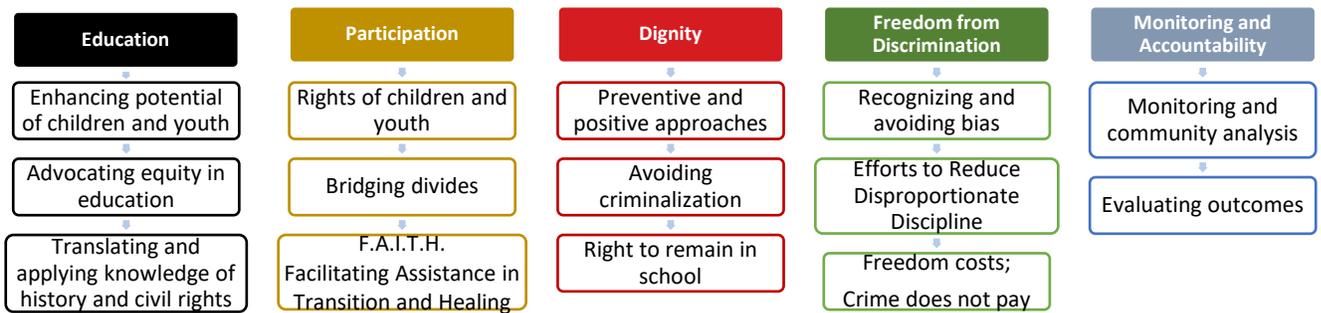


PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

PEN OR PENCIL™ How Do We Write New History?



Human Rights Goal: To guarantee the human right to education, schools (to include juvenile residential facilities) shall provide all children and youth with the learning tools and content necessary to reach their full potential, to participate fully and effectively in a free society, to live and work in dignity, to improve the quality of their lives, to make informed decisions and to continue learning throughout life

- A. The National Alliance of Faith and Justice and its partners believe all children and youth from birth to age 21 shall have a fundamental right to education that shall develop each child's mental and physical abilities, personality and talents to his or her fullest potential and that guarantees equal educational opportunity to all
- B. The National Alliance of Faith and Justice and its partners believe the aims of the fundamental right to an education should be to:

Prepare young people for a responsible life, (even those in juvenile residential facilities), which includes participating actively in society, attaining employment for a living wage to support themselves and their families, and developing understanding, peace and respect among all people.

1. The POP curriculum approach is designed to assist educational partners in providing a high quality education that:
 - a. Is endorsed by the National Council for the Social Studies
 - b. Correlates history with issues of today;
 - c. Promotes social and emotional learning;

PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

- d. Is flexible to different learning needs and styles of individual students or collective bodies;
 - e. Provides appropriate instruction, experiences and discipline for youth, particularly but not exclusively those who are 8-17;
 - f. Is relevant to the changing social, cultural, environmental and economic context of different young people; and
 - g. Involves youth as active and effective participants in the educational process.
2. POP, an evidence-based culturally sensitive mentoring curriculum, includes the relevance of civil and human rights education aligned with partner schools' learning goals. Lessons and activities:
- a. Align with Common Core Standards;
 - b. Emphasize of student empowerment and the skills to be agents of change in their communities;
 - c. Offer evidence-based activities rich in critical thinking, problem solving, which advocate respect for oneself and others, and effective communication skills;
 - d. Emphasize history and culture of the students attending that school and the broader/ethnic community;
 - e. Creative activities that foster academic achievement, school engagement, mental and physical health and creative thinking; and
3. POP advocates innovative and effective instructional methods that encourage all students to achieve the learning goals. POP methodology includes:
- a. Engaging students in the learning process and engage in group and peer-to-peer learning;
 - b. Empowering students to develop independent learning skills by taking individual responsibility for completing program specific tasks; and
 - c. Incorporating youth culture into teaching and learning, where possible, through art, music, dancing, writing and speech.

PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

4. The National Alliance of Faith and Justice and its partners believe youth placed in juvenile correctional settings and alternative settings¹ are entitled to the same standard and quality of education as every student in a traditional education setting. Accordingly, POP adheres to Guiding Principles and Core Activities for Juvenile Justice Secure Care Settings as published by the U.S. Departments of Education in collaboration with the U.S. Department of Justice and supports:
 - a. A continuum of academic and behavioral supports and services to promote long-term educational outcomes for youths who are system- involved, potentially through a tiered framework
 - b. Fairness and equity in the provision of educational services and the promotion of a facility-wide climate that supports learning consistent with federal law
 - c. Access to professional development opportunities for education staff through NAFJ partnership with the National Association of Blacks in Criminal Justice (NABCJ) so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively
 - d. Current instructional methods and materials appropriate to each student's age, grade placement, development, and culture
 - e. The same curriculum and state accountability systems as students in traditional schools
 - f. Formal learning opportunities for the youth that are grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youths with mental health conditions.

Human Rights Goal: *Schools should seek opportunities to enable students to be active and effective participants in the learning process, to express their views and to give input into decisions that affect their lives and education. Schools shall inform students about school policies and practices and their rights connected to them.*

- A.** Through POP, the National Alliance of Faith and Justice and its partners advocate that students should be active participants in the educational process by working with

¹ Denoted as a positive behavioral support interventions (an emerging practice) to support youth at risk and those involved in juvenile corrections in 2007 as **Tools for Promoting Educational Success and Reducing Delinquency**, a project sponsored by the National Association of State Directors of Special Education and the National Disability Rights Network.

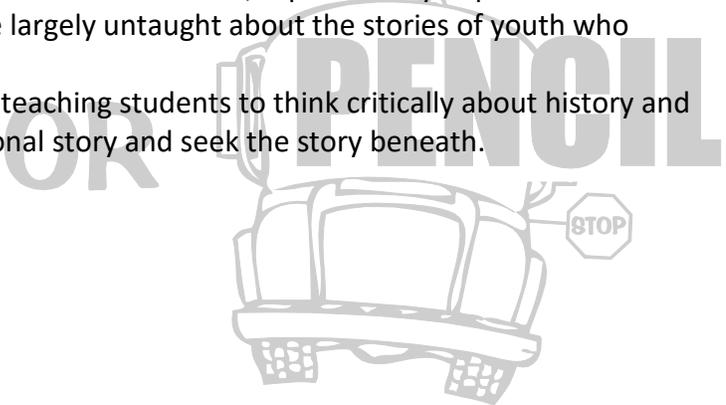
PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

educators and staff, to include school resource officers, to adopt instructional techniques that take into account student voice, teach students effective leadership and participation skills, and provide explanations to students when decisions go against their views.

- a. At its heart, the civil rights movement tells a story of hundreds of thousands of people who believed that they could bring about change.
- b. Seeing oneself as an empowered and effective individual is an essential disposition for effective citizenship, particularly needful in *juvenile residential facilities*) and a goal for which most teachers strive.
- c. Thinking about how to teach for empowerment helps form the essential questions that will drive instruction, planning, and assessment.
- d. Teaching for empowerment, especially when it encourages students to participate in their schools and communities, is particularly important for students of color who are largely untaught about the stories of youth who persevered before them.
- e. Empowerment begins by teaching students to think critically about history and to question the conventional story and seek the story beneath.

PEN
(ITENTIARY)



PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

***Human Rights Goal:** School discipline policies should be aimed at creating a positive school climate, supporting the social and emotional development of students, and teaching non-violence and respect for all members of the school community by viewing social development as a critical aspect of discipline, states, districts and schools shall anticipate and respond to school disciplinary matters in a manner that is consistent with students' sense of dignity and self-worth. The purpose of discipline should be to understand and address the causes of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and intervention support shall be provided to vulnerable families and youth at risk of being pushed out.*

Key Elements of Preventive and Positive Discipline Policies

The day to day experiences faced by teachers in America's classrooms can be very harsh and efforts to create an atmosphere which maximizes learning is challenged by inappropriate behavior, external factors (such as lack of parental cooperation), and even standardization which does not work for all students.

In the United States, nearly one out of every three black men in their twenties is in jail or prison, on probation or parole, or otherwise under criminal justice control. Overall, black males were 6 times and Hispanic males 2.5 times more likely to be imprisoned than white males in 2012. At each stage in a criminal proceeding there are experiences faced by individuals of color, to include disproportionate arrests which begin in schools.

A. Definitions

1. **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.
2. **Social and Emotional Learning (SEL)** – The processes of developing social and emotional skills or competencies in students 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

PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

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.

B. The National Alliance of Faith and Justice and its partners encourage schools to adopt evidence-based, school-wide, preventive and positive discipline policies that are developed with the participation of students, parents or guardians, educators and other stakeholders to the fullest extent possible. Such policies must: implement social and emotional learning; establish positive school climates; adopt positive approaches to discipline; limit the use of exclusion; eliminate zero-tolerance policies; adopt preventive and restorative responses to bullying; and provide training and support to teachers and other school staff to implement those policies.

C. The National Alliance of Faith and Justice and its partners encourage schools to implement POP, a social and emotional learning (SEL) strategy, which can be used as a foundation for creating a positive school environment and effectively implementing positive discipline approaches. Consequently, partnering schools are able to:

1. Teach and reinforce the following competencies in students: self-awareness, self-management and management of feelings, social awareness, how to give and receive criticism, constructive communication skills, relationship skills and responsible decision making;
2. Adopt a specific, structured SEL curricula to supplement classroom learning which last at least nine months, (i.e. lesson plans designed specifically to teach core SEL competencies, including self-efficacy, clear and positive identity, recognition for positive behavior, etc.);²

² "Ethnic identity has been found to be associated with positive psychological outcomes in adolescence—e.g., academic self-efficacy; higher self-esteem, positive self-concept, resiliency and coping; positive parent-child relationships, externalizing and internalizing behavior; physical health, satisfaction with relationships, and quality of life—that buffer racial barriers and stress (Constantine & Blackmon, 2002; Huang & Stormshak, 2011; Martinez & Dukes, 1997; Phinney, 1992; Phinney & Ong, 2007; Utsey, Chae, Brown, & Kelly, 2002). Smith and Silva's (2011) meta-analysis of 184 studies linking ethnic identity to well-being found a stronger relationship for adolescents and young adults than for older adults" (In Grills et al., Under review).

PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

3. Infuse POP activities into regular academic curricula (i.e. structure lessons to enhance students' pro-social involvement, ability to work in groups, and/or relationship with parents, etc.);³
4. Incorporate lessons like those of POP that connect SEL skills to daily life outside the classroom through interactive instruction and providing frequent opportunities for student self-direction;
5. Use POP activities to foster respectful, collaborative and supportive relationships among students, school staff and parents and increase opportunities for healthy bonding among these groups

D. The National Alliance of Faith and Justice and its partners encourage positive school climates as an essential component of preventing disciplinary problems in schools.

1. **We offer the use of POP activities to help promote a participatory and supportive school community** to build strong connections between students and staff, particularly school resource officers (law enforcement). We accomplish this by:
 - a. Customizing school-wide assemblies like Take A Stand To Keep A Seat or other mechanisms about developing positive relationships in schools;
 - b. Creating opportunities for students to engage in art, music, cultural celebrations, sports, free play and other activities to express themselves through our partnership with the National Park Service, the Kinsey Foundation for the Arts and Education and the Association for the Study of African American Life and History;
 - c. Offering mentor-supporting POP activities to help integrate the social and emotional development of students into classroom and school-wide practices.

³ "Cultural and racial socialization messages transmitted by parents and caring adults can strengthen resiliency, coping, and identity development among African American youth (Hughes et al., 2006; Miller & MacIntosh, 1999). Cultural socialization, in particular, has been associated with identity exploration, more advanced stages of identity development, more positive group attitudes, increased persistence and performance, and more group-oriented ethnic behaviors among African American adolescents (Bentley et al., 2009; Demo & Hughes, 1990; Lesane-Brown, 2005; Neblett, Phillip, The Case for Emotional Emancipation and Culturally-based Mentoring Cogburn, & Sellers, 2006; O'Connor, Brooks-Gunn, & Graber, 2000; Stevenson, 1995)" (Grills et al., Under review).

PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

- d. Providing early intervention for students at risk of being pushed out of school, including students with behavior issues and students who have a history of discipline problems. POP early intervention services include:
 - i. Conducting surveys through the Association of Black Psychologists, Inc. asking students what they need and what their concerns are and creating mechanisms to work with students to provide the necessary support;
 - ii. Developing and supporting student leaders to provide mentoring, intervention and mediation to other students.

E. **The National Alliance of Faith and Justice and its partners encourage schools to adopt a positive approach to discipline aimed at:** understanding and addressing the causes of behavior; resolving conflicts and repairing the harm done; restoring the relationships in the school community; and reintegrating students into the school community. This approach includes:

1. Recommending/Offering student assemblies or other school-wide forums at each school at least twice per school year to communicate positive core values and behavioral expectations
2. Hosting VIEW-Ins to assist schools in providing a clear explanation of the range of disciplinary responses, including preventive and positive approaches to school discipline, suspension, expulsion and referral to law enforcement, students' and parents' rights and responsibilities, and culturally responsive classroom strategies;

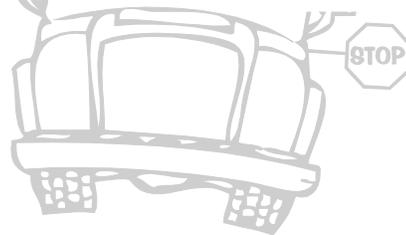
PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

F. The National Alliance of Faith and Justice and its partners are able to provide training, to assist in implementation of social and emotional learning and positive discipline practices and policies, including:

1. Ensuring that staff overseeing design and implementation of the positive discipline policies:
 - a. Are trained in the use of POP to assist in social and emotional learning, as a positive discipline model, culturally responsive approach to education and discipline, and youth development strategy for creating positive school climates.
 - b. Provide ongoing support and technical assistance for schools through local affiliates to implement and monitor positive approaches
 - c. Working to provide families and youth training on integrating positive approaches to discipline in school with positive discipline approaches at home and in community institutions.

PRISON
(INSTITUTIONARY)



PEN OR PENCIL™

Launched in 2005 by the National Alliance of Faith and Justice (NAFJ), PEN OR PENCIL™, is designed to provide a cultural-based mentoring curriculum which aims to alter the pathway that leads from school (pencil) to prison (pen). This pathway begins with the disproportionate exposure of at-risk students to exclusionary disciplinary practices that alienate them from school and contribute to their academic and social failure. This often leads to their dropping out of school and established patterns of antisocial and delinquent behavior, negative peer associations, and criminal activity. Also targeted are juveniles in residential facilities. National collaborations include the U.S. Dept. of Interior National Park Service, National Association of Blacks in Criminal Justice; Youth for Human Rights International, Kemba Smith Foundation, and network affiliates of NAFJ.

Human Rights Goal: *In order to protect all students' human right to an educational system that encourages their full development, we must take steps to eliminate all forms of discrimination based on race, ethnicity, sex, gender identity, sexual orientation, language, national origin, religion, disability, economic or other status, which limit opportunities or services or lead to discriminatory outcomes in education. Discrimination includes both purposeful acts of discrimination and actions, whether in schools or in the communities in which students live, that disproportionately affect particular groups of students.*

A. Through the “Let Me Read You Your Rights” component of POP, the National Alliance of Faith and Justice is committed to strategies intended to enhance procedural justice, reduce implicit bias, and support racial reconciliation in communities where POP students are served. These conditions are defined as follows:

- 1. Procedural justice** is a key component in public trust of law enforcement and public perception of the legitimacy of police (and criminal justice system) authority.
 - a.** Police, to include school resource officers, require voluntary cooperation from the general public to be effective in controlling crime and maintaining order.
 - b.** This requires mutual trust and respect to help reduce disproportionate minority contact.
- 2. Implicit bias** refers to a collection of unconscious attitudes or beliefs that manifest in behavior towards persons or groups.
 - a.** These implicit biases are automatic, difficult to control, and can affect behavior in profound ways. Implicit bias also compromises the effective disbursement of justice and promotion of public safety.
 - b.** Together, we have an affirmative obligation to reduce incidents of bias.
- 3. Racial Reconciliation and Truth Telling** is shorthand for a process of airing grievances and misunderstandings between minority communities affected by violence and overt drug markets and the law enforcement agencies that serve these communities.
 - a.** View-ins and Read-Ins are key environments in which understanding can begin.