BUT FIRST, OUR BODIES

Trauma-Informed Resistance to the Criminalization of Students of Color

The School to Prison Pipeline (SPP) describes the disturbing process in which primarily low-income students of color are pushed out of schools through exclusionary discipline policies and implicated into the criminal justice system. While valuable in exploring the intersecting state structures criminalizing communities of color, the SPP often fails to encompass forms of violence beyond educational and penitentiary structures, including sexual abuse, domestic violence, sex trafficking, and ill-supervised child welfare programs. Within these systems of abuse, students of color are more likely to experience racialized and intersectional trauma than their white counterparts, and their reactions to trauma within the classroom are often misinterpreted as behavioral problems in need of punitive discipline. In order to combat this criminalization of trauma, this initiative aims to implement trauma-informed pedagogy and policy into educational spaces, ultimately contributing to an institutional shift away from exclusionary discipline and towards practices grounded in compassion, joy, and love.

Maya Varma

Macalester College | 2020

Education Within a Carceral State: The Criminalization of Trauma and a Path to Reform

In what is now considered a national crisis, The School to Prison Pipeline (SPP) describes the disturbing process in which primarily low-income students of color are pushed out of schools and into the criminal justice system. Perpetuated by punitive school discipline policies, the SPP is grounded in multiple state structures that strive to control and criminalize people of color who have been historically marginalized, disenfranchised, and oppressed. The Prison-Industrial Complex and the carceral state are foundational programs perpetuating school structures of discipline and policing, and the metaphor of the SPP is invaluable in conceptualizing the various policies and ideologies relating education and mass incarceration. However, the SPP must also be expanded to include private structures of violence, namely domestic and sexual violence against girls of color. Ultimately, reform efforts cannot concentrate solely on school discipline policies, but must also see these educational networks of control as a reproduction of intersectional violence experienced within the broader carceral state.

THE PRISON-INDUSTRIAL COMPLEX AND THE CARCERAL STATE

Numerous reports in the past decade have provided alarming statistics describing the current populations comprising American prisons, jails, and juvenile correctional facilities. A 2019 report from the Prison Policy Institute claims the number of incarcerated people in the United States is over 2.3 million, including military prisons, immigration detention centers, civil commitment centers, and state psychiatric hospitals (Sawyer & Wagner, 2019). The racial disparities within this number are no less frightening. Not only do African Americans make up 40% of the incarcerated population yet represent only 13% of U.S. residents, but they are 5 times more likely to be incarcerated than their white counterparts. This inequity is extended to Latinx and indigenous populations as well. As of 2018 Latinx people made up 20% of the U.S. incarcerated population, and as of 2015 the Lakota People's Law Project reported that Native American men are incarcerated at four times the rate of white men. Significantly, since 2010 Native American incarceration rates in federal prisons have increased by 27% (Couloute, 2018). These statistics provide a harrowing image of mass incarceration in the United States, yet they cannot be analyzed in a vacuum. To make sense of the clear racial and socioeconomic disparities evident in these reports, incarceration needs to be examined within historical and contemporary state structures of racial oppression.

In her powerful and indispensable book, *The New Jim Crow,* civil rights lawyer Michelle Alexander takes on this project of contextualizing mass incarceration through a racial lens. Her historical analysis begins with the original Jim Crow laws dating back to the immediate aftermath of the Civil War, where white politicians implemented laws segregating and disenfranchising African Americans. The Civil Rights Movement in the 1960's prompted strong resistance against these laws, yet Alexander argues that the legal abolishment of Jim Crow did not necessarily end its project of oppression. Instead, following Richard Nixon's "War on Drugs" and subsequent harsh crime legislation, these racially prejudiced systems manifested in structures of incarceration. With a combination of heavy surveillance, profiling, policing, violence, and minimum sentencing laws for nonviolent offenses, the incarceration system has produced a contemporary racial caste system rooted in a history of enslavement

(Alexander, 2012). By contextualizing the racial disparities comprising our prison structures, Alexander helps us see that the project of policing and incarceration is charged with histories of white supremacy. The consequences of imprisonment — a restriction of voting rights, education, employment, housing, and bodily autonomy — are manifestations of slavery, segregation, and disenfranchisement. With this understanding, what exactly is continuing to not only sustain this oppressive institution, but encourage its expansion?

The most apparent answer would be racism, the continued need to maintain racial hierarchies and white-dominated power structures, and this is not incorrect. However, our focus on racism needs to be further developed with an understanding of the economic and political foundations preserving our vested interest in incarceration. One of the most significant concepts synthesizing all these structures of control is the Prison-Industrial Complex (PIC). In its most basic form, the PIC describes the intersecting interests of both government and industry in using policing, surveillance, and incarceration to solve perceived economic and political problems (Davis, 2003). Coined either by journalist Eric Schlosser or author and activist Angela Davis in the 1990's, The PIC is commonly understood to have grown out of the "War on Drugs." Amidst the implementation of harsh drug laws and a growing support for "Tough on Crime" legislation in the 1970's, prisons became increasingly overcrowded and provided ample space for the PIC to grow and thrive. It's important to note that this turning point in legislation is also explored by Alexander as she traces the construction of a racial caste system, and the PIC is not a separate structure of power. Multiple interest groups have taken advantage of prison populations for personal and economic gain — politicians often utilize the fear of crime to garner support, private companies invest in correctional facilities as a profitable market with a cheap labor force, and impoverished rural areas have utilized prisons as a space of economic development (Davis, 2003). The economic motivations for the PIC clearly echo Alexander's critique of incarceration as a form of slavery, and the consequences of implicating a system of racial control into a market economy model are far-reaching for inmates and communities of color.

Overall, mass incarceration involves an intersection of multiple oppressive histories, dominant ideologies, and contemporary interest groups to continue to grow and thrive. While exploring these factors is critical to approach the SPP, it is also worthwhile to consider the broader philosophical relationship between discipline, control, and the notion of the carceral state. In 1975, philosopher Michel Foucault published his seminal book, *Discipline and Punish: The Birth of the Prison,* which explored the development of modern Western penal systems. Foucault significantly traces the various points in 19th century history when criminal punishment became "humane," political, and a core aspect of Western legal systems. He names the "carceral state" as a series of surveillance systems and forms of discipline -- walls, gates, security cameras, police, law -- employed by society to gain control of urban spaces. The carceral state is rationalized through legal systems and thus normalized, familiar, and nearly impossible to remove (Foucault, 1995).

After delving into mass incarceration and the PIC, Foucault's carceral state perhaps seems obvious, abstract, and redundant — what the value is of theorizing this potent and violent issue at such a philosophical level? Ultimately, the notion of the carceral state is critical to expand the notion of "prison" beyond correctional facilities and acknowledge the deeply embedded foundations of discipline and control in educational and community spaces. The various facets of policing, containment, and exploitation are not a phenomenon; they are not products of our time nor of a select few politicians and corporations. These institutions are housed *within* a carceral state in which discipline and control are invisible and indispensable features. Can we imagine a state without policing? Without prisons? And if we cannot, what assumptions and ideologies are preventing us from moving past the well-worn model of a carceral state?

DISCIPLINE, POLICING, AND CONTROL IN SCHOOLS

These were big questions, perhaps daunting in the context of education and schooling. But when we allow these complex notions of racial caste systems, the PIC, and the carceral state to permeate our awareness of discipline and control within school spaces, these structures can be more accurately understood. Over the past few decades, educators and policymakers have increasingly scrutinized school discipline policies, claiming they are contributing to the stark racial disparities in graduation rates, achievement gaps, and incarceration between white students and students of color. In 1975, the Children's Defense Fund released a report about school suspension rates and brought this issue to national attention. Significantly, they claimed that black students were 2-3 times more represented in school suspensions than in their enrollment rates. The Civil Rights Data Collection determined that out of more than 96,000 public schools, the 2015-2016 school year consisted of 291,000 referrals and arrests, increasing by 5,000 from the previous year. While black students made up 15% of the student body, they accounted for 31% of the arrests (Balingit, 2019). From 1973 to 2006, the percentage of black students suspended from public school increased from 6% to 15%. Overall, as of 2010, in most large school districts the suspension rates for minority middle-school students is typically over 20% (Dillon, 2010).

Gregory, Skiba, and Noguera (2010) offer the term "racial discipline gap" to explain this disparity. They argue that schools utilize disciplinary referrals, suspensions, and expulsion to preserve order, and this tactic of removing children from the classroom results in missed instructional time, disengagement, academic failure, and rule breaking (Gregory, Skiba, & Noguera, 2010, p. 60). Multiple factors contribute to the racialized biases in these discipline tactics. The relationship between race and poverty is a central one, and many scholars suggest that low-income students of color have a higher exposure to violence and substance abuse. Their reactions to processing trauma often manifest as behaviors in need of discipline such as "irritability, stress, and hypervigilance" (Gregory, Skiba, & Noguera, 2010, p. 61).

However, other studies have stressed that poverty and trauma is not enough to explain this racial discipline gap, and even in well-funded suburban schools there are still racial disparities in suspension and expulsion rates (Rausch & Skiba, 2004). This is a significant argument, as it cautions educators from believing that students of color are actively misbehaving at higher rates than their white classmates. Instead, Piquiero and Brame (2008) suggests that students of color experience a combination of "differential involvement" in misconduct and "differential selection" at every stage of the juvenile justice system. His notion of "differential selection," the concept that ethnic minorities are more likely to be subject to police surveillance and profiling, is particularly salient in the context of school discipline (Piquero & Brame, 2008). Even when white students and students of color are engaging in "relatively similar rates of disruption," students of color are often more likely to be "differentially selected for discipline consequences" (Gregory, Skiba, & Noguera, 2010, p. 62).

It's important to note that the racial discipline gap is not solely a product of racially biased teachers and administrators, or even of educators' inability to manage trauma in classrooms. From an institutional perspective, the current environment of school discipline has been historically structured by zero-tolerance policies and neoliberal legislation. Zero-tolerance encompasses school discipline policies that dictate predetermined consequences for certain offenses, regardless of student circumstances. Zero-tolerance gained public attention and support in the 1990's amidst increased fear around the use of drugs and gang related violence in schools. By 1994 the government issued a Guns-Free Schools act in which students had to be suspended for no less than a year and referred to juvenile court systems for bringing firearms to school. Between 1996 and 1997, 94% of schools adopted zero-tolerance policies for

weapons, and significantly 88% had zero tolerance for drugs, 87% for alcohol, and 79% for violence (Curtis, 2014, p. 1254). Popular arguments for zero-tolerance included the need to take violence seriously in school spaces, and the idea that predetermined consequences would eliminate subjectivity and ensure all students are treated fairly (Curtis, 2014).

Considering the vast racial disparities in school discipline, zero-tolerance clearly did not eliminate bias and subjectivity. In an extensive study on zero-tolerance policies and juvenile justice systems, Curtis (2014) argues that black and latinx students caught with drugs, alcohol, or tobacco are 10 times more likely to be disciplined and arrested than their white counterparts. Additionally, while white students are referred to the office for infractions specifically named by zero-tolerance policies, black students are often sent to the office for much more subjective misdemeanors such as "disrespect, excessive noise, threat, and loitering" (Curtis, 2014, p. 1257).

In addition to the inevitable subjectivity of these perceived objective policies, zero-tolerance also operates under the assumption that the best disciplinary practices actively remove disruptive students from school spaces. This "push out" method can be contextualized in the larger educational structure of the No Child Left Behind Act (NCLB) of 2001, a reauthorization of the Elementary and Secondary Education Act that aimed to standardize education accountability and close the achievement gap between white students and students of color, disabled students, and English Language Learners. Significantly, NCLB enforced standardized testing as a measure of student and school success, punishing schools that did not show improvement with consequences as dire as threatening school closures. The pressures placed on under-performing schools by NCLB has contributed to this "push out" method, giving "schools that depend on federal funding [a] financial motivation to exclude the lowest-achieving students through a zero-tolerance approach to discipline" (Augustin, 2019).

Overall, the impact of zero-tolerance policies and NCLB are significant to the racial discipline gap and increased suspensions, expulsions, and drop out rates for students of color. Within this intersection of policy and racial biases, the concept of selectively "pushing out" students is foundational to the SPP. Most scholars exploring the contributing factors of the SPP begin with zero-tolerance policies, claiming that exclusionary discipline and increased drop-out rates track students out of education spaces and into the criminal justice system. Many scholars argue that excluding students from classrooms not only deprives them of the class content, but it also grants them time and space to engage in illegal activities or come in contact with law enforcement. Students subject to exclusionary discipline are more likely to reoffend, drop-out, and be incarcerated (Balingit, 2019).

Additionally, schools often actively involve law enforcement and juvenile court systems to maintain discipline rather than refer to their own educational resources. Author Kathleen Nolan, in her book *Police in the Hallways*, argues that alongside zero-tolerance policies schools increasingly employ local police officers to patrol common areas. Nolan recounts the experience of walking into an urban school with police and "safety agents" for the first time, stating: "In a building full of struggling and alienated students, order maintenance policing took precedence over educative aims, and a culture of control permeated the building" (Nolan, 2011, p. 4). Not only are police officers mainly employed at under-funded schools with a high population of students of color, but their presence dangerously implicates students into the criminal justice system instead of sending them to a detention hall or the office for misdemeanors. The presence of police often results in escalated violence, and students of color subject to harsh and racialized discipline policies are immediately pushed into court systems and juvenile detention centers (Nolan, 2011). This aspect of school discipline is one of the most clear relationships between schooling and incarceration, a relationship in which school spaces begin to mimic correctional facilities.

Overall, the SPP is a complex intersection of multiple institutions. Within a carceral state that relies on policing to maintain order, schools are shaped by racialized policies dictating predetermined, harsh, and exclusionary approaches to discipline. This, combined with legislation placing financial pressure on high stakes testing, results in schools unnecessarily pushing out the students most in need of support. With inadequate school funding, ill-prepared teachers, and the various emphases on discipline and control through both school administrators and law enforcement officers, students of color are swiftly funneled into juvenile justice systems and ultimately into the Prison-Industrial Complex.

THE CRIMINALIZATION OF TRAUMA

The metaphor of the SPP is clearly valuable in describing these increasingly intertwined networks of control relating schooling to incarceration. However, viewing this issue as primarily a pipeline connecting schools to prisons has limitations as well. Author Ken McGrew notes that the "pipeline" offers an easy and accessible narrative, which has been critical to communicate such a complex and important issue to a broader public. However, its accessibility can also flatten certain complexities and allow for misconceptions. Significantly, McGrew claims the pipeline metaphor constructs the notion that correcting education will prevent incarceration, and subsequent reform tends to narrowly focus on school discipline policies and practices (Mcgrew, 2016, p. 356). He states: "The problem, rather, is that because school failure, the criminalization of youth, and incarceration are conceived of as a 'pipeline problem,' *pipeline solutions* are proposed" (Mcgrew, 2016, p. 357). While "pipeline solutions," such as critically examining zero-tolerance and police presence in schools, are no doubt essential to dismantling the relationship between schools and incarceration, they are not the only places to consider. Other factors, specifically in private and community spaces beyond educational structures, contribute heavily to the disproportionate incarceration of students of color.

Girls of color represent one of the most vulnerable groups subject to the violent realities of the PIC. While African American girls constitute 14% of the general population, they make up 33.2% of girls detained and committed. Native American girls embody 1% of the general youth population but 3.5% of detained and committed girls (Saar, Epstein, Rosenthal, & Vafa, 2015, p. 7). In fact, women and girls of color are the fastest growing population in the penal system. While girls of color are certainly implicated into the SPP, research has shown that their track into prison systems does not always begin in school, but rather through private violence and abuse in their homes and communities. In a report by the Human Rights Project for Girls, authors Saar, Epstein, Rosenthal, and Vafa offered the metaphor of an "abuse to prison" pipeline (APP) to better reflect the realities of girls of color. While still operating under the framework of the SPP, the APP highlights the role that trauma plays in the criminalization of girls (Saar, Epstein, Rosenthal, & Vafa, 2015).

Building on extensive research detailing the massive threat of sexual violence on girls — one in four girls will experience some form of sexual violence by the age of 18, and 15% of sexual assault and rape victims are under the age of 12 — the APP argues that most girls in the juvenile justice system are arrested for crimes that are also common symptoms of abuse, such as substance abuse, violent activity, running away, and other percieved "rebellious" behaviors stemming from mental health problems (Saar, Epstein, Rosenthal, & Vafa, 2015, p. 5). Education and penal systems often overlook this context of abuse, punish victimized girls of color, and implicate them into a system that is ill-equipped to effectively treat their trauma. This criminalization of abuse becomes even more salient when considering victims of sex trafficking, who are often arrested on prostitution charges instead of supported by child welfare agencies.

The APP is exacerbated within the various structures of school discipline previously explored. Not only do girls of color experience the racial discipline gap and the repercussions of zero tolerance policies and high-stakes testing, but they are increasingly punished in school spaces for behaviors relating to intersections of personal and state-sanctioned abuse. For instance, in interviews with black adolescent girls at Foundations High School in California, scholar Connie Wun documented the ways school authorities placed black female bodies under constant surveillance. Through harsh punishments, teachers and administrators continually punished them for "talking back" or "having attitudes" while ignoring their needs as students who experience a multitude of oppressions inside and outside the classroom (Wun, 2016, p. 183). Wun argues that while attempting to resist or react to the conditions of their oppression, these girls are characterized as "defiant" (Wun, 2016, p. 193). In fact, the large majority of disciplinary actions target black female bodies for non-violent offenses, and these offenses are often behavioral problems such as being "defiant" or "unruly," (Parks, Wallace, Emdin, & Levy, 2016, p. 212). These perceived "offenses" very clearly echo the APP's central thesis that victimized girls of color are punished for genuinely reacting to and processing trauma. Rather than providing the infrastructure to combat and care for trauma related behaviors, schools within the carceral state resort to exclusionary discipline policies that further marginalize and criminalize vulnerable students.

Overall, focusing on trauma when discussing education within a carceral state reveals one of the most foundational mechanisms perpetuating this system of racialized control — the process of constructing hypervisible bodies with invisible needs. Figure 1 below offers an approach to visualizing the intersections between the APP and SPP, an approach that centers the bodies of students of color and names their vulnerabilities. The mechanisms of the carceral state, the PIC, and school discipline policies produce a system of constant policing and surveillance whose ultimate goal is control, order, and maintaining hierarchy. Simultaneously, salient and historically grounded spaces of oppression — physical and sexual abuse, poverty, racism, and state-sanctioned violence — and their consequences to the bodies and minds of people of color are rendered invisible.
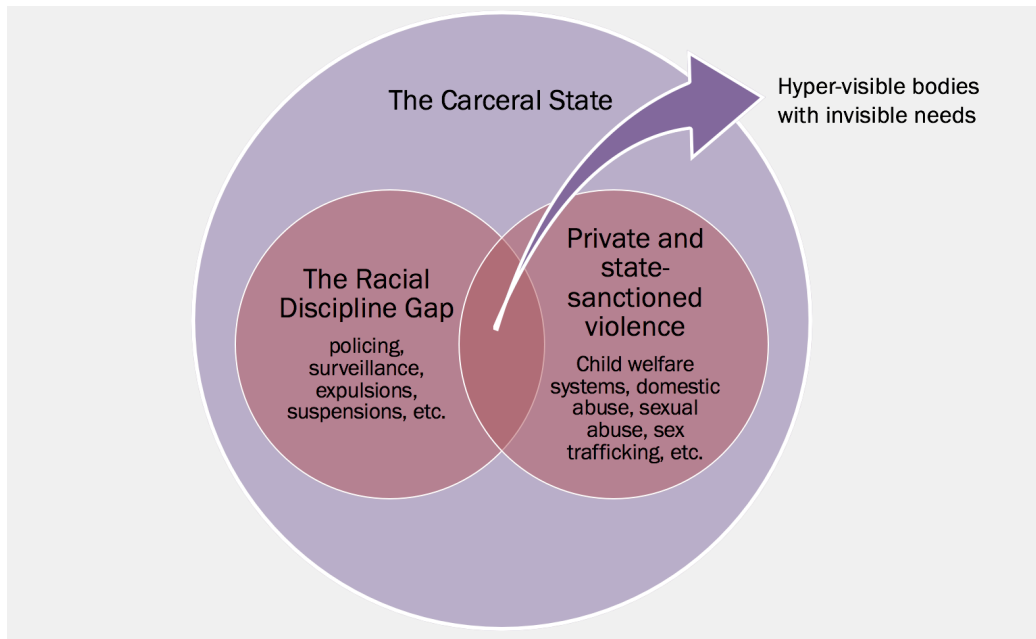

Figure 1: an alternative method of envisioning the School to Prison Pipeline. Instead of a linear, chronological connection between school and incarceration, this model houses these systems of control under Foucault's notion of a carceral state, considering multiple mechanisms of policing, surveillance, violence, and trauma in educational, community, and private spaces.

WHERE DO WE GO FROM HERE?: CURRENT INTERVENTIONS

Currently, many organizations and individuals are attempting to combat this daunting crisis at local, state, and federal levels. In terms of federal policy, the Juvenile Justice and Delinquency Prevention Act of 1974 was reauthorized in December 2018 with promises of tackling the racial disparities in juvenile correctional facilities. The act initially intended to improve the quality of these facilities and minimize inconsistencies across states and local governments, emphasizing the emotional, mental, and physical health of youth and their communities. Its reauthorization significantly included a reduction of racial and ethnic disparities as one of its four core requirements. However, as often happens with the language of federal policy, states were given broad requirements to reduce these disparities that were open to varying interpretations, namely a provision that "requires states and local jurisdictions to create action plans to address disparities within their systems" ("Juvenile Justice and Delinquency Prevention Act"). However, alongside the ambiguous language the reauthorization also offered potential strategies for State Advisory Groups to use when developing policies and practices to combat racial disparities.

Despite the efforts of federal policy, reform at community levels have been much more effective, creative, and specific. Many organizations committed to racial justice have intervened in the SPP by confronting school discipline policies and racialized school environments. For example, The Advancement Project's "Ending the Schoolhouse to Jailhouse Track Project" works with community members and schools to reduce out-of-school suspensions, supporting and training grassroots organizations, organizing campaigns, and filing litigations at district and national levels. Additionally, the National Association for the Advancement of Colored People (NAACP) has worked tirelessly to reevaluate and inform school discipline policies, encouraging alternatives such as truancy intervention programs, increased school counseling, restorative justice, and afterschool programs.

Furthermore, many organizations have attempted to tackle the issue from the other end of the pipeline, focusing on reforming prisons themselves. One particularly powerful project supported by the NAACP was the Tallulah Prison-to-School Conversion Campaign. The Tallulah youth prison, a notoriously cruel juvenile correctional facility in Louisiana, was subject to frequent riots, did not have adequate education for its inmates, and was one of many prisons operating for-profit for a private corporation. Tallulah was subject to an investigation by the Department of Justice and a subsequent federal lawsuit for violating youth safety and human rights. The prison eventually came to represent the larger issue of mass incarceration, and many Louisiana-based organizations grew out of a desire to approach incarceration reform from a more intersectional perspective. In a powerful attempt to re-imagine the impact of youth prisons, the Juvenile Justice Project began a campaign to close Tallulah and instead funnel the money saved into community education, namely a community college and educational center (Butterfield, 1998). While a relatively small example of prison reform, The Tallulah campaign has been foundational in seeing prison reform and education reform as two sides of the same coin.

While these interventions into school discipline policies and correctional facilities are indispensable, other potential avenues of reform open up when we include the APP in our understanding of this issue. These interventions include a focus on child welfare reform, physical, sexual, and mental healthcare, safe-harbor laws to protect survivors of sexual abuse from being criminalized, and increased training for law enforcement and educators to better interact with trauma and negatively racialized youth. Many organizations have considered and fought against all these issues, including:

- **The National Black Women's Justice Institute (NBWJI):** an organization dedicated to ending the pushing-out, criminalization, and policing of black, brown, and indigenous

girls in schools. In September 2019, the NBWJI released policy recommendations for local, state, and federal levels to end discriminatory and punitive treatment in schools.
- **The Human Rights Project for Girls:** a human rights organization working to end the criminalization of young victimized women. Their work includes education campaigns and policy development aimed at issues such as sex trafficking, child welfare, and juvenile justice.

Overall, these attempts at reform consider the effects of intersectional violence on students outside of educational spaces, considering trauma and abuse as a foundational aspect of the SPP that must be tackled alongside school discipline, policing, and structures of incarceration.

WHERE DO WE GO FROM HERE?: A NEW VISION

Within the oppressive structures of the carceral state and PIC, both the SPP and the APP offer invaluable methods of conceptualizing the relationship between education, trauma, and incarceration. When reflecting on the plethora of current reforms, there are clearly multiple entry points into this issue, including alternative approaches to school discipline, re-imagined rehabilitation and criminal justice programs, and institutions intended to protect victims of violence, poverty, and intersectional oppression. However, few projects have combined the concepts of the SPP and the APP, centering both discipline policy reform and trauma-informed interventions into one cohesive program that seamlessly weaves policy and practice together. An effective, radical reform must consider pedagogy, environment, discipline, and resources simultaneously, creating cohesion between administrators, teachers, and school counselors. When educators are given the space and time to consider trauma from multiple perspectives and creatively implement them into classrooms and policies, trauma-informed education can become the norm across all age groups, subjects, and levels of institutional power.
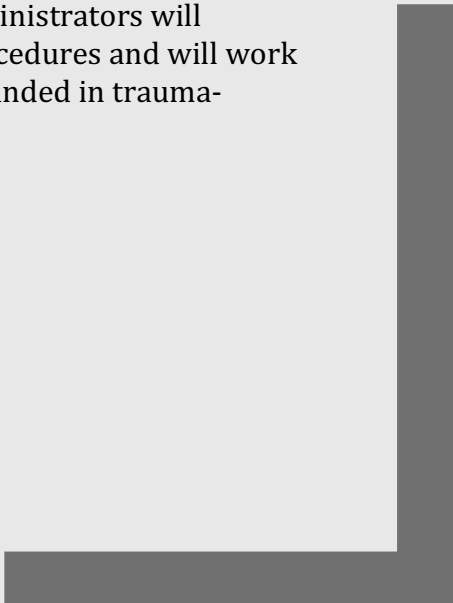
But First, Our Bodies
Trauma-Informed Pedagogy and Alternative Approaches to Discipline

When considering the prevalence of traumatic experiences disproportionately affecting students of color — domestic and sexual violence, police and state-sanctioned violence, child welfare abuses, sex trafficking, etc. — it's essential that teachers and administrators understand how to recognize trauma-related behaviors in the classroom. Zero-tolerance and exclusionary discipline policies are not only unnecessarily harsh and ineffective, but by design they insist on erasing the social, political, and economic conditions influencing the behavior of students.

In an effort to approach student care, safety, and discipline from a proactive rather than reactive mindset, this reform aims to give teachers and administrators the tools, training, and resources to frame their understanding of student conditions through historical, racial, and gendered oppressions and confidently create trauma-informed environments. This trauma-informed approach does not imply that students' experiences will be openly discussed in the classroom or that specific students or demographics will be directly addressed, but rather that educators will approach all types of learning under the assumption that every classroom contains students who have experienced some sort of trauma in their lifetime. In addition to training educators in trauma-informed pedagogies, school administrators will explore alternatives to exclusionary discipline policies and procedures and will work alongside teachers to create a holistic school environment grounded in trauma-informed practices.

GOALS

THROUGHOUT THIS INITIATIVE, TEACHERS WILL…

1. Recognize the historical and contemporary intersections between trauma, discipline, racism, and incarceration
2. Develop pedagogical tools to create a trauma-informed classroom and community
3. Identify trauma-related behaviors in the classroom and approach discipline from a more appropriate and effective space of care and understanding
4. Develop a community of teachers to work towards self-reflection and healing

ADDITIONALLY, SCHOOL ADMINISTRATION WILL…

1. Provide teachers with administrative and emotional support in building trauma-sensitive spaces
2. Collaborate with teachers to implement alternatives to exclusionary discipline
3. Collaborate with teachers to restructure discipline policies and clearly communicate expectations and procedures to students

ULTIMATELY, THIS REFORM WILL…

1. Reduce suspensions, expulsions, and drop-out rates for students of color
2. Reduce the prevalence of surveillance, policing, and violence in school spaces
3. Contribute to an institutional shift away from exclusionary discipline policies and policing in schools, working to sever connections between schooling and incarceration
4. Empower students of color with safe and loving learning environments that acknowledge their histories, pain, and joy

STRUCTURE

This district-wide initiative, overseen by an Initiative Advisory Board, will consist of an intensive 1-week summer workshop, a year-long reflection process with communities of teachers and administrators, and a second 1-week summer workshop immediately before the following school year. During these three components of the initiative, educators will engage in a process of **identifying**, **revising**, **experiencing**, and **reviewing** school pedagogies, procedures, and policies. This initiative is intended to benefit all age groups in a K-12 setting and, with the support and resources of the program, each school will be expected to appropriately tailor all components to different age groups as they see fit.

Throughout the first summer workshop, administrators and teachers of diverse age groups and subjects will explore the historical and contemporary realities of trauma, race, and the school-to-prison pipeline together. They will also examine their own biases and positionality, consider alternative approaches to exclusionary discipline, and develop various pedagogical tools aimed at creating trauma-sensitive classrooms, curricula, and policy.

Building from their experience in the workshop, teachers will implement these pedagogies in their classrooms and keep weekly reflections detailing their observations. Every month teachers across subjects will meet and discuss a different focal theme related to trauma-informed pedagogies, and will work together to explore successes, roadblocks, questions, and places for improvement. Additionally, each school will designate a committee of select teachers and administrators who will oversee the process of drafting new discipline policies and wellness resources intended to support teachers in their trauma-informed practices. This committee, called the Alternative Discipline and Wellness Committee (ADW) will also meet every month to continuously reflect on and evaluate the goals and outcomes of the program. At the end of the year, the ADW Committee will present their policy proposal to the Initiative Advisory Board.

During the following summer, the same group of teachers and administrators will return for a second 1-week summer workshop in which they will reflect on and review the Initiative Advisory Board's feedback on their proposal. They will then draft a concrete set of new discipline policies to be implemented the following school year. This workshop will center on finalizing new policy proposals, reviewing student evaluations from the year, training participants in Restorative Justice and other alternative discipline strategies, and actively communicating the new guidelines to students and families pending the Initiative Advisory Board's approval.

GOVERNING BODIES

INITIATIVE ADVISORY BOARD
This entire program will be overseen by the Initiative Advisory Board. This advisory board will select facilitators for the summer workshops, be in consistent contact with the ADW Committee throughout the school year as they draft and propose new discipline policies, attend ADW meetings as they see fit, and review teacher, student, and data-driven evaluations of the program to ensure it is effectively approaching or accomplishing its stated goals. Additionally, the board will approve and implement the policy changes finalized at the end of the second summer workshop (or they will consult and work with the ADW Committees if the policy proposals are not satisfactory by then). The Advisory Board will consist of members working on a district-wide level. This includes:
1. The Superintendent of Schools
2. Members of the School Board
3. Other system-wide administrators, including coordinators/directors of curriculum, athletics, special education, safety, and business
4. Police Community Liaison Officer
5. Restorative Justice Representative and expert in trauma-informed education

ADW COMMITTEE
Each school will create an ADW Committee who will be in charge of drafting a new discipline policy proposal throughout the school year following the first summer workshop. They will work with community leaders, parents, and other school faculty/administration to develop these procedures. Additionally, they will spend substantial time communicating their progress and new policies to students and the wider community. The ADW Committee will work directly under the Initiative Advisory Board, reporting to them frequently for consultation and to ultimately approve and implement their final policy proposal. This committee will consist of:
1. School Administrators (principals, vice-principals, guidance/mental-health counselors, nurses, athletic coaches)
2. Teachers

The ADW Committee will be formed during the first summer workshop, and therefore will consist of all summer workshop participants. However, during the school year teachers will take on the difficult task of implementing trauma-informed pedagogy into their classrooms and attending monthly meetings; therefore, teachers have the option of acting as consultants for the committee rather than attending meetings full-time.

WORKSHOP FACILITATORS
Finally, workshops will be facilitated by a community member selected by the Initiative Advisory Board. This should be an individual or group who specializes in trauma-sensitive education, restorative justice, and/or criminal justice reform.

PLAN OF ACTION: 1-WEEK SUMMER WORKSHOP

      The goals of the summer workshop are three-fold; first, it is intended to provide teachers and administrators with an intensive curriculum exploring the relationship between education and incarceration. Second, it will provide pedagogical and policy-based alternatives to current practices that will be practically considered alongside the curriculum and discipline policies of each school. Finally, it will begin the process of building community, communication, and support within teachers and administrators as they re-evaluate policy and pedagogy in reflective committees. Below is the weekly schedule, daily curriculum, and pedagogies for the workshop. The time frame for morning and afternoon sessions is flexible and can be adapted to different group sizes. It is currently designed to give extensive time for group and individual reflection.

SUMMER WORKSHOP SCHEDULE: AT A GLANCE

Monday	Tuesday	Wednesday	Thursday	Friday
9am-12pm (ALL participants) **What is mass incarceration and the racial caste system?**	9am-12pm (ALL participants) **What is the school-to-prison pipeline (SPP)?**	9am-12pm (ALL participants) **What is the relationship between trauma and the SPP?**	9am-12pm (ALL participants) **Peer teaching: What does trauma-informed education look like?**	9am-12pm (ALL participants) **Building ADW committee and goal setting**
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1pm-4pm (Teachers ONLY) **How is race implicated into my classroom, curriculum, and pedagogy?**	1pm-4pm (ALL participants) **How does the school-to-prison pipeline operate in my own school?**	1pm-4pm (ALL participants) **What does trauma-informed education look like?**	1pm-4pm (Administrators and Counselors ONLY) **Revising discipline policies** 1pm-3pm (Teachers ONLY) **Revising pedagogy**	1pm-4pm (ALL participants) **Revising policy and practice**

SUMMER WORKSHOP SCHEDULE: DAY-TO-DAY

Day 1

THE RACIAL CASTE SYSTEM AND MASS INCARCERATION

MORNING SCHEDULE (9AM-12PM): **ALL** WORKSHOP PARTICIPANTS

1. PRESENTATION (9-10)

Required Reading: The Introduction of Michelle Alexander's *The New Jim Crow*

  A. Topics for presentation
   i. **History** of Jim Crow laws, the Civil Rights Movement, and Richard Nixon's War on Drugs
   ii. **Development** of the Prison Industrial Complex
   iii. **Relationship** between mass incarceration and racial caste systems

2. SMALL GROUP REFLECTION AND ACTIVITIES (10-12)

  A. Individually, consider your own positionality in these histories and systemic structures. For 10 minutes, write about the thoughts, emotions, and discomforts you are experiencing while engaging with this material. What feelings did Alexander's chapter evoke? Was this information new to you? Or was it familiar?
  B. In a small group (determined randomly and not organized by profession, subject matter, age group, or school), develop your own definition of the Prison Industrial Complex. What critical factors must it include? What systems are implicated within it?
  C. In the same small group, write out all the political, economic, and social spaces impacted by mass incarceration (think: housing, employment, education, voting rights, etc.). Feel free to draw lines connecting certain factors or use different colors to show relationships. Does anything on this list surprise you? What relationships feel most salient to you, and why?
  D. Finally, each group will end the session by considering how their roles as educators are relevant to this issue, which will transition into the afternoon session.

AFTERNOON SCHEDULE (1-3PM): **TEACHERS ONLY**

In the afternoon, teachers will gather in groups based on the subject matter and age group they teach. The goal of this session is to begin considering their own curriculum, classroom procedures, and pedagogy in the context of the content they explored in the morning.

Ultimately, the work done in this session will transition into a process of revision done later in the week centering on alternative pedagogies that are sensitive to race and trauma.

1. First individually, each teacher will write a short journal reflection answering the following questions:
   a. *How is my race implicated into the content I teach?*
   b. *How is my race implicated into the way I teach?*

Facilitators are encouraged to remind teachers that these are difficult and open-ended questions with no right answer.

2. Next, in their groups teachers will consider their reflections from the morning. These discussions will look different depending on the subject matter, but the goal is for teachers to consider how race more broadly is a part of their profession. Groups should use the following guiding questions:
   a. *How is race implicated in the topics I teach and the way I teach it?*
   b. *Think about times when you noticed racism in your classroom, or when race felt particularly salient. How did you approach the issue or subject matter?*
   c. *Finally, make a short list of all the pedagogies you utilize in your classroom, including ones you have since changed or revised. how often do you consider race, poverty, or trauma when employing pedagogy? What does the phrase "consider race, poverty, or trauma" mean to you in an educational context?*

At the end of the session, facilitators will inform participants that the rest of the week will be spent exploring the specific links between education and incarceration, and teachers will learn effective strategies to build classrooms that are safe and sensitive to these difficult issues.

Day 2

THE SCHOOL TO PRISON PIPELINE

MORNING SCHEDULE (9AM-12PM): **ALL** WORKSHOP PARTICIPANTS

3. PRESENTATION (9-10)

Required Reading: The Introduction of *Disrupting the School to Prison Pipeline,* as well as one other essay of choice from Part 1 of *Disrupting the School to Prison Pipeline.*

A. Topics for presentation
   i. **The Racial Discipline Gap:** differential selection, poverty, and trauma
   ii. **Discipline Policies:** history of Zero Tolerance and No Child Left Behind
   iii. **Police Involvement:** implicating law enforcement/juvenile court systems into educational spaces

4. SMALL GROUP ACTIVITIES (10-12)
   A. All participants will split up into groups based on the choice essay they read from Part 1 of *Disrupting the School to Prison Pipeline.* In these groups, they will answer the following questions:
      i. *Why did you choose this essay? What stood out to you, and what did you hope to learn?*
      ii. *What were the central concerns of this essay?*
      iii. *What themes or questions from this essay resonated with you? What emotions came up?*
      iv. *What connections did you make? Did anything reflect your experiences in the classroom, in interactions with students, or in working with administrative bodies?*
   B. All participants will then split up into groups in which ideally each member read a different essay. Each participant will briefly summarize their essay, including an insight or connection they gained from it. Then each group will reflect on the following questions:
      i. *What are the main themes of each essay?*
      ii. *What connections can you make across the different themes? Are similar moments in history mentioned? Similar issues brought up?*
      iii. *What differences did you see? How did authors approach the subject differently, or consider a new perspective?*
   C. Participants will end the session by completing an individual writing reflection answering the following questions:
      i. *How did this session make you feel? What new information did you learn?*
      ii. *How did your group discussion go? What different perspectives did your group members contribute?*
      iii. *How are you implicated into the SPP? As an educator, what role do you play?*

AFTERNOON SCHEDULE (1-3PM): **ALL PARTICIPANTS**

In the afternoon, all participants will gather in groups based on their school of employment. The goal of this session is to begin considering how the SPP operates in their school policies and procedures, including the structure and process of referrals, suspensions, expulsions, detention, and counseling services. Ultimately, the work done in this session will transition into a process of revision done later in the week centering on alternative approaches to discipline.

1. First, groups will create a list documenting the discipline policies and procedures their school utilizes, as well as observed positive and negative outcomes of each procedure. While groups will have access to their school's written policies, they can also use the worksheet below as a guide.

Discipline policies (ex: referrals, detention, suspension, expulsion)	Procedure (what is the line of command? Is it the same for every student?)	Positive outcomes	Negative outcomes

2. Next, groups will consider this list alongside the reflections they completed in the morning. They will then discuss the following questions:

    iv.   How might your school's discipline policies contribute to the SPP? Be specific here, thinking about both the structure of the SPP and the individual context of students.

    v.   What would an alternative to exclusionary discipline look like?

    vi.   What would be potential challenges of changing your school's approach to discipline? What would be potential benefits?

At the end of the session, facilitators will inform participants that the rest of the week will be spent exploring alternatives to exclusionary discipline as well as developing pedagogies teachers can use to thoughtfully consider race, poverty, and trauma in their classrooms.

Day 3

TRAUMA AND DISCIPLINE IN EDUCATION

<u>MORNING SCHEDULE (9AM-12PM): **ALL** WORKSHOP PARTICIPANTS</u>

5. PRESENTATION (9-9:30)

Required Reading: The Human Rights Project for Girls' report, *The Sexual Abuse to Prison Pipeline: The Girls' Story,* and the Introduction to Resmaa Menakem's book, *My Grandmother's Hands*

    A. Topics for presentation

        i. **Defining** the limits of the School to Prison Pipeline and introducing the Abuse to Prison Pipeline (APP)

       ii. **Exploring** the multiple systems contributing to the APP, including welfare systems, domestic and sexual violence, poverty, and school discipline

     iii. **Relating** school discipline, trauma, and mass incarceration

6. MOVIE (9:30-11:30)

All participants will watch the documentary *Paper Tigers,* directed by James Redford. The movie follows a year in the life of Lincoln High School, a school in Walla Walla, Washington whose students experienced a range of traumas. The movie documents the changes the school made to become more trauma informed.

7. MOVIE DISCUSSION QUESTIONS (11:30-12)

    A. In randomly selected small groups, participants will answer the following questions regarding the film:

        i. According to the film, what does trauma-informed education look like? How does it play out in practice?

       ii. The movie did not implicate race or the SPP into their discussion. How would you expand their argument for trauma-informed education to include the content from this workshop? What benefit does this type of education have in combatting the SPP?

<u>AFTERNOON SCHEDULE (1-3PM): **ALL PARTICIPANTS**</u>

In the afternoon, all participants will explore various trauma-informed pedagogies and approaches to education. While this session is intended for teachers, **ALL** participants are required to attend and engage with these pedagogies that will ultimately inform each school's revised discipline policies and procedures. The goal of this session is for participants to not

only learn more specifics about these trauma-informed strategies, but to practice utilizing them in peer teaching sessions.

1. First, the facilitator will lead a short presentation exploring what specific trauma-informed practices look like. Participants will be given an informational sheet (seen below) that the facilitator will briefly explain and lead them through, offering examples of each pedagogy.

Approaches to Trauma-Informed Education

Bodily awareness in classroom spaces	Educators should consider how they physically exist in the classroom. Do they often walk around and stand behind students as they work? Do they stand in the front? Sit at a desk? Within the student-teacher power dynamic, how a teacher physically moves can impact trauma survivors and their feelings of safety in the classroom
Sharing power and decision making	Educators are encouraged to incorporate student voices in how the class operates, what they learn, and how they are assessed. This could include creating communal guidelines for the classroom, discussing content students are particularly interested in, or negotiating deadlines and assignments with students. Many students but particularly trauma survivors often feel voiceless in the institutions harming them, and this method allows students to feel empowered and valued.
Choice-based model	Educators can practice various ways to implement choice-based language and assignments into their classroom. Students who have had little say in how their bodies are perceived and treated will benefit from choice-based learning that give them options rather than commands. This could include offering students multiple ways to present assignments, the ability to explore topics of choice, or simply using choice-based language (you can do this, or this…) in their everyday interactions with students.
Predictability and Accountability	Predictability and accountability is incredibly important in the classroom — students who experience abuse rarely see the institution or individual(s) held accountable for their actions, and the instability surrounding these experiences influences how they interact with authority figures, assignments, and classroom spaces. Some techniques to build trust with students includes making expectations clear and consistent, providing detailed and accessible rubrics for all assignments, implementing a routine at the beginning and end of class, and keeping the spacial layout of the classroom relatively consistent.
Embodied learning and/or nonverbal communication	These pedagogies are more complex and multifaceted, and are highly adaptable for individual classrooms. In a trauma-sensitive context, embodied learning means allowing students to recognize their body, give it what it needs, and treat it with respect. This does not necessarily imply physical movement, but rather mindfulness exercises such as noticing what you see/hear/smell/touch, counting steps, breathing, etc. as well as other ways to bring a safe and sensitive awareness to physical space and bodies. Teachers should adapt these activities depending on the ability and comfort of students in their classroom.

	When exploring the potential of trauma-sensitive embodied learning, teachers should consistently employ the choice-based model to avoid commanding or controlling student bodies, and offer alternatives to every exercise. Along with the potential for movement, performance, and simulation, embodied learning also encompasses other forms of non-verbal and non-written communication such as art-making. The overall purpose of embodied learning is to construct alternative spaces of knowledge production that center on the body and its potential to create, and in a trauma-sensitive context this includes developing an awareness and respect for bodies that have experienced a multitude of oppressions.

2. Next, educators will be split into small groups (no more than 3-4 in a group). Each group will be assigned one chapter from Resmaa Menakem's *My Grandmother's Hands.* The book contains historical tracings of what Menakem calls "white body supremacy," the origins of racial trauma, and strategies for combatting trauma from multiple perspectives. The group will have time to read the chapter, and then will have the rest of the time to create a short lesson (approximately 30 minutes) about their chapter. The goals of this peer teaching activity are:

      a. To teach other workshop participants about their **chapter's theme and its larger significance** in the context of education, trauma, and the School to Prison Pipeline

      b. To **utilize multiple types of trauma-sensitive pedagogy** in their lesson. This could include the classroom layout, mindfulness exercises, thoughtful approaches to sensitive topics, different types of non-verbal communication to express ideas, or creating an assignment/project.

Each group will be encouraged to do outside research about trauma-informed education, or utilize strategies they have learned in other contexts, in order to develop their own personal approach to this type of teaching. The facilitator, film, and informational sheet are meant as guides. Additionally, groups will be comprised of not just teachers, but administrators as well — this activity is not intended to evaluate or judge teaching ability, but instead to practice thinking and acting from a trauma-informed perspective. Ultimately, groups will work together to create a lesson plan and specifically document which strategies they want to use. They will prepare the lesson for the next morning.

Day 4

TRAUMA-INFORMED PEDAGOGY AND DISCIPLINE

MORNING SCHEDULE (9AM-12PM): **ALL** WORKSHOP PARTICIPANTS

8. PEER TEACHING (9-11)
   A. For the peer-teaching sessions, 3 groups will be combined to create larger groups of around 15 teachers. This can be reworked depending on how many workshop participants there are. Each peer-teaching group will take turns teaching to the other two groups, with

each session taking around 30 minutes. In between sessions, teachers will have time (5-10 minutes) to review the peer-teaching group using the reflection sheet below.

<div style="border:1px solid black; padding:10px;">

Peer Teaching Reflection

1. What did you learn from your peers' lesson?

2. What trauma-informed pedagogies did they employ?

3. What strategies did your peers use that were effective?

4. How could your peers improve this lesson to be more trauma-informed and/or engaging?

</div>

9. REFLECTING ON PEDAGOGY (11-12PM)

A. After the peer-teaching sessions, larger groups will return to their original teaching groups to discuss their experience working with trauma-sensitive pedagogy. Groups will use the following question as a guide:
    i.   What, if anything, did you find useful in Menakem's book? What, if anything, did you not like? Did a component of his argument, research, or techniques resonate with you?
    ii. What did you learn in the process of designing this lesson? What was difficult?
    iii. What do you think went well in your lesson?
    iv. What could have gone better?

B. After this discussion, teachers will then reflect individually on their teaching practice in order to prepare for the afternoon workshop. They will write individually, answering the following prompt:
    i.   Throughout this workshop, you have learned about the relationship between race, trauma, school discipline, and incarceration. What does trauma-informed education mean to you? Have you been utilizing some of these techniques in the past? What part do you hope it plays in your future classroom space?

AFTERNOON SCHEDULE (1-3PM): **ADMINISTRATORS ONLY**

This afternoon session will be facilitated by a restorative justice representative (preferably a community member working in restorative justice). Administrators will begin exploring

alternatives to exclusionary discipline, and will consider these new approaches in the context of their own school. For the first half of the session, the restorative justice representative will present on what non-exclusionary discipline looks like. This includes:

1. *Restorative Justice*

A restorative justice approach to discipline is focused on repairing harm to individuals and communities, offering mediation and reconciliation for victims and offenders. The goal of restorative justice is to work with all students, teachers, and administrators involved in a conflict to come to a communal solution rather than hand down a predetermined and non-contextual punishment. Different models of restorative justice include victim-offender mediation, family conferencing, preventative measures of community building, and reintegration plans for students who have been suspended or incarcerated. Teachers will engage in training on what mediation could look like within classrooms and how to promote preventative restorative justice measures in their classrooms.

2. *Positive Behavior Interventions and Supports (PBIS)*

This proactive approach to discipline involves creating a positive environment in which students know what behavior is expected of them and are given space to vocalize their community values and desires. Within this method positive behaviors are reinforced and incentivized, and expectations and consequences are clearly laid out for students. This could include daily check-ins, processes for breaking communal rules such as a warning, time-out, or privilege loss, and more specific individualized interventions when appropriate. Educators will explore how administrative communication, physical layout, disciplinary procedures, and community building can all be utilized for PBIS to proactively reduce the need for exclusionary discipline.

After learning about these techniques, administrators will be split into groups based on their school of employment. They will then discuss the questions below. This is a discussion that will continue more concretely throughout the school year, but for this session it will be open ended and loosely structured. The intention is for groups of administrative bodies to explore their fears, hopes, and goals related to changing their discipline policies.

> a. *How do you feel about these approaches to discipline? What is your immediate reaction (good or bad)?*
> b. *Think about the trauma-sensitive pedagogies you explored with your fellow teachers. How can discipline policy support or harm the creation of a trauma sensitive space?*
> c. *Return to the activity from Tuesday where you created a list of your discipline policies and their potential beneficial and harmful outcomes. Create the same table for the alternative discipline explored today.*
> d. *To what extent could you see these policies working in your own school? How could your administrative structure and community relationships support this? What are the potential barriers?*

At the end of the session, individual participants will then write a short reflection where they will list their professional and policy-based goals for the coming year.

In this afternoon session, teachers will consider their peer feedback, experience, and reflections from their peer teaching activity. Then, returning to their activity from Monday afternoon, they will revise and enhance their own classroom procedures and pedagogy from a trauma-informed perspective.

Teachers will be divided into groups based on the school they teach at and the age group they teach, but not by subject. Teachers across subjects are encouraged to brainstorm and give each other interdisciplinary ideas and advice. Utilizing their own school's curricula, groups will then consider what types of pedagogies might be effective in their own specific environment, student demographics, and school culture. This session will be open-ended considering each teacher and school approaches their practice differently. Groups are encouraged to work together, but teachers are also able to spend time writing, reflecting, and researching on their own. The process will be guided by the following activities questions:

e. *Going back to Monday afternoon's activity, think about the classroom procedures and pedagogies you currently employ. What works? What could be improved?*

f. *What trauma-informed pedagogies did you like the best? How could they fit into your **lessons, assignments, forms of evaluation, and general interaction with students**? Perhaps create a list.*

g. *How does your specific age group influence what trauma-informed teaching looks like?*

h. *What potential challenges or barriers do you see in implementing these pedagogies? What strategies can you use to combat these?*

Teachers will end the session by individually writing out two lists. The first will be a set of goals they have for the future school year (both personal and professional). The second will be a list of strengths they believe they have as an educator.

Day 5

ALTERNATIVE DISCIPLINE AND WELLNESS COMMITTEE (ADW)

MORNING SCHEDULE (9AM-12PM): **ALL** WORKSHOP PARTICIPANTS

On the final day of the workshop, all participants will come together prepare for the coming school year, in which teachers will implement trauma-sensitive practices into their classroom and a designated committee will workshop the school's current discipline policies. The morning will consist of creating the committee for each school, setting goals for the coming school year, and building communication strategies between administration and teachers. In the afternoon, each committee will continue the process of reviewing their specific discipline policies and will also complete an evaluation of the workshop.

10. ADW COMMITTEE FORMATION AND COMMUNITY BUILDING

First, participants will separate themselves based on their school of employment. These groups, made of teachers and administrators will serve as the school's ADW committee. Although they already work together professionally, they will spend time introducing themselves. They will then complete the following activities, being sure to document everything they discuss for future meetings:

1. *Yesterday, each of you wrote down goals for the upcoming school year. Please read aloud a few of your goals to the group. These can be both personal and professional.*
2. *As a group, come up with some communal goals of how you want the year to unfold. What do you hope to accomplish as a team, what steps do you hope to take to better your school? These can be broad, but based in concrete tasks such as policy changes and procedures between students and faculty.*
3. *As a group, consider potential roadblocks to achieving these goals. What are you worried about? These can be specific to your profession, but should relate to challenges the entire team might face.*

11. COMMUNICATION STRATEGIES

Beyond developing policy, one of the most important roles of this committee is to effectively communicate between faculty, administrative bodies, students, parents, and families. Before delving into their ideas for the upcoming year, each ADW committee will work to develop communication strategies they intend to use during the school year. They will work to answer the following questions:

1. *As a committee, how often do you intend to communicate outside of monthly meetings? Will this be in weekly emails, updates, smaller in-person conversations?*
2. *How are you hoping to handle conflict? To communicate difficult topics? (for ex: discussing how racism operates in your policies, or handling a miscommunication between teachers and administration)*
3. *Spend time discussing your individual communication styles. What makes you feel most supported and heard? What are your strengths and weaknesses in this area?*
4. *Come up with a list of 5 communication strategies you intend to utilize throughout the school year. This can include structuring your meetings, clearly communicating hierarchies, creating spaces for open and honest discussion, etc.*

12. FUTURE PLANNING

During this last part of the morning, committees will spend time on logistical planning. While sample calendars, meeting topics, and schedules can be found in the next section of this initiative (see: Plan of Action: Year-Long Implementation and Review), each group will have the space to tailor their committee to their school's specific goals. During this open-ended time, committees will create a structure for the meetings throughout the school year. They can use the following guiding questions for support:

1. *Committees are required to meet once a month. Will this feel sufficient for your intended goals? Remember that teachers will meet separately once a month.*

2. *How long do you intend to meet? What would you ideally accomplish at each meeting?*

AFTERNOON SCHEDULE (1-3PM): ADW COMMITTEES MEETING SEPARATELY

During the final afternoon of the workshop, committee members will continue to meet separately to discuss their specific school policies, procedures, and pedagogies. This is once again an open-ended time for committees to concretely establish a clear, pragmatic plan for the school year. Throughout this time, each participant will also fill out a brief evaluation of the workshop for the facilitator and overseeing advisory board. For a sample of this evaluation, see the Evaluation section.

Finally, the workshop will end with all participants gathering together. The facilitator will offer final words synthesizing the information they learned throughout the week, and will emphasize the importance for continued communication, learning, and growing throughout the school year.

PLAN OF ACTION: YEAR-LONG IMPLEMENTATION AND POLICY REVIEW

Throughout the school year, ADW committees and groups of teachers will continue the work done throughout the workshop. The goals of this school year are two-fold: to implement new pedagogy and revise discipline policy. These two groups will meet once each month (with overlap as teachers will be a part of both). See the sample calendar below:

SEPTEMBER 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2 Teacher Meeting	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 ADW Committee Meeting	24	25	26
27	28	29	30	1	2	3

Weekly Reflective Journals and Monthly Teacher Meetings
For teachers, their first priority throughout the year is to integrate trauma-informed practices into their classroom spaces. This is a large and complex task, which will be supported by weekly reflective journals and monthly meetings with other teachers. The structure and size of these groups of teachers is flexible, but would ideally be small groups divided by the age group they teach (not by subject matter, in order to encourage interdisciplinary reflection). While the structure of these meetings are meant to reflect the desires of each unique teaching group, they will be guided by an overarching theme each month. See below a sample of a teacher's reflective journal, the monthly meeting themes, and guiding questions and meeting structures.

Observations from the week:	What went well this week? Write about one big success.
	What didn't work or could have been more effective?
	What goals are you taking into next week? What new strategies do you hope to use?

Monthly Meeting Themes and Guiding Questions

Month	Theme
September	Community Building and Goal Setting • *What are your goals for the school year?* • *What are your hopes and fears in these goals?* • *What are you most excited about?* • *What role do you hope this group plays in your professional experience?* • *How would you like this group to look? What are the community guidelines and structure?*
October	Thoughtful Interactions • *How are you approaching power dynamics in the classroom?* • *In what ways are you creating safe and supportive interactions with students? How has this changed with different personalities, backgrounds, and a student's relationship with school?* • *What does it mean to build trust with a student?* • *What are some challenges in fostering safe, supportive, and thoughtful interactions? What could help you feel more supported?*
November	Responding to Unexpected Behavior • *Have you had experiences with students exhibiting unexpected responses? How have you navigated these situations?* • *Have you experienced hyper-alertness in the classroom? What techniques do you have to combat this?* • *How do you navigate potential triggers in the classroom? What are some challenges in this, and what would help you feel more supported?*
December	Predictability and Consistency • *In what ways have you been creating consistency in the classroom (agendas, class layout, etc.)? Have you seen benefits in this?* • *What challenges have you faced in fostering consistency?* • *What does predictability mean to you in the classroom?*
January	Creating Opportunities for Success • *In what ways have you created opportunities for success for your students? How have you worked to improve their self-concept or combat negative self-talk?* • *What challenges have you faced in this? What strategies have you used, and what questions do you still have?*
February	Embodied Learning/nonverbal communication • *How have you utilized different approaches to embodied learning/nonverbal communication this year?* • *What have been the successes and roadblocks? How have you approached challenges?*

March	<u>Embodied Learning/nonverbal communication cont.</u> • *How have you utilized these pedagogies with your specific age group? What challenges have you had here?* • *What new approaches of embodied learning do you hope to implement in the future? Brainstorm some ideas with your group* • *What would help you feel more supported in using embodied learning techniques in the classroom?*
April	<u>Creating Assignments and Evaluating Students</u> • *How have you approached creating assignments from a trauma-sensitive space?* • *How have evaluated students from a trauma-sensitive space?* • *What challenges have you faced in these areas? What strategies can you offer to other teachers?*
May	<u>Closing Thoughts</u> • *Since the beginning of the year, how have your goals changed/evolved?* • *Describe a major challenge you faced this year, and how you overcame it.* • *Describe a major success from this year.* • *What are your goals for the coming year?* • *Since the summer workshop, how has your definition of "trauma-informed education" changed? What does it mean to you?*

<div align="center">Meeting Structure</div>

Ultimately, the meeting structure and length will be determined by each teaching group respectively — they will have the freedom to create their own reflection group based on their specific needs and goals, but are encouraged to use the monthly meeting themes as a guide. Additionally, each group is encouraged to spend a significant portion of the beginning of each meeting reviewing their reflective journals from the past weeks and discussing common themes, successes, challenges, and questions that have come up. The latter half of the meeting should be dedicated to the designated meeting theme, or a theme of choice decided by the group.

ADW Committee Meetings

Along with the monthly teacher meetings, the ADW Committee will meet once a month to reassess discipline policies. The structure of these meetings will look different at every school but should follow a process that includes **identifying** problems with school discipline policies and procedures, **revising** current policies to be more trauma-informed, and **developing** new procedures that includes a detailed plan of how these new expectations will be communicated to students and families. These new policies and procedures do not have to entirely replace previous discipline policies but *must* make a conscious effort to reduce/remove exclusionary approaches to discipline, which will involve including more restorative justice and PBIS methods of discipline. Additionally, following their discussions from the summer workshop, each committee will determine the quantity and type of work that must be accomplished outside of meetings to meet their specific goals. Below is a guiding structure that committees are encouraged to use throughout this complex process.

Month	Meeting Agendas
September	1. Reconvening and Goal Setting 2. Identifying the problems in discipline policies 3. Creating procedures for alternative approaches, including creating structural support between counseling services and discipline
October	1. Identifying the problems in discipline policies 2. Creating procedures for alternative approaches, including creating structural support between counseling services and discipline 3. Consulting with other school faculty/administration, Parent-Teacher Association Members, and community leaders (including restorative justice representatives, experts in trauma-informed education, etc.)
November	1. Consulting with other school faculty/administration, Parent-Teacher Association Members, and community leaders (including restorative justice representatives, experts in trauma-informed education, etc.) 2. Addressing potential barriers
December	1. Reviewing procedures post-consulting 2. Addressing potential barriers 3. Drafting a proposal for policy changes
January	1. Drafting a proposal for policy changes 2. Developing communication strategies for: students, parents/families, community leaders, and the initiative advisory board
February	1. Drafting a proposal for policy changes 2. Developing communication strategies for: students, parents/families, community leaders, and the initiative advisory board 3. Developing an evaluation survey for students to assess the pedagogical changes in classrooms (see: evaluation section for examples)
March	1. Developing a proposal presentation for the Initiative Advisory Board 2. Developing communication strategies for: students, parents/families, community leaders, and the initiative advisory board 3. Developing an evaluation survey for students to assess the pedagogical changes in classrooms
April	1. Finalizing proposal presentation for the Initiative Advisory Board 2. Clearly documenting intended communication strategies 3. Finalizing evaluation survey
May	1. Present proposal to the Initiative Advisory Board 2. Administer evaluation survey to students 3. Conclusions: goal setting for the upcoming summer workshop, hopes for the future of their policy proposal

In addition to their monthly meetings, the committee must document their ongoing discussions and synthesize them into newsletters sent out twice a semester (or once a quarter) to the larger school community. Recipients of this newsletter are dependent on the desires of each school, but should include all school faculty and staff as well as the initiative advisory board members. Including relevant community members is also encouraged, but up to the discretion of each school.

PLAN OF ACTION: SUMMER WORKSHOP REVISITED

During the second summer workshop (scheduled at the beginning of the summer), the same group of participants and facilitator(s) will reconvene to reflect on the past year, review student surveys, and finalize their revised discipline policy based on feedback from the Initiative Advisory Board. Additionally, every afternoon participants will engage in restorative justice training in order to make the transition from policy to practice as effective as possible. These afternoon trainings will be administered by a certified restorative justice trainer and/or organization selected by the Initiative Advisory Board. The schedule of this workshop, particularly the morning sessions, will be less strictly defined and facilitators should use the provided guiding questions to lead discussions among participants during this time. Below is a calendar and schedule outlining the themes and guiding activities of each morning, as well as a resource sheet for finding and supporting accredited restorative justice training programs.

SUMMER WORKSHOP REVISITED SCHEDULE: AT A GLANCE

Monday	Tuesday	Wednesday	Thursday	Friday
9am-12pm **Reviewing the year: student surveys, data collection, and reassessing goals**	9am-12pm **Reviewing policy: board feedback, new approaches**	9am-12pm **Continuing policy rewrites and implementing communication strategies**	9am-12pm **Finalizing policy, communicating changes to community members**	9am-12pm **Program Conclusion, future preparations**
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1pm-4pm **Restorative Justice Training**	1pm-4pm **Restorative Justice Training**	1pm-4pm **Restorative Justice Training**	1pm-4pm **Restorative Justice Training**	1pm-4pm **Restorative Justice Training**

SUMMER WORKSHOP REVISTED SCHEDULE: MORNINGS DAY-TO-DAY

Day 1

REVIEWING THE YEAR

The first day of the workshop will be spent reconvening both as a large group and in ADW Committees to productively reflect on the year, review the student surveys and data collection, and develop new goals and directions where it is necessary. Additionally, teachers will have time to meet in their reflection groups to discuss the student surveys in more depth with their specific age group, as well as with other teacher reflection groups from other schools, while administrative members review the Initiative Advisory Board's feedback. Below are guiding questions for each activity:

In ADW Committees
1. *Consider the data collection from this year. What components stand out to you? How do you see your discipline policies supporting or improving these numbers?*
2. *Looking at the student surveys, what areas need most improvement? Consider key factors of **safety, connection,** and **understanding**. Did anything surprise you?*
3. *How do you see your discipline policies supporting or improving the student feedback?*

In combined committee groups
1. *What were you most proud of this year?*
2. *What was your biggest challenge in drafting a new policy? How did you combat this?*
3. *Find a participant outside of your committee. In pairs, discuss how you approached policy, communication, and pedagogy. What differences and similarities do you see? What advice could you give to the other person? Share some of these with the larger group.*

In Teacher Reflection groups
1. *Looking at the student surveys as a whole, how do you feel about the feedback? What are you most happy about, and what concerns you? Consider key factors of **safety, connection,** and **understanding**.*
2. *What steps do you hope to take to improve?*
3. *Finally, as an individual written reflection or in pairs, discuss: What does trauma-informed education mean to you? How has this changed over the past year?*

In combined Teacher Reflection groups
1. *What are you most hopeful for in the upcoming year? What are you most worried about?*
2. *What do you think will be your biggest challenges? What are your strategies to combat these?*
3. *What advice do you have for other teachers? What questions do you have?*

Day 2

REVIEWING POLICY

On the second day, ADW Committees will review their policy proposals and incorporate feedback from the Advisory Board. Additionally, each committee will join with one other school's committee to peer review and discuss their approaches to policy. Considering the policies are in their final drafting stages, the peer reviews are not meant to provide extensive feedback, but rather to allow each committee to consider what questions might arise when they implement this proposal, and how they can answer these questions or concerns as they eventually communicate with students and families. A sample of the peer review is shown below:

<div style="border:1px solid black; padding:10px;">

Peer Committee Policy Reflection

1. Describe the main arguments and proposed policies of this school.

2. What stood out to you in the other school's proposal? What did you find engaging, empowering, and effective?

3. What questions do you still have?

</div>

Day 3

POLICY REWRITES AND COMMUNICATION

On the third day committees will continue to finalize their policies, but they will spend a significant amount of time preparing their methods of communication to students, families, and the wider community. This will be based off of their discussions throughout the year, and can include newsletters, emails, letters to parents and students, posters, and informational packets for families and community members explaining their new policies. This will be done both in ADW Committees and larger groups.

Day 4

POLICY REWRITES AND COMMUNICATION

On day four, committees will finalize their policy to be implemented at the start of the school year. Along with the written policy, they will send a documentation of their community-based consulting to the Initiative Advisory Board. Additionally, during this morning session committees will finalize their methods of communication to be sent out to the community, with the intention of sending them out by the end of the week.

Day 5

PROGRAM CONCLUSION

The conclusion of this initiative will be two-fold: reflecting on the program as a whole and preparing goals and strategies for the upcoming year. Below are reflection questions and activities to guide these discussions:

In ADW Committees
1. *What were your biggest success in this program?*
2. *What were your biggest challenges? How did you work through them/how are you continuing to work through them?*

In combined groups
4. *What are you most hopeful for in the upcoming year? Why?*
5. *What do you think will be your biggest challenges? What are your strategies to combat these?*

After group discussions, participants will write a short individual reflection on the following prompt and will briefly share their reflections (depending on their comfort level) with the rest of the group:
1. *In the first summer workshop, you answered the question: "how am I implicated into the School-to-Prison Pipeline?" Reflecting back on this past year, what steps have you taken to sever the connections between school and incarceration? What changes have you seen in yourself, in your students, or in the school as a whole during this process? What changes do you hope to see in the future?*

The facilitator will end the final summer workshop by giving a summary of what they have learned over the past workshops, giving support and encouragement as they continue this process, and re-emphasizing the importance of their work in the larger goal of seeing education as a space of liberation, not imprisonment.

RESTORATIVE JUSTICE TRAINING RESOURCES

1. The Restorative Practice Consortium offers tools and practices for restorative justice training, development, and implementation:
   https://www.iirp.edu/images/pdf/ObqnNj_38e965_ad7507e9e2474f8aaa3b903afcb1ecf7_2.pdf
2. The Embrace Restorative Justice in Schools Collaborative is a Chicago-based organization of restorative justice experts, practitioners, and community leaders. They provide training as well as detailed resources that local restorative justice trainers can use in non-Chicago based programs:
   https://restorativeschoolstoolkit.org
3. The Institute for Restorative Justice and Restorative Dialogue is a Texas-based organization offering both skills and implementation trainings on classroom and district levels:
   https://irjrd.org/restorative-discipline-in-schools/training/
4. The National Association of Community and Restorative Justice offers training programs around the nation:
   https://nacrj.org/index.php?option=com_content&view=category&layout=blog&id=45&Itemid=930

EVALUATION

The summer workshops will be evaluated by participants with an evaluation (shown below). These forms will be returned to the facilitator(s) and the Initiative Advisory Board after the second workshop, who will consider the feedback for the next year's pair of workshops. The workshops will be assessed based on the facilitators' ability to engage participants in the material and discussions, and the participants' feelings of preparedness for the coming school years.

Use the scale to answer the following questions below. 1-strongly disagree; 2-disagree; 3-somewhat agree; 4-agree; 5-strongly agree

A.	The facilitator is prepared for each lecture and discussion	1	2	3	4	5
B.	The facilitator demonstrates knowledge of the subject	1	2	3	4	5
C.	The facilitator communicates the subject matter effectively	1	2	3	4	5
D.	The facilitator created an inviting and honest space fostering productive learning and group discussions	1	2	3	4	5

Answer the following questions:

What did you learn throughout this workshop?

If done again, what would you improve?

Based on the material, discussions, and activities from this workshop, do you feel prepared to continue this work during the school year?

STUDENT SURVEYS

At the end of the first school year before the second summer workshop, the ADW Committee will design and administer an anonymous survey for students to assess how teachers have implemented trauma-sensitive pedagogy. It's important to note that these surveys are not meant to explicitly ask students about "trauma-sensitive" or "trauma-informed" practices, but rather to evaluate if they feel **safe, understood,** and **connected** to their classroom environment. The results of these surveys will be given to all workshop participants during the second summer workshop and will be used by primarily teachers as they continue to build trauma-sensitive spaces. Each ADW committee will design their own

surveys, adjusting for different age groups. For example, the survey sample below could be a portion of an evaluation for elementary school students.

Thinking about your classroom, use the scale to answer the following questions below.
1-strongly disagree; 2-disagree; 3-somewhat agree; 4-agree; 5-strongly agree

A.	I know what my classroom rules are	1	2	3	4	5
B.	If a rule is broken, I know the consequences					
C.	I know what my teacher expects from me	1	2	3	4	5
D.	I feel supported by my teacher	1	2	3	4	5
E.	I feel safe when I am in my classroom	1	2	3	4	5
F.	I feel like my voice is heard in my classroom	1	2	3	4	5

TEACHER REFLECTIONS

Teacher reflections, written and reviewed the Initiative Advisory Board and select administration such as the principal and vice principal of each school, assess what teachers gained from the program and what they would like improved. These evaluations (which are anonymous but include grade level and subject) are similar to the workshop surveys but are aimed at understanding how teachers specifically took on the extra workload and emotional task of building trauma-informed spaces, as well as how schools can better support their work. The evaluation consists of a prompt (or prompts) in which teachers write freely about their experience. Examples of these prompts are shown below:

1. *How has your experience in this program been? Have you felt knowledgeable and prepared in your ability to create a trauma-informed classroom?*
2. *How have you managed the workload of both ADW Committee responsibilities and your professional work as a teacher? What, if anything, would improve your ability to manage these responsibilities?*
3. *Have you felt supported by other teachers, administration, and the program initiative? In what ways? If not, what would help you feel more supported?*

DATA COLLECTION

Finally, in order to assess the initiative's core goals, each school will collect data on the number of suspensions, expulsions, drop-out rates, and graduation rates for students of color compared to the larger school population. These will be collected each year, compared to previous years, and used to assess the long-term success of the program.

SUSTAINABILITY

    But First, Our Bodies intends to approach policy and practice from a holistic perspective, considering how trauma-informed pedagogy can be utilized across administrative and teaching bodies to inform both classroom and disciplinary spaces. However, this approach to teaching and learning comes with multiple potential barriers. This program provides structural support to combat these barriers, with the hopes of ultimately broadening the reform's reach from district to state and federal levels.

COMMUNICATION
    There are many different governing bodies that must work in tandem and communicate to the broader community. If the board, committee, administration, and faculty are not communicating consistently and clearly with each other and to students and families, there is the potential for miscommunication and confusion. Therefore, this program aims to combat potential communication barriers by:
1. Dedicating a significant amount of time to community building and strategic planning within ADW Committee members and teacher reflection groups
2. Requiring that ADW Committees stay in consistent communication with the Initiative Board through newsletters and periodic feedback
3. Committing workshop and ADW meeting time to developing communication strategies between administration, faculty, students, and the larger community before proposing and implementing new discipline policies
4. Utilizing anonymous evaluations to ensure open and honest communication and feedback between teachers, students, and administration

COMMUNITY ENGAGEMENT
    Additionally, this initiative aims to make large scale changes to school policy that will affect students and families. While the responsibility of these changes is largely placed on administration and faculty, there is the potential for community disengagement and/or backlash if outside voices are not included and valued. Furthermore, the new policies will not be effective if they fail to acknowledge other institutions and do not incorporate the desires of the surrounding community. Therefore, this program aims to combat community disengagement by:
1. Including a Police Community Liaison Officer in the Initiative Advisory Board to ensure communication between police and school
2. Requiring that ADW committees frequent consult with community leaders, including experts in trauma-informed education and Parent-Teacher Association members, while developing policy proposals

TEACHER BURN-OUT
    This program also explores many large and sensitive issues such as racism and trauma. It requires that teachers and administrators spend a significant amount of time discussing these topics in workshops, and additionally that teachers create a trauma-informed classroom, keep weekly reflective journals, and attend monthly teacher meetings and committee meetings. Because of this extra emotional and professional burden on teachers, there is the potential for teacher burn-out, including exhaustion, frustration, and time mismanagement. This initiative addresses this by:

1. Providing teachers with resources on trauma-informed education, as well as opportunities to discuss and practice pedagogies, so they develop a foundation of knowledge and feel prepared
2. Creating intimate teacher reflection groups so that teachers feel supported in their communities.
3. Requiring individual journaling so teachers are continuously tracking their own successes and productively addressing spaces for improvement
4. Providing spaces for anonymous feedback so teachers can have their criticisms safely heard
5. Allowing teachers to opt out of the ADW committee if they feel overwhelmed with tasks, and instead offering a consulting option so their voices are still heard on the discipline policy proposal

A BROADER REACH: SHORT AND LONG-TERM

Overall, this initiative is designed for both short and long-term policy implementation. In the short-term, individual districts will continue to adapt student and teacher evaluation surveys as policies are implemented and teacher practices are refined. While the week-long summer workshops are intended to be completed only once per group of participants, the ADW Committee and teacher reflection groups should remain in each school to ensure discipline policies and trauma-informed pedagogies are continuously re-evaluated and more deeply engrained into the school environment.

Additionally, the workshops and committee structures are designed with flexibility so they can be adapted to multiple school environments and cultures. Committees create their own goals, structure, and strategic planning, and the entire initiative is overseen by a board of district-level community leaders who can adapt the program to the specific needs of the community. Finally, while the initiative begins on a district level to ensure policy reform is implemented with community specificity, it can be expanded to state and federal levels. Ultimately, the reform aims to broaden the reach of trauma-informed training and policy creation, making historically informed and social-justice oriented education not only possible, but the norm.

ANNOTATED BIBLIOGRAPHY

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
New York, NY: New Press.

Michelle Alexander, in her pivotal book *The New Jim Crow,* argues that mass incarceration in the United States has produced a racial caste system in which millions of African Americans are imprisoned and subsequently denied basic civil and human rights including employment, housing, voting, and education. This book is indispensable in understanding the contemporary and historical relationship between mass incarceration, racism, and the Prison-Industrial Complex. Alexander's meticulously researched source offers incredible intersectional complexity and historical detail, as well as unapologetic arguments demonstrating how the criminal justice system operates as a malicious and invisible system of racial control. *The New Jim Crow* is especially useful for educators and policymakers beginning their exploration of mass incarceration in the United States.

Curtis, A. J. (2014). Tracing the School-to-Prison Pipeline from Zero-Tolerance Policies to
Juvenile Justice Dispositions. *Georgetown Law Journal*, *102*(4), 1251–1278.

Scholar and lawyer Aaron Curtis provides a three-part, detailed exploration of the School-to-Prison pipeline. To support his overarching argument that harsh discipline policies push students of color out of school and into the criminal justice system, Curtis traces the development of zero-tolerance policies and then delves deeply into the racially biased legal structure of juvenile courts. This source is critical in understanding how policy shapes and perpetuates the SPP, which will guide educators and policymakers in developing effective, alternative methods of discipline. Additionally, Curtis' work is useful for readers interested in the specific practices of juvenile courts, a subject often overlooked in discussions of zero-tolerance policies.

Davis, A. Y. (2003). *Are Prisons Obsolete?* New York, NY: Seven Stories Press.

Angela Davis, an activist, author, and professor, offers a radical case for the prison abolition movement. Her book, *Are Prisons Obsolete,* preceded Alexander's with a similarly detailed and historical exploration of prisons as a modern form of racial oppression and enslavement, as well as an institution profiting off of incarcerated black bodies. While *The New Jim Crow* offers more contemporary statistics and research, Davis' work lays the groundwork for readers attempting to imagine what a society without prisons would look like. Considering the larger prison abolition movement and asking big, institution-shifting questions will help to frame the intricacies of school discipline, trauma, racism, and incarceration, as well as guide educators in their own work with a larger vision in mind.

Foucault, M. (1995). *Discipline and Punish: The Birth of The Prison*. New York: Vintage Books.

This initiative offers a brief discussion of Foucault's "carceral state," but does not delve deeply into the specific social, cultural, and political shifts that constructed the prison as a form of control, which is critical for educators and activists hoping to sever the connections between education and incarceration. Ultimately, Foucault's book offers a space of historical and theoretical grounding that

informs Davis and Alexander's call for prison reform and abolition. His work centers on the argument that prisons were constructed as as part of a larger carceral state designed to surveil and discipline all of society. While Foucault's research does not name race specifically, his text is foundational in theorizing why prisons came to be and, in turn, how they can be deconstructed and re-envisioned. Additionally, Foucault's notion of a carceral state is important for educators to re-frame their understanding of discipline and control, seeing how it is embedded into multiple structures beyond incarceration.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press.

Resmaa Menakem's book, *My Grandmother's Hands,* is a particularly important source when exploring the intersections between racism and trauma. His book centers the body in our understanding of trauma and white supremacy, considering how the body holds and reacts to intergenerational racial trauma. Menakem offers multiple methods to explore our familial past, societal institutions, and personal histories in the hopes of challenging white body supremacy. While multiple scholars have explored the topic of race and trauma, Menakem's work is uniquely personal and grounded in pedagogy, suggesting activities and techniques for both white and non-white readers to explore their own racial trauma and find spaces of communal and invidual healing. Educators and policymakers interested in creating thoughtful trauma-informed spaces would greatly benefit from Menakem's pedagogies and brief historical tracings. Additionally, anyone attempting to educate from a trauma-informed space must work on healing themselves, and can use Menakem's work as both a personal and professional guide.

Nolan, K. (2011). *Police in the Hallways: Discipline in an Urban High School*. Minneapolis: University of Minnesota Press.

Author Kathleen Nolan, in her book *Police in the Hallways,* offers an intimate look into the daily lives of students at a Bronx high school who are immensely impacted by police violence and punitive discipline. Alongside sources that consider the theoretical, historical, and broad institutional relationship between school and prison, Nolan's work is grounded in specific case studies and interviews that contributes an essential ethnographic perspective. *Police in the Hallways* is particularly useful for educators and policymakers as they transition from policy development to practice, considering how the relationship between policing, prison, and school manifests in daily interactions, rules, and procedures.

Saar, M. S., Epstein, R. S., Rosenthal, L. S., & Vafa, Y. S. (2015). *The Sexual Abuse to Prison Pipeline: The Girls' Story* (pp. 4–32). Washington D.C.: Center on Poverty and Inequality.

This report, written by the Human Rights Project for Girls and the Georgetown Law Center on Poverty and Inequality, compiles research, stories, statistics, and policy recommendations about the Abuse-to-Prison Pipeline. This source contains a plethora of up-to-date information about why girls of color are disproportionately incarcerated that significantly names multiple intersecting crises — sex trafficking, child welfare abuses, domestic violence, school discipline, and racism, to name a few. The report is an accessible piece of public scholarship that demonstrates how and why trauma-informed education should collaborate with welfare and mental health institutions as a substitute for exclusionary discipline.

Wun, C. (2016). Against Captivity: Black Girls and School Discipline Policies in the Afterlife of
     Slavery. *Educational Policy*, *30*(1), 171–196.

     Scholar and activist Connie Wun's work is foundational for imagining what an intersectional
approach to discipline reform could look like. Her article, *Against Captivity,* focuses specifically on the
ways punitive discipline policies effect black girls, and she details a 12-month study of a California high
school in which black girls were subject to especially harsh discipline and violence. Her central thesis
claims that black girls face multiple forms of violence and their reactions to trauma are interpreted as
defiance by school officials. Wun's argument frames this initiative's goal to make school spaces more
trauma-informed and contextualize student behavior in histories of oppression. Additionally, her
research offers specific case studies that will inform educators intending to make trauma-sensitive
spaces.

Additional Sources

Augustin, S. (2019, January 30). The Intersection of No Child Left Behind and The
     School-to-Prison Pipeline: The Irony of a Progressive Act. Retrieved from
     https://lawyerscommittee.org/.

Bahena Sofía, Cooc, N., & Currie-Rubin, R. (2012). *Disrupting the School-to-Prison Pipeline*.
     Cambridge, MA: Harvard Educational Review.

Balingit, M. (2019, August 16). Racial Disparities in School Discipline are Growing, Federal
     Data Show. Retrieved from https://www.washingtonpost.com.

Butterfield, F. (1998, July 15). HARD TIME: A special report.; Profits at a Juvenile Prison Come
     With a Chilling Cost. Retrieved from https://www.nytimes.com.

Couloute, L. (2018, January 24). New Poll Shows Mass Incarceration is a Latinx Issue.
     Retrieved from https://www.prisonpolicy.org.

Dillon, S. (2010, September 14). Racial Disparity in School Suspensions. Retrieved from
     https://www.nytimes.com.

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The Achievement Gap and the Discipline
     Gap. *Educational Researcher*, *39*(1), 59–68.

Juvenile Justice and Delinquency Prevention Act. (n.d.). Retrieved from
     http://www.juvjustice.org/.

KPJR Films. (2015). *Paper Tigers*.

Mcgrew, K. (2016). The Dangers of Pipeline Thinking: How the School-To-Prison Pipeline
     Metaphor Squeezes Out Complexity. *Educational Theory*, *66*(3), 341–367.

Parks, C., Wallace, B. C., Emdin, C., & Levy, I. P. (2016). An Examination of Gendered Violence and School Push-Out Directed Against Urban Black Girls/Adolescents: Illustrative Data, Cases and a Call to Action. *Journal of Infant, Child, and Adolescent Psychotherapy*, *15*(3), 210–219.

Piquero, A. R., & Brame, R. W. (2008). Assessing the Race–Crime and Ethnicity–Crime Relationship in a Sample of Serious Adolescent Delinquents. *Crime & Delinquency*, *54*(3), 390–422.

Rausch, M. K., & Skiba, R. J. (2004). Unplanned Outcomes: Suspensions and Expulsions in Indiana. *Center for Evaluation and Education Policy*, *2*(2), 2–8.

Sawyer, W., & Wagner, P. (2019, March 19). Mass Incarceration: The Whole Pie 2019. Retrieved from https://www.prisonpolicy.org.

School-to-Prison Pipeline. (n.d.). Retrieved from https://advancementproject.org.

COMMUNITY ENGAGEMENT AND CONSULTING LOG

Date	Activity	Duration
10/8/19	Presentation and Q&A with Deborah Appleman, a Professor of Educational Studies at Carleton College. Additional time spent reading her book, *Words No Bars Can Hold: Literacy Learning in Prison (2019),* prior to the presentation.	5 hours
10/9/19	Panel discussion with James Badue-El (Prison Reform Chair, Minneapolis NAACP), Leslie Redmond, (President, Minneapolis NAACP), and Anthoni Morris (Community Member)	2 hours
11/14/19	Phone consultation with Sarah Super, a Training and Curriculum Specialist at the Battered Women's Justice Project, a trauma-sensitive yoga teacher, and an anti-sexual violence activist	3 hours
11/20/19	Meeting with Amy Walstein, the current president of ASW Law & Consulting who was previously the Director of Education and Workforce Development Policy and Elections for the Minnesota Chamber of Commerce	3 hours
12/1/19	Phone consultation with Rajni Makkar Dhir, principal of the Dr. Ruhi Foundation School in Noida, India	3 hours
12/4/19	Meeting with Jen Jacobsen, the current Director for Sexual Violence Prevention Education at Macalester College	3 hours
October — December	Consistent weekly volunteer experience as a Math Teacher at the English Learning Center, including consultations with coordinator Hannah Smith. Class experience included lesson planning and working with solely adult students of color	~10 hours