APPENDIX IV: Glossary of Terms

Alternative Schools – Alternative schools shall be defined as any educational setting designed to accommodate educational, behavioral, or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment and that is meant to be the primary source of education for those students. Alternative schools may include programs or schools commonly referred to by different jurisdictions as Continuation Schools, Second Opportunity Schools, Second Chance Schools, Career Academies and a variety of other classifications.

Attendance rate – The percentage of total school days that students in a school or district are present in school.

Community Intervention Workers – Community members trained as peacebuilders working in schools, around schools and/or in the larger community. Intervention workers can replace the traditional role of security officers or police on or around school campuses. In schools they may be paid staff or volunteers. In the community they often have a "license to operate" or agreement with local leaders to work in the community. Intervention workers have trusted and deep relationships with local communities and both recognized and underground leaders. These trusted relationships are at the root of their effectiveness in identifying, resolving and preventing conflict, violence and crime. Their work includes mentoring youth, preventing and addressing bullying, preventing and resolving conflicts and connecting people to needed services. The role of community intervention workers includes:[401]

a. Mentoring youth, particularly youth who most often witness, are victims of and/or cause violence;
b. Preventing and addressing bullying behavior and providing rumor control;
c. Preventing and resolving conflicts between youth, groups of youth and/or neighborhoods (gangs); preventing retaliation; and coordinating mediation, conflict resolution and restorative/transformative justice;
d. Helping youth to avoid and/or leave neighborhoods and providing safe passage to and from school; and
e. Connecting people to needed services.

Credible Threat – A threat that is "real and immediate, not conjectural or hypothetical."[402]

Culturally Affirming Social and Emotional Learning (SEL) – The processes of developing social and emotional skills or competencies in students is critical to supporting success in school and throughout life. SEL is based on the understanding that the most effective ways for students to learn is in the context of collaborative and supportive relationships with teachers, staff and their peers to make learning challenging, engaging, and meaningful and to prevent and reduce disruption and conflict. SEL strategies are found to be effective in reducing behavioral problems and increasing academic achievement and should be implemented at all grade levels.[403] These approaches are considered culturally affirming when they seek to build on the students' strengths and culture, rather than applying a single view of what positive social and emotional skills look like to all students.

Culturally Relevant Teaching – A term created by Gloria Ladson-Billings (1994) to describe "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."[404] Culturally relevant teaching creates a bridge between students' home and school lives, while meeting the expectations of academic requirements.[405]

Culturally Responsive Classroom Management (CRCM) – An approach to running classrooms in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. They recognize that

the goal of classroom management is not to achieve compliance or control but to provide all students with equitable opportunities for learning.[406]

Culture – Customary beliefs, social forms, and material traits of a racial, religious, or social group; also the characteristic features of everyday existence (as diversions or a way of life shared by people in a place or time). There are seven elements of culture: Social Organization, Customs and Traditions, Religion, Language, Arts and Literature, Government and Economic Systems.[407]

Curriculum – Lessons and academic content taught in a school or in a specific course or program; the courses that are taught by a school or college.[408]

Discipline – To understand and address the causes of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community. Also, to teach, model and instruct.

Dropout – A student who has voluntarily or involuntarily ceased attendance at or participation in the school in which the student had been enrolled, but has not transferred to another school district, school or home school, with or without a formal notice from the student, parent or guardian that the student has left the school system.

Exclusion – Any removal, suspension, expulsion or involuntary transfer for discipline reasons that removes a student from their regular classroom. Exclusion should only be used as a last resort and only for a school-based infraction (that takes place on school grounds and during the school's operating hours).

Explicit Bias – Conscious thoughts or beliefs about other people based on characteristics such as race, ethnicity, age and appearance that impact how we perceive or treat them. Individuals may choose to conceal these biases for the purposes of social and/or political correctness, but that is not the same as the unconscious implicit bias explained above.[409]

Expulsion – Any long-term exclusion from school attendance and school privileges for a period of more than 5 consecutive days of school or 10 cumulative days of school over the course of a school year, including long term suspensions and expulsions and permanent exclusions from school. Expulsion shall not be a complete cessation of educational services but the removal of the student from his or her current school environment, with alternative educational services provided. Those alternative educational services shall be of the quality defined in Chapter 1 on Education and Section 3.5 Alternative Schools.

Expulsion without educational services – This is prohibited in the Model Code. Where it is still practiced by school districts, data should be collected and defined as the removal of a student from their regular school for disciplinary purposes for more than 5 consecutive days or more than 10 cumulative days up to the remainder of the school year (or longer) where the local educational agency does not provide educational services to the student.

Fighting – Mutual, intentional participation in a physical altercation occurring between two or more persons with no one main offender. Fighting does not include verbal confrontation, unintentional contact that does not cause serious bodily harm, or self-defense.

Gender Non-conforming – refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.[410]

    a. Gender: Socially constructed attributes and opportunities typically associated with being male and female. They are context/time-specific and changeable. Gender is not a binary, but instead is on a spectrum with an infinite variety of expressions, representing a more nuanced, and ultimately truly authentic model of gender that is self-identified.[411]

    b. Gender Expression: How individuals communicate their gender to others, or the external manifestation of one's gender identity. It can be expressed through masculine, feminine or gender-variant behavior, clothing, haircut, voice or body characteristics.[412]

Gender Identity – One's innermost concept of self as male, female, a blend of both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.[413] A Transgender Person is someone who identifies with a different gender from the gender they

were assigned at birth. For example: your birth certificate says male, and you identify as a woman. Gender Nonconforming refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.**414**

Gender Pronouns – This is the pronoun or set of pronouns that an individual uses, such as he/him/his, she/her/hers or they/them/theirs. Implementing the practice of saying everyone's pronouns creates space for individuals who do not identify with he/she gender pronouns, and ensures that no one person's gender is assumed. It acknowledges that many individuals identify across the gender spectrum as transgender, gender nonconforming, non-binary, or gender fluid.[415]

Graduation rate – The ratio of students who complete the course of study provided by the local school district to satisfy the requirements of gaining a diploma or certificate of completion to the number of students initially enrolled in the program of study over the traditional amount of time taken to complete the program's coursework. States, districts, and schools should also report a cumulative graduation rate to capture students who take longer than the traditional amount of time to graduate.

Healing Centered Engagement[416] – Approaches that are similar to trauma-informed care in that they recognize that people who have experienced trauma require additional support, but seek to center the healing and resilience of the person, rather than the trauma. This approach also looks to address the root causes of the trauma in a way that trauma-sensitive approaches may not. For example, many young people may be experiencing trauma due to gun violence in their neighborhood. In healing-centered engagement, while supporting the young people who are impacted by this violence, the school would also be working to address the root causes of the gun violence itself.

Implicit Bias – The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. They cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.[417]

In-school suspension – Any temporary removal of a student from their regular classroom(s) or daily class schedule for disciplinary purposes to another setting (e.g., an alternate classroom in their school) where the student remains under the direct supervision of school personnel (direct supervision means school personnel are physically in the same location as students under their supervision).

Intersectionality – A theory that seeks to examine the ways in which various socially and culturally constructed categories interact on multiple levels to manifest themselves as inequality in society. Intersectionality holds that the classical models of oppression within society, such as those based on race/ ethnicity, gender, religion, nationality, sexual orientation, class, or disability, do not act independently of one another; instead, these forms of oppression interrelate creating a system of oppression that reflects the "intersection" of multiple forms of discrimination.[418] Kimberle Crenshaw developed this framework as a way to describe the particular ways Black women experience oppression.[419]

Intervention Support Team – The group that determines what kinds of consequences or interventions are required based on a student's behavior. They should consider the range of appropriate responses and provide continuous monitoring of student behavior. Schools should be responding to student behavior using a graduated approach that seeks to understand and begin to address the root causes of the behavior, from minor discipline issues to students requiring more intensive interventions (see Section 3.1 Key Elements of School Climate and Positive Discipline). Schools should have structures in place to respond proactively to students who require different kinds of interventions, including those where safety may be a concern.

Involuntary Transfer – Unlike voluntary transfers, involuntary transfers are a school administrator-initiated intervention in which the student is removed from his or her school of attendance to another comprehensive school or continuation school site, usually for the remainder of the school term. Involuntary transfers for academic reasons are prohibited in Section 3.5 on Alternative Schools, sub-section C. Policies for involuntary transfers for disciplinary reasons

must contain the same due process protections as expulsions, outlined in Section 3.2 Guidelines for Suspensions, Expulsions, and Removals, including guaranteeing the right to a hearing and to appointed counsel at public expense.

Law Enforcement (prohibited from being stationed in schools) – Includes sworn police officers (and unsworn if they are School Resource Officers), sheriff's deputies, parole and probation officers, tribal officers, truancy officers, ICE officers or other immigration officials, armed security guards and any other law enforcement personnel who fit any of the criteria below:

a. Have the power to arrest, detain, interrogate, question, fine or ticket students on municipal code, juvenile, criminal or immigration related matters, and/or have the power to punish youth for violations of probation or parole;
b. Carry any type of weapon, including but not limited to a firearm, baton, taser, rubber bullets, bean bags, and/or mace/pepper/OC spray, and/or carry handcuffs or other forms of restraint; and
c. Report to, are certified by, or receive training from a police department, including personnel who can report students to a gang database or other police databases.

LGBTQ+ – An acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and includes a + to indicate that an acronym will never be fully inclusive of everyone's identities. Other variations of the acronym exist in an effort to be more inclusive, for example LGBTQI2S+. This version adds Intersex, Asexual, and Two-Spirit people to the acronym.

a. Sexual orientation – Who you're attracted to and want to have relationships with. Sexual orientations include but are not limited to gay, lesbian, straight, bisexual, pansexual and asexual.
b. Transgender person – someone who identifies with a different gender from the gender they were assigned at birth. For example: your birth certificate says male, and you identify as a woman.[420]
c. Cisgender Person – someone who identifies with the gender they were assigned at birth. For example: your birth certificate says female, and you identify as a woman.[421]
d. Intersex – is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. Or a person may be born with genitals that seem to be in-between the usual male and female types.[422]

Lock-ups – can include, but are not limited to: minimum, medium or maximum security placements; court-ordered or probation-run group homes; court-ordered drug treatment; juvenile halls or other youth detention facilities for youth pre-disposition (those in custody while traveling back and forth from court), or youth who have completed the court process and are awaiting transfer to placement or incarceration; adult jails (where youth under age 18 are required by federal law to be outside adult sight or sound); ICE (Immigration and Customs Enforcement) detention centers; and minimum, medium or maximum security youth prisons (including camps, ranches and youth authorities).

Non-binary – a person who does not fit into the strict gender binary of "male" or "female," and may be a combination of both, or neither.

a. Gender Binary – A system of viewing gender as consisting solely of two, opposite categories, termed "male and female," in which no other possibilities for gender or anatomy are believed to exist. This system is oppressive to anyone who defies their sex assigned at birth, but particularly those who are gender-variant or do not fit neatly into one of the two standard categories.[423]

OCR "disparate impact" standard[424] – Disparate impact means differences in outcomes that may result from the application of "neutral" policies notwithstanding the absence of intentional discrimination. A violation of law may occur if:

a. There is a significant disparity in the provision of a benefit or service that is based on race, national origin or sex; and
b. The practice at issue does not serve a substantial legitimate justification (i.e. is not educationally necessary); or

c. There is an alternative practice that is equally effective in meeting the institution's goals and results in lower disparities to trigger federal action.

A "Significant Disparity" requires that states show they have a plan to address disparities in discipline for IDEA funding.

Out-of-school suspension – Any temporary removal of a student from their regular school for at least a half day and up to 5 days consecutively or 10 days cumulatively for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which educational services are provided (e.g., school-provided at home instruction or tutoring or removal to an alternative school or other regular school). Removals in which no educational services are provided are prohibited in this Model Code. Where they are still practiced in school districts, they must be included in data collection regarding out-of-school suspensions.

Participation – Any and all forms of involvement in decision-making that produce, impact or ensure educational outcomes.

Pedagogy – Science and art of education, specifically instructional theory; the art or science of teaching; instructional methods.[425]

Police Officers – Armed, sworn or certified law enforcement officers employed by city and/or school police departments. Police officers may be assigned to patrol schools, rotated in and out of schools as part of their regular duties, assigned to patrol the area around a school or nearby public transportation stops, or summoned in cases of emergency.[426]

Preventive and Positive Discipline – Preventive and positive approaches to discipline create safe, supportive and positive school climates and respond to misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school. There are a variety of school-wide models for positive discipline and Section 3.1 describes key elements that any model should incorporate. Model Policies in Section 3.7 describe two models in particular that implement those key elements—School-wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Justice Practices.

Procedural protections – Procedures defined as fundamental and necessary by law and/or to protect human rights standards.

Quality instruction provided during exclusion – Defined as instruction by a certified teacher with grade and class appropriate material that allows the student to earn equal credits and receive parallel education as if they had been in their regular class and allows them to join their regular class after the term of the exclusion on pace with their classroom peers.

Racism – Four Dimensions of Racism (definitions below from Race Forward/Colorlines[427]):

a. Internalized Racism – The private racial beliefs held by an individual. Examples include: Prejudice, internalized oppression and internalized privilege.

b. Interpersonal Racism – How we act upon our racial beliefs when we interact with others. Examples include: Bias, bigotry, hate speech and violence.

c. Institutional Racism – Racial inequities within institutions and systems of power. Examples include: School systems that provide unequal opportunities for people of different races.

d. Structural Racism – Racial bias across institutions and society. Examples include: The racial wealth gap which reflects the cumulative effects of racial inequities.

Restorative Justice – A theory of justice that emphasizes seeking to repair rather than to punish when there is harm, using practices that:

a. Bring understanding to how harm took place, its root causes and impacts;

b. Include those involved and affected by the harm;

c. Seek to support the needs of all involved;

    d.   Center values of growth, safety, empathy, shared power, choice, and healing; and [428]

    e.   Build mutual responsibility and constructive responses to conflict.

Restorative Justice Practices – A framework for a broad range of restorative justice approaches that proactively build school community based on cooperation, mutual understanding, trust and respect, and respond to conflict by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done.[429] These practices can be used to implement positive behavior in classrooms and on school campuses consistent with the framework in Section 3.7.a Model Policy on School-wide Positive Behavior Interventions and Supports (PBIS).

School community – Includes students, teachers, administrators, counselors, social workers and other school staff, families and the surrounding neighborhood/community.

School norms or values – A list of the ways students, teachers, administrators and all members of the school community should treat one another that are developed with participation of all stakeholder groups.

School-wide Positive Behavior Intervention Supports (SWPBIS) – SWPBIS is a research-based framework that can help schools design, implement and evaluate their approach to school discipline. Since every school is unique, SWPBIS does not prescribe a specific program or curriculum, rather sets out a process and key criteria for schools to follow. Under the SWPBIS framework, schools must:

    a.   Use data to make decisions and solve problems;
    b.   Focus on both prevention of problem behavior and positive interventions, such as counseling, mediation, Restorative Justice Practices and other interventions (listed under 3.1 Key Elements of School Climate and Positive Discipline, sub-section C.1);
    c.   Model and teach behavior expectations and positive skills among students; and
    d.   Continuously monitor implementation and adjust approaches as necessary.

SWPBIS uses a three-tiered approach to preventing and intervening in problem behavior. Tier 1 focuses on supports for all students in the classroom and school-wide to prevent problem behavior. Tier 2 focuses on "specialized" supports tailored to target groups of students who engage in misbehavior. Tier 3 provides highly individualized responses for those students who continue to face disciplinary problems despite the presence of Tier 1 and 2 supports. SWPBIS is meant to work collaboratively with specific practices, such as Restorative Justice Practices, to promote positive behavior in classrooms and on school campuses.[430]

School Resource Officers (SROs) – Any safety officers permanently assigned to work in a school or set of schools. Currently, in some localities, they are sworn or certified law enforcement officers employed by city police departments, whereas in other localities they make up an independent school police department and are employed directly by the school district.[431]

School-based Infraction – An action taken by a student on school grounds during the school's operating hours or at a school-sponsored function in violation of the school's discipline policies.

Security officers or security guards – Non-sworn personnel—either armed or unarmed—and hired or sub-contracted with individual schools or school districts to patrol in or around campuses.

Self-Defense – Right to use reasonable force to protect oneself or others from the fear of or infliction of bodily injury or violence.

Serious Bodily Harm – Bodily injury that will occur without significant delay which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Stakeholder – Any person/group with a vested interest in the educational outcomes at public schools, with such interests including but not limited to: the life success and potential of students and their families; the quality of working conditions for those who are employed at or rendering services to public schools; and the credibility and reputation of those who are charged with the responsibility of producing educational outcomes, paid or unpaid. This

includes students, parents or guardians, community members (including the religious community), teachers, school staff and administrators.

Status offenses – Offenses that target behaviors that are unlawful for children and youth under 18, but not unlawful for adults. It is the status of childhood that allows children to be the subject of a status offense.[432] Such policies include but are not limited to truancy, school absence, violation of daytime or night-time curfews, running away or homelessness, and use of alcohol or tobacco.

Student Code of Conduct – A Student Code of Conduct or Discipline Code is a policy adopted by a school or district to help create a safe and positive school environment for all students, staff and other members of the school community. The Code sets forth the expected behaviors for students and a process for how teachers, support staff and administrators should respond to behavior. Codes often include a description of school-wide preventive practices, students' and parents' rights and responsibilities, a list of behaviors that are prohibited and descriptions of the positive interventions (such as counseling, mediation and restorative circles) and exclusionary responses (such as suspension and expulsion) that staff can use to respond to those behaviors.

Suspension – Temporary exclusion from the student's daily class schedule, not to exceed 5 consecutive days or 10 total days per school year. Additional limits on the use of suspension are described in Section 3.2.D. The term of suspension shall be served in a classroom at the student's school or in a classroom at an off-site school district facility. In both cases, the student shall receive quality instruction as defined in Chapter 1 on Education. Suspension from a student's daily class schedule or from an individual classroom for more than 5 consecutive days or 10 cumulative days is prohibited in this Model Code.

System-involved youth – Youth with charges against them who are attending court or youth who have received disposition in juvenile court or a sentence in criminal court. International human rights definitions often use the term youth in conflict with the law.

   a. Common U.S. terms, including youth offenders, inmates, minors and wards as well as labels based on behaviors such as drug addict, pregnant teen, gang member, or drop out, stigmatize youth and infer that all system-involved youth are immoral, in need of correcting/fixing, and/or guilty of all they are charged with, and permanently label them based on their convictions, dramatically impacting how they view themselves and how their families, schools and communities view them as damaged or bad.
   b. Programs for system-involved youth often have high recidivism (failure rates) because they focus on strategies proven to be ineffective, such as abstinence/sobriety, zero-tolerance and boot camps. Adolescents respond instead to programs that focus on asset-based youth development, harm reduction, healthy choices and risk avoidance. Further, youth appreciate programming that enables them to critique and shape the world around them, including focusing on changes that need to occur in communities and systems rather than on changing youth and families.

Threat Assessment – The process of determining if a particular threat or concerning behavior is something that requires intervention may be called a "Threat Assessment" or it may be called something else depending on the school and their approach. The term "Threat Assessment" is a concern because it immediately labels the student as a threat rather than focusing on the supports that may be needed. Whether termed "Threat Assessments" or not, this process should not be set up as something distinct from the positive approaches to school climate and discipline that a school has in place.

Transition – A person's process of developing and assuming a gender expression to match their gender identity. Transition can include: coming out to one's family, friends, and/or co-workers; changing one's name; changing one's name and/or sex on legal documents; changing one's pronouns; changing one's hair style and/or clothing; hormone therapy (though not always); and possibly (though not always) some form of surgery. It's best not to assume how one transitions as it is different for everyone.[433]

Trauma-Informed/Trauma-Sensitive – Describes an environment (like a school) that is grounded in an understanding of and responsiveness to the impact of trauma, and that emphasizes physical, psychological, and emotional safety for survivors of trauma. Survivors have support and space to rebuild a sense of control and empowerment. These schools

anticipate and avoid policies and practices that are likely to re-traumatize people, and center student voice and participation in the development, delivery, and evaluation of services. Unlike trauma-specific services defined below, this is more of a universal framework that requires changes to the practices, policies, and culture of an entire school, so all staff have the awareness, knowledge, and skills needed to support trauma survivors.[434]

Trauma-specific Services – Clinical interventions that are designed to address trauma related symptoms and PTSD directly in individuals and groups.[435] These services may come from social workers, counselors, therapists or other service providers, whereas all school staff can use trauma-sensitive approaches in their day-to-day work with all students.

Voluntary Transfer – Any transfer from one educational institution to another that is initiated by a student, parent or guardian and is not mandated by a school or district.

Wraparound Services – Individualized community-based services that focus on the strengths and needs of the individual child. Wraparound services are developed through a team-planning process, where a team of individuals who are relevant to the well-being of the child (such as family members, service providers, teachers, and representatives from any other public health agency or community-based organization) collaboratively develop and implement an individualized "wraparound plan" that is culturally relevant.[436]

Zero-tolerance – Any school discipline policy or practice that results in an automatic disciplinary consequence such as suspension or expulsion for a student who commits a listed offense. A school discipline policy may be a zero-tolerance policy even if administrators have some discretion to modify the consequence on a case-by-case basis. Zero-tolerance policies should be eliminated.

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[401] Youth Justice Coalition, Welcome Home L.A. From The Cell Block To The Corner Block, http://www.youth4justice.org/wp-content/uploads/2012/12/2012WelcomeHomeLA.pdf. Use of the word neighborhoods refers to gangs, but is less criminalizing in that not all alleged gangs and the vast majority of people affiliated with them are not involved in crimes.

[402] Kegler v. United States DOJ, 436 F. Supp. 2d 1204, 1212 (D. Wyo. 2006).

[403] Collaborative For Academic, Social, And Emotional Learning (CASEL), WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?, available at http://casel.org/why-it-matters/what-is-sel/.

[404] Ladson-Billings, G. (1994). The Dreamkeepers. San Francisco: Jossey-Bass Publishing Co

[405] Coffey, Heather (2008) Culturally Relevant Teaching. Available at: http://k12blendedandonlinelearning.weebly.com/uploads/2/3/1/9/23193436/culturallyrelevantteaching.pdf

[406] Metropolitan Center for Urban Education, Culturally Responsive Classroom Management, (2008).

[407] Adapted from Merriam-Webster Dictionary.

[408] The Glossary of Education Reform. Available at: https://www.edglossary.org/curriculum/.

[409] Id.

[410] Ibid 31.

[411] Ibid 31.

[412] Ibid 1.

[413] Definition from Human Rights Campaign. Available at: www.hrc.org.

[414] Supra note 3.

[415] Id.

[416] Shawn Ginwright, "The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement" (2018). Available at: https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c

[417] Kirwan Institute "Understanding Implicit Bias" Available at: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/.

[418] Girls for Gender Equity, Schools Girls Deserve. Available at: https://www.ggenyc.org/the-schools-girls-deserve/.

[419] Kimberlé Williams Crenshaw, Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color (1991). Available at: https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf.

[420] Id.

[421] Id.

[422] Intersex Society of North America.

[423] Trans Student Educational Resources (2017) Source: http://www.transstudent.org/definitions.

[424] See 34 C.F.R. § 100.3(b)(2) (Dept. of Education). See also 42 U.S.C. § 2000d and Title VI of the Civil Rights Act (prohibiting race, ethnicity and national origin discrimination against e.g., applicants, students, employees) and Title IX (prohibiting sex discrimination).

[425] Adapted from Merriam-Webster Dictionary.

[426] Id.

[427] Race Forward "Race Reporting Guide" (2015) Available at:
https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf.

[428] See generally Skiba et al., supra note 87.

[429] "What is Restorative Practice?" Safer Saner Schools, available at http://www.safersanerschools.org/What-Is-Restorative-Practices.html.

[430] What Is School-Wide PBS?, http://www.pbismaryland.org/LeadershipForum2008/WhatisPBIS.pdf.

[431] See generally Catherine Y. Kim & I. India Geronimo, Am. Civil Liberties Union, Policing In Schools: Developing A Governance Document For School Resource Officers In K-12 Schools (2009), available at http://www.aclu.org/pdfs/racialjustice/whitepaper_policinginschools.pdf; Jason Langberg Et Al., Advocates For Children's Servs., Law Enforcement Officers In Wake County Public Schools: The Human, Educational, and Financial Costs (2011), available at http://www.legalaidnc.org/public/ACS/IssueBrief_Feb-11_SROs_Rev.pdf.

[432] H. Ted Rubin, Juvenile Status Offenders – Historical Antecedents, The Breadth of Proscribed Behaviors, Separation of Non-Criminal Conduct from Delinquent Conduct, Constraints on Judicial Powers, http://law.jrank.org/pages/1543/Juvenile-Status- Offenders.html.

[433] Trans Student Educational Resources. Available at: http://www.transstudent.org/definitions/.

[434] American Institutes for Research (2014) Trauma-Informed Care and Trauma-Specific Services: A Comprehensive Approach to Trauma Intervention.

[435] IBID.

[436] Bazelon Center for Mental Health Law, Wraparound Services available at http://www.bazelon.org/Where-We-Stand/Success-for-All-Children/Mental-Health-Services-for-Children/Wraparound-Services-.aspx.