### Dismantling the Schoolto-Prison Pipeline

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# Why We Want To Fix School Discipline

- California 2011-2012
  - 709,596 total suspensions (up to 5 days for each suspension)
  - 9,553 expelled students
  - 366,629 students suspended
  - 1 in 20 students suspended
- Disproportionate discipline

African-American students 6.5% of total enrollment, 19% of suspensions



http://data1.cde.ca.gov/dataquest/Expulsion/ExpReports/StateExp.aspx/cYear=2009-10&cChoic=ExpData1&Pageno=1; data released April 19, 2

## Suspensions and Expulsions Make Matters Worse



- High rates of out-of-school suspensions correlate with lower achievement scores, even after controlling for race and poverty.
- Suspended or expelled students
- 6 times more likely to repeat a grade
- 5 times more likely to dropout
- 3 times more likely to have contact with juvenile justice system
- Two decades of research: suspension for low level offenses – doesn't improve behavior, or school climate and sends youth to an unsupervised vacation

#### The Pipeline....

- School exclusions make it far more likely that a student will have contact with the juvenile justice system. Skiba, R, Simmons, A, Staudinger, L, Rausch, M., Dow, G, & Feggins, R. (2003). Consistent Removal: Contributors of school discipline to the school-prison pipeline. Paper presented at the School to Prison Pipeline. Conference, Harvard University, Cambridge, MA.
- One arrest doubles a young person's chance of not finishing high school.
- If a student appears in court, the likelihood of not finishing high school nearly quadruples.

Johanna Wald and Michal Kurlaender, Connected in Seattle? An Exploratory Study of Student Perceptions of Disci-pline and Attachment to Teachers in New Discircions For You're Descriptions: DECONSTRUCTING THE SCHOOL-TO-PRISON PPEUR at 38 (2003); Gary Sweeten, Who Will Graduate? Subryuption of High School Educa-tion by Arrest and Court Involvement, 23 Austrac Quarters 462, 473, 478-79 (2006)

## Arrest and Referrals to Law Enforcement

 Nationally, over 70% of students arrested for school-related offenses or referred to law enforcement are Latino or African-American

(OCR, Civil Rights Data Collection, 2012)

#### Why Does This Matter?

Because This...





...Is being replaced by this!



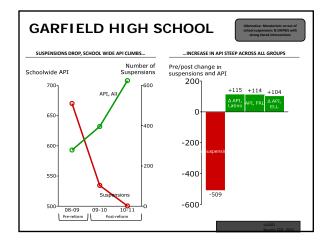
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### Alternatives: Win-Win Education Solution & Required by California Law

- Keep schools safe while holding students accountable
- Increase academic achievement for the entire school
- Increase school funding because attendance rates increase
- Result in greater teacher stability
- Improve overall school climate and satisfaction

## "OTHER MEANS OF CORRECTION" & LCFF/LCAP

- Suspension, including supervised suspension, <u>can only be</u>
   imposed when all other means of correction fail to bring
   about proper conduct, or if the student has committed a "zero
   tolerance offense" (defined further below), or presents a
   danger to people. Cal. Ed. Code § 48900.5
- State Priority Area: School Climate!



#### Teacher Cecily Ina, Rosa Parks Elementary (in San Francisco)

"The climate here is much better [with Restorative Practices]. There is a lot less screaming and fighting from the kids. I also see a lot fewer 'frequent fliers.' I think that the students feel like their voices are being heard so they are less angry and likely to act out."

How We Can Fix School Discipline Toolkits – Step by Step Guide

- What is happening with school discipline?
  - Who does it impact?
  - What can you do about it?
  - Toolkits:
    - For parents and students
    - For educators
    - For educators
       For community leaders



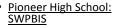
### 1. Explain The Problem

- What are the problems with school discipline in my school?
- Which students are affected?
- How do these issues affect the communities surrounding schools?
- What state and federal laws govern school discipline?



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 Craft a Solution: Read Real Stories of Improved School Climate and Student Behavior





- reduced suspensions by 65%
- raised overall API by 48 points.
- Garfield High School: SWPBIS
  - 683 to 1; API up!
- Rosa Parks Elementary: Restorative Practices
  - 40 to 5

#### 3. Bust the Barrier: Funding

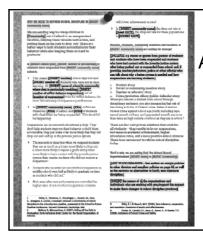
- Funding sources
- Moving away from exclusionary discipline increases school funding:
  - Pioneer High School generated nearly \$100,000 of savings through increased ADA as attendance went up and suspensions went down!
  - Teacher stability also increased!



#### 3. BE A LEADER for change.

- <u>Sample documents</u> help you get started.
- Tools can be <u>cut</u>
   <u>and pasted</u> into a word processing program





Adaptable Tools & Sample Policies

## 4. MONITOR progress.



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#### 5. CONTACT helpful leaders and experts in your area.



- Ask for help!
  - School and Community Leaders and Experts
    Public Counsel
- Partners
  Free resources, training materials, and funding sources!!
  Share best practices.

- Grow and build the network.

#### Let's Fix School Discipline Series: Webinar **Topics**

- Using data to guide your new approaches
- Mental health services and fixing school discipline
- Demystifying Restorative Justice and Restorative Practices
- Funding sources to fix school discipline, federal, state and private
- Addressing Implicit Bias & Disproportionality
- Creating action plans and monitoring mechanisms for implementing alternatives

#### Next Steps: Let's Fix School Discipline!

- Technical assistance/onsite and telephone support: contact Sarah Omojola
  - somojola@publiccounsel.org
  - Phone: 510.529.3472
- Visit www.FixSchoolDiscipline.org and add your contact information to our list so we can notify you about upcoming webinars, important developments, and more opportunities to fix school discipline.
  - Weigh in with your questions, comments and ideas on our blog.
  - Share your stories, strategies, and best practices with us for inclusion in the toolkits.

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