



REIMAGINING SCHOOL SAFETY

RECOMMENDATIONS TO CREATE A SAFER, MORE RESTORATIVE, AND RACIALLY
EQUITABLE SCHOOL COMMUNITY



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EXECUTIVE SUMMARY

The Moran Center for Youth Advocacy is a community service agency serving the Evanston community. We provide integrated legal and social work services with the mission to ensure justice in the courtroom, access to the classroom, and restoration in the community. As part of our work, we advocate for Evanston youth to receive the educational services they need to pursue their goals. Our mission is deeply rooted in restorative values, pursuing justice, and eliminating systemic racism.¹

As juvenile and emerging adult community defenders, as advocates for children with special needs, as social workers, as restorative practitioners, we are uniquely positioned to provide input on Evanston Township High School's ("ETHS") safety and discipline practices and their impact on Black and Brown students. In this report, the Moran Center presents our vision to reimagine school safety to create a safe, restorative, and racially equitable school community at ETHS. Importantly, **neither School Resource Officers nor punitive discipline practices are a part of our vision for a restorative school community.** To reimagine school safety, ETHS must prioritize restorative justice, and trauma-informed practices, remove School Resource Officers from the campus, and eliminate the use of punitive, exclusionary discipline.

In this report, we will present relevant national research that calls into question School Resource Officer Programs based on school safety, academic, and social-emotional metrics. We recap key findings from recently collected SRO and arrest data at ETHS, illustrating the disparate racial impact of ETHS's School Resource Officer Program. We also share our concerns regarding ETHS's overreliance on punitive discipline policies and highlight three specific policies that disproportionately impact students of color and students with disabilities, pushing these students into the school-to-prison pipeline. And, most importantly, this report presents proven alternative models for building a safer, more restorative, and racially equitable school community.

KEY FINDINGS

SCHOOL RESOURCE OFFICER PROGRAM AT ETHS

*From January 2017 until December 2019, there have been at least 30 arrests made on ETHS property. (pg. 7)

*Although Black students at ETHS comprise approximately 25% of the school population, they made up 77% of the arrests from January 2017 until December of 2019. (pg. 8)

*Black students arrested at ETHS are more likely to be referred to the adult or juvenile justice system than white students who were arrested at the school. (pg. 8)

*Students with disabilities are much more likely to enter the school-to-prison pipeline mainly resulting from conduct or behavior that occurs in school and based on behaviors that are a manifestation of their disability. (pg. 11)

¹ For more information on the Moran Center visit moran-center.org.

*Based on self-reported activity logs from 2019, ETHS SROs spent 60% of their time on law enforcement activities and approximately 35% on non-law enforcement activities. Additionally, the SROs spend 64% of their non-law enforcement time engaging in “informal counseling” with students. (pg. 12)

*According to ETHS’s Administration, the primary role of the SROs at ETHS “is to protect students and staff from external threats, such as a school shooter on campus.” However, to date, there is no compelling evidence that proves the effectiveness of SROs in preventing school violence or school shootings. (pg. 14)

*Despite the best efforts of ETHS’s SROs to divert youth from the juvenile justice system and employ restorative interventions, SROs play an inherent role in policing, investigating, and arresting ETHS students. (pg. 5)

*When armed law-enforcement officers or SROs are employed in a full-time capacity on-campus, they inevitably become involved in situations where their involvement is unwarranted and causes matters to escalate unnecessarily. **We, therefore, urge ETHS to remove the two assigned School Resource Officers from their permanent on-campus posts.** (pg. 6)

DISCIPLINE POLICIES AND PRACTICES

Alternative School Transfers: A disciplinary practice that removes students from the school, often indefinitely, frequently without due process, unlike in suspension and expulsion proceedings. (pg. 16)

*A transfer to an alternative school, whether mandatory or in lieu of expulsion, can have drastic, negative consequences for students. (pg. 17)

***We urge ETHS to keep students in their neighborhood school through inclusive, restorative options with the additional supports they need, and when a transfer is deemed necessary for ETHS to afford students nonwaivable due process rights.** (pg. 18)

No Trespass Policy: An exclusionary policy used by ETHS to limit or ban access to community members, often parents or former students, who have allegedly created disruptive situations on school grounds. (pg. 19)

*ETHS has issued over 130 No Trespass Letters between January 26, 2009 and February 7, 2020; none of the letters provided by the District indicate the reason for the letter, nothing in these letters informs the recipient of a right to a hearing, and none of the letters indicate an end date for the punishment—violating the school’s own Board Policy requirement that there be a one-year No Trespass limitation. (pg. 19)

*We are concerned that ETHS has relied on No Trespass Letters as a punitive measure against students and parents that goes beyond the purpose of the policy and violates Board policies. (pg. 20)

***We call on ETHS to comply with Board policy by issuing No Trespass Letters that explicitly provide hearing information, only enforce No Trespass Orders after a hearing**

has been held or expressly waived by the party, and ensure that No Trespass Orders do not exceed one year in duration. (pg. 20)

Social Probation: A disciplinary practice that prohibits students from participation in extracurricular activities, athletics, and school-sponsored social activities. (pg. 20)

*As a disciplinary policy, Social Probation disconnects students from the ETHS community for several months or years at a time. (pg. 21)

*Students who are involved in extracurricular activities do better in school, have an increased sense of belonging, and have been shown to have lower levels of anxiety and depression. Data from the 2014-2015 school year showed that students who participated in at least one school activity had an average GPA of 3.58 compared to a GPA of 2.90 for those students who did not participate in any school activities. (pg. 21)

***ETHS should eliminate barriers to extracurricular activities rather than create them.** (pg. 22)

ALTERNATIVES TO SROs AND EXCLUSIONARY DISCIPLINE

Restorative School Community: A school community that prioritizes “creating space for people to understand one another and develop relationships; when things go wrong, restorative approaches create space to address needs, repair relationships, and heal.” (pg. 23)

***We firmly believe that a school environment rooted in restorative practices will foster a stronger and safer school community. The Moran Center is excited to continue our ongoing restorative efforts, trainings, and discussions in partnership with ETHS.** (pg. 26)

Mental Health

*When given the opportunity to connect with social workers, psychologists, and other mental health staff, especially those who reflect the community, students are often able to build significant relationships that contribute to their ability to self-regulate or, at the very least, seek out that trusted professional when they are in crisis. (pg. 29)

***The National Association of Social Workers recommends that every school should maintain a 250:1 student to social worker ratio. We applaud ETHS for recently hiring more social workers and urge that greater investment be made to achieve the recommended ratio of at least four social workers per grade level.** (pg. 29)

Trauma-informed Staff

*About 40% of children in Illinois have experienced at least one Adverse Childhood Experience (“ACE”) and approximately 10% have experienced three or more ACEs. The Covid-19 pandemic has exacerbated these numbers and has “highlighted preexisting inequities in school disciplinary practices that disproportionately impact Black and Brown students.” (pg. 28)

***To address the growing pervasiveness of childhood trauma, teachers and school staff can and must play an important role in identifying symptoms of traumatic stress in students and understanding the appropriate intervention. (pg. 30)**

SCHOOL RESOURCE OFFICERS

Although police have had a presence in schools as early as the 1950s, the role of law enforcement in schools has grown significantly in the past twenty years since the school shooting at Columbine in 1999. Today, approximately 52,000 police officers are stationed in schools and roughly 45% of schools report having law enforcement officers in their school buildings.² School-based police officers, known as School Resource Officers (SROs), have been a primary response in addressing serious school safety concerns.

While many school districts have created and maintained SRO programs to address these concerns, the hard truth is that there is no research or data establishing that SROs make schools safer or play a role in preventing school violence.³

By contrast, based on the available data along with the Moran Center's experience of working with families and students in Evanston, we believe that a police presence at ETHS perpetuates consistent and active harm against many students and drives ETHS students directly into the school-to-prison pipeline.

Throughout this section, we will cite several national studies on SROs and school safety. Please refer to the corresponding footnotes for the full studies.

We also understand the importance of including the voices of our clients who have been directly harmed by police at ETHS. Their stories will be included throughout this report. These stories have been generalized for the purposes of confidentiality.

WHY PROXIMITY MATTERS

When officers are employed in a full-time capacity on-campus, they inevitably become involved in situations where their involvement is unwarranted and causes matters to escalate quickly and unnecessarily. Their mere proximity often accelerates the school-to-prison pipeline in situations where police intervention would likely not have been the response if SROs did not have a permanent position on campus. In fact, studies have shown that schools with an SRO presence have five times more school-based arrests than schools without SROs.⁴ Furthermore, data from the U.S. Department of Education shows that students of color and students with disabilities are grossly disproportionately subjected to school-based arrests and referrals to law enforcement.⁵

² Stephen Sawchuk, *What School Districts Should Know About Policing School Police*, EDUC. WEEK (Oct. 1, 2019), <https://www.edweek.org/ew/articles/2019/10/02/what-districtsshould-know-about-policing-school.html>.

³ CONGRESSIONAL RSCH. SERV., SCHOOL RESOURCE OFFICERS: ISSUES FOR CONGRESS 2 (2018), <https://crsreports.congress.gov/product/pdf/R/R45251>.

⁴ Matthew T. Theriot, *School Resource Officers and the Criminalization of Student Behavior*, 37 J. CRIM. JUST. (2009).

⁵ U.S. DEP'T OF EDUC., OFF. FOR CIV. RTS., CIVIL RIGHTS DATA COLLECTION DATA SNAPSHOT: SCHOOL DISCIPLINE 1 (2014), <https://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>.

If there hadn't been SROs in the building, would the school administration have called 911? The data shows that most of the time, the answer is no.

One isolated, yet local example can be taken from District 65. Upon our understanding, prior to the 2019-2020 school year, District 65 reported on average between 5-10 arrests of students each year. In October 2019, the District 65 School Board altered the role of their SRO program and removed the SROs from the physical school buildings.⁶ Since their removal, the District reported zero arrests in the 2019-2020 school year. In making their decision to remove SROs from the physical school buildings, District 65 understood that, in most cases, children in crisis do not require a police response. Besides removing the SROs from the physical school buildings, the district revised the SRO role to prioritize emergency planning with the district and regular perimeter patrols.⁷ In addition, the district reaffirmed their commitment to restorative practices and began training school staff to respond to children in crisis.⁸ To learn more about District 65's recent changes to their SRO program, see **Appendix C**.

Students that attend schools with SROs are also significantly more likely to be arrested for discretionary criminal violations, such as disorderly conduct or battery, than those at schools without SROs.⁹ For example, a battery offense in Illinois is any “physical contact of an insulting or provoking nature with an individual.”¹⁰ In Illinois, if a battery or assault is committed on school property, it can be charged as an aggravated battery or as an aggravated assault solely because it was committed on school property.¹¹ Aggravated battery and assault are felonies. There are innumerable instances where behavior of this nature could be identified in school hallways, cafeterias, or on school grounds. To illustrate, the Moran Center has witnessed the following scenario multiple times at ETHS: A student engages in a physically aggressive act on school grounds, the SROs are invited to intervene, and then, due to the Officers' mere presence, the complainant presses for the SROs to arrest the “aggressor” - a student.

Without police proximity and involvement, these behaviors could be calmly and routinely deescalated and resolved by school staff. However, when SROs observe this behavior or when an SRO can easily be called on by school staff due to their proximity, routine school discipline issues can quickly escalate into police matters. Herein lies the danger.

Once an SRO has been notified, police actions, such as arrests and juvenile justice referrals, are determined by the SRO—not the school.

⁶ EVANSTON/SKOKIE DISTRICT 65, DISTRICT 65 PROCEDURES FOR RESPONDING TO STUDENT CRISIS AND CHANGING THE ROLE OF THE SRO (2019).

⁷ *Id.*

⁸ *Id.*

⁹ Theriot, *supra* note 4.

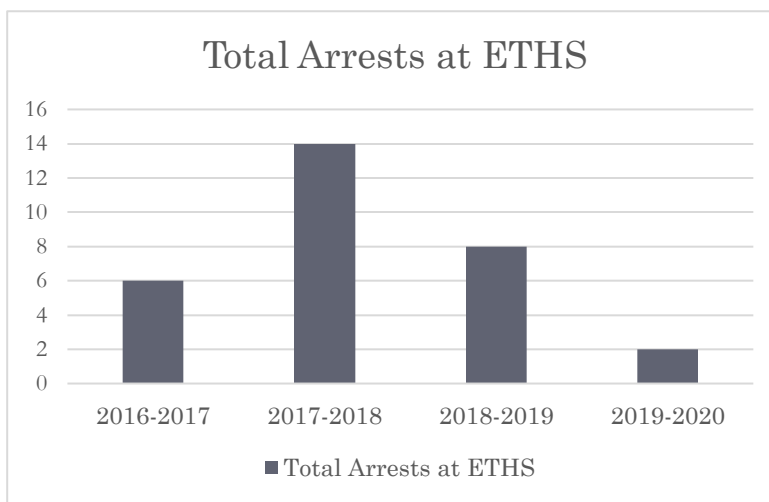
¹⁰ 720 ILCS 5/12-3

¹¹ 720 ILCS 5/12-3.05

Schools must continually ask: If there hadn't been SROs in the building, would the school administration have called 911?¹² Research shows that most of the time, the answer is no.¹³

POLICE PROXIMITY WITHIN ETHS

Despite the best efforts of ETHS's SROs to divert youth from the juvenile justice system and employ restorative interventions, the SROs—by definition and by training—play an inherent role in policing, investigating, and arresting ETHS students.¹⁴ Recent data provided by the Evanston Police Department (EPD) paints a troubling picture of how SROs directly contribute to the school-to-prison pipeline at ETHS.¹⁵



SROs have been stationed at ETHS for approximately 15 years,¹⁶ and in that time, it is our understanding that the school district has not tracked or maintained data on the SRO program. However, a recent data collection by ETHS and EPD uncovered available arrest data for the past four years.¹⁷

Since the 2016-2017 school year, there have been at least thirty arrests made at ETHS.¹⁸ Given that ETHS does not consistently maintain or track this data, the number of arrests is likely greater due to the

¹² Mary Helt Gavin, *A Different Slant on School Resource Officers at ETHS*, EVANSTON ROUNDTABLE (Sept. 29, 2020), <https://evanstonroundtable.com/2020/09/29/a-different-slant-on-school-resource-officers-at-eths/> (“Board member Pat Maunsell asked whether the SROs are called for help because they are in the building.”).

¹³ See Theriot, *supra* note 4.

¹⁴ EVANSTON POLICE DEPARTMENT, ETHS SCHOOL RESOURCE OFFICERS DATA: 2016-2019 (2021) (on file with author).

¹⁵ *Id.*

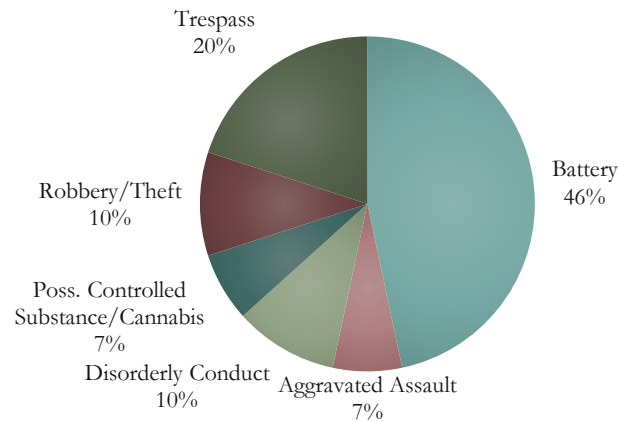
¹⁶ Gavin, *supra* note 12.

¹⁷ EVANSTON POLICE DEPARTMENT, *supra* note 14. Data collection represents arrest data from January 2017 to December 2019.

¹⁸ *Id.*

expungement of some juvenile arrests in this time period.¹⁹ From these thirty documented arrests, twenty-four were verified student arrests and twenty-five of the arrests were effectuated by the SROs.²⁰

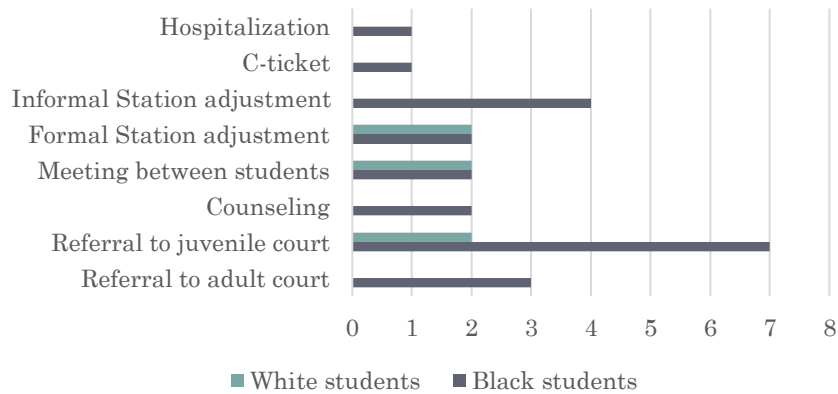
ETHS Arrest Charges, 2016-2019



Handcuffs were used in 73% of the arrests.²¹

Here is where the most troubling data presents itself: Black students at ETHS are disproportionately represented in ETHS’ school-based arrest data. Although Black students at ETHS comprise approximately 25% of the school population, they made up 77% of the arrests made from January 2017 until December 2019.²² According to the Evanston Police Department, this means that Black students are arrested at three times the rate as white students at ETHS or seen a different way, **it is 300% more likely that a Black student will be arrested at ETHS than their white counterparts.**²³ Additionally, Black students

Dispositions of Arrests, 2016-2019



¹⁹ *Id.*

²⁰ *Id.*

²¹ *Id.*

²² *Id.*

²³ *Id.*

arrested at ETHS are more likely to be referred to the adult or juvenile justice system than white students who were arrested at the school.²⁴

Over half of the school-based arrests at ETHS since January 2017 were for either battery or assault charges, and Black students represented over 80% of the battery and assault arrests at ETHS.²⁵

[I]t is 300% more likely that a Black student will be arrested at ETHS than their white counterparts.

The high number of arrests occurred with two SROs stationed on campus that are widely regarded—that the Moran Center regards—as community-oriented police officers.²⁶ Even with two exemplary officers, a significant number of students are still getting arrested and are being pushed into the school-to-prison pipeline.

WHAT ARE SOME OF THE MOST HARMFUL, UNINTENDED CONSEQUENCES OF A POLICE PRESENCE AT ETHS?

A police presence in schools can cause harm and have unintended consequences apart from student arrests. Research has shown that the mere presence of police officers in a school environment can have a damaging impact on students' physical and psychological well-being, as well as their academic outcomes.²⁷

- A recent study from Chicago shows that juvenile arrests have a direct adverse effect on a student's likelihood to graduate from high school and enroll in a 4-year college program.²⁸
- A 2018 study released by the University of Texas at Austin, exploring the relationship between the presence of SROs in schools and learning outcomes, found that a higher police presence in schools was associated with higher rates of discipline, lower rates of high school graduation, and a decrease in college enrollment.²⁹
- A 2014 study found that schools with a police presence rely more heavily on exclusionary discipline such as suspensions and have higher disproportionate discipline rates based on race.³⁰

²⁴ *Id.*

²⁵ *Id.*

²⁶ See *SRO Program at ETHS*, ETHS, <https://www.eths.k12.il.us/domain/421> (last visited Mar. 31, 2021).

²⁷ See generally Michelle Mbekeani-Wiley, Shriver Center, *Handcuffs in Hallways: The State of Policing in Chicago Public Schools*, 18 (2017).

²⁸ Daniel S. Kirk & Robert J. Sampson, *Juvenile Arrest and Collateral Damage in the Transition to Adulthood*, 88 SOCIO. EDUC. 36 (2012), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4192649/>.

²⁹ EMILY WEISBURST, PATROLLING PUBLIC SCHOOLS: THE IMPACT OF FUNDING FOR SCHOOL POLICE ON STUDENT DISCIPLINE AND LONG-TERM EDUCATION OUTCOME (2018), available at <https://strategiesforyouth.org/sitefiles/wp-content/uploads/2019/10/PatrollingPublicSchools.pdf>.

³⁰ Jeremy Finn & Timothy Servoss, *Misbehavior, Suspensions, and Security Measures in High School: Racial/ethnic and Gender Differences*. 5 J. APPLIED RSCH CHILD. 11 (2014), <https://digitalcommons.library.tmc.edu/childrenatrisk/vol5/iss2/11>.

CHILDHOOD TRAUMA

As advocates for children, we are greatly concerned about childhood trauma and how the police presence in schools and in communities may aggravate childhood trauma. Over the past year, we have been working with and learning from pediatricians in the community about trauma and the role that SROs can have in child trauma. Based on their expertise in childhood trauma and in Adverse Childhood Experiences (ACEs), this group of pediatricians wrote a letter to the Board of Education voicing their concerns regarding the harm and trauma that can come with a police presence in schools. The letter in its entirety can be found in **Appendix B**, but the following passage highlights a serious unintended consequence of a police presence in schools:

[F]or a significant subset of adolescents, especially youth of color in this moment of increased awareness and sensitivity to police interactions, the presence of armed law enforcement is anxiety-provoking and triggering. For this group of students, having police in the school may decrease their feelings of safety, increase their experience of toxic stress, and disrupt or diminish their ability to learn. It is this subset of youth who are harmed by the mere presence of SROs in the building and who may be most in need of more social workers and counselors.

STUDENTS OF COLOR

A police presence in school disproportionately harms students of color.

- Black students, who make up 16% of the school population nationwide, represent 31% of school-based arrests.³¹
- Several recent studies examining students' feelings of safety in school have found that Black and Latinx students consistently feel less safe at schools with an SRO.³²

The mere presence of an officer in a school can subconsciously and psychologically impact students who do not feel safe around police.³³ Although this is a societal and systemic issue, by removing police officers from the school building, ETHS can be part of the solution to creating a safer and healthier school environment for all students.

³¹ U.S. DEP'T OF EDUC., *supra* note 5.

³² JONATHAN NAKAMOTO, HIGH SCHOOL STUDENTS' PERCEPTIONS OF POLICE VARY BY STUDENT RACE AND ETHNICITY (2018); S.E. Perumean-Chaney & L.M. Sutton, *Students and perceived school safety: The impact of school security measures*, 38 AM. J. CRIM. JUST. 570 (2013); Lindsay Bell Weixler et al., *Voices of New Orleans Youth: What Do the City's Young People Think About Their Schools and Communities*, Education Research Alliance for New Orleans (June 8, 2020), Available at <https://educationresearchalliancena.org/files/publications/20200608-Technical-Appendix-Weixler-et-al-Voices-of-New-Orleans-Youth-What-Do-the-Citys-Young-People-Think-About-Their-Schools-and-Communities.pdf>.

³³ Mbekeani-Wiley, *supra* note 27.

ETHS's 5Essentials data from the 2019-2020 school year shows that students of color feel less safe at school than their white peers.³⁴ On a scale of 1-100, with 100 being the safest and 1 being the least safe, white students at ETHS averaged a score of 59 for safety, while Latinx students on average ranked their feelings of safety at 49, and Black students at 42.³⁵ Although there are several factors that contribute to students' feelings of safety at school, we must understand how different groups of students perceive the police and the ways in which the mere presence of police actively causes harm and disrupts students' sense of safety within their learning environment.

STUDENTS WITH DISABILITIES

Students with disabilities are much more likely to enter the school-to-prison pipeline, mainly resulting from conduct or behavior that occurs in school.³⁶ Nationwide, students with disabilities comprise 12% of school populations but represent 25% of school-based arrests and referrals to law enforcement.³⁷

The Individuals with Disabilities Education Act (IDEA) provides several protections for special education students who may have behavioral or emotional challenges that are a manifestation of their disability, including behavior that is physically aggressive towards others.³⁸ Most importantly, the IDEA allows a student's Individualized Education Program (IEP) team to include a Behavior Intervention Plan (BIP) in a student's IEP if their behavior interferes with the learning of the student or the learning of others.³⁹ A BIP will include positive behavioral interventions and strategies that specifically address the targeted behavior.⁴⁰ The student's IEP team will implement the BIP accordingly whenever the student exhibits these anticipated behaviors.⁴¹

SROs are not part of students' IEP teams, nor do they know what is included in a student's IEP. Realistically, an SRO could, therefore, respond to a situation involving a student with a disability without following the directives of their BIP, and a student in this situation could then be arrested and prosecuted in the juvenile justice system for a behavior that is a manifestation of their disability. For students with disabilities, who experience disproportionate contact with police in schools, interactions with SROs can worsen the same behaviors that led to the SRO's involvement.⁴²

³⁴ *How is Evanston Township High School Performing on Safety?*, 5ESSENTIALS, <https://5-essentials.org/illinois/5e/2020/s/050162020170001/measures/safe1/#performance?c=race&co=-score&ci=m1844,m1845,m1847,m1848,m1849> (last visited April 20, 2021).

³⁵ *Id.*

³⁶ See generally Elizabeth A. Shaver & Janet R. Decker, *Handcuffing a Third Grader? Interactions Between School Resource Officers and Students with Disabilities*, 2017 UTAH L. REV. 229 (2017), <https://dc.law.utah.edu/ulr/vol2017/iss2/1/>.

³⁷ U.S. DEP'T OF EDUC., *supra* note 5.

³⁸ See Individuals with Disabilities Education Act of 2004, Pub. L. No.101-476, § 1400, 104 Stat. 1142 (2004).

³⁹ *SmartStart: IEPs – Behavioral Intervention Plans*, SPECIAL ED CONNECTION (Aug. 8, 2016), <https://www-specialiedconnection-com.flagship.luc.edu/LrpSecStoryTool/index.jsp?contentId=10005&chunkid=299160&query={{BIP}|{BEHAVIORAL+INTERVENTION+PLAN}}&listnum=0&offset=0&topic=Main&chunknum=1>.

⁴⁰ *Id.*

⁴¹ *Id.*

⁴² Statement of Interest of the U.S., S.R. v. Kenton Cty. Sheriff's Office at 2, No. 2:15-cv-00143 (E.D. Ky. Oct. 2, 2015), available at <https://www.clearinghouse.net/chDocs/public/ED-KY-0002-0002.pdf>.

The Moran Center represented a child with a Behavior Intervention Plan who experienced significant trauma during his childhood. One day this child was wandering the halls. The SRO stopped the child and attempted to physically reroute him back to class. Regrettably, without access to the student's Behavior Intervention Plan, the SRO triggered the student—causing an escalation of the situation, resulting in the child's arrest.

Students with disabilities have different sensibilities that are required to be acknowledged and respected at school. An SRO “investigating” a situation, would most likely not have all the tools necessary to shepherd the child out of that difficult situation.

In a letter written to the Board of Education, Evanston CASE, an Evanston-based special education advocacy organization, effectively illustrated the impact SROs can have on students with disabilities:

In our experience, SROs, although well-intentioned in Evanston, disrupt the learning environment for students with special needs. For students in special education, school can feel like a house of cards—everything is fine, so long as the delicate balance holds. Too often, SROs bring the whole house down. SROs can be the wrong tool to help students who desperately need a different kind of intervention.

The complete letter can be found in **Appendix E**.

For students with disabilities, who experience disproportionate contact with police in schools, interactions with SROs can worsen the same behaviors that led to the SRO’s involvement.

The 5Essentials data for ETHS also indicates that students with IEPs feel less safe at school than students without IEPs. Students with IEPs averaged a score of 47 for school safety while students without IEPs scored school safety at 53.⁴³ Unintended consequences and harms resulting from an SRO program are only amplified when a student is both a person of color and has a disability.

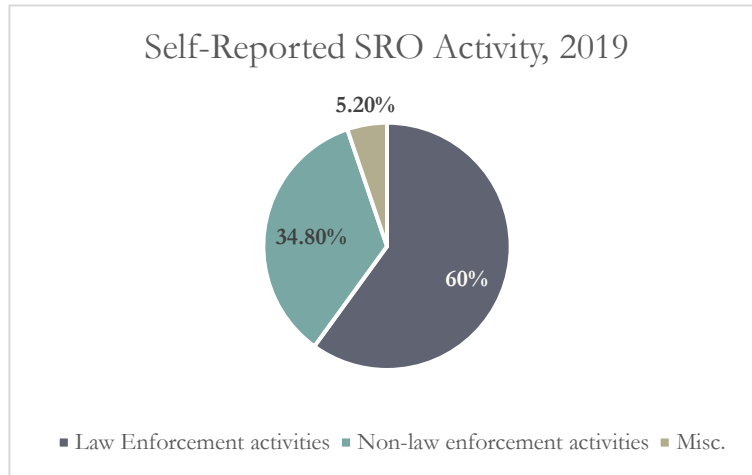
WHAT DO ETHS SROS DO?

The primary role of the SROs at ETHS “is to protect students and staff from external threats, such as a school shooter on campus.”⁴⁴ With this role in mind, it is important to ask: How do the SROs day-to-day activities reflect the primary purpose for the SRO program at ETHS?

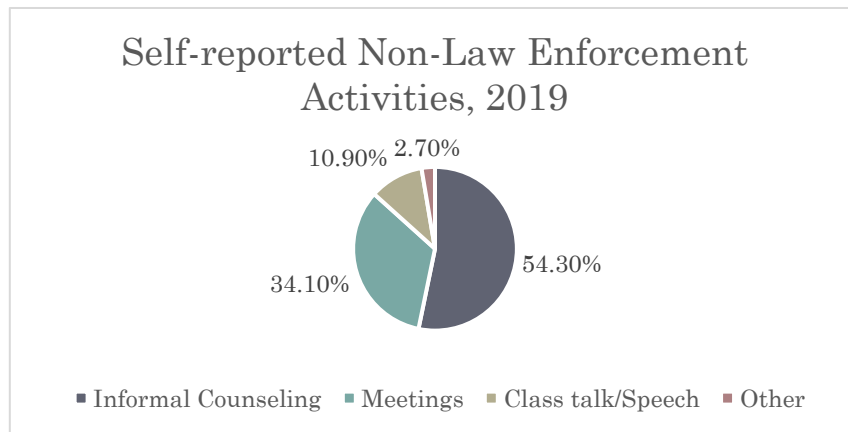
⁴³ *How is Evanston Township High School Performing on Safety?*, 5ESSENTIALS, <https://5-essentials.org/illinois/5e/2020/s/050162020170001/measures/safe1/#performance?c=race&o=-score&ci=m1844,m1845,m1847,m1848,m1849> (last visited April 20, 2021).

⁴⁴ *See SRO Program at ETHS*, ETHS, <https://www.eths.k12.il.us/domain/421> (last visited Mar. 31, 2021).

Based on self-reported activity logs from 2019, ETHS SROs spent 60% of their time on law enforcement activities and approximately 35% on non-law enforcement activities.⁴⁵ Additionally, the SROs spent 64% of their non-law enforcement time engaging in “informal counseling” with students.⁴⁶



Although the self-reported data raises more questions than answers, the time logs indicate that ETHS’s SROs are going beyond their designated role and likely beyond their training. We recognize that relationship-building between the police and youth in the community is important, however, school is not the place to build or repair relationships between police and the community’s youth—particularly with the knowledge that some students feel less safe at schools with SROs and are actively being harmed as a result of a police presence in their school.



These time logs demonstrate the clear need for increasing the number of social workers and mental health providers at ETHS to effectively provide “formal counseling” to students. This role needs to be played by social workers, psychologists, therapists, and other mental health providers who have been trained in their field for this exact role without creating the compound fear and potential enlarging of the prison pipeline.

⁴⁵ EVANSTON POLICE DEPARTMENT, *supra* note 14.

⁴⁶ *Id.*

SROS SPEND 64% OF THEIR NON-LAW ENFORCEMENT TIME ENGAGING IN “INFORMAL COUNSELING” WITH STUDENTS.

The self-reported time logs also suggest that ETHS SROs are involved in school discipline issues. Section IV (F) of the Intergovernmental Agreement for Reciprocal Reporting and School Resource Officer executed on April 22, 2019, between the City of Evanston and ETHS provides, "The SRO is to assist ETHS in enforcing the ETHS code of conduct and other school rules to maintain a safe learning environment."⁴⁷ This language from the MOU between ETHS and the City of Evanston explicitly allows SROs to involve themselves in school discipline and code of conduct matters. Moreover, we are concerned that “ETHS administrators meet with SROs on a weekly basis.”⁴⁸ What are the SROs meeting with ETHS Administrators about on a weekly and ongoing basis? Implications may be reasonably made that these meetings further perpetuate the criminalization and the pathologizing of youthful “misbehavior” further facilitating the school-to-prison pipeline.

DO SROS PREVENT SCHOOL VIOLENCE?

Fear of a school shooting is real, and every community in the U.S must take this fear seriously. Therefore, we must ask the question: What has proven to make our schools safer?

If SROs are at ETHS to protect students from external threats like a school shooting—if this is truly the primary purpose—then we must analyze whether a police presence in schools has been proven effective at preventing or stopping a school shooting. To date, there is no compelling evidence that proves that SROs are effective at preventing school violence or school shootings. In fact, the studies and the research cited below show the opposite.

The National Threat Assessment Center (NTAC) at the U.S. Secret Service Office has been consistently studying the issue of averting targeted school violence for several years.⁴⁹ In March 2021, NTAC released a comprehensive, nationwide study that examined 67 averted plots against K-12 schools from 2006-2018.⁵⁰ The study found that in each of these averted plots “tragedy was averted by members of the community coming forward when they observed behaviors that elicited concern.”⁵¹ The key finding from the study: “prevention and early intervention are paramount.”⁵²

The essence of the NTAC study affirms what will be discussed below—that relationships, restorative and trauma-informed practices, and robust mental health services are the most effective ways to create a safe,

⁴⁷ City of Evanston & ETHS District 202, Intergovernmental Agreement for Reciprocal Reporting and School Resource Officer (2019).

⁴⁸ (comments from X presentation)

⁴⁹ NAT'L THREAT ASSESSMENT CNTR., U.S. SECRET SERVICE, AVERTING TARGETED SCHOOL VIOLENCE: A U.S. SECRET SERVICE ANALYSIS OF PLOTS AGAINST SCHOOLS 3 (2021).

⁵⁰ *Id.*

⁵¹ *Id.*

⁵² *Id.*

secure, and healthy school environment. Put simply, students need to have trusted adults in the building that they can go to when they are struggling with mental health, trauma, or are in a crisis situation. Similarly, schools need to be equipped with sufficient mental health professionals and staff trained in restorative and trauma-informed practices that can identify students in crisis and intervene in a timely and healthy manner. We also know that embedding whole-school relationship-based restorative structures and practices significantly supports and creates the myriad protective factors that keep schools and communities safe.

The NTAC report also briefly discusses the role of SROs: "In nearly one-third of the cases, an SRO played a role in either reporting the plot or responding to a report made by someone else."⁵³ However, there is no data or evidence in the study about how SROs specifically deter school violence or respond to active shooters.

Another more recent study that examined school shootings determined that SROs were not able to prevent, deter, or stop external threats. In fact, the 2018 Washington Post study examined 197 different school shootings since 1999 to determine the effectiveness of SROs in these documented shootings.⁵⁴ It is an unfortunate but strong data-point to consider that out of these 197 school attacks, only **one** active shooter was stopped by an SRO.⁵⁵

However, using all available research and data in 2018, the Congressional Research Service, a nonpartisan research service for the United States Congress, determined that there is **no evidence showing that an SRO presence has prevented a school shooting**.⁵⁶

Yet, as will be discussed below, there are effective and proven measures that schools can implement to create safer and healthier school environments and prevent school violence that do not involve stationing police officers in the school.

RECOMMENDATION

Based on the empirical, anecdotal, and observational data provided above, we strongly recommend that ETHS terminate its Memorandum of Understanding with the City of Evanston for the assignment of on-campus School Resource Officers (SROs) and build an infrastructure of support and restoration for each and every student at ETHS.

⁵³ *Id.*

⁵⁴ John Woodrow Cox & Steven Rich, *Scarred by school shootings: More than 187,000 students have been exposed to gun violence at school since Columbine*, WASH. POST (Mar. 21, 2018), <https://www.washingtonpost.com/graphics/2018/local/us-school-shootings-history/>.

⁵⁵ *Id.*

⁵⁶ CONGRESSIONAL RSCH. SERV., *supra* note 3.

DISCIPLINE POLICIES AND PRACTICES

The Moran Center is concerned by ETHS’s reliance on punitive and exclusionary discipline policies. These policies disproportionately impact students of color and students with disabilities and drives students into the school-to-prison pipeline. In this section, we will discuss three discipline policies at ETHS—Alternative School Transfers, No Trespass Letters, and Social Probation. We will then offer and make recommendations aimed at reforming or eliminating the prevalence of these policies.

ALTERNATIVE SCHOOL TRANSFERS

In recent years, schools in Illinois have implemented a new version of exclusionary discipline that has undermined the student protections guaranteed by Senate Bill 100.⁵⁷ At ETHS, alternative school transfers have been a disciplinary practice that removes students from the school, often indefinitely, frequently without due process, unlike in suspension and expulsion proceedings.

Alternative school placements typically fall into three different categories:

Type I: “schools that offer full or part-time educational options for students who need more individualization or accelerated credit recovery;

Type 2: schools specifically designed for students who are disruptive or who exhibit challenging behaviors; and

Type 3: therapeutic programs for students with social and emotional problems (primarily for students with disabilities served under IDEA)”⁵⁸

Type II alternative school placements are of particular relevance to school discipline reform at ETHS. Students are typically transferred to Type II alternative school placements as a result of a suspension, expulsion, or in lieu of expulsion.

In 2015, the Illinois legislature passed a school discipline reform law, Senate Bill 100, that provided more robust protections for students facing exclusionary discipline from their schools (i.e., suspensions and expulsions).⁵⁹ And although the Illinois School Code provides students with due process protections for expulsions and suspensions of more than ten days, Section 13A of the Illinois School Code—the subsection that refers to alternative school transfers—is silent on what protections must be afforded to students who are being transferred to alternative educational placements.⁶⁰

⁵⁷ See generally Barbara Fedders, *Schooling at Risk*, 103 IOWA L. REV. 871 (2018).

⁵⁸ Miranda Johnson & James Naughton, *Just Another School: The Need to Strengthen Legal Protections for Students Facing Disciplinary Transfers*, 33 NOTRE DAME J. L., ETHICS, PUB. POL’Y 69, 70 (2018).

⁵⁹ Student Discipline Reform Act, 2015 Ill. Legis. Serv. P.A. 99-456 (S.B. 100) (West).

⁶⁰ See 105 ILL. COMP. STAT. ANN. 5/13A, 5/13B (West 2018).

Despite that silence, the Illinois Appellate Court’s position from their 2015 opinion in *Leak v. Board of Education of Rich Township High School District 227* clearly interprets the Illinois School Code to require school districts to provide due process for alternative school transfers of more than ten school days:

We do not believe our legislature intended to violate the due process rights of our State's students by allowing them to be indefinitely transferred to alternative schools without any action by their school district's board. **A student's interest in remaining at his high school and not being forced to attend an alternative school for an extended period of time is of great significance, and thus, transferring a student without a board hearing jeopardizes this interest.**⁶¹

A transfer to an alternative school can have drastic consequences for students. A transfer to an alternative school removes a student from their neighborhood school community and places them in a school that is often further from their home.⁶² Moreover, students are often transferred in the middle of the school year, removed from their friends, and placed in a new setting with new students, teachers, and curriculum.⁶³ Alternative schools are also likely to be lower performing than the student’s neighborhood school and have lower graduation rates than traditional schools.⁶⁴ And unlike suspensions or expulsions, transfers to alternative schools are often indefinite and can turn into permanent placements.⁶⁵

ALTERNATIVE SCHOOL TRANSFER POLICY AT ETHS

Many schools, including ETHS, will ask families to agree to an alternative school transfer if the district agrees not to recommend expulsion in response to a disciplinary incident. Families, who understandably do not want their child to have an expulsion on their record and/or out of fear of the expulsion hearing itself, frequently waive their due process rights and agree to a transfer.

Alarming, according to the data that ETHS reported to the Illinois State Board of Education (ISBE), in recent years, ETHS has the highest rate of transfers to alternative programs in the entire state. ETHS’s reported “transfers to alternative program in lieu of another disciplinary action” (Discipline Code 5) in the 2019-2020 school year represented approximately 20% of all similarly categorized transfers in Illinois.⁶⁶ “Transfers to alternative programs” or Discipline Code 5, is defined by ISBE as:

“An action taken by school officials, as part of the disciplinary process, that forces a student to enroll in an alternative program in lieu of another disciplinary action (e.g., suspension or expulsion). This action could include, but is not limited to, the administrative transfer of a suspension or expulsion eligible student to a Regional Safe School Program established under Article 13A of the School Code [105 ILCS 5/13A.

⁶¹ *Leak v. Board of Educ. of Rich Tp. High School Dist. 227*, N.E.3d 501, 505 (Ill. App. Ct. 2015).

⁶² Johnson, *supra* note 58.

⁶³ *Id.*

⁶⁴ *Id.*

⁶⁵ *Id.*

⁶⁶ ILL. STATE BD. OF EDUC., 2020 END OF YEAR STUDENT DISCIPLINE REPORT (2020) [hereinafter ILL. 2020 DISCIPLINE REPORT], <https://www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx>.

Note - the student is not expelled or suspended, but is being transferred to an alternative education program.”

ETHS “Transfer to Alternative Program” (Code 05) Data⁶⁷

School year	Total	Students of color*	White students
2014-2015	421	373	45
2015-2016	419	N/A	N/A
2016-2017	450	393	40
2017-2018	334	236	77
2018-2019	361	284	67
2019-2020**	290	222	54

The total number of transfers reported by ETHS is extremely concerning. Similar to the data presented previously regarding the disproportionate number of Black students arrested at ETHS, the data that is most alarming are the rates that Black and Latinx students have been transferred to alternative programs versus their white student counterparts. In the 2019-2020 school year, Discipline Code 5 transfers of Black students represented 52% of all transfers at ETHS while Black students only made up 25% of the overall school population.⁶⁸

We understand that much of the reported data from ETHS likely includes referrals to alternative programs that do not involve a transfer of a student to another school. The Moran Center has requested more information and clarification from ETHS regarding the concerning numbers of transfers to alternative programs; however, we have not yet been provided with any clarification. We hope this report will prompt greater transparency in the alternative program transfer process and in the reported data.

We, again, urge ETHS to keep students in their neighborhood school through inclusive, restorative options and with the additional supports they need, and when a transfer is deemed necessary for ETHS to afford students nonwaivable due process rights.

RECOMMENDATIONS

- Amend Board Policy 7.210 (Expulsion Procedures) to ensure nonwaivable due process for all students recommended for an administrative transfer or offered an alternative school transfer in lieu of expulsion;
- Amend Board Policy 7.210 to limit the amount of time a student may be placed at an alternative school setting as a result of a “voluntary” transfer placement to two academic years, unless the student expresses a preference (in writing) to remain at the alternative school setting; and

⁶⁷ *Expulsions, Suspensions, and Truants by District*, ILL. STATE BD. OF EDUC., <https://www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx> (last visited April 26, 2021).

⁶⁸ *Id.*

- Develop a wide-ranging menu of restorative options available through well-trained staff and exhaust all restorative options prior to any alternative school transfer or expulsion.

NO TRESPASS LETTERS

No Trespass Letters are a tool used by school districts to limit or ban access to community members, often parents or former students, who have allegedly created disruptive situations on school grounds.⁶⁹ In some school districts, No Trespass policies have been shown to disproportionately impact Black and Latinx parents as well as parents of students with disabilities.⁷⁰

Parents who receive No Trespass Letters often have to miss their children’s sporting events or school activities and have extremely limited access to the school building to participate in their children’s education, such as meetings with teachers or attending IEP meetings.

NO TRESPASS POLICY AT ETHS

ETHS has a policy that allows the issuing of No Trespass Letters to students, former students, parents, and other community members. These letters effectively ban the community member from coming onto the property of the school district and excludes them from all school activities, including student-related meetings and sporting events—in addition to banning the community member from accessing community-based activities taking place at ETHS, such as coming to listen to speakers through the Family Action Network (FAN). The No Trespass Letters specify that violating the notice may result in criminal charges, and upon our understanding, the District has advocated for individuals to be charged criminally when “violating” the letters in the past.

The District’s standard practice of issuing No Trespass Letters also violates current Board Policy. Board Policy 8:30 states that a person may be excluded from “school events or meetings” only after a hearing before the Board.⁷¹ The policy provides that the person who receives the No Trespass Letter must first receive notice and an opportunity to be heard before the Board.⁷² In the event that that person is excluded, they may only be excluded for a period of one year and only from “school events or meetings.”⁷³

According to a FOIA response received by the Moran Center from ETHS, the District has issued over 130 No Trespass Letters between January 26, 2009 and February 7, 2020. None of the letters provided by the District indicate the reason for the letter (Notice), and there is nothing in these letters informing the recipient of a right to a hearing (Due Process). The letters also do not indicate an end date, despite the school’s own Board Policy requiring that there be a one-year limitation. To date, we are not aware of any due process hearings that have been held to review these letters. The District’s FOIA response did not

⁶⁹ See Andrew Gerst, *Limited Access Letters: How New York Schools Illegally Ban “Unruly” Parents of Color and Parents of Students with Disabilities*, 22 CUNY L. REC. 334 (2019).

⁷⁰ *Id.*

⁷¹ See ETHS District 202: Policy Manual 2019-2020, 8:30

⁷² *Id.*

⁷³ *Id.*

indicate how many of the 130 letters were issued to students, former students, or parents, but anecdotally (from our clients and members of our community) we know of many students, former students, and parents who have been impacted by this policy. Additionally, we know that several letters have been wrongly issued and have disproportionately impacted Black parents and former students. See **Appendix H** for a redacted ETHS No Trespass Letter.

The Moran Center has also witnessed how this policy makes it more likely for students and community members to come into contact with the SROs at ETHS.

Because the letters provide minimal information, recipients of the letters often do not know how long the order lasts. Therefore, former students or community members who reasonably believe that their No Trespass Order is no longer in effect may be subject to arrest as soon as they step foot onto school property.

Through our experience working with individuals who have been issued No Trespass Letters from ETHS, we are concerned that:

- 1) ETHS does not follow its own policies when issuing these letters;
- 2) The District does not compile data about the letters issued to determine whether there is a disproportionate impact on individuals based on race; and
- 3) The policy lacks procedures to ensure that the No Trespass Letters are only used when necessary and appropriate.

While we understand there are circumstances that arise at the school that warrant the use of this policy, ETHS has relied on No Trespass Letters as a punitive, exclusionary measure against students and parents that goes beyond the purpose of this policy.

RECOMMENDATIONS

- Review and take appropriate action with regard to all previously issued “No Trespass Letters” and active “No Trespass Orders” to ensure their compliance with Board Policy;
- Comply with Board Policy 8:30 by issuing “No Trespass Letters” that explicitly provide hearing information, only enforcing “No Trespass Orders” after a hearing has been held or expressly waived by the party, and by ensuring that “No Trespass Orders” do not exceed one year in duration; and
- Track demographic information when issuing “No Trespass Letters” to ensure there is no disproportionate impact based on race, disability, or other factors, and provide this data to the community.

SOCIAL PROBATION

Deemed as an “alternative to suspension,” Social Probation at ETHS is specifically defined within the Student Pilot as “exclusion from participation in extracurricular activities, athletics, and school-sponsored social activities, for a minimum of nine weeks, not to exceed one year, for each infraction; possible denial of participation in Prom and/or graduation for improper behavior at any time during the school year.”⁷⁴ Students who receive Social Probation are “entitled to attend school but must leave immediately at the end of the school day.”⁷⁵

As a disciplinary policy, Social Probation disconnects students from the ETHS community for several months—for some even years—at a time. When students exhibit behaviors that result in Social Probation, they should instead be encouraged to connect with the school community and build positive relationships with peers and school staff. Students should be supported in ways that do not involve limiting their access to the school community.

Recent medical studies have shown that student participation in extracurriculars after school hours is associated with higher levels of fulfillment and optimism and lower levels of anxiety and depression.⁷⁶ Importantly, extracurricular involvement has also been linked to better mental health due to increased feelings of belonging with peers and in the school community.⁷⁷ The findings from these studies support the notion that schools should be eliminating barriers to extracurricular activities rather than creating them.⁷⁸

It is clear that ETHS also recognizes that students who are involved in the school community and in extracurricular activities do better. The Moran Center shares the view of ETHS’s Director of Student Activities:

Extra-curricular activities provide all students with opportunities to develop aspects of leadership, self-discipline, responsibility, teamwork, self-confidence, commitment, and student wellness while pursuing an interest that may lead to a career or lifelong hobby...positive participation in activities helps to increase student engagement in the school.⁷⁹

Based on recent ETHS data, we know that ETHS students who participate in at least one school activity earn higher GPAs than students who do not participate in any extracurriculars.⁸⁰ Data from the 2014-2015

⁷⁴ See ETHS Pilot: Student Handbook 2018-2019.

⁷⁵ *Id.*

⁷⁶ Eve Oberle et al., *Screen Time and Extracurricular Activities as Risk and Protective Factors for Mental Health in Adolescence: A Population-level Study*, *PREV. MED.* (2020), <https://pubmed.ncbi.nlm.nih.gov/33069689/>

⁷⁷ Eve Oberle et al., *Benefits of Extracurricular Participation in Early Adolescence: Associations with Peer Belonging and Mental Health*, 48 *J. YOUTH ADOLESCENCE* 2255 (2019), <https://pubmed.ncbi.nlm.nih.gov/31440881/>

⁷⁸ *Id.*

⁷⁹ Mary Gavin, *ETHS Sees ‘Correlation’ Between Participation in Extra-curricular Activities and Higher GPAs*, *EVANSTON ROUNDTABLE* (Feb. 12, 2021), <https://evanstonroundtable.com/2021/02/12/eths-sees-correlation-between-participation-extra-curricular-activities-and-higher-gpas/>.

⁸⁰ *Id.*

school year showed that students who participated in at least one school activity had an average GPA of 3.58 compared to a GPA of 2.90 for those students who did not participate in any school activities.⁸¹

Similar to the No Trespass policy, students who are on Social Probation are more susceptible to harmful interactions with the SROs.

The Social Probation letter and guidelines can also be very confusing. We have worked with several students who have been on Social Probation but did not understand the implications or restrictions of the probation. Because the explanation of being placed on Social Probation has been vague and unclear, these students will attend an ETHS sporting event or will be walking down Dodge Avenue near ETHS after school and will then be subject to arrest for trespassing without understanding the nature of the consequences. See **Appendix I** for a redacted ETHS Social Probation letter.

Students should be supported in ways that do not involve limiting their access to the school community.

The positive impact of school connection provides compelling support as to why extracurricular involvement needs to be prioritized. The use of Social Probation as a disciplinary measure is counterproductive and anti-restorative. We support ETHS providing students with a clean slate from Social Probation and detentions for the 2021-2022 school year. But this is not enough. We understand that involvement in extracurriculars builds connections to the community, improves academic outcomes, and creates a safer school environment. Thus, we call on ETHS to end the use of Social Probation altogether.

RECOMMENDATIONS

- Amend the ETHS Student Pilot to remove Social Probation as an available consequence for Student Discipline Code violations based on evidence showing that separating students from the school community and extracurricular activities drives them directly into the school-to-prison pipeline; and
- As an alternative to Social Probation, we recommend utilizing restorative practices rather than punitive methods to repair harm and foster rehabilitation.

⁸¹ *Id.*; Kelley Elwood, *ETHS Students in School Activities Earn Better Grades, Report Says*, EVANSTON ROUNDTABLE (Mar. 22, 2017), <https://evanstonroundtable.com/2017/03/22/eths-students-in-school-activities-earn-better-grades-report-says/>.

ALTERNATIVES TO SROS AND EXCLUSIONARY DISCIPLINE

RESTORATIVE JUSTICE

Restorative justice is a philosophy that is based on a set of principles which guide the response to conflict and harm.⁸² Restorative justice reflects the reality that acts of wrongdoing do not just violate laws and rules but, more importantly, harm people, communities, and relationships. By providing a mechanism to identify and repair such harm, restorative practices build relationships and empower the community to take responsibility for the well-being of its members. There are numerous models of schools that have transformed their policies and culture with thoughtful, intentional, school-wide restorative efforts, trainings, and structures. ETHS has access to excellent resources, organizations and facilitators in metropolitan Chicago, a region with a long history of nationally recognized restorative efforts.⁸³

We firmly believe that a school environment rooted in restorative practices will foster a stronger and safer school community, and the Moran Center is excited to continue our ongoing restorative efforts, trainings, and discussions with ETHS. We are grateful for the strong relationships built between the Moran Center staff and several ETHS Administrators.

This discussion invites a crucial opportunity for all of us who love ETHS—and whose job it is to protect our children—to honestly explore what we know keeps schools and communities safe.

WHAT IS A WHOLE-SCHOOL APPROACH TO RESTORATIVE JUSTICE?

A whole-school approach to restorative justice creates “space for people to understand one another and develop relationships; when things go wrong, restorative approaches create space to address needs, repair relationships, and heal.”⁸⁴ When fully implemented, a whole-school approach to restorative justice envisions that about 20% of a school’s restorative practices respond to conflict while 80% are proactively creating shared cultures and building strong relationships.

“Though school-based restorative justice offers a more equitable and respectful alternative for dealing with disciplinary infractions, it is also a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. Restorative justice is a profoundly relational practice.”⁸⁵

In a school environment, a restorative culture supports all school stakeholders to shift their responses to problems from using exclusionary discipline tactics to support healing, accountability, repair, and re-

⁸² See generally OAKLAND UNIFIED SCHOOL DISTRICT, RESTORATIVE JUSTICE IMPLEMENTATION GUIDE: A WHOLE SCHOOL APPROACH (2015) [hereinafter OUSD].

⁸³ *Restorative Justice*, MORAN CENTER, <https://moran-center.org/what-we-do/restorative-justice> (last visited April 26, 2021).

⁸⁴ VERMONT AGENCY OF EDUCATION, WHOLE-SCHOOL RESTORATIVE APPROACH RESOURCE GUIDE (2017), https://education.vermont.gov/sites/aoe/files/documents/edu-integrated-educational-frameworks-whole-school-restorative-approach-resource-guide_0_0.pdf.

⁸⁵ OUSD, *supra* note 82.

connection. This approach cultivates a climate where destructive responses to conflict are less likely to occur. And instead allows us to act and respond in ways that are healing rather than alienating.

A few (more) guiding principles of Restorative justice:

- *requires an understanding that we are all interconnected;
- *no one in our community is ever reduced to the worst thing they've ever done;
- *when someone causes harm, that harm reveals needs that we must address; we ask 'what happened to you,' not 'what's wrong with you?';
- *all stakeholders within the community must have a respected voice at the table; and
- *we must mean it when we say about our youth - 'nothing for us without us.'

There is no singular vision for a whole school approach to restorative justice. Each one arises organically from its community, customized specifically for their needs, strengths, and cultures. With that said, however, school communities all around the country have imagined and implemented some of the following restorative models and practices which should be examined and borrowed from:

- *multi-tiered, ongoing trainings at different levels for everyone in the building, parents, and community partners;
- *student-led community-building and incident-response circles;
- *a peace room with a full-time facilitator and trained student restorative circle keepers and ambassadors, restorative leadership teams comprised of students, faculty, staff, parents;
- *student-led peace conversations;
- *family circle-conferences for celebrations and crises;
- *re-entry support circles; and
- *restorative justice classes.

A whole-school approach is not just about “doing” processes or practices, it changes how people relate to one another. Importantly, it applies throughout a **Multi-Tiered System of Supports** framework:

Tier I (Universal): At the foundation of a whole-school restorative approach are practices and processes designed to build community, create a healthy school climate, and develop social and emotional skills.

Tier II: (Specific): When things go wrong, the restorative approach focuses on repairing relationships—rather than the rule that was broken.

Tier III (Intensive): When individuals are disengaged and excluded from the community, a restorative approach intentionally seeks to welcome and facilitate belonging and engagement. A whole-school restorative approach applies to all tiers—not just when things go wrong—and to the entire school, not just a few classrooms or a few students.

Extensive resources are available to a school community wanting to explore, create and implement these visions. Metropolitan Chicago has long been an epicenter of this work. There are myriad examples, hundreds of resources, and models available. We have provided a Restorative Justice Toolkit from the Oakland Unified School District in **Appendix G**, which provides an excellent guide to implementing a whole-school approach to restorative justice.

A growing number of studies and data demonstrate the effectiveness in reducing exclusionary discipline and police referrals and improving academic outcomes. We're including data from Oakland and Denver, two cities that have been at the forefront of a whole-school approach to restorative practices.

- Denver Public Schools reported that students who participated in a restorative justice program experienced a 50% reduction in absenteeism and a decrease in tardiness of about 64%.⁸⁶
- In Oakland, CA, 70% of staff reported that restorative justice improved overall school climate during the first year of implementation.⁸⁷
- Oakland students said that the use of restorative justice practices enhanced their ability to understand peers, manage emotions, develop greater empathy, resolve conflict with parents, improve home environments, and maintain positive relationships with peers.⁸⁸
- Oakland middle schools that implemented restorative justice had a 24% reduction in chronic absence;⁸⁹ high schools that implemented restorative justice experienced a 56% decline in high school dropout rates compared to 17% for non-restorative justice high schools during the same period.⁹⁰
- Restorative justice high schools within OUSD had a 59.9% increase in four-year graduation rates from 2010 to 2013 compared to schools that had not implemented restorative justice; and reading scores in the restorative justice schools increased by 128% compared to just 11% in the non-restorative justice schools.⁹¹

⁸⁶ MYRIAM L. BAKER, DPS RESTORATIVE JUSTICE PROJECT (2008), <http://restorativesolutions.us/wp-content/uploads/2013/11/RestorativeSolutions-DPSRJ-ExecSum07-08.pdf>.

⁸⁷ SONIA JAIN ET AL., RESTORATIVE JUSTICE IN OAKLAND SCHOOLS IMPLEMENTATION AND IMPACTS (2014), <https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/134/OUSD-RJ%20Report%20revised%20Final.pdf>.

⁸⁸ *Id.*

⁸⁹ OUSD, *supra* note 82.

⁹⁰ JAIN ET AL., *supra* note 87.

⁹¹ OUSD, *supra* note 82.

RESTORATIVE APPROACHES CREATE SAFE, INCLUSIVE, AND NURTURING SCHOOL ENVIRONMENTS

We know what conditions create safe schools—schools where students feel welcomed because they are welcomed; schools that create cultures, practices, and policies of inclusion rather than exclusion; and schools that intentionally build relationships, build systems and cultures of connection, where student voices are centered and at the decision-making table. And we know that genuine safety comes from students—especially those who are marginalized, oppressed or harmed—feeling connected. One connection with one adult can make all the difference. Restorative schools dramatically increase those points and possibilities of connection.

*The more connected we feel, the less likely we are to cause harm, and the more likely we are to ask for help.

*We are safer when there are a wide range of adults in the building who are well trained and experienced in crisis intervention, in de-escalation, and in trauma-informed care.

*We are safer when students are offered assessments—not arrest; resources—not suspensions; reconnection and inclusion—not shaming, shunning and exclusion; relationships—not rejection.

ENCOURAGING CURRENT EFFORTS AT ETHS

The ETHS community gets to decide what a whole-school approach to restorative justice could look like—and there is already so much to build upon. The Deans at ETHS have offered many inspiring examples of restorative encounters. These school leaders are committed to decreasing punitive policies and structures and to building upon existing restorative policies and practices in line with transforming the whole school culture and practice toward a far more fair, equitable, just, and welcoming community.

And that’s a beginning, but only a beginning. A whole-school approach means just that. It cannot be administrator-centric, or dependent on a particularly welcoming staff member. It is our hope that efforts by ETHS will lead to concrete restorative policies, practices, and programming throughout the entire school community.

We are deeply appreciative of the ongoing invitations for the Moran Center’s Restorative Justice Coordinator to facilitate restorative trainings for ETHS Safety and Paraprofessional Staff. We also hope to continue facilitating the highly productive conversations between District 202 and District 65 Administrators that have created a bridge of access and shared wisdom. We honor the time and energy put forth by these administrations to attend professional development sessions recommended by the Moran Center.

We urge ETHS to foster the restorative efforts happening at ETHS right now, nourishing them and deepening them, creating practices and structures with consistent, accountable fidelity to the work, and committing to reimagining a more just, equitable, and restorative whole-school community.

RECOMMENDATIONS

- Perform a school-wide restorative inventory/audit;
- Bring in teams from Circles & Ciphers and/or UMOJA Student Development Corporation to work with the ETHS community to create a whole-school restorative plan and invest the time, energy, resources, and the will to make it sustainable;
- Establish a school-wide restorative justice leadership team composed of administrators, faculty, staff, and students;
- Ensure all school staff involved in disciplining students and any staff involved in the discipline process are equipped with comprehensive training and ongoing professional development related to alternatives to exclusionary discipline, including but not limited to, restorative justice practices;
- Develop restorative curricula and practices in lieu of in-school suspensions;
- Conduct school-wide restorative trainings; and
- Take advantage of the fact that the Class of 2024 has been exposed to restorative practices since Kindergarten and then leverage their knowledgebase for building a restorative school community going forward.

SOCIAL WORK SERVICES AND TRAUMA-INFORMED PRACTICES

With the signing of House Bill 2170 by Governor Pritzker on March 8, 2021, the Illinois legislature formally acknowledged the impact of trauma on a child’s ability to thrive.⁹² As a result of the Covid-19 pandemic, childhood trauma has reached unprecedented levels. In this Bill, the Illinois legislature recognized the impact of trauma on a child’s ability to thrive—independent of, but worsened by, the Covid-19 pandemic.⁹³ HB 2170 also recognizes that “forms of childhood trauma and stress include adverse childhood experiences [(ACEs)], systemic racism, poverty, food and housing insecurity, and gender-based violence.”⁹⁴

About 40% of the children in Illinois have experienced at least one ACE and approximately 10% have experienced three or more ACEs.⁹⁵ The Covid-19 pandemic has exacerbated these numbers and has

⁹² Illinois House Bill 2170, Public Act 101-0654 (2021).

⁹³ *Id.*

⁹⁴ *Id.*

⁹⁵ *Id.*

“highlighted preexisting inequities in school disciplinary practices that disproportionately impact Black and Brown students.”⁹⁶

HB 2170 also acknowledges “the cumulative effects of trauma and toxic stress adversely impact the physical health of students, as well as their ability to learn, form relationships, and self-regulate.”⁹⁷ Importantly, the Illinois legislature stated that “it would be malpractice to deny our students access to these practices and interventions [restorative justice and trauma-responsive and culturally relevant interventions], especially in the aftermath of a once-in-a-century pandemic.”⁹⁸

Key Concepts

Trauma: “refers to the psychological distress caused by a deeply disturbing event which overwhelms one’s coping capabilities.”⁹⁹

Trauma-informed Care: “refers to a program, organization or system that realizes the widespread impact of trauma and understands potential paths for recovery, recognizes the signs and symptoms of trauma in clients, families, staff and others involved in the system, responds by fully integrating knowledge about trauma into policies, procedures and practices, and seeks to actively resist re-traumatization”¹⁰⁰

Adverse Childhood Experiences (“ACEs”): “include all potentially traumatic experiences that occur to people under the age of 18, such as but not limited to all types of abuse and neglect.”¹⁰¹

Schools that invest in social workers and mental health/trauma resources experience better attendance rates, higher academic success, and have lower rates of expulsion, suspension, and school-based arrests.¹⁰² Often, students do not have the necessary coping mechanisms to manage their traumatic and stressful life experiences.¹⁰³ About one in three students who experience a traumatic event will show signs of post-traumatic stress disorder, and trauma will often affect a student’s performance and behavior in school.¹⁰⁴

⁹⁶ *Id.*

⁹⁷ *Id.*

⁹⁸ *Id.*

⁹⁹ TASHIANA STAFFORD & TATIANA DUCHAK, TRAUMA IN SCHOOLS: A TOOLKIT FOR EDUCATORS AND SCHOOL ADMINISTRATORS IMPLEMENTING TRAUMA SUPPORT IN SCHOOLS (2020), <https://static1.squarespace.com/static/5871061e6b8f5b2a8ede8ff5/t/5f5014e19f357a52b866f8ba/1599083748081/Trauma+Toolkit+Final+FINAL.pdf>.

¹⁰⁰ *Id.*

¹⁰¹ *Id.*

¹⁰² AMERICAN CIVIL LIBERTIES UNION, COPS AND NO COUNSELORS (2019), <https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors>.

¹⁰³ *Id.*

¹⁰⁴ *How Does Trauma Effect Children?*, TRAUMA INFORMED SCHOOLS, <https://traumaawareschools.org/impact> (last visited May 7, 2019).

SOCIAL WORK AND MENTAL HEALTH RESOURCES

The Moran Center has witnessed the enormous and powerful impact that mental health professionals at ETHS have had on students. When given the opportunity to connect with social workers, psychologists, and other mental health staff, students are often able to build significant relationships that contribute to their ability to self-regulate or, at the very least, seek out that trusted professional when they are in crisis.

Unfortunately, there are not nearly enough mental health professionals within the school to meaningfully reach the majority of students. The National Association of Social Workers recommends that every school should maintain a 250:1 student to social worker ratio.¹⁰⁵ This ratio reflects a minimum recommendation.

The Moran Center envisions an ETHS school community that has at least four social workers per grade level that reflect Evanston's diversity. By increasing the number of social workers in the school, students could more easily access a mental health professional specifically trained to handle trauma, de-escalation, behavioral issues, and more.

Currently, SROs often respond to students who are escalating and presenting in significant distress or have symptoms of traumatic stress. Police officers are not extensively trained to de-escalate or address the specific mental health issues that students may be experiencing. Mental health professionals are trained to respond in these situations, and they will typically know the student and what works best to help de-escalate and are more likely to identify the actual issues without criminalizing these behaviors. Additionally, as discussed below, a school that is trained in trauma-informed care can provide a bridge between students and mental health professionals at the school.

The National Association of Social Workers recommends that every school should maintain a 250:1 student to social worker ratio.

We are safer when our schools have multiple mental health supports in place, including the recommended numbers of well-trained mental health professionals who look like our students.

RECOMMENDATION

- We recommend complying with the National Association of Social Workers' professional standard recommendations by employing at minimum 1 social worker per 250 students.

¹⁰⁵ NAT'L ASS'N SOCIAL WORKERS, *NASW Highlights the Growing Need for School Social Workers to Prevent School Violence*, <https://www.socialworkers.org/News/News-Releases/ID/1633/NASW-Highlights-the-Growing-Need-for-School-Social-Workers-to-Prevent-School-Violence> (March 27, 2018).

TRAUMA-INFORMED STAFF

To address the growing pervasiveness of childhood trauma, teachers and school staff can and must play an important role in identifying symptoms of traumatic stress in students and understanding the appropriate intervention. A trauma-informed approach does not require teachers and other school staff to behave as therapists, but rather it equips the staff to recognize signs of trauma in students and to connect them with the appropriate supports.¹⁰⁶ Additionally, with a trauma-informed staff, re-traumatization—which can worsen a student’s trauma—is less likely to occur.¹⁰⁷

Through their professional experience and trauma-informed training, teachers and staff may also have the tools to provide developmental support to students experiencing traumatic stress while in the classroom.¹⁰⁸ However, school staff and teachers must also be able to identify when a student requires professional support. This approach affirms the need for sufficient mental health professionals at the school to provide this level of support. A trauma-informed staff can effectively complement the mental health professionals at the school and act as a bridge to connect students with the support they need.

The Moran Center fully supports the work and recommendations from the Transforming School Discipline Collaborative (TSDC) in Chicago. TSDC has done extensive research and work to compile a resource guide and toolkit on implementing trauma-informed practices in schools. This Toolkit “aims to equip educators with the knowledge they need to recognize trauma when it appears in their schools in order to prevent retraumatizing a student.” See **Appendix F** for the entire toolkit from TSDC.

RECOMMENDATIONS

- Implement a whole-school approach to trauma-informed care by providing the entire school staff with trauma-informed training.

¹⁰⁶ STAFFORD, *supra* note 99.

¹⁰⁷ *Id.*

¹⁰⁸ *Id.*

APPENDIX

Appendix A—July 13, 2020 letter written by the Moran Center to the District 202 School Board explaining the Moran Center’s position on SROs

Appendix B—Letter written by local Evanston pediatricians on the harmful impact of SROs on Adolescent Physical and Mental Health

Appendix C—Evanston/Skokie District 65 Revised SRO Policy that removes SRO from the school buildings and trains staff to respond to children in crisis.

Appendix D—Moran Center Reform Recommendations for ETHS’ Discipline Committee, including reforms to Alternative School Transfers, Social Probation, and the No Trespass Policy.

Appendix E—November 9, 2020 letter written by Evanston CASE to the District 202 School Board

Appendix F—Transforming School Discipline Collaborative (TSDC) Trauma in Schools Toolkit—a resource guide for schools implementing trauma-informed practices into their school environment.

Appendix G—Oakland Unified School District’s guide to implementing a whole-school approach to restorative justice.

Appendix H—Redacted ETHS No Trespass Letter

Appendix I—Redacted ETHS Social Probation Letter

July 13, 2020

Ms. Pat Savage-Williams
President
Evanston Township High School District 202 Board of Education
Evanston Township High School District 202
1600 Dodge Avenue
Evanston, IL 60201

Dear Ms. Savage-Williams:

The Evanston Township High School (“ETHS”) District 202’s Board of Education (“Board”) has on its agenda for today, “Safety at ETHS and School Resource Officers.” As advocates for disinvested Black and Brown youth in our community, the Moran Center for Youth Advocacy (“Moran Center”) has been asked to provide our perspective on ETHS’s School Resource Officers Program in advance of today’s meeting. Anticipating this discussion in the near term, it had been our plan to personally connect with Board Members, administrators, and police officers to share our views on this topic; given, however, the Board’s decision to quickly move ahead in discussing this issue, we are unfortunately limited in our ability to engage in meaningful dialogue and instead must solely rely on this written correspondence.

We plainly urge the Board to remove the two assigned School Resource Officers from their permanent posts on-campus and, if not presently inclined to do so, to, at the very least, delay action to allow for a more robust community dialogue on this issue.

The close proximity of law enforcement to students on-campus directly contributes to the local school-to-prison pipeline. Despite the best efforts of ETHS’s SROs to divert youth from the juvenile justice system and employ restorative interventions, the SROs play an inherent role in policing - investigating and arresting ETHS students.¹ And when Officers are employed in a full-time capacity on-campus, they inevitably become involved in situations where their involvement is unwarranted and causes matters to escalate unnecessarily. To illustrate, the Moran Center has witnessed the following scenario multiple times at ETHS: a student engages in a physically aggressive act on school grounds, the SROs are invited to intervene, and then, due to the Officers’ mere presence, the complainant presses for the SROs to arrest the “aggressor” - a student. As exemplified here, the proximity of law enforcement, regardless of their intentions, contributes to the criminalization of student “misbehavior.”

¹ See [Evanston Police Department Annual Reports](#).

To be clear, our call to action is not in response to the Officers currently assigned to ETHS but rather a response to the policy of permanently stationing Officers at ETHS. The Moran Center does not discount the transformative, restorative contributions being made by Officers from the Evanston Police Department, including ETHS's SROs - Tanya Jenkins and Loyce Spells. But focusing on personalities, even friends like Officers Jenkins and Spells, distracts from the structural and systemic harms caused by these positions. We appreciate ETHS's SROs' engagement in mediating student conflict and de-escalation; however, we firmly believe that within the school environment these are roles best suited to social workers, psychologists, teachers, and staff - not law enforcement. We, therefore, urge the Board to invest in ETHS' current, internal restorative efforts and continue the expansion of student mental health services.

We, of course, support efforts by law enforcement in building community relationships, but that objective can be accomplished outside of the school environment. By urging the removal of SROs from ETHS, we are not advocating for police officers to be precluded from forging critical community relationships, particularly with Evanston's youth. On the contrary, we commend Officers' current efforts to build a more restorative community through programs such as, "The Officer and Gentlemen Academy," "S.T.A.R. Academy," as well as the Moran Center's partnership with EPD, "Project Bridge," and encourage the expansion of these initiatives.

Nationally, regionally, and locally, school districts are removing SROs from school campuses and reimagining school safety. For example, Oak Park and River Forest High School ("OPRF") decided on July 9, 2020, to terminate the school district's existing intergovernmental agreement with the Village of Oak Park for School Resources Officers being assigned to OPRF.² And although Evanston/Skokie School District 65 ("District 65") fell short of terminating its Memorandum of Understanding with the City of Evanston for the assignment of two School Resource Officers last year, District 65 took significant steps on October 7, 2019, in transforming the role of its SROs. District 65 now exclusively employs SROs in emergency planning/review and perimeter patrols, as opposed to utilizing their services to de-escalate students, "relying instead on increasing the internal capacity of schools to address students in crisis."³ Encouragingly, District 65's shift in policy resulted in zero student arrests being made during the 2019-2020 Academic Year. We implore the Board to thoughtfully consider the precedent established by these educational partners and take similar action.

We are then sensitive to ETHS Administrators' concern that by removing SROs from their permanent position on-campus, students, faculty, and staff become more vulnerable to lethal violence, including school shootings. Although the prospect of ETHS being the target of a school shooting is statistically low, "[s]tatistics seem cold and irrelevant... The victims

² Steve Schering. 'Oak Park and River Forest High School to terminate police officer position, use funds for social worker.' Chicago Tribune. (July 10, 2020)

³ <https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=45257157>

are children... We don't think about risk in terms of 1 in 1 million... [T]he only thing we think is, '[Our] kid[s] could be [next],' so even the tiniest risk appears unacceptably high."⁴ Administrators are, of course, well-intentioned in their impulse to station law enforcement within the school to mitigate school violence; however, this grave concern must be balanced against how this action meanwhile harms students, particularly Black and Brown students. Beyond the criminalization of student "misbehavior," research has also shown that police presence in the school environment can have a damaging impact on students' physical and psychological well-being, as well as their academic outcomes.⁵ Frequent student interactions with police can act as a psychological trigger, and over time, result in anxiety, lack of motivation, and aggressive behaviors.⁶ A 2018 study released by the University of Texas at Austin, exploring the relationship between the presence of SROs in schools and learning outcomes, found that higher police presence in schools was associated with higher rates of discipline, lower rates of high school graduation, and a decrease in college enrollment.⁷

Police officers are not the answer to school safety. We, again, thereby urge you to remove the SROs from their permanent positions on-campus and instead continue investing in what makes students safe - meeting their developmental and mental health needs. As a community partner, the Moran Center welcomes the opportunity to be a part of this important discussion and take collective action to create a more just, equitable, safe, restorative, and antiracist learning environment for Evanston students.

Sincerely,

Moran Center for Youth Advocacy's Board of Directors

⁴ David Ropeik. 'School shootings are extraordinarily rare. Why is fear of them driving policy?' *Washington Post*. March 8, 2018.

⁵ Michelle Mbekeani-Wiley, Shriver Center, *Handcuffs in Hallways: The State of Policing in Chicago Public Schools*, 18 (2017).

⁶ *Id.*

⁷ EMILY WEISBURST, PATROLLING PUBLIC SCHOOLS: THE IMPACT OF FUNDING FOR SCHOOL POLICE ON STUDENT DISCIPLINE AND LONG-TERM EDUCATION OUTCOME (2018), available at <https://strategiesforyouth.org/sitefiles/wp-content/uploads/2019/10/PatrollingPublicSchools.pdf>

Impact of SROs on Adolescent Physical and Mental Health

As health care professionals who care for the physical and emotional health of children, we are dedicated to improving the health and well-being of all children, adolescents and emerging adults. From our years of experience treating children from all socio-economic backgrounds, we believe the presence of School Resource Officers (SRO) at ETHS has negative health and educational impacts for the very students most in need of support - those who have experienced toxic stress and/or had negative interactions with law enforcement in the past. Unfortunately, Black, Latinx, and other racial minorities, as well as students with disabilities and LGBTQ students, make up a majority of those students.

For over 20 years, we have understood that Adverse Childhood Experiences (ACEs) and the traumatic stress that accompanies them have a negative impact on adult health. We now know that toxic stress is a significant risk factor for all kinds of outcomes, from educational success and job performance to mental health and adult longevity. Toxic stress is defined as the strong, persistent activation of a child's stress response system in the absence of protective adult support. It disrupts neurodevelopment and rewires children's brains, thus reducing their ability to engage in executive-level functions and control their behavior. Reduced executive function may also lead to social, emotional and cognitive impairment, the adoption of health risk behaviors, and early impacts of disease, disability and social disruption. Increased risks from a chronically activated stress response and inflammatory system is associated with a reduced life expectancy of up to 20 years for those with the highest ACE scores.

The impacts on educational attainment are equally stark. The greater the experience of toxic stress, the greater the risk of children developing academic and behavioral problems in school. Executive function is essential for most educational tasks and ultimately for educational attainment. In fight or flight survival mode, commonly triggered in some children with high exposure to toxic stress, the brain is physiologically unable to take in new knowledge, problem solve, or lay down short-term memory.

The presence of police officers at ETHS is undoubtedly reassuring to many students and faculty. But for a significant subset of adolescents, especially youth of color in this moment of increased awareness and sensitivity to police interactions, the presence of armed law enforcement is anxiety-provoking and triggering. For this group of students, having police in the school may decrease their feelings of safety, increase their experience of toxic stress, and disrupt or diminish their ability to learn. It is this subset of youth who are harmed by the mere presence of SROs in the building and who may be most in need of more social workers and counselors that are most at risk for getting sucked into the school to prison pipeline.

We also know that children who enter the school to prison pipeline are more likely to begin, continue or deepen involvement with drugs, violence, and other risky behavior, have a 13% lower incidence of high school graduation and a higher incidence of psychiatric illness. As adults they have a 23% higher incidence of adult incarceration, a reduction in future earnings and work retention, and a mortality rate 4 times higher than the general population. We need to drastically decrease the number of children who become involved in the juvenile justice system, which serves as nothing more than another traumatic experience.

ETHS has expressed a desire to become a trauma-informed school. As an important step in this direction, we encourage you to eliminate the SROs and devote the funds made available by these cuts to provide students additional social-emotional and academic support.

Sincerely,

Kathleen Brady, MD, LPC

David Soglin, MD

Marjorie Fujara, MD

Joseph Hageman, MD

Irene Freeman, MD

Lynette Connell, MD

Tovah Schwartz, MD

Elizabeth Dobler, MD

Sheena Gupta, MD

Julianne Russell, MSN, APRN, FNP-BC

Aimee Crow, MD

District 65 Procedures for Responding to Student Crisis and Changing the Role of the SRO

In the Spring of 2019, a plan was communicated to convene a task force to address community wide concern regarding the school resource officer partnership. Given the need for immediacy on this matter, our focus has moved to developing standard operating procedures and working with key partners to address stated concerns. The administration and board share a continued commitment to prioritize supporting students through restorative practices. The administration seeks to fulfill the board's request for a revised partnership with Evanston Police department for the utilization of School Resource Officers (SROs). For this reason, the administration has pursued a number of strategies to provide increased support to our students by increasing the internal capacity of our schools to address students in crisis. The two priorities are 1. Increase the school and district capacity to respond to student crisis (non life-threatening) 2. Prioritize an Inter-governmental agreement with police department's emergency planning and SRO's to focus on intensive support for emergency planning, review and regular safety perimeter patrols.

We will communicate to stakeholders that the procedures are for the interim period to determine how the new model is working. In the spring, focus groups will be conducted to identify the strengths and areas of improvement so the appropriate modifications can be made. Below you will find more details including the planned strategies to support these priorities.

Increasing Capacity to Respond to Student Crisis

1. Increase the school and district capacity to respond to student crisis (non life-threatening) based on our [District Policy 7:190-E1](#). Our schools need to be dynamic, motivating, and restorative places for learning. Safe and calm schools have been proven to lead to improved student learning outcomes. The recent approval by the Board of a new Behavior Continuum, which prioritized restorative practices and a student-centered approach means a significant increase of the internal capacity of staff to support students who experience a crisis in schools. When a student is escalated, the goal of de-escalation to support the student in restoring the relationship and promoting safety between all parties. In the de-escalation process, like in Restorative Practices (RP), repair and avoiding creating a power struggle is a priority for both frameworks. In the event that students do need more targeted support due to a variety of reasons, we have planned for the following capacity building strategies:
 - o **Establish improved protocols to assist schools to identify levels of support**
 - i. Level 1 School-based staff work with students and parents to generate meaningful support and solutions utilizing the Behavior Continuum.
 - ii. Level 2 District/School based Crisis Interventionist work with students and parents to generate meaningful support and solutions utilizing the Behavior Continuum.
 - iii. Level 3 Ambulance/ SRO check-in with administrator (not with student)

- **Engage staff across all levels of the system in de-escalation professional development using the CPI (crisis prevention institute)/NCI (non-violent crisis intervention)**
Philosophy: Care, welfare, safety, and security for all. The Institute’s focus is that, “With training, consulting, and support, we help you enhance care and safety for everyone.” *Nonviolent Crisis Intervention*® training equips educators with skills, confidence, and an effective framework to safely manage and prevent difficult behavior. The focus will be as follows:
 - i. Plan for School Leaders: By the end of September, all principals and assistant principals will have participated in a four hour de-escalation professional development experience - September 25, 2019. Principals will also join with their Students In Crisis Planning Team for additional PD.
 - ii. Plan for paraprofessionals: De-escalation training will be offered to all paraprofessionals during the first half day professional development, October 2nd.
 - iii. Plan for general educators:
 - Develop calm and restorative classrooms through District-wide professional development plan for Restorative Practices
 - Offer a monthly optional De-Escalation course that teachers can opt-into after school Cost: \$34 license for the pre-virtual work
 - iv. Students-In-Crisis Planning Team in each building:
 - All crisis teams will be required to review participate in De-escalation PD during the month of October and November
 - At least 50% of staff on the Students in Crisis Response team should have prior de-escalation training and be CPI certified. Currently at least 40 staff members across all schools have current certification for De-escalation.
- Increase the number of Districtwide De-escalation and CPI certification coaches to eight coaches. The district currently has three coaches, two at Haven and one at Park. The goal is to select two staff members from each geographic region of the District including North, South, West and East sides of the city.
 - i. Costs: \$3,300, plus coverage for attendees - 4 day training Sept. 23-26, Oct. 7-10 Oakbrook
- Social workers and psychologists have the necessary training as part of their professional role that can also be drawn upon.
- Annual recertification for CPI trained staff will continue. The types of certification include:
 - Full Certification with physical restraints
 - Full De-escalation Certificate without restraint training
 - De-escalation overview inservices (no certificate offered)
 - De-escalation follow up discussions (Certificated staff- Full or De-escalation focus)
- Director of Special Services and Assistant Superintendent of Schools monitor and review school student-crisis-plan

Transforming the Roles of the SRO

2. Modify the IGA with the Evanston Police Department to increase collaboration around emergency planning and to focus on intensive support emergency planning, review and regular safety perimeter patrols.

- Request review and recommendations to the current SRO job description to prioritize emergency and school crisis preparedness to include the following:
 - i. SROs work in coordination EPD Problem Solving Team to provide feedback and coaching on the implementation of the school crisis emergency plan, drills and expertise of school staff to effectively respond to a crisis
 - ii. Coordinate with District 65 safety team to plan for review of school crisis plan and develop and present a series of drills with each crisis team
 - iii. Collaborate in leading faculty and schools based staff table/tops and coordination.
 - iv. Regular meetings and facilitation planning with the District Wide safety team
 - v. Engage the school crisis team in reviewing the recommendations of the After-Action Review
- Daily and weekly patrol of schools including external perimeter review and check in with school administration
 - i. Monthly security checks regarding school safety
 - ii. Identify vulnerabilities and work to remedy the situation.
- Sergeant or SRO refers school based criminal matters to EPD Detectives
 - i. Schedule monthly city and District SRO check-in to review logs and reports
 - ii. Principal records informal and formal contacts with SRO
 - iii. Review meetings to include police, city and other representation
- Collaborate with EPD Problem Solving Dept. to provide feedback and consultative support to principals in regards to emergency planning and as ALICE trainers
- SRO may use other alternatives to arrest to respond to formal complaints filed by families against other students. This includes using a restorative practice approach as pursued in District 65.
 - i. Use both police and local (school and other non-profit) resources to ensure restorative process for complaints

Current Role of SRO and Oversight	New SRO Revised Role Responsibilities
<ul style="list-style-type: none"> ● Build relationships with children and adults in schools ● Supervise emergency drills ● Support school staff when there are significant crises. ● Engage in investigations regarding sexual abuse, violent and/or criminal activity in schools. ● Provide youth focused approach, including restorative practices, when responding to families who have filed police reports. ● Ad-hoc and annual check-in between District 65 leadership and Evanston Police Department leadership. 	<ul style="list-style-type: none"> ● Collaborate with District and School based crisis team to review and emergency planning and preparedness with crisis teams focused on the following: <ul style="list-style-type: none"> ○ Routine review of the D65 Emergency Plan Workbook to engage in table-tops, drills, and simulations ○ District 65 Safety Team ○ Observe and provide feedback to schools regarding state mandated school wide emergency drills ● Serve as an internal communication liaison for issues that impact Evanston Police department and District 65 Incident Commander. ● Formal patrol of District 65 schools and perimeters with official check-in with school administration regarding school safety matters ● Coordinate and engage in investigations regarding violent and/or criminal activity on school property. ● Provide youth focused approach to policing which may include, restorative practices, when responding to criminal reports made by the school staff or families. ● SRO's will utilize their time at District 65 schools, working towards and completing their official duties outlined above.

Reform Recommendations for ETHS' Discipline Committee

School Resource Officers

- Terminate ETHS' Memorandum of Understanding with the City of Evanston for the assignment of on-campus School Resource Officers (SROs) based on the empirical and anecdotal evidence provided in the Moran Center's letter addressed to the Board dated July 13, 2020.

Social Work Services

- We recommend complying with the National Association of Social Workers' professional standard recommendations by employing at minimum 1 social worker per 250 students.

Restorative Justice

- Perform a school-wide restorative inventory/audit;
- Establish a school-wide restorative justice leadership circle composed of administrators, faculty, staff, and students;
- Ensure all school staff involved in disciplining students and any staff involved in the discipline process are equipped with comprehensive training and on-going professional development related to alternatives to exclusionary discipline, including but not limited to, restorative justice practices;
- Develop restorative curricula and practices in lieu of in-school suspensions;
- Conduct school-wide restorative trainings; and
- Take advantage of the fact that the Class of 2024 has been exposed to restorative practices since Kindergarten and then leverage their knowledge-base for building a restorative school community going forward.

Alternative School Transfers

- Amend Board Policy 7.210 (*Expulsion Procedures*) to ensure due process for **all** students recommended for an administrative transfer or offered an alternative school transfer in lieu of expulsion;
- Amend Board Policy 7.210 to limit the amount of time a student may be placed at an alternative school setting as a result of a "voluntary" transfer placement to two academic years, unless the student expresses a preference (in writing) to remain at the alternative school setting; and

- Exhaust all restorative options prior to an alternative school transfer or expulsion.

No Trespass Policy

- Review and take appropriate action with regard to all previously issued “No Trespass Letters” and active “No Trespass Orders” to ensure their compliance with Board Policy;
- Comply with Board Policy 8:30 by only issuing “No Trespass Letters” that explicitly provide hearing information, only enforce “No Trespass Orders” after a hearing has been held or expressly waived by the party, and by ensuring that “No Trespass Orders” do not exceed one year in duration; and
- Track demographic information when issuing “No Trespass Letters” to ensure there is no disproportionate impact, based on race, disability, or other factors, and provide this data to the community.

Social Probation

- Amend the ETHS Student Pilot to remove “Social Probation” as an available consequence for Student Discipline Code violations based on evidence showing that separating students from the school community and extracurricular activities drives them directly into the school-to-prison pipeline;
- As an alternative to “Social Probation,” we recommend utilizing restorative practices rather than punitive methods to repair harm and foster rehabilitation.

We further recommend that ETHS' Discipline Committee meet more regularly during the 2020-2021 Academic Year, taking advantage of the school closure, to address the topics outlined in this memorandum.



Evanston CASE

Community, Advocacy, Support and Education for families with children impacted by disability

November 9, 2020

Hon. Monique Parsons

Hon. Jude Laude

Evanston Township High School District 202 Board of Education

Discipline Committee

1600 Dodge Avenue

Evanston, Illinois 60201

Via email: parsonsm@eths.k12.il.us

laudej@eths.k12.il.us

Dear Ms. Parsons and Mr. Laude:

Evanston CASE calls for the District 202 Board of Education to remove School Resource Officers (SROs) from Evanston Township High School (ETHS).

At Evanston CASE, we help Evanston families navigate the special education system. We work with parents and schools to craft Individualized Education Programs to support special education students with their academics, behavior, and mental health challenges. Together with school teams, we strive to help students with disabilities receive supports and services so they can access their right to a free and appropriate public education.

In our experience, SROs, although well-intentioned in Evanston, disrupt the learning environment for students with special needs. For students in special education, school can feel like a house of cards – everything is fine, so long as the delicate balance holds. Too often, SROs bring the whole house down. SROs can be the wrong tool to help students who desperately need a different kind of intervention. Several CASE clients have received calls to pick up children traumatized by a rapidly escalated disciplinary incident that started with a minor infraction and finished with a frightening SRO intervention.

Research also affirms that SROs on campuses nationwide disproportionately criminalize the behavior of students with disabilities, effectively feeding the school-to-prison pipeline.¹ Indeed, a disproportionately high percentage of civil rights liability cases stemming from SRO actions involve students with

¹ Perry A. Zirkel, *School Resource Officers and Students with Disabilities: A Disproportional Connection?*, 27 *Exceptionality* 4, 300 (2019)

disabilities.² Even though unintended, the systemic and disproportionate suffering of students with disabilities at the hands of SROs destroys the very purpose of carefully crafted IEPs to support our most vulnerable learners.

All students learn better when they feel safe, and the key to making schools safe is prevention through proactive, rather than reactive, infrastructures.³ With layered supports that address mental health challenges and enforce positive behavioral interventions, ETHS can create a climate that better meets the mental health and developmental needs of all its students, especially students with disabilities. Evanston physicians have also joined in calling to end the placement of SROs on ETHS' campus because of the negative health and educational impacts on students who have experienced toxic stress or have had negative interactions with law enforcement, many of whom are students with disabilities.⁴ Increased investment in teacher training, social work, and counseling services can help our youth maximize their ability to learn in a supportive environment.

As a community partner, Evanston CASE welcomes the opportunity to help District 202 create policies and safeguards that create a safe, secure, and healthy learning environment for all ETHS students.

Sincerely,

Kate Noble
Executive Director

Jill Calian
Board Chair

² *Id.*, at 308

³ Council of Parent Attorneys and Advocates, SREC Working Paper, October 2020

⁴ See *Impact of SROs on Adolescent Physical and Mental Health* (2020)



TRANSFORMING SCHOOL DISCIPLINE COLLABORATIVE

Trauma in Schools: A Toolkit for Educators and School Administrators Implementing Trauma Supports in Schools

By: Tashiana Stafford and Tatiana Duchak



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About This Document

This document was developed by attorneys and professionals from Chicago Lawyers' Committee for Civil Rights Under Law. Tashiana Stafford, a recent graduate of Notre Dame Law School and Education Equity Fellow for Chicago Lawyers' Committee for Civil Rights, has advocated for policies protecting the mental health of children both domestically and internationally. Tatiana Duchak is a Licensed Professional Counselor and current law student at Loyola University Chicago School of Law. She specializes in addressing the trauma-related mental health needs of youth and adolescents. Together with faculty and students from Northwestern Pritzker School of Law, and in consultation with a diverse committee of mental health specialists from organizations such as the Lurie's Center for Childhood Resilience and Healing Hurt People - Chicago, a Trauma Response Committee was formed. The Committee's intent was to create resources for educators on understanding and addressing the mental health needs of students arising from this pandemic.

This Committee, made up of lawyers, advocates and mental health specialists met in bi-weekly focus groups during the summer of 2020 to discuss the challenges faced by students during the pandemic, compile recommendations for creating a trauma-informed learning environment, and review the draft toolkit.

This document has been strengthened by feedback from Transforming School Discipline Steering Committee members and other stakeholders. The Transforming School Discipline Collaborative (TSDC) is a collection of organizations working to ensure that Illinois' schools are safe and supportive for all students. As an interdisciplinary team of attorneys, school psychologists, restorative justice practitioners, school-based professionals, policy advocates, and community partners, TSDC is dedicated to supporting districts and schools to implement equitable and non-exclusionary discipline practices. We aim to meaningfully reduce the high number of school days that students lose due to exclusionary discipline policies and to eradicate inequities in the administration of discipline. Katten provided pro bono help with the design.

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This Toolkit's goal is to help educators meet the needs of students experiencing trauma. This Toolkit also seeks, very intentionally, to dispel the common misconception around trauma-informed advocacy that teachers should behave as therapists. Rather this Toolkit aims to equip educators with the knowledge they need to recognize trauma when it appears in their schools in order to prevent *retraumatizing* a student.

"What we do echoes through generations. Whatever our backgrounds, we are all the children of Americans that fought the good fight."

- Former President Barack Obama

Introduction: What Trauma May Look Like in the Age of Remote Learning

Imagine this: You are a fifth-grade teacher in Chicago. The fall semester is underway and you have successfully guided your classroom into a morning routine. Every day when the class begins every student is expected to enter the Zoom meeting, place their computers on mute and wait patiently for your instruction. This is important because since remote learning began, you are solely responsible for taking attendance and providing the students with all of the necessary announcements. Over time, the students have come to recognize this to be a required routine and generally every student complies- except for one. Every day when the class begins, this student is loud and disruptive. She unmutes her computer, she yells, and she repeatedly interrupts during instruction. As you sit on your laptop and watch this young student's behavior, you wonder to yourself if there is anything else that you can do. The answer is yes. However, it will take time. It will require you to make adjustments. It will require you to reexamine the lens through which you view student behavior.

While it may seem like lately, "trauma" has become a buzzword in the education space, it is more important than ever before for teachers and school administrators to understand what trauma is, its effects, and how to address it. Exacerbated by a deadly pandemic and deadly racism, the pervasiveness of trauma has reached new heights. As a mental health disorder, *trauma* is a condition that disrupts a person's moods, thoughts or behaviors. For school-aged children, trauma is very likely to manifest in disrupted learning during school.¹ It is crucial for schools to identify and address the needs of the many students who are experiencing trauma during this time.

¹ See generally, NCSEA, *Addressing the Epidemic of Trauma in Schools* (July 2019), <http://www.nea.org/assets/docs/NEA%20Student%20Trauma%20Report%207-31.pdf>. (hereinafter "NCSEA").

The Importance of Addressing Trauma in Schools

There are many definitions for “trauma.” One of the most well-known comes from the Substance Abuse and Mental Health Services Administration’s (“SAMHSA”) 2014 Trauma and Justice Strategic Initiative. SAMHSA uses a “Three E” definition² which defines individual trauma as the result of an *event*,³ series of events, or set of circumstances that is *experienced*⁴ by an individual as physically or emotionally harmful, or life threatening, and that has lasting adverse *effects*⁵ on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being. This definition emphasizes the way that trauma is individualized - experiences with the same event may cause different emotional outcomes. The primary elements of the concept of trauma, no matter the definition, are (1) an external event or series of events that (2) has residual negative effects.



² Substance Abuse & Mental Health Servs. Admin., *SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach* 8 (July 2014), https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf [hereinafter “SAMHSA”].

³ *Id.* (“Events and circumstances may include the actual or extreme threat of physical or psychological harm (i.e. natural disasters, violence, etc.) or severe, life-threatening neglect for a child that imperils healthy development. These events and circumstances may occur as a single occurrence or repeatedly over time.”).

⁴ *Id.* (“[E]xperience of these events or circumstances helps to determine whether it is a traumatic event. A particular event may be experienced as traumatic for one individual and not for another (e.g., a child removed from an abusive home experiences this differently than their sibling; one refugee may experience fleeing one’s country differently from another refugee; one military veteran may experience deployment to a war zone as traumatic while another veteran is not similarly affected). How the individual labels, assigns meaning to, and is disrupted physically and psychologically by an event will contribute to whether or not it is experienced as traumatic.”).

⁵ *Id.* (“[E]ffects of the event are a critical component of trauma. These adverse effects may occur immediately or may have a delayed onset. The duration of the effects can be short to long term. In some situations, the individual may not recognize the connection between the traumatic events and the effects.”).

For purposes of this toolkit, the word “trauma” refers to the psychological distress caused by a deeply disturbing event which overwhelms one’s coping capabilities. The term “trauma-informed care” refers to a program, organization or system that realizes the widespread impact of trauma and understands potential paths for recovery, recognizes the signs and symptoms of trauma in clients, families, staff and others involved in the system, responds by fully integrating knowledge about trauma into policies, procedures and practices, and seeks to actively resist re-traumatization.⁶ Further, this Toolkit also uses the term “Adverse Childhood Experiences” (“ACEs”), which include all potentially traumatic experiences that occur to people under the age of 18, such as but not limited to all types of abuse and neglect.⁷

Unaddressed trauma is a public health issue that can have long-lasting detrimental consequences to physical health. Addressing signs of trauma can decrease the risk of mental and substance abuse as well as chronic physical diseases.⁸ Over time, long-standing trauma causes a toxic stress that takes a physical toll.⁹ This toxic stress is directly tied to other health outcomes and contributes to the health disparity in Black communities. Protests over the killing of George Floyd and Breonna Taylor have pushed to the forefront these issues, including the long-term effects of trauma and toxic stress from experiencing systemic racism.¹⁰ Research by medical experts show that “experiences and environments shape our biology,” and facing chronic, toxic stress can increase blood pressure and risk of cardiovascular problems, negatively impact sleep, and heighten risk of mental health issues.¹¹ It is impossible for young people not to bring their trauma into the classroom. It would be a disservice to these students and the adults tasked with teaching them not to address this inevitable issue affecting safety, health and the overall well-being of our youth.

Even before Covid-19, trauma stemming from struggles to make ends meet, racism, poor relationships with police, and constant gun violence has plagued low-income neighborhoods with limited access to mental health services. Evidence shows that children growing up in poverty are more likely to suffer from trauma as a direct result of their circumstances. More than 58% of children living with Adverse Childhood Experiences (“ACEs”) live in households with incomes of less than 200% the federal poverty level.¹² In Chicago specifically, violent crime that often leads to trauma is largely contained within the neighborhoods with the highest concentration of poor families on the city’s south and west sides.¹³ When children and youth are chronically exposed to

⁶ *See id.*

⁷ NCSEA, *supra* note 1, at 2 nt. 3.

⁸ SAMHA, *supra* note 2, at 2.

⁹ *See id.*

¹⁰ Patrice Gaines, *Black Americans Experience Deadly Stress as a Pandemic and Violent Racism Collide, Experts Say*, NBC NEWS (July 29, 2020, 11:55 AM), <https://www.nbcnews.com/news/nbcblk/black-americans-experience-deadly-stress-pandemic-violent-racism-collide-experts-n1231448>.

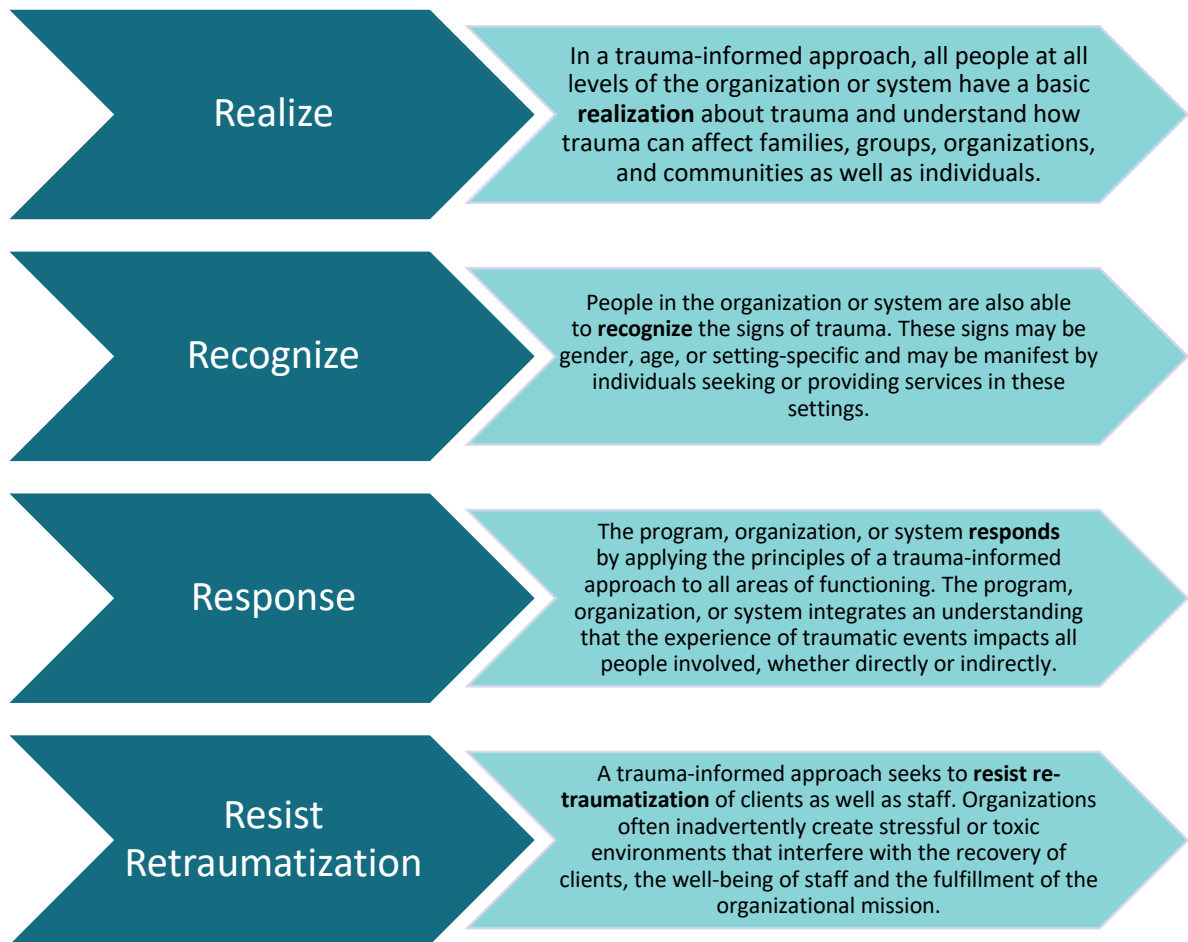
¹¹ *Id.*

¹² NCSEA, *supra* note 1, at 7.

¹³ Micere Keels, *Connecting Inequality, Crime, and Trauma in Chicago*, <https://uchicago.maps.arcgis.com/apps/Cascade/index.html?appid=db8023fe20c94de39146438e0ed69629> (last visited Aug. 22, 2020).

traumatic events, like community violence, their brains begin to sense that they are in constant danger, even at school¹⁴.

To address these issues, educators need the ability to recognize the symptoms of traumatic stress and develop a system to determine whether the trauma can be addressed through developmental supports or if the child needs to see a professional. One common misconception is that a trauma-informed approach requires teachers to behave as therapists. That is not the case here at all. The goal is to equip educators with the knowledge they need to recognize trauma when it appears in their schools in order to prevent retraumatizing the student or making it worse.



Coercive practices, such as seclusion and restraints, use of invasive procedures, harsh disciplinary practices in the educational systems, or intimidating practices in the juvenile justice

¹⁴ *Id.*

system can re-traumatize youth who already enter these systems with significant histories of trauma.¹⁵ Additionally, since there are many students in neighborhoods with significant histories of trauma that cannot be solved overnight, the goal of trauma-informed advocacy is also to train educators on the appropriate developmental supports to employ when they inevitably encounter a student dealing with trauma.

Effectively treating trauma requires an alternative to punitive responses to disruptive behavior. All too often, schools respond to students who are internally dysregulated by imposing punitive and exclusionary discipline rather than practices conducive to the child's healing.¹⁶ When children are adopting maladaptive or challenging behaviors to cope with traumatic life experiences, remember that all behavior is communication and each behavior has a function.¹⁷ Being able to acknowledge that disruptive behavior is a sign of trauma does not mean that teachers must allow it to continue. Disruptive behavior may be a sign that the student is having trouble with the academic content or that the student is having difficulty regulating their emotions. Without a trauma-informed perspective to classroom behavior, it can become easy for a teacher or school disciplinarian to relegate signs of trauma to simply "bad behavior" that should be punished through exclusionary discipline.

Students, families, and teachers are dealing with unprecedented levels of loss and trauma during this pandemic. Everyone has suffered some level of loss since Covid-19 began - loss of a sense of normalcy, loss of routine, loss of structure or security, as well as losses of loved ones, health, jobs, financial security and more. These losses may be hard for some and catastrophic for others dealing with difficult home situations. The reality is that most people have been affected. Sheltering in place may have uncovered deep traumatic wounds for some and created new trauma for others. Whether the fall semester brings confronting this trauma through remote learning or engaging with students in the classroom, educators must be prepared to recognize trauma-related needs among students and provide a trauma responsive climate and support.

¹⁵ SAMHA, *supra* note 2, at 10.

¹⁶ See generally, TREP Project, *Trauma Responses Educational Practices*, <https://trep-educator.thinkific.com/courses/intro> (last visited Aug. 22, 2020).

¹⁷ *Id.*

Legal Developments around Trauma

By investing in trauma-responsive services, school districts are not only serving the needs of students and staff, they also are helping to ensure they meet the obligations of disability laws.

In *P.P v. Compton Unified School District*,¹⁸ a federal court recognized that exposure to traumatic events might cause students physical or mental impairments that qualify as disabilities under the Section 504 of the Rehabilitation Act and the Americans with Disabilities Act –federal laws that protect children and adults with disabilities from exclusion and unequal treatment. The lawsuit was filed by a group of high school students and teachers against the Compton Unified School District. The students described the high rates of violence in their neighborhood and the trauma that they suffered as a result of exposure to that violence, as well as other ACEs associated with living in a socioeconomically distressed city.¹⁹ They also presented evidence on the neurobiological effects of complex trauma, which impaired their ability to think, read and concentrate.

Student plaintiffs in the case described their various experiences with school discipline because of their trauma. They claimed that the Compton Unified School District failed to train and sensitize teachers and administrative personnel to recognize, understand and address the effects of complex trauma –and that this failure breached the school district’s responsibility to accommodate students under federal disability laws.

The teacher plaintiffs in the case claimed that the school district’s failure to train school staff on the effects of complex trauma negatively affected them, as well. They claimed that as a consequence of the school district not providing teachers with the support, resources and training that they needed to assist students dealing with trauma, the teachers suffered from burnout and secondary traumatic stress. The landmark ruling **acknowledged that exposure to traumatic events might cause physical or mental impairments cognizable as disabilities under federal law.**

After the Compton case, several other cases have been brought by students using a similar framework to compel their school districts to provide supports for trauma stemming from historical trauma²⁰ and gender-based violence.²¹ Not providing trauma supports, therefore, may risk potential liability for school districts.

¹⁸ *P.P. v. Compton Unified Sch. Dist.*, 135 F. Supp. 3d 1098, 1103 (C.D. Cal. 2015).

¹⁹ See TRAUMA AND LEARNING, <https://www.traumaandlearning.org/home> (last visited Aug. 26, 2020). Contains more information about the lawsuit, including video testimonies by affected students.

²⁰ *Steven C., et al. v. Bureau of Indian Education, et al.*, CV- 17- 08004- PCT-SPL.

²¹ *Doe v. Carranza and New York City Department of Education, et al.*, 19- CV-02514 PKC- SJB.

Preparing for the New School Year

Preparing for the new school year requires educators to prepare for two possible scenarios: (1) remote learning and (2) in-person or blended instruction. According to Part Three of the Transition Advisory Workgroup’s Recommendations for Transitioning to In-Person Instruction,²² developed with the Illinois State Board of Education and the Illinois Department of Public Health, schools are allowed to reopen for instruction during phase 3 of the Restore Illinois Plan,²³ but should prepare for a return to remote instruction in the event of a resurgence of the virus. The guidelines for reopening schools requires:

- Use of face coverings
- Observing social distancing
- Symptom screenings and temperature checks before students enter the building
- Gatherings limited to under individuals

Implementing these safety measures may present challenges for students who struggle with trauma, sometimes in unpredictable ways. For example, many infrared forehead thermometers are shaped like guns, which could trigger a reaction from a student with exposure to gun-violence when the thermometer is held to or pointed at his head.²⁴ Teachers and administrators will need to be prepared for a variety of reactions from students. Consider approaching behavioral issues with an instructional, rather than punitive, mindset. For example: ²⁵

- Provide students with clear behavioral expectations (written, verbal, and visual).
- Repeat these expectations consistently and predictably (e.g. every day at the beginning of class).
- When responding to behavioral incidents, remind students of the expectation and explain why it is an expectation (e.g. the purpose of this rule/expectation is to “keep everyone safe,” “keep things fair,” etc.).
- Clearly indicate how student’s behavior does not meet the expectation (“Cursing does not meet our expectation of respect because it is hurtful, inappropriate, and can be triggering to others”).

²² ISBE, *Starting the 2020-21 School Year: Part 3 – Transition Joint Guidance 4*, 19 (June 23, 2020), <https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>. (hereinafter “ISBE”).

²³ Off. of the Gov. JB Pritzker, *RESTORE ILLINOIS: A Public Health Approach to Safely Reopen Our State* (May 5, 2020), <https://coronavirus.illinois.gov/sfc/servlet.shepherd/document/download/069t000000BadS0AAJ?operationContext=S1>.

²⁴ Anne Quito, Photos: A temperature Gun to the Head has Become an Iconic Coronavirus Image, Quartz, Feb. 22, 2020, <https://qz.com/1806728/coronavirus-we-need-to-rethink-the-design-of-the-temperature-gun/>.

²⁵ TREP Project, *supra* note 26.

- Give student options to correct the behavior so the behavior aligns with the expectations (“you can either do ____ or ____ to meet this expectation”).
- Remind student of the consequences for not meeting expectations (“if you continue to curse, we will . . .”)
- Apply behavioral expectations consistently to all students.
- Offer praise and acknowledgement when expectations are met (i.e. don’t *only* bring attention to the undesired behaviors).
- Resist the use of shaming gestures, such as pointing out how well others students are behaving.
- Teach and reinforce behavioral expectation through modeling and role-playing.
- Reward instances of expected behavior.

Whether classes resume via remote instruction or in person, educators should be prepared to identify behavioral indicators of trauma and to confront difficult situations that may arise due to trauma. For example, some schools have discussed developing an intake form to assesses the social and emotional needs of the students²⁶. The intake survey would inform educators of changes that have taken place due to Covid-19 (i.e. loss, illness, large financial changes). It is very possible, however, that students will resist filling the survey out, even if they have pertinent information. This section serves as a guide to school personnel on some of the behavioral indicators of trauma, age appropriate responses to indicators, and proactive actions school personnel can take.

a. Possible Indicators of Trauma

Possible Indicators of Trauma Within:	May look like:
Cognitive Abilities: Thinking, learning, memory, attention	<ul style="list-style-type: none"> • Decline in grades (‘A’ student going to a ‘C’ student) • Decline in curiosity • Regularly distracted • Not completing work • May rely more on nonverbal rather than verbal communication <p>Difficulty:</p> <ul style="list-style-type: none"> • Processing information or lessons • Recalling information • Understanding cause and effect relationships • Planning ahead or anticipating the future • Considering multiple alternatives • Completing, multi-step, complex tasks

²⁶ ISBE, *supra* note 22.

	<ul style="list-style-type: none"> • Sustaining attention • Problem-solving, or low threshold for frustration when given a problem (may easily give up, rely on help, etc.).
Self-Concept	<ul style="list-style-type: none"> • Pervasive feelings of shame (“I’m a bad person/kid,”) worthlessness • Tendency to over-blame self or others for problems • Difficulty understanding own contribution to things • Poor self-image • Low self-confidence • Belief that nothing he/she does matters • Resistant towards trying new things • Struggles to plan or make goals for future • Feels powerless to change circumstances • Little hope for the future (stuck in living and thinking “moment to moment”). • Body image issues • Self-sabotaging thoughts and actions
Behaviors	<ul style="list-style-type: none"> • Disproportionate reactions to stress (i.e. the reaction doesn’t seem to fit the circumstances) • Easily triggered or “set off” • Difficulty self-regulating (calming down) • More likely to perceive or interpret situations as threatening/unsafe • Impulsivity • Quick to resort to physical aggression • High-risk behaviors: self-harm, unsafe sexual practices, excessive risk-taking, illegal activities, alcohol and substance use. • Fleeing, running away, or hiding from perceiving threats. • Stealing or hoarding food, clothing, objects • May appear attention-seeking or demanding • Trauma reenactment behaviors (aggressive/sexual behavior or play) • Incessant chatter, clowning around, repeated interruptions, and other behavioral disruptions.
Emotional Wellbeing	<ul style="list-style-type: none"> • Constricted emotional expression, with the majority of emotions being “highs” and “lows” • Tendency to perceive things as all good or all bad • Guarded • Unable to identify emotional state when asked • Emotionally labile (quick to change) or emotionally numb/flat

	<ul style="list-style-type: none"> • Mentally detached or “checked-out” when feeling overwhelmed, anxious, or scared (dissociation). • Overwhelming need to control own environment • Resistant to or easily dysregulated by change in routines, schedules, predictability • Over-compliance and denial of needs
<p>Interpersonal Relationships</p>	<ul style="list-style-type: none"> • Isolation or withdrawal from others • Difficulty reading social cues • Clingy or over-dependent on another out of fear of losing that person • Difficulty trusting others, even close friends or caregivers • May see relationships as “not worth it” or easily replaceable • May value relationships by their utility and use others to meet immediate needs • Strong need to feel in control of self and others • Desire for too much or too little physical contact • Negative reactions to discipline or boundary setting • Poor eye contact • Lying/dishonesty even if caught in the act • “Splitting” staff and/or caregivers (i.e., turning adults against each other) • Defiance towards trusted adults (the closet relationships are the scariest) • Difficulty understanding other’s feelings/perspective (loss of empathy)

**This list is non-exhaustive and should only be used as a reference²⁷*

b. Age appropriate Responses and Interventions

For all students, the goals for these interventions are to re-establish feelings of safety and help them manage their emotions.

To be effective, interventions should be used alongside structure, predictability, and co-regulation (i.e., adult educator must regulate own emotions and reactions to stress/conflict).

Many of these strategies can be used across age groups, adjusting for language and vocabulary skills, attention span, and level of abstract thought.

²⁷ The National Child Traumatic Stress Network, Effects, <https://www.nctsn.org/what-is-child-trauma/trauma-types/complex-trauma/effects> (last visited Aug. 26, 2020).

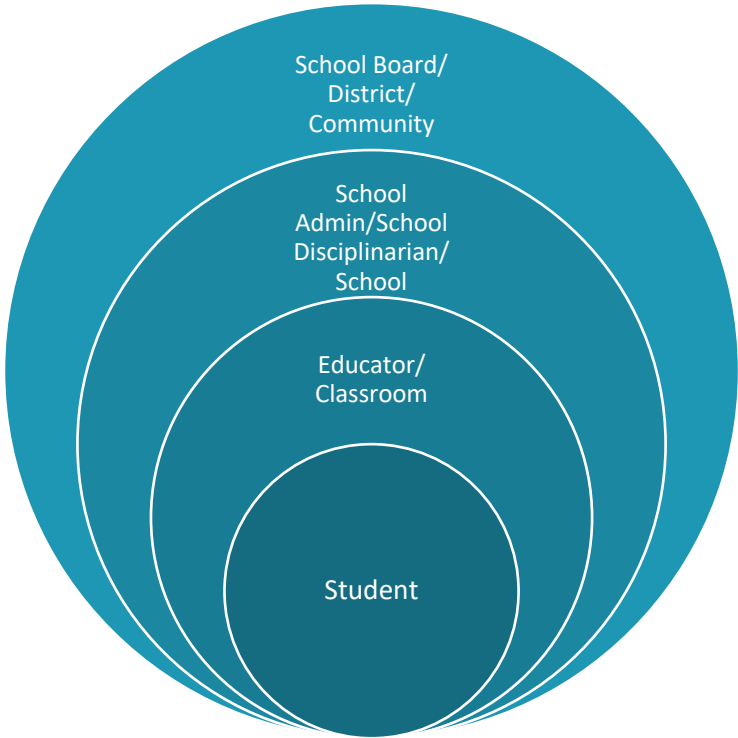
Age Group	Strategies/Interventions
<p>Elementary School</p>	<ul style="list-style-type: none"> • Speak in a way that is concrete and straightforward. • Utilize visual aids, toys, arts and crafts, stuffed animals, etc. • Teach and promote feelings identification and support students to expand their emotional vocabulary (e.g. “How are you feeling today?” posters or other mood charts). • Provide direct guidance and social modeling. <p><u>Examples:</u></p> <ul style="list-style-type: none"> • <u>Self-regulation chart</u>: Provide students with interchangeable squares where they identify and select a feeling card as well as several possible coping strategy cards. Educator guides student to consider which coping strategy would be most effective at the time and helps develop a plan to implement. • <u>Calm down box</u>: An individual or classroom activity where educators guide students to create their “calm down” or “coping box,” which would include several strategies they self-identified as being helpful. Possible items include: bubbles, fidgets, play-doh, stress balls, Legos, visual cue cards for deep breathing, word finds, coloring sheets, and stretch/exercise cards. • <u>Personify stress, fear, or worry</u>: Consider arts and crafts projects that make abstract concepts, such as anxiety or anger, tangible (e.g. <u>Worry Monster</u>, <u>Things that “Bug” You</u>, <u>Anger Dragon</u>). • <u>Planned breaks that encourage play</u>: Build in “coping time,” throughout the day so students can learn the practice of taking breaks to regulate. Consider utilizing both “active” ways to de-stress (e.g. dance or shake the “sillies” out), while also incorporating silence, calm lighting, and soothing scents and textures.
<p>Middle School</p>	<ul style="list-style-type: none"> • Facilitate productive conversations about difficult topics including COVID-19 and race. • Use communication strategies that build upon students’ expanding vocabulary, emotional consciousness and developing higher-order cognitive abilities. • Allow time for activities that provide self-reflection. • When possible provide opportunities for students to practice self-regulation. <p><u>Examples:</u></p> <ul style="list-style-type: none"> • <u>Journaling</u>: This is an opportunity for students to express themselves. Educators can utilize prompts that encourage creativity or simply provide students the opportunity to

	<p>write down their thoughts and feelings. Other formats may include students writing a “letter” to themselves, a personal hero, or someone they trust.</p> <ul style="list-style-type: none"> • <i>Self-identify coping strategies:</i> Consider utilizing games like “Coping Skill Bingo,” or another Coping Skill Checklist where students can evaluate and test which coping strategies work the best. This gives students permission to try things out, fail, and try again, and reinforces the importance of diversifying their self-regulation strategies to span varying types and degrees of emotional distress. • <i>Mindfulness and meditation:</i> Consider YouTube videos that lead students in deep-breathing, progressive muscle relaxation, and guided imagery. Helpful visual aids include Infinity Breathing, Star Breathing, or Leaf Breathing.
<p>High School</p>	<ul style="list-style-type: none"> • Throughout high school, the goal is for students to be able to independently identify and utilize effective self-regulation strategies. • Adult modeling and reinforcement is essential. • Emphasize the two-step process of problem-solving: first manage emotions and then consider reasonable solutions. • As applicable, normalize to students the process of seeking support from a mental health professional to address issues related to trauma (i.e. the underlying reasons for their need to self-regulate). • Engage youth in conversations about their thoughts and feelings. <p><u>Examples:</u></p> <ul style="list-style-type: none"> • <i>Size of my problem/size of my reaction:</i> Assist students to identify appropriate or proportionate reactions to their stress. When they identify a problem, guide them to rate it on a scale of seriousness or significance. Assist them to challenge any beliefs that every problem is “the worst thing in the world,” and reinforce the idea of varying degrees of stress. Students should work towards identifying appropriate reactions and effective coping strategies for each point on the scale, or varying sizes of problems. Consider displaying a large poster to this effect and referencing it in class. • <i>The ABCs of Behavior:</i> Assist students to identify the triggers or antecedents to their dysregulation as well as the consequences. Work towards identifying an alternative, healthier way to respond to a trigger. • <i>Education on how the body responds to stress and trauma:</i> Students should work towards understanding the ways their bodies respond and react to trauma, chronic stress,

	<p>and anxiety. Activities might include differentiating between fight, flight, fear, and freeze responses through social stories, or discussions and check-ins regarding physical symptoms of stress, such as changes in appetite, fatigue, headaches, stomach aches, etc.</p> <ul style="list-style-type: none"> • <i><u>Focus on building healthy relationships between peers and conflict resolution:</u></i> During times of conflict in the classroom, assist students towards a healthy resolution. Guide them to consider alternative perspectives. Illustrate the idea that differing interpretations does not mean one is “right,” or “wrong.” Facilitate healthy communication by encouraging “I” statements (e.g., “I feel hurt because . . .” rather than “you hurt me . . .”) and conflict resolution (e.g. parts of an apology, compromise).
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*This list serves as recommendations, considerations, and inspiration. It is not intended to be exhaustive²⁸

c. Different Roles of School Personnel



²⁸ JEN ALEXANDER, BUILDING TRAUMA-SENSITIVE SCHOOLS: YOUR GUIDE TO CREATING SAFE, SUPPORTIVE LEARNING ENVIRONMENTS FOR ALL STUDENTS, 8-9, 37-110, 117-136 (2019); CAELAN SOMA & DEREK ALLEN, 10 STEPS TO CREATE A TRAUMA INFORMED RESILIENT SCHOOL, 36-65 (2017).

School-based trauma-informed practices are guided by several fundamental principles, including:

- There is no such thing as a bad student.
- Trauma experience trauma in different, unique ways.
- Be curious about what motivates students’ behaviors.
- Stress and trauma interfere with learning.
- School is an opportunity for students to develop and strengthen resiliency.
- It is the responsibility of the entire school community – not just one staff or one department – to guide the student through healthy social, emotional, and intellectual/academic development.
- School systems, structures, and policies can contribute and exacerbate student trauma.

Providing trauma-informed care does **not** require that each adult dive deep into details of a student’s history. Doing so can be overwhelming to school staff and re-traumatizing for the student. Instead, trauma-informed care involves personnel utilizing strategies and interventions that promote emotional and physical safety, resiliency, healthy student-adult relationships, and opportunities to develop social and emotional skills. It also involves ensuring cultural responsiveness and equity in school culture and climate, systems, structures, and policies.

School-based, Trauma-Informed Care

Does:	Does NOT:
Requires all staff are trained to understand trauma, symptoms, and impact.	Require or encourage staff to dig deeply into the causes or sources of stress and trauma.
<p>Recognize the importance of staffs’ ability to develop their own social and emotional competencies.</p> <p>A trauma-informed school will encourage and support staff as they become aware of their own biases that may interfere with developing healthy, supportive relationships with students.</p> <p>Staff must consistently practice and model self-regulation.</p>	Assume that adult behavior and mindset have little or no impact on student development and behavior.
Emphasize the development of students’ resiliency through:	Equate student achievement and success with proficiency in every characteristic of resiliency

<ul style="list-style-type: none"> ✓ Supportive adult relationships ✓ Self-efficacy and perceived control ✓ Adaptive skills and the ability to self-regulate ✓ Sense of self-value and feeling they have something to offer others. 	<p>or social emotional competency. Students will have these in varying degrees and that's okay.</p>
<p>Understand that every behavior has an underlying meaning.</p>	<p>Require a "problem" to exist before students have access to trauma-informed services. Instead, trauma-informed care is built into the school infrastructure and is omnipresent regardless of behavioral issues.</p>
<p>Prioritize the development of social and emotional competencies that foster resiliency.</p>	<p>Insist or imply a student with signs of stress or trauma will "get over it." Honor and validate the student's experience.</p>
<p>Promote and foster school-wide connectedness and the development of supportive adult relationships.</p>	<p>Encourage a "just don't do it" approach to discipline.</p>
<p>Create safety through routines, structure, predictability, and equity.</p>	<p>Forgo opportunities for consistency even when faced with conflict, change, or stress.</p>
<p>Utilize restorative disciplinary practices that keep a student in school and work to rebuild damaged relationships and understand the motivation of the behavior.</p>	<p>Punish most behaviors by excluding a student from class, school, or extracurriculars.</p>
<p>Require ongoing examination of school systems, structures, and policies that may undermine or contradict a trauma-informed approach (e.g., inequitable and punitive discipline policies).</p>	<p>Assume the individual and/or one-on-one interventions with students are sufficient to providing trauma-informed care.</p>

**This list is non-exhaustive and should only be used as a reference*

Administrators

The following are considerations for those in **school leadership** (e.g., Principal, Vice Principal, Dean).

1. Train all educators, staff, and school personnel in childhood trauma, the signs and symptoms, and its impact on learning and development.

Training is a fundamental component to implementing trauma-informed care. Educators and school personnel should know the impact trauma and chronic stress has on their classrooms

Consider:

- ✓ Routine training staff on understanding trauma and its impact on learning and behavior.
- ✓ Opportunities for quarterly “refreshers” where staff have can revisit previously covered material as well as actively participate in activities to learn specific classroom interventions.
- ✓ Make available to staff educational materials regarding recognizing the signs and symptoms of trauma, as well as informational guides, student worksheets, and handouts.

2. Promote connectedness and resiliency within school staff

Resiliency is the ability to achieve positive outcomes despite adversity. Although each experience is different, everyone is experiencing a pandemic for the first time and may find comfort in confronting difficulties together. School connectedness, or the belief by students that the adults and peers in their school care about them, is a significant protective factor against the adverse effects of trauma. Feeling connected and a sense of belong within the school community is the second-most important factor, after the family, that has been linked with improved student achievement as well as fewer drop-outs and mental health issues such as eating disorders and suicide. Schools can foster these feelings of connectedness by creating opportunities for educators, staff, and students to develop meaningful connections.

Consider:

- ✓ Offering opportunities for educators and school personnel to feel supported and a part of a larger community
 - Team-building or community days, appreciation projects, support circles/groups, venues and space to vent frustrations and seek support.
- ✓ Provide educators and personnel with the opportunity to correct and learn.
- ✓ Promote school-wide connectedness by pairing students with an adult “mentor,” and build in opportunities for a student and his or her mentor to develop a meaningful relationship.

3. Prioritize social- emotional learning.

To prioritize social emotional learning means to dedicate school time for students to learn to identify and manage their own emotions. Students would benefit from direct instruction of

emotional awareness and identification, as well as modeling and support by educators to utilize these strategies. With improved emotional and physical regulation, students can also increase their ability to concentrate on their academic material. An emphasis on social emotional learning has been shown to improve students' confidence in their ability to manage and react to stress, and consequently, can increase their time spent in class as well as their achievement.

Consider:

- ✓ Supporting educators as they adjust classroom instruction time to accommodate some emphasis on social emotional learning.
- ✓ Review and update school policies to align with a trauma-informed approach
- ✓ Model trauma-informed attitudes, behaviors, and interventions for staff and students.

School Disciplinarian

The following are considerations for those **responsible for identifying consequences or imposing discipline** due to rule-breaking and/or classroom disruption.

1. Shift away from punishment and reward

Shift away from consequences that are exclusionary in practice. Exclusionary practices include suspensions, frequent detentions, expulsions, time-outs, or any practice that removes a student from his or her daily routine for a period of time as a negative consequence to a behavior. Within a trauma-informed framework, student behavior is influenced by personal logic and past experiences. Exclusionary practices reinforce feelings of low self-worth, shame, rejection, and a reluctance to build relationships with adults, and these practices do not work towards addressing the underlying motivation for the behavior. With trauma-informed care, disciplinary practices should strive to keep students involved in class. Trauma-informed schools use discipline as opportunities to challenge a behavior and understand the student's thought process (personal logic) and underlying motivations

Consider:

- ✓ Restorative disciplinary practices that focus on repairing the relationships damaged by the behavior (e.g. peace circles, mediation)
- ✓ Offering opportunities to learn another way (social emotional skill building groups/homework)
- ✓ Guide students towards identifying their triggers or antecedents to the undesired behavior.
- ✓ Implement a "quiet" or "reset" room in the school as an identified place with predictable expectations for students to take a break away from a trigger without being punished.
 - For a "quiet" room to be utilized safely and appropriately, consider ensuring it come with clear expectations and a conceptualization, on the part of the school, on how to

utilize safely. This is not a place to house disruptive students. An effective “quiet” room maintains the goal of reinforcing the process of taking time and space to regulate away from a stressor. When students are utilizing this space, consider requiring the use of a safe, approved coping strategy and modeling the appropriate way to ask to talk about thoughts and feelings.

- ✓ Reinforce the use of “anger safety plans,” or other interventions where the student has identified his triggers and warning signs for an undesired behavior, as well as how adults can support him to de-escalate.
- ✓ Allow students access to sensory items (pillows, ear mufflers, play-doh, sand tray, rocking chair, sound machine, fidget toys, weighted blanket, word searches) to promote the use of distress tolerance skills.
- ✓ Rethink in-school suspension: sometimes students are not ready to talk or not ready to participate in a restorative practice. School staff might benefit from anticipating these circumstances and identifying a plan. Consider:
 - Ensuring an adult is available to monitor the student and continue restorative conversation when the student is ready.
 - If this continues into the next day, a team of school personnel might meet to facilitate a restorative conversation between those involved and work towards identifying a plan to better meet the student’s needs.
- ✓ Welcome back: when a student spends time outside of the classroom (brief or prolonged), a trauma-informed educator will welcome and acknowledge the student’s return and provide support if needed (e.g., stating “let me know if you need help getting caught up,” pairing student with a buddy to get on track with his work, facilitate apologies).

2. Understand behavior and motivation

Trauma-informed educators are curious as to the underlying cause and reason for a behavior. Although adults and educators likely do not agree or condone the behavior, it is important not to judge a student’s private logic and reasoning for acting out. Throughout the disciplinary process, if the adults continue to make efforts to try and understand the behavior, they validate the student talking about their stressors as well as normalize the process of receiving guidance and support to fix past mistakes. Remaining curious and open to the student’s point of view distinguishes between feelings of guilt, a healthy emotion, where a student feels bad for doing something wrong, and shame, a toxic emotion, where a student feels they are the problem.

Teachers, Classroom Educators, Coaches, Support Staff

The following are considerations for those responsible for **providing classroom instruction** and/or have **frequent interaction with students**. These professionals are often responsible for behavioral management in their given context.

1. Stressed brains cannot learn.

Exposure to trauma and chronic, prolonged stress can impact the functioning of several regions in the brain responsible for learning and behavior. Such impact can include loss of cognitive function, social delays, as well as impairments in physical and emotional regulation, problem solving, memory, and concentration.

When a brain is in a constant state of stress or worry, it functions primarily in “survival mode.” In survival mode, the brain is focused on carrying out the essential functions to maintain safety rather than allocating resources to higher order abilities such as abstract reasoning, considering alternative viewpoints, and long-term retention of information.

2. For a student to achieve academic success, he or she must develop social and emotional learning skills within the classroom.

As stated above, stressed brains cannot learn. Thus, untreated symptoms of trauma and chronic stress will interfere with classroom instruction, whether it is emotional and behavioral disruptions, poor memory, recall, and concentration or difficulty conceptualizing the material. Even the most competent teachers with the best intentions for academic instruction cannot simply “press through,” these issues without there being an adverse impact on achievement.

Consequently, in order to achieve a goal of academic success, schools and classrooms must dedicate time to social and emotional learning. Social and emotional learning focuses on students developing the ability to recognize and manage their emotions, while understanding the ways their emotions influence their thoughts and behaviors. Students learn to recognize their bodies’ reactions to stress (e.g. headaches, muscle tension, heart racing) and signs they are becoming overwhelmed. Most of all, with guidance of their staff and educators, they learn to regulate these reactions. Emotional regulation is essential to the development of higher order abilities, such as problem solving and interpersonal conflict resolution, where a student must respond to stressful situations beyond simply reacting to their feelings.

Notably, the foundations to teach self-regulation skills in a classroom do not require any special skills or additional expertise. The foundation of these strategies largely exist in the natural inclinations and disposition of educators who enjoy working with their students. Adults know how to do many of these things naturally (e.g. taking a deep breath when feeling frustrated, slowing down thought process to walk through each step, stepping away from a problem and returning to it). In the classroom, they are both modeling these processes and bringing attention to them; they are normalizing concepts of stress and coping while also giving students the language necessary to describe them for themselves.

Consider the importance of the following:

- ✓ Providing a warm, responsive relationship with students by showing care and affection.
 - Recognizing and responding to signals from students that they are attempting to meet an emotional need. For example, recognizing when a student might need support or attention. Educators can recognize these things (e.g., “By shouting across the room, I see you want my attention”) without necessarily giving in or rewarding undesired behavior (“I’d be more than happy to give you my attention when you meet the expectation of the classroom”).

- ✓ Creating an environment of structure and consistency.
 - Structure makes students experiencing stress, anxiety, and other symptoms of trauma feel safe. Consistent, predictable routines and expectations provide clarity and promote emotional and physical security. Consistency is a natural way to reduce the stress response happening in the brain (survival mode) because consistency and predictability reduces the perception of uncertainty, chaos, or a potential threat of danger.

- ✓ Teach, coach, and guide the use of self-regulation skills.
 - Create instructional opportunities to learn coping strategies (e.g. “this week’s coping skill,” access to resources on coping, posters, etc.).
 - Guide, model, and remind students to utilize these strategies. Educators can demonstrate how these skills are utilized in real-time by doing so themselves. They might also guide a student to recall and utilize one of his self-regulation skills during a moment of distress in the classroom (“It looks like you’re becoming worked up, what’s one thing we can do to calm down? I’ll do it with you”).
 - Point out and reinforce when students successfully use these strategies (“Nice job taking a deep breath there!” or “I’m proud of you for taking your space and rejoining the class once you were calm”).
 - Normalize the learning process. Students will not be effective the first time. It may feel awkward to talk about or strange to participate in as a class, and that is natural. For many, these are new skills to talk about and practice openly with adults and peers. The more self-regulation becomes a part of the classroom routine and expectations, the more comfortable students will feel.

- ✓ Monitor your own feelings
 - It is normal and expected for educators and staff to have reactions to stress, trauma, and conflict, whether it is in the classroom or outside of school. Educators should practice paying attention to their own thoughts and feelings during these moments, so they are aware of their impact before responding to a student need. An educator should recognize when their interactions with students are impacted by their emotions and reactions to stress and utilize their own coping and self-regulation strategies so they can respond in a safe, compassionate way.

For many students, school is the primary, if not the only, environment in which they practice social skills and development. While in school, students learn, either explicitly or implicitly, how to handle stress, manage their feelings, deal with relationships, and resolve conflicts. Educators have a powerful opportunity to guide students towards learning healthy and productive skills that will facilitate long-term success.

Many educators share a valid concern: focusing on social and emotional learning takes valuable time away from academic instruction. In large part, this is true. Time spent educating students on self-regulation is time spent away from the lesson plan. It is imperative educators feel the support of their administrators so they feel able and equipped to utilize classroom time to address these social and emotional needs. Importantly, students who are experiencing the effects of trauma (poor concentration, decline in memory/recall, anxiety) are already struggling to internalize the material. Dedicating time to address their emotional wellness means they eventually improve their cognitive abilities to attenuate, learn, absorb, and think critically about their academic material.

3. Trauma-informed interventions align with what educators and school personnel naturally do – reach and connect with students.

Resiliency is the ability to achieve positive outcomes despite adversity. Students can learn resiliency through positive interactions and supportive adult relationships. A goal for a school-wide trauma-informed approach is to increase the number of positive interactions educators and staff have with students. Research in this area suggests a ratio of 5:1, or five positive interactions for everyone one negative interaction.

Notably, positive interactions are likely things many educators and staff do without much thought: noticing a student, waving, offer praise, and having a friendly conversation. Educators can build upon these natural inclinations by considering the following:

- ✓ Acknowledging student strengths: “That took a lot of patience to complete that difficult assignment – awesome job.”
- ✓ Positive greetings: “Good morning! We missed you in class yesterday!”
- ✓ Gratitude for good behavior: “Thank you so much for cleaning the desks.”
- ✓ Checking-in: “How are you doing?”
- ✓ Inquiring about hobbies and interests: “I heard your team had a game yesterday, how did it go?” “I saw your class posted artwork in the hall, which one is yours?”

By doing these things, educators are fostering connections with their students and also modeling healthy social behavior. Modeling healthy social behavior assists students to have more positive interactions among their peer group. Belonging to positive peer group is another way to promote resiliency, as it can lead to increased feelings of self-efficacy, motivation, achievement, and attendance.

Consider:

- ✓ Classroom meetings: educators take the time in class to form a circle and introduce topics of conversation. These can be opportunities to get to know each other, provide compliments/appreciations, share successes and individual interests, recognize similarities and differences among each other, offer support, and implement other trauma-informed and social-emotional learning interventions.

Educators and staff are also already attuned to keep their students physically and emotionally safe. For students suffering from the effects of prolonged stress and trauma, they might worry excessively about the future or that which is unknown. There are many points throughout a school day where a student may be unsure about what is going to happen and consequently, may avoid it, act out to get out of it, or quietly suffer through it. These times typically surround points of transition where there is a higher degree of unpredictability: riding the bus, walking in the hall, changing classrooms, lunch, and gym.

A trauma-informed approach would work on multiple levels (school-wide, classroom, and individual) to be aware of and work to decrease the levels of stress and anxiety surrounding these periods. With proper training, educators and staff become aware of the impact of uncertain and lack of structure and can adapt accordingly. For example, a teacher who sees students after lunch might incorporate a five-minute cool down or relaxation exercise at the start of class to reduce residual feelings of anxiety

d. Other possible areas of school-wide policy changes

School administrators may also implement school-wide policies to preemptively address challenges faced by students dealing with trauma.

Consider:

- ✓ Equip school mental health staff with the appropriate training and resources to properly identify signs and symptoms of trauma that warrant further, clinical intervention
- ✓ Design a curriculum around students' lived experiences, which could provide opportunities for students to engage more deeply with content while providing the time and space for students to process recent events
- ✓ Schedule substantial review sessions to address the learning gap that will possibly have been produced due to remote learning
- ✓ Create a non-discriminatory grading policy that provide cushion for students still adjusting to the consequences of the pandemic.
- ✓ Actively seek parent engagement and collaboration by hosting information sessions and community gatherings, and soliciting parent feedback on topics related to discipline, safety, and school climate.

Conclusion

Whether classes resume via remote instruction or in person, educators should be prepared to identify indicators of trauma, understand age appropriate responses, and take proactive measures to address student needs. Schools should invest in training all educators, staff, and school personnel in childhood trauma, its signs and symptoms, and its impact on learning and development. Being trauma-informed also includes:

- Promoting connectedness and resiliency within school staff
- Prioritizing social-emotional learning
- Shifting away from punishment and reward systems and towards restorative practices
- Understanding the motivation and meaning behind students' behavior
- Creating space for educators and school staff to foster connections and develop positive interactions with students
- Implementing school-wide policy changes to preemptively address challenges faced by students who have experienced trauma

While these practices serve the needs of students and staff, disability laws may also require accommodations for students affected by trauma. At a time of widespread grief and loss, investing in trauma-responsive practices can benefit nearly everyone in the educational community. A trauma-sensitive school embraces a climate and culture that is openly aware of the prevalence of trauma within the school community and considers the impact of trauma on all aspects of a students' learning experience. Trauma-informed practices that are built into the school's infrastructure and atmosphere can transform the way that educators connect and engage students.

Imagine this: You are a fifth-grade teacher who, despite the seemingly endless amount of challenges and obstacles, have successfully been leading remote learning classes. There is one student, however, who is repeatedly disruptive, loud, and refuses all instruction. As a *trauma-informed educator*, you take a breath. You validate your *own* feelings – that the student's behavior can be frustrating and upsetting to you– and you question the root of this behavior. You explore possible root causes and compare them to what you have learned about trauma. If need be, you might seek support and consultation from other trauma-informed colleagues and brainstorm creative and healthy ways to address the behavior and strengthen your relationship with this student. These steps may require some time and adjustments. This time and attention might help heal a student without even knowing her wounds. By utilizing the knowledge, awareness, perspectives, and interventions that come with being trauma-informed, you guide this student towards academic success, ensuring her past experiences do not inhibit her future potential.

restorative justice

implementation guide

A Whole School Approach



*Oakland Unified School District
Restorative Justice Implementation Guide:
A Whole School Approach*

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Using This Guide

This guide is designed for a Restorative Practices Facilitator to support their school to create an implementation plan to introduce restorative practices to a school, school wide.

We hope this guide supports you to establish the following RJ Principles:

RESTORATIVE JUSTICE PRACTICES

- Builds relationships.
- Strives to be respectful to all.
- Provides opportunity for equitable dialogue and participatory decision-making.
- Involves all relevant stakeholders.
- Addresses harms, needs, obligations, and causes of conflict and harm.
- Encourages all to take responsibility.

- 1. IF CRIME HURTS, JUSTICE SHOULD HEAL.**
The focus is on repairing harm if it has occurred
- 2. NOTHING ABOUT US WITHOUT US.**
Those impacted feel welcome and safe to speak and participate.
- 3. THERE IS SIMPLY NO SUBSTITUTE FOR THE PERSONAL.**
Building respectful relationships is foundational and an outcome of any process.
- 4. THIS CAN WORK, I CAN LIVE WITH IT.**
Agreements are made by consensus
- 5. I AM WILLING TO DO THIS.**
Participation is voluntary.

Stepping Stones to Creating a Restorative School



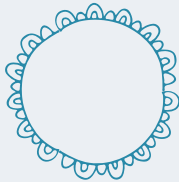
Additional Resources can be found on the OUSD Restorative Justice Resources page, located here: <https://sites.google.com/a/ousd.k12.ca.us/ousd-rj-resources/documents>



STEP 1

Frame Restorative Justice for Your Site

Welcome to Oakland Unified School District’s restorative justice initiative. Each school’s journey to understand, implement and institutionalize restorative practices will be unique. However, we all begin by understanding the history and roots of the Restorative Justice movement. As you read the following text, consider your site, and what is most relevant for you.



IMPLEMENTATION TIP

In your role as a Restorative Practices Facilitator, you will be asked to explain what Restorative Justice is to many different audiences. The following paragraph offers one definition of RJ. Read this definition, then respond to the questions below.

WHAT IS RESTORATIVE JUSTICE?

Inspired by indigenous values, **restorative justice is a philosophy and a theory of justice** that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible. Restorative justice is a philosophy that is being applied in multiple contexts, including schools, families, workplaces, the justice system, global conflict, and as a tool to transform structural and historic harms. Though only about 40 years old, the restorative justice movement is rapidly expanding, with tens of thousands of initiatives worldwide.

Many people mistakenly assume restorative justice is solely a conflict resolution process that comes into play after harm has occurred. Though school-based restorative justice offers a more equitable and respectful alternative for dealing with disciplinary infractions, it is also a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. Restorative justice is a profoundly relational practice.

How would you describe restorative justice in your own words?

Think about your school site. How would you tailor your definition for:

A Principal?

Teachers?

Parents?

Students?



IMPLEMENTATION TIP

A good rule of thumb is that about 20 percent of a school’s restorative practices

respond to conflict while 80 percent are proactively creating shared cultures and building strong relationships.

This approach cultivates a climate where destructive responses to conflict are less likely to occur.

REFLECTION

Think back to the last conflict you experienced at your school. Describe it:
(What happened? Where? Who was involved?)

The primary difference between *restorative* and *retributive* justice can be categorized by the types of questions that inform our analysis of a problem. To illustrate the difference, walk through each set of the questions in the table below, with your scenario in mind. Write down your responses to each question in the spaces provided, then use the reflection questions that follow to analyze the difference between restorative and retributive justice.

THREE QUESTIONS RETRIBUTIVE JUSTICE ASKS:

What law or rule was broken?

Who broke it?

What punishment is deserved?

THREE QUESTIONS RESTORATIVE JUSTICE ASKS:

What is the harm?

What are the needs and obligations
of all affected by the harm?

How can all the affected parties
create a plan to heal the harm as
much as possible?

What is the difference in the types of responses you generate from retributive vs. restorative thinking?

What problems has retributive thinking created in our community?

What resources and supports would we need to embed restorative thinking in a school?

A restorative culture supports all school stakeholders to shift their analysis of a problem from using exclusionary discipline tactics to support healing and accountability.



STEP 2

Assemble the Restorative Justice Team

The first step is to create a restorative school culture team.



TO BUILD YOUR TEAM of four to six people, consider:
Are there already existing school climate teams?
How will you optimize existing resources?

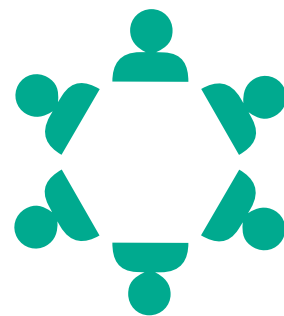
Ideally, the team will include the Restorative Practices Facilitator (or another individual primarily tasked with implementation), an administrator, two to three early adopter teachers, a school security officer, a counselor or clinician, students, representatives of support staff and after-school program staff.

A full-time Restorative Practices Facilitator working for the school is ideal. Alternatively, a trained and motivated vice principal, dean, teacher on special assignment, or counselor can manage training and school-wide implementation of restorative practices.



This team should **MEET BI-MONTHLY** to:

- Develop shared values
- Assess the school's strengths and needs
- Create an implementation plan for the site
- Develop a training and professional development plan for staff and students
- Use data based decision making to streamline and hone in on the challenges, successes, and problems of practice
- Continually reflect upon what is working, what are areas of growth, and how RJ practices might continuously be improved at the site



Ideally, the team will use the **TALKING CIRCLE PROCESS**, the core practice of whole school restorative justice, to conduct most of its meetings.

Ultimately and ideally, each member of the school community will be trained to play some part in the school-wide implementation of restorative justice. The **KEY CHAMPIONS** and their roles are:

PRINCIPAL

- Hires or participates in hiring Restorative Practices Facilitator for the site
- Has had first-hand experiences of sitting in Tier I, II, and III Circles
- Engages entire school community and parents in pre-implementation phases
- Makes sure the district discipline matrix is utilized in a restorative fashion with training on the restorative justice protocols for classroom-managed and office-based disciplinary referrals

RESTORATIVE PRACTICES FACILITATOR

or other designated individual

- Is trained and experienced in RJ community building, RJ discipline, RJ reentry, and in offering RJ trainings (Tiers I, II, and III)
- Offers continuous training, coaching, and technical assistance to site-based practitioners and parents
- Uses Model-Mentor-Transfer process to Coach and cofacilitate classroom Circles with teachers
- Facilitates recurring professional learning community convenings of practitioners
- Coordinates Advisory Circles and other school-wide restorative practices
- Facilitates ongoing restorative interventions as alternatives to punitive discipline
- Facilitates restorative intervention to help students re-integrate into school following an absence
- Engages parents in site-based restorative practices, including training and supporting parent dialogue circles

TEACHERS

- Receives introductory training (Tier I) in whole school restorative justice
- Are coached to facilitate classroom Circles and engage in restorative conversations
- Develops adult capacity to share power with youth
- Facilitates classroom Circles with students, including a Shared Values Circle
- Uses restorative conversations to address students' struggles and misbehavior
- Uses restorative practices to address tensions with colleagues
- Uses trauma informed restorative practices in the classroom

STUDENTS

- Co-creates norms and practices of a restorative classroom and school culture
- Facilitates Conflict Circles to build community and respond to conflict among peers

PARENTS

- Reinforce restorative values and processes at home
- Participate in restorative processes at the school site

SCHOOL SECURITY OFFICERS

- Receives Tier I training and coaching in engaging in Restorative Conversations and effective communication and de-escalation strategies
- Participates in Community Building and Conflict Circles

DISTRICT RJ SUPPORT STAFF

(Ideally, a school has access to school district resources, but this may not always be available.)

- Trains and coaches the site RP Facilitator and other leadership at the school site
- Shares lessons, strategies, stories, and data from other schools and districts
- Offers technical assistance to RJ Coordinator, Principal, and others to develop a three-tier restorative justice infrastructure

SUPPORT STAFF

- Participates in and/or facilitate Community Building Circles

COMMUNITY PARTNERS AND AFTERSCHOOL PROGRAMS

- Participates in and/or facilitate Community Building Circles



IMPLEMENTATION TIP Engaging as many members of the school community early on in the planning and training process is important. But don't wait until you have assembled the "perfect" team to get started. Even if your team is small to begin with, move the process forward, especially if school leadership is on board and staff have generally expressed an openness about proceeding.



STEP 3

Assess Your School

PART A: ADOPT A SOCIAL JUSTICE ANALYSIS

RACE EQUITY & RESTORATIVE JUSTICE

IMPLICIT BIAS

Implicit Bias. Some argue that racism is a thing of the past. Others assert that skin color still plays a huge role in the way people are treated. Today, overt racism is less common than it was in the past. Although it has not been eradicated, these days people are less likely to express racist views openly and intentionally and more likely to express them unconsciously. This is known as “implicit bias.”

Implicit bias occurs when someone rejects stereotypes on conscious levels yet holds onto them on unconscious levels. And because their racial prejudices are unconscious, people don't know they have them. More than 85 percent of all Americans view themselves

as unbiased, yet studies show that most people in our country have implicit bias.

The good news is that studies also show that if we put race on the table and talk about it instead of ignoring it, and if we are motivated to change it, we can overcome implicit racial bias. If we don't have conversations about it, bias will continue.

So it's important to create spaces in our schools where we can talk about race in a nonthreatening and productive way. Circles are excellent ways to have these difficult conversations.

Note: Do you or your colleagues have implicit bias? Take the Harvard University Implicit Bias test online.

ZERO TOLERANCE & RACIAL DISPARITY

In recent decades, out-of-school suspensions have become the norm for not only brandishing weapons and assault but also for talking back to teachers, dress code violations, and tardiness. School-based arrests result from playful adolescent behavior such as milk fights in the cafeteria and even for a child's temper tantrums.

Suspension rates have more than doubled over the last three decades for all students. At the same time, racial disparities are growing: Black students are three-and-a-half times more likely to be suspended or expelled as their white peers, according to the US Department of Education. Studies also reveal gaps between white and Latino/Chicano students.

START RACE & GENDER EQUITY CONVERSATIONS AT YOUR SCHOOL

Our goal is to create a school climate that is inclusive and feels welcoming to all persons, regardless of race, culture, or sexual orientation.

Use the following process to determine whether discipline at your school is impacting one racial group disproportionately compared to others.

1. Analyze the Data: Gather recent school discipline data to analyze. (Data like this is available from the Restorative Justice District Office.)

SOURCES OF DATA YOU CAN COLLECT:

- Discipline handbook
- School improvement plan goals
- Annual Action Plan for meeting school-wide behavior support goals
- Social skills instructional materials/ implementation time line
- Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
- Other related information

As a group look for the following patterns in your data:

- Are students of a certain race, gender, or age disproportionately represented?
 - Are behavior issues occurring in a particular teachers' class, or at a particular time of day?
 - Are students who struggle in some times/classrooms more successful in other times/classrooms?
- 2. Build Staff Comfort Discussing Race:** When staff feel uncomfortable or scared to talk about race, it can be swept

under the carpet, but racial disparity is rampant in Oakland Public Schools. We can only address it by first accepting it. Organize Circle conversations to explore feelings about race before a conflict or troublesome incident occurs. Using talking Circles to address race and gender equity issues in a preventive way is very important.

Use the agenda templates in the appendix of this guide to get your school's race and gender Circle conversations started. These templates are drawn from *Circle Forward: Building a Restorative School Community*, Carolyn Boyes-Watson and Kay Pranis, Living Justice Press (2015).

- 3. Make the Time!** Try your best to allot enough time for these difficult conversations, especially when getting them started at your school.
- 4. Consider launching a series of Circle race conversations.**

As the RJ Coordinator, you can support teachers to build their comfort and skill to bring intention to making all people feel included and welcome!

5. Use the following questions to identify your next steps:

In what contexts do you wish to have race conversations in Circle? In classrooms, advisories, staff meetings, professional development sessions?

[Dotted line response box]

Are there teachers knowledgeable about race studies who you can bring into your Circle?

[Dotted line response box]

Do you have a plan to conduct conversations when important racial issues are in the news?

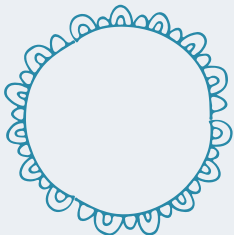
[Dotted line response box]

Has your school scheduled intercultural programs throughout the year?

[Dotted line response box]

STRATEGIES TO INTEGRATE RACE DIALOGUES INTO EXISTING STRUCTURES

- Hold race circles in staff meetings
- Organize school-wide introductory circles on race and gender for advisories
- Hold a circle to address national or local events in the news involving race/gender violence
- Partner with ethnic studies teachers or school district agencies like African-American Male Achievement Office to co-sponsor educational presentations to your school
- Connect with history teachers to have an academic discussion on the historical events that led to racial tensions in the US, or Oakland in particular.



IMPLEMENTATION TIP

When an issue of race or gender bias arises in a Circle that is meant to focus on another subject, address that issue immediately when it arises in Circle if at all possible.

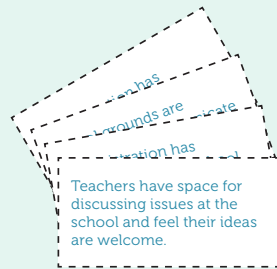
For example, if an African-American woman expresses discomfort at using a stuffed monkey for a talking piece, even though it may be uncomfortable, don't just ignore it and keep going with the Circle as if nothing happened.

Rather than moving forward with the discussion round, the facilitator

might stop everything, validate the discomfort, acknowledging that the explicit association of monkeys with African-Americans has been part of the dehumanization and degradation of African-Americans for centuries in the nation. An apology for the lack of awareness might be in order. Then the facilitator might invite others to share, including the black woman who voiced concern over the monkey-talking piece in the first place. Resume the original Circle discussion after it feels the issue has been satisfactorily addressed by all.

PART B: CELEBRATE YOUR SCHOOL'S BRIGHT SPOTS

1. **Invite** your RJ Culture and Climate team to a group meeting.
2. **Print** out a set of **What's Going on at Our School Cards**, which can be found in the appendix, as well as on our Resources Website.
3. **Place** the header cards "We Do this Well," "This is in Place but Needs Work," and "We Don't Do This" on a large table in three separate columns.
4. Equally **divide** the cards by the number of team members. **Distribute** the divided stacks to each team member.
5. Use a speed-sort process to have team members **place** each of the cards into three piles, placing each under one of the header columns as appropriate.
6. Once the piles have formed, pause, and **review** the cards that landed under each heading. Invite participants to **ask** questions and ultimately find conscious about where to place each card.
7. Explain to the group that they will now use the debrief question to celebrate all the things that are going well. These represent your schools **bright spots**. Rubber-band the remaining two piles together and set aside to use in Part B.



WE DO THIS WELL

THIS IS IN PLACE
BUT NEEDS WORK

WE DON'T DO THIS

DEBRIEF

- How do cards in the "We Do This Well" column create a positive school climate and culture?
- Do you remember a time when some of these bright spots were not in place?
- What did it take to make these bright spots happen consistently?
- How do your teachers, students, and parents experience these bright spots?
- Who/what would you like to appreciate for these bright spots?

PART C: ALIGN YOUR CARDS WITH OUSD'S RESPONSE TO INTERVENTION MODEL

OUSD uses an implementation strategy based on the Response to Intervention (RTI) model. This ensures that all students receive support tailored to their needs and

circumstances. The goals of whole school restorative justice are to:
(1) strengthen community
(2) repair harm
(3) reintegrate and provide

individualized support for students who have been absent due to suspension, truancy, expulsion, incarceration, or who simply do not feel welcome.

RESPONSE TO INTERVENTION MODEL



REFLECT: How does this model support the inclusion of all young people?

Now let's organize the **Whats Going On in Our School Cards** to correspond to the three tiers of this framework.

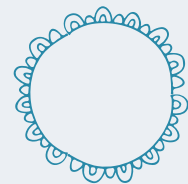
1. **Reproduce** the color-coded RTI model from page 16 on a large piece of flipchart paper.
2. **Gather** the three stacks of cards from Part A.
3. **Take** the cards from the first category, "WE DO THIS WELL," and **place** each one inside the appropriate circle using the color-coding to guide placement.
4. Now **take** the cards from the second category, "THIS IS IN PLACE BUT NEEDS WORK," and **place** them outside the three circles. This will

represent the elements of your school's RJ-RTI model that need to be addressed.

5. Each of the cards outside of the circle **indicates** a need or an action item to consider as you build your work plan (in step four).
6. **Debrief** using the questions below.
7. **Take a picture** of the completed model with the cards to document your starting place. Replicate this process quarterly to see what has shifted.

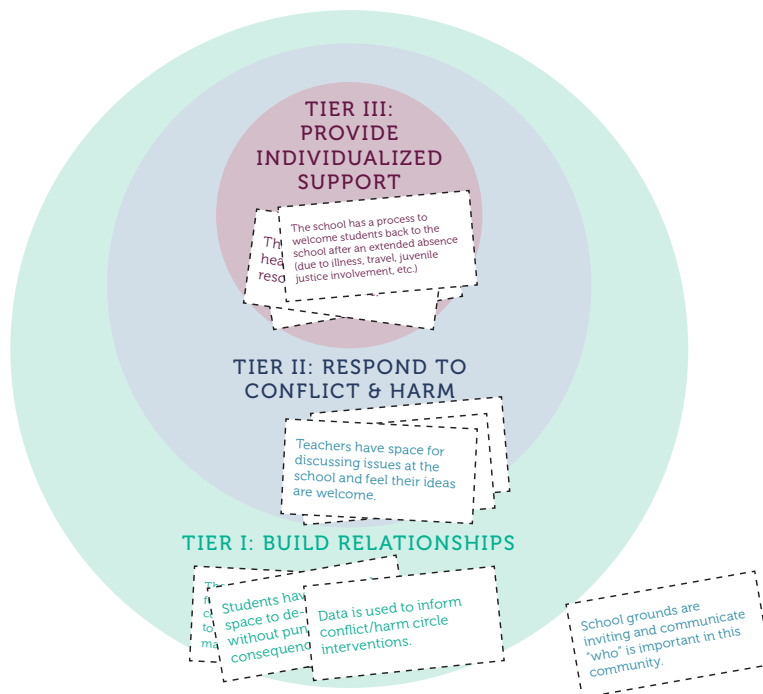
DEBRIEF

1. What did you like about this process?
2. What items feel most urgent or important to do first?
3. What are you excited about?
4. What is missing from these cards?



IMPLEMENTATION TIP

Notice the emotions that come up for the participants in this process. It is common to want to be perfect in every category, and to feel disappointed at areas that still need work. As the RJ coordinator, create space for the emotions that may come up for the participants. Consider holding a circle to process these emotions.



PART D: ESTABLISH SCHOOL GOALS

Looking at all the cards at once can be overwhelming! Try not to be concerned if many of your cards are outside of the triangle. Creating a Restorative Justice initiative is a process and will take time. Don't take on too much at once.

1. Based on what you learned from your RTI RJ model read the questions below and for each one, **brainstorm** as many ideas as you can on index cards (write one idea per card).
 - How could we take what is already working well and boost these areas through more intention and focus.
 - How could we tweak our current practices or systems with a restorative lens.
2. Now **look** at your third stack of cards, "WE DON'T DO THIS." Is there one goal you would like to work on this year from this set of cards?
 - How could we take some of the cards that live outside of the triangles?
 - Is there something that we are not working on that we could develop new practices or procedures around?
3. Finally, **select** 5-10 of your index cards as priority areas for this year.

What are the priority goals your school has chosen to focus on this year:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

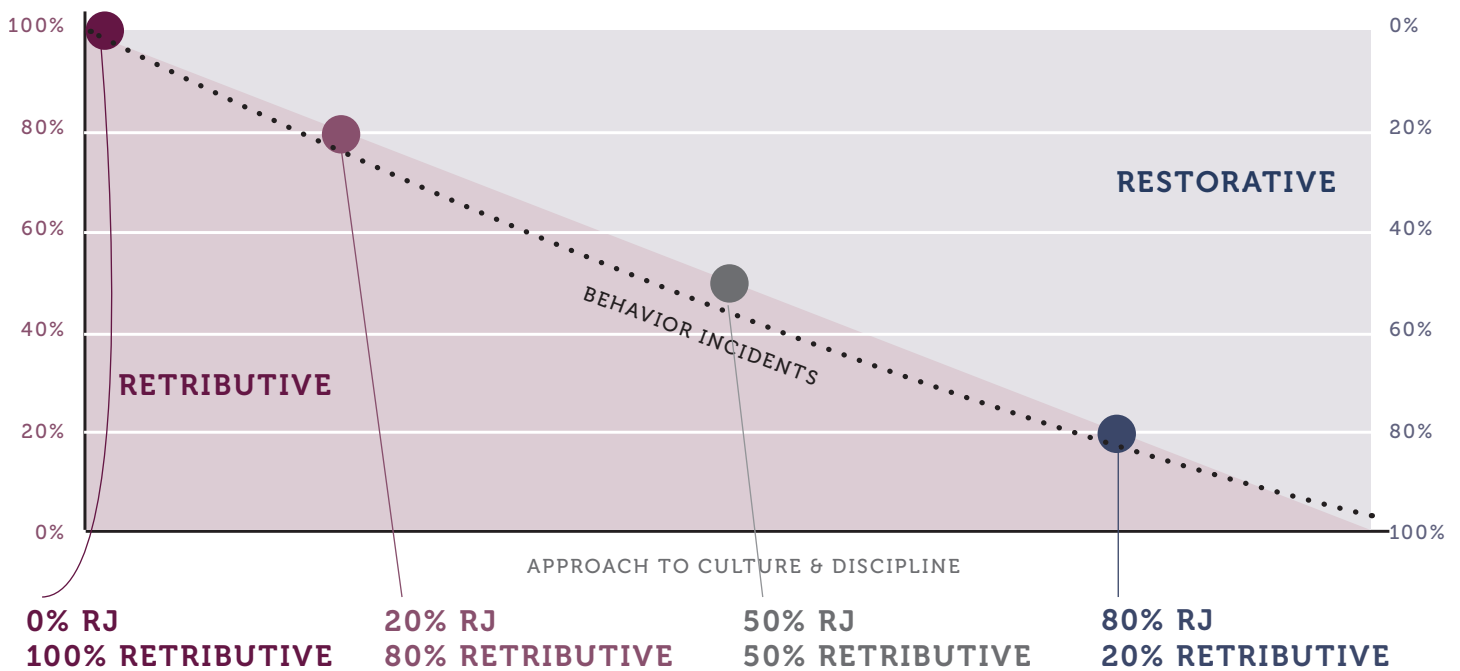


STEP 4

Moving From Punitive to Restorative Practices

You can't institute RJ overnight! The most sustainable way to institutionalize whole-school restorative practices is to gradually increase restorative practices over time.

GRADUALLY INTRODUCING RESTORATIVE PRACTICES TO REPLACE RETRIBUTIVE PRACTICES WILL DECREASE BEHAVIOR INCIDENTS.



- Little structured time for community building is provided.
- Rules are established by adults with no input from students.
- Time outs, phone calls home and suspension are primary disciplinary tactics.

- A few teachers use community building circles in classrooms.
- An RJ Coordinator addresses some behavior issues.
- Sometimes circles are used to address harm and healing with families and community.

- Regular community building circles are held in classrooms.
- Teachers use circles to address harm and restore relationships as issues occur.
- Most times circles are used to address harm and healing with families and community.

- A peer RJ group is used to address most conflicts.
- Retributive practices are reserved for severe, infrequent instances of harm.
- Circles are always used to address harm and healing with families and community.

Start off by placing more emphasis on prevention (Tier I), by establishing strong relationships. This will eliminate some behavior issues before they even start, de-escalate others, and equip more students and teachers with the capacity to handle conflict restoratively.

DOES RJ ALWAYS WORK?

There may be times when a restorative process won't work, because the conditions have not been fully established. Here are some common challenges sites face, and some suggestions on how to proceed.

If...	Then ...
The person responsible will not admit to the harm and be accountable for their actions or doesn't want to participate in a harm circle.	RJ may not be appropriate at this time. RJ only works when the parties involved are open to the process.
A person has gone through multiple circles and it doesn't seem to be working.	Reflect on why the environment created in the circles did not support accountability. Make sure mental and behavioral health services are also provided
There is a bullying situation. The person responsible for the bullying behavior will not be accountable for their actions. The person harmed is not willing to meet with the aggressor.	Create individual circles of support for the student engaged in the bullying behavior and the target of their aggressions.
The RJ Circle Keeper is concerned that further harm will be done by bringing the impacted parties together.	Create individual circles of support for the student and the students involved in the harm.



IMPLEMENTATION TIP

BUILD A PROGRESSIVE DISCIPLINE PLAN

1. With your School Culture team, make a list of common behavior challenges.
2. For each one, determine how you will address harm and restore relationships.

If members of your community are not willing or ready to address harm through restorative practices, it is an indicator that more community building (tier 1) work is needed.



STEP 5

Include Others in Your Vision

A restorative approach requires input and buy-in from the whole community. Your draft rollout plan will serve as a starting point for you to share your vision with others, but will need to be filled in and adapted based on the feedback and input of other teachers and school stakeholders involved.

Connect with district RJ staff to create a professional learning opportunity to orient your staff to what RJ is, why you care about it, and your draft plan for implementation.

Schedule a staff retreat or meeting to introduce the RJ approach and model restorative practices with your staff using the Introducing RJ to Your Staff Agenda in the Supporting Documents website.

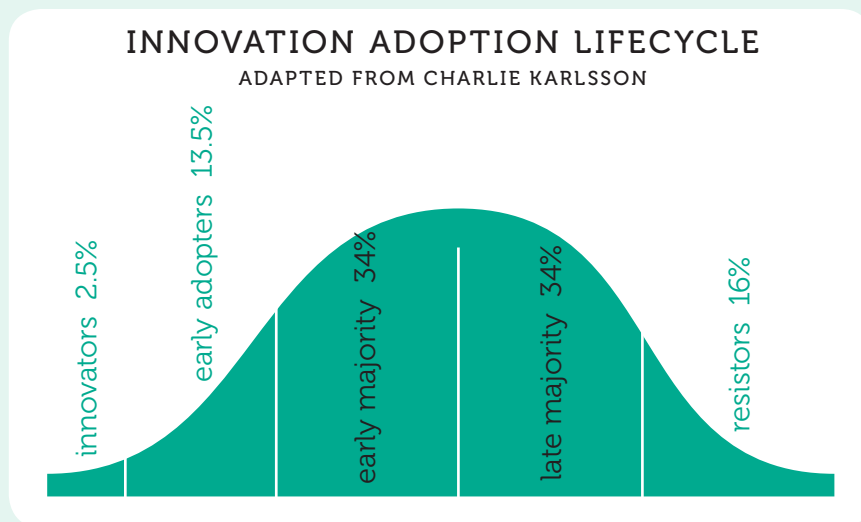
Download the Appetite for RJ Staff Poll from the Supporting Documents website, and distribute to staff at the end of the PD.

Schedule a follow-up meeting with your implementation team to review the results.

ANALYZE YOUR STAFF BUY-IN

We don't expect every teacher or other staff members to jump on board right away, but no initiative can work without support from a critical mass. The Innovation Adoption Lifecycle visual to the right shows the different ways staff members may respond when invited to adopt restorative practices. This tool will help your implementation team make strategic choices to target your RJ implementation efforts. This process will help you identify who is more inclined to pilot RJ Practices, who might need to see concrete results to get on board, and who might resist.

1. **Gather** together your Implementation Team.
2. **Write** each staff person and administrator's name on an index card.
3. **Review** the Innovation Lifecycle graphic below, and read the descriptions of each category.



4. Using the Appetite for RJ Staff Poll results, **decide** where you believe each person in your staff falls within this chart with regards to adopting school-wide restorative practices in 3 tiers.
5. Now **review** your RTI RJ model and your RJ coordinator work plan. Given the buy in of your staff, do you have the right goals in mind?

Don't worry about the members of your team with a low appetite for Restorative Justice. These people represent those that will need to see a proof of concept to feel brought in, which will take time. Get curious about what each of the staff members in the early majority, late majority and resistor categories will need to buy into whole school RJ. Providing all staff opportunities to experience the power of circle will help move those that are skeptical.



STEP 6

Implement Tier I Strategies

Launch your whole-school RJ implementation with an emphasis on Tier I restorative strategies. Tier I includes training and coaching teachers, counselors, administrators, school security officers, support staff, and after-school program staff in facilitating restorative conversations and community-building circles school-wide. This proactive approach builds the capacity of adult staff to utilize restorative practices to create a restorative school. Children learn by emulating the behavior of the adults in their lives. Implementing Tier I interventions can foster a strong interconnectivity that can radically transform the culture and climate of the entire school.

TRAINING

Schedule an **INTRODUCTORY TRAINING** early in the school year for as many staff as possible. Ideally, the introductory training prepares the school to implement proactive community-building processes school-wide.

At the next level, a smaller group is trained to **FACILITATE RESTORATIVE DISCIPLINE PROCESSES** to address rule infractions and alternatives to suspension.

Create **A SCHOOL-WIDE PROFESSIONAL LEARNING COMMUNITY** that allows RJ practitioners at the site to continually reflect throughout the school year on what is working, what are areas of growth, and what tweaking is needed. Depending on the size of your school, it may take more than one year for all or most staff to complete the Tier I training.

OUSD offers several off-site training opportunities. Ask district RJ staff for a current list of training offerings to plan your attendance.

COACH USING THE MODEL, MENTOR, TRANSFER PROCESS

The RP Facilitator can support teachers in circle-keeping and restorative conversations using the Model, Mentor, Transfer (MMT) process. This is a process that involves a coach, usually the RP Facilitator, partnering closely with a new practitioner. The coach uses an observation tool to promote a processing dialogue regarding circle-keeping behaviors and language.

This process has three stages:



INTRODUCING THE MODEL, MENTOR, TRANSFER (MMT) PROCESS TO YOUR STAFF

1. **Schedule** a meeting for teachers who have been trained in RJ for the Classroom.
2. **Present** the MMT framework, as described in this guide.
3. Ask for one volunteer to **practice keeping a circle** for your staff team.
4. **Explain** that the RJ Coordinator will use the MMT process to provide feedback to the volunteer facilitator.
5. Have the volunteer **keep a check-in circle** with their colleagues for about 20 minutes on an interesting topic. The topic will ideally generate differing viewpoints and lively discussion, using their facilitation skills.
6. **Call**, "Time" after 20 minutes, and have the mentor and volunteer **assess** the circle using the assessment tool.
7. Have your team **reflect** on the process:
 - What do they like about the MMT process?
 - How do they feel about being mentored?
 - How would they feel about mentoring a colleague?

SUGGESTED TOOL

The MMT processing tool may be used by the coach and/or mentee to observe circle-keeper behavior and language. This process can be gradual where the mentee initially co-facilitates parts of the circle process agenda, gradually moving to facilitating the entire circle process on his own. This tool can be used in sections or all at once. It is designed for anyone who is keeping circle or who wants to improve their circle process.

ENGAGING THE MMT PROCESS, STEP BY STEP

1. **Schedule** a time to meet with each teacher (mentee), and orient them to the circle process, using the following roles of a circle keeper:
 - The circle keeper is not responsible for “fixing” or “managing” anything.
 - The circle keeper is a servant of the circle. The circle keeper does not run the circle, but empowers the circle to run itself.
 - The circle keeper is responsible for creating and holding a safe space, the keeper models the art of listening and asking well formulated prompting questions.
2. **Invite** the mentee to observe you holding an RJ Circle.
3. **Give** the mentee a copy of the observation tool which appears on page 22, and ask them to take notes, focusing on one aspect of the circle.
4. **Establish** a time to debrief the circle and provide feedback.
5. **Schedule** a time for the mentee to facilitate a circle, while the RJ Coordinator observes and fills out the observation tool.
6. **Set a time** for the RP Facilitator to provide feedback and identify strategies to build circle-keeping skills.

OBSERVATION TOOL

Date:

Circle Type: Tier I II III

Circle Keeper(s):

Grade Level: TK K 1 2 3 4 5 6 7 8 9 10 11 12

Mentor:

Mentee:

Select a focus: **THE CIRCLE-KEEPER...**

- | | | | |
|------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/> Has adequately prepared. | <input type="checkbox"/> Engages as a circle participant while holding the space. | <input type="checkbox"/> Addresses and redirects harmful or problematic behaviors in circle. | <input type="checkbox"/> Addresses racial and gender inequities that arise in circle. |
| <input type="checkbox"/> Creates a safe space. | <input type="checkbox"/> Shares power and responsibilities in the circle. | <input type="checkbox"/> Addresses the needs of circle participants. | |
| <input type="checkbox"/> Creates an inclusive space. | | | |

Describe 3 examples of the selected focus area:

- 1.
- 2.
- 3.

SEE



What did you see from the circle keeper?

- 1.
- 2.
- 3.

Questions

What did you see from the on-task students?

- 1.
- 2.
- 3.

Questions

HEAR



What did you see from the off-task student(s)?

- 1.
- 2.
- 3.

Questions

What did you hear from the circle keeper?

- 1.
- 2.
- 3.

Questions

What did you hear from the on-task students?

- 1.
- 2.
- 3.

Questions

What did you hear from the off-task student(s)?

- 1.
- 2.
- 3.

Questions



STEP 7

Support Teachers through Ongoing PD

Restorative practices requires facilitation skills—listening, empathy, validating, mirroring—all tools that are not taught in every teacher-credentialing programs. Creating a restorative school culture will require un-learning as well as new learning for your staff. Build the following systems of support to decrease teachers’ barriers to engage, participate, and explore.

SET UP IN CIRCLE.

Ask all teachers to consider how to best quickly get the desks or chairs in a circle when needed. It is helpful to practice getting in and out of circle prior to your first circle.

ESTABLISH SCHOOL-WIDE CLIMATE CIRCLES

Create time for community building, values-creation, and norms-building for the first six-weeks of school in each class and school-wide. Revisit activities midyear to refresh commitment to values and practice.

Some teachers may be able to set up a physical conflict resolution space or a peace table in the classroom where students can resolve problems on their own using a “talk it out” or circle model.

TRAINING CALENDAR

Build out an RJ training calendar for the school year. See the sample RJ training calendar below.

Sample Staff PD Calendar

AUGUST School Year Launch Staff Retreat: a 2-6 hour orientation to RJ Training with the staff.	SEPT Welcome Circle with Teachers Community Building Circles	OCT Holding a Restorative Conversation
NOV Using a Circle to Address a Current Event	DEC Addressing Harm with a Circle	JAN Community Building Circle
FEB Teaching in Circle	MAR Reflecting on Restorative Practices	APRIL What Happens in a Circle of Support and Accountability (COSA)
MAY Celebrating the Year	JUNE Year-end Surveys and Reflection	Hold Community Building circles throughout the year, whenever possible, to send the message that relationships come first!

PEACEMAKING ROOM

Establish a physical peacemaking space on campus. This is a space you can send students and teachers when a conflict arises or when “cooling-off” is needed, it is largely a comfortable, student-friendly space where dialogue, community-building, collaborative learning, and other proactive activities take place. Ideally youth will co-design the space. Make sure to distinguish this from any on-campus suspension or detention space. It must be voluntary, and feel restorative.

ADVISORIES

Use advisories to deepen community, teach social-emotional-learning skills, and introduce restorative conflict resolution tools.

Even the most skilled circle facilitators meet with challenges. The following section lists some common challenges we have faced along with suggested strategies to address them.

WHEN GOOD CIRCLES GO BAD

If you experience this...	Then try this...
<p>It takes too long for students to get in a circle...</p>	<ul style="list-style-type: none"> • Practice getting in and out of circle before holding an actual talking circle. • Figure out possible alternate furniture or room arrangements. • Use a timer and build in an incentive for meeting the time expectation. • Have students sit on top of desks in a circle. • Ask the students to come up with suggestions.
<p>The circle process takes too long...</p>	<ul style="list-style-type: none"> • Hold a “speed check in” circle: Ask for a one- or two-word check-in on how the weekend was or how they are feeling at the moment. • Time spent up front building relationships and coming up with shared values and guidelines will save time in the long run dealing with problem behavior.
<p>No one is talking, or English may be a second language for my students, and they are hesitant to speak...</p>	<ul style="list-style-type: none"> • Use alternative methods of expression such as drawing, freestyle poetry, journaling, movement, activities with no words, etc. • It is ok not to share as long as everyone participates by being present in circle. • Use a partner-share icebreaker or concentric circles so every student can have a chance to talk without speaking to the whole class. • Try to set a fun and community-building tone, gradually getting to more serious content over time. • Build in incentives for participation. • Ask students to brainstorm why they or others aren’t talking (could be written, anonymous, etc.) and some suggestions to encourage it. • Ask questions students are more likely to want to answer like “What is it you want adults to understand about youth?” • Lead the circle in another language.

If you experience this...

Then try this...

There are specific misbehaviors that derail the circle...

- Revisit the shared guidelines and values you created together.
- Try to determine underlying needs likely being expressed through the misbehavior, and focus on those rather than the behavior itself.
- Engage the students who are misbehaving as circle-keepers, or ask them to think of questions for the circle.
- Have 1:1 restorative conversations at another time with the students who are misbehaving to get to the root of the issue.
- Consult with colleagues for ideas.

One or a few students do all the talking...

- Have students make or bring their own talking pieces that are meaningful to them or their culture, and ask them to speak about it in circle.
- Consider giving the "natural leaders" jobs such as being a circle keeper or making a centerpiece for the circle.
- In private conversations with the quieter students, ask if there is something they need to feel safe in order to participate more fully.

Students make rude or mean facial expressions...

- Clarify unacceptable nonverbal behaviors as not following the shared guidelines.
- Acknowledge kind, respectful nonverbal behaviors.

Students talk about private family issues, abuse, suicide, drugs, or alcohol...

- When you start facilitating circle be very clear as to what types of issues you are mandated to report. Students will appreciate the clarity.
- Be sure to clearly explain the limit of confidentiality is anything related to danger to self or others.
- Consult with your Principal and mental health support staff about how to preplan for this possibility and discuss in an age-appropriate way.
- Follow up with administration, school-based mental health counselor or school nurse immediately, and make a mandated report as necessary. You may even need to personally walk the student to a school mental health professional.

The circle just doesn't seem to go well overall...

- Consult with colleagues for ideas, suggestions, or MMT coaching.
- Observe another colleague's circle, or ask them to observe yours.
- Have a colleague cofacilitate a class circle with you.
- Ask students what they thought about the circle, and how it could be made better, verbally or through a very simple written evaluation.



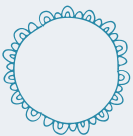
STEP 8

Implement Tier II Practices

Tier II circles are restorative alternatives for disciplinary infractions. Deep Tier II work can dramatically alter your school's detention and suspension rates. If newly trained, the coordinator or administrator will need MMT coaching from more experienced district staff or others qualified to implement Tier II interventions.

Tier II practices often involve parents. Consider offering introductory RJ training to family members. It makes an enormous difference in the school culture when youth and families are using RJ Circles to talk through instead of fight through their differences both at home and at school.

- Make sure the RP Facilitator is trained to facilitate Tier II interventions.
- Revise the school discipline manual and use the Universal Referral Form in a way that supports restorative practices.
- Use the district RJ data collection tool to document RJ processes.
- Formalize Restorative Discipline Protocols.
- Offer Community Conferencing as an Alternative to Suspensions.
- Offer Harm Circles as an Alternative to Suspensions.
- Introduce Peer RJ Mediation and peer circle process.



IMPLEMENTATION TIP

Restorative practices may or may not be appropriate in bullying situations. Please do careful prep to rule out re-traumatizing the target. Consult with behavioral and mental health support as needed. Individualized circles of support for the aggressor and target may be more effective.

PHASE ONE: ATTEND TO YOUR OWN SELF-CARE



To be a great circle keeper for others, take good care of yourself. Take a moment to check in with YOU.

BEFORE THE CIRCLE

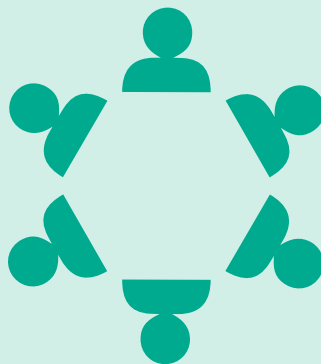
Check in with yourself and notice how you are doing.

- Are you tired, hungry, sleepy?
- Do you have personal emotions about the conflict you are going to facilitate?

tip Sleep and eat as well as possible before you go into circle. Take some time to ground yourself and get into a good space. Remember, your feelings will enter the circle with you and impact participants.

DURING THE CIRCLE

You may find yourself bothered by something someone else says about a person or issue. Or, you may recognize that how you are feeling is negatively impacting what you are thinking or what you want to say or do next.



tip Breathe deeply, and invite circle participants to breathe with you as well.. Remember, the circle is not about YOU and you are not alone. Circle is about US as a community. Think about what you can do or say to keep everyone in the circle together.

AFTER THE CIRCLE

At times, you may feel energized from joy and pride in doing your job well. Other times, you may feel tired, drained, or have a heavy heart.

tip Whatever the feelings, it is most important that you are nonjudgmentally aware of your emotions. Take a moment to figure out what you need to come back into balance. Make sure to follow through with the self-care needed.

PHASE TWO: CONTACT ALL PARTIES INVOLVED



Contact the central parties of the conflict or harm individually. This step can be done by phone or in person. Choose the approach that is most accessible and quick acting.

INVITE

Explain the opportunity for circle process, and invite participants to consider choosing this option.

why? The ability to choose how to address a personal harm or conflict is empowering and educational. Whatever choice is made, the participants are more likely to take the process seriously and to honor the agreed upon plan if they have made an informed choice about participation.

SUPPORT

With each participant, determine who needs to be present so that all people feel supported. Common examples of supporters include family members, friends, and community members. Clarify if there are others who have been impacted by harm who should also be present.

Create a list and obtain contact information for each person. Repeat the invitation step above for each new participant.

SCHEDULE

Set a date, time, and location to meet with each party, their respective supporters, and others impacted. This will result in multiple small-group sessions to prepare participants for the larger circle.





PHASE THREE: PREP MEETINGS

Effective prep is crucial to successful conflict circles. Hold a separate prep session with each party and their respective supporters. Ideally, your prep will take place using a community-building circle format. This will begin to acclimate the parties to the process while allowing you to start the all-important process of trust and relationship building. While prep by phone is possible, it is not recommended—do so only if absolutely necessary.

1. EXPLAIN THE CIRCLE PURPOSE AND PROCESS. ANSWER ANY QUESTIONS OR CONCERNS THAT ARISE.

2. LISTEN TO THE PARTIES' STORIES. IDENTIFY HARM, IMPACT, NEEDS, AND RESPONSIBILITIES.

KEEP IT SECRET, KEEP IT SAFE	INTERESTS AND NEEDS	KEY QUESTIONS	POSSIBLE ACTIVITIES
Inform the participants that the conversation is confidential. Explain any limit to confidentiality that exists, e.g., you are a mandated reporter.	Listen to the participant's interests, needs, and story to assess circle suitability and safety.	<ul style="list-style-type: none"> • What happened? • What are your thoughts or feelings about the situation? • Who has been impacted and how? • What needs to happen to make things right? • How do you think the situation should be handled? • Who should be involved in the process? • How can I be most supportive to you? 	<ul style="list-style-type: none"> • Establishing trust • Building relationship • Processing the situation • Practicing roles • Designing the process • Writing responses or letters

3. IF PARTIES ARE NOT READY TO PROCEED, CONTINUE COACHING, TRUST BUILDING, AND RELATIONSHIP BUILDING.

danger! Sometimes it is dangerous to bring people together to talk. For example, one person may want to physically or emotionally hurt the other person. Or, the other person may not be ready to be honest and real about their actions. Bringing the participants together at this point may actually cause more harm. Instead, it may be necessary to provide other supports until all people are ready to participate safely.



Ideas

COACH: The problem may be that the participant needs to talk more. Work with the participant and try new questions.

TRUSTING YOU: If you sense that the participant's trust in you may be an obstacle, consider bringing friends, family, or other supporters.

TRUSTING THE PROCESS: Sometimes people don't want to move forward due to fear for their safety or fear of an unknown process. If this is the case, invite each participant to hold a talking circle with a group of peers, as a gentle way to experience the process.

4. IF PARTIES ARE READY, SET A DATE, TIME, AND LOCATION TO HOLD THE CIRCLE.

YOU NEED A YES TO PROGRESS!

- Is participation by choice?
- Do all participants feel safe and supported?
- Are all participants accountable for their part?

PHASE FOUR: DESIGN YOUR CIRCLE



1. WELCOME AND OPENING

How will you open the circle? Consider a quote or short reading, a breathing exercise or meditation, music, movement, or similar activity. This unites and grounds everyone, marking the space and time together as special. How will you welcome everyone and share the purpose?

2. TALKING PIECE AND CENTERPIECE

What is your talking piece? Can you find one that positively relates to the issue at hand or is otherwise significant? The centerpiece reminds us of our interrelatedness: There are no sides, only one central focus on healing harm. During prep ask participants what special items they would like to use for the talking piece or centerpiece.

3. CHECK IN AND RELATIONSHIP BUILDING

How will you ask participants to introduce themselves (or check in if they already know one another)? Be creative while mindful of safety. Introduction activities may include interactive games, icebreakers, storytelling prompted by thoughtful questions, or a mixture of all of the above. In designing these trust-building activities, bear in mind the issue at hand.

4. GUIDELINES AND VALUES

Guidelines remind us of expectations for behavior while in circle in order to create a safe and open space for everyone. Circle participants may generate and adopt them by consensus. Or, if time is a factor and a shorter process is needed, you may suggest guidelines that you ask the group to adopt by group consensus. How will you handle this? At the foundation of circles are values that nurture good relationships with others. Establishing shared values allows us to bring our “best selves” forward. This creates a container strong enough to hold conflict, pain, joy, and other intense emotions. How will you ask participants to identify and adopt shared values in your circle?

5. DISCUSSION

Remember, conflict circles share the same four-part structure as community-building circles: (1) Opening, (2) Relationship Building/Values, (3) Discussion/Plans, and (4) Closing. The two main differences are you will do *extensive prep* and you will guide discussion using the *restorative questions as prompts for each round*. If the person harmed is prepared and willing, hand over the talking piece to him or her to begin answering the questions. Don't forget that conflict circles require the group to develop and adopt an action plan and follow up. Consider suspending the talking piece during planning rounds. Throughout, remember to encourage and model sharing from the heart.

6. REFLECTION AND CLOSING

How will you acknowledge circle participants for the good work done and give them the opportunity to share reflections and appreciations? Closing activities allow participants to reflect on the circle, offer appreciations if desired, and help them to transition from circle space back to outside life. Activities may include a quote, reading, a breathing exercise, movement, music, or similar activity.

Questions compiled by Kay Pranis

The following questions can be used to both design and facilitate your circle. These questions are grouped by category. Choose questions based on your participants' needs—you can choose three to five from one section, or one question from each section.

COMMUNITY ACTIVITY

- What is a value you bring to this space?
- What value can you bring that would help us work through this conflict successfully?
- When you are at your best, what value defines you?
- What is something you value about...?
- What is a value you hope to share with others in your life?
- Share your name and something about your name.
- What do you appreciate about...?
- What is your passion?
- What touches your heart?
- What gives you hope?
- What are you thankful for today?

GUIDELINES

- What agreements would you like for our circle to make you feel that you can speak honestly and respectfully?

COMMUNITY BUILDING

- What did you dream about when you were younger? What do you dream about now?
- What is a goal you have for yourself? How will you celebrate yourself when you accomplish it?
- What is one obstacle that gets in the way of you reaching your goals? What is your plan to overcome this obstacle?
- What are you honestly looking for in your life right now?
- What are you really trying to learn at this point in your life?
- When you are hurting, how do you heal?
- What is your cultural heritage, and what role does it play in your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- What is the best thing that happened to you this week?
- What is the most important lesson in life you have ever learned? What made it so important?
- What do you think other people see as a quality that you need to work on?
- What change would you like to see in your community? What can you do to promote that change?
- What is something you value about your school and why?
- What is your favorite place to go at school and why?
- Share something that you like and something that you do not like about your neighborhood and why.
- If you could change or overhaul two things in our community, what would they be and why?
- What is the most important quality to you in a relationship with someone else? How and why is it important to you?
- Talk about a relationship between people you know that you admire or look up to.
- Who is someone in your life that has helped you to grow? How have you grown? How did they help you to do so?
- Who was a teacher who influenced you in positive ways? In what way did they influence you?
- In what social situation have you felt the least powerful? What was it that caused you to feel that way?
- What person or people know you the best, and how well do you feel they really know you?
- What do others want from you? What do you want from others?
- What do you most appreciate about someone who is important to you in your life?

PHASE FOUR: DESIGN YOUR CIRCLE, CONTINUED

STORYTELLING

- A time when you had to let go of control.
- A time when you were outside your comfort zone.
- An experience of letting go of anger or resentment.
- A time in your life when you experienced justice.
- An experience of feeling that you did not belong.
- A time when you were in conflict.
- An experience when someone harmed you. An experience when you harmed someone.
- Something that makes you angry. How do you deal with anger?
- A time that was one of your most difficult challenges. How did you deal with challenges?
- When was the last time you said “yes” and would have liked to say “no”? Why did you say, “Yes”?
- A life experience when you “made lemonade out of lemons.”
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- A time when you acted on your values even though others were not.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- A time when you had to hear something very difficult from someone and afterward were grateful it happened.
- An embarrassing moment that you can laugh at now.

EXPLORING CONFLICT & HARM

- What happened, and what were you thinking at the time of the incident?
- What have you thought about since?
- Who has been affected by what happened and how?
- What has been the hardest part for you?
- What do you think needs to be done to make things as right as possible?

TAKING RESPONSIBILITY

- What are three things you did to make the situation worse? What are three things you can do to make the situation better?
- What do you need to clear up with someone else in the circle?
- What is unspoken in the circle that is blocking progress?
- What needs to be done to repair the harm and make sure it doesn't happen again?

BRAINSTORMING SOLUTIONS

- How will you know if things are better?
- In your experience what supports healing?
- What change would you like to see in this group? What can you do to promote that change?
- What can be done now to create a healthy community?
- What do you expect to do differently as a result of this circle?
- What do you expect to be different after this circle?
- What will you do to make sure these agreements are followed?

REFLECTION

- What would you like to leave behind?
- What are you taking from this circle that supports you?
- What have you learned?
- How will these insights help you in the next two weeks?
- What wisdom did you learn from others?
- Finish the sentence, “Today, I am reminded...”
- What do you appreciate about each person in the circle?
- Name one thing about yourself you would like to improve upon.



IMPLEMENTATION TIP

Remember that in your role as a mandated reporter, you must inform the students you are in circle with limits to confidentiality. These include disclosures of harm to self or others and physical and sexual abuse.

PHASE FIVE: MAKE AGREEMENTS



In conflict and harm circles, you will create a plan with realistic agreements to address the needs and responsibilities that surfaced in the circle in order to heal. Agreements are important when there is a conflict that requires next steps or a harm that requires specific actions to repair the harm. The job of the circle keeper is to make sure that the agreements are realistic and will be monitored by participants of the circle. The process of making agreements is collaborative and should be agreed upon by all participants in consensus.

CONSENSUS means that all participants of a group support and accept the agreements made, even when the agreements are not the exact desire of each individual. In other words, each individual may not get exactly what was requested, however, they accept the solutions put forth.

SPECIFIC

Agreements must be SPECIFIC and focus on tangible actions that can be measured.

Pay attention to words that are vague or words that could mean different things to different people. Remember, **it is nice to be NICE**, but what does that really mean? Consider the word "**RESPECT**"—an important value to everyone and yet many people have different ways of showing respect. What specific actions can you think of that show respect?

TAKE ACTION

Agreements focus on what people should **do now, start doing, or do differently** to repair the harm.

In general, if an agreement uses the word "**NOT**," it is NOT realistic because the agreement is probably talking about what needs to stop happening. When stopping or changing behaviors is the desired outcome of an agreement, the agreement itself needs to outline what a person will DO. *For example: What behaviors are desired to repair the harm and to prevent further harm? Describe in concrete terms.*

PHASE FIVE: MAKE AGREEMENTS

AGREEMENT FORMULA

The formula for an effective agreement is **WHO will do WHAT by WHEN**.

- The "WHO" is a specific person in the circle.
- The "WHAT" is a clearly explained action.
- The "WHEN" is a specific date or period of time to mark when the action must be complete.

WHO...

WILL DO WHAT

...BY WHEN

SIGNATURES OF CONSENSUS

PHASE SIX: FOLLOW-UP

ONGOING SUPPORT

As part of the agreements, you may have a particular ongoing role as the facilitator. For example: to facilitate a mediation or community-building circle, or to update a particular outside party. To offer follow up support, set a time to talk with participants individually to check-in on progress. This can be done by phone or in person. You can also choose to meet with each support group separately or as a whole circle for this step.

CELEBRATION

WHEN AGREEMENTS ARE UPHELD, then it is appropriate to organize a celebration circle and to congratulate the success of the participants. Listen to what your group says about how they want to celebrate.

This is a momentous occasion. Hours were spent on challenging work to bring people together to heal relationships and truly facilitate justice. People cared enough about each other to follow through and uphold agreements. If there were a time to celebrate, it is now.

Express appreciations

Eat good food together

Write thank you letters for each other

Schedule an outing together

Play together

Listen to music together

Take photos together

Sing and dance together

Create small artwork or a mural together

WHEN AGREEMENTS ARE NOT UPHELD

A full follow-up circle should be organized. Begin the Tier II process in this guide over again, this time with focus on the theme of addressing unmet agreements and what can be done to support the group in moving forward. Reflect on what worked and did not work. The key is being persistent in achieving success and consistent in the process.



STEP 9

Implement Tier III

The RP Facilitator will also begin to keep reentry circles for students returning from an absence due to truancy, incarceration, suspension, or expulsion.

WELCOME CIRCLES FOR REENTRY AND CIRCLES OF SUPPORT AND ACCOUNTABILITY

Prepare the Space:

- What is the space/environment the Welcome Circle or COSA will be held in? What can you do to make the space feel welcoming and reflect your values and intentions?

Invite Participants:

- Who should come to this meeting?

Motivate Participants:

- How will you invite participants to this meeting so they feel appreciated, valued, open and prepared?
- What will motivate them to attend, and participate with an open heart?

SAMPLE EMAIL TO ANNOUNCE THE PROCESS:

On March 3, 2015, we are looking forward to welcoming back Marcus Rodriguez to our school community. In a conversation I had with Marcus last week he reflected that he "feels awful about how I left the school, and hope to make amends." We want to support Marcus as a school community to be successful upon his return. We will hold a Welcome Circle in room 3 to invite him back and support his transition. You are important to Marcus's on-going success here! You hold a significant relationship with him, and he needs to know you are on his side. He is also open to hearing how his choices and absence impacted you. Please come to this meeting with an open heart and an open mind. At this meeting we will determine who will be a part of the COSA that will support Marcus and meet on a regular basis for the rest of this school year.

TIER III WELCOME CIRCLE/REENTRY PROTOCOL FOR OUSD STUDENTS

TIER III OUTCOMES

- Students returning from incarceration or other sustained absence receive a supported transition to their assigned school.
- Students needing individualized support receive circles of support and accountability (COSA)
- Student and family receive needed supports to enable student to be successful in school.
- A plan is created which clarifies each participant's role and responsibilities in supporting student.
- Student is supported and held accountable to fulfill their plan.

PRIOR TO REENTRY

(FOR STUDENTS RETURNING FROM INCARCERATION)

1. Upon release from Juvenile Hall, Camp Sweeney, or DJJ Supervision, OUSD student will receive school placement. Transition Center staff will send an email to the Site Administrator and in some cases the RJ Coordinator. The email will contain the name of the student, the Oakland Unite Case Manager, and the Probation Officer if one is assigned.
2. A Welcome Circle will be scheduled by the RJ Coordinator or designee at assigned school. All participants will be notified by phone and/or email of Welcome Circle date and time.
3. Participants will include Site Administrator, Student, Parent/Guardian, Facilitator, Probation Officer, Oakland Unite Case Manager, school-based MH counselor, and others as appropriate.
4. Special attention should be given to the family of the child. The Welcome Circle process should be explained to the student and his/her family at the time of release from the JJC, and questions they have should be addressed. The family should be aware of possible attendees.

WELCOME CIRCLE

AT SCHOOL SITE

1. The circle begins and ends on time in a room that has sufficient seating for all participants. If possible, chairs should be arranged in a circle without a table.
2. Drinking water should be provided.
3. A sign-in sheet should be distributed that collects names and contact information including cell phone numbers and email.
4. **OPENING:** The Circle Keeper will open the circle with a welcome followed by a brief explanation of the process to follow and the desired outcomes.
5. **TALKING PIECE:** The facilitator introduces the talking piece and how it will be used to ensure all participants equal opportunity to speak and be heard.
6. **CHECK-IN:** Using the talking piece, the facilitator invites a brief check-in by all participants.
7. **AGREEMENTS:** Participants are asked to identify and agree upon 3–5 guidelines for the circle. *An example of a guideline is "Listen with respect" or "speak with respect."* The circle keeper may identify core guidelines for the circle and ask if anyone has any additional guidelines to share.
8. **STORYTELLING ROUND:** If there is time, you may want to ask a question that allows everyone to tell a story about themselves that is related to the larger conversation. *Examples of storytelling questions:*
 - Name a time you made a mistake.
 - Discuss a time you were given a second chance.
 - Talk about a time you felt supported by a community.



TIER III WELCOME CIRCLE/REENTRY PROTOCOL FOR OUSD STUDENTS, CONTINUED

GUIDING QUESTIONS

The majority of the circle time is used to address questions that are framed in a positive manner with the intention of identifying needs and generating a plan for supporting the student.

Examples of guiding questions:

- *What are your hopes for this student at this school?*
- *What would success look like for this student here?*
- *What resources are available to help this student achieve success?*
- *Who will be the “go to” person at this school when the student has questions or needs support? Make sure the student has this person’s contact information.*

Time should be allowed for questions or other necessary discussion. The talking piece may be suspended for this conversation if the circle keeper deems it appropriate.

CREATING A WRITTEN PLAN

The outcome of the circle is a plan for support. The group will identify one participant who will have the role of monitoring the plan. The decision-making process used shall be consensus. The plan should be written down on an Action Plan form and signed by all parties. Copies shall be distributed to all participants.

PROMPTING QUESTIONS

THAT MAY BE HELPFUL TO ASK THE STUDENT

- What do you feel you need to be successful and feel supported?
- What are your triggers? What space do you need when you feel triggered?
- What are your challenges away from school?
- What did you learn from what happened?
- Is there anything in your life that we should be aware of?
- What is new, has changed, or been different?
- Disarming Question: What don’t you like about probation?
- Describe the best day you had at school.
- Name a time you were successful.

FOLLOW-UP

The team should schedule a follow-up circle prior to closing this meeting. The next circle of support should be 2–4 weeks from the date of the first Welcome Circle.

CLOSING

The facilitator will close the circle with a summary of the plan and a round of appreciations.

FOLLOW-UP MEETINGS

- The circle format above should be followed again. The agreements from the original circle should be reviewed and updated as needed.
- **FORMAT:** All follow-up meetings should involve a check in, a review of the written plan, and celebration of progress to date followed by an assessment of needs and revisions to plan as needed.
- Special attention should be given to the student and family. The student and family should be encouraged to discuss supports received, how they are working, and any unmet needs.
- **ONGOING SUPPORT:** The facilitator should schedule another meeting 4-6 weeks prior to the conclusion of the meeting.



STEP 10

Involve Students

OUSD'S PEER RESTORATIVE JUSTICE PROGRAM

To succeed in fostering a cultural shift at your school, active student involvement and empowerment in your site's restorative justice initiative is invaluable. OUSD's Peer Restorative Justice Program (PRJP) is an intentional resource designed to help you promote student involvement at your site. The purpose of the district's Peer Restorative Justice Program is to provide a site-based youth facilitator team that builds community and resolves conflict among students and supports OUSD's strategic goals of reducing racially disproportionate discipline, promoting social/emotional learning, and increasing academic outcomes through the development of restorative leaders and a restorative school culture.

The PRJP provides a school community with resources and support to build a youth team capable of facilitating restorative practices. Students are trained to promote and facilitate circles. They are empowered to create safe and respectful spaces to talk through instead of fight through differences.

Through district training resources, your school can offer trainings to develop adult capacity to share power with youth and recognize the opportunities where youth can work in authentic partnership with adult allies to improve the effectiveness of the school and district's restorative justice initiative.

The Peer Restorative Justice Program Guide is an excellent hands-on resource for schools developing a peer restorative justice program. For a PDF of our Peer RJ Manual please visit: <https://sites.google.com/a/ousd.k12.ca.us/ousd-rj-resources/documents>



STEP 11

Evaluate, Reflect On, and Refine Your Efforts

To make sure you're on track, review and analyze data quarterly. Compare past and present data on office referrals, physical altercations, suspension rates and incidents, racial disparities in school discipline, standardized test scores, and truancy. Survey teachers, students, and administrators regarding how they feel about their school:

ASK THESE QUESTIONS RELATED TO...

...YOUR ACTIVITIES, STRATEGIES AND PRACTICES:

- Have students, staff, and leadership been trained in Restorative Justice Practices?
- How many staff members and leadership team members report using Tier II and Tier III strategies?
- What percentage of teachers and staff have been trained in Restorative Justice practices?
- How many of the trained teachers and staff report learning Tier I strategies they can apply to their classes and advisories?
- Do students report that they were treated with respect in their experience of Tier I and Tier II strategies?
- Are trainings inclusive of teacher and support staff?
- Has there been an increase in the number of referrals to support services that serve the whole child?
- Has there been an increase in the number of students reentering the school community feeling welcomed and having a plan to reintegrate into the school community?
- What percentage of students involved in disciplinary action were invited to a process using a restorative approach over a more punitive approach? How does that percentage compare to previous years?

...THE EFFECTS AND RESULTS OF YOUR SHIFT IN CULTURE AND ACTIVITIES:

- Do teachers and students practice speaking to each other in respectful tones and manner?
- How does the percentage of students reporting building skills to address harm and/or conflict compare to previous years? Does staff notice a change in the culture of the school?
- Do students report making intentional choices about how to deal with conflict?
- Do you notice a shift in staff retention rates over time as staff chooses to remain at the school site?
- Have you noticed a reduction in the number of incidents where community members use harmful language as opposed to engaging in healthy conversations?
- Do students and adults feel a greater sense of safety?
- Do students and adults report improved relationships among students and between students and adults?
- Are relationships better between the school, parents, and community?
- Do students, staff, and visitors report that the school environment is a friendly and caring place for student learning?

For pre-existing surveys you can download, please visit <https://sites.google.com/a/ousd.k12.ca.us/ousd-rj-resources/documents>

BONUS

STEP 12

Build a Restorative Practices Facilitator Work Plan

To make sure you're on track, review and analyze data quarterly. Compare past and present data on office referrals, physical altercations, suspension rates and incidents, racial disparities in school discipline, standardized test scores, and truancy. Survey teachers, students, and administrators regarding how they feel about their school:

1. Now that you have an idea of the focus areas for your school, it is time to build your RJ Coordinator Work Plan. The Key Champions will look to you, the Restorative Practices Facilitator, to support the school as it makes this transformation.
2. Review the sample work plans provided for ideas.
3. Use the following checklist to develop the RJ Coordinator Work Plan.

RESTORATIVE PRACTICES FACILITATOR WORK PLAN

Year: School Name:

1. RUN CIRCLES & CONDUCT PROFESSIONAL DEVELOPMENT WITH STAFF

ACTIVITY	TIMING	RESOURCES NEEDED
<input checked="" type="checkbox"/> CHECK OFF THE ACTIVITIES THAT ARE MOST IMPORTANT/VITAL TO YOUR SCHOOL COMMUNITY.		
Introduce all staff to RJ principles.		
Use RJ principles to facilitate staff communication.		
Help incorporate new teachers into school community.		
Collect assessments/evaluation to reflect on the progress and process with the Implementation Team.		
Other		

2. SUPPORT THE ROLLOUT OF RJ CIRCLES IN CLASSROOMS

ACTIVITY	TIMING	RESOURCES NEEDED
<input checked="" type="checkbox"/> CHECK OFF THE ACTIVITIES THAT ARE MOST IMPORTANT/VITAL TO YOUR SCHOOL COMMUNITY.		
Identify 5-6 teachers who want to do circles in their classrooms.		
Make sure pilot teachers attend Tier I training.		
Provide ongoing support with RJ resources, templates, and guidance in putting together circles and other RJ processes using the materials from the RJ Implementation Guide and the Supporting Documents website.		
Support each teacher using the Model-Mentor-Transfer process.		
In second semester, consider expanding cohort of teachers doing RJ.		
Other		

3. GENERAL WHOLE SCHOOL DEVELOPMENT

ACTIVITY	TIMING	RESOURCES NEEDED
<input checked="" type="checkbox"/> CHECK OFF THE ACTIVITIES THAT ARE MOST IMPORTANT/VITAL TO YOUR SCHOOL COMMUNITY.		
Provide RJ perspective as a positive school climate plan is developed for all.		
Connect and align with other whole school initiatives, e.g., PBIS, SEL, AAMA.		
Continue building positive relationships with students, families, staff, and administrators.		
Encourage and alert school community to participate in district wide RJ trainings.		
Intentionally involve all of school community in RJ efforts, when appropriate.		
Provide process for inclusive decision making.		
Evaluate process/plan for harm circles, adding teachers to RJ classroom rollout and peer RJ program to make RJ roll-out plan for second semester.		
Beginning in Jan/Feb, begin to plan for the next school year in collaboration with appropriate committees.		

6. HARM/CONFLICT CIRCLES WITH SCHOOL STAFF & STUDENTS

ACTIVITY	TIMING	RESOURCES NEEDED
<input checked="" type="checkbox"/> CHECK OFF THE ACTIVITIES THAT ARE MOST IMPORTANT/VITAL TO YOUR SCHOOL COMMUNITY.		
Work with assistant principals to identify a few situations to pilot use of RJ harm circles. After facilitating several harm circles, work with the admin team to:		
Develop system for referrals, feedback, and monitoring of harm/conflict circle referrals.		
Create a restorative discipline matrix.		
Train staff on referral system and expectations.		
Facilitate circles.		
Develop training for school community on harm circles.		
Introduce staff and students to restorative practices, and model how issues can be resolved using restorative principles and practices.		
Other		

7. ESTABLISH A STUDENT-RUN PEER RJ GROUP

ACTIVITY	TIMING	RESOURCES NEEDED
<input checked="" type="checkbox"/> CHECK OFF THE ACTIVITIES THAT ARE MOST IMPORTANT/VITAL TO YOUR SCHOOL COMMUNITY.		
Identify students who will become peer RJ leaders.		
Select students who will become Peer RJ leaders in the second semester.		
Train Peer RJ leaders.		
Develop criteria for a referral system.		
Discuss w/ principal protocols on including student RJ leaders in circles.		
Document peer RJ actions and outcomes in RJ Database.		
Support Peer RJ leaders to run circles.		
Other		

8. INCORPORATE WELCOME CIRCLES INTO SCHOOL CULTURE

ACTIVITY	TIMING	RESOURCES NEEDED
<input checked="" type="checkbox"/> CHECK OFF THE ACTIVITIES THAT ARE MOST IMPORTANT/VITAL TO YOUR SCHOOL COMMUNITY.		
In collaboration with RJ Team develop protocols for use of Welcome Circles.		
Determine who will hold, schedule, and make arrangements for Welcome Circles.		
Collaborate with Coordination of Services Team (COST) on their participation and support of Welcome Circle.		
With COST and others determine services offered for the student and family.		
Provide follow-up on agreements made during Welcome Circle.		
Other		

Now build your work plan! Use the guiding points above to tailor a work plan for your school.

SAMPLE RJ COORDINATOR WORK PLANS

HIGH SCHOOL

SCHOOL INFO:

- Comprehensive high school
- 1700 students, _____ teachers
- At least 15 students entering from middle school have strong Peer RJ experience and leadership.
- Few teachers and staff have attended RJ training—most are open, while a few are actively resistant and skeptical.
- Principal acknowledges current discipline system isn't working and became highly open and curious about RJ after attending a training session. Others on admin team "know" what RJ is but haven't attended a training session.
- One to three teachers have been to RJ training.
- A teacher who had a theft in her class last year requested and had an RJ process, which she greatly appreciated. She felt the circles helped build community in her classroom and began this school year doing circles and continues to have monthly circles in her classes and when needed.
- Four CBO staff members who work with the health clinic full time at the school are enthusiastic about RJ and have recently attended training in all three tiers.
- All school SSO's have attended a training session by the district's Behavioral Health Unit that focused on: trauma, vicarious-trauma, adolescent brain development, de-escalation and co-regulation skills, as well as self-care, and a one-hour intro to RJ.
- This is the current principal's third year, and staff turnover is slowing down. Ten or less teachers are new this year, and all admin have returned. Most programming will continue as it was last year, except block scheduling will be put in place.
- Principal will be main contact.

1ST SEMESTER

	GOAL/ OUTCOME	TASKS	RESOURCES	TIME FRAME/ DUE DATE
1	Get to know school and let school get to know me.	Gather basic school docs. Create binder/Google file w/school info: staff list, bell schedule, calendar (including proms, spirit week, special events, etc.).	Principal, office staff	Week 1
		Map the school community. Individuals, departments, and other aspects of school community. COST, SEL, PBIS, PROJECT PREVENT, etc.	Staff, students, district staff, parents, District RJ Staff, parent guide	Week 1-3 basics finished—add as year goes
		Listen, learn, share. Find occasion to talk to students and teachers—visit classes, hang out in staff room, go to staff and school events, talk to office staff and SSO's, learn about CBO's and what they do. What special programs, opportunities are available? What are the school traditions, sports, etc.?	District RJ Staff, principal, supporters, students, school map, your imagination	Ongoing

	GOAL/ OUTCOME	TASKS	RESOURCES	TIME FRAME/ DUE DATE
2	Increase number of staff who have taken RJ Trainings	# to recruit Collaborate with principal to determine goal # of staff to attend training.	RJ Team, Principal	Set goal for year (within the first marking period)
		Who to recruit Determine w/principal and RJ Team who to recruit (i.e., all 9th grade teachers, all English teachers, only the enthusiasts, etc.).	Principal	
		Copy of Training Schedule Make sure you have digital copy of training schedule from RJ Specialist that can be shared w/staff.		
3	Develop RJ Team	With principal determine who will be on the team and meeting schedule : <ul style="list-style-type: none"> • 2 CBO enthusiasts • 2 trained teachers • 1 teacher doing circles • SSO 	Staff, CBO, parents, students	1st meeting by 4th week of school
		Meet 2X month Recruit members Develop agenda/circle for 1st meeting	District RJ Staff	Complete by 3rd week
4	Hold 1-hour community building PD's monthly for staff, including initial PD to introduce staff to RJ	Develop & hold 1-2 hour introduction to RJ for school community	RJ Team District RJ Staff Principal	Per discussion w/ principal-in first 6 weeks
		Develop 1-hour PD's for staff —to be delivered monthly	District RJ Staff	At least 2 developed by 4th week
5	Develop Peer RJ Program	Contact middle school RJ leaders		By 3rd week of school
		Develop plan for student recruitment	RJ Team	By 5th week of school
		Develop protocols for student participation interventions—types of cases and how students will be released, permission slips	Principal	By 8th week of school
		Using Peer RJ Guide schedule tasks including recruitment and training and implementation	District RJ Staff Peer RJ Guide	Students have cases by mid-November

MIDDLE SCHOOL

SCHOOL INFO:

- Comprehensive Middle School
- 750 students, 25 teachers
- Three teachers have been doing circles for 6th graders regularly over the past three years. There are an additional three teachers spread across the other two grades who regularly use circles in their classes and are also RJ enthusiasts. Fifty percent of 6th graders regularly participate in circles, and about a third of 7th and 8th graders experience circles monthly.
- School is getting a new principal this year who has had no RJ training but is moderately open. RJ is coming to the school because the district has received funding for RJ coordinators for all middle schools. AP & TSA are RJ supporters although have not attended training.
- All school SSO's have attended a training session by the district's Behavioral Health Unit that focused on: trauma, vicarious-trauma, adolescent brain development, de-escalation and co-regulation skills, as well as self-care and a one-hour intro to RJ.
- The school's SSO enjoyed the training she received and is interested in learning more about RJ.
- COST and PBIS are in place, working well and supported by the majority of the school's community. COST & PBIS leaders support RJ.
- There is strong parent support at the school. In spite of the school's racially diverse student population, parent participation is predominately white.
- Although there is quite a bit of Tier 1 activity for the students (not the staff), there is little or no Tier 2 activity. RJ enthusiasts would like to have Tier 3 (Welcome and Reset Circles) for students.

1ST SEMESTER

	GOAL/ OUTCOME	TASKS	RESOURCES	TIME FRAME/ DUE DATE
1	Get to know school and let school get to know me.	Gather basic school docs. Create binder/Google file w/school info: staff list, bell schedule, calendar (including proms, spirit week, special events, etc.).	Principal, office staff	Week 1
		Map the school community. Individuals, departments, and other aspects of school community. COST, SEL, PBIS, PROJECT PREVENT, etc.	Staff, students, district staff, parents, District RJ Staff, parent guide	Week 1-3 basics finished—add as year goes
		Listen, learn, share. Find occasion to talk to students and teachers—visit classes, hang out in staff room, go to staff and school events, talk to office staff and SSO's, learn about CBO's and what they do. What special programs, opportunities are available? What are the school traditions, sports, etc?	District RJ Staff, principal, supporters, students, school map, your imagination	Ongoing

	GOAL/ OUTCOME	TASKS	RESOURCES	TIME FRAME/ DUE DATE
2	Support teachers doing circles and increase their numbers.	<p>Touch bases with teachers doing circles and ask how to best support them. Discuss ways they can support other teachers.</p> <p># to recruit Collaborate with principal to determine goal # of staff to attend training.</p> <p>Who to recruit Determine w/principal principal and others who to recruit (all 9th grade teachers, all English teachers)</p> <p>Copy of Training Schedule Make sure you have digital copy of training schedule from RJ Specialist that can be shared w/staff.</p>	<p>RJ Enthusiasts</p> <p>Principal</p> <p>District RJ Staff</p> <p>Google Drive w/ Circle templates</p> <p>"Circle Forward" by Kay Pranis</p>	First 3 weeks of school—touch base w/all teacher enthusiasts
3	Work to formalize RJ practices in the school	<p>Develop strong relationship w/ principal and other admin.</p> <p>With principal/RJ enthusiasts determine best way to formalize RJ knowledge and enthusiasm at the school:</p> <ul style="list-style-type: none"> • RJ Team • Monthly/Quarterly meetings of RJ enthusiasts • Develop climate and culture team w/strong RJ influence 	Teachers, students, CBO, District RJ Staff	Schedule meeting to formalize in first meeting w/ principal- within 1st month of school
4	Hold 1-hour community building PD's monthly for staff, including initial PD to introduce staff to RJ	<p>Develop & hold 1-2 hour introduction to RJ for school community. Include teachers and students who have been involved in circles at the school to share experiences with school community.</p> <p>Develop 1-hour PD's for staff—to be delivered monthly.</p>	<p>RJ Team</p> <p>District RJ Staff</p> <p>Principal</p> <p>District RJ Staff</p>	<p>Per discussion w/ principal-in first 6 weeks</p> <p>At least 2 developed by 4th week</p>

	GOAL/ OUTCOME	TASKS	RESOURCES	TIME FRAME/ DUE DATE
5	Develop Tier II practices	Encourage staff and CBO's to attend Tier III trainings after they have completed Tier I.	District RJ Staff	Immediately and ongoing
		<p>With principal and other RJ enthusiasts:</p> <ul style="list-style-type: none"> • Develop and prioritize list of students needing Tier 3 reset circles. • Determine other staff to participate with eye on those who can also be trained. • Determine if there are students to participate. • Determine best way to support outcomes of Reset circles and best way to provide follow-up, including overlap of COST and Reset circles. 	RJ enthusiasts in school	By 4th week of school
		<p>With principal and others develop protocols and procedures to welcome new students</p> <ul style="list-style-type: none"> • Develop and support others in leading welcome circles- teachers, students, CBO's using MMT model. 	Video of Welcome Circle on OUSD website	Begin holding reset circles by end of September

Appendix

What's Going On At Our School Cards

TIER I

<p>Administration has attended district RJ Training.</p>	<p>School grounds are inviting and communicate "who" is important in this community.</p>
<p>Administration has allocated time for school to build positive climate and culture.</p>	<p>Teachers have space for discussing issues at the school and feel their ideas are welcome.</p>
<p>School community understands and has had a chance to comment on overall school goals.</p>	<p>Negative, harmful language is addressed when it occurs and not allowed to persist even when seen as joking.</p>
<p>Teachers have a method to welcome the whole student into the classroom e.g. check-in check out circles, regular checking in w/ students and provide referrals or services as needed.</p>	<p>All are greeted when they enter the school and asked if they need help.</p>
<p>Services are available to support the whole child and family and staff know how to direct students to these services.</p>	<p>Efforts have been made to align school initiatives.</p>



<p>The school has a functioning culture and climate team.</p>	<p>There are avenues for the community to have discussions on difficult race, gender, LGBTQ issues.</p>
<p>Teachers are given support to effectively and non-punitively manage their classroom.</p>	<p>There is acknowledgement that race, gender, and sexual orientation inequities of the larger society impact our students' academic and life outcomes.</p>
<p>There is an awareness of where racial/ethnic/cultural disparities are present in the school community and efforts are made to acknowledge and redress them.</p>	<p>We celebrate and embrace the diversity of our school community as well as recognize the gifts each race, ethnicity, and culture brings to us.</p>
<p>Members of community who are marginalized due to race, gender, or sexual orientation inequities feel they have a place to bring and have their issues effectively addressed.</p>	<p>All members of the school community have access to RJ practices and avenues to participate in circles.</p>



What's Going On At Our School Cards, continued

TIER II

<p>There is a designated space for students to process conflict and/ or for families to de-escalate in an effective manner.</p>	<p>There is a restorative reflection process available to interrupt unwanted classroom behaviors.</p>
<p>There is a conflict resolution/harm circle process available to students, staff, and families.</p>	<p>Staff, students, and families are aware of the discipline process on campus.</p>
<p>All staff on site are aware of the conflict resolution/harm circle process.</p>	<p>Data is used to inform conflict/harm circle interventions.</p>
<p>Students have time and space to de-escalate without punitive consequences.</p>	<p>All staff, students, and families are aware of the COST (Coordination of Services Team) referral process.</p>
<p>There are at least 3 trained adults designated to address conflict/harm on campus.</p>	<p>All site initiatives are aligned to effectively address conflict/harm in every area of the campus.</p>



Historical harms are acknowledged when appropriate.

Tier II data is reviewed for racial impacts. Disparities are acknowledged and addressed.

Suspension and other discipline data are monitored to determine if racial disparities exist. If so, the RJ process is used to discuss and create methods to address any disparities.



What's Going On At Our School Cards, continued

TIER III

<p>The school has resources and/or a protocol in place for integrating students into the community after a period of absence due to incarceration, suspension.</p>	<p>(For high school students) When a student enters the school who has been involuntarily transferred, there is an intentional choice to connect them to programs on campus real-world learning opportunities such as pathways to career, internships, etc.</p>
<p>There is a dedicated person that can arrange, facilitate, and follow up with students after a period of absence due to incarceration, suspension.</p>	<p>There is a space that is conducive to holding welcome circles after a period of absence due to incarceration, suspension, or expulsion.</p>
<p>There is a person that communicates with the OUSD Juvenile Justice Center transition team and DHP office to ensure students with JJ involvement are supported when they return to the school setting.</p>	<p>The school provides adequate and practical time allowances for students, teachers, admin and others to attend a session to welcome back a student after an extended absences, when necessary.</p>
<p>The school has mental health and SEL Tier III resources in place.</p>	<p>There are a group of caring adults who meet with a new/struggling student for a fixed amount of time (i.e. 2-6 months) to ensure they are successful.</p>
<p>The school has direct connections with local CBOs and government agencies that aid in the de-escalation and prevention of suspensions/incarcerations, e.g.. Oakland Unite Case Mgr, Probation, Mentors).</p>	<p>The school has a process to welcome students back to the school after an extended absence (due to illness, travel, juvenile justice involvement, etc.)</p>



The school has dedicated personnel who organizes the process to welcome students back to the school after an extended absence (due to illness, travel, juvenile justice involvement, etc.)

The school has an effective Student Success Team (SST) process.



RACE & GENDER EQUITY CIRCLE AGENDA TEMPLATES

CIRCLE 1. EXPLORING OUR FEELINGS ABOUT RACE CIRCLE GUIDING QUESTIONS

INSTRUCT: Think about a time when race had an impact on your life. Remember that experience for a moment. Now sit silently for a one more minute or so, eyes closed or gazing downward. Who was involved? Friends, family, or strangers? Was this a public or private event? Notice what's going on inside you. In your body, mind, heart, spirit.

JOURNAL: Journal about what you notice—words, phrases, images to reflect the feelings you notice.

QUESTION ROUNDS

FIRST ROUND:

- Tell us about the experience. How do you feel when you remember that experience: How do your mind, body, heart, and spirit feel? If you'd like, share what you've written.
- What is the hardest thing about talking about race?

SECOND ROUND:

- Do you have conversations about race at your work or school site, and if so, describe; if not, explain.
- What wisdom about race would you want the people at your site to understand? (students, parents, staff)

THIRD ROUND:

- Anything else?

REFLECTION/CLOSE: What are you taking away from this conversation about race? What support do you need at your school or work site to have or deepen conversations/Circles about race?

CIRCLE 2. EXPLORING OUR FEELINGS ABOUT STRAIGHT OR HETEROSEXUAL PRIVILEGE

INSTRUCT: Think of a time when gender/sexual orientation had an impact on your life. Remember that experience for a moment. Now sit silently for one more minute, eyes closed or gazing downward. Who was involved? Friends, family, or strangers? Was this a public or private event? Notice what's going on inside you. In your body, mind, heart, spirit.

JOURNAL: Journal about what you notice—words, phrases, images to reflect the feelings you notice.

QUESTION ROUNDS:

FIRST ROUND:

- Tell us about the experience. How do you feel when you remember that experience: How do your mind, body, heart, and spirit feel?
- What is the hardest thing about talking about gender and sexual orientation?

SECOND ROUND:

- What wisdom about LGBTQI would you want the people at your site to understand? (students, parents, staff)

THIRD ROUND:

- Anything else?

REFLECTION/CLOSE: What are you taking away from this Circle about straight privilege? What support do you need at your school or work site to have or deepen these conversations/Circles?

CIRCLE 3: EXPLORING WHITE PRIVILEGE

FIRST SHARING ROUND

- What does the term “white privilege” mean to you?
- Do you see white privilege in the world around you?
- If so, describe it.

Search online for the article “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh. Distribute a copy to each participant. Read out loud. Allow a minute or two of silence for participants to digest or reread.

SECOND ROUND

- Is anything in this piece surprising or compelling to you? If so, tell us what and why.
- What is the most important idea in the piece?
- What wisdom about white privilege would you want the teachers and others at your site to understand?

THIRD ROUND

- Anything else?

REFLECTION/CLOSE: What are you taking away from this Circle about straight privilege? What support do you need at your school or work site to have or deepen these conversations/Circles?

GLOSSARY

Structural Racism: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead, it has been a feature of the social, economic, and political systems in which we all exist.

Institutional Racism. Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices, can significantly disadvantage workers of color.

Individual Racism. Individual racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate, or bias based on race.

From Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis
<http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>

ADDITIONAL RESOURCES

ARTICLES & BOOKS

"Racial Bias, Even When We Have Good Intentions"
http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?_r=0

State of the Science: Implicit Bias Review 2014
<http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf>

"White Privilege: Unpacking the Invisible Knapsack", P. McIntosh <http://amptoons.com/blog/files/mcintosh.html>

Heterosexual Privilege (Based on Peggy McIntosh's article on White Privilege) http://www.sap.mit.edu/content/pdf/heterosexual_privilege.pdf

Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis, <http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>

Circle Forward: Building a Restorative School Community, Carolyn Boyes-Watson and Kay Pranis, Living Justice Press (2015).

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander (2010)

VIDEOS

How the School to Prison Pipeline is Ruining Lives Before They Start <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=brave+new+films+school+to+prison+pipeline>

Racism is Real (Implicit Bias)
<https://www.facebook.com/bravenewfilms/videos/10152730546222016/>

Cracking the Codes: Elena Featherston on Privilege
<http://blog.world-trust.org/blog/addressing-unconscious-bias-tip-3-creating-new-stories>

Cracking the Codes: The System of Racial Inequality, <http://crackingthecodes.org/>

RESEARCH

Studies on increase in suspensions and on racial disparities <http://www.ed.gov/news/press-releases/new-data-us-department-education-highlights-educational-inequities-around-teache>

US Dept of Ed 2012 study <http://nepc.colorado.edu/publication/discipline-policies>

IMPLICIT BIAS TEST, HARVARD UNIVERSITY

<https://implicit.harvard.edu/implicit/takeatest.html>



To truly
listen is to
risk being
changed
forever.

—SAKEJ HENDERSON



What the Research Shows: The Impact of School Resource Officers (SROs)

Humera Nayeb & Amy Meek, Chicago Lawyers' Committee for Civil Rights

SROs Are Not Effective in Improving School Safety, Discipline or Climate

- **SROs do not improve school safety or reduce school violence.** There is no clear evidence that the use of school resource officers (SROs) or guards in schools is effective in preventing school violence.ⁱ A review of 40 years of evaluations of school policing showed no positive impact on school safety outcomes.ⁱⁱ
- **Students feel less safe, and more fearful, at schools with SROs.** Research shows that school security measures (including SROs) generally increases students' fear and negatively impacts students' perceptions of safety.ⁱⁱⁱ
- **The presence of SROs leads to more expulsions and suspensions – particularly for Black students.** Studies show that schools with SROs also rely more heavily on exclusionary discipline.^{iv} Schools with high security (including police presence) have significantly more suspensions, and a greater black-white disparity in suspensions.^v
- **Schools with SROs criminalize and arrest youth for minor misbehavior.** When SROs or security are present in schools, trivial forms of student misconduct are more likely to result in arrest and court referral.^{vi} Most secondary school administrators say their SROs are involved in school discipline, even in situations where no crime was committed.^{vii}

Black and Brown Students Experience Disproportionate Harm and Trauma from School Police

- **Black and Brown students feel less safe at schools with SROs.** Students of color – especially Black students – are less likely to say they feel safer with police in their school.^{viii}
- **Police encounters trigger stress, fear, trauma, and anxiety for Black and Brown youth, which harm mental health and erode educational performance.** The health consequences of police contact are even greater when youth believe they are being stopped or targeted due to their race or ethnicity. One study found that extensive low-level police contact significantly reduced test scores for African-American teenage boys, perpetuating racial inequalities in educational outcomes.^{ix}
- **An SRO's presence can cause anxiety and fear for Black and Brown youth who live in overpoliced neighborhoods.** For youth who live in neighborhoods with a higher rate of invasive police stops, seeing police officers may trigger general anxiety and fear.^x Young men of color experience higher anxiety with frequent police contacts, with anxiety symptoms significantly related to the number of times they were stopped and to how they perceived the encounter was conducted.^{xi}
- **Arrests at Chicago Public Schools (CPS) disproportionately target Black male youth, often for subjective reasons like perceived disobedience or defiance.** School-based arrest rates at CPS were twice as high among African American boys as for the district as whole. Most arrests were the result of peer conflicts or conflicts between students and teachers, based on perceived disobedience or defiance – not for criminal infractions like substances or weapons possession.^{xii}

What Works? Relationship Building, Restorative Justice, Mental Health Services, and Social-Emotional Development

- **When schools focus on social-emotional development, arrests go down and student outcomes improve.** A February 2020 study of CPS high schools found that schools that focused on enhancing social well-being and promoting hard work enhanced students' self-reported social-emotional development, resulting in fewer school-based arrests and better long-run educational attainment for students from those schools.^{xiii}
- **Schools with strong positive climates, including strong relationships among students, parents, and teachers, have fewer arrests or disciplinary problems.** Research shows that school climate – including the degree to which students and parents feel supported by teachers and staff – shapes school safety.^{xiv} One study found that improved student-teacher relationships meant students were less likely to get in trouble and had higher academic achievement, even controlling for factors like earlier problems and sociodemographic background.^{xv} In CPS, schools with stronger relationships among students, parents, and teachers saw improved safety, and were able to resolve conflicts, regardless of factors like neighborhood crime.^{xvi}
- **School-based mental health providers improve school climate and safety.** School mental health services – provided by counselors, social workers, nurses, and psychologists – are demonstrated to improve behavior and school climate, and reduce disciplinary referrals.^{xvii}
- **Restorative justice programs are demonstrated to decrease violence and disciplinary issues at CPS.** One report found that CPS schools that consistently implemented restorative justice programs saw a decrease in violence and disciplinary issues, along with improved school culture and performance – similar to results from schools across the country.^{xviii}

ⁱ See, e.g., Tanner-Smith, E. E., Fisher, B. W., Addington, L. A., & Gardella, J. H. (2018). *Adding security, but subtracting safety? Exploring schools' use of multiple visible security measures*. *American Journal of Criminal Justice*, 43, 102–119; Addington, L. A. (2009). *Cops and cameras: Public school security as a policy response to Columbine*. *American Behavioral Scientist*, 52, 1424–1446; Phaneuf, S. W. (2009). *Security in schools: Its effect on students*. El Paso, TX: LFB Scholarly Publishing LLC.

ⁱⁱ Stern and Petrosino, *What Do We Know About the Effects of School Based Law Enforcement on School Safety*, West Ed Justice and Prevention Research Center, April 2019, <https://www.wested.org/wp-content/uploads/2018/04/JPRC-Police-Schools-Brief.pdf>.

ⁱⁱⁱ Bachman, R., Randolph, A., & Brown, B. L. (2011). *Predicting perceptions of fear at school and going to and from school for African American and White students: The effects of school security measures*. *Youth & Society*, 43, 705–726; Perumean-Chaney, S. E., & Sutton, L. M. (2013). *Students and perceived school safety: The impact of school security measures*. *American Journal of Criminal Justice*, 38, 570–588.

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- ^{iv} *Why and When Do School Resource Officers Engage in School Discipline? The Role of Context in Shaping Disciplinary Involvement.* American Journal of Education 126 (November 2019), the University of Chicago; 0195-6744/2019/12601-0002 (page 37).
- ^v Finn, J.D. & Servoss, T.J. (2014). *Misbehavior, suspensions, and security measures in high school: Racial/ethnic and gender differences.* Journal of Applied Research on Children: Informing Policy for Children at Risk, 5 (2), Article 11, <https://digitalcommons.library.tmc.edu/childrenatrisk/vol5/iss2/11>.
- ^{vi} Hirschfield, P. J. (2008). *Preparing for prison? The criminalization of school discipline in the USA.* Theoretical Criminology, 12, 79–101.
- ^{vii} *Why and When Do School Resource Officers Engage in School Discipline? The Role of Context in Shaping Disciplinary Involvement.* American Journal of Education 126 (November 2019), the University of Chicago; 0195-6744/2019/12601-0002 (page 36).
- ^{viii} Nakamoto, J., Cerna, R., and Stern, A. *High School Students' Perceptions of Police Vary by Student Race and Ethnicity : Findings from an analysis of the California Healthy Kids Survey, 2017/18.* San Francisco, CA: WestEd. <https://www.wested.org/wp-content/uploads/2019/05/resource-high-school-students-perceptions-of-police.pdf>; Perumean-Chaney, S. E., & Sutton, L. M. (2013). *Students and perceived school safety: The impact of school security measures.* American Journal of Criminal Justice, 38, 570–588.
- ^{ix} Legewie, J. and Fagan, J. *Aggressive Policing and the Educational Performance of Minority Youth.* American Sociological Review (2019).
- ^x Sewell, Abigail A. and Kevin A. Jefferson. 2016. *Collateral Damage: The Health Effects of Invasive Police Encounters in New York City.* Journal of Urban Health 93(1):42–67.
- ^{xi} Geller, A., Fagan, J, Tyler, T., Link, BG. *Aggressive Policing and the mental health of young urban men.* Am J Public Health. (2014);104:2321–2327.
- ^{xii} U Chicago CCSR Research Report: Discipline Practices in Chicago Public Schools - CPS Discipline Report.
- ^{xiii} Jackson, C.K., Porter, S.C., Easton, J.Q., Blanchard, A., Kiguel, S., *School Effects on Socio-emotional Development, School-Based Arrests, and Educational Attainment,* CALDER Working Paper No. 226-0220 (February 2020).
- ^{xiv} Steinberg, M.P., Allensworth, E., Johnson, D.W. *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization.* Consortium on Chicago School Research Report (May 2011).
- ^{xv} Crosnoe, R., Johnson, M.K., Elder, G., *Intergenerational Bonding in School: The Behavioral and Contextual Correlates of Student-Teacher Relationships.* Sociology of Education (2004).
- ^{xvi} Steinberg, M.P., Allensworth, E., Johnson, D.W. *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization.* Consortium on Chicago School Research Report (May 2011); Stevens, W.D. *et al; Discipline Practices in Chicago Schools: Trends in the Use of Suspensions and Arrests,* Consortium on Chicago School Research Report (March 2015).
- ^{xvii} National Association of School Psychologists, *Rethinking School Safety: Communities and Schools Working Together* (2013); ACLU, *Cops and No Counselors: How the Lack of School Mental Health Staff is Harming Students* (2019).
- ^{xviii} High HOPES Campaign, *From Policy to Standard Practice: Restorative Justice in Chicago Public Schools* (Fall 2011).



EVANSTON TOWNSHIP HIGH SCHOOL

DISTRICT 202 1600 DODGE AVENUE EVANSTON, ILLINOIS 60201-3449 (847) 424-7000

ETHS Web Site: www.eths.k12.il.us

[Redacted]

[Redacted]

Re: Access to ETHS

[Redacted]

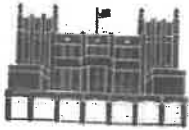
You are hereby notified that you are not allowed on the campus or property of Evanston Township High School. This includes all Evanston Township High School buildings, grounds, parking lots, roads and walkways. Entry onto Evanston Township High School property may subject you to charges of criminal trespass pursuant to Illinois Statutes Section 609.605 and/or interference with the use of public property pursuant to Illinois Statutes Section 624.72.

This letter also serves as written warning that if in the future you do not comply with the above policy for access to ETHS, and are found to be on the school grounds or in the building, you will be arrested and charged with Criminal Trespass to Land as is written in 720ILCS section 5-21.3 of the Illinois Criminal Code.

Sincerely,

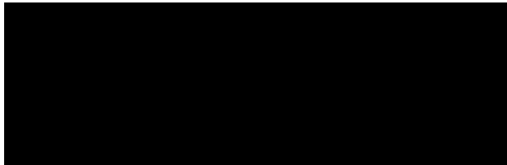
Matthew Driscoll
Director of Safety
Evanston Township High School

cc: Resource Officer, EPD School Officer



EVANSTON TOWNSHIP HIGH SCHOOL

Deans' Office - H109/H111
1600 Dodge Avenue Evanston, Illinois 60201
Telephone: (847) 424-7900 Fax: (847) 424-7904
www.eths.k12.il.us



The purpose of this letter is to inform you that your student has been placed on *Social Probation* as per the E.T.H.S. Pilot due to student's behavior. "*Social Probation*," means exclusion from participation in all co-curricular and extra-curricular activities, including athletics and social functions for a period of up to one academic year (unless unchecked below). Your student is entitled to attend school and leave immediately at the end of the school day and may not leave campus for lunch or unscheduled periods. Please see the Closed Campus section (Page 4) in the Pilot <https://www.eths.k12.il.us/domain/311>

This is in effect until: December 18, 2020-December 18, 2021 

Therefore, your son/daughter will be prohibited from attending or participating in:

- All after 3:35 Events / Activities
- Athletic Events
- Co-Curricular or Extra-Curricular Participation
- Dances
- Drop-In Nights
- Intramural
- Closed Campus
- Participation in Athletic Events
- Social Functions
- Weekend Events / Activities
- Wildkit Academy
- Other(s)

Sincerely,

Dean of Students