

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Increasing Trust Communication and Strengthening Relationships Between Schools and Parents Using Restorative Justice Practices to Build Trust and Mend Relationships Between Schools and Parents (Res-054-16/17)

**DATE NOTICED:** 01-10-17

**PRESENTED FOR ACTION:** 02-14-17

**PRESENTED BY:** Dr. Rodriguez,  
Mr. Schmerelson

**MOVED/SECONDED BY:** Dr. Rodriguez /  
Ms. García

**MOTION:**

**RESOLUTION:** x

Whereas, 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 a safe, respectful, and welcoming environment has the right to teach in an atmosphere free from obstacles that impede learning; and parents and school staff and students personnel have the right to be treated with respect;

Whereas, Research is consistent, positive, and convincing: families have a major influence in their children's achievement. When schools and families work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more;

Whereas, Research states that ~~the most accurate one of the strongest~~ predictors of a student's achievement in school, along with is not income and or social status but, is the extent to which the student's family is able to: 1) create a home environment that encourages learning; 2) express high expectations for the child's achievement and future career; and 3) become involved in the child's education at school and in the community;

Whereas, The Parents as Equal Partners in the Education of their Children Resolution, (the "PAEP" Resolution), adopted by the LAUSD Board of Education in 2010, calls for collaboration with families as a strategy to improve academic and social success for students;

Whereas, The PAEP Resolution led to the creation of the first ever Parents' Bill of Rights and Responsibilities to assist parents and schools in forming stronger partnerships to support student achievement, and states that parents are entitled to a welcoming environment in which parents can develop productive and personal relationships with educators and staff to support their child's education, and that the District is dedicated to eliminating responsible for overcoming obstacles that may prevent parent involvement at home and at school;

Whereas, The District's 2016-19 Strategic Plan identifies parent engagement as a key objective to reach the District's goal of 100% graduation, by: creating welcoming and engaging environments; inviting families as equal partners; and increasing opportunities for parents to partner with their schools and the District to lead and make decisions;

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Whereas, ~~The Testimony and public comment from Regular Board Meetings and the Early Childhood Education & Parent Engagement Committee show that the District must~~ continue working towards creating welcoming and engaging environments, treating families as equal partners, and overcoming obstacles that may prevent parent involvement at school;

Whereas, The issuance of Disruptive Person Letters to parents exposes a need to ~~restore~~ build stronger relationships between schools and parents in order to maintain and increase parent engagement;

Whereas, The School Discipline Policy and School Climate Bill of Rights Resolution, adopted by the LAUSD Board of Education in 2013, implements Restorative Justice Practices in order to promote trust and respect in relationships, setting the foundation for teaching, learning, and engagement;

Whereas, Restorative Justice is founded on the notion that two parties voluntarily come together in order to participate in Restorative Justice Practices which acknowledge that relationships are essential to building a successful school community; ensure equity of voice amongst all members of the school community where everyone is valued and everyone is heard; sets high expectations while offering supports; and build systems that address misconduct and harm in a way that strengthens relationships and focuses on ~~the harm done~~ positive outcomes rather than only rule breaking;

Whereas, Parent leaders of central committees provided a recommendation to the District at the April 2016 Early Childhood Education & Parent Engagement Committee to use Restorative Justice to repair build relationships when harm occurs when conflict arises between schools and parents;

Whereas, The District has set a goal that by the end of the 2018-19 school year, all LAUSD schools will have received training and have begun implementing Restorative Justice practices to foster a positive school climate in which every voice is valued and heard; and

Whereas, School-site procedures and practices of resolving conflicts, must be consistent with the practices and philosophy of restorative Justice, as well as District policy, state and federal laws; now, therefore be it

Resolved, That the Superintendent, in collaboration with interested community groups, parents, labor partners, and non-profit organizations or and other outside organizations, will develop a plan to implement a pilot program pilot plan, that will be brought back to the Board, create a plan to train Local District staff, s and the Parent and Community and Student Services Branch parent administrators, and community representatives in using Restorative Justice practices (i.e. community building and repairing harm circles and maintaining positive school climates) and act as mediators in order to mend relationships between schools and parents restore and strengthen school and parent relationships and school communities when conflict arises should the school and parent desire. (for example, after a parent receives a Disruptive Person Letter and/or voices tension with school staff) and allocate resources as available and necessary. This plan should be

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~~presented to the Board at the June 20, 2017 Board Meeting, to be implemented at some time during the 2017-18 school year;~~

~~Resolved, that such plan explicitly provide the right of all parents and schools to access Restorative Justice practices if they desire should a parent receive a Disruptive Person Letter as part of the appeal process, and that the Disruptive Person Letter policy be amended to reflect such a right;~~

~~Resolved further, that the Superintendent will revise the Parent, Community and Student Services Strategic Plan and the Parent Bill of Rights to include implementing Restorative Justices Practices between schools and parents in order to foster a positive school climate in which every parent voice is valued and heard, to be implemented during the 2017-18 school year.~~

**AYES**                      **NOES**                      **ABSTAIN**                      **ABSENT**

<b>Ms. Garcia</b>	<b>X</b>			
<b>Dr. McKenna</b>	<b>X</b>			
<b>Ms. Ratliff</b>	<b>X</b>			
<b>Dr. Rodriguez</b>	<b>X</b>			
<b>Mr. Schmerelson</b>	<b>X</b>			
<b>Dr. Vladovic</b>				<b>X</b>
<b>Mr. Zimmer</b>	<b>X</b>			
<b>TOTAL</b>	<b>6</b>			<b>1</b>

**ACTION: ADOPTED AS AMENDED BY CONSENT VOTE**