



LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

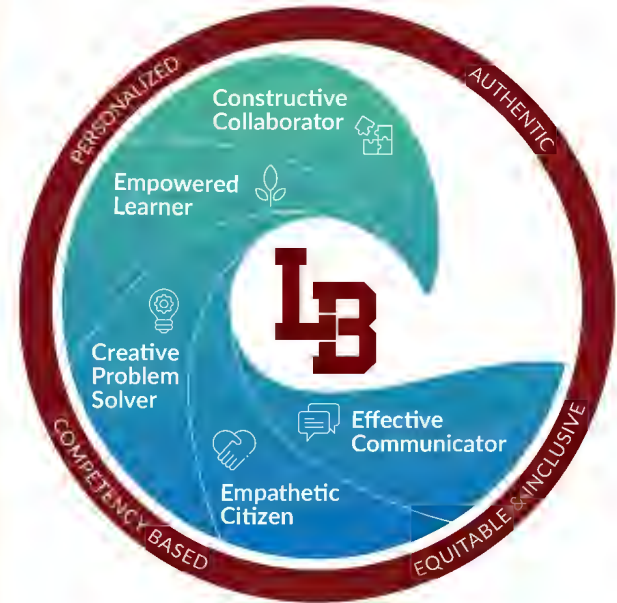
Progressive Discipline & Restorative Practices Update

October 23, 2025

Human-Centered Approach

Building a Safe and Respectful Learning Environment

- Provide a **safe learning environment** where we **respect the rights** of all students
- Cultivate themes of **belonging, respect, and kindness** for all in the classroom, curriculum, and campus.
- Promote a growth mindset and **opportunities for redemption**





Legal Framework

Discipline Within California Law and District Policy

- Mandated by Education Code and Board Policy (BP 5144 / 5144.1)
- Follows a progressive discipline model: Exclusionary measures used only when necessary for safety or required by law
- Incorporates mandated reporting laws and behavior threat assessment and management
- Aligns with state and federal mandates to reduce disproportionality

Discipline as Teaching

The “Why” Behind Behavior: Teaching Through Accountability

- All behavior is communication
 - Root word of discipline = “Disciple” (to teach or guide)
 - Response to behavior viewed as teachable
 - Focus on skills development: self-regulation, empathy, and social problem-solving
 - Connection before correction—relationships matter
- “Every student, every day”**



Systematic & Integrated Approach

Goal: Strong & Positive School Culture

Key Features

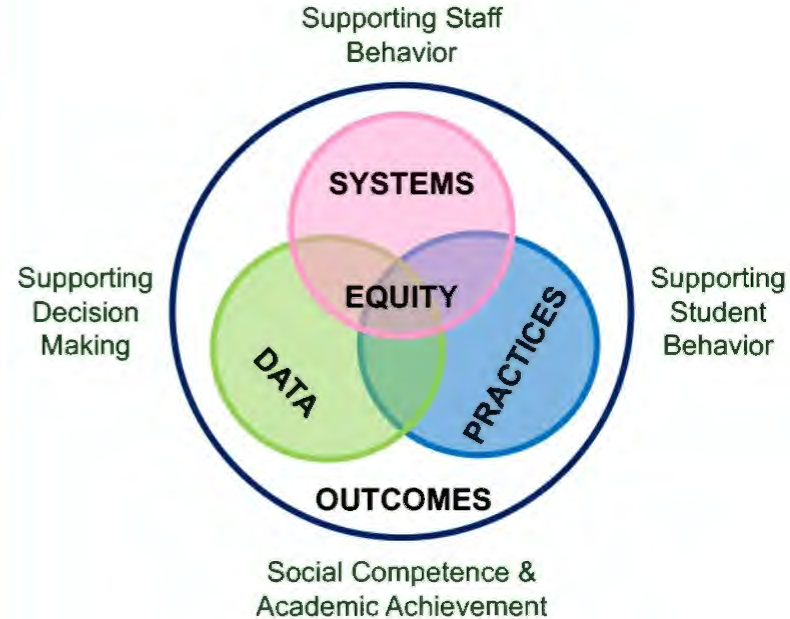
- Create and implement a shared vision
- Foster collaborative relationships
- All staff contribute to positive school culture
- Demonstrate equitable, culturally relevant and responsive

Practices that personalize learning and are inclusive

- Integrate trauma-informed care
- Restorative Practices
- Social and Emotional Learning

New & Best Practices Special Features in LBUSD

- 1:1 School Counseling Contacts in Secondary Program
- Well Spaces
- ASCA RAMP Focus
- Continuous System-Wide Data Drivers
- Universal Screening K-8





Restoring Relationships

From prevention to restoration in the continuum of care

- **Proactive:** relationship building and shared responsibility with community-building circles, class meetings, SEL integration
- **Responsive:** restorative conversations, conflict mediation
- **Formal:** restorative conferences and reentry support to restore belonging and relationships
- Supported by research (RAND Study) linking restorative practices to improved climate and lower suspension rates

Current Data Snapshot

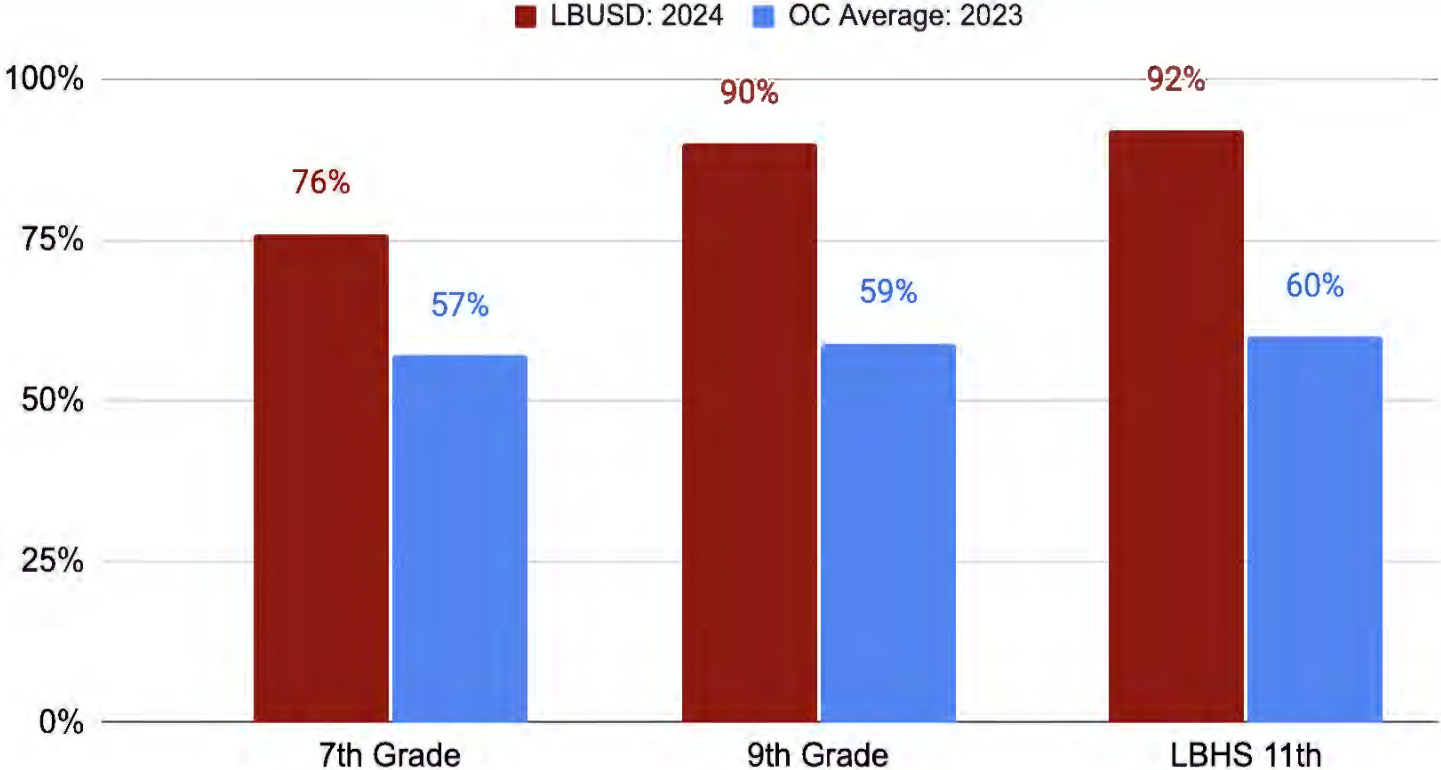
Data reflecting positive shifts in student behavior

Suspension Rates	18-19	21-22	22-23	23-24	24-25
LBUSD	1.8%	2.6%	2.2%	2.9%	1.7%
LBHS	1.7%	2.6%	2.4%	2.2%	2.0%
TMS	2.9%	4.8%	2.9%	7.4%	3.3%
EMS	0.8%	1.5%	0.5%	1.1%	1.0%
TOW	1.5%	0.9%	2.3%	1.2%	0.2%
California	3.6%	3.2%	2.2%	3.3%	TBD
Orange County	2.2%	2.2%	2.4%	2.1%	TBD



Current Data Snapshot

California Healthy Kids Survey: Perceptions of Safety (Safe to Very Safe)



Current Data Snapshot

Data Reflecting Sources of Support at School

CHALLENGE **SUCCESS**

TMS, Go-to-Adult: 75% +7% (2023)

- Comparison Sample: 69% (n=17,511)

TMS, Go-to-Peer: 82% -5% (2023)

- Comparison Sample: 82% (n=17,511)

LBHS, Go-to-Adult: 86% +9% (2023)

- Comparison Sample: 64% (n=18,415)

LBHS, Go-to-Peer: 93% +11%(2023)

- Comparison Sample: 88% (n=18,415)





Thurston Middle School

Progressive Discipline Framework

- **Rooted in relationships** through *Positive Behavioral Interventions and Supports (PBIS)* and *Restorative Practices* that foster connection and belonging.
- **Centers on education and reflection**, guiding students and families in goal-setting, progress monitoring, and striving to be their personal best while strengthening school culture and climate.
- **Driven by evidence and growth**, applying research-based practices and continuous improvement to respond to behavioral trends and evolving student needs.



Thurston Middle School

Tiered Supports and Continuous Improvement

- **Data-driven decisions and collaborative teams** to assess tiered supports and adjust readily.
- **Universal Supports** include school-wide assemblies and morning announcements, classroom lessons, student-goal setting conferences, community-building circles, weekly parent and staff communications, monthly challenges, and standardized daily positive reinforcement and student recognitions.
- **Intensive Supports** include peer-to-peer mediation, small group and individualized counseling, restorative conferences, peer court, behavior academies, and check-in/check-out mentorships.





LBHS



Progressive Discipline Framework

- Grounded in a **student-centered and restorative philosophy**
- Focuses on **learning, accountability, and growth** rather than punishment only
- Aims to address the root causes of student behavior through **reflection, dialogue, and support**
- **Collaboration** between students, families, counselors, teachers, and administrators ensures equitable and meaningful outcomes



LBHS



LBHS Student Needs Assessment

- Early identification of students needing additional support or intervention
- Restorative conversations and check-ins used to understand individual student needs
- Emphasis on building trust and empathy to inform the best support plan for individuals and groups
- Utilizes multiple data sources: Attendance, academic performance, social-emotional indicators, and student self-reflection



LBHS



Individualized & Group Counseling Practices

- **Individual Counseling:** Targets personal goals, behavior reflection, and skill-building
- **Group Counseling:** Promotes peer connection, conflict resolution, and social-emotional growth
- **Collaboration** with school psychologists, social workers, and counselors for wraparound support
- Use of **progress monitoring** to assess outcomes and adjust interventions as needed



LBHS



Progressive Discipline in Action

- Tiered response system:
Prevention → Intervention → Restoration
- **Preventive Supports:** SEL lessons, advisory connections, positive behavior reinforcement
- **Restorative Responses:** mediation, reflection assignments, restitution, family meetings
- **Collaborative Reflection:** post-incident discussions to foster accountability and learning
- Success measured through improved relationships, engagement, and student well-being

Continuous Improvement

Districtwide Implementation and Integration

- Integrated districtwide within MTSS and Wellness Framework
- Professional learning for teachers, counselors, and administrators
- Consistent reflection spaces and restorative protocols across schools
- Partnership with California Youth Services (CYS), Waymakers, Partners4Wellness, OCDE, OCHCA, and other community partners



Continuous Improvement

Developing Through Data and Reflection

- Embedded in daily practice
- Multi-disciplinary collaboration:
SROs, School Counselors, School Social Workers, School Psychologists, Site Administration, Teachers, and Staff
- Regular review of data (e.g., suspension, attendance, school climate) and data-driven reflection
- Ongoing staff training and professional development focused on positive approaches to discipline and feedback, centered on equity, respect, and fairness





Looking Ahead

Our Ongoing Commitment to Safe, Caring, and Connected Schools

- Strengthen Tier 1 Social Emotional Learning (SEL) and restorative classroom practices
- Expand student voice and peer support and accountability programs
- Deepen family and community engagement in positive discipline processes and practices
- Continue to decrease exclusionary responses to discipline, where appropriate
- Use data for continuous improvement



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