Restorative Justice

Introductory Manual

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MESSAGE FROM THE DIRECTOR

Dear Administrators, Teachers and School Staff Members:

We enter this school year with enthusiasm and resolve as we focus on continually improving the climate and culture of our schools with the implementation of Restorative Justice in our schools. Our District-wide goal of All Youth Achieving is attainable. Restorative Justice practices work effectively to keep students engaged and connected in the school community. The restorative approach focuses on building a safe, inclusive, respectful climate and culture in schools. This approach recognizes the importance of strengthening student connectedness to teachers, peers and schools, through relationship and community-building, and through restorative, rather than punitive, approaches to discipline.

Restorative discipline practices promote empathy, self-understanding and a strong sense of accountability, in which students learn from their misconduct, understand the impact of their actions on others, and have opportunities to repair the harm they have caused through misbehavior. In a restorative school culture, educators find ways to keep students engaged within the school community when there is misconduct, rather than isolating them or removing them from schools. The restorative approach helps to build and maintain student empowerment, self-worth and connectedness to adults, which enhances both student learning outcomes and community cohesion.

The use of Restorative Justice practices helps create a restorative school climate with the goal of keeping young people connected and engaged in school. Los Angeles Unified School District schools are beginning to implement Restorative Justice practices and are already seeing the effectiveness of this approach with significant decreases in student misconduct resulting in a marked decrease in the number of office referrals and suspensions. For example, one school showed a significant reduction in office referrals in the first two months; another school noted a marked decrease in incidents relating to girl-to-girl gossiping in the first three months; while another school noticed that students demonstrated signs of being more friendly and caring on the playground after a few weeks of community building circles.

As we begin this exciting journey into creating school climates that are even more engaging and accommodating to students’ social-emotional needs, Restorative Justice Unit - Student Health and Human Services is pleased to provide training and workshops for administrators, teachers and staff to learn about and practice the principles, skills, strategies and tools of Restorative Justice. It is our belief that our training, preparation and collective wisdom will propel us forward into establishing even more positive school environments that support all students in every aspect of their well-being.

Best wishes,

Deborah D. Brandy
Deborah D. Brandy
Director, Restorative Justice
School-Wide Positive Behavior Intervention & Support

and RESTORATIVE JUSTICE

9 Norms of Collaboration
that will help us focus in this discussion:

1. Presume positive intentions
2. Pay attention to self and others
3. Paraphrase for understanding
4. Pursue a balance between advocacy and inquiry
5. Pause before speaking
6. Put ideas on the table
7. Probe gently with open-ended inquiries
8. Place your cell phone on silent
9. Put away laptops, iPads, and other technology equipment

OUR GOAL

To provide information about School-Wide Positive Behavior Intervention & Support and introduce Restorative Justice practices to be implemented in LAUSD schools.

EXPECTED OUTCOME

Participants will gain deeper understanding of School-Wide Positive Behavior Intervention & Support. Participants will be able to understand the language of Restorative Justice, its guiding principles, applications and its use in the school setting.
In May 2013, the Board of Education adopted the School Discipline Policy and School Discipline Bill of Rights Board Resolution that includes specific requirements with emphasis on the development and implementation of the Restorative Justice practices as an alternative to traditional school discipline.

The Office of School Operations, in collaboration with various divisions, provides a continual focus on the following major projects to ensure and fulfill the Board Resolution requirements:

1. Modified LAUSD policies and procedures related to discipline and suspension in accordance with state law.

2. Aligned current policies to support advanced alternatives to traditional school discipline and suspension through:
   b. Augmentation of the role of the SWPBIS Task Force.
   c. Development and reinforcing of the objective of the Discipline Matrix.
   d. Establishment of the School Climate Bill of Rights - distributed and posted on District campuses.
   e. Providing Restorative Justice practices as an alternative to traditional school discipline.
   f. Reviewing, evaluating, and updating of current School Police policies, practices and trainings.
   g. Establishing a SWPBIS complaint process for students and parents.
   h. Securing an independent SWPBIS auditor.

3. By analyzing required discipline, arrest and citation data.

4. By providing training and monitoring.

5. By Charter Schools implementing the policy.
The LAUSD Restorative Justice Implementation Rollout Map

RESTORATIVE JUSTICE TRAINING PLAN

COHORT 5
142 schools
- Training in RJ Tier I
- Community Building Circles
- Empathy and Team Building
- Defusing Disruptive Behavior

COHORT 4
162 schools
- Training in RJ Tier II/Tier III
- Repairing the Harm and Re-Entry Circles

COHORT 3
184 schools
- Training in RJ Tier II/Tier III
- Repairing the Harm and Re-Entry Circles

COHORT 2
146 schools
- Training in RJ Tier II/Tier III
- Repairing the Harm and Re-Entry Circles

COHORT 1
149 schools
- Training in RJ Tier II/Tier III
- Repairing the Harm and Re-Entry Circles
Complete the first two columns. Take 3 minutes to write what you know about Restorative Justice, and what more you would like to know. We will review and write what we learned later in the session.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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**Think – Pair – Share Dialogue**  
(5 minutes)

*Turn to your elbow partner for a quick think-pair-share regarding what you know, want to know and what you would like to learn about Restorative Justice.*
Do a Quick – Write and answer the following. We will discuss our responses later in the session.

What is Justice?

What is Restorative Justice?

Why should schools use Restorative Justice practices?
What is Restorative Justice?

Definition of **RESTORATIVE JUSTICE**

**NOUN**

*Restorative Justice* is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible.

*Howard Zehr, 1990*

**RESTORATIVE JUSTICE** in Schools

*Restorative Justice* is a philosophy and an approach to discipline that moves away from punishment toward restoring a sense of harmony and well-being for all those affected by a harmful act. It provides families, schools, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability 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 and re-empowering individuals by holding them responsible. This approach acknowledges that, when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing.

*Jon Kidde & Rita Alfred, Restorative Justice – A working Guide for our Schools, 2010*
Restorative Justice (RJ), which emphasizes repairing the harm for all involved, has been beneficial as research indicates that RJ has led to safer and healthier school communities worldwide. The philosophy behind Restorative Justice reflects a way of being and relating to others. RJ is not intended to be another initiative imposed on schools. Nor, is the effort intended to replace research-based programs, like Second Step, Tribes, Character Counts, Too Good for Drugs, and others that help promote restorative practices.

Indeed, Restorative Justice schools shift from a traditional style of discipline that often alienates to a caring, restorative model that encourages accountability and allows for healing. The plan contains three key parts:

- to strengthen community
- to repair harm
- to re-integrate students who have been suspended, truant, expelled, or incarcerated

This framework encourages an equitable school environment that allows students to bring their cultural values into the classroom. A classroom with shared values and guidelines provide students with a sense of belonging; students are less likely to be disruptive. A caring community and a positive school culture create the foundation for children and adults to make the paradigm shift to Restorative Justice.

Restorative Justice

The following principles reflect the values and concepts for implementing Restorative Justice practices in the school setting.

- Acknowledge that relationships are essential to building a successful school community.
- Ensure equity of voice among all members of the community. Everyone is valued, everyone is heard.
- Sets high expectations while offering supports emphasizing doing things “with,” not “to” or “for” others who have harmed someone in the community.
- Build systems that address student misconduct and harm in a way that strengthens relationships and focus on the harm done rather than focusing on the rule broken.
- Engaged in collaborative problem solving.
- Enhance responsibility and empowers change and growth in all members of the community.
Restorative Justice uses a range of practices to manage student behavior. Examples include:

- Informal restorative conversations and restorative inquiry through restorative mediation
- Community Building Circles
- Restorative conference circles

The term Restorative practices used in education means: Restoring good relationships when there has been conflict or harm, and building community that reduces conflict and harm.

Restorative Justice offers a framework where existing good practices can grow and develop.

Such approaches provide effective methods to building community and responding to student misconduct. These practices help students understand consequences that lead to reducing the frequency and severity of inappropriate behavior.

Restorative language, Restorative questions, Affective Statements, and Restorative conversations promote speaking and listening skills, as well as encourage open dialogue.

Restorative language also can help when conversations are difficult and people have different points of view. (Please record unfamiliar terms in The Language of Restorative Justice section at end of this manual)

Restorative questions involve exploring what prompted the harm caused and then looking for ways to repair the harm done.

For example:

1. “What happened?”
2. “What were you thinking at the time of the incident?”
3. “What have you thought about since?”
4. “Who has been affected by what happened and how?”
5. “What about this has been the hardest for you?”
6. “What do you think needs to be done to make things as right as possible?”
The following 3 steps will assist in the construction of an affective statement when responding to behavior either to reinforce positive behaviors or re-direct misconduct with any member of the school community:

**STEP 1:** Self-identify what you are feeling or how you are impacted = self-awareness

**STEP 2:** Self-identify the specific action or behavior that you are responding to = separate the doer from the deed.

**STEP 3:** Bring step 1 and 2 together in an authentic expression to validate your feeling or how you are impacted by the specific behaviors or actions you are reinforcing or redirecting.

Example: “John, I get very distracted when you continuously tap your pencil on the table. It makes it difficult for me to concentrate.”

**Restorative questions** lead to **Restorative conversations** which take place between staff, teacher and a student, or an adult staff member and a student, following an incident that caused concern to one or more people. Such dialogue replaces a punitive response to student misconduct and promotes a way of listening and responding to other points of view. It also involves using open body language and listening with empathy. The listener takes a neutral perspective and aims to help the individual take responsibility for his/her actions and identify what needs to be done to make things as right as possible.

**Affective Statements** can be used at any time. Using affective statements will improve the school communities emotional literacy, which further improves communication, social skills, written work and reading. When the school community uses affective statements they gain a greater understanding of emotions and the feelings of others.

Affective statements tell the listener, how the person feels and why it makes them feel that way. These are also called “I” statements and when used effectively, they can effectively reinforce positive actions and explain feelings without assigning blame or shame.

\[
\text{I feel} \quad \ldots \ldots \quad \text{when} \quad \ldots \ldots \quad \text{because} \quad \ldots \ldots
\]

It is important that adults model these every day in their interactions with students. Instead of saying, “Thanks for sharing your ideas”, we might say, “I am very happy that you shared your ideas with the class.” In circle, an example of an “I” statement might be, “I feel disappointed when people talk without the talking piece because we all agreed at the start of circle to only speak when you have the talking piece.” This example demonstrates how an affective statement expresses how a person feels and the reason they feel that way. Affective statements are an effective way to teach students how to express their emotions appropriately.

The following 3 steps will assist in the construction of an affective statement when responding to behavior either to reinforce positive behaviors or re-direct misconduct with any member of the school community:
Considering the needs of students when addressing them is an essential element in establishing relationships. Taking responsibility for your own feelings rather than imposing your feelings on others will keep the lines of communication open. For example, instead of criticizing or scolding a student, an affective teacher communicates how the student’s behavior makes him/her feel. The purpose of affective statements is for people to learn how their specific behaviors impact those around them – it is not for the purpose of them having to carry the load of everyone’s feelings – this is important, especially for our students who have experienced severe or complex traumas in their lives.
Developing a Restorative Justice Whole School Approach

To effectively implement school-wide restorative practices, schools must:

- Establish a commitment - readiness by the school leadership team to understand and support the implementation of Restorative Justice practices.

- Have a vision which is supported by planning and training for effective implementation and sustainability.

- Schedule high quality training provided by the Central Office and Local District staff that includes:
  - Introduction/Awareness
  - Empathy and Team Building
  - Defusing Disruptive Behavior in the Classroom
  - Community Building Circles
  - Harm and Re-entry Circles

- Engage all school stakeholders, students, parents and staff in understanding what Restorative Justice practices are and how they promote a positive school climate.

- Monitor how Restorative Justice approaches are used and evaluate and celebrate success.

The following 9 Key Practices promote successful implementation of school-wide Restorative Justice:

<table>
<thead>
<tr>
<th>9 Key Restorative Justice (RJ) practices</th>
<th>Level of Implementation</th>
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<tbody>
<tr>
<td>1. Affective Statements</td>
<td>School-wide practice</td>
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<tr>
<td>2. Restorative Questions</td>
<td>School-wide practice</td>
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<td>3. Restorative Language</td>
<td>School-wide practice</td>
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<tr>
<td>4. Community Building Circles</td>
<td>Selected</td>
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<td>5. Harm Circles</td>
<td>Selected</td>
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<td>6. Restorative Conferences</td>
<td>Targeted</td>
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<td>7. Restorative Staff Community</td>
<td>School-wide practice</td>
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<td>8. Restorative Practices with Parents</td>
<td>School-wide practice</td>
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<tr>
<td>9. Re-entry Circles</td>
<td>Targeted</td>
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</table>

These 9 key practices are essential for school-wide Restorative Justice implementation. It is important that all school staff is aware of the practices and understand what they are; level of implementation will be defined as follows:

- School-wide includes all staff that interacts with students.
- Selected: Administrators, teachers, counselors etc.
- Targeted: Selected to facilitate a specific key element.
The goal of an introductory session is to provide awareness training to schools in Restorative Justice practices that support Community Building activities in the school community. For the purpose of this introductory manual we will focus primarily on Tier I Community Building Circles and provide some examples of Tier II strategies. Tier III, Re-Entry Circles, will be discussed in detail during your school’s scheduled year of training and implementation of Restorative Justice. (For a list of school implementation dates, please visit www.dfp.lausd.net).

THE 3 TIERS OF RESTORATIVE JUSTICE PRACTICES:

**TIER 1** *(universal)*

*Community Building Circles* through strengthening relationships among all stakeholders and creating shared values and guidelines.

**TIER 2** *(targeted)*

*Harm Circles* when misconduct happens – implementation of “harm circles” as a response to disciplinary issues in a restorative manner, and making things as right as possible for the harmed and harmer.

**TIER 3** *(intensive)*

*Re-entry Circles* for the harmed and the harmer following suspension, truancy, expulsion or incarceration, with the purpose of reducing isolation and increasing safety and belonging.
<table>
<thead>
<tr>
<th>1. <strong>Restorative Justice is a way of thinking</strong> and responding to conflict. Restorative Justice is concerned with making things as right as possible for all involved.</th>
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<tr>
<td>2. Restorative Justice recognizes that responding to conflict is important and a way of building safe and healthy school environments.</td>
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<td>3. Restorative Justice is not permissive. It promotes that school communities work cooperatively and constructively with conflict at the earliest possible time before it escalates.</td>
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<td>4. Restorative Justice recognizes that violations of rules are also indicators of transgressions and offenses against person, relationships and community.</td>
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<td>5. Restorative Justice addresses the harms and needs created by and related to conflict, disputes and misconduct.</td>
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<td>6. Restorative Justice holds the harmed and the harmer accountable to recognize harm, repair wrongdoing as much as possible and creates trust in the community.</td>
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<tr>
<td>7. Restorative Justice empowers the harmed, harmer, and the school community to participate in recognizing harm done, repairing relationships and creating safe and healthy environments.</td>
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<td>8. Restorative Justice repairs relationships and reintegrates the harmer back into the school community.</td>
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<td>9. Restorative Justice promotes maximum use of voluntary and cooperative participation to repair harm.</td>
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<tr>
<td>10. Restorative Justice promotes administrators and school staff to provide oversight, assistance and support when individuals are not cooperative.</td>
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<td>11. Restorative Justice is measured by its outcome, not just the process. Do the harmed emerge from the Restorative Justice response feeling respected and safe? Are the participants motivated and empowered to make things as right as possible? Did the harmer take responsibility for their actions? Are the responses by staff, community and individuals respectful, reasonable and restorative for everyone?</td>
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<tr>
<td>12. Restorative Justice recognizes and encourages the role of community to work cooperatively to build a positive environment.</td>
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Research reveals that school districts that have adopted Restorative Justice practices have tended to start with a small group within a school, moving towards School-wide implementation. At the district level, implementation adopted Restorative Justice practices within policy as an alternative to suspension and as an approach to creating positive school environments. It has been suggested that an implementation plan could range from three to five years focusing on key areas. Monitoring progress is essential to whole school implementation which ultimately culminates with an official recognition of the school having successfully adopted a Restorative Justice approach.

Once a school begins implementing Restorative Justice practices, the following suggestions are made for implementation and sustainability:

- Identify the leaders.
- Provide an introductory professional development (provided by ESC/School Operations staff).
- Schedule whole staff training is encouraged (teaching and non-teaching staff including school police).
- Plan informational workshops for parents and community members.
- Identify support staff person to conduct harm circles.
- Maintaining cohort of highly skilled school-based facilitators.
- Developing a school Discipline Plan that aligns with the Discipline Foundation Policy that incorporates Restorative Justice approaches.
- Monitoring implementation progress and evaluating impacts.

To affect sustainability there must be the following variables:

- School personnel identifies value outcomes as targets for the change process.
- Practices that may produce those outcomes are identified and adopted.
- School personnel implements the critical features of the practices with fidelity. Accurate and consistent change in adult behavior is a key component of the model because it is the mechanism by which valued outcomes (change in student performance) are achieved.

To sustain implementation of variables there must be the following:

- **Effectiveness** – of a practice is directly related to its fidelity of implementation and potential impact. Before a change in outcome can be expected, practices should be implemented initially with a high degree of fidelity and stability.
- **Efficiency** – describes the relationship between effectiveness and the effort required to produce effects; that is weigh the cost of continued implementation with the benefits of outcomes.
- **Priority** – is essential to retain the support initially offered by stakeholders, including administrators, school personnel and families.
Schools working towards Restorative Justice school cultures should:

- Focus primarily on relationships and secondarily on rules.
- Give voice to the person(s) harmed.
- Give voice to the person(s) who caused the harm.
- Engage in collaborative problem-solving.
- Enhance responsibility.
- Empower change and growth.
- Plan for restoration.
Restorative Pedagogy

Teaching is an act while pedagogy is both act and discourse. Pedagogy encompasses the performance of teaching together with the theories, beliefs and controversies that inform and shape it...pedagogy connects the apparently self-contained act of teaching with culture, structure and mechanisms of social control.

In the book, *The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning*, Belinda Hopkins espouses the philosophy of Restorative Justice and the principles and practices of a whole-school restorative approach. The key to a restorative classroom is to develop a relational and restorative pedagogy with the intention that in every classroom in a school what is taught and how it is taught, whether academic, practical or social, is informed by a consistent and congruent approach based on the notion of developing relationships and connections.

The premise of Restorative Justice is that misbehavior is a violation of people and relationships rather than a violation of a law or a rule (Zehr, 1990). The three main goals of Restorative Justice are

1. Accountability
2. Community Safety
3. Competency Development (Burke & Ashley, 2009)

The Common Core State Standards (CCSS), when fully implemented, have a profound effect on education in our classrooms because they emphasize what students should learn in school so they will be prepared for college and careers. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

Educators who are familiar with the LAUSD Teaching and Learning Framework will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. The centerpiece of the Framework is student engagement, which is defined not as “busy” or “on task,” but as “intellectually active.” Learning activities for students may be “hands-on,” but they should always be “minds-on.” Furthermore, the hallmark of highly-proficient level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.
# Common Core State Standards
## English Language Arts

### Speaking and Listening Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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<th>Kindergartners:</th>
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<th>Grade 2 Students:</th>
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<td><strong>Comprehension and Collaboration</strong></td>
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| 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
   b. Continue a conversation through multiple exchanges. | 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
   c. Ask questions to clear up any confusion about the topics and texts under discussion. | 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.  
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| **Presentation of Knowledge and Ideas** | **Presentation of Knowledge and Ideas** | **Presentation of Knowledge and Ideas** |
| 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
   a. Understand and follow one-, two-, and three-step oral directions. | 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
   a. Give, restate, and follow simple two-step directions. | 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
   a. Give and follow three- and four-step oral directions. |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| **Description of Skills and Applications** | **Description of Skills and Applications** | **Description of Skills and Applications** |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
   a. Memorize and recite poems, rhymes, and songs with expression. | 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
   a. Plan and deliver a narrative presentation that recounts a well-organized event, includes details, reflects a logical sequence, and provides a conclusion. |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 16 and 19 for specific expectations.) | 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 16 and 19 for specific expectations.) |
## Speaking and Listening Standards K-5

### Comprehension and Collaboration

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<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
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<tr>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
</tr>
</tbody>
</table>

| 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Paraphrase portions of a text read aloud of information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Summarize a written text read aloud of information presented in diverse media and formats, including visually, quantitatively, and orally. |

| 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 3. Identify the reasons and evidence a speaker or media source provides to support particular points. | 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. |

### Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</td>
<td>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver a narrative presentation that relates ideas, observations, or recollections, provides a clear context and includes clear insight into why the event or experience is memorable.</td>
<td>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver an opinion speech that states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</td>
</tr>
</tbody>
</table>

| 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |

| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.) | 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 20 and 21 for specific expectations.) | 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 20 and 21 for specific expectations.) |
## Common Core State Standards

### English Language Arts

#### Speaking and Listening Standards 6-12

The following standards for grades 6-12 offer a focus in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
</tr>
<tr>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
<td>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
<td>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
</tr>
<tr>
<td>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
<td>d. Acknowledge new information expressed by others and, when warranted, modify their own views in light of the evidence presented.</td>
</tr>
<tr>
<td>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
<td>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</td>
<td>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
</tr>
<tr>
<td>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td>3. Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
<td>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
</tr>
</tbody>
</table>

### Speaking and Listening Standards 6-12

#### Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade 6 Students:</th>
<th>Grade 7 Students:</th>
<th>Grade 8 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>a. Plan and deliver an informative/explanatory presentation that develops a topic with relevant facts, definitions, and concrete details, uses appropriate transitions to clarify relationships among main ideas and themes, uses appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>a. Plan and present an argument that supports a claim, acknowledges countering arguments, organizes evidence logically, uses words and phrases to create cohesion, uses appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>a. Plan and present a narrative that establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</td>
</tr>
<tr>
<td>5. Include multimedia components (e.g., graphics, images, video and sound) in presentations to clarify information.</td>
<td>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
<td>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
</tr>
<tr>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 43 for specific expectations.)</td>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 49 for specific expectations.)</td>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 55 for specific expectations.)</td>
</tr>
</tbody>
</table>
# Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## Grades 9-10 Students:

### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensuses, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   - Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically using appropriate eye contact, adequate volume, and clear pronunciation, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations).
   - Plan and deliver an informative/explanatory presentation that presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain-specific vocabulary and provides a conclusion that summarizes the main points. (6th or 10th grade)

## Grades 11-12 Students:

### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   - Propose conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically using appropriate eye contact, adequate volume, and clear pronunciation, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations).
   - Plan and deliver a reflective narrative that explores the significance of a personal experience, event, or concept, uses sensory language to convey a vivid picture (includes appropriate narrative techniques, e.g., dialogue, pacing, description), and draws connections between the specific incident and broader themes. (11th or 12th grade)

## Speaking and Listening Standards 6-12

### Grades 9-10 Students:

### Presentation of Knowledge and Ideas

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 45 for specific expectations.)

### Grades 11-12 Students:

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 45 for specific expectations.)
Your "3-Brains-in-One" Brain

Background

The triune brain theory suggests that the human brain is actually three brains in one: the reptilian complex, the limbic system and the neocortex. Each of these developed over time as humans evolved, and each brain serves a distinct purpose in total brain and human functioning. The triune brain theory assumes that these brains take turns dominating the others while the others serve as "backup support." The notion that education influences which brain dominates the focus can help to motivate students.

Brain Research

The reptilian part of the brain is referred to as the basic survival part of the brain. This regulates the automatic body functions we have and is where the basic instinct for survival comes from, such as fight or flight response. The limbic system (mid brain), which includes the amygdala, is related to mood, hormonal functioning and the processing of emotions. This is where we feel our feelings. The neocortex is the thinking, creating and mediating part of the brain. Learning and making choices even in the face of strong emotions takes place in this region of the brain.

Functioning of the Brain and Restorative Justice

We know that when a student feels any intense emotion, such as fear, anger or grief, the feeling part of the brain takes over and the neuro-receptors in the neocortex related to learning shut down. No matter how effective the teaching in the classroom is, if a student is experiencing a sense of anxiety, for example, that student will have a difficult time focusing on learning. Many students come to school having experienced some kind of trauma in the past. Restorative Justice Community Building Circles provide an opportunity for students to get to know each other and their classmates, which promote the development of positive relationships for all involved. This helps to create a sense of safety in the classroom which can help students to feel calmer when they come to school and be able to focus on learning. In addition, when students are experiencing an intense emotion, such as anger, but have not developed a strong sense of empathy, or the ability to understand the connection between their “thinking-feeling-action” patterns, it becomes difficult for students to mediate this emotion and impulsive, harmful behavior towards others can occur. Restorative Justice practices help students develop a stronger sense of empathy towards others and learn about the connection between their thoughts, feelings and actions so that they are able to learn how to mediate their behavior, even in the face of strong emotions.
Let’s do a Quick Quiz to see how much you remember about Restorative Justice. Work with your elbow partner to complete the maze below.

**Restorative Justice is a set of** ____________ **used by the Los Angeles School District to build** ____________ **and respond to student** ____________, **with the goals of** ____________ **harm and restoring** ____________ **between the** ____________ **and the** ____________. The Restorative Justice model is a ____-tiered model of ____________, ____________, and ____________ in response to conflict/harm. Restorative ____________ practices foster ____________ school ____________, with the goal of eliminating disproportionate ____________ practices.**

**How many did you get correct out of 15? Give yourself 5 points for every correct response.**

<table>
<thead>
<tr>
<th>No. of correct answers</th>
<th>X 5 =</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**When discussing Restorative Justice, we use several words that begin with the letter “R.” How many can you think of?**

- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

**Were you able to identify at least 5 words? Give yourself 5 points for each RJ relevant word.**

<table>
<thead>
<tr>
<th>No. of correct answers</th>
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</tr>
</thead>
<tbody>
<tr>
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</table>

**Overall Score: ** ____________ **+** ____________ **=** ____________
The premise of Restorative Justice is that misbehavior is a violation of people and relationships rather than a violation of law or a rule.

<table>
<thead>
<tr>
<th>RESTORATIVE QUESTIONS</th>
<th>TRADITIONAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What happened?</td>
<td>1. What is the rule that was broken?</td>
</tr>
<tr>
<td>2. What were you thinking at the time of the incident?</td>
<td>2. Who broke the rule?</td>
</tr>
<tr>
<td>3. What have you thought about since?</td>
<td>3. How should they be punished?</td>
</tr>
<tr>
<td>4. Who has been affected by what happened and how?</td>
<td></td>
</tr>
<tr>
<td>5. What about this has been the hardest for you?</td>
<td></td>
</tr>
<tr>
<td>6. What do you think needs to be done to make things as right as possible?</td>
<td></td>
</tr>
</tbody>
</table>

To understand the harm and develop empathy for both the harmed and the harmer.

To listen and respond to the needs of the person harmed and the person who harmed.

To encourage accountability and responsibility through personal reflection within a collaborative planning process.

To reintegrate the harmer into the community as valuable, contributing member.

To create caring climates to support healthy communities.

To change the system when it contributes to the harm.
### Restorative Justice Approaches: A Comparative Look

<table>
<thead>
<tr>
<th>MISCONDUCT</th>
<th>TRADITIONAL DISCIPLINE</th>
<th>RESTORATIVE DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graffiti or property damage</strong></td>
<td>Get referred to law enforcement. Pay a court fee or fine.</td>
<td>Help clean, repair, restore, and/or make restitution for the damages.</td>
</tr>
<tr>
<td><strong>Putdowns, gossip, or interpersonal conflicts</strong></td>
<td>Spend time in detention.</td>
<td>Write a letter of apology to the individual(s) harmed; write a reflection paper on how it feels to be put down or gossiped about.</td>
</tr>
<tr>
<td><strong>Classroom disruption</strong></td>
<td>Be shamed in front of class by the teacher.</td>
<td>Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Request that peers hold her/him accountable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent shadowing</td>
</tr>
<tr>
<td><strong>Bullying younger students</strong></td>
<td>Sent to in-school suspension; have privileges removed.</td>
<td>Reflective behavioral journaling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individualized Student Safety Plan</td>
</tr>
<tr>
<td><strong>Fighting</strong></td>
<td>Out of school suspension.</td>
<td>Prepare and deliver a speech to a classroom or larger school assembly about how to negotiate with words rather than fists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make a presentation during advisory period on anger management and self-control.</td>
</tr>
<tr>
<td><strong>Theft</strong></td>
<td>Out of school suspension</td>
<td>Return the stolen items with a sincere verbal or written apology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pay for replacement of stolen item(s).</td>
</tr>
</tbody>
</table>
Guiding questions for schools working toward developing a Restorative Justice culture:

1. Focus primarily on relationships and secondarily on rules.
   - Does the proposed response go beyond focusing solely on policy violations? Is equal concern also being given to the harms experienced by individuals and the community?
   - What steps are being implemented to ensure the safety of the individuals involved while information is being gathered?
   - Have support people been identified, approved by, and provided for each person involved?
   - Are needed resources available for all persons involved, i.e., transportation, childcare, interpreter, etc.?
   - Has the issue of whether or not to maintain confidentiality within the process and the findings been addressed?
   - Are there mandated reporting issues?
   - How will information be shared more broadly if necessary?

2. Give voice to the person(s) harmed.
   - Does the response address the needs of the person harmed, both the immediate harmed as well as others who may be affected?
   - Does it allow an opportunity for those harmed to be part of the resolution?
   - Has the person harmed been asked what s/he needs?
   - Has the person harmed been asked what a just process would look like?

3. Give voice to person(s) who caused the harm.
   - Has the person who harmed been asked what s/he needs?
   - Does the response address the needs of the person who did the harm?
   - Does it allow an opportunity for those who harmed to be part of the resolution?
   - Has the person who harmed been asked what a just process would look like?
   - Engage in collaborative problem-solving?
   - Are the solutions being arrived at collaboratively, meaning that all those affected (or representatives of those affected) by the harm/incident are fully involved?
   - Are all participants represented at the decision-making table? Are all decisions reached collaboratively, with assurance that all voices are heard?
   - Given the imbalances that often exist between persons and institutions, have these been recognized, acknowledged, discussed, and addressed.

   - Are the solutions being arrived at collaboratively, meaning that all those affected by the same incident are fully involved? Are participants at the decision-making table? Are all decisions reached collaboratively, with assurance that all voices are heard?
   - Given the imbalances that often exist between persons and institutions, have these been recognized, acknowledged, discussed, and addressed.

5. Enhance responsibility.
   - Does the response help the person who harmed take responsibility for the harm caused, or does it focus primarily on punishment?
   - Does the person who caused the harm understand his/her actions have affected other people? If not, is there a plan in place that includes steps to assist the person in a process of understanding?
   - Is there an acknowledgement that some persons choose to resist change and need others to assist in making decisions regarding their accountability? The consequences in that case may need to be made or suggested by others involved in decision-making.

   - Does the response allow the person who harmed to be involved in the process of repair with a concern toward that individual’s growth and competency?
   - Has the individual acknowledged responsibility for the harm of his/her actions? If not, what steps should be taken to address ways of meeting and supporting that person’s need for growth and competency?

   - Does the response allow for the person who harmed, as well as the person harmed, to be supported and reintegrated back into the community?
   - Has the issue of accountability been appropriately addressed to the satisfaction of the person harmed?
   - Has a process been developed that ensures ongoing accountability if an agreement for next steps is reached?
   - Is there recognition that one possible solution is a “parting of ways,” in an effort to give primary consideration to the needs of the person harmed?
A **Community Building Circle** can be conducted in the classroom and everyone can sit on the floor or in chairs in a circle. A talking piece is used to direct the conversation. The circle keeper passes the talking piece in a clockwise direction. Whoever has the object has the floor, and everyone else listens. He or she may speak or pass the talking piece to the next person in the circle. The talking piece may be passed around the circle several times until all opinions are honored in the circle; there is no right or wrong answer.

**Structure**
Participants sit in a circle so that there is a sense of equality. Preferably, there are not tables or obtrusive objects inside the circle so that participants are open to each other.

**Centerpiece**
The centerpiece is a shared space in the middle of the circle. The centerpiece may include decorative materials such as clothes, plants, guidelines, values, or symbolic items.

Challenge students to look for community building activities in their school, neighborhood, state, or in the world, and share their observations during circle time.

**Talking Piece**
Encourage participants to create or find his or her own talking piece or make a class talking piece. Any object can be a talking piece, provided it is not too large, and has a meaning that is connected to ideas of community and caring. Participants can share their object and its meaning in the first go-around of the circle. Keep the pieces in a special place. Use one talking piece per circle.

**When holding the talking piece you show respect to the circle and to each other by:**
- Speaking from the heart;
- Speaking with respect (no name calling or put downs);
- Speaking briefly so that everyone will have time to speak;
- Speaking on the topic.

**Circle Keeper’s Role**
The Circle Keeper may summarize ideas that have been expressed, and pose other questions to be discussed. The Keeper may write ideas on poster paper so that participants can keep track of the discussion. The Keeper may open or close the circle session with a reading or poem about peace-making, community or hope.

**What Circle Keepers Do:**
- Organize
- Ask powerful questions
- Create
- Monitor
- Guide the process
- Lead by example
Circle Process: Core Guidelines

- Respect the Talking Piece
- Speak from your Heart
- Listen with your Heart
- Speak with Respect
- Listen with Respect
- Remain in the Circle
- Honor Privacy
1. **Opening**
A circle opens with an activity that marks the circle as a special space for community discussion and allows participants to check-in. Activities may include a quote, controlled breathing, music, chime, personal reading, or another activity.

2. **Guidelines**
Guidelines are reminders that define expectations for behavior while in circle in order to create a safe space and encourage openness. Common guidelines: Respect the talking piece, be present, speak & listen from the heart, speak & listen with respect, honor privacy.

3. **Values**

4. **Discussion**

5. **Storytelling**

6. **Closing**
A circle closes with an activity that helps participants to transition from circle space to outside life. Activities may include a quote, controlled breathing, music, chime, personal reading, or another activity.
Introducing the Talking Piece
Outlined below is a suggested script to introduce the “talking piece” to students while conducting a Community Building Circle. You may use these words or your own, to conduct, the conversation.

Circle Keeper: Welcome, everyone to circle.
Focus: (Invite people to breath—three breaths in and out.)
Circle Keeper Opening Remark: “A symbol is an object that can stand for more than one thing—it can have many meanings. A talking piece is like that. It can be an object or it can also represent other things not as tangible, not as specific. An apple is a piece of fruit, but it can also symbolize all fruit, health, or education. The talking piece can symbolize who we are as an individual. We can talk about who we are by telling the story of the talking piece, and what the parts mean.”

Other activities in a community building may include: meeting and getting acquainted, telling stories, addressing issues, making plans, sense of unity as a final round, and closing. Complete description of the Community Building Circle will be discussed at the Tier I professional development training.

Classroom Practices
School-wide 10-15 minute circle
Circle on Monday morning, check-in
Circle on Wednesdays, after lunch, check-up or student-led, student topics
Circle on Friday, check-out

All Teachers
Once a week send around the talking piece to share or teach or check-in
Once a class period, ask an empathy question
Once a class period, use an “I” statement
Once a month conduct SEAD: Stop Everything and Dialogue

All School Practice
Within the first six weeks of school, all students will have:
✓ Learned the Circle process, talking piece, center piece, and going in order
✓ Opening, closing, topics
✓ Shared their values in the classroom
✓ Developed their classroom common agreements and values

Students and Staff Will Have Voted On 5 to 10 School-Wide Values
Each classroom puts their values on poster paper
Values are posted in the lunch room on Value Day or listed online or on paper
Every student and staff votes on three to five values using three to five dots
A Wordle is made of all value words; the top three to five become the school-wide values
Posters are made for the top three to five school-wide values and posted in each classroom
The same process is done for school-wide common agreements
Teacher and administrators teach all students Restorative questions and making amends
Restorative Questions Are Posted Around School
Administrators, when addressing harm, will:
- Assess the readiness of all parties in using a Restorative response
- Use the Restorative questions in face-to-face meetings, if appropriate
- Involve teachers in face-to-face meetings

Continuum of Restorative Justice Practices Re-Directs and Mindful Responses
Thinking and breathing for adults:
- Count backwards from five before speaking.
- Take five: count backwards from five and think of one thing you appreciate about the student before speaking.
- Breathe in four counts, hold 10 counts, and exhale eight counts before speaking.
Ask the question to yourself, “What might have happened to this student that he or she acts this way?” before intervening.
Affirm to yourself, “This behavior is not about me,” before speaking.

Speaking
Start with an affirmation.
Start with a positive.
Start with an 'I' statement.
Start with “I want to help everyone to be safe here. I want you to feel safe.”
Start with “I want to talk to you but first I need to see how you and I are feeling.”
Start with "Let us breathe first and then talk."

Other Responses to Irritating Behaviors
“I am feeling restlessness in the class. I think we need a brain break! Let's do a little stretching.”
“I am having a hard time concentrating. I need a break. Let's stop and breathe--standing on one leg!”
“We need to listen more closely to each other. Circle up and let's make rain.”
“We need a break. Joke time!” (Use a kid friendly book of jokes or approve the joke at the beginning of the day.)

Classroom Circles
“I feel distracted from the lesson right now. I need to check in with you all about our classroom values. I will send the Talking Piece around. What value do you need to remember to help you focus on the lesson? I will start. I need to focus on......”
Or, “What common agreement do you think is important right now to continue learning?”
Or, “Let's check in. If you were a kind of weather, what would you be? (or) If you were an animal what would you be? What is one thing you can do now to help each other focus on the lesson at hand? Let’s make a list. What is one thing from this list that you can commit to doing for the rest of the day? Is there anything else anyone wants to say?”

Office Referral
“I am unable to take the time to sort this out with you right now. I want everyone to be safe, so we can all learn. I want you to go to the office to get some help. I will check back with Mr. Philips and with you to see if we can find a time to talk about what just happened and repair the harm.”
One of the beauties of teaching is that there is no limit to one’s growth as a teacher, just as there is no knowing beforehand how much your students can learn.

Herbert Kohl
School-Wide Positive Behavior Intervention and Support and Restorative Justice Practices

**SAMPLE STRATEGIES:**
- Individualized positive behavior support plans, individual counseling with focus on emotion management and empathy building, crisis intervention, threat assessment, restoration.

**Managed Difficulties:**
- Interrupt harm being caused
- Enable people to resolve differences in caring and respectful ways
- Build social-emotional capacity through empathy and responding to harm

**Universal (All Students):**
- Teaching behavioral expectations to all students in the same manner that any academic subject would be taught, including a reward system for positive behavior.

**School Wide Prevention Practices:**
- Develop healthy relationships
- Identify common values and guidelines
- Develop social/emotional understanding/skills
- Promote and strengthen sense of belonging and ownership

**Tier 1:**
- 0-5%

**Tier 2:**
- 15-20%

**Tier 3:**
- 75-80%

**Restorative Practices**
- Restorative Conversations
- Restorative Dialogue
- Problem Solving Circles
- Hallway Conferences

**School-Wide Positive Behavior Intervention and Support at School Sites**

**How are the models aligned?**
- Both are school-wide models focused on changing school environments to create the conditions needed for learning
- Both are aligned with the Three-Tiered Framework of Response to Intervention and Instruction (RTI²):
  - Universal, selected, and targeted/intensive support.
- Both are effective strategies to lower discipline referrals by changing adult response to student misconduct
- Both engage students, teachers, parents/guardians, and administrators in the process
- Both avoid labeling students
- Both support student achievement and reinforces positive behavior

**Restorative Justice Practices**
- Five R's:
  - Relationships
  - Respect
  - Responsibility
  - Repair
  - Reintegration

- Helps to repair harm caused by student misconducts, allowing students to remain in school and reintegrate into the school community
- Practices help building relational trust and community within the school between students and staff

**SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION & SUPPORT**
- Three Bs:
  - Be Safe
  - Be Respectful
  - Be Responsible

- Utilizes a systematic and team approach for data collection
- Norms such as respect and responsibility help to eliminate favoritism, inequality, and the expression of unconscious bias
- Problem-solving models to provide age-appropriate interventions and resources
- Shifts adult focus from punishing and excluding teaching and rewarding positive student behavior

- Alternatives are provided for students who need targeted tiered intervention to address their challenges
Restorative Justice practices in schools require a clear understanding of the philosophy and the nature of the practice. This includes an understanding of what can be achieved, challenges that may occur, and how the school community can buy-in strategically rather than haphazardly. Restorative practices promote a positive culture shift which is inclusive, and builds fairness into the decision-making process. It provides an opportunity for students to learn about the impact of their actions, which allows for true accountability, skill building, cooperation, and mutual understanding.

Through Restorative Justice practices, members of the school community will

1. Have an opportunity to be heard.
2. Understand the greater impact of one's actions.
3. Learn to take responsibility.
4. Repair the harm one's actions may have caused.
5. Recognize one's role in maintaining a safe school environment.
6. Build upon and expand on personal relationships in the school community.
7. Recognize one's role as a positive contributing member of the school community.

Benefits of Restorative Justice practices in the school setting lead to

1. Safer, more caring school environments.
2. An increase in instructional time and time on task.
3. A decrease in student misconduct.
4. A greater commitment by everyone to taking the time to listen to one another.
5. A reduction in bullying and other interpersonal conflicts.
6. A greater awareness of the importance of connectedness to young people – the need to belong and feel valued by peers and significant adults.
7. Greater emphasis on responses to inappropriate behavior that seek to reconnect, rather than disconnect young people.
8. Reductions in discretionary and fixed term suspensions and expulsions.
9. A greater confidence in the school leadership team to restoratively manage challenging situations.

Restorative Justice improves the school environment, promotes positive and respectful relationships, increases school safety, and enhances the overall learning environment of the school community. We are committed to train, support, implement, and reinforce Restorative Justice practices in all LAUSD schools by 2020.

Justice cannot be for one side alone, but must be for both.

Eleanor Roosevelt
References


Exploring values:
- What value would you like to offer for our classroom?
- Tell us about your work and what the challenges are.
- What demonstrates respect?
- What is something you value about your family? Why?
- What is something you value about yourself? Why?
- What is something that you are thankful for? Why?
- Talk about something that you want and something that you need. What is the difference?
- What have you learned about power? What does that mean to you?
- What have you learned about being a student? What does that mean to you?

Getting acquainted:
- Share a happy memory.
- If you could be a superhero, what super powers would you choose and why?
- What do you appreciate about your school?
- How would your best friend describe you?
- If you had an unexpected free day, what you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect...
- Name one male and one female who is a good role model for young people.
- If you could have a face-to-face conversation with someone alive today or someone in history, who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- What is one skill or talent you have?
- What are three “gifts” (attributes of yourself) that you bring to the circle?
- If you were a reporter, what kind of stories would you like to write about?
- Who are some of your heroes? Why are they your heroes?
- What do you think other people see as your best quality? Why?
- What is the silliest thing that ever happened to you?
- What is the best thing that happened to you this past week?
- What was the most difficult or challenging thing that happened to you this week?

Invite participants to share:
- A time when you were outside your comfort zone.
- An experience in your life when you “made lemonade out of lemons.”
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- A time when you had to hear something very difficult from someone and afterward were grateful that it happened.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of feeling that you did not fit in.
- A time in your life when you experienced justice.
- A time in your life when you experienced injustice.
- An embarrassing moment that you can laugh at now.
- Something that scares/scared you. How do/did you deal with it?
- Something that makes/made you angry. How do/did you deal with it?
- A time that was one of your most difficult challenges. How did you deal with it?
**Taking responsibility:**
- How have we each contributed to this situation, and how can each of us, by taking responsibility, act differently now?
- Does anyone have anything to clear up with someone else in the circle?
- What is unspoken in the group that blocks good relationships or possible success?
- Name one thing about yourself you would like to grow or improve in.
- What is the most important lesson in life you have ever learned?
- What made it so important?
- What do we need to do now to repair the harm that happened and to make sure it doesn’t happen again?
- What change would you like to see in your classroom? What can you do to promote that change?

**Community**
- What change would you like to see in your community? What can you do to promote that change?
- What is something you value about your community (culture, school, youth group, etc.)? Why?
- What is your favorite place to go in your community and why?
- Thing about the neighborhood that you grew up in. What are some of your earliest memories? What are some of your more recent memories?
- Think of something that you like and something that you do not like about your neighborhood. Why?
- What is one thing about your family (community, school, team, etc.) that you would change if you could?
- If you could change or overhaul two things in our culture or society, what would they be?

**Exploring Relationships:**
- What is the most important quality to you in a friendship? How and why is it important to you?
- Who is someone in your life that you look up to?
- Who is someone in your life that you have learned from? What did you learn from them?
- Who is someone in your life that has helped you grow? How have you grown? How did they help you to do so?
- Who was a teacher who influenced you in positive ways? In what ways did they influence you?
- Tell us about a time when you felt like you really belonged.
- Tell us about a time when you felt left out.
- In what social setting or situation have you felt the least powerful?
- What was it that caused you to feel that way?
- What person or persons in your life are your greatest challenge?
- What do you remember that your father or mother figure most often said to you?
- Complete this sentence: Let me introduce you to my father; he’s the kind of man who... (Do the same with mother, other family members).
- What person or people know you the best? How well do you feel they really know you?
- What do others expect from you at school?
- What do you expect from others at school?
- What do you most appreciate about someone who is important to you in your life?
Hopes and Dreams:
- If you could go anywhere in the world, where would you go?
- Close your eyes and imagine yourself ten years from now. Where are you? What are you doing? Who/what is one person or thing that stands out to you? Describe them. (You can also do this for your family, community, school, or neighborhood).
- What is it that you do that gives you the most satisfaction?
- What is one skill or talent you wish you had?
- If you could do anything you wished in the world, what would that one thing be?
- What did you dream about when you were a young child?
- What do you dream about now?
- What are three things you would do if you could change the world?
- What is a goal you have for yourself? How will you celebrate yourself when you accomplish it?
- What is one obstacle that gets in the way of your reaching your goals? What is your plan to overcome this obstacle?
- If you were totally free, what would that mean? What would it look like?

Closing:
- Is there anything you came with that you would like to leave behind?
- Where do you see yourself moving forward?
- What have you learned?
- What can you take away that is useful to you?
- How will these insights help you in the next two weeks?
- If you were to give a name to this circle, what would you name it?
Making your actions steps “S·M·A·R·T.”

GOAL SETTING

- Clearly stated
- On what data is the action based
- How is it going to change practice and student achievement?
- How is it different from what has been done in the past?

- How will the action be measured?
- What instrument will be used?
- Who will quantify data?
- How will the data be shared with teachers?

- Within your control
- Reachable
- There are ways to achieve goals
- The skills knowledge and time needed are available

- What are expectations, outcomes of action steps?
- What systems are in place to support continuous cycle of improvements?

- What is the specific time frame for implementation and monitoring of the action step?
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### Glossary of Terms

**Affect** - verb (used with object) 1. to act on; produce an effect or change in: 2. To impress the mind or move the feelings of; 3. (of pain, disease, etc.) to attack or lay hold of. Noun 4. Psychology. feeling or emotion. 5. Psychiatry. an expressed or observed emotional response: *Obsolete, affection*: passion; sensation; inclination; inward disposition or feeling.

**Affective Statements** — verbal statements expressing emotion or feeling.

**Agreement** - 1. the act of agreeing or of coming to a mutual arrangement. 2. The state of being in accord. 3. An arrangement that is accepted by all parties to a transaction. 4. A contract or other document delineating such an arrangement.

**Discourse** - What can be said, and thought, who can speak, when, where, and with what authority. (Ball 1994,21)

**Empathy** - n. 1. The intellectual identification with or vicarious experiencing of the feelings, thoughts or attitudes of another.

**Enquiry** - a seeking or request for truth, information, or knowledge.

**Harm** - n. 1. physical injury or mental damage; hurt: 2. moral injury; evil; wrong. V. To do or cause harm to; injure; damage; hurt.

**Harmed** - n. 1. a person who was physically or mentally damaged; hurt; or wronged by an evil act.

**Harmer** - n. 1. A person who caused physical injury or mental damage; hurt; moral injury; evil; wrong.

**Heal** - 1. to make healthy, whole, or sound; restore to health; free from ailment. 2. to bring to an end or conclusion, as conflicts between people or groups, usually with the strong implication of restoring former amity; settle; reconcile: to free from evil; cleanse; purify.

**Justice** – the quality of being just; righteousness, equitableness, or moral rightness mindful.

**Punitive** - serving for, concerned with, or inflicting punishment.

**Re-Entry** – returning a student to his rightful place in the educational setting.

**Restitution** – n. reparation made by giving an equivalent or compensation for loss, damage, or injury caused/indemnification.

**Restorative Language/Questions** – *always ask an open question that requires an answer rather than a question where you only need to answer with a yes or no.*

- **Fair**: Ask both parties the same questions giving every one the opportunity to speak. i.e. What happened? What happened next? What could you have done differently?
- **Respectful** – restorative language is respectful to all parties
- **Non-judgmental questions** – remember not to prejudge the outcome of any conversation before they happen
- **Enquiring** – never assume you know what has happened
Let’s do a Quick Quiz to see how much you remember about Restorative Justice. Work with your elbow partner to complete the maze below.

Restorative Justice is a set of practices used by the Los Angeles School District to build community and respond to student misconduct, with the goals of repairing harm and restoring relationship between the harmed and the harming. The Restorative Justice model is a three-tiered model of prevention, intervention and re-entry in response to conflict/harm. Restorative Justice practices foster positive school climate, with the goal of eliminating disproportionate discipline practices.

How many did you get correct out of 15? Give yourself 5 points for every correct response.

\[
\text{No. of correct answers} \times 5 = \text{Total Score}
\]

When discussing Restorative Justice, we use several words that begin with the letter “R.” How many can you think of?

Responsibility
Respect
Rebuild
Repair(ing)
Restore (Restorative)

Re-entry
Relationship
Responsive
Reintegration
Relevance

Were you able to identify at least 5 words? Give yourself 5 points for each RJ relevant word.

\[
\text{No. of correct answers} \times 5 = \text{Total Score}
\]

Overall Score:  \[ \] +  \[ \] =  \[ \]
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For additional resources visit the
Restorative Justice website at
https://achieve.lausd.net/dfp