

About Restorative Justice in Education

We believe:

All humans
need to be
seen, heard,
and understood.

<https://www.lbschools.net/fs/resource-manager/view/9b27c641-584f-404c-864c-621ddefe44fc>

Click the quote above to read our full set of RJ beliefs

LBUSD Vision in Action Spot
LBUSD - Long Beach Unified School Dist...

OUR VISION:

We envision joyful,

Restorative justice is a **set of beliefs, practices, and ways of being** in community where all members actively take responsibility for building and maintaining relationships in order to balance the needs and obligations of individuals and the community.

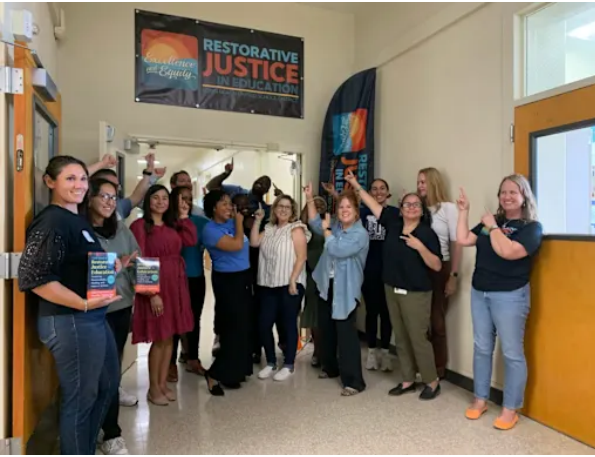
relationship centered communities that foster learning, transform harm and conflict in restorative ways, and where all members of the community actively work to dismantle systems of oppression.

OUR MISSION:

As a team of Restorative Justice coaches, in alignment with our district core values, our mission is to support communities in building and maintaining healthy relationships, creating just and equitable learning environments, and repairing harm and transforming conflict. We lead change by offering

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transformative coaching and professional development while modeling authentic restorative ways of being.

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Our Approach to Restorative Justice

Our approach to restorative justice in education is built on the framework for restorative justice in education (RJE) created by Dorothy Vaandering and Katherine Evans. We support teachers, administrators, staff, and students to build their capacity to lead these practices through professional development and coaching support.



Nurturing Healthy Relationships and Communities

This part of the RJE framework focuses on building strong, respectful, and caring relationships between students, teachers, families, and staff. It encourages a sense of belonging and community, where everyone feels seen, heard, and valued.



Repairing Harm and Transforming Conflict

When harm and/or conflict occurs, this component promotes open dialogue, accountability and support for making things right or as right as possible. The goal is to help those involved to understand how their actions impact others and to support accountability, healing, and growth for everyone involved.

Creating Just and Equitable Environments

This area aims to create school environments that honor and celebrate differences and recognizes the intersectionality of identities related to race, language, gender, sexuality, ability, and age. This involves addressing systemic barriers, unlearning biases, and taking action to disrupt systems of oppression.

Rooted in Respect, Dignity, and Mutual Concern

At the heart of Restorative Justice in Education is the belief that every person is worthy of respect and has inherent value. Each component, building relationships, repairing harm, and promoting equity, works together to create a school culture where students, families, and staff are honored as relational beings. This framework centers human connection, ensuring that all voices are heard and that our schools reflect care, compassion, and a shared responsibility for one another's well-being.

Excellence and Equity Line Break - Cyan

Restorative Justice as a Pathway to Excellence and Equity

At Long Beach Unified School District, students are prepared for the future by providing rigorous, culturally sustaining learning experiences while removing barriers to success. We are committed to fostering an equitable, affirming, and forward-thinking school system where all students can thrive.



Restorative Justice (RJ) is a vital practice in realizing this mission. By prioritizing relationships, accountability, and healing over punitive discipline, RJ helps create inclusive and supportive learning environments where students feel valued, heard, and empowered. Restorative practices ensure that conflicts become powerful opportunities for growth, and helps youth and adults alike to build the skills they need in order to collaborate, adapt, and act with integrity.

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The



Graduate Portrait

The Graduate Portrait envisions the outcomes for students—the community's aspirations for what graduates will know, be and be able to do to thrive in their lives and careers.

Students are justice-minded. They know how to recognize and disrupt inequities and contribute to a society of equity and social justice. They promote, advocate for and take action to improve conditions of social justice, inclusiveness and equity. They have the skills and understanding of harms, methods for repair and **restorative justice practices.**



The Adult Portrait

Widespread successful achievement of the Graduate Portrait is only possible if a supportive and intentional community of adults work together.

All educators at LBUSD understand mental health, child development, brain development and **trauma-informed practices.** They are skilled at de-escalation and using **restorative practices.** to repair harm. Adults possess the skills to support students and other adults to work through stress and build social-emotional resilience.



The System Portrait

The System Portrait describes the changes needed in the school district in order to create the conditions that will enable adults to attain the Adult Portrait, and support students in realizing the Graduate Portrait. This will help us to ensure that every student is future-ready, prepared to thrive in life and career when they graduate from LBUSD.

LBUSD is an equitable system: we acknowledge harm and use restorative practices to heal; we base our allocation of resources on students' needs; we use liberatory mindsets and practices to reimagine inequitable processes and structures in order to allow students to reach their fullest potential.

