

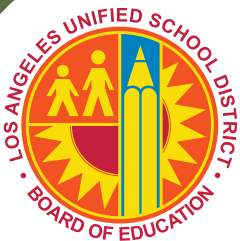
Student Health & Human Services | Restorative Justice

# PRINCIPALS' RESOURCES 2019

**BE SAFE.**

**BE RESPECTFUL.**

**BE RESPONSIBLE.**



## School Climate Bill of Rights

<https://achieve.lausd.net/restorativejustice>

| Positive and Safe School Environments |  
| Relationships Matter - Building Stronger School Communities |



# Discipline Foundation Policy

## Introduction

L.A. Unified is committed to creating safe, productive school environments so our students can learn and strive for success.

In May 2013, the Board of Education adopted the “School Discipline Policy and School Climate Bill of Rights.” Since then, L.A. Unified has been hard at work transforming our policies to build safe, respectful positive school culture and climates through mutual respect and cooperation. One initiative of these efforts is the School Climate Bill of Rights week.

This toolkit will support school staff with an overview of the School Climate Bill of Rights: What is it? How does it fit into existing District initiatives? Think of this toolkit as a resource to build awareness of the School Climate Bill of Rights in our school communities. As we gain an understanding of what the School Climate Bill of Rights is, this helps us build a stronger road to understanding the many resources available to support L.A. Unified’s overarching commitment to creating positive and safe school environments.

Thank you, in advance, for your leadership in creating and sustaining healthy environments for our students to learn to read, write and think for success.

- ☒ Introduction
- ☒ Background
- ☒ Principal’s Message Points
- ☒ School Climate Bill of Rights: Elementary and Secondary
- ☒ Suggested Activities
- ☒ Parent Templates-Letter and Blackboard Connect
- ☒ School-Based Communications
- ☒ Facilitating Restorative Circles
- ☒ Resources



# Discipline Foundation Policy

## Background

L.A. Unified is committed to providing all students with a rigorous education to ensure every student graduates career-ready and college-prepared. The Discipline Foundation Policy (DFP) asserts, “Every student, pre-school 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.” We know that in order to create optimal learning environments and ensure our students are in class each day, we must change the way we think about discipline in our schools. Creating a rich learning environment and culture of positive behavior support requires a paradigm shift that moves from traditional discipline to more restorative and trauma informed approaches. Instead of what is wrong with a student's behavior, we ask "What happened," building on strengths and assets.

L.A. Unified has made significant improvements in reducing suspension rates and the number of days lost to suspensions. From 2007-08 to 2017-18, suspension rates in the District have decreased by 7.65% from 8.10% to 0.45%. Instructional days lost to suspension have tremendously decreased by 70,126 from 74,765 to 4,639.

The DFP establishes a consistent plan for developing a positive school culture and climate that establishes safe and welcoming school communities. Creating a positive culture and climate, connects all stakeholders and reinforces positive behavior. In the past, school discipline tended to be reactive, resulting in punitive consequences. The District continues fostering positive relationships in all school communities.

The School Climate Bill of Rights is in its fifth (5th) year of implementation, Student Health and Human Services- Restorative Justice is celebrating by creating this comprehensive toolkit. The resources provided will help support you and your school staff with an overview of the School Climate Bill of Rights and Restorative Justice practices. The toolkit will also continue to build awareness of the School Climate Bill of Rights and Restorative Justice practices in our school communities.

Together, through careful reflection and a willingness to build on our successful practices, we will continue to positively impact our students in every aspect of their well-being. Thank you for everything you do to ensure that our students have a welcoming environment in which they feel welcomed, safe, secure and cherished by adults who are committed to seeing that they are college-prepared and career-ready.

Thank you, in advance, for your leadership in creating and sustaining welcoming and healthy environments for our students to learn to read, write and think for success. If you have any questions, please contact Deborah D. Brandy, Director at [deborah.brandy@lausd.net](mailto:deborah.brandy@lausd.net) or at 213-241-0394.





# Discipline Foundation Policy

## School Climate Bill of Rights

### Positive and Safe School Environments

#### Principal's Message Points

##### **The L.A. Unified cares about the well-being and safety of our students.**

- L.A. Unified is committed to creating safe, productive school environments so our students can learn and strive for success.
- L.A. Unified is committed to providing a rigorous education that prepares our students for graduation, college, and career readiness.
- Our school climates focus on safety, teaching and learning, interpersonal relationships, and building an environment of support and mutual respect.

##### **Furthering our commitment to creating safe, supportive school environments, the Los Angeles Board of Education adopted the "School Discipline Policy and School Climate Bill of Rights" on May 14, 2013.**

- Since then, L.A. Unified has been hard at work transforming our discipline policies to build safe, respectful positive school cultures through mutual respect and cooperation. These overarching efforts include:
  - ✓ **Restorative Justice (RJ):** Approaches build community and resolve student interpersonal conflict by getting to the root cause of an issue and repairing harm through respectful dialogue.
  - ✓ **Alternatives to Suspension:** Alternatives to suspension for appropriate offenses to keep our students in class and on track to graduate college-prepared and career ready. Note: Strategies will be used, except those limited offenses where suspension is required under California Education code, to keep our students in the classroom and on track to graduate college and career ready.
  - ✓ **Positive Behavior Interventions and Support:** Interventions that increase attendance, improve academic performance, provide support from all school employees, and reduce suspensions.
  - ✓ **The School Climate Bill of Rights:** Outlines the District's overarching commitment to providing a positive, productive, safe school climate that offers students the environment they need to succeed to their full potential.
  - ✓ **Decriminalizing Minor Offenses Committed on School Campus:** Joint effort made by our school police department and other offices to decriminalize many acts of minor law offenses that in the past resulted in citations and arrest. Instead, students will receive positive intervention, problem solving and other supports.



# Discipline Foundation Policy

## School Climate Bill of Rights

Positive and Safe School Environments

### Principal's Message Points - Continued

**To show L.A. Unified's commitment toward building positive school environments, every school will prominently display the School Climate Bill of Rights on their campus.**

- The School Climate Bill of Rights establishes L.A. Unified's commitment to a District-Wide culture of a positive and humanistic approach to working with students, staff and parents.
- The School Climate Bill of Rights outlines students' right to a holistic, safe and healthy school environment with effective positive behavior support and interventions.
- It serves as a visible reminder to students, parents, staff and others of the District's commitment to all students.

**Schools are encouraged to engage their students, staff, parents/guardians and other stakeholders in an ongoing dialogue about building a positive culture throughout the school year.**

- District-Wide special events that help raise awareness of the School Climate Bill of Rights include:
  - ❖ L.A. Unified will celebrate the "School Climate Bill of Rights" week during the month of **May 2019**.
  - ❖ During the week of **May 20-24, 2019**, schools are encouraged to participate in the School Climate Bill of Rights Week with fun activities to engage and increase students, parents and staff understanding.

**The District has a long-standing track record of supporting safe, supportive, environments for our schools through a number of ongoing program initiatives, including:**

- ❖ Out for Safe Schools
- ❖ Student-to-Student Healthy Relationships
- ❖ Bullying Prevention and Awareness
- ❖ Kindness Week
- ❖ Second Step
- These program initiatives strengthen and support L.A. Unified's overall commitment to creating and sustaining healthy environments for our students to learn to read, write and think for success.

**L.A. Unified remains committed to implementing the Board of Education's 2013 School Discipline Policy and School Climate Bill of Rights, and expanding our successful efforts to help improve our student's behavior and academic success.**

- The number of suspensions continued to decline, with a decrease in the number of instructional days lost due to suspension. Instructional days lost to suspension have decreased by 70,126 from 74,765 in 2007-08 to 4,639 in 2017-18.
- Truancy citations have also declined, resulting in fewer students facing court sanctions and in 2017-18 having to miss school to go to court.
- As we continue our efforts and expand other successful programs, we will see continued student achievement, higher graduation rates, and continued lower number of suspensions and trancies.





# School Climate Bill of Rights



## ELEMENTARY

L.A. Unified is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. L.A. Unified students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time. L.A. Unified is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All L.A. Unified students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**  
Interventions that reduce suspensions, increase attendance, improve test scores and have support from all school personnel.
- **Alternatives to suspension and positive behavior interventions and supports**  
Alternatives to suspension strategies will be used for all students in a consistent and age-appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense).
- **School discipline and school-based arrest and citation data available for viewing**  
Every student and parent/guardian has a right to obtain school-wide monthly data on discipline via the District website including: suspension, involuntary transfer, opportunity transfer, expulsion, school-based arrests and citations. Such data will be provided in a manner designed to maintain the privacy of individual students.
- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**  
Beginning in the 2015-2016 school year all schools will have developed and begun using RJ approaches as an alternative to traditional school discipline, when appropriate, as an intervention consistent with the School-Wide Positive Behavior Intervention and Support strategies.
- **A District SWPBIS Task Force**  
The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Local District as well as members from community organizations to make recommendations for full implementation of SWPBIS.
- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**  
Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.
- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**  
Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.



Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights  
Adopted by the Los Angeles Unified School District Board of Education on May 14, 2013







# School Climate Bill of Rights



## SECONDARY

L.A. Unified is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. L.A. Unified students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time. L.A. Unified is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All L.A. Unified students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

L.A. Unified will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.

- **School discipline and school-based arrest and citation data available for viewing**

L.A. Unified will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have developed and begun implementation of RJ approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, , identify the harm

that was caused, and develop an agreement on how to restore harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. RJ approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- **A District SWPBIS Task Force**

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Local District as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and RJ approaches to working with students, staff and parents/guardians.

- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.

- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**

Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.



Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights  
Adopted by the Los Angeles Unified School District Board of Education on May 14, 2013



## School Climate Bill of Rights – Suggested Activities

**Door Decorating Contest:** What does the theme Inspiring Hearts and Minds mean? Invite teachers and students to use their creativity and decorate their classroom door with this year's theme of Inspiring Hearts and Minds.

**School-wide Poster Contest:** What does the theme Inspiring Hearts and Minds mean to the students? Initiate a school-wide poster contest where students create posters depicting what they believe this year's theme Inspiring Hearts and Minds means to them.

**School-wide Poem Contest:** What does the theme Inspiring Hearts and Minds mean to the students and staff? Encourage students and faculty to create poetry around the theme Inspiring Hearts and Minds.

**Positive Sticky Notes:** A simple, easy way to provide a positive gesture in the hopes of building new friendships and relationships.

**Thank You Letter:** Who are the unsung heroes in your school? Write them an anonymous (or not) letter to show them that you appreciate them.

**Bulletin Board:** Where do you see kindness in your school? Create bulletin boards that provide students with opportunities to recognize and share kindness with others!

**Custodian, Cafeteria Staff, School Police Officer, Bus driver, etc., Appreciation:** As a class, take time to write letters and put up signs showing your appreciation for the people who take care of your school! Keep your classroom so clean that they won't have anything to pick up.

**Restorative Questions Role Play:** Restorative questions are a tool used to process an incident of wrongdoing or conflict. When a situation has occurred, the person(s) who has created the conflict takes some time and answers questions. Refer to the following questions:

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 questions focus on the incident, and allow the person to think about how his/her actions affected others. It encourages empathy, accountability, expression of feelings and thoughts and problem solving. Restorative questions are also answered by those who were impacted by the incident, to help them process their feelings and determine what they need to make things right. Break students into small groups and give each group one of the six restorative questions. Instruct groups to plan two different ways to role-play their question: one illustrating a punitive approach and one with a Restorative Justice approach. Allow students time to act out their scenarios with their classmates as the audience.



## School Climate Bill of Rights – Suggested Activities (cont.)

- Bring your class back together, and have them share thoughts and ideas that came up during the role-playing. Ask students to write independently in journals about the following questions:
  - How do you think Restorative Justice is beneficial to students, schools and communities?
  - What elements of Restorative Justice seem particularly challenging, especially in your school context?
- Describe a situation from your home or school when you think a restorative justice approach might have been beneficial.
- If there is additional time, have students come up with their own, realistic scenarios to role -play. These can be fictional or draw upon real recent situations.
- Explain to your students that you will be talking about Restorative Justice, a method of handling behavioral issues that might arise in schools or communities. Ask your class what “justice” means to them, and explain that for the purposes of this lesson, you will be talking about justice both in terms of fairness and in terms of righting wrongs. Discuss how your students see these issues as relevant in their school and community. If necessary, provide students with any literature that may assist them to understand the concept of justice.
- After you have come up with a working definition of “justice,” follow the same procedure for the word “restorative.” Get students to the point of understanding what Restorative Justice is: a system of righting wrongs that aims at solving problems and moving forward rather than punishing or simply preventing future repetition.
- Solicit some student examples of disciplinary issues in school that they feel have been handled with and without student input. Explain that a key element of Restorative Justice is that consequences happen with adults and students in active dialogue. Explain that Restorative Justice aims to repair, or restore, the student’s sense of self (self -restoration) as well as their relationship to peers and the community (social restoration). Break students into pairs to discuss times they might have had to do such restoration, at home or school, even if they didn’t have a name for it.





# Discipline Foundation Policy

## *School Climate Bill of Rights*

*Positive and Safe School Environments*

### **Parent Letter Template**

Dear Parents and Guardians,

At (school name), we care about the safety and well-being of our students, and are committed to creating safe, productive school environments so your child can learn and strive for success. Our school's climate focuses on safety, teaching and learning, interpersonal relationships, and building an environment of support and mutual respect.

As part of our commitment to creating safe, supportive school environments, L.A. Unified promotes the "School Climate Bill of Rights," which is displayed at all school sites. The bill outlines L.A. Unified's overarching commitments to providing a positive, productive, safe school climate that gives our students the environment they need to learn and succeed.

The School Climate Bill of Rights is part of the District's larger effort to transform our discipline policies from traditional approaches toward more restorative practices. These efforts include:

**Restorative Justice (RJ):** Promote the philosophy of RJ which builds community and strengthens relationships between all stakeholders. The goal is to create a warm and caring school community where students and families thrive.

**Alternatives to Suspension:** Alternatives to suspension for appropriate offenses to keep our students in class and on track to graduate college-prepared and career-ready.

**Positive Behavior Interventions and Support:** Intervention that reduce suspensions, increase attendance, improve academic performance, and provide students with universal support from all school employees.

Visit <https://achieve.lausd.net/restorativejustice> to learn more about these efforts, which are all designed to keep our youth in class and on track to graduate college and career ready.

Thank you for your support of our efforts to create a positive school climate for every student.

Sincerely,  
Principal



# Política de Fundamentos Disciplinarios

## Declaración de Derechos del Ambiente Escolar

Ambientes Escolares Positivos y Seguros

### Parent Letter Template

Estimados padres y tutores,

En (school name) nos importa la seguridad y bienestar de nuestros estudiantes y estamos comprometidos a crear un ambiente escolar seguro, productivo para que su hijo(a) pueda aprender y prosperar para alcanzar el éxito. Nuestro ambiente escolar se enfocan en la seguridad, enseñanza, aprendizaje, relaciones interpersonales y la creación de un ambiente de apoyo y respeto mutuo.

Como parte de nuestro compromiso de crear un ambiente escolar seguro y de apoyo, el Distrito Escolar Unificado de Los Ángeles (LAUSD, siglas en inglés) promueve la “Declaración de Derechos del Ambiente Escolar”, la cual está a la vista del público en todas las escuelas. La declaración expone el cometido generalizado del LAUSD de brindar un clima escolar positivo, productivo y seguro que brinde a nuestros estudiantes el entorno que necesitan para aprender y tener éxito.

La “Declaración de Derechos del Ambiente Escolar” es parte del esfuerzo más amplio de transformar nuestras políticas de disciplina, de los métodos tradicionales a prácticas de mayor restauración. Estos esfuerzos incluyen:

**Justicia Restaurativa (Restorative Justice [RJ]):** promover la filosofía de RJ, la cual fomenta la creación de comunidad y fortalece las relaciones entre los grupos interesados en el bienestar escolar. La meta es crear una comunidad escolar acogedora e interesada en otros en donde estudiantes y familias puedan prosperar.

**Alternativas a la suspensión:** alternativas a la suspensión para las ofensas correspondientes con el fin de mantener a nuestros estudiantes en clase y en camino a la graduación y preparados para una carrera profesional.

**Apoyo e intervención para fomentar la conducta positiva:** intervenciones que reduzcan las suspensiones, incrementen la asistencia, mejoren el rendimiento académico de los alumnos y ofrezcan apoyo de parte de todos los empleados escolares.

Visite: <https://achieve.lausd.net/restorativejustice> para obtener más información acerca de estos esfuerzos, los cuales están diseñados para mantener a nuestros jóvenes en clase, en camino a la universidad y preparados para una profesión.

Gracias por apoyar nuestros esfuerzos para crear un clima escolar positivo para cada estudiante en LAUSD.

Atentamente,



# Discipline Foundation Policy

## School Climate Bill of Rights

### Positive and Safe School Environments

#### Parent Blackboard Connect Script Template

- Hello, this is (name), principal of (school name).
- At (school name), we care about the safety and well-being of our students.
- We are committed to creating safe, productive school environments so your child can learn and strive for success.
- As part of our commitment to creating safe, supportive school environments, L.A. Unified promotes the “School Climate Bill of Rights.”
- The bill outlines L.A. Unified’s overarching commitment to providing a positive, productive, safe school climate that gives our students the environment they need to learn and succeed.
- Additional efforts include Restorative Justice practices, Alternatives to Suspension, and School-Wide Positive Behavior Intervention and Support – all designed to keep students in class and on track toward graduating college and career ready.
- Visit [dfp.lausd.net](http://dfp.lausd.net) to learn more about these efforts. Thank you for your support of our efforts to create positive school climates for every student.

#### School-Based Communications

##### *Marquee suggestions:*

- **At School Name** we are creating safe, productive school environments so our students can learn and strive for success.
- **At School Name** our school climates focus on safety, teaching and learning, interpersonal relationships, and building an environment of support and mutual respect.
- **At School Name** we are committed to the School Climate Bill of Rights!
- **At School Name** we are creating and sustaining healthy environments for our students to learn to read, write and think for success.

#### Website or Newsletter suggestions:

- L.A. Unified has been hard at work transforming our discipline policies to build a safe, respectful positive school culture and climates through mutual respect and cooperation.
- To show L.A. Unified’s commitment toward building positive school environments, for all students, in every school—including ours—will prominently display the School Climate Bill of Rights on campus.
- The School Climate Bill of Rights establishes L.A. Unified’s commitment to all students’ right to holistic, safe and healthy school environments with effective Positive Behavior Interventions and Support.



# Política de Fundamentos Disciplinarios

## Declaración de Derechos del Ambiente Escolar

### Ambientes Escolares Positivos y Seguros

#### Parent Blackboard Connect Script Template

- Hola, les habla (name), director de (school name).
- En (school name) nos importa la seguridad y bienestar de nuestros estudiantes.
- Estamos comprometidos a crear un ambiente escolar seguro, productivo para que su hijo(a) pueda aprender y prosperar para alcanzar el éxito.
- Como parte de nuestro compromiso de crear un ambiente escolar seguro y de apoyo, el Distrito Escolar Unificado de Los Ángeles (LAUSD) promueve la “Declaración de Derechos del Ambiente Escolar”.
- La declaración expone el cometido generalizado del LAUSD de brindar un clima escolar positivo, productivo y seguro que brinde a nuestros estudiantes el entorno que necesitan para aprender y tener éxito.
- Los esfuerzos adicionales incluyen las actividades de Justicia Restaurativa, Alternativas a las Suspensión y el Apoyo e Intervención para fomentar la conducta positiva en toda la escuela. Todos ellos están diseñados para mantener a los estudiantes en clase encaminados para graduarse de la universidad y preparados para una carrera profesional.
- Visite: <https://achieve.lausd.net/restorativejustice> para obtener más información acerca de estos esfuerzos. Gracias por apoyar nuestros esfuerzos para crear un clima escolar positivo para cada estudiante en LAUSD.

#### Tipos de Comunicación en Escuelas Sugerencias

para marquesinas:

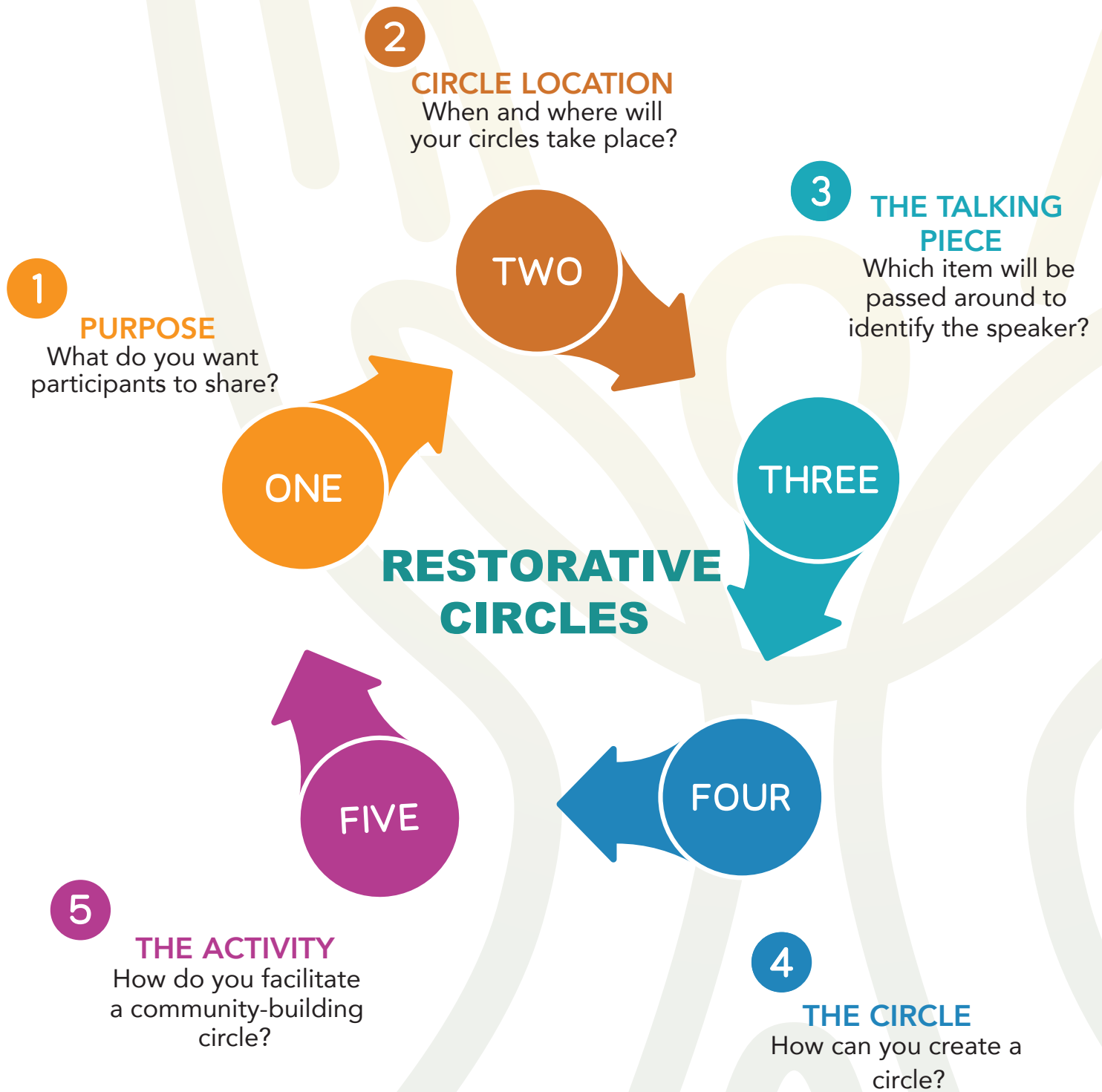
- En (school name) estamos creando un ambiente escolar seguro, productivo para que nuestros estudiantes puedan aprender y prosperar para alcanzar el éxito
- En (school name) nuestro clima escolar se enfoca en la seguridad, enseñanza y aprendizaje, relaciones interpersonales y la creación de un ambiente de apoyo y respeto mutuo.
- En (school name) estamos comprometidos con la “Declaración de Derechos del Ambiente Escolar”.
- En (school name) estamos creando y sosteniendo un ambiente sano para que nuestros estudiantes aprendan a leer, escribir y pensar para alcanzar el éxito.

#### Sugerencias para el Boletín o Página Web Escolar :

- LAUSD ha estado trabajando duro para transformar nuestras políticas de disciplina para crear una cultura y clima escolares seguros y respetuosos por medio del respeto y cooperación.
- Para demostrar el compromiso del LAUSD para crear un ambiente escolar positivo, cada escuela incluyendo la nuestra, tendrá a la vista del público de manera prominente la “Declaración de Derechos del Ambiente Escolar”.
- La “Declaración de Derechos del Ambiente Escolar” establece el compromiso del LAUSD con los derechos de los estudiantes para disponer de ambientes escolares holísticos, seguros y sanos con apoyos e intervenciones conductuales efectivos y positivos.



# Restorative Justice - Circle Process



# Circle Process: Core Guidelines



Respect the Talking Piece



Speak from your Heart

"Say Just Enough"



Listen with your Heart



Speak with Respect



Listen with Respect



Remain in the Circle



Honor Privacy





# Facilitating Restorative Circles

## Restorative Language

Restorative language can be helpful when conversations are difficult and/or when people potentially have strikingly different/contrasting points of view. In order to strengthen relationships, we need to speak from the heart, listen and speak with respect and express feelings using “I” statements. These words promote these ideas. Stress these words during the lessons.

**Empathetic listening** (active listening or reflective listening) – is paying attention to another person with empathy [emotional identification, compassion, feeling, insight]. One basic principle is to “seek to understand, before being understood.”

**Neutrality** – the state of not supporting or helping either side in a conflict, disagreement, etc.; impartiality.

**Relationships** – the way in which two or more people or groups regard and behave toward each other.

**Respect** – regard for the feelings, wishes, rights, or traditions of others. Respect is a pattern of behavior that is found in healthy relationships. Respect should be given unconditionally.

**Values** – a person’s principles or standards of behavior; one’s judgment of what is important in life.

For additional resources on Restorative practices, visit the Restorative Justice website at <https://achieve.lausd.net/restorativejustice>.



# Restorative Circle Guidelines

## Purpose and Objectives

Circles have guidelines that are essential for them to function well. This lesson guide introduces those guidelines allowing the participants to become familiar with the process.

### Objectives

- Understand reasons for being in circle.
- Learn the seven circle guidelines.
- Learn how to use a talking piece in the circle.

### Preparation and Materials

Plan (in advance) how to arrange chairs in a circle.

- The circle keeper will select a talking piece that is important to them. Examples include a small, soft toy, or a special stick or stone that can withstand being passed around multiple times.
- Choose something to put in the center of the circle; such as a piece of decorative fabric placed on the floor or a low table, with flowers, a bowl with water or stones, and other objects to serve as a focal point.

### Room Configuration

**Explain:** “Besides the shape of the circle, we put something in the center. As we do more circles together we’ll decide as a group what we should put in the centerpiece to symbolize what we want our community to be.”

### Setup Center

Build the focal point in the center of the circle with the selected items. The talking piece can rest in the center until it is used. Place the seven **Circle Guidelines** handout in the center.

### Welcome

Before you begin your circle, give a clear, simple and honest explanation about why the participants have been invited to a circle. If you are completely transparent about the purpose and goals the participants will be more likely to trust the circle.

For example “The purpose of today’s circle is to give the students an opportunity to share their thoughts, feelings, and concerns regarding the School Climate Bill of Rights.”

### Centering Activity

**Explain:** “This is the time when we prepare the participants for the circle. This is the opportunity to make sure the participants are calm and willing to share their thoughts and feelings with each other.”

### Circle Guidelines

**Explain:** “Circles work best when we follow important guidelines. We will use the same guidelines every time we meet in circle. The more we use them, the more we will come to understand and appreciate how they support the time we spend together in the circle.” Have a copy of the seven **Circle Guidelines** in the center of the circle and review them with the participants.



# Restorative Circle Guidelines (cont.)

## Talking Piece

**Explain:** “This activity teaches respect for the talking piece. Everyone gets an opportunity to practice speaking toward the center of the circle and listen silently while others speak. The activity promotes sharing from our perspective.”

- “In our circles we will frequently use a talking piece. (Show them the talking piece they will be using.) Only the person who is holding the talking piece may speak. The person who is holding the talking piece has a responsibility of maintaining the integrity of the circle by speaking from the heart.”
- “It is sometimes important to be silent when holding the talking piece; this can help us to listen with our hearts and discover what is true for us.”
- “When we speak, we speak into the center of the circle, adding our voice and our wisdom to the voices and wisdom of everyone else.”
- “Pass the talking piece respectfully from one person to the next.”
- “Sometimes we won’t use the talking piece.”
- “Let’s practice passing the talking piece around the circle silently and respectfully.” Demonstrate by passing the talking piece to the person sitting next to you and having them pass it back.

## Check-in Round

Using the talking piece, the circle keeper will ask the participants to offer one word to describe how they feel about participating in today’s circle.

## Values Round

The circle keeper will ask the participants to reflect on their principles or standards of behavior. They will be directed to write their values on the **Sample Value Hand** (see handout page 23) then be invited to share in the circle.

## Discussion Rounds

Using the talking piece, the circle keeper will invite the participants to share their thoughts and options regarding today’s circle. The circle keeper will guide the participants through the prompts, and remind them to use affective statements when sharing their thoughts and opinions.

## Quotes

The circle keeper will share the quote with the participants as they prepare to leave the circle.

## Closing Round

“Share three words that describe your experience in our circle today.”



## School Climate Bill of Rights – Sample Circle Lesson

**Participants** Elementary and Secondary Students, Staff and Families

**Objective** Participants will have an opportunity to share their thoughts, feelings and concerns regarding the School Climate Bill of Rights.

**Time** 15–30 minutes

**Purpose** The purpose of today's circle is to give the participants an opportunity to share their thoughts, feelings, and concerns regarding the School Climate Bill of Rights.

**Materials** Talking Piece, Centerpiece, and Circle Guidelines

**Other Preparation** Prior to beginning the circle, arrange the chairs in a circle if possible. Participants should easily be able to see one another.

### Activities

**Welcome** Give a clear, simple and honest explanation, using your own words, of why the group will be meeting in a circle.

*“Over the next few minutes, we are going to take some time to discuss our thoughts and feelings about the School Climate Bill of Rights.”*

**Centering Activity** Guide the participants through a grounding activity. Have the participants **PRETEND** to hold a rose in one hand and a candle in the other hand.

Ask participants to smell the rose (inhale, breathe in) and blow out the candle's flame (exhale). Repeat three times.

**Introduce/Review the Seven Core Guidelines Handout**

1. Respect the Talking Piece.
2. Speak with your heart.
3. Listen with your heart.
4. Speak with respect.
5. Listen with respect.
6. Remain in the circle.
7. Honor privacy.

**Talking Piece** Introduce the talking piece, why you chose it and how to use it:  
*“Today our talking piece is the \_\_\_\_\_. I chose this talking piece because \_\_\_\_\_.”*

**Check-In Round** Ask participants to offer one word that describes how they feel about participating in today's circle.



## School Climate Bill of Rights – Sample Circle Lesson (cont.)

### **Values Round**

Distribute one copy of the Sample Value Hand (attached) to each participant. Ask them to write five qualities, one on each finger, that represent who they are when they are at their best. Then ask the participants to write one value on the palm of the hand that they will bring to the circle.

### **Share Values**

Participants will share their thoughts about their value word.

### **Discussion Rounds Prompts**

Ask the participants to reflect about what they have experienced at their school regarding the School Climate Bill of Rights.

Remind participants to respond to the prompts using affective statements. Read the examples below:

"I feel \_\_\_\_\_ because \_\_\_\_\_."

"As I reflect on the School Climate Bill of Rights, I am feeling \_\_\_\_\_ because \_\_\_\_\_."

Customize prompts based on the group and the presenting reason for the circle.

### **Quote**

Good teams become great ones when the members trust each other enough to surrender the "me" for the "we".

### **Closing Round**

Each participant shares up to three words about their experience in circle today.

### Sample Prompts for Elementary Schools, Staff and Parents:

Question #1 – "What is something (or someone) that touches your heart and inspires you?"

Question #2 – "Name one adult that supports you at school."

Question #3 – "What is one positive thing a teacher can do if a student is not meeting the school's behavior expectations?"

Question #4 – "What does it mean to be Restorative?" For example, being kind to others or helping a classmate.

### Sample Prompts for Secondary Schools, Staff and Parents:

Question #1 – "What is something (or someone) that touches your heart and inspires you?"

Question #2 – "Name one adult that supports you on campus."

Question #3 – "What can a teacher or staff member do if a student is not meeting the classroom or school's behavior expectations?"

Question #4 – "What does it mean to be Restorative?" For example, being kind to others or helping a classmate.





# Seven Circle Guidelines - Handout

**Respect the Talking Piece:** Remind the participants to respect the talking piece in two ways.

#1 – They should respect the actual object: do not throw it, drop it, or destroy it. #2 – Be respectful of the person who is in possession of the talking piece.

**Speak with your heart (just say enough):** This means speaking for yourself, talking about what is true for you based on your own experiences. When we speak from the heart, we are aiming for eloquence, for choosing words that accurately communicate what we hold to be important.

**Listen with your heart:** We are accustomed to judging other people, often without even knowing anything about them. These assumptions can keep us from really hearing what they have to say...and what they have to say may be something important and helpful. Therefore, when we listen from the heart we are trying to set aside any assumptions and judgments we may hold about the person. This opens up the possibility of making wonderful discoveries about each other.

**Speak with respect:** This means to be mindful of the words that one uses when sharing his/her thoughts. Profanity and hurtful words should never be used. It is best to use affective statements (“I” statements) when speaking one’s truths.

**Listen with respect:** This means to listen to what is being said, *without judgement*. This also means to make sure that one’s body reflects being respectful. Sitting up in your seat, eyes on the speaker or centerpiece and maintain appropriate behavior.

**Remain in the circle:** This means to be physically and mentally present when being in circle. It is important to bring our attention back to circle when our mind wanders.

**Honor privacy:** It is important to remind the participants that things shared in the circle should remain in the circle. Do however, disclose that you are a mandated reporter and will report suspicions of child abuse or neglect.





# Community Building Circle Plan

## WELCOME

## PURPOSE

## OPENING

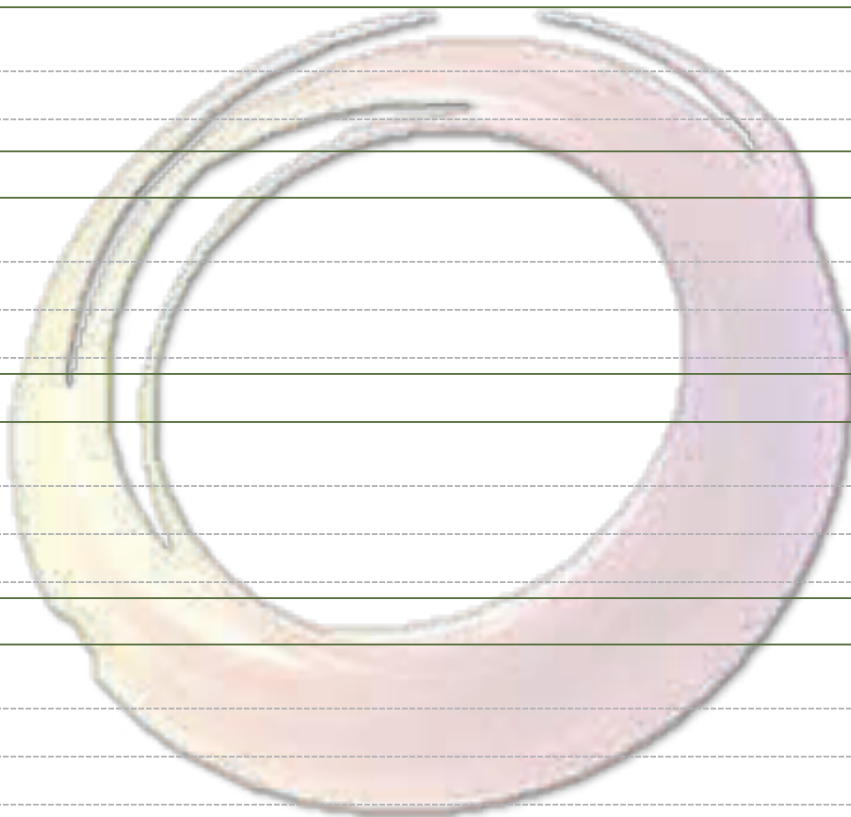
## EXPLAIN THE CENTER PIECE

## GUIDELINES

## EXPLAIN THE TALKING PIECE

## INTRODUCTION/CHECK-IN ROUND

## VALUES



# Community Building Circle Plan (cont.)

## COMMUNITY ACTIVITY I

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## COMMUNITY ACTIVITY II

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## CHECK-OUT ROUND

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## CLOSING

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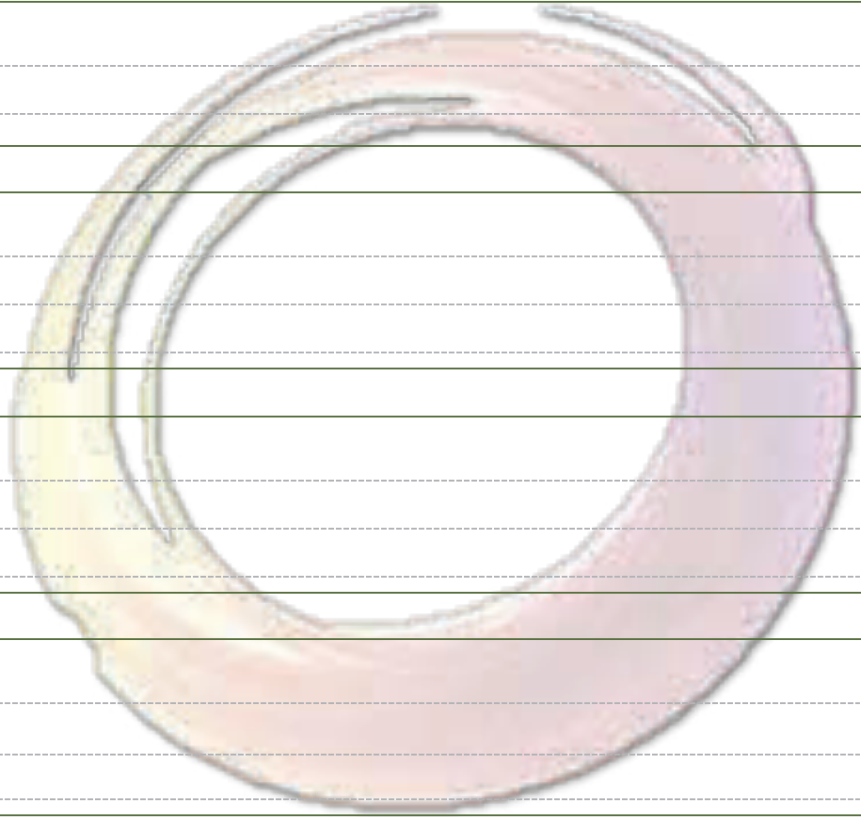
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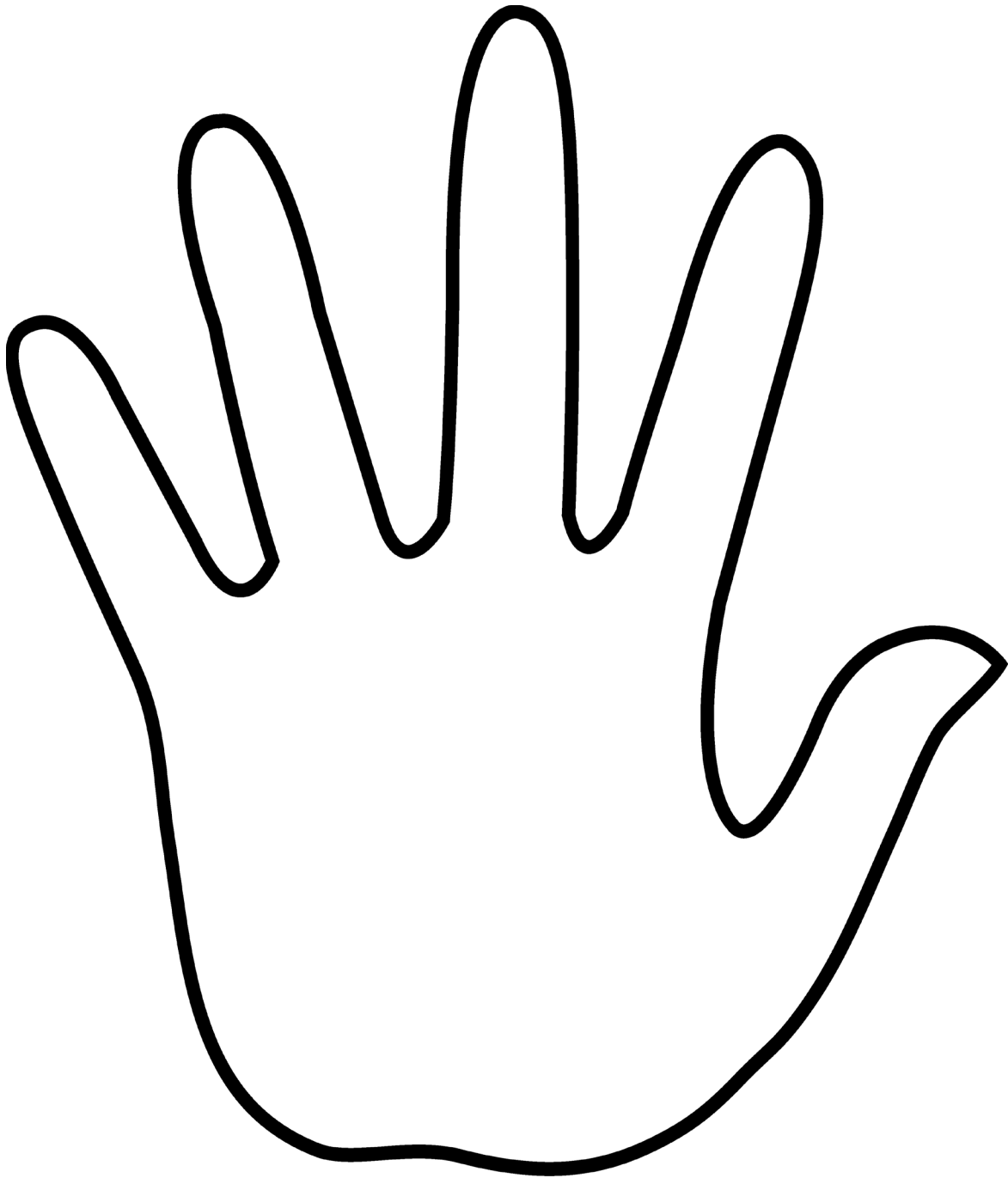
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# Sample Value Hand - Handout



*What values do you bring  
to circle today?*



# Discipline Foundation Policy

## School Climate Bill of Rights

Positive and Safe School Environments

### RESOURCES

- Amstutz, Lorraine S. and Mullet, Judy H. *The Little Book of Restorative Discipline for Schools*. Intercourse, PA: Good Books, 2005
- Boyes-Watson, Carolyn and Pranis, Kay. *Circle Forward: Building a Restorative School Community*. St. Paul, MN: Living Justice Press, 2015
- BUL – 5655.2 Guidelines for Student Suspensions
- BUL – 6231.0 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support- Bulletin Attachments
- Colvin, Geoff. *Defusing Disruptive Behavior in the Classroom*. Thousand Oaks, California: Corwin, 2010
- Discipline Foundation Policy Website at <https://achieve.lausd.net/dfp>
- School-Wide Positive Behavior Intervention and Support Handbook
- Smith, Dominique, Fisher, Douglas, and Frey, Nancy. *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA: ASCD, 2015
- Zehr, Howard. *The Little Book of Restorative Justice*. New York, New York: Good Books, 2015





