Restorative Justice

The mission of the Restorative Justice Department is to support all L.A. Unified schools by creating healthy school environments and positive interpersonal relationships for all stakeholders.

Deborah D. Brandy
Director, Restorative Justice
November 14, 2018
In order for the whole child to thrive and ultimately graduate, they must feel safe, cared for, connected and respected. Schools must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported:

- **Emotional safety** - Positive relationships, school connectedness, students feel confident to ask questions, seek help and advocate for themselves.
- **Personal and community safety** - Students can learn in an environment free of physical and online bullying, hazing and violence.
- **Environmental health and safety** - Safe, clean and well-maintained campuses and offices that are health-protective, conducive to learning and provide program accessibility.
MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION

SUBJECT: 2013 School Discipline Policy and School Climate Bill of Rights

DATE NOTICED: 04-16-13
PRESENTED FOR ACTION: 05-14-13

PRESENTED BY: Ms. García
MOVED/SECONDED BY: Mr. Zimmer / Ms. Martinez

MOTION:

RESOLUTION:

Whereas, The Los Angeles Unified School District understands that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption; and is committed to closing the achievement gap by providing access to all students a vigorous education that ensures all students will graduate college prepared and career ready;

Whereas, The District is a proven model and continues improving discipline policies with the adoption of the Discipline Foundation Policy (BUL-3638.0) that establishes a consistent framework for implementing and developing a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time;

Whereas, Restorative justice approaches build on and work in conjunction with the positive behavior interventions in the Discipline Foundation Policy because they are an appropriate prevention and intervention approach within the tiered intervention process and because they seek accountability through understanding the impact of school discipline incidents and repairing the harm caused through a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties;
2. MODEL AND REINFORCE POSITIVE BEHAVIOR

ACTION STEPS - FULLY IMPLEMENT THE DISCIPLINE FOUNDATION POLICY

School-wide Positive Behavior Intervention and Support Implementation

Ensure that all schools rigorously implement the Discipline Foundation Policy and the eight key features of School-Wide Positive Behavior Intervention and Support (SWPBIS). The eight key features of SWPBIS are as follows:

- Administrative Leadership and Support
- Team-based Implementation
- Student Behavioral Expectations Defined
- Student Behavior Expectations Taught
- Acknowledge and Reinforce Appropriate Behavior
- Monitor and Correct Student Behavioral Errors
- Data-based Decision Making
- Family and Community Collaboration

The implementation of the SWPBIS will be assessed by the Rubric of Implementation twice per year to determine if schools are implementing, partially implementing or need targeted assistance in implementing the Discipline Foundation Policy. The District has set a goal for 83% of schools will be implementing the Policy for the 2016-17 school year and for 88% of schools to implement for the 2017-18 school year.

Restorative Justice Practices

Ensure that 100% of schools will be trained and fully implementing Restorative Justice practices by the end of the 2019-20 school year. This will include implementation of Community Building Circles, the use of Repairing the Harm Circles when misconduct occurs to make things right as possible, and the use of Re-entry Circles to reintegrate students back to the educational setting after truancy, suspensions, etc. Use of these strategies will result in schools with a greater sense of community, collegiality and improved climates.

Restorative Justice Implementation Chart

On May 14, 2013, the Board adopted by majority vote the Board Resolution 2013 School Discipline Policy and School Discipline Bill of Rights. This resolution requested that staff review the current policies stated to discipline, establish alternatives to school suspensions to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline.

| 2013-2014 SY | 149 schools |
| 2014-2015 SY | 146 schools |
| 2015-2016 SY | 146 schools |
| 2016-2017 SY | 149 schools |
| 2017-2018 SY | 162 schools |
| 2018-2019 SY | 142 schools |
| 2019-2020 SY | 142 schools |

SCHOOL SAFETY
The Board of Education adopted the School Discipline Policy and School Discipline Bill of Rights on May 2013. The District focused on five major projects with regards to simultaneous implementation and fulfillment of the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy and the Board’s requirements.

The District, in collaboration with various divisions, prioritized the following to fulfill the Board Resolution requirements:

1. The modification of LAUSD policies and procedures related to discipline and suspension in accordance with state law.

2. The advancement of alternatives to traditional school discipline and suspension through:
   a) Implemented the Discipline Foundation Policy: School-Wide Positive Behavior Intervention Support (SWPBIS) Policy.
   b) Augmentation of the Role of the School-Wide Positive Behavior Intervention Support (SWPBIS) Task Force.
   c) Developed and reinforced the objective of the Discipline Matrix.
   d) Established a School Discipline Bill of Rights to be distributed and posted on District campuses.
   e) Developed and implemented Restorative Justice practices as an alternative to traditional school discipline in select schools.
   f) Reviewed, evaluated and updated current School Police policies, practices and trainings.
   g) Established a complaint process for students and parents.
   h) Secured an Independent Auditor.

3. Analyzed required data.

4. Provided training and monitoring.

5. Implemented the plan for charter schools.
DISCIPLINE FOUNDATION POLICY
SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Los Angeles Unified School District Policy Bulletin

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

Number: BUL-631.0

Issuer: Michelle King, Senior Deputy Superintendent of Operations

Earl R. Perkins, Assistant Superintendent of 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 School Discipline Policy and School Climate Bill of Rights.


Guidelines: I. BACKGROUND

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

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

School Climate Bill of Rights - Elementary/Secondary

Guide - Alternatives to Suspension

Los Angeles Unified School District
<table>
<thead>
<tr>
<th>INFRINGEMENT</th>
<th>PRIMARY Kindergarten – Grade 3</th>
<th>ELEMENTARY Grade 4 – Grade 5</th>
<th>MIDDLE SCHOOL Grade 6 – Grade 8</th>
<th>SECONDARY Grade 9 – Grade 12</th>
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<tbody>
<tr>
<td>3.2 Marijuana possession for 1st offense of less than 1 oz.</td>
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<td>3.3 Substitute of a controlled substance</td>
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<td>3.4 Damaged/attempted to damage school or private property</td>
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<td>3.5 Stole or attempted to steal school or private property</td>
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<td>3.6 Possessed or used tobacco</td>
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<td>3.7 Obscenity/profanity/vulgarity</td>
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DESIGNING A SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

**Academic Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

**Behavioral Systems**

**Intensive, Individual Interventions**
- Individualized positive behavior support plans,
- Individual counseling
- Crisis intervention,
- Threat assessment
- Restitution

**Targeted Group Interventions**
- Parent/student conference
- Reflective behavior journaling
- Behavior contract
- Small group social skills instruction
- Small group emotion management instruction

**Universal Interventions**
- All settings, all students
- Preventive, proactive
- Positive behavior expectations are clearly defined, modeled, taught, practiced and reinforced
LAUSD RESOURCES

DFP Online System - ROI

- District-wide data – under District Information and DFP website: dfp.lausd.net
- School website – individual school data
- Local Districts (LDs) – data by LDs

DFP Online Monthly Discipline Data

DFP Online Complaint Form

Student Health & Human Services
Restorative Justice

The mission of the Restorative Justice Department is to support all L.A. Unified schools by creating healthy school environments and positive interpersonal relationships for all stakeholders.
STUDENT DISCIPLINE DATA

### Instructional days lost to suspension

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<tbody>
<tr>
<td>Instructional days lost to suspension</td>
<td>74,765</td>
<td>59,783</td>
<td>53,725</td>
<td>46,006</td>
<td>26,286</td>
<td>12,353</td>
<td>8,351</td>
<td>6,221</td>
<td>6,574</td>
<td>5,160</td>
<td>4,639</td>
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### Suspension rate (out-of-school)

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<tr>
<td>Suspension rate (out-of-school)</td>
<td>8.1%</td>
<td>6.7%</td>
<td>6.1%</td>
<td>5.4%</td>
<td>3.7%</td>
<td>1.5%</td>
<td>0.9%</td>
<td>0.57%</td>
<td>0.59%</td>
<td>0.48%</td>
<td>0.45%</td>
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* Data is as of Oct 8, 2018. Data may change after it is finalized by the Office of Data and Accountability.
RUBRIC OF IMPLEMENTATION (ROI)

1. Administrative Leadership and Support
2. Team Based Implementation
3. Behavioral Expectations Defined
4. Behavioral Expectations Taught
5. Acknowledge and Reinforce Appropriate Behavior
6. Monitor and Correct Behavioral Errors
7. Data Based Decision Making
8. Family and Community Collaboration

8 Key Features
RUBRIC OF IMPLEMENTATION (ROI)

SCORING SYSTEM

Schools can score a 1, 2, 3, or 4 for each of the key features:

- A score of 3 or 4 indicates implementation of a key feature.
- A score of 1 or 2 indicates that support is needed in a key feature.

Implementing the Discipline Foundation Policy - score a minimum of “28” and receive at a minimum a score of “3” for each area.

Partially implementing the Discipline Foundation Policy - score 27 or less, a minimum score of 2 for each area.

School needs targeted assistance to implement one or more of the areas of the Discipline Foundation Policy - score a “1” in any of the eight areas, regardless of their total score.
• Successful Implementation means the school has reached a ranking of **Green** (a score greater than 28 with no ones (1) or twos (2) in any area.

• The goal for the 2017-2018 SY was **88%** implementation (88% of schools in green).

• As of Spring 2018, the successful implementation rate was **92%**, **2% more than the target**.

• The target for the 2017-2018 SY successful implementation **92%**.

<table>
<thead>
<tr>
<th>LOCAL DISTRICT</th>
<th>GREEN</th>
<th>YELLOW</th>
<th>RED</th>
<th>GRAND TOTAL</th>
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<tbody>
<tr>
<td>CENTRAL</td>
<td>108</td>
<td>34</td>
<td>2</td>
<td>144</td>
</tr>
<tr>
<td>EAST</td>
<td>129</td>
<td>6</td>
<td>0</td>
<td>135</td>
</tr>
<tr>
<td>NORTHEAST</td>
<td>104</td>
<td>4</td>
<td>0</td>
<td>108</td>
</tr>
<tr>
<td>NORTHWEST</td>
<td>105</td>
<td>13</td>
<td>0</td>
<td>118</td>
</tr>
<tr>
<td>OPTION*</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SOUTH</td>
<td>124</td>
<td>4</td>
<td>0</td>
<td>128</td>
</tr>
<tr>
<td>WEST</td>
<td>139</td>
<td>3</td>
<td>0</td>
<td>142</td>
</tr>
<tr>
<td>TOTAL</td>
<td>712</td>
<td>64</td>
<td>2</td>
<td>778</td>
</tr>
<tr>
<td>TOTAL IN %</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
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</table>
Restorative Justice is a philosophy and an approach to discipline that moves away from traditional discipline toward restoring a sense of harmony and wellbeing for all those affected by a hurtful act. It focuses not on retribution but on reconnecting severed relationships and re-empowering individuals by holding them responsible for their actions. 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.
IMPACT OF RESTORATIVE JUSTICE

- Builds safer and more caring school environments
- Provides an opportunity to be heard
- Leads to the understanding of the greater impact of one's actions and the need to take responsibility
- Assists in repairing the harm one's actions may have caused
- Recognizes one's role in maintaining a safe school environment
- Builds upon and expands personal relationships in the school community
- Helps with the recognition of one's role as a positive contributing member of the school community
- Increases instructional time and decreases student misconduct
- Builds practices to promote interpersonal communication
- Increases awareness of the importance of connectedness to young people
- Recognizes the need to belong and feel valued by peers and significant adults
- Supports the reduction in suspension and expulsion rates
- Builds confidence in the school’s capacity to deal with challenging issues

LOS ANGELES UNIFIED SCHOOL DISTRICT
2019-2020 – FULL IMPLEMENTATION

2018-2019
- Will continue training and monitoring
- Restorative Justice roll out to identified schools

2017-2018
- Provide support and monitoring District-wide
- Provide Tier I, II, III training to identified schools

2016-2017
- Provided support and monitoring District-wide
- Provided Tier I, II, III training to identified schools

2015-2016
- Provided support and monitoring District-wide
- Provided Tier I, II, III training to identified schools

2014-2015
- School Climate Bill of Rights Campaign
- Restorative Justice training for selected schools and non-school site staff
- Selected 150 schools for Restorative Justice Introduction and training

2013
- Board Resolution adopted on May 14, 2013
- Selected schools began using Restorative Justice practices
- Several schools received grant funding for Restorative Justice positions
RESOURCES FOR SCHOOLS
Student Health & Human Services

RESTORATIVE JUSTICE

Supporting all L.A. Unified schools by creating healthy school environments and positive interpersonal relationships for all stakeholders.

achieve.lausd.net/restorativejustice

@RJLAUSD
THANK YOU!

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