

FIX SCHOOL

DISCIPLINE

TOOLKIT

FOR

EDUCATORS



[Fix School Discipline](#) – a project of Public Counsel – is a comprehensive resource for school superintendents, principals, teachers, parents, students, community leaders, organizations, advocates, 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

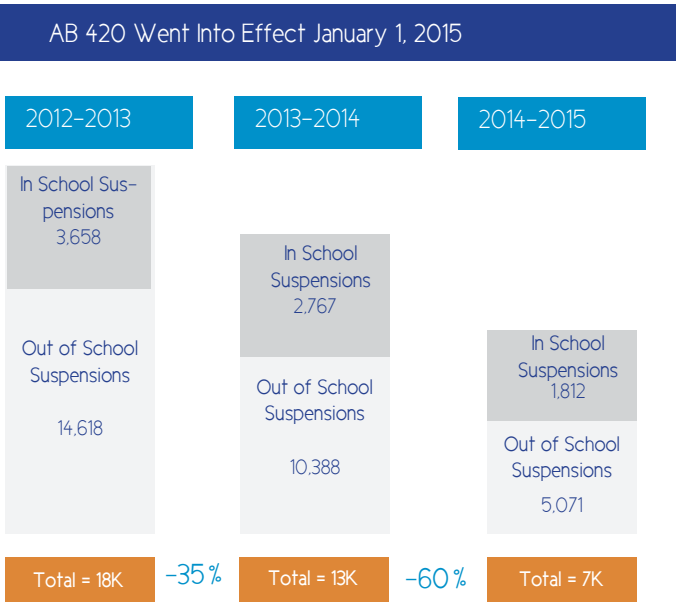
Over the past two decades educators have begun to adopt proven, research-based alternatives to harsh school removal practices within their school communities. When implemented properly, these alternatives help create more positive school climates, which benefit everyone in the school building – teachers,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

Educators in California are using proven alternative approaches to manage students’ behavior, improve school climate, and engage families, and they are seeing real results. In this Toolkit, you will learn about these approaches, read examples of leaders implementing them across California and 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

The United States Departments of Education and Justice issued discipline guidance in 2014, which made clear that, “racial discrimination in school discipline is a real problem” and set forth guidelines that schools can use to assess and address these issues.¹ Many of the recommended strategies are also reflected in this Toolkit. Additionally, new California legislation (AB 420), effective January 1, 2015, eliminated the ability of schools to issue both in- and out-of-school suspensions for “disruption” and “willful defiance” to California’s youngest students in grades K–3. AB 420 also eliminated expulsions for all students for the same offenses, and has already produced significant positive results. The number of elementary school suspensions for disruption and defiance fell by

Elementary School Suspensions for Disruption



35% in the 2013–2014 school year, and by an additional 60% the following 2014–2015 school year. From 2011–2012 to 2014–2015, the total number of suspensions issued to students in California fell by 40%, driven by a steep drop in suspensions for disruption and defiance. Further, between 2011–2012 and 2014–2015, the racial disparities in suspension rates for students of color as compared to white students decreased across the board.

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

Public education is meant to lay a foundation for the future opportunity and educational success of all students. However, many school discipline policies and practices currently utilized in California schools prevent a significant number of students from realizing their full potential.

Each school day is full of teachable moments but exclusionary methods of discipline – such as out-of-school suspensions and expulsions – deprive students of the chance to receive the instruction they need to grow into healthy, thriving adults. Rather than working with students to modify their behavior, and thereby making communities and schools safer, utilizing harsh discipline practices places those students on a track to drop out of school and enter the criminal justice system, thereby jeopardizing their future options. Because harsh discipline practices are disproportionately levied against students of color, most out-of-school suspensions and expulsions further stratify life outcomes for communities of color.

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 unrelated to school safety but instead are meted out for minor, vaguely defined 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, students of color are suspended at disproportionately higher rates than 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

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

2011–2012

709K total suspensions,
Willfull Defiance = 346,294

2014–2015

420K total suspensions,
Willfull Defiance = 129,835

40% Decline in
overall suspensions

63% Decline in
suspensions for
willfull defiance

though there is no evidence that Black students misbehave at higher rates.⁷ Rather, Black students are far more likely to be punished than their white classmates for reasons that require the subjective judgment of school staff, such as disrespect, excessive noise, and loitering.⁸

Students with disabilities are more than twice as likely to receive an out-of-school suspension as students without disabilities,⁹ but the disparities are even more glaring for students of color with disabilities. If a student is Black, male, and has intellectual, emotional, or physical disabilities, that student has a 33.8% chance of being suspended in a given school year, compared with only a 16.2% chance for similarly situated white males.¹⁰ More than 1 in 3 three Black boys with disabilities is likely to be suspended, while Latino males with disabilities are suspended at rate of about 23.2%.¹¹ Black females with disabilities are also suspended more often than white males with disabilities.¹²

Studies also show that LGBTQ students are more likely to be suspended than their heterosexual and cisgender peers.¹³

Exclusionary Discipline Harms Our Students and Does Not Improve Behavior

Students who have been suspended have far higher dropout rates and are significantly more likely to become involved in the juvenile justice system than their peers.¹⁴ One study found that students suspended during the first marking period of 6th grade had more than 3 times the odds of dropping out as students who were not suspended.

For the first grading period of 9th grade, being suspended nearly doubled the odds of students dropping out compared to students who were not suspended.¹⁵

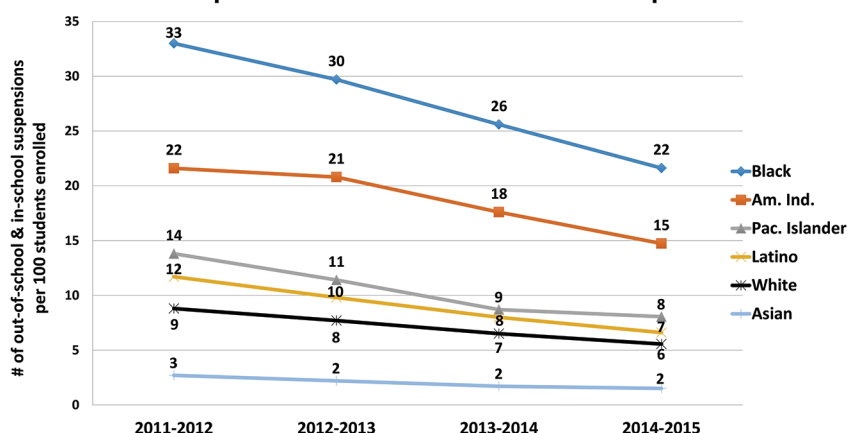
Because harsh disciplinary policies push students to drop-out, crime rates and juvenile incarceration rates increase. High school dropouts are more than 3 times more likely to be arrested, and 8 times more likely to end up in jail or prison.¹⁶

Another study found that students who are suspended or expelled are 5 times more likely to drop out, 6 times more likely to repeat a grade,¹⁷ and 3 times more likely to have contact with the juvenile justice system in the following year than similar students who were not suspended or expelled.¹⁸

Further, psychologists have found that exclusionary discipline policies can increase "student shame, alienation, rejection, and breaking of healthy adult bonds," thereby exacerbating negative mental health outcomes for young people.¹⁹ Behavioral problems among school-age youth are associated with high rates of depression, drug addiction,²⁰ and home-life stresses.²¹ For students with these mental health concerns, the American Academy of Pediatrics (AAP) has found that suspension can increase stress and may predispose them to antisocial behavior and even suicidal ideation.²²

Removing students from school through disciplinary exclusion also increases their risk of becoming the victims of violent crime. Rates of serious violent crime against school-age youth, including rape, sexual assault, robbery, and aggravated assault, are more than twice as high outside of school as they are in school.²³

Decrease in Suspension Rates Across All Racial Groups in California



In addition to these negative impacts, there is "no research base to support frequent suspension or expulsion in response to non-violent and mundane forms of adolescent misbehavior; frequent suspension and expulsion are associated with negative outcomes; and better alternatives are available."²⁴ In fact, these methods often have the opposite effect of exacerbating school issues and further alienating the student from the school environment.²⁵



Photo Credit: Flickr: Ryman Arts

THE VISION: SUPPORTIVE SCHOOLS FOR ALL STUDENTS

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. It is important to note that 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 is a comprehensive, school-wide research-based system²⁵ 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."²⁷

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.²⁸ Inspired by indigenous values, Restorative Justice is a phi-

losophy 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.²⁹ This philosophy is being applied in multiple contexts, including schools, families, workplaces, and the justice system.³⁰

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 responsi-

ble 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:

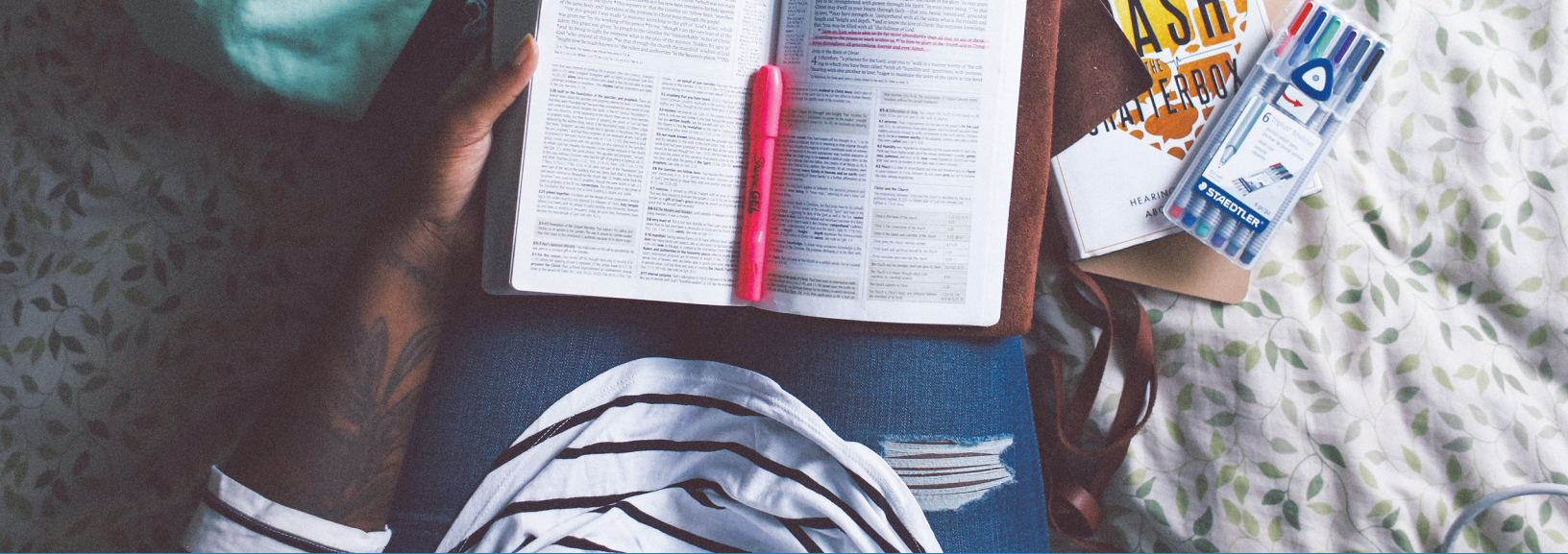
1. Self-awareness—Identification of one’s own emotions
2. Social awareness—Empathy, respect for others
3. Responsible decision-making—Evaluation and reflection
4. Self-management—Impulse control, stress management, and persistence
5. Relationship skills—Cooperation and communication.³¹

IMPORTANT INFORMATION:

Strategies to Address Bullying

Bullying has existed on school campuses for a long time but its prevalence and effects have gained national attention in the past several years. Generally, bullying occurs when one person uses power or strength to intimidate, harm or ridicule someone else. It can include physical aggression such as hitting and shoving, and verbal aggression, such as name-calling. Research shows that bullying is often aimed at specific vulnerable or minority groups, especially children with disabilities, Black youth, and LGBTQ youth.³² Bullying can occur face-to-face or through digital media such as text messages, social media, and websites.

Research shows that zero-tolerance policies that have been extended to attempt to address bullying and harassment behaviors by excluding students exhibiting those behaviors are not effective.³³ In addition, students who have been bullied report that when suspension is a response, the bully’s behavior rarely changes and the bully may retaliate. The victim may get suspended for defending him or herself. Schools with whole-school, preventative alternatives to suspension and expulsion have been shown to experience less bullying.³⁴



LEGAL FOUNDATIONS

Schools and school districts must look closely at their current discipline practices, the disproportionate impacts on various student groups that result from those practices, and any differential treatment students experience, to ensure they have a consistent and clear system of alternatives to out-of-class and out-of-school removals that focuses on supporting positive behavior and remedying these differences. Not only are alternatives to out-of-school suspension more effective, they also increase school success, funding, and student outcomes – and are required by federal and state law.

Federal Law

The Equal Protection Clause of the Fourteenth Amendment³⁵ and Title VI of the Civil Rights Act of 1964³⁶ prohibit discrimination on the basis of race, color, or national origin. The gross disparities in how suspension and expulsion laws are applied to students of color and students with disabilities are evident through data showing disproportionate suspension rates across students similarly situated from different racial and ethnic groups, and with or without disabilities.

In January of 2014, the United States Departments of Justice and Education released joint guidance to school districts and others about their obligations to address discrimination and disparate treatment in school discipline.³⁷ In a Dear Colleague letter, the Departments stated: "In short, racial discrimination in school discipline is a real problem."³⁸ Where the federal government finds disparate impact – which can be shown through statistical evidence that one group receives more frequent or different discipline than another group – it may investigate whether the school district could have implemented "comparably effective alternative policies or practices that would meet

the school's stated educational goal with less of a burden or adverse impact on the disproportionately affected racial group."³⁹ The Departments reiterated that all types of discipline, including behavior management practices in the classroom and class referrals, are subject to federal anti-discrimination laws.⁴⁰ "Successful programs may incorporate a wide range of strategies to reduce misbehavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and structured systems of positive interventions."⁴¹

The Individuals with Disabilities in Education Improvement Act also discusses the use of school-wide positive behavior interventions and support (SWPBIS) when data shows disparities related to long-term suspensions and expulsions for students with disabilities, and further provides that federal funding can be used to support SWPBIS implementation for all students.⁴²

California Law

In California, education is a fundamental right "necessary for full participation in the 'uninhibited, robust, and wide-open' debate that is central to our democracy."⁴³ Punitive discipline policies and practices that give rise to school

push out and the “school-to-prison pipeline” can, therefore, be found unlawful because they effectively force students out of school, denying them this fundamental right. There is no reason to employ exclusionary discipline policies, particularly when research shows they serve no educational goals: they do not reduce misbehavior or make schools safer, and they result in lower levels of academic achievement.⁴⁴ Thus, when a school district frequently permits or supports the use of exclusionary discipline measures for all but the most egregious misbehavior, students can be deprived of their fundamental right to an education under the California Constitution.⁴⁵

The California Education Code requires that for most offenses – including when a student threatens to disrupt instruction – suspension shall ONLY be used when other means of correction have been utilized and have failed.⁴⁶ As of January 1, 2015, schools may not suspend students in grades K–3 for “disruption” or “willful defiance,” as defined in California Education Code section 48900(k); they also cannot expel students in any grades for such offenses.⁴⁷

The California Education Code and other state statutes also prohibit discrimination in state-financed programs, and provide that “schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and responsibility to provide equal educational opportunity.”⁴⁸ This is especially relevant when considering the disparities in zero tolerance school discipline practices. The California Legislature has also made clear that state policy does not support unequal application of discipline practices or harsh and punitive punishments. Rather, it is state policy to “provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid

exclusion from school.”⁴⁹ In addition, the Legislature has declared that:

1. The overuse of school suspension and expulsion undermines the public policy of this state and does not result in safer school environments or improved pupil behavior; such highly punitive, exclusionary practices are associated with lower academic achievement, lower graduation rates, and a worse overall school climate.

2. Failing to teach and develop social and behavior skills in pupils leads to the depletion of funding through decreased average daily attendance, increased rates of teacher turnover, and increased pupil dropout rates.

3. School suspension and expulsion are disproportionately imposed on pupils of color, pupils with disabilities, lesbian, gay, bisexual, and transgender pupils, and other vulnerable pupil populations.⁵⁰

In sum, to ensure equal and consistent application of discipline – so that students are not receiving different punishments for the same conduct – schools must have a clear, consistently-applied system for interventions

utilized prior to out-of-school removals. The frameworks laid out in this Toolkit are designed to help schools meet the requirements of California law. Many of these frameworks are explicitly outlined in California law as other means of correction that can – and should – be used across school districts to address student behavior.⁵¹

The California Education Code requires that for most offenses – including when a student threatens to disrupt instruction – suspension shall ONLY be used when other means of correction have been utilized and have failed.

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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.⁵² To reach this goal, schools create a framework for 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.

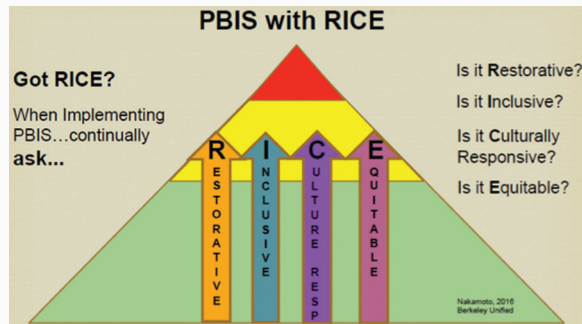
Acknowledge and reinforce the behavioral/social expectations you want to see.

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:



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@placercoe.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.

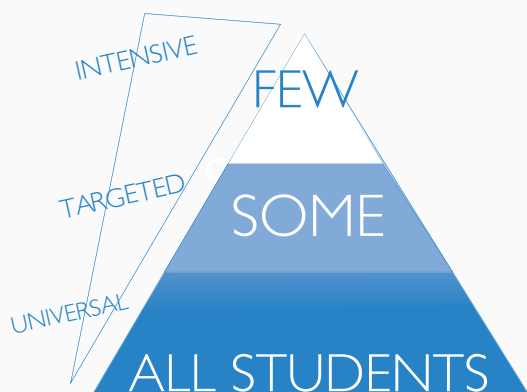
4. Evaluate results and make changes as needed.

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.

PBIS: Continuum of Support for All



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.⁵¹

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.⁵⁴ 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. Secondary benefits of SWPBIS include improved academic achievement, reduced dropout rates, higher teacher retention, and a more positive school culture.⁵⁵ Research also shows a correlation between a school’s suspension rate and its economic losses.⁵⁶ 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.⁵⁷

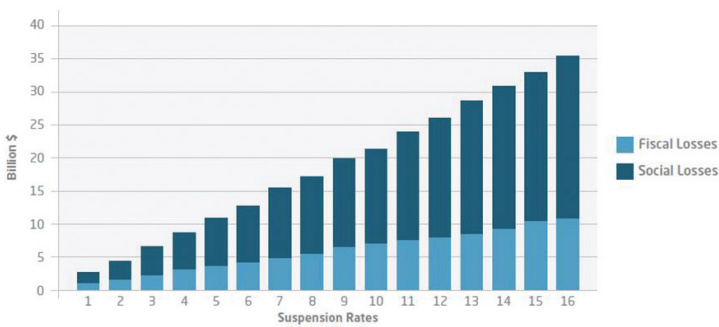


Image from Russell W. Rumberger & Daniel J. Losen, The High Cost of Harsh Discipline and Its Disparate Impact (June 2, 2016).

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.”

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. The school’s Academic Performance Index (API) was 591.

Garfield High School

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

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.

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FEATURE: AZUSA HIGH SCHOOL

Azusa Unified School District

Azusa Unified School District (AUSD) is located about 25 miles east of Los Angeles. Azusa High School is one of AUSD's three high schools. In the 2015–2016 school year, Azusa High served 1,289 students – 91% of students were Latinx, 3% were white, 2% were Filipinx, 1% were Asian, 1% were African American, and the Native American and Multiracial population each comprised less than 1% of the overall student body.⁵⁸ In 2012–2013, the school suspended 89 students, totaling 189 suspensions. In 2013–2014, the first year of SWPBIS implementation, Azusa High issued only 11 suspensions.⁵⁹ In 2014–2015, there were no suspensions.

AUSD engaged parents, piloted a program for high needs students, created an advisory group for foster youth that included foster parents and youth, and began rolling out School-Wide Positive Behavior Interventions and Supports (SWPBIS) using funding opportunities provided by the Local Control Funding Formula. Additionally, AUSD committed to phase out “willful defiance” as a ground for suspension and expulsion in its Local Control Accountability Plan. The District also focused on increasing attendance by conducting home visits to better understand and address the problems underlying the challenges of school attendance for students and families.

Implementing Positive Behavior Interventions and Supports

The AUSD Board of Education initially sought to lower suspensions by requiring school site principals to change practices. In response, principals would tell teachers that students should not be excluded from class, then send students back to classrooms. As a result, teachers felt that administrators were not supporting them.

In a shift from this initial attempt at reform and under a new principal's leadership, Azusa High set up a SWPBIS

In 2013–2014, the first year of SWPBIS implementation, Azusa High issued only 11 suspensions.

In 2014–2015, there were no suspensions.

committee to identify positive ways of supporting students and improving the school climate and culture. This committee included students, parents, teachers, administrators, a security staff member, a counselor, and classified staff. Azusa High also eliminated tardy sweeps (because they just kept students out of class for longer periods of time) and the Board wrote and passed a progressive discipline policy incorporating the input of community members, teachers, staff, parents, and students. The PBIS committee received training from Los Angeles County Office of Education (LACOE), which cost about \$15,000, then revised its behavioral interventions and school-wide expectations.

Implementing its SWPBIS approach, Azusa High shifted so suspensions were seen only as a last resort to address misbehavior, and raised the importance of interventions that meet a student's academic and emotional needs. For students who are suspended, Azusa High still offers counseling, anger management, and drug rehabilitation through partnerships with service providers such as Azusa Pacific University and Pacific Clinics. The Board also helped to establish an MOU with Azusa Pacific University to provide students with one-on-one counseling. Azusa High's principal suggested, “Tackle school climate improvement from a

gap analysis perspective. This all starts with knowing why PBIS supports students' behavior and academic achievement, what PBIS is in regards to the conceptual framework, and how to implement it with fidelity. Teachers and staff are overwhelmed, class sizes are large and there are many initiatives. Knowing that, leadership needs to give teachers tools. We created three-minute lesson plans for teachers to give students to teach expectations. Additionally, we are making changes to the code of conduct to match what we say and think."

A Shift in Climate at Azusa High School

One Azusa High teacher reported loving PBIS because, "We are teaching behaviors that people need to be safe and successful in the world, successful in the next stage of their lives."

The principal reported that, since implementing SWPBIS, there have been fewer fights, less graffiti, and less time spent on paperwork. Even Azusa High custodians noticed a difference in the way students care for their environment:

"In past years, it would take us almost two hours to pick-up after lunch. There was trash and debris everywhere and the restrooms were a disaster and all tagged up. On that first day, the principal asked the rest of the administrative team to pick up trash and walk around during lunch to model expectations. During lunch, they walked around and talked to students asking if they were done eating. If they were, administrative staff would take their trash and throw it away. On that first day, it was crazy, there was barely any trash around and

cleaning up took only 30 to 40 minutes! After the first couple of days, administrators didn't have to walk around cleaning up after the students because they had successfully modeled what we all wanted to see. Everyone is now treating campus more like a home. We praise students who are doing well with clearing up after themselves or picking up trash on the ground. We let the children know that we appreciate it and reinforce positively."

An Azusa High English teacher reported that PBIS really impacted how she deals with behavior in her classroom. For example, she'd been having an issue with a student who routinely came to class tardy. Rather than sending the student to the principal's office, the teacher spoke with the student outside the classroom and discovered that the student did not believe there was any harm in arriving to class late. The teacher explained how everyone else made the effort to get to class on time so it felt disrespectful for the student to arrive whenever she felt like it. The student had an 'aha' moment, and the teacher reported not having any problems since. That teacher offered the following advice to other educators, "With investing time in PBIS, you'll reap that time tenfold in instructional time. As teachers, we have a chance to teach differently and we have a chance to teach responsibility and create a good society."

Implementation Next Steps

Azusa High's principal said the next step in the PBIS progression is to build leadership capacity, ensure systems are in place, and track data such as office discipline referrals. Azusa High uses SWIS, a PBIS database software, to track data and determine what supports are needed, assess implementation, and monitor referrals.

Photo Credit: Flickr: Justine Warrington





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

School rules are broken.

Justice focuses on establishing guilt.

Accountability = punishment

Justice directed at the offender; the victim is ignored.

Rules and intent outweigh whether outcome is positive or negative.

Limited opportunity for expressing remorse or making amends.

Restorative Approach

People and relationships are harmed.

Justice identifies needs and responsibility.

Accountability = understanding impact and repairing harm.

Offender, victim, and school all have direct roles in the justice process.

Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.

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.⁶⁰

The use of RP reduces out-of-school suspensions and expulsions, as well as the number of harmful incidents occurring within the school community,⁶¹ thereby making school a safer place for all students. RP has also been shown to improve student engagement and achievement.⁶²

The following Features provide examples of Restorative Practices in action.

FEATURE: OAKLAND UNIFIED SCHOOL DISTRICT

Restorative Justice (RJ) implementation in Oakland Unified School District (OUSD) has helped narrow the gap in discipline between Black and white students. From 2011 to 2014, OUSD schools utilizing RJ and other innovative culture and climate initiatives decreased disparities in suspension rates for Black and white students. While racial disparities in discipline still persist, the RJ program is intentionally working to lower these numbers.

RJ has also had significant, positive impacts on student achievement and engagement in Oakland. Schools that implemented RJ and other initiatives, such as positive behavior supports, social emotional learning, the district's African American Male Achievement program, and other trauma informed practices, saw a 24% drop in chronic absenteeism from 2010 to 2013, while chronic absenteeism at non-RJ schools increased by more than 60%. In those same years, high school dropout rates at RJ high schools in OUSD decreased by 56%, while non-RJ high schools saw a 17% decline. Four-year graduation rates in RJ schools increased by about 60% in the three years after implementation began, compared to 7% for non-RJ schools. The percentage of ninth graders who are proficient readers increased by 128% at RJ high schools, compared to 11% in non-RJ high schools.⁶³

Restorative Justice Requires a School-Wide Culture Shift

The goal of RJ is to affect a culture shift where all members of the school community respond to conflict with responsibility and healing. Instead of punishing and excluding a young person who breaks school rules or causes harm, RJ seeks to involve all affected persons in a shared process to address needs, fulfill obligations, and repair the harm that was caused.

The essence of the work is relational and community building so a successful RJ model requires proactive steps with an eye toward creating a strong, healthy, and nurturing school community in which students and teachers can thrive. Schools must understand that RJ is for the entire

OUSD has an average daily attendance of 35,380 students, 78% of whom are high needs students, meaning they qualify as low income, English learners, and/or are involved in the foster care system.

school and community – teachers, site administrators, staff members, school security officers, students, and their families – because everyone contributes to student behavior management and the climate inside a school.

When there is a conflict or harm, RJ staff work with students to create shared values and identify unmet needs. This process requires asking meaningful questions such as, "What happened? What were you thinking at the time? How are you feeling about it now? Who has been affected? What has been difficult for you, and ultimately, what can be done to repair the harm?" Only then can everyone work together to find a solution for how the person who caused the harm can repair the harmed person, and community.

The desired culture shift can be expressed in a number of ways. For instance, at Bunche High School in West Oakland, after two and one-half years of RJ, the school climate shifted from one where fights and suspensions were commonplace to one where violence had been eliminated and suspensions nearly eliminated. Racial disparity in discipline also decreased dramatically.

Implementing Restorative Justice at a School Site

Since RJ is a philosophy, and not a program, implementation looks different at different schools. There are currently close to 40 OUSD schools in various stages of RJ implementation, with a district staff of over 35 people dedicated to the RJ initiative. This includes one program coordinator, four program managers, and over 30 site-based RJ Facilitators. OUSD also has a robust Peer RJ program that supports student engagement and leadership in RJ in elementary, middle, and high schools. Student RJ leaders are supported in using restorative practices to build community and respond to conflict and harm.

Getting Started

At the start of the school year, the RJ Facilitator creates a scope of work and a work plan with the RJ program manager and the principal of the school. This plan lists the priorities for RJ implementation and a timeline for accomplishing them. For example, a school might arrange for all staff to receive RJ training and regular continuing education, create an RJ site leadership team, and create an RJ discipline matrix with protocols for classroom managed versus office managed discipline. The RJ school facilitator's duties include assisting in data collection to help the school administration make informed discipline decisions, and assisting in crisis intervention to resolve critical incidents.

When the school year begins, the RJ Facilitator works on site to actively and intentionally create relationships with each student and staff member. That Facilitator also consistently facilitates proactive circles to build community, and restorative circles that repair harm. If done properly, with buy in from school site administration, the RJ facilitator can eventually leave the school and school administration can carry on the work.

Multi-Tiered System of Restorative Justice Support

During the first two to three years of implementation at a school site, OUSD provides one full-time RJ facilitator who supports professional learning opportunities and integrates RJ into the daily school function. They engage in intentional relationship-building with every member of the school community, and collect and evaluate data. Ideally, 80% of the school staff and a significant number of students receive 8–24 hours of training in RJ.

OUSD provides three tiers of training. Tier 1 training involves everyone in the school, training teachers, school security officers, and administrators in the use of community building circles and proactive restorative strategies. There is a continuum of restorative strategies, such as in-class talking circles, where students and teachers work with one another to develop shared values and guidelines for the classroom. During this phase, the network RJ Program Manager coaches the site based RJ Facilitator in implementation.

Tier 2 involves training to facilitate conflict circles to repair harm. Use of conflict circles operates as an alternative to suspension. When first starting to implement RJ at a school, the RJ Facilitator acts as the circle keeper for conflict circles. Then, towards the end of the initial phase of implementation of the RJ program at a school, others in charge of discipline – such as an assistant principal or counselor – can conduct these restorative response circles, following proper training and coaching. Student Peer RJ leaders may also act as circle-keepers for these processes.

Tier 3 training is specific to facilitating circles for youth who have been suspended, incarcerated, or are not feeling welcome at school. These reentry or reset circles may incorporate parents, teachers, administrators, probation officers and case managers as well as the student reentering the school setting and their peers.

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 schools⁶⁴ – 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.⁶⁵ Hawkins is also a Pilot School⁶⁶ 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.



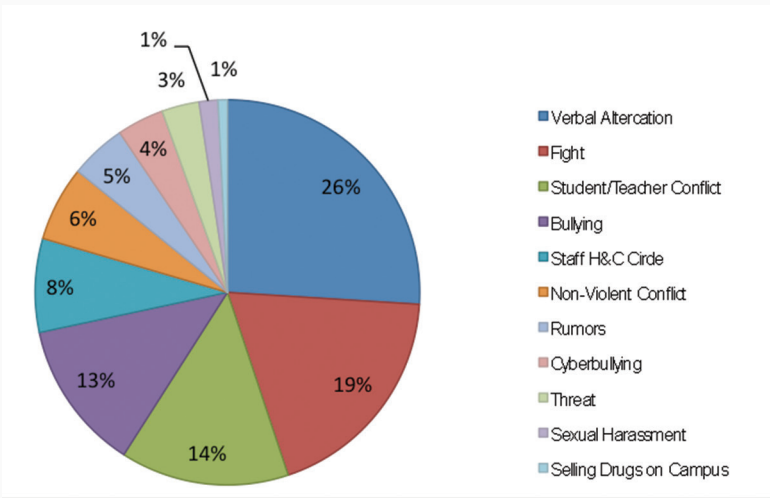
While still following all LAUSD required policies and procedures, restorative justice harm and conflict circles have primarily replaced out of school suspensions at Hawkins. Students who experience conflict now come to counselors to request the use of a circle rather than escalating confrontations. Parents 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.

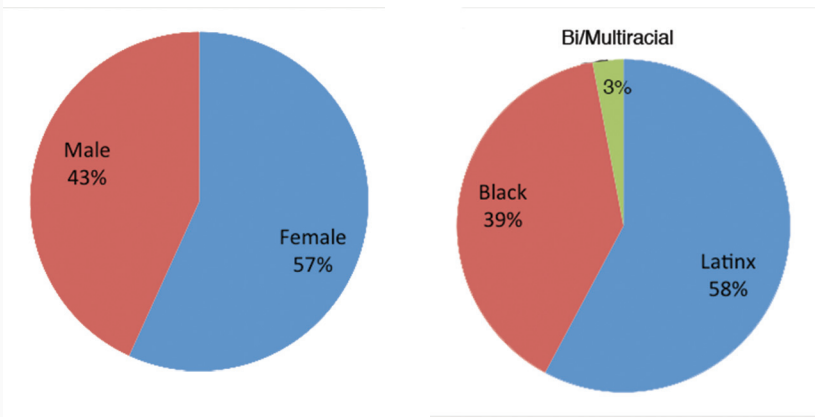
Hawkins is also committed to integrating trauma – informed practices throughout its community, which complements its commitment to restorative practice. This commitment to both RP/RJ and trauma informed practice is a big part of creating and maintaining positive school culture. Erica Ramirez, a teacher 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."

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.”



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.⁶⁷ 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.⁶⁸

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.

For Example:



Photo Credit: WikiCommons; Smelly Avocado

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

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

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.

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.”

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.

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.⁶⁹

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.⁷⁰ 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%.

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.⁷¹

Other examples of demonstrated benefits of SEL instruction include improved graduation rates, reduced violence, lowered substance abuse, and decreased teen suicide attempts.⁷²

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.

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.

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.

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.⁷³ However, intensive supports and coaching – along with strong and visionary site leadership – have resulted in significant drops in both suspensions and office discipline referrals.⁷⁴

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,⁷⁶ 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.⁷⁷

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.⁷⁸ 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)⁷⁵

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 Club⁷⁹ decision making power earlier because it builds staff capacity.

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.

"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."



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.⁸⁰ 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.⁸¹

Studies estimate that between 3.3 million and 10 million children in the U.S. witness violence in their own homes each year.⁸

Elements to Address Trauma and Promote Social Emotional Wellness

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.⁸²

Photo Credit: Flickr: Daniel O'Neil



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) PROGRAM⁸³

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.⁸⁴

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 ad-



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.

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 Francisco⁹⁵

– 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)⁹⁶ 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 training series was hands down the most influential and transformative professional development I have been a part of in my 7 years with SFUSD."

"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.⁸⁷ 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.⁸⁸ 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.⁸⁹

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.⁹⁰ 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

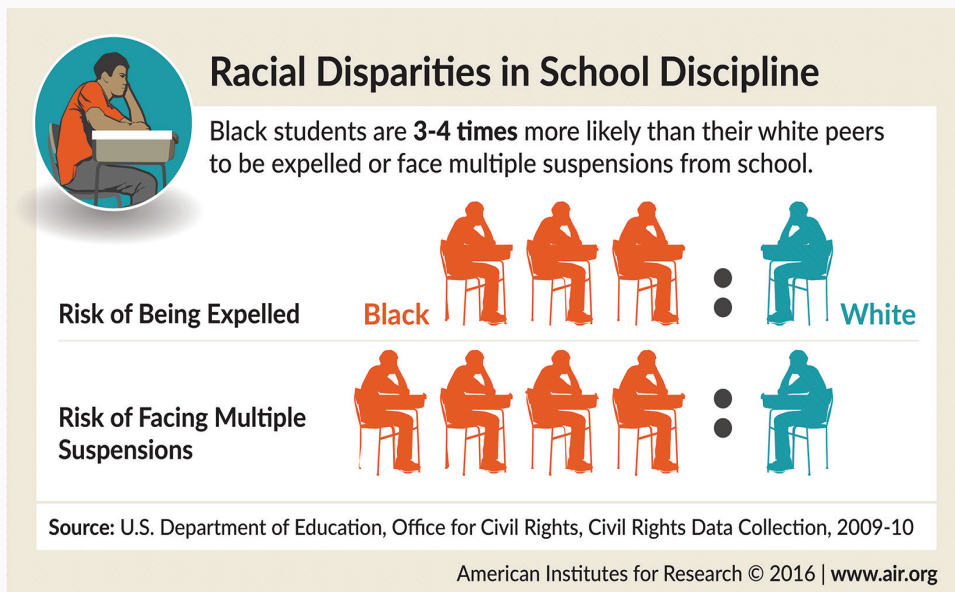
can affect a person's thoughts, actions, and decisions in reference to the subjects of their biases, especially when the person is stressed, tired, or forced to make a decision quickly.

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 6.⁹¹ 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.⁹²

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,"⁹³ and as "the unexam-



example, many teachers may misinterpret the more active and physical style of communication of Black males to be combative or argumentative.⁹⁷ Accordingly, teachers who are prone to accepting stereotypes of adolescent Black males as threatening or dangerous may overreact to relatively minor threats to authority.⁹⁸

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.

ined and unchallenged system of racial biases and residual white advantage that persist in our institutions of learning.”⁹⁴ It can lead to “feelings of racial inferiority for students of color and racial superiority for white students.”⁹⁵

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.⁹⁶

Verbal and nonverbal communication differences can create further cultural conflict and misinterpretation between school staff and students of different backgrounds. For

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)

CRCM⁹⁹ 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.¹⁰⁰ 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.¹⁰¹

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.¹⁰² 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.¹⁰³ 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.¹⁰⁴

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.¹⁰⁵ Between 1997 and 2007, the number of school resource officers (SROs) on campuses nationwide increased by 38 percent.¹⁰⁶ 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.¹⁰⁷ These arrests and citations are evidence of a shift toward an overreliance on police to handle school discipline matters.

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.¹⁰⁸ 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.¹⁰⁹

If a student is pushed out of school and into the juvenile justice system because of police contact at school, there are many long term negative impacts on that young person's life – particularly when discussing students of color. Juvenile detention increases the probability of adult incarceration by 22 percentage points.¹¹⁰ Also taking into account that 68% of Black men without high school diplomas are incarcerated by age 35 at a national level¹¹¹ and that, in California, that number jumps to 90%,¹¹² it becomes more evident that having police on school campuses exposes students of color to a high risk of negative life outcomes.

Some communities believe that police on campus are necessary to ensure school safety, but researchers have found that relying on school-based law enforcement can actually promote disorder and distrust in schools instead of increasing order and safety.¹¹³

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.¹¹⁴ The Dignity in Schools Campaign – 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 – 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.¹¹⁵

Some school communities are working toward reforms through strategic partnerships. For instance, a few school districts and police departments in California have made changes to try to prevent students from being unnecessarily caught up in the criminal justice system in the name of school safety. 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.

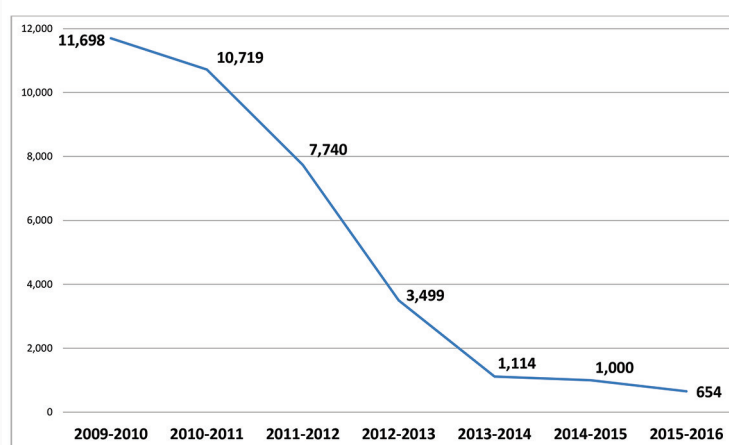
In August 2014, after more than two years of work with community, the LASPD issued a comprehensive diversion policy related to arrests and citations for minor incidents. LASPD's policy requires that:

1. Most school fights between students – approximately 20% of all student arrests – be addressed through in-



Photo Credit: Flickr: Steven Depolo

Citations from Los Angeles School Police Department



interventions at an off-site YouthSource or WorkSource Center,¹⁶ 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.¹¹⁷

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.

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.¹¹⁹

For samples of the policies mentioned in this section, check out the Resources section of this Toolkit.



FUNDING SOURCES

Successful implementation of programs to improve school climate and culture requires investments of time, resources, and money. Below is a description of several sources of funding that many districts in California have accessed to assist with the implementation efforts needed to make these positive changes in their school communities.

Federal Funding Sources

California Services for Technical Assistance and Training (CalSTAT)

CalSTAT, through a federally funded grant called the State Personnel Development Grant (SPDG), supports trainings and technical assistance requests that align with one of CalSTAT's core message areas for both special education and general education.¹²⁰

For more information, visit calstat.org/ta.html

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is the primary federal program that authorizes state and local aid for special education and related services for children with disabilities. The California Department of Education distributes federal IDEA funds to local educational agencies (LEAs). A portion of the total federal allocation may be reserved for discretionary purposes. Additionally, up to 15% of IDEA special education funds may also be used to

support early intervening services for low achieving and at-risk students, such as providing training and development of PBIS and response to intervention (RTI).¹²⁴

School Improvement Grants (SIG)

Authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I), SIG funds help LEAs address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. SIG funds are to be used to leverage change and improve technical assistance through LEAs targeting activities towards measurable outcomes. Expected results from the use of these funds must aim to implement one of four school intervention models.¹²² The two models most relevant to the shifts suggested in this toolkit are: (1) turnaround model, which must – among other actions – adopt research-based instructional programs, and (2) transformational model, which must implement strategies that include creating community-oriented schools and providing sustained support.¹²³

Schools that receive SIG funds can use them to implement alternatives to discipline because such alternatives are directly correlated to improved student achievement, attendance, and success.

For more information, visit tinyurl.com/Title1SIG

TITLE I, Part A

Title I, Part A federal funds help to meet the educational needs of low-achieving students in California's highest-poverty schools by supporting effective, research-based educational strategies that close the achievement gap between high- and low-performing students. Alternatives to suspension and expulsions such as PBIS and RJ are such proven and research-based strategies that can close the achievement gap.¹²⁴

State Funding Sources

Mental Health Services Act, Proposition 63

Proposition 63 funds have been distributed through the California Department of Mental Health to county mental health agencies. County Offices of Education contract with county mental health agencies to access these Proposition 63 funds, which can be used to provide PBIS in schools. An LEA may develop a Memorandum of Understanding (MOU) or contract with its county mental health agency to access this funding to address the provision of mental health services for special education students.¹²⁵
tinyurl.com/MHSA-Prop63

Local Control Funding Formula

California public schools are largely funded by the Local Control Funding Formula (LCFF), which requires schools and districts to develop an accountability plan that focuses on, among other things, improving school climate, as measured by reductions in suspension and expulsion rates. LCFF funds should, therefore, be used to support the implementation of alternative and positive discipline strategies that reduce suspensions and expulsions and improve school climate.

LCFF includes additional money allocated to school districts specifically to improve services for low-income youth, foster youth, and English learner students. These funds are called Supplemental & Concentration dollars, and they must be spent on programs and activities aimed at improving educational outcomes for these specific populations of students. While districts have flexibility regarding how to spend their LCFF funds, money has to be targeted at eight state priorities; improving school climate – including reducing suspension and expulsion rates – is one of those priority areas.



Each district must create a Local Control Accountability Plan (LCAP) with students and parents to decide how to use the money. In the LCAP, districts must establish goals that align with the aforementioned state priorities and describe the actions they will take to achieve those goals. The district's goals and actions must be districtwide, and should disaggregate for each student subgroup (such as race/ethnicity, English language learners, socio-economically disadvantaged, students with disabilities). Actions related to reducing suspension and expulsion rates would be housed and funded within goals related to the state priority of improving school climate.

By July 1st of each year, school districts are required to update their LCAP to describe how the district will spend LCFF dollars. The LCAP must be linked with the entire school district's budget, and the budget and LCAP must be adopted at the same school board meeting.

To Create an LCAP that Effectively Addresses School Climate:

1. Ensure that parents, students, and community are heard during the process.

By law, every school district must obtain community input on the LCAP before adopting it; at a minimum, the school district must obtain comments and feedback from: (1) a Parent Advisory Committee; (2) an English learner parent advisory committee, if the district contains at least 15% EL students;¹²⁶ (3) the public, in at least ONE public hearing; and (4) students.¹²⁷ It is a state priority to have meaningful parent, community, and student involvement! It is best

practice for districts to solicit feedback from multiple communities, hold a variety of community forums, and take extra time to reach out to those parents and students whose voices are not always heard in the process.

2. Ensure that the LCAP includes the needed baseline data, sets the right goals, describes the actions needed to achieve those goals, and clearly funds each action.

In the LCAP, each school district must describe a baseline for a needs assessment by using its existing data on suspension and expulsion rates, and disaggregating that data by student subgroups – including English learner and foster youth.¹²⁸ Once the baseline is established, be sure the district is setting annual goals for reducing suspension and expulsion rates, and improving school climate. At a minimum, every district must include measurable goals for reducing suspension and expulsion rates, disaggregated by subgroups, and increasing other local measures, “including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.”¹²⁹ The districts that are making a real commitment to positive school climate, however, are setting aggressive goals to reduce suspensions and expulsions by 20–30% or more per year, reducing involuntary school transfers, supporting teachers to keep students in class, and setting an even more aggressive goal where they find disproportionate discipline occurring.

In addition to establishing these annual goals, be sure that the district is including in the LCAP specific actions it will take to reach them. At a minimum, every district must include a description of the specific actions and expenditures it will take to meet the goals identified. Districts prioritizing a strong school climate as a fundamental building block of learning are investing real dollars in restorative justice, SWPBS, and Social Emotional Learning curriculum to incorporate positive behavior in a way that changes student outcomes. They 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.

Finally, make sure the district is including the amount of LCFF dollars that will be spent to fund each action item and reach each goal. The most helpful LCAPs go as far as to include clear line items that indicate whether the LCFF money funding a specific action comes from base, supplemental, or concentration dollars.

3. Include multiple data measures, disaggregated by all key subgroups, and clear baselines that the community can understand and track.

Cutting 10th grade suspensions in half in California would result in \$4 billion in savings, primarily through increased graduation rates.

As described above, every district must include suspension and expulsion rates disaggregated by subgroups and other local measures, including surveys of students, parents, and teachers about their sense of safety and school connectedness. Some districts use the California Healthy Kids Survey (CHKS) to track student connectedness and safety perceptions.

Our favorite examples are districts that include data regarding multiple measures of safety and school connectedness – such as instructional days lost to suspensions, number of students suspended, and number of willful defiance suspensions. Ensure that the district is looking into office discipline referrals, and tracking alternatives to suspension to make sure struggling students get help early and often. Practices such as in-house suspensions may reveal gaps in the reported rates of suspensions, despite efforts from school sites to address discipline policies through alternative approaches. Additionally, districts should be tracking referrals to law enforcements and student arrest rates to better understand the steps needed to stop the school-to-prison pipeline, as part of the data collection needed to develop an LCAP where school climate is a strong priority.

School Districts Where School Climate is a Strong LCAP Priority

The school districts below used LCFF to invest in positive school discipline programs and strategies, 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 SWPBIS 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.¹³⁰

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%.¹³¹

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.¹³²

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.¹³³





Photo Credit: Flickr: U.S. Dep't of Ag

IMPLEMENTATION & MONITORING

Excellent! You have decided to join the effort to provide alternatives to traditional discipline and may have even put in place a policy outlining a timeline and structure for how to implement those alternatives. We hope you have also set aside money in the district or school budget to support these efforts. The next critical step is to make certain that the alternative(s) that you have adopted actually results in real reform in classrooms, in schools, and for students.

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 a districtwide policy or resolution requires, if one was adopted. For examples, check out the evaluation tools and structures available at caltacpbis.org. 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

Draft a written plan for how the school or school district will provide training and support to make certain that the alternatives are put in place and truly implemented. Make certain that plan has real, actionable timelines.

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:

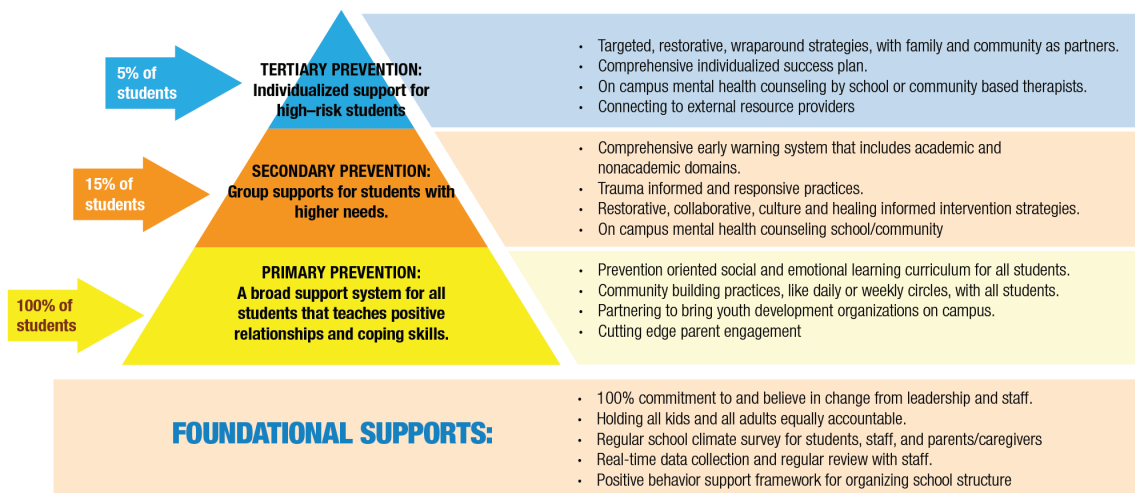
ACTION STEP	Timeline for Completion
Develop Training for Schools In Coordination with Experts/Using Existing Tools from PBIS.org Safe and Civil Schools/BEST, etc.	August 1
Invite Leadership Teams from 50% of Schools To Attend Training and Hold All Trainings	September 30
Provide Additional Training to 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. A Plan for Regular Forums with Stakeholders to Review Data & Provide Input

The monitoring plan should include a regular forum for stakeholders – such as teachers, school and district administrators, parents, students, and classified staff – to

obtain information about successes, challenges, data on discipline, and provide input about how to move forward. These stakeholders should be invited to trainings so that they have a full understanding of how the alternatives work and can be helpful throughout the process with implementation.

BUILDING A HEALTHY SCHOOL SUPPORTING STRONG RELATIONSHIPS



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.

Data based decision making is the key to reform; the leaders in the district who are implementing must be prepared and trained to regularly review data, and clear structures must be in place to provide more training, technical assistance and support when the data shows that additional interventions are necessary or a current approach is not working.

4. Evidence of the Alternative in Practice

By reading this Toolkit, you have learned a lot about how these alternative practices look when they are implemented properly and with fidelity in schools. There should be a regular mechanism in place for school-site visits and observations of practices, and for those expert trainers in your District to assess compliance on-site and provide feedback and technical assistance to schools that are struggling with implementation.

5. Regularly Scheduled Public Hearings/Meetings to Discuss Progress, Challenges, and Solutions

The monitoring and implementation plan should include a regular agenda item for Board and community review of progress. By bring-

ing the outcomes and status of the implementation plan to the community on a regular basis, you will continue to build support, help ensure that this issue remains a focus, and create a natural mechanism for tracking change and understanding how progress is working. Doing this in public helps create broader accountability for all of the efforts and ensures everyone is on the same page.

6. On-Site Observations

It is important to establish that if a school-site needs more help to reduce suspensions and improve school climate, they should ask for help. Through on-site observations, you can interview teachers, students, and parents to assess the discipline practices they are seeing and experiencing at a school site. 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.

Lessons Learned

Many districts have been implementing the practices featured in this toolkit for a long time. Based on those experiences, here are some suggestions of what to watch for when implementing these reforms:

1. Culture Shift Takes Time & Cannot Happen Without Educator Buy-In

Develop a good working relationship between your

district and school site, so everyone is on the same page about who is best suited to inform decisions about the resources school sites need, and the resources that both district and school leaders identify.

A common challenge around shifting school climate arises when discussing what “safety” looks like for an entire school community. Moving the needle on that conversation requires addressing that safety narrative through continued supports, dialogues, trainings, and consistent engagement with parents and students. This conversation may also require digging into topics like the role of law enforcement at school sites, and the types of policies and practices that either have in the past or are currently funneling youth – particularly youth of color – into the school to prison pipeline.

2. Research Based Alternatives are Neither a Silver Bullet, Nor a One-Size-Fits-All Approach

School climate is not solely a matter of addressing conflict or replacing suspensions, but also about creating an environment that is positive and responsive to the needs of students and staff. While schools must implement models of support that include prevention and intervention strategies, efforts like incorporating ethnic studies, culturally relevant curriculum, programming, and trainings, and hiring and retaining school staff that share a deep understanding of community conditions and population needs are also other factors that contribute to building a positive school community.

It’s important to remember that implementation may not look the same at every school. What works can change

depending on the particular conditions and needs of the students and community; a successful program at one school may not be as beneficial for supporting positive school climate at another site, so try things out but be ready to make adjustments as needed.

3. Districts and School Sites Must Consistently Engage Parents & Youth

Changing school culture means changing expectations and investing in students. One way to invest in students is to involve them in developing policy. Including youth and families in the policymaking process will increase their involvement in school. It is important for schools to identify what parent and student engagement can and should look like at each district and school site. Successful approaches to positive school climate efforts, such as pro-active discipline models, have to be replicated at new school sites and an engine for that will only come through powerful and organized parents and students.

At the school site level, engaging students and parents has helped to:

- Validate the importance of undoing the barriers between schools and communities.
- Ensure schools are a place where resources can be coordinated to meet the comprehensive needs of students, and
- Demonstrate that leadership in a school goes beyond the administrators and teachers, and must include those most impacted.

	SOCIAL EMOTIONAL LEARNING (SEL)	MENTAL HEALTH	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)	RESTORATIVE JUSTICE	IMPLICIT BIAS
Tier 3 Intensive	<ul style="list-style-type: none"> Individual social skills instruction 	<ul style="list-style-type: none"> Crisis counseling Individual support teams/plans 	<ul style="list-style-type: none"> Wraparound services Individual planning 	<ul style="list-style-type: none"> Family group counseling Community conferencing 	<ul style="list-style-type: none"> Intensive intervention planning for staff member, including counseling and peer/principal scaffolding
Tier 2 Selective	<ul style="list-style-type: none"> Targeted social skills instruction 	<ul style="list-style-type: none"> Group counseling/support groups Coordinated referral process/progress monitoring 	<ul style="list-style-type: none"> Check-in/check-out Social/academic instructional groups 	<ul style="list-style-type: none"> Peer jury Conferencing problem-solving circles 	<ul style="list-style-type: none"> Individual action planning Regular professional development
Tier 1 Universal	<ul style="list-style-type: none"> SEL curriculum School climate assessment 	<ul style="list-style-type: none"> Mental health screening Prevention/Wellness promotion 	<ul style="list-style-type: none"> School-wide behavioral expectations Positive behaviors acknowledgement Data planning 	<ul style="list-style-type: none"> Circles Restorative chats Data-based planning 	<ul style="list-style-type: none"> Whole staff training on eliminating implicit racial (and other) bias Data-based planning



Photo Credit: Flickr: Fibonacci Blue

RESOURCES

School Wide Positive Behavior Interventions and Supports

California PBIS Coalition: provides collaborative opportunities throughout the year by hosting two statewide webinars, one PBIS workshop per year, monthly updates with a newsletter from the CPC Regional Leadership Team and use of the CPC Website for sharing and learning from each other. pbisca.org

Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports: established to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Offers access to information for schools, families, and community along with implementation practice guides. PBIS.org

Youth Development Network: partners with schools to develop climates that create increased students engagement, higher grades, increased safety and higher attendance. YDNetwork.org

Restorative Practices

Restorative Justice Online: a service of the Prison Fellowship International Centre for Justice and Reconciliation

which provides intensive information about Restorative Justice. restorativejustice.org.

International Institute for Restorative Practices: an international graduate school committed entirely to the teaching, research and dissemination of restorative practices. IIRP.edu.

Oakland Unified School District Restorative Justice Implementation Guide: A Whole School Approach rjoyoakland.org/wp-content/uploads/OUUSD-RJOY-Implementation-Guide.pdf.

San Francisco Unified School District Restorative Practices Whole-School Implementation Guide tinyurl.com/SFUSD-Implementation-Guide

Social Emotional Learning

Collaborative for Academic, Social and Emotional Learning (CASEL): an organization providing funding, information, training, and research around Social and Emotional Learning. casel.org

Good Behavior Game: one method for teaching self-regulation and some social emotional learning skills. goodbehaviorgame.org

Second Step: one type of social emotional learning curriculum. cfchildren.org/second-step.aspx

Trauma Sensitive Strategies

Adverse Childhood Experiences (ACES) Conference: presentations from the 2016 conference are available for download at aces-ca.org.

Trauma & Learning: information and research about the science of trauma and how it impacts the emotional, behavioral, cognitive, social, and physical conditioning of children. traumaandlearning.org/the-science-of-trauma

Trauma and Learning Policy Initiative: resources and information about creating and advocating for trauma sensitive schools. traumasensitiveschools.org

Racial Bias and Discrimination

WEBINAR – Dismantling Bias: Tools for the Classroom, video and PDFs of the presentation slides. fixschooldiscipline.org/webinar

Project Implicit: a non-profit organization and international collaboration between researchers who are interested in implicit social cognition – thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a “virtual laboratory” for collecting data on the Internet. implicit.harvard.edu

Equal Justice Society, Breaking the Chains: The School-To-Prison Pipeline, Implicit Bias, and Racial Trauma (September 2016). equaljusticesociety.org/breakingthechains

School to Prison Pipeline

Dignity in Schools Campaign – Los Angeles Chapter, Solutions for Los Angeles School Police Department: A Blueprint for School Police Reform (October 2010). tinyurl.com/DSC-LA-Report-Oct-2010

American Civil Liberties Union of California, The Right to Remain a Student: How California School Policies Fail to Protect and Serve (Oct. 19, 2016). tinyurl.com/ACLU-Report-Oct-2016

Sample Policies

Memorandum of Understanding Between the San Francisco Police Department and the San Francisco Unified School District (2013). tinyurl.com/SFUSD-SFPD-MOU

Memorandum of Understanding Between the City of Pasadena and The Pasadena Unified School District for Police Services on School Campuses Within the City of Pasadena (2013). tinyurl.com/PasadenaMOU

Memorandum of Understanding Between Oakland Unified School District and the City of Oakland Regarding Oakland Police Department Officers Assigned to District Schools (2014) tinyurl.com/OaklandMOU

Oakland Unified School District Board Policy 5145.14 Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: Oakland School Police Department Responsibilities and Obligations (2014) tinyurl.com/OSPD-OUSD-BP5145-14

Funding Sources

LCAP Watch: compare Local Control Accountability Plans for districts across California. lcapwatch.org.

Data

U.S. Office of Civil Rights, Civil Rights Data Collection (CRDC): ocrdata.ed.gov

Dignity in Schools Campaign Webinar about how to access local information about your school district that describes how to identify discipline disparities and other issues within the CRDC data, and share sample advocacy tools. <http://dignityinschools.org/resources/ocr-data-webinar-2016>

California Department of Education DataQuest: collects California data at school, district, county, and statewide levels. data1.cde.ca.gov/dataquest

Need additional support or resources?
Contact us on FixSchoolDiscipline.org.

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	5777 Harbord 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 Justice 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 bmarucci@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 Aydtlett Principal John Ehrhardt Elementary School Elk Grove Unified School District	8900 Old Creek Drive Elk Grove, CA 95758 Sacramento County	(916) 606-6913 waydtlett@egusd.net billyaydtlett@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 Delfino-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@sfsd.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
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

Name, Title, Organization	Address	Contact Information	Area of Expertise
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@jmh.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	Psychological 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 isorias@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 Climate 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 Climate 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	Implementation 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	Implementation 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@thestrategycenter.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@laoe.edu http://www.laoe.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
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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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32. Preston Mitchum and Aisha Moodie-Mills, *Beyond Bullying: How Hostile School Climate Perpetuates the School-to-Prison Pipeline for LGBT Youth*, CTR. FOR AM. PROGRESS (Feb. 2014), <https://www.americanprogress.org/wp-content/uploads/2014/02/BeyondBullying.pdf>.

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34. Narjis Hyder, Ed.D. and Mariam Hussain, MHA, *Zero Tolerance Policies and Bullying in the Classroom*, ASS'N OF AMERICAN EDUCATORS (July 20, 2015), <https://www.aateachers.org/index.php/blog/1504-zero-tolerance-policies-and-bullying-in-the-classroom>.

35. The Equal Protection Clause states that, “[n]o State shall...deny to any person within its jurisdiction the equal protection of the laws.” U.S. CONST. amend. XIV, §1.

36. Title VI of the Civil Rights Act of 1964 provides that, “[n]o person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance.” 42 U.S.C. § 2000(d).

37. *Supra* note 1.

38. *Id.* at 4.

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41. *Id.* at 1.
42. See, e.g., 20 U.S.C. § 1465, the Secretary may support and fund activities, including training and implementation that increase behavioral supports and research-based systemic interventions for ALL students, among these positive behavior interventions and supports is explicitly included.; 20 U.S.C. § 1414 (d)(3)(B)(i), “The IEP Team shall-- (i) in the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.”; 20 U.S.C. § 1412(a)(22)(A): “The State educational agency [shall] examine[] data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities. . . If such discrepancies are occurring, the State educational agency reviews and, if appropriate, revises (or requires the affected State or local educational agency to revise) its policies, procedures, and practices relating to ... the use of positive behavioral interventions and supports... to ensure that such policies, procedures, and practices comply with this title [20 USCS §§ 1400 et seq.].”
43. *Hartzell v. Connell*, 679 P.2d 35, 40-41 (Cal. 1984).
44. See, Russell J. Skiba, et al., *Are Zero Tolerance Policies Effective in Schools?* AM. PSYCHOLOGICAL ASS’N TASK FORCE (2006); Russell J. Skiba & M. Karega Rausch, *Zero Tolerance, Suspension, and Expulsion: Questions of Equity and Effectiveness*, HANDBOOK OF CLASSROOM MANAGEMENT: RESEARCH, PRACTICES, AND CONTEMPORARY ISSUES (C.M. Everston & C.S. Weinstein, eds. 2005), http://www.indiana.edu/~equity/docs/Zero_Tolerance_Effectiveness.pdf; Russell J. Skiba, *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice*, ERIC (Aug. 2000), <http://files.eric.ed.gov/fulltext/ED469537.pdf>.
45. *Serrano v. Priest*, 18 Cal. 3d 728, 767-68 (1976).
46. Cal. Ed. Code § 48900.5(a), which provides: “Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct.”
47. Cal. Ed. Code § 48900(k)(1).
48. Cal. Ed. Code § 200. Section 220 provides that “[n] person shall be subjected to discrimination on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation ... in any program or activity conducted by an educational institution that receives” funding from the state.
49. California Assembly Bill 1729 (Ammiano), effective date 1/1/2013.
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57. *Id.* at 21.
58. *Supra* note 2.
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60. OAKLAND UNIFIED SCHOOL DISTRICT, *Restorative Justice Implementation Guide: A Whole School Approach*, <http://tinyurl.com/RJOY-Implementation-Guide> at p. 2.
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64. The schools are: Critical Design & Gaming, Community Health Advocates School (CHAS), and Responsible Indigenous Social Entrepreneurship (RISE).
65. Hawkins maintains one separated Special Day Class, specifically for students with autism.
66. Pilot Schools are a new model of school in Los Angeles that affords principals more control over their hiring decisions. Rather than just placing teachers at schools, principals may set expectations about a school's culture and choose not to extend a teacher's "elect to work" contract if the teacher is not a good culture fit with the school.
67. *Supra* note 31.
68. *Id.*
69. Joseph A. Durlak, *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, 82(1) CHILD DEVELOPMENT, 405–432 (2011).
70. Personal communications with Carolyn Pirtle, Consultant and Member of Implementation Design Team, Positive Action, Inc. April 26 and March 2, 2013.
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72. Joseph E. Zins & Maurice J. Elias, *Social Emotional Learning*, in CHILDREN'S NEEDS III 1 (George G. Bear & Kathleen M. Minke eds., 2008).
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