

ALTERNATIVE APPROACHES TO ADDRESSING STUDENT BEHAVIORAL AND EMOTIONAL DEVELOPMENTAL NEEDS



ACLU

Southern California

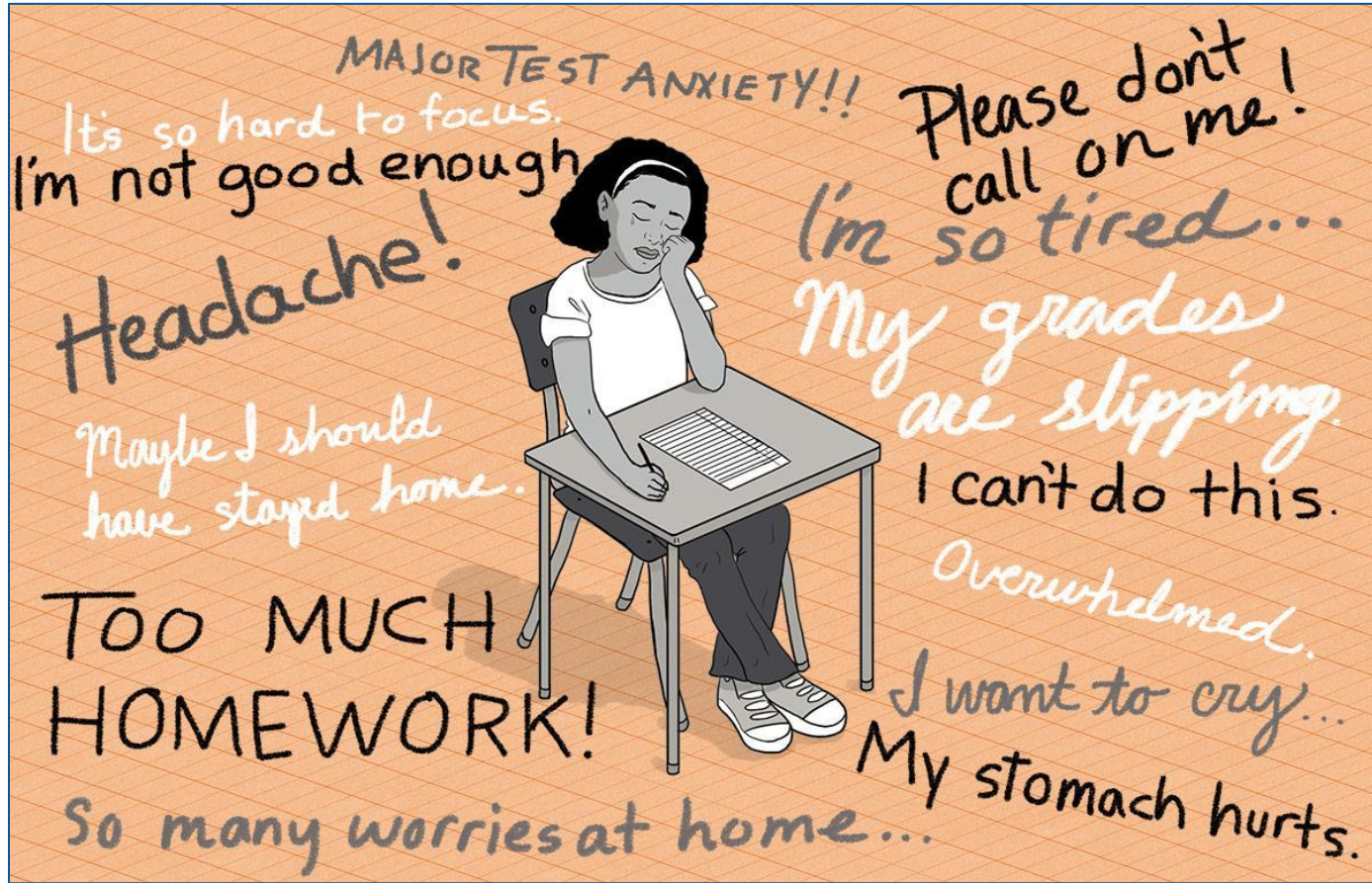
Amir Whitaker
Senior Policy Counsel

ACLU

Pennsylvania

PRESENTATION AVAILABLE AT
www.tinyurl.com/aclusummit22

THIS GRAPHIC WAS CREATED **BEFORE** THE PANDEMIC



‘Their Tank Is Empty’: Children’s Hospital Colorado Declares A State Of Emergency Over Kids’ Mental Health

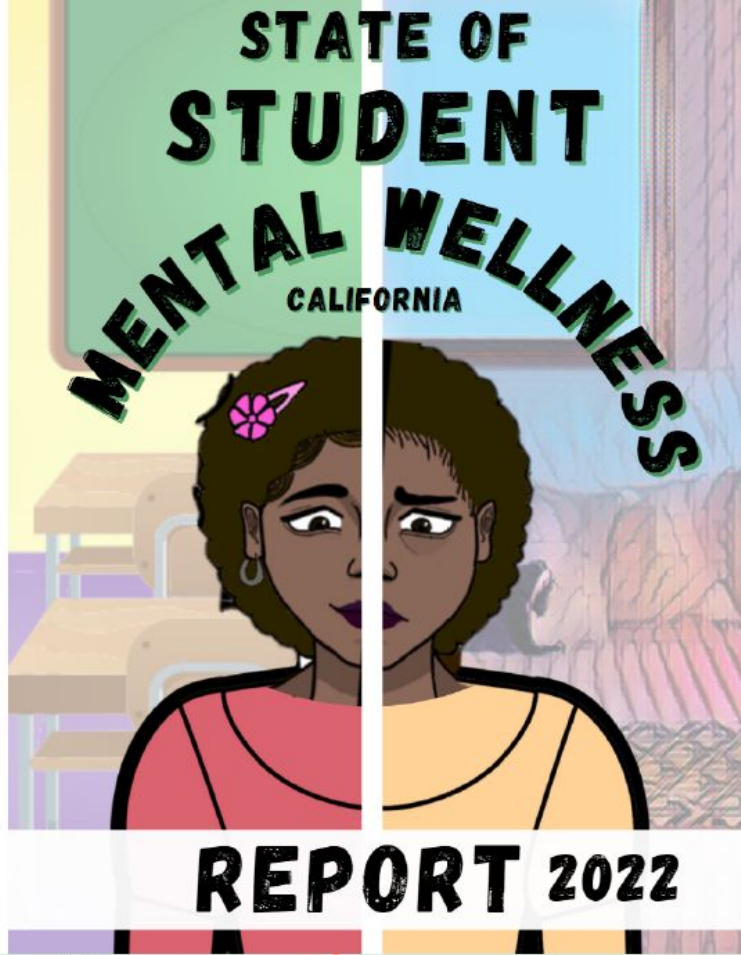
 By Elena Rivera | May 25, 2021



TEACHING & CLASSROOM

Stress and short tempers: Schools struggle with behavior as students return

By Kalyn Belsha | Sep 27, 2021, 5:00am EDT



REPORT OVERVIEW

- First/only report to use multiple years of student mental health data during pandemic (2020 & 2021)
- Students from 46 districts participated
- Done as state, national, international body declared state-of-emergencies
- Qualitative and quantitative

STUDENT RATINGS OF MENTAL WELLNESS PRE-2020-2021 (SCALE 1-10)

	PRE-PANDEMIC	APRIL 2020	APRIL 2021
7 OR ABOVE	69%	39%*	42%
5 OR BELOW	24%	46%	44%
3 OR BELOW	8%	23%	15%

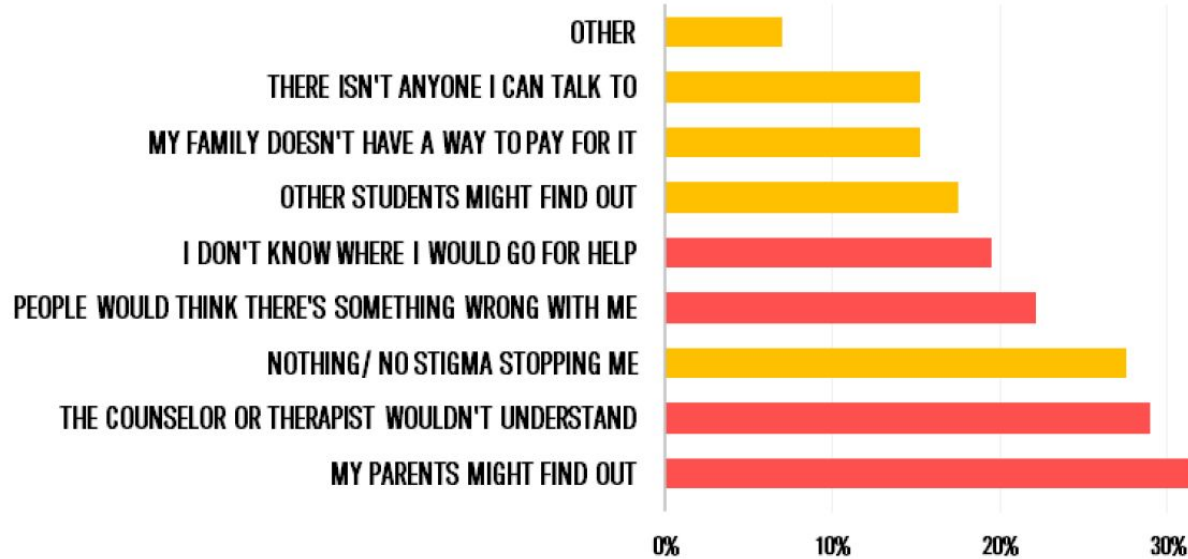
MOST POPULAR WORDS IN 2021 USED BY STUDENTS TO DESCRIBE FEELINGS

1	Stressed	11	Boring
2	Tired	12	Lonely
3	Bored	13	Happy
4	Okay	14	Exhausted
5	Overwhelmed	15	Bad
6	Stressful	16	Different
7	Sad	17	Fine
8	Good	18	Depressed
9	Overwhelming	19	Anxious
10	Unmotivated	20	Alone

STUDENT EXPERIENCES IN THE PAST YEAR (APRIL 2021)	PERCENT
Lacking motivation	77%
Feeling overwhelmed	72%
Emotional meltdown or breakdown from stress or being overwhelmed	63%
Feeling depressed	45%
Panic or anxiety attack	43%
A day where I could not participate in school or do work because of your mental health	38%
Three or more days where I could not participate in school or do work because of your mental health	22%
I have been having suicidal thoughts myself	19%
Talking with a friend about their suicidal thoughts	17%
Engaged in self-harming behavior like cutting	11%
I acted on or sought help for suicidal thoughts	6%

HOW HAS THE PANDEMIC IMPACTED YOU?	PERCENT
My mental health (anxiety, stress, depression, etc.)	66%
My physical health (weight gain or loss, eyesight, etc.)	58%
I feel burnt out right now	55%
I feel overwhelmed with virtual learning. I have limited time for self-care	51%
My home environment or noise/distractions makes school difficult	42%
I lost of a loved one	31%
I feel like I might not be the same again. I might be traumatized.	22%
The pandemic HAS NOT impacted me in a significant way	16%
I had to take a job to support my family	5%
I had to move to a new place	4%

IF YOU WERE VERY SAD OR STRESSED, WOULD ANY OF THESE THINGS STOP YOU FROM TALKING TO A COUNSELOR OR THERAPIST?



HARMS OF USING LAW ENFORCEMENT TO RESPOND TO STUDENT MENTAL HEALTH

"I don't trust anyone. I tried talking to friends. What did they do? For example a friend called the cops on me because I told her about mental state. I just can't trust anyone. Neither friends, teachers, even people close to me. I don't trust because what will they do? Nothing." **11th Grade**

"[A] friend she called the cops they came to talk with me now. I don't talk to her any more. I can't trust any more including whoever is reading this" **10th Grade**

INADEQUATE SUPPORTS AND THE SCHOOL-TO-PRISON PIPELINE

LAW ENFORCEMENT, BUT NO SOCIAL WORKER:

Both state and federal data suggest Riverside County has one of the highest student-to-social worker ratios in the state, with just one social worker for every 6,132 students.³¹ A student was grieving their family member, and instead of receiving a social worker or mental health professional to heal, the student was placed on “voluntary probation”. In July 2018, the ACLU Foundations of California, the ACLU, and the National Center for Youth Law filed a lawsuit against Riverside County challenging the unconstitutional program. The parties ultimately settled the lawsuit by stopping the practice, and Riverside County agreed to provide an investment of nearly 8 million dollars over five years into community-based organizations that deliver critical programs aimed to help at-risk youth.



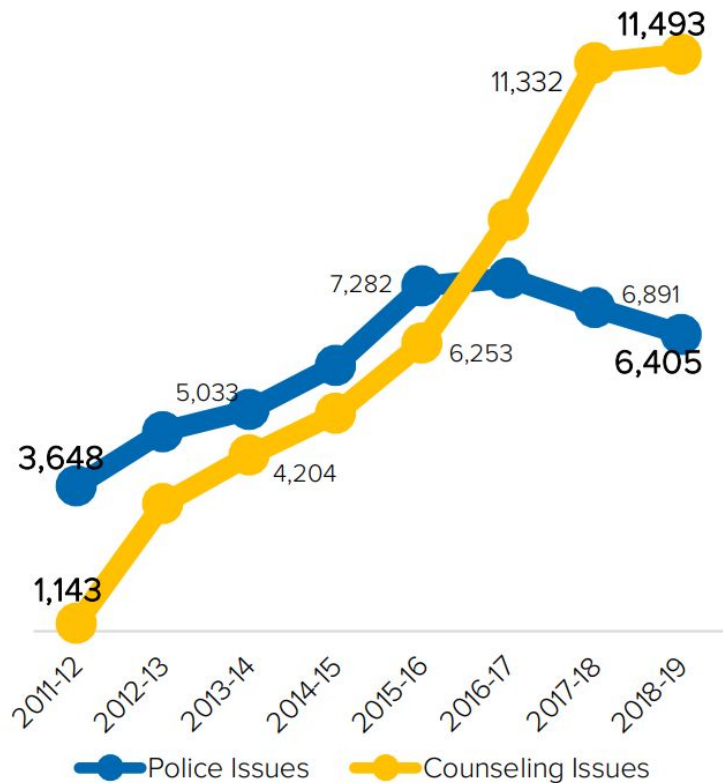
LAW ENFORCEMENT, BUT NO NURSE:

Kalila Williams is a student activist who fainted one day at her Los Angeles school. Instead of a nurse, health professional, or educator at Kahlila’s side when she woke up, it was a police officer. He immediately criminalized her and asked if she was on drugs or committing a crime instead of prioritizing her health. Kahlila shared her story with PEOPLE Magazine when she was awarded for PEOPLE’s Girls Changing the World in 2020. Her work in LAUSD helped reduce the school police budget by 25 million dollars.⁴¹

RIVERSIDE COUNTY YOUTH ACCOUNTABILITY TEAM REFERRAL			
Minor's Name:	██████████	D.O.B:	██████████ Age: 12 Gender: M
Current School:	Nicolet Middle School	District:	Banning Grade: 6
Reason for Referral: A concerned BUSD staff member called after speaking with parent.			
<u>Problem Areas</u>			
<input type="checkbox"/> Truancy	<input type="checkbox"/> Suspension	<input type="checkbox"/> Graffiti	<input type="checkbox"/> Absenteeism
<input type="checkbox"/> Gang Activity	<input type="checkbox"/> Weapons	<input type="checkbox"/> Defiance	<input type="checkbox"/> Disruptive Behavior
<input checked="" type="checkbox"/> Other: Does not want to attend school.			
<u>Mental Health Issues</u>			
<input type="checkbox"/> Alcohol	<input type="checkbox"/> Drugs	<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Abuse Issues
<input type="checkbox"/> Previous MH Intervention	<input type="checkbox"/> Currently receiving Services		
<input checked="" type="checkbox"/> Other: Anger/grief issues. Separated from father. Uncle died last year.			

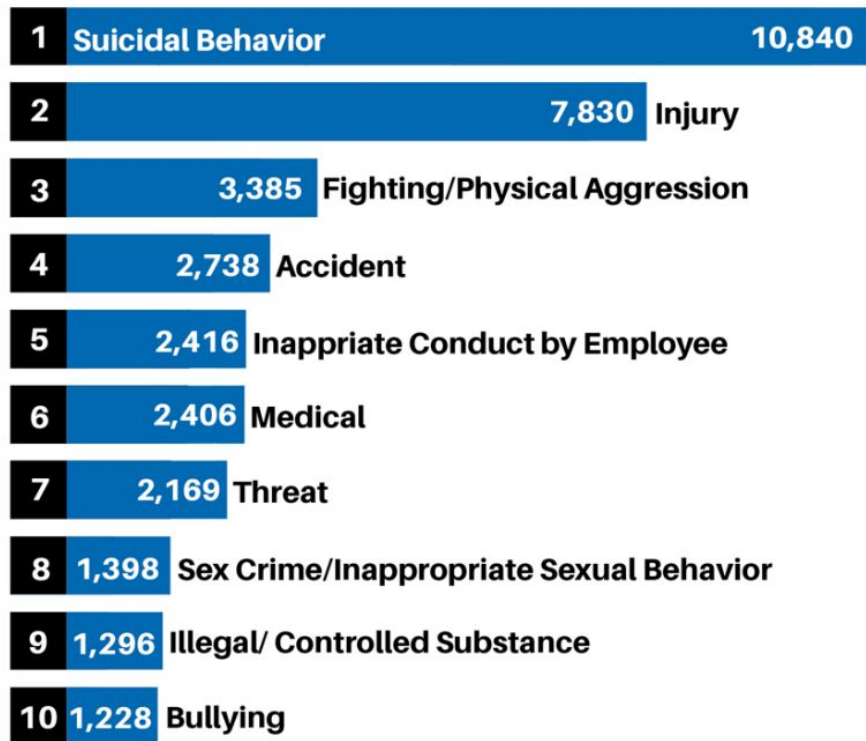
POLICE ISSUES VS. COUNSELING ISSUES

LAUSD 2011-2019



TOP TEN REPORTED ISSUES ON ISTAR

LAUSD 2018-2019



SCHOOL DISTRICTS HAVE SUCCESSFULLY REMOVED SCHOOL POLICE AROUND THE COUNTRY

Defunding Police: LA Schools Redirected Money to Hiring Mental Health Staff



Aaricka Washington

March 24, 2022 · 6 min read



Kyla Payne distinctly remembers being on edge any time she entered Dorsey High School in Los Angeles. The 16-year-old felt uncomfortable being monitored by campus police officers who seemed to be intent on finding crimes and rule violations that weren't there, Payne said.

"I know for me and my friends, it was difficult trying to live just as a high school student and live freely and be creative when you have these figures on your shoulders just waiting to get something out of you," said Payne, a high school junior.

- <https://blackorganizingproject.org/wp-content/uploads/2021/07/The-People-Educated-Size.pdf>
- <https://www.yahoo.com/video/defunding-police-la-schools-redirected-140100765.html>

Part 1: Divest from School Policing by Eliminating the Oakland School Police Department by 2020 and Barring any Future Contracts with Law Enforcement

WHY IS THIS SOLUTION IMPORTANT?

- 🔗 In the Bay Area and nationally, the racist institutional history and current realities of policing in communities of color make school police an inherent part of the school-to-prison pipeline for children and youth of color.
- 🔗 OUSD data on disproportionate enforcement and school policing impacts show that Oakland's Black youth are currently being harmed by school policing.
- 🔗 School policing contradicts OUSD's values of equity, sanctuary and putting students first. It directly undermines OUSD's commitment to restorative justice and trauma-informed practices.
- 🔗 Growing national research shows that police presence in schools does not increase school safety. Further, SROs have been shown to increase school reliance on arrests to address discipline, to interfere with education, and to have disproportionate negative impacts on students of color and students with disabilities. Schools with police have been revealed to have higher suspension rates and longer suspension durations.
- 🔗 Of 18 school districts in Alameda County, OUSD is the only district to have its own internal police department, costing over \$2.3m annually not including an additional \$4m+ spent on security personnel that contributes to the overall criminalizing and punitive school discipline climate.
- 🔗 Reinvesting the \$2.3m+ school police budget into increased supports for the whole child and for students with disabilities will more effectively provide for student safety.
- 🔗 A growing number of school districts have eliminated, reduced or are considering eliminating or reducing police presence in schools because of equity concerns. These include Coachella Valley, Pomona, Sacramento, and Piedmont in California as well as Toronto, the largest school district in Canada.

IMPLEMENTATION NEXT STEPS:

Using best practices for organizational restructuring and change management, OUSD will engage key central departments (especially Legal, Human Resources, Communications, School Networks Supervision Team) to create a detailed plan to eliminate OSPD by the end of 2020. OUSD will consult with BOP and other community stakeholders in developing this plan. This will include a district communication plan for schools, educators, students, families and the broader community; a communication's package for each school; a transition plan for school leaders in buildings affected by the reductions, led by the School Networks Supervision Team; job transition planning and support from Human Resources for reduced staff. If necessary, OUSD will contract for temporary change management services.

- 🔗 OUSD will ensure community is at the lead to bring community models and partnerships that could be resources for this change management; leverage community to the table (let us bridge the district to resources).
- 🔗 Ensure that the workforce reduction in OSPD is not replaced/substituted through any contract for services from another law enforcement agency.
- 🔗 OUSD will work with community stakeholders (BOP teachers union) to create a plan for reinvesting the \$2.3m+ budget into OSBD supports for the whole child and for students with disabilities as outlined below.

EVEN IN COVID, STUDENT MENTAL HEALTH IS STILL NOT A PRIORITY

Governor Newsom should fund student mental health.



By Catherine Estrada

JANUARY 6, 2021 - 4:00PM



In the early days of the COVID-19 lockdowns, as schools transitioned from in-person to remote learning, students were among the first to feel the effects of social isolation. We suffered silently as schools adjusted to virtual learning while paying little attention to the impact of this transition on students' mental health. But the lack of mental health resources isn't just a result of changes due to COVID-19 — the pandemic exposed an existing problem.

Student mental health has never been prioritized in this state. California ranks 48th in the nation when it



LAUSD student Catherine Estrada at a rally in Los Angeles (Photo courtesy of Catherine Estrada).

“Lack of mental health resources isn’t just a result of changes due to COVID-19 — the pandemic exposed an existing problem. Student mental health has never been prioritized...”



“We’re going to be online for the whole fall semester. I feel like it’s the best course of action ... For me personally, I suffer from anxiety. So just knowing that I might be around somebody and then come home to my mom who is recovering from medical procedures, and then my elderly grandma ... and then thinking about ‘Did I disinfect this? Did I disinfect that? What if they touch this?’ It’s so much.”

Catherine Estrada, a rising senior at Alliance Collins Family College Ready High School in Huntington Park, California

Photo credit: Peter Michelena

<https://hechingerreport.org/students-have-their-own-demands-for-school-reopening/>

When children suffer: California to funnel billions into mental health overhaul



BY JOCELYN WIENER
MARCH 17, 2022



“Amanda has cerebral palsy, autism, epilepsy, asthma and a heart murmur. With COVID on the prowl, they couldn’t be too careful.

This wasn’t an asthma flare-up, the doctor told them. This was anxiety.”

<https://calmatters.org/health/2022/03/california-children-mental-health-crisis/>

SUICIDE RATES RISING FOR ALL STUDENTS, ESPECIALLY BLACK STUDENTS

- Suicide rates among Black youth doubled between 2014 and 2020
- Black youth experienced a 28 percent increase in its suicide rate in 2020
- Between 2019 and 2020, opioid-related overdoses among 15- to 19-year-olds in the state nearly tripled
- Short-term, Immediate and Urgent Response Needed
- Generation of Traumatized Students



“We are drained. We need support. We need the teachers that we respect so dearly to respect our mental health and opinions and show our schedules and minds some mercy. We ask for solidarity for students who are prioritizing the Black Lives Matter movement and are getting arrested, injured, battling mental health issues and choosing to educate their peers and friends rather than study for a final.”

-Youth Liberty Squad Students Petition to their South LA High School

Black youth face rising rates of depression, anxiety, suicide



ALISON YIN FOR EDSOURCE

Nearly everyone has experienced a degree of anxiety or depression due to the pandemic. But for young Black people also confronting persistent racism and ever-widening inequities, the current moment has led to an acute crisis in mental health.

For Destiny Tillear, a junior at Middle College High School in south Los Angeles, the low point came in spring 2020. Her mother, a postal worker, and her stepfather, who works at an oil refinery, were both working full-time in-person, which left Destiny to care for her 2-year-old brother all day while she was in distance learning. One morning she was taking a timed English test when her brother started crying because he needed a diaper change. As the timer ticked away, Destiny tended to the howling toddler and hoped she wouldn't fail the test.

<https://edsource.org/2022/black-youth-face-rising-rates-of-depression-anxiety-suicide/666405>

QUOTES FROM STUDENTS ABOUT THEIR MENTAL HEALTH CHALLENGES

*"I've had **dozens of mental breakdowns**, I lost all of my friends, a little bit of suicidal thoughts, I'm not motivated by anything anymore" **8th Grade, Imperial Unified***

*"I have gone through incredibly **intense depressive episodes** ... I have never had anything lower than a 3.4 GPA and starting this semester I struggled, so I am currently failing two classes." **11th Grade, Los Angeles Unified***

*"My anxiety has been up so much. **I get more anxiety attacks now** than before the pandemic. I had barely had any anxiety at all before covid, and now I'm used to it."
8th Grade, Imperial Unified*

*"A **traumatizing event** occurred during the pandemic where my **ex tried to commit suicide**, and I couldn't do anything to help because we were early in the pandemic & in lockdown"
10th Grade, San Diego Unified*

*"I developed and struggled with panic attacks and social anxiety. I also developed (anxiety?) tics. **Suicidal thoughts became a problem but I was always scared to speak up about it so I kept it to myself and relieved my stress with self-harm.** It came to the point where I planned on committing the night before new year's. Instead, I cried ... It was- and still is- really hard for me to be the person I was before. I'm also a bigger person so to lose weight, I've tried*

*"I've become **severely anti-social and get really bad social anxiety when talking to anyone new**, even online and with family members like cousins and grandparents."*

8th Grade, Inglewood Unified

*"I fell into a **deep depression** and the only reason I'm doing better now is because of medications and I'm ignoring my responsibilities, instead watching stupid videos and making myself feel better. It's a constant uphill battle."* *11th Grade, Santa Monica-Malibu Unified*

*"Feeling useless ... struggling through things myself and my grades going down hill real bad I still don't care at this point. **I find it pointless.**"* *9th Grade, Greendot Charter Schools*

*"I feel like **school does NOT accommodate my mental health**. It's made me adopt a **give up** mindset and not all of my teachers are lenient."* *9th Grade, Corona-Norco Unified*

*"I'm more quiet now i don't really like to talk or speak up **i get anxious when someone calls my name like a teacher through zoom**"* *9th Grade, Imperial Unified*

*"I've become so closed off from everyone that I get **anxiety attacks whenever I think about people seeing me.**"* *9th Grade, Imperial Unified*

*"I don't remember anything this past year. **everything's murky and unmemorable.**"*
8th Grade, Imperial Unified

DISTRICT LEVEL RECOMMENDATIONS

“Support from administrators and teachers and to be included and seen as an important part of the team instead of a separate entity of the school and step-children or just the “band-aid givers” or the help.” --

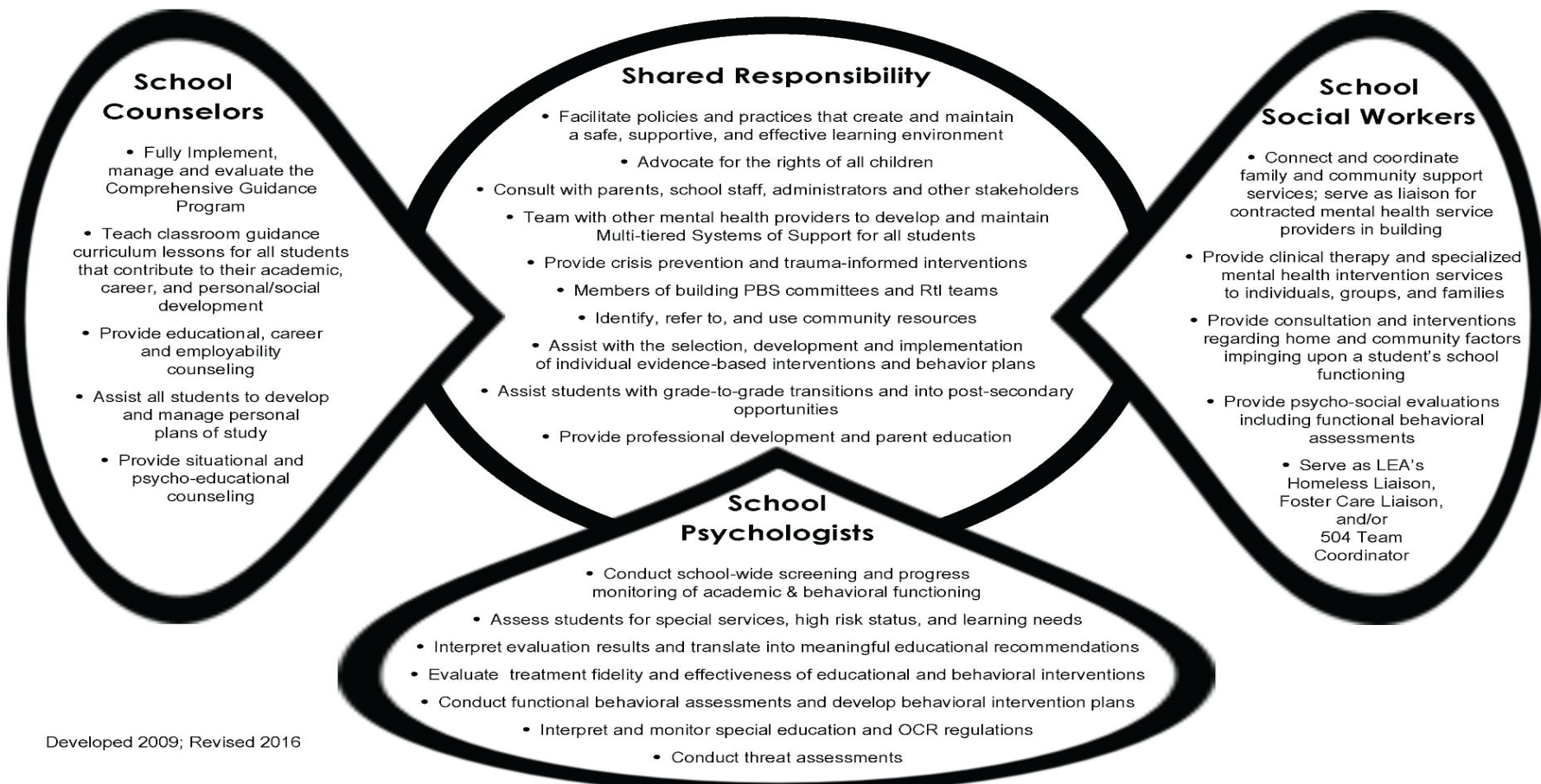
California School Nurse

- Clarify student rights to mental health days for excused absences (AB 516).
- Funding and incentives for schools to combat stigma led by students.
- Prioritize and normalize LCAP/LCFF spending for student mental health and PPS staff.
- Require schools to inform students about their rights, privacy, and mental health support to eliminate the stigma that over 30 percent of students attested to.
- Support schools and staff in participating in the Youth Mental Health First Aid (YMHFA) and suicide prevention training offered by CDE at no cost to schools and districts.
- Prioritize and explore partnerships and accessing Medi-Cal to meet the social, emotional, and mental health needs of students in schools. The [California Children's Trust created this guide](#) that explains the basics and specifics for maximizing Medi-Cal in schools.
- Track the impact of investments in school-based mental success and PPS staff (attendance, academic, behavior, school climate, contact/meetings, SEL surveys) to justify further investments.
- Mandate increased flexibility and empathy from teachers to limit academic stress students are experiencing.
- Apply for Grants to create/expand Community Schools and other holistic education models.
- Ensure that schools invest in creating welcoming and supportive environments for LGBTQ students by training staff on students' rights to privacy, ensuring school systems and policies respect students' identities, and creating safe and welcoming spaces at school for students to be their authentic selves and protect their well-being.
- Develop a model for coordinated care and student support teams that integrates third-party providers at school sites. Coordinated care teams should meet weekly and all school staff be clear on the referral process and services available for students.³⁹

SCHOOL-LEVEL RECOMMENDATIONS

- Maximize Medi-Cal reimbursements to increase funds to pay for more student mental health services. Millions of parents and students have a right to services through this billion-dollar system that can fund services at school.
- Normalized Wellness Wednesdays or other weekly activities that introduce the entire school to self-care, healing, and breaks. Model what prioritizing self-care looks like and support staff self-care.
- Administer research-based and professionally supported surveys to assess the ongoing trauma of the pandemic coupled with information to access mental health.
- Student-driven and culturally responsive spaces and art projects like ancestral altars to support grieving.
- Support resocialization space for students through after school opportunities, increase the budget for student clubs and activities.
- Retain and invest in school counselors, social workers, and other PPS staff to support school-wide support teams. Follow [best practices for PPS staff](#).
- Increased empathy and flexibility from teachers to limit the academic stress that students experience.
- Provide Know Your Rights information and outreach for students: teach students about their rights (privacy, Med-Cal/low-income) and opportunities for seeking mental health services. This should be included in all school-based information about mental health or suicide prevention. Multi-lingual Know Your Rights information coming soon from our www.myschoolmyrights.com resource.
- Stigma-busting activities, campaigns, contests, and annual events led by students. Normalize talking about mental health, wellness, help-seeking, anxiety, etc.
- Ethnic studies or race-conscious curricula for students, racial/ethnic resources for students. Several students indicated in open-ended responses that fear of racial harassment contributed to their anxiety.
- Refrain from using and filtering programs to monitor students' online activity and communications, including for risk of self-harm, and refrain from using police to respond to non-emergency mental health issues. Mental health is not an excuse to surveil students. Surveillance technology invades student privacy and undermines the trust that students need to feel comfortable reaching out to the adults on campus when they need help.
- Implement support circles for students covering a broad range of topics (grief, social anxiety, self-harm, substance abuse, etc.).
- Create a wellness space for students. As one student described, "I want there to be a place to go when overwhelmed to breathe and take a few minutes before returning to class."

1. Missouri Specialized Instructional Support Personnel's Roles And Responsibilities



DOMINION HIGH SCHOOL UNIFIED MENTAL HEALTH TEAM 2021-2022

The UMHT at Dominion High School aims to support the **social-emotional & behavioral health** of *all* students. Each member of our team has a specific role within this goal:

Primary Contact for Students

School Counselors work closely with all students to support their academic, career, and personal development.

School Psychologists provide behavioral and mental health support to students.

School Social Workers provide mental health support and serve as the link between student, school, family, and community.

Student Assistance Specialists work with at-risk students and those with substance use and/or mental health concerns.

Secondary Contact for Students

As a team, we provide a **continuum of prevention and intervention** supports (often in collaboration with teachers, families, and administrators) to address the social, emotional, and behavioral needs of students and to remove barriers to learning in the school environment.

Primary Prevention (school-wide support)

PBIS
Signs of Suicide
Sources of Strength
Substance Abuse Prevention

Secondary Prevention (small-group support)

Group Counseling
Restorative Circles
Crisis Response Teams

Targeted Intervention (individualized support)

Referral Review Team
Intervention Team
Pupil Services Student Support Team
Community-Based Referrals
Individualized Counseling
Threat Assessments
Restorative Conferences
Suicide Screenings

Each member of our team is also uniquely trained to provide **specific services**, including:

Academic advising

College & career planning

Psychological evaluations (to help determine eligibility for special education and 504 supports)

Functional behavioral assessments (for students with persistent behavioral difficulties)

Socio-cultural assessments (to help determine eligibility for special education and 504 supports)

Case-managing for McKinney-Vento and foster care-placed students

Substance abuse assessments

Facilitation of Insight Classes (3-day substance abuse prevention and intervention classes)

Provide care for acute medical concerns and manage care for chronic conditions at school

If you have concerns about any of the following, please do not hesitate to reach out to our team!



Changes in school performance (e.g., grades, attendance)



Changes in mood



Complaints about illness before school



Increased disciplinary problems at school



Problems at home or family situation



Communication from teachers about problems at school



Dealing with existing mental health conditions

TEAM MEMBERS

Director of School Counseling
Mr. Edwards

School Counselors (by student's last name)

Ms. Benson Ms. Patel

Ms. Douts Ms. Sharp

Ms. Winfree Ms. Welch

School Psychologist

Ms. Segal

School Social Worker

Ms. Martin

Student Assistance Specialist

Mr. Robinson

School Nurse

Ms. Wong

Come visit us
in the **Counseling Office**
(across from the cafeteria)!



Reframing Classroom Management: A Toolkit for Educators

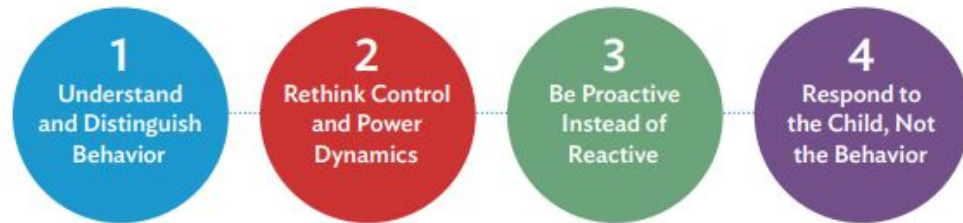
Effective classroom management is critical to supporting student engagement and achievement. You can spend hours crafting a creative, engaging, standards-aligned lesson, but that lesson will be of little use if taught in a chaotic or unsafe classroom. In a [2013 study](#), The New Teacher Project found that teachers identified classroom management mistakes as the most common barrier to great teaching. In a survey administered by Teaching Tolerance during spring 2016, over 45 percent of teachers who responded indicated that they had wanted to leave the profession at one point because of classroom management and behavioral issues.

Educators agree that classroom management is important, but our survey revealed that few teachers are explicitly trained beyond cursory traditional approaches (which can actually exacerbate behavior problems). This toolkit seeks to reframe classroom management by questioning the assumption that teachers must always lead and be in control and that students must always follow. This model supports teachers in responding to student behavior with the goal of keeping learning on track rather than keeping absolute control. It focuses on student development instead of punishment.

We created this model—and the accompanying recommendations—with input from over 1,200 teachers across the country.

https://www.learningforjustice.org/sites/default/files/general/TT_Reframing_Classroom_Management_Handouts.pdf

<https://www.learningforjustice.org/professional-development/webinars/classroom-management-consensus>



THE FUNNEL EFFECT:

12 WAYS SUSPENSIONS PUSH STUDENTS THROUGH THE SCHOOL-TO-PRISON PIPELINE

STUDENT IS SUSPENDED FROM SCHOOL



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

REDUCED SCHOOL ATTENDANCE & LEARNING OPPORTUNITIES

REDUCED ENGAGEMENT AND SCHOOL CONNECTEDNESS

LOWER ACHIEVEMENT AND TEST SCORES

INCREASED LIKELIHOOD OF DROPPING OUT

INCREASED SOCIAL COSTS CREATING LESS PUBLIC RESOURCES

INCREASED GRADE RETENTION/REPEATING

POORER SCHOOL CLIMATE

INCREASED EXPULSION/TRANSFERRED TO ALTERNATIVE SCHOOL

INCREASED BEHAVIORAL PROBLEMS AND MISCONDUCT

INCREASED LIKELIHOOD OF ENTERING THE JUVENILE SYSTEM

INCREASED OPPORTUNITY FOR LACK OF SUPERVISION

INCREASED SUBSTANCE ABUSE

STUDENT IS MORE LIKELY
END UP IN PRISON



IN CALIFORNIA,
SUSPENDED STUDENTS
PRODUCE OVER
2.7 BILLION
IN LIFETIME COSTS
FROM ONE GRADUATING
CLASS

REFERENCES

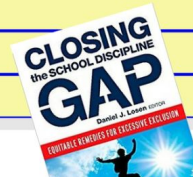
- (6) Council of State Governments, Justice Center. (2011). "Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement."
- (7) American Psychological Association. "Are Zero Tolerance Policies Effective in Schools? An Evidence Review and Recommendations" (2008)
- (8) Council of State Governments, Justice Center. (2011). "Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement."
- (11) Shlay, Russell. "Zero tolerance and alternative discipline strategies." National Association of School Psychologists. Communique 38.1 (2010)
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- (11) Shlay, Russell. "Zero tolerance and alternative discipline strategies." National Association of School Psychologists. Communique 38.1 (2010)

REMEDIES AND SOLUTIONS TO ADDRESS EXCESSIVE SCHOOL DISCIPLINE

- ☒ 1 ELIMINATE SUSPENSIONS FOR VAGUE AND SUBJECTIVE CATEGORIES
- ☐ 2 POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS
- ☐ 3 MULTI-TIER SYSTEM OF SUPPORTS
- ☐ 4 RESTORATIVE PRACTICES
- ☐ 5 SOCIAL EMOTIONAL LEARNING
- ☐ 6 ONGOING PROFESSIONAL DEVELOPMENT
- ☐ 7 INITIATIVES TO IMPROVE ACADEMIC ENGAGEMENT
- ☐ 8 IMPROVING LEARNING CONDITIONS AND SUPPORTS
- ☐ 9 REVAMPED DATA COLLECTION, ANALYSIS, AND MONITORING
- ☐ 10 BIAS REDUCTION AND CULTURAL COMPETENCY TRAININGS
- ☐ 11 NECESSARY INVESTMENT IN COUNSELORS, SOCIAL WORKERS, ETC
- ☐ 12 INITIATIVES TO IMPROVE SCHOOL CLIMATE
- ☐ 13 COORDINATED BEHAVIORAL PLANS
- ☐ 14 STUDENT THREAT ASSESSMENTS
- ☐ 15 EARLY WARNING SYSTEMS
- ☐ 16 TRAUMA-INFORMED CARE

REFERENCES

- (6) Council of State Governments, Justice Center. (2011). "Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement."
- (7) American Psychological Association. "Are Zero Tolerance Policies Effective in Schools? An Evidence Review and Recommendations" (2008)
- (8) Council of State Governments, Justice Center. (2011). "Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement."
- (11) Shlay, Russell. "Zero tolerance and alternative discipline strategies." National Association of School Psychologists. Communique 38.1 (2010)
- (9) Council of State Governments, Justice Center. (2011). "Breaking school rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement."
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- (11) Shlay, Russell. "Zero tolerance and alternative discipline strategies." National Association of School Psychologists. Communique 38.1 (2010)




For additional information and insight, pick up a copy of "Closing the School

DATA TOOL FOR PA! <https://www.tinyurl.com/aclupatool>

INTRODUCTION	1. STUDENT SUPPORT	2. SCHOOL SUSPENSION	3. ARRESTS AND	4. NATIONAL COMPARISON	5. REMEDIES &
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INTRODUCTION

Suspensions, expulsions and police interventions are being used to remove large numbers of students from school. This dashboard contains interactive maps that show the impact of school



Each tab contains a map and chart. Scroll over the **hotspots** on the map to reveal the statistics for that district. **SEARCH** for specific **DISTRICTS** in the chart by typing their name into the search bar.

1. SCHOOL SUPPORT STAFF TAB → see which districts in Pennsylvania lack adequate access to counselors, psychologists, nurses, and social workers.

2. OUT-OF-SCHOOL SUSPENSIONS TAB → see which districts have the highest number of instructional days lost and which students are most affected.

3. ARRESTS AND REFERRALS TAB → see which districts have the highest number of student encounters with law enforcement and which students are most affected.

4. NATIONAL COMPARISONS TAB → see how Pennsylvania compares to the rest of the country.

5. REMEDIES AND RESOURCES TAB → see examples of successful campaigns that tackled issues of police in schools, exclusionary discipline, and policy on the state and district

Links & Next Steps



- Full Report
 - [https://aclucalaction.org/wp-content/uploads/2022/01/2022 State of Student Wellness Report .pdf](https://aclucalaction.org/wp-content/uploads/2022/01/2022%20State%20of%20Student%20Wellness%20Report.pdf)
- Pa data tool
 - <https://www.tinyurl.com/aclupatool>
- People's Plan for Police-Free Schools
 - <https://blackorganizingproject.org/wp-content/uploads/2021/07/The-Peoples-Plan-2019-Online-Reduced-Size.pdf>
- Classroom Consensus: Reframe Classroom Management
 - https://www.learningforjustice.org/sites/default/files/general/TT_Reframing_Classroom_Managment_Handouts.pdf
- Blog
- <https://www.aclu.org/blog/racial-justice/race-and-inequality-education/why-school-psychologists-are-worried-about-mental>
- <https://youthtoday.org/2020/03/the-risks-of-threat-assessment-to-students-are-dire>