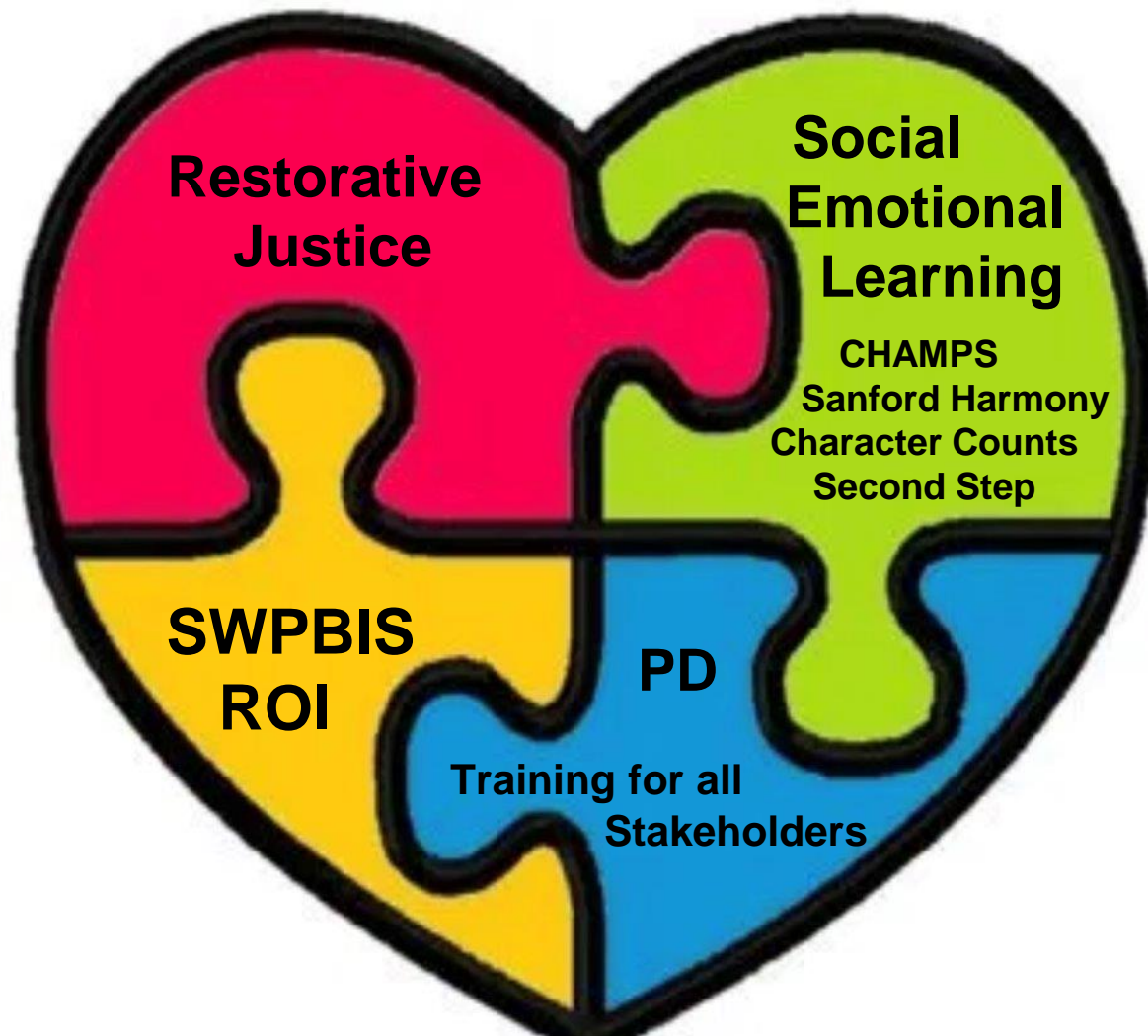
Date: _____

| Key Feature | 1 | 2 | 3 | 4 | Score |
|---|---|--|---|--|-------|
| 1. Administrative Leadership and Support | <input type="checkbox"/> Administrator(s) does not actively support the SWPBIS process. | <input type="checkbox"/> Administrator(s) supports the process but is not as active as the rest of the team. | <input type="checkbox"/> At least one school administrator is a member of the SWPBIS / Discipline Review Team. <input type="checkbox"/> SWPBIS is on the agenda at some faculty meetings. <input type="checkbox"/> SWPBIS is addressed in some staff and parent newsletters. <input type="checkbox"/> School data is reviewed during SWPBIS/Discipline Review Team meetings. | <input type="checkbox"/> At least one school administrator is an active participant on the SWPBIS Discipline Review Team. <input type="checkbox"/> Review school data during SWPBIS meetings with the Discipline Review Team Members. <input type="checkbox"/> SWPBIS is on the agenda at all faculty meetings. <input type="checkbox"/> SWPBIS is addressed in all staff, parent newsletters or school website, etc. | |
| 2. Team-Based Implementation | <input type="checkbox"/> No SWPBIS / Discipline Review Team is established | <input type="checkbox"/> A SWPBIS / Discipline Review team is established and | <input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Education Teacher, | <input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Education Teacher, Special Education Teacher, | |

- Implementation of SWPBIS at your school is measured by the ROI
- Identify where in the ROI it specifically identifies restorative justice strategies and practices
- Think about what the identified restorative justice strategies and practices look like at your school site
- Discuss with someone at your table

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

How does Restorative Justice fit in?





What is Restorative Justice?

Restorative Justice is a philosophy and approach to discipline that moves away from punishment, toward restoring a sense of harmony and well-being for all those affected by a hurtful act

- It provides families, schools, and communities a way of ensuring accountability, while at the same time breaking the cycle of retribution and violence
- It is based on a view of resilience in students and their ability to solve problems, as opposed to the youth themselves being the problems adults must fix
- It focuses, not on retribution, but on reconnecting severed relationships

Restorative Justice

9 Key Practices

Restorative Justice Practices

Affective Statements (schoolwide)

Restorative Questions (schoolwide)

Restorative Language (schoolwide)

Community Building Circles (selected)

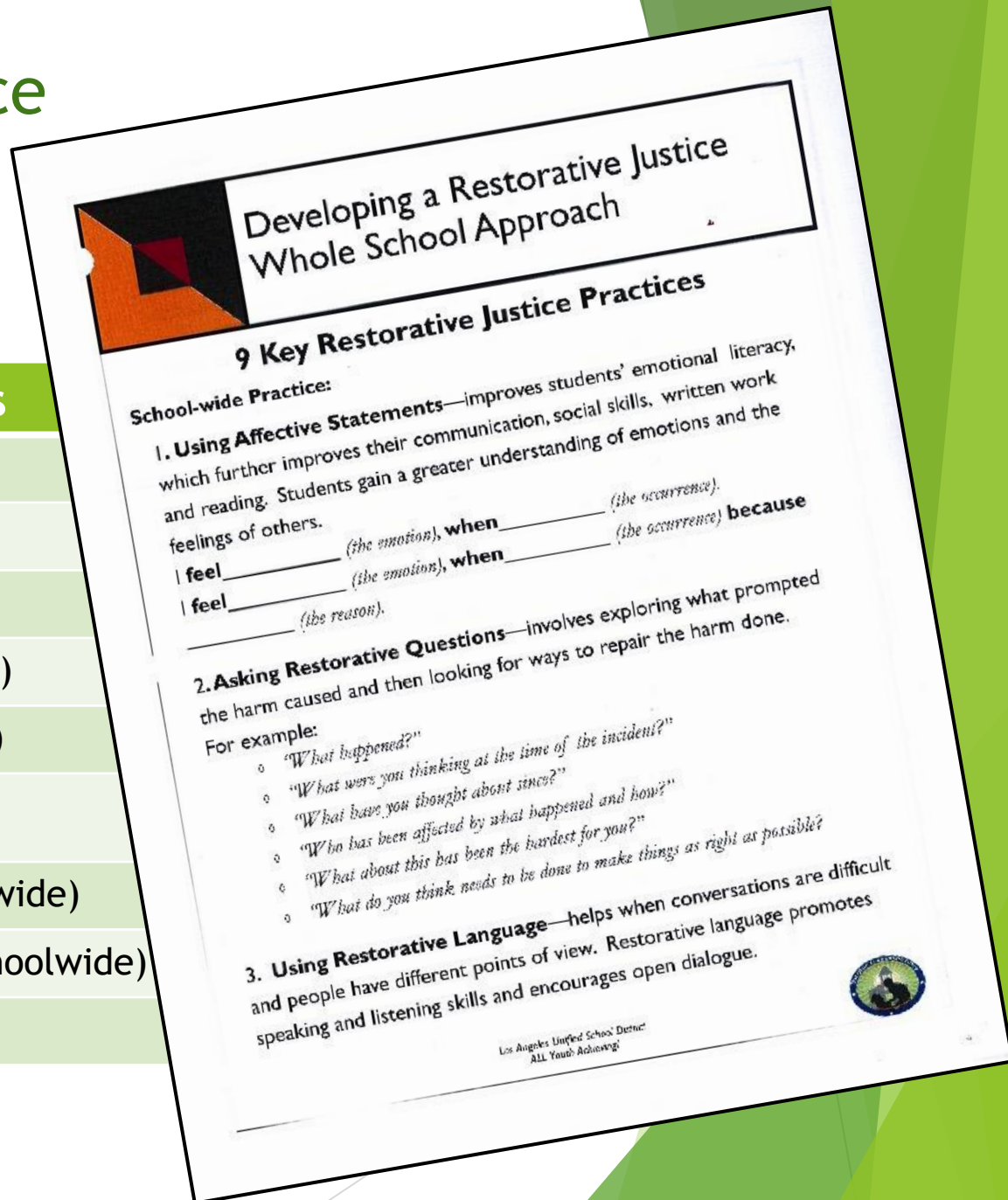
Repairing the Harm Circles (selected)

Restorative Conferences (targeted)

Restorative Staff Community (schoolwide)

Restorative Practices w/ Parents (schoolwide)

Re-Entry Circles (targeted)



Real-World Application of 9 Key Restorative Justice Practices

Scenario: Students are working in groups on a math activity and Angela says to Nicole, "That's a stupid idea. Only you would think of something that lame." Nicole responds and says, "If you say something else disrespectful, I am going to knock your teeth out!" Angela jumps out of her seat and pushes Nicole and a fight ensues. The teacher calls for assistance and you, the principal, respond.

Background Information:

Angela: This is her first week at this school, she was enrolled by her foster parents who she has lived with for 3 months.

Nicole: She has exhibited problems in the past with controlling her temper with other females.

DIRECTIONS: Collaborate with the people at your table, indicate how you would resolve this issue, applying the 9 Key Restorative Justice Practices. These practices can be applied before, during, and/or after the scenario takes place. What would you say and/or do?



| Key Practice | Example (Describe when and how you would implement the key practice. Use detailed examples.) |
|---------------------------------|--|
| 1. Using Affective Statements | |
| 2. Asking Restorative Questions | |
| 3. Using Restorative Language | |
| 4. Community Building Circles | |
| 5. Repairing the Harm Circles | |
| 6. Restorative Conferences | |

Restorative Justice in the Elementary Classroom (EEC)



Contact Information

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Office: (213) 241 - 1919

LAUSD website: [Achieve.lausd.net/restorative justice](http://Achieve.lausd.net/restorative%20justice)

LD Central website: Achieve.lausd.net/Page/14967

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Evaluations!!!