

FIX SCHOOL DISCIPLINE

How We Can Fix School Discipline Toolkit



TABLE OF CONTENTS

QUICK STEPS TO FIXING SCHOOL DISCIPLINE

1. *Know the problem (pages 4-10): read up on what’s happening in California*

2. *Learn about alternatives from real-life examples (pages 11-48): learn from educators, parents and students who are fixing discipline at their schools*

3. *Advocate for Change (page 63): Get tools you can use, model policies, and how-to resources*

4. *Monitor progress (pages 68-70): Learn how to follow up on your success and make lasting change*

5. *Get the word out (pages 64-67): Share your progress with the public*

6. *Contacts (pages 71-78): Get the email and phone numbers for helpful people and experts in your area*

Why We Must Reform School Discipline In California..... 4

The Good News: There are Effective Alternatives That Keep Schools Safe While Holding Students Accountable for Their Behavior..... 6

Alternatives Increase School Funding..... 8

California and Federal Laws Require the Use of Alternatives to Out-of-School Discipline..... 9

School-Wide Positive Behavioral Intervention and Support (SWPBIS).....11

Highlight: Pioneer High School.....13

Highlight: Garfield High School.....16

Highlight: Vallejo City Unified School District:.....19

Highlight: Christa McAuliffe High School at Challenger Memorial Youth Camp.....23

Highlight: California Technical Assistance Center for School-Wide Positive Behavior.....25

Restorative Justice or Restorative Practices26

Highlight: RJOY and Oakland Unified School District.....28

Highlight: San Francisco Unified School District32

Highlight: Catholic Charities of the East Bay 36

Social Emotional Learning .. 40

Highlight: Leataata Floyd Elementary School (Formerly Jed Smith).....42

Other Promising Alternative Practices to Punitive School Discipline: “Trauma -Sensitive” Schools and School Districts 46

Highlight: The University of California San Francisco, Child and Adolescent Services, Dept. of Psychiatry, Hearts (Healthy Environments and Response to Trauma In Schools) Project.....47

Racial Bias and Discrimination: Strategies to Address Disproportionality in Discipline Head-On..... 49

How to Lead Your School District to Reform School Discipline 51

Highlight: SUCCESS (Students United to Create a Climate of Engagement, Support and Safety)55

Congratulations! You Have Decided That It Is Time to Fix School Discipline.....58

Funding Sources for Implementing Alternatives to Suspension and Expulsion..... 61

Getting the Message About Fixing School Discipline to the Media 64

Creating and Implementing a Monitoring and Accountability Plan68

Highlight: Cadre, South Los Angeles Parent Organizing and Empowerment Organization.....70

Contact List 71

Dear School Leaders

During the 2010-2011 academic year, California schools issued more suspensions than diplomas.¹ Among suspended and expelled students, glaring racial disparities are apparent.² Overwhelming numbers of students who have been suspended or expelled from schools are permanently pushed out of school and into the criminal justice system. Even more troubling, more than a decade of research has shown that suspension and expulsion are not effective methods for preventing unwanted student behavior or improving school safety.³

Harsh school discipline policies and practices exact extraordinary harm on students and impact communities throughout California. Except for the most serious safety-related offenses, out-of-school suspension amounts to unsound educational policy; it does not benefit students, teachers, schools or communities. The “How School We Can Fix School Discipline” Toolkit was designed to provide tools that every school official and leader - from the teacher to the Superintendent - can use to transform discipline practices. from a model that focuses on school removals to one that focuses on keeping students in school and improving behavioral outcomes.

Over the past two decades, educators have developed proven, research-based alternatives to traditional school removal practices. When implemented with fidelity, these alternatives work for all students, not just those struggling with behavior. They also help schools improve academic achievement levels, overall API scores, and attendance. Some educational leaders, like you, may already be aware of alternative approaches to school removal but do not know how to begin to implement. Others may not know that there are other effective ways to help students struggling with behavioral and emotional challenges or they are resistant to change. In this Toolkit, you will learn about a number of California educational leaders who are already using proven approaches to manage students’ behavior and improve school climate and how to enlist their assistance as you fix your school or district’s discipline practices.

In fact, the This Toolkit is a step-by-step guide that includes ready-to-use documents, such as sample discipline policies, information about the salient features of alternative approaches, sources of funding, and experts who can provide training on these approaches. By becoming a California leader in implementing alternatives to suspension and expulsion, you can ensure that more students are staying on track to graduate, reduce the dropout rate, improve student outcomes and school climate, and begin to stop the school-to-prison pipeline.

To learn more about alternatives, read full highlights of schools and districts at different stages of implementation, and access **bolded and underlined** tools and, training, you can visit www.FixSchoolDiscipline.org. There you will find the latest research, newspaper articles, and best practices, as well as information on upcoming free training webinars that can be accessed by the entire school site and a special site where you can connect with other school leaders working to fix school discipline. You can also request technical assistance from Public Counsel by selecting the “I need help!” button.

It is our hope that you will use this Toolkit to keep your students learning in classrooms, to reduce the number of suspensions and expulsions, and to improve your school’s culture and climate.

Sincerely,



Laura Faer
Education Rights Director



Sarah Omojola
Education Advocate

1 California Department of Education DataQuest, available at <http://dq.cde.ca.gov/dataquest/> (2012)

2 Understanding School Discipline in California: Perception and Practice, EdSource September 2012, citing Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School, The Civil Rights Project, UCLA, August 2012. <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/upcoming-ccrr-research>

3 Creating Positive School Discipline, Dignity in Schools, citing Russell Skiba et al., Are Zero Tolerance Policies Effective in the Schools?, American Psychological Association Zero Tolerance Task Force, 2006.

WHY WE MUST REFORM SCHOOL DISCIPLINE IN CALIFORNIA

The Big Picture:

One of the most important functions of public education is to lay the foundation for future opportunity and educational success for all students. However, California's current harsh discipline policies and practices operate in the opposite way. Instead of correcting students' behavior and making communities and schools safer the quick-push out methods—out-of-school suspension and expulsion—deprive students of the chance to receive the help and education they need, making it far more likely that they will enter the criminal justice system, drop out of school, and place their future options in jeopardy.

How do harsh and zero-tolerance discipline methods work in California schools?

“During the 2009-2010 school year, California schools issued more than 750,000 out-of-school suspensions,¹ and more than 420,000 students were suspended out-of-school at least one time.² That's enough students to fill every seat in all the professional baseball and football stadiums in the state, with no guarantee of

any adult supervision.³ In the same year, only 408,861 students received their high school diplomas.⁴

In California, the most common reason that students are suspended out-of-school is for disrupting or otherwise defying authority, not for school safety reasons --- this is the grounds for approximately 42% of California suspensions.⁵

Do suspensions and expulsions change and improve student behavior?

Two decades of research have made it clear that school removal and zero tolerance strategies are not effective for transforming anti-social behavior into pro-social behavior. In fact, these strategies often have the opposite effect of exacerbating the problem, sending the student to an unsupervised vacation and further alienating him/her from the school environment.⁶

Which students are suspended and expelled in California?

In California, African American students are 3 times as likely to be suspended as their white peers (18% vs 6%). In some districts, the disparities are more

1 California Department of Education DataQuest, available at <http://dq.cde.ca.gov/dataquest/> (2012) [hereafter, CDE DataQuest].

2 CDE Dataquest (2012)

3 Losen, D., Martinez, T., & Gillespie, J. (2012), *Suspended Education in California*, The Center for Civil Rights Remedies at the Civil Rights Project.

4 CDE Dataquest (2012).

5 Unofficial data from CDE (2011).

6 American Academy of Pediatrics Committee on School Health. (2003), *Policy Statement: Out-of-school suspension and expulsion*, 112 (5), 1206-1209.

profound. In the 10 school districts with the highest rates of suspension, nearly 1 of every 4 students is suspended. In these districts, average student suspension rates were: 41% for African Americans; 25% for American Indians; 21% for Whites; 21% for Latinos and 14% for Asian Americans.⁷

Research has found no evidence that African-American over-representation in suspension rates is due to higher rates of misbehavior.⁸ Instead African-American students are far more likely to be punished than white classmates for reasons that require the subjective judgment of school staff, such as disrespect, excessive noise, and loitering.⁹

Children most likely to be suspended or expelled are those most in need of adult supervision and professional help because they have witnessed violence or been subjected to other major home life stressors. Yet, these children are also the most likely to have no supervision at home.¹⁰

How does harsh discipline harm our students?

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.¹¹ A recent comprehensive statewide study from Texas found that students who are suspended or expelled are 5 times more likely to drop out, 6 times more likely to repeat a grade,¹² and also 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.¹³ High school dropouts are over 3 times more likely to be arrested, and 8 times more likely to end up in jail or prison.¹⁴

How does this harm all of us and our communities?

There is little evidence that suspension and expulsion benefit students or their communities. Psychologists have found that disciplinary exclusion policies can increase “student shame, alienation, rejection, and breaking of healthy adult bonds,” thereby exacerbating negative mental health outcomes for young people.¹⁵ The American Academy of Pediatrics (AAP) has found that suspension can increase stress and may predispose students to antisocial behavior and even suicidal ideation.¹⁶ Removing students from school through disciplinary exclusion also increases their risk of becoming a victim of violent crime.¹⁷

When students are pushed to drop out, both crime rates and juvenile incarceration rates increase and everyone loses.

For more reasons why we must fix school discipline, go to www.FixSchoolDiscipline.org.

7 Losen, D.J., Martinez, T., & Gillespie, J. (2012), *Suspended Education in California*, The Center for Civil Rights Remedies at the Civil Rights Project.

8 McCarthy, J.D. & Hoge, D.R. (1987), *The social construction of school punishment: racial disadvantage out of universalistic process*, *Social Forces*, 65, 1101-1120.

9 Skiba, R.J., Michael, R.S., Nardo, A.C., & Peterson, R.L. (2002), *The color of discipline: Sources of racial and gender disproportionality in school punishment*, *The Urban Review*, 34, 317-342.

10 American Academy of Pediatrics Committee on School Health. (2003), *Policy Statement: Out-of-school suspension and expulsion*, 112 (5), 1206-1209.

11 Leone, P.E., Christle, C.A., Nelson, M., Skiba, R., Frey, A., & Jolivette, K. (2003), *School failure, race and disability: Promoting positive outcomes, decreasing vulnerability for involvement with the juvenile delinquency system*, *The National Center on Education, Disability, and Juvenile Justice*; Wald, J. & Losen, D. (2003), *Deconstructing the School-to-Prison Pipeline: New Directions for Youth Development*.

12 Fabelo, T., Thompson, M., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011), *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, Council of State Governments Justice Center.

13 Id.; Skiba, R., Simmons, A., Staudinger, L., Rausch, M., Dow, G., & Feggins, R. (2003), *Consistent removal: Contributions of school discipline to the school-prison pipeline*, presented at the School to Prison Pipeline Conference, Harvard University, Cambridge, MA.

14 Catterall, J.S. (1985), *On the social cost of dropping out*, Center for Education Research; Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006), *The silent epidemic: Perspectives of highschool dropouts*, Civic Enterprises.

15 American Psychological Association Zero Tolerance Task Force (2006), *Are Zero Tolerance Policies Effective in the Schools: An Evidentiary Review and Recommendations*.

16 American Academy of Pediatrics Committee on School Health. (2003), *Policy Statement: Out-of-school suspension and expulsion*, 112 (5), 1206-1209.

17 Id.

THE GOOD NEWS:

THERE ARE EFFECTIVE ALTERNATIVES THAT KEEP SCHOOLS SAFE WHILE HOLDING STUDENTS ACCOUNTABLE FOR THEIR BEHAVIOR

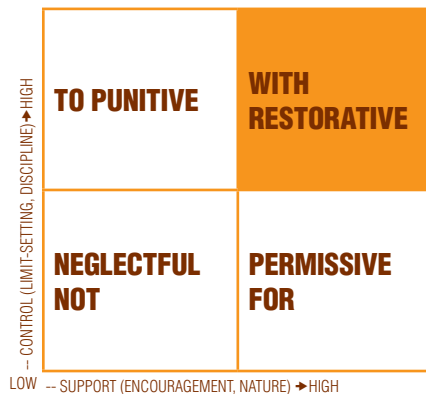
Every young person has the right to a high quality education and to learn in a safe, respectful school environment that protects human dignity. Research shows that punitive, zero-tolerance approaches to discipline do not prevent or reduce misbehavior or even make schools safer. To the contrary, they have significant negative impacts on learning and can make schools less safe and effective.

When a student needs “discipline,” there are now proven alternatives that can support students’ full development and help make schools better places for all students to learn. Here are a few school-wide solutions that are being implemented in California and nationwide:

Restorative Justice or Restorative Practices¹

Restorative Justice is an approach originally used in the justice system that emphasizes:

- (1) repairing harm, (2) bringing together all affected to collaboratively figure out how to repair harm, and (3) giving equal attention to community safety, victims’ needs, and offender accountability and growth.²



Restorative Practices, which build upon Restorative Justice and applies them in the school context, are used to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships through the use of regular “restorative circles” where students and educators work together to set academic goals, develop core values for the classroom community and resolve conflicts.

Proof Restorative Justice works to hold students accountable and keep them in school

- ▶ A UC Berkeley study of a Restorative Justice program at Cole Middle School in Oakland showed an 89% drop in suspensions from 2006-2007.³
- ▶ At Richmond High School in West Contra Costa Unified School District, a January 2011 Restorative School Discipline Program cut the school’s nearly 500 suspensions in half by January 2012.⁴
- ▶ West Philadelphia High School was on the state’s “Persistently Dangerous Schools” list for six years. After one year of implementing Restorative Justice, the climate improved dramatically: suspensions dropped 50%,⁵ violent acts and serious incidents declined 52% in 2007–2008, and another 40% by the end of the Fall semester in 2008-2009.⁶

See pages 27-35 for more information to read about school leaders implementing RJ.

1 Some experts believe that there is a difference between Restorative Justice (RJ) and Restorative Practices (RP); they perceive RJ to be a restorative model for juvenile or criminal justice settings and RP to be a restorative model for school settings. Throughout this toolkit, the authors use the terms Restorative Practices and Restorative Justice, interchangeably, to refer to the model of Restorative Justice used in schools.

2 Information in this section adapted from Restorative Justice for Oakland Youth, “Restorative Practices are Evidence Based,” <http://www.rjoyoakland.org>; Dignity in Schools, <http://www.dignityinschools.org/>; San Francisco Unified Restorative Practices training manual.

3 San Francisco Unified School District’s Restorative Practices training; Thelton E. Henderson Center for Social Justice, University of California Berkeley, School of Law (Boalt Hall) (2010), *School-based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland*.

4 Lumpkins, D. & Marshall, M. (02/28/2012), *Suspensions at Richmond High Plummet*, New America Media available at <http://newamericamedia.org/2012/02/suspensions-at-richmond-high-plummet.php>.

5 Adams, C. (2008), *The Talk It Out Solution: How can you promote safety? Try getting rid of the metal detectors*, Scholastic Administrator; see video: “The Transformation of West Philadelphia High School: A Story of Hope” <http://www.iirp.org/westphilahigh/>

6 Lewis, S., Ed. (2009), *Improving School Climate: Findings from Schools Implementing Restorative Practices*, International Institute for Restorative Practices, available at <http://www.iirp.org/pdf/IIRP-Improving-School-Climate.pdf>.

School-Wide Positive Behavior Interventions and Supports (SWPBIS)

School-Wide Positive Behavior Interventions and Supports is a comprehensive, school-wide research-based system⁷ 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.”⁸

Proof SWPBIS works to hold students accountable and keep them in school

*As of 2010, over 13,300 schools across the country were implementing SWPBIS. Studies have shown reductions in office discipline referrals of up to 50% per year in these schools.*⁹

*In addition, schools implementing SWPBIS report reductions in problem behavior, a more positive school climate, greater safety, and improvements in academic achievement and attendance.*¹⁰

*At Edison Middle School in Los Angeles, where the district’s PBIS policy is being implemented, the school experienced an 89% reduction in suspensions, from 225 in 2005-2006 to 29 in 2009-2010.*¹¹

See page 11 for more information and see pages 13-24 to read about school leaders implementing SWPBIS.

Social Emotional Learning (SEL)

SEL is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage one’s own emotions; develop caring and concern for others; make responsible decisions; establish positive relationships; and handle challenging situations capably.

Five key competencies are taught, practiced, and reinforced through SEL in class and school instruction and programs:

7 Simonsen, B., Sugai, G., & Negron, M. (2008). *School-wide positive behavior supports: Primary systems and practices*, *Teaching Exceptional Children*, 40(6). 32-40.

8 Sprague, J., & Horner, R. (2007). *School Wide Positive Behavioral Support* in S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice*.

9 *Id.*

10 *Id.*

11 Excerpted from *Redefining Dignity in Our Schools: A Shadow Report on School-Wide Positive Behavior Support Implementation in South Los Angeles, 2007-2010*, pp. 43-47; California Department of Education. (2012). *DataQuest*.

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

Proof SEL works to hold students accountable and keep them in school

*In Los Angeles USD, in 2007-2008, 58% of the model SEL schools showed 43% fewer discipline referrals, a 45% reduction in physically aggressive behavior, a 64% reduction in disruptive behavior, and at least 30 points of growth in academic performance.*¹²

*Secondary benefits of SEL include improved graduation rates and reduced violence.*¹³

Since implementing SEL, a school in Chicago has seen great improvement in student achievement. Before SEL programming, during the 2004-2005 school year, 38% of the students met or exceeded state standards. By 2007-2008, 75% of the students met or exceeded state standards.

See pages 40 for more information and see pages 42-45 to read about school leaders implementing SEL.

Other Promising Alternatives

Creating a Trauma Sensitive School, has been shown to improve school climate and student well-being, while reducing out-of-school discipline.

See pages 46-48 for more information and to read about school leaders creating a trauma-sensitive school.

12 Collaborative for Academic, Social and Emotional Learning, *Program Implementation: A Key to Success*, available at <http://case1.org/research/publications/?t=case-studies>.

13 Zins, J.E. & Elias, M. (2008), *Social Emotional Learning*, Children’s Needs III.

ALTERNATIVES INCREASE SCHOOL FUNDING

There is another practical reason to adopt a research-based alternative. These alternatives increase school funding because they result in higher student attendance and lower suspension rates. Schools implementing alternative strategies, such as SWPBIS, have shown that minimal upfront costs for implementation result in great benefits, including cost savings and funding increases as attendance and achievement rates improve and out-of-school suspensions decrease.

1. Pioneer High School in Woodland, highlighted on page 13

School staff and parents have been implementing SWPBIS for three years and in one year implementation resulted in increased funding of \$97,200.¹

Average Daily Attendance (ADA) is up:

- 30 more students attending daily, based on 95.46% for 2011-12 school year, up from 93.52% the previous year
- ADA funds received = \$97,200/year (\$18/student/day)

Suspensions are down:

- 65% reduction in suspensions: 2.2 days of suspension assigned per day of school in 2011-2012 school year to date, down from 6.3 days in the prior year
- This constitutes \$13,284 of the \$97,200 ADA cost savings

Academic Performance is up:

720 API score in 2010-11, a gain of 48 points from the prior year

Start-up costs were minimal and finite

To obtain these results, Pioneer High used \$30,000 in 2009-10 and \$40,000 in 2010-11. Because Pioneer High has now built capacity among its existing staff, it anticipates no additional expenditures moving forward.

Garfield High School, highlighted on page 16

School staff and parents have been implementing SWPBIS since the 2009-10 school year and, in one year, implementation resulted in increased funding of \$363,216.²

Average Daily Attendance (ADA) is up:

- 69 more students attending daily, based on 94.68% ADA for 2010-11 school year, up from 92.32% prior to implementation
- ADA funding increase = \$363,216/year

Suspensions are down:

- Suspensions virtually eliminated: Only one suspension in 2010-2011 school year, down from 683 suspensions in the year prior to implementation
- This reduction constitutes \$14,769 of the \$363,216 ADA funding increase

School costs were negligible to non-existent

A team of administrators and teachers attended district training on implementing SWPBIS under Los Angeles Unified School District's discipline policy. Using existing staff, the team trained the rest of the staff and implemented SWPBIS with no additional funding.

¹ Excerpted from Pioneer High School "Fact Sheet" on School-Wide Positive Behavior Interventions & Support Implementation. Based on \$18/day lost.

² Id. Estimated cost savings are based on \$30.08/day lost for each suspension averted, by comparing actual number of suspensions in 2010-11 with expected number of suspensions if suspension rate remained the same as in 2008-09.

CALIFORNIA AND FEDERAL LAWS REQUIRE THE USE OF ALTERNATIVES TO OUT-OF-SCHOOL DISCIPLINE

Not only do alternatives to out-of-school suspension work better, increase school success, funding and student outcomes, they are required by federal and state law!

In California, education is a fundamental right “at the core of our free and representative form of government”³ and “necessary for full participation in the ‘uninhibited, robust, and wide-open’ debate that is central to our democracy.”⁴

The excessively punitive disciplinary policies and practices that give rise to school push out and the “school-to-prison” pipeline are unlawful because they effectively force students out of school, denying them this fundamental right. There is no legitimate interest in employing such a system, where research shows that such policies serve no educational goals: they are ineffective at reducing misbehavior, do not make schools safer and result in lower academic achievement levels for impacted students.⁵ As such, when a school district permits or supports the use of exclusionary discipline measures with frequency and for all but the most egregious misbehavior, students can be deprived of their fundamental right to an education under the California Constitution.⁶

The Equal Protection Clause of the Fourteenth Amendment⁷ and Title VI of the Civil Rights Act of 1964⁸ prohibit discrimination on the basis of race, color, or national origin. The California

Education Code and other state statutes prohibit discrimination in state-financed programs and also provide that “schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and responsibility to provide equal educational opportunity.”⁹ That there are gross disparities in the manner in which suspension and expulsion laws are being applied to students of color and students with disabilities is evidenced in the data showing disproportionate suspension rates across students similarly situated from different racial and ethnic groups and with or without disabilities. All schools and the state have an obligation to address these disparities.

Moreover, the California Education Code requires that for most offenses, including where a student is threatening to disrupt instruction, suspension shall ONLY be used when other means of correction have been utilized and have failed.¹⁰ In order to ensure equal and consistent application of discipline, schools must have a clear and consistently applied system for providing interventions prior to out-of-school removals and to ensure that students are not receiving different punishments for the same conduct.

The whole-school strategies and systems laid out in this Toolkit are designed to help schools meet the requirements in California law and, several of them, including positive behavior supports (also known as positive behavior interventions and supports) and restorative justice, are explicitly outlined in law as other means of correction that can and should

3 *Serrano v. Priest*, 18 Cal. 3d 728, 767-68 (1976) (*Serrano II*)

4 *Hartzell v. Connell*, 35 Cal. 3d 899,908 (1984).

5 See, e.g., Skiba R., et al., *Are Zero Tolerance Policies Effective in the Schools? A Report by the American Psychological Association Task Force* (2006); Skiba, R. & Rausch M., *Zero Tolerance, Suspension and Expulsion: Questions of Equity and Effectiveness*, in C.M. Everston & C.S. Weinstein (Eds.) *Handbook of Classroom Management: Research, Practices, and Contemporary Issues* (2005); Skiba, R., *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice* (2000).

6 *Serrano II*, 18 Cal. 3d at 760-768.

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

8 Title VI of the Civil Rights Act of 1964 provides, in relevant part, that “[n]o person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation n, 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).

9 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.

10 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.”

be used across the State.¹ In addition, federal law, the Individuals with Disabilities in Education Act, requires consideration of the use of positive behavior interventions and support when data shows disparities related to long-term suspensions and expulsion for students with disabilities, and it provides that federal funding can be used to support SWPBIS implementation for all students.²

The California Legislature has made it 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.”³ In addition, the Legislature has declared that

(a) 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. Moreover, such highly punitive,

1 Cal. Ed. Code § 48900.5: “(b) Other means of correction include, but are not limited to, the following: (1) A conference between school personnel, the pupil’s parent or guardian, and the pupil. (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling. (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents. (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program. (7) A positive behavior support approach with tiered interventions that occur during the school-day on campus.

(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (9) Any of the alternatives described in Section 48900.6.”

2 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.]”

3 Assembly Bill 1729 (Ammiano), effective date 1/1/13.

exclusionary practices are associated with lower academic achievement, lower graduation rates, and a worse overall school climate.

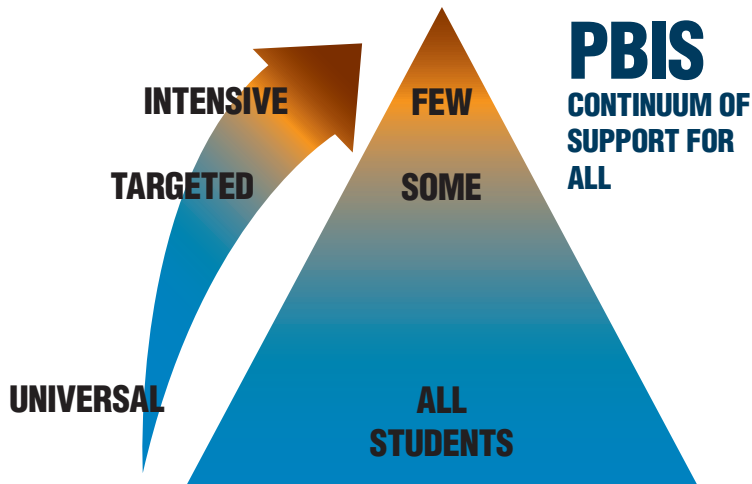
(b) Failing to teach and develop social and behavior skills in pupils leads to the depletion of funding through decreased average daily attendance, increased rates of teacher turnover, and increased pupil dropout rates.

(c) 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.

In conclusion, schools and school districts must look closely at their current discipline practices, disproportionate impacts of various student groups, and ensure that they have a uniform, consistent, and clear alternative system that focuses on ways to address unwanted student behaviors and supports positive behavior other than through out-of-school removals.

When you are deciding which alternative strategy/ies you would like to see implemented in your district, it is important to understand the strategies, how they work in practice, and how your school or school district can begin to implement them. The following pages are designed to give you a more in-depth understanding of each strategy and help you share this knowledge with your school district.

School-Wide Positive Behavioral Intervention and Support (SWPBIS)



What is SWPBIS?

SWPBIS is a comprehensive and preventative approach to discipline. The main goal of SWPBIS is to decrease unwanted student behavior in schools and classrooms and to develop integrated networks that support students and adults at the school, classroom, family, and individual student levels. Under SWPBIS, serious behavior problems and overall school climate improve because faculty and staff actively teach positive behavior, through modeling expected behavior and rewarding positive behaviors, such as academic achievement, following adult requests, and engaging in safe behavior.

The overarching and continuous goal of SWPBIS is to establish a positive school and classroom climate, in which expectations for students are predictable, directly taught, consistently acknowledged and actively monitored.¹

What are some of the key features of successful SWPBIS policy?

1. Focus on specific behavioral expectations and rewarding youth for desired behavior

¹ Adapted from Osher, D., Bear, G.G., Sprague, J.R., Doyle, W. (2010), *How can we improve School Discipline*; Technical Assistance Center on Positive Behavioral Interventions and Supports (2012), *What is Positive Behavioral Interventions and Supports*, www.PBIS.org.

2. Prevention

- Defining and teaching a common set of positive behavioral expectations throughout the school,
- Acknowledging and rewarding expected behavior, and
- Establishing and using consistent consequences for problem behavior.

3. Multi-tiered Support

- Primary or Universal Intervention: school-wide support and positive behavior instruction for all students
- Secondary or Targeted Interventions: support catered to students who are at risk, and
- Tertiary or Intensive Intervention: intensive support focused on students who are the most chronically and intensely at risk of anti-social behavior

4. Data-based Decision Making

- Collecting and recording when, where, why, and to whom suspensions are given in order to make smart decisions about resources and assistance

What does SWPBIS look like in a school?

SWPBIS emphasizes uniform and continuous instruction for all students concerning desired and expected social behaviors.

All classrooms in SWPBIS schools have the same set of common classroom-level rules and positive reinforcement systems that are consistent with the school-wide plan

Behavioral problems that are handled in the classroom versus those that are handled by administrators with higher level interventions are clearly defined

Data on patterns of problem behavior are regularly summarized, presented, and discussed at faculty meetings and new strategies utilized

Why is SWPBIS a proven better approach than quick removals?

In general, schools that adopt a proactive approach to improving school climate through the creation of positive behavior incentives, classroom management and conflict resolution training for teachers and staff, and encouragement of greater parental involvement demonstrate low rates of suspension and reductions in office discipline referrals of up to 50% per year.¹

A 2008 study of 28 K-12 schools and early childhood programs found that implementation of SWPBIS resulted in a significant reduction of office discipline referrals and suspensions, with middle and high schools experiencing the most benefit. These reductions helped recover 864 days of teaching, 1,701 days of learning, and 571 days of leadership. Implementation was associated with academic gains in math for the vast majority of schools who implemented with fidelity.² Secondary benefits of SWPBIS include improved academic achievement, reduced dropout rates, higher teacher retention and a more positive school culture.³

Are there other districts and schools in California effectively implementing SWPBIS?

Yes!

Pioneer High School in Woodland Joint Unified School District, where implementation of the system of SWPBIS has resulted in a 62% reduction in suspensions and significant increases in school attendance and achievement. See the next page for more information on how Pioneer High School did it!

Similarly at Garfield High School, SWPBIS resulted in a reduction from 510 suspensions during the 2007-08 school year to 1 suspension during the 2010-11 school year. Additionally, the school experienced significant improvement in API points: 597 points in 2007-08 to

1 Raffaele Mendez, L.M., Knoff, H.M., & Ferron, J.M. (2002). *School demographic variables and out-of-school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district*, *Psychology in the Schools*, 39 (3), 259-277

2 Losen, D. J. (2011), *Discipline Policies, Successful Schools, and Racial Justice*, The Civil Rights Project at UCLA and National Education Policy Center, citing Muscott, H.S. et al. (2008), *Positive behavioral interventions and supports in New Hampshire: effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement*, *Journal of Positive Behavior Interventions*, 10, 190-205.

3 *Id.*

707 in 2010-11. See page 16 for more information on how Garfield High staff made it happen!

McAuliffe School at Camp Challenger, a juvenile camp facility in Lancaster, California began implementing SWPBIS during the 2011-2012 school year and it has already seen reductions in suspensions and classroom removals. See page 23 for more information on how McAuliffe School staff are implementing SWPBIS!

To help you get started, we have uploaded a number of the training materials, policies and procedures, handbooks, and tools used by these and other school districts and schools to [FixSchoolDiscipline.org](http://www.FixSchoolDiscipline.org). Take a look!

Where can I go for additional information, resources and research?

Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports – www.PBIS.org

Safe and Civil Schools—
<http://www.safeandcivilschools.com/>

Highlight: Pioneer High School

Principal Kerry Callahan

School snapshot: Pioneer High School (PHS), located in Woodland, CA in the Woodland Joint Unified School District, serves 1,585 students. 60% of students of the schools students are Latino, 26% are white, and 10% are Asian students. African American, American Indian, and multiracial students each account for 1% or less of the school population. Before the implementation of SWPBIS and youth development strategies, PHS suffered from tensions between student members of rival gangs and high levels of suspension. Since the implementation of these alternative discipline practices, there have been no gang-related fights at the school and suspensions have gone down significantly.



Why did you decide to implement a School-wide Positive Behavior Intervention and Support (SWPBIS) system for your school?

During my second year as Principal, the Woodland Joint Unified School

District (WJUSD) Director of Student Services, Debbie Morris, was engaged in PBIS, through Placer County Office of Education (PCOE) and the Building Effective Communities Together (BEST) curriculum, which is based on the School Wide Positive Behavioral Interventions and Supports model developed at the University of Oregon and the National Center on PBIS (www.pbis.org). We were introduced to BEST at a curriculum instruction meeting which all principals attend. Schools were given the choice whether to be part of phase one, and we jumped right on.

What was the climate of the school like before you implemented the PBIS system?

There were a lot of gang issues at the school. The first year I was here, there was a huge riot. We had a big issue with bystanders. There were only ten kids actually in the fight but we were unable to break it up because of all the kids around who were excited to watch. That's a school climate issue. So we had to deal with it.

Our suspensions were mostly to Latino boys, some of

the boys were in special education and some of those in special education were emotionally disturbed. About six students per day were being suspended, primarily for drugs, fights and "willful defiance." Parent involvement was pretty non-existent. There were 60 members of the Parent Teacher Association (PTA), but only about three would come to meetings.

Additionally, there were tensions between students and teachers. For instance, we have a rule that no cell phones are allowed on campus and one student had his cell phone out in class but told the teacher it was an emergency. The teacher let him use his cell phone, only to find out that the kid called his mother to bring his tennis shoes for gym. Of course, the teacher referred him to the office.

When did you put in place alternative discipline practices and can you describe some of them?

In 2010-2011, we made several significant changes. We did a training to get every teacher in the school on the same page and then implemented SWPBIS with the 9th grade team. We taught the 9th graders the three rules --- be safe, be respectful and be responsible. Teachers actively pushed strategies, such as creating classroom or hallway rules that fit our big three rules and sending home positive notes. We also actively reinforced good ninth grade behavior with Patriot Pats, play money that can be redeemed for prizes, which are given to a student who is exhibiting positive behavior. By the time Year 1 of PBIS was over, we saw much more parent involvement because we had had hundreds of parent conferences. We utilized our three tiered [intervention protocol](#).

In 2011-12, after learning all the lessons we learned in Year 1, we made adjustments and rolled out SWPBIS systemically to all grades.

What kind of training did you receive for BEST, who went and how did it help change what you were already doing?

Four ninth grade team leaders, an English Language teacher, my secretary, one of the vice principals, our lead security officer and I received training from the Placer County Office of Education (PCOE). We attended five sessions over five weeks. This training cost about \$500 to \$1000 per person. We paid for it with a Safe Schools Healthy Communities federal grant. Additionally, PCOE provided a few small follow-up trainings and coaching.

The team that went to the BEST training at PCOE became our leadership team on PBIS implementation. We came together on a regular basis to talk about how to implement strategies and collect data; we put together PowerPoint presentations for the teachers and staff that didn't attend the BEST training at PCOE; and worked with everyone to develop a three tiered intervention protocol and they disseminated it to the rest of staff and students. The intervention protocol gives the teacher numerous steps of interventions before referring a student to the office. We had teachers and support staff make detailed rules about what being Safe, Respectful and Responsible look like in the classroom, in the cafeteria, and in all of the key areas of the school.

When you first implemented PBIS at Pioneer, were there setbacks or a bumpy phase where things were not going the way you had expected?

The biggest obstacle was changing staff mentality, and there were a lot of old-school teachers who feel

it is their job to teach and the students' job to learn: "If they don't show up and they don't want to learn, then they need to get out of my class." Some believe that some kids should not be here and why are we even trying to keep them in school? There are some people who think building culture is fluffy. Some teachers didn't feel supported like "Why are you taking the kids' side over mine?"

I had to have difficult conversations with these teachers about my expectations. I believe that you can't change a person's belief system but you can change their behavior. If they see and hear

about positive outcomes, then they'll change their behavior accordingly. There was a science teacher who was the number one in office referrals, after the training and experiencing positive results, he never sends students to the office.

How was the climate of the school after you got past the bumpy phase and what other changes have you experienced?

Oh my gosh, calmer! Kids are running to class, opening doors for people to go inside. There is a lot more school spirit. We experience far fewer negative behaviors on campus even though there are a lot more students on campus. Suspensions went down from 6 per day to about 1-2 per day in 2011-2012.

However, we are still seeing disproportionality in suspensions of Latino boys. We are doing research on methods for combating this and to learn about the cultural disconnect that our mostly white staff is having with Latino boys.

There is now a lot more parent and community involvement. The PTA now has 700 paying members and about 30 regularly attend meetings. This is a vast improvement that didn't come until after we engaged the kids more.

We used to have a problem with trash being thrown

Some administrators say, "I can't afford to do it," but they can afford it because they can read what is out there and then implement it without much money.

everywhere and that just went away without us even targeting it. I think it's because of school pride, meaning when students feel more connected to their school and the adults on campus, they feel more comfortable and safe then they want to make sure it's a good place to be so they don't throw trash everywhere.

How much does it cost per school year to implement these alternatives? How are you paying for them?

SWPBIS doesn't really cost anything, maybe \$2000 on SWPBIS materials, like the Patriot Pats we give to kids for good behavior and our school-wide rule posters. It doesn't cost money to change. It takes time. It's simple. If you spend time at the beginning to do it right and teach students the expectations, you save so much time and energy and you gain positive feelings when things are going smoothly. Additionally, teachers have time to teach because they aren't dealing with behavior issues all the time. It's ultimately the idea that if you don't remediate the problem that existed then it will just continue. These practices remediate and change the behavior.

We have seen the financial benefits of our investments. Because of our increase in attendance, there is a daily payout increase to the district. It costs more money to do the wrong thing because you lose money when kids don't want to come to school.

Do you have any advice for principals in your position who want to start implementing practices like these ones?

Read about brain research and the way adolescents' brains are wired that impacts how they behave. We have to guide them and help them rewire their brains. I recommend *Rewired: Understanding the iGeneration and the Way They Learn*, by Larry D. Rosen.

Crunching the Numbers: Does it Work?

School Year	API
2009-2010	672
2010-2011	718
2011-2012	742

Since the implementation of SWPBIS and BEST, PHS has experienced a reduction in suspensions and an increase in academic performance index (API) points, which in 2011-2012 meant an increase in ADA funding of \$97,200.

Feel free to call me:

Kerry Callahan, Principal
 Pioneer High School
 Phone: 530.723.8292
 Email: Kerry.callahan.wjusd.org

Additional resources:

Youth Development Network - www.ydnetwork.org,

Challenge Day - www.challengeday.org

Woodland Joint Unified School District, Building Effective Communities Together - www.wjusd.org/BEST

To read Kerry Callahan's full interview, and access all of the tools discussed, visit www.FixSchoolDiscipline.org

Highlight: Garfield High School

Principal Jose Huerta, Assistant Principal Rose Anne Ruiz, Dean of Students Aurora Mellado, Gelber Orellano, PSW, and former Assistant Principal Ramiro Rubalcaba



When and why did you start implementing a School-Wide Positive Behavior Interventions and Supports model at your school?

Former Assistant Principal Ramiro Rubalcaba (Rubalcaba): In 2007, LAUSD passed a policy requiring SWPBIS as the alternatives to suspension and expulsion framework. At Garfield, we were a multi-track school, and we issued over 600 suspensions per year. So, we were mandated to go to training. We were hesitant at first but once we got there and took the training, we saw that there was really something to this method. Additionally, I took a road trip around LAUSD and visited other schools implementing SWPBIS. I personally had an “aha” moment in 2008 when I went to a training with the Sheriff’s department that was focused on school violence. He showed a picture of kid who had murdered his parents and participated in a school shooting. Under the picture was a quote from this boy that said, “I’d rather be wanted for murder than be wanted for nothing at all.”

How did you implement the new practices that you had learned at Garfield?

Rubalcaba: During the Spring of the 2008 – 2009 school year, Principal Jose Huerta, who selected me to be assistant principal and work with discipline, and I came back to Garfield from other assignments. We

just ran with it. We put a moratorium on suspensions for the rest of that school year and explained to staff that we were no longer going to suspend students. Instead, we fully implemented SWPBIS. In 2009-2010, we implemented a computer based referral system. We became a data-centered school. Teachers had been referring students for insignificant things, and we couldn’t track all the data: who sent which student for what? Many times, students would just tear up the referral. We trained the teachers during the summer of 2009 on the online referral system and gave them a clear understanding of what we would be doing with the referrals and that we would be assisting the students or staff who needed the most help. We put a [progressive discipline policy](#) in writing. In this policy, we made it clear that safety and discipline were everyone’s responsibility. Before a teacher could send a student to the office, there were a list of interventions that needed to be completed. That year, there were 150 suspensions for the entire 2009-2010 school year.

Additionally, we got students involved in governance. We had them make motivational posters about the school rules and present them at assemblies.

Assistant Principal Rose Anne Ruiz (Ruiz): We incorporated the three SWPBIS rules – Be Safe, Responsible and Respectful - into our three Expected Schoolwide Learning Results (ESLRs) that we had always used: Persons of Character, Communicators, and Critical Thinkers.

How has the climate of your school changed since implementation?

Principal Jose Huerta (Huerta): Ten years ago, this used to be a school where students would get jumped into gangs in the restroom. We had a severe gang problem, which was apparent from all of the tagging (graffiti) on campus. There were also drug problems on campus. It was a chaotic environment, inside and out. We’ve come a very long way and

have really shifted the culture. Our main focus now at Garfield High School is student academic achievement. Our teachers and staff believe that our students can achieve academically. We raised our API scores 115 points in the last three years. Our students believe in themselves and feel confident that they can compete academically with any high school in our district. Additionally, when I hire teachers and administrators, it is critical that they can connect with the students; we are staffed with great people who care about and respect our students.

Because of all of the work we have done since 2009 engaging the parents and the community around us, we don't have the safety issues that we used to have outside of the school. For instance, we don't have a gang problem anymore; the students don't even dress the part because we have made it clear to them that Garfield HS is an institution for learning and not for mischief. It is about making everyone accountable for their actions. Many parents in the community support me on this and help me monitor student behavior and dress code.

Ruiz: In 2010-2011, there was one suspension that was mandatory because a student brought a knife to school. In 2011-2012, we had one mandatory suspension that resulted from a student with a disability grabbing a female student inappropriately. So far, during this school year (2012-2013), we have had no violent incidents and have issued zero suspensions.

Rubalcaba: A lot of the parent involvement started because we got creative about engaging the parents. Once we purchased polo shirts for them, more and more parents volunteered to supervise. Those shirts were about \$500 total but we gained thousands of dollars in free supervision. Presence prevents problems. When we reached out to parents and let them know what we were doing, they would walk around the school and talk to kids and report things to us.

Huerta: The parent volunteers calculated the cost of free supervision. They provide about 7000 volunteer hours, which is worth at least \$56,000. We want to keep our whole community healthy, I want as many parents here as possible. I have coffee with the parents and we brainstorm on how we can improve our school's climate. They understand that we value their input and they continue to be our eyes and ears.

There are a lot of students on this campus, what happens when two of them have a physical altercation? Or what happens if they bring drugs to school?

Huerta: Once in a while, there is a verbal/physical altercation between two teenagers, but instead of suspending them; our number one goal is keeping both students on campus where they can receive the support they need to get them through their problems. Additionally, in the rare case that a student is caught with some drugs on campus, we immediately contact parents and refer them to a drug counselor in our community. 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.

Dean of Students Aurora Mellado (Mellado):

Let me give you a more specific example about the interventions that we provide that help resolve problems and address the issues instead of just suspending students. I am trained in conflict resolution, so if two students get into a fight, I separate them. I take testimony on both sides and investigate the situation. Usually, the students come clean about what the fight is about and usually, it's about Facebook or a girlfriend/boyfriend situation. Then we come together, and I have the students talk about what they told me. Usually, they both decide that their fight was silly and inconsequential.

Unlike in the traditional model where the Dean just suspends when a referral for discipline comes to them, I look at attendance, grades, and everything because a student doesn't just start acting up out of the blue; there are triggers and signs. Additionally, 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.

Ruiz: We also take a lot of preventative measures that are part of the proactive steps that PBIS lays out, so

that rules and policies are consistently and clearly communicated to the entire school community. We have assemblies with our small learning communities (SLCs) where we review rules, dress code and policies. Our school police officer presents the laws about sexual harassment, weapons, and drugs. We also have a lot of trainings that one of the administrative team does with parents.

We also offer a lot of services to deal with student issues that arise and come onto campus, including drugs. We don't kick students out or send them to another school when we see that they are struggling with a drug problem; we try to help them.

Social Worker Gelber Orellano: Let me give you another example. Currently, we are dealing with a little bit of a bullying problem at the school. Instead of suspending, we have sessions with the bullies and the bullied to teach what bullying is, what it looks like and why it is unacceptable.

Part of keeping suspensions at zero is making sure you document everything that is happening with the students and that you are completely consistent. For instance, all adults in the school can make a referral to our Coordination of Services Team (COST) for a student having a problem, behavioral or otherwise. The [COST referral form](#) is extensive and ensures that a student gets all of the interventions and services s/he needs. After the referral, we always follow-up and make sure to keep open lines of communication about everything that is happening with the students. The COST team has a meeting every Thursday to follow-up on all cases that have been referred.

Huerta: Suspensions and expulsions don't deter bad behavior, what we're doing does because students don't want to deal with all the adults who will become involved in their lives when they step out of line. A student who misbehaves is going to have to meet with Ms. Mellado, Mr. Orellano, his or her parent, maybe visit a counselor, and maybe talk to me. They don't want to do that.

Rubalcaba: There was a student who was behind in his work. He then acted out in class and was rude to a teacher. We took away his lunchtime privileges so he had to eat in the Dean's office and catch-up on his school work. After one day of this, he asked to be suspended. Clearly suspension, which is really

a break from school or dealing with the issues, is preferable to losing socialization time, so why would we give that to them to punish them?

Ruiz: It's a lot of work but the results – improved climate, better student achievement, increased community involvement – are why we are always having meetings and collaborating.

Feel free to visit or call us:

Garfield High School

5101 E. Sixth St

Los Angeles, CA 90022

O: 323.981.5500

To read the Garfield team's full interview and access all of the tools discussed, visit

www.FixSchoolDiscipline.org.

HIGHLIGHT: VALLEJO CITY UNIFIED SCHOOL DISTRICT

Superintendent Ramona Bishop and Dr. La Tonya Derbigny, Director of School and Student Accountability

District snapshot: Vallejo City Unified School District is located north of the San Francisco Bay Area. It is a district with 13,500 students attending 22 schools. In 2009-2010, as a district that suspended 21% of its students, Vallejo City was one of the top 10 suspending districts in the entire state. Of the suspended students, 37% were African American, 30% were American Indian, 16% each were Latino and White and 7% were Asian and Pacific Islander.

Why did you decide to implement an alternative discipline system focusing on Positive Behavior Interventions and Support in Vallejo City Unified?

Superintendent Ramona Bishop: The short answer: The way we were managing our schools and classrooms in Vallejo was to kick children out. When I brought Dr. Derbigny on staff, her job was to look at all of our data district-wide and figure out what we needed to increase academic success at all of our schools. Not only did we see high rates of suspensions and expulsions, but extraordinary disproportionality in the way those out-of-school discipline methods were being implemented. Also, when we disaggregated the academic achievement scores, the achievement gap was clear and it mirrored our practices related to out-of-school discipline. Because our District is 30% African-American and 30% Latino, and these were the students with the lowest achievement levels and highest suspension levels, we knew we had to do something fast.

When I visited schools, there was no evidence of PBIS. When you go to a PBIS school, the evidence is everywhere and the school looks different - there is structure and coordination and students are learning.

Dr. La Tonya Derbigny: We came to the realization that change was needed during the summer of 2011.

In the first presentation that we gave to principals, teachers, and other district staff the data painted a clear picture that the drop out and discipline data rates were correlating with the unemployment rates in the City. It was all interlinked. The data showed that what was happening at the school level related to what was happening at the city level. We all had to face the fact that we are self-inflicting the outcomes that we see in our City. With a 50% drop out rate and a similarly high unemployment rate, it was an “aha” moment for principals, teachers, staff, our board, and community.

Next, we worked closely with our School Board to turn a regularly scheduled School Board Meeting into a “Community Listening Session”, where we invited everyone in the community to come to spend several hours reviewing the data with us and creating a joint vision and goals for the future of the District. After sharing the academic and behavioral progress of our students in grades 3, 6, 9, and 12 with the Board, community members, teachers, parents, and students who were present, we had 2 hours for working group sessions. No one in the room had previously seen this type of data disaggregated by group and race. The community was brought in to help us create the solutions. We reached out to all of the people who had been frustrated and angry with the District for the lack of progress and had been vocal in the papers. [Out of that intensive listening session came our mission, vision, values, and goals.](#) The

Board then approved this document, which not only included reducing suspensions and expulsions but ensuring, for example, that every third grade student is proficient and every student graduates having met the A-G requirements.

How did you know that SWPBIS would work for Vallejo City to help reach the goals that had been established?

Sup. Bishop: I had put SWPBIS in place, as a principal, in Sacramento and saw that it worked for all students. An Associate Superintendent colleague told me about a training on PBIS. We were supposed to bring a team with us – a strong special education teacher, one of our classified staff members, several teacher leaders, and an outspoken and involved parent. Dr. Jeff Sprague from the University of Oregon led the training. We spent one day with him and another day planning. Our team that went to the training got it right away and understood how it could change the environment at the school. When we got back to school, that team, shared what they had learned with the entire staff and got their buy-in and engagement. After implementation, we reduced our office referrals and suspensions significantly. We also went from a similar schools ranking of 4 to an 8.

Often school leaders are concerned that they won't get buy-in from teachers and others and that SWPBIS will just be seen as another thing they have to do. What are your thoughts?

Sup Bishop: This is why it is critical to bring an inclusive leadership team. At the training, they are very clear that the Principal needs to be a leader for this to work, but that it is the leadership team itself that goes back and takes the initiative to present what they learned to the rest of the staff and lead the efforts around implementation. Our team got input from the staff about where the problem areas in the school were and we created a matrix and shifted resources to address safety issues in the bathroom and on the playground, for example. The leadership team broke the work into pieces and everyone had input and so there was buy in. Once the leadership team presented the data and research on where we were academically and with suspensions and office discipline referrals, it was clear that something had to

be done to change the way the school was working. The staff was willing to create a new system to address the issues in a structured and systemic way.

After we created the matrixes which are centered around three rules, “Be Safe, Be Respectful, and Be Responsible” to address all of the difficult areas in the school, we put in the place the positive behavior rewards system with tickets for the students and “Fun Fridays” where students are rewarded publicly for their positive behavior. Teachers and students could see the benefits. We also saw that SWPBIS resulted in additional parents engaging in the school and more parent leaders joining us. One of the parents who was on the team when I was Principal is still there helping run that school.

You have 22 schools in your District, so how do you roll out SWPBIS so that every school understands how to implement and is implementing?

Sup. Bishop: First, I called Dr. Jeff Sprague, and I said we need you to come out to partner with us and train our schools. Then, we allocated a portion of our Title I professional development dollars to send a “Design team” from every school in the District to three separate days of training over the first school year. Because we are a Program Improvement District and Title I is about closing the achievement gap, the funding was the perfect match. After each day of training, each team had assignments and homework that they would bring back to the next training day. Of course, some of the teams really took on implementation with gusto and completed the homework and others did not implement as well.

There will always be school leaders, teachers and others who are skeptical about this kind of change and resist a different model.

What tips do you have for other administrators trying to implement a different way of addressing discipline problems?

Sup Bishop: Well, I think the brilliance of the SWPBIS team model is that it develops accountability on all sides and it includes a representative from all of the key parties in the process of developing what implementation looks like at each school

site. For example, at one of our training sessions, a parent from a school team stood up and said, “Now, I have been here this whole time and I want you to know that I am going to hold all of you and all of us accountable for implementing what we have learned and getting the results that we all are hoping for.” When the “Design” teams were created, we did not dictate who the site leaders should bring for training, but we did say bring your teacher leaders and your parents who are outspoken and want to participate fully and a classified staff member. Many of our classified staff members live in our communities and know all of the parents and students so they are a real critical piece of the reform efforts.

What have been some of the challenges during the first year of implementation?

Sup. Bishop: Well, there had been 6 different Superintendents in a 10 year period, so I think a lot of people, including a lot of teachers, did not think that I would stay. They had seen other reform efforts come and go, so when we rolled out the training, implementation did not appear to be a priority. Some people were not happy that we were trying to make such changes and they fought us. Even so, in that first year, we reduced our overall suspension rate by 35%. As part of the cultural shift in the District, we had to make it clear that we were serious about implementation and accountability around implementation and that this was a structure and system that we wanted to see in every school.

What are some of the systems that you are putting in place this year to help increase implementation?

Sup. Bishop: Well, we are offering 9 more trainings for the entire district from Dr. Sprague this year. For nine trainings, we are spending a total of \$27,000. This money comes from our Title I district level funding. It is a very small amount of money to pay for trainings that will transform our school climate and culture.

We are also adding another level of accountability. Our evaluation team has aligned our evaluation tools for our school administrators with our strategic actions. Of course, implementation of SWPBIS is just one of the mechanisms by which our administrators will be evaluated. In our [“Evaluation Expectations”](#)

guide, we have set forth the strategic actions, step-by-step, that school site administrators should take each month of the school year to implement PBIS. We will be checking on implementation through site visits, data review and other accountability mechanisms. We have also invited our community partners and parents to join us on those site visits and be a part of this process, so that they are fully engaged in and understand what the District is doing to reach its goals.

What about outcomes? How are you defining success?

Sup. Bishop: Well, we have a strong data system in place, AERIES. We are currently in the process of creating a dashboard that will have all of our indicators, including those around attendance, achievement, school climate, and discipline. Our Design teams at the individual schools are responsible for monitoring and meeting monthly to look at all of the data being collected and the bigger picture and see what is happening and to make ongoing and continuous improvements.

Dr. Derbigny: We will also be monitoring the number of Restorative Justice circles and Student Study Team meetings being conducted at our school sites. The Student Study Team process is one of our key interventions for students who are struggling. We are also rolling out Restorative Justice, which will be critical to establishing school climates that address the root cause of behaviors within the school setting instead of just suspending students when they misbehave. Restorative Justice is really about student accountability and working with our students and staff to transform negative cycles of behavior and adult responses into positive relationships, so it is a key tool for our young people who are really struggling with persistent behavior issues.

What about disproportionality in the suspensions being given to students of color? How do you address that head on?

Sup. Bishop: This is the place that the work must be done to change the outcomes. I believe that our achievement gaps are expectation gaps. So, if we hold all of our students to the same high expectations that we have for our own children and for children in more affluent communities, we will eliminate those

gaps. The ways we treat one another, whether we call that unconscious bias or something else, if we can focus on the outcomes in class and in school and say, “We want and every child will go to college like my child did,” we can eradicate these gaps. We have not done explicit training around bias because the data is in our face. We can see the gaps.

Over time, how do you make certain that these changes become a permanent part of the school’s culture and practices even if leadership and staff change?

Sup. Bishop: Our community members and parents have been invited in to, not only participate in the Restorative Justice and PBIS trainings, but to walk through the schools. We need a “Superintendent-proof” system, so that the systems and structures that create change will remain. We are seeing that many of our parents know the systems so well, that they are talking to other parents and saying, “Did you ask for the SST? Do you know about PBIS?” We have over 200 active and engaged parents in the District who are knowledgeable and working on all aspects of the reforms. These parents and community members are key because this whole effort has to go beyond any one administration; the community must own it as well.

Dr. Derbigny : You can expect what you inspect. We are seeding change and as we provide intensive and ongoing support, we are expecting to see the change we seek become a reality.

Feel free to contact us

Vallejo Unified School District
665 Walnut Avenue
Vallejo, CA 94592
o: (707) 556-8921

To read the Vallejo City Unified School District team’s full interview and access all of the tools discussed, visit www.FixSchoolDiscipline.org

HIGHLIGHT: CHRISTA MCAULIFFE HIGH SCHOOL AT CHALLENGER MEMORIAL YOUTH CAMP

Principal Marsha Watkins and Vice Principal Kimberly Humphries

Challenger Memorial Youth Camp (Challenger) is located in Lancaster, CA, about 70 miles north of Los Angeles, and houses approximately 200 young people. Challenger is divided into three camps: Onizuka, Jarvis, and McNair.

Why did you start SWPBIS at McAuliffe?

Vice Principal Kimberly Humphries (Humphries): In October 2011, as a result of a settlement agreement, we were required to change the culture and practices here at McAuliffe High School. One of our advisors for that agreement knew about the SWPBIS model and suggested it to us. Mike Nelson, an expert in implementing PBIS in juvenile facilities from Kentucky, did a pitch for SWPBIS to the administration. We agreed that we would begin to implement PBIS and then put together a leadership team. The SWPBIS leadership team consisted of a school psychologist, five teachers, two para-educators, a staff person from the Department of Mental Health, a general probation staff member and one of the probation directors.

How did you roll SWPBIS out to the entire school staff and ensure buy-in?

Before we introduced SWPBIS to the entire staff, we had them complete surveys about the discipline problems they were facing in the classroom and with classroom management. After reading these surveys and distilling the information, we introduced SWPBIS to the staff as a solution. The leadership team then attended SWPBIS training. After that training, we trained the rest of the staff and explained the structure and changes that were going to take place. For instance, we told the staff about the new expectations that we had for our students - Be Respectful, Be Responsible, and Be Safe.

What obstacles to implementation did you experience?

Many of our staff members are veterans and have lived through many programs that purported to fix problems and did not. We had to explain that SWPBIS is not a coin program that comes in a box, with all the curriculum pieces and that will go with the wind; it is a framework for

how we will manage everything at the site. Then we held an in-service training demonstrating what SWPBIS would look like dealing with the specific behaviors that the staff identified in their surveys. Since then, the staff has been mostly receptive. There are, however, some people who are hesitant to get on board, and they are also the people with the most discipline problems. We address that by having our SWPBIS school psychologist and our floating teacher - who is not tied to any specific classroom - do regular classroom observations and provide additional technical assistance and trainings, particularly to those teachers who still have the highest number of referrals and greatest difficulties with classroom management. After the observations, these peer mentors give the teacher suggestions, model how s/he should deal with behavior and continue to provide coaching and support.

What steps did you take to implement SWPBIS in your school?

After we collected and analyzed the survey and the SWPBIS leadership team finished the initial round of training, we held all-staff training in November 2011. From November to December, we developed our [Facility Wide/ Expectations Matrix \(Matrix\)](#) and [our discipline response and interventions flow chart](#) with the staff. In January 2012, the SWPBIS team gave another staff training, during which we discussed the “Matrix” and procedures and made it relevant for our site behaviors. The leadership team continues to meet weekly and move our [PBIS Implementation Plan](#) forward.

Starting in February 2012, we posted the behavioral expectations in classrooms and all over the school. To further reinforce the behavior expectations, a student comes into my office every morning to read the SWPBIS rules over the loud speaker. By June, we had developed [lesson plans](#) about the behavior expectations and the SWPBIS team modeled how to teach the lessons.

In September, when the teachers returned, we had another, whole-staff training with [Dr. Jeffrey Sprague](#), an expert from the University of Oregon. Since we instituted SWPBIS here, the staff has had about three trainings with Dr. Sprague, and the SWPBIS leadership team has had

about six trainings. Dr. Sprague’s trainings are free to us, because he has a grant to put SWPBIS in place in schools in juvenile facilities.

We have also instituted many different incentives for the students in keeping with the SWPBIS framework. Students can be awarded 12 points every day for positive conduct at the school. If they receive 70% of their points, then probation will have an incentive or reward for them at 5pm every day. There is also a student of the month assembly at the end of the month where 2 students from each camp who are picked by their teachers are honored in front of the whole school. We also contracted with It’s Time for Kids (Time for Kids) to bring rewards to our students and there is an entertainment incentive twice a month. For instance, today, Time for Kids is sponsoring a magic show and luncheon for students who have excelled academically and behaviorally.

What climate changes have you experienced since implementing SWPBIS at McAuliffe?

Before PBIS, I could sit in this office and constantly hear teachers, on the radios, saying, “I need a restructure,” meaning that they needed security to remove a student from their classroom. That was the only tool that they had. Now it is clear which behaviors should be dealt with at the classroom level without a restructure because of the [discipline response or interventions flowchart](#). If a student continues to have difficulties, there are other steps in place, like a student planning team meeting or, if the student has an Individualized Education Plan, a behavior support plan meeting. Additionally, for students who need even more support, Probation and mental health collaborate to create a Tier 2, specialized, supervision plan where the student will check in with school administration to develop behavior goals and check out, at the end of the day, to evaluate whether those goals were achieved and what extra steps the student needs to take. Since everything is very punitive at juvenile facilities, we’re trying to change that culture. So now a suspension or restructure is the last resort after the teacher has taken all the steps s/he can take.

When I walked through campus before PBIS, there would be kids sitting outside because they had been kicked out of class. You don’t see that anymore. And when you go into classrooms, the kids are more respectful. If you ask what PBIS is or the expectations, they can tell you and they know they will be rewarded for appropriate behavior. You’ll hear them saying at the end of the class, “Can I get my points for today?” Additionally, we now have a united front with Probation because they give the students “Caught You Doing Good” tickets, the PBIS points that we give contribute to Probation’s merit ladder, and many of Probation’s structures and procedures are influenced by PBIS. Since starting PBIS at McAuliffe, [office referrals](#)

[and suspensions from class have decreased](#) very drastically.

Principal Marsha Watkins: And yesterday, we had no referrals from students in Jarvis, our ordinarily most challenging camp. We have changed the culture from negative, consequence based to a positive, reward based culture. This model gives kids more power because they are in charge of earning rewards.

What advice do you have for other educators or juvenile facility administrators?

Humphries: You shouldn’t assume that students magically know how to exhibit appropriate behavior. They don’t. We have to teach them what our expectations are, reward them when they meet them and set up consistent structures and clear expectations that all staff and students understand and consistently work on together.

Feel free to contact us:

Principal Marsha Watkins

Office: (661) 940-4211

Email: Watkins_Marsha@lacoed.edu

Assistant Principal Kim Humphries

Office: (661) 940-4227

Email: Humphries_Kimberly@lacoed.edu

To read the Challenger team’s full interview and access all of the tools discussed, visit www.FixSchoolDiscipline.org.

Highlight: California Technical Assistance Center for Positive Behavior Interventions and Supports (CaITAC)

Barbara Kelley, Chief Executive Officer

What is CaITAC?

We are not-for-profit technical assistance center whose sole purpose is to train and support schools and districts who want to implement SWPBIS. We are affiliated with the National Center on PBIS located at the University of Oregon that Drs. Horner and Sugai started; the National Center is funded by the Office of Special Education Programming (OSEP) through the federal government. CaITAC was started because California did not have its own PBIS initiative, like some other states.

Are there any efforts to create a larger-scale effort to spread SWPBIS in California?

Yes, we just started a California SWPBIS Coalition. The group is working on establishing a California SWPBIS conference. The Coalition will help the state by making recommendations on best policies and practices around SWPBIS implementation in California. CaITAC will be the training arm for the Coalition.

We also just created a contact list by region for individuals who are trained to help facilitate SWPBIS implementation and/or to assist with developing and using SWIS, the data information system that supports SWPBIS. The idea is to ensure that every region in California and every district in California has a person close to them who can provide help advice and a model site to visit.

What do you charge when you provide training and technical assistance?

The range per year is between \$50-85,000 for a District, County or SELPA. It really depends on what the District, County or SELPA already has in

place. We always start with a survey about assets and needs to tailor our training and technical assistance plan. The training period runs for 3 years with the goal of making the District, SELPA, or County Office sufficient to train others at the end of the 3-year period.

Are there free resources on SWPBIS and on how to implement and evaluate it that schools and districts can access?

Yes, absolutely. If you go to www.pbiscaltac.org, you will find all of our trainings, implementation blueprints, and evaluation tools. Everything is free!

Feel Free To Contact Me:

Barbara Kelley

Office: 949-933-5015

Email: Barbarakelley.caltac@gmail.com

RESTORATIVE JUSTICE OR P

What is it?

Restorative Justice, originally used in the justice context and adapted for use in the school context, is a set of principles and practices centered on promoting respect, taking responsibility, and strengthening relationships. Restorative Justice invites a fundamental shift in the way we think about and do justice, from punishing individuals after wrongdoing to repairing harm and preventing its reoccurrence. It is 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. The term “Restorative Practices” is used by a number of practitioners to describe how the concepts of Restorative Justice are then utilized to create systems change in the school system. Hereinafter, Restorative Justice and Restorative Practices are used interchangeably.

What are the features 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 them or for them. Therefore, a successful restorative system:

Acknowledges that relationships are central to building community

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

Engages in collaborative problem solving

Empowers change and growth

Enhances responsibility

How is it different?

Restorative Justice changes the way that schools think about student discipline and school climate. Instead of the traditional student-teacher-administration hierarchy, Restorative Justice emphasizes every school members’ responsibility to the school community.

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

RESTORATIVE PRACTICES

What does Restorative Justice look like in a school?

The Restorative Justice “circle” is used as a critical way to emphasize community, relationship building, and build trust.

In classrooms, chairs are placed in a physical 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, that has some significance to members of the circle, allows only the person holding it the right to speak.

Participants “check-in” to talk about how they are feeling physically, mentally or emotionally and “check-out” to discuss how they are feeling as the circle ends.

Teachers regularly use circles to work together with students to set academic goals, explore the curriculum, and develop core values for the classroom community. Circles are used to help prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community. Additionally, circles are used when harm happens. Depending on the gravity of the harm, these conflict circles may include the person who did the harm, the person who was harmed, parents of both parties and a facilitator.

Why is Restorative Justice a better approach than quick removals?

Restorative Justice not only reduces out of school suspensions and expulsions, but the actual incidents of harm to the school community, making it a safer place for all students. Here are a few examples of Restorative Justice in action:

Restorative Justice for Oakland Youth (RJOY) instituted a RJ program at Cole Middle School in Oakland that reduced suspension rates in its first year by more than 75%, and reduced violent fights and expulsions to zero.

At Richmond High School, RJ cut the school’s nearly 500 suspensions in half from January 2011 to January 2012.

Denver Public Schools adopted new discipline policies in 2008-2009 that use Restorative Justice, resulting in a 68% reduction in police tickets in schools and a 40% reduction in out-of-school suspensions.

Several schools in Marin County are implementing Restorative Practices and using a peer resolution approach have seen reductions in suspensions and bullying. Visit FixSchoolDiscipline.org/xx to read about their efforts.

Where can I go for additional information, resources and research?

Dignity in Schools – an organization committed to advocating for school discipline policy and adoption of alternatives to zero-tolerance discipline - <http://www.dignityinschools.org/>

Restorative Justice Online – a service of the Prison Fellowship International Centre for Justice and Reconciliation which provides intensive information about Restorative Justice - <http://www.restorativejustice.org>

HIGHLIGHT: RJOY AND OAKLAND UNIFIED SCHOOL DISTRICT

FANIA DAVIS, RESTORATIVE JUSTICE FOR OAKLAND YOUTH (RJOY), CO-FOUNDER & EXECUTIVE DIRECTOR

Why was Restorative Justice for Oakland Youth (RJOY) formed and how did RJOY bring Restorative Justice into Oakland schools?

We created RJOY because we wanted to shift the culture in Oakland away from knee-jerk punitive responses to youthful wrongdoing that replicate harm instead of healing it. From the beginning, we had a triple focus: sow the seeds of Restorative Justice (RJ) in our schools, communities, and juvenile justice system.

Nancy Nadel, an Oakland City Council member who is a strong advocate of RJ, Aeshah Clotney of Attitudinal Healing, and I founded RJOY in 2005. That same year we gave a four-day Peacemaking Circle training to about 40 people in Oakland. One of the attendees was Rita Alfred, then a counselor at Cole Middle School (Cole). Deeply impressed with the promise of RJ, she began implementing restorative alternatives to suspensions at Cole, which fairly quickly brought about positive outcomes. Nancy was impressed by this data. With her assistance, RJOY applied for and received a Measure Y grant, which provides funding in Oakland for violence prevention programs for high-risk youth and young adults to pilot a program at Cole.

What are the goals of RJ in a school?

When implemented as a whole school approach, the goal is to effect a culture shift where all members of the school community respond to conflict in healing instead of punitive ways. Instead of punishing and excluding the 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 relationship building and community building. So we do a lot of proactive work meant to create a strong, healthy, and nurturing school community where students and teachers can thrive. Of course, to be successful, family and community engagement is an important piece.

It's important to understand that RJ is not just something you do when something bad happens. Although we do use it to respond to wrongdoing and as an alternative to zero tolerance discipline, we also use it proactively, like in-classroom check-in circles, to help develop the kind of strong relationships and common values that will make it less likely that harm will occur in the first place. RJ is not just an intervention to be used for our youth; it is for the entire school and community. RJ is for teachers, site administrators, school security officers, care providers, community building organizations, and students and their families because all these people and their relationships are an integral part of the ecology of learning. RJOY's primary goal is to help develop the capacity of everyone at the school site to engage restorative strategies. If we do our job successfully, in a few years we can walk away, but the work will go on.

How did you convince the administration at Cole Middle and other schools to allow RJOY to come into the schools?

I believe the administration at Cole required the counselor, Rita Alfred, to attend our RJ training. Initially, she was a reluctant participant, but after the training she was eager to do the work and share her excitement about it. A huge part of the success at Cole was the relational approach, developing strong relationships with people at the school site. Rita

was supportive of teachers and administrators, while engaging in responsive and proactive restorative strategies. Ultimately suspension rates were reduced by 87% and violence was eliminated. Students were learning that there were different ways to address conflict. Word got out about the successes at Cole, and a number of other schools requested training.

Based on these on-the-ground accomplishments, RJOY's overall advocacy and training efforts, and a youth organizing campaign initiated by Youth Together, the Oakland Unified School District Board in 2010 adopted RJ as its official discipline policy and a means of creating a more healthy and nurturing school community. OUSD has since hired a full-time RJ Manager for the District and RJ Coordinators for several school sites.

How does RJOY help a school implement the RJ policy?

We, in partnership with District RJ people, have a conference with school site leadership where we discuss goals, objectives, strategies, and outcomes. We also get clear about everyone's respective responsibilities: the RJ Coordinator's, school leadership's, and teachers' duties. We try our best to reach a meeting of minds before the school year begins.

We then enter into a letter of understanding. This document sets out the responsibilities and roles of the school site administration and the RJOY school coordinator in some detail. For example, school site leadership is responsible for setting aside time to allow us to do staff training, for creating an RJ site leadership team, and ultimately, for creating an RJ discipline matrix with referral protocols. The RJOY school coordinator's duties include facilitating circles, conferences and other processes as alternatives to suspensions, assisting in data collection, helping the school administration make informed discipline decisions, assisting in crisis intervention, and providing training and coaching to staff and students.

How does your organization implement RJ and ensure the letter of understanding is implemented?

Mostly through the day-to-day work of the RJ Coordinator assigned to the site, and also by closely monitoring and reviewing data with school site

leadership as frequently as possible. We're talking primarily about suspension data – how many, for what, what race, and what gender, and making sure training of staff occurs and that the staff is coached after the training

Is the success of a Restorative Justice program tied to the effectiveness of the RJOY School Coordinator?

Absolutely, especially in the first years. However, if we do our job properly—the job of helping to build on-site capacity to engage restorative strategies—then within a few years, ideally the school coordinator can move on to another school but the school site will carry on the work.

What setbacks have RJOY or School Coordinators experienced after instituting RJ at a school site?

The intellectual buy-in of school site administrators is tested when violence happens or drugs are found at a school and people revert to punitive retributive justice models. Using RJ requires a transformation in thoughts about school discipline and a lot of mindfulness to make change. It's not enough to attend training and return to your school; it's about what you do with the things that you've learned.

What other positive outcomes other than suspension and expulsion reductions occur as a result of RJ programs?

Suspension reductions are huge. Studies show that keeping kids in school is the strongest protective factor against violence and incarceration. Suspensions increase the chances that the youth will be pushed out. In Oakland, almost 70% of the youth pushed out will be incarcerated. 75% of the state's inmates are high school drop-outs. When we invest in educating our youth, all of us win. We have safer communities, higher employment levels, and more vibrant local economies, a stronger tax base, more resource-rich communities. If you decrease suspensions, you will also increase Average Daily Attendance funding to the school. Every day a kid attends school a school receives about \$30/day in ADA.

What type of RJ training do you provide at the three school sites that RJOY serves?

During the first two to three years at a school site, with a population of 200-500 students, there should be one full-time RJ coordinator, who provides training, implements circles, integrates RJ into the daily school functions, and collects and evaluates data. There should also be a part-time RJ coach who builds capacity with the school staff. Eighty percent of the school staff and a significant number of students should receive 16-20 hours of training in RJ.

We have three tiers of training. Tier 1 involves everyone in the school. We train teachers, school security officers, and administrators in community building circles and proactive restorative strategies. There is a continuum of restorative strategies, such as in class, value circles, where students and teacher work with one another to come up with values that will guide the classroom. During this phase, we are constantly coaching the school in implementation.

Tier 2 involves training about facilitating conflict circles to repair harm. This is an alternative method to suspension and expulsion. It is not necessarily for teachers because it takes a lot of time to get buy-in from the person who was harmed, the person who did the harm, their parents, and any other people who were affected by the harm. When we first start implementing RJ at a school, the RJOY school coordinator facilitates conflict circles. Then, towards the end of our program at the school, the school site administrator, who is in charge of discipline, such as a vice principal or counselor, will conduct these restorative response circles.

Tier 3 involves training in circles for youth who have been suspended or incarcerated and are now coming back to the school setting. Usually these circles incorporate probation officers, parents, and administrators, as well as the student reentering the school setting.

We are currently focusing on creating manuals, videos and building a cadre of trainers, which will allow us to provide training to more schools.

Feel free to contact us:

Restorative Justice for Oakland Youth
1203 Preservation Park Way Suite 200
Oakland, CA 94612
510.931.7569



What does Restorative Justice actually look like in a school?

Eric Butler, RJOY School Coordinator at Ralph J. Bunche Continuation High School in West Oakland

Many school administrators and teachers just want students to come to school and do as they are told. But with RJ we work with the students to create values, to find out what their needs are, other than just getting an education. Before RJ, when something bad would happen, teachers or administration just wanted the kid out and punished. But with RJ, we ask meaningful questions, “What happened?, What were you thinking at the time?, and How are you feeling about it now?” Then everyone in that restorative circle will work together to come to a solution about how the person who did the harm can repair the person harmed and the community.

You have to think about it like this, “What am I willing to give up? Can I give up ten minutes for a check in with my students at the beginning of class every day?” The answer is, “Yes.”

Lorna Shelton, Assistant Principal at Ralph J. Bunche

People always ask about discipline when they talk about schools. An entire paradigm shift is needed in education. If I wanted to focus on discipline, I would have been a correction officer. Students need to be able to self-correct. Usually, the students who get suspended continue to get suspended, so clearly that method isn't working. We must try something else. If you want to teach students math but they are failing at it, you don't kick them out of the classroom; you work with them and teach them. But we don't use this approach for social and emotional competence. If a kid doesn't exhibit that competence, we kick them out. If we look at social and emotional competence as equal to academic subjects like Math and English and treat it with the same importance, we are getting there. Restorative Justice is about getting there..

What does Restorative Justice look like at the district level?

David Yusem, OUSD RJ Coordinator

RJ looks different at different schools because it is adapted for specific sites. Right now, there are about 13 schools implementing some form of RJ and, with some overlap, there are 8 schools implementing peer-led RJ, meaning that the students themselves are running the Restorative Justice circles. Currently, it is a bit challenging because there is only enough School Improvement Grant money to hire me. RJ coordinators at schools are often also a counselor or person who deals with discipline. Additionally, RJ takes a large culture shift. Retributive punishment is ingrained in the DNA of our society. When people think of consequences, they usually think of punishment and it is hard for people to get past the perception that RJ is soft. In fact, it is much harder for a student to be accountable for something he or she has done and seek to repair the harm. It is harder to sit with the harmed student or school community member and acknowledge that you harmed that person. It also takes time to build community, but, of course, it is time well-spent.

I am also currently working with the social emotional learning (SEL) unit that receives funding from the Collaborative for Academic, Social and Emotional Learning (CASEL) through its Collaborating Districts Initiative. RJ also works very well with the SEL approach. In an RJ circle, students and adults are practicing SEL skills - impulse management, empathy, motivation and self-awareness. And as you master these skills you can sit in a circle effectively and you can discuss SEL topics like, “What does it mean to be a good friend?”

To read the full highlight on RJOY and RJ in Oakland Unified School District, visit www.FixSchoolDiscipline.org.

HIGHLIGHT: SAN FRANCISCO UNIFIED SCHOOL DISTRICT

In 2009, after community-based organizations pushed for change, the San Francisco Unified School District Board of Education adopted Resolution #96-23A1, [“In Support of a Comprehensive School Climate, Restorative Justice and Alternatives to Suspensions and Expulsions” \(hereinafter Restorative Practices Resolution\)](#). This policy was passed primarily to address the increasing numbers of suspensions and expulsions and the disproportionate number of suspensions and expulsions issued to African American and Latino students. In order to implement Restorative Practices district-wide, SFUSD began implementation in November 2010. Currently, SFUSD has implemented Restorative Practices as a whole-school model at three schools, including Rosa Parks Elementary School. They are also providing training and support to a number of other schools in the district.

Coleman Advocates for Children and Youth (Coleman) is a grassroots community organization located in San Francisco. Coleman advocates to improve the lives and opportunities of children and youth by fighting for education equity, good jobs for low-income families, and affordable family housing.

Coleman Advocates, Alize Asberry, Y-MAC Restorative Justice Organizer

How did Coleman successfully advocate for the Restorative Practices Resolution to be passed by the San Francisco Unified School District?

In 2008, we launched the A-G Campaign, which aimed to increase the number of low-income African American, Latino, and Pacific Islander youth who were graduating from high school with the requirements to enter four-year universities, and not just trade/vocational programs or community college technical certificate programs. During the campaign, there was an increasing concern that Black, Latino and Pacific Islander youth were being suspended the most. We were looking at the suspension/expulsion numbers because we were looking at graduation rates. It was almost an accident but we noticed that the same students who did not graduate were the same ones that were getting suspended. All of this data came from San Francisco Unified School District (SFUSD).

Coleman Advocates joined a working group to address the district’s discipline policies. SFUSD

Board of Education members, Kim-Shree Maufus and Sandra Fewer, in collaboration with community partners drafted and proposed the Restorative Practices resolution. Coleman organized youth and parents to testify strongly in support of the resolution and met with other Board Members; it passed unanimously on October 13, 2009.

What successes and challenges has Coleman experienced in relation to implementation of the Restorative Practices resolution?

There is still a lot of work that remains to be done. It is now the 2012-2013 school year and we are seeing that suspensions are slowly being lowered but the racial disparity has not gone away. San Francisco is a unique place because it’s progressive city where making community change is possible but addressing the racial disparity in suspensions and expulsions remains an uncomfortable topic for the district and district leadership to discuss. But we need to remember that we all are complicit in this, so we all need to talk about the solutions, including racial bias and institutional racism.

What advice do you have for other community organizations that want to advocate for a similar alternative discipline policy?

Looking back, the challenge was not really getting the

policy resolution passed but monitoring the progress of the policy. The issue we are having right now is getting the district to give us their disaggregated data and work with us to come up with solutions to decrease the racial disparity, progress is happening but slowly. Throughout this process, we have learned that the role of community, students, and parents is essential and to create a sustainable program and not just a temporary grant-funded initiative; you must include all the stakeholders from district and school administration, parents, students, school support staff, and teachers.

Kerri Berkowitz, MSW, PPSC, Restorative Practices Coordinator

Why did San Francisco Unified adopt the Restorative Practices resolution?

The resolution was adopted primarily to address the increasing numbers of suspensions and expulsions in our district and to address the disproportionate numbers of African American and Latino students who were being suspended.

How much did it cost to begin implementing Restorative Practices in your district and how does the district pay for it?

In March 2004, San Francisco voters approved the ballot initiative, Proposition H that established the Public Enrichment Education Fund (PEEF). The PEEF budget provided money for social workers, student wellness, sports, and violence prevention. Initially, each school received some portion of the violence prevention monies to fund their choice of violence prevention programs or activities. When the resolution was passed in 2009, those funds were refocused towards implementing Restorative Practices. Currently, we budget approximately \$600,000 for restorative practices. This currently pays the salaries of my team - three restorative practices coaches and me and all of our training materials and expenses. We also use these funds to pay stipends for RP Site Leaders from participating schools, substitute coverage for school site staff attending our centralized trainings, and extended hour pay for school teams meeting about RP after school hours.

Our initial training and consultation with the

International Institute of Restorative Practices (IIRP), cost about \$2,000¹ per day, plus travel costs of the trainers. During one day of training, IIRP consultants trained about 40-45 people. In fifteen days of training over the course of our first half year, IIRP trainers trained about 351 administrators, counselors and other support staff. They also provided trainings for all of the staff (350-360 people) at our three demonstration schools through their **Safer Safer Schools** program for \$75,000 per school. That price includes follow-up trainings and coaching for two years.

Additionally, through the Middle School Counseling Grant, a state funded grant for which we applied², we partnered with **Educators for Social Responsibility**, an organization that provides professional development on classroom management through a restorative practice lens. With the counseling grant, we were able to provide training for about 120 people and an additional half-time social worker or counselor to increase the student support services offered and support the implementation of RP in the participating middle schools.

IIRP provided us with a solid foundation. They helped us build our capacity and we are now in a position to provide our own trainings and implementation support.

How are you continuing Restorative Practices work in your school district?

We are continuing to offer centralized trainings in Restorative Practices to the schools that are interested in implementing RP whole-school. We support RP School Site Leaders through a monthly Professional Learning Community and recently introduced a Whole-School Implementation guide to support schools in their implementation efforts. We offer introduction presentations to schools in their early phase of implementation and offer greater support, coaching, modeling, and training to the schools as they move through the implementation plan. Our approach isn't to just to provide RP trainings to school site staff. We aim to support

¹ Prices will vary per school district or school site. To get a quote for your school district or site, contact John Bailie, Director of Continuing Education at IIRP. His contact information can be found in the contact pages on page 79-86.

² This program is now an unrestricted categorical program open to entities that applied and received funds during the 2007-2008 and 2008-2009 school years.

schools in a sustainable way that builds internal capacity of the school community, including students, families, and community partners. Our goal is for the RP principles, concepts, values, and practices to become embedded in the culture of our schools and district. This requires a shared commitment among all members of the school and district community.

A Day at a School Implementing Restorative Practices:

Rosa Parks Elementary School, Principal Paul Jacobsen and Teachers Cecily Ina and Emily Geiges



Rosa Parks Elementary School is located in San Francisco United, near downtown San Francisco. The school serves a population of 391 students. Of these

students, 34% are African American, 22% are Asian, 15% are Hispanic or Latino, 13% are white, 8% are multiracial, 4% are Filipino, and less than 1% each are American Indian and Pacific Islander. Before the implementation of Restorative Practices (RP) at the school, there were 40 out-of-school and in-school suspensions during the 2008-2009 school year. After implementation, during the 2010-2011 school year, there were only 5 suspensions. Rosa Parks Elementary's Academic Performance Index (API) has similarly improved. API has grown from 713 points in 2009 to 747 points in 2011 to 792 in 2012.

On Thursday, October 11, 2012, during the lunchtime recess period, Principal Jacobsen made his routine rounds of the playground. A game of tag and play fighting had become far too rowdy and a teacher intervened and sent some of the students to a time-out away from the playground. One of the students had become increasingly sullen and complained that the group of boys "messed with" him every day. Principal Jacobsen escorted the unhappy

student, Arnold, to his class so that they could have a restorative conference with a student involved in the altercation.

Principal Jacobsen explained, "Restorative conferencing usually occurs after lunch because that's when two different grades mix and a lot of altercations occur. We have about 2-3 of these restorative conferences a day. We could just take the kids off the yard when this occurs but they would just simmer and we would not get to the bottom of the issue. RP doesn't just eliminate conflict. It is an approach to dealing with conflict. Conflict is a part of life. Sometimes that conflict is caused by something at home, which can result in some serious acting out." After consulting Arnold's teacher, Principal Jacobsen told Arnold that he would be back to pick him up for a restorative conference with Elvin.

On the way back to the 5th grade classroom, First Grade Teacher Emily Geiges was leading her class of students to another classroom. She told one of her students, "It makes me sad when I have to keep telling you to keep your arms by your sides when we're walking in a line." Principal Jacobsen explained that this teacher was using another feature of whole-school RP implementation, "affective statements," which are personal expressions of feeling in response to others' positive or negative behaviors. "Using affective statements helps us to specify the behavior that a student is exhibiting and encourage or discourage that behavior while improving or maintaining the relationship between the teacher and student."

After retrieving Arnold from his classroom and Elvin from a 4th grade classroom, Principal Jacobsen sat the boys across from each other and asked Elvin to explain what happened. Elvin explained that he believed that Arnold was picking on his cousin. To which Arnold replied, "Everyone in the school is your cousin." Elvin fired back, "Everyone in the school is your mom." At that point, it became clear to Principal Jacobsen that the boys were not ready to resolve their conflict, he told the boys that he would put their conflict in the "parking lot" and they would pick back up in the morning. He then sent Elvin back to his classroom and escorted Arnold* back to his classroom, on the way back downstairs.

Back in his office, Principal Jacobsen wrote both students' names on a dry erase board labeled "Parking Lot" on the wall next to his door. He also

telephoned the parents and caregivers of both students. He explained to each of them that there had been tensions between the 4th and 5th grade boys for a few days and that Arnold and Elvin were unable to make leeway during a restorative conference.

After he ended the second parent phone call, Principal Jacobsen commented on that day's progress, "Usually you don't take an hour settling a conflict but sometimes, you must. Sometimes you also need the parents to come in because when they are involved, we have a better chance of long term success."

After helping students during dismissal, Principal Jacobsen headed up to the library for the Parent Empowerment class. Parents who attend the class are taught about [RP principles and practices](#) that they can use with their children. The class began with a circle in which the facilitator, Ms. Geiges, who is on a RP leadership team, explained that the class would begin and end with a circle. In the opening circle, Ms. Geiges described the talking piece, "The only person who has the right to speak is the one holding the talking piece; it allows us to slow down, think about what we are about to say and listen to the other people in the circle." She then asked every person in the circle to explain their knowledge about and/or relationship with RP principles.

One of the parents related the successful use of affective statements, the strategy that she had learned week before. Through an interpreter, she said, "I was trying to get my youngest girl to get dressed in the morning and she would not do it and it was taking too long. She was making us all late. So I used to say, "Why can't you just listen and get dressed?" Of course, she still wouldn't get dressed. Last week, after class, I told her that it made me frustrated when she did not get dressed because then we were late to school. She dressed herself in the morning and then I told her, "I am very happy when you dress yourself."

After the opening circle, parents reviewed affective statements and then moved on to restorative questions. Ms. Geiges, explained that restorative questions are non-judgmental questions that communicate a desire for understanding and that they are best used in a private setting. "If you are unable to ask your student these questions without anger or judgment, than you should wait for a time when you're ready and able to discuss the conflict without strong emotions. Additionally,

when participating in a restorative conference, it is important to say exactly what you heard in response to the questions." She then provided the parents with [a list of questions](#) to ask kindergarten, first and second graders and a separate list for third, fourth and fifth graders. She explained:

"These questions are asked when a child has exhibited unacceptable behavior, such as hitting a sibling or classmate or cursing. Parents or teachers should ask the student to recall what s/he was thinking when the incident occurred, who was affected by his/her actions, what s/he has thought about the incident since it occurred and what s/he he thinks can be done to correct the effects of the incident." She told the group that if there are two or more students involved in an incident, they should be told that they will each be allowed to answer the questions and tell their side of the story. Teachers and school staff carry these questions with them at all times.

After practicing the questions in pairs, the parents, teachers, and a cafeteria worker returned to a closing circle to end the class. While passing the talking piece in the opposite direction from the opening circle, parents discussed how they were planning to use what they had learned. One parent planned to use restorative conferences when her two young children argued about their toys, while teacher Cecily Ina said that she planned on using more affective statements with her husband. After the circle adjourned, Ms. Ina talked about the changes she had observed since the implementation of RP at Rosa Parks Elementary.

"I have been teaching for ten years, the last five of which have been here at Rosa Parks. This is our second year with Restorative Practices and the climate here is much better. There is a lot less screaming and fighting from the kids. I also see a lot fewer frequent fliers, who usually are repeatedly referred to the office. Now you go through a restorative conference and that's it. I think that the students feel like their voices are being heard so they are less angry and less likely to act out." ■

HIGHLIGHT: CATHOLIC CHARITIES OF THE EAST BAY

Millie Burns and West Contra Costa Unified School District

How did Catholic Charities get involved in providing training and technical assistance to schools around Restorative Justice?

In 2009, our focus on the very real and strong evidence about the impact that trauma has on the ability of students to learn then led us to highlight the Restorative Justice (RJ) work at our annual public policy conference. We then followed up with a teach-in in January of 2009, which consisted of presentations of RJ approaches and practices presented by RJOY and a powerful presentation led by youth from Youth UpRising who had completed our 3-day restorative justice Peace Academy. Two staff members from Richmond High attended that training, and they immediately said we need to do this. We had a grant - \$10,000 from Kaiser Permanente - which helped to support the work, and Buzz Sherwood, one the retired teachers still working at the school part-time, and I began doing restorative circles.

Buzz talked the school into doing a \$4,000 contract with RJOY, which provided two weekends of training with mixed faculty and students. The next year, we had \$15,000 to support peacemaking circles for students. In 2011-12, the California Endowment gave us a grant that, for the first time, allowed us to have a significant presence at the school. We had Mr. Sherwood as the school-based lead on site for three days a week and a Catholic Charities restorative practices coach on-site for four days a week, and then we kicked the effort into high gear. It was that year that the school brought suspensions down by 53%.

We always monitor all of the baseline and other data closely, and I have a program analyst who tracks the changes, so we have charts that measure objectively how we are doing and our analyst works closely with the school to verify the accuracy of the data. This is critical.

How did you achieve such a significant decrease in suspensions in a short period of time?

Well, one of the practices that the school realized was troubling was a policy created to lock out students if they were tardy to school. If students were tardy, then they would assign them to detention. Then, when the young person did not show up for detention, they would assign them to Saturday school. Then, if they did not show up for Saturday school, they would suspend them for "willful defiance." We could attribute more than 400 suspensions to this one practice, and not only was it escalating tension at the school but it was one of those policies that result in disconnecting and disengaging students also known as "school push-out."

This one practice was really emblematic of the larger issue that we all have to deal with at our schools and in society and that the administration of Richmond High was willing to address and shift to more restorative and supportive practices. This is only one example of how strongly people in our society believe in punishment. They believe it works, and they believe that if it is not meted out that they are not being tough enough. The truth is that the punitive practices we have been using in our schools not only don't work, but they seem to exacerbate the problems we have with school drop outs and failure.

How did you begin implementation at Richmond High and how are you doing it at other schools in the District?

When we took the trainings and practices from the restorative justice context, where circle practice is supposed to be unlimited and the recommendation is to provide five full days of training before you get started, to the school context, we realized that the traditional approaches would not work, given the logistical realities of schools. We needed to adapt and change to address the time and staffing

constraints. If we had said five days of training were needed first, it could have taken two years just to get the professional development days, money, and substitutes to reach all of the teachers. We had to have practices and strategies that would work in the context of 50 minute periods or less, and training strategies that could more quickly empower school personnel to implement them.

We now start with a leadership team from the school site. We have the administrators who handle discipline/suspensions, a leader from school-site security, which is key, and several key faculty members willing to take on the key roles related to implementation. We don't bring in the students and parents at the beginning, because we need school leadership to be deeply trained to champion this throughout the school community. Prior to the training, we look at the school's data, have them go over it and understand it clearly. We set goals and priorities regarding what they want to see change. Then, we go into the Restorative Practices 101 training and our focus is on improving student's educational outcomes, improving conditions for learning, connecting community members and students and engaging them.

We focus on community building in a very pro-active way. We bring students, faculty and others into circle practice in as many arenas as possible – in teaching, planning, meetings, celebrating, grief and healing, etc. The practice itself connects, engages and develops respectful and trusted relationships that empower the school community to handle its problems and wrongs.

While the community building circles are happening, we are also providing a second tier of training over two days that is about the specific practices and skills, such as conflict resolution, that you use to address specific unwanted student behaviors and replace the current practices related to discipline.

Then, the final tier of training and support is about how we use Restorative Practices to address violence or the most egregious offenses.

The trainings are spread out over time for the leadership teams and in between the trainings, leaders are actually practicing and spreading the practices and receiving support through on-site coaching and feedback from the practitioners in my group.

What are some of the obstacles and barriers to implementation? How do you ensure that the cultural shift is institutionalized and permanent?

Well, the discussion about how you finance these changes has to happen up front because it is critical that school administration sets aside days for professional development and that funding is in the budget for substitutes and overtime as needed. The leadership team needs to have the time to train other faculty and to run circles with staff and students. If these expenses and time allocations become part of the school's safety and strategic plan and budget, they can remain a priority and become a sustained element of their school culture.

Obviously, another challenge is that school administrators, faculty and staff move from school to school threatening the continuity of our efforts. On the other hand we now are seeing the benefits of beginning to "seed" restorative practitioners and advocates throughout the district. So, rather than fighting this, we are using it. As we train leadership teams and whole school communities we are reaching the "bright and rising stars". As we do this and these folks see how this works, changes culture and improves student achievement, and then move to other schools and districts, we find that they bring the practices with them. We find that we now are being invited in by school leaders who have already participated in a school environment where Restorative Practices changed the culture.

Another challenge is that the relationships between school and police differ per district. While our school security is fully engaged at Richmond High, the police department is not and the principals can't stop the police from coming in unless there is some agreement to that effect. We have heard, for example, in El Cerrito that the Chief of Police is telling its officers to make more arrests. We don't have the staff capacity to do outreach and training for all of the police departments, but we hope that school leadership will start to set those boundaries, so that issues on the school-site can be addressed using Restorative Practices. At Richmond, school security are now objecting to police arresting and handcuffing students during the school day for a number of reasons related to both school-site overall safety, respect, and school climate. Eliminating our school-to-prison pipeline requires everyone to be involved.

An obstacle to spreading the practices more broadly is that we don't yet have a large cadre of practitioners who are trained to do this work in schools. Sometimes the people who are trained in Restorative Justice cannot make the transition to the school setting and its goals. At our agency, we are really focusing on creating capacity builders, but we need more funding to hire individuals who can be effectively trained as school-site coaches.

What differences did you see after Restorative Practices began to take root at Richmond High?

Well, in addition to the sharp decrease in suspensions (53%), the change in overall school climate was palpable and observable. The year prior, you would not have wanted to walk through the halls during a class change. Students were jostling, bumping and running into each other and administrators were having a hard time clearing the halls. If you go to the school now, when class is in session, the halls are empty. The fights went down because the students had learned about Restorative Practices, participated and had begun to address issues among themselves and/or had multiple connections with adults who they actually trusted.

Also, they own this now, so when I go to a meeting they are talking about all of the additional things that they are doing and beginning that we aren't leading. They are designing them and deciding to move the ball forward.

So, now that you know what you know about how these practices can really take root at a school-site, what exactly do you think is needed to make it work and how much does it cost?

Well, we estimate the cost per year as \$65,000 and think that it takes either two or three years for full implementation. That cost covers training expenses and three days of coaching support per week. The coaches who work with the schools need to be very clear that their role is capacity builder and not service provider. If they just do the circles for the school, it will never take root.

Can you give an example of how a “circle” works in the discipline context?

Well, we just began the training process at a new high school. In the second skills-based training, we asked them to provide us a scenario that could be used to actually address harm. They discussed that in the first week of school a fight had broken out. A young woman thought a young man was harassing her cousin. They may have pushed each other. A bunch of other freshman jump in. Then, a few seniors walking by thought that one of the young women was being hurt, so they jumped in to protect her. The Assistant Principal suspended everyone for 5 days. So, our first circle was a reintegration to the school community circle with all of the students. The AP and staff present were somewhat surprised at how well the circle worked within a relatively short period of time; the AP noted after the fact and upon reflection that he had suspended the seniors for doing something that he might ask his own boys to do. Out of this, the group decided that they need to begin circle practice around manhood and responsibility and what it meant in the community.

Do you have any other suggestions for how we spread these practices more broadly?

Well, I think it would be extraordinary if these trainings and trainings around other alternative structures, like SWPBIS which is aligned with and works with Restorative Practices, can be part of the school administrator and teacher training process. If you cross-train school administrators, then we will see these practices in places across the state much more quickly.

Feel free to contact me:

Millie Burns
Deputy Chief of Programs
Catholic Charities of the East Bay
Direct: 510.768.3188
Email: mburns@cceb.org
To read Millie's full interview and access all of the tools discussed, visit
www.FixSchoolDiscipline.org.





Image from CASEL (2013), *Effective Social and Emotional Learning Programs*, Preschool and Elementary School Edition.

SOCIAL EMO

What is it?

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 and positive mental health.

School-based educational initiatives that focus on youth development, health promotion and problem prevention can be organized through SEL instruction.¹ 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 the teacher and other students as situations arise where they need to be applied, throughout the school day, at home and in the community.

What are the features 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 curriculums, SEL can be taught and reinforced in concert with other

¹ Ji, P., Axelrod, J., Foster, C., Keister, S., O'Brien, M.U., Ogren, K., & Weissberg, R.P. (2008), A model for implementing and sustaining schoolwide social and emotional learning, *The Community Psychologist*.

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.

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, and personal and ethical responsibility.

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

Relationship skills—Cooperation, help seeking and providing, and communication.²

What does SEL look like in school?

SEL instruction can be implemented either through a pre-set curriculum taught in every classroom and/or in coordination with other 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 instruction. Additionally, in RJ circles, students can discuss topics that require SEL competencies, such as “What does it mean to be a good friend?” Teachers teach key competencies similar to and in addition to academic subjects. Effective SEL

² Id.

EMOTIONAL LEARNING

programming is a coordinated effort: teachers directly teach SEL skills inside classrooms, and parents, administration and other non-instructional staff reinforce SEL skills outside of the classroom. For example:

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.

Administrators and parents further strengthen the key competencies by questioning students and reinforcing expected behavior. For example, a principal may walk through the school and ask students what “focusing attention” is and bulletin boards in common areas may exhibit pictures modeling “focused attention” and 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.³

3 CASEL SEL Stories, *SEL Impacts on Students (Brooklyn)*, available at www.casel.org.

Why is SEL a proven better approach than quick removals?

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.⁴

Since implementing SEL, a school in Chicago has seen great improvement in student achievement. Before SEL programming, during the 2004-2005 school year, 38% of the students met or exceeded state standards. By 2007-2008, 75% of the students met or exceeded state standards.⁵

Other examples of demonstrated benefits include improved graduation rates, reduced violence, lowered substance abuse, and decreased teen suicide attempts.⁶

4 Durlak, J.A. (2011), *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, *Child Development*, 82(1), 405-432.

5 CASEL SEL Stories, *Principal Leadership: A Key to Success* (Chicago), available at www.casel.org.

6 Zins, J.E. & Elias, M. (2008), *Social Emotional Learning, Children’s Needs III*.

HIGHLIGHT ON LEATAATA FLOYD ELEMENTARY SCHOOL

(FORMERLY JED SMITH)

Sacramento City Unified School District



Billy Aydlett, Principal and Cory Jones, Assistant Principal

Tell me about how you came to work at Leataata Floyd Elementary and about the climate of the school before you instituted Positive Behavior Support (PBIS) and Social Emotional Learning (SEL)?

Principal Billy Aydlett (BA): This school was being operated like a school from the 1950s but, obviously, things have changed. The school had an in-school suspension model that involved students being sent to a room called the “Dungeon.” The school’s leadership had hired a substitute to watch the students in the Dungeon and make them sit quietly. They did not receive any instruction and they were not given any school work to do. Additionally, that room was full of black and brown boys.

Under the Superintendent’s No Child Left Behind Priority School Initiative, teachers and staff were given the choice to leave at the end of the year. Mr. Jones and I let the instructional staff know our goals for transforming the school, which included, among other things, daily use of technology tools

during instruction to increase student engagement; daily use of culturally and linguistically responsive teaching strategies; Individual Learning Plans for high achieving students; regular after school team meetings to discuss data, instructional response, and intervention; and extended day instruction. After learning what our goals were eleven of our thirteen instructional staff left.

Why did you decide to implement PBIS and SEL?

BA: We had focused on rigorous academic instruction. From the beginning of Day One, we knew that we prepared for the wrong thing.

Assistant Principal Cory Jones (CJ): <starts laughing>

What’s so funny?

CJ: It’s not really funny but it was immediately obvious that we had more serious work to do to get students ready to learn. On the first day of school, after we had sent all the kids to class, a kindergartener continued to play outside and made no moves to go to class. I went over to her told her who I was and asked her name. She looked at me, said nothing, turned around and continued playing. I asked her again and she told me, “You’re a stranger, I don’t know you, I don’t have to listen to what you say.”

BA: I saw this happening and it was humbling and inspiring.

CJ: Later, at the end of the first day, we had a meeting with the staff to talk about how things had gone and one teacher, who is usually very good at establishing relationships and reaching kids, just broke down and cried. She basically went through her entire bag of teaching strategies and tricks that had been successful at other schools and she



didn't get the desired effects. She felt like she was ill prepared to teach these students and felt sorrow at how academically and socially behind the students already were.

BA: What I learned is that what our students need the most is not negative consequences and zero tolerance policies. What our students need is absolutely consistent and urgent support around maintaining appropriate behavior. They need to feel valued and confident in school. The traditional model says, "Throw kids out for refusing to listen to you." After a couple of weeks of experiencing more of what we had experienced the first day, we held school-wide staff meeting and asked, "What can we do differently?"

How then did you decide to implement PBIS and SEL?

BA: We initially received an inclusive practices training. The only part of that training that was particularly good was PBIS, as a subset of inclusive practices. We are a full inclusion model school. This means that all of our special education students are mainstreamed and receive instruction in the same classroom as our regular education students. We further sought out training from the employees of Ravenswood because the demographics of their schools are similar to ours and they had been implementing PBIS as part of a court settlement and seeing dramatic and good results for children. We also attended a PBIS training by Placer County Office of Education.

We had heard about the Collaborative for Academic, Social, and Emotional Learning's (CASEL's) Collaborating Districts Initiative (CDI) because Sacramento is one of the districts collaborating with CASEL. Through CDI, the District has received a planning grant of \$125,000 and is eligible to apply for

implementation grants in fall 2012. This grant pays for whatever the district and CASEL decide would be best. In our case, the grant pays for Second Step, a multimedia SEL curriculum that assists teachers with teaching SEL skills in the classroom, and which costs about \$3,000. Cory and I heard that there would be a CASEL meeting at the District. We assertively invited ourselves to the meeting. Getting resources to help your school improve sometimes takes aggressive advocacy.

How can other school and district leaders bring PBIS and SEL into their schools?

I would recommend that other Principals and educators contact the PBIS main office for their region or county, if one exists. At Placer County Office of Education, as a part of their special education team, they had PBIS experts and were using federal Individuals with Disability Education Act funding to help schools like ours implement PBIS. I also really recommend contacting CASEL directly; they are very helpful people who will provide guidance about implementing SEL in your school.

What changes did you make to your curriculum or school structure to implement PBIS and SEL?

BA: At the time, we had two curriculum instruction training specialists. We designated one of those training specialists to be a full time SEL and PBIS person. While instruction is very important, Academic Percentage Index (API) points are not immediately important to the families we serve.

We eliminated the Dungeon because it was stupid. When you are dealing with kids who are disengaged with school it doesn't make any sense to take them out of it.

Additionally, we started taking and recording data. We have three data tracking systems. First, we use Google Docs to create a database for tracking office referrals. Second, Mr. Jones inputs that data into ZANGLE, which is the district-wide student information system. Finally, we also use a program called School-Wide Information System (SWIS), which tracks where and when behavioral incidents occur and tracks Tier 2 PBIS interventions, such as Check-in/Check-out systems, for individual students.

CJ: We created a [video handbook](#) for our parents. We created a video because the community wants to know what's going on in our school.

BA: Fortunately, after that first year of redesign no one left. Changing the culture of a school is difficult and you have to work with some teachers who don't necessarily agree. Of course, there is still a lot of work to do.

What does PBIS look like on a daily basis?

BA: At our school, there are three tiers of interventions. At Tier 1, all students are taught that our school-wide rules and expectations in all areas of the school are to be responsible, respectful, and hardworking. Students are taught lessons from the Second Step curriculum about three times a week in their classrooms. There is also a clear positive behavior support system with rewards for good behavior that is witnessed in all areas of the school. The students earn Panther Way tickets that can be redeemed. Tier 1 serves about 90% of our students.

Tier 2 includes Check In/Check Out procedure for about 6% of students who need a more focused attention. If there is a student exhibiting behavior that goes against the school-wide expectations, we create a contract with that student, detailing the targeted behavior. That student then checks in with us, or another designated adult, in the morning, before recess, before lunch and at the end of the day. The staff member is responsible for detailing whether the student needs support or is doing well managing his/her behavior.

Tier 3 is for individual students who need the most intensive instruction. At this level, intervention can take many forms, including working with the parents of that student in the school and referral to the counselor. In order to make what we're doing meaningful, we need to spend time talking to kids

about the PBIS and SEL systems at school.

BA discusses the Tier 1 interventions, Second Step and positive behavior reinforcement system with two 4th grade students and a 1st grade student.

BA: So, what happens when you are caught doing good in school?

4th grade boy: You earn Panther Way tickets when you are being good. The Green tickets are for recess for being helpful, like helping to put balls away. The orange tickets are for the cafeteria by not cutting in line or running around. Then kids write their name on the ticket and put them in a bucket. If your name is picked out of the bucket, you can get privileges like playing on the iPad, or helping count the tickets, or eating lunch on stage or with the Principal or Vice Principal.

BA: Teachers teach SEL lessons from the Second Step curriculum about three times per week. This includes 5-10 minute transitional videos and pictures. Let's take a look at a classroom implementing the curriculum.

BA opens the door to the classroom. So, in this first grade classroom, students are mastering Focusing Attention, Self-talk - calming yourself down when you are angry or upset - and Avoiding Distractions.

BA stops outside the first grade classroom, where a first grader shares a picture of 3 students doing schoolwork and one student looking around the room. The first grader points at the picture and explains:

1st Grade Girl: He's not focusing attention, and we are helping him focus attention.

BA: How is he not focusing attention?

1st Grade Girl: Everyone is working and he's looking at them and not his paper.

BA: What are some things he can do to focus his attention?

1st Grade Girl: He could look at his own paper and not get distracted.

BA opens the door to a fourth grade classroom where students are playing a "Name That Emotion" game. One student goes to the front of the classroom, picks an emotion from the board and models it for the rest of the class. In a classroom with 35 fourth graders, all

In the Bathroom

Be Responsible

- Use the bathroom at recess rather than during class time.



- Wash your hands with soap and water.



Be Respectful

- Respect the privacy of others.



- Always flush.



- Keep the bathroom clean.



Be Hardworking

- Tell an adult if there is a problem you can't solve.



- Use the bathroom in a timely manner.



- Keep your voice at an appropriate level.



are absolutely silent during transitions in the game and all raise their hands before speaking.

Two fourth graders join BA outside the classroom to discuss why they are using Second Step:

4th Grade Boy: Second Step helps us with trying to figure out what other people's feelings are and if they're sad so we can help them out.

BA: Why is that important?

4th Grade Girl: It's important to help people fix their problems because when people are happy, they make good choices and go all the way up to a successful career.

What does it cost to implement PBIS and SEL at your school?

BA: PBIS is not expensive; it's about \$300 (300 dollars) yearly. Anyone who says money is a factor or a barrier to implementing an alternative discipline practice doesn't want to change. This reluctance to implement these alternatives is just an extension of white privilege and not wanting to change to serve your community.

The Second Step curriculum, which provides SEL instruction, costs about \$3000 and is paid for through CASEL's CDI grant to SCUSD. Similar grants have been granted to eight other large school districts.

What benefits have you experienced as a result of implementing PBIS and SEL at your school?

BA: There is no longer a 75% attrition rate at this school. Our teaching staff is much more stable than it had been. Students and parents are much more engaged with school and what is happening here. Finally, we haven't had any suspensions or expulsions so far this year. I don't want to speak in absolutes, because sometimes we are constrained by the Education Code, but I would like to take suspension "completely" off the table.

Feel free to call us:

Principal Billy Aydlett
Cell: 916.752.3324
Billy-aydlett@sac-city.k12.ca.us

Assistant Principal Cory Jones
Cell: 916.752.3350
Email: cory-jones@sac-city.k12.ca.us

OTHER PROMISING ALTERNATIVE PRACTICES TO PUNITIVE SCHOOL DISCIPLINE:

“TRAUMA SENSITIVE” SCHOOLS AND SCHOOL DISTRICTS

Children’s exposure to community and family violence is a significant problem in many of our communities around the state. Studies estimate that between 3.3 million and 10 million children in the U.S. witness violence in their own homes each year.¹ 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 (Cole, et al., 2005). Exposure to trauma is associated with a higher risk for school drop out (Porche, et al., 2011), and in turn, dropping out of school increases the risk of being imprisoned (Center for Labor Market Studies, 2009).

Unfortunately, students who have experienced violence and trauma may act out, refuse to obey teachers, fight, 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 using a fight or flight response when triggered by a trauma reminder, even when there is no actual threat to fear. In Jenny Horsman’s book, *Too Scared to Learn*, an adult survivor of childhood sexual abuse describes how the trauma she experienced affected her ability to learn:

I remember crying in the night. I found it difficult to hear Mrs. Patterson when she spoke in the classroom. I felt as if she were speaking from beneath tumbling water, or from the end of a long tunnel. She assumed I was daydreaming. I stopped imagining that I might one day be a teacher No longer did my imagination dance me through the leaves. The sound of ringing church bells irritated me. Mostly I felt ashamed, different.²

1 Carlson, B.E. (1984). “Children’s observations of interparental violence.” In Roberts, A.R. (Ed.) *Battered Women and Their Families* (pp. 147-167). New York: Springer Publishing.

2 Helping Traumatized Children Learn, A Report and Policy Agenda, Massachusetts Advocates for Children: Trauma and Learning Policy Initiative In collaboration with Harvard Law School and the Task Force on Children Affected by Domestic Violence (2005). To purchase or download please go to www.massadvocates.org or contact: Anne Eisner, aeisner@massadvocates.org, ph: 617-998-0110.

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. School leaders in such Trauma Sensitive Schools recognize the importance of behavioral health 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 initiatives are successful.³

Other key elements of a school that successfully addresses trauma and behavioral health needs include:

1. A School and Behavioral Health Support Team, which refers to any team established to address behavioral health needs and, like a Student Support or Wrap-Around Services team, is used to plan, coordinate and evaluate services
2. Mapping of existing mental and behavioral health services and their adequacy and utilization of mental health resources inside and outside of the school community, and training for staff, like paraprofessionals, secretaries, bus drivers, and others to provide ongoing support
3. Employing a school curricula that includes instruction in problem solving, life skills, social-emotional development, interpersonal community, self-regulation, and violence prevention, such as Second Step or Social Emotional Learning

3 The Behavioral Health and Public Schools Framework, Introduction to the Framework, visit <http://BPHS321.org>, p. 2.

4. Welcoming parents of students with behavioral health challenges to participate as equals in the planning and evaluation of programs and services
5. Creating professional developmental trainings that respect and take into account ethnic and cultural diversity
6. Ensuring that school personnel are trained and actively engaged respectfully and supportively with students and families⁴

To learn more about how to implement a behavioral health framework that supports a Trauma Sensitive School with step-by-step implementation ideas, please visit <http://BPHS321.org> or www.FixSchoolDiscipline.org

HIGHLIGHT: THE UNIVERSITY OF CALIFORNIA SAN FRANCISCO, CHILD AND ADOLESCENT SERVICES, DEPT. OF PSYCHIATRY, HEARTS (HEALTHY ENVIRONMENTS AND RESPONSE TO TRAUMA IN SCHOOLS) PROJECT⁵

UCSF HEARTS is a multi-level school-based prevention and intervention program for children who have experienced trauma that aims to promote school success for traumatized children and youth by creating school environments that are more trauma-sensitive and supportive of the needs of these students. This project draws its model in part from the flexible framework for trauma-sensitive schools described in the section above, published by Massachusetts Advocates for Children in the book entitled, *Helping Traumatized Children Learn: A Report and Policy Agenda*.⁶

HEARTS has implemented its multi-level program in

four San Francisco Unified School District (SFUSD) schools in the southeast sector of San Francisco: El Dorado Elementary, Bret Hart Elementary, Paul Revere School, and George Washington Carver Elementary. These schools serve some of the most under-resourced and chronically traumatized neighborhoods in San Francisco. HEARTS provides services within the three-tiered framework for prevention and intervention that is similar to the framework employed by PBIS:

- 1) primary prevention or “fostering the emotional well being of all students through school-wide safe and supportive environments.”⁷ e.g., classroom presentations on coping with stress;
- 2) secondary prevention or “supports and services that are preventive and enable schools to intervene early to minimize escalation of identified behavioral health symptoms and other barriers to school success,”⁸ e.g., skills building groups for at-risk youth; and
- 3) tertiary interventions or “intensive services and schools’ participation in coordinated care for the small number of students demonstrating significant needs,”⁹ e.g., trauma-informed therapeutic interventions around post-trauma difficulties.

A key ingredient of the HEARTS program is that it addresses the effects of trauma not only at the student level, but also at the adult caregiver level, and at the system level (i.e., school climate, procedures, and policies). The HEARTS team provides critical 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. Such training and support to school staff helps to build capacity in school staff and provide them with trauma-sensitive strategies to address classroom behavioral difficulties, training that educators typically do not receive in teacher education coursework.

In partnership with SFUSD, the HEARTS mental health practitioners have delivered more than 1800 hours of training and consultation to SFUSD and trained 700 SFUSD staff and affiliates. In the target

⁴ Id. at p. 3.

⁵ A collaboration between Child and Adolescent Services (CAS) at UCSF-SFGH Department of Psychiatry and the UCSF Center of Excellence in Women’s Health. This section adapted from “UCSF HEARTS”, Summary of Accomplishments (June, 2012).

⁶ Helping Traumatized Children Learn, A Report and Policy Agenda, Massachusetts Advocates for Children: Trauma and Learning Policy Initiative In collaboration with Harvard Law School and the Task Force on Children Affected by Domestic Violence (2005).

⁷ The Behavioral Health and Public Schools Framework, Introduction to the Framework, visit <http://BPHS321.org>, p. 1.

⁸ Id.

⁹ Id.

schools, HEARTS provides on-site psychotherapy and mental health consultation three days per week. In surveys, school staff at these schools report a 57% increase in their knowledge about trauma and its effects on children, and a 64% increase in their use of trauma-sensitive classroom school practices. At El Dorado Elementary School, where HEARTS has been in operation for 4 years and where the school consistently tracked office discipline referral data, staff reported a 32% decrease in such referrals and a 42% decrease in violent student incidents after the first year of HEARTS implementation(2009-10 academic year).

School staff at target sites have told HEARTS that the training and support has changed their perspective from “these are problem children” to “these are scared and hurt children.” A principal at one of the HEARTS’ schools stated:

[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.

To learn more about trauma sensitive schools and read an interview with HEARTS Project leaders, visit www.FixSchoolDiscipline.org



RACIAL BIAS AND DISCRIMINATION: STRATEGIES TO ADDRESS DISPROPORTIONALITY IN DISCIPLINE HEAD-ON

Racial disparities in discipline are stark in California, with 3 times as many African-American students being suspended as their white peers. Because studies on race and school discipline do not support a conclusion that such disparities are based on African American students having higher rates of misbehavior, and do provide evidence that they receive harsher punishments than white students receive for the same behavior, there is cause for alarm.¹ When thinking about alternative discipline strategies and implementation, it is important to look closely at the causes of such disproportionate treatment and ensure your school district uses proactive strategies with any alternative approach that address the issue head on.

What are some of the causes of disproportionate treatment in discipline and how can they be proactively addressed?

A myriad of overlapping factors cause disproportionate treatment:

Cognitive psychology shows that, even in the absence of an outright intent to discriminate, people act according to unconscious biases that make them behave discriminatorily against races that have been historically segregated.

Social class, generational, and experiential differences increase the divide and subsequent misunderstanding between African American students and their teachers and administrators, even those with similar ethnic backgrounds.

Cultural conflicts exist between many African American students' culture and the dominant culture of the schools they attend.

- For instance, many African American 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 African American students may be perceived to be willfully defiant for talking or working collaboratively.²
- Another example: some African American students engage in "stage-setting" behaviors to prepare for starting an assignment, such as sharpening pencils, talking to classmates, and going to the restroom. Teachers may mistakenly perceive not beginning an assignment immediately as avoidance of schoolwork and noncompliance with directions.³
- Verbal and nonverbal communication differences can create further cultural conflict and misinterpretation between school staff and African American students. Many teachers may misinterpret the more active and physical style of communication of African American males to be combative or argumentative.⁴ Teachers who are prone to accepting stereotypes of adolescent African American males as threatening or dangerous may overreact to relatively minor threats to authority.⁵

Schools can begin to address the disparate treatment inflicted on students of color by adopting culturally conscious classroom management practices and revising their discipline policies to remove subjective offenses from the menu of options. Here are a few suggestions:

Hire a diverse instructional and administrative staff. *Students of color stay in school longer and perform better when they have teachers who look like them and who they can relate to and look up to.*⁶

1 Center for Evaluation and Education Policy, Skiba et al., 2002

2 Townsend, B. (2000), The Disproportionate Discipline of African American Learners: Reducing School Suspensions and Expulsions, *Exceptional Children*, 66(3), pp. 381-391.

3 Id.

4 Id.

5 Id.

6 Tammy Johnson, Racial Profiling and Punishment in U.S. Public Schools, Erase Initiative, Applied Research Center, p. 21.

Examine suspension and expulsion data and systemically address disproportionate discipline results.

Do this to influence decisions about discipline policies and to ensure that differential discipline is not applied to any group of students based on ethnicity, gender, ability, socioeconomic status, sexual orientation or any intersection of those identities.

Educate all school staff about disproportionality and methods for combating it.

Adopt an alternative discipline policy, making sure to be mindful of and proactively seeking to combat implicit and explicit racial bias

- Increase the awareness of teachers and administrators of the potential for bias when issuing referrals for discipline,
- Utilize a range of consequences in response to behavior problems,
- Treat exclusion as a last resort rather than the first or only option,
- Make a concerted effort to understand the roots of behavior problems,
- Find ways to reconnect students to the educational mission of schools during disciplinary events,
- Remove subjective offenses from the menu for discipline and ensure that every offense has clear, objective parameters.

Actively pursue and maintain family and community involvement. *Fostering collaborative relationships with individuals who are members of students' culture will increase educators' understanding of student background. This partnership will, therefore, minimize students' disconnect from school environment and assist schools with effective, culturally competent management of student behavior.*

Teach Culturally Responsive Classroom Management (CRCM).¹ *CRCM 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 expectations and interactions with students;

- Become knowledgeable about students' cultural backgrounds, while being careful not to form stereotypes;
- Examine the broader, social, economic and political context in which all members of the school exist;
- 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.

Employ a "So What" Test. *While clear behavioral expectations are necessary to create and maintain an environment conducive to academic and social 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 what is the potential harm of a behavior, a teacher can direct teaching time and effort at rules that protect and improve student education and learning environments.*

For more information on promising practices, institutional racism, and research around bias and discipline, visit www.FixSchoolDiscipline.org

¹ Information in this section adapted from Metropolitan Center for Urban Education (2008), *Culturally Responsive Classroom Management Strategies*, Steinhardt School of Culture, Education, and Human Development.

HOW TO LEAD YOUR SCHOOL AND SCHOOL DISTRICT TO REFORM SCHOOL DISCIPLINE

The highlights and tools already provided should give you enough information about how to get started with implementing alternatives to the current out-of-school suspension practices, as well as who you can contact around the state to get assistance and advice. In the next sections, you will learn a little more about some of the steps to implementation, including collecting and analyzing school discipline data to focus reform efforts, sharing that data with the school community to highlight and explain the need for change, reviewing other sample and model policies to determine how best to implement the alternatives, understanding the various options for funding such alternatives (including through your existing school budget), and making plans to monitor the reforms and share your victories.

ASSESSING THE IMPACT OF SCHOOL DISCIPLINE PRACTICES: UNDERSTANDING WHERE AND HOW TO FOCUS THE REFORM EFFORTS

1 The first step is to collect and analyze the available data. Every school district and school is required to collect and report data on student discipline and outcomes. The system developed by your own school district should have enough information to paint a clear picture. If you want to see how another school district analyzed its data, read the Highlight on Vallejo City on page 19 and view the [PowerPoint](#) they put together to explain the need for reform to School Board Members, teachers, and the entire school community.

You can also find data about school discipline and school climate from four key online sources:

California Department of Education (CDE) [Dataquest website](#), where you can find basic data related to suspensions, expulsions, and truancy. Later this year (2013), the 2011-2012 suspension and expulsion rates should be disaggregated by race, ethnicity, gender and offense for the school and district.

[Office of Civil Rights Data Collection webpage](#), where you can find information about suspensions and expulsion rates disaggregated by race, ethnicity, and gender for the 2009-2010 school year.

[California Healthy Kids Survey](#), where you can find information about students' perceptions of safety and

violence in school, as well as information about their physical health.

[California Health Climate Survey](#), where you can find specific information pertaining to perceptions of school climate as reported by teachers, administrators and other school staff.

While you are collecting, compiling and looking at the data, ask yourself:

- ▶ What kinds of offenses result in the most suspensions and expulsions?
- ▶ Are the majority of students at a particular school suspended or expelled for dangerous offenses? Or for non-dangerous and/or vague violations, such as disrupting class or willful defiance?
- ▶ Are certain groups of students, such as students of color or disabled students, suspended more than other students?
- ▶ How many days of school are being lost to suspension? What does this mean in lost money to the school district, if each day a student is suspended the school loses between \$30-50 or more?
- ▶ Which schools have the highest number of suspensions and expulsions? Which students attend those schools? What are the API and attendance rates at those schools? Are those chronically underperforming schools?

How to find the data on each of the online sites:

DataQuest helps you find facts about California schools and districts.

To create a report: (1) select a Level, (2) select a Subject, and (3) click on the "Submit" button.

- What's NEW? DataQuest Change Log
- What's in DataQuest?
- QuickQuest lets you find answers fast!
- Our Parents Page is another way to find data.
- Contact information for program related questions
- California School Directory
- Help on using DataQuest
- DataQuest Reporting Levels
- DataQuest Reporting Schedule

1. Select Level:

Level:

2. Select Subject:

Subject:

3. Click Submit:

Questions: DataQuest | DataQuest Management Team | (916) 319-0947 or (916) 327-0193

ACCESSING DATA ON CDE DATAQUEST

1. Visit www.cde.ca.gov/ds/
2. Under "Highlights," click DataQuest.
3. From the first dropdown menu, select the level of information you want to view.
 - If you want to view information for the school that your students attend, choose "school." If you are interested in data on the entire district or county, then choose district or county.
4. From the second dropdown menu, select the topic about which you are concerned.
 - For this selection, the dropdown menu is extensive and topics include school performance, test scores, student demographics, student misconduct and intervention. For instance, if you are looking for suspension and expulsion data, scroll down and select the topic under, "Student Misconduct and Intervention."
 - You can also select, "Create your own report."
5. On the following page, select the school year and type a portion of the name of school, district or county that you are researching. **Note: Many**

schools have the same or similar names. Make sure you are selecting the right one. It is easier to locate the correct school, district or county if you type only a portion of the name.

6. Submit to view your data. If you are interested in comparing different school years, you can select a different year using the dropdown menu on the top right corner of the screen.
7. In order to analyze what types of behavior lead to suspension and expulsion at a particular school in your community, click on the name of a school. This will bring you to a page that displays grounds for each of the suspensions at that school based on the provisions of the California Education Code. See screenshot above. (Screenshots courtesy of Mary Lou Fulton, "How to Research California School Suspension and Expulsion Data," California Endowment).

To see a more detailed step-by-step process for obtaining this data, go to www.FixSchoolDiscipline.org

CONTINUED

CDE Contact: Stephanie Papas - 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).	Truancy Rate (Number of Truants/Enrollment).
1,777	1,592	89.59%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	3	35
48900(a)(2)	Related to use of force or violence	5	40
48900(b)	Related to firearms, knives, explosive devices, etc.	4	10
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	25
48900(e)	Committed or attempted to commit robbery or extortion	1	3
48900(f)	Caused or attempted to cause damage to school property or private property		1
48900(g)	Stole or attempted to steal school property or private property		2
48900(h)	Related to possession or use of tobacco products		2
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		6
48900(j)	Related to possession or sale of drug paraphernalia		2
48900(k)	Related to disruption of school activities or willfull defiance	3	116
48900.2	Related to sexual harassment		3
48900.4	Related to harassment, threats, or intimidation		4
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm	1	
48915(c)(5)	PDS-Possession of an explosive	1	

Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:	19	249
	Violence/Drug Total:	16	124
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	.9%	6.98%
	Total of Persistently Dangerous Expulsions Only:	2	N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	Was school at risk of being designated "persistently dangerous" for 2009-2010? NO!	Was school at risk of being designated "persistently dangerous" for 2010-2011? NO!	

ACCESSING DATA FROM OCR CIVIL RIGHTS DATA COLLECTION

Visit www.ocrdata.ed.gov.

1. Select the 2009 District or School Reports by clicking the hyperlink or the arrow to the right.
2. Fill in the information for the school you are researching, or
3. Select the District tab and fill in the information for the district you are researching.

- Select the county and type the main name of the district in which you are interested. (Do not include the words “unified,” “school,” or “district”).
- Click on the name of the report you would like to view, which will download a PDF document to your computer.

2 You want to collect real stories about who discipline impacts from current and/or former students, their families, and, if possible, teachers in your community. These stories will help to put a real face on how suspension and expulsion have negatively affected the community.

ACCESSING DATA FROM SURVEYS California Healthy Kids Survey

1. Visit www.chks.wested.org/reports/search
2. Select the county and type the main name of the district in which you are interested.
3. Click on the name of the report you would like to view, which will download a PDF document to your computer.

Here are summaries of real stories that students and families have shared in hearings around the state on this issue or in meetings with key leaders:

1. A parent of an Oakland Unified high school student explained how racial bias and cultural insensitivity led to her son’s frequent office referrals and lots of missed class time:

“My son is an African American boy in the tenth grade and he is 6’5” and about 250 pounds. He’s bigger than most of his teachers. When he disagrees with something one of his teachers says he says so. This might be scary for some of those

California School Climate Survey

Visit www.cscs.wested.org/reports/search.

teachers but he's just speaking his mind and he gets sent to the office for defiance."

2. A student in LAUSD talked about his in-school and out-of-school suspension history:

"I was sent to the office a lot for talking to the person next to me, drawing, not doing my work alone, coming to class tardy and sometimes I was sent to the office for a more personal reason. The teacher would exaggerate about the cause of my referral. I was suspended 12 or 13 times for different reasons like coming to school or class late, having insufficient work incentive, and making fun of my teacher's hair in class."

3 You need to organize the data and stories in a way that is clear, concise and also interesting to the school leaders in your community who you are hoping will stop harsh and punitive school discipline practices. This document can also be shared with the media.

To help you do this, first, here is an example of a document created by Community Rights Campaign, Public Counsel, and ACLU after they collected data and stories about harsh punishments around truancy in Los Angeles from various sources and students and to convince Councilmembers and others to support a change in the laws.

On page 58, there is a template you can make for your community.

HIGHLIGHT: SUCCESS (STUDENTS UNITED TO CREATE A CLIMATE OF ENGAGEMENT, SUPPORT AND SAFETY)

A project of the Youth Engagement Team Fresno, led by a coalition including the Youth Leadership Institute, Californians for Justice, The Center for Multicultural Cooperation, The Know Youth Media, Boys and Girls Clubs of Fresno County and Fresno Pacific University

Interview with MaryJane Skjellerup (MaryJane), Senior Director of Programs, YLI and SUCCESS youth members Brooklyn Taylor (Brooklyn) and Miriam Hernandez (Miriam)

How did you start organizing around the drop out and school climate issues in your community?

Brooklyn: Two years ago, several organizations were looking at different issues related to school climate and drop out rates. For instance, Miriam and I also belong to Californians for Justice (CFJ), and we were starting to talk about these problems. Youth Leadership Institute (YLI) had conducted over 100 surveys with community members to understand the issues with school climate and drop out and find alternatives.

MaryJane: Concerns about what was happening in our schools started bubbling up from the community. The California Endowment (the Endowment) had just identified Fresno as one of their communities for their Building Healthy Communities initiative (BHC). During the BHC planning process, the Endowment was looking at student attendance data. In the fall of 2010, our organization received funding from BHC to do research with a deliberate focus on what our young people were concerned about, namely the extraordinary amount of time that students were spending outside of school. For instance, we found that students had missed 32, 180 school days because of suspension.

Miriam: To deal with the school climate problems, SUCCESS was created from the membership and different groups that involved youth: YLI, Boys and Girls Club of Fresno County, The Know Youth Media Magazine, Fresno Pacific University Center for Peace

and Conflict Studies and the Center for Multicultural Cooperation.

How did you learn more about school discipline issues in Fresno?

MaryJane: We gathered data about Fresno Unified School District from California Healthy Kids Survey, California School Climate Survey, California Department of Education Dataquest and the Office of Civil Rights, Civil Rights Data Collection, all of which can be searched online. We found that students missed 32, 180 days because of suspensions, that only 42% of students felt like they are a part of their school, and that only 22% of teachers strongly feel that discipline is handled effectively. From the surveys and data, we figured out what we wanted to know more about.

Using this information, we created focus groups by engaging our different partners that worked with the students, such as the Boys and Girls Club. We asked them to get involved and send us students, parents and community members to participate in our focus groups. We asked the focus groups, "Why is this happening, why are so many students being suspended and dropping out of school?"

Brooklyn: We learned that a lot of students didn't feel like there was an adult who cares about them at school and that they don't feel safe at school. That was a big pattern; students always got bad feedback from their teachers and a lot of teachers and staff would belittle them and treat them like they were lesser.

Miriam: Students said that they felt like they were just going to school and that's all that mattered. No one cared what they were going through at home.

What did you do with the survey data and the information you received from the focus groups?

MaryJane: We then spent a year teasing out the themes of these focus groups, learning more about data analysis, analyzing data, and setting goals. YLI worked with the members of SUCCESS on team building. We went slowly, which is good so members of the collaborative group have a good sense of what is happening and what their roles are. We had a team retreat that was so important. Things can fall apart quickly if you don't remind yourselves about your goals and message. Other people and organizations were coming to us asking, "Do you want to take on the Superintendent?" and that's another political issue that was not ours. We wanted to work with the school district, schools and Superintendent to increase student attendance, graduation and the rates of students going to college.

Miriam: We also spent that year, meeting for at least an hour after school, once a week to be trained in research, how to talk to school board administration, and what we wanted to change. Then, after that year we had a SUCCESS Conference. About 110 people, students of all ages, teachers, FUSD administration, courts, police enforcement, and community members attended the Conference.

MaryJane: There was a data board with [charts and graphs](#) detailing what we learned with focus groups. We had a panel presentation about rights and responsibilities. For instance, people from the school district explained the suspension/expulsion and attendance rules while people from the American Civil Liberties Union talked about due process and civil rights. A police officer and judge also spoke about their experiences with students in the juvenile and criminal justice area. We also learned about Restorative Justice from a professor from Fresno Pacific University who wrote a book called *Discipline That Restores*.

After this conference and receiving all of this information, what did YLI and SUCCESS do next?

Miriam: After the conference, SUCCESS decided on pursuing Restorative Justice as a policy that the Fresno Unified School District should adopt and decided that we wanted to meet with the Superintendent.

How did you convince the Superintendent to meet with a group of students and community organizations?

MaryJane: Our district had a sense that discipline is a problem and could admit that publicly to a certain extent. Fresno Unified views students as a powerful force so it was pretty easy to get a meeting with the Superintendent because we had done our homework and knew our issue. SUCCESS caught the District's eye because people who worked at the District attended the SUCCESS conference. It also helped that news stories were coming out in the Fresno Bee about suspensions and the drop out rate in Fresno.

Additionally, we had also built the relationship, so all we did was send an email and work out scheduling. It's really important to develop relationships. To build the relationship, you should go to every Board meeting and have a conversation with the administrators there, including the Superintendent, and talk to them as humans. The District people and Superintendent have to be at these Board meetings and you have their attention during the down times while nothing is happening; they can't go anywhere. Tell them who you are and your goals. Keep conversation grounded in the bigger goal. We aren't coming after anyone; we just want to focus on what's good for our children and youth.

What happened in the meetings with the Superintendent and what were the results?

MaryJane: At the first meeting with the Superintendent, we presented the data to him in a [PowerPoint](#). He saw that we had really done our homework and understood the problem, and he realized that we were a legitimate group.

The Superintendent was very receptive. He said, "We know about these problems too but there are considerations and barriers to fixing the problem." For instance, scalability was an issue. The big question with scalability is, "How do you implement a solution for 74,000 students and 8,000 staff?" But that's always an issue and that's why he's in charge, but we are willing to help prepare students and families to embrace the changes that were about to result. We had an honest conversation about the lack of will to take on the drop out crisis and racial disparities in discipline. We also proposed Restorative Justice as an alternative. This first

meeting was successful and led to two more meetings with him and the youth.

These discussions led to the SUCCESS team capitalizing on the formation of a community Graduation Task Force. The District invited SUCCESS youth leader Miriam to be a part of this Task Force as well as a couple of SUCCESS adult team members from YLI and The Know Youth Media.

What is the Graduation Task Force and what is its role in all of this?

Miriam: In mid-April to June, students, community members, teachers and a school board member regularly met as the Graduation Task Force. We conducted more focus groups with students who were at risk of dropping out. We collected all of our thoughts about the data and stories that we heard and came up with [18 recommendations](#) for the Fresno Unified School Board, one of the recommendations is about implementing Restorative Justice.

MaryJane: There was a rally outside the meeting with about 80 young people from different schools. And the Board accepted all the recommendations of the Task Force and set aside \$2 million to implement the recommendations.

This was important but it is only the beginning. We're pushing for a policy that includes the requirement to implement Restorative Justice and other restorative practices that result in returning students to learning in all schools and training and any resources needed to make this happen district-wide.

Feel free to contact us at:

MaryJane Skjellerup, Youth Leadership Institute

Senior Director of Programs, Central Valley

Office: 559-255-3300 ext. 222

To read the full interview with MaryJane, Brooklyn and Miriam, visit FixSchoolDiscipline.org.

Congratulations! You have decided that it is time to fix school discipline!

ALTERNATIVE DISCIPLINE RESOLUTIONS AND POLICIES FROM DISTRICTS IN CALIFORNIA

If you are able to convince school district leadership to put in place an alternative practice and focus on reducing suspensions and expulsions, you may want the School Board to pass a resolution to provide clear direction to the Superintendent about what should be implemented and by when, or you may prefer to work directly with the Superintendent to put in place an alternative strategy in support of goals already supported by the School Board. In either case, several school districts have already passed alternative discipline resolutions and/or put in place policies, which require alternatives, like SWPBIS, SEL and Restorative Justice, to be instituted district-wide.

Here is a summary of a few of those resolutions and policies, the complete versions of which can be found online at FixSchoolDiscipline.org

LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD) DISCIPLINE FOUNDATION POLICY

In March 2007, LAUSD released a Discipline Foundation Policy based on School-Wide Positive Behavior Support. This policy is grounded in the belief that every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment and every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

This policy mandated the development of a school-wide positive behavior support and discipline plan including positively stated rules, which are taught, enforced, advocated and modeled at every campus in LAUSD. It further mandated staff and parent training in the teaching and the reinforcing of the skills necessary for implementation of this policy.

Notable features include

- ▶ Responsibilities outlined for every student, parent/caregiver, teacher, school administrator, school support personnel, school staff, local

district staff, central office staff, visitor and community members

- ▶ Oversight of ongoing and systematic review and evaluation of school practices at the Central Office and
- ▶ Mandatory professional development in the area of school-wide positive behavior support that is broad-based and inclusive of all staff involved in supporting schools and students.

OAKLAND UNIFIED SCHOOL DISTRICT (OUSD)

Restorative Justice Initiative Resolution

In December 2009, the OUSD Board of Education (OUSD Board) passed a resolution to launch a district-wide Restorative Justice Initiative to institute Restorative Justice as a proactive approach to student behavior. This Initiative included professional development of administrators and school site staff, redesign of District discipline structures and practices, and promotion of alternatives to suspension at every school.

Implementation of this initiative included partnership with local law enforcement, Alameda County Probation Department, and the State Disproportionate Minority Contact Office to “promote a district-wide “Culture of Caring” serving the whole child, which promotes both social-emotional and intellectual development.” The resolution included that “success” would be dependent on “the meaningful inclusion of students, parents, teachers, administrators, and OUSD leadership in efforts to create a safe and equitable learning environment where all students can excel.”

More information about implementation and progress can be found at <http://publicportal.ousd.k12.ca.us/1994105819855310/site/default.asp>

Office of Civil Rights Voluntary Resolution Plan (VRP) addressing disproportionate use of suspension and expulsion

In May 2012, Urban Strategies Council published a report that revealed that African American boys comprise 17% of OUSD students but 42% of the suspensions.¹ One in ten African American boys in OUSD elementary schools, one in three African American boys in middle schools, and one in five African American boys in high schools are suspended.² In an effort to address the racial disproportionality present in suspensions and expulsions and the United States Department of Education, Office of Civil Rights (OCR) compliance review about this issue, the OUSD Board passed a resolution to enter into a five-year agreement (or VRP) with OCR on September 27, 2012.

The VRP will be implemented in two phases, during which the District will focus resources on those schools with the highest disproportionality in suspension by race.

Notable features of this VRP include:

- ▶ Utilization of school-wide Response to Intervention (RTI) frameworks at all middle schools and at targeted elementary and high schools, including but not limited to, Positive Behavioral Interventions and Supports, Restorative Justice, Caring School Community, and the African American Male Achievement Manhood Development program.
- ▶ Development of a data system that will track all types of office discipline referrals and out-of-school removals that can be used to analyze and track progress
- ▶ Data review at the conclusion of each school year by OUSD Superintendent with principals of VRP

OUSD Superintendent Tony Smith said of the VRP, **“This agreement is a powerful and positive step that will force Oakland – regardless of who is elected to the school board or who is running the school – to stay on track in reducing suspensions.”**

1 Urban Strategies Council (2012), “African American Male Achievement Initiative: A Closer Look at Suspensions of African American Males in OUSD (2010-11).”

2 Id.

schools to examine steps that are being taken to ensure fair and equitable implementation of discipline policies.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD) NEW RESTORATIVE JUSTICE FRAMEWORK AND THE ALTERNATIVES TO SUSPENSION AND EXPULSION RESOLUTION

In October 2009, the SFUSD Board of Education (SFUSD Board) adopted [the New Restorative Justice Framework and the Alternatives to Suspension and Expulsion Resolution](#). With this resolution, the Board dissolved the “SFUSD Discipline Taskforce” and created a new “Restorative Justice and School Climate Taskforce,” comprised of students, parents, school site staff and other stakeholders. This Taskforce advises the SFUSD Superintendent and the Board in designing, implementing and evaluating a student discipline policy based on Restorative Justice.

The overarching goals of this policy are to reduce student suspensions, increase student attendance, and create school climates that support joyful learners.

Notable policy components include:

- ▶ Implementation and integration throughout all Middle Schools and targeted elementary and high schools in the 2010-2011 school year
- ▶ Requirements that all principals must, unless strictly mandated by law, utilize alternatives to suspension and expulsion that are available at their school sites.
- ▶ Professional development periods will include training in conflict resolution, escalation skills and the New Restorative Justice Framework and Alternatives to Suspension and Expulsion Policy.

More information about implementation and progress can be found at <http://www.sfusd.edu/en/programs/restorative-practices.html>

LE GRAND HIGH SCHOOL DISTRICT RESTORATIVE JUSTICE INITIATIVE RESOLUTION

On September 12, 2012, Le Grand Union High School District Board of Education in East Merced passed a [Restorative Justice Initiative Resolution](#). In this resolution, the Board announced its commitment to “creating and supporting a culture shift in the way district systematically responds to students discipline problems.” A Restorative Justice approach in schools serves students’ social-emotional and intellectual development, includes student, parents, teachers, administrators, and District leadership, and promotes and sustains a safe and equitable learning environment where all students are cared for and can excel.

The resolution is to be implemented at all school sites; include professional development of administrators, school site staff and parents; a redesign of discipline structures and practices; and promote alternatives to suspension.

Other states are also putting in place critical reforms around discipline, Baltimore, Philadelphia, and Denver have discipline codes that were developed with community input, have clear guidelines regarding the types of interventions/other means of correction that must be used prior to suspension, and have been held up as models for helping to significantly reduce school removals and improve school safety.

Go to FixSchoolDiscipline.org to read about the policies and details about Baltimore’s approach and success.

CALIFORNIA’S MODEL ALTERNATIVE DISCIPLINE POLICY OR IMPLEMENTATION PLAN

You can visit www.FixSchoolDiscipline.org to download a model alternative discipline policy/plan that incorporates the best elements from policies and plans in California and across the country. You can use this framework and the elements to help you create a policy/plan in your school district.

FUNDING SOURCES FOR IMPLEMENTING ALTERNATIVES TO SUSPENSION AND EXPULSION

There are a number of federal and state funding sources available to support the implementation of alternatives to suspension and expulsion. Here are just a few of those sources:

FEDERAL FUNDING SOURCES

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).¹

For an example of a school using IDEA funding to institute PBIS, see the interview with Principal Kerry Callahan on page 13 of this toolkit.

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.²

For an example of a school using Title I funds for PBIS see the highlight on Garfield High School in Los Angeles on page 16 and Vallejo Unified School District on page 19 of this toolkit.

SAFE SCHOOLS/HEALTHY STUDENTS INITIATIVE

The SS/HS Initiative is a federal grant-making program designed to prevent violence and substance abuse among youth, in schools, and in communities. The SS/HS Initiative is a collaborative grant program supported by three Federal agencies - the U.S. DOE, the Department of Health and Human Services and the Department of Justice. This initiative seeks to develop real-world knowledge about practices that work best to promote safe and healthy environments in which America's children can learn and develop. Implementation of alternative approaches to school discipline, such as PBIS, RJ and SEL, which are proven to reduce violent behavior, enhance school climate, and strengthen healthy child development, can be funded. Schools can apply directly to their LEAs to receive SS/HS funds. For more information, visit <http://www.sshs.samhsa.gov/initiative/default.aspx>

For an example of a school using SS/HS funds, see the full interview with Kerry Callahan, Principal of Pioneer High School on www.fixschooldiscipline.org.

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 include improving student proficiency, increasing the numbers of schools that make adequate yearly progress, using data to inform decisions, and creating a system of continuous feedback and improvement. 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.

1 20 U.S.C. § 1401(c)(5)(F).
2 20 U.S.C. 7201, sec. 5131.

CONTINUED

When grant funding is available, the CDE will conduct a grant process that begins with the release of a Request for Applications.

For more information, visit <http://www.cde.ca.gov/sp/sw/t1/sig09progdsc.asp>

CALIFORNIA SERVICES FOR TECHNICAL ASSISTANCE AND TRAINING (CALSTAT)

CalSTAT, through the State Personnel Development Grant (SPDG), a federally funded grant, supports trainings and technical assistance requests that align with one of CalSTAT's core message areas. Training funds are available on a first come, first serve basis. To apply for funds, school leaders should email Marin Brown (Marin.Brown@calstat.org) and give a description of the training(s), the date and duration of the training(s), the core message area involved, such as PBIS for alternatives to discipline, and the number of people anticipated to attend. If funds are available and the training is approved, CalSTAT may fund the school \$600-\$1800 per day.

For more information, visit <http://www.calstat.org/bestpbs.html>

RACE TO THE TOP GRANTS

The US DOE Race to the Top District (RTTT-D) Competition provides \$400 million in grant funding for LEAs to develop personalized learning opportunities for students to close the achievement gap. Although the application cycle closed on October 30, 2012, schools that applied for and received these grants can use them to improve school climate by implementing an alternative discipline practice. US DOE explicitly acknowledged that PBIS is important to consider when ensuring that students have a safe and productive environment in which to learn.

For more information, visit <http://www2.ed.gov/programs/racetothetop-district/index.html>

ECONOMIC IMPACT AID

The Economic Impact Aid (EIA) program is a state categorical program for K-12 to support additional programs and services for English learners, limited English proficient (LEP) and State Compensatory Education (SCE) services for educationally disadvantaged students as determined by a school's LEA. Although the deadline has passed, awarded recipients and future grantees may use EIA funds to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils; PBIS, RJ and SEL incorporate such programs and activities. Allowable expenditure of EIA funds can include the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

For an example of a school using EIA funds, see the online version of the interview with Kerry Callahan.

For more information: <http://www.cde.ca.gov/fg/aa/ca/eia.asp>

STATE FUNDING SOURCES

SCHOOL SAFETY AND VIOLENCE PREVENTION ACT, CALIFORNIA SCHOOL BLOCK SAFETY GRANT

The School Safety and Violence Prevention Act provides now-unrestricted grant funds encompassed in the School Safety Block Grant. It establishes a program providing grants to school districts serving pupils in grades 8 through 12 for the purpose of promoting school safety and reducing school site violence. The funds can be used to hire personnel such as school counselors, social workers, or nurses who are trained in conflict resolution; establish in-service staff training for school staff to identify at-risk pupils; provide instructional curricula and materials to equip pupils with skills necessary to prevent school violence; and, any other purpose that would materially contribute to the goals of safe schools and preventing violence. Alternative strategies, like PBIS, RJ and SEL, have been directly correlated to preventing violence in the school setting.

For more information, visit <http://www.cde.ca.gov/fg/aa/ca/schoolcommunity.asp>, <http://www.cde.ca.gov/fg/aa/ca/combcat12ltr2.asp>

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 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 in pupils' IEPs.

Currently, Placer COE, which provided PBIS training and coaching support to Leataata Floyd Elementary, Pioneer High and Gibson Elementary Schools, uses Proposition 63 funds to provide free training to any school that wants to implement SWPBIS. For information on other COEs that provide training through the use of Proposition 63 and other funding sources, see the Appendix, page 79.

For more information: http://www.dmh.ca.gov/Prop_63/MHSA/Funding.asp

PRIVATE FUNDING SOURCES

CALIFORNIA ENDOWMENT

The California Endowment makes grants to organizations and institutions that directly benefit the health and well-being of Californians. Support is provided to 501(c)(3) organizations and that are classified as a public.

The Innovative Ideas Challenge (IIC) is a highly competitive grant-making program available under the Building Healthy Communities initiative. Specifically, the IIC program seeks to identify and fund promising innovations that address the 4 Big Results or 10 Outcomes from the Building Healthy Communities strategy with a primary goal of prevention or early intervention.

For more information, visit <http://www.calendow.org/grants/>

SOROS

Campaign for Black Male Achievement (CBMA) provides funding for a wide range of policy advocacy. CBMA funds national, state, and local organizations focused on outcomes in various U.S. regions. CBMA will consider letters of inquiry from organizations or projects if the proposed activities have clear and demonstrable potential for national impact and/or replication in localities or regions other than the currently funded areas.

For more information, visit <http://www.opensocietyfoundations.org/grants/campaign-black-male-achievement>

For more private funding sources, visit www.FixSchoolDiscipline.org

GETTING THE MESSAGE ABOUT FIXING SCHOOL DISCIPLINE TO THE MEDIA

Reaching out to your local media early on to start educating them about the need for school discipline reform is an important part of making change.

The facts sheet on why harsh and severe punishments hurt children and communities and why the alternatives work are a win-win for all students, can be used to help educate the reporters who cover education in your community. The specific information you have collected about the harmful school discipline data in your community and the stories from young people and parents are key to telling the story.

HOW DO I FIND THE REPORTERS IN MY COMMUNITY WHO WILL COVER A STORY ABOUT THE NEED TO REFORM SCHOOL DISCIPLINE PRACTICES?

The first step is to figure out which newspaper, blog, radio, online, and television reporters cover education stories in your community. To do this, first make a list of all of the various news organizations in your community, such as the local paper and local radio station. Then, call them directly and ask them who covers education. If they don't have a specific reporter, ask them which reporter would be most likely to cover an education story.

Make a spreadsheet or document with their phone number, email address, and the issues they cover. Include any notes about the kinds of stories they have written about. Keep this updated.

You might also be able to find this information out online.

WHEN AND HOW DO I SET UP A MEETING WITH A REPORTER? WHAT SHOULD I BRING AND SAY?

It is important to be ready with all of your facts and information and stories before you contact the reporters. On pages 54 to 61 you will find the Tools you need to create fact sheets and information to share with a reporter. If you have an organized group, you can also contact the reporter as a representative of that group.

When you do, you can let the reporter know that you would like to talk to him/her about an important issue that is impacting students in the schools around harsh and punitive discipline and that you want to share facts and real stories with him/her about what is happening.

The reporter may not want to meet with you right away unless you are able to tell him/her that something "newsworthy" is going to happen, such as a hearing with public school officials about the issue or a rally to fix school discipline outside of the school board or the introduction of your school board resolution.

Some reporters will take the time to sit down with you and hear more about what your group is doing and learn about what is happening, particularly if you



Why Are Ca
Suspending
Than They


let them know that you will be asking for reforms and a change in practices in the community.

If you get the meeting with the reporter, it is also a good idea to see whether the reporter would like to also hear directly from students, parents, or teachers who are impacted by punitive school discipline or who have seen the benefits of an alternative way of addressing school discipline.

If there is no “newsworthy” event planned, then the meeting is an important one to build the relationship with the reporter and help educate him/her about the issues and their importance to the community. When you are ready to move forward with a newsworthy event, then you will already have the list of reporters to contact in advance to invite to the event and they will already have information about the problem and the solutions.

HOW DO I GET THE NEWS MEDIA TO COVER THE STORY ABOUT OUR GROUP PUSHING FOR CHANGES?

The best way to do that is to do something that will highlight the problem and be a direct call on school leaders for change.



California Schools More Students Graduate?

For example, you can hold a hearing on school discipline in your community.

Last year, six different communities in California held school discipline

reform hearings. They invited legislators and school officials and students,

parents, teachers, and others testified about the problems and what needed to change. If you want to read more about these hearings, you can go to www.FixSchoolDiscipline.org

Of course, if you have been able to get a school board member(s) to put forward an alternative school discipline policy or you have secured a time at a school board meeting to talk all about school discipline reform, these are also “newsworthy” events. When Restorative Justice for Oakland Youth organized to pass the Restorative Justice Policy in

Oakland (see page 28), they let the media know and the story got positive attention. This helped lead to additional funding and a paid school coordinator.

WHY IS NEWS MEDIA COVERAGE EVEN IMPORTANT?

Community leaders pay attention to the news, and a story that really explains the problem can help influence how they think about or view the issue and help gain momentum for change. Press coverage is also important because it helps keep the issue in the forefront and emphasizes its importance. If the school district is in denial about the school discipline practices being a problem, a strong story with real facts and real stories can change the equation.

When you have a victory around school discipline, it is important to share it with the news media, as this can also help with implementation and really memorialize the changes you were able to make so you can share them with more people in the community who might want to get involved.

HOW DO I LET THE NEWS MEDIA KNOW ABOUT THE EVENT AND WHAT INFORMATION SHOULD I BE PREPARED TO GIVE THEM?

You already made a list of all the news media in your area, so you will want to send them a press alert or release that tells them the three “W”s about your event, namely Who, What and When.

Try to send it out at least two days before the event, if you can. Also, it is very important to follow-up with phone calls.

In the press release, let the media know who will be available for interviews, such as teachers, parents, and students. Also, if you are going to do anything with banners or posters or hold a rally, let them know what to expect regarding what they will see.

On the next page, you will find a sample press release to help you get started!

I'VE WRITTEN A PRESS RELEASE. NOW WHAT?

Here's where having your reporter list really helps. When it's time to send out your press release, you'll know where the reporters are and how to reach them. It's usually best to just paste your press release into the body of the email. Reporters won't have to open an attachment to read your press release, and you won't have to spend extra time formatting it.

Don't count on email to do your job for you. Always call reporters after you've sent the email and ask them: will you be able to cover this event? Don't assume they have already received the press release. Always start your call by telling them why you are calling.

HOW ELSE CAN I KEEP A FOCUS ON SCHOOL DISCIPLINE REFORMS?

You can also create a broader communications strategy to highlight the data on discipline and the changes you are making with the community. You can create a Public Service Announcement for parents, asking them to volunteer at their local schools and help create safe passages for students. You could create a district-wide campaign to encourage community volunteers and community based organizations to partner with the school district to provide interventions to students struggling with behavior issues, such as after-school programs, mentors, and folks trained in conflict resolution. As suggested in the model policy on www.fixschooldiscipline.org, you can set aside clear times on the Board agenda for reports on how the school discipline reform efforts are proceeding and for parents, students and others to provide input!

When schools successfully implement alternatives to discipline and they start seeing the increases in attendance, achievement, and school funding, make certain to call reporters and send out a press release so that those strong stories about positive change are highlighted. They can inspire more schools and districts to get on board quickly with the reform efforts!

This is the person who will answer reporters' calls and emails and connect them with people who can speak on the issue

You can use a kicker or subheadline to give context

The headline is the most important part of your press release. It should clearly explain the "news," i.e. the event that you are holding. It should always have an active subject and object (WHO IS DOING WHAT) and can even include the date of your event for added clarity. When you email press releases to reporters, you should include this headline in the subject line of your email.

The dateline tells reporters where this is happening

Always lead with the news hook.

If you want reporters to cover your event, include a WHAT, WHEN, WHERE, and any VISUALS you will have for photographers or videographers.

Include quotes directly from people involved in the issue. Don't be afraid to have personality – there's nothing worse than a press release quote that sounds like nobody would ever say it. Reporters may use these in their story, or ask to speak to these people. The quotes should come from people who understand the issue and will be available to speak to reporters.

Give more context lower in the press release. Why is this important?

shows reporters the end of the release

SAMPLE PRESS RELEASE



For immediate release: Day, Month DD, 20YY

Media contacts: Angelo Zepeda, 555-555-5555, azepeda@studentgroup.org

ABC School Board Set to Vote On New School Discipline Policy:

District Would Commit to Lowering Suspensions By 35% and Increase School Attendance by 10% in First Year of Implementation

AMITYVILLE - School board members will consider whether to adopt a new district-wide discipline policy to reduce out of school suspensions.

WHAT: School Board Hearing

WHEN: Thursday, October 12, 2012

WHERE: Amity Junior High School, 125 Freedom Lane, Amityville, CA

WHO: School district superintendent James Carlos, Amity Junior High Principal Fay Flinch, teachers, students, and parents

“Every minute that you’re in school means you’re one step closer to your dreams,” said Joshua Mata, a 7th Grader at Amity Junior High School. “Students need to know that they have the support to stay in school whatever is happening at home or in their lives.”

“The old ‘scare kids straight’ strategy isn’t working, and is actually making it more likely that students who with behavior drop out and enter the juvenile justice system,” said teacher, June Casa. “Now our school district is preparing to lead the way by bringing students, parents and educators together to adopt a better research-based approach that works for all students and helps teachers too.”

If adopted, the new school discipline policy would be a major change for the district. It replaces harsh disciplinary practices that focus on out-of-school suspension to address behavior with effective, evidenced-based alternatives to hold students accountable for their behavior while supporting them to stay in school.

###

Making Certain That Your Victory Results In Real Changes In Classrooms, In Schools And For Children:

CREATING AND IMPLEMENTING A MONITORING AND ACCOUNTABILITY PLAN

Excellent! You have decided to put in place alternatives to traditional discipline and may have even put in place a policy outlining a timeline and structure for how to implement the alternatives. We hope you have also set aside money in the 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.

Monitoring implementation will depend on what practices have been put in place and what a district-wide policy or resolution requires, if one was adopted. For an example, see the plan devised by Vallejo City Unified School District and all of the evaluation tools and structures available at www.caltacpbis.org.

Here are some common features that should be in any good monitoring and implementation plan:

1 Putting the Timeline and Specific Steps for Implementation Into 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 timelines for when things will happen.

Here is 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 (including ODR) With Principals and Discuss Any Challenges with Implementation and 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

Develop a Strong Monitoring Plan: This plan should include:

- a. **A Regular Forum With Stakeholders To Review Data and 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.
- b. **Reviewing the data on discipline** (office discipline referrals, suspensions, expulsions) and academic achievement to see if the alternatives are making a difference. In the best case, the adopted policy already requires the school district and schools to collect and review this data quarterly or even more frequently and sit down 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.
- c. **Looking for Evidence of the Alternative In Practice:** From reading this Toolkit, you will have learned a lot about how these alternative practices look when they are really implemented in schools. On Fixschooldiscipline.org, the Toolkit also has a number of free on-site evaluation and monitoring tools, that you can access and use right away, including the [Rubric of Implementation](#), which has been used to assess compliance with SWPBIS implementation in Los Angeles Unified and provide feedback to school administrators. 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.
- d. **Schedule regular 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 bringing 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 ensure everyone is on the same page.
- e. **No Cooking the Books:** It is always possible that some school leaders will cut corners. Instead of learning how to put in place good alternatives and interventions, they might send students home illegally (without providing proper notice or reporting it) or they may just start sending students to the office for multiple periods without giving them instruction or help. It is much harder to monitor these illegal practices, but here are a few thoughts:
 - i. Parents and students know what is happening at their schools. Collect stories from them if you begin to hear that this is happening.
 - ii. Make it clear that such practices are illegal and will not be tolerated. It is critical that school leaders set an example and make it clear that such practices are not acceptable. This should be done in writing and discussed at principal, teacher, and other school leadership meetings. It is important to establish as a school leader that if a school-site needs more help to reduce suspensions and improve school climate, you strongly encourage them to ask for help, but that falsifying data or sending students home without proper due process will not be tolerated.
 - iii. Conduct On-site Observations: Through the on-site observation process discussed above, you can also include mechanisms to interview teachers, students, and parents to assess the practices related to discipline that they are seeing happen at the school site. Sometimes a visit to the principal or dean's office at different times of the day can be illuminating, if many children are just sitting there for multiple periods on end.

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!

HIGHLIGHT ON CADRE, SOUTH LOS ANGELES PARENT ORGANIZING AND EMPOWERMENT ORGANIZATION

In 2005, CADRE, with support from Public Counsel and others, successfully organized and led a broad-based campaign to pass a resolution to create Los Angeles Unified School District's (LAUSD) Discipline Foundation: School-Wide Positive Behavior Supports Policy. LAUSD was one of the very first and the largest District in the nation to adopt a research-based school-wide strategy for all of its schools. Since that time, CADRE has worked in partnership with Public Counsel and others to ensure that implementation occurs in all of the District's 800 some schools.

Maisie Chin, Executive Director of CADRE

Knowing what CADRE knows now, what would CADRE have wanted included in the original LAUSD DF/SWPBIS Policy to facilitate faster implementation of that policy?

Knowing what we know now as a result of our monitoring, the original LAUSD Discipline Foundation - School-Wide Positive Behavior Interventions and Supports Policy needed built-in incentives to ensure faster implementation as well as parent, student, and community participation. Quarterly and public reporting of data and progress at regular school board meetings, with opportunity for public comment and recognition of schools with full implementation, would be key to the policy. In addition, implementation needs to mean more than training and checklists of documents being created - the full benefit of SWPBIS must be made clear. We need to tie implementation to specific outcomes, such as reduction in suspensions and office referrals, elimination of racial disproportionality of African American students suspended, reduction in willful defiance suspensions, and increased attendance and graduation rates. And lastly, District resources and funding need to be re-directed to ensure that there is a budget for implementing alternatives to suspension.

Knowing what CADRE knows now, what would CADRE have wanted included in the Policy or Board resolution around the Policy to ensure participation of parents and community in the implementation process?

In addition to the above, the Policy needs to include a mandate for schools to show evidence of school-wide alternative practices to suspension being implemented.

What do you think are the key elements of an implementation monitoring plan to ensure that alternatives to discipline are appropriately and quickly implemented and why does a school district benefit when there is strong role in the process for parents/community/youth?

Schools need to have opportunities to learn new practices and their benefits. As part of implementation, schools should have guidance around culturally responsive behavior support, both prevention and intervention, and be asked to involve parents/youth/community in selecting and developing their school-wide alternatives. Such parent/youth/community participation would facilitate the shared accountability and relationship-building that is so vital for transforming schools.

Feel free to contact us:

CADRE
8510 1/2 South Broadway
Los Angeles, CA 90003
Phone: 323.752.9997
Email: info@cadre-la.org

CONTACT LIST

NORTHERN CALIFORNIA

Regional Trainers

Mike Lombardo, Director of Interagency Facilitation	Placer County Office of Education	Ph: 530.745.1493, mlombardo@placercoe.k12.ca.us	SWPBIS Trainer
Renee Regacho, Ed.D., Associate Superintendent Educational Services	Placer County Office of Education	Ph: 530.745.1480, rregacho@placercoe.k12.ca.us	SWPBIS Trainer
Rebecca Mendiola, SWPBIS Coordinator	Santa Clara Office of Education	Ph: 408.453.6706, Email: Rebecca_mendiola@sccoe.org	SWPBIS Trainer
Lisa Andrews, Ed.D, Director of District and Schools Support Services	Santa Clara Office of Education	Ph: 408.453.6634, Email: Lisa_andrews@sccoe.org	SWPBIS Trainer

OAKLAND

Trainers

Fania E. Davis, Executive Director	Restorative Justice for Oakland Youth	Ph: 510-931-7569 Email: Fania@rjoyoakland.org	Provides Restorative Justice (RJ) training
Eric Butler, RJOY Coordinator	Restorative Justice for Oakland Youth	Ph: 510.586.6228 Eric@rjoyoakland.org	Provides Restorative Justice (RJ) training and technical assistance for schools

School Officials

Tony Smith, Superintendent	Oakland Unified School District (OUSD)	Ph: (510) 273-3200 Tony.smith@ousd.k12.ca.us	Restorative Justice
Curtiss Sarikey Associate Superintendent	OUSD	Ph: (510) 273-3200 curtiss.sarikey@ousd.k12.ca.us	Restorative Justice
Theresa Clinicy Program Manager Attendance and Discipline Support Services	OUSD	211 International Blvd, Rm 10 Oakland, CA 94606 Office: 510.434.7920 theresa.clinicy@ousd.k12.ca.us	Restorative Justice
Lauran Waters-Cherry	OUSD	lauran.cherry@ousd.k12.ca.us	Restorative Justice
Barbara McClung, LMFT Coordinator, Behavior Health Services, Complementary Learning	Oakland Unified School District	Barbara.mcclung@ousd.k12.ca.us Cell: 415-533-3709	Restorative Justice
Lorna Shelton, Assistant Principal	Ralph Bunche Continuation High School, OUSD	Lorna.Shelton@ousd.k12.ca.us, Ph: 510.879.1730	Implementing RJ in high school

Community-based Organizations			
Jackie Byers	Black Organizing Project	jackie@blackorganizingproject.org	Community-based organization doing advocacy around STPP
Jasmine Jones	Black Organizing Project	jljones1103@gmail.com,	Community-based organization doing advocacy around STPP
Other			
Judge Gail Brewster Bereola	Superior Court of California, County of Alameda		RJ
Rose Owens-West, Ph.D., Director	Region IX Equity Assistance Center, WestEd	300 Lakeside Drive, 25th Floor, Oakland, CA 94612, 510.302.4246	
SACRAMENTO			
Trainers			
Stella Connell Levy, JD, Board President	Restorative Schools Vision Project	restorativeschoolsproject@gmail.com, 916.396.7592	Provides Restorative Justice (RJ) training
Richard Cohen	Restorative Schools Vision Project	restorativeschoolsproject@gmail.com	Provides Restorative Justice (RJ) training
School Officials			
Billy Aydlett, Principal	Leataata Floyd (formerly Jedidiah Smith) Elementary, Sacramento City Unified School District	Billy-Aydlett@sac-city.k12.ca.us Ph: 916-752-3324,	Implementing SWPBIS and SEL in elementary school
Cory Jones, Assistant Principal	Leataata Floyd (formerly Jedidiah Smith) Elementary, Sacramento City Unified School District	Cory-Jones@sac-city.k12.ca.us	Implementing SWPBIS and SEL in elementary school
SAN FRANCISCO			
School Officials			
Kerri Berkowitz, Restorative Practices Coordinator	San Francisco Unified School District, SFUSD	berkowitzk@sfusd.edu, 415.695.5543 x13046	Implementing RP district-wide
Paul Jacobsen, Principal	Rosa Parks Elementary, SFUSD	jacobsenp@sfusd.edu	Implementing RP in elementary school
Emily Geiges	Rosa Parks Elementary, SFUSD		On RP Base Team in elementary school

Cecily Ina	Rosa Parks Elementary, SFUSD		On RP Base Team in elementary school
Joyce Dorado, Ph.D. Associate Clinical Professor Project Director, Director of Clinical Research and Evaluation	UCSF HEARTS (Healthy Environments and Response to Trauma in Schools)	Child and Adolescent Services, Dept. of Psychiatry University of California, San Francisco - San Francisco General Hospital (415) 206-3278; cell: 415-307-5403 Joyce.dorado@ucsf.edu	Trauma Informed Schools
Lynn R. Dolce, MFT Associate Director Assistant Clinical Professor	SFGH Child and Adolescent Services, UCSF Department of Psychiatry	School of Nursing 415-206-6598 Lynn.dolce@ucsf.edu	Trauma Informed Schools
Community-based Organizations			
Kevine Boggess, YMAC/Youth Organizing Program Lead/	Coleman Advocates, San Francisco	kboggess@colemanadvocates.org, 459 Vienna Street, San Francisco, CA 94112, ph: 415-239-0161 ext. 17, fax: 415-239-0584	Community organizing, advocacy around RP policy
Pecolia Manigo	Coleman Advocates, San Francisco	Pecolia, pmanigo@colemanadvocates.org Ph: 415-533-6069	Community organizing, advocacy around RP policy
Alize Asberry	Coleman Advocates, San Francisco	aasberry@colemanadvocates.org 510-224-3508 (mobile) Ph: 415-239-0161	Community organizing, advocacy around RP policy
Gabriel Santamaria, Program Associate,	Homies Organizing the Mission to Empower Youth, San Francisco	tel: 415-861-1600, Fax: 415-861-3791, 1337 Mission Street, Second Floor, San Francisco, CA 94103, educatedpath@gmail.com, www.homeysf.org	
Leah Weitz, Program Manager	Bernal Heights Neighborhood Center, San Francisco	lweitz@bhnc.org, tel: 415-206-2140 ext. 150, cell: 415-997-0113,	
Ailed Paningbatan-Swan, Director of Community Engagement	Bernal Heights Neighborhood Center, San Francisco	apaningbatan@bhnc.org, t: 415-206-2140, x130, c: 415-987-4673	
Other			
Mario Rubiano Yedidia, Director, Youth Commission,	City & County of San Francisco, City Hall, Room 345, 1 Dr. Carlton B. Goodlett Place, San Francisco, CA 94102-4532,	mario.yedidia@sfgov.org Direct: 415-554-6254 Main: 415-554-6446	

West Contra Costa County			
Trainers			
Millie Burns, Deputy Chief of Programs	Catholic Charities of the East Bay	Direct: 510.768.3188 Email: mburns@cceb.org	Restorative Practices (RP) training for WCCC schools
School Officials			
Antonio Medrano	West Contra Costa Board of Education	406 Linda Drive, San Pballo, CA 94806-1131, 510-223-0237 Amedrano3@sbcglobal.net	
Vallejo			
School Officials			
Superintendent Ramona Bishop	Vallejo City Unified School District	Rbishop@vallejo.k12.ca.us 707-556-0921	Implementing SWPBIS district-wide
Dr. Derbigny	VCUSD	Iderbigny@vallejo.k12.ca.us	Implementing SWPBIS district-wide
Woodland			
Kerry Callahan, Principal	Pioneer High School, WJUSD	kerry.callahan@wjusd.org	Implementing SWPBIS in high school
Scott Clary, Principal	Gibson Elementary School, WJUSD	scott.clary@wjusd.org, 530-662-3944 x5521	Implementing SWPBIS in elementary school
Carolynne Bottum, former Assistant Principal at Pioneer High School	Roseville City School District	carolynne.bottum@wjusd.org	Implemented SWPBIS in high school
CENTRAL CALIFORNIA			
Regional Trainers			
Tina Frazier, Administrator	Fresno County Office of Education	Ph: 559.265.3049, Email: tfrazier@fcoe.org	SWPBIS Trainer
Leslie Cox, Program Manager	Fresno County Office of Education	Ph: 559.312.5200, Email: lcox@fcoe.org	SWPBIS Trainer
Fresno			
Community-based Organizations			
Mary Jane Skjellerup Senior Director of Programs, Central Valley	Youth Leadership Institute	2440 Tulare Street #200 Fresno, Ca 93721 PHONE 559-255-3300 ext. 222 FAX 559-255-3233 www.yli.org	Community organizing, advocacy around RJ policy
Selma Unified School District			
Steve Gonzalez, Ed.D., Director of Pupil Services	Selma Unified School District	Ph: 559.898.6500 ext. 46515, Email: sgonzalez@selma.k12.ca.us	SWPBIS Trainer
Tulare County Office of Education			
Eileen Whelan, PHD.D., BCBA-D Administrator Behavioral Services	Tulare County Office of Education	eileenw@tcoe.org 559-730-2910 ext. 6810	

SOUTHERN CALIFORNIA

Regional Trainers

Cristy Clouse, District PBIS Coordinator	CalTAC, Inc.	Ph: 714.904.8849, Email: cristyclouse.caltac@gmail.com	SWPBIS Trainer
Marie Williams, IUSD, District PBIS Coordinator	CalTAC, Inc.	Ph: 949.246.2465, Email: mariewilliams.caltac@gmail.com	SWPBIS Trainer
Robert "Bob" Mata, Ed.D., Categorical Program Unit Project Director	Los Angeles County Office of Education	Ph: 562.922.6792, Email: Robert_mata@lacoed.edu	SWPBIS Trainer
Nancy Franklin, Ed.D., Director	Los Angeles Unified School District	Ph: 213.241.8086, Email: Nancy.Franklin@lausd.net	SWPBIS Trainer
Laura Zeff	Los Angeles Unified School District	Email: Laura.Zeff@lausd.net	SWPBIS Trainer
Arthur Cummins, Ed.D., Administrator	Orange County Department of Education	Ph: 714.327.1071, Email: acummins@ocde.us	SWPBIS Trainer
Sheri Wilkins, Ed.D., Program Manager	Desert Mountain SELPA	Ph: 760-242-6310, 760.242.6333, Email: Sheri_wilkins@sbcscs.k12.ca.us	SWPBIS Trainer
Gail Angus, Ed.D., Assistant Director,	Riverside County SELPA	Ph: 951.490.0375, Email: gail@rcselpa.org, gangus@valverde.edu	SWPBIS Trainer
Corinne Foley, Program Manager, Behavioral Health Services	Desert Mountain SELPA	Ph: 760.242.6336, Email: Corinne_foley@sbcscs.k12.ca.us	SWPBIS Trainer

Centinela Valley

Allan Mucerino Assistant Superintendent	CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT	mucerinoa@centinela.k12.ca.us	
--	---	-------------------------------	--

Corona-Norco

Yvonne McFadzean, Assistant Principal	Corona-Norco Unified School District, Santiago High School	Ph: 951.739.5606 ymcfadzean@cnusd.k12.ca.us	Created mentoring program to address racial disparity
---------------------------------------	--	--	---

Desert/Mountain SELPA

Sheri Wilkins, Ph/D Program Manager	Desert/Mountain SELPA	Ph: 760-242-6333, ext. 147 Sheri_wilkins@sbcscs.k12.ca.us Dmselpa.sbcscs.k12.ca.us	
--	-----------------------	--	--

San Diego

Nancy Kelly Project Director Technical Assistance Specialist	EDC, Inc., San Diego	11706 Carmel Creek Rd #302 San Diego CA 92130 nkelly@edc.org 858-461-1067 phn/fax 619-997-8223 cell www.promoteprevent.org www.tribalyouthprogram.org	
--	----------------------	---	--

Los Angeles

Trainers

Seth Weiner, Loyola Law School	Center for Restorative Justice	Seth.weiner@lls.edu	Restorative Justice
--------------------------------	--------------------------------	---------------------	---------------------

School Officials

Jose Huerta, Principal	Garfield High School, LAUSD	jose.huerta@lausd.net, 323.981.5550 x5658	Implementing SWPBIS in high school
Rose Anne Ruiz, Assistant Principal	Garfield High School, LAUSD	323.981.5550	Implementing SWPBIS in high school
Aurora Mellado, Dean of Students	Garfield High School, LAUSD	323.981.5526	SWPBIS, Conflict Resolution
Gelber Orellano, PSW	Garfield High School, LAUSD	323.981.5550	SWPBIS, Psychiatric Social Worker
Randy Delling, ACSA Board of Directors	North Hollywood Senior High	818.753.6200, rdelling@lausd.net	
Ramiro Rubalcaba	LAUSD Coordinator Human Resources Division, formerly Garfield High School Principal	Ramiro.rubalcaba@lausd.net 213.241.5121, cell323.228.5867	Implemented SWPBIS in high school
Marsha Watkins, Principal	Christa McAuliffe High School, Camp Challenger	Watkins.Marsha@lacoed.edu,	Implementing SWPBIS at school in juvenile probation camp
Kimberly Humphries, Assistant Principal	Christa McAuliffe High School, Camp Challenger	Humphries.Kimberly@lacoed.edu	Implementing SWPBIS at school in juvenile probation camp
Kiela J. Snider, Ed.D, Principal	Palm Springs Unified School District	760.251.7200, ksnider@psusd.us	Lowered suspensions using Discipline with Dignity

Researchers/Experts

Tia Martinez	UCLA Civil Rights Project	tia.e.martinez@gmail.com	Research on effects of suspension and expulsion
Dan Losen	UCLA Civil Rights Project	losendan@gmail.com	Research on effects of suspension and expulsion

School Officials			
Vicente Bravo Consultant II, Division of Student Support Services	Los Angeles County Office of Education	Bravo_Vicente@lacoed.edu 562-922-6897, 562-922-6233	SWPBIS
Lynwood			
Edward Velasquez, Superintendent	Lynwood Unified School District	evelasquez@lynwood.k12.ca.us	SWPBIS
Pomona			
Richard Martinez, Superintendent	Pomona Unified School District	richard.martinez@pusd.org implementing PBIS at 2 school sites	
San Bernadino County			
Sherman Garnett Academy Director	Association of California School Administrators	909.223.5561, sherman_garnett@ sbcss.k12.ca.us	SWPBIS
Benton Dorman, Ed.D Program Specialist Special Education	Desert Sands Unified School District	Benton.dorman@dsusd.us Tel: 760-771-8790	
Santa Ana			
Doreen Lohnes Assistant Superintendent	Santa Ana Unified School District	Doreen.Lohnes@SAUSD.US]	
STATEWIDE			
Trainers			
Barbara Kelley, M.A. CEO	CalTAC	949-933-5015 Barbarakelley.caltac@gmail.com www.pbiscaltac.org	SWPBIS Statewide
Marin Brown, MAIS, Project Operations Manager	CalSTAT	707-849-2265 marin.brown@calstat.org	SWPBIS
Dr. Jeffrey Richard Sprague, Co Director	Univ of Oregon Institute on Violence and Destructive Behavior	1265 Univ of Oregon Eugene, OR 97403 Tel: 5413463592 Cell: 5419140960	SWPBIS Expert and Trainer
Center for Advancement of Social Emotional Learning		www.casel.org, skeister@casel.org, 614.327.3096	
Rose Owens-West, Ph.D., Director	Region IX Equity Assistance Center, WestEd	300 Lakeside Drive, 25th Floor, Oakland, CA 94612, 510.302.4246	Provides technical assistance to educators around alternative discipline approaches and data analysis
Researchers/Experts			
Russ Skiba, Professor	Center for Evaluation and Education Policy	Room 509, E Third Street, Bloomington, IN 47401 Ph: 812 855 4438	Racial Bias