

ENDING RACIAL DISCIPLINE DISPARITIES

An Educator's Guide to School-based Change

April 2016





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Dear Colleagues,

As educators, we take responsibility for changing our practices and mindsets in a way that moves us toward ending the stark racial disparities in school disciplinary actions and their negative impact on students of color. We joined together as a team because we believe in the promise of racial equity and inclusion policies, and we want to see these policies succeed. For example, in 2014, Minneapolis Public Schools (MPS) banned the use of suspensions for their youngest learners for nonviolent infractions and then extended that ban up through fifth grade.¹ St. Paul Public Schools (SPPS) has also limited the use of suspensions to more serious infractions.² Such policy changes are a critical step in the right direction, but we are still concerned that students' experience in school will not change unless teachers receive the necessary complementary supports and resources to implement those policies. Simply stated, we have felt these supports and resources are lacking.

To further the impact of these policy shifts, we as educators and school leaders must commit to exploring our biases, while learning about and using alternatives to exclusionary practices, if we are to succeed in reducing racial disparities in discipline and increasing student achievement. We must use our voices to call out for the necessary supports that both educators and students need. Meanwhile, school and district administrators and state leaders must commit to listening to educators and students.

To that end, for the last six months we have engaged our colleagues in productive, solutions-oriented conversations about what we need and what needs to change. We held focus groups and surveyed more than 200 educators.³ The most frequent feedback was educators' hunger for ongoing training on alternatives to excluding students and a belief that alternatives such as restorative justice are "essential to addressing the achievement gap."⁴

Above all, we heard an eagerness to move toward solutions. The vast majority of educators we surveyed were ready to try new things and work on solutions that were within their control. That inspired us to study school discipline practices to learn about what's working and what's not in reducing discipline disparities. We wrote this action guide for educators who are ready to start creating immediate change for black and brown students in their schools. It is our hope that this is one tool that supports educators in both leading courageous conversations and, more importantly, taking bold actions to make meaningful changes for our students.

*The 2015 Educators 4 Excellence-Minnesota Teacher Action Team
on Ending Racial Disparities in Discipline*

INTRODUCTION

The Problem: Nationally, black students are on average three times more likely to be suspended than white students. Latino students are twice as likely as white students to be suspended.⁵ As educators, we know these disparities are unacceptable. These numbers represent the names and faces of students and families in our community who have received the message over time, and in many ways—“School is not for you.” Minnesota is no exception to this national trend. During the 2012–13 school year, Minnesota administrators gave out 45,964 suspensions to students, which resulted in 109,495 missed instructional days. As one insight into the racial disparities that play out in our own community, black students made up 40 percent of those suspensions even though they make up only nine percent of the population.⁶

Some people defend the disparities by perpetuating myths about students of color and their white peers. Two commonly cited myths are that suspending disruptive students will allow the other students to learn and that suspensions will deter disruptive behavior. Large bodies of research show that both of these assumptions are incorrect. Not only do suspended students experience lower achievement as a result of lost instructional time, but students who remain in the class are also negatively impacted, scoring lower on standardized tests.⁷ Another myth is that these racial disparities in discipline rates exist because black and brown students misbehave more often. In fact, research shows that black and brown students are disciplined more frequently and more harshly than white students for similar offenses.⁸ One study found that

among students of color, the darker the student's skin tone, the more likely he or she was to be suspended. Subjective offenses drove this disproportionality, meaning that adults were consciously or subconsciously penalizing students based on their skin color. For that reason, we call attention in this guide specifically to our black and brown students, including African-American, Latino, and American Indian students, who are disproportionately affected by this problem, while white and Asian-American students are not.⁹

These myths perpetuate a system of disparity that lasts well beyond students' K–12 years. For our black and brown students who are affected by this inequitable system of disciplinary action, the long-term consequences can be life-altering. For example, students who have been suspended once in ninth grade are twice as likely to drop out of high school as students who have not been suspended. Students who drop out are 63 times more likely to end up in the criminal justice system than to become college graduates.¹⁰ These trends highlight what has come to be described as “the school-to-prison pipeline.”

Fig. 1 **Probabilities of suspension for African-American males and females, by skin darkness**

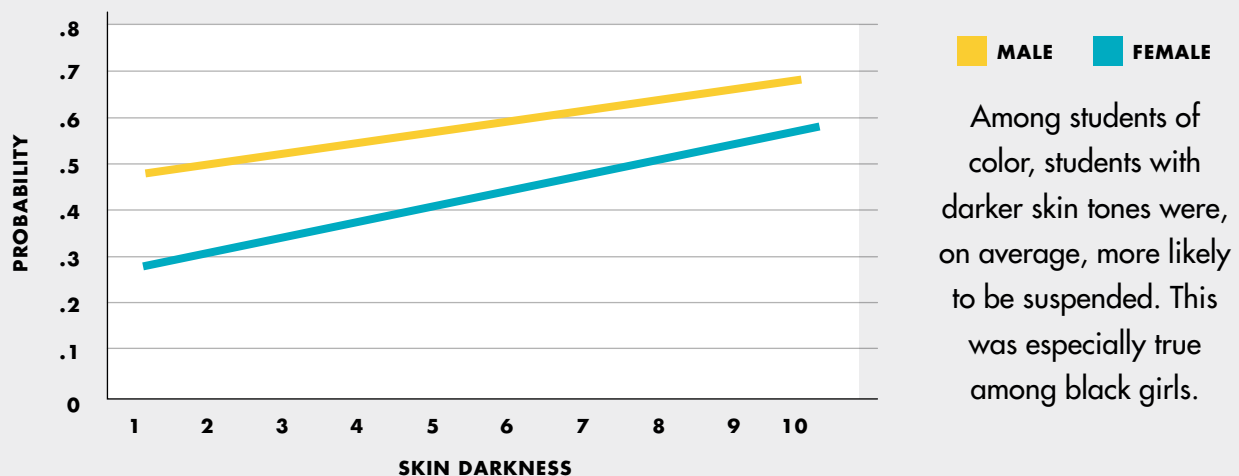
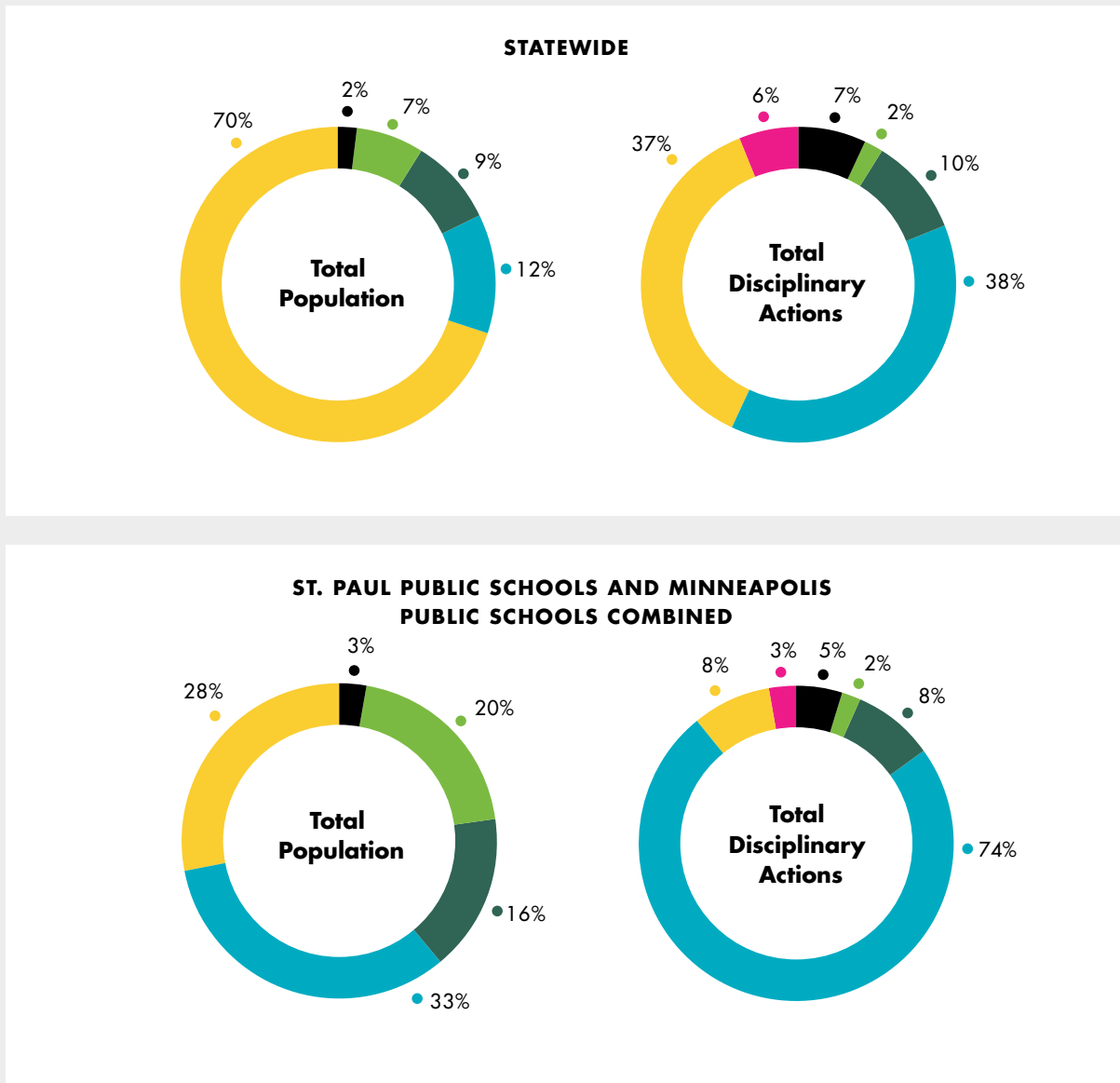


Fig. 2 Racial makeup of student population and disciplinary actions

While black and brown students make up a smaller fraction of the total student population, they account for a large majority of the students being suspended and expelled.



Nationally, white and black students engage in behaviors such as bringing weapons or drugs to school at fairly similar rates. However, when it comes to subjective offenses, where teachers and administrators determine whether an infraction has occurred and also if it merits suspension, **black students are significantly more likely to be suspended**. These are often behaviors that fall into the “willful defiance” category—a catchall that includes disruptive behavior, refusal to do school work, and in some cases even eye-rolling.

Fig. 3 **School suspensions for subjective offenses, 2004-12, nationally**

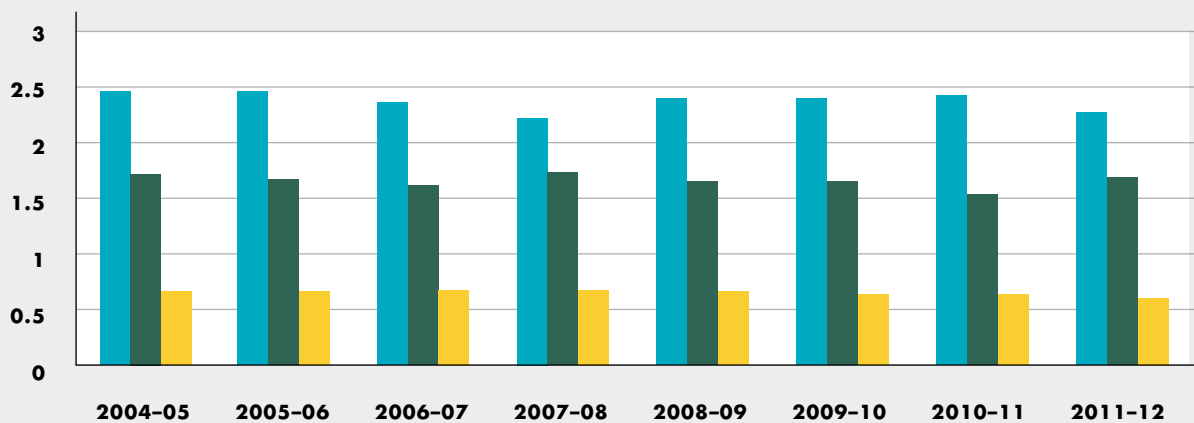
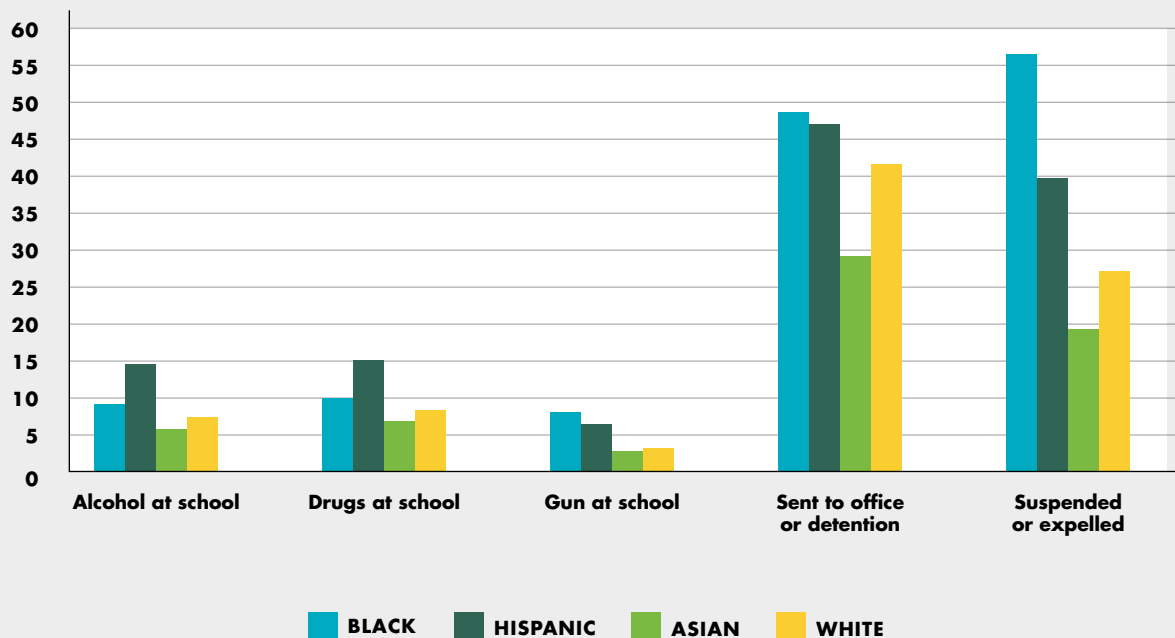


Fig. 4 **Behavior compared with suspensions and expulsions**



What educators can do

As educators we have a choice: we can continue to use pushout practices that are not working for our students, or we can actively work to create more inclusive and less punitive school environments to disrupt the school-to-prison pipeline. This guide is designed to support educators who recognize that change must start in their classrooms and extend beyond. This is a tool that passionate educators can use to help improve their schools' behavior philosophies and systems in ways that address and reduce racial disparities in discipline.

THIS GUIDE IS:

- A step-by-step resource for educators who are passionate about ending racial discipline disparities to move the work forward in their schools in collaboration with a team of colleagues.
- A summary of a few key research-based and teacher-supported strategies (such as restorative justice practices) that can be immediately implemented in schools.
- Usable and not too dense or research-heavy. It is something teachers can pick up and use readily.
- Implementation-focused, highlighting steps to take within a school.
- Focused on race.

THIS GUIDE IS NOT:

- A training, program, policy or holistic system for managing behavior or eliminating racial discipline disparities.
- Meant to replace any policy or program.
- Purely “policy-focused” like other Educators 4 Excellence Teacher Policy Team papers. It is not geared toward state- or district-level policy changes.
- One size fits all. Every school environment is different, and some may have more robust behavior systems or practices in place than others.
- Blind to the impacts of larger systemic racism.
- An immediate solution for ending racial discipline disparities.



As a special education teacher for students with EBD (Emotional and Behavior Disorder), I see the school-to-prison pipeline play out in front of me. We need to do better for our black and brown students. This starts by talking about race directly instead of ignoring it.

Cristin Murphy, Special education teacher at Roseville Area Middle School, Roseville Public School District

Discipline Myth Busters

THE MYTH

THE FACTS

Students of color are being disciplined and suspended more often because they misbehave more often (and exhibit more serious behaviors)

Multiple studies have found little to no evidence that racial differences in discipline are due to differences in rates or types of misbehavior by students of different races.

One study found that regardless of levels of misbehavior and delinquency, schools with higher enrollment of black students are more likely to use higher rates of exclusionary discipline, court action, and zero tolerance policies, and to use fewer mild disciplinary practices.

Disparities in discipline are not based on race as much as they are a result of poverty and the home or community conditions of students

Urban schools consistently suspended a higher proportion of black students even after controlling for poverty.

Not only are there racial disparities in discipline rates, there are also disparities in how black students are disciplined that appear to be literally based on skin color. One study found that darker-skinned black students were more likely to be suspended than black students with lighter skin. This was particularly true for girls, who seemed to be driving the overall disparity safer. Darker-skinned black girls were suspended three times more often than lighter-skinned girls.

Disruptive students must be removed so other students can learn

Studies have found the opposite to be true: suspending or otherwise pushing out students has not improved academic outcomes for other students, and can actually harm the students who remain.

For example, after tracking nearly 17,000 students over three years, two Midwestern researchers found that high rates of school suspensions harmed math and reading scores for non-suspended students.

Research has found that lower suspension rates correlate with higher academic achievement. This finding applies across racial groups.

More suspensions make schools safer

The research findings suggest the opposite. Schools with higher rates of school suspension and expulsion appear to have less satisfactory ratings of school climate and less satisfactory school governance structures, according to the American Psychological Association.

For links to research studies that support these facts, visit educators4excellence.org/mnactionguide

THE MYTH

THE FACTS

Restorative justice practices or other alternatives to suspension let students off the hook, and they are not held accountable

Accountability within restorative frameworks requires that students take responsibility for their behavior and take action to repair the harm. Taking full responsibility for behavior requires:

- Understanding how that behavior affected other human beings (not just the courts or officials).
- Acknowledging that the behavior resulted from a choice that could have been made differently.
- Acknowledging to all affected that the behavior was harmful to others.
- Taking action to repair the harm where possible.
- Making changes necessary to avoid such behavior in the future.

Restorative justice practices are something that only school counselors or behavior interventionists are responsible for

The most successful examples of restorative justice practices resulting in reduced suspensions and behavior incidents involve schoolwide systems.

There are many ways in which teachers can integrate restorative approaches into their classrooms and teaching, such as holding a one-on-one restorative conversation or a classroom circle to address an issue and restore relationships.

Suspensions deter students from engaging in serious offenses

Suspensions do not work as a deterrent. Suspensions are particularly ineffective in deterring future suspensions once a student has been suspended. Students receiving a suspension are up to 50 percent more likely to receive additional suspensions.

Suspensions are only used as a measure of last resort in serious or violent incidents

Federal data, such as the data collected by the Office of Civil Rights in 2009–10, demonstrates that most out-of-school suspensions are for minor nonviolent and subjective offenses, especially for students of color who attend America’s middle and high schools.

Other research that analyzes state databases shows similar trends. For example, in Minnesota, approximately 70 percent of suspensions during the 2013–14 school year were for nonviolent incidences. The most common category was “disruptive/disorderly.”





ACTION STEPS FOR REDUCING RACIAL DISCIPLINE DISPARITIES

Our guide includes nine main steps that teams of teachers can follow to design school-based plans to implement key research-based strategies, such as restorative justice or trauma-informed teaching, in order to enact change. The step-by-step methodology is meant to guide teachers through a deliberate change-management process, coupled with the ideas, resources, and supports to accomplish these steps.

The following steps are intended to be a starting point for conversations. The steps are adaptable for different school contexts. School teams and individuals may spend less time on some steps or more on others, or skip some steps entirely. We encourage educators to take the guide and adjust it to their context as needed. To ensure the guide is digestible, we have limited the amount of resources included. We have posted additional resources in Appendix and also on the website educators4excellence.org/mnactionguide.

As you consider the following steps and strategies, we also encourage you to:

APPLY A RACIAL EQUITY LENS TO ALL PARTS OF THIS WORK

- Consistently examine the role whiteness plays in policies and practices—on an individual, school, and systemic level
- Continue to unpack biases, commit to being actively anti-racist, and take actions to support that commitment

APPROACH THE WORK IN A STUDENT-CENTERED AND SOLUTIONS-ORIENTED WAY

- Build healthy staff culture through trust and buy-in
- Educate and inspire colleagues through ongoing, student-centered discussions
- Be transparent with colleagues and school leadership about your plans and aspirations

INCORPORATE STUDENT VOICE

- Seek input from students and use their ideas
- Empower students to lead whenever possible, including giving up control where appropriate

1 Create a team

The first thing to embrace when embarking on a mission to reduce racial disproportionality of disciplinary actions is that this work is best accomplished with others. In fact, it is highly unlikely that you will be able to make sustainable change without the support and buy-in of others in your school, including school leaders. Working with a team allows you to provide each other emotional and moral support, generate innovative ideas, draw upon diverse knowledge and skills, and create collective power to increase the likelihood of influencing your administration and colleagues.

You may know who should be involved at your school, but here is a list of ideas to help you start brainstorming who could join your team:

- Current equity or school climate teams
- Instructional leadership and decision-making teams
- Behavioral support staff, deans, counselors, school social workers
- Teachers with a strong racial equity lens and strong instructional practice

Map out the skills, assets, and positional power you need on your side to get the work done. List people who have those ideal traits and create a recruitment plan to get them on board with the idea of starting a team.

To recruit people to the team, you will need to “make an ask”—a compelling case for why this work matters and

how their individual leadership matters; ultimately you will ask them to be part of the work. Ideally, your colleagues will say “yes” right away. But likely, you’ll face a few barriers. Barriers can be characterized as “five types of ‘no.’”

- “No, not that”—this person may not be interested in the specific task you’ve offered.
- “No, not without help”—this person may not be ready to do the work until there are other people willing to help.
- “No, not now”—this person may not have time to help.
- “No, not you”—this person may need someone else to ask, as maybe your relationship with him or her is not strong enough, or he or she will be more likely to respond to someone else.
- “No, not ever”—this person is truly not interested.

Your colleagues will likely not say those exact words. You will have to read between the lines and ask questions to ascertain any concerns and overcome them. Here are ways you can overcome types of “no”:

- “No, not that”—give this person a different role or way of contributing to the mission, adapted to his or her strengths and interests.
- “No, not without help”—ask this person to help you recruit others, or recruit others and then go back to this person when you have a larger team.
- “No, not now”—ask if there would be a better time or offer a less time-intensive way to contribute.

- “No, not you”—find an influencer or friend of this person and have that person make the ask.
- “No, not ever”—accept this person’s answer and move on to someone else.

2 Work with school leadership to secure necessary resources

Many of the educators we surveyed shared a frustration with one-time professional development sessions that are not built upon during the school year. Seventy-six percent of respondents listed “time” as a much-needed resource. Educators expressed a hunger for ongoing and dedicated time to address racial disparities in discipline.¹¹ To secure the necessary resources to be effective, you will need to work in partnership with your building (and perhaps district) administration.

Resources you may consider asking for:

- **A dedicated time to meet**—before school, after school, during professional learning communities (PLCs), or during a shared planning time.
- **A dedicated full-time or part-time position**—a Restorative Justice or Racial Equity Coordinator to help plan and coordinate efforts.
- **Dedicated professional development**—funding for external opportunities or time to plan and facilitate internal, ongoing professional development.
- **Access to data**—ensure you are able to access and track disciplinary and engagement data disaggregated by race.

Ideas for getting buy-in from school leaders:

- Connect the team’s work to the schoolwide goals for student achievement or other strategic plans of the school or district.
- Bring examples of successes from other schools. Offer to make connections to other schools or principals who have tried similar solutions and made progress.
- Come with ideal proposals, but be willing to compromise to reach a solution that will be amenable to all parties.
- Invite school leaders to attend the regular team meetings and provide regular updates to build trust.
- Consider which staff members have close relationships with school leaders that could be leveraged as potential members of your team.

3 Review data

Examining data for trends can help objectively inform your conversations about what is happening and what is needed. It can be difficult to examine our own practices or be aware of patterns in the way we as educators interact with students. Educators make hundreds of split-second decisions every day related to classroom management, student engagement, and behavior. These decisions add up to highly disproportionate rates of suspensions among black and brown students, particularly for subjective infractions.¹² Reviewing data is one way to help us see trends, address them, and build awareness.

It is important to review both student engagement and discipline data. Research shows that when student engagement is high, negative behaviors are less frequent.¹³ This resonates with our classroom experiences. For example, we know it is not uncommon to see a fourth grader who is regularly on-task during math but displays more distracting behaviors during English language arts class because she’s struggling to read. Potential discipline and engagement data points to examine include:

Engagement data—

- Student engagement surveys that are administered for evaluations
- Observation data—hands raised, time on task, etc.
- Attendance records
- Grades, and missing or late assignments

Discipline Data—

- Time-out room records (sometimes called buddy room or focus room, etc.)
- Office referral forms
- Suspension/expulsion records
- Referral numbers by teacher

“

We must review the data in an honest way, using a racial equity lens. If we simply look to see if the total number of suspensions is down for the year, we may miss the fact that, for example, the total number of suspensions are down but suspensions among black and brown girls are sharply rising.

Sarah Hunter, *Teacher on Special Assignment (TOSA) at Anne Sullivan Communication Center, Minneapolis Public Schools*

4 Conduct an analysis of programs

Almost every school has some form of behavior or intervention system in place. Many schools have implemented targeted professional development, programs, and curricula to reduce disciplinary actions and keep kids in the classroom. However, our focus group and survey data suggest that few schools have done the work to specifically address racial disparities in disciplinary actions.¹⁴ Furthermore, many of the programs or systems that are outlined in district policy are not implemented with fidelity.¹⁵ For example, many schools have Positive

Behavioral Interventions and Supports (PBIS) but only some have dedicated the time and resources necessary to implement it fully.¹⁶

Therefore, after reviewing school outcomes data, teams should conduct a holistic analysis of what is currently being done to address racial disparities in disciplinary data. The goal should be to answer the question of “why are we getting the outcomes we have now?”

A program or strategy-specific school analysis might look similar to Fig 5.

Fig. 5 **Sample Graphic Organizer for a Program or Strategy-Specific Analysis**

	Does your school use this? Yes No	Was it implemented correctly? Always Mostly Sometimes Rarely Never	Observations about the relative success or need for improvement: Have there been trainings? Has there been dedicated time and space? Has teacher voice been incorporated? Is there buy-in?
PBIS (Positive Behavioral Interventions and Supports)			
Responsive Classroom			
The Innocent Classroom			
Restorative Justice Practices (Restorative Circles, other Restorative Techniques)			
Peer Mediation			
Trauma Informed Teaching			
Social Emotional Learning Program or Curriculum (e.g., Second Step or CASEL)			
Racial Equity Professional Development (e.g., Courageous Conversations)			

Some general key questions to ask:

- Is there a clear schoolwide code of conduct that is well understood by the staff and students? If there is, what is and is not working? Are there any spaces (e.g., hallways, cafeteria) where expectations are not as clear?
- What opportunities do students in your school have to help create and hold each other accountable to school expectations?
- Which staff at your school are responsible for teaching, modeling, and reminding students about behavior expectations? Do all individual teachers have the tools, strategies, and resources to create safe and engaging classrooms and manage behaviors or do some teachers need support to hone those skills?
- Are there both proactive and responsive systems and practices in place at your school? Proactive approaches could include relationship building, understanding and using self-regulation, and faithfully implementing and consistently using PBIS. Responsive examples include using peer mediation and restorative practices to address an incident that has occurred.
- What are the ages and developmental stages of your students, and how does age impact the creation and enforcement of behavior expectations?
- Do you have students with specific or unique developmental or emotional needs where discipline needs to be addressed differently? If so, how can you ensure that adults in your school have the right tools to address these needs?

During this process, youth voice can and should be incorporated in a number of ways to make better decisions that are rooted in the real needs of students. Asking for student partnership early in the process will also help gain their support for solutions and lead to more buy-in to improve implementation. One key way to do this is to conduct student focus groups about racial disparities in discipline and behavior systems in schools. Ask for their input on what's working, what's not working, what they would like to see, and how they want to be involved in shaping these decisions. Share with students how their input will be used, and once plans are developed, circle back to show them how their input was incorporated. Ideally, teams will also build ways for students to be involved in carrying out these plans.

[Find resources for student focus groups on our website at \[educators4excellence.org/mnactionguide\]\(https://educators4excellence.org/mnactionguide\).](https://educators4excellence.org/mnactionguide)

5 Learn from successes in other schools

Now that you have reviewed quantitative and qualitative data to establish how your school is doing and the root causes behind some of the challenges you may be facing, the team can determine where they want to go. A great starting place for creating your school's vision is to gain a sense of possibility by learning from what's working in other schools. There are many examples of schools and districts successfully implementing strategies to reduce racial disparities in school discipline and to reduce overall behavior incidents both locally and nationally. We can learn from each other by conducting field research at other schools within our districts or outside of our districts, or by reading case studies from across the country. Central district offices may be able to provide information about which schools are excelling with a particular strategy, such as restorative circles or student advisory teams.

[See the Appendix for case studies.](#)

6 Establish a vision, set SMART goals and measures for success

As we know from our classroom experience, establishing goals for what we want to accomplish is crucial to making change. Without a clear goal for the team, it will be difficult to determine whether the strategies employed are resulting in the desired change.

Once data has been reviewed, needs assessed, and examples of success explored, teams should be ready to commit to a vision statement and SMART (specific, measurable, achievable, realistic, and time-bound) goals.

A vision statement should illustrate what teams would like to see as a result of their work. A sample vision statement might read, "College Prep Elementary is a place where students are thriving and reaching their full potential because they are in class 95 percent of the time."

“

As a teacher of color, this issue is one of the main reasons I became a teacher. I see myself as a role model both for students of color and white students. In that role I work very hard to show respect for my students, encourage them to speak, and then really listen to what they're saying.

Colleen Atakpu, High school math teacher at Twin Cities Academy High School, St. Paul

“In class, students are fully engaged in their work. All staff are trained and successfully implementing positive schoolwide engagement strategies. When students struggle to monitor their own behavior, teachers and students alike practice restorative behaviors to help bring peace to the classroom. Adults and students exhibit positive, productive relationships.”

Your goal should include how you measure that vision. Example SMART goals might include:

- Reduce office referrals for students of color for “disruptive behavior” by 30 percent by the end of the academic year.
- Decrease suspensions for non-violent behaviors by 50 percent by the end of December, and by 70 percent by the end of the year.
- Suspensions, when disaggregated by race, are proportional to the school’s student demographic makeup.

7 Select strategies and create an action plan

PART I: SELECT STRATEGIES

As you move from goal setting to planning, we want to call attention to the importance of applying a racial equity lens to the strategies selected. These strategies and practices will not be successful if educators are not regularly practicing self-examination to unpack biases and focus on racial equity.

There are many strategies, resources, curriculums, and systems to address behavior. We have chosen to highlight four promising practices: **restorative justice, peer mediation, social emotional learning, and trauma informed teaching**. We chose these four practices for several reasons, including:

They are research-based. National and local research show that these practices, when implemented with fidelity, can reduce racial discipline disparities.¹⁷

Teachers support them. Minnesota educators who were surveyed and interviewed believed these strategies were important or absolutely essential to reducing racial discipline disparities and addressing the achievement gap.¹⁸

They are flexible. These strategies can be integrated with classroom teaching practices and implemented in tandem with behavior systems, such as PBIS.

Each of the following strategies featured below has corresponding resources in Appendix on page 23 and on the website, educators4excellence.org/mnactionguide.

RESTORATIVE JUSTICE PRACTICES

What it is: All techniques involve inviting affected people to dialogue together to figure out how to repair the harm done.¹⁹ These practices give equal attention to community safety, victims' needs, and offender accountability and growth. Restorative justice is based on reintegration, inclusion, community building, and problem-solving skills. This is in contrast to more punitive approaches that focus on the rule that was broken and the corresponding punishment that often is centered around exclusion.²⁰ Restorative justice practices include many techniques such as classroom circles, one-on-one meetings, and family conferencing.

What it looks like: Tommy, an agitated 14-year-old high school student, was in the hallway cursing out his teacher at the top of his lungs. A few minutes earlier, in the classroom, he’d called her a “b___” after she told him twice to lift his head from the desk and sit up straight. Eric Butler, the school coordinator for Restorative Justice for Oakland Youth, heard the ruckus and rushed to the scene. The principal also heard it and appeared. Though Butler tried to engage him in conversation, Tommy was in a rage and heard nothing. Grabbing the walkie-talkie to call security, the principal angrily told Tommy he would be suspended. “I don’t care if I’m suspended. I don’t care about anything,” Tommy defiantly responded. Butler asked the principal to allow him to try a restorative approach with Tommy instead of suspending him.

“

I believe implicit bias has a lot to do with the way educators respond to behaviors, particularly with our black boys. It’s hard to measure this and prove a causal connection, but these subtle forms of bias can really affect the way we respond and build a classroom environment. These subtleties shape the way students feel about school and it compounds behavior issues.

Alex Jacques, Choir instructor at Columbia Heights High School, Columbia Heights Public School District

Fig. 6 **How important are restorative practices to reducing discipline disparities and suspensions?**

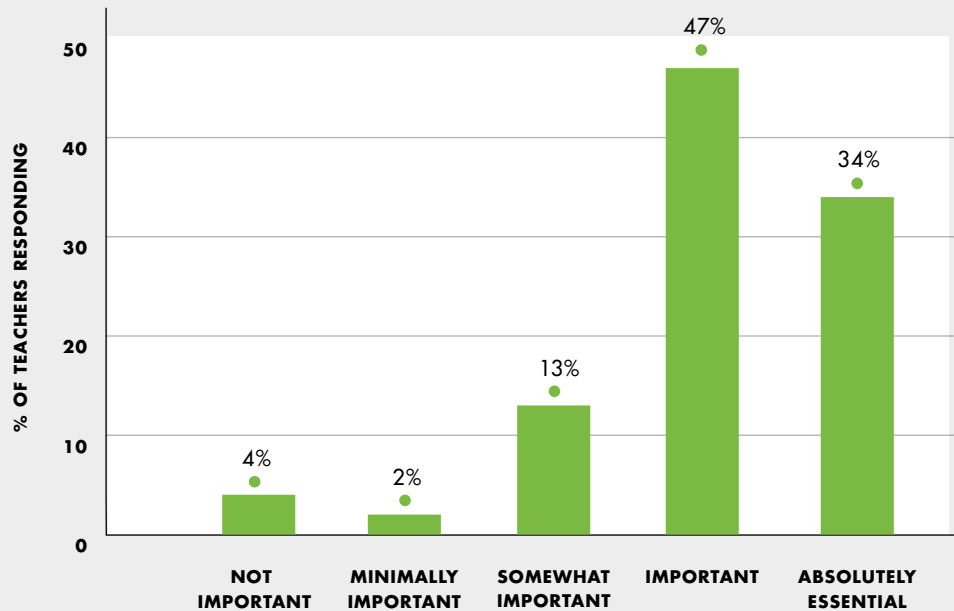
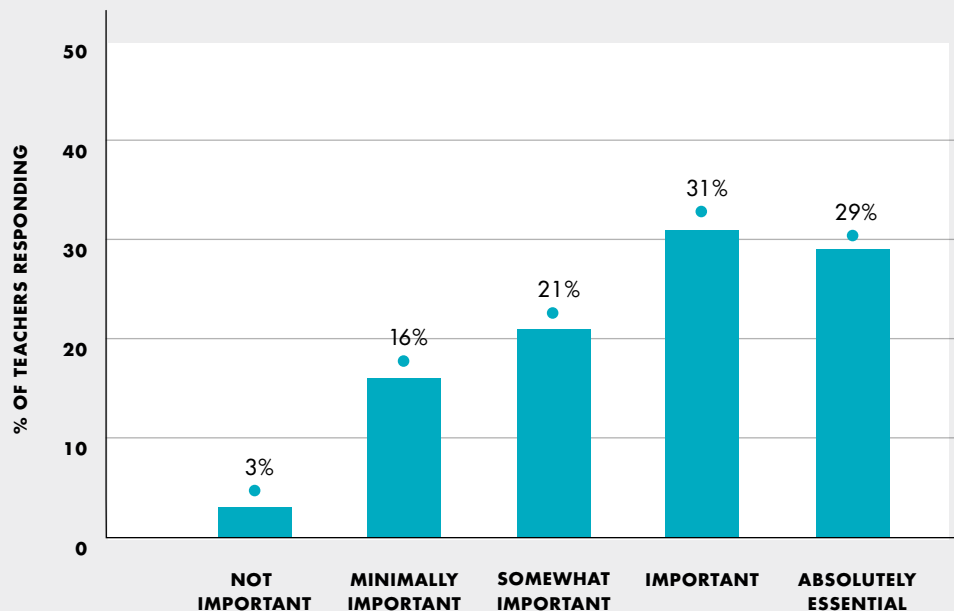


Fig. 7 **How important is training youth in peer mediation to reducing discipline disparities and suspensions?**



“Is everything OK?” The concern in Butler’s voice produced a noticeable shift in Tommy’s energy. “No, everything’s not OK.” “What’s wrong?” Butler asked. Tommy was mistrustful and wouldn’t say anything else. “Man, you took a swing at me, I didn’t fight back. I’m just trying my best to keep you in school. You know I’m not trying to hurt you. Come to my classroom. Let’s talk.” They walked together to the restorative justice room. Slowly, the boy began to open up and share what was weighing on him. His mom, who had been successfully doing drug rehabilitation, had relapsed.

After the principal heard Tommy’s story, he said, “We were about to put this kid out of school, when what he really deserved was a medal.” Butler tracked down Tommy’s mother, did some prep work, and facilitated a restorative justice circle with her, Tommy, the teacher, and the principal. Using a technique borrowed from indigenous traditions, each had a turn with the talking piece, an object that has a special meaning to the group. It moves from person to person, tracing a circle. The person holding the talking piece is the only one talking, and the holder speaks with respect and from the heart. Everyone else in the circle listens with respect and from the heart.

As Tommy held the talking piece, he told his story. On the day of the incident, he had not slept, and he was hungry and scared. He felt the teacher was nagging him. He’d lost it. Tommy apologized. He passed the talking piece to his teacher and heard her story.

Earlier in the year another student had assaulted her. She was terrified it was about to happen again with Tommy.

After the incident with Tommy, as much as she loved teaching, she had considered quitting. Tommy apologized again for the outburst and offered to make amends by helping her with after-school chores for the next few weeks. The teacher agreed to show more compassion in the future if she noticed a student’s head down on the desk.²¹ Source: *Oakland Schools Try Healing Instead of Punishment*. (2014) *Yes Magazine*. Retrieved: tinyurl.com/m8hcfu9

The Research: Oakland’s districtwide restorative justice program has resulted in substantial reductions in both suspensions and violence. For example, West Oakland’s Cole Middle School eliminated expulsions and reduced the rate of suspensions by more than 75 percent.²²

Locally, the Legal Rights Center’s work conducting restorative conferences in Minneapolis Public Schools has resulted in positive outcomes for students and families who participated:

- Increases in student attendance and academic progress. For example, only 20 percent of students were on track to graduate in the year they received this service compared to 40 percent in their following year.
- Decreases in serious behavioral incidents, as measured by number of suspensions and days suspended.
- Greater awareness among parents and guardians of the community resources available to help them support their child to do better at school. Sixty-one percent reported using new resources learned during the process.²³

Student Narrative

THE FOLLOWING IS A TEACHER RECOUNT OF A STUDENT INTERVIEW FROM FEBRUARY 2016. THE STUDENT HAS BEEN RENAMED FOR CONFIDENTIALITY

Brianna’s teacher thought she stole another student’s graphic calculator. Feeling upset, wrongfully accused, and targeted, Brianna swore at the teacher, yelling, “I’m not poor—why would I steal a calculator?!” She was sent out of the office and later suspended for disrespect. When asked how she felt about the situation, Brianna shared that she knew she shouldn’t have cursed at the teacher and that she felt embarrassed and heated at the time. She also still feels wronged and doesn’t understand why her teacher didn’t believe her. She regularly felt singled out for small infractions and noticed that students who were more vocal were receiving punishment more often, even though they weren’t necessarily breaking rules or creating problems. She noticed inequities in how different teachers responded to students of different races. Her hope is that some teachers become more aware of the way they’re interacting with various student groups, but she stated, “I don’t feel comfortable telling them that one on one.”

PEER MEDIATION

What is it: Peer mediation empowers youth to take a leadership role in reducing disciplinary disparities. Peer mediation is a student-led technique designed to address student-to-student conflict in school settings. Educators identify and train students to serve as peer mediators. Trainings provide students with communication skills and problem-solving strategies that help them lead to the resolution of a conflict without an adult present.

What it looks like: Mr. Edwards, a sixth-grade teacher, lets Sara, the trained student mediator, know she will be with two classmates later that afternoon after the students have cooled down from an argument. Later, when Sara meets with her classmates she explains the general rules of the mediation process to her peers. “Listen to one another without interrupting, be respectful to one another, tell the truth, keep whatever is said in this room, work together to solve the problem.” Desiree, another trained student mediator, works with Sara, listening and taking notes while Sara asks questions. Sara runs through the pattern below:

- She asks one of her peers, “What happened? How did it make you feel?”
- Then she asks the other person to restate what was said and share her perspective.
- Sara and Desiree work with both students to brainstorm solutions, pushing the students to lead in proposing potential solutions.
- All four students develop an agreement for a plan of action, which the disputants sign.
- They share the results of the mediation with the teacher.²⁴

The research: Research on peer mediation programs shows these types of programs can effectively resolve conflicts between students, reduce suspensions and discipline referrals in schools, improve school climate, and improve both student-to-student relationships and teacher-to-student relationships.²⁵ For example, Baltimore City Public Schools saw physical fights drop by 32 percent and out-of-school suspensions drop by 29 percent after implementing peer mediation programming.²⁶

SOCIAL EMOTIONAL LEARNING

What it is: Social and Emotional Learning (SEL) leads students to acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.²⁷

One ultimate goal of SEL education is that students build self-esteem and can self-regulate to manage conflict productively.²⁸

What it looks like: In the beginning of the year, Ms. Johnson, an eighth grade social studies teacher, wants to continue to build her classroom community and help her students improve their ability to empathize with others. She has heard that students have been disparaging each other on social media platforms and wants to help overcome this problem and create a learning opportunity. Ms. Johnson has students gather in a circle and instructs them to speak only when they have the “talking piece.”²⁹ Ms. Johnson shows the students a news clip covering a video that went viral on YouTube of a girl attacked by a group of other girls. Ms. Johnson shares the facts with them, including: (1) the girl was severely beaten, (2) people were cheering, (3) many people watched, even taped the incident, but did nothing. Ms. Johnson then shares a quote from Martin Luther King Jr.: “The ultimate measure of a person is not where one stands in moments of comfort and convenience, but where one stands in times of challenge and controversy.” She opens the floor for students who want to use the talking piece, and asks questions such as: (1) How does the Martin Luther King Jr. quote relate to this story? (2) What do you think Martin Luther King Jr. would have done? (3) How would you have reacted? (4) What can we do to help prevent similar situations from occurring?³⁰

The research: Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. For example, one recent meta-analysis of 213 studies of SEL in schools found that students receiving quality SEL instruction demonstrated:

- Better academic performance: achievement scores an average of 11 percentile points higher for students who received SEL instruction compared to those who did not.
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.³¹

TRAUMA INFORMED TEACHING PRACTICES

What it is: Trauma-informed teaching is a framework that involves understanding, recognizing, and responding to the effects of all types of trauma including but not limited to: physical, emotional, and sexual abuse, domestic violence, medical trauma, and neglect. Being trauma informed does not end at recognizing traumatic stress responses in students to refer them to outside services. It means that educators are also employing restorative practices and other strategies upon recognition of behaviors associated with trauma.³²

Trauma-informed educators should learn (through trainings and ongoing conversations):

- How trauma affects brain development and in turn, how that impacts a student's perceptions, behavior, and learning.
- The importance of building relationships with trusted adults for students who have experienced trauma.
- Why using restorative practices to address behavior is important for students who have experienced trauma such as de-escalating situations when conflict arises.³³

What it looks like: In San Francisco Unified School District (SFUSD), teachers are trained to recognize that students' explosive anger, classroom outbursts, habitual withdrawal, and self-injurious behaviors could be symptoms of traumatic stress, the result of repeated exposure to violence, abuse, and neglect. These trainings aim to provide teachers with the knowledge, mindsets, and skills to better manage traumatized students in the classroom, an approach known as "trauma-informed" or "trauma-sensitive" teaching. For example, the trainings ask teachers and staff to look at how their tone may contribute, knowingly or unknowingly, to combative interactions with traumatized youth. To deepen the impact, SFUSD works with an outside organization to provide "training of the trainer"—where selected administrators and teachers go through more extensive training and then train others in their schools. One of the biggest shifts has been in discipline. As teachers and administrators have learned about the effects of trauma and resulting behaviors, their empathy in reacting to behaviors has increased. For example, staff report that, "there is a lot more empathy and creating space and more time to allow kids to cool off ... to have those meltdowns and then come back without being suspended or sent home."³⁴

The research: The use of trauma-informed practices in schools is still a relatively new practice, but statewide

programs in Massachusetts and Washington show promising results. For example, Brockton Public Schools, 30 minutes south of Boston, trained teams of educators in many of the district's 23 schools. The school teams have instituted trauma-informed improvement plans at the schoolwide level and individualized plans for trauma-affected students. Suspensions and expulsions have plummeted. Arnone Elementary, for example, which has 826 students from kindergarten through fifth grade, 86 percent of whom are students of color, has seen a 40 percent drop in suspensions.³⁵ In Lincoln School in Walla Walla, Washington, trauma-informed practices are cited as a major factor for suspensions dropping by 83 percent and expulsions by 40 percent in the year following implementation.³⁶ The district is now rolling out trainings districtwide.³⁷

PART II: CREATE AN ACTION PLAN

After you have selected strategies to focus on, create an action plan to implement the strategies that will help you reach your goals. The action plan should:

- Identify and focus on targeted groups, based on the data and SMART goals that you set.
- Detail which strategies you will be focused on and why (i.e., how do they address the needs identified in Step 4?).
- Include plans for trainings and ongoing shared learning opportunities on selected strategies or programs already in place.
- Build in accountability by empowering team members to lead on different parts of the action plan or become "experts" in different selected strategies or tools.

8 Monitor implementation progress

Now that you have an action plan and a team behind it that is energized, harness that passion by meeting regularly to check in with each other. As educators, we know how to-do lists grow and how "anything that can wait" is often pushed to the bottom of the list. Check in with each other during regular meeting times to discuss progress on assigned action items, plan professional developments, and troubleshoot problem areas. In addition to regular planning time, set milestones, potentially quarterly, to review school (or grade-level) discipline and engagement data, the action plan, and progress to goals. Using this data and your reflections, what is working and what could be improved? Determine a few focus areas for improvement going forward. *Consider revisiting Step 5: Learn from success in other schools.*

9 Conduct an evaluation of outcomes data

Although data review should be a crucial part of ongoing implementation discussions, a summative data review will be the point at which teams determine whether they have seen the results they set out to accomplish. At the end of the academic year, conduct a thorough evaluation of outcomes data, progress to goals, and stakeholder reflections including staff and students.

Evaluations should be tied to the original SMART goals, such as changes in:

- Office referrals, suspensions, and expulsions.
- Students' behaviors and perceptions of the school's climate.
- Teachers' attitudes toward students, behaviors, and perceptions of the school's climate and its impact on student achievement.
- Parents' or guardians' behaviors and perceptions of the school's climate.
- Administrators' attitudes toward staff, students, parents, behaviors, and perceptions of the school's climate and its impact on student achievement.
- Student behaviors on buses, in the cafeteria, in hallways, throughout the school building, and outside the school building.
- Any of the above information when the data is disaggregated by race.

Share evaluation results with all stakeholders after data has been collected and analyzed. Celebrate and recognize positive changes as they are made. Revise the plan, returning to Steps 6 and 7 as needed, based on a thorough analysis of data collected.

For resources on racial equity and self-examination, see Appendix on page 23.

Student Narrative

THE FOLLOWING IS A TEACHER RECOUNT OF A STUDENT INTERVIEW FROM FEBRUARY 2016. THE STUDENT HAS BEEN RENAMED FOR CONFIDENTIALITY.

Janiah had been arguing with another student, Shawna. Arguing escalated to shouting and Shawna hit her in the face. Janiah responded, feeling she had to defend herself. Soon, a school resource officer was separating them and the principal was there. Janiah shared that she thought school was supposed to be safe, and when she was hit, she felt like she had to protect herself. When she tried to explain this to the police officer and school administration, she felt misunderstood because no one was listening to her. She was told her words contributed to the fight breaking out and for that reason, she would be suspended for four days. She felt like the police grilled her, asking, "Do you get in fights a lot?" and responding with, "That's not what your records say; we pulled up your police report." She shared that "this makes me feel like I can't escape my past or make changes. I wish that the adults involved would take the time to ask more questions about me, who I am and the situation that happened." It turned out that this situation bubbled up from a broader conflict among senior and freshman girls. One girl in particular was being bullied on Facebook. Janiah's argument with Shawna was her attempt to defend her friend who was being bullied. Yet to her, adults didn't seem to understand the fact that she was loyal and did not "like to fight." She felt that all they saw is someone who was aggressive.



CONCLUSION

As teachers, it is our job to ensure all students, including our students of color, receive a high-quality education. For this to happen we must challenge ourselves to continually explore and unpack our own biases. We also must continuously learn and sharpen our ability to leverage strategies to empower our black and brown students in our classrooms. Finally, we must call for others to prioritize ending racial disparities in discipline by providing teachers with ongoing training and supports needed to make progress for our students. It is our hope that educators feel empowered to act to make change on this issue. While many factors are beyond our control as educators, there are also many concrete skills and essential mindsets that any teacher passionate about this issue can develop to make real progress toward ending racial disparities in discipline.

Appendix: Step 7 Strategy Resources

*Additional resources at educators4excellence.org/mnactionguide

	I WANT TO LEARN MORE ABOUT THIS TOPIC: SUMMARIES, RESEARCH, AND CASE STUDIES	I'M READY TO TAKE ACTION: RESOURCES FOR IMPLEMENTATION
Restorative Justice	<p>Edutopia: Restorative Justice for our Schools Available at tinyurl.com/zfpsmkl</p> <p>Christian Science Monitor: Restorative justice: One high school's path to reducing suspensions by half Available at tinyurl.com/ap92u2y</p> <p>The Atlantic: When restorative justice works in our schools Available at tinyurl.com/hx5ucar</p>	<p>Center for Restorative Process: Teaching Restorative Practices with Classroom Circle Available at tinyurl.com/ktz6yfy3</p> <p>Teaching Tolerance: Toolkit for restorative justice Available at tolerance.org/toolkit/toolkit-restoring-justice</p> <p>The Little Book of Restorative Justice for Schools: Teaching Responsibility, Caring Climates Available at tinyurl.com/jhbc747</p>
Peer Mediation	<p>Education Week: Peer Mediation: When Students Agree Not To Disagree Available at tinyurl.com/jgpa2y4</p> <p>Conflict Resolution in Education: Peer Mediation Available at tinyurl.com/zbesess</p>	<p>School Mediation Associations: Quick guide to implementing school-wide peer mediation Available at tinyurl.com/oeg4nox</p> <p>Resolving Conflict with a Peer Mediation Program: A Manual for Grades 4-8 Available at tinyurl.com/hsrcy8x</p> <p>Peer Mediators Guide and Resources, grades 6-8 Available at peermediators.org</p>
Social Emotional Learning	<p>Learning by Heart: Social and Emotional Learning in Secondary Schools Available at howyouthlearn.org/SEL_casestudies.html</p> <p>Seattle Times: Highline students are latest to learn about emotions along with ABCs Available at tinyurl.com/gry35qv</p> <p>Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth Available at tinyurl.com/hmvmo5k</p>	<p>Morningside Center for Teaching Social Responsibility: Lesson plans Available at tinyurl.com/jglafvt</p> <p>CASEL: Resource Library Available at casel.org/library</p> <p>Edutopia: Building Social and Emotional Skills in Elementary Students: Emotional Management (one of a nine-part lesson series) Available at tinyurl.com/cdpbv29</p>
Trauma-Informed Teaching	<p>San Francisco's El Dorado Elementary uses trauma-informed & restorative practices; suspensions drop 89% Available at tinyurl.com/lt79brz</p> <p>Adverse Childhood Experiences In Minnesota Available at tinyurl.com/hu5ylle</p> <p>Trauma and Loss: Research and Interventions: Trauma Informed Care in Schools Available at tinyurl.com/hqfmvdh</p>	<p>Helping Traumatized Children Learn, Vol. 2: Creating and Advocating for Trauma-Informed Schools Available at: traumasensitiveschools.org</p> <p>National Child Traumatic Stress Network: Suggestions for Educators Available at tinyurl.com/zst4yef</p> <p>Education Law Center: Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools Available at tinyurl.com/p995mmd</p>

RACIAL EQUITY BOOK LIST

Learning to Be White: Money, Race and God in America, Thandeka

Can We Talk about Race? And Other Conversations in an Era of School Resegregation, Beverly Daniel Tatum, Ph.D.

Everyday Antiracism: Getting Real about Race in School, Mica Pollock

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

Revealing the Invisible: Confronting Passive Racism in Teacher Education, Sherry Marx

Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race, Frances Kendall

The Latehomecomer: A Hmong Family Memoir, Kao Kalia Yang

Young, Gifted, and Black: Promoting High Achievement among African-American Students, Theresa Perry and Claude Steele

The Dreamkeepers: Successful Teachers of African American Children, Gloria Ladson-Billings

The Absolutely True Diary of a Part-Time Indian, Alexie Sherman

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools, Gary R. Howard

Start Where You Are but Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms, Richard Milner

Woman Hollering Creek: And Other Stories, Sandra Cisneros

Waking Up White: And Finding Myself in a Story of Race, Debby Irving

Courageous Conversations about Race, Glenn E. Singleton, Curtis W. Linton

Between the World and Me, Ta-Nehisi Coates

Borderlands/La Frontera: The New Mestiza, Gloria E. Anzaldúa

Methodology

Identifying E4E's Policy Focus

During the spring of 2015, Educators 4 Excellence-Minnesota conducted focus groups with diverse groups of educators who worked in public district and public charter schools. We polled hundreds of E4E members across Minnesota to identify the most important education issues affecting teachers' classrooms, careers, and their students. Ending racial disparities in discipline was the most important issue to many of our members. Through interviews, surveys, and focus groups, educators shared their desire to look at school-level policies and practices that would provide them with the tools needed to make change for students of color.

Reviewing Research

As a team of educators from across Minneapolis, St. Paul, and beyond, we began meeting during the summer of 2015 to explore the question: Which schools or districts are reducing their racial disparities in discipline and how are they accomplishing this? To answer these questions, we reviewed research and looked at local and national case studies while reflecting on our own experiences in the classroom. One theme that arose was that state- and district-level policy changes were essential, but that it was equally important to have passionate educators leading and being supported to implement changes in their schools.

Conducting Local Research

To learn more about the local implementation of discipline policies, we surveyed 212 educators across Minnesota during the fall of 2015. We collected input about what alternatives to classroom removal and suspension were being used, which were working well, and what additional supports were needed. Using that information along with our summer research and own experiences, we set to work putting together an action guide. The guide includes steps, strategies, and resources that empower educators to improve behavioral outcomes, and ultimately academic achievement, for students of color.

NOTES

¹ Minneapolis bans suspensions for its youngest learners and Despite moratorium, Mpls K-1 kids still getting suspended. (2015). The Star Tribune. Retrieved from: Retrieved (2/2/16) from: <http://www.startribune.com/despite-minneapolis-moratorium-k-1-schoolkids-still-getting-suspended/330535511/>

² St. Paul Public Schools Student Handbook. Retrieved from: https://www.spps.org/uploads/2014_rrhandbook_full.pdf and <http://www.twincities.com/2015/10/03/st-paul-school-suspensions-drop-but-racial-disparities-stick-around/>

³ E4E-MN action team members and staff surveyed 212 educators and conducted focus groups with over 50 educators to discuss school discipline between the spring and fall of 2015.

⁴ Ibid.

⁵ U.S. Dept. of Education, Office of Civil Rights, (2014). Data Collection: Data Snapshot: School Discipline. Retrieved (7/22/15): <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>

⁶ Minnesota Department of Education. (2014). Alternative to Suspension Fact Sheet: Outcomes of Out-of-School

⁷ Perry, Brea L., Morris, Edward. (2014). Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools. Retrieved (12/03/15) from: <http://asr.sagepub.com/content/79/6/1067>

⁸ Welch, Kelly, Payne Allison Ann. (2010). Racial Threat and Punitive Punishment. Retrieved (12/03/15) from: http://www.jstor.org/stable/10.1525/sp.2010.57.1.25?seq=1#page_scan_tab_contents

⁹ While Asian-American and Pacific Islander students are not disproportionately impacted by out-of-school suspensions according to the data, we do want to call out that the ethnic category encompasses many ethnic and cultural groups and this could impact the discipline data. Also, we want to acknowledge that there are many other harmful and racist ways in which our education system is disadvantaging Asian American students.

¹⁰ PBIS (2012). Frontline: Dropout Nation. Retrieved (2/26/16) from: <http://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/>

¹¹ E4E-MN action team members and staff surveyed 212 educators and conducted focus groups with over 50 educators to discuss school discipline between the spring and fall of 2015

¹² Fabelo, Tony, Thompson, Michael D., Plotkin, Martha, et. al. (2011). Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success. Retrieved (2/15/16) From https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

¹³ Furrer, Carrie J., Skinner, Ellen A., Pitzer, Jennifer R. (2014). The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience. Retrieved (2/15/16) from: [http://www.pdx.edu/psy/sites/www.pdx.edu/psy/files/2014-Furrer.Skinner.Pitzer%20\(1\).pdf](http://www.pdx.edu/psy/sites/www.pdx.edu/psy/files/2014-Furrer.Skinner.Pitzer%20(1).pdf)

¹⁴ E4E-MN action team members and staff surveyed 212 educators and conducted focus groups with over 50 educators to discuss school discipline between the spring and fall of 2015

¹⁵ E4E-MN action team members and staff surveyed 212 educators and conducted focus groups with over 50 educators to discuss school discipline between the spring and fall of 2015

¹⁶ Wilder Foundation. (2014). Retrieved (2/18/16) from: [https://www.wilder.org/Wilder-Research/Publications/Studies/School-Wide%20Positive%20Behavioral%20Interventions%20and%20Supports%20\(PBIS\)/Sustaining%20PBIS%20Implementation%20in%20Minnesota%20Schools.pdf](https://www.wilder.org/Wilder-Research/Publications/Studies/School-Wide%20Positive%20Behavioral%20Interventions%20and%20Supports%20(PBIS)/Sustaining%20PBIS%20Implementation%20in%20Minnesota%20Schools.pdf)

¹⁷ Wilson, Sean. (2013). The Hampton Institute. Restorative Practices as an Alternative to Zero-Tolerance policies. Retrieved (11/02/15) from: <http://www.hamptoninstitution.org/restorativejustice.html#.Vt5DDZMrL6o>.

¹⁸ E4E-MN action team members and staff surveyed 212 educators and conducted focus groups with over 50 educators to discuss school discipline between the spring and fall of 2015.

¹⁹ Working Definitions of Restorative Justice. National Institute of Justice. Retrieved (2/10/16) from: <http://www.nij.gov/topics/courts/restorative-justice/pages/definitions1.aspx>

²⁰ Wilson, Sean. (2013). The Hampton Institute. Restorative Practices as an Alternative to Zero-Tolerance policies. Retrieved (11/02/15) from: <http://www.hamptoninstitution.org/restorativejustice.html#.Vt5DDZMrL6o>.

²¹ Excerpt from YES Magazine. (2015). Where dignity is part of the school day. Retrieved (2/10/16) from: <http://www.yesmagazine.org/issues/education-uprising/where-dignity-is-part-of-the-school-day>

²² Restorative Justice (RJOY). (2015). Retrieved (7/15/15) from: <http://rjoyoakland.org/restorative-justice/>

²³ The Legal Rights Centered. (2013). A Pilot Program Evaluation of the Family and Youth Restorative Conference Program. Retrieved (7/15/15) from: <http://www.legalrightscenter.org/reports.html>

²⁴ Example created from information gathered from IREX (2014). Retrieved (2/15/16) from: <https://www.irex.org/sites/default/files/Conflict%20Prevention%20and%20Peer%20Mediation%20Toolkit%209.12.13.pdf>

²⁵ Retrieved from: <http://www.ocde.us/ConflictResolution/Documents/Effectiveness%20of%20Peer%20Mediation%20Research%20Document.pdf>

²⁶ Retrieved from: <http://peermediationinschools.weebly.com/how-successful-is-peer-mediation.html>

²⁷ Retrieved from: <http://www.casel.org/social-and-emotional-learning/>

²⁸ Retrieved from: <http://www.casel.org/social-and-emotional-learning/>

²⁹ Edutopia. (2014). Using Dialogue Circles to Support Classrooms. Retrieved (2/26/16) from: <http://www.edutopia.org/practice/stw-glenview-practice-dialogue-circles-video>

³⁰ Adapted from a lesson plan developed by Morningside Center for Teaching Social Responsibility. Retrieved (3/05/16) from: <http://www.morningsidecenter.org/teachable-moment/lessons/considering-our-responses-assault>

³¹ Retrieved from: <http://www.casel.org/social-and-emotional-learning/outcomes>

³² Retrieved from: [http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed\(2\).pdf](http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed(2).pdf)

³³ Retrieved from: [http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed\(2\).pdf](http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed(2).pdf)

³⁴ Retrieved from: http://coe.ucsf.edu/coe/spotlight/ucsf_hearts_story.html

³⁵ Retrieved from: <http://acestoohigh.com/2012/05/31/massachusetts-washington-state-lead-u-s-trauma-sensitive-school-movement/>

³⁶ Retrieved from: <http://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>

³⁷ Stevens, Jane Ellen. (2012). Huffington Post. Retrieved from: http://www.huffingtonpost.com/jane-ellen-stevens/trauma-sensitive-schools_b_1625924.html

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This report, graphics, and figures were designed by Kristin Girvin Redman and Tessa Gibbs at Cricket Design Works in Madison, Wisconsin.

The text face is Bembo Regular, designed by Stanley Morison in 1929. The typefaces used for headers, subheaders, figures, and pull quotes are Futura Bold, designed by Paul Renner, and Vitesse, designed by Hoefler & Co.

For far too long, education policy has been created without a critical voice at the table—the voice of classroom teachers.

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