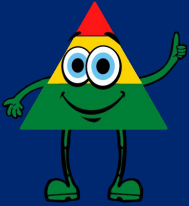




LAUSD
UNIFIED

Restorative Practices in the Classroom



Curriculum and Instruction Committee

October 24, 2024

Check-in

What makes you smile

or

laugh out loud?





Priorities

Each pillar and priority work together in a coherent system to provide an exceptional education program to ensure all students graduate ready for the world.

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

Pillar 2C

Strong Social-Emotional Skills

PILLAR 2
 Joy and
 Wellness

OUR PRIORITY

Cultivate and model strong social-emotional skills

WHY THIS MATTERS

Social-emotional skills will enable students to learn and positively contribute to the broader community

STRATEGIES

- Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs
- Integrate social-emotional learning into instruction and provide effective, evidence-based curricula to support social development
- Expand access to resources and curricula to build capacity of families, staff, and community members to support students, particularly for those transitioning to elementary, middle, or high school
- Develop school awareness and use of practices that support positive individual wellness and model effective behaviors for students
- Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions
- Develop portfolio structures by June 2023 to monitor and measure students' application of social-emotional learning competencies
- Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative Practices to promote a positive culture in the classroom



Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative Practices to promote a positive culture in the classroom



Division of School Operations

Every School Safe: A Blueprint for Safety



Los Angeles Unified ensures the environmental, physical, psychological and social-emotional safety and well-being of our students and employees to keep **Every School Safe**.

ESS Blueprint 2024 – 2025

August 2024 Due: September 25, 2024	September 2024 Due: October 23, 2024	October 2024 Due: November 20, 2024	November 2024 Due: January 15, 2025	December 2024 No Topic For This Month	January 2025 No Topic For This Month
Creating Welcoming Environments (Intended Audience: All school employees, parents, and students)	Suicide Awareness and Prevention (Intended Audience: All school employees, parents, and students)	Substance Use Awareness/Fentanyl (Intended Audience: All school employees, parents, and students)	De-Escalation and Restorative Practices (Intended Audience: All school employees, parents, and students)		
February 2025 Due: February 26, 2025	March 2025 Due: April 30, 2025	April 2025 Due: May 28, 2025	May 2025 No Topic For This Month	June 2025 No Topic For This Month	
Administrative Investigations (Intended Audience: Administrators Only)	Breaking the Silence Child Abuse Awareness (Intended Audience: All school employees) Grooming and Online Grooming Awareness (Intended Audience: Parents, and students)	Cyber Security (Intended Audience: All school employees, parents, and students)			

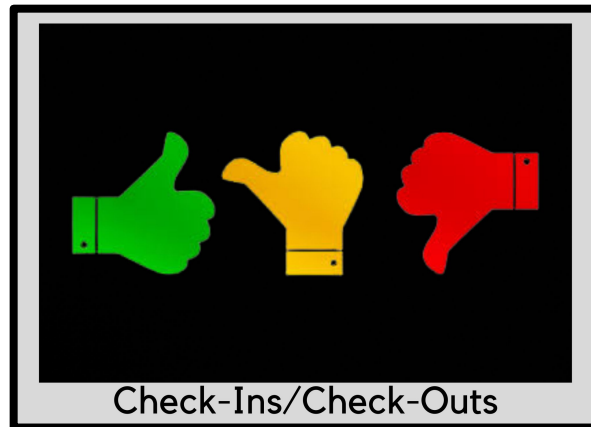
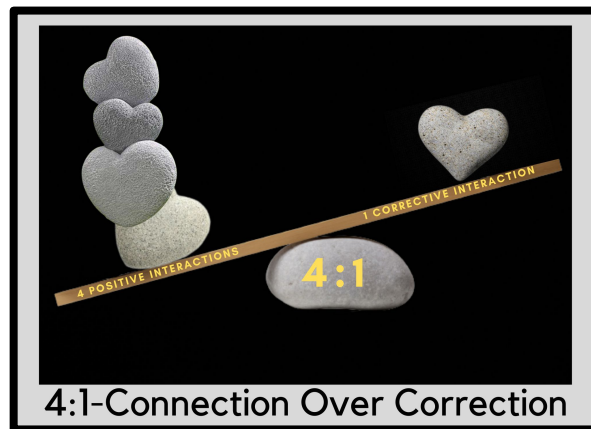
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What is PBIS/RP?

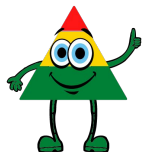
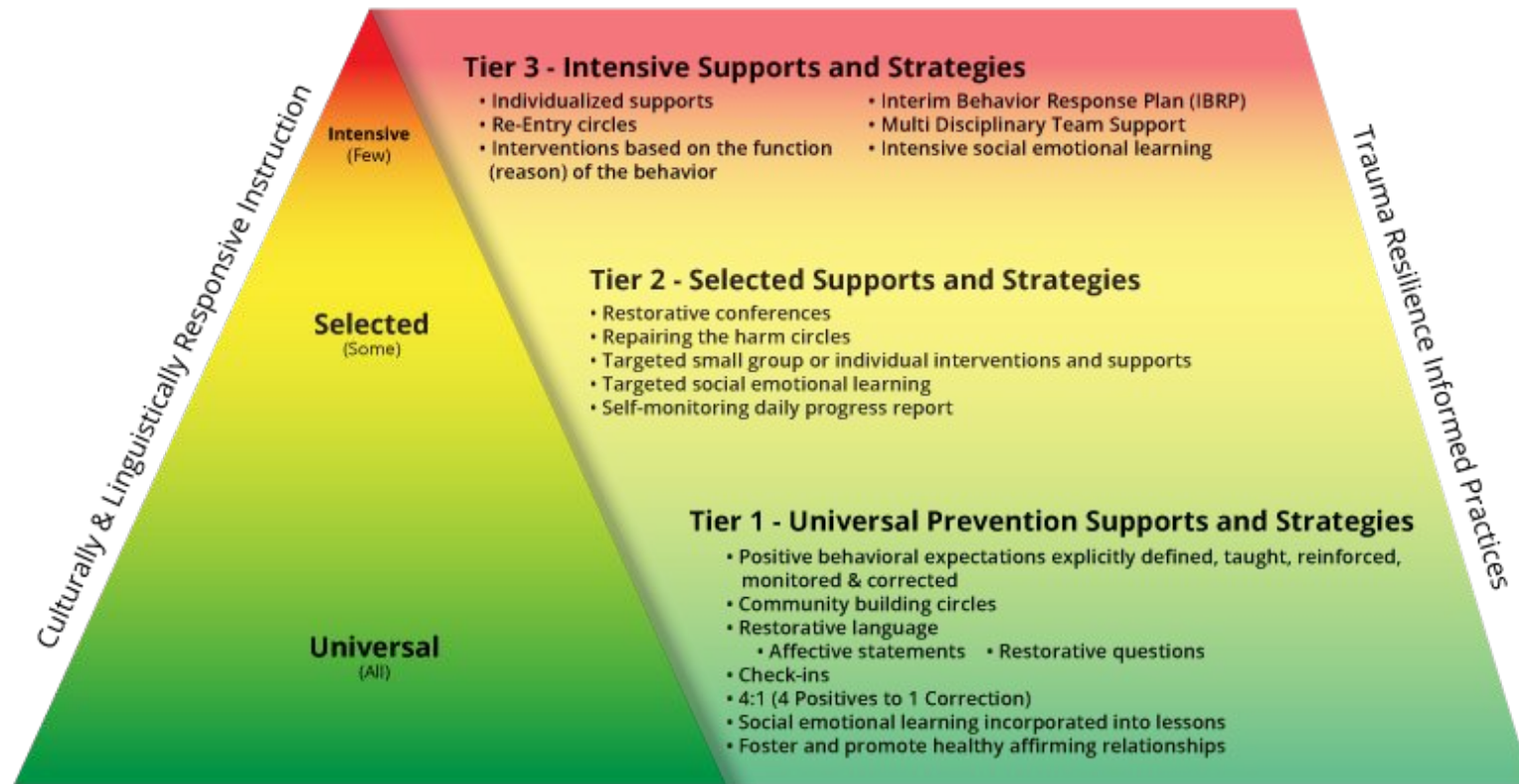
Positive Behavior Interventions and Supports (PBIS)	Restorative Practices (RP)
Proactive, evidence-based approaches to discipline that promote equity and accountability	
• Utilizes a 3-tiered framework to support ALL students' success • Emphasizes prevention through systems change • Integrates and enhances data, systems and practices	• Promotes reflective thinking and collaborative problem solving • Emphasizes community building and repairing harm • Fosters resilience through authentic, positive relationships

PBIS/RP 4 Unifying Features



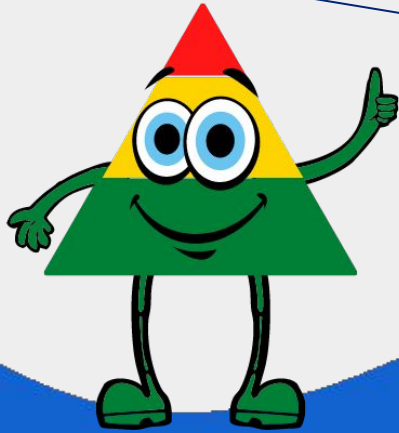
PBIS/RP Integrated Continuum of Supports and Strategies

These tiers refer to levels of support that students receive, not to students themselves.



Data-Based Decision-Making - Continuous Progress Monitoring

What do restorative
practices look like in
the classroom?



"Restorative Practices are a natural practice in our classroom...."

Build their
confidence

Comfortable
enough
in class



Building
community

Communication

Represent themselves

Listening and speaking skills

So, what
more can
we do?



Restorative practices in the classroom focus on building community, fostering relationships, and addressing conflict through dialogue.

Relationship Building

Safe and Predictable Environments

Conflict Resolution

Accountability and Repair

Restorative Practices in the Classroom

Restorative practices in the classroom focus on building community, fostering relationships, and addressing conflict through dialogue.

Relationship Building

Thematic Activities
Community Building Circles

Safe and Predictable Environments

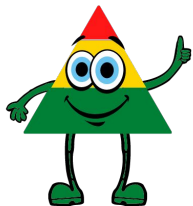
Establish Norms/Expectations Together
Check-Ins

Conflict Resolution

Restorative Conversations
Use of "I" Statements

Accountability and Repair

Acknowledging Harm
Making Amends



Relationship Building

- **Thematic Activities:** Encourage students to share their experiences and learn about one another.
- **Community Building Circles:** Use circles to foster connection among students.



Every Thursday the following resources are posted in the PBIS/RP Schoology group

Thematic Lesson Plans
(*Elementary & Secondary*)

Morning
Announcement Scripts

Community Building
Circle Lesson Plan

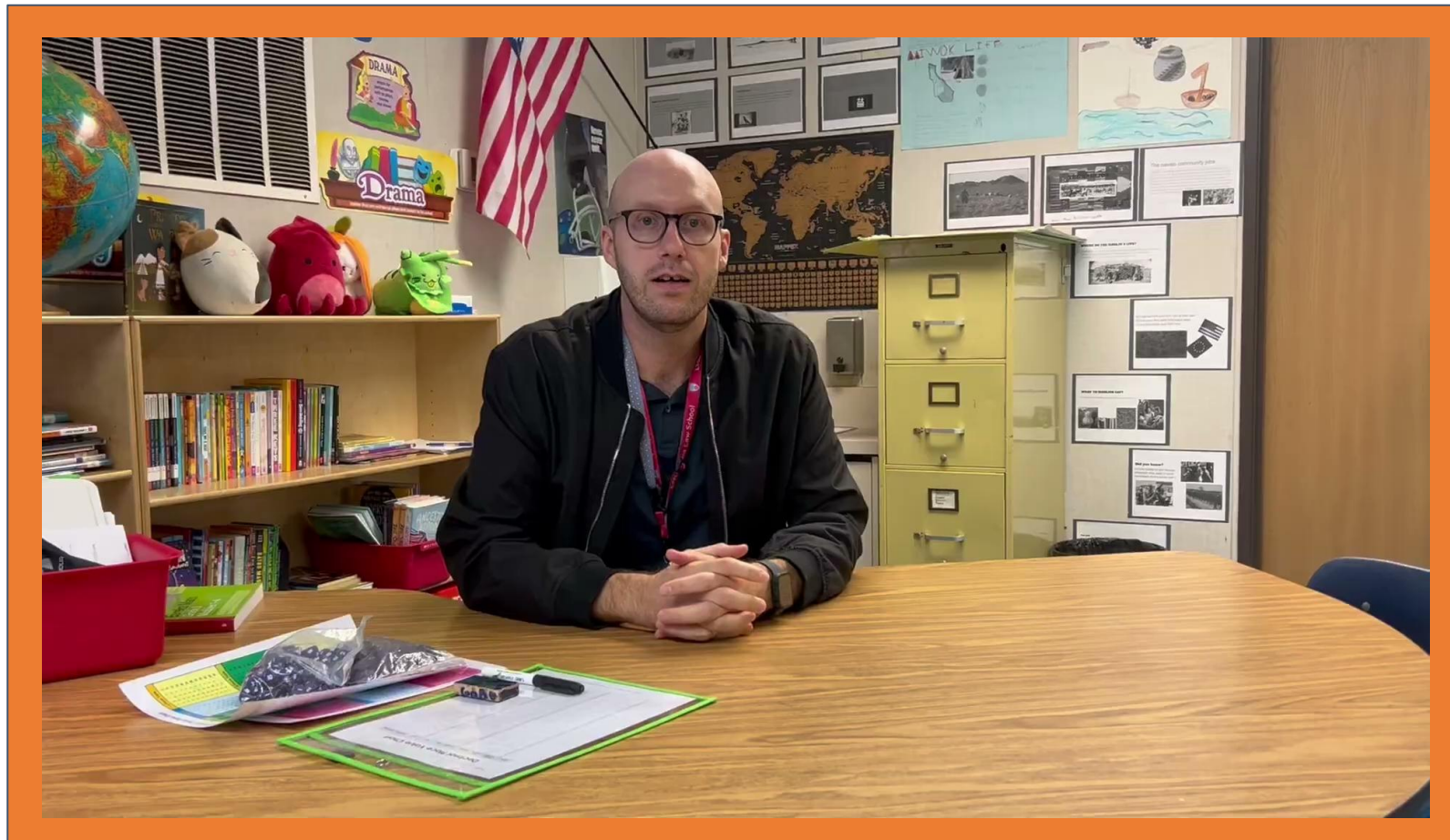
Ms. Halpenny, Franklin ES



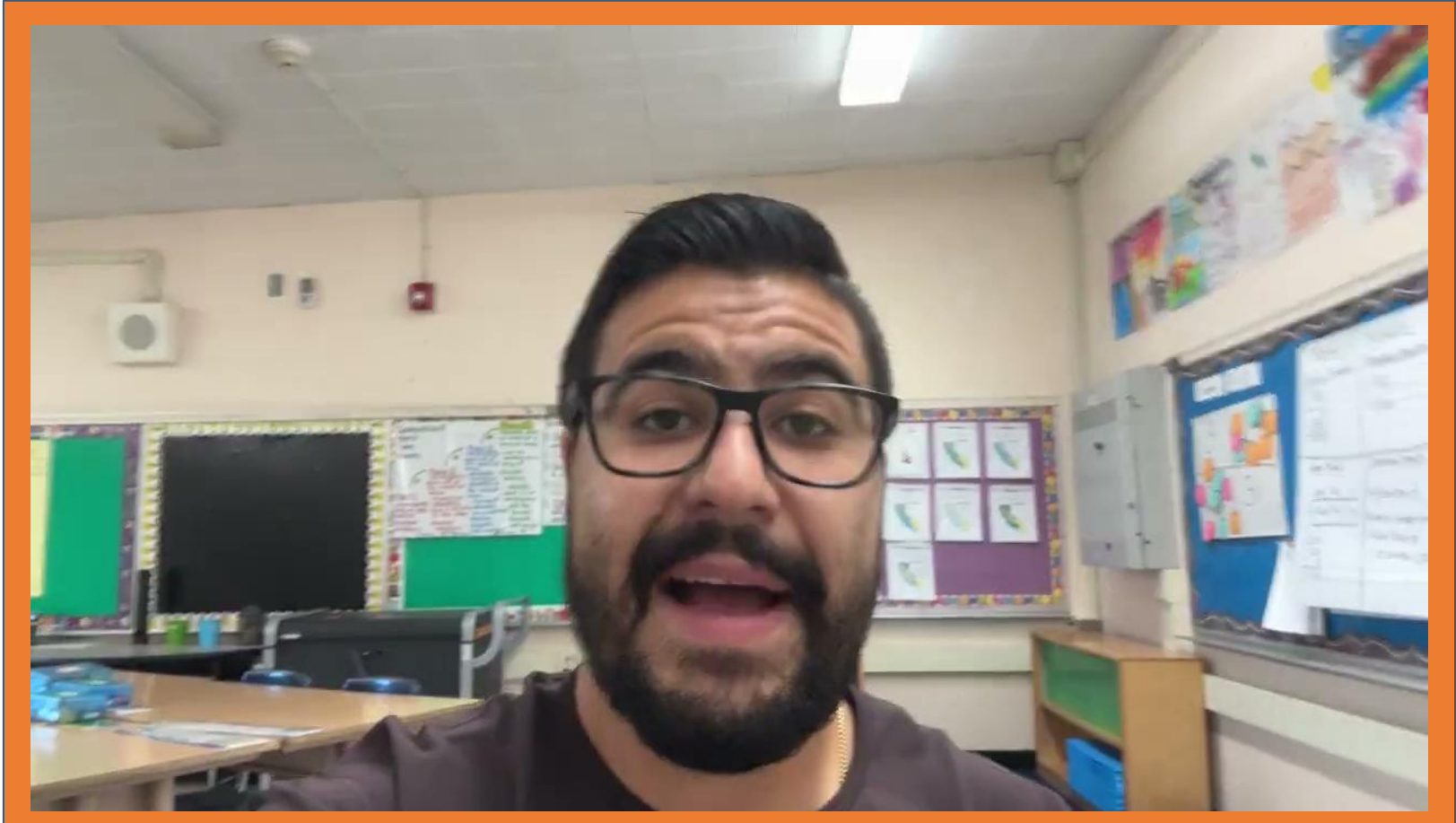
Julie Blanchette, Owensmouth HS



Mr. Naren Sguigna, Tulsa Elementary



Davit Davitian, Stagg ES



Restorative Practices in the Classroom

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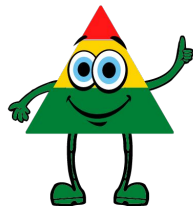
Restorative Conversations

Use of "I" Statements

Accountability and Repair

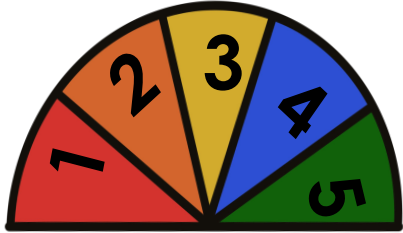
Acknowledging Harm

Making Amends



Safe and Predictable Environments

- **Establish Norms/Expectations Together:** Collaboratively create classroom norms that promote respect and accountability.
- **Check-Ins:** Regularly check in with students about how they're feeling.



Kind

Respectful

Responsible

Confidence

Rules

Our Class Motto
Part of being respectful is being kind and honest; we are responsible for our actions and our actions can have consequences.

Mrs. O'B

POSITIVE INTERVENTION AND SUPPORT / RESTORATIVE PRACTICES

BUILDING EDUCATED LIFELONG LEARNERS

BEHAVIORAL EXPECTATIONS

LOCATIONS

CLASSROOM

Be...PROMPT

Be...PREPARED

Be...POLITE

Be...PRODUCTIVE

• BE ON TIME

• TURN IN ASSIGNMENTS ON TIME

• BRING CLASS SUPPLIES EVERYDAY!

• RAISE YOUR HAND

• LISTEN ATTENTIVELY

• PUT YOUR PHONE AWAY

• COMPLETE ALL ASSIGNMENTS

• BE AWARE OF DEADLINES

• ASK FOR HELP

Be Responsible

We try our best

We listen to the teacher

We have a caring heart

We use kind words

We follow instructions

We think others' feelings

LOS CUATRO SERES

SER:

PUNTUAL

PREPARADO

RESPECTUOSO

PRODUCTIVO

Our Social Contract

We promise to...

1. Be good listeners

2. Be respectful

3. Be kind

4. Help each other

5. Be ready to learn

6. Keep my hands, feet to myself

We Are a Family

We will...

- help each other

- be kind

- include everyone

- take turns

- use manners

- listen to each other

- Share

Be Safe

Be Respectful

Be Responsible

CLASSROOM

BE RESPECTFUL

- Follow directions.
- Keep aisles clear.
- Keep food or drink outside of buildings.

BE RESPONSIBLE

- Be prepared, bring appropriate materials.
- Participate in class activities.
- Actively listen to designated speakers.
- Stay on task.

BE SAFE

- Use appropriate voice and language.
- Clean up after self.
- Dress and groom according to school dress code.

CLASS OF 2027

Our Social Contract

- Show gratitude
- Every day is a new beginning.
- Ask questions - our class is a safe place
- Help one another
- Achieve your goals
- We always try our best.
- Kind hearts.
- Strong Minds.

NIMITZ STEINBACH

CRENSHAW W. NIMITZ MIDDLE SCHOOL

CLASS RULES

1. Se amable en todo momento.
2. Escucha atentamente
3. Levanta la mano para hablar.
4. Se un buen amigo con todos.
5. Haz tu mejor trabajo en todo momento.
6. Sigue todas las reglas de la escuela.

BE SAFE

Being safe looks like:

- Being a good friend or tough times.
- Always walk in the classroom.
- Keep your hands to yourself and use your words.
- Being careful of your surroundings so we don't get injured.

BE RESPECTFUL

Being respectful looks like:

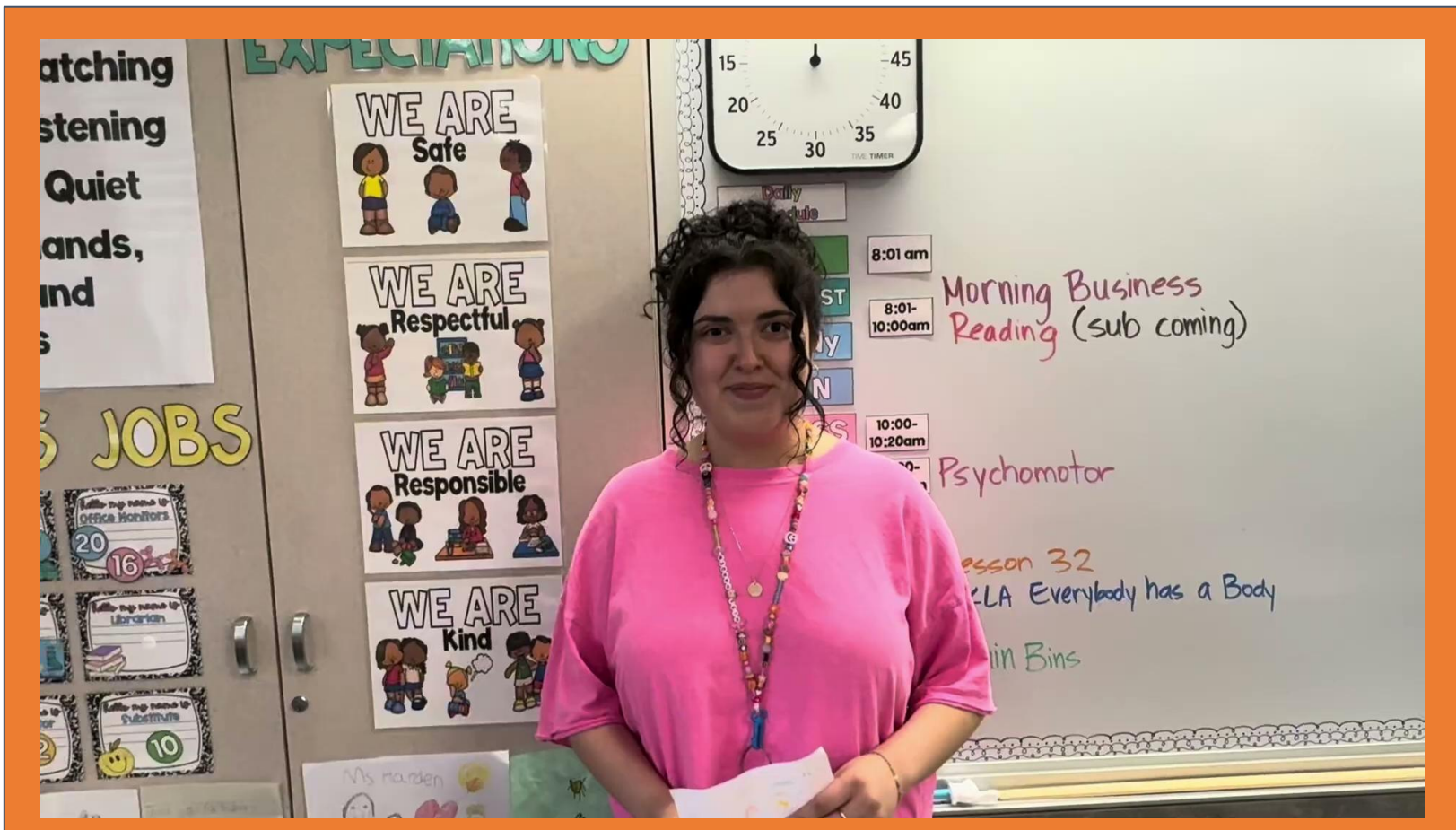
- Being a team.
- Trust others how you want to be treated.
- Being kind to people who are different from you.
- Being respectful of someone who is talking.
- Building class together.

BE RESPONSIBLE

Being responsible looks like:

- Taking care of your belongings.
- Being prepared for school.
- Cleaning up after yourself.
- Using your words when you are upset.
- Lending a hand to others in need.

Sarah Harden, Stanley Mosk ES



Celine Nassirzadeh, Westwood ES





Restorative Practices in the Classroom

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Relationship Building

Thematic Activities
Community Building Circles

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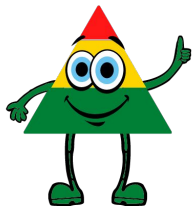
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Conflict Resolution

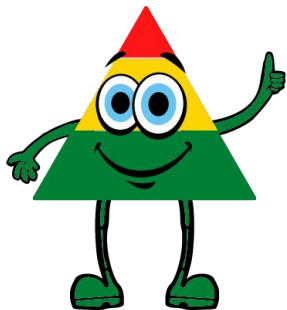
Restorative Conversations
Use of "I" Statements

Accountability and Repair

Acknowledging Harm
Making Amends



- **Restorative Conversations:** When conflicts arise, facilitate a structured dialogue where all parties can share their perspectives and feelings.
- **Use of “I” Statements:** Encourage students to express their feelings using “I” statements (e.g., “I felt hurt when...”), which helps reduce defensiveness.

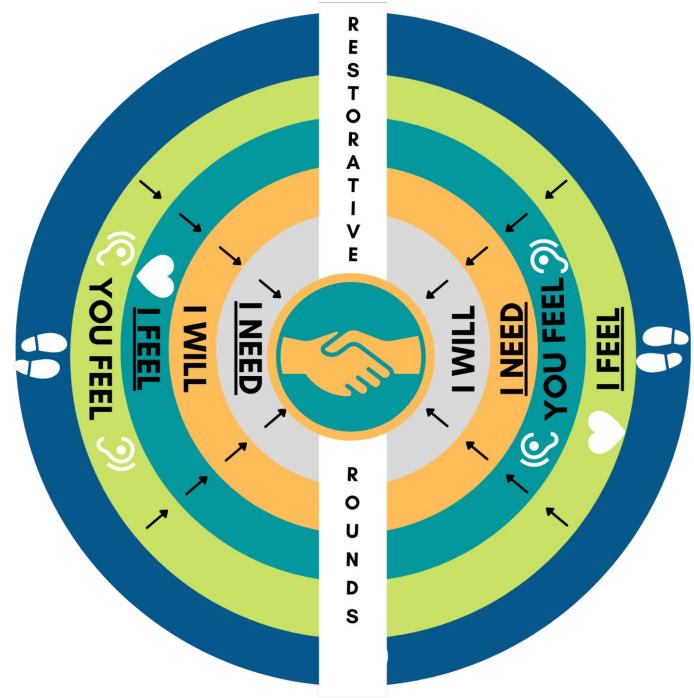
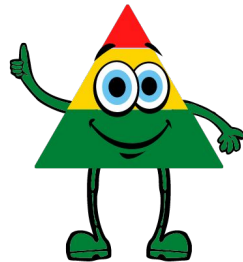
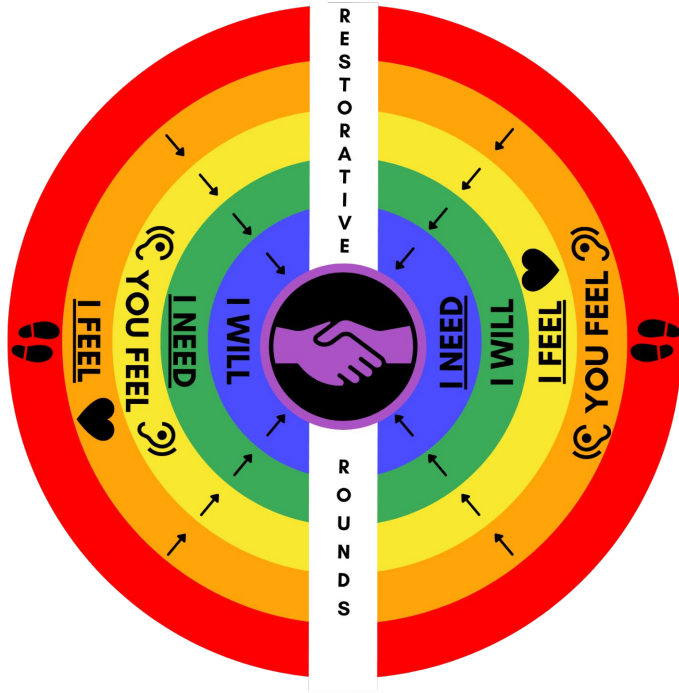


“I feel _____ (the emotion)
When _____ (the occurrence).
It makes it (reason/because) _____
Could you please _____?”

Alicia Romero, Fremont HS



Restorative Rainbows/Rounds



Restorative Rounds: High School



Restorative Rounds: High School Testimonial





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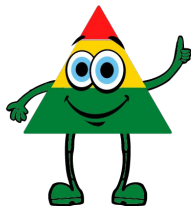
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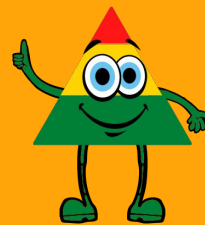
Acknowledging Harm
Making Amends

Accountability and Repair

- **Acknowledging Harm:** Guide students in recognizing the impact of their actions on others.
- **Making Amends:** Encourage students to think of ways they can repair relationships, whether through apologies, actions, or other forms of restitution.

Restorative questions help to explore motivations, perspectives, and solutions on conflict while looking for ways to build and restore relationships.

- What happened?
- What were you thinking at the time of the incident?
- What have you thought about since?
- Who has been affected by what happened, and how?
- What about this has been the hardest for you?
- What do you think needs to be done to make things as right as possible?



Restorative Questions Think Slips

_____'s Restorative Questions Think Slip Date _____

What choice did you make?

I struggled with following directions. I used hurtful words. I touched/took someone's belongings. I hurt someone's body.

I left an area without permission. I used materials inappropriately. I was playing during work time. I did something else.

What was happening BEFORE you made the choice?

I was angry. I wanted to get away. I was sad. I wanted to make a connection. I didn't know what to do. I wanted to have fun. It was something else.

How did your choice hurt you?

I messed out on learning. I feel more upset. My classmates are upset. I lost a privilege. People might have lost trust in me. It is something else.

How did your choice hurt someone else?

It hurt their feelings. It hurt their body. They missed out on learning. They felt disrespected. It ruined something that belongs to them. It was something else.

Name: _____ Date: _____

RESTORATIVE QUESTIONS THINK SLIP

WHAT CHOICE DID YOU MAKE?

☐ I struggled with following directions.
☐ I used hurtful words.
☐ I touched/took someone's belongings.
☐ I hurt someone's body.
☐ I left an area without permission.
☐ I used materials inappropriately.
☐ I was playing during work time.
☐ Other: _____

WHAT WAS HAPPENING BEFORE YOU MADE THE CHOICE?

☐ I was angry.
☐ I wanted to get away.
☐ I was sad.
☐ I wanted to make a connection with someone.
☐ I didn't know what to do.
☐ I wanted to have fun.
☐ Other: _____

HOW DID YOUR CHOICE HURT YOU?

☐ I messed out on learning.
☐ I feel more upset.
☐ My classmates are upset.
☐ I lost a privilege.
☐ People might have lost trust in me.
☐ Other: _____

HOW DID YOUR CHOICE HURT SOMEONE ELSE?

☐ It hurt their feelings.
☐ It hurt their body.
☐ They missed out on learning.
☐ They felt disrespected.
☐ It ruined something that belongs to them.
☐ Other: _____

YOU CAN MAKE BETTER CHOICES WHAT CAN YOU DO?

☐ Apologize.
☐ Do my work.
☐ Clean up the mess.
☐ Ask what I can do to make it better.
☐ Other: _____

WHY DO YOU WANT TO MAKE BETTER CHOICES?

☐ People will want to be around me.
☐ I will be proud of myself.
☐ I will learn more.
☐ Everyone will be safer.
☐ Other: _____

YOU CAN MAKE BETTER CHOICES WHAT WILL YOU DO DIFFERENTLY NEXT TIME?

☐ Think before I speak.
☐ Take deep breaths/use a calming strategy.
☐ Stay where I am supposed to be.
☐ Follow directions/focus on my work.
☐ Listen.
☐ Use kind and peaceful words.
☐ Ask an adult for help.
☐ Keep my hands and feet to myself.
☐ Other: _____

Name: _____ Location of Incident: _____ Date: _____

My Restorative Questions "Think" Slip

EXPECTATIONS

The expectations in the table below are EXAMPLES. Please edit/alter them according to your students' or community needs. (Please delete expectations/expectations.)
It is encouraged to have students participate in developing the expectations. This will ensure student buy-in and greater student engagement! (Please delete for some sample expectations.)

WE ARE SAFE	WE ARE RESPECTFUL	WE ARE RESPONSIBLE
"Wash your hands for 20 seconds regularly" or use hand sanitizer. "Only eat your own food/insects." "Walk in the classroom and in the halls." "Clean up after yourself, leaving your area and classroom neat and organized."	"Use encouraging and positive language." "Turn to each other, handing one voice, one speaker at a time." "Take and recognize different racial/cultural backgrounds, perspectives, ideas, and opinions." "Be patient with yourself and others." "Be mindful of your classmates' space and time."	"Be on time." "Be prepared with materials." "Be present in the lesson." "Ask questions and request help when needed." "Be honest to yourself and in all situations."

I made a behavioral error and I need further support with:
Being Safe Being Respectful Being Responsible
Circle one

Depending on your individual needs, students can write or draw responses to the restorative questions below.

What happened?

What were you thinking at the time of the incident?

What have you thought about since?

Restorative Questions Think Slip

Section 1 of 5

Restorative Questions Think Slip (editable)
Google Form

B I U ↺ ↻

Please write an answer for each question below. The answers should be honest and thoughtful.

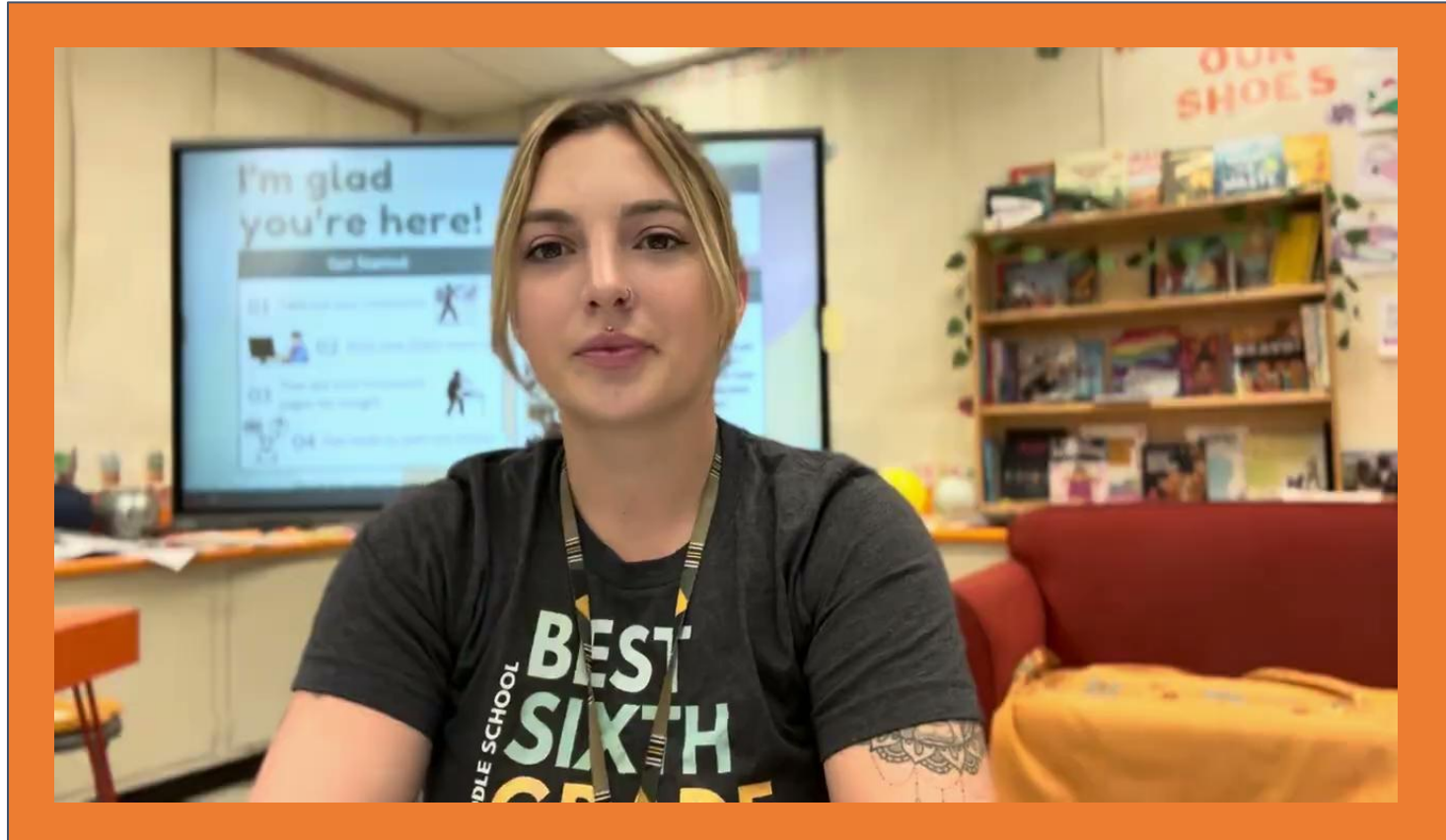
The following restorative questions will explore your motivations, perspectives, and solutions to conflict. Together we will develop ways to build and restore relationships.

Email *
Valid email: _____
This form is collecting emails. [Change settings](#)

My name *
Short answer text: _____

Date *
Month, day, year: _____

Haley Burgess, Cochran MS



Restorative Practices in Action

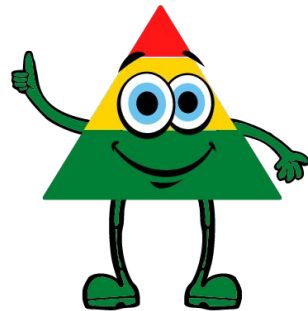


Conflict is not a problem
that needs solving but a
phenomenon that needs
understanding.

~ Dominic Barter

RESTORATIVE JUSTICE
PRACTICES: A WAY TO
SOLVE PROBLEMS IN
SCHOOL

- PBIS/RP Schoology group
- PBIS/RP Website
- Weekly Drop In Support
- Professional Development Opportunities
- Tier 1 Look Fors



In May 2023, the Board authorized its Independent Analysis Unit (IAU) to evaluate PBIS/RP implementation.

**Ten Years of the School Climate
Bill of Rights in L.A. Unified:
Where are we?**

Survey of School Leaders and
Teachers, Fall 2023

Independent Analysis Unit
Board of Education for the Los Angeles Unified
School District

June 2024

Megan Besecker
Andrew Thomas, Ph. D.

IAU Report – Next Steps

What works to support implementation?

SOSAs

SOSAs positively impact teachers' confidence and use of PBIS/RPs.

- Teachers who interacted with a System of Support Advisor (SOSA) had higher confidence, more positive views of student attitudes, and more frequent use of PBIS/RP for behavior management and discipline. They also reported greater proficiency in PBIS/RP.

School Support

Support from school leadership improves teachers' attitudes.

- Teachers who felt supported by their school leadership had higher buy-in, confidence, and better perceptions of student attitudes towards RPs. They also reported greater proficiency in PBIS/RP.

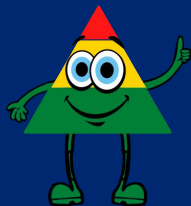
PD

PD enhances teachers' buy-in, use of, and proficiency in PBIS/RPs.

- Attendees of PBIS/RP PD in 2022-23 were more supportive, proficient, and reported more frequent use of PBIS/RPs, compared to those who did not attend PD. School site administrators also reported improved teacher and student support with high levels of teacher training.

- Teachers and school site administrators need clear expectations from the top.
- Amid competing demands, SOSAs are pivotal staff to bolster implementation.
- School site administrators are key, but they need support and accountability, especially in secondary schools.
- Ongoing, scaffolded training is essential to sustain implementation.
- Emphasis on practices that require the least effort to implement may foster greater support and use.

When we work together on a common goal, we can achieve things beyond our greatest imagination. Author Unknown



Questions/comments: pbis-rp@lausd.net

