Discipline Disparities:
A Research-to-Practice Collaborative

School Discipline Resource Digest
A listing of organizations working to promote equity in school discipline.

Supported by:

The Atlantic Philanthropies

Open Society Foundations
This resource digest contains listings of U.S. based organizations and institutions currently working on equity issues in school discipline. Listings in part one are organized by geographic region and include a description of the nature of each group's work and project initiatives. Part two of this digest includes federal agencies, educational, professional, policy and legislative organizations focusing their work on issues of disparities in school discipline organized by type of organization. You will find an index at the end of the digest listing each organization alphabetically. The intention is for this digest to be useful in coordinating advocacy groups, educators, policymakers and researchers. Please note that this digest will be continuously expanded. Visit the Discipline Disparities Research-to-Practice Collaborative website at rtpcollaborative.indiana.edu for the most up to date version.
ADVANCEMENT PROJECT
Scope: National
Target Group: Students, Parents, Educators, Policymakers
Target Issues: School reform, School discipline, School-to-Prison Pipeline, Law enforcement reform
http://www.advancementproject.org/ and www.stopschoolstojails.org

Advancement Project is a next generation, multi-racial civil rights organization. They tackle inequity with innovative strategies and strong community alliances. With a national office in Washington, DC and two offices in California, Advancement Project combines law, communications, policy and technology to create workable solutions and achieve systemic change. They aim to inspire and strengthen movements that expand opportunity for all.

As part of Advancement Project’s commitment to breaking down obstacles to inclusion, securing racial equity, and expanding opportunity for all, their Ending the Schoolhouse to Jailhouse Track Project seeks to end harsh and unfair discipline policies and practices that not only create barriers to educational equity but also criminalize students. They work both on-the-ground with their grassroots partners and at the national level to expose and eliminate K-12 disciplinary policies and practices that perpetuate educational injustice and structural racism.

Initiatives:
Advancement Project believes it is vitally important that youth, parents, and communities – especially communities of color and low-income communities – be at the forefront of the movement to dismantle the School-to-Prison Pipeline. These are the stakeholders most affected, and therefore most vulnerable to the dire consequences of inaction. As such, we focus much of our attention on equipping them with the research, policy analysis, strategic guidance, and communications support required to build power and create sustainable changes in these policies and practices.

- Advancement Project is currently working on 15-20 local- and state-level campaigns with their grassroots partners across the country. They also participate in and support several national efforts to address school discipline policies and practices.
- Advancement Project is actively working to both change the discourse around school discipline issues and develop the communications infrastructure that will allow advocates to communicate more effectively with each other and with their policymakers.
- Advancement Project is broadening and strengthening the movement against the inequitable discipline and criminalization of students by convening four School-to-Prison Pipeline Regional ActionCamps in 2012, in which participants will be armed with strategies and tools for addressing these issues in their communities and potential collaborative efforts across localities will be explored.
- Advancement Project is seeking to increase the number of allies from other sectors that are working to address these issues by conducting an outreach effort to stakeholders within the education, law enforcement, juvenile justice, labor, and faith communities, among others.
Contact:
Thena Robinson-Mock, Project Director of the Ending the Schoolhouse to Jailhouse Track Campaign -
trobinson@advancementproject.org

CHILDREN’S DEFENSE FUND (CDF)
Scope: National
Target Group: Students
Target Issues: Juvenile Justice
http://www.childrensdefense.org/home.html

The Children’s Defense Fund (CDF) is a non-profit child advocacy organization that has worked relentlessly for over 35 years to ensure a level playing field for all children. CDF champions policies and programs that lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education and a moral and spiritual foundation.

Initiatives:
- The Cradle to Prison Pipeline Campaign launched during a national summit three years ago held at Howard University in Washington, D.C. Community leaders, government officials, educators, parents and young people responded by forming coalitions to keep children in school and out of trouble in their communities. During the meetings, participants formulate action plans and form working groups to promote best practices, build community and confront policies that are contributing to the crisis in their state. CDF’s vision with the Cradle to Prison Pipeline Campaign is to reduce detention and incarceration by increasing preventive supports and services children need, such as access to quality early childhood development and education services and accessible, comprehensive health and mental health coverage. CDF also advocates for the humane and rehabilitative treatment of all children in the juvenile justice system, and ultimately, for systemic reform at the local, state and federal levels to ensure children receive fair and appropriate treatment.

Contact:
Marian Wright Edelman, Founder and President
cdfinfo@childrensdefense.org

CIVIL RIGHTS PROJECT (CRP)
Scope: National
Target Group: Policymakers
Target Issues: Disproportionality in school discipline, School-to-Prison Pipeline
http://www.civilrightsproject.ucla.edu/
The mission of the Civil Rights Project (CRP) is to help renew the civil rights movement by bridging the worlds of ideas and action, to be a preeminent source of intellectual capital within that movement, and to deepen the understanding of the issues that must be resolved to achieve racial and ethnic equity as society moves through the great transformation of the 21st century.

Initiatives:
- In 2003, CRP launched a three-year initiative, the School-to-Prison Pipeline, focusing on the "pipeline" that is tracking certain high-risk, minority children directly from school into the criminal justice system. The CRP works in concert with advocates, educators, and policy analysts to redirect the flow of this pipeline away from increasingly punitive regimes of social control.
- CRP has published a number of reports on critical issues related to school discipline affecting this country's elementary and secondary students: Discipline Policies, Successful Schools, and Racial Justice; The School-to-Prison Pipeline; Suspended Education: Urban Middle Schools in Crisis; and Opportunities Suspended: The Devastating Consequences of Zero Tolerance.

Contact:
Daniel Losen, Director, Center for Civil Rights Remedies at CRP
losendan@gmail.com

DIGNITY IN SCHOOLS CAMPAIGN (DSC)
Scope: National, Los Angeles, New York, Washington, D.C.
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.dignityinschools.org/

The Dignity in Schools Campaign (DSC) challenges the systemic problem of push-out in our nation's schools and advocates for the human right of every child to a quality education and to be treated with dignity. The DSC unites parents, youth, educators and advocates in a campaign to promote local and national alternatives to a culture of zero tolerance, punishment and removal.

Initiatives:
- DSC develops federal policy recommendations and national action strategies for promoting positive alternatives to zero tolerance discipline, such as Positive Behavior Interventions and Supports, restorative practices, conflict resolution and mediation programs.
- The DSC Days at the Capitol brings together parents, students, educators and education advocates who seek to raise awareness and build support for urgently needed school discipline reform

Contact:
Chloe Dugger, Coordinator
chloe@dignityinschools.org
GAY-STRaight ALLIANCE NETWORK (GSA Network)

Scope: National and Statewide
Target Group: LGBTQ Students, Allies and Advocates
Target Issues: LGBTQ students' education rights, health, safety and discipline
http://www.gsanetwork.org/about-us

The Gay-Straight Alliance Network (GSA Network) is a national non-profit that coordinates and assists statewide and regional organizations supporting Gay-Straight Alliance (GSA) clubs working to fight homophobia and transphobia in schools. It is linked to positive outcomes in increasing LGBTQ students' safety, mental health, academic achievement and overall success. GSA Network is currently based in CA and supports over 850 student clubs statewide.

Initiatives:
- **GSA Support and Base Building.** Founded in 1998, Gay-Straight Alliance Network's primary goal continues to be to build the capacity of 33 state based GSA Networks to continue to build a broad base of student support for LGBTQ student rights, support the formation of new GSA clubs, new GSA Networks and provide technical assistance to member state GSA networks.
- **Policy Advocacy for LGBTQ Student Safety.** GSA Network continues to push for statewide and federal protections of LGBTQ students, safety and curriculum equity.
- **Racial and Economic Justice Projects (REJ).** Funded by Open Society Foundation, the REJ projects work to further GSA Networks capacity to engage LGBTQ youth of color; link and align the work of the GSA and Safe Schools movement to that of the Education Justice movement and ensure that safe schools policies do not further accelerate students into the school to prison pipeline; address the growing issue of LGBTQ youth being incarcerated through school discipline practices.
- **Safe and Healthy LGBT Youth project.** Recently funded by the Centers for Disease Control and Prevention (CDC) to address high risk target populations for HIV/STDS, the Safe & Healthy LGBT Youth project works to increase GSA clubs' abilities to address the largely unaddressed sexual health education needs of underserved and at risk LGBTQ and gender non-conforming youth, and increases state and regional GSA Networks' ability to provide community based resources and testing referrals.

Contact:
Carolyn Laub, Executive Director
info@gsanetwork.org

GAY, LESBIAN & STRAIGHT EDUCATION NETWORK (GLSEN)

Scope: National and Statewide
Target Group: LGBTQ Students, Allies and Advocates
Target Issues: LGBTQ students' education rights, health, safety and discipline
http://www.glsen.org/
The Gay, Lesbian & Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. We believe that such an atmosphere engenders a positive sense of self, which is the basis of educational achievement and personal growth. Since homophobia and heterosexism undermine a healthy school climate, we work to educate teachers, students and the public at large about the damaging effects these forces have on youth and adults alike.

**Initiatives:**
- The Gay, Lesbian & Straight Education Network (GLSEN) lauded the Senate Judiciary Committee’s Subcommittee on the Constitution, Civil Rights and Human Rights for holding a hearing on ending the school to prison pipeline. GLSEN submitted a statement to the Subcommittee commending the Senate for its action and reminding Senators the LGBT youth may also face excessive punishments in the school discipline and criminal justice systems.

**Contact:**
Ikaika Regidor, Youth Programs Associate
iregidor@glsen.org

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**LAWYER’S COMMITTEE FOR CIVIL RIGHTS OF BOSTON**

**Scope:** National

**Target Group:** Students, Parent, Educators

**Target Issues:** Civil Rights

The principal mission of the Lawyers' Committee for Civil Rights Under Law is to secure equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities. The Lawyers' Committee is a nonpartisan, nonprofit organization, formed in 1963 at the request of President John F. Kennedy to enlist the private bar's leadership and resources in combating racial discrimination and the resulting inequality of opportunity - work that continues to be vital today.

**Initiatives:**
- The Lawyers' Committee for Civil Rights under Law (Lawyers' Committee) joined the Dignity in Schools Campaign (DSC) in its recommendations for the Civil Rights Data Collection (CRDC) conducted by the U.S. Department of Education (ED). During the initial comment period in August 2013, the Lawyers' Committee submitted its own recommendations for the Department to continue the data collection.
- The Chicago Coalition for Fairness in School Discipline (Chicago Coalition), led by the national Lawyers' Committee for Civil Rights Under Law (Lawyers’ Committee), is an innovative new initiative that brings students, parents and teachers together for a unique opportunity to gain a better understanding of the civil rights implications presented by the pipeline and learn better classroom management skills to keep Chicago’s youth in school.
NAACP LEGAL DEFENSE AND EDUCATIONAL FUND (LDF)

Scope: National and state/local advocacy in conjunction with local counsel and community partners

Target Group: Multiple stakeholders: students, educators, policy-makers, law enforcement

Target Issues: Racial disparities in school discipline; inclusion and educational equity across a host of education indicators (resources, facilities, curriculum, diversity, etc.)

http://naacpldf.org/

The NAACP Legal Defense and Educational Fund, Inc. ("LDF") is the nation’s first civil right law firm, working for structural changes to eliminate racial disparities in school discipline and open pathways for educational opportunity.

Initiatives:

- LDF’s Dismantling the School-to-Prison-Pipeline Initiative is a decade-old effort to address racial and gender disparities in school discipline, as they relate to educational opportunities. Informed by our experience in decades of pioneering school desegregation cases, LDF believes that disciplinary disparities are both fueled by, and caused by, inequities in educational resources and opportunities in a cyclical relationship. LDF’s project uses strategic litigation, policy analysis and legislative advocacy to address the education side of the pipeline”

Highlights of recent activity:

- Coordinated federal legislative efforts for the multi-stakeholder Dignity in Schools Campaign, including three successful large-scales lobby days in Washington, DC.
- Provided support and technical assistance to community-based organizations nationwide.
- Led working group within the 200-plus member Leadership Conference on Civil and Human Rights re: use of disparate impact analysis in school discipline issues and
t- Led and participated in various panels, workshops and congressional briefings regarding racial disparities in school discipline
- Convened a national, multi-stakeholder conference re: data analysis, advocacy tools and policy alternatives to address exclusionary discipline and the resulting race and gender disparities.

- The School-to-Prison Pipeline Legal Strategies Collaborative, funded by Atlantic Philanthropies, was created to explore gaps in our knowledge, assess the needs of the field, and share ideas among legal advocates who use litigation strategies to address key school discipline issues. The STPP legal collaborative is a sister effort to other Atlantic-funded collaboratives, including The Race and Gender Disparities Research-to-Practice
Collaborative. LDF serves as the “connective tissue” between and among the following legal advocacy organizations and also administers their grants:

- Civil Rights Project (UCLA)
- Charles Hamilton Houston Institute
- Education Law Center (in collaboration with Juvenile Law Center)
- Georgetown Poverty Law Center
- Juvenile Justice Project of Louisiana
- Kentucky Youth Advocates (in collaboration with Children’s Law Center of KY -Kim Brooks Tandy
- Legal Aid Justice Center of Virginia
- Legal Aid of North Carolina/Advocates for Children’s Services
- National Center for Youth Law
- Public Counsel
- Texas Appleseed
- Time Banks USA - Racial Justice Project

Contact:
Leticia Smith-Evans, Interim Director of the Education Practice
lsevans@naacpldf.org

NATIONAL COALITION BUILDING INSTITUTE (NBCI)
Scope: National
Target Group: Multiple stakeholders: Educators, parents, law enforcement, community members
Target Issues: Eliminate racism and all other forms of prejudice and discrimination
http://ncbi.org/

NCBI takes a proactive approach that begins with one or more people from a variety of organizational or community settings, including schools, colleges and universities, corporations, foundations, correctional facilities, law enforcement agencies, government offices, and labor unions. For over 20 years, NCBI has offered timely and effective programs to develop and strengthen leadership for a diverse society. Teams of leaders trained by NCBI have become an influential network, international in reach, actively combatting racism and all other forms of prejudice and discrimination.

Initiatives:
- NCBI’s Building a Caring, Safe and Inclusive Learning Environment trainings include working elementary, middle and high schools throughout the world to create more inclusive, safe and welcoming learning environments. NCBI programs and services for the school community are as follows.
  - Welcoming Diversity: Building a Caring School Environment Workshop
  - NCBI Program for Elementary Schools
  - Preventing School Violence Workshop
  - Train-the-Trainer Leadership Program for High Schools
Train-the-Trainer Leadership Program for Middle Schools
Adult Allies Against Prejudice in Schools

Contact:
Cherie Brown, CEO
cbrown@ncbi.org

NATIONAL COUNCIL ON CRIME AND DELINQUENCY
Scope: National
Target Group: Students
Target Issues: School Discipline, Juvenile Justice
http://www.nccdglobal.org/

NCCD applies research to policy and practice in criminal justice, juvenile justice, and child welfare. By formulating innovative approaches to public safety and advising hundreds of agencies on effective and cost-efficient policies, strategies, and programs, our studies and policy recommendations continue to revolutionize the field. NCCD’s expertise extends to the fields of criminal justice, juvenile justice, child welfare, adult protective services, economic support programs, data monitoring, gender and sexual orientation-specific justice issues, and education.

Initiatives:
- The practice guide will stress that efforts to safely reduce the inappropriate detention of low-risk girls must be rooted in Juvenile Detention Alternatives Initiative’s (JDAI) core strategies, but with an added intentional focus on applying those core strategies to girls’ unique needs and circumstances. These efforts require a strong and collaborative leadership team with the will and capacity to undertake meaningful reforms in the treatment of girls at the detention stage.

Contact:
David Muhammad, Director of National Justice Programs

THE EQUITY PROJECT
Scope: National
Target Group: Students
Target Issues: Disproportionality in school discipline, particularly for LGBT students
http://equityproject.org/about.html

The Equity Project is an initiative to ensure that lesbian, gay, bisexual and transgender (LGBT) youth in juvenile delinquency courts are treated with dignity, respect, and fairness. The Equity Project examines issues that impact LGBT youth during the entire delinquency process, ranging from arrest through post-disposition. Core activities of The Equity Project include gathering information from stakeholders about LGBT youth in juvenile delinquency
courts, identifying obstacles to fair treatment, reporting findings, and crafting recommendations for juvenile justice professionals.

Initiatives:
- In 2009, The Equity Project released the groundbreaking report, *Hidden Injustice*, which examined issues impacting LGBT youth throughout the delinquency process, ranging from arrest through post-disposition, and put forth corresponding recommendations for juvenile justice professionals.

Contact:
Christina J. Gilbert, *Equity Project Director*
[cgilbert@njdc.info](mailto:cgilbert@njdc.info)

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THE NATIONAL CENTER ON EDUCATION, DISABILITY AND JUVENILE JUSTICE (EDJJ)

**Scope:** National  
**Target Group:** Legislators and Policymakers  
**Target Issues:** Juvenile Justice  

The National Center on Education, Disability and Juvenile Justice (EDJJ) examines the overrepresentation of youth with disabilities at risk for contact with the courts or already involved in the juvenile delinquency system. EDJJ conducts research, provides technical assistance and disseminates resources based on the best available evidence. EDJJ provides consultation and professional development to education, court and corrections personnel at the state and local levels. EDJJ also maintains a national network of practitioners, administrators, policymakers and parents to help promote more effective and appropriate policies, responses and accommodations for youth with disabilities in education and correctional settings.

Initiatives:
- EDJJ is currently gathering preliminary findings on research underway including statewide analysis of juvenile correctional education policies, literacy levels and interventions in juvenile corrections, transition, statewide analysis of suspension practices, and school exclusion of youth with disabilities.

Contact:
Peter E. Leone, *Project Director*
[leonep@umd.edu](mailto:leonep@umd.edu)

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**W. HAYWOOD BURNS INSTITUTE (BI)**

**Scope:** National  
**Target Group:** Students
**Target Issues:** Disproportionality in school discipline and racial discrimination


The W. Haywood Burns Institute (BI) is a San Francisco-based national non-profit organization that strives to protect and improve the lives of youth of color, poor youth and the well-being of their communities by reducing the adverse impacts of public and private youth-serving systems to ensure fairness and equity throughout the juvenile justice system.

**Initiatives:**

- The Community Justice Network for Youth (CJNY) is a program of the BI that works to promote effective and culturally-appropriate community-based interventions and alternatives to detention and incarceration. The program is a combination of direct service providers, court and policy advocates and youth and community organizers who work to promote effective and culturally-appropriate community-based interventions and alternatives to detention and incarceration.

- The BI and the Center for Community Alternatives and Justice Policy Institute jointly worked to find innovative ways to use international law (i.e. United Nation's treaties) in juvenile justice advocacy in the U.S. As part of this effort, the BI helped draft the *Juvenile Justice Shadow* report that critiqued the performance of the U.S. in dealing with racial discrimination.

**Contact:**

James Bell, *Founder and Executive Director*

[jbell@burnsinstitute.org](mailto:jbell@burnsinstitute.org)
ACLU OF NORTHERN CALIFORNIA (ACLU-NC)

**Scope:** California

**Target Group:** LGBTQ students, students of color, English-learners, students with disabilities, students in foster care, and students who are pregnant and parenting.

**Target Issues:** Disproportionality in school discipline, Harassment, Discrimination

http://www.aclunc.org/

The ACLU of Northern California (ACLU-NC) works to preserve and guarantee the protections of the Constitution's Bill of Rights. ACLU-NC aims to extend these freedoms to segments of our population who have traditionally been denied their rights, including people of color; lesbian, gay, bisexual, and transgender people; women; mental-health patients; prisoners; people with disabilities; and the poor.

**Initiatives:**

- The *Schools for All Campaign* is a multidisciplinary campaign aimed at keeping students in comprehensive schools that are supportive, safe, and equitable. The ACLU-NC released a report, *Schools for All Campaign: The School Bias & Pushout Problem*, that is a distillation of the roundtable discussion focused on the nature of the problem of school bias and pushout, how vulnerable youth populations intersect with one another, and the need to address these very complex and overlapping issues in a manner that is respectful of all students served by our education system. The report also includes a discussion of various approaches that could be used to combat the problem of school bias and pushout and move us towards creating school environments that are welcoming and inclusive of all of our nation’s schoolchildren.

- The ACLU-NC has developed a toolkit, based on policy recommendations from the report, for advocates to use to develop more just and positive discipline strategies in public schools, so that California youth can have a better chance of graduating from elementary and secondary schools with the education they deserve.

**Contact:**

Abdi Soltani, *Executive Director*

asoltani@aclunc.org

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COMMUNITY ASSET DEVELOPMENT RE-DEFINING EDUCATION (CADRE)

**Scope:** South Los Angeles

**Target Group:** Students of color from low-income neighborhoods

**Target Issues:** Disproportionality in school discipline

http://www.cadre-la.org/core/about/

CADRE is a community-based, membership parent organization in South Los Angeles led by African American and Latino parents and caregivers whose children attend local schools in
the Los Angeles Unified School District (LAUSD). CADRE works for systemic change in stopping the pushout crisis in schools serving low-income neighborhoods of color.

Initiatives:
- Over the years, CADRE has published an action research report entitled: We Interrupt This Crisis—with Our Own Side of the Story: Relationships Between South LA Parents and Schools; filed and resolved two dozen complaints about inadequate resources to ensure compliance with the 2004 Williams v. California settlement; published a report, More Education. Less Suspension. A Call to Action to Stop the Pushout Crisis in South Los Angeles; and influenced and secured LAUSD’s adoption of the most progressive and comprehensive district-wide school discipline policy in the nation, based on positive behavior support.

Contact:
Maisie Chin, Executive Director/Co-Founder
maisie@cadre-la.org

COMMUNITY WORKS
Scope: California
Target Group: Students
Target Issues: Restorative Practices
http://www.communityworkswest.org/

Community Works engages youth and adults in arts, education and restorative justice programs that interrupt and heal the far-reaching impact of incarceration and violence by empowering individuals, families and communities. Through programs in the jails and community, youth-led advocacy efforts, and public exhibits and performances, Community Works: Enables individuals to break the cycle of incarceration and violence and establish productive, violence-free lives; Help families and communities heal from the impact of incarceration and the behaviors leading up to it; and create social and institutional change to better meet the needs of incarcerated individuals, their children and their families.

Initiatives:
- The Restorative Community Conferencing program uses restorative justice principles and practices to divert 100 Alameda County juveniles annually from prosecution through the RCC process. The RCC holds the young person directly accountable to the person who was harmed. The youth and their family, with victim and community input, are then responsible for developing a plan that addresses the harm and does right by the victim. With support from conferencing staff, the youth completes their plan and the charges against the youth are not filed. This program is the first of its kind and scope to address youth crimes in a major U.S. urban area with an explicit goal of reducing racial disparities in diversion and directly affecting disproportionate minority contact.

Contact:
Denise Curtis, RCC Program Manager
dcurtis@communityworkswest.org
EDUCATION NORTHWEST
Scope: Northwest region
Target Group: Educators
Target Issues: Equity in education
http://educationnorthwest.org/

The mission of Education Northwest is to improve learning by building capacity in schools, families, and communities through applied research and development.

Initiatives:
- The Region X Equity Assistance Center at Education Northwest serves the Northwest and Pacific regions by providing information, training, and technical assistance so that all students are treated equitably, regardless of race, gender, or national origin. The Equity Assistance Center provides training and technical assistance on issues related to equity in education in order to ensure that all children, regardless of race, sex, or national origin, have equal access to quality education and the opportunity to develop high academic standards in reading, math, language arts, and other core subject areas.

Contact:
Danette Parsley, Chief Program Officer and Director, Center for Strengthening Education Systems
Danette.Parsley@educationnorthwest.org

FIX SCHOOL DISCIPLINE
Scope: California
Target Group: Educators and Community members
Target Issues: School discipline
http://www.fixschooldiscipline.org/

FixSchoolDiscipline.org is a blog website, sponsored by the Public Counsel, that features videos, news clips, research, and tools for Californians to take action on several bills now in the Legislature to address some of the worst problems with school discipline rules. The website also offers the opportunity for join students, parents, educators, judges, law enforcement leaders and others who want to fix the problem with school discipline.

Initiatives:
- The How We Can Fix School Discipline Toolkit is a step-by-step guide for educators, students, parents and other community members to work together. The How We Can Fix School Discipline Toolkit is available in two versions: one for educators and one for parents, students, and other school community members. The toolkit provides information on how to implement proven, effective alternatives to ineffective harsh discipline practices.

Contact:
Sarah Omojola, *Education Advocate - Children's Rights*

somojola@publiccounsel.org

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**LABOR/COMMUNITY STRATEGY CENTER**

**Scope:** Los Angeles, National  
**Target Group:** Students  
**Target Issues:** Zero Tolerance, School-to-Prison Pipeline  

The Labor/Community Strategy Center is a nationally recognized “think tank/act tank” addressing the totality of urban life. This diverse work spans a matrix of environmental justice, civil and human rights, mass transportation, and the defense of all those facing discrimination and societal attack—people of color, women, immigrants, gays and lesbians, people with disabilities, all of whom comprise our membership.

**Initiatives:**

- Currently, the *Not Pre-Prisons Campaign Community Rights Campaign* organizes high school students in “take action” after school clubs to stop the school-to-prison pipeline and the schools-as-jails culture in favor of building a positive, empowered learning environment. In 2009, the Strategy Center and youth held a press conference and unveiled the following demands: decriminalize truancy and tardiness; enforce stricter accountability and restriction on the use of force by the Los Angeles School Police Department (LAPSD); decriminalize student discipline; create an Office of Equal Protection where students can file complaints; and give more resources and programs to parents and students rather than citations and handcuffs.

**Contact:**

Manuel Criollo, *Director of Organizing*  
manuel@thestrategycenter.org

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**LEAGUE OF EDUCATION VOTERS**

**Scope:** Washington  
**Target Group:** Students  
**Target Issues:** School Discipline

The League of Education Voters (LEV) was founded in 2001 by Washingtonians to support an education system that provides all students an equal opportunity for success from cradle to career. LEV is the only Washington-based organization working to improve public education from early learning through higher education. They shape the debate, build powerful coalitions, and grow the grassroots to achieve meaningful reform and ample resources for education.

**Initiatives:**
- During the 2013 legislative session, the League of Education Voters worked closely with community partners and advocates in a statewide coalition committed to transforming school discipline policies. In convening this coalition, we helped pass SB 5946, which makes discipline data public and keeps more students in school by limiting the number of days students can be removed from class.

**Contact:**
Chris Korsmo, *Chief Executive Officer*  
chris@educationvoters.org

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**PADRES & JOVENES UNIDOS**  
**Scope:** Colorado, Denver  
**Target Group:** Students  
**Target Issues:** Disproportionality in school discipline, School-to-Prison Pipeline  
http://www.padresunidos.org/

Padres Unidos was formed by parents willing to organize for educational justice, equity and excellence in Denver Public Schools. Padres Unidos has evolved into a multi-issue organization led by people of color who work for educational excellence, racial justice for youth, immigrant rights and quality healthcare for all. Jóvenes Unidos, the youth initiative of Padres Unidos, emerged as young people became active in reforming their schools, ending the school to jail track and organizing for immigrant student rights.

**Initiatives:**
- Padres & Jóvenes Unidos’ campaign to *End the School to Jail Track* in Colorado has been successful with the passage of bill, SB 133, which will form an interim committee to study the issue of school discipline and provide legislative recommendations for the 2012 session. The *School-to-Jail Accountability Campaign* is student-led and includes Student-led Know Your Rights Assemblies to educate students and school staff about the new discipline policies and build a student base to call for implementation; a student-conducted survey to evaluate the effectiveness of the new policies; community-developed oversight and design of teacher trainings and district data collection, tracking and reporting practices; and an accountability report to highlight the progress and shortfalls of district implementation.

**Contact:**  
Marco Nuñez, *Director of Organizing*  
marco@padresunidos.org

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**RESTORATIVE SCHOOLS VISION PROJECT**  
**Scope:** California  
**Target Group:** Students  
**Target Issues:** School-to-prison pipeline  
http://www.restorativeschoolsproject.org/
The Restorative Schools Vision Project is a Human Rights organization dedicated to fulfillment of the Constitutional promise of Education Equality. The center believes that Restorative Schools will significantly contribute to ending school pushout ("dropout") and the school-to-prison-pipeline. Their priority is keeping kids in school when they make mistakes, so that they can learn how to correct themselves and make things right.

**Initiatives:**
- Conducted an interactive workshop in 2012 that introduced participants to Restorative Narrative Practices and Social Emotional Learning, focusing on the success of these alternative approaches in school discipline. The workshop discussed the applications of these practices in the context of Suspensions and Disparate Minority Impact, School-to-Prison Pipeline, Mental Health and School Climate, Juvenile Justice, Child Welfare, and Mediation.

**Contact:**
Stella Connell, *Founder and President*
[RestorativeSchoolsProject@gmail.com](mailto:RestorativeSchoolsProject@gmail.com)

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**URBAN YOUTH JUSTICE**

**Scope:** West Coast Region  
**Target Group:** Students  
**Target Issues:** School Discipline  
[http://urbanyouthjustice.wordpress.com/](http://urbanyouthjustice.wordpress.com/)

Urban Youth Justice is a public education and advocacy initiative committed to the advancement and protection of Equal Rights, Equal Justice and Equal Opportunity of Black/African-American youth and similarly disadvantaged urban youth through public advocacy, public education, community and youth outreach, as well as advancing critical thought on the law and policy affecting them.

**Initiatives:**
- Urban Youth Justice is committed to stopping the Disenfranchisement of the Right to Equal Educational Opportunity of Youth of Color, and the following action-based goals:  
  1. Eradicate the Race, Disability & Poverty-based Inequities in School Discipline, Special Education, and Juvenile/Criminal Justice referrals that disproportionately affect African-American youth and similarly-situated disadvantaged urban youth, i.e., Latino/Hispanic, Native American, Pacific Islander, Special Needs, and English Learner youth; and  
  2. Replace the Zero Tolerance discipline policies of the School-to-Prison Pipeline with Restorative Justice methods and policies; and  
  3. Police Accountability for Disproportionate Minority Youth Contacts, and the Discriminatory Effect of Law Enforcement policy and procedures on Youth of Color and their Communities.  
- Urban Youth Justice is fighting to dismantle and abolish the school to prison pipeline by ending the disproportionate school pushout and criminalization of youth of color from harsh school discipline and denial of equal educational opportunity.
Contact:
Ernest Saadiq Morris
urbanyouthjustice@gmail.com

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YOUTH JUSTICE COALITION (YJC)

Scope: Los Angeles
Target Group: Students and Legislators
Target Issues: Disproportionality in school discipline
http://www.youth4justice.org/

The Youth Justice Coalition (YJC) is working to build a youth-led movement to challenge race, gender and class inequality in the Los Angeles County juvenile injustice system. YJC is working to transform a system that has ensured the massive lock-up of people of color, widespread police violence, corruption and distrust between police and communities, violation of youth and communities’ Constitutional rights, and the build-up of the world’s largest prison system.

Initiatives:
- YJC is in their third year of operating FREELA High School, an alternative to lock-up and re-entry program for youth coming out of lock-up. FreeLA High School, a partnership between the John Muir Charter School, YJC and the Workforce Investment Act, is dedicated to helping young people earn a high school diploma and find work with a focus on careers in social justice movement building. YJC serves 16-24 year olds based on their probation requirements and difficulty enrolling in other schools. Most students working with YJC have been pushed out of several other high schools before coming to FreeLA, including Probation School or Los Angeles County Education programs within juvenile facilities.

Contact:
Emilio Lacques-Zapien, Youth Organizer
freelanow@yahoo.com
CHICAGO GRASSROOTS CURRICULUM TASKFORCE (CGCT)
Scope: Chicago, National collaborations
Target Groups: Educators, Urban students, Parents, Community members, Elders - mostly of color
Target Issues: School discipline, Grassroots school curriculum reform
http://www.cyicexpo.org/

CGCT is engaged in participatory movement-building for dignified public schools, liberatory education, and grassroots curriculum development. CGCT thinks all students must be able to engage in relevant learning, real world problem solving, social justice actions, and serious community building in order to be equipped with the "tools" needed for survival in a changing and challenging world.

Initiatives:
- CGCT is involving communities throughout Chicago in publishing a Pre-K through Ph.D. curriculum entitled, “A Peoples Chicago: Our Stories of Change and Struggle”. A current unit of study on criminalization, including the school-to-prison pipeline and damaging suspension and expulsion practices, is being developed for implementation in Chicago classrooms and communities.
- CGCT sponsors Chicago Youth Initiating Change and the Student Bill of Rights campaign in Chicago. This growing student movement, national in scope, is generating student-led actions and campaigns against unjust school discipline policies - among other issues. Students are seeking more pro-active / problem-solving approaches in these policies and practices.

Contact:
Anton Miglietta, Director
antonmiglietta@sbcglobal.net

COMMUNITY JUSTICE FOR YOUTH INSTITUTE (CJYI)
Scope: Chicago
Target Group: Students
Target Issues: Zero Tolerance, Juvenile Justice
http://cjyi.org/

The mission of the Community Justice for Youth Institute (CJYI) is to build community capacity to resolve youth crime and conflict through restorative justice training, technical assistance, and advocacy.

Initiatives:
- CJYI is working with schools and communities across Chicago to ensure that administrators, teachers, students and parents have the training and support necessary to implement effectively restorative practices as alternatives to arrest, suspension and expulsion. CJYI provides school communities with introductions to restorative justice,
trainings in peace-making circles, and technical assistance with implementing restorative alternatives.

Contact:
Cheryl Graves
cheryl@cjiy.org

COMMUNITY ORGANIZING AND FAMILY ISSUES (COFI)
Scope: Chicago, National collaborations
Target Group: Students
Target Issues: School-to-Prison Pipeline
www.cofionline.org

Community Organizing and Family Issues’ (COFI) mission is to strengthen the power and voice of low-income and working families at all levels of civic life – from local institutions and communities to the city and state policy arenas. COFI supports POWER-PAC (Parents Organized to Win, Educate and Renew—Policy Action Council), a cross-cultural, citywide parent membership organization whose mission is to build a strong voice for low-income, immigrant and working families by uniting parents around issues of importance to families.

Initiatives
- POWER-PAC’s Elementary Justice Campaign: Redirecting the School-to-Prison Pipeline has been working since 2004 to address parents’ concerns about the skyrocketing numbers of suspensions, expulsions and school-based arrests in Chicago Public Schools (CPS) and to seek long term solutions to this issue. In 2005 and 2006, POWER-PAC worked with allies to win a major re-write of CPS’ discipline code, which eliminated zero tolerance language and embraced the philosophy of restorative justice. POWER-PAC has also released a bilingual Parent-to-Parent Guide on Restorative Justice and trained hundreds of parents in restorative justice approaches.
- Since November 2010, POWER-PAC has been a member of the High HOPES (Healing Over the Punishment of Expulsions and Suspensions) Campaign, a citywide coalition of community, youth and faith-based organizations calling on CPS to reduce suspensions and expulsions and implement restorative justice practices system-wide.
- POWER-PAC also belongs to the national Dignity in Schools Campaign, which challenges the systemic problem of pushout in our nation’s schools and advocates for the human right of every child to a quality education and to be treated with dignity.
- The Austin Peace Center, a COFI-supported project, is a parent-led restorative justice program currently operating in three Chicago public schools, two elementary and one high school. Since its founding in 2005, the Peace Center has worked with hundreds of students at risk of suspension to deter them from contact with the juvenile justice system.

Contact:
Charles Bergman, Elementary Justice Organizer
cbergman@cofionline.org
KENTUCKY YOUTH ADVOCATES (KYA)

Scope: Kentucky
Target Group: Students
Target Issues: School Discipline

Kentucky Youth Advocates (KYA) is a trusted, independent voice for Kentucky’s children. We are the only multi-issue, statewide child advocacy organization in Kentucky. KYA has worked for over 35 years to improve child well-being and public policies that influence the lives of children and families. With compelling, solid data in one hand and unrivaled expertise and advocacy skills in the other, we work hard to ensure that decision makers invest in and maintain programs that keep children and families healthy, safe and secure.

Initiatives:
- The KIDS COUNT Data Center provides easy access to data by county and school district for all of the indicators the Kentucky KIDS COUNT project tracks for the years 2012 and 2013, including the many indicators not published in this printed edition. The book also provides data on overarching indicators, child population by county and school district, race and ethnicity, and child poverty, because where children reside, their race, and their family’s income each can have a significant impact on outcomes for children.

Contact:
Terry Brooks, Executive Director
tbrooks@kyyouth.org

PROJECT NIA

Scope: Chicago
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.project-nia.org/home.html

Project NIA works to decrease the number of youth in Chicago who are arrested, detained, and incarcerated. Project NIA helps communities develop support networks for youth who are at risk of or have already been impacted by the juvenile justice system.

Initiatives:
- Project NIA has partnered with the Rogers Park Young Women’s Action Team to collect stories about students’ experiences of being suspended and/or expelled from school in Chicago. This youth-led participatory action research project incorporates community surveys, storytelling, and art to create an interactive website for youth to have a voice to "talk back" to the educational system and show how these policies are actually harming children (www.suspensionstories.com).

Contact:
Mariame Kaba, Founder
mariame@project-nia.org

SOUTHWEST YOUTH COLLABORATIVE (SWYC)
Scope: Chicago
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.swyc.org/

The Southwest Youth Collaborative (SWYC) is a network of youth and community development organizations serving African American, Arab American, Asian American, European American, Native American and Latino children, youth and families living in the West Englewood, Chicago Lawn, Gage Park, West Lawn and West Elsdon neighborhoods. Through their advocacy work, SWYC has gained victories in the area of summer jobs for youth, juvenile justice advocacy, and the Right to Learn Campaign around Zero Tolerance policies and school suspensions.

Initiatives:
- The goal of the Youth Empowerment program is to reduce the rate of suspension, truancy and expulsion among the student body at Gage Park High School. SWYC’s objective is to provide case management, life skills workshops, and support.

Contact:
Kadi Sisay, Interim Executive Director
ksisay@swyc.org

STUDENT ADVOCACY CENTER (SAC)
Target Group: Students
Target Issues: Zero Tolerance, Juvenile Justice
Scope: Michigan
http://www.studentadvocacycenter.org/index.shtml

The Student Advocacy Center (SAC) focuses on the educational experience of students and aims to identify successful practices and policies as well as the barriers to effective service. SAC works in partnership with families and schools to promote educational practices that result in success for students, as well as to challenge exclusionary policies that may have a harmful impact on students and families.

Initiatives:
- The Student Advocacy Program for Court Involved Youth provides a comprehensive, coordinated approach to supporting the educational goals of students in the foster care and juvenile justice systems. Children who have been abused or neglected are referred to SAC by the local Department of Human Services to help with school enrollment, placement and special education issues.
- The All Kids in School! (AKS) initiative fights against discrimination and inequality in schools. The Center’s current focus is challenging zero tolerance policies that push the most vulnerable children onto the streets with no hope for a future. Agency resources are committed towards the effort of long term systemic change to ensure that state policies serve children well for the benefit of the entire school population and society.
VOICES OF YOUTH IN EDUCATION (VOYCE)

Scope: Chicago
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.voyceproject.org/about-voyce

Voices of Youth in Chicago Education (VOYCE) is an organizing collaborative for education justice led by students of color from six community organizations across the city of Chicago: Albany Park Neighborhood Council, Brighton Park Neighborhood Council, Kenwood Oakland Community Organization, Logan Square Neighborhood Association, Southwest Organizing Project, and TARGET Area Development Corporation. All of VOYCE’s work is driven by the belief that the young people most directly affected by school policy have what it takes to create long-lasting, systemic solutions to educational inequities. Based on the findings from a year and a half of youth-led action research, VOYCE’s organizing advances youth-led reforms that shift resources and investment away from harmful disciplinary practices and towards the supports and instruction that young people need to graduate from high school ready for college and careers.

Initiatives:
- VOYCE is organizing for a re-write of the Student Code of Conduct and district-wide charter policy that puts strong limits on the use of suspensions, expulsions, police referrals, transfers and fines at all CPS schools, including charters.
- The creation of a publicly-accessible database that includes comprehensive school-level information (including charter and contract schools) on the use of suspensions, expulsions, police referrals, transfers and fines. This information must be disaggregated by race, gender, special education status, ELL status and socioeconomic status.
- Increased investment in policies and programs that use prevention and effective intervention strategies to address misconduct and school climate.

Contact:
Shawn Brown, Campaign Director
shawn@voyceproject.org
ADVOCATES FOR CHILDREN SERVICES, A PROJECT OF LEGAL AID OF NORTH CAROLINA

**Scope:** North Carolina
**Target Group:** Students
**Target Issues:** School-to-Prison Pipeline

http://www.legalaidnc.org/acs

Advocates for Children’s Services’ mission is to fundamentally transform the public education system into one that empowers all children with the knowledge, skills, and experiences necessary to be responsible citizens and critical, courageous, creative thinkers.

**Initiatives:**
- Currently ACS’ focus is on the "School-To-Prison Pipeline" (STPP) in North Carolina. ACS has published a number of briefs and newsletters in an effort to raise awareness of the STPP.

**Contact:**
Lewis Pitts, Managing Attorney
ACSinfo@legalaidnc.org

FAIRFAXZERO TOLERANCE REFORM.ORG

**Scope:** Fairfax, VA
**Target Group:** Students
**Target Issues:** School reform, School discipline, Disproportionality

http://fairfaxzerotoleranceform.org

Fairfaxzerotoleranceform is a group of concerned citizens fighting for reform of Fairfax County, Virginia’s disciplinary policies and their implementation. The mission of the organization is to reform the Fairfax County Public School’s student disciplinary process by working with affected families, FCPS, civil rights and child development specialists, and legal representatives, so that the process is transformed from a criminal and punitive approach to a restorative, educational, and therapeutic process.

**Initiatives:**
- Working towards the elimination of suspension, expulsion, and involuntary transfers of students. Other goals include establishing reforms that reflect evidence-based research and best practices.

**Contact:**
Caroline G. Hemenway, Director
directors@fairfaxzerotoleranceform.org
FAMILIES AND FRIENDS OF LOUISIANA’S INCARCERATED CHILDREN (FFLIC)
Scope: Louisiana
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.fflic.org/

Families and Friends of Louisiana’s Incarcerated Children (FFLIC) is a statewide membership-based organization that fights for a better life for all of Louisiana’s youth, especially those involved in or targeted by the juvenile justice system. FFLIC engages in education, community building, and leadership development advocacy through strategically chosen goals in order to empower individuals, families and communities to transform currently oppressive systems and institutions into ones that uphold justice for our families; to build strong, powerful families and communities; and to fight for justice for our children and ourselves.

Initiatives:
- The Juvenile Justice Implementation Committee (JJIC) is tasked with overseeing reform, added periodic juvenile placement reviews to ensure that youth are kept in the least restrictive setting, and promoting the development of nationally recognized and accepted standards of practice for local juvenile detention facilities. FFLIC’s campaign to stop the School-to-Prison Pipeline involves working to reform the Louisiana school system and the juvenile justice system by dismantling the School-to-Prison Pipeline.

Contact:
Gina Womack, Executive Director
gbwomack@fflic.org

GWINNETT PARENT COALITION TO DISMANTLE THE SCHOOL TO PRISON PIPELINE (Gwinnett SToPP)
Scope: Georgia, Local and Statewide collaborations
Target Group: Parents
Target Issues: School-to-Prison Pipeline
http://www.stopschoolstojails.org/content/gwinnett-parent-coalition-dismantle-school-prison-pipeline

The Gwinnett Parent Coalition’s vision is to lead a parent-driven, community-centered partnership approach to identifying and dismantling the School-to-Prison pipeline in Gwinnett County; including parent/community education, district monitoring and accountability, and recommending best practices.

Initiatives:
- Gwinnett SToPP’s work centers around education policy, advocacy, and public education on the School-to-Prison Pipeline. As part of awareness and education tenets, Gwinnett
SToPP recently launched the Parent Leadership Institute (PLI). PLI is an extensive training course pairing grassroots community leadership training with education advocacy training and school discipline reform tools. As a requirement of graduation, participants are assigned to project teams to implement a school-community project designed to impact a feeder into the School-to-Prison Pipeline, ultimately improving the climate for learning in schools. Gwinnett SToPP’s first cohort graduates in March 2012.

- On the policy side, because achievement and discipline are inextricably intertwined, Gwinnett SToPP filed a discrimination complaint with the Office for Civil Rights of the U.S. Department of Education against Gwinnett County Public Schools (GCPS) regarding its Investing in Educational Excellence Partnership (IE2) contract with the Georgia Department of Education. The complaint alleges that the accountability and performance objectives featured in the IE2 contract, which allow GCPS to bypass several existing state laws, are dependent upon different aggregate performance benchmarks segregated by race and therefore are discriminatory. The complaint has led to the Office for Civil Rights opening an investigation.

Contact:
Marilyn Tillman, Co-Chair
mtillman@gwinnettstopp.org

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POWER U CENTER FOR SOCIAL CHANGE

Scope: Miami
Target Group: Youth of color, Low-income residents, Women
Target Issues: Zero Tolerance
http://www.poweru.org/

Power U Center for Social Change is a grassroots organization dedicated to fighting for our land, our people, our community, organizing for justice in our schools and communities, and supporting the struggle of social, environmental, and economic justice.

Initiatives:
- Power U has been working with low-income Black and Latino youth to develop a campaign around ending the schoolhouse to jailhouse track in Miami, Florida. While the organizing efforts advocate for the end of Zero Tolerance, Power U is also working with students to propose alternatives to Zero Tolerance. Students are demanding the institution of the restorative justice model as policy in all Miami public schools. Youth organize community forums to educate their peers about alternative discipline and garner support. In October 2007, Power U presented at a school board meeting, asking for the inclusion of restorative justice as an alternative disciplinary measure.

Contact:
Julia Daniel, Youth Organizer
jdanield@poweru.org

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SOUTHERN ECHO
Scope: Mississippi
Target Group: Students
Target Issues: Juvenile Justice
http://southernecho.org/s/

Southern Echo is a leadership development, education and training organization working to develop effective accountable grassroots leadership in the African-American communities in rural Mississippi and the surrounding region through comprehensive training and technical assistance programs.

Initiatives:
- Southern Echo and the MS Delta Catalyst Roundtable hosted approximately fifty participants for a workshop on alternative schools, youth court and detention centers, and the Juvenile Detention Alternative Initiative. Workshop participants evaluated the nature and purpose of alternative schools, including: the causes and reasons students may be assigned to alternative schools; the procedures for assigning students to alternative schools; the difference between detention centers and alternative schools; the guidelines for the administration of alternative schools; and actions that may be taken when school administration does not follow the law or regulations. Workshops also addressed the Juvenile Detention Alternative Initiative, which promotes changes to policies, practices, and programs in the pre-adjudication stage of the juvenile court and detention center process to reduce reliance on secure confinement, improve public safety, reduce racial disparities and bias, save taxpayers’ dollars, and stimulate overall juvenile justice reform.

Contact:
Leroy Johnson, Executive Director
leroy@southernecho.org

SOUTHERN POVERTY LAW CENTER
Scope: Alabama, Florida, Louisiana, Mississippi
Target Group: Students, Teachers
Target Issues: Disproportionality in school discipline, Diversity in instruction
http://www.splcenter.org/

The Southern Poverty Law Center (SPLC) is a nonprofit civil rights organization dedicated to fighting hate and bigotry, and seeking justice for the most vulnerable members of society. Using litigation, education, and other forms of advocacy, the SPLC works toward the day when the ideals of social justice and equal opportunity will become a reality.

Initiatives:
- The Children at Risk program uses legal action, community education and mobilization, and media and legislative advocacy to ensure that students get the educational services that can mean the difference between incarceration and graduation and to prevent school discipline practices from pushing students out of school.
- Teaching Tolerance provides educational resources that reach hundreds of thousands of educators and millions of students annually through their Teaching Tolerance magazine,
multimedia teaching kits, online curricula, professional development resources such as the Teaching Diverse Students Initiative, and special projects like Mix It Up at Lunch Day.

Contact:
Richard Cohen, President
info@splcenter.org

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**TEXAS APPLESEED**

**Scope:** Texas  
**Target Group:** Legislators  
**Target Issues:** Disproportionality in school discipline, Juvenile Justice  
[http://www.texasappleseed.net](http://www.texasappleseed.net)

Texas Appleseed's mission is to promote social and economic justice for all Texans by leveraging the skills and resources of volunteer lawyers and other professionals to identify practical solutions to difficult systemic problems. Texas Appleseed researches and reports on the impact of school discipline policies; ticketing, arrest and use of force in public schools; court involvement in student discipline; and the effectiveness of alternative education programs to help close pathways to dropout and incarceration.

**Initiatives:**
- Texas Appleseed is calling for swift implementation of Positive Behavioral Interventions & Supports (PBIS) and other strategies to help reverse the high rates of student suspension, expulsion, and subsequent juvenile justice system involvement documented in a new study (*Breaking Schools’ Rules*) released July 19, 2011, by the Council of State Governments Justice Center and The Public Policy Research Institute at Texas A&M University. Texas Appleseed contributed to this study.  
- In early 2011, Texas Appleseed released findings on the impact of Class C misdemeanor ticketing in Texas public schools in *Ticketing, Arrest & Use of Force in Schools*.

Contact:
Rebecca Lightsey, Executive Director
rlightsey@texasappleseed.net

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**THE JUVENILE JUSTICE PROJECT OF LOUISIANA (JJPL)**

**Scope:** New Orleans  
**Target Group:** Students, Parents  
**Target Issues:** Juvenile Justice, School discipline  

The mission of the Juvenile Justice Project of Louisiana (JJPL) is to transform the juvenile justice system into one that builds on the strengths of young people, families and communities in order to instill hope and to ensure children are given the greatest opportunities to grow and thrive. Through the *Schools First Project*, JJPL aims to reduce the
number of suspensions, expulsions, push-outs and arrests in schools and to ensure a seamless educational transition between secure care and schools for young people involved in the juvenile justice system through advocacy, policy reform, technical assistance, and coalition building.

**Initiatives:**
- The *Schools First Coalition* plans to gather information about suspensions, expulsions, school arrests, school push-outs, security and law enforcement in schools, services that are currently provided in school to support students’ success, and comprehensive student and parent surveys to learn more about people’s experiences and opinions about these issues.
- The JJPL’s *Schools First Project* is dedicated to limiting the amount of children being pushed out of the public school system and has developed a *School Justice Resource Manual* to better assist parents with advocating for students that may have recently been suspended or expelled.
- JJPL represents juvenile clients in individual cases throughout the state through its *Post Disposition Project* and works to build the capacity of Louisiana’s juvenile public defenders by providing support, consultation and training, as well as pushing for system-wide reform and increased resources for juvenile public defenders.

**Contact:**
Dana Kaplan, *Executive Director*
dkaplan@jjpl.org
AMERICAN CIVIL LIBERTIES UNION OF THE NATION’S CAPITAL (ACLU-NA)
Scope: Washington, D.C.
Target Group: Students
Target Issues: School Discipline
http://aclu-nca.org/

The American Civil Liberties Union (ACLU) is the nationwide non-profit, non-partisan organization devoted to ensuring free speech, equal rights, and other civil liberties. With a membership of over 5,000, the ACLU of the National Capital Area (ACLU-NCA) now defends and expands civil liberties in the Nation’s Capital, including important Federal employee matters. Those who join us also become members of the National ACLU.

Initiatives:
- Since 2008, the ACLU-NCA has conducted the Fair Discipline Project, aimed at fighting unlawful, excessive and arbitrary removals of students from schools in the Metropolitan Washington Region. Through aggressive advocacy and litigation, where necessary, the Project has caused suspensions to be reversed, reduced or expunged from school records, with an 85 percent success rate.
- The ACLU and UDC David A. Clarke Law School have partnered to create Student Rights Alliance, a project to provide a comprehensive and targeted intervention into the School-to-Prison Pipeline in the District of Columbia.

Contact:
Seema Sadanandan, Program Director
seema@aclu-nca.org

ADVOCATES FOR CHILDREN OF NEW YORK (AFC)
Scope: New York
Target Group: Students
Target Issues: School Discipline
http://www.advocatesforchildren.org/home

Advocates for Children of New York (AFC) is dedicated exclusively to protecting every child’s right to an education, focusing on students from low-income backgrounds who are struggling in school or experiencing school discrimination of any kind. AFC offers free legal and advocacy services, including representation at school-related hearings and appeals, and teaching families what they need to know to stand up for their children’s educational rights.

Initiatives:
- Advocates for Children of New York (AFC) assists students who are being removed from school for disciplinary reasons. When a student is facing a school suspension or
expulsion, AFC works to ensure the student’s rights are not violated. They also work with the family to resolve the situation positively, help them understand their options, provide assistance with mediation and free legal representation at school hearings, and ensure the student receives alternative instruction during the period of suspension. AFC also advocates for positive alternatives, such as using behavior modification techniques rather than having the student removed from school for an extended period of time.

Contact:
Kim Sweet, Executive Director
ksweet@advocatesforchildren.org

CENTER FOR COMMUNITY ALTERNATIVES (CCA)
Scope: New York
Target Group: Youth
Target Issues: Juvenile Justice
http://www.communityalternatives.org/

The Center for Community Alternatives' accomplishments include many "firsts" in the state of New York: the first sentencing advocacy program, the first gender specific alternative to incarceration drug treatment program, and the state’s only program designed specifically for youth under 16 who are charged as adults.

Initiatives:
- CCA provides comprehensive programming through school support and education services, youth development activities, mentoring, peer education and leadership development opportunities, and family/parent involvement.

Contact:
Rukia Lumumba, Director Youth Services
rlumumba@communityalternatives.org

CITIZEN ACTION OF NEW YORK
http://citizenactionny.org/

Scope: New York
Target Group: Students
Target Issues: School Discipline

Citizen Action of New York is a grassroots membership organization taking on big issues that are at the center of transforming American society – issues like: quality education and after-school programs for all our kids, guaranteed quality, affordable health care,
public financing of election campaigns, dismantling racism and promoting racial justice, and a more progressive tax system.

The Alliance for Quality Education is a coalition mobilizing communities across the state to keep New York true to its promise of ensuring a high quality public education to all students regardless of zip code. Combining its legislative and policy expertise with grassroots organizing, AQE advances proven-to-work strategies that lead to student success and ultimately create a powerful public demand for a high quality education.

Initiatives:
- Citizen Action and AQE are collaborating with other groups such as Advancement Project, the Urban Youth Collaborative, and the Judith Kaye Commission on a statewide bill to revise the NYS Education Law. The intention of the bill is to promote alternatives to suspension such as restorative justice and to revise the language of the law.
- A coalition of parents and community members led by Citizen Action of New York and the Alliance for Quality Education today applauded the Buffalo Board of Education for passage of a new Code of Conduct that advocates say will bring common-sense discipline back to classrooms across the city. The groups worked collaboratively with Buffalo Public Schools to recommend and help craft the new Code.

Contact:
Brain Trzeciak, Lead Organizer
btrzeciak@citizenactionny.org

CONNECTICUT APPLESEED
Scope: Connecticut
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.ctappleseed.org/

Connecticut Appleseed is a statewide, non-partisan organization that works to help make systemic change in the delivery of services to enhance social and economic justice in the state of Connecticut. Connecticut Appleseed mobilizes the skills and resources of pro bono lawyers and other professionals to improve access to education, health care, financial and other services for broad segments of the population.

Initiatives:
- Connecticut Appleseed launched a project to help redirect school districts' disciplinary policies toward retention and away from suspension and expulsion. The project aims to minimize the percentage of disciplined students who become entangled in the juvenile justice system. As a result, CT Appleseed produced a report that highlighted best practices and model school policies within school districts to be considered statewide for possible implementation and featured the latest 2009-
2010 disciplinary data from the Connecticut Department of Education. It also featured findings from a youth focus group and a webinar sponsored by CT Parent Power to help ensure that the report reflected the perspective of those most affected by school discipline -- parents, families and youth.

Contact:
Bob Kettle, Executive Director
bobkettle@ctappleseed.org

CONNECTICUT JUVENILE JUSTICE ALLIANCE
Scope: Connecticut
Target Groups: Students
Target Issues: Racial disparities in Juvenile Justice, School-to-Prison Pipeline
http://www.ctija.org/

The mission of the Connecticut Juvenile Justice Alliance is to reduce the number of children and youth entering the juvenile and criminal justice system, and advocate a safe, effective, and fair system for those involved.

Initiatives:
- In 2007, the Connecticut state legislature passed a law that limited out-of-school suspensions. The law required all student suspensions to automatically be in-school suspensions rather than out-of-school suspensions unless it is determined that the student poses “such a danger to people or property, or causes such a disruption of the educational process” that out-of-school suspension is necessary. The law was initially intended to take effect in 2008, but opposition from local school districts resulted in a one-year delay in the implementation of the law. Consequently, advocates, including Connecticut Juvenile Justice Alliance, from across the state joined together to ensure that the law would not ultimately be repealed. Advocates coordinated meetings with superintendents from urban schools, officials from local, regional, and state boards of education, and the House Education Committee in an effort to learn about concerns.

Contact:
Abby Anderson, Executive Director
abby@ctija.org

CRITICAL EXPOSURE (CE)
Scope: Washington, D.C.
Target Group: Students
Target Issues: School Discipline
http://www.criticalexposure.org/
Critical Exposure trains youth to use photography and advocacy to make real change in their schools and communities. Through campaigns and visual storytelling, CE helps students raise their voices in conversations about education policies and build the public support and political will needed to address the issues they face.

Initiatives:
- The Critical Exposure Fellowship program is an in-house program made up of youth from all over the city, some of whom have previously participated in a CE program at their school. The Fellows are currently working on a campaign to implement restorative justice in DCPS.
- Students in Critical Exposure’s Fellowship program focused on ending the School-to-Prison-Pipeline (STPP) by fighting to implement Restorative Justice programs in all D.C. public high schools. This was the Fellowships first ever citywide campaign and our youth threw themselves into their work; documenting the effects of the STPP on their lives and in their schools, meeting with city officials, testifying at DC council hearings, attending conferences, workshops and rallies to spread the word and network with other groups doing similar work.

Contact:
Adam Levner, Executive Director
adam@criticalexposure.org

DESI RISING UP AND MOVING (DRUM)
Scope: New York City
Target Group: Students
Target Issues: School-to-Prison Pipeline
http://www.drumnyc.org/

Desis Rising Up and Moving (DRUM) is a multigenerational, membership led organization of working class South Asian immigrants in New York City. DRUM organizes political education and membership led action for immigrant rights, racial, economic, and social justice. DRUM builds the power of its members to change policies themselves, particularly the leadership of undocumented youth and women, to win full civil, human, and economic rights.

Initiatives:
- DRUM is an active member of Dignity in Schools Campaign of New York (DSC NY), a national coalition of youth, parents, educators and advocates working to end the use of zero tolerance discipline policies and school push-out. Through DSC NY, DRUM is meeting with the NYC Department of Education's Office of School and Youth Development (OSYD) throughout the school year of 2011-2012 to change the Student Discipline Code by requiring schools to use Restorative Justice (RJ), Positive Behavior Intervention Systems (PBIS) first, to avoid suspending students. DRUM is also working on reaching out to specific schools in Queens that have
populations of low-income students, youth of color, significant presence of School Safety Officers, NYPD officers, and metal detectors, to become Pilot Schools. Pilot Schools are schools that organizations who are part of DSC NY are partnering with to implement the use of RJ, PBIS in schools to reduce suspensions. DRUM wants to hold up these schools as model schools for the Department of Education as proof of the effectiveness of alternatives to suspensions.

Contact:
Monami Maulik, Executive Director
monami@drumnyc.org

INSTITUTE FOR JUVENILE JUSTICE REFORM AND ALTERNATIVES (IJJRA)

Scope: New York City
Target Groups: Students
Target Issues: Juvenile Justice
http://www.ijjra.org/indexx.html

The Institute for Juvenile Justice Reform and Alternatives (IJJRA) is dedicated to fighting against the expansion of prisons and the use of police in New York City public schools. IJJRA’s mission is to reduce the number, rate and likelihood of youth incarceration by conducting policy reform, community empowerment, and social justice leadership education programs.

Initiatives:
- **Teach Us Don’t Cuff Us.** For its part, IJJRA worked with the Drum Major Institute and NYU’s Wagner Graduate School of Public Service to write two research and policy studies examining the practice of having police officers in schools and developed a 20-minute video for the campaign.
- In 2008, IJRA, along with Advocates for Children, the Correctional Association of New York, the National Center for Schools and Communities, and the NYCLU, formed a partnership called the *School to Prison Mapping for Action Project*. This project seeks to map and analyze the connections among the public school system, social services, law enforcement, and the courts and incarceration system in New York. While in its initial stages, the project intends to connect and provide service to advocates, grassroots organizers, lawyers, and researchers
- **Raise the Age, Raise the Bar, Raise the Youth (RABY)** is a campaign to stop the violence in NYC with a specific three-pronged approach. Raise the Age focuses on raising the upper age of jurisdiction that allows New York's justice system to indiscriminately trial 13 to 17 year old teenagers as adults. Raise the Bar focuses on raising the community standards and expectations we place on our youth. Raise the Youth focuses on raising the individual responsibility needed to keep our youth from encountering the juvenile justice system.
Contact:  
Kyung Ji Kate Rhee, Director  
krhee@mec.cuny.edu

MAKE THE ROAD  
Scope: New York City  
Target Group: Students  
Target Issues: Disproportionality in school discipline  
http://www.maketheroadny.org/index.php

Make the Road promotes economic justice, equity and opportunity for all New Yorkers through community and electoral organizing, strategic policy advocacy, leadership development, youth and adult education, and high quality legal and support services.

Initiatives:  
- Make the Road joined a broader coalition, the School Safety Coalition, to use legislative measures to try to reform school security in public schools. The Coalition proposed the Student Safety Act to the City Council in August 2008. If passed, the Student Safety Act would impose reporting requirements on the state’s Department of Education and New York Police Department. Specifically, data would be collected on the arrests, expulsions, and suspensions of students, disaggregated by race, sex, disability status, and school.
- Make the Road and NYCLU also co-authored a study with the Annenberg Institute for School Reform on successful school security models around New York City. Safety with Dignity: Alternatives to the Over-Policing of Schools highlights six public high schools that are engaging in reform and utilizing alternatives to punitive discipline, at a fraction of the cost.

Contact:  
Sarah Landes, Youth Organizer  
sarah.landes@maketheroadny.org

MASSACHUSETTS ADVOCATES FOR CHILDREN (MAC)  
Scope: Massachusetts  
Target Group: Students  
Target Issues: School Discipline  
http://www.massadvocates.org/index.php

MAC’s mission is to be an independent and effective voice for children who face significant barriers to equal educational and life opportunities. MAC works to overcome these barriers by changing conditions for many children, while also helping one child at a time. One of the priorities in our strategic plan is to improve our capacity to serve new
immigrant and non-English speaking communities. MAC also values in its commitment to diversity the strengths and unique perspective brought by parents of children with disabilities or children who are struggling in school.

Initiatives:
- The Education Law Task Force (ELTF) continues to focus its attention on school discipline and the effects of zero tolerance policies and practices, particularly on students of color and students with disabilities. With assistance from ELTF, in January 2011, State Representative Alice Wolf filed a comprehensive school discipline bill which became Chapter 222 of the Acts of 2012. This law will allow students who are excluded from school or facing exclusion to make academic progress during the period of their exclusion through alternative education programs and services provided by the school district. This law will also improve the fairness of the discipline process, and reduce the number and duration of school exclusions.

Contact:
Jerry Mogul, Executive Director
jmoqul@massadvocates.org

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OPEN SOCIETY INSTITUTE-BALTIMORE (OSI-Baltimore)
Scope: Baltimore
Target Group: Students
Target Issues: High rates of suspension and expulsions
http://www.soros.org/initiatives/baltimore

The Open Society Institute (OSI)-Baltimore seeks to understand the interdependence of the challenges facing the city and to respond with integrated grant making programs that will help ensure that marginalized city residents have the services and opportunities they need to participate fully in community life.

Initiatives:
- Because of the efforts of OSI-Baltimore, Baltimore City Public Schools (BCPSS) now has a new student code of conduct that focuses much more on prevention and intervention strategies than punitive measures. In spring 2007, OSI-Baltimore began serving as co-chair of the BCPSS Discipline Policies Working Group. The working group decided that any revised discipline code must emphasize the idea that out-of-school suspensions or expulsions must be used as a last resort, and that less severe disciplinary actions should be exhausted first. In 2008, a final Code of Conduct was accepted and adopted by BCPSS.

Contact:
Jane Sundius, Director
jsundius@sorosny.org
TEACHERS UNITE

Scope: New York
Target Population: Teachers and Students
Target Issues: Restorative Justice
http://teachersunite.net/

Teachers Unite is a steering committee member of the New York City chapter of the Dignity in Schools Campaign. The coalition works with schools and calls on the NYC Department of Education to implement positive restorative justice practices rather than punitive school safety and school discipline measures.

Initiatives:
- In 2010, Teachers Unite participated in the Student Safety Act Coalition and successfully won a campaign for the New York City Council to adopt the Student Safety Act which creates accountability and transparency over police behavior in our schools, expands the jurisdiction of the Civilian Complaint Review Board to include School Safety Agents, and requires the Department of Education to report to City Council on the numbers of suspensions, expulsions, arrests and student-police altercations in schools.
- Teachers Unite members and staff regularly organize workshops and skill shares on restorative practices that include: Group circles where students work together to set academic goals, explore curriculum, develop core values for the classroom community, and address tensions within the school community and peer committees or peer/teacher committees that address disciplinary issues by talking with students about the causes of the issues and identify positive solutions to repair the harm done to the community.

Contact:
Sally Lee, Executive Director
info@teachersunite.net

THE NEW YORK CIVIL LIBERTIES UNION (NYCLU)

Scope: New York
Target Group: Students
Target Issues: School-to-Prison Pipeline
http://www.nyclu.org/

The New York Civil Liberties Union (NYCLU) is one of the nation’s foremost defenders of civil liberties and civil rights. NYCLU's mission is to defend and promote the fundamental principles and values embodied in the Bill of Rights, the U.S. Constitution, and the New York Constitution, including freedom of speech and religion, and the right to privacy, equality and due process of law for all New Yorkers.

Initiatives:
The Student Safety Coalition, established by the NYCLU in 2007, was responsible for getting the Student Safety Act signed into law. This is a bill that will mandate annual reporting on suspensions and school-based arrests. The NYCLU is currently analyzing the data for disparities. They are using this information to encourage the Department of Education to shift spending away from policing and into positive alternative programs and training.

The NYCLU is working with the Dignity in Schools Campaign-NY and the Department of Education to revise the Citywide Standards of Discipline and Intervention, also known as the Discipline Code, to limit suspensions. The NYCLU is also advocating for limits on the role of school safety officers to ensure that non-criminal discipline matters are not the responsibility of the police.

Contact:
Johanna Miller, Advocacy Director
jmiller@nyclu.org

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YOUTH RIGHTS MEDIA (YRM)
Scope: New Haven, CT
Target Group: Students
Target Issues: Disproportionality in school discipline
http://www.youthrightsmedia.org/

Youth Rights Media (YRM) is a nonprofit organization dedicated to empowering youth to know, protect and advance their rights. YRM builds youth power and leadership by engaging young people in video media production and community organizing, equipping them with tools, skills, and strategies for affecting change within themselves and their communities.

Initiatives:
- YRM has been using a variety of strategies to expose and address the schoolhouse to jailhouse track in the local schools. After listening to repeated complaints and concerns about the overuse of suspensions in schools from their peers, youth organizers decided to develop a film documenting this phenomenon. Resulting in the film, Book ‘Em: Undereducated, Overincarcerated, released in 2005. The documentary brought intense scrutiny and subsequent change to the way discipline was administered in Connecticut. In the year following the release of the film, suspensions in New Haven’s two largest high schools decreased by 50%.
- YRM is examining the school drop-out rate, paying particular attention to anecdotal evidence it has received that older-aged high school students are being “counseled out” of school and threatened with school suspensions if they do not drop out.

Contact:
Laura McCargar, Executive Director
lmc@youthrightsmedia.org
YOUTH UNITED FOR CHANGE (YUC)

Scope: Philadelphia
Target Group: Students
Target Issues: Disproportionality in school discipline
http://youthunitedforchange.com/

Youth United for Change (YUC) is an organization made up of youth of color and youth from working class communities acting on their own behalf to improve the quality of public education. YUC is building a youth-based, democratic organization with the power to hold school officials and government accountable to meet the educational needs of Philadelphia public school students. This is done through a process of school-based community organizing where a diverse group of youth come together, identify common concerns and act collectively on their own behalf.

Initiatives:
- The Pushout Chapter is a group of YUC members who are either out-of-school or attending alternative schools and programs. The Pushout Chapter is working to improve the school system for current and future students so that they do not get pushed out of school. While much has been done to address this crisis, the voices of young people who have been pushed out of school were largely missing. YUC undertook a project to inject the voices of pushed out youth into the Philadelphia school reform conversation. Their report, Pushed Out: Youth Voices on the Dropout Crisis in Philadelphia, offers the perspectives of pushed out youth on why young people leave school and what can be done to improve the problem.

Contact:
Andi Perez, Executive Director
andi@yucyouth.org
Federal Agencies

UNITED STATES DEPARTMENT OF EDUCATION
http://www.ed.gov/

UNITED STATES DEPARTMENT OF JUSTICE
http://www.justice.gov/

Resources:
Supportive School Discipline Initiative- Guidance Package
Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that that can help guide state- and locally controlled efforts to improve school climate and school discipline.

OFFICE FOR CIVIL RIGHTS – U.S. DEPARTMENT OF EDUCATION
http://www2.ed.gov/about/offices/list/ocr/index.html

Proposed Changes to the U.S. Department of Education’s Civil Rights Data Collection for School Years 2013–14 and 2015–16 -Revised
OCR is proposing changes that reflect new learning about the areas where opportunity gaps exist. The proposed additions and changes to the CRDC reflect the need for a deeper understanding of and accurate data about the educational opportunities and school context for our nation’s public school students. The proposed changes to the CRDC include adding: Items on sexual orientation and religion to the types of allegations of harassment that need to be counted. It is important to note, however, that the proposal does not extend the reporting requirements about demographic data of the alleged complainant or harasser.

High School Longitudinal Study of 2009 Handout
This First Look introduces new data from the High School Longitudinal Study of 2009 collected in the spring of 2012 when most sample members were in their 11th-grade year. The analyses examine students’ educational expectations; students’ math performance on an algebra assessment, including gains since the 9th grade; students’ math and science efficacy; and students’ initial planning for postsecondary educational application and enrollment.
THE SCHOOL SUPERINTENDENTS ASSOCIATION (AASA)

Resources:
Decreasing Discipline Referrals for Black Males
Through the Boys to Men Program and cultural diversity training, Brogden Middle School experienced an overall 60 percent drop in discipline referrals for the 10 targeted students during the 8th-grade year. They began a similar program for at-risk girls entitled Sister to Sister. The hope is to keep more students in school and enable them to master the behaviors and academic knowledge that will carry them successfully into high school and beyond.

Teachers & Admins Don't Always See Eye-to-Eye on School Climate Issues
The report looks at discipline policy, student ability to cope with academic and personal pressures, the role of parent and community groups and school design, among other issues, to explore the multitude of factors that shape and impact the school climate debate arena.

Cultures in Conflict: Eliminating Racial Profiling in School Discipline
Bireda believes school-related factors such as educators’ beliefs and attitudes contribute to interpersonal misunderstandings and conflict in schools. To change a school’s climate, the author thinks the principal must take responsibility for creating and maintaining a “culturally sensitive school environment.” The book might be a valuable tool to improve race relations in public education.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)
http://www.naesp.org/

Resources:
Speaking Out: The Consequence of Suspensions
The author believes that out-of-school suspensions do little to discourage future student misbehavior and that principals should instead implement in-school suspensions, during which students are taught, modeled, and role-played the desired behavior.

Adjust Perceptions to Support Black Male Students
According to Kafele, reaching young black male students involves improving four key components of a school: the school climate, school culture, principal leadership, and student attitudes.

Principal Highlights:
- John J. Stone
  Stone assumed the principalship of Rindge Memorial School in 1996. Nearly 25 percent of the Pre-K-5 school’s 400 students live in low-income households. Stone
has reduced student behavior problems at his rural school through a proactive approach to discipline that includes involving parent volunteers in the school’s behavior programs.

- **Victoria L. Connelly**
  Connelly has improved discipline in the two school buildings by spearheading an initiative supporting positive behaviors. The behavior program is coordinated to enhance character education. One year after these efforts began, the number of school suspensions dropped from 25 to 7. Improved discipline also has resulted in more time for classroom learning.

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**NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP)**


**Resources:**

**Seeds of Change: Disciplined Growth and Shared Responsibility** At Essex Middle School, the seeds of change have germinated, roots have been sent down to support the systematic change, and the concept has begun to branch out. However, the fruit of our transformation is only beginning to blossom as it is still a work in progress. But EMS continues to cultivate this work because we firmly believe teaching behavior instead of punishing behavior will help us become a safer and more productive school.

**Education for All**

Offers 10 specific, workable ways that administrators can ensure accepting, respectful, and equitable environments for all.

**A Team Approach to Exclusionary Sanctions**

Using a team approach to discipline will allow for an increased degree of professional judgment if broadened zero tolerance policies continue and will help ensure a standard of care for all students. By including a student advocate on a discipline team, incidents of student misbehavior can be handled within the school setting based on principles of repairing the harm, recognizing the consequences, and learning from mistakes.

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**THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)**


**Resources:**

**School Discipline & NASBE to Assist States with School Discipline Policy Reform**

NASBE’s two-year project, Examining and Reforming State Disciplinary Policies from a State-Level Perspective, focuses on strengthening state boards’ capacity to adopt and implement state education policies that limit the use of suspension, expulsion and
criminalization of students and instead emphasize supportive climate-building practices and more positive disciplinary measures.

**NASBE Awards Grants to Help States Examine and Improve School Discipline Policies and Practices**
The National Association of State Boards of Education (NASBE) awarded grants to three state boards of education to revise and implement new state student discipline policies that limit the use of out-of-school punishments in Georgia, Michigan, and West Virginia. All three states have the goal of decreasing out-of-school suspensions, expulsions, and law enforcement referrals, and/or improving discipline.

**West Virginia Gets Grant to Track Data on School Disciplinary Issues**
NASBE grant awarded to state school boards that committed to strengthening advocacy and communication efforts in delivering awareness regarding student discipline and its impact on state climate and to dissecting data to uncover any unequal impacts on minority students and other groups.

**AMERICAN FEDERATION OF TEACHERS (AFT)**

**Resources:**
**School Discipline Elements**
A well-designed plan should be proactive rather than reactive, have clear and functional rules, set high expectations for children, involve parents and all staff in the development and implementation, and require data collection and frequent program evaluation. Several AFT affiliates have formed oversight committees to monitor the proper implementation of their districts' discipline codes.

**Safe, Orderly and Healthy Schools**
Specific tips that can help establish, maintain or restore order in the classroom, many of which can be used on the school bus, the playground, or any other place where school employees supervise students.

**NATIONAL EDUCATION ASSOCIATION (NEA)**

**Resources:**
**Zero Tolerance Policies Earn a Big Fat "F"**
There was the widespread presumption that zero tolerance would increase the consistency of school discipline, but the APA found no such evidence. In sum, zero tolerance has proven to be a minefield of unintended consequences.

**Educating Boys for Success: Are today's classrooms biased against boys?**
America’s schools would benefit from rethinking the ways we educate all boys—and in particular, ethnic-minority males, who are disciplined, suspended, and drop out at far greater rates than their peers. Equipping educators with training and resources on male behavior and learning patterns would give us a powerful tool in closing the achievement gaps that exist in our priority schools.

**Classroom Management Techniques:**

- [10 Approaches to Better Discipline](#)
- [Discipline - Order in the Classroom! Maintaining Discipline](#)

**Rethinking School Suspensions**

School suspensions have long been used by educators to discipline the most unruly of students, but a new study finds striking disparities between the number of white and minority students suspended from class—a process that ultimately undermines the academic success of minority students living in high-risk areas.

**A National Call to Stop Using Out-of-School Suspensions**

Students, educators, parents, and community leaders have launched a national call for a moratorium on out-of-school suspensions and for schools to adopt more constructive disciplinary policies that benefit students, classrooms and communities.

**School Discipline Reform Long Overdue, Experts Say**

As schools around the country have tightened their disciplinary policies to curtail the possibility of school violence, some experts caution that these measures are doing more harm than good.
Professional Organizations

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)
http://www.apa.org/

Resources:
Ethnic and Racial Disparities in Education: Psychology’s Contributions to Understanding and Reducing Disparities
The psychology of individual and group differences can inform our understanding of the educational implications of important forms of human difference and exceptionality in educational systems. Recommendations emerging from the task force’s work are included.

Are zero tolerance effective in the schools? An evidentiary review and recommendations
In 2008, a task-force of APA-appointed researchers published a review of school discipline research and concluded that so-called “zero-tolerance” punishments such as expulsion and suspension have achieved the opposite of their purported intent. The APA task force concluded that the mere existence of zero tolerance policies contributes to incarceration by encouraging educators to turn to the juvenile justice system to settle minor disciplinary matters. It is African American males who are most likely to be intent in the zero tolerance net, just as it is African American men most likely to populate our prisons.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP)
http://www.nasponline.org/

Resources:
The Impact of Zero Tolerance School Discipline Policies: Issues of Exclusionary Discipline
Schools need to consider how their school discipline practices are biased, and in some cases discriminatory. School psychologists are in a unique position to lead system-wide efforts in changing school policies to make them fairer for all students.

Effective Schoolwide Discipline
Implementing an effective schoolwide discipline (ESD) framework as an alternative to strictly punitive responses can reduce the incidences of disruptive behavior and provide clearer guidance for supporting students’ needs and responding to behavioral infractions.

Ethical Considerations in School Discipline Policy and Practice
Zero Tolerance and Alternative Discipline Strategies
Effective School Discipline Policies and Practices—NASP Briefing Testimony
Fair and Effective Discipline for All Students
NASP Fact Sheet - Zero Tolerance
School Discipline and Self-Discipline

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
http://www.cec.sped.org/
**Resources:**

### CEC Attends Unveiling of New Resources on School Climate and Discipline
CEC's Associate Executive Director of Policy and Advocacy, Deb Ziegler, attended the event to release the guidance document on school discipline to help schools meet their legal obligations.

### Culturally Different Students in Special Education: Looking Backward to Move Forward –
As the "land of opportunity" and arguably the greatest country in the world, the United States continues to change -- culturally, racially, and linguistically. With these changes come growing pains. This article presents an overview of demographics in schools and special education, discusses overrepresentation, and provides suggestions for much-needed changes now and in the future.

### CEC Policy Manual - Council for Exceptional Children

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**AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)**

[http://www.schoolcounselor.org/](http://www.schoolcounselor.org/)

**Resources:**

### The Professional School Counselor and Discipline
The professional school counselor has specialized training and skills in promoting appropriate student behavior and preventing disruptive student behavior and collaborates with school personnel and other stakeholders to establish policies encouraging appropriate behavior and maintaining safe schools where effective teaching and learning can take place.

### Building-Level Leadership
School counselors engage in leadership practices. Leading in schools requires understanding kids; school counselors understand kids and can relate to their needs. This article encourages school counselors to build their leadership capacity to increase their ability to analyze data, advocate for all students, collaborate to form partnerships and effect systemic change.

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**SCHOOL SOCIAL WORK ASSOCIATION OF AMERICA (SSWA)**


**Resources:**

### It's Not Fair: By addressing social justice issues, school leaders are able to better meet the needs of disadvantaged students
Practical strategies to address social justice issues include bravely and honestly looking at school policies, school practices, staff biases, and staff expectations regarding student achievement across all ethnic and economic groups, including school discipline practices.

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**AMERICAN ACADEMY OF PEDIATRICS**

Resources:
“Out-of-School Suspension and Expulsion” Council on School Health – Policy Statement
A discussion of preventive strategies and alternatives to out-of-school suspension and expulsion, as well as recommendations for the role of the physician in matters of out-of-school suspension and expulsion are included in this article.

AAP: Positive behavior support should replace zero-tolerance policies in schools
The revised policy statement emphasizes the role of the pediatrician as an authority on and advocate for children’s health and stresses the pediatrician’s role as a member of a team of professionals who all have different areas of expertise but are united in wanting the best educational and social outcomes for every child with whom they work.

“Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems”
The study reports intervention effects on child behaviors and adjustment from an effectiveness trial of SWPBIS. Findings provide support for the hypothesized reduction in behavior problems and improvements in prosocial behavior and effective emotion regulation after training in SWPBIS. The SWPBIS framework appears to be a promising approach for reducing problems and promoting adjustment among elementary school children.

COUNCIL FOR CHILDREN WITH BEHAVIOR DISORDERS (CCBD)
http://www.ccbd.net/home

Resources:
The Council forwards the opinion that flexible unified discipline policies hold students with significantly disruptive behavior, including the behaviorally disordered, to appropriate standards of behavior while simultaneously creating flexibility for special educators and general school administration and provides recommendations for school districts to create flexible, unified school discipline policies

CCBD’s Position Summary on Federal Policy on Disproportionality in Special Education
This policy paper includes (a) a review of information on the extent, status, and causes of special education disproportionality (b) a review of the history and issues involved in the enforcement of IDEA’s disciplinary provisions, and (c) recommendations for improving federal policy regarding disproportionality in special education.

NATIONAL JUVENILE JUSTICE NETWORK
http://www.njjn.org/

Resources:
Reclaiming Students: the Educational and Economic Costs of Exclusionary Discipline in Washington State
District Discipline: Overuse of School Suspension and Expulsion in the District of Columbia
Reforming School Discipline: Recommendations You Can Use
The First-Ever U.S. Senate Hearing on Ending the School-to-Prison Pipeline
Educate Every Child: Promoting Positive Solutions to School Discipline in Virginia
Handcuffs on Success: The Extreme School Discipline Crisis in Mississippi Public Schools

NATIONAL DISABILITY RIGHTS NETWORK
http://www.ndrn.org/index.php

Resources:
Advocates Fear President Obama’s Call for More Officers in Schools Will Hurt Kids with Disabilities
The National Disability Rights Network (NDRN) expressed concern over President Obama’s call to increase the number of school resource officers (SROs) in our nation’s schools.

Back to School - National Disability Rights Network
Protection & Advocacy systems protect the rights of students with disabilities. Staff understand the amendments to IDEA which would allow school districts to cut off special education services for students who are long term suspended or expelled for bringing a weapon, gun, firearm or illegal drugs to school, or possession at school or a school function and are working with other disability groups around this issue.

Senate Judiciary Committee Subcommittee on the Constitution, Civil Rights and Human Rights Hearing on “Ending the School-to-Prison Pipeline”
Hearing raising awareness of the School-to-Prison Pipeline.
Policy Organizations

CENTER FOR AMERICAN PROGRESS (CAP)
http://www.americanprogress.org/

Resources:
Ending Overly Harsh School Disciplinary Policies that Lead to Dropouts
On July 21 the Departments of Justice and Education released an important plan to combat education policies that push students out of school and limit their educational opportunities. The initiative’s aim to build consensus, build a bank of research on the topic, and foster awareness on effective practices is a step forward in the right direction and will indubitably set us on the right path toward closing the school-to-prison pipeline once and for all.

Disparities in School Discipline Move Students of Color Toward Prison: New Data Show Youth of Color Disproportionately Suspended and Expelled From School
New data released last week by the U.S. Department of Education’s Office for Civil Rights signal that youth of color are disproportionately the subjects of harsh school discipline. The high punishment rates noted in the report are of critical significance not only because of their impact on student learning, but also because such discipline measures have proved to be a first step toward incarceration.

The Top 10 Most Startling Facts About People of Color and Criminal Justice in the United States
This article outlines the top 10 facts pertaining to the criminal-justice system’s impact on communities of color. (#3. Students of color face harsher punishments in school than their white peers, leading to a higher number of youth of color incarcerated.)

ALLIANCE FOR EXCELLENT EDUCATION
http://all4ed.org/

Resources:
Climate Change: Implementing School Discipline Practices That Create a Positive School Climate
The report recommends implementing measures that address discipline in fair and equitable ways so that schools and districts can improve school climate and ensure that all students graduate from high school ready for college and a career.

Climate Change: Creating an Integrated Framework for Improving School Climate
The report recommends implementing measures that address discipline in fair and equitable ways so that schools and districts can improve school climate and ensure that all students graduate from high school ready for college and a career.

Climate Change: Providing Equitable Access to a Rigorous and Engaging Curriculum
This report examines how implementing rigorous and engaging curriculum aligned with college- and career-ready standards fosters positive school climates in which students are
motivated to succeed, achievement gaps narrow, and learning and outcomes improve. It includes federal, state, and local recommendations for increasing access to high-quality, high-standards curriculum for all students and is the third in the Alliance’s series on school climate.

**CLIMATE CHANGE: New Alliance Reports Say Positive School Climates Are Best Created Through Improving School Discipline Plus Access to Rigorous Course Work and Effective Teaching**

In an effort to focus on effective and comprehensive secondary school reform and the creation of a positive school climate, the Alliance for Excellent Education is releasing a series of papers that examine how improving school discipline, access to rigorous course work, and access to effective teaching work together to positively affect schools and districts, as well as the broader education system.

**Creating a Positive School Climate: Implementing Equitable and Effective School Discipline Practices**

This webinar will provide data on discipline disparities for students of color and students with disabilities and the equitable and effective alternatives of punitive school discipline. Specifically, panelists discuss ways in which their work is supporting and advancing these alternatives.

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**EDUCATION TRUST**


**Resources:**

**Difficult Conversations: Using Referral Data to Begin the Journey**

This presentation explores data on inequities in discipline referral rates for minority high school students. The data reflect a much higher referral rate for African-Americans as compared with other minority groups.

**Ed Trust's Comments on Civil Rights Data Collection**

Recognizing the huge value of the CRDC but also the need to make improvements to it, The Education Trust submitted public comments with recommendations for future data collections. These comments are aimed at improving the quality and usability of these important data.

**New Analysis of Civil Rights Data Highlights Critical Need for Reforms to California’s Education System: Education Trust—West Calls for State to Follow the Lead of Innovative Districts and Charters**

On the heels of the release of the 2012 STAR testing data, a startling new infographic and presentation from The Education Trust—West (ETW) exposes previously hidden gaps in California’s college and career pipeline, impacting more than four million students.
AMERICAN INSTITUTES FOR RESEARCH (AIR)
http://www.air.org/

Resources:
SSOCS provides information about school crime-related topics from the perspective of the schools. Developed by the National Center for Education Statistics and supported by the Office of Safe and Drug-Free Schools of the U.S. Department of Education, SSOCS asks public school principals about the frequency of incidents, such as physical attacks, robberies, and thefts in their schools.

Meaningful Measures: School Discipline that Improves Academics
AIR hosted a discussion of positive approaches to school discipline with an expert panel holding decades of experience in research and practice.

Young People Speak Out About Exclusionary School Discipline (Video)
The students in this video discuss the negative consequences of discipline that excludes them from school.

Roundtable: The Perspectives of Youth Affected by Exclusionary School Discipline
During a roundtable on the topic, youth shared their personal stories and perspectives about the effects of exclusionary school discipline on their social-emotional development, academic performance, and life trajectories.

NATIONAL CLEARING HOUSE ON SUPPORTIVE SCHOOL DISCIPLINE
http://supportiveschooldiscipline.org/

The National Clearinghouse on Supportive School Discipline (NCSSD) provides educational practitioners with the resources needed to facilitate the reduction of exclusionary discipline practices to stem the pipeline to prison and the implementation of supportive school discipline practice.

The Clearinghouse focuses specifically on promoting opportunities for all students to learn and thrive. This involves changing the culture of communities and schools in which certain groups of students—racial and ethnic minorities; lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth; and/or students with emotional, behavioral and cognitive disabilities—face disproportionate school disciplinary action.

The Clearinghouse is a central source of high-quality, objective, and independent research, data, information and tools related to school discipline policies and practices.
NATIONAL BLACK CAUCUS OF STATE LEGISLATORS (NBCSL)
http://www.nbcsl.org/

Resources:
2013 State Legislative Priorities
NBCSL’s Legislative Priorities reflect the needs, wants, and current realities of our constituents and taken together, they help direct our efforts—as state legislators—over the next year. These priorities—to improve the lives of the nation’s vulnerable and underrepresented—will be placed at the center of conversation to advance real policy change.

Education: Resolution EDU-13-34: FACILITATING SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS
THEREFORE BE IT RESOLVED, that the National Black Caucus of State Legislators (NBCSL) supports efforts aimed at reducing school discipline policies that push students out of school and into the juvenile justice system;
BE IT FURTHER RESOLVED, that the NBCSL encourages legislators to examine effective strategies, such as Positive Behavior Interventions and Supports, restorative justice practices, and other effective measures for promoting improved school discipline and a safe and supportive school environment, and, in particular, reducing ubiquitous racial and ethnic disparities in school discipline outcomes

Resolution EDU-13-34: TAKING ACTION TO IMPROVE THE ACADEMIC ACHIEVEMENT OF BLACK AND LATINO MALES
BE IT FURTHER RESOLVED, that the NBCSL supports state and federal policies that require increased cultural competency training within teacher preparation programs and continuous professional development;
BE IT FURTHER RESOLVED, that NCBSL recognizes the critical need for state teacher accountability assessment policies to be amended to incorporate cultural competency as a marker for teacher performance;

SECOND ANNUAL STANDING ON COMMON GROUND SYMPOSIUM: SEVERING THE SCHOOL-TO-PRISON PIPELINE
This meeting focused on the disparate impact the school-to-prison pipeline has on both students of color and LGBT students. Eighteen legislators took part in that meeting. Some legislators held rallies and town halls with and for youth, invited youth to testify in their legislatures, and reported a greater comfort level broaching conversations about LGBT concerns.

States Tightrope on the School to Prison Pipeline
Despite significant progress in improving the learning climate in schools, states face a crossroad in the wake of Sandy Hook: double down aggressively on school safety or continue to promote positive learning environments—or are they even mutually exclusive?

Education at the Ballot Box
This article summarizes the historic year for education issues at the ballot box in November 2012—analyzing voters’ decisions on ballot initiatives, referenda, and propositions. Education ballot questions peppered the citizen initiative landscape this past election season; results yielded a mixed bag. Quite unlike the partisan divides that dominated voter decisions in 2012, outcomes for education initiatives revealed more nuanced differences between voters’ decisions and their perceptions of solutions to an education system that is underfunded and underperforming.

CONGRESSIONAL BLACK CAUCUS  
http://cbc.fudge.house.gov/

Resources:  
Breaking Barriers: Plotting the Path to Academic Success for School-age African-American Males  
Breaking Barriers 2: Plotting the Path Away from Juvenile Detention and Toward Academic Success for School-age African American Males  
Breaking Barriers 3: Challenge the Status Quo: Academic Success among School-age African American Males  
CBC Foundation Congressional Fellowship Program To Begin Policy Issue Forums that include: With the Stroke of a Pen: Do Zero Tolerance Discipline Procedures Expand the Achievement Gap and Disproportionately Impact African American Students?.

FOR MORE INFORMATION ON PROGRAMS AND ORGNIZATIONS NOT LISTED IN THIS RESOURCE DIGEST PLEASE REFER TO THE NATIONAL CLEARING HOUSE ON SUPPORTIVE SCHOOL DISCIPLINE WEBSITE
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