



LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

Restorative Practices within a Progressive Discipline System

March 26, 2026

Presentation Guiding Questions

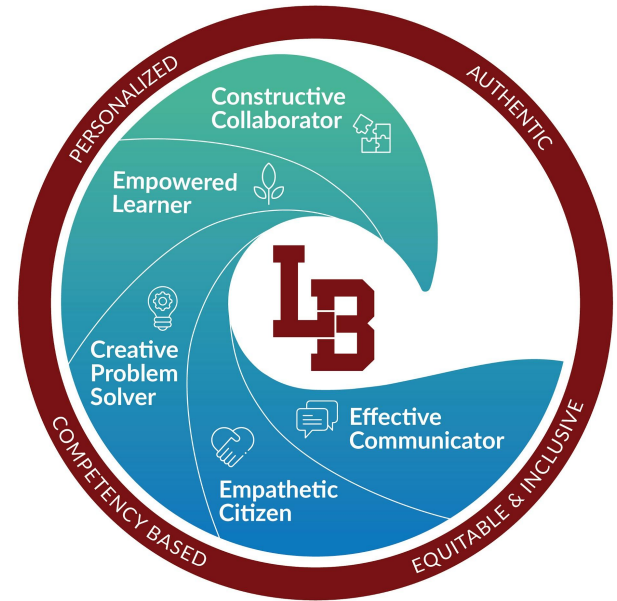
Provide Additional Information to Supplement the October 23, 2025 Information Item

- How are school **discipline incidents** addressed?
- What are our **alternatives to suspension**?
- What does the **discipline and related data** show?
- How do we **promote safety** to the greatest extent possible?

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**



Additional Key Board Policies Directly Related to Student Discipline:

- 5131 Conduct
- 5131.1 Bus Conduct
- 5131.2 Anti-Bullying
- 5131.5 Vandalism
- 5131.6 Alcohol and Other Drugs
- 5131.62 Tobacco
- 5131.7 Weapons and Dangerous Instruments
- 5145.7 Sex-Based Harassment
- 5145.9 Hate-Motivated Behavior

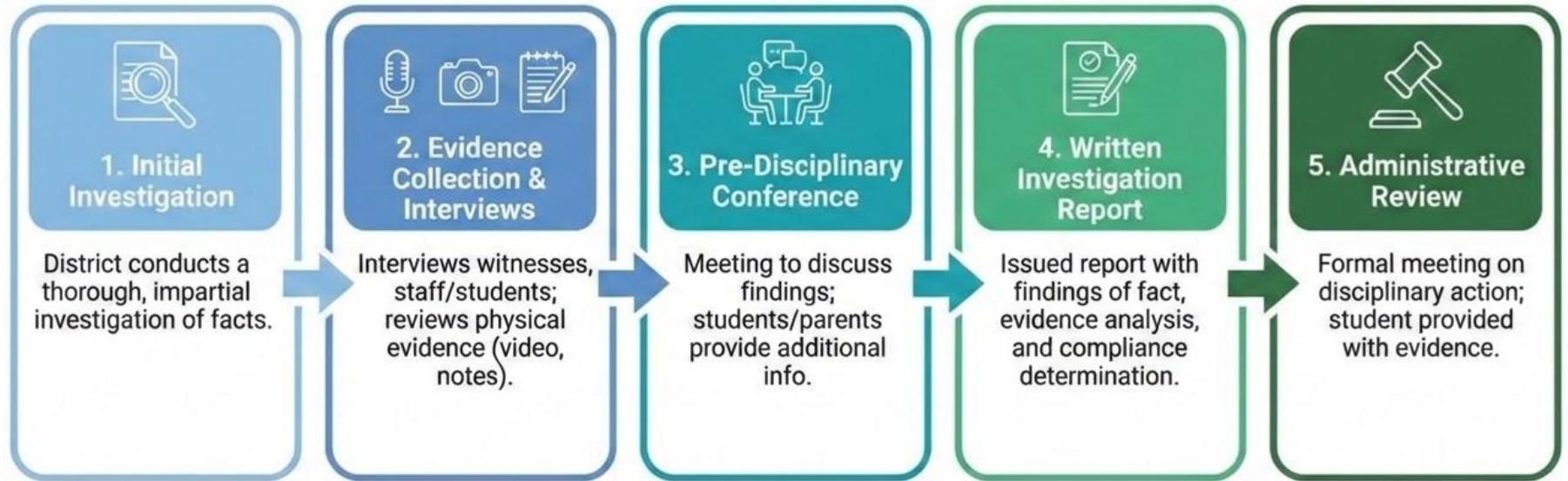
Legal Framework

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 (BTAM) and management
- Aligns with state and federal mandates to reduce disproportionality

How are school discipline incidents addressed?

Key Stages of Formal Discipline Review



Obligation to Document and Monitor Over Time

Behavioral Threat Assessment & Management

Step 1: Identify

Recognize and report concerning behaviors early.

Step 2: Investigate

Gather relevant information to understand the situation and context.

Step 3 Assess

Determine the level of concern based on behavioral and risk factors.

Step 4 Manage

Develop and monitor a plan to support the student and reduce risk.



Center for
Prevention Programs
and Partnerships



Prevention Resource:

Enhancing Behavioral Threat Assessment and Case Management
Capabilities Through a Public Health-Informed Approach

What are the alternatives to suspension?

Intervention (In-the-Moment Responses)

- Restorative conversations and mediation
- Reflection assignments and restitution
- Family meetings and collaborative problem-solving

Restorative Practices (Accountability & Repair)

- Restorative Circles
- Structured restorative conferences
- Post-incident reflection to repair harm and rebuild trust

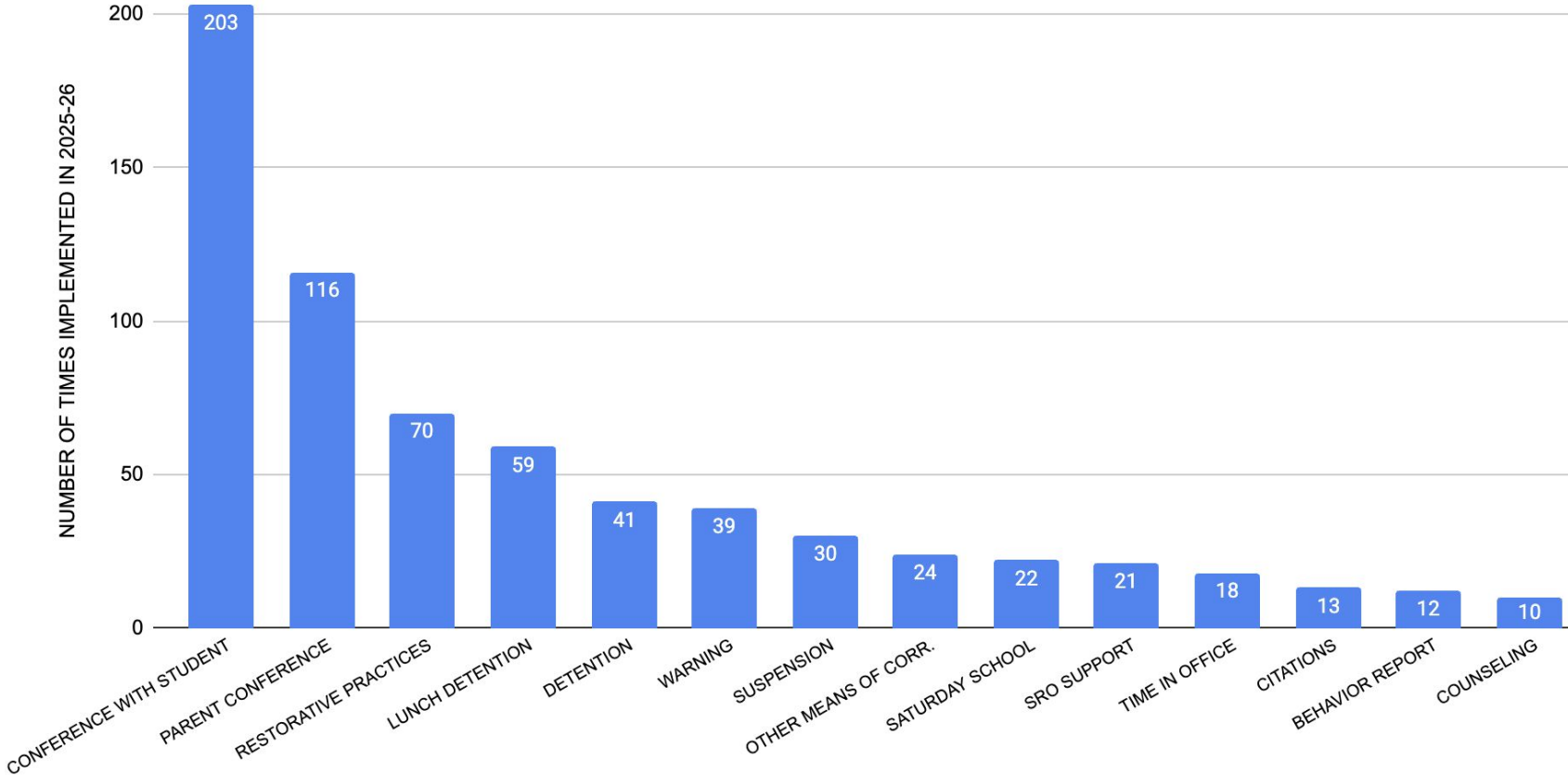
Intensive Supports (Targeted Interventions)

- Peer-to-peer mediation and peer court (TMS Pilot)
- Small group and individualized counseling
- Behavior academies and skill-building supports
- Check-In/Check-Out

Substance Use on Campus:
California Youth Services (CYS)
JADE Program

Discipline Incidents by Categories through March 20, 2026

(Only Showing 10 or More)



Legal Framework

Suspension & Expulsion Categories



Physical Harm

Preventing violence and physical harm among students.



Dangerous Objects

Prohibiting weapons and dangerous items on school grounds.



Controlled Substances

Combating drug and alcohol abuse within the school community.



Property Damage

Protecting school and private property from vandalism.



Bullying

Addressing and preventing bullying behaviors among students.



Sexual Assault

Ensuring student safety from sexual assault and harassment.



Legal Framework: The Floor

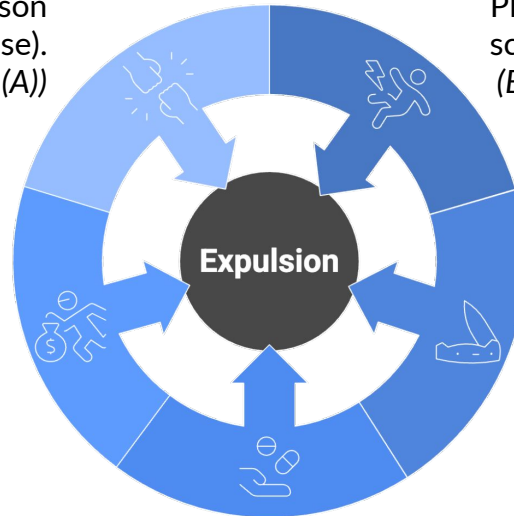
California Mandated Recommendations for Expulsion:

Serious Physical Injury

Causing serious physical harm to another person
(not in self-defense).
(Ed. Code §48915(a)(1)(A))

Assault/Battery on School Staff

Physical attack or use of force against a
school employee.
(Ed. Code §48915(a)(1)(E))



Robbery or Extortion

Taking property by force or threat.
(Ed. Code §48915(a)(1)(D))

Weapon Possession (Knife/Dangerous Object)

Possessing a knife or dangerous object with no
reasonable use. (Ed. Code §48915(a)(1)(B))

Controlled Substance Possession

Unlawful possession of a controlled substance
(with limited exceptions).
(Ed. Code §48915(a)(1)(C))

Legal Framework

Board Authority Under Education Codes 48915 (b) and (e)

May order a pupil expelled when a student has committed a suspendable offense under California Education Code 48900, 48900.2, 48900.3, and 48900.4 and either of the following are true:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension Rates 2025-26 through March 20, 2026

District/Site	Suspension Rate	Student Count
LBUSD	1.0%	24 Students
LBHS	2.3%	12 Students
TMS	1.1%	6 Students
EMS	1%	4 Students
TOW	0.8%	2 Students

Suspension By Incident Category 2025-26

(as of March 20, 2026)

Incident Category	Occurrences
Caused/Threatened Physical Injury (EC 48900 (a) (1))	13
Bullying (EC 48900 (r))	5
Hostile Educational Environment (EC 48900.4)	3
Willful Use of Force (EC 48900 (a) (2))	2
Dangerous Objects (EC 48900 (b))	2
Drugs, Controlled Substance (EC 48900 (c))	2
Tobacco, Tobacco Products (EC 48900 (h))	2
Theft (EC 48900 (g))	1
Total Incidents	30

24

Students
Suspended

4

Repeat
Offenders

~16.6% Multiple
Suspension Rate

Data Snapshot Update

Data Reflects Positive Shifts in Student Behavior

Suspension Rates	18-19	21-22	22-23	23-24	24-25	25-26 <small>As of 3/20/26</small>
LBUSD	1.8%	2.6%	2.2%	2.9%	1.7%	1.0%
LBHS	1.7%	2.6%	2.4%	2.2%	2.0%	2.3%
TMS	2.9%	4.8%	2.9%	7.4%	3.3%	1.1%
EMS	0.8%	1.5%	0.5%	1.1%	1.0%	1%
TOW	1.5%	0.9%	2.3%	1.2%	0.2%	0.8%
California	3.6%	3.2%	2.2%	3.3%	2.9%	N/A
Orange County	2.2%	2.2%	2.4%	2.1%	1.8%	N/A

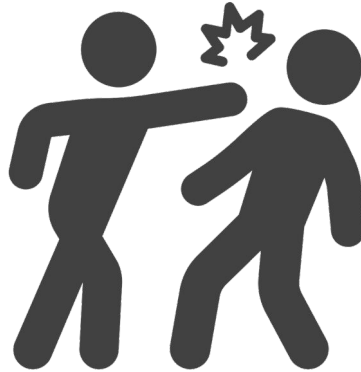


California Healthy Kids Survey

6th, 7th, 9th, & 11th Grades, February 2026



School Supports
and Engagement



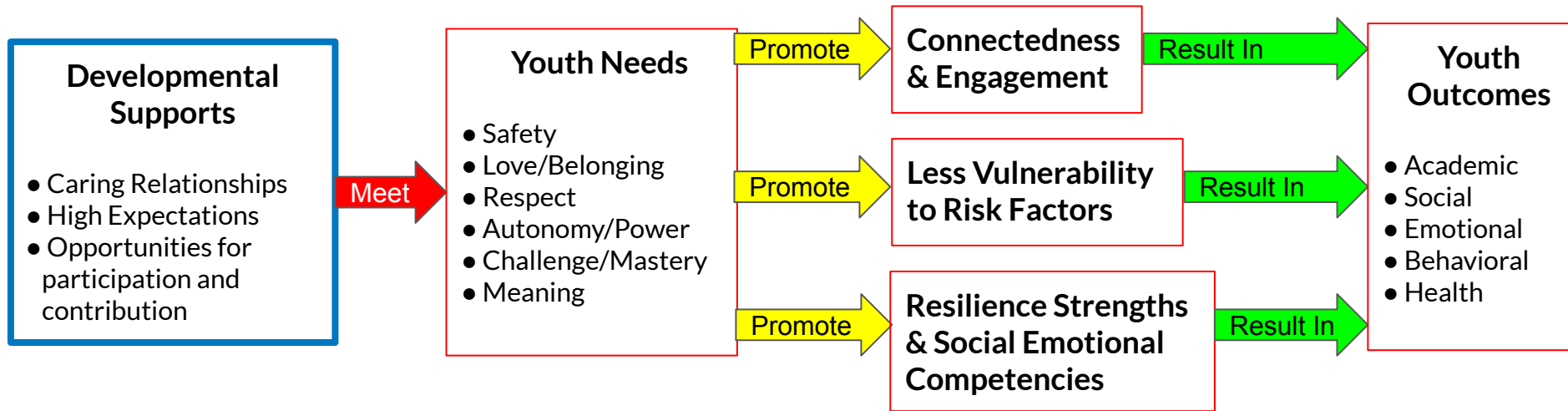
Safety, Bullying
and Violence



Mental Health &
Substance Use

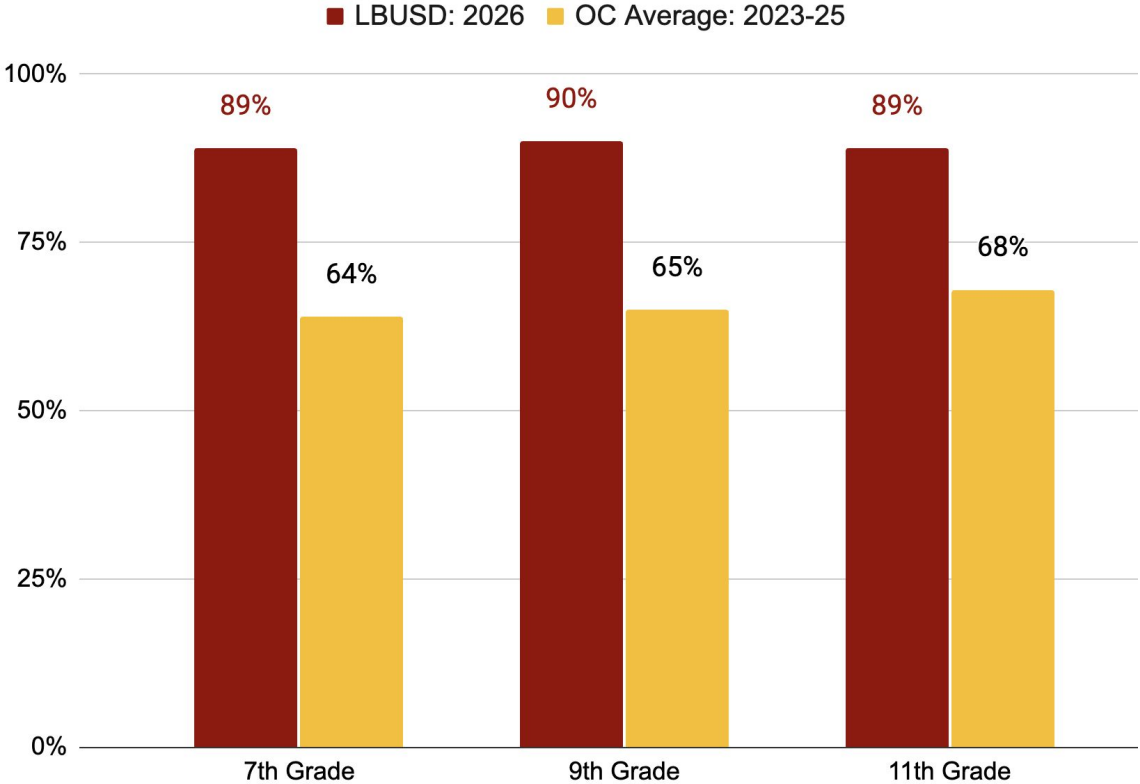
California Healthy Kids Survey

Developmental Framework



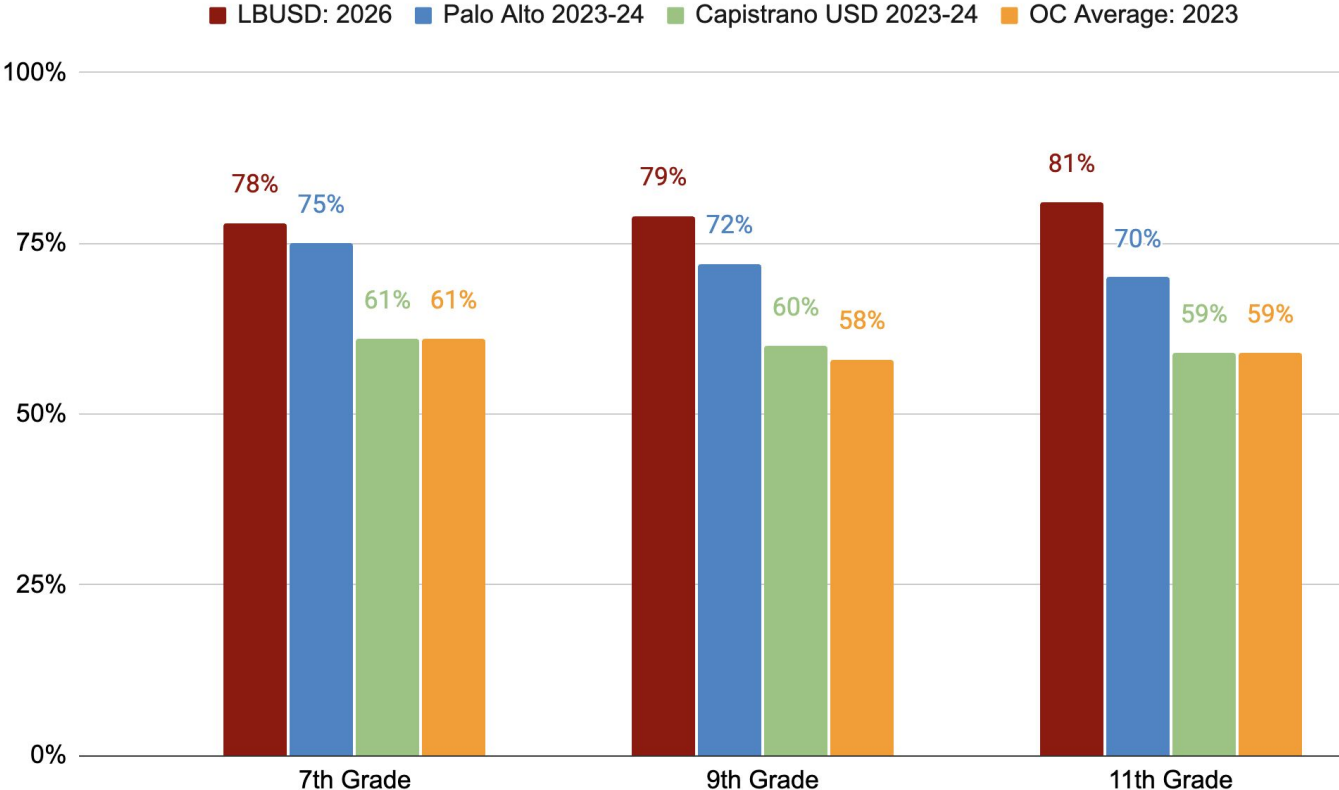
Perceptions of Safety

California Healthy Kids Survey: Safe to Very Safe



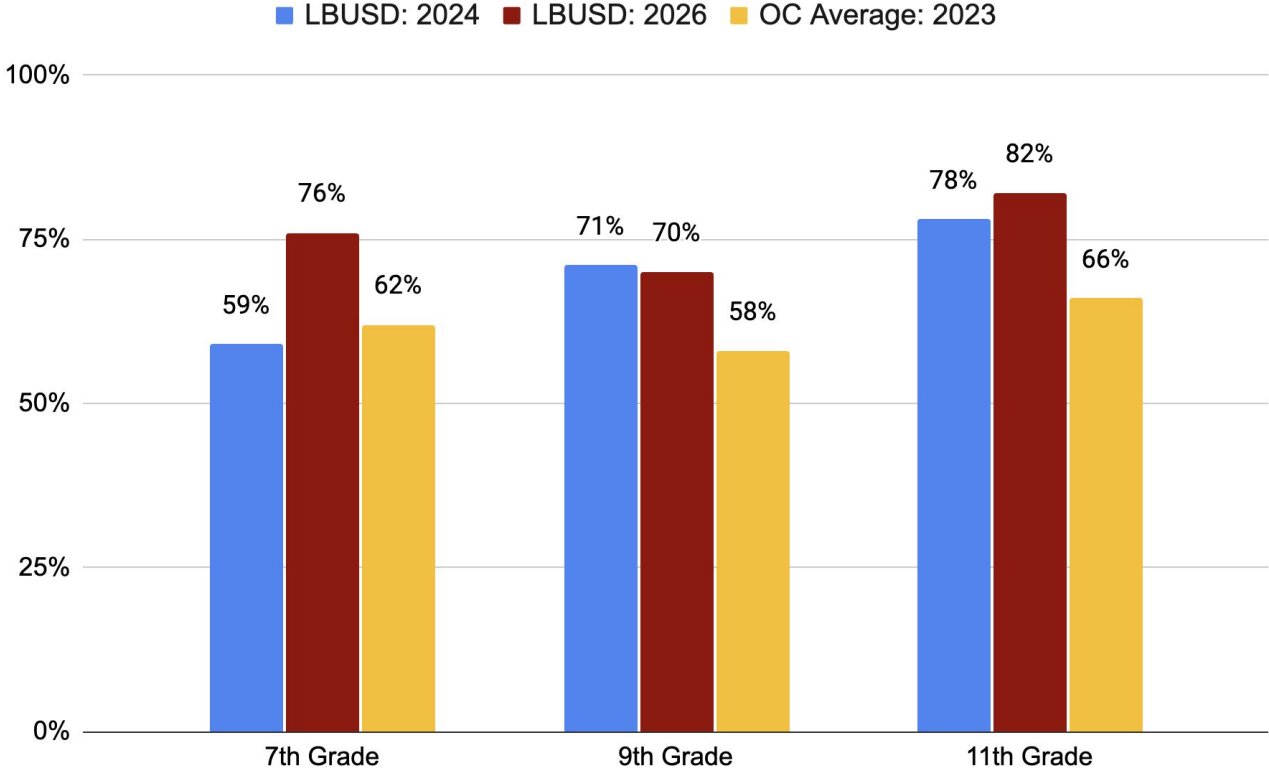
School Connectedness

California Healthy Kids Survey: Agree to Strongly Agree



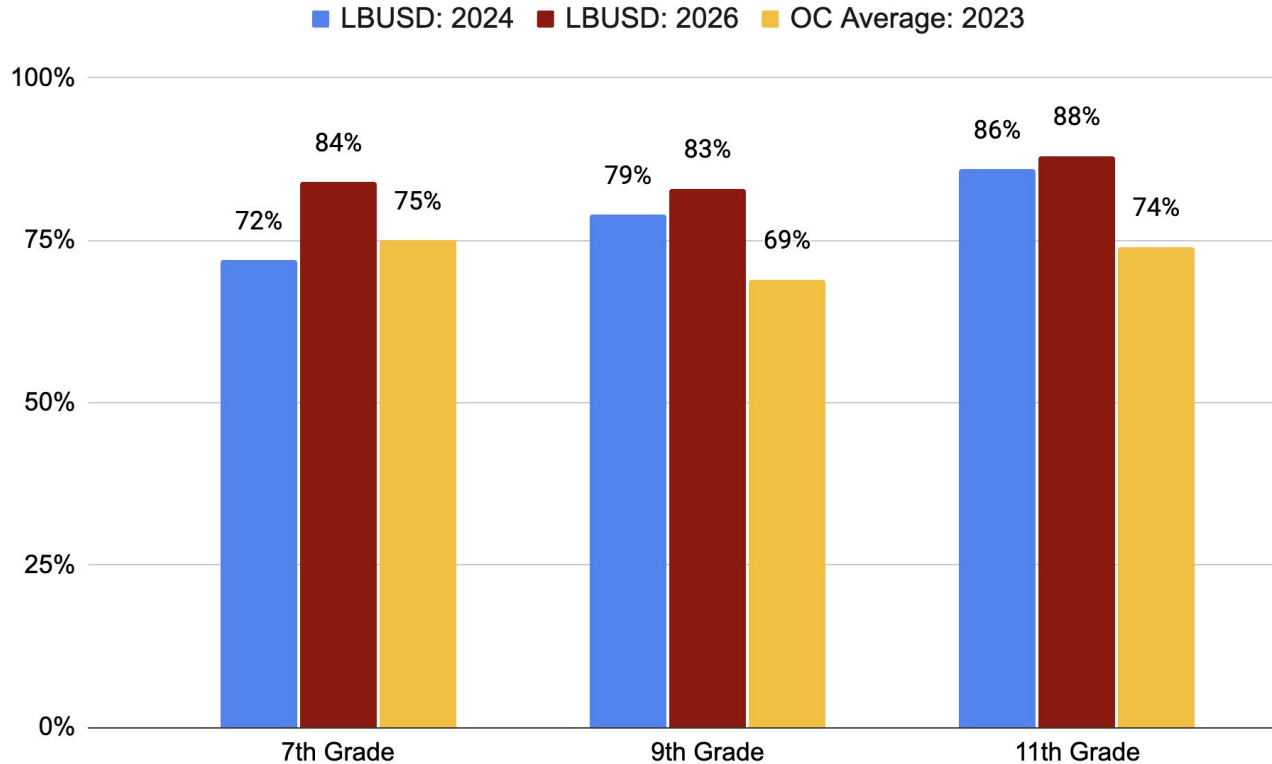
Caring Adult-Student Relationships

California Healthy Kids Survey: True to Very True



Teachers Have High Expectations

California Healthy Kids Survey: True to Very True



Continuous Improvement: Promoting Safety

Districtwide Implementation and Integration

- Integrated districtwide within MTSS, PBIS, and Learner Profile Framework
- Professional learning for staff, teachers, school-based mental health providers, and administrators
- Consistent utilize wellness spaces and restorative practices protocols across schools
- Partnership with LBPD (SRO Program), California Youth Services (CYS), Waymakers, Partners4Wellness, OCDE, OCHCA, and other community partners



Continuous Improvement: Promoting Safety

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 to inform goals and actions
- 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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