Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention & Support
New Principal’s Orientation Meeting - Restorative Justice Schools

Deborah D. Brandy, Director, Restorative Justice
August 1, 2018
The review and revision of the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support Bulletin began in this year. This policy provided guidelines and procedures through a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporated changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

School-Wide Positive Behavior Intervention and Support under the Office of School Operations was managed by the Coordinator under Office of School Operations. This Coordinator was hired in October 2013 to continue the implementation and development of plans to incorporate new requirements at that time.

Listed below are various tasks that were completed and others which are ongoing to fulfill the Board Resolution requirements:

- Revised and issued Bulletin 6231.0 - Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
- Developed and published the School Climate Bill of Rights
- Collaborated with Charter Schools Division
- Augmented the role of the School-Wide Positive Behavior Intervention Support Task Force
- Selected five ESC Restorative Justice Advisers, one central office Restorative Justice Specialist and an administrative staff aide.
- Selected 25 Restorative Justice Teacher Advisers for the demonstration high schools
- Hired an independent auditor to monitor implementation levels
- Hired a Restorative Justice expert trainer
- Developed an online DFP complaint system
- Provide online Student Discipline data reports published monthly on the District website
- Provide Restorative Justice training for selected schools and offices
- Established the Local Control Accountability Plan goals and metrics
- Celebrated the School Climate Awareness Month in May 2015

Current efforts, listed below, are continuing to bring in alignment with the resolution requirements:

- Continue to monitor implementation of SWPBIS and Restorative Justice.
- Continue to work with SWPBIS Task Force and various District divisions including Charter School Division to fully implement the plan.
- Continue to work with community, business and philanthropic partners to facilitate the development of full-service community schools.
- Monitor the rollout of Restorative Justice to schools.
- Added an additional 20 Restorative Justice Demonstration sites with Restorative Justice Teacher Advisers assigned to each site.
- Hired additional Local district Restorative Justice Adviser to support the District’s reorganization.
- Ongoing data monitoring and analysis.
- Analyze quarterly and yearly reports to examine trends and outcomes.
- By 2020 full implementation across L.A. Unified of Restorative Justice as an alternative to traditional school discipline where appropriate.
- Reduced the number of the instructional days lost as a result of suspension from SY 2008 of 74,765 to 5,160 in June of 2017
Overview: Discipline Foundation Policy

LOS ANGELES UNIFIED SCHOOL DISTRICT
Policy Bulletin

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

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

NUMBER: BUL-6231.0

ISSUER: Micheline King, Senior Deputy Superintendent
School Operations

Earl R. Perkins, Assistant Superintendent
School Operations

DATE: February 14, 2014

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

This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 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 policies relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance with the 2013 School Discipline Policy and School Climate Bill of Rights, provides guidance on developing, refining, and implementing a culture of discipline built on positive behavior support and interventions.
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.

- **Tier I** focuses on the building of relationships through the practice of community building circles, facilitated by trained staff members.
- **Tier II** focuses on addressing misconduct when it occurs through repairing harm, identifying accountability, and making things as right as possible. This is accomplished through the implementation of restorative practices such as harm circles facilitated by trained staff members.
- **Tier III** focuses on addressing serious harm when it occurs and re-integrating students after suspensions or other serious absences, and is facilitated by trained staff members.
A Paradigm Shift Through Systemic Change

**SYSTEMIC CHANGE**

- Supportive principal leadership
- Restorative Justice training curriculum
- Support and collaboration with Student Health and Human Services, Local Districts and school site personnel
- Measurable data—suspensions, office referrals, attendance, Rubric of Implementation (ROI) Scores, intervention staff and student surveys
- Professional development of Restorative Justice district modules
- Implementation of Community Building Circles, Repairing Harm and Re-entry Circles
- School-wide sustainability through on-going Restorative Justice training, designation of out-of-classroom lead, and student, staff, parents and principal commitment to Restorative Justice
### Restorative Justice Training Plan

<table>
<thead>
<tr>
<th>COHORT 5</th>
<th>COHORT 4</th>
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<tbody>
<tr>
<td><strong>142 Schools</strong></td>
<td><strong>162 Schools</strong></td>
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<tr>
<td>• Restorative Justice Training Tier 1</td>
<td>• Restorative Justice Training Tier II/III</td>
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<td>• Community Building Circles</td>
<td>• Repairing the Harm and Re-Entry Circles</td>
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<td>• Empathy and Team Building</td>
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<td>• Defusing Disruptive Behavior</td>
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**Cohort Breakdown:**
- **COHORT 5:**
  - 2013-2014: 149 schools
  - 2014-2015: 146 schools
  - 2015-2016: 199 schools
  - 2016-2017: 146 schools
  - 2017-2018: 147 schools
  - 2018-2019: 142 schools
  - 2019-2020: 142 schools

- **COHORT 4:**
  - 2013-2014: 149 schools
  - 2014-2015: 146 schools
  - 2015-2016: 199 schools
  - 2016-2017: 146 schools
  - 2017-2018: 147 schools
  - 2018-2019: 142 schools
  - 2019-2020: 142 schools

**Districtwide Full Implementation by 2023**
For the 2018-19 school year, schools for RJ Teacher Adviser support were selected based upon the following criteria:

- Schools that have not been assigned a Restorative Justice Teacher Adviser in a prior school year.

- Schools with the highest in-school and/or out-of-school category 3 (most discretion) single student suspension rates during the 2017-18 school year.

- Schools with at least 100% in their 3 year duplicated percentage as reported in the Targeted Student Population Student-based Equity Index.

- FTE Allocation (to be inclusive of schools with small enrollment numbers, including CDS and Continuation school sites).
  - School Enrollment of Over 100=1 FTE (5 days)
  - School Enrollment of 75 to 100= 0.6 FTE (3 days)
  - School Enrollment of less than 75= 0.4 FTE (2 days)

This school selection model will support the alignment of efforts and Restorative Justice resources to reducing the use of formal discipline (i.e., suspension), in the situations where site administrators have the most discretion to use alternatives to formal discipline, including Restorative Justice supports and interventions. This will also allow the program to work with school site leadership to establish data-driven goals related to reducing the use of formal discipline on selected campuses.
What Do We Do?

LOS ANGELES UNIFIED SCHOOL DISTRICT
Today’s Learners, Tomorrow’s Leaders

Student Health and Human Services

RESTORATIVE JUSTICE TEACHER ADVISER
Non-School Assignment, Preparation Salary Table (0717)

Posting Date: Month, Day and Year

The Restorative Justice Teacher Adviser will be assigned to a designated school site. The Restorative Justice Teacher Adviser will coordinate the implementation and evaluation of the LAUSD Restorative Justice activities and strategies to create a positive school climate at their designated school site. The Restorative Justice Teacher Adviser will work collaboratively with all stakeholders to plan and support the implementation of Discipline Foundation Policy to create a school culture shift that utilizes a restorative framework.

Primary Duties/Responsibilities:

- Direct Instruction will be a significant part of this assignment.
- Develops lesson plans and materials to support Restorative Justice practices and community building in classrooms.
- Co-teaches and conducts community building circles with new teachers in developing Restorative Justice practices.
- Conducts demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills and conflict resolution.
- Assists school staff with the implementation of the Discipline Foundation Policy at designated schools.
- Revisits school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools.
- Supports classroom teachers with the implementation of Restorative justice practices.
- Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support.
- Provides professional development training, and/or presentations to assist school site personnel in the implementation of Restorative Justice practices.
- Assists schools in developing strategies that emphasize prevention and whole school implementation of Restorative Justice practices.
- Assists teachers with classroom management approaches that support Restorative Justice practices.
- Collaborates with community agencies and provides a range of services that address the psycho-social/educational needs of at-risk students.
- Performs other duties as assigned in accordance with the District/LUTA agreement.

Salary: Teacher Preparation Salary Table; B-Ease + Differential at District's discretion; 221 paid days, 8-hour assignment

- If the case of an annualized employee who is changing status during the year, this change may result in an annualized "furlough" (i.e., the process by which the District reduces an under or overpayment).
- For employees into change status during the school year, this basis change may prevent them from earning a full year of service credit.
- Selected individual may be subject to displacement due to budget limitations.

Minimum Requirements:

- Minimum requirements must be met or on or before filing deadline. It is the applicant's responsibility to ensure that appropriate documentation is on file with Human Resources. For additional information, please visit (213) 241-4820.
- Permanent certificate holder of the Los Angeles Unified School District.
- Five (5) years or successful full-time public school certificated service as a teacher.
- A valid California teaching credential authorizing K-12 service or Pupil Personnel Services Credential
- English Learner Authorization.

Note: Applicants are advised that meeting the minimum stated requirements does not ensure an invitation to an interview.

Deadline: Month, Date, and Year - 5:00 P.M.

All application materials must be received by the filing deadline. Only applications submitted electronically will be accepted. Faxed, mailed or hand delivered application will not be accepted.
Restorative Justice Teacher Adviser

Job Purpose:

The Restorative Justice Teacher Adviser is assigned to a specific school and will work collaboratively with stakeholders to plan, develop, and support the Discipline Foundation Policy/Restorative Justice to create a school culture that implements a restorative framework.

Responsibilities:
Receive administrative direction from the Administrator of Operations, obtains day-to-day guidance and support from the school site principal and accepts technical direction from the Director of Student Health and Human Services-Restorative Justice.

Essential Functions:
Support school staff with the implementation of the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (SWPBIS) at school sites. It is advised that the Restorative Justice Teacher Adviser:

- Be a member of the Discipline Review Team
- Participate in Administrative Team meetings
- Provide Support to teachers in implementing SWPBIS/Restorative Justice practices in their classrooms
- Meet regularly with the Administrative Team to support the progress of the Rubric of Implementation (ROI)
- Meet weekly (or as needed) with Discipline Review Team to actively look for opportunities to employ alternatives to suspension.
Support school administrators and other key staff in developing the infrastructure needed to provide a three-tiered approach to support student behavior and support SWPBIS implementation. It is advised that the Restorative Justice Teacher Adviser:

- Participate in Instructional Leadership Team (ILT) meetings.
- Participate in Student Support and Progress Team (SSPT) meetings.

Plan and conduct professional development, training and/or presentations to assist schools in the implementation of Restorative Justice practices. It is advised that the Restorative Justice Teacher Adviser:

- Provide professional development training on the Discipline Foundation Policy bulletin, School Climate Bill of Rights, Introduction to Restorative Justice, Empathy and Team Building, Defusing Disruptive Behaviors, and Community Building Circles.
- Provide presentations for student orientations, club meetings, leadership classes, etc.
- Provide professional development for classified staff i.e. teacher assistants (TAs), custodial, cafeteria, campus aides, etc.

Conduct training and provide support to assist schools in the implementation of Restorative Justice practices that emphasizes a proactive problem-solving model for student discipline. It is advised that the Restorative Justice Teacher Adviser:

- Support staff (teachers/administrators) in creating protocols to develop shared classroom values to proactively address student issues, infractions, and concerns.
Restorative Justice Teacher Adviser

Support schools in using data from MiSiS or MyData to identify, adopt and implement appropriate interventions including alternatives to suspension. The Restorative Justice Teacher Adviser will:

• Use MiSiS and MyData to identify areas of concern with regards to referrals and suspensions. Assist in creating action plan/create groups with developing interventions and strategies to support students as alternatives to suspension.

• Support staff (teacher/administrators) in identifying students and teachers who need support and intervention to alleviate suspension.

Collaborate with Student Health and Human Services on site personnel to identify appropriate school and community resources to address to psycho-socio-emotional and educational needs of at-risk students. The Restorative Justice Teacher Adviser will:

• Meet monthly with Local District Restorative Justice Adviser and attend monthly Restorative Justice Family meetings.

• Meet with Local District Restorative Justice Teacher Advisers or Restorative Justice Specialist where appropriate to discuss and share best practices and identify resources to support teachers, students, and parents.
Restorative Justice Teacher Adviser

Maintain appropriate documentation and records. Assist classroom teachers and support staff with the implementation of the Discipline Foundation Policy. Restorative Justice practices and the Rubric of Implementation. The Restorative Justice Teacher Adviser will:

• Send in weekly schedules to school site principals, Local District Adviser and designated School Operations staff.
• Send in monthly logs to school site principal, Local District Adviser and designated School Operations staff.
• Maintain appropriate support logs for student, teachers, classified staff, and parents.
• Send in weekly time cards to local district time keeper in a timely manner.
• Email designated School Operations staff, Local District Administrative Assistant, and Local District Restorative Justice Adviser of all late arrivals and attendance.
• Contact the designated School Operations staff if you need to leave work early or arrive late.
• Contact the school principal or designee, Local District staff, and Restorative Justice Specialist to report any absent or tardies.

Coordinate with student, parent and community groups to build and implement school-wide restorative practices. The Restorative Justice Teacher Adviser will:

• Provide presentations for parent and community groups where applicable.
Restorative Justice Teacher Adviser

Support articulation between school feeder patterns regarding Restorative Justice implementation. The Restorative Justice Teacher Adviser will:

- Attend articulation meetings when appropriate.
- Make presentations to local feeder schools when appropriate with the principal’s permission.

Perform other duties as assigned in alignment with the Los Angeles Unified School District and United Teachers of Los Angeles contract agreement, and which are related to the implementation of the Discipline Foundation Policy and Restorative Justice practices.
Overview of EDSNCT

- The District’s support and evaluation process, *Educator Development Support: Non-Classroom Teachers (EDSNCT)* is designed to support the ongoing growth and development of new and experienced non-classroom teachers.

- Student Health and Human Services-Restorative Justice and School Operations are currently using the EDSNCT Cycle to support our Restorative Justice Advisers/Teacher Advisers at our local districts and school-sites.

- Restorative Justice Teacher Advisers will be evaluated by Operations Coordinators with input from the principal.
The Restorative Justice Teacher Adviser will be rated based on seven focus elements as part of the evaluation process, all of which are to be drawn from the 15 Teaching and Learning Framework (TLF) Focus Elements.

- Three of the seven focus elements, will be designated by the District, three will be selected by the candidate, and one will be jointly selected by the Restorative Teacher Adviser and evaluator (Operations Coordinator).
Focus Element Selection for Observations Process

3 + 3 + 1 = 7

3 District Unified Focus Elements

Teachers being evaluated using EDSNCT will receive ratings on the following three TLF Focus Elements.

4c1 Ethical Conduct and Compliance with School, District, State, and Federal Regulations

4c2 Advocacy for Students

5b2 Promotes a Culture of Professional Inquiry and Collaboration

3 Teacher-Selected Focus Elements

An additional 3 TLF Focus Elements will be selected by the teacher. Teachers may select any three elements from the remaining twelve TLF Focus Elements.

1 Cooperatively-Selected Focus Element

One additional TLF Focus Element will be cooperatively selected by the teacher and administrator from the remaining TLF Focus Elements.
Professional Development
- Introduction to Restorative Justice practices Empathy and Team Building
- Defusing Disruptive Behavior in the Classroom
- Community Building Circles
- Repairing the Harm and Reentry Circles (where appropriate)
- Positive Behavior Intervention and Support (PBIS)
- Restorative Justice Parent Training Workshops

Implementation/Support
- Discipline Foundation Policy
- School-wide Positive Behavior Intervention and Support (SWPBIS)
- Rubric of Implementation (ROI)
- Multi-Tiered Systems of Support (MTSS) Interventions

Data
- MiSiS, MyData and other student information systems
- Suspension
- Office Referrals
- Student At-Risk Reports
Restorative Justice Room Environment

Restorative Justice
Room Environment Checklist

A Restorative Justice Room environment is one that should reflect unity across all grade spans. Below is a list of “non-negotiables” for each RJ room. Please post these items in an artistic way.

- Seven Core Assumptions
- Core Guidelines
- School Climate Bill of Rights
- Values
- Nine Key Practices
- Restorative Questions
- Centerpiece
- Resources (Books)
- Affective Statements
• Office Referral
• Suspension
• MISIS
• MyData
• At-Risks Suspension
1. What if I have already had some or all of the Restorative Justice professional developments?"
   • The Local District Office conducts refresher professional developments by request.

2. What is the recommended order for the professional development presentations?
   • The recommended order is: Introduction to Restorative Justice, Empathy and Team Building, Community Building Circles, Defusing Disruptive Behavior in the Classroom, and Repairing the Harm and Reentry Circles.

3. What resources, support, etc. will I need to provide my Restorative Justice Teacher Adviser?
   • A detailed list of resources, support, etc. is contained within the letter of agreement provided by your Restorative Justice Teacher Adviser.

4. What are the expectations regarding the implementation of Restorative Justice?
   • (Year One) Each school site is expected to send a cohort of 3-5 staff members (i.e. 3 teachers, 1 non-classroom staff, 1 administrator) for Community Building training. Trained staff should identify other staff for training and implementation support. Principals should follow up with the Local District Restorative Justice Advisers for support an additional training opportunities for staff and parents.
   • (Year Two) Each school site should send a cohort of 2 non-classroom staff required for the Repairing the Harm and Reentry training. Trained staff should implement strategies learned in the professional development and work with the administration to implement restorative practices in the school discipline plan. Principals should follow up with the Local District Restorative Justice Advisers for support an additional training opportunities for staff and parents.
   • Schools are expected to implement Restorative Justice practices within the 3-5 year rollout period some examples of rollout steps are provided above.
Thank you!