

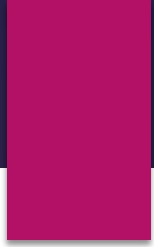
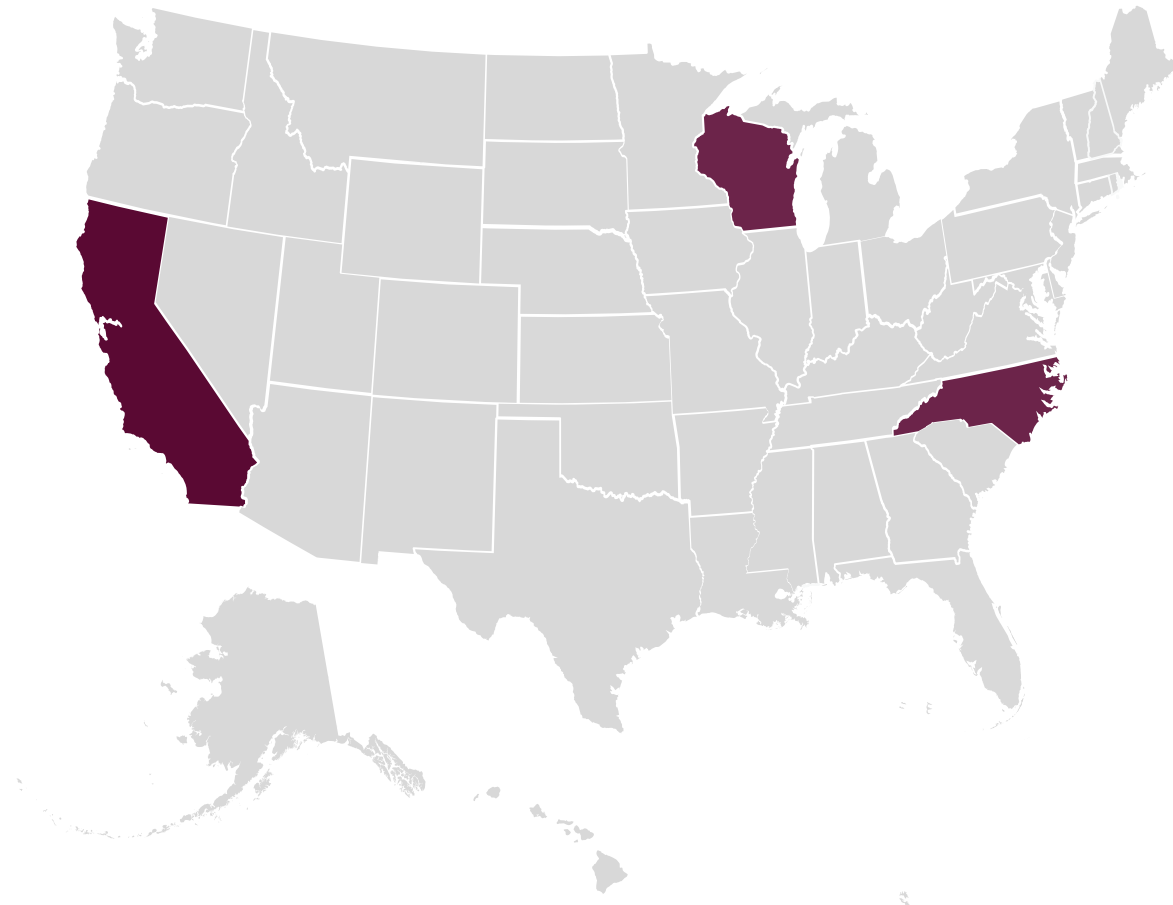


**PRICELESS INCITE**

A Call to Heal:  
Dismantling the  
School to Prison  
Pipeline through the  
Engagement &  
Centering of Youth.

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PRICELESS INCITE LLC.



I'd like to take time to acknowledge we are in DVAM and to honor those impacted by DV. Today we will also discuss trauma, which may bring activate our survival responses and call us to remember what we intentionally try to forget. Please do whatever you need to do to take care of yourself while respecting the needs and safety of others in this space.



# Priceless Incite LLC.

- ▶ The Mission of Priceless Incite is to uplift the experiences of Black women & girls and gender expansive youth who are impacted by gender-based violence, through community-based prevention, intervention and development.
- ▶ We value
  - ▶ Community Accountability
  - ▶ Transformation over Transactions
  - ▶ Direct Action Organizing
  - ▶ Centering those most impacted
  - ▶ Transforming the way we speak about harm
- ▶ Mobile Service Delivery
  - ▶ All forms of Gender Based Violence: HT, DV, TDV, SV, etc.



# How we will spend our time together:

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Work to deepen our understanding of the experiences and needs of youth impacted by zero tolerance policies.

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Explore what preventionist across the country are doing to support youth in their healing process.

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We will examine the impact of the school to prison pipeline.

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Examine the lived and inherited experiences of youth in the school to prison pipeline.

THINK OF A TIME

# A Call to Remember

# A Snapshot of Youth Today

- ▶ Culture
- ▶ Community
- ▶ Family
- ▶ Trauma
- ▶ School
- ▶ Society
- ▶ Covid-19
- ▶ Social Media





# A Review of Trauma

- ▶ **Acute trauma** a one-time event, such as an earthquake, fire, assault, or car accident.
- ▶ **Chronic trauma** traumatic experiences that are repeated and prolonged, such as ongoing exposure to family or community violence, chronic bullying, or a long-term medical issue.
- ▶ **Complex trauma** Complex trauma describes both children's exposure to multiple traumatic events—often of an invasive, interpersonal nature—and the wide-ranging, long-term effects of this exposure. Examples include abuse and neglect within families, witnessing domestic violence, or experiencing other forms of violence or adversity without adequate adult support.
- ▶ **Continuous/Historical trauma** collective and cumulative trauma experienced by a group across generations that are still suffering the effects. This includes discrimination, violence, and racial or race-based trauma (experiences of racially driven discrimination, harassment, and systemic oppression).
- ▶ **Secondary Trauma** Trauma-related stress reactions and symptoms resulting from exposure to another individual's traumatic experiences, rather than from exposure directly to a traumatic event. Secondary trauma can occur among behavioral health service providers across all behavioral health settings and among all professionals who provide services to those who have experienced trauma (e.g., healthcare providers, peer counselors, first responders, clergy, intake workers).



<b>Interpreted behavior</b>	<b>Through a trauma lens</b>
Manipulative	Depending on old survival techniques to have needs met. Doing whatever is necessary to survive
Lazy	Overwhelmed, lacking skills to complete tasks or make decision. Stuck and internalizing shame and self loathing
Resistant	Scared to make progress & lose everything. Mistrustful based on hx of trauma.
Disrespectful	Feeling threatened/unsafe
Attention seeking	Seeking connection, feeling disconnected, alone
Unmotivated	Depressed, fearful, overwhelmed, frozen

# A Call to Remember

Can you think of a time when you, a family, friend, a student, etc. has described aforementioned symptoms?

Did you associate it with trauma, with survival?

Did you think of how you could reduce those symptoms?



# Break

5 MINUTE BREAK

# Pipelines

- ▶ The **School-to-Prison** Pipeline refers to the school policies and procedures that drive many of our nation's school children into a pathway that begins in school and ends in the criminal justice system.
- ▶ **Sexual Abuse to Prison** Pipeline is when girls' behavioral reaction to sexual abuse and trauma is criminalized.
- ▶ **Deportation to Prison** Pipeline once a child is arrested, their fingerprints are taken and entered into a database that ICE can access. This could lead to ICE issuing an immigration detainer or hold (a request from ICE to local law enforcement to tell them when the child is to be released or keep the child in custody longer so ICE can detain them), or the local probation department could affirmatively refer the child to ICE. In California, prior to a 2016 clarification of state confidentiality laws, it was common for probation departments to refer youth to ICE
- ▶ **Foster Care to Prison** Pipeline describes the practices and policies that funnel young people from the child welfare system into the criminal justice system.

<https://www.adl.org/education/educator-resources/lesson-plans/what-is-the-school-to-prison-pipeline>

# Who is impacted?

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Black (girls, boys, gender expansive youth)

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Indigenous (girls, boys, and gender expansive youth)

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Latinx (girls, boys and gender expansive youth)

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Students with disabilities

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LGBTQ students

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Runaway & Homeless students

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Other students pushed to the margins

<https://www.aclu.org/news/disability-rights/safe-and-healthy-schools-lead-with-support-not-police>

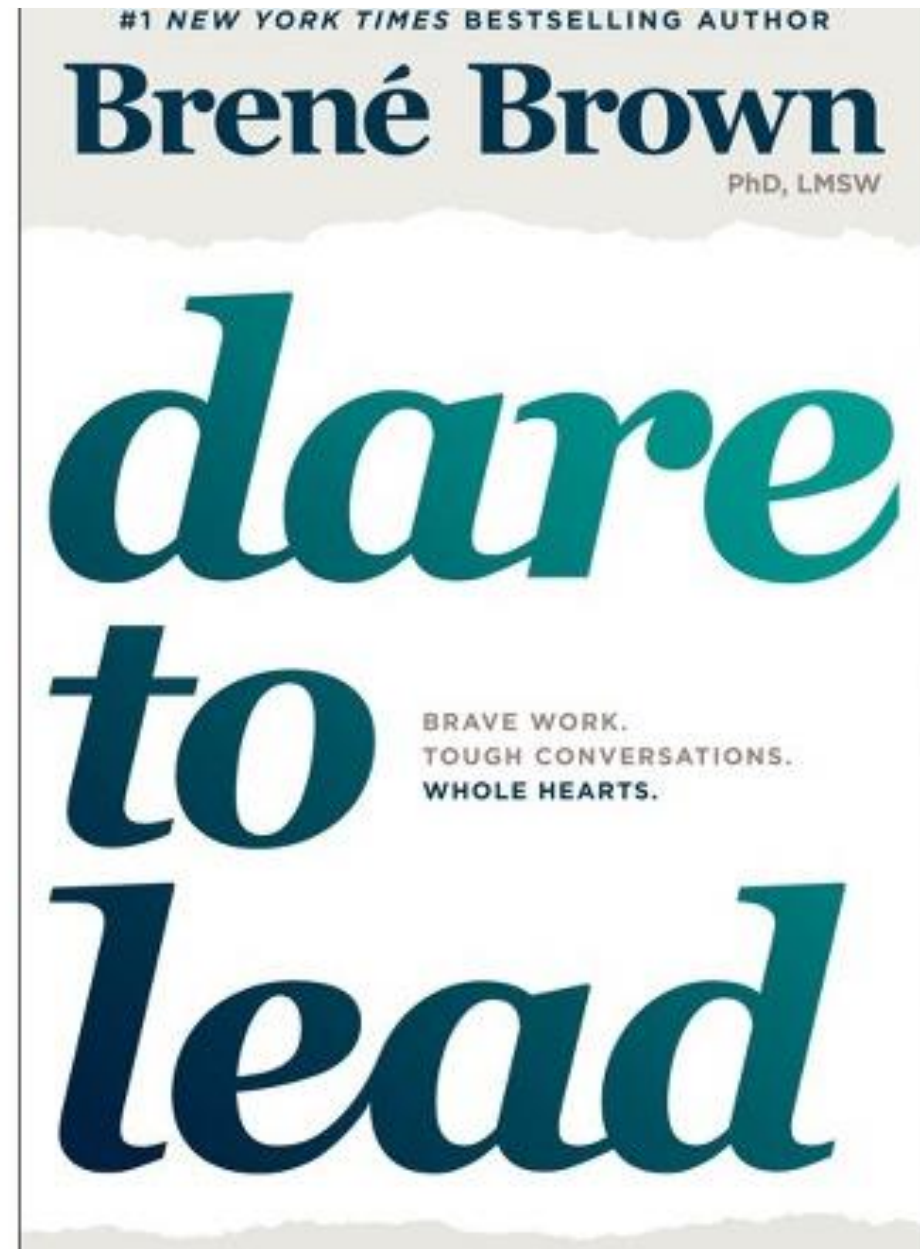
# What doesn't work vs. What works

- ▶ Schools that received federal funding to hire **more police** actually experienced a **decrease** in graduation rates, while those that **employed more mental health providers** saw **improved student engagement and graduation rates**.
- ▶ Schools that used **other types of supports**, including restorative and trauma-informed practices, saw **beneficial results**, including reduced disciplinary incidents, suspensions, dropouts, and expulsions.
- ▶ **Investing in mental health resources, support personnel, and interventions that promote positive student interactions** can make schools **safer** and **healthier learning environments**, while also helping to combat the discriminatory school-to-prison pipeline that targets students of color and students with disabilities.

“Either way, when the culture of a corporation, nonprofit, university, government, church, sports program, school or family mandates that it is more important to protect the reputation of that system than those in power than it is to protect the humanity and dignity of individuals or communities, you can be certain of the following problems:

- ▶ Shame is systemic.
- ▶ Complicity is part of the culture.
- ▶ Money and power trump ethics.
- ▶ Accountability is dead.
- ▶ Control and fear are management tools.
- ▶ And there is a trail of devastation and pain.”

-Brene Brown



# Questions We Must Each Ask Ourselves:

- ▶ What do I stand for?
- ▶ Who do I stand with?
- ▶ Do I stand for racial justice, the end of discrimination and racial violence and a society truly based on equal opportunity?
- ▶ Do I stand with people of color and white allies in the struggle to uproot racism?



# Shifting the Lens

COLLABORATIVE EFFORTS THAT BRING COMMUNITY PARTNERS TOGETHER HAVE A GREATER IMPACT ACROSS COMMUNITIES. RECOGNIZING THAT DOMESTIC VIOLENCE IS ONE OF MANY INTERCONNECTED FORMS OF SYSTEMIC OPPRESSION, WE MUST WORK TOGETHER ACROSS MULTIPLE SYSTEMS AND SOCIAL JUSTICE MOVEMENTS.

WHILE OUR CRISIS RESPONSES AND LEGAL INTERVENTIONS TYPICALLY LOOK LIKE VICTIMS LEAVING AND THOSE WHO HARMED GOING TO JAIL, WHAT COULD HAPPEN WHEN WE REFOCUS THE LENS SO THAT OUR INTERVENTION AND PREVENTION EFFORTS FOCUS ON:

- crisis response and legal intervention that focus on the needs of whole families, particularly those families already marginalized and underrepresented?
- approaches that shift the way we serve families from the silo of DV to collaborating with other movements to address client's intersections with housing justice, racial justice, economic justice, environmental justice, and restorative justice?
- maintaining our humanity and approaching our work from a place of justice and love?
- informed and inspirational risks we are willing to take to serve families within these contexts?

<https://www.shiftingthelens.org/>



# Break

5 MINUTE BREAK

# Trauma Informed to Healing Centered

Problems to be fixed

Youth Development

Trauma Informed Care

Healing Centered Engagement



# A Call to Remember

Do you remember what it  
felt like to be treated like  
a problem?

Do you remember what it  
felt like to show up as  
your full self?

Do you remember what it  
felt like to be honored and  
uplifted?

# Emerging Practices: Healing Centered Engagement

## Trauma informed care

Deficit based (blind spot)

Individual (lived) experience, individual healing

Focus on the deficit (you are the worst thing that happened to you) & leaves systems, policies & practices intact

## Healing centered

Strengths based

Collective experience, collective view of healing

Focus on the environmental context that allowed the trauma to take place

Re-centers culture as a central feature in well-being

# Healing centered engagement

“The healing centered approach comes from the idea that people are not harmed in a vacuum, and well-being comes from participating in transforming the root causes of the harm within institutions.” –Shawn Grinwright

# Community Based Solutions

- ▶ Mutual Aid
- ▶ Restorative Justice
  - ▶ “Restorative justice is a process where all the stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.” That is, since crime hurts, it should also have a chance to heal.
- ▶ Transformative Justice
  - ▶ “Realizing the unjustness of our current criminal justice system, transformative justice wants to be productive by providing victims with answers for why they were victimized, recognizing the wrong that has occurred, providing restitution, and restoring/establishing peace and security.”

# DAFP

- ▶ Adapted to MPS Standards
- ▶ Culturally responsive curriculum
- ▶ Promotes self awareness, autonomy, action and provides tools
- ▶ Promotes a peer led, leadership model
- ▶ Is trauma informed/healing centered
- ▶ Encourages healthy communication, modeling authenticity
- ▶ Requires critical thinking
- ▶ Encourages accountability
- ▶ Mentorship
- ▶ Leadership development





- THE ALLIANCE SCHOOL OF MILWAUKEE IS A SMALL, CHARTER SCHOOL OF THE MILWAUKEE PUBLIC SCHOOL SYSTEM. THE ALLIANCE SCHOOL WAS THE FIRST SCHOOL IN THE NATION TO START WITH A MISSION OF REDUCING BULLYING. THE SCHOOL OPENED IN 2005 WITH THE GOAL OF PROVIDING A SAFE AND ACCEPTING ENVIRONMENT FOR ALL STUDENTS. THE ALLIANCE SCHOOL IS A PLACE WHERE IT'S OKAY TO BE BLACK, WHITE, LGBTQ, STRAIGHT, GOTHIC, BUDDHIST, CHRISTIAN, OR JUST PLAIN UNIQUE!

- Restorative Justice Practices

Community partners:

- Milwaukee LGBT Community Center:  
[www.mkelgbt.org](http://www.mkelgbt.org)
- Black Health Coalition :  
<http://www.bhcw.org/>

# Alliance High School: Milwaukee



**MILWAUKEE**  
**PUBLIC SCHOOLS**

# Sky Schools

SKY SCHOOLS' EVIDENCE-BASED PROGRAMS CONSISTENTLY SHOW INCREASED WELLNESS, IMPROVED ACADEMIC PERFORMANCE, AND REDUCED BEHAVIORAL INCIDENTS, RESULTING IN SAFER, MORE SUCCESSFUL SCHOOL COMMUNITIES.

- Educators
- Parents
- Students

**sky** SCHOOLS

# Oakland Unified

- ▶ It is important to understand that, in schools, implementing restorative justice is primarily about building and maintaining community. We then use that foundation of community to respond to harm and conflict. Long term cultural transformation is our goal. That starts with community! Once a restorative culture is created in a school, the focus can shift to responding to harm using RJ processes.

## A Restorative Response to Harm

- ▶ Because our current system operates contrary to restorative principles, it is common for implementation of restorative practices to be misunderstood and face resistance; despite this, restorative justice in its basic form is an intuitive concept for most people. In his seminal work, *Changing Lenses*, Howard Zehr examines the way in which we typically respond to crime and wrongdoing:



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## Programs & Resources

- ▶ [Sacramento Native American Health Centers](#)
- ▶ <https://calmingroom.scusd.edu/mindfulness>
- ▶ [Strong Hearted Native Women's Coalition Inc.](#)
- ▶ [Alliance for Boys and Men of Color](#)
- ▶ [South Asian Network](#)
- ▶ [Shalom Bayit Ending Domestic Violence in Jewish Homes](#)
- ▶ [Communities United Against Violence](#)
- ▶ [Los Angeles LGBT Center](#)
- ▶ [NORCAL](#)
- ▶ [Center for Human Services](#)
- ▶ [Oakland Unified](#)



# Additional Examples of Healing Centered Programs, Services & People

## The Truth is....

- ▶ Oppression is pervasive and impacts us all
- ▶ Self-work, healing and self-love are necessary for acceptance of others
- ▶ Conflict and discomfort are often apart of growth
- ▶ It is not our fault, but it is our responsibility to change
- ▶ There are no quick fixes
- ▶ Individuals and organizations do change. There is HOPE!
- ▶ We are better together

Developed by Jamie Washington, Ph.D.,  
Washington Consulting Group

# Resources

- ▶ <https://www.snahc.org/wp-content/uploads/2020/10/Sacramento-Land-Acknowledgement.pdf?x62129>
- ▶ <https://www.ncpedia.org/catawba-indians>
- ▶ <https://uwm.edu/eqi/about/land-acknowledgement/>
- ▶ [https://safesupportivelearning.ed.gov/sites/default/files/Trauma\\_101\\_Activity\\_Packet.pdf](https://safesupportivelearning.ed.gov/sites/default/files/Trauma_101_Activity_Packet.pdf)
- ▶ <https://www.adl.org/education/educator-resources/lesson-plans/what-is-the-school-to-prison-pipeline>
- ▶ <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
- ▶ <http://restorativejustice.org/rj-library/restorative-justice-and-transformative-justice-definitions-and-debates/11558/#sthash.3NLq4I9D.dpbs>

# Resources

- ▶ <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2019/02/The-Sexual-Abuse-To-Prison-Pipeline-The-Girls%E2%80%99-Story.pdf>
- ▶ <https://www.teenvogue.com/story/the-foster-care-to-prison-pipeline-what-it-is-and-how-it-works>
- ▶ [https://www.ilrc.org/sites/default/files/resources/school\\_delinq\\_faq\\_nat-rp-20180212.pdf](https://www.ilrc.org/sites/default/files/resources/school_delinq_faq_nat-rp-20180212.pdf)
- ▶ <http://paulkivel.com/wp-content/uploads/2017/11/What-do-you-stand-for-who-do-you-stand-with.pdf>
- ▶ <https://www.shiftingthelens.org/>
- ▶ <https://skyschools.org/>
- ▶ <https://www.nctsn.org/what-is-child-trauma/trauma-types>



# Thank you

- ▶ California Partnership to End Domestic Violence
- ▶ Preventionist Nationwide
- ▶ Community Partners
- ▶ Everyone who has attended!!!!

