

Replace Exclusionary Discipline Policies and Practices with Effective Alternatives

Resources and Technical Assistance for Implementation



General Resources

US Department of Education – *Rethinking Discipline* www2.ed.gov/policy/gen/guid/school-discipline/index.html

Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate and decreasing suspensions and expulsions – requires close attention to the social, emotional, and behavioral needs of all students.

Dear Colleague Letter www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html

This letter explains how discipline disparities may be civil rights violations. When discipline practices exclude students of color at disproportionately higher rates than white students, these practices may be discriminatory, possibly violating students' civil rights.

Dignity in Schools Model Code www.dignityinschools.org/our-work/model-school-code

The Dignity in Schools Campaign *Model Code on Education and Dignity* presents a set of recommended policies to schools, districts and legislators to help end school pushout and protect the human rights to education, dignity, participation and freedom from discrimination. The Code is the culmination of several years of research and dialogue with students, parents, educators, advocates and researchers who came together to envision a school system that supports all children and young people in reaching their full potential.

Solutions Not Suspensions (SNS)* mneep.org/solutions-not-suspensions

Solutions Not Suspensions (SNS) is a campaign to end discipline disparities in public school systems. This trailblazing effort is founded on MnEEP's own research, which revealed the way overly-harsh discipline measures and unjust racial biases in local education systems contribute directly to the disproportionate push out of African American boys through detention, suspension, and expulsion. SNS focuses on cultural change within schools, redefining how schools perceive, interact with, and respond to the concerns of African American students and reframing how students view themselves, which empowers them and increases feelings of self-efficacy and connection to school.

School Climate - Minnesota Department of Education* education.state.mn.us/MDE/EdExc/SchSaf/SchClimate/index.html

The MDE Safe and Healthy Learners Team provides information and technical assistance to school districts regarding school climate, classroom management and youth development. This page includes information on

- Classroom Management
- Information on Project YES- an initiative designed to be a learning lab and catalyst for systemic changes that would increase high school graduation rates
- School Safety steps to make peace in school
- A report on the disproportionate minority representation in suspension and expulsion in Minnesota Public schools

***Minnesota based**

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Restorative Practices

Eastern Mennonite University - The Center for Justice and Peacebuilding (CJP) www.emu.edu/cjp/

The center was established in 1994 at Eastern Mennonite University and supports the personal and professional development of individuals as peacebuilders and strengthens the peacebuilding capacities of institutions they serve.

International Institute for Restorative Practices (IIRP) www.iirp.edu/

RP is a graduate school and resource center for restorative work in school and community. Their “Projects Websites” link to several projects they are implementing, including the Restorative Works Learning Network and SaferSanerSchools-Whole School Change through Restorative Practices.

Living Justice Press www.livingjusticepress.org/

The Living Justice Press site has a list of circle trainers and Circle Keepers, divided by those who work with schools and a state by state directory. It also has a guide of “questions to consider when choosing a circle keeper or trainer.”

San Francisco Unified School District (SFUSD) www.livingjusticepress.org/

This website gives an overview of restorative justice philosophy and its application in schools as well as the district-wide implementation of restorative practices within SFUSD. Follow the Whole School Implementation and Resources tabs for access to how-to guides, videos and additional resources for implementation of restorative practices at the classroom and whole school level.

Restorative Practices (Minnesota Department of Education)* [education.state.mn.us/MDE/SchSup/SchSafety/ RestorativePractices/index.html](http://education.state.mn.us/MDE/SchSup/SchSafety/RestorativePractices/index.html)

This page includes:

- Videos on Restorative Measures in Schools
- Restorative Interventions Facilitator's Toolkit
- Books and Manuals on Restorative Practices in Schools
- Restorative Practices in Schools Program Directory
- Restorative Measures in Schools Resources

Questions regarding Restorative Practices at MDE: MDE.SSTAC@state.mn.us

Legal Rights Center* www.legalrightscenter.org/

Youth who are at risk for permanent disengagement from their educational pathway are referred to the LRC for restorative Family Group Conferencing. These referrals may include students who have had incidents that led to a recommendation for expulsion or administrative transfer; been referred to Hennepin County for truancy issues; or who are eligible for diversion through the Minneapolis Police Department or Hennepin County Attorney's Office. Family Group Conferencing is an empowering process in which youth and families identify and focus on their strengths as they develop a Plan to solve problems in a supportive and mutually accountable manner. Family Group Conferencing engages families in a culturally competent way and helps connect them with supports in their community so that students are in a better position to make academic and behavioral improvements so that they can be more successful in school.

Community Mediation & Restorative Services, Inc.* communitymediations.org/

CMRS, Inc. is a nonprofit community-based mediation and restorative justice provider that serves Hennepin County. Community Mediation & Restorative Services works with local police, schools, the Hennepin County Attorney's office and Juvenile Court to provide compassionate, efficient and effective restorative services.

Positive Behavior Supports and Interventions (PBIS)

Technical Assistance Center on Positive Behavioral interventions and Supports* www.pbis.org/

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. PBIS provides useful resources on

- Introductory materials on PBIS at all levels
- Evaluation tools and examples
- Research
- School climate transform grants
- PBIS blueprints
- Training materials

Association for Positive Behavior Support (APBS) apbs.org

APBS is a membership organization that engages in varied activities and endeavors related to Positive Behavior Support. APBS places greatest emphasis on activities associated with expanding the emerging science of Positive Behavior Support. The APBS website provides information on PBIS support to different types of communities, conferences, webinars, network finder and it also has a PBIS bibliography.

Minnesota PBIS* www.pbismn.org/

Improving student academic and behavior outcomes is about ensuring all students have access to effective and accurately implemented instructional and behavioral practices. School-wide Positive Behavioral Interventions and Supports (SW-PBIS) provides an operational framework to assist in achieving those outcomes. Every year, the PBIS State Leadership Team selects Minnesota schools who apply to take part in a 2-year PBIS implementation training cohort. The Regional Implementation Projects coordinate training and support implementation in the northern, southern and metro areas of Minnesota. The Minnesota PBIS website provides information for a variety of stakeholders to help support the implementation of SW-PBIS in Minnesota. Questions for PBIS Management Team at MDE: MDE.PBIS@state.mn.us

Lists of PBIS Sustaining Exemplar Schools (MDE)

To be identified as a Sustaining Exemplar School, staff needed to submit an application that documented their work with PBIS, including, professional outcomes, a plan for sustaining the program, and how they are giving back and sharing their practices with other schools throughout the state.

Year 2013

<http://education.state.mn.us/MDE/Welcome/News/PressRel/2013/050558>

Year 2014

<http://education.state.mn.us/MDE/Welcome/News/PressRel/055430>

Year 2015

<http://education.state.mn.us/MDE/Welcome/News/PressRel/2015/060390>

Social-Emotional Learning (SEL)

Collaborative for Academic, Social, and Emotional Learning casel.org

This website includes information on SEL, SEL in action, policy and legislative issues, research and an online library.

University of Minnesota – Extension* www.extension.umn.edu/youth/research/sel/

This website has a Blog, reports and articles, presentation recordings and issue briefs related to SEL.

SEL Overview

- **Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks** www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf
This brief provides an overview of SEL and how to integrate SEL into other initiatives, including teacher evaluations and the Common Core State Standards.
- **Improving College and Career Readiness by Incorporating Social and Emotional Learning** bit.ly/1ttmrks
This brief provides an overview of SEL and state policies that focus on SEL.

Step-by-Step: Teaching Students to Self-Monitor gseuphsdlibrary.files.wordpress.com/2013/03/step-by-step.pdf

This article, by Lisa Rafferty, provides five different techniques to help students develop self-management skills.

Strategies and Resources from the Harvard Graduate School of Education mcc.gse.harvard.edu/social-and-emotional-learning

This is part of the Making Caring Common project at Harvard. Learn more about how to foster social and emotional learning in schools here.

Trauma Informed Care

Helping Traumatized Children Learn <https://traumasensitiveschools.org/>

The Trauma and Learning Policy Initiative's (TLPI) mission is to ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. The initiative is a joint venture of the Massachusetts Advocates for Children and Harvard University. The site includes information about the problem, the solution, a video on why we need trauma sensitive schools and other resources.

Compassionate Schools: The Heart of Teaching and Learning <http://www.k12.wa.us/compassionateschools/>

The Compassionate Schools Initiative within the State of Washington's Learning and Teaching Support Division provides training, guidance, referral, and technical assistance to schools wishing to adopt a Compassionate Schools Infrastructure. Compassionate Schools benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives. The site includes a handbook for creating a trauma informed school; *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success*.

Wisconsin Department of Public Instruction – Mental Health - Trauma <https://dpi.wi.gov/sspw/mental-health/trauma>

Wisconsin's Department of Public Instruction's website on Mental Health - Trauma provides a range of resources and information on Adverse Childhood Experiences and trauma sensitive environments. The site includes learning modules; strategies, websites, information on trauma and Positive Behavior Interventions and Supports (PBIS), presentation materials, and more.

Minnesota Communities Caring for Children* <http://www.pcamn.org/>

The mission of MN Communities Caring for Children is to empower parents and communities to build supportive relationships, nurture children and prevent child abuse and neglect. The site provides information about prevalence and impact of Adverse Childhood Experiences (ACE) and includes findings from the Minnesota Student Survey and Behavioral Risk Factor Surveillance System Survey (BRFSS) on childhood adversity and associated outcomes. Information about the ACE Interface Training Program can also be accessed.

Behavior Prevention and Intervention

Behavior Assessment and Intervention (MDE) bit.ly/1hMWUaJ

This page includes:

- Alternatives-to-Suspension Grant project
- Yearly grant progress reports, case study and lessons learned reports (2011, 2012, 2014)
- Information on Multi-Tiered System of Support
- Targeted tier 2 interventions
- Effective Classroom Management Practices
- Outcomes of Out-of-School Suspension
- Information on how to decrease out-of-school suspensions while maintaining a safe learning environment

Student Discipline and Truancy (MDE)* education.state.mn.us/MDE/StuSuc/StuRight/StuDisc/index.html

This page includes

- U.S. Department of Education's 2015 press release, which provides information and links to new resources, including *Rethink School Discipline: Resource Guide for Superintendent Action*
- *Parent Guide to the Suspension Process* (translated in Hmong, Somali and Spanish)
- Information on free or low cost legal resources or other relevant services
- Positive behavior intervention FAQ

A Better Way* www.district287.org/uploaded/A_Better_Way/BrochureSept2014.pdf

This training and coaching program is designed to reduce and eventually eliminate disciplinary practices that result in disproportionate exclusion of students of color and those with disabilities, as well as other at-risk groups of students.