

Improving Life Outcomes And Reducing Institutional Harm For Youth

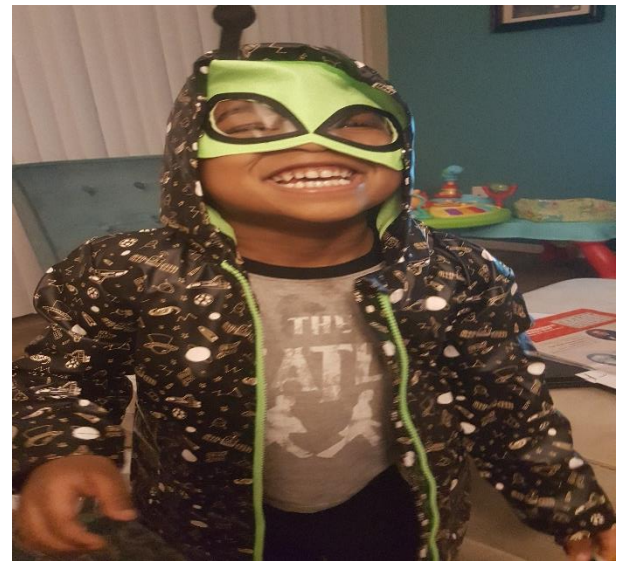
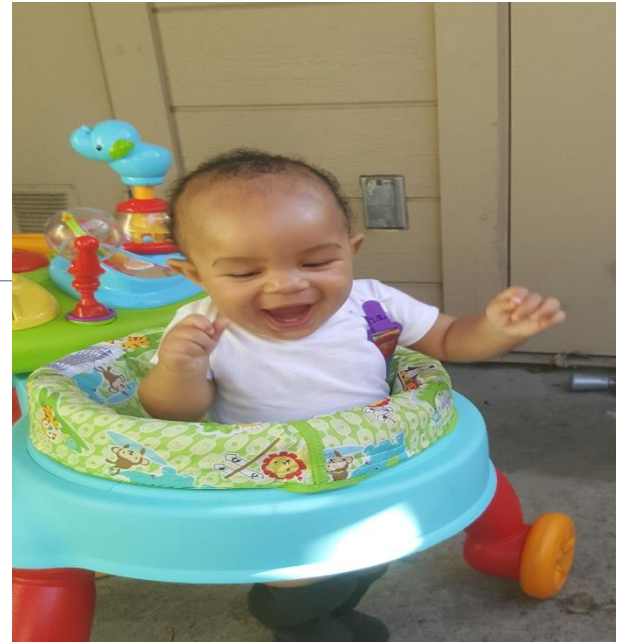
SHIFTING PRACTICES TO POSITIVE YOUTH DEVELOPMENT

Disclaimer

The views expressed are my individual views and not the views of East Side Union High School District, or any city or county board or committee in which I serve.

Common Understanding

- We are allies in this work to improve life experiences and outcomes for children and youth.
- If you are affected by the presentation, please do what you need to do to regulate and for self-care.
- Disagreement does not make us enemies.



“Think About the Young People You Work With”

When you think about young people, youth, adolescents—what comes to mind?

1. What are the character labels that typically come into mind when working with youth?
2. What are your hopes, goals and expectation for youth?

Most Common *Isms* to Impact Children/Youth

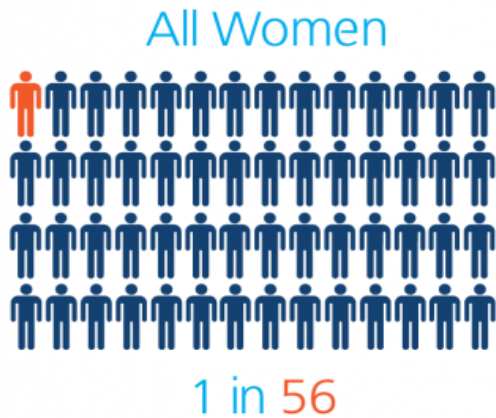
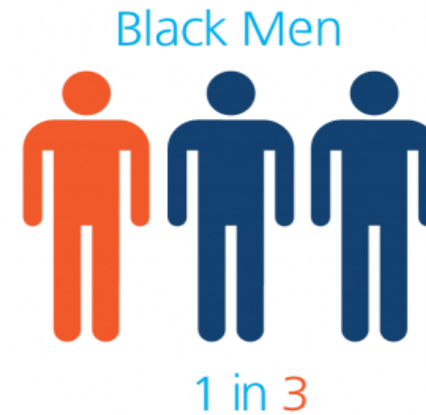


Let's Talk About Race

Simplified Process that creates RED in our System



Lifetime Likelihood of Imprisonment



Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974–2001*. Washington, D.C.: Bureau of Justice Statistics



Bay Area School District Uses Police To Discipline Students



ESUHSD Equitable Communities

- **All** students are **welcomed** as they are.
- student **strengths** and areas of **growth** are **known and supported**
- adults can **positively respond** to the social-emotional, wellness, and academic needs of every student
- **All** students are provided **tasks** that **demand production through and beyond DOK 3** so that they can **communicate** like scientists, mathematicians, historians, artists, literary critics and more.

CORE VALUES: *EQUITY* *INCLUSIVENESS* *COMMITMENT TO EXCELLENCE* *DIVERSITY* *PROFESSIONAL CAPACITY*

EQUITY POLICY 0105: EVERY STUDENT RECEIVES WHAT HE OR SHE NEEDS TO THRIVE SOCIALLY, EMOTIONALLY, AND ACADEMICALLY.....INTERRUPTING INEQUITABLE PRACTICES AND BIASES AND CREATING INCLUSIVE AND JUST CONDITIONS IN OUR SCHOOLS.



PHYSICAL WELLNESS

Campus Supervision and Emergency Response (Safety)

1. Maintain a safe and secure campus from intruders.
(Active Campus Supervision, Crisis Response, and Run, Hide, Defend Trainings)
2. Preserve life and property in a manner which promotes community.
3. **Develop positive relationships with students.**

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
<p>1. Express Care</p> <p>Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable..... Be someone I can trust. • Listen..... Really pay attention when we are together. • Believe in me Make me feel known and valued. • Be warm..... Show me you enjoy being with me. • Encourage Praise me for my efforts and achievements. 	
<p>2. Challenge Growth</p> <p>Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best Expect me to live up to my potential. • Stretch Push me to go further. • Hold me accountable ... Insist I take responsibility for my actions. • Reflect on failures Help me learn from mistakes and setbacks. 	
<p>3. Provide Support</p> <p>Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate..... Guide me through hard situations and systems. • Empower Build my confidence to take charge of my life. • Advocate..... Stand up for me when I need it. • Set boundaries Put in place limits that keep me on track. 	
<p>4. Share Power</p> <p>Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me Take me seriously and treat me fairly. • Include me Involve me in decisions that affect me. • Collaborate Work with me to solve problems and reach goals. • Let me lead Create opportunities for me to take action and lead. 	
<p>5. Expand Possibilities</p> <p>Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire Inspire me to see possibilities for my future. • Broaden horizons Expose me to new ideas, experiences, and places. • Connect..... Introduce me to people who can help me grow. 	

THE 5 C'S OF POSITIVE YOUTH DEVELOPMENT



Traditional Juvenile Justice

- Target of Change
- Client
- Public Safety
- Control youth behavior
- Youth problems and deficits
- Supervision and control
- Probation supervision to ensure youth compliance with court orders
- Individual and family counseling, group therapy (insight-based)
- Job counseling, community service as punishment
- Outdoor challenge programs
Mentoring, Big Brother/Big Sister
- Remedial education

Positive Youth Development

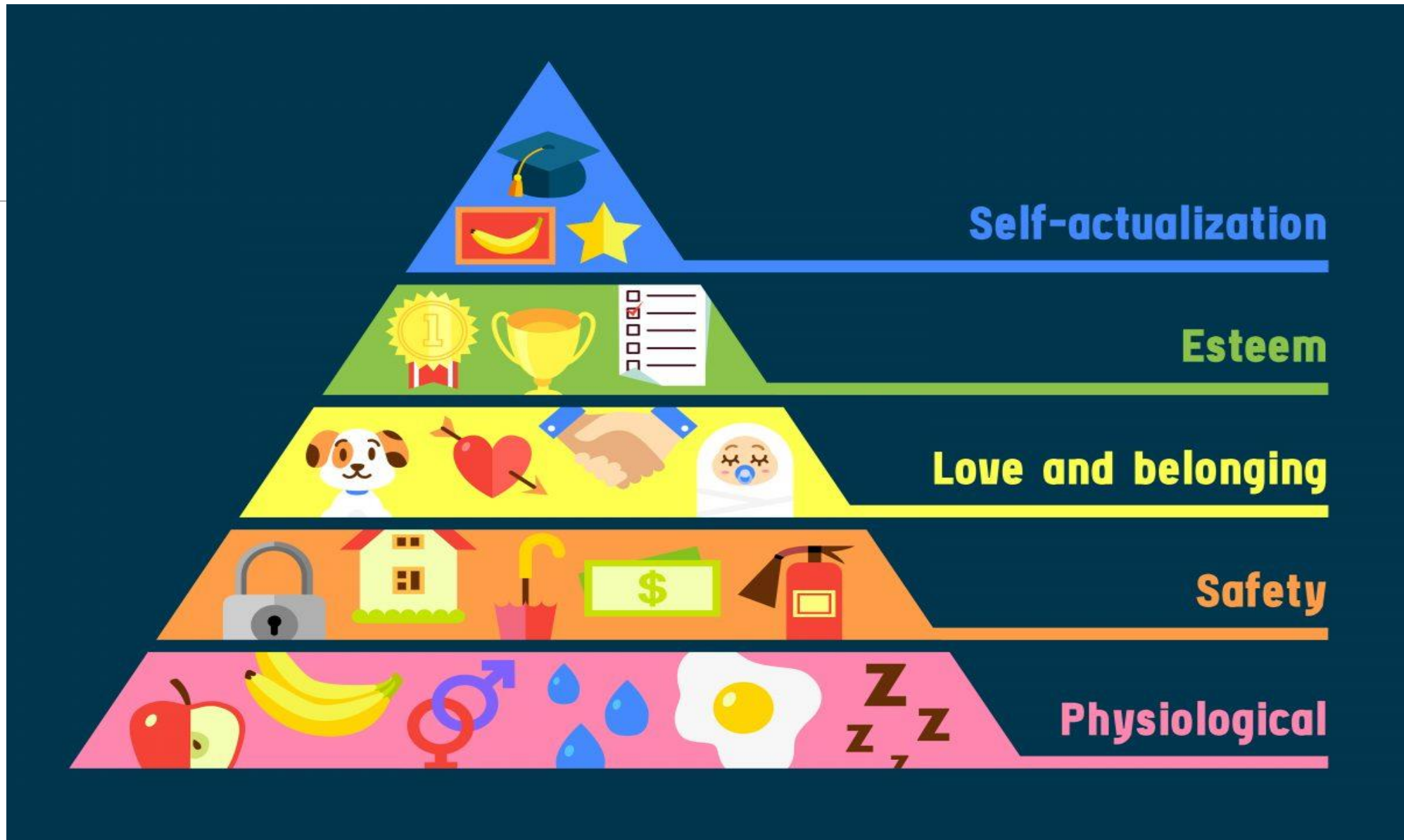
- Agent of Change
- Participant
- Community wellness
- Connect youth with social and developmental resources
- Youth assets and strengths
- Attachment and engagement
- Case management ensure youth access to range of social resources
- Peer counseling, leadership development, family living skills, work experience, community service as job preparation, career exploration
- Youth/adult mentors work together on community service projects, intergenerational projects with elderly, etc.
- Cross-age tutoring (juvenile offenders teach younger children), educational action teams, decision-making skills training

A Working Definition of PYD

Positive Youth Development (PYD) is an *intentional* strategy or framework for *helping young people meet their basic developmental needs* (moral, social, cognitive, emotional & physical) by focusing on the *whole child*, not just a single problem that needs to be ‘fixed’. It builds off of young people’s *strengths (assets)* and is *age/developmentally appropriate*. PYD is grounded in the desire to help young people be/become resilient and views three key things as protective factors to help build resiliency:

1. Positive relationships
2. Clear, fair & high expectations and
3. Opportunities to connect, navigate and be productive.





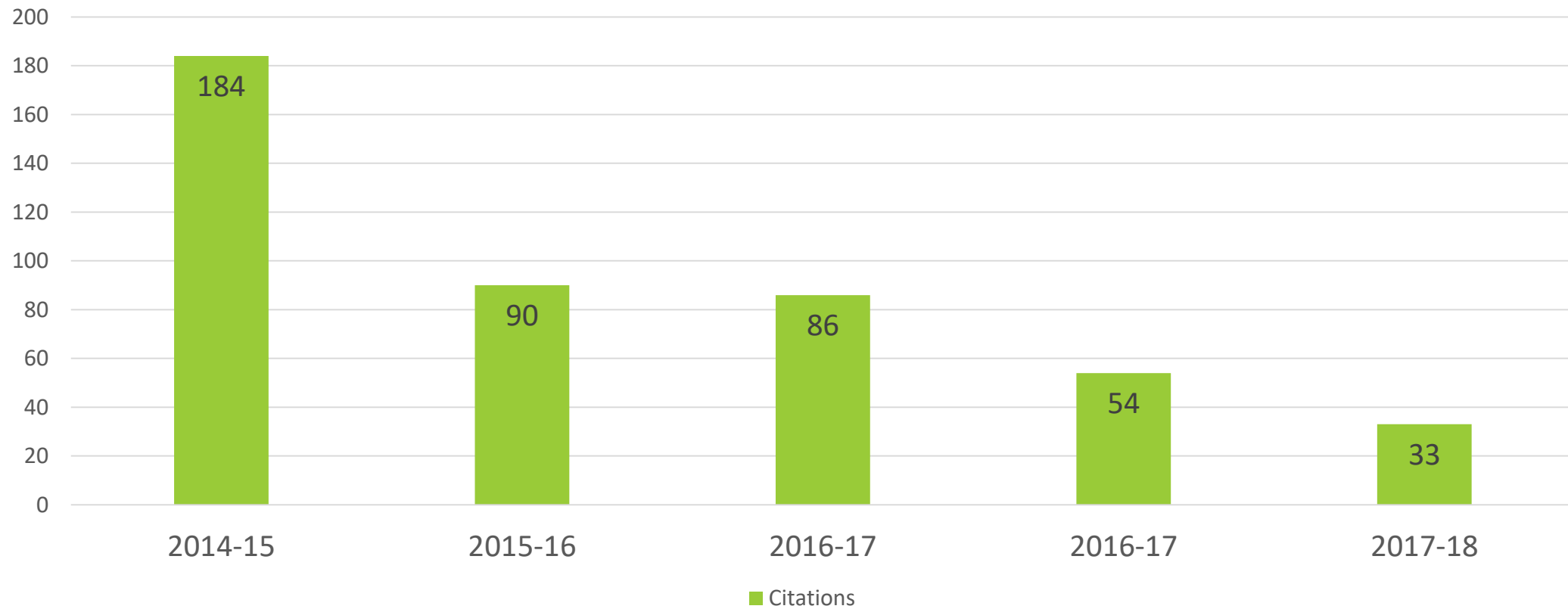


Reflection...

1. Can we re-imagine how we engage and respond to youth unwanted behaviors?
2. Can we learn new ways of thinking and working?
3. Can we bring our experience and new ideas to life and shift policy and practice in our work and between and across our agencies to co-create the outcomes we want?



Citations



How did we do it?

- Superintendent's Directive regarding when to Involve Law Enforcement (*October 23, 2015*)
- Shift to "Teachable Moments" (*Intensive professional learning for Administrators*)
- SJPD Diversion Project Memo (*January 19, 2016 and updated March 2017*)
- Updated Board Policies regarding school culture/climate, officers on campus, and student discipline
- MOU with SJPD (*Board Approved October 12, 2017, updated September 2019*)
- Updated District Uniform Behavior Responses (*interventions and consequences*)
- Stakeholder Equity Committee (*oversight on fair and consistent practices – Started 2018-19*)
- Mandatory professional learning on implicit bias for all staff (*2018-19*)
- Mandatory professional learning for all officers (*Completed October 2019*)

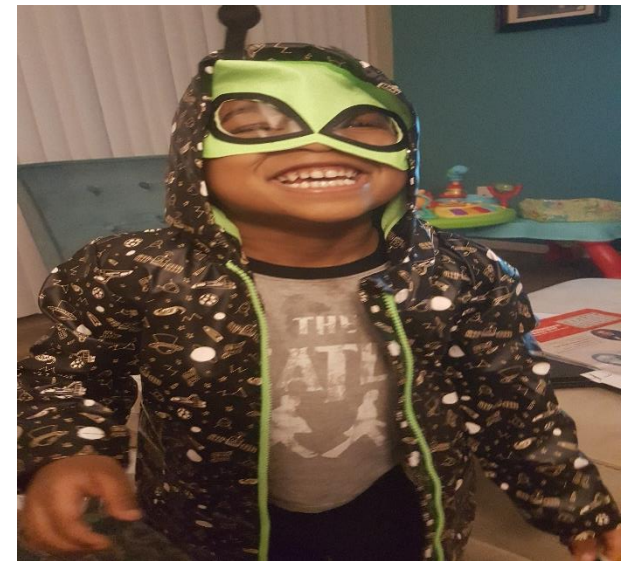
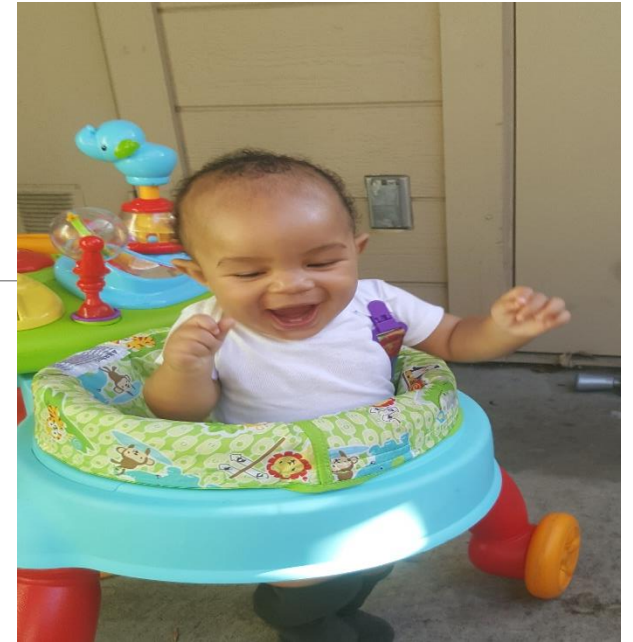


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Q & A

