

# Dismantling the School-to-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://data.cde.ca.gov/Dataquest/Executions/Expulsions/StateExp.aspx?Year=2009-10&Chart=SchoolDiscipline>; data retrieved April 10, 2013

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## 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

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### 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: Contributions 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 Karlamander. Connected in Seattle? An Exploratory Study of Student Perceptions of Discipline and Attachments to Teachers in New DIRECTIONS FOR YOUTH DEVELOPMENT: DECONSTRUCTING THE SCHOOL-TO-PRISON PIPELINE 48 (2003); Gary Sweeten, Who Will Graduate? Disruption of High School Education by Arrest and Court Involvement, 23 JUSTICE QUARTERLY 462, 473, 478-79 (2006)

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### 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)

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### 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

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**“OTHER MEANS OF CORRECTION” & LCFF/LCAP**

- Suspension, including supervised suspension, can only be 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!

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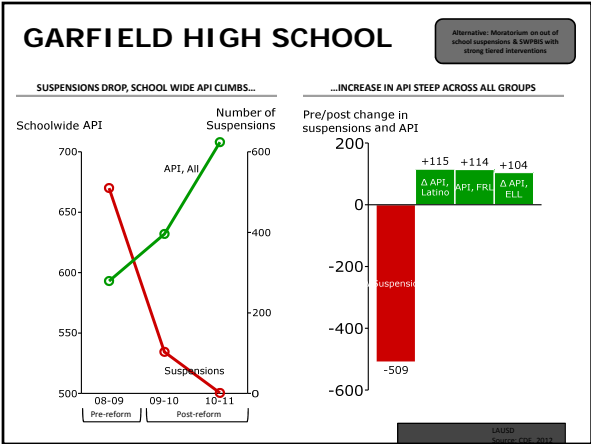
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Teacher Cecily Ina, Rosa Parks Elementary (in San Francisco)

“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.”

[www.fixschooldiscipline.org](http://www.fixschooldiscipline.org)

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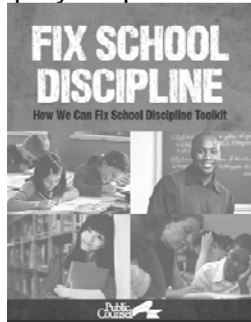
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How We Can Fix School Discipline Toolkits – Step by Step Guide

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



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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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- Fact sheets: help you understand the issues surrounding school discipline & the solutions
- **Tools:** guide you in your own data research




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

- **Pioneer High School: SWPBIS**
  - 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




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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!




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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.

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### 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

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

- Technical assistance/onsite and telephone support: contact Sarah Omojola
  - [somajola@publiccounsel.org](mailto:somajola@publiccounsel.org)
  - Phone: 510.529.3472
- Visit [www.FixSchoolDiscipline.org](http://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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