FIX SCHOOL DISCIPLINE

TOOLKIT FOR COMMUNITY

Public Counsel

Fix School Discipline – a project of Public Counsel – is a comprehensive resource for students, parents, community leaders, organizations, advocates, school superintendents, principals, teachers, and anyone interested in learning how to eliminate harsh discipline practices that push students out of school, and instead enact solutions that work for all students. This Toolkit can help you implement or advocate for supportive, inclusive discipline policies that hold students accountable and improve school climate and safety for all members of the school community.

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OPENING REMARKS

Over the past two decades community has successfully pushed for proven, research-based alternatives to harsh school removal practices within their school communities. When implemented properly, these alternatives help create more positive school climates, which benefit everyone in the school building – students and their families, teachers, administrators, and support staff.

Educators in California are now using proven alternative approaches to manage classrooms, improve school climate, and engage families, and they are seeing real results. We know such efforts to fix school discipline cannot happen without community participation and activism because community has already played a pivotal role in driving policy change across California, including:

the passage of California Proposition 30, which paved the way for community input into school budget decisions;

the development of Local Control Accountability Plans, which lay out the allocation of school district funds; and

the passage of more progressive local school discipline policies in places like Los Angeles Unified School District, San Francisco Unified School District, and Oakland Unified School District.

In this Toolkit, you will learn about ways to advocate for such changes in your school district and school site, read examples of community leaders monitoring the implementation of such strategies across California – including their successes and challenges- and learn how to get help moving forward with efforts to reduce the use of exclusionary school discipline. If you are already working to improve school climate, this edition includes new strategies for:

- addressing racial disproportionality in school discipline practices that persists despite reductions in the use of suspension and expulsion,
- making sure that measures to ensure safety on campus do not result in students being pushed onto the school-to-prison pipeline, and
- using California's Local Control Funding Formula to invest in school climate reforms.

It is our hope that you will use this Toolkit to keep students in classrooms and engaged in learning, to continue to reduce the use of exclusionary school discipline practices, and to improve your school's culture and climate.

To learn more, download digital copies of this Toolkit, and request support visit FixSchoolDiscipline.org.

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FIXING SCHOOL DISCIPLINE IN CALIFORNIA

The Big Picture

Just one out-of-school suspension (a school administrator's decision to remove a student from school for one or more days) makes a young person twice as likely to drop out and three times as likely to wind up in the juvenile justice system.[1] Public education is meant to lay a foundation for the future opportunity and educational success of all students. However, the way some schools and districts operate leads to students being unnecessarily removed from school rather than having their needs met. Worse yet, these practices hurt those students who are already the most vulnerable and marginalized: Black and Latinx youth, foster youth, English language learners, and students with disabilities.

Each school day is full of teachable moments, opportunities to build relationships, and understand students' needs, but practices like suspensions and expulsions that simply exclude students out of class without addressing the underlying issues only make it harder for teacher and student alike to ensure they are on the right track.

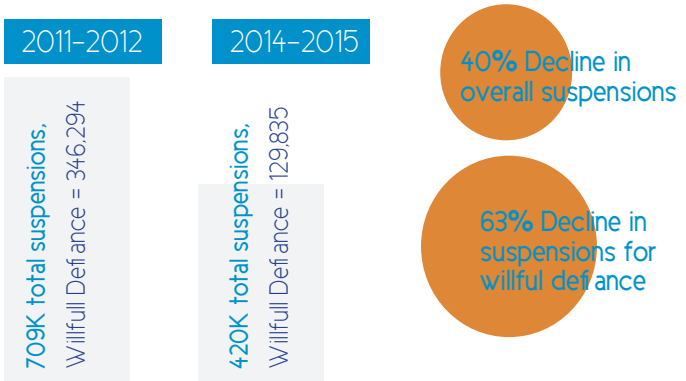
Harsh School Discipline by the Numbers

During the 2014-2015 school year, California schools issued 334,649 out-of-school suspensions,[2] and more than 243,600 students were suspended out-of-school at least one time.[3]

A significant number of California's suspensions are given out for minor behavior infractions.[4] For instance, students disciplined for "willful defiance" have been removed from school for behaviors such as chewing gum in class, talking back, or wearing the wrong clothes. Discipline for willful defiance/ disruption made up nearly 31% of all suspensions and 2% of all expulsions during the 2014-2015 school year.[5]

In California, schools suspend students of color at disproportionatelymuch higher rates than they do white students. Black students are roughly 4 times as likely to be suspended as their white peers (21.6% vs. 5.6% in 2014-2015)[6] even though there is no evidence that Black

From 11-12 to 14-15, the total number of CA suspensions fell by 40% driven by a drop in suspensions for disruption/defiance.



students misbehave at higher rates.[7] Rather, Black students are far more likely to be punished than their white classmates for things like disrespect, noise, and loitering, which have no specific definitions but require adults to simply make a judgement call.[8] This leaves open the possibility for bias to significantly affect their decisions.

Moreover, students with disabilities are two times more likely to receive an out-of-school suspension than students without disabilities.[9] The difference is even more severe for students of color with disabilities. If a student is Black, male, and has intellectual, emotional, or physical disabilities, that student has a 1 in 3 chance of being suspended in a given school year, compared with only a 1 in 6 chance for white males with disabilities.[10] For Latino boys with disabilities, that chance is 1 in 4.[11]

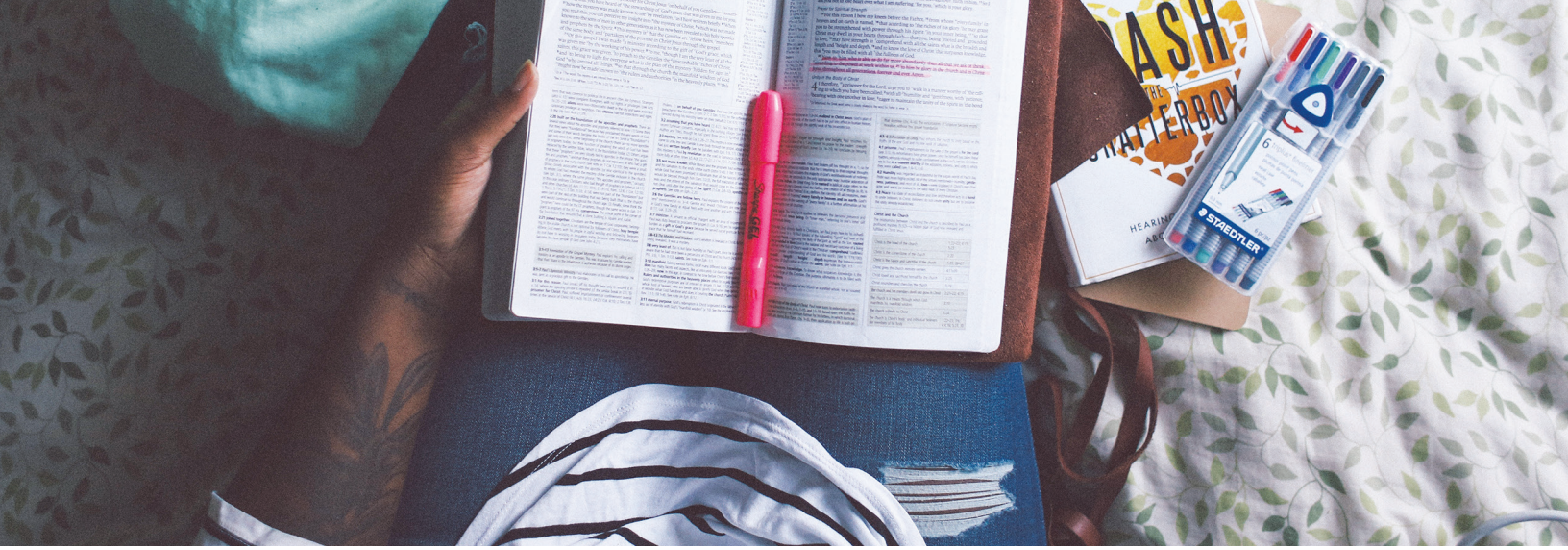
Students who are lesbian, gay, bisexual, transgender, queer (LGBTQ) and gender nonconforming are also more likely to be suspended than their heterosexual and cisgender[12] peers.[13]

Exclusionary Practices Harm Our Students and Do Not Improve Behavior

Suspensions put students at much higher risk for dropping out, and the earlier a suspension happens, the more harm it causes. While students who are suspended in 9th grade are about 2 times as likely to drop out, students who were suspended in 6th grade were more than 3 times as likely to drop out before high school graduation.[14] Students who are expelled (where a district prohibits a student from attending its schools for 1 year), are 6 times as likely to drop out.

Not only do suspensions and expulsions set young people up for failure and increase their chances of incarceration, they make students feel shame, alienation, rejection, and that their relationships with adults have no value, leading to higher instances of depression, substance abuse, and other negative mental health outcomes.[15]

With all of these negative impacts, there is no research to support that suspensions and expulsions are even effective at helping students learn or making school safer. In fact, decades of research show that alternatives to suspension and expulsion -- including positive behavioral interventions and supports, restorative and trauma-informed practices, peer mediation, and social work and mental health counseling, just to name a few - are far better at preventing behavioral issues, resolving conflict, strengthening teacher-student relationships, and creating a healthy, supportive environment for all students.[16]



TELL YOUR STORY

Telling your story is a compelling way to humanize a systemic problem. Today, decisions are often based on large sets of data, but data does not convey the emotional and social impact of a policy or practice. Decision-makers need to hear your personal stories to contextualize discipline data. Decision-makers also need to hear what you think could have been done differently so that they can implement effective alternatives and solutions. Without your voice, the student experiences that data represent are just numbers on a page.

You can tell your story at school board meetings, city council meetings, or even a small meeting with your school administrators. Here is a simple story telling format you can use:

Introduce yourself and the organization you are affiliated with, if any

State what school you or your child attends, and what grade you or your child are in

Explain what happened to you or your child

Provide data illustrating how common your story or your child's story is

Offer solutions and ask the decision-maker to work with you

Thank the decision-maker

You can find examples of students, parents, teachers, and advocates telling their stories on the Dignity in Schools Campaign website, available here: http://www.dignityin-schools.org/our-work/school-pushout-story-bank.

Data Resources

Using data to support the stories you've collected, and paint a fuller picture of what's really going on at your school, is an effective tactic to move the needle toward non-punitive school discipline practices. The following pages have step-by-step guides of how to access data about school discipline in your community from a few different online sources.

Nationwide Data

Office of Civil Rights Data Collection (CRDC)

has information about suspension and expulsion rates nationwide, broken down by race, ethnicity, and gender.

1. Visit http://ocrdata.ed.gov.

2. From the tabs available on the left hand side of the screen, click on the "SCHOOL & DISTRICT SEARCH."

3. You will be directed to the "Find School(s)" tab. If you are researching a district, click on the "Find District(s)" tab near the top of the screen. Fill in the school or district name, select the state in which the school or district is located, and select the survey year you are researching. Then click on "School Search" or "District Search."

4. You will be directed to a drop-down menu to select from. Look for the school or district you are researching and click on it.

5. You will be directed to a page with data for the school or district you are researching. For data on in-school suspensions, out-of-school suspensions, expulsions, referrals to law enforcement, and school-related arrests, scroll all the way down to the bottom of the page where you will see pie charts. For more detailed data, click on any of the tabs in the "Additional Discipline and Bullying Facts" box on the right hand side of the screen. You will be given the option to search for data on students with disabilities or students without disabilities.

For a more detailed explanation of how to use all of the features available on the CRDC website, click on the "FAQ/USER GUIDE" tab on the left hand side of the screen and then click on the guide or tutorial that would be most useful to you.

The Center for Civil Rights Remedies

has suspension rates for different states and districts, based on data from CRDC.

1. Visit schooldisciplinedata.org.

2. Scroll down to the area below the graphs on the home page, where you see the header "Find data on your school district."

3. Click the circle next to one of the following options, then click the blue button that says "Go!"

- Display Elementary District Results
- Display Secondary District Results
- Compare Elementary and Secondary District Results
- Display State Results
- Trend Comparisons: 2009-10 and 2011-12

4. On the next page, choose your state and district from the dropdown menus. Below the dropdown menus there's a header "Choose Search Option." There, click the circle next to the data you're interested in reviewing, of the below options:

- Data comparing two districts
- Data for race, ethnicity, and English Learner status
- Data for race, ethnicity, and English Learner status with Disability status
- Data for Data for race, ethnicity, and English Learner status by Gender

5. Once you've selected the search option you want to see, click the blue button that says "Search!"
Note: The online data describes the unduplicated number of students suspended at least once as a percentage of each subgroups' total enrollment in a district. This does not include data for individual school sites.

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California Specific Data

California Department of Education (CDE) DataQuest has basic data related to suspensions, expulsions, and truancy for each school and school district in California. The data can also be broken down by race, ethnicity, gender, and offense.

1. Visit http://data1.cde.ca.gov/dataquest.

2. From the first dropdown menu, select the level of information you want to view of the following options:

- State
- County
- District
- School

3. From the second dropdown menu, select the subject you want to know about. This dropdown menu has a lot of options, including school performance, test scores, student demographics, and student misconduct and intervention. To find suspension and expulsion data, select "Expulsion and Suspension" then click the "Submit" button.

4. On the next page, select the school year you are interested in from the dropdown menu, and type a portion of the name of school, district, or county that you are researching and click the "Submit" button. NOTE: Many schools in California have the same or similar names so make sure you select the right one. It's easier to locate the right school, district, or county if you only type in a portion of the name into the search box.

5. The next page will bring you to another dropdown menu. There, select the school, district, or county you're looking for. In the "Select Report" section below, click the circle next to the report you want to view of the following options:

- Expulsion by Federal Offense
- Suspension by Federal Offense
- Suspension and Expulsion Rates
- 48900(k) Defiance Suspension and Expulsion
- Total Offenses Committed

6. Once you've selected the type of report you want to see, click the "Submit" button. The next screen will provide you a chart of information.

7. If you want to compare the same data across different school years, you can choose to view a different year in the dropdown menu at the top of the screen.

California Healthy Kids Survey has information about students' perceptions of safety and violence in school, as well as information about their physical health.

1. Visit http://chks.wested.org/reports/search.

2. Select the county you are interested in looking into from the dropdown menu.

3. Type in the name of the district you want to learn about in the "District" box, then click the "Search" button.

4. On the next page, click the name of the report you want to open from the rightmost column. This should automatically open a PDF of that report.

California School Staff Survey has specific information related to how teachers, administrators, and other school staff perceive school climate.

1. Visit http://csss.wested.org/reports/search.

2. Select the county you are interested in looking into from the dropdown menu.

3. Type in the name of the district you want to learn about in the "District" box, then click the "Search" button.

4. On the next page, click the name of the report you want to open from the rightmost column. This should automatically open a PDF of that report.

Analyzing the Data

While collecting and reviewing your data, the following questions can help you locate trends to lift and incorporate into your advocacy:

What kinds of offenses are producing the highest number of suspensions and expulsions?

Are the majority of students at a particular school being disciplined for dangerous offenses, or for non-dangerous and/or vague violations like disrupting class or willful defiance?

Are certain demographics of students, such as students of color or disabled students, suspended more often than their peers?

How many days of school are lost to suspension? A school loses between $30 and $50 for each ay a student is suspended, so how much money is a school district losing because of suspensions?

Written Requests for Additional Information

Sometimes the information you're looking for isn't available through the above online resources. If that's the case, you can always ask your school principals or district administrators to give you more information. If you do this, be sure to put your request in writing and to provide a timeline for them to respond.

Unfortunately, a general written request still may not get you the information you need in a timely manner. If it doesn't, you can write a letter formally requesting information under the California Public Records Act (PRA).

A PRA request entitles any individual in the community to receive copies of any public documents. This means you can ask for overall discipline data, but not personal information about individual students. For example, you can receive documents about the number of suspensions issued and instructional days lost to suspensions, but you can't receive personal information about which individual students were suspended.

California Public Records Act Requests

An editable sample Public Records Act Request is available on FixSchoolDiscipline.org to help get you started. Here are a few other tips to help you write your letter:

- State that the request is being made under the California Public Records Act;
- Be sure to send it to you school Superintendent and the Custodian of Records;
- Follow up with a call to your school district to ensure the right person has received your request, and ask them when they will provide the records. Make sure they have the correct address and phone number of the person who will be receiving the records;
- Be very clear about the types of information that you want and the time periods for which you want the information;
- KEEP A COPY of the request you submit in your records, along with PROOF that you mailed it or sent it in; and
- If it's easier for you, let the school district know that you are happy to receive the documents electronically, for instance, on a CD or USB drive, by email, or through a cloud-based sharing site like Dropbox or Google Drive.

In your letter, you can specifically ask for any fees for the documents to be waived if you are unable to pay them yourself. The school district may still ask you to pay for the basic cost of copying the documents. If you have a scanner, copier, or printer, you can bring it to the district and avoid the fee. The district may also try to charge you for the time it takes its staff members to run a special electronic query for the documents from its database. However, you should NOT be charged for the cost of putting together ANY existing documents or for queries that they have already run for other school business.

The district must provide you with some response within 10 days of receiving of your request, even if it is just to let you know that they will need more time to collect the documents. If you don't receive a response, keep calling and reminding the Custodian of Records of the deadlines.

If you've tried everything you can to get the documents and they still refuse to give them to you, you can email Public Counsel at info@fixschooldiscipline.org for further support.

FEATURE: NORTH BAY ORGANIZING PROJECT
Santa Rosa City Schools

The North Bay Organizing Project (NBOP) is a diverse group of passionate parents, activists, organizers, and community members who work tirelessly towards social justice throughout Sonoma County. Through its Education Justice Task Force, NBOP works to transform the way schools approach school climate: rather than rely on suspensions and expulsions to address student behaviors, NBOP advocates for local school districts to invest in positive supports to meet student needs.

Key to NBOP's method of encouraging local school climate reforms is its relationship with district leaders. After years of relationship building with administration, members of NBOP's Education Task Force now meet personally with SRCS Superintendent Diann Kitamura to discuss the measures by the district to eliminate racial disparities in discipline – where Black, Latinx, and Native American children have been disproportionately suspended from school – including the participation of NBOP members on a few school-based climate teams to help oversee the implementation of restorative practices, mental health supports, and cultural proficiency and implicit bias training for staff. The district is now in the third year of a five-year, $700,000 per year federal grant supporting this implementation in an effort to transform school climate district wide.[17]

The money was there, but how would the district know the additional training and services would result in true transformation? When it came time for the district to purchase a new data system, a collective light bulb flashed in the minds of NBOP's Education Task Force members. "The district was making the historic move of purchasing an entirely new data system. This only happens every decade or so. We recognized this as a defining moment to make sure the new system could actually give us what we wanted to see and ensure all the right supports were being put in place," says Dave Hoffman, co-chair of NBOP's Education Justice Task Force.

When it came time to ask about the kinds of data the district would be tracking, NBOP had two choices: file a Public Records Act request, which would tell them what data the administration had already decided to collect,

or invite SRCS' Chief Technology Officer for a sit-down meeting to discuss what should be collected. In this situation, NBOP chose the latter. Members made sure to engage Superintendent Kitamura in their plans with the Technology Department; Kitamura had grown to be one of NBOP's strongest allies within the district during her years as Associate Superintendent. This spurred the superintendent to invite the district's top data person to one of her monthly meetings with NBOP, where she encouraged the district-community partnership.

Before sitting down with the Chief Technology Officer, NBOP members brainstormed a wish list of the data points required to set benchmarks for implementation and track outcomes for students. As Task Force member Linda Lambert explains, "We tried to conceptualize the data that a social scientist would need to test whether something was working. We kept asking ourselves, 'What are the factors that affect children at school? How would we describe those factors in words, and what were the ways that the district could track these things on paper? What would this look like in the new system, and who would be in charge of documenting everything?'"

First among NBOP's goals was to ensure the new system would be able to track the kind of detail that would be crucial to detecting issues to troubleshoot, including the number of teacher referrals, reasons for teachers referrals, which interventions were used, and the outcomes. NBOP members are continuing to engage the data department and are charting careful progress. Both partners understand that the more data is collected, the more community can hold the district accountable. "No administrator wants to paint themselves into a corner, but we have been able to help the district see that the larger school community has a stake in the success of these programs, so needs to understand it. In our meetings, we all realize that, ultimately, we're all going to have to work together," says Hoffman.

Hoffman adds that another important reason for monitoring the data is tied to NBOP's mission. "NBOP's mission is not to parachute in and 'rescue' people who have been marginalized by institutions. Our mission is to mobilize and support people in operating from within their own cultures and capabilities. If there is a way to make what's happening on the ground transparent to community members and in a format that everyone understands, they will be able to say what's what in their own words."

Photo Credit: Flickr: Ryman Arts

THE VISION: SUPPORTIVE SCHOOLS FOR ALL STUDENTS

Every young person has the right to a high quality education, and to learn in a safe, respectful school environment that protects human dignity. To make these rights realities for all young people, we must end punitive, zero-tolerance approaches to discipline given the significant negative impact they have on learning, and on the community at large.

There are alternatives to the use of exclusionary school discipline practices that are proven to help create environments for students to be successful, both behaviorally and social/emotionally, while maintaining consistent and equitable accountability for their actions. These alternatives support students' full development and make schools better places for all students to learn. A number of schools engaging in successful efforts to implement these alternatives have taken a multi-faceted approach, utilizing multiple research based strategies while adding community partnerships and mental health services to the framework. These strategies and systems are discussed in more detail in the sections that follow.

There are also practical reasons to adopt research-based alternatives to traditional school discipline: they result in higher student attendance and lower suspension rates, which can increase school funding. Below is an overview of a few school-wide solutions that are being implemented successfully in California and nationwide. These practices work in concert with one another through a framework that is responsive to the needs of students and families.

School-Wide Positive Behavior Interventions and Supports (SWPBIS)

School-Wide Positive Behavior Interventions and Supports (SWPBIS) is a comprehensive, school-wide research-based system[18] that is "based on the assumption that actively teaching and acknowledging expected behavior can change the extent to which students expect appropriate behavior from themselves and each other."[19]

SWPBIS provides a framework for creating predictable, positive environments for all students to achieve academically, behaviorally, and social/emotionally.

Restorative Justice and Restorative Practices

The use of Restorative Justice and Restorative Practices in schools offers a respectful and equitable approach to discipline, as well as a proactive strategy to create a connected, inclusive school culture.[20]

Inspired by indigenous values, Restorative Justice is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.[21] This philosophy is being applied in multiple contexts, including schools, families, workplaces, and the justice system.[22]

Restorative Practices are used to build a sense of school community and prevent conflict by creating positive relationships through the use of regular "restorative circles," where students and educators work together to set academic goals and develop core values for the classroom community.

Social Emotional Learning (SEL)

Social Emotional Learning is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage one's own emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably. Students are taught five key competencies which are actively modeled, practiced and reinforced in class, and during school instruction and programs.

These competencies are:

1. Self-awareness–Identification of one's own emotions
2. Social awareness–Empathy, respect for others
3. Responsible decision-making–Evaluation and reflection
4. Self-management–Impulse control, stress management, and persistence
5. Relationship skills–Cooperation and communication.[23]

Other Promising Strategies

Other promising alternatives, such as utilizing trauma-sensitive strategies and addressing implicit racial bias, have also been shown to improve school climate and student well-being, while reducing out-of-school discipline practices.

Photo Credit: Aaron Humphreys

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

SWPBIS is a comprehensive and preventative approach to improving school climate. The main goal of SWPBIS is to develop integrated networks for schools to be more effective and equitable learning environments. This is accomplished by creating predictable, consistent, positive, and safe environments for students and adults at the school, classroom, family, and individual student levels. With the use of SWPBIS, serious behavior problems decline and overall school climate improves because faculty and staff actively teach positive behavior through modeling expected behavior and both acknowledging and reinforcing positive behaviors and social expectations, such as supporting a fellow student, following adult requests, and engaging in social expectations.

The overarching and continuous goal of SWPBIS is to establish a framework for positive school and classroom climate, in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored.[24] While reaching this goal, schools create a framework for enhancing the adoption of evidence-based interventions to achieve positive academic, behavioral, and social/emotional outcomes for all students.

Elements of a Successful SWPBIS Policy

Define and teach a common set of three to five positive behavioral/social expectations throughout your school.

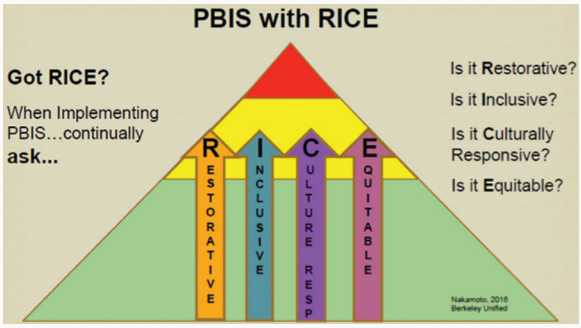
Acknowledge and reinforce the behavioral/social expectations you want to see.

Establish and use consistent, equitable consequences for problem behavior.

Collect and record when, where, why, and to whom disciplinary interventions are given to make informed decisions about resources and assistance.

Develop and utilize multi-tiered support: primary/universal interventions for all students, secondary level prevention for students who are at risk, and tertiary/intensive interventions focused on students and families who are the most chronically and intensely at risk of negative behavior, and in need of greater supports.

Bob Nakamoto, Coordinator of School Based Services at Berkeley Unified School District, developed a system to continually probe whether PBIS teams can improve their approach to implementing PBIS strategies. Nakamoto recommends that PBIS teams ask themselves whether their approach is Restorative, Inclusive, Culturally Responsive, and Equitable (RICE) by digging into questions such as:



Bob Nakamoto, 2016

Do we foster restorative harm reduction and healing for our staff-to-student, staff-to-staff and school-to-community relationships?

Do we strive for a balanced representation of perspectives, voice, privilege, and positional power on the team?

Do culturally-based differences in language, speech, dress, religion, or gender expression shape perceptions about students' ability?

Are our decisionmaking processes for determining both the type and level of support, intervention, and resources implemented to ensure equity?

Implementing SWPBIS Best Practices

1. Train faculty.

Schools that successfully implemented SWPBIS have first sent a team – which has included teachers, administrators, classified staff members, parent leaders who reflect the community's culture, and other adults who are part of the campus – to a specific scope and sequence of training and coaching based on the SWPBIS model developed at University of Oregon and the National Center on PBIS (pbis.org). In California, training is coordinated through the California PBIS Coalition (pbisca.org) in collaboration with University of Oregon and the National PBIS Technical Assistance Center. The team that attends the training then becomes the leadership team on PBIS implementation on campus.

The leadership team must engage everyone on campus, with student and family voice included, to develop a three tiered intervention protocol – which gives teachers numerous intervention options before referring a student to the office or otherwise removing the student from class – and must disseminate the intervention protocol to all staff and students. The most successful leadership teams get input from staff to create a standardized matrix of intervention options. Successful leadership teams also break the work into pieces so everyone has input and all faculty and staff buy in to SWPBIS implementation. The leadership team should also regularly meet to discuss implementation strategies, collect data, and present information to teachers and staff who do not or cannot attend ongoing training.

In California, districts fund the initial training in PBIS through a variety of strategies such as Local Control Funding dollars, Title I, collaborations with County Mental Health through the Mental Health Service Act, and – in certain instances – special education. (For more information on potential funding strategies in California contact Michael Lombardo, California PBIS Coalition, mlombardo@placer-coe.k12.ca.us).

2. Establish specific behavioral expectations and consistently enforce them.

Schools develop and explicitly teach three to five positively stated rules/social expectations, for instance: be safe, be respectful, and be responsible. Teachers and support staff then create detailed classroom and school wide social expectations, specific to the context, based on the developed three to five main rules/expectations.

For SWPBIS to work, all classrooms must have the same set of common classroom-level rules. It should also be clear to everyone on campus which behavioral problems are handled in a classroom, and which would be handled by administrators with higher level interventions.

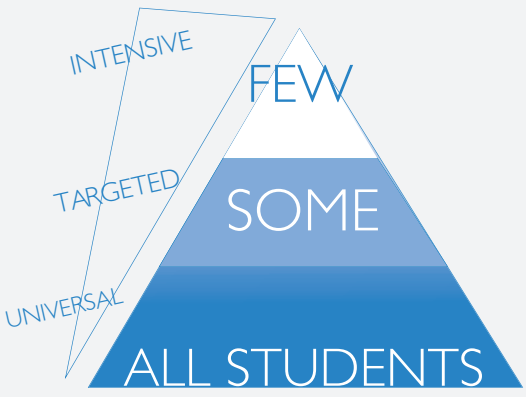
One educator successfully implementing SWPBIS summarized the importance of clear expectations in saying, "Our students know that they are here to get an education, and we aren't going to send them home on a suspension. They are instead going to stay in school and receive counseling. After all, they are our students and all of their problems are our problems; we don't pass the buck."

Another went on, "Any punishment we give, like a detention for using a racial slur, is an educational opportunity. In that case, we would have a teacher teach and facilitate a discussion about why slurs are harmful and unacceptable at our school during the time that the student is in detention. So, the detention is a time for reflection, discussion and to talk through the problem."

3. Acknowledge positive, desired behavior/ social expectations.

An evidence based feature of behavior change is to actively reinforce what we want to see by developing and reinforcing those skills in our students. Strategies might include sending home positive notes or providing a reward that can be redeemed for prizes when a student exhibits behavior consistent with the school wide established rules. More important, though, is the relationship that is developed through these conversations, and the opportunity to use acknowledgement as a way to teach social expectations.

PBIS: Continuum of Support for All



4. Evaluate results and make changes as needed.

Successful implementation of SWPBIS at a school site requires tracking data around attendance, achievement, school climate, discipline, and fidelity of interventions. This data should be regularly summarized, presented, and discussed at faculty meetings, and new strategies should be continuously developed in response to any needed improvements. Remember to bring in parents, students, and community to help create solutions!

5. Create systems and structures that will sustain change, and remain in place.

Invite community members and parents to participate in PBIS trainings, walk through schools, and learn about the intervention systems in place. Frequent data monitoring and continuous improvement cycles are critical to sustainable implementation. Tools such as the District Capacity Assessment, Tiered Fidelity Inventory (TFI), and other resources at pbisassessment.org and the University of North Carolina Active Implementation Hub (implementation.fpg.unc.edu) are available to help monitor and improve SWPBIS implementation.

Tangible Results of SWPBIS

In general, schools that adopt a proactive approach to improving school climate – by creating positive behavior systems, training teachers and staff about classroom management and conflict resolution, and encouraging greater parental involvement – demonstrate low rates of suspension and up to a 50% reduction per year in office discipline referrals.[25]

In California, the adoption of PBIS across the state has increased significantly – through the support of the California PBIS Coalition and University of Oregon – from 500 schools to just over 2,000. This data shows that schools adopting PBIS are continuing the implementation and sustaining the adoption of positive practices.

A 2008 study of 28 K-12 schools and early childhood

programs found that SWPBIS implemented with fidelity resulted in a significant reduction of office discipline referrals and suspensions, with middle and high schools experiencing the most benefit. These reductions helped recover 864 days of teaching, 1,701 days of learning, and 571 days of leadership. Implementation was also associated with academic gains in math for the vast majority of schools who implemented with fidelity.[26] Secondary benefits of SWPBIS include improved academic achievement, reduced dropout rates, higher teacher retention, and a more positive school culture.[27] Research also shows a correlation between a school's suspension rate and its economic losses.[28] Reducing suspension rates by just one percentage point would yield a fiscal benefit of $523 million and a social benefit of $1.7 billion in California.[29]

Following the implementation of SWPBIS and BEST, Pioneer High School in Woodland, California experienced a reduction in suspensions from 646 prior to implementation to 118 after (the 2013-2014 school year). These reductions also corresponded with an increase in academic performance index (API) points from 672 before implementation to 745 in 2012-2013. In 2011-2012, the reduction in absences and suspensions translated into an increase in ADA funding of $97,200. The principal reported that teachers spent more time teaching and less time dealing with behavior issues because the use of alternatives to traditional disciplinary practices remediated and changed behavior school-wide. He said: "It costs more money to do the wrong thing because you lose money when kids don't want to come to school."

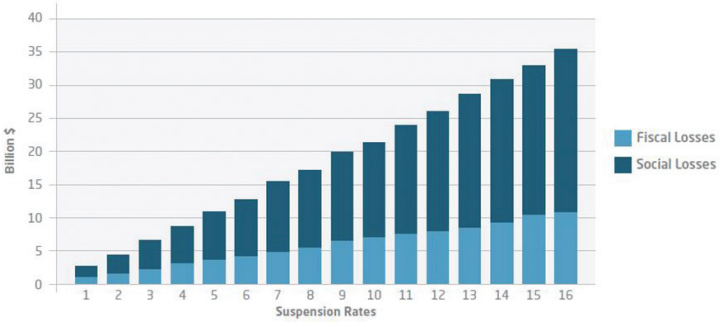


Image from Russell W. Rumberger & Daniel J. Losen, The High Cost of Harsh Discipline and Its Disparate Impact (June 2, 2016).

In the 2007-2008 school year, before PBIS implementation, the administration at Garfield High School in Los Angeles, California issued 510 suspensions and 2 expulsions.

Garfield High School

BEFORE PBIS 2007-2008	AFTER PBIS 2010-2011
510 Suspensions	0 Suspensions
2 Expulsions	1 Expulsions
API = 591	API = 714

The school's Academic Performance Index (API) was 591. After implementing PBIS for more than 3 years, Garfield issued one suspension and zero expulsions, and raised its API score to 714.

Vallejo City Unified School District was also able to reduce its overall suspension rate by 35% during its first year of SWPBIS implementation.

To learn more, download digital copies of this Toolkit, and request support visit FixSchoolDiscipline.org.

Photo Credit: Flickr: Maryland Gov Pics

RESTORATIVE JUSTICE AND RESTORATIVE PRACTICES

Restorative Justice is a set of principles and practices originally used in the justice system context, centered on community members holding people accountable for their actions while collectively repairing harm and strengthening relationships. It invites a fundamental shift in the way we think about and approach justice – from punishing individuals after wrongdoing to repairing harm and preventing its recurrence.

The term "Restorative Practices" (RP) is used by a number of practitioners to describe how the concepts of Restorative Justice are utilized to create change in school systems. These practices are an alternative to retributive zero-tolerance policies that mandate suspension or expulsion of students from school for a wide variety of misbehaviors that are not necessarily violent or dangerous.

Because retributive punishment is ingrained in the fabric of our society, implementing RP requires a significant culture shift. When people think of consequences, punishment usually comes to mind and it can be a challenge to get past the perception that RP is too soft a response to student misbehavior. In fact, it is much harder for a student to be made accountable for something he or she has done and seek to repair that harm; it is harder to sit with the harmed student or school community member and acknowledge that you harmed that person.

Elements of Successful Restorative Practices

The core belief of Restorative Practices is that people will make positive changes when those in positions of authority do things *with* them, rather than to or for them. A successful restorative system, therefore:

- Acknowledges that relationships are central to building community.
- Engages in collaborative problem solving,
- Builds systems that address misbehavior and harm in a way that strengthens relationships,
- Focuses on the harm done rather than only on rule breaking,
- Gives voice to the person harmed,
- Empowers change and growth, and
- Enhances responsibility.

Restorative practices change the way schools think about student discipline and school climate. Instead of the traditional student-teacher-administration hierarchy, Restorative Practices emphasize every school members' responsibility to the school community.

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm.
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

Implementing Restorative Practices in Schools

The Restorative Practices "circle" is a critical way to emphasize community, relationship building, and build trust. Regularly sitting in circle affords school communities the opportunity to get to the root of unwanted behavior. Certain behaviors may actually be coping mechanisms for trauma, so much of behavior labeled as "willful defiance" is actually a student's attempt to deal with external issues. Harmed people harm other people; if we address the root of a student's behavior, we can stop the cycle of harm. Circles typically operate utilizing the following elements:

In classrooms, chairs are placed in a circle with no additional furniture blocking any participants. A facilitator, the "circle keeper," can be a student or a teacher who makes introductory comments, including a discussion about the values and positive agreements that will govern that circle.

A talking piece, which has some significance to members of the circle, allows only the person holding it the right to speak.

Participants can "check-in" to talk about how they are feeling physically, mentally, or emotionally and can "check-out" to discuss how they are feeling as the circle ends. Circles are used to help prevent conflict by building a sense of belonging, safety, and social responsibility in the school community. Teachers regularly use circles to work together with students to set academic goals, explore the curriculum and develop core values for the classroom community. Additionally, circles can be used to repair harm – preferably by a trained and neutral facilitator. Depending on the gravity of the harm, these conflict-resolution circles may include the person who caused harm, the person who experienced harm, the families and supporters of both parties, and a trained, neutral facilitator.

IMPLEMENTATION TIP

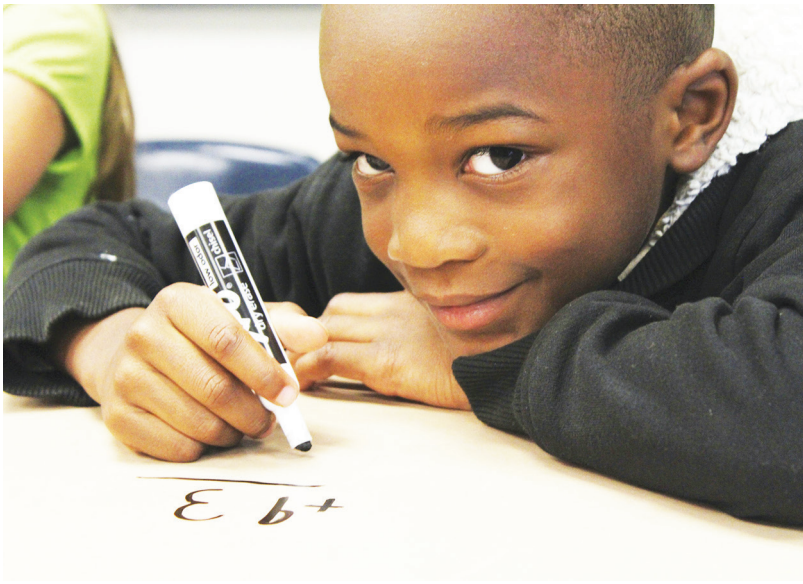
A good general rule is that about 20% of a school's restorative practices respond to conflict while 80% are proactively creating shared cultures and building strong relationships. This approach cultivates a climate where destructive responses to conflict are less likely to occur.[30]

The use of RP reduces out-of-school suspensions and expulsions, as well as the number of harmful incidents occurring within the school community,[31] thereby making school a safer place for all students. RP has also been shown to improve student engagement and achievement.[32]

The following Features provide examples of Restorative Practices in action.

FEATURE: LOYOLA MARYMOUNT UNIVERSITY (LMU) CENTER FOR URBAN RESILIENCE (CURES), RESTORATIVE JUSTICE PROJECT

Loyola Marymount University's Center for Urban Resilience's (CURes) Restorative Justice Project offers trainings in Restorative Practices designed to improve school climate. The on-site school trainings provide an overview of Restorative Practices, proactive ways to build relationships, and reactive ways to manage conflict both inside and outside of the classroom. The Project's work supports Restorative Justice philosophies that allow everyone affected by crime and conflict to hold people accountable for their actions and learn how to alter their behavior for the collective good. Below are three examples of what CURes' RJ Project looks like in action.



LMU Community Conference Addresses a Student Being Removed from Classroom in Handcuffs

A substitute teacher of a Special Education class asked one of her students to put his phone away and he refused. The teacher called the assistant principal for help but he couldn't convince the boy to walk with him to his office to discuss things away from the classroom. The security staff was asked to take over, and when three security officers tried to remove the boy from his chair by pulling his arm to help him stand up, the boy elbowed one of the security officers in his solar plexus, taking his breath away. At that point, the officers placed the student in a face-down position on the floor and handcuffed him.

In response to this incident, a trained, neutral facilitator from Loyola Marymount University conducted a Community Conference to give the student, his family, his case manager, the assistant principal, and the security officer an opportunity to hold everyone accountable for the actions that occurred, and to collectively repair the harm. During the course of the Community Conference, the student shared, "The officer placed his knee on my head and forced my face into the ground and then they took me out in handcuffs. It was so embarrassing. The whole school thinks I'm a criminal."

The Assistant Principal took the opportunity to apologize to the student and his parents, "I didn't realize the officers were going to use that level of force." The security officer was able to describe how he was physically hurt and how he went into his "training mode" to keep everyone safe. The student's Case Manager suggested they could have avoided taking the boy away in handcuffs by asking the rest of the class to exit and then talking to the boy in the classroom alone. Added his mother, "Or call me so I could talk to him. Now all of the students in the school think he's a criminal – but he didn't break any laws." The Assistant Principal apologized again and took responsibility.

The Case Manager emphasized to the student, "Things should have been handled differently. That part is clear. But you could have put the phone away, so we need to work on following instructions even when you don't feel like it. The scariest part is – you could face this out in the real world. And police officers may ask you to do something

you don't want to do – and you may get jail time." The student apologized to the security guard and he accepted the apology.

As part of the agreement out of the Community Conference, the school agreed to investigate alternative ways to handle situations like this in the future, and to share those techniques with the entire staff at the next staff meeting. In addition, the assistant principal, a security officer, and the case manager met with the students in the classroom who witnessed the event. The students were given an opportunity to share how the incident affected them. The assistant principal and the security officer both apologized to the students and promised that it would never happen again. The student also acknowledged his role in the incident to the class.

Speech Therapist Comments on LMU Community Building Circles in Special Education Class

> "The Community Building Circle process LMU helps students open up with each other and their caretakers. Now they feel more comfortable talking in front of the entire class. Students are now talking with people who they weren't so comfortable with at the beginning of the school year. They're able to share feelings and ask questions to build empathy. Now they hear each other in a way that allows them to understand, 'Oh, he felt good or bad about that situation, too'. It's also a speech vehicle that encourages the students to speak in complete sentences. For the lower functioning-level students, the Circle process allows them to hear the question repeated over and over again and THEN answer the question. So by the time it's their turn, they are able to speak without prompting by the facilitator."

Teacher Comments on LMU Community Building Circles

> "The circles really opened up the possibility of seeing the children through another lens. I had no idea that one of my students has a 7-month old baby and now I understand why he is acting up so much in class. It's a great opportunity for the kids to open up and get to express their feelings and for teachers to get insight into what's going on in their lives."

FEATURE: AUGUSTUS HAWKINS HIGH SCHOOL
Los Angeles Unified School District

Augustus Hawkins High School in South Los Angeles, California opened in 2012 as a staff-designed school that holds up restorative practices as a central foundation of creating school community. As a result, restorative practices are ingrained in school culture there. Hawkins is comprised of three smaller schools[33] – each with their own principal and staff, including around 25 teachers – and is fully committed to implementing restorative practices as an alternative to punitive discipline. Hawkins also maintains a full-inclusion special education model. Those students eligible for special education services receive resource support through a team teaching model.[34] Hawkins is also a Pilot School[35] so trainings about restorative practices are included in their contracts with teachers. As a result, the teacher turnover rate at Hawkins is low compared to other comprehensive high schools in the area.

Getting Started

Implementation of restorative practices at Hawkins began during the 2013-2014 school year, with a grant from the California Endowment to California Conference for Equality and Justice (CCEJ) – a community organization in Long Beach, California dedicated to eliminating bias, bigotry and racism through education, conflict resolution and advocacy. The grant allowed CCEJ to support the initial training and ongoing coaching around restorative practices at Hawkins.

During the summer of 2013, CCEJ facilitated a three-day training for all Hawkins teachers on community building circles. Teachers and staff received training about restorative conversations to improve their skills in building relationships with students, and in addressing potential conflicts. For instance, Hawkins teachers and staff focused on using "I" affective statements. After the training, some teachers felt comfortable immediately facilitating circles while others wanted more support. To ensure restorative practices were being implemented with fidelity, CCEJ continued to coach teachers and staff, and lead circles with them.

The Impact of Restorative Practices at Hawkins

Now, about three years after the initial training on restorative practices, over 80% of teachers at Hawkins conduct weekly circles in advisory ("College and Career Readiness") and a significant percentage of teachers lead circles more than once a week. A core group of Hawkins teachers are also starting to integrate circle practice into academic content areas, and using it as an integrated curriculum tool. For instance, in "Social Work & Health Advocacy" class, students created a "genogram" – a family tree with multiple dimensions around health, interests, and strength of relationships. As part of the project, the class engaged in circles to share the emotions and issues that came up for students in the process of completing the assignment.

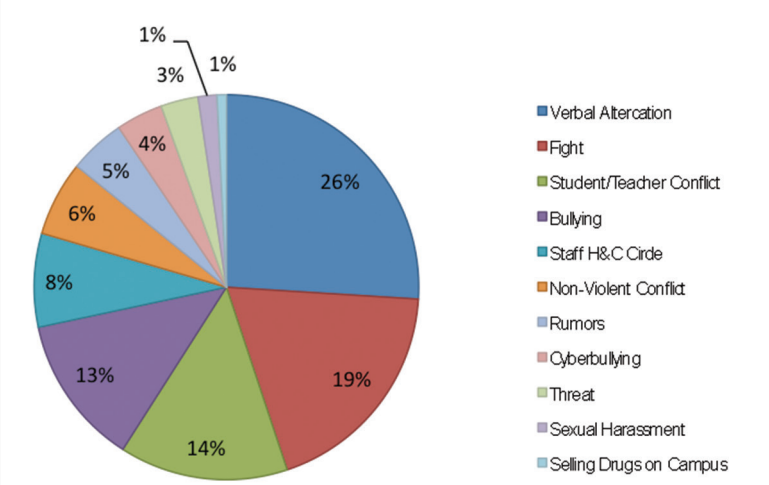
While still following all LAUSD required policies and procedures, restorative justice harm and conflict circles have primarily replaced out of school suspensions at Hawkins. Students who experience conflict now come to counselors to request the use of a circle rather than escalating confrontations. Parents have also requested circles where they see harm or are impacted by harm in the school community, representing a significant shift from typical relationships between schools and parents. When the need for a disciplinary intervention does arise, Hawkins approaches it in teams, with two academic counselors working closely together.

In 2015-2016, Hawkins facilitated a total of 127 Harm and Conflict Circles (H&C). Ten were all-staff H&C Circles, and the remaining 117 H&C Circles involved a total of 301 student participants, and approximately as many adult support staff. Those H&C Circles involved 11 categories of incidents.

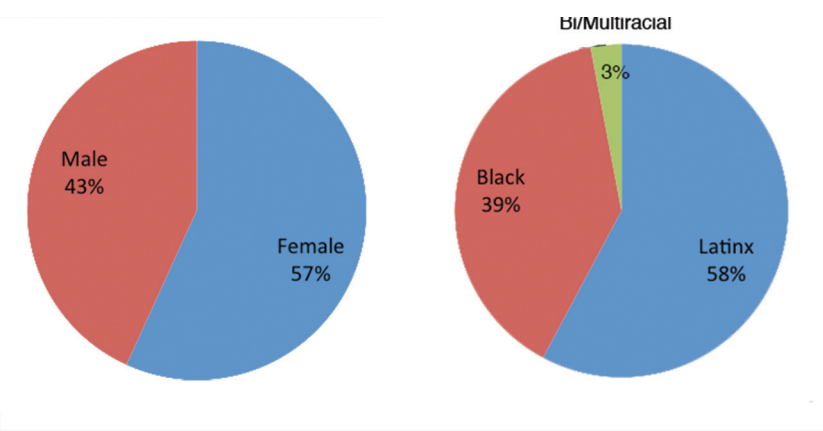
Hawkins is also committed to integrating trauma - informed practices throughout its community, which complements its commitment to restorative practice. This commitment to both RP/RJ and trauma informed practice is a big part of creating and maintaining positive school culture. Erica Ramirez, a teacher within Hawkins' Community Health Advocate School and founding staff member, shared that educators committed to teaching in communities impacted by trauma have to be willing to "hold the space" and know when to check in with students, refer them to supportive services, and treat them with compassion.

2015 - 2016 HARM & CONFLICT CIRCLES

INCIDENTS



STUDENT PARTICIPANTS



Looking Forward

Hawkins is aiming to start training parents in circle process this year. As of October 2016, roughly 1/3 of harm and conflict circles held at the school included parents. During harm and conflict circles, several parents have had personally transforming experiences and have taken circle process back home to use with their families. Some of these same parents entered the harm circle defensive and angry, hesitant about participating in the process, but left with a completely different perspective. Ana Delgado, a counselor in the school of Critical Design & Gaming, has been at Hawkins since the Spring of 2015 and commented on the importance of parent participation, "Restorative Practices are so important because it provides a voice for our students and parents – how they feel and supporting them sharing those feelings, and for us all to ensure they feel comfortable and safe in this community – it's key."

Claudia Rojas, Principal of the Community Health Advocates School and founding staff member of Hawkins offered, "I helped open Hawkins and a big part of the reason I'm still here, still committed to this job, is our commitment to Restorative Practices/RJ and to transforming our school community with this practice. Some days are more challenging than others, but when we're in circle or having an effective restorative conversation, our vision for change feels possible."

CCEJ's Collaborative Restorative Work

The California Conference for Equality & Justice (CCEJ) partners with communities and schools to find alternatives to punishment and grow cultures that encourage both connection and rigorous accountability. CCEJ offers a variety of in-depth, experiential Restorative Justice trainings at school sites for community members, school staff, and youth across Los Angeles County and Southern California. After training, CCEJ also works with schools in long term partnerships to plan implementation, coach teachers and administrators, co-facilitate circles, offer supplemental professional development, and support Restorative school policy development.

Of his work with Hawkins staff, CCEJ Coordinator Joseph Luciani remarked, "I can see a real change in school climate. One important example is that students are familiar with circle process, how to talk about their feelings, how to address conflict, I see that learning happening for the school community. Also, staff members have used circles to resolve conflicts they have with each other, students self-refer to circle and parents have begun asking for circles as well. For many of our students, just talking about their feelings at all and building relationships this way, has been a huge learning process."

SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) focuses on developing the individual qualities, strengths, and assets of a child related to social, emotional, cognitive, and moral development as well as positive mental health.

School-based educational initiatives that focus on youth development, health promotion, and problem prevention can be organized through SEL instruction.[36] Students learn, apply, and practice SEL skills similar to the way that they learn other academic skills: through instruction in the classroom. These skills are then reinforced in the classroom by a teacher and other students as situations arise where they need to be applied – throughout the school day, at home, and in the community.

Elements of a Successful SEL System

Instruction in SEL is taught in the classroom and reinforced throughout the school, and can be used as a proactive and preventative way to impart skills that will help avoid behaviors that harm the community. Through various pre-packaged curricula, SEL can be taught and reinforced in concert with other frameworks such as School-Wide Positive Behavior Intervention and Support (SWPBIS) or Restorative Justice (RJ) and can easily be coordinated with a broad array of prevention and promotion efforts.

Emotional Learning Programs, Preschool and Elementary School Edition.

Through SEL programs, students learn five key competencies:

Self-awareness–Identification and recognition of their own emotions, recognition of strengths in themselves and others, sense of self-efficacy, and self-confidence.

Social awareness–Empathy, respect for others, and perspective taking.

Responsible decision-making–Evaluation and reflection, as well as personal and ethical responsibility.

Self-management–Impulse control, stress management, persistence, goal setting, and motivation.

Relationship skills–Cooperation, help seeking and providing, and communication.[37]

Implementing SEL Best Practices

SEL instruction can be implemented either through a pre-set curriculum taught in every classroom and/or in coordination with other school-wide prevention and promotion efforts, such as SWPBIS or RJ. For example, SWPBIS requires explicit instruction around behavior expectations, and SEL programming can be used to fulfill this instruction. Teachers teach key competencies similar to, and in addition to, academic subjects. Effective SEL programming is a coordinated effort: teachers directly teach SEL skills inside classrooms while parents, administration, and other non-instructional staff reinforce SEL skills outside of the classroom.

Photo Credit: WikiCommons; Smelly Avocado

For Example:

Students are taught positive interpersonal skills and intrapersonal emotional intelligence using various combinations of media, including videos, pictures, and text.

Administrators and parents further strengthen key competencies by questioning students and reinforcing expected behavior. For example, a principal may walk through a school and ask students what "focusing attention" is and bulletin boards in common areas may exhibit pictures modeling "focused attention" with tips about how to "focus attention."

Lesson plans help students recognize and understand a variety of emotions and their causes.

Students are encouraged to keep a journal chronicling events in their lives as well as their emotions surrounding those events.

Students are empowered to resolve their own conflicts through the use of peer mediation.

Many schools across California have successfully structured SEL into their teaching approach and seen positive shifts in school climate as a result. Following this section are examples of how two schools in the Bay Area have done it.

Tangible Results of Social Emotional Learning

Implementing SEL instruction has been proven to benefit students and whole school communities in measurable ways. The following are just a few examples of that positive change.

An in-depth study found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction.[38]

Positive Action, an evidence-based SEL approach that promotes an interest in learning and encourages cooperation among students, was found to have reduced disruptive behaviors by 72% and suspensions by 24% when implemented.[39] Positive Action is based on the intuitive philosophy that students feel good about themselves when they engage in positive actions. In a rigorous study, Positive Action reduced suspensions and grade retention by 73% each.

An evidence-based SEL approach, was found to have reduced disruptive behaviors by 72% and suspensions by 24%.[39]

Here in California, Sacramento City Unified School District has implemented SEL and seen improvements in attendance rates and school engagement, along with a 6.4% graduation rate increase (up to a total of 85%), and an 18.2% drop in bullying.[40]

Other examples of demonstrated benefits of SEL instruction include improved graduation rates, reduced violence, lowered substance abuse, and decreased teen suicide attempts.[41]

FEATURE: JAMES MOREHOUSE PROJECT, EL CERRITO HIGH SCHOOL

In 1998, Jenn Rader was a Social Studies teacher at El Cerrito High School in El Cerrito, California. In her tenth year of teaching, she began to focus on the students who couldn't connect with her classroom instruction even if it was animated or engaging. Students sought her out before or after class to share what was happening in their lives. There were similar threads in their stories: witnessing or experiencing violence in the community, loss of a loved one or friend, or conflict at home. She wanted to support students around the challenges they were up against that impacted their capacity to learn at school.

Narrative therapy is based on the principle that youth are the experts in their own lives and have the skills, abilities, and values to allow them to make positive change.

Her principal asked if she wanted to run a support group after school. Jenn's response: No. "We needed to create an institutional infrastructure to respond to the needs of young people. The way our school – the building itself – was functioning was getting in the way of that. Instead of getting curious about why these students were showing up angry or disaffected, they would simply be pushed out of the building. Once we began this kind of inquiry, staff and students joined our efforts."

Over the next year, Jenn reached out to local experts in the mental health field, applied for a grant, and hired mental health counselors to work with students on-site. Over the first years, they used Jenn's classroom, then an abandoned home economics classroom and an unused woodshop warmed with a space heater. Today, the program, now known as the James Morehouse Project (JMP), occupies its own 2,100 square foot office down the hall from the library at El Cerrito High. Students walk into a brightly decorated large open space where two licensed clinical social workers supervise a team of eight social work interns; the JMP Youth Development Coordinator and student peer mediators staff the front desk to greet young people as they come in. Surrounding the open space are five counseling rooms with couches and comfortable chairs where students can speak privately with staff. Jenn oversees the project as its director, raising funds to support the project each year. Jenn continues to be a school district employee, while the JMP's fiscal sponsor, the YMCA of the East Bay, is the employer of record for all other staff. A dozen other community-based partnerships bolster the project, including the Niroga Institute, which partners with the JMP to provide mindfulness training to students and teachers on campus.

Narrative therapy, a social justice based approach to therapeutic conversations, informs all of the clinical work at the JMP. Narrative therapy is based on the principle that youth are the experts of their own lives and have the skills, abilities, and values to allow them to make positive change. "Common questions are, 'What do you most deeply value? What are you most committed to?' Students blossom when they hear that." Staff also mentor youth, conduct harm circles, and train students to become "culture keepers" who can serve the school at-large: any adult staff or student can pick up the phone and ask for a culture keeper to help de-escalate and resolve a conflict. Two culture keepers are available during any given class period, and all culture keepers are trained in restorative practices and peer mediation.

The JMP's welcoming space is integral to its value on campus. Students who are referred to the project by a teacher – or even a school resource officer – aren't forced to speak to anyone before they're ready. Students who aren't ready in the moment often come back the next week or the week after and often bring a friend. This is why students seek out the project – the JMP is not a place students are sent for discipline, it's a place students seek out to get support and recognition as experts in their own lives.

The same considerations have influenced the JMP not to restrict services to students who are MediCal eligible. "For anyone wanting to fund mental health supports on campus, one way to ensure a constant funding source while scaling up is to make most or all of your services reimbursable. But to do this, you have to exclude students who may need your help. Too, MediCal forces us to pathologize young people who might be having healthy responses to the challenges they are up against-- in other words, to diagnose them with a disorder in order to access funding for services. Although this framework is sometimes necessary as a business model, it runs up against our commitment to focus on the strength and capacities of a young person, and we wanted to serve all students regardless of their insurance." The JMP works tirelessly every year to secure funding through the county, state, school district and private grants.
The JMP supports young people to connect their own lived experience to a larger social justice analysis. A few years ago, a JMP clinical intern partnered with a group of students to research how race impacts the student experience at El Cerrito High School. The group surveyed 300 students, analyzed the data, and presented the report to faculty. This project is an example of work that was initially inspired by conversations with young people about what mattered to them and then became an opportunity for them to learn new skills and to be strong advocates in their own lives.

In addition to serving young people directly, the JMP provides trauma training for teachers to support them to better meet the needs of trauma impacted young people in their classrooms. The training helps teachers understand what trauma is, how trauma affects the developing brain, how it can force young people into a fight-flight-freeze mode, and what that might look like to a teacher in the classroom. "The bells and whistles go off when teachers hear this. They realize, '...I thought my student was disrespecting me, but really, something else entirely was going on.'" Teachers get ongoing support and coaching and sometimes access the JMP for restorative conferences together with their students.

Despite 17 years of supporting students and adult staff at El Cerrito High, the JMP will tell you that their work is constantly unfolding based on what they are learning from young people and adults at school. The "Project" in its name refers to the perspective that it is a work in progress – that everyone who is a part of the project is an important participant in the ongoing development and creation of what the project is, how the project works, and what it offers to the school community.

Photo Credit: Flickr: Pacific Legal Foundation

FEATURE: MARTIN LUTHER KING JR. ACADEMIC MIDDLE SCHOOL

San Francisco Unified School District

Two years ago, students at Martin Luther King Jr. Middle School (MLK) in San Francisco were sent to the principal's office 2,150 times for behavioral problems, an average of more than four trips for each of the 500 children enrolled.[42] However, intensive supports and coaching – along with strong and visionary site leadership – have resulted in significant drops in both suspensions and office discipline referrals.[43]

The key to MLK's success seems rooted in its approach to implementing social emotional learning strategies. Michael Essien has been at MLK for four years now, the first two as Vice Principal and the most recent two as Principal. Essien noted the importance of integrating SEL into a school's culture, "When talking about moving schools forward, people tend to see SEL as something discrete. As human beings, we are social animals so the SEL environment is based upon relationship that exists within teachers, within students, and within the community."

When Essien first arrived at MLK teacher turnover was high, with the school having to rehire 14 of its 23 content teachers. Teacher stress levels were high, so the language used when faced with confrontation was escalating. Given his background as a special education teacher, Essien recognized that teachers could do things a bit differently to avoid intensifying situations in classrooms. Because 212 of the 500 students at MLK needed Tier 2 supports,[45] Essien realized the typical trickle-down approach to training would not work at his school site and worked with Thomas Graven, San Francisco Unified School District's Head of Pupil Services, to secure on-site training for all his teachers. MLK teachers then went through three days of training where they learned about student escalation cycles and how to respond in ways that do not further antagonize a conflict, such as using a neutral tone of voice, speaking quietly, allowing a student physical space and choosing words that describe the situation, rather than invoke the teacher's authority.[46]

If those initial tactics don't work, a teacher can call the office to ask for a "push-in" rather than sending students out of class.[47] A "push-in" is when a school counselor, academic or student advisor, or administrator visits a class-

DR. MARTIN LUTHER KING JR MIDDLE SCHOOL

	2014-2015	2015-2016	% Decline
SUSPENSIONS	117	83	- 29%
OFFICE DISCIPLINARY REFERRALS (ODR)	2,128	695	- 67%

SOURCE SFUSD BASIS AND SYNERGY (Data Management Systems)[44]

room to help diffuse the situation by, for example, sitting with the student or covering the class while the teacher and student step outside to resolve the situation.

Administrators at MLK take a similar relational approach to their engagement with teachers. Essien commented, "If I want teachers to do something, I don't give them an order. There's usually a conversation that drives the decision making process." By bringing staff members into dialogue and allowing teachers to come up with their own solutions to schoolwide or grade level dilemmas, Essien has also seen positive teacher responses to the shifts in school culture. In fact, one thing Essien said he would do differently would be to give his Instructional Leadership Team and Culture Club[48] decision making power earlier because it builds staff capacity.

"As human beings, we are social animals so the SEL environment is based upon relationship that exists within teachers, within students, and within the community."

MLK is also creating more opportunities for students to engage adults on campus and advocate for their individualized needs. One example of this is student led conferences. Students take the lead on setting up the conference and prepare by generating portfolios about themselves that include self assessments around their ability to focus in different topics, health and academic goals for the year, and exemplar work. This empowers students to communicate what they need academically, and helps educators tie their actions to the students' expressed needs and desires. For instance, a teacher could see the student in a hallway and say, "I know you want to raise your math score and I'm trying to help you with that, so get back to class" rather than only telling the student what to do.
Another option for students to engage adults happens during MLK's monthly principal meetings. One day per month, Essien speaks with students during a period of PE to ask what they see as problems and allow students to share their concerns. These meetings help to build student agency, give Essien a window into themes of what can be prioritized, and present teachable moments where SEL can be integrated. For example, if bullying comes up as a problem, Essien can discuss the importance of being kind to one another.

MLK's elective course Peer Resources also offers students another option to build empathy and leadership capacity. When selecting students, the teacher looks for different types of leaders – someone that can bring a social justice lens to the work. This class of 15 to 20 students is trained in peer mediation and works with homeroom representatives to gauge the pulse of each homeroom. Peer Resources students then evaluate policies and procedures within the school, collect data, and report their findings of things that need to be addressed to the principal. Last year alone, students facilitated 71 mediations.

As a result, the dynamic between students and adults on campus has changed. This year, only three of MLK's 23 teachers are new. Students are forming different relationships with teachers because they are not exploding. Teachers have lower stress levels because they spend less time engaging whatever causes a student to get off task, and can spend more time teaching. This difference – which Essien described as a "schoolwide calming effect" – is all rooted in relationship building, and serves as an example of the transformative power of integrating SEL practices with fidelity.

TRAUMA SENSITIVE STRATEGIES

Children's exposure to community and family violence is a significant problem in many communities around California. Studies estimate that between 3.3 million and 10 million children in the U.S. witness violence in their own homes each year.[49] Children who have experienced early, chronic trauma – such as family or community violence – can develop emotional, behavioral, cognitive, and relationship difficulties that can adversely affect their ability to learn and function well in school. Exposure to trauma is associated with a higher risk for school dropout and, in turn, dropping out of school increases the risk of being imprisoned. Unfortunately, students who have experienced violence and trauma may act out, refuse to obey teachers, fight, or be unable to pay attention or follow directions. In fact, the area of a child's brain that is associated with the fear response may become overdeveloped, causing the child to act out using a fight or flight response when triggered by a trauma reminder, even when there is no actual threat to fear.

The goal of creating a "trauma sensitive school" is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all children and youth. When schools are able to address the behavioral health needs of students in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals. Further, in order to improve the social emotional wellness and academic success of students, it is crucial to support the wellness of school staff, addressing chronic stress, burnout, and vicarious trauma. School leaders in Trauma Sensitive Schools recognize the importance of behavioral health and whole school wellness, and dedicate resources as part of an overall effort to reduce barriers to learning. Measurable goals around attendance, academic achievement, graduation rates, bullying incidents, office referrals, suspensions, and expulsions are used to determine whether behavioral health and wellness initiatives are successful.[50]

Studies estimate that between 3.3 million and 10 million children in the U.S. witness violence in their own homes each year.[49]

Elements to Address Trauma and Promote Social Emotional Wellness

Photo Credit: Flickr: Innovations School

Leadership by school and district administrators to create supportive school environments and promote collaborative services. The leadership team must reliably address each of three levels of services – whole school, preventative supports and services, and intensive services.

Professional development for school administrators, educators, and behavioral health providers – both together through cross-disciplinary trainings, and separately. Trainings should respect and take into account ethnic and cultural diversity, and ensure that staff is actively engaged respectfully and supportively with students and families.

Access to resources and services by identifying, coordinating, and creating school and community behavioral health services to improve the schoolwide environment. These resources should also be clinically, linguistically, and culturally appropriate for students and their families.

Academic and nonacademic approaches that enable all children to learn – including those with behavioral health needs – and that promote success in school.

School policies, procedures, and protocols that provide a foundation for schools to implement and support the work, for example school curricula that includes Social Emotional Learning instruction in areas like problem solving, life skills, social-emotional development, interpersonal community, self-regulation, and violence prevention.

Collaboration with families where parents and families are included in all aspects of their children's education and able to participate as equals in the planning and evaluation of programs and services.[51]

FEATURE: FREE L.A. HIGH SCHOOL, YOUTH JUSTICE COALITION

Fighting for the Revolution that will Educate and Empower Los Angeles

FREE LA High School first opened in the fall of 2007 to serve system-involved students who were pushed out of traditional school settings, as well as those returning from juvenile detention facilities. It has operated under statewide charter districts established by the state to serve youth in nontraditional settings, including Job Corps and Conservation Corps. FREE LA High School – located in Chuco's Justice Center on the border between South Central LA and Inglewood – is open to students between the ages of 16 to 24 who want to finish high school, gain social justice organizing and public policy advocacy skills, and receive a diploma.

Students and staff at FREE LA High School participate in transformative justice (TJ) as an alternative to suspensions, expulsions, ticketing, and arrest. TJ engages everyone in the school, as well as family and community members, in circles aimed at building relationships and trust. In TJ circles, student and staff address school and community-related problems, such as truancy, conflicts and fights, and youth-staff relations. They also tackle broader social problems, such as discrimination and police violence. TJ develops the skills of students, staff and other community members in conflict mediation, problem solving, de-escalation of violence, and techniques to defuse intergroup conflict, harassment, and disrespect.

FREE LA also uses TJ to resolve conflicts, which is a little different from restorative justice. Restorative justice looks at repairing harm and restoring something that was lost. TJ does that too but then works on advancing together and transforming the society around you; it seeks to repair, prevent, and move forward. For instance, say that I was at your house and I wrote graffiti on your walls. If we were working with restorative justice, I would apologize and clean or paint your walls to get rid of the graffiti. TJ takes it further so we could figure out why I tagged your walls in the first place. Maybe I was bored, maybe I needed to do something artistic or maybe I had an unresolved conflict with you. We would then figure out how to deal with my boredom, artistic needs, or anger that would prevent another incident and would give me an outlet. FREE LA actually has a Graf Room that students can use for tagging and other graffiti to prevent them from getting in trouble on the streets.

Another key component of FREE LA is the belief that school buildings belong to communities not to school districts. Chuco's provides space to dozens of justice and arts groups, and is open evenings and weekends for free community use – providing a community center used by more than 15,000 people a year. Additionally, the Youth

Photo Credit: Youth Justice Coalition

Justice Coalition (YJC) provides training and professional development to school and community teams who want to implement transformative justice and intervention/peacebuilding in their schools. Instead of police, school resource officers, probation officers or school security, FREE LA relies on intervention workers/peacebuilders, therapists, and healers to support students, staff, families and other community members to create a safe and welcoming school climate. In addition, youth leaders known as LOBOS (Leading Our Brothers and Sisters Out of the System) – who themselves have been impacted by school push-out, arrest, and detention – help to train and support FREE LA students to develop and implement organizing campaigns.

FREE LA really takes revolution seriously. Every Friday, FREE LA students attend a class, "Street University," to learn about how different systems work to oppress different groups of people. Then they organize and advocate for things that will change conditions for students, their families, and their community. FREE LA students, along with other YJC members, have been active in identifying and creating change to concerns by prioritizing six organizing campaigns: College Prep not Prison Prep, We Can't Get Well in a Cell, Think Outside the Cage, No War on Youth, LA for Youth (5% Campaign), and S.T.O.P Police Violence. As a member-led organization, the YJC also involves students, staff, and other community members in establishing the priorities for the school, setting discipline and school climate policies, writing and/or selecting curricula and course outlines, and developing the school budget.

Julio Marquez, 12th grade student:

> "Before coming {to FREE LA}, I was at a different school where I was in honors classes but I started having health issues that were getting in the way of my focusing on school. No one really cared about what was going on with me so I became depressed and started failing my classes. At my other school, there were security guards with guns and the culture was oppressive and not welcoming. Here, everyone belongs and can bring something into the space. This is most definitely a better way of learning."

Edilberto Flores, 2015 FREE LA Graduate:

> "I got into a fight at school, was pushed out and arrested. I was locked up at the age of 16. In the juvenile hall unit, we were kept on lock-down most of the time. The actions of a few individuals led the whole unit to be punished. The only time we had outside our cell was for two hours recreation once a week. We ate breakfast, lunch and dinner in our cell. We had some packets thrown at us for school, but most of the time, we didn't have paper or pencil to write our families or to study. We had no books to read. There was nothing to distract my mind. I had no one to talk to all day long – just a 5' by 7' cell and a tiny little window to look out of. There was nothing on the walls to distract us, and the air conditioning was blasting – making the room icy cold. A lot of the time, we were forced to stay in only boxers and tee shirts. The cold felt like torture.
>
> "Because of the time I spent in isolation, when I left juvenile hall, I wasn't prepared for anything positive. I was far behind in school, and no longer used to studying. I felt angry, got frustrated more easily and felt as if everyone was judging me. Luckily I found a mentor in the community and a school at the Youth Justice Coalition that accepted me, and helped me to build back my confidence and trust in other people. I learned to solve conflict and deal with my frustration with transformative justice. If my high school had TJ instead of school police and zero tolerance, me and many other people would never have been kicked out. In 2015, I graduated from FREE LA High School and now I have complete my first year of college."

FEATURE: UNIVERSITY OF CALIFORNIA, SAN FRANCISCO – ZUCKERBERG SAN FRANCISCO GENERAL HOSPITAL, DIVISION OF INFANT, CHILD, AND ADOLESCENT PSYCHIATRY, HEARTS (HEALTHY ENVIRONMENTS AND RESPONSE TO TRAUMA IN SCHOOLS) PROGRAM[52]

UCSF HEARTS is a whole-school, multi-level, school-based prevention and intervention program that aims to promote school success for trauma-impacted children and youth by creating more trauma-informed, safe, supportive, and equitable school environments that foster resilience and wellness for everyone in the school community. This program draws its model in part from the framework for trauma-sensitive schools published by Massachusetts Advocates for Children in the book entitled, Helping Traumatized Children Learn: A Report and Policy Agenda.[53]

The HEARTS program was implemented in four San Francisco Unified School District (SFUSD) schools that serve some of the city's most under-resourced and chronically trauma-impacted neighborhoods: El Dorado Elementary, Bret Hart Elementary, Paul Revere School, and George Washington Carver Elementary. In these "HEARTS" schools, HEARTS provided school site-based services within a three-tiered framework for prevention and intervention, similar to the multi-tier systems of support framework employed by PBIS:

Tier 1:

Universal supports such as classroom presentations on coping with stress, training all school staff on how trauma and chronic stress affects school communities and how all members of the school community can address these effects;

Tier 2:

Preventative/intervention supports and services such as skills building groups for at-risk youth and wellness groups for staff to mitigate burnout and secondary trauma;

Tier 3:

Intensive services and coordinated care such as trauma-informed therapeutic interventions around post-trauma difficulties for the small number of students demonstrating significant needs.

A key ingredient of the HEARTS program is that it addressed the effects of trauma at the student level, at the adult level (school staff and caregivers), and at the system level (i.e., school climate, procedures, and policies). The HEARTS team provided support and training to parents/guardians through support groups and workshops, and to school personnel through professional development training, mental health consultation, and wellness support that addresses burnout and vicarious traumatization. Since educators typically do not receive such training in their teacher education coursework, these trainings help build capacity by offering trauma-sensitive strategies to promote student success and address difficulties with classroom behavior.

"This training series was hands down the most influential and transformative professional development I have been a part of in my 7 years with SFUSD."

The following core guiding principles – developed as a part of the San Francisco Department of Public Health (SFDPH) Trauma Informed Systems (TIS) Initiative workgroup, a collective effort to mitigate the impact of trauma in San Francisco[54]– serve as a foundation and frame for HEARTS trainings, consultations, and interventions: (1) understand trauma and stress, (2) establish safety and predictability, (3) foster compassionate and dependable relationships, (4) promote resilience and social emotional learning, (5) practice cultural humility and responsiveness, and (6) facilitate empowerment and collaboration.

In addition to the school site work, HEARTS also formed a close partnership with the SFUSD Student, Family, and Community Support Department (SFCSD)[55] collaborating on district-level activities including: trainings on the district's strategic plan to close the achievement gap, meetings of the department's Research and Accountability unit, and task forces on implementing Restorative Justice and Practices. At the end of the second year of HEARTS implementation, HEARTS developed and delivered a Training of Trainers (TOT) series to SFCSD personnel, which eventually became mandatory for all SFUSD school social workers, high school wellness center coordinators, and school nurses. The goal of this TOT series was to build capacity for SFCSD personnel so they could bring trauma-informed practices to their school sites district-wide.

Program evaluation has yielded promising results. Staff at HEARTS schools and TOT participants expressed a high degree of satisfaction with HEARTS trainings and consultation. In surveys, HEARTS school staff reported a 57% increase in their knowledge about trauma and its effects on children, a 68% increase in knowledge about trauma-sensitive practices, and a 49% increase in their use of trauma-sensitive classroom school practices. 99% of TOT participants rated the quality of the training as "very good" or "excellent." One TOT participant commented, "This trainings series was hands down the most influential and transformative professional development I have been a part of in my 7 years with SFUSD." Staff at HEARTS schools have told HEARTS that the training and support has changed their perspective from "these are problem children" to "these are scared and hurt children." As a former principal at El Dorado Elementary School, Tai Schoeman, has said:

> {This} has shifted the way we discipline students at the school. We are a lot more empathetic. We take more time to allow kids to cool off, to have those meltdowns and then come back without being suspended or sent home. Getting at that Cradle to Prison pipeline, we're not reproducing the same model of 'oh, you're out of here,' ostracizing kids and sending them home for things that they may feel are out of their control."

Additionally, 81% of HEARTS school staff agreed or strongly agreed with the statement, "This new knowledge about trauma and its effects on children has improved my teaching." School staff perceived a 26% increase in students time on-task as a result of HEARTS. At El Dorado Elementary School, where HEARTS was in operation for 5 years, and where the school consistently tracked office discipline referral data, staff reported a 32% decrease in total disciplinary referrals, and a 43% decrease in referrals involving physical aggression after only 1 year of HEARTS implementation compared to the year prior to implementation. After 5 years of HEARTS implementation, there was an 87% decrease in total disciplinary referrals, and an 86% decrease in referrals involving physical aggression compared to the year prior to HEARTS implementation. While there was not a significant decrease in out-of-school suspensions after the first year of HEARTS implementation, there was a 95% decrease in out-of-school suspensions after 5 years of HEARTS implementation compared to the year prior to HEARTS implementation.

In February 2014, the San Francisco Board of Education passed the SFUSD Safe and Supportive Schools Policy addressing disproportionality by eliminating suspensions based solely on "willful defiance" and replacing these suspension practices with an integration of (1) School-Wide Positive Behavior Interventions and Supports, (2) Restorative Practices, (3) Trauma-Sensitive Practices, and (4) practices that address implicit and explicit bias.[56] The inclusion of a trauma lens in this district policy is testimony to the degree to which an understanding of trauma and its effects in schools is embedded in the district's approaches to ameliorating the adverse effects of disproportionality.

In recent years, HEARTS has expanded its work to Oakland Unified School District and Aurora Public Schools, a district in Colorado. HEARTS is also working with the CLEAR Trauma Center at Washington State University to hone its program into a more scalable model of creating trauma-informed schools. The aim of this collaboration is to clearly articulate the essential components and steps of a systematic model that can be implemented in any school district in California – urban and rural alike – promoting wellness, resilience, and school success for everyone in school communities across the state and beyond.

Photo Credit: Flickr: Fibonacci Blue

RACIAL BIAS AND DISCRIMINATION

Racial disparities in school discipline are stark in California, with 3 times more Black students being suspended than their white peers.[57] Racial disparities are even more drastic when comparing suspensions for subjectively defined offenses – such as willful defiance – against suspensions for more serious, less subjective categories.[58]

This is particularly alarming in light of studies on race and school discipline, which do not support a conclusion that such disparities are based on Black students misbehaving at higher rates. In fact, research has revealed that Black students receive harsher punishments than white students for the same behavior.[59] Thus, when implementing discipline strategies, it is imperative to mindfully assess the existence and root causes of disproportionate discipline for students of color, as well as proactively use alternative approaches that directly address racial disproportionality.

Causes of Disproportionate Impact in Discipline

A myriad of overlapping factors cause the current disproportionate impact in student discipline, including:

Implicit Racial Bias

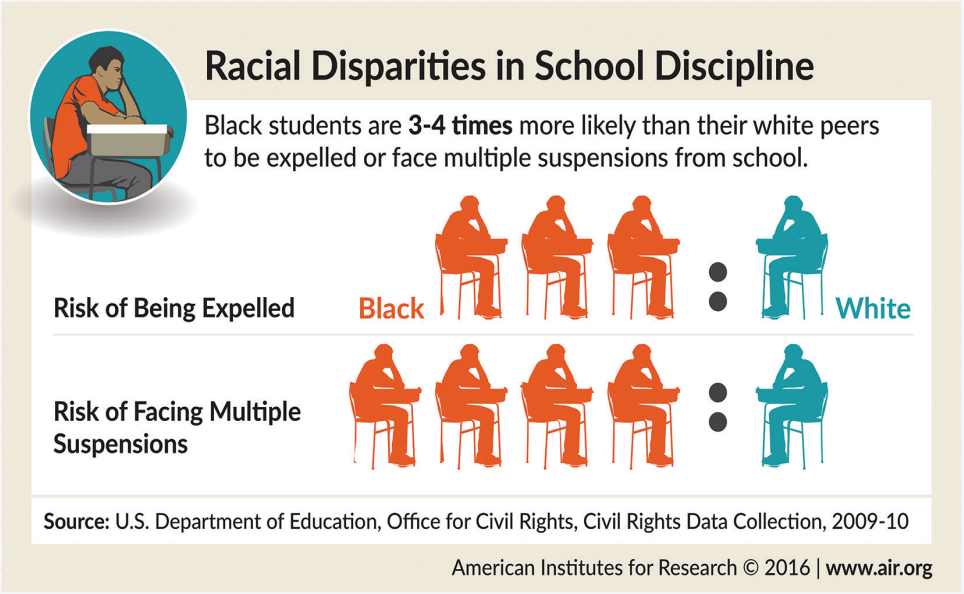
Implicit or unconscious biases refer to stereotypes that operate without an individual's conscious awareness or control. We are all affected, in one way or another, by the society in which we exist. These attitudes or stereotypes can affect a person's thoughts, actions, and decisions in reference to the subjects of their biases, especially when the person is stressed, tired, or forced to make a decision quickly.

Implicit prejudice is understood to reflect associations between social categories (e.g. Black/White, old/young) and evaluations (e.g. good/bad, smart/dumb). Mental connections about the characteristics associated with people of each race develop soon after, and a study found that around 80% of children had already developed pro-White/anti-Black sentiments by age 6.[60] Latinx students have reported feeling the impact of such implicit bias, for example, in how some teachers have lower academic expectations of them and discourage their class participation.[61]

Conditions that encourage perpetuation of implicit bias to the detriment of students of color are akin to the conditions in which teachers and administrations frequently operate, such as time constraints, ambiguity, and cognitive overload/busyness. This can explain why racial discrimination persists, even in people who oppose such discrimination.

Institutional Racism

Institutional racism has been defined as "the power to create an environment where [racism] is manifested in subtle or direct subjugation of the subordinate ethnic groups



through a society's institutions,"[62] and as "the unexamined and unchallenged system of racial biases and residual white advantage that persist in our institutions of learning."[63] It can lead to "feelings of racial inferiority for students of color and racial superiority for white students."[64]

Institutional racism occurs in the education system when schools or districts remain unconscious of issues related to race, or more actively perpetuate and enforce a dominant racial perspective or belief – for instance, that the attitudes and abilities of students of color and their families are a basis for academic or discipline disparities, or that schools that are primarily attended by students of color need more police because they are more dangerous. It can also be seen in the school context in discipline practices, in the tracking of students of color into lower academic coursework, and in allocating fewer resources to schools and classes with high proportions of students of color.

Cultural Conflicts

Cultural conflicts exist between the culture of many students of color and the dominant culture of the schools they attend. For instance, many Black students are accustomed to engaging in multiple, varied tasks simultaneously when outside of school. If a school's instructional activities are structured around working silently and on one activity at a time, some Black students may be perceived to be willfully defiant for talking or working collaboratively.[65]

Verbal and nonverbal communication differences can create further cultural conflict and misinterpretation between school staff and students of different backgrounds. For example, many teachers may misinterpret the more active and physical style of communication of Black males to be combative or argumentative.[66] Accordingly, teachers who are prone to accepting stereotypes of adolescent Black males as threatening or dangerous may overreact to relatively minor threats to authority.[67]

Social class, as well as generational and experiential differences, can also increase the divide and subsequent misunderstanding between students and their teachers and administrators – even those with similar ethnic backgrounds.

Proactively Addressing Disproportionate Impact in Discipline

Below are a number of suggestions for how schools can begin to address the disproportionate impact of school discipline practices on their students of color:

1. Engage in "Courageous Conversations" to Transform School Practice

The authors of Courageous Conversations About Race call upon educators to have real, authentic, and hard conversations about race and racism in their schools, to commit to equity for all students, and to practice "anti-racism" (an ongoing practice of assessing how everyone perpetuates injustice and prejudices toward those who are not members of the dominant race) to change the paradigm and effectively address racial disparities. They have developed a field guide to help create the space and structure for school staff to discuss and address racism in schools, to stay in the conversation when it is uncomfortable, and to shift the dialogue from one that "blames" the failure of schools to meet the needs of students of color on the families of those students and the conditions that they live in to the fact that schools were designed to educate white, middle-class students and have not effectively

addressed the impact of racism on all aspects of school practice and instruction.

2. Teach Culturally Responsive Classroom Management (CRCM)

CRCM[68] is pedagogical approach to running classrooms for all children in a culturally responsive way. Using this approach, teachers mindfully recognize their biases and cultural values and reflect on how these influence their behavior; become knowledgeable about students' cultural backgrounds, while being careful not to form stereotypes; filter all decision-making about the physical environment in which students learn through a lens of cultural diversity, making sure that many different cultures – including the students' backgrounds – are represented; and commit to building a caring classroom community by actively developing relationships with students.

3. Revise Discipline Policies & Practices

In addition to incorporating the evidence based non-punitive alternatives to traditional school discipline practices discussed in this toolkit – such as schoolwide positive behavior interventions and supports, restorative practices, social emotional learning, and trauma sensitive strategies – removing subjective offenses like "willful defiance" from the menu of disciplinary offenses and ensuring that every offense has clear, objective parameters can help militate against the negative impact of implicit bias in disciplinary decision making.[69] Utilizing a range of responses to student behavior and treating suspension as a last resort is both helpful to address the disparate impact in school discipline that communities of color face, as well as consistent with current California law.[70]

4. Examine Suspension and Expulsion Data

Data can illuminate where there is room for growth in current discipline practices. Regular examination of discipline data – disaggregated by ethnicity, gender, ability, socioeconomic status, sexual orientation, or any intersection of those identities – can help strengthen the advocacy efforts of those seeking to change the reality of the school to prison pipeline, and can inform decisions about discipline policies that systemically address disproportionate disciplinary outcomes.

5. Increase Awareness of Factors that Influence Discipline Decisions

Teachers and administrators can learn more about the potential for bias when issuing discipline referrals by taking the Implicit Association Test (IAT). The IAT uses a number of quick sorting tasks online to measure the strength of a person's associations between certain identities, evaluations, or stereotypes. The main idea is that a response is easier when closely related items share the same response key.[71] Knowing the implicit associations one might make about people of certain identities can help a teacher or administrator begin to work against the effects of implicit bias. Take the IAT online here: implicit.harvard.edu/implicit/takeatest.html.

6. Hire Diverse Instructional and Administrative Staff

Hiring teachers and staff who are from similar cultural backgrounds as the marginalized students of a school can help to positively shift culture in environments where implicit biases have been unchallenged in the past.[72] Studies have also shown that students of color stay in school longer and perform better when they have teachers who look like them and with whom they can relate and admire.[73]

7. Actively Pursue and Maintain Relationships with Family and Community

Fostering collaborative relationships with individuals who are members of students' culture will increase educators' understanding of student background. This partnership will, therefore, minimize the number of students who disconnect from school environment, and assist schools to engage in effective, culturally competent management of student behavior.

8. Employ a "So What" Test

While clear behavioral expectations are necessary to create and maintain an environment conducive to academic and social emotional learning, some expectations have more to do with power and control than a student's learning. When a student's behavior doesn't conform to a certain expectation, a teacher or administrator can ask him/herself, "So what if the students work together on an assignment instead of alone?" or "So what if the student wants to partially stand while doing his work?" By assessing the potential harm of a behavior, if any, a teacher can direct teaching time and effort at rules that protect and improve student education and learning environments.

Photo Credit: Flickr: Seth Sawyers

SCHOOL TO PRISON PIPELINE

The presence of law enforcement officers has steadily increased on K-12 school campuses over the last several decades.[74] Between 1997 and 2007, the number of school resource officers (SROs) on campuses nationwide increased by 38 percent.[75] In a number of school districts, the presence of law enforcement on campus has led to higher rates of citations and arrests among students of color, and for behaviors previously addressed in school without police.[76] For community organizers and advocates, these arrests and citations are evidence of a shift toward an overreliance on police to handle school discipline matters and an alarming human rights and racial justice issue.

The impact of such arrests on young people is profound. One arrest doubles a student's chance of dropping out of school, even if the student is not ultimately convicted of a crime.[77] Additionally, national reports show that police contact with young people is a strong predictor of whether a student will have to repeat a grade, or will end up in the juvenile or criminal justice system.[78]

The School to Prison Pipeline has long-term negative impacts:

- Juvenile detention increases the probability of adult incarceration by 22 percentage points.[79]
- 68% of Black men without high school diplomas are incarcerated by age 35 at a national level; [80] in California, that number jumps to 90%.[81]
- Researchers have found that relying on school-based law enforcement can actually promote disorder and distrust in schools instead of increasing order and safety.[82]

In light of all the evidence that having police in schools can severely harm students, the U.S. Department of Justice and Department of Education have issued recommendations for practices to prevent discrimination related to school police involvement. Those recommendations include: formalizing roles of law enforcement officers in policy and Memoranda of Understanding; ensuring that school site administrators understand that they are responsible for discipline – not police; and monitoring and tracking police interventions.[83]

Public Counsel is a member of the Dignity in Schools Campaign (DSC), a national coalition of parents, youth, organizers, and educators who seek to dismantle the school to prison pipeline by challenging the systemic problem of school pushout through direct action organizing, public policy advocacy, and leadership development. In the fall of 2016, we issued a statement that this guidance should go further to promote substantive solutions and alternatives to police presence in schools, such as redirecting funding from school police towards more counselors, peace builders and positive discipline.[84] Further, the DSC statement called for an end to stationed armed officers on school campuses.

Some school communities are working toward reforms through strategic partnerships. These partnerships have come about through community organizing efforts that

lift up the power of young people and their parents' stories of fighting for change at their schools. The following are some examples of where reform is taking hold.

Los Angeles School Police Department's Policy and Protocols to Reduce Student Citations and Arrests

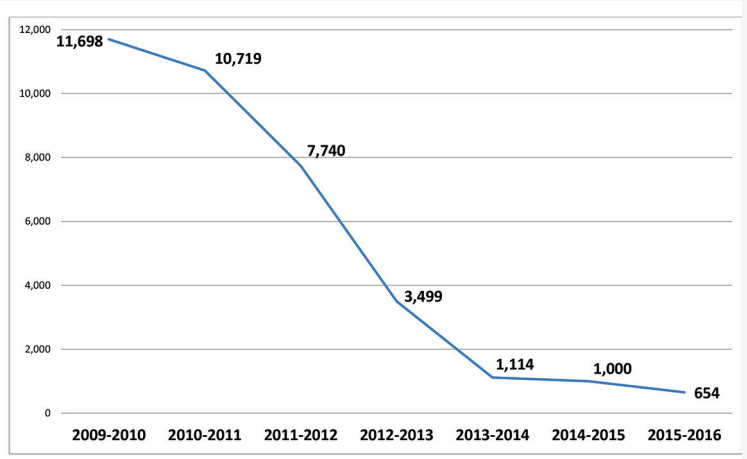
In 2009, Los Angeles' School Police Department (LASPD) issued more than 11,600 citations and arrested more than 1,470 students. After hearing from students and parents about the harsh impacts of those practices, Community Rights Campaign (CRC), Public Counsel, and other community organizations led a push for citation and arrest reforms. The effort led the Los Angeles Police Department and LASPD – the nation's largest school police force – to drastically change their policies regarding citation of students who were late or absent from school.

Despite this major reform, data showed that in the City of Los Angeles alone, the LASPD still arrested nearly 1,100 students in 2013 and that 94.5% of those arrests were issued to students of color. Further, 39% of school fighting citations (disturbing the peace) had been issued to Black students. With CRC's strong advocacy and support from Public Counsel, the LASPD collaborated to issue policies in 2013 ceasing citations entirely for students 13 and younger, and for disturbing the peace for students of all ages.

In August 2014, after more than two years of work with community, the LASPD issued a comprehensive diversion policy related to arrests and citations for minor incidents.

Photo Credit: Flickr: Steven Depolo

Citations from Los Angeles School Police Department



LASPD's policy requires that:

1. Most school fights between students – approximately 20% of all student arrests – be addressed through interventions at an off-site YouthSource or WorkSource Center,[85] and

2. The majority of student incidents like trespassing, tobacco possession, or damage to school property, which previously led to a citation to appear either in court or to a direct Probation referral, be referred to school officials or to a YouthSource Center to receive positive school discipline interventions under District policy.

The overall policy changes have already led to dramatic annual decreases in citations, as illustrated in the chart above. At the same time, graduation and attendance rates have gone up in the District.

San Francisco Schools Act to Reduce Arrests after Community Exposes Racial Gap

In San Francisco, Black students made up 39% of all students arrested on campus from 2010-2013, even though they comprised just 8% of the San Francisco student population. During that same time period, Black students also accounted for 43% of all juvenile arrests by the San Francisco Police Department. Records showed dozens of

those arrests were of students as young as ages 8-12. Working closely with SFUSD, school district leadership, and police officials, Public Counsel and Coleman Advocates for Children & Youth led a successful community effort to begin a change of course on juvenile arrests and to reduce the related impact on Black students.

In February of 2014, School Board members approved a Memorandum of Understanding (MOU) between the San Francisco Police Department and San Francisco Unified School District that requires a strong data collection and analysis system to be in place, puts limits on police involvement in student discipline that can and should be handled at school, sets up a system of graduated responses for police – starting with a warning for low-level offenses – and ensures parents can be present when students are interviewed by police on campus, among other major reforms.

These protections have been producing positive results. The most recent data shows that during the 2015-2016 schoolyear, 72 arrests were effected within SFUSD. This is down from 195 arrests in 2010-2011, and 133 arrests in 2012-2013 – the year just before MOU approval.[86]

Remember Your Government Allies

In March 2014, Crystal A. Johnson, Ph.D. was working as a Wright Institute clinical psychologist at Gompers Continuation High School in West Contra Costa Unified School District when a colleague sent her a link to a local news story showing a televised raid of her school by several officers from the Richmond Police Department and Contra Costa County Probation Department. The agencies had coordinated a "random" routine search of students who were on probation. The worst part was that students she knew could be identified from the footage as they were searched on camera. Dr. Johnson and her colleagues were shocked. "This was an enormous show of force for a routine search, complete with the television messaging that these were dangerous young people of color who required armed officers to conduct a search. Not only were the students searched on campus, but they were taken off campus for a home search, as well. So, the students who are coming to school to meet the terms of their probation were actually taken out of school in this humiliating way. The whole thing was counterproductive. It only intensified the obstacles for youth on probation to engage in school."

Dr. Johnson contacted Commissioner Kathleen Sullivan of the Richmond Human Rights and Human Relations Commission, who immediately agendized a discussion item for the next meeting. At the meeting, Dr. Johnson and her colleague Dr. Tracy Smith explained how the recent searches had negatively impacted the young people they were serving and the harm caused by the news story itself. A motion was made to send a letter to Richmond Police Chief Chris Magnus and Chief Probation Officer Phil Kader asking them to review their policies on probation searches on school campuses and invite them to the next Commission meeting in April.

In the meantime, Dr. Johnson and her colleagues sat down with Police Chief Magnus and Probation Chief Kader to request that routine probation searches on school campuses be ended. Chief Magnus attended the Commission's April meeting and reiterated his commitment to continuous improvement in the policing practices involving youth, including ending routine searches of probation youth on school campuses. Dr. Johnson continues to serve students at Gompers, now renamed Greenwood Academy, and has witnessed both agencies keeping their word. "RPD and Probation have an important impact in the lives of many of our youth, and policing and probation practices should not be unnecessarily re-traumatizing. This experience was a good example of how clinical expertise could be brought to bear to improve probation practices to better support our youth.

Oakland Groups Win Agreement with City Police and Reforms to District Policies to Curb School-to-Prison Pipeline

In September of 2014, Oakland's Black Organizing Project, in partnership with Public Counsel and the ACLU of Northern California, secured a Memorandum of Understanding between city police and the Oakland Unified School District to create clear roles and responsibilities for police operating on Oakland Unified school campuses under a federal COPS grant.

Under the new policy, for Oakland Police Department officials operating under the COPS grant:

- Schools will not request a police response to disciplinary issues such as trespassing, loitering, or defiance,
- Data on police contacts and arrests must be collected, and
- Officers must notify parents or guardians immediately after an arrest is made, or when an officer wants to question a student.

In addition, the school district – in partnership with the same organizations – developed policies for its district school police officers and administrators, to ensure that student discipline is handled by school officials and to monitor and address police contacts and arrests that lead to the school-to-prison pipeline. The policies were approved by the School Board at the end of the 2013-2014 school year.

The most recent report to OUSD's Board of Education showed that between April 2015 and April 2016, Oakland School Police Department received 2,632 calls for service but arrested only 20 students at an OUSD school site and issued no citations.[87]

Pasadena Unified Takes Action to Keep Students in School and Off the Jailhouse Track

In 2013, Pasadena Unified School District and the Pasadena Police Department – in partnership with the ACLU of Southern California and Public Counsel – also put in place a strong Memorandum of Understanding, and policies to address the school-to-prison pipeline and limit referrals to police to only those incidents for which mandatory police notification is required by state law. These policies also identify that the school district has a role in protecting the rights of students who may be subject to police questioning during school hours, and require detailed data collection about student-police interactions.[88]

To learn more, download digital copies of this Toolkit, and request support visit FixSchoolDiscipline.org.

BUDGET TRANSPARENCY & LCAP ADVOCACY

In 2013, the way schools are funded in California changed dramatically with a new set of laws called the Local Control Funding Formula (LCFF).[89] With LCFF, the focus became equity: the new system of school financing requires school districts to tailor their funding decisions to support those students who face the most significant obstacles in achieving academic proficiency, graduating, and being college and career ready. The LCFF asks districts to focus on three high-need student subgroups in particular – low income students, foster youth, and English language learners.

By July 1 of every year, each district must create a Local Control Accountability Plan (LCAP) to show how its money is being spent on eight state priorities – one of which is *school climate*. Other priorities include basic services, implementation of Common Core State Standards, parent engagement, student achievement, student engagement, course access, and other student outcomes.

The LCAP must describe a district's goals with respect to the priorities, describe the actions it will take to meet these goals, and indicate the type and amount of funds to be used for each action. The goals and actions should also focus on specific subgroups of students who have been impacted differently by the district's practices: including different racial and ethnic groups and students with disabilities, as well as low income students, foster youth, and English language learners.

There are a few different types of LCFF funds. Districts receive one pot of funds from the state based on how many students they enroll every year, called "base funds," and an additional pot of funds based on how many high-need students they enroll, called "supplemental and concentration funds," or "S/C funds" for short.[90] *Generally, a district's LCAP must justify how its intended use of S/C funds are "principally directed" and "effective" in meeting the goals for high-need students.*[91] And in districts with less than 55% high-need students, districts must further demonstrate that its intended use of S/C funds is the most effective use of these funds to meet goals for the high-need students who generate those funds.

When it comes to school safety, this means that districts have to meet a higher standard when they try to use S/C funds on services that largely impact *all* students, not just high-need students (like textbooks and facilities), and on services that tend to *negatively impact* high-need students (like funding for law enforcement that subject high-need students to more citations and arrests). Again, LCAP's must demonstrate how a district intends to meet goals related to school climate, reduce suspensions and expulsions,[92] and increase or improve services for high-need students in particular.

In early 2017, the CDE released a revised LCAP template for all districts to use. The revised LCAP makes the need for districts to justify the use of S/C funds even clearer for the 2017-2018 school year and onward.

Elements of an LCAP that is Strong on School Climate

1. Ambitious goals that reduce suspension, expulsion, and student contact with law enforcement.

At a minimum, every district must set measurable goals for reducing suspension and expulsions, disaggregated by student subgroups. Districts can demonstrate their commitment to school climate by specifying additional goals for reducing citations and arrests by law enforcement, reducing the number of involuntary transfers, eliminating racial disparities and bias, and supporting teachers in using effective alternatives to practices that result in lost days of instruction and increased risk of dropping out.

2. Clear baseline data and benchmarks set for individual student subgroups to easily measure progress.

Strong LCAP's indicate a district's baseline from the previous school year and set clear benchmarks for the coming school years so progress on goals can be easily tracked. These baseline levels and benchmarks should also be made for various student subgroups. For example, to track progress on a goal to reduce suspensions for foster youth, which are usually disproportionately high, an LCAP should show the current suspension rate for foster youth from the previous year (e.g., 15% in 2015-2016), and set a benchmark to be reached by the end of the next year (e.g., 12% by the end of 2016-2017).

In addition to suspension and expulsion rates, LCAP's can also set benchmarks for measuring how well positive alternatives like restorative practices, positive behavioral interventions, and counseling are being implemented. These data points can include the number of student discipline referrals, the number of times positive alternatives were tried, and the number of times a suspension or expulsion was avoided.

3. Actions and funding allocations that can get the district to the goal line.

At a minimum, every district must include a description of the specific actions and expenditures it will take to meet the goals identified. With regard to school climate, this means substantial dollars invested in restorative justice, school-wide positive behavioral interventions and supports, and social-emotional learning. Ideally, school climate actions should include training for every school administrator, teacher, and support staff on which of these supports exist at their school site and how they can assist a young person in accessing them, and what factors may affect their decisions to otherwise suspend a student.

At the same time, districts are training staff on trauma and its impacts, and adding more mental health counselors to address the needs of struggling students. Where Districts are recognizing that there is significant disproportionality in discipline for students of color or other groups, they are weaving professional development on the impact of bias and racism and the importance of culturally relevant practices into training for all staff.

A strong LCAP will always designate enough funding to realistically accomplish the action. Sometimes, this means assigning a staff person to oversee the job. *Equally as important is detecting actions that may be adverse to positive school climate, including significant funding for school police and school resource officers (SRO's),* which research has shown negatively impact school climate, fail to address underlying student needs, and lead to worse student outcomes.[93]

Influencing Your District's LCAP

Most district LCAP's are released as a draft to the public in April or May, for discussion in June and final approval by the school board by July 1. These drafts are often available on the district's website and in board agendas when they are discussed. By law, your school district must obtain community input on the LCAP before adopting it! At a minimum, the school district must obtain comments and feedback from:

A Parent Advisory Committee that can also include representatives of community-based organizations, students, and district staff, such as school psychologists;

An English Learner Advisory Committee if the district is 15% English learners);

From the community, in at least ONE public hearing before another meeting at which the school board votes to approve the LCAP; and

Students, through surveys, focus groups, student advisory committees, or other methods of obtaining feedback.[94]

Anyone can attend meetings of the Parent Advisory Committee, English Learner Advisory Committee, and school board. Your district may also provide other venues for collecting input, like town halls or working groups that focus on particular LCAP priorities. You can submit letters prior to and provide public comment at these meetings. Make your voice heard in the process!

Examples of school district LCAPs where school climate is a strong priority

The school districts below made strong investments in positive school climate transformation and have committed to reducing suspensions and expulsions, tracking data, and working with community:

Santa Ana Unified School District. 2016-2017 LCAP included $62.3 million to support school and district operations to create welcoming and productive school environments and to conduct anti-bullying awareness; $52.8 million for SWBPBIS training, implementation of RP strategies, expanding drop-out prevention and retention efforts, mentoring, and expanding School Climate Committees at each school that include parents and students as co-facilitators; and $14,000 to review discipline policies and procedures to incorporate RP and emphasize maintaining student connections to the learning program.[95]

Santa Rosa City Schools. 2016-2017 LCAP includes designated dollars for training for all middle and high school personnel on restorative practices and PBIS at 16 schools, funding for positions for 12 restorative practice specialists and 2 teachers on special assignment to address discipline issues, as well as a goal of reducing the overall suspension rate by 2.5 percentage points, the out-of-school suspension rate by 4 percentage points, and reducing out-of-school suspensions for Latinx students by 50%.[96]

Photo Credit: Flickr: Phil Roader

Berkeley Unified School District. 2016-2017 LCAP includes a system to track and reduce office discipline referrals and fund restorative practices, SWPBIS, and other alternatives at the classroom level. Also specifically addresses racial disproportionality in suspensions for Black students.[97]

Oakland Unified School District. In addition to including many of the strategies listed above, OUSD serves as a positive example of the level of transparency an LCAP can contain. OUSD's most recent LCAP for the 2016 – 2019 cycle included actions and total expenditures associated with each action, but went further to also include breakdowns of the source and category of allocated dollars.[98]

Access a model school climate LCAP, and our LCAP Toolkit online at FixSchoolDiscipline.org

It is easier to make meaningful, lasting change when key players are helping you.

Convincing School and District Leaders to Help End Punitive Discipline Practices

It is easier to make meaningful, lasting change when key players are helping you. To convince the schools in your community to utilize proven discipline alternatives instead of the broken traditional discipline system, you should contact and meet with key school leaders and officials to tell them about the problems with school discipline and offer proven alternative solutions. In California, school districts consist of key players who influence how discipline policies are created and implemented in the schools in your district.

The Superintendent is the main decision-maker of the district where your school is located. If you convince them that adopting your proposed discipline alternative is a good idea, they have the power to put that alternative in place for all schools in the district. Sometimes a school board resolution or policy is also needed and if a new allocation of funding is required, the school board may need to approve it.

A Principal is the main decision-maker at the school level. Convincing the school principal to get on board with practices to shift school climate is important so that they can work with staff and teachers to create a model of your proposal that fits the needs of the students and families in that school.
Teachers are important because they directly interact with students and see firsthand many of the problems with harsh school discipline. Teachers are the ones who will take the lead in implementing a policy in the classroom and on the playground after the school adopts your proposed discipline policy. Teachers can be great allies and advocates for adopting an alternative discipline policy, but if they are not on board, the evidence based practices discussed in this Toolkit will not be implemented with fidelity. Contacting the Teachers' Union in your community is equally important because they can circulate your requests to more teachers faster than you might, and their support is usually critical to gaining the support of many of the teachers in the community.

It is important to make relationships with School Board Members because they have the power to pass an alternative discipline policy resolution. School board members have to finalize any district's LCAP, which determines how school district money is spent. Additionally, once a policy is adopted they can help establish systems and processes for the school district to remain accountable to the community for implementing the policy.

There may be other key leaders in your school district, such as a Deputy Superintendent, a Director of Discipline, or someone from the Student Services Office with whom who you might also want to talk.

FEATURE: DOLORES HUERTA FOUNDATION

The Dolores Huerta Foundation's mission is to create a network of organized healthy communities pursuing social justice through systemic and structural transformation. To that end, the Dolores Huerta Foundation organizes, trains, and empowers parents at the grassroots level to advocate for the rights of their students. In particular, parent advocates have pushed their schools to end discipline practices that perpetuate the school to prison pipeline, such as suspensions, expulsions, and involuntary transfers.

In the 2009-2010 school year, Kern High School District (KHSD) was suspending, expelling, and involuntarily transferring Black and Latinx students at alarming and disproportionate rates; KHSD reported the highest number of expulsions in California.[99] Kern schools expelled 14.9 per 100 students well above the state average of 3 per 100. The raw number of students expelled in Kern was even greater than students in Los Angeles County, which has about nine times the student body. Students of color were disproportionately impacted by this trends. Those numbers were largely in accordance with what community organizers were hearing from families at house meetings.

In 2012, the Dolores Huerta Foundation (DHF) along with Faith in Action (FIA) – now known as Faith in the Valley Kern County, National Brotherhood Association (NBA), Greater Bakersfield Legal Assistance (GBLA), and California Rural Legal Assistance (CRLA) created the Kern Education Justice Collaborative (KEJC) – a network of local organizations supported by Building Healthy Communities through The California Endowment to advocate for programs that improve school climate, lower suspension and expulsion rates, and create more support for low income students, English learners, foster youth, and students with disabilities.

California Proposition 30

In November 2012, the Dolores Huerta Foundation helped lead efforts in Kern County to pass Proposition 30 ("Prop 30"), officially called "Temporary Taxes to Fund Education." At that time, the California state budget called for $6 billion dollars in cuts to education. Schools were laying off teachers, cutting school days, and eliminating youth programs. Proposition 30 sought to raise the $6 billion for schools by increasing the personal income tax rate of wealthy Californians and the state sales tax ¼ cent. Prop 30's passage became the cornerstone for the modernization of California's education funding system and developing the Local Control Funding Formula (LCFF).

Involving Community in LCAP Advocacy

The Dolores Huerta Foundation developed a training curriculum on the new LCFF to educate parents, students and community residents on the new accountability system and the importance of Parent Engagement and School Climate as LCFF key priorities areas.

Through a KEJC-led campaign, parents and students participated in all KHSD/LCAP public meetings, provided testimonies and developed a set of recommendations for the KHSD Local Control Accountability Plan (LCAP) focused on stopping the school to prison pipeline by improving school climate. The community-developed recommendations that included:

Implementing Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice Practices;

Creating parent centers with bilingual and culturally competent staff; and

Eliminating the use of supplemental or concentration dollars to fund "security personnel" i.e. campus police.

In 2014 after several meetings between grassroots organizers and community residents with KHSD staff, to request a timeline for PBIS implementation, the Dolores Huerta Foundation – along with other civil rights legal advocates – filed a lawsuit against KHSD for discriminatory discipline practices.

"When faced with the discriminatory effects of their highly subjective expulsion policies the KHSD chose to use smoke and mirrors to obfuscate their practice of warehousing students of color in alternative schools. Despite the hard work of parents and organizations like FIA, DHF and NBA, KHSD wouldn't change, so we had no choice but to sue them and seek assistance of the courts to ensure full and free educational opportunity to African American and Latinx students." – Cynthia Rice, Director of Litigation, Advocacy and training at CRLA[100]

During the 2015-2016 academic school year, LCFF victories included:

- Districtwide implementation of PBIS and Restorative Justice;
- Hiring 4 Regional PBIS intervention specialists;
- Training on Implicit Bias;
- 8 new parents centers in the 2015 – 2016 school year, with the goal of eventually opening parent centers in 12 sites;
- Preventing LCFF supplemental and concentration funds from being spent on police;
- Parents workshops, and much more.

Lamont Elementary School District

In 2015, following advocacy success in engaging families in the LCAP process, DHF established a formal partnership with Lamont Elementary School District (LESD) to increase parent engagement in their LCAP process, using DHF-provided curriculum and training to a cohort of 30 parents that met weekly for over 10 months and became experts on LCAP advocacy. The parents provided written recommendations to LESD board that included:

LCAP materials translated into Spanish;

Full implementation of PBIS, which requires hiring a PBIS coordinator;

Parent workshops with the Parents Institute for Quality Education (PIQE); and

Implementation of the Healthy Kids Survey.

The parent cohort participated in all of LESD's LCAP public meetings, as well as meetings with the superintendent. As a result, the parent cohort was able to secure their recommendations for the 2016-2017 school year, which were approved in LESD's final LCAP in June 2016. The cohort is still active and serves as the "Parents Involved in Education" special committee for LESD.[101]

Arvin Union School District

In Arvin, DHF's resident committee focused on "Safe Routes to Schools" and met weekly to plan interventions addressing Safe Routes to School. DHF held multiple planning meetings with Arvin Union School District administrators before launching a daily Walking School Bus Program on April 11, 2016. In the month of June, committee members attended LCAP community presentations and hearings, and provided recommendations to allocate LCAP funds for Safe Routes to School districtwide. These recommendations were approved and incorporated into Arvin Union School District's LCAP, which the school board approved in June 2016. The LCAP also allocated funds to hire qualified applicants for a classified position promoting Safe Routes To School in the 2016-2017 academic year.

IMPLEMENTATION & MONITORING

Monitoring the way your school and school district implement any plans to alter campus climate can be the hardest part of school climate reform. It is important to remember that passing a local policy or statewide bill will not alone change students' experiences in schools and classrooms. Real change only comes when those on the ground – like students, parents, teachers, and community members – keep track of how the specific steps and timelines that were promised are rolled out in classrooms and schools. Only then can you hold your schools and districts accountable.

To ensure fidelity for each research-based strategy discussed earlier in this Toolkit, it is critical to map out a plan in advance of implementation. In general, the tiered framework utilized for SWPBIS can provide the structure for layering strategies.

The next few pages will conceptualize the multifaceted approaches to improving school climate using a multi-tiered intervention structure of SWPBIS. Tier 1 is the foundation of a strong school culture, and effective models focus on explicit teaching of positive behavior and social emotional skills and focus on relationship building for all students and staff. Tier 2 addresses students with "at-risk" behavior. Tier 3 focuses on students with "high risk" behavior. Both staff and students should receive such tiered support.

Monitoring will depend on what practices have been put in place and what your districtwide policy or resolution requires, if one was adopted. Too often a good or well-intentioned policy sits on the shelf and never becomes a reality. By establishing a comprehensive and well thought out monitoring and accountability plan, you can make certain this does not happen.

Common Elements of an Effective Monitoring and Implementation Plan

1. A Timeline and Specific Steps for Implementation in Writing

Obtain a written plan for how your school or school district will provide training and support to ensure that the alternatives are put in place and truly implemented. Make certain that plan has real, actionable timelines. Any plan that a school district or school creates is a public record, so you should be able to get a copy with a simple request for any plans for implementation, schedules for trainings, and anything else that you would like to know. For more information about submitting a written request for information, turn to page 7 of this Toolkit.

The following page has an example of a very simple version of what a school district plan for PBIS implementation might look like in the first year:

ACTION STEP	Timeline for Completion
Develop Training for Schools In Coordination with Experts/Using Existing Tools from PBIS.org Safe and Civil Schools/BEST, etc.	August 1
Invite Leadership Teams from 50% of Schools To Attend Training and Hold All Trainings	September 30
Provide Additional Training to Instructional Leaders At All Schools On Tier 1 – Proactive Teaching and Modeling of Positive Behavior, Developing an In-Class Positive Behavior System, and Provide Curriculum to Be Used (e.g., Second Step)	February 20
School Leadership Teams to Present to School Staff, Develop and Turn in Their Plans and Steps for Implementation and Discipline Matrixes (Be Safe, Be Responsible, and Be Respectful) To District	March 30
Begin School Visits to Check for Evidence of PBIS and Provide Support and Assistance with Implementation	May 1
Hold Monthly Meetings to Go Over School Discipline Data Collected With Principals and Discuss Any Challenges with Implementation; Discuss Additional Needs/Resources Related to Tier 2 and 3 Interventions for Students Needing More Supports	Starting March 30 (monthly)
Provide Bi-Annual Report to School Board and Community On Progress of Implementation, Including Data Comparisons on Discipline and Academic Performance Data	June 15

2. Evidence of the Alternative In Practice

Ideally, your community group will be at the table during the implementation process and invited to the trainings and meetings, so you will see in person how implementation is going. If not, you can request documents in writing and using a Public Records Act request to ally school board members to obtain evidence that implementation is occurring.

By reading this Toolkit, you have also learned a lot about how these alternative practices look when implemented properly and with fidelity in schools. All of the alternatives discussed in this Toolkit depend on real parent involvement, so if you are working with parents and youth from a number of schools, they can be the eyes and ears to report the changes they are seeing or not seeing. Parents have a right under California law to visit and observe what is going on in their schools,[102] so parents can request to visit classrooms and tour their school to see whether there are signs of the alternatives in practice. Sometimes a visit to a principal or dean's office at different times of the day can be illuminating if, for example, many children are just sitting there for multiple periods on end.

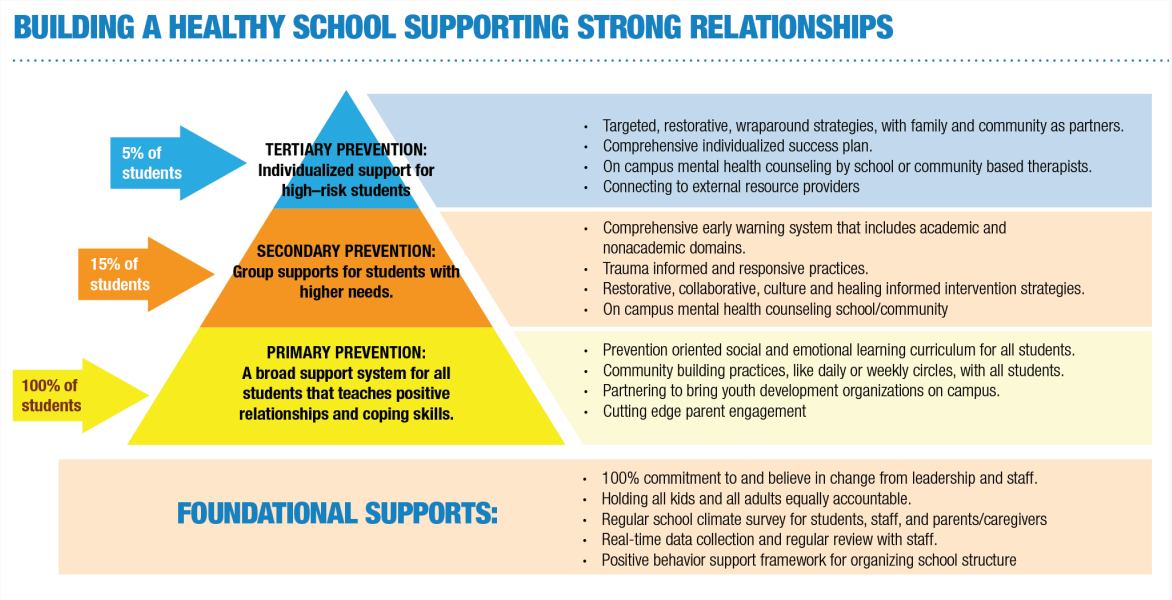
To ensure that everyone is looking for the same thing, you may want to create a Monitoring Tool or a Survey. You can find the Rubric of Implementation used to assess compliance in Los Angeles Unified and provide feedback to school administrators on FixSchoolDiscipline.org. You will also find the Monitoring Report that CADRE, Public Counsel, and MHAS published. It outlines all of the steps that we took to see if Tier 1 PBIS was being implemented in Los Angeles two years after the policy was put in place.

3. Review of Discipline Data

Reviewing data such as office discipline referrals, suspensions, expulsions, and academic achievement is helpful in determining whether the alternatives in place are making a difference. In the best case, an adopted policy already requires the school district and schools to collect and review this data quarterly, or even more frequently, and to meet regularly with all school-site leadership teams to discuss progress, challenges, and solutions. If not, you can request data in writing or use a Public Records Act request. If the data shows that problems still exist, continue to tell the story at school board meetings, with the press, and with school leadership to put more emphasis on the immediacy of the need to implement alternatives.

Holding Districts Accountable

It is important to remember that, even though school district leadership may report changing their discipline practices at school sites, the experiences of students



	SOCIAL EMOTIONAL LEARNING (SEL)	MENTAL HEALTH	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)	RESTORATIVE JUSTICE	IMPLICIT BIAS
Tier 3 Intensive	• Individual social skills instruction	• Crisis counseling • Individual support teams/plans	• Wraparound services • Individual planning	• Family group counseling • Community conferencing	• Intensive intervention planning for staff member, including counseling and peer/ principal scaffolding
Tier 2 Selective	• Targeted social skills instruction	• Group counseling/ support groups • Coordinated referral process/progress monitoring	• Check-in/check-out • Social/academic instructional groups	• Peer jury • Conferencing problem-solving circles	• Individual action planning • Regular professional development
Tier 1 Universal	• SEL curriculum • School climate assessment	• Mental health screening • Prevention/Wellness promotion	• School-wide behavioral expectations • Positive behaviors acknowledgement • Data planning	• Circles • Restorative chats • Data-based planning	• Whole staff training on eliminating implicit racial (and other) bias • Data-based planning

and families might suggest otherwise. For instance, some community groups have reported that – even with a good board policy or resolution in place – their school sites have sent students home without providing proper notice, or without reporting it. It is much harder to monitor these illegal practices, but here are a few tips:

- Parents and students know what is happening at their schools. Document those stories if you begin to hear that this is happening.
- Collect records. Students have an absolute right to their records. If parents and students are reporting these illegal practices, make a request for records to see if the practices are being documented. More information about how to submit a records request is available on page 7 of this Toolkit.
- Once you collect as much information and as many stories as possible, write a letter or make a presentation at your school board meeting about what you are hearing and seeing. If you send a letter, be sure to send it to the Superintendent, Principal, the person responsible for implementation of alternatives (if there is a school district staff person), and the School Board with a specific request that the problem be investigated and that intervention be provided so that good practices are put in place.

FEATURE: CADRE, COMMUNITY ASSET DEVELOPMENT REDEFINING EDUCATION

South Los Angeles Parent Organizing and Empowerment Organization

Before dismantling the "School to Prison Pipeline" was a national advocacy strategy, CADRE organizers and the parent leaders they support were documenting unjust discipline practices and held one of the first "people's hearings" on the need for racial justice, educational equity and dignity for all students and parents. In 2006, CADRE, with support from Public Counsel and others, successfully organized and led a broad-based campaign to pass Los Angeles Unified School District's (LAUSD) Discipline Foundation: School-Wide Positive Behavior Supports Policy. In 2007, LAUSD was one of the very first and the largest districts in the nation to adopt a research-based school-wide strategy for all of its schools.

Since that time, CADRE has worked in partnership with Public Counsel and others to ensure that implementation occurs in all of the District's 900 some schools. In 2010, along with Mental Health Advocacy Services, CADRE and Public Counsel issued *Redefining Dignity: A Shadow Report on School-Wide Positive Behavior Support (SWPBS) Implementation in South LA, 2007-2010*. Parent surveys, analysis of school records, and the experience of CADRE parent leaders in their children's schools, documented missed opportunities in transforming school climate: three years after passage of the SWPBS policy a majority of schools had done no outreach to parents about SWPBS and only one third of South LA schools had made meaningful progress on implementation.

CADRE has ensured that racial justice and transformative relationships with parents stay at the forefront of the District's work on progressive discipline and school climate.

Since the release of their hard hitting human rights shadow report, CADRE has ensured that racial justice and transformative relationships with parents stay at the forefront of the District's work on progressive discipline and school climate. In 2013, CADRE parents and organizers and Public Counsel partnered with youth leaders from the Broth-

ers Sons Selves coalition to pass the School Climate Bill of Rights that recommitted LAUSD to the promises of SWPBS and added an important focus on Restorative Justice Practices. CADRE parents continue to defy stereotypes by fighting together for the dignity of Black and Latinx families in education. Their work, in LAUSD, California and across the nation, and most importantly in their children's schools, ensures that educational reform is led by those most impacted by decades of inequity.

PARENT LEADER REFLECTIONS

Roslyn Broadnax, CADRE Senior Core Parent leader:

> "Many of us were very involved in our children's schools in leadership volunteer positions. However, if families experienced challenges or a child made a mistake, we saw that our role in schools was that of a "token" parent leader and that token didn't mean much if we challenged decisions about school discipline. We realized then what real parent power was and that if we were brave enough to name the challenges and problems, could we also help create the solutions? Fifteen years later we're still building the world we want for our children, but we've made serious progress and that renews our faith in this work."

Silvia Mendez, CADRE Parent leader since 2009:

> "For us, it was about going together to our schools and showing the administration that we {CADRE parents} stood together to demand and be a part of change for our children and ourselves. We haven't always been welcomed, but we always look for an opportunity to build together. We don't see it as an option, it is a necessity for our children."

FEATURE: COLEMAN ADVOCATES FOR CHILDREN & YOUTH, SAN FRANCISCO

Coleman Advocates for Children and Youth is a member-led, multi-racial community organization that has organized and empowered parents and students for over 40 years to create a city of hope, opportunity, and justice for all children and all families in San Francisco.

In 2009, after community-based organizations pushed for change, the San Francisco Unified School District Board of Education adopted Resolution #96-23A1, "In Support of a Comprehensive School Climate, Restorative Justice and Alternatives to Suspensions and Expulsions." This policy was passed primarily to address the overall increasing numbers of suspensions and expulsions, as well as the disproportionate number of suspensions and expulsions being issued specifically to Black and Latinx students. SFUSD began implementation of districtwide Restorative Practices in November 2010 by offering voluntary trainings and skill development opportunities.

In 2013, Public Counsel and Coleman Advocates organized with community partners to bring about the 2014 adoption of the Safe and Supportive Schools Resolution. This resolution included a districtwide commitment to meaningful integration and implementation of PBIS and RJ within three years, and eliminated "willful defiance" suspensions for all students. Coleman is now in its third year of working to support districtwide implementation of the SFUSD Safe and Supportive Schools Resolution, and monitoring publicly available data.

Through that time and effort, Coleman has learned that the following additions to the SFUSD Safe and Supportive Schools Resolution would have facilitated faster and more equal implementation:

Built-in incentives for school sites and school staff.

Tie implementation to specific outcomes, such as reduction in suspensions and office referrals, elimination of racial disproportionality of Black students suspended, and increased attendance and graduation rates.

Quarterly public reporting of school site level data and progress at regular school board meetings, with an opportunity for public comment and recognition of schools with fully trained staff and teachers.

Photo Credit: Flickr: Erick Parker

A mandate for schools to show evidence that schoolwide alternative practices to suspension are being implemented, and that students and parents are involved in assessing the impact of the new practices.

Monitoring the rollout of any new policy is the key to ensuring its quick and effective implementation. To help with monitoring its Safe and Supportive Schools Resolution, SFUSD facilitated an implementation committee comprised of district staff and community partners. As

a part of that committee, Coleman collaborated with the district to develop a discipline matrix, which offered a menu of tiered options for teachers and administrators to utilize instead of class removals. Coleman also offered insight – grounded in student experience – to help work out any bumps in the road toward eliminating suspensions for disruption/defiance. Coleman engaged in this work with an eye toward ensuring that all students could access the PBIS and RJ services that the Safe and Supportive Schools Resolution promised. Coleman offered the following suggestions, which could make future implementation committees more effective:

Make space for student voice. The first three years of the implementation committee has primarily involved parents and other advisory groups. While this is an important start, omitting students from these conversations that directly impact them leaves out a critical component of the feedback loop needed to ensure proper implementation of district policies and, ultimately, a school-wide and district-wide culture shift.

Host implementation committee meetings at school sites. Rotating the location of implementation committee meetings at school sites throughout the school district, rather than only hosting them at district offices, would make meetings more accessible to teachers, parents, and students. Making it easier for parents, students, and teachers to get to meetings and provide feedback would offer valuable information about how things are going on the ground, and what further supports or shifts may be necessary to achieve positive results.

Photo Credit: Flickr: Fibonacci Blue

RESOURCES

Youth and Parent Organizing

Public Counsel is proud to partner with youth and parent organizers across the state. If you are already a community organizer, this section may introduce you to new colleagues and approaches. If you are a social service provider, this section will introduce you to powerful organizers and their models.

Youth organizing, as shared in this Toolkits' features, seeks to offer young people a chance to transform their individual experiences into collective action and systems change. Youth organizers are skilled at creating interactive and engaging political education exercises that help young people translate their individual stories into examples of institutional racism or other systems that need to be dismantled. Some of our partners, like InnerCity Struggle and the Labor/Community Strategy Center, have school-based organizing chapters and others have organizing fellowships like Youth Justice Coalition (see "YJC" feature to understand how their "Leading Our Brothers and Sisters or LOBOS" program is connected to their school FREE LA). The following page has further information about how to get in touch with youth organizers in California.

Parent organizing, as shared in this Toolkit's features, seeks to transform school relationships from hierarchical to shared leadership models. It moves beyond "parent involvement" in predetermined bodies like PTAs and school-site budget committees, to reimagine the role of parents as the experts of their children, and partners in creating holistic school culture. Many of our partners, like CADRE, start with a Parent Academy, which is an intensive curriculum that introduces parents to this theory of change. The following page has further information about how to get in touch with parent organizers in California.

Movement Building

"Occasionally, in history, organizing ignites the collective imagination of millions of people, and society is overcome by widespread and sweeping change – major institutional and policy changes, but also shifts in culture, beliefs, and values. This shift is characterized as a mass movement. Such a movement cannot be built explicitly. It happens when the organizing you are engaged in collides with history in a dramatic enough way that it causes the larger community to act in planned and spontaneous ways, in efforts you initiate, and in efforts you never envisioned. The movement is shaped by many forces (youth and community, organizations, activists, artists, coalitions, etc.) that all share the movement's visions and goals." – Kim McGill, Youth Justice Coalition

Youth Organizers

Black Organizing Project
1035 W Grand Avenue
Oakland, CA 94607
(510) 891-1219

Californians for Justice
520 3rd Street #209
Oakland, CA 94607
(510) 452-2728

115 W. 4th Street, Suite C-1
Long Beach, CA 90802
(562) 951-1015

Coleman Advocates for Children and Youth,
San Francisco
459 Vienna Street
San Francisco, CA 94112
(415) 239-0161

Communities United for Restorative Youth Justice
2289 International Blvd
Oakland, CA 94606
(510) 842-9365

Genders and Sexualities Alliance Network
300 Frank H. Ogawa Plaza, Suite 9
Oakland, CA 94612
(415) 552-4229

InnerCity Struggle
530 South Boyle Avenue
Los Angeles, CA 90033
(323) 780-7605

Khmer Girls in Action
1355 Redondo Ave #9
Long Beach, CA 90804
(562) 986-9415

Labor/Community Strategy Center
3780 Wilshire Blvd., Suite 1200
Los Angeles, CA 90010
(213) 387-2800

The LGBT Center OC
1605 N. Spurgeon Street
Santa Ana, CA 92701
(714) 953-5428

Youth Justice Coalition
1137 East Redondo Blvd.
Inglewood, CA 90302
(323) 235-4243

Parent Organizers

Bay Area Parent Leadership Action Network
7700 Edgewater Drive, Suite 130
Oakland, CA 94621
(510) 444-7526

Black Organizing Project
1035 W Grand Avenue
Oakland, CA 94607
(510) 891-1219

CADRE
8410 South Broadway
Los Angeles, CA 90003
(323) 752-9997

Coleman Advocates for Children and Youth,
San Francisco
459 Vienna Street
San Francisco, CA 94112
(415) 239-0161

InnerCity Struggle
530 South Boyle Avenue
Los Angeles, CA 90033
(323) 780-7605

Community Policy Advocates. Public Counsel and our partners at many other legal services and policy organizations work alongside community organizers to support sustainable policy victories. We believe no change will be sustainable if it is not led by the communities most impacted by the civil or human rights violations we are trying to transform. Our work to dismantle the School to Prison Pipeline with transformative school climate policies is a key example of that belief. Our contact list includes our legal and policy advocates across the state.

CONTACT LIST

NORTHERN CALIFORNIA

Name, Title, Organization	Address	Contact Information	Area of Expertise
Pecolia Manigo Executive Director Bay Area Parent Leadership Action Network (PLAN)	7700 Edgewater Drive, Suite 130 Oakland, CA 94621 Alameda County	(510) 444-7526 pecolia@parentactionnet.org http://www.parentactionnet.org/	Community group organizing parents to transform schools
Jackie Byers Director Black Organizing Project (BOP)	1035 W Grand Avenue Oakland, CA 94607 Alameda County	(510) 891-1219 jackie@blackorganizingproject.org; http://blackorganizingproject.org/	Community group organizing around discipline practices and police in schools
Jessica Black Community Organizer Black Organizing Project (BOP)	1035 W Grand Avenue Oakland, CA 94607 Alameda County	(510) 891-1219 jessica@blackorganizingproject.org; http://blackorganizingproject.org/	Community group organizing around discipline practices and police in schools
Geordee Mae Corpuz Youth Organizer Californians for Justice (CFJ)	520 3rd Street, #209 Oakland, CA 94607 Alameda County	(510) 452-2728 geordee@caljustice.org http://caljustice.org/	Community organizing throughout California around racial and educational justice
Tyrone Botelho Co-Founder CircleUp Education	5777Harbord Drive Oakland, CA 94611 Alameda County 22080 Cameron Street Castro Valley, CA 94546 Alameda County	(510) 214-2951 solutions@circleuped.org www.circleuped.org	Restorative Justice/Restorative Practices, Diversity, Equity & Implicit Bias, Communication Skills
George Galvis Executive Director Communities United for Restorative Youth Justice (CURYJ)	2289 International Blvd, Oakland, CA 94606 Alameda County	(510) 842-9365 ggalvis@curyj.org http://www.curyj.org/	Community group organizing youth impacted by the criminal justice system and RJ trainer
Rhina Ramos Director of California Programs Genders and Sexualities Alliance Network (GSAN)	300 Frank H. Ogawa Plaza, Suite 9 Oakland, CA 94612 Alameda County	(415) 552-4229 rramos@gsanetwork.org www.gsanetwork.org	Community youth organizing around equitable educational environments & opportunities for LGBTQ youth
David Yusem Restorative Justice Coordinator Community Schools & Student Services, Oakland Unified School District	1000 Broadway, Suite 150 Oakland, CA 94607 Alameda County	(510) 879-2608 david.yusem@ousd.org www.ousd.org/restorativejustice	Implementing Restorative Justice district-wide
Theresa Clincy Attendance & Discipline Support Services Coordinator Community Schools & Student Services, Oakland Unified School District	1000 Broadway, Suite 150 Oakland, CA 94607 Alameda County	(510) 879-2347 theresa.clincy@ousd.org www.ousd.org	Pupil Disciplinary Hearing Panel and SARB

Name, Title, Organization	Address	Contact Information	Area of Expertise
Lauran Waters-Cherry Alice Street Childhood Development Center Oakland Unified School District	250 17th Street Oakland, CA 94612 Alameda County	(510) 874-7753 lauran.cherry@ousd.org	Alternative Discipline Policy Implementation
Barbara McClung, LMFT Director of Behavior Health Services Community Schools & Student Services, Oakland Unified School District	1000 Broadway, Suite 680 Oakland, CA 94607 Alameda County	(415) 533-3709 barbara.mcclung@ousd.org https://sites.google.com/a/ousd.k12.ca.us/ousd-rj-resources/	District-wide RJ Implementation
Betsye Steele Principal Ralph Bunche Continuation High School, Oakland Unified School District (OUSD)	1240 18th Street Oakland, CA 94607 Alameda County	(510) 874-3300 Betsye.Steele@ousd.org	Implementing Restorative Justice in High School
Rose Owens-West, Ph.D. Director, Region IX Equity Assistance Center WestEd	300 Lakeside Drive, 25th Floor Oakland, CA 94612-3540 Alameda County	(510) 302-4246 rowensw@wested.org Region9EAC@WestEd.org http://eac.wested.org/	
Fania Davis Co-Executive Director Teiahsha Bankhead Co-Executive Director Restorative Justice for Oakland Youth (RJOY)	672 13th Street, Suite 300 Oakland, CA 94612 Alameda County	(510) 931-7569 fania@rjoyoakland.org http://rjoyoakland.org/	Offers Restorative Justive training, workshops, coaching and consulting. Also offers speaking engagements
Eric Butler RJOY Coordinator, Bunche High School Restorative Justice for Oakland Youth	672 13th Street, Suite 300 Oakland, CA 94612 Alameda County	(510) 586-6228 eric@rjoyoakland.org http://rjoyoakland.org/	Provides Restorative Justice (RJ) training and technical assistance for schools
Bob Marucci Principal Davidson Middle School San Rafael City Schools	280 Woodland Avenue San Rafael, CA 94901 Marin County	(415) 485-2400 x201 bmarcucci@srcs.org	RJ and peer-led youth courts in middle school
Michael Lombardo Executive Director, Prevention Supports and Services & Education Services Coordinator, California PBIS Coalition Placer County Office of Education	360 Nevada Street Auburn, CA 95603 Placer County	(530) 889-5940 mlombardo@placercoe.k12.ca.us www.placercoe.k12.ca.us	California PBIS Coordination
Carl Pinkston Operational Director Black Parallel School Board	4625 44th Street, Room 5 Sacramento, CA 95820 Sacramento County	(916) 484-3729 info@blackparallelschoolboard.com www.blackparallelschoolboard.com	Community group organizing parents to transform schools
Cory Jones Principal Earl Warren Elementary School Sacramento City Unified School District	5420 Lowell Street Sacramento, CA 95820 Sacramento County	(916) 395-4545 Cory-Jones@sac-city.k12.ca.us cory-jones@scusd.edu	Implementing SWPBIS and SEL in elementary school
Billy Aydlett Principal John Ehrdhardt Elementary School Elk Grove Unified School District	8900 Old Creek Drive Elk Grove, CA 95758 Sacramento County	(916) 606-6913 waydlett@egusd.net billyaydlett@gmail.com	Implementing SWPBIS, SEL and RJ in elementary school

Name, Title, Organization	Address	Contact Information	Area of Expertise
Eric Chapman Principal Leataata Floyd (formerly Jedidiah Smith) Elementary Sacramento City Unified School District	401 McClatchy Way Sacramento, CA 95818 Sacramento County	(916) 395-4630 eric-chapman@scusd.edu	Implementing SWPBIS and SEL in elementary school
Stella Connell Levy, JD Founder & President Restorative Schools Vision Project (RSVP)	P.O. Box 163012 Sacramento, CA 95816 Sacramento County	(916) 444-7789 stella@restorativeschoolsproject.org restorativeschoolsproject@gmail.com	RJ Trainers
Richard Jaffee Cohen, JD Board Member & Senior Trainer Restorative Schools Vision Project (RSVP)	P.O. Box 163012 Sacramento, CA 95816 Sacramento County	(916) 213-5089 richard@restorativeschoolsproject.org restorativeschoolsproject@gmail.com	RJ Trainers
Kevine Boggess Director of Policy Coleman Advocates for Children & Youth, San Francisco	459 Vienna Street San Francisco, CA 94112 San Francisco County	(415) 239-0161 kboggess@colemanadvocates.org	Community group organizing around discipline practices and police in schools
Roberto Eligio Alfaro Executive Director Homies Organizing the Mission to Empower Youth, San Francisco	1337 Mission Street Second Floor San Francisco, CA 94103 San Francisco County	(415) 861-1600 roberto.e.alfaro@gmail.com www.homey-sf.org	Community Organizing around schools and STTP
Dyana Delfin-Polk Program Associate Homies Organizing the Mission to Empower Youth, San Francisco	1337 Mission Street Second Floor San Francisco, CA 94103 San Francisco County	(415) 861-1600 dyana.homeysf@gmail.com www.homey-sf.org	Community Organizing around schools and STTP
Glenn Singleton President and Founder Pacific Educational Group	795 Folsom Street, Suite 1 San Francisco, CA 94107 San Francisco County	(415) 346-4575 glenn@pacificeducationalgroup.com contact@pacificeducationalgroup.com www.pacificeducationalgroup.com	Providing training and technical assistance for eliminating implicit racial bias and having Courageous Conversations about race
Thomas Graven Executive Director Student, Family & Community Support Department San Francisco Unified School District	555 Franklin Street San Francisco, CA 94102 San Francisco County	(415) 695-5543 gravent@sfusd.edu	RP, SEL, SWPBIS and Good Behavior Game district-wide
Joyce Dorado, Ph.D. Director, UCSF Healthy Environments and Response to Trauma in Schools (HEARTS), Division of Infant, Child, and Adolescent Psychiatry UCSF-Zuckerberg San Francisco General Hospital Lead Curriculum Developer, SFDPH Trauma Informed Systems Initiative Workgroup, Associate Clinical Professor	1001 Potrero Ave., Suite 7M8, San Francisco, CA 94110 San Francisco County	(415) 206-3278 joyce.dorado@ucsf.edu	Trauma Informed Schools, Trauma Informed Systems

Name, Title, Organization	Address	Contact Information	Area of Expertise
Rebecca Mendiola, Ed. D. Director Santa Clara Office of Education	1290 Ridder Park Drive San Jose, CA 95131-2304 Santa Clara County	(408) 453-6706 Rebecca_Mendiola@sccoe.org	SWPBIS Trainer
Ramona Bishop Superintendent Vallejo City Unified School District (VCUSD)	665 Walnut Avenue Vallejo, CA 94592 Solano County	(707) 556-0921 Rbishop@vallejo.k12.ca.us	Implementing SWPBIS district-wide
Marin Brown CalSTAT Coordinator Napa County Office of Education	5789 State Farm Drive Rohnert Park, CA 94928 Sonoma County	(707) 481-9139 marin.brown@calstat.org	
Davin Cardenas Lead Organizer North Bay Organizing Project	P.O. Box 503 Graton, CA 95444 Sonoma County	(707) 318-2818 dcardenas@northbayop.org info@northbayop.org http://northbayop.org/	Community organizing around eliminating suspensions and expulsions and establishing RJ in schools
Jenn Rader Director, James Morehouse Project El Cerrito High School	540 Ashbury Avenue El Cerrito, CA 94530 West Contra Costa County	(510) 231-143, ext. 26459 jenn@jmhop.org	School Official
Crystal A. Johnson, Ph.D. Supervising Psychologist The Wright Institute at the School-Based Health Center at Greenwood Academy	831 Chanslor Avenue Richmond, CA 94801 West Contra Costa County	(510) 231-1402 cajohnson@wi.edu	Psycholgical supports for system-involved youth
Parveen Saenz Principal Gibson Elementary School Woodland Joint Unified School District	312 Gibson Road Woodland, CA 95695 Yolo County	(530) 662-3944 parveen.saenz@wjusd.org	Implementing SWPBIS in elementary school
Sandra Reese Principal Pioneer High School Woodland Joint Unified School District	1400 Pioneer Avenue Woodland, CA 95776 Yolo County	(530) 406-1148 sandra.reese@wjusd.org	Implementing SWPBIS district-wide
Giovanni Linares Director of Pupil Services Woodland Joint Unified School District	435 6th Street Woodland, CA 95695 Yolo County	(530) 406-3150 giovanni.linares@wjusd.org	Implemented SWPBIS in high school
Karen Junker Restorative Practices Trainer and Consultant Restorative Best Practices	San Francisco County Contra Costa County Sacramento County Los Angeles County	(415) 265-4477 restorative.best.practices@gmail.com	Restorative practices trainer and Consultant to schools and districts K-12. Classroom and community building circles, conflict resolution, and suspension diversion using student panels
Millie Burns Nonprofit Consultant Restorative Solutions		(510) 677-3641 millieburns585@gmail.com	Restorative Practices Implementation

Name, Title, Organization	Address	Contact Information	Area of Expertise
Tina Frazier SELPA Administrator Fresno County Office of Education	1111 Van Ness Avenue Fresno, CA 93721-2002 Fresno County	(559) 265-3049 tfrazier@fcoe.org	SWPBIS Trainer
Leslie Cox Program Manager Fresno County Office of Education	1111 Van Ness Ave. Fresno, CA 93721-2002 Fresno County	(559) 443-4880 lcox@fcoe.org	SWPBIS Trainer
Erica Hasenbeck Prevention and Intervention Fresno Unified School District	1350 M Street, Building A Fresno, CA 93721 Fresno County	(559) 457-3357 erica.hasenbeck@fresnounified.org	Restorative Practices
Steve Gonzalez, Ed.D. Director of Pupil Services Selma Unified School District	3036 Thompson Avenue Selma, CA 93662 Fresno County	(559) 898-6500 x46515 SGonzalez@selmausd.org	SWPBIS Trainer
Bao Moua Youth Leadership Program Coordinator Youth Leadership Institute	1749 L Street Fresno, CA 93721 Fresno County	(559) 255-3300 bmoua@yli.org	Youth organizing around increasing graduation rates and implementing restorative discipline strategies
Ivet Soria Youth Leadership Program Coordinator Youth Leadership Institute	1749 L Street Fresno, CA 93721 Fresno County	(559) 255-3300 isoria@yli.org	Youth organizing around increasing graduation rates and implementing restorative discipline strategies
Jennifer Newell, Psy.D. Director of Behavioral Health Services Tulare County Office of Education	400 W. Visalia Road, Suite B Farmersville, CA 93223 Tulare County	(559) 737-6710 x6938 jennifern@tcoe.org	Behavioral Health services are provided to TCOE programs for students with an emotional disturbance who are currently covered by an IEP

SOUTHERN CALIFORNIA

Name, Title, Organization	Address	Contact Information	Area of Expertise
Susan Keister CASEL Consultant Collaborative for Academic, Social, and Emotional Learning (CASEL)	815 W. Van Buren Street, Suite 210 Chicago, IL 60607-3567 Cook County	(312) 226-3770 skeister@casel.org www.casel.org	Social Emotional Learning Specialist
Dr. Jeffrey Richard Sprague Co-Director & Professor University of Oregon Institute on Violence and Destructive Behavior	1265 University of Oregon Eugene, OR 97403 Lane County	(541) 346-3592 jeffs@uoregon.edu ivdb@uoregon.edu	Restorative Practices

Name, Title, Organization	Address	Contact Information	Area of Expertise
Linda McNary Principal, Azusa High School Azusa Unified School District	240 North Cerritos Avenue Azusa, CA 91702 Los Angeles County	(626) 815-3400 lmcnary@azusa.org http://www.azusa.org	SWPBIS
Linda Kaminski Superintendent Azusa Unified School District	546 South Citrus Avenue Azusa, CA 91702 Los Angeles County	(626) 967-6211 lkaminski@azusa.org http://www.azusa.org	SWPBIS district-wide
Xilonin Cruz-Gonzalez Board Member Azusa Unified School District	546 South Citrus Avenue Azusa, CA 91702 Los Angeles County	(626) 967-6211 xilonin@gmail.com	SWPBIS district-wide
Brotherhood Crusade	200 E Slauson Ave Los Angeles, CA 90011 Los Angeles County	(323) 846-1649 bcinfo@brotherhoodcrusade.org https://brotherhoodcrusade.org/	Community organizing to pass School Climate Bill of Rights
Maisie Chin Executive Director and Co-Founder CADRE	8410 South Broadway Los Angeles, CA 90003 Los Angeles County	(323) 752-9997 x311 maisie@cadre-la.org	Community organizing around school discipline and education issues in South LA
Belia Saavedra Restorative Justice Program Strategist California Conference for Equality and Justice	3711 Long Beach Blvd., Suite 1017 Long Beach, CA 90807 Los Angeles County	(562) 435-8184 bsaavedra@cacej.org www.cacej.org	Technical assistance for schools around RJ implementation in Los Angeles County
Kenyon Davis Youth Organizer Californians for Justice	115 W. 4th Street, Suite C-1 Long Beach, CA 90802 Los Angeles County	(562) 951-1015 Kenyon@caljustice.org CalJustice.org	Community organizing throughout California around racial and educational justice
Alberto Retana President and CEO Community Coalition	8101 S. Vermont Avenue Los Angeles, CA 90044 Los Angeles County	(323) 750-9087 x206 albert@cocosouthla.org cocosouthla.org	Community organizing to pass Los Angeles School Climtae Bill of Rights
Miguel Dominguez Youth Program Director Community Coalition	8101 S. Vermont Avenue Los Angeles, CA 90044 Los Angeles County	(323) 750-9087 x221 miguel@cocosouthla.org cocosouthla.org	Community organizing to pass Los Angeles School Climtae Bill of Rights
Allan Mucerino Superintendent Duarte Unified School District	1620 Huntington Drive Duarte, CA 91010 Los Angeles County	(626) 599-5037 amucerino@duarteusd.org	
Laura Zeff BCBA Coordinator, Division of Special Education Los Angeles Unified School District	333 S. Beaudry Avenue Los Angeles, CA 90017 Los Angeles County	(213) 241-6701 laura.zeff@lausd.net	PBIS Trainer
Mario Cantu Principal Garfield Senior High School Los Angeles Unified School District	5101 E. Sixth Street Los Angeles, CA 90022 Los Angeles County	(323) 981-5500 x5684	Implemention of SWPBIS in high school
Alfonso Gil Assistant Principal Garfield Senior High School Los Angeles Unified School District	5101 E. Sixth Street Los Angeles, CA 90022 Los Angeles County	(323) 981-5500 x5666	Implemention SWPBIS in high school

Name, Title, Organization	Address	Contact Information	Area of Expertise
Maria Brenes Executive Director InnerCity Struggle	530 South Boyle Avenue Los Angeles, CA 90033 Los Angeles County	(323) 780-7605 maria@innercitystruggle.org www.InnerCityStruggle.org	Youth, family and community organizing to promote safe, healthy and non-violent communities in the Eastside
Sophya Chhiv Program Director Khmer Girls in Action	1355 Redondo Avenue, #9 Long Beach, CA 90804 Los Angeles County	(562) 986-9415 sophya@kgalb.org kgalb.org	Community organizing around gender, racial, economic justice in education
Ashley Uyeda Organizing Director Khmer Girls in Action	1355 Redondo Avenue, #9 Long Beach, CA 90804 Los Angeles County	(562) 986-9415 ashley@kgalb.org kgalb.org	Community organizing around gender, racial, economic justice in education
Manuel Criollo Director of Organizing & Lead Organizer - Community Rights Campaign Labor/Community Strategy Center	3780 Wilshire Blvd., Suite 1200 Los Angeles, CA 90010 Los Angeles County	(213) 387-2800 manuelcriollo@thestragetycenter.org www.thestrategycenter.org/	Community organizing around ending the criminalization of low-income youth and youth of color
Cindy Chaffee Consultant III, Positive Behavior Interventions and Supports - Division of Student Support Services Los Angeles County Office of Education	9300 Imperial Highway ECW-375 Downey, CA 90242 Los Angeles County	(562) 922-6395 Chaffee_Cindy@lacoe.edu http://www.lacoe.edu/Student-Services/PositiveBehaviorInterventionsandSupport.aspx	SWPBIS
Schoene Mahmood Restorative Justice Specialist Loyola Marymount Center for Urban Resilience (CURes)	1 LMU Drive Research Annex 120 Los Angeles, CA 90042 Los Angeles County	(310) 591-4785 Schoene.Mahmood@lmu.edu cures.lmu.edu	Restorative Practices trainings for Schools and Community Conferencing Services
Paul Gothold Superintendent Lynwood Unified Schol District	11321 Bullis Road Lynwood, CA 90262 Los Angeles County	(310) 886-1600 x76601 pgothold@lynwood.k12.ca.us	SWPBIS
Kim McGill Organizer Youth Justice Coalition - FREE L.A. High School	1137 East Redondo Blvd. Inglewood, CA 90302 Los Angeles County	(323) 235-4243 freelanow@yahoo.com www.youth4justice.org	Youth organizing around dismantling the school-house-to-jailhouse track and Transformative Justice
Dori Barnett, Ed. D. PBIS Coordinator Orange County Department of Education	200 Kalmus Drive Costa Mesa, CA 92626 Orange County	(714) 966-4323 Dbarnett@ocde.us http://www.ocde.us/PBIS/Pages/default.aspx	PBIS Trainer and Restorative Practice Trainer for basic restorative practices and restorative conferencing
Abraham Medina Director Resilience Orange County	Orange County	(714) 417-2460 mamedina1618@gmail.com santaanabmoc@gmail.com	Facilitation of Restorative Justice circles and Joven Noble circulos for at-risk young men in schools
Ignacio Rios Circle Keeper Resilience Orange County	Orange County	(714) 393-3624 ignacio714rios@gmail.com santaanabmoc@gmail.com	Facilitation of Restorative Justice circles and Joven Noble circulos for at-risk young men in schools
Laura Kanter Director of Policy, Advocacy and Youth Programs The LGBT Center OC	1605 N. Spurgeon Street Santa Ana, CA 92701 Orange County	(714) 953-5428 laura.kanter@thecenteroc.org	Youth and community organizing around school climate, education equality, and student rights for LGBTQ youth in Orange County

Name, Title, Organization	Address	Contact Information	Area of Expertise
Kiela J. Snider, Ed.D Principal Desert Springs Middle School Palm Springs Unified School District	66-755 Two Bunch Palms Trail Desert Hot Springs, CA 92240 Riverside County	(760) 251-7200 ksnider@psusd.us	Lowered suspensions using Discipline with Dignity
Corinne Foley Program Manager, Regional Services Desert/Mountain SELPA and Charter SELPA	17800 Highway 18 Apple Valley, CA 92307 San Bernardino County	(760) 955-3569 corinnr.foley@cahelp.org www.cahelp.org	SWPBIS

STATEWIDE/NATIONWIDE

Name, Title, Organization	Address	Contact Information	Area of Expertise
Cristy Clouse Director California Technical Assistance Center on Positive Behavioral Interventions and Supports (Cal-TAC-PBIS)	60935 Living Stone Drive La Quinta, CA 92253	(714) 904-8849 cristy@pbiscaltac.org www.pbiscaltac.org	1. Multi-tiered Behavioral Framework (MTBF) systems, practices and data 2. Implementation, regeneration and sustainability for school, district and regional MTFB scale up 3. Trainer and consultant
Barbara Kelley Chief Executive Officer California Technical Assistance Center on Positive Behavioral Interventions and Supports (Cal-TAC-PBIS)	60935 Living Stone Drive, La Quinta, CA 92253	(949) 933-5015 barbara@pbiscaltac.org www.pbiscaltac.org	District-wide scaling up and capacity building of PBIS with fidelity to the National Model, creating data-based decision teams evaluating outcome and fidelity data across all tiers and the development of an integrated Multi-Tiered System of Support.
Tia Martinez Social Justice Data Consultant Forward Change	Oakland, CA	(415) 847-5699 tia.e.martinez@gmail.com	Research and analysis regarding impact of suspension and expulsion on boys and young men of color
Rita Renjitham Alfred Founder Restorative Justice Training Institute	11135 San Pablo Ave., PO Box 687 El Cerrito, CA 94530	(510) 206-0995 ritar.alfred@gmail.com renjitham@rjtica.org http://www.rjtica.org	Restorative Justice in Education Training, Consulting and Coaching

Name, Title, Organization	Address	Contact Information	Area of Expertise
Russell Skiba Professor, Center for Evaluation & Education Policy Indiana University	1900 E 10th Street Bloomington, IN 47401	(812) 855-4438 skiba@indiana.edu ceep@indiana.edu http://ceep.indiana.edu/	Racial Bias / Culturally Responsive PBIS
Dr. Benton Dorman Special Education Administrator Educational Service District 112	2500 NE 65th Avenue Vancouver, WA 98661	benton.dorman@esd112.org	SWPBIS
Carolyn Pirtle Consultant and Member of Implementation Design Team Positive Action, Inc.	264 4th Avenue South Twin Falls, ID 83301	(208) 732-1132 x 111 carolyn@positiveaction.net https://www.positiveaction.net	Social Emotional Learning, behavior, substance abuse, school quality and academic improvement
Dr. Dan Losen Director, The Civil Rights Project/ Proyecto Derechos Civiles UCLA Center for Civil Rights Remedies	8370 Math Sciences, Box 951521 Los Angeles, CA 90095-1521	(781) 861-1222 losen@gseis.ucla.edu www.schooldisciplinedata.org www.civilrightsproject.ucla.edu	Research and analysis regarding impact of suspension and expulsion on boys and young men of color; Reports on CA school discipline and provides data on every district in the state with focus on racial and disability disparities and trends over time; Reports on economic impact of harsh discipline
Dr. Robert Horner Professor, Special Education University of Oregon College of Education	140 Lokey Education Building 1235 University of Oregon Eugene, OR 97403-1235	(541) 346-2462 robh@uoregon.edu	SWPBIS Expert and Trainer
Dr. George Sugai Research Scientist, Center for Behavioral Education & Research Department of Educational Psychology, Neag School of Education, University of Connecticut; Co-Director, Center of Positive Behavioral Interventions & Supports	249 Glenbrook Road, Unit 3064 Charles B. Gentry Building, 019C Storrs, CT 06269-3064	(860) 486-0289 george.sugai@uconn.edu www.cber.uconn.edu www.pbis.org	Positive behavioral interventions and supports, applied behavior analysis, behavior disorders, classroom and behavior management, school discipline

ENDNOTES

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