Building Positive Models of School Discipline and Student Support that Includes Substance Use Services: A Resource Library

<u>School Discipline:</u>

- The Dignity in Schools Campaign Model Policy on Drugs and Alcohol provides guidance for establishing non-punitive substance use responses in schools. It includes policy recommendations on school-wide prevention programs, including effective drug and alcohol education[1], student searches, student drug testing, confidentiality, sharing of information on community-based resources, and non-punitive intervention strategies. The guidance directs schools and districts to implement policies that respond to student drug and alcohol use as a public health issue and not a school discipline, juvenile justice or criminal justice issue.

- The Dignity in Schools' Model School Code on Education and Dignity is a longer set of guidance and policy recommendations for federal, state and local policymakers to end school pushout. The guidance includes policy on a wide range of topic, including:
    - School climate and positive discipline
    - Guidelines for suspensions, expulsions, and removals
    - Law enforcement and criminalization in school environments
    - Alternative schools
    - Restorative Justice practices
    - Positive Behavior Interventions and Supports
    - Freedom from discrimination

- The Fix School Discipline Community Toolkit is tailored to California's political landscape but provides useful information and resources on alternatives to punitive discipline models in schools, including:
    - School-wide positive behavior interventions and supports (SWPBIS)
    - Restorative Justice and Restorative Practices
    - Social Emotional Learning (SEL)
    - Trauma sensitive strategies
    - Racial bias and discrimination
    - Culturally Responsive Classroom Management (CRCM)

- For data on school discipline, check out:
    - The federal Department of Education Civil Rights Data database. For more information on how to use the database, review page four of the Fix School Discipline Toolkit.
    - This Community Catalyst assessment of state-level data available on school discipline. This document highlights data available on state websites that offers more detail than the information available through the federal

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[1] The Drug Policy Alliance has a drug education curriculum that appears to meet the criteria outlined in the Dignity in Schools Model Policy: https://www.drugpolicy.org/resource/safety-first-real-drug-education-teens

Department of Education data, and specifically which states collect reason for discipline that can be disaggregated by race/ethnicity.

   o The Government Accountability Officer's report on [Discipline Disparities for Black Students, Boys, and Students with Disabilities](#) offers detailed data analysis on their findings that Black students, boys, and students with disabilities were disproportionately disciplined (e.g., suspensions and expulsions) in K-12 public schools, according to their analysis of Department of Education (Education) national civil rights data for school year 2013-14. They found that these disparities were widespread and persisted regardless of the type of disciplinary action, level of school poverty, or type of public school attended.

SBIRT as an Alternative to Suspension:

- [School Discipline & Student Substance Use: A guide for school-based health providers.](#) Developed by the California School Based Health Alliance, this product includes an analysis of state education law and examples of schools that have used SBIRT as an alternative to suspension.

- [Four Corners Youth Clinics & Southwest Open School in Cortez, Colorado](#). This is a slide deck put together by and SBHC in Colorado that highlights the SBHC and school partnership, the needs of different stakeholders, and details on how the program operates. Note that some students have offered feedback that this particular model continues to feel punitive in nature.

The School Responder Model:

- School [Responder Model Infographic](#). This infographic describes what the SRM is and how it works. The SRM is specifically designed for young people with behavioral health challenges, who are more likely to receive punitive punishment for what is considered disruptive behavior. It provides an alternative to calling law enforcement and attempts to address root causes of behavior. This infographic provides some statistics on impact, describes key components, and highlights examples from various states.

- [Building a School Responder Model](#): Guidance from Existing Diversion Initiatives for Youth with Behavioral Health Needs. This interactive website walks people through the steps of establishing an SRM.

- The National Center for Mental Health and Juvenile Justice report [DISRUPTING SCHOOL-JUSTICE PATHWAYS FOR YOUTH WITH BEHAVIORAL HEALTH NEEDS](#) offers statistics on school discipline and presents the SRM as a solution.

Restorative Justice Models:

- Dignity in Schools Campaign [guidance on restorative justice](#) is a good resource to understand the different components of restorative justice programming, and how to support restorative practices through school policy.

- This Oakland Unified School District's [Restorative Justice Implementation Guide](#) offers guidance on creating a restorative school, walking through the various steps.

- The [Whole School Restorative Justice](#) resource from the Oakland Unified School District outlines the three tiers of restorative justice models.

- This [Diversion Toolkit for Communities](#) focuses on building restorative justice diversion programs for youth. It offers important information on youth criminalization, how to support those harmed, forms of restorative justice, how to honor the origins of restorative practices and indigenous peoples, and evidence on cost savings and effectiveness.

Trauma Informed Care:

- Child Trends: [Responding to Trauma through Policies that Create Supportive Learning Environments](#). This brief introduces a Trauma-Informed Policy Framework to help state officials create supportive learning environments. It offers steps for building a state-wide initiative and includes important considerations for policy analysis.

- These [Principles of Trauma Informed Care](#) were used by [C4 Innovations](#) to develop an organizational self-assessment. They offer some considerations for building trauma-informed environments.

Policing in Schools:

- Human Impact Partners: [Health and Cultural Wealth: Student Perspectives on Police-Free Schools in Fresno, CA.](#) This research brief, created in partnership with Fresno Barrios Unidos, intentionally centers the experiences and perspectives of students, who are most directly impacted by school policing. The brief evaluates the health impacts of divesting from police contracts and investing in healing-centered practices and spaces on school campuses in the Fresno Unified School District (FUSD) in Fresno, California by exploring the public health research on school policing and its alternatives, and by incorporating student voices via interviews with Fresno students on ways to best support their health, safety, and learning at school.

- The Advancement Project: [We Came to Learn: A Call to Action for Police Free Schools](#). This report offers a comprehensive history of policing in schools and the

criminalization of young people of color through the school to prison pipeline. It offers important statistics, outlines financing mechanisms, highlights school case studies/examples, and makes policy recommendations. They also have an [interactive website](#) that highlights some of the key points of the report.

- WestEd Justice and Prevention Research Center: [What Do We Know About the Effects of School-based Law Enforcement on School Safety?](#) This resource provides an overview of how schools based policing programs are structured and financed, as well as summarizing existing research and evidence. Key findings highlighted are: 1) There is no conclusive evidence that the presence of school-based law enforcement has a positive effect on students' perceptions of safety in schools; 2) School-based law enforcement in the form of an SRO may be associated with higher rates of exclusionary discipline; 3) the body of research on the effectiveness of SROs does not address whether their presence in schools has deterred mass shootings.

- Congressional Research Service: [School Resource Officers: Law Enforcement Officers in Schools](#). These resources offers federal data and analysis on police presence in schools and the federal funding that supports it.

- [Policing in America's Schools: And Education Week Analysis](#). This resource summarizes 2013-2014 data on school arrests and policing.

- [Education Under Arrest: The Case Against Police in Schools](#). This 2011 report from the Justice Policy Insititute offers alternative models to school policing, that includes early identification and support for students with disabilities and behavioral health concerns, expanding school-based counselors, and implementing positive behavioral interventions and supports.

- Urban Institute: [The prevalence of police officers in US schools](#). This resource is a short summary of data and rearch.

Whole Child Education:

- This [PowerPoint from the Learning Policy Institute](#) offers a framework for Whole Child Development that highlights the distinct roles and relationships between positive school climate, social emotional learning, and systems of support. It puts positive school discipline in this context and offers statistics and research to support moving away from punitive models. It also highlights ESSA and other federal levers for financing these services.

School Climate:
- [Civil Rights Principles for Safe, Healthy, and Inclusive School Climate](#). This document details a set of principles for developing safe, health, and inclusive school environments that was developed as a collaboration across many national

organizations, including the ACLU, CLASP, NOW, the Center for Popular Democracy, and the National Center for Transgender Equality.

- US Department of Education Office of Civil Rights School Climate and Safety Policy Brief. This policy brief offers a summary of the most recent (2015-2016) federal data on school climate and safety.

- School-wide Positive Behavior Interventions and Supports:
    - This resource offers examples of school-based implementation of PBIS, as well as data, research and best practices.
    - This study found that schools where SWPBIS was implemented fully and the staff sustained the program at the school site, the growth in academic achievement was strongly associated with the implementation of SWPBIS.
    - This National Education Association brief explains what PBIS is and offers considerations for implementation.

- Multi-Tiered Systems of Support (MTSS): This is an umbrella term in which many models for whole child education, effective instruction, and school-based health services can fit within. For example, PBIS and SBIRT can be considered or fit within broader MTSS. MTSS includes three tiers of support for students: universal, targeted and intensive. Many states support schools in implementing MTSS, including:
    - A Blueprint for MA
    - The Illinois Multi-Tiered System of Support Network
    - Florida's MTSS
    - There is also the Multi-Tiered Systems of Support (MTSS) Network that is examining MTSS that integrates both academic and behavioral support systems within elementary schools.

Other Resources:

- CMS + SAMHSA GUIDANCE TO STATES AND SCHOOL SYSTEMS ON ADDRESSING MENTAL HEALTH AND SUBSTANCE USE ISSUES IN SCHOOLS