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CA Multi-Tiered System of Support Implementation Pilot Program

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Equity-Oriented Restorative Justice Resource Library

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EQUITY-ORIENTED RESTORATIVE JUSTICE RESOURCE LIBRARY

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INTRODUCTION

UCLA Center for the Transformation of Schools CA MTSS Research Consortium

This library was developed through the UCLA Center for the Transformation of Schools CA MTSS Research Consortium, a network of educators and scholars who are experts in issues of race, education and school climate. The Research Consortium works with the Center’s staff and CA MTSS leadership to explore new research that can inform efforts to address discipline disparities apparent by race and income and to improve learning conditions for historically marginalized groups.

Authors



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(she/her) is an Associate Professor in the School of Social Work at San José State University. She received her BA in Ethnic Studies from Stanford University and her master’s and PhD in Social Welfare at the University of California Berkeley. Her community-engaged research draws on critical theories and mixed methods to understand the roles of public schools and nonprofit organizations in adolescent development. She is especially interested in equity-oriented and youth-led approaches to program improvement and education reform. Dr. Anyon’s current projects focus on racial disparities in the school-to-prison pipeline, restorative justice, and participatory action research with adolescents.



Kamilah B. Legette

(she/her) is an Assistant Professor at the University of Denver in the Psychology Department. She received a PhD in Human Development and Family Studies from University of North Carolina Greensboro, a master’s degree in Counselor Education from University of North Carolina Charlotte and a BA in Psychology from Spelman College. Her interdisciplinary research uses mixed methods to investigate individual and institutional racial biases in teachers and schools and their impact on Black youth’s academic performance and social-emotional and identity development as well as the implications of these biases on teachers’ curricular placement and discipline decisions. The goal of this work is to inform effective interventions, school policy changes, and teacher preparation programs to optimize healthy development in racially minoritized youth.

Authors



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Miguel Trujillo

(he/his) is a licensed clinical social worker and a PhD candidate in the Graduate School of Social Work at University of Denver. His practice experience focuses on working with historically marginalized young people, particularly those from the Latinx community. Miguel's research explores the intersectional experiences of Latinx students in both K-12 and higher education settings, the school-to-prison pipeline, and equitable transformation of the U.S. education system.





EQUITY-ORIENTED RESTORATIVE JUSTICE

What is restorative justice?

Restorative justice is a philosophy and set of approaches to resolving conflict that originated from indigenous communities. In recent years, it has been drawn on to inform a range of policies and practices for creating an inclusive and equitable school climate.

Restorative approaches emphasize building relationships and community, assessing and acknowledging conflicts, and repairing collective harm. When used in response to a discipline incident, restorative dialogues, circles and mediations are guided by questions about what happened, who was impacted and how, the responsibility all parties bear, and what can be done to make things right. Research suggests policies and practices rooted in restorative justice can be powerful strategies for establishing an equitable school culture, preventing conflicts from occurring, resolving the root causes of challenges when they do happen, and reducing exclusionary discipline outcomes like out-of-school suspension or expulsion.

Why focus on equity-oriented approaches?

In alignment with the CA-MTSS goal of reducing racial disparities in school discipline, this library focuses on restorative justice policies and practices that are explicitly equity-oriented. This emphasis is necessary because of the widespread over-representation of Black, Native American, Multiracial, and Latinx youth in office discipline referrals, suspensions, law enforcement referrals, and expulsions.

The vast majority of these punishments are assigned for minor infractions such as disrupting class, tardiness, and dress code violations, not in response to serious violence or crime. Racial discipline gaps are especially concerning because of the negative influence exclusionary discipline can have on students' academic and developmental trajectories. Youth who have been suspended tend to have lower scores on standardized tests, hold negative perceptions of school climate, report lower school engagement, and spend fewer years in school than their peers. Additionally, all students and staff at high suspending schools are more likely to perceive their school to be unsafe and that relationships among adults and young people are weak. A wide body of research indicates that reducing racial disparities in discipline is necessary to promote a positive school climate and close opportunity gaps. Yet despite this evidence, most school discipline reforms have relied on race-neutral prevention and intervention strategies that focus on changing individual student behavior. For example, several districts have revised their discipline protocols to recommend restorative conferences as an alternative to suspensions. Such reforms have led to reductions in out-of-school suspensions, but they have not minimized racial disparities and in some cases have led to increases in the use of law enforcement referrals, especially with Black students.

What does equity-oriented restorative justice look like in schools?

Restorative justice approaches in schools may span the continuum from universal strategies to more targeted interventions. However, an equity orientation requires changing adult mindsets and values in addition to revising policies or learning new practices.

To reduce racial discipline gaps, adults must recognize the role of racial bias and deficit thinking in their perceptions of student behavior, that school or classroom rules often unfairly prioritize conformity and compliance to dominant norms, and how students' race-related social-emotional trauma shapes their interactions with school staff. Emerging research suggests this becomes possible when school staff engage in continuous learning and reflection about students' experiences in and out of school, have regular opportunities to identify the strengths of the youth of color and their caregivers, and consider how differing perceptions of the same incident are shaped by privilege and oppression. Within the CA-MTSS framework, equity-oriented Tier I strategies include activities that cultivate adults' empathy for students of color, such as community-embedded service projects and book groups organized around literature that centers race. Regular community-building circles where educators and students share personal experiences, feelings, talents, hopes or dreams in the context of their families, neighborhoods, and identity groups are also examples of universal approaches. Integrating culturally-affirming rituals and traditions into these circles, such as drumming, dance, art or creating memorials, can increase their impact. Tier II restorative practices include reactive circles held in response to an issue that impacted a group like a classroom or sports team. At Tier III, restorative conferences or mediations involve pairs or smaller groups impacted by a conflict, including administrators, teachers, students, and/or caregivers. Tier I and II approaches are equity-oriented when they emphasize shared responsibility for conflict and collective decision making about how to repair the harm caused. Adults take students' side of the story seriously, consider students' culturally relevant social-emotional strengths, and incorporate youth and caregiver voices into decisions about how to make things right. All participants consider whether bias or inequity contribute to differing interpretations of a conflict.

Which approaches have the most impact?

Equity-oriented restorative justice approaches are most effective and equitable when they are implemented school-wide. When only used by a few staff members, such as a dean or behavior specialist, they have minimal impact on school climate or racial disparities.

For example, professional learning about biases in school discipline policies, and office referrals should include all adults in the building. Policies that promote school-wide restorative justice include codes of conduct developed in partnership with staff, students and families that operationalize expectations to ensure they are shared, consistent with community context, and seen as fair. These policies also outline transparent protocols for prevention, intervention, and discipline that heavily emphasize culturally responsive approaches to strengthening relationships between students and school adults. For example, discipline protocols may require teachers to have a restorative dialogue with students before sending them to the office. An example of school-wide practices is designating time for everyone in the school building to participate in a community building circle, typically at the start of the day. Given the importance of mindsets in equity-oriented restorative justice, implementation monitoring should consider fidelity to principles or values in addition to protocol adherence.



ABOUT THE LIBRARY

This library includes materials that your school can use to incorporate equity-oriented restorative policies and practices across all tiers of the MTSS framework. In response to the goals of CA-MTSS, the materials in this library focus on approaches that can reduce racial disparities in discipline by improving school climate.



How the Library is Organized

All materials in the library have been catalogued by implementation domain, type of material, and primary audience.

The titles are hyperlinked to additional information about the materials including the primary audience, overview of what the material entails, a suggestion for how to use it, and a link to the original source.

+ Implementation Domain:

(based on the CA MTSS Schoolwide Implementation Tool)

01 VISION FOR READINESS
balanced, valued, and empowered

02 APPROACHES TO LEARNING
universal instructional design, student experience, expansive opportunities

03 SCHOOL IDENTITY
values and beliefs, community context, and shared understanding

04 STRUCTURES
equitable access to resources, building healthy relationships, and shared leadership for all stakeholders

+ Type of Material:



ACTIVITY
includes exercises, lesson plans, or training agendas with concrete instructions for how to use an approach or practice



RESOURCE
presents background information, a case study, ideas, and/or concepts



STRATEGY
outlines overarching questions, steps, and/or agendas to guide planning or implementation



TOOL
describes best practices, worksheets or surveys to use in one aspect of planning or implementation

+ Primary Audience:

Administrators, school leadership team, teachers, parents, community members, students


DOMAIN 01

VISION *for* READINESS




This domain focuses
on **balance, value,**
and **empowerment**



DOMAIN 01:
Vision for Readiness

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|--|---|
|  RESOURCE | Administrators | <u>Framing the Cross Roads of Trauma-Informed Care and Equity</u> | This report summarizes a Washington state community conference centered around Trauma-Informed Care and Equity. A range of topics and practices are included such as ideas for creating connection in an organization, Adverse Childhood Experiences (ACEs), Race and Equity, etc. | Utilize as background information for trainings on Trauma and Mental health in schools. |
| | Administrators | <u>Introducing Restorative Practices in a Diverse Elementary School to Build Community and Reduce Exclusionary Discipline</u> | This article presents a case study of an Elementary school's experience implementing restorative practices for the first time. The background of restorative practices, implementation challenges faced, and successes are discussed. | Utilize as background information when considering implementing restorative practices for the first time in a school. |
| | Administrators | <u>Promising Pathways from School Restorative Practices to Educational Equity</u> | This article discusses the importance of restorative practices through RJ and relationship building. It frames different ideas schools can discuss and implement to repair relationships and restore equity to students of color. | This article is a thought piece that could be presented at a PD or a school planning meeting to move toward more RJ practices and encourage relationship building. |
| | Administrators | <u>Reclaim Social-Emotional Learning-Centering Organizing Praxis for Holistically Safe Schools</u> | This guide is full of empowering resources and examples of SEL programming to move toward transformative justice in the school setting. | This resource can be shared with schools and communities to change the mindset and restructure school practices to restore equity to students of color. It includes many resources for SEL programming. |
| | School Leadership Teams | <u>Restorative Justice: One High School's Path to Reducing Suspensions by Half</u> | This newspaper article describes a school's experience using restorative justice and argues why it is needed as an alternative to zero tolerance approaches to discipline. | Reflect on the article in discussions about your values, goals or priorities for reducing disparities in out of school suspension. Incorporate into early meetings or trainings with staff when developing or revisiting your school's vision for school climate and discipline. |
| | School Leadership Teams | <u>Breathing Love Into Communities</u> | This video is a great resource for SLTs to inspire staff, students, and the community. It shows how through relationship building and teaching mindfulness, equity can be restored and changes can be made. | This video can be shared with staff during a PD to inspire the changes necessary to bring transformative change in the school setting. |
| | School Leadership Teams | <u>Applying an Equity Lens to Social, Emotional, and Academic Development</u> | The issue brief argues that approaches like MTSS needs to be grounded in a larger context of equity and justice. It outlines barriers and opportunities to high quality social-emotional learning education. Opportunities include school integration, restorative justice, trauma-informed systems and interventions, culturally competent and equity literate educators, and mindfulness approaches. | Use as a starting point for defining your common language around a vision for readiness that values social-emotional skills and prioritizes students' mental and emotional health. It would also be a great discussion piece for SLTs to discuss school wide planning/ transformative planning for changes toward RJ. |
| | School Leadership Teams | <u>Orientation Program Highlights a Moment for Restorative Justice</u> | This short article details how one university is approaching RJ and introducing the concepts to their students. The goal is for everyone to begin thinking critically and moving toward restoring equity for students of color. | This article could be read by SLTs to discuss changes and how to create a safe learning environment for students to think critically and reflect. |

DOMAIN 01:
Vision for Readiness

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|---|--|
|  RESOURCE | School Leadership Teams | <u>Trauma Sensitive Schools and Social Justice: A Critical Analysis</u> | Describes of trauma-sensitive approaches in K-12 education that benefit students’ education and reduce inequities. | Use as a starting point for defining your common language around trauma-informed practices that promotes equity. |
| | School Leadership Teams | <u>Restorative Justice is Racial Justice</u> | This article presents a transcript of a podcast that reviews a restorative justice project in Brooklyn High Schools. It has a particular emphasis on the importance of accountability, not only for the students but for the adults and education system itself. | Utilize as background reading when considering or evaluating restorative justice programs in schools. |
| | Teachers | <u>A Transformative Justice Approach to Literacy Education</u> | This article is a reflection on previous education research by the author. They describe their omission of justice in English Education and advocate for a change in the pedagogical stance of teachers. | Utilize as background reading for a training on culturally responsive curricula. |
| | Teachers | <u>Teaching Young Children about Race: a Guide for Parents and Teachers</u> | This guide reminds teachers to see students for their identities and to cultivate a safe space where rich discussions can take place. | This guide could be provided to teachers and the community at a school meeting or to teachers at a PD. It encourages teaching to students as individuals with intersectional identities. |
|  STRATEGY | School Leadership Teams | <u>Critical Theory and Restorative Justice Education</u> | This paper describes how to integrate a critical framework about racial justice when using restorative approaches in schools. The authors define the concepts of justice and equity in school discipline using theory, case examples, and data. The paper closes with concrete ideas suggested by restorative justice facilitators. | Use the publication to guide school-wide planning and goal setting focused on recognizing and supporting students’ multiple layers of identity with the intent to create a sense of belonging and reduce discipline disparities. |
| | School Leadership Teams | <u>Fix School Discipline Mini Toolkit</u> | This toolkit, with a focus on California, provides an overview of a variety of topics related to school discipline. It lists some of the issues creating disparities in discipline, along with some potential solutions, such as restorative practices and trauma sensitive practices. | Utilize during discussions around school discipline reform, as this provides suggestions about multiple practices that could be implemented. |
|  TOOL | School Leadership Teams | <u>Guide for Selecting Anti-Bias Children’s Books</u> | This tool provides suggestions for educators on how to select anti-biased children’s books. Suggestions include what words to look for, story line, illustrations, etc. | Use this tool when creating or adding books to a school library or classroom. |

DOMAIN 02


APPROACHES *to* LEARNING

This domain focuses on
**universal instructional
design, student experience,
and expansive opportunities**




DOMAIN 02:

Approaches to Learning


| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|----------|--|--|---|
|  <p>ACTIVITY</p> | Teachers | <u>The Storytelling Project Curriculum: Learning About Race and Racism Through Storytelling and the Arts</u> | The resource provides background and lessons on ways to discuss race and racism with students. | These lessons plans can be used in the classroom with all students. |
| | Teachers | <u>Human Rights Campaign Foundation: Social Justice Acrostic Poems</u> | This resource outlines an activity for students to engage with social justice through poetry and community building. Provides specific instructions on how to implement a lesson with students. | This activity can be utilized by 3rd-5th grade teachers to implement engagement with social justice and literacy into their curriculum. |
| | Teachers | <u>Black Lives Matter, the Killing of George Floyd and the Long Fight for Racial Justice</u> | In response to the Black Lives Matter Movement, this lesson plan offers an activity to engage with the history of Black activism that can be done both in person and online. Students will identify core themes of the Civil Rights, Racial Justice, and Black Lives Matter movements. | This activity/lesson plan can be implemented by educators in history classrooms and beyond to engage with social justice centered topics of activism that uplift historical events that are not traditionally focused on in public school classrooms. |
| | Teachers | <u>Intergenerational and Black Families and Black Villages</u> | This lesson plan details an activity which allows for youth to reflect on the role that elders play in their lives and celebrate examples of intergenerational practices in their community. Examining the roles elders played in the Civil Rights Movement and the connection to their challenges that the youth themselves face is fostered as well as a plan for continued connection moving forward across generations. | This activity/lesson plan can be implemented by educators in history classrooms and beyond to other content areas in an effort to engage youth with social justice centered topics regarding elders and their role in youths lives and in historical movements. |
| | Teachers | <u>Looking Closely at Ourselves</u> | This lesson plan outlines an activity where students can explore topics of race and self-identity by creating self-portraits. This lesson aims to help develop detailed observational skills and an awareness around how to use them for themselves and others. An emphasis on vocabulary is offered as students will learn of terms that help to build community and discuss challenging topics related to race and the formation of racial identity. | This activity/lesson plan can be utilized by a variety of content areas by educators who value inviting topics of identity and race into the classroom. This lesson can also be used for after school programs as well as community serving youth spaces outside of public schools. |
| | Teachers | <u>Looking at Race and Racial Identity in Children's Books</u> | This lesson plan seeks to discuss the effect of representation in children's books. It encourages critical thinking and reflection. | This lesson plan could be used to develop reflection skills and critical thinking skills as they apply to race and racism. |
| | Teachers | <u>Different Colors of Beauty: Reflection</u> | This lesson models RJ practices by creating a safe space for students to reflect and use their voices to speak about their identities. | This lesson plan is great to use as a culminating activity after working on RJ lessons for some time. It is also a lesson best used once the classroom has been established as a safe space and students feel comfortable sharing their voices. |

DOMAIN 02:
Approaches to Learning

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|----------|--|--|--|
|  ACTIVITY | Teachers | <u>Editorial Cartoon: Racial Profiling</u> | This lesson plan encourages students to think critically about race and policy. | This lesson plan would be a good way to build critical thinking skills in evaluating for RJ practices and values. |
| | Teachers | <u>Talking About Race and Racism</u> | This lesson plan thoroughly breaks down how to prepare a class to discuss racism. The lesson seeks to restore equity by building a safe space, time for reflection, and an opportunity for relationship building in the classroom. There are multiple steps and links to different resources that go with the lesson. | This lesson plan would be great to use with a classroom that has established classroom norms and a safe space for all students. |
| | Teachers | <u>Restorative Justice, Empathy, and Loving Engagement</u> | This lesson plan encourages students to think critically about RJ and to paraphrase RJ values they can use in other situations. It encourages critical thinking and reflection skills. The assignment is collaborative and allows for students to express their voices. | This lesson plan would work well to introduce RJ to students and to build on the knowledge they may already have. |
| | Teachers | <u>(In)Equity in Libraries</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources and activities for educators to understand how libraries replicate inequities, while providing suggestions for how to reduce inequities in your own library system. | Utilize as self directed professional development for educators or could be adapted for use as a presentation for district librarians. |
| | Teachers | <u>Building Relationships with Individuals</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources and activities for educators to understand the importance of building relationships with youth of color in their education. It offers specific suggestions on how to cultivate relationships with your students as well. | Utilize as self directed professional development for educators or could be adapted for use as a presentation for district librarians. |
| | Teachers | <u>Building Relationships with the Community</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources and activities for educators to understand the importance of building relationships with local communities and implement approaches to do so. | Utilize as self directed professional development for educators or could be adapted for use as a presentation for district librarians. |
| | Teachers | <u>Culturally Sustaining Pedagogy</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources and activities for educators to understand the importance of culturally sustaining pedagogy and assess the extent that schools use that model. | Utilize as self directed professional development for educators or could be adapted for use as a presentation for district librarians. |



DOMAIN 02:

Approaches to Learning



| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|----------|---|--|--|
|  <p>ACTIVITY</p> | Teachers | <u>Student Voice and Agency</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources and activities for educators to understand the importance of youth voice and how they can empower youth in their schools. | Utilize as self directed professional development for educators or could be adapted for use as a presentation for educators. |
| | Teachers | <u>Talking about Race</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources and activities for educators to understand how racial biases occur and suggestions for talking about race and racism in your school. | Utilize as self directed professional development for educators or could be adapted for use as a presentation for educators. |
| | Teachers | <u>(In)Equity in the Education System</u> | This learning module is part of a series of professional development modules designed for librarians and other educators focused on racial equity and culturally sustaining pedagogy. This particular module provides resources, reflection questions, and activities around current inequities in our education system. | Utilize as self directed professional development for educators or could be adapted for use as a presentation on existing educational inequities. |
| | Teachers | <u>Racial Disparity in the Criminal Justice System</u> | This activity is part of a series of lesson plans based on teaching the concepts in the book “The New Jim Crow” by Michelle Alexander. However, this can also be a stand alone lesson on racial disparities in the criminal justice system. Multiple readings, discussion questions, and activities are provided. | Utilize in 9-12 classrooms that are exploring social justice issues in society. Ideally paired with reading “The New Jim Crow” by Michelle Alexander as a class. |
| | Teachers | <u>Circle Forward: Circles on Race, Identity, Power, Equality</u> | This activity presents different ways of conducting circles with students in a classroom. These particular circles are focused on helping facilitators and students explore identity and the impact it has on our lives. Handouts, questions, and instructions are all provided. | Utilize in an upper grade classroom that is already familiar with conducting circles, and has begun to explore social justice issues. |
| | Teachers | <u>What is the School-to-Prison Pipeline?</u> | Lesson plan for grades 9-12 introducing the school-to-prison pipeline to students. Materials, readings, suggestions for actions are included. | Utilize in classrooms discussing social justice issues. |
| | Teachers | <u>Negotiating Native Identity Through Art, Poetry and Music</u> | This lesson plan explores Native American artists and how they navigate their identity; both in a current and historical context. Videos, handouts, and activities are provided. | Utilize in classrooms exploring the concept of identity, history of the United States, and for those hoping to provide a more culturally sustaining pedagogy. |

DOMAIN 02:

Approaches to Learning



| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|--|--|
|  <p>ACTIVITY</p> | Teachers | <u>Understanding Prejudice Through Paper Plate Portraits</u> | This activity introduces the concept of prejudice to students using art. Students reflect on the word “prejudice” and think about who they are compared to versus how others might see them. Guiding questions are provided. | Utilize in K-5 classrooms that have already begun exploring social justice issues. |
| | Teachers | <u>Black Lives Matter Lesson Series: Part 1</u> | Lesson plan for upper grade students that asks youth to think critically about the Black Lives Matter movement. Introduces youth to #BLM and asks for them to discuss any prior beliefs they may have about the movement. | Utilize in upper grade classrooms that have an interest in exploring current social justice movements and have some prior experience with the #BLM movement. |
| | Teachers | <u>Black Lives Matter Lesson Series: Part 2</u> | Lesson plan for upper grade students that asks youth to think critically about the Black Lives Matter movement. In part 2 of this series, students are exposed to varying opinions about #BLM, helping them to think about their own opinion. | Utilize in upper grade classrooms that have an interest in exploring current social justice movements. |
| | Teachers | <u>Black Lives Matter Lesson Series: Part 3</u> | Lesson plan for upper grade students that asks youth to think critically about the Black Lives Matter movement. Presents specific criticisms and demands of the movement. | Utilize in classrooms that have had previous discussion about Black Lives Matter and have some familiarity with the movement. |
|  <p>RESOURCE</p> | Administrators | <u>Social Emotional Learning and Equity in School Discipline</u> | This article describes the need for equity-oriented SEL in schools. Case examples of school districts are presented to demonstrate the need for this change. | Could be used in discussions around equity in education and when implementing SEL in schools. |
| | Administrators | <u>Bringing Race Relations into the Restorative Justice Debate: An Alternative and Personalized Vision of “The Other”</u> | This article focuses on the importance of the connection between restorative justice research and practice specifically within the context of race. It also explores the concept of “the other” through a restorative justice lens. | This resource can be used at the administrative level to re-evaluate, address, and analyze the relationship of restorative justice with various facets of leadership, education methods, curricula, decision making, and discipline measures. This can be incorporated into professional development trainings, admin meetings, and/or SRO meetings. |
| | School Leadership Teams | <u>A Strengths-Based Approach to Promoting Prosocial Behavior Among African-American and Latinx Students</u> | This article discusses how to change school policy and culture to implement RJ and give voice to students instead of suspending and expelling male students of color. This article discusses how to restore equity for male students of color in the school setting. | This article could be shared by school leadership teams at PD meetings and later with entire school to take steps toward changing school culture toward a RJ school. |

DOMAIN 02:
Approaches to Learning

| Type of Material | Audience | Title | Overview | Implementation Tip |
|---|-------------------------|--|---|---|
|  RESOURCE | Teachers | Addressing Race and Trauma in the Classroom: A Resource for Educators | This resource helps educators understand the connection between race and trauma and its effect on students in the classroom. This article acts as a guide to help educators find recommendations for implementation as well as access to alternative resources on the topic. It can help educators reflect on their commitment towards acknowledging students’ intersectional identities and a reminder on how to continue supporting them. | This article could be incorporated into a professional development meeting about becoming trauma-sensitive educators. It is a good refresher for those who have been trained and great to have to ground staff in their roles as RJ trained educators. This resource can also provide direction for educators in framing a strategy for equitable intervention and referrals to mental health services. This source provides concrete action examples of what educators can do with the knowledge on race and trauma. |
|  STRATEGY | Administrators | Student Intervention for Anti-Racist Education | This blog post provides suggestions for how to provide anti-racist education, with a particular emphasis on working with white students. Applying the MTSS model to racial justice work and an example of a racial literacy interventionist are presented for consideration. | Could be used as a resource when discussing school wide interventions or curricula changes. |
| | Administrators | Shaping an Anti-Racist School Culture | This article discusses steps taken to build an anti-racist school climate and restore equity to students and empower staff to change their practices to address bias. | This article could be discussed by administrators and used to develop a strategy to change school practices to be RJ focused and anti-racist. |
| | Community Members | A Restorative Approach for Equitable Education | This article addresses the impact of COVID-19, social injustice, and the connection to systemic racism faced by Black and Latinx students. Put in focus is the importance of rethinking and reworking school structures to support and meet students where they are at to address needs and nurture short and long term success. | This resource provides strategy that can be implemented at the district level when considering how schools can incorporate a restorative justice approach to reimagine and redesign structures and practices to create a more equitable learning experience for students of color. |
| | School Leadership Teams | A Social and Racial Justice Checklist for Safe, Healthy, and Just Learning | This article presents a list of guiding questions that educators should ask when planning or assessing digital instruction through a racial justice lens. | Utilize guiding questions when planning or assessing learning opportunities for students. |
| | School Leadership Teams | You Can’t Fix What You Don’t Look At: Acknowledging Race in Addressing Racial Disparities | This article discusses the negative impact of racial stereotypes in schools, particularly highlighting the damage to Black males. This leads to a conversation of other ways race matters in schools and the importance discussing race in relation to school disparities. The article ends with suggestions for how to incorporate a more race-conscious approach in schools. | Read for suggestions of how to address racial disparities in schools at multiple levels (i.e. classroom, school discipline, school equity, etc.). |
| | Teachers | Begin Within | This introduction to discussing race in the classroom encourages teachers to self-reflect and be open with themselves before beginning the units. | This tool could be used as a reminder for teachers throughout the year as they educate students on RJ and discuss race and racism. |

DOMAIN 02:

Approaches to Learning

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|---|--|--|--|
|  <p>STRATEGY</p> | Teachers | <u>Ending Racial Discipline Disparities: An Educator's Guide to School-Based Change</u> | A resource that provides nine main steps 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 reduce the school to prison pipeline. | Provide to teachers as a tool for lesson planning. |
| | Teachers | <u>Towards Transformation Social Emotional Learning: Using an Equity Lens</u> | This brief focuses on incorporating SEL to restore equity to students. It breaks down different approaches to SEL/ CASEL and encourages the development of reflection skills for educators. The brief centers on the importance of relationship building. | This brief could be shared with educators during RJ PDs or during planning meetings. |
|  <p>TOOL</p> | School Leadership Teams | <u>Specific, Candid, and Helpful Responses to Expressions of Racism and Bias</u> | This article presents a list of suggestions on how to respond to biased or racist statements. Suggestions for what not to do and further resources are also provided. | Utilize in trainings for staff or students during discussion on racism or bias as practical suggestions on how to combat these issues. |
| | School Leadership Teams | <u>Are You Ready to Talk?</u> | This toolkit is designed to help educators become more confident in having conversations around different identities, experiences, or viewpoints. Through self-directed learning modules, educators explore their own strengths, barriers, and are given suggestions on how to have potentially difficult conversations. | Utilize as self directed professional development or could be adapted as a presentation for educators. |
| | Teachers | <u>Culturally Responsive Curriculum Scorecard</u> | This tool is designed to help teachers and community members determine the extent to which their school's English Language Arts curricula are, or are not, culturally responsive. This tool uplifts the importance of culturally responsive education in referring to the combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' culture, identities, and contexts throughout educational systems. | This tool is to be used to measure and assess the cultural responsiveness of curricula. It can be used and modified in evaluations of curricula across areas of study outside of language arts. Assessment can be implemented by administration in meetings before the start of school with all content areas. |
| | Teachers | <u>Making "Affective Statements" More Effective in Restorative Practices</u> | This article provides a new approach to affective statements so as to restore equity in the classroom and model blame-free language. | This tool could be shared with teachers to focus on restructuring the language in the classroom. |
| Teachers | <u>Let's Talk! Discussing Race, Racism and Other Difficult Topics with Students</u> | This is a graphic organizer that teachers can use to plan how they will create emotional safety in the classroom when discussing difficult topics with students. It outlines specific emotions that often arise and general strategies to use in the moment. | Incorporate the graphic organizer into professional learning or planning related to instructional design focused on building all students' sense of belonging and highlighting their intersectional identities. | |



DOMAIN 03

SCHOOL IDENTITY


This domain focuses on
values and beliefs,
community context, and
shared understanding





DOMAIN 03:
School Identity

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|---|---|
|  ACTIVITY | School Leadership Teams | Case Studies on Diversity and Social Justice Education | This exercise can help educators understand the barriers to learning faced by students and consider how to address them. | This lesson plan could be used by SLTs in PDs to think through solutions for students facing many barriers preventing them from being engaged in school. |
| | Administrators | It's Not About You, It's About Us: A Black Woman Administrator's Efforts to Disrupt White Fragility in an Urban School | This article presents a case study of the efforts of a Black female school administrator to disrupt issues of racism, color-blindness, and microaggression through staff professional development. It describes the resistant from White staff and administration due to White fragility. Discussion questions are presented for readers to consider how they might approach similar situations. | Could be used in district meetings to discuss how they could address professional development for school staff around racism. |
|  RESOURCE | Administrators | How Schools, and Our Lives, Can Become Liberating Places | This podcast describes the experience of one educator implementing restorative justice practices school wide. With a strong focus on circles, the podcast describes challenges, successes, and their process of learning how to best implement RJ programs. | Utilize when considering implementing restorative justice in your school or for ideas of how to improve the process for youth. |
| | Administrators | School Bias: Does Racial Bias Feed the School-To-Prison Pipeline? | This article presents information about the recent state of the school-to-prison pipeline. It provides an overview of recent research, statistics around school discipline, and some examples of how different cities/districts are approaching the issue. | Utilize as background information as talking points for why the school-to-prison pipeline should be addressed. This also could provide some options around how districts/schools may want to approach this issue. |
| | Administrators | How Schools are Using Restorative Justice to Remedy Racial Disparities in Discipline | This article describes why educators should use restorative justice as a culturally relevant and inclusive practice to ensure equity in school discipline. It describes the impact restorative justice can have on racial disparities in discipline using examples from school districts in Oakland and Denver. The article concludes with three strategies to implement and promote equity: 1. Simultaneously Address Relationships, Institutional Racism, and Implicit Bias, 2. Develop District-Community Collaborations, 3. Develop District-University Partnerships. | Reflect on the article in conversations about your commitment to culturally relevant and inclusive discipline practices. |
| | Community Members | Avoiding Racial Equity Detours | This article tackles the issue of white educators avoiding doing the racial justice and anti-racism work to create authentic change. It focuses on the "equity detours" they take which accounts of how white people often follow alternate routes to protect their privilege and avoid the messy work of racial justice. It details four racial equity detours commonly embraced in schools, followed by equity principals that can help educators avoid these detours and build a more transformational equity approach. | This resource can be implemented at the administrative level to evaluate white identifying staff engagement with discussions with staff around courageous conversations regarding race and comfortability around advocacy. Affinity groups during professional development could benefit from analyzing themes and concepts within this piece. |
| | Community Members | Keeping Black Girls in School: A Systematic Review of Opportunities to Address Exclusionary Discipline Disparity | This resource focuses on the discipline disparity of Black girls. The review centers culturally competent school programs, enhanced teacher training, spaces at school for empowering Black girls, and trauma informed student policies. | This resource could be used to integrate into professional development meeting to inform staff of the different ways exclusionary discipline shows up and the impact of racism in schools on their students. It should be used to shift the culture around disciplinary strategies at the administrative level and specifically with student resource officers as well. |



DOMAIN 03:
School Identity

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|---|--|
|  RESOURCE | School Leadership Teams | <u>Creating the Space to Talk About Race in your School</u> | “The article discusses the importance of committing to RJ in mindset and in practice to make the step towards restoring equity to students. The article highlights the importance of addressing race to honor the identities of students of color despite feelings of discomfort from staff. | This article can be a great resource for SLTs to discuss and use as a reminder of why RJ and efforts toward equity are important. |
| | School Leadership Teams | <u>Where Discipline and Racial Equity Intersect</u> | This article presents a case example of how a teacher and school could approach school discipline. The article discusses some individual examples as well as how the school has changed it’s approach at a systemic level. | Utilize as a case example for training teachers on how to approach youth or as an example of how your school can change their disciplinary approach to a more equity oriented framework. |
| | School Leadership Teams | <u>Advancing Social Justice in Urban Schools Through the Implementation of Transformative Groups for Youth of Color</u> | This article presents a case study of the implementation of a transformative group approach for students of color. The article is framed from a counselor’s perspective and discusses results from different stages of the program. | Utilize as a resource for school counselor’s or staff to demonstrate an alternative approach to connecting with youth of color that may be more culturally affirming. |
| | School Leadership Teams | <u>The Future of Healing Shifting from Trauma Informed Care to Healing Centered Engagement</u> | This article describes the benefits of moving from utilizing a trauma centered approach to a healing centered approach when working with youth. Broad suggestions of why and how to make this change are provided. | Could be utilized during discussions on school level approaches to student wellness. |
| | School Leadership Teams | <u>Engaging in Difference Using Restorative Practices</u> | This article describes the roots of restorative practices and provides examples of why it is needed. A discussion around how it has been used historically and the experience of one practitioner follows. | Use during SLT discussions on implementing restorative practices, and the importance of a diverse leadership team. |
| | School Leadership Teams | <u>Pursuing Social and Emotional Development Through A Racial Equity Lens</u> | The authors of this report argue there is a need for social emotional learning that recognizes and supports students’ multiple layers of identity, sense of belonging, and sense of self. They suggest that to implement MTSS with a racial equity lens, schools need to build on strengths, attend to root causes, address stereotype threat, develop supportive learning environments, respect all cultures, go beyond discipline, provide needed resources, invest in adult development, support adult social-emotional health, and engage families and communities. | Use the article to frame discussions about your schools’ values, beliefs and commitments related to culturally relevant and inclusive discipline practices. |
| | School Leadership Teams | <u>Equity and Social and Emotional Learning: A Cultural Analysis</u> | This report describes the need for MTSS models that recognizes and supports students’ multiple layers of identity, sense of belonging, and sense of self. It provides an overview of five social-emotional competencies and how to make them more responsive to students cultures and identities. | Use the report to frame discussions about your schools’ values, beliefs and commitments related to culturally relevant and inclusive discipline practices. |

DOMAIN 03:
School Identity

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|---|--|
|  RESOURCE | School Leadership Teams | <u>What is White Privilege, Really?</u> | This article describes white privilege in depth; the definition, the background, and the power it conveys today. | Use this resource as background knowledge for trainings on privilege with school staff |
| | Teachers | <u>Toward Shared Commitments for Teacher Education: Transformative Justice as an Ethical Imperative</u> | This article outlines commitments, or shared goals, for teacher education that are culturally responsive and equity focused. It provides a rationale for supporting culturally relevant and inclusive practices to ensure equity and a purpose of education focused on student agency. It also offers examples of how this might be accomplished by interrupting teacher education's Eurocentrism, focusing on the values of communities of color, learning from the history of Black schools, and fostering teacher education as a site for restorative justice. | Have teachers read the article in advance of faculty meetings, professional learning opportunities, or grade-level meetings about the values and beliefs that are articulated in your statement of identity. |
| | Teachers | <u>What Anti-Racist Teachers Do Differently</u> | This article emphasizes the imperative need for educators to engage in the paradigm shift when it comes to the way they teach, perceive, and support their Black students. In the fight against systemic racism in schools teachers must challenge why their Black students are not performing well and investigate why that is through an anti-racist and social emotional lens. | This conceptual framework can be included and explored in any professional development with educators to critically analyze and shed lights on a new way to approach and support students of color who are not performing to standard in their classrooms. |
| | Teachers | <u>Centering Humanity and Community with Restorative Justice in Schools</u> | This blog presents the value of implementing RJ and suggestions for how educators can further their professional development in regards to restorative justice practices. It is an introduction to restorative justice in the school setting and what it means to truly adopt the mindset that will allow for change. | This tool can be incorporated into a professional development meeting to introduce the culture that would embrace restorative justice practices. |
| | Teachers | <u>When Schools Cause Trauma</u> | This article discusses the importance of trauma informed practices so as not to re-traumatize our students. The article encourages self-reflection and creating safe spaces for students of color. | This article can be shared with teachers to understand trauma informed practices in the context of schools. |
|  STRATEGY | Administrators | <u>Law and Order in School and Society: How Discipline and Policing Policies Harm Students of Color</u> | This report identifies barriers students of color face systematically. It recommends practices to be adopted to restore equity to students of color and retain employees of color. It also recommends practices to dismantle and rebuild a more equitable school environment. | This report can be used as reference for administrators in planning for change in the school structure to be more equitable for students and staff of color. |
| | School Leadership Teams | <u>Keeping Race at the Center of School Discipline Practices and Trauma Informed Care</u> | This article outlines how CRT and ACEs practices are important for transformative justice in the school setting. It connects CRT with Trauma-informed practices to create a safe and brave space for students. The article discusses RJ for students by practicing these models. | This article would be a great discussion piece for SLTs to discuss school wide planning/ transformative planning for changes toward RJ. |

DOMAIN 03:
School Identity

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------|--|---|--|
|  STRATEGY | Teachers | Anti-Racist, Trauma-Informed Teaching | This website has many resources that encourage teachers to self-reflect and strive to be anti-racist, trauma informed educators. There are many listed guides that encourage teachers to shift their thinking. | This resource could be used as an introduction to teachers on RJ practices. It could also be used as a refresher for teachers that offers an equity perspective. |
| | Community Members | Test Yourself for Hidden Bias | This resource centers the link between implicit bias, prejudice, and discrimination. It includes the Harvard developed "Implicit Bias Test" and details the effects and action steps to take to disrupt the perpetuation of such actions in the school setting. | This resource can be utilized as a topic for professional development training to have school staff take the Implicit Bias Test and become trained on terms that impact their students. Action steps to prevent harm of implicit bias are included to explore as a school community. |
|  TOOL | Community Members | Responding to Racial Injustice with a Trauma-Informed Approach | This article highlights one youth serving organization's perspective and commitment to taking a trauma informed approach in response to social injustice. Detailed steps and approaches of implementation are featured regarding how to have safe and meaningful discussions around racial injustice and toward racial justice with girls and young people. The article includes tips on when and how to stand up to injustice. | This guide can serve as a foundation for being trained on and realistically implementing trauma-informed care in micro, mezzo, and macro school community settings. |
| | Parents | Talking to Children After Racial Incidents | This article restores equity by creating space for students to share their voices. It is a great reminder to parents of the autonomy of the student and how we can all learn from them as well. | This article could be shared with parents electronically, virtually, or in person at a school meeting as a reminder of the importance of student voices. |
| | Parents | Talking to Kids About Discrimination | This article discusses the importance of discussing discrimination with children and provides suggested guidelines for how to do so. | Utilize as a resource to provide guardians, or other adults, struggling with how to have these conversations with youth. |
| | Teachers | Repairing Relationships, Rebuilding Connections | This book chapter breaks down the framework for restorative justice practices that restore equity and voice to black female/fem identifying students through relationship building. | This resource can be used by teachers to generate ideas about how to connect with their black female students. |
| | Teachers | Meeting the Needs of Girls: Girls of Color Share How to Improve Equity in Oakland Schools | Using voices of Black girls' experiences, this resource provides policies, practices and programs to reduce the school to prison pipeline for Black girls. | This resource can be implemented school wide or via classrooms. |


DOMAIN 04

STRUCTURES



This domain focuses on **equitable access to resources, building healthy relationships, and shared leadership for all stakeholders**




DOMAIN 04:
Structures

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------|---|---|---|
|  RESOURCE | Administrators | <u>Engaging Youth Voices to Address Racial Disproportionality in Schools: Exploring the Practice and Potential of Youth Participatory Research in an Urban District</u> | This paper aims at addressing the racial disproportionality in school experience and disciplinary actions by conceptualizing youth participatory research as a tool to bring youth voices to inform school climate and school policies. This piece highlights the inability for policies that focus solely on discipline, despite their intentions, to increase safety or improve educational outcomes. | This resource can be used at the administrative level to analyze the ways in which the voices of the students they serve can be integrated into the decision making process to create systemic change and an authentically equitable school climate experience. |
| | Administrators | <u>'There has Never Been a Glory Day in Education for Non-Whites': Critical Race Theory and Discipline Reform in Denver</u> | This article presents research on community members and their perceptions of school discipline in Denver. The author discusses the potential impact of implementing restorative justice, but needing to do so by utilizing a racial analysis. | Utilize as background reading when considering implementing restorative justice programming or addressing racial disproportionalities in school discipline. |
| | Administrators | <u>Not Separate but Not Equal: Improving Equity in Discipline in Racially and Ethnically Diverse School Settings</u> | This article outlines a blueprint that leverages the positive behavioral interventions and supports framework in completion of code of conduct revisions, data analysis, cultural and implicit bias awareness, and culturally responsive hiring, training, and teaching. | This resource could be used in a professional development training for teachers and SRO staff to assess strategies for cultural responsiveness within discipline protocols. |
| | Administrators | <u>Whole School Restorative Justice as a Racial Justice and Liberatory Practice</u> | This article presents a case study of a program in Oakland that incorporates a racial justice lens to school based restorative justice. Evidence of necessity and effectiveness of the program are presented as well. | Read prior to discussions on implementation of restorative practices or when reviewing effectiveness of school discipline |
| | Administrators | <u>Using Double Consciousness as an Analytic Tool to Discuss the Decision Making of Black School Leaders in Disrupting the School to Prison Pipeline</u> | This article focuses on the importance of district and school leaders and their role in disrupting the school to prison pipeline. Through the framework of DuBois' concept of double consciousness, the dilemma between Black school leaders and disciplinary infractions is examined and the conflict of decision making that falls on Black leaders in education. | This resource can be explored in a professional development setting and/or upcoming year planning as an opportunity to shift perspective on how discipline related decision making impacts different staff leaders and students based on race. It can be used as a framework to approach a shift or deepened understanding of school culture related to discipline and an aim to disrupt the school to prison pipeline. |
| | Community Members | <u>Restorative Approaches to Discipline and Implicit Bias: Looking for Ways Forward</u> | This article raises the importance of focusing on the impact of implicit bias and its relationship to and within restorative justice efforts. Without understanding and disrupting the effects of implicit bias, the racial discipline gap will remain regardless of any behavioral interventions out into place. | This conceptual framework can be used in professional development trainings to elicit reflection and action for school leadership teams, district leaders, SRO's, and educators alike to deepen restorative justice efforts. |
| | Community Members | <u>Fix School Discipline: A Toolkit for Community</u> | This toolkit is a comprehensive resource for students, parents, community leaders, organizations, advocates, school superintendents, principals, teachers, and anyone interested in learning how to eliminate harsh discipline practices that push students out of school and contribute to the school to prison pipeline. | This resource can help education communities implement or advocate for supportive and inclusive discipline policies that hold students accountable and improve school climate and safety for all members of the school community. |


DOMAIN 04:
Structures

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|---|--|
|  RESOURCE | School Leadership Teams | Bringing a Racial Justice Consciousness to the Restorative Justice Movement: A Call to White Practitioners | This resource provides information on the importance of White silence and voices in perpetuating and promoting school equity. | Ask school leadership teams to read this piece before discussing how to design anti-racist school structures. |
| | School Leadership Teams | It's Deeper Than That!: Restorative Justice and the Challenge of Racial Reflexivity in White-Led Schools | "This resource uses critical race theory to analyze case studies focused on the experiences of two Restorative Justice Coordinators, both Black women, and how they understood and responded to racial injustices in urban schools with white leadership. The RJC's adapted their approaches to addressing racialized dynamics while also developing school wide networks to foster broader critical reflection on race. | This article can be used by administrative staff to analyze the complex dynamics present when considering the identities of the people enforcing policy and practice change in schools. Engagement can look like a training with admin team and scaffold into fitting an entire public school staff training. |
| | School Leadership Teams | School Hopes Talking It Out Keeps Kids From Dropping Out | This resource is in audio form and written as an article as well. It focuses on the implementation of alternatives to suspension at one school and features students who were interviewed on it's impact. A resolution room and restorative circles both work to hold students accountable for their actions as they understand how their actions impact others and themselves. They saw a decrease in suspension by 10% since they pivoted to restorative justice model. | The contents of this resource can be used to absorb and delegate how leadership teams can mimic this model in a shift from zero tolerance policies and out of school expulsions to a restorative justice model of addressing behavior infractions. |
| | Teachers | Restorative Justice in the Classroom | This resource is an audio clip as well as literature detailing the reporting on the impact of teachers who often resort to verbal violence when boundaries are pushed rather than using methods of behavior and language rooted in restorative justice with students. Students are interviewed on the impact that trust between the class and the relationship to the teacher has on them and the positive effect of talking circles and talking pieces. | This clip can be used in school wide professional development settings aimed to evoke discussion around how educators and SRO's handle students who push boundaries in classrooms and the school community. The shift in response from zero tolerance to restorative justice model of instilling trust in the classroom can effectively play a role in preventing pushing students into the criminal justice system that teacher's verbally violent behavior mimics. |
| | Teachers | When SEL is Used as Another Form of Policing | This article presents information about Social Emotional Learning (SEL) and how educators need to include a racial justice component for it to be effective for students of color. | Utilize in a training on SEL curricula. |
|  STRATEGY | Administrators | Culturally Responsive Restorative Discipline | This article presents research on culturally responsive practices in schools, with a particular emphasis on restorative circles. This ethnographic study of 3 high schools in New York, describes the restorative frameworks, effective processes, and challenges in implementing this framework. More specific strategies for effective implementation school wide are presented at the very end of the article. | Utilize as background reading for possible frameworks when implementing or reforming restorative practices in schools. |
| | Administrators | Capture the Opportunity: Steps to Redesign School-Level Systems for Equity | The guide and digital workbook is a good resource for administrators seeking to rebuild the systems in place in the school setting. | Incorporate into a professional development meeting/ discussion about culturally responsive curriculum and equity for marginalized students. |


DOMAIN 04:
Structures

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------|--|---|---|
|  STRATEGY | Administrators | <u>Anti-Racist Evaluation Strategies: A Guide for Evaluation Teams</u> | This guide presents suggestions on how to evaluate programs or practices using an anti-racist approach. | Utilize as a guide when evaluating school programs or practices. |
| | Administrators | <u>Dress Coded: Black Girls, Bodies, and Bias in D.C. Schools</u> | This report presents findings from D.C. schools that dress codes disproportionately impact students, particularly Black girls. For schools that want to continue to enforce dress codes, suggestions on how to create more equitable dress codes are provided. | Utilize as a guide during discussions around school dress codes or school discipline reform. |
| | Administrators | <u>Getting Better at Getting More Equitable</u> | This paper discusses the need for restructuring school systems to address racial inequities in education and working toward restoring equity through an RJ based model. The paper includes a breakdown of how to address each level of intervention necessary for the restructuring. | This resource can be discussed by administrators to develop the vision and best practices for a more equitable school environment. |
| | Administrators | <u>Let Her Learn: Stopping School Pushout for Girls of Color</u> | This report presents results from a 2017 nationwide survey on what health and safe schools look like for girls of color. Barriers specific to girls and femmes of color are presented, along with strategies for policymakers, schools, and parents to address these issues. | Utilize as a guide when discussing equitable schools for girls and femmes of color. |
| | Administrators | <u>Toolkit for Transforming School Discipline in Remote and Blended Learning During COVID-19</u> | This toolkit details strategies to prioritize create a positive learning environment with trauma-responsive and restorative practices to bring transformative justice to students in the school setting, especially in response to COVID-19. | This toolkit could be used in administrator meetings to discuss next steps for the schools to plan changes to move toward transformative practices. |
| | Administrators | <u>Promoting a Positive and Equitable School Climate During the Pandemic</u> | This report outlines ten strategies and suggestions for developing equitable school climates during the pandemic that support students' intersectional identities. The strategies are: (1) State a school vision and mission that includes values of community and inclusion; (2) Use data to provide support for students, teachers, and families; (3) Integrate multi-tiered systems of support; (4) Cultivate positive relationships amongst school staff and students; (5) Promote social and emotional learning; (6) Foster a positive school racial climate; (7) Engage students in social action to address problems; (8) Address experiences and emotions tied to the pandemic and to equity and inclusion; (9) Incorporate trauma informed practices and staff professional development; and (10) Provide behavioral health support and interventions. | Use the strategies from the report to inform discussions about the approach your school will take to reducing disparities in suspensions through culturally relevant and inclusive practices. |
| | Community Members | <u>Racial Justice in Education Resource Guide</u> | This guide from the National Education Association outlines a framework to advocate for education professionals to break down the barriers to racial equity in public education and to prepare every student to succeed. The strategic framing used to advance social justice education includes awareness, capacity building, and action. | The strategies detailed in this guide can be utilized at the community, district, and school administration team level to incorporate and modify with the goal of improving deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures. |

DOMAIN 04:
Structures

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|---|---|
|  <p>STRATEGY</p> | School Leadership Teams | <u>How to Get Police Out of Schools, and Why It Matters</u> | This article breaks down how to make changes in the school setting to move from police presence and a zero-tolerance environment to one with RJ practices and more mental health supports. | This article is a great piece for SLTs to discuss while going over steps toward creating a school setting that restores equity and creates a safer environment for students of color. |
| | School Leadership Teams | <u>The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here?</u> | This policy brief summarizes research on restorative justice in schools, focusing on challenges with implementation models that are short-term, mandated or top-down, narrow, colorblind and power blind, or involve one-time trainings. The authors recommended that schools adopt principle-based, comprehensive, and equity-oriented restorative justice practices, and support implementation with contextually sensitive, strategic, and long-term plans, including ongoing professional learning. | Draw on suggestions from the brief to frame discussions about the approach your school will take to reduce disparities in suspensions through culturally relevant and inclusive practices. |
| | School Leadership Teams | <u>National Black Lives Matter at School Week of Action Starter Kit</u> | This starter kit encourages solidarity with the black community and integrating BLM in the school curriculum. It details how changes can be made to address systematic barriers black students, staff, and communities face. | This starter kit can be used at a PD to plan for change toward RJ practices. It can also be used by teachers to plan for lesson plans in class. |
| | School Leadership Teams | <u>Reducing Racism in Schools: The Promise of Anti-Racist Policies</u> | This article details the impact of the national uprising and attention on social injustice that occurred in 2020 and how anti-racist policies made their way into schools, domestic and abroad, as a response. The details of anti-racist policies are included as well as a follow up plan to ensure accountability is taken regarding putting the policies into practice long term. | This strategy can be evaluated and implemented at the administrative level as decisions are being made around how to approach the standing policies regarding discrimination in the school community. |
| | School Leadership Teams | <u>Eliminating Disparities in School Discipline: A Framework for Intervention</u> | This chapter offers a research-based framework for increasing equity in school discipline. The framework is composed of ten principles that hold promise for helping educators to address student behavior in a developmentally appropriate manner and reduce race and gender disparities in school discipline. | Use this piece to guide school-wide planning related to discipline. |
| | School Leadership Teams | <u>Offsetting Racial Divides: Adolescent African American Males and Restorative Justice Practices</u> | This article presents a framework focused on relationship building as a way to bring RJ practices to schools. It demonstrates the positive outcomes of student-centered practices and counter-storytelling. | This article could be shared by the SLT to inspire teachers and staff to shift to RJ practices to restore equity to students of color. |
| | School Leadership Teams | <u>Decriminalizing Practices: Disrupting Punitive-Based Racial Oppression of Boys of Color in Elementary School Classrooms</u> | This study provides a practice that aims to restore equity to boys of color in the classroom. It aims to break the punitive practices that can lead to the school to prison pipeline. The practices demonstrated in the study seeks to create a safe space in the classroom for boys of color to explore without the risk of being punished. | The strategy could be shared at a professional development meeting to discuss equity in education and ending non-tolerant/ punitive practices. |

DOMAIN 04:
Structures

| Type of Material | Audience | Title | Overview | Implementation Tip |
|--|-------------------------|---|--|--|
|  <p>STRATEGY</p> | School Leadership Teams | <u>Building Anti-Racist and Restorative Communities</u> | This resource provides knowledge on ways to eliminate the barriers that prevent students of color from receiving equitable access, experiences, and outcomes by discussing conditions needed to create an anti-racist school environment. | Use to guide conversations about school discipline protocols and processes. |
| | Teachers | <u>Racial Equity Policy That Moves Implicit Bias Beyond a Metaphor for Individual Prejudice to a Means of Exposing Structural Oppression</u> | This case study presents a framework to rebuild practices that will restore equity to students of color by addressing the systemic implicit bias and microaggressions embedded in the school system. The study includes questions and reflection pieces for teachers to examine. | Ask teachers to read this case study as part of professional development on implicit bias in discipline. |