



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 F



LOS ANGELES UNIFIED SCHOOL Policy Bulletin

TITLE:

Discipline Foundation Police
Behavior Intervention and

NUMBER:

BUL-6231.0

ISSUER:

Michelle King, Senior De School Operations

Earl R. Perkins, Assistant School Operations

DATE:

February 14, 2014

PURPOSE:

The Los Angeles Unified with a rigorous education ready and productive m schools with climates that relationships that enhand preschooler through adult welcoming environment. free from disruption and of

This bulletin provides gu developing, refining, and behavior support and inte relating to school discipl Discipline Policy and Sch

MAJOR CHANGES: This Bulletin replaces Bu Wide Positive Behavior S reorganization and the im School Climate Bill of Ri

GUIDELINES:

I. BACKGROUND

In 2007, the Dis resulted from a B Policy served as the to discipline and se

On May 14, 2013, 2013 School Disc resolution requeste utilize alternatives by 2020, develop alternative to tradi



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 educational program, which prepares them to be college or career 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. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

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 5chool Discipline Policy and School Climate Bill of Rights.

MAJOR CHANGES: This Bulletin replaces Bulletin 3638.0 — Discipline Foundation Policy: School-Wide Fositive 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:

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

BUL-6231.0

Page 1 of 15 February 14, 2014

Alternatives to

Instructional Area

Administrator of

Principals

Counselors

School Staff

Deans

Operations Instructional Directors

Assistant Principals

Suderintendents

Operations Coordinators

LOS ARRIGAS UNIVERS SCHOOL DISTRICT
Office of the Septembers school Operations
ER II AND TIER IN INTERVENTION SUPPORTS AND ALTERNATIVES TO SUSPENSION

Alog: Tableoid Walder Francisco Soldwarder Soldwarders and Tanggerd (2007/100) is a revenant's lineared, Sulphy-effective againsts for along students' (visit, emedication, and academis issuerenge with that improve and inclines administrate administration of visit of tradeology of all students's to creat the support students in propriets behavior, all schools are requestable to solved, a longitude with a support of tradeology of the sulphy of the

to supersion is prevention. Tel 1 is built on a strong community and school connection that engages all statefacilit isom and community members; in the development of informat borns and expectations. WHIST is the explicit teachs often of antibilitied norms, the const, additional support may be members.



In an and model school mile pooline behavior expectations and provide hooling relectionment, recognition and models for all students

Effective instruction and classroom
 Collaboration with families

 Affice representation of entirety
 Connection will be utilized for students in a consistent and age appropriate mar (c). Estagory to discuss to when called in at trial. This gaids provides timed all gar life or or of gaided specifics that help the purities reflect in one planes that

under E.C. 400% (c) (Catalogue) admissed or also colors in min. This guide another time debrustions which fees that occuping their and guide guide or of guide granters that has the most relation on system that may have been extended on the section of the sectio

 Imply operational and interestable delan-release in large-color for including with features from the colored and colorage colored in Taylor I - Taylor could with colored in Taylor I - Services delands in the Colored in Taylor I - Market and the colored in the Colored in Colored in



Apply approximate and inclinational applications on approximate the second application and the second applications are applicated as a second application and applications are applicated as a second application and applications are a second applications and applications are a second applications and applications are a second appl

DFP Complaint Form

N.		printed physical and
100	COMPLAINT FORM	
	0	
New		
Address:		
UN	two	Spinier
Fitner No.	Make Table	
htsd:		
CONTACT		
School's Name		
Principal Nation		100
CONTARRECTORISMENTS	AL.	
University and the Transmit is not used the part of the subset than it is the subset than it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in it is in in is in in in is in in in in in in in in in in	which to person the following finish expension is not used to the soft there is obtained on produce that my are not defined any language months and not used with finishing to shade shallood along the day of the shade shallood along the day of the shade shallood along the color of the shade shallood along the color of the shade shallood along the color of the same to the shallood along the color of the same to the shallood along the color of the same to the same the same that	Profite Salamon Shareston or oth and a research out system or p of contents on the patient contents,
Printed colored street, but may be	to helpful in recovering and complete	-
TO GUEST & COMPLANT		
This form may be subsidied to order of the collection and	the Educational Source Codes 1 and a fig has heat to please 76	CTC), Administrator of Figures specificación sensió filo Educación
CALL STATE OF THE PARTY OF THE	State State Commission of the	MA. Technique (constant destri- tion to a constant destri-
Sections Associated the section		
Charles and the Martin Street.	a to the Section in colon and	and the same of the same of

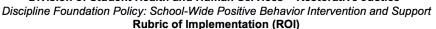
Rubric of Implementation (ROI)



School Name:

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Student Health and Human Services – Restorative Justice



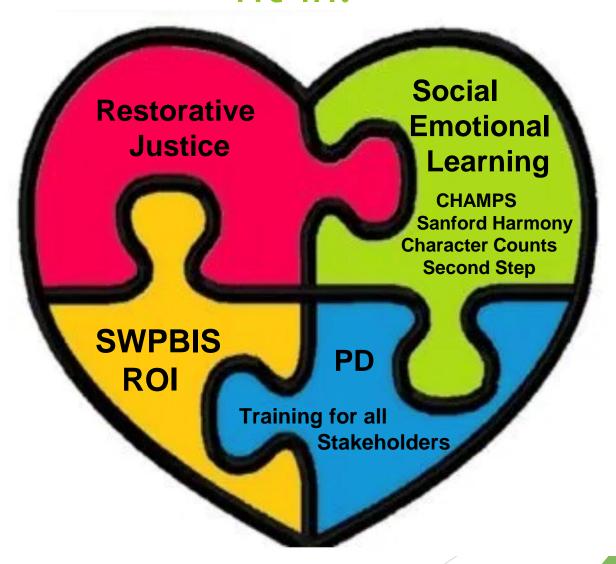
Date:



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

Developing a Restorative Justice Whole School Approach

9 Key Restorative Justice Practices

9 Key Res	amotional literacy.
Practice:	improves students emount written work
School-wide statements	unication, social skills, the
I. Using Affective	—improves students' emotional literacy, memory and skills, written work munication, social skills, written work are understanding of emotions and the
t which line	itel a

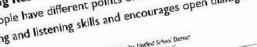
and reading. Students gain a greater understanding of em which further improves the

nd reading. Students gain a	(the occurrence).
feelings of others. (the emotion), whe	
	en
	what prompte
(the reason).	involves exploring what prompte

2. Asking Restorative Questions—involves exploring what prompted the harm caused and then looking for ways to repair the harm done.

For example:

- "What were you thinking at the time of the incident?" o What happened?"
- "What have you thought about since?" Who has been affected by what happened and how?"
- What do you think needs to be done to make things as right as passible? What about this has been the hardest for you?"
- 3. Using Restorative Language—helps when conversations are difficult and people have different points of view. Restorative language promotes speaking and listening skills and encourages open dialogue.





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	1 -
4. Community Building Circles	I
5. Repairing the Harm Circles	1
6. Restorative Conferences	£ '

Restorative Justice in the Elementary Classroom (EEC)



Contact Information

Maria Butler
Lead Operations Coordinator, LD Central
Email: murbin2@lausd.net

Restorative Justice Teacher Advisers (LD Central)
Tiffanee Brown

tmb5032@lausd.net

Dr. Alana Burton

axb0402@lausd.net

Raphael Lieberman

rxl8749@lausd.net

Lataska Pittman

lpitt1@lausd.net

Claudia Rojas

cxr3246@lausd.net

Office: (213) 241 - 1919

LAUSD website: Achieve.lausd.net/restorative justice

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

Evaluations!!!