


A group of young people, mostly Black, are gathered in a circle outdoors on a paved area. Many of them have their right fists raised in the air, a gesture often associated with social justice movements. They are wearing casual clothing like t-shirts and hoodies. In the background, there are palm trees and a building. The overall tone is serious and organized.

School-to-Prison Pipeline

Maryland Commission on the School-to-Prison Pipeline
and Restorative Practices

A large, abstract yellow graphic element in the bottom right corner, consisting of several overlapping, curved shapes that resemble brushstrokes or a stylized map outline.



What is



- Racial justice, civil rights organization based in Washington, D.C.
- Works with grassroots and community-based groups across the U.S. to end the school-to-prison pipeline.
- Uses strategic communications strategies to lift up the voices of impacted communities and change the national conversation.
- Provides resources and best practices on school discipline.



What is the School-to-Prison Pipeline?

The policies and practices that are directly and indirectly pushing students out of school and on a pathway to prison, including:

- Harsh school discipline policies that overuse suspension and expulsion.
- Increased policing and surveillance that create prison-like environments in schools.
- Overreliance on referrals to law enforcement and the juvenile justice system.





Origins of the School-to-Prison Pipeline



1980s

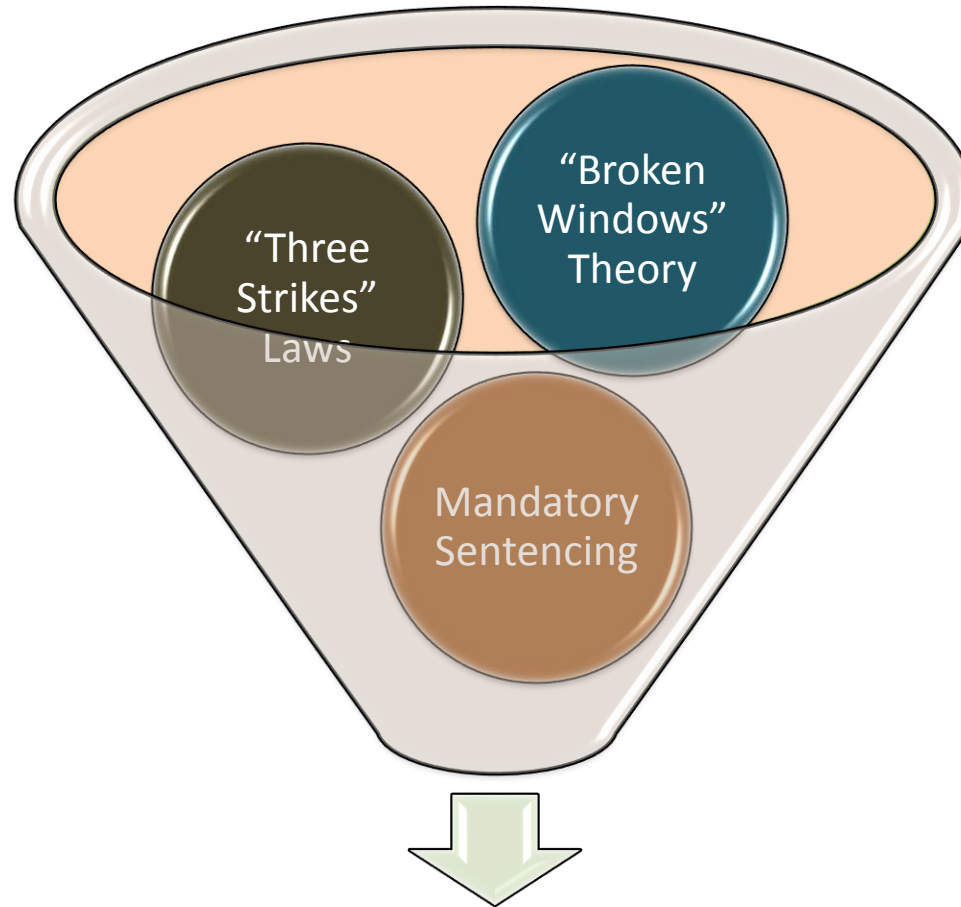
“Zero Tolerance”
drug policies

1990s

Columbine Tragedy

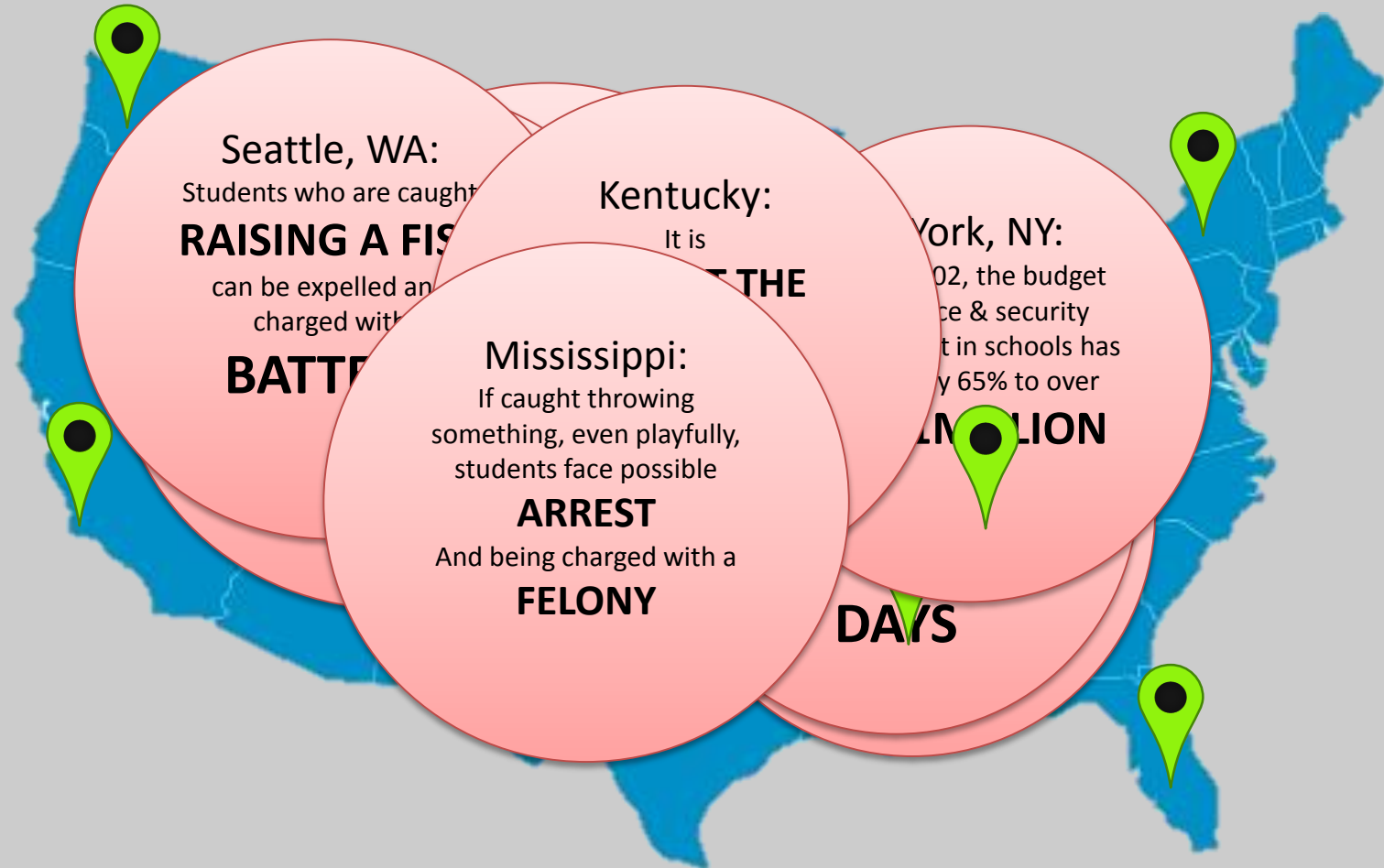


Funneling from Criminal Justice



...to Schools

QUICK FACTS

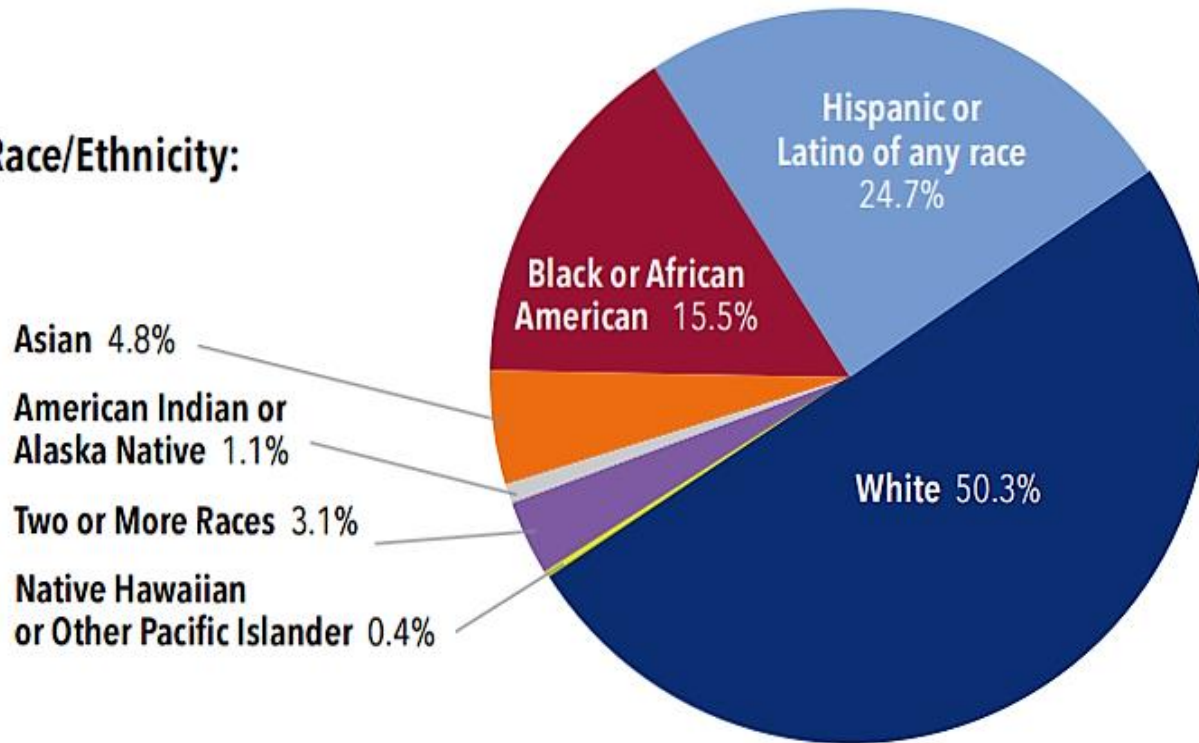




Over 50 Million Students

Nationwide Student Demographics:

Race/Ethnicity:





Nationwide, 2.8 million students received one or more out-of-school suspensions each year

18%
for
black
boys

5%
for
white
boys

10%
for
black
girls

2%
for
white
girls

11%
for
SPED



Black children represent 19% of preschool enrollment, but 47% of preschool children receiving one or more out-of-school suspensions





The Harms of Exclusionary Discipline

The overuse of suspension, expulsion, and other harsh disciplinary practices...

- is linked to worse school climate ratings.
- predicts higher rates of future “misbehavior.”
- is associated with adverse individual and school-wide academic performance.
- increases the likelihood of school dropout.
- increases the likelihood that youth will enter the juvenile/criminal justice systems.



Law Enforcement in Schools

Over 1.3 million juvenile arrests



Schools made over 260,000 referrals to law enforcement of which **Black students made up 27%**



92,000 students were subject to school-related arrests of which **Black students made up 31%**





Law Enforcement in Schools

Black students are 2.3 times as likely to receive a referral to law enforcement or be subject to a school-related arrest as white students

51% of high schools with a student population greater than 75% black and Latino enrollment have sworn law enforcement present

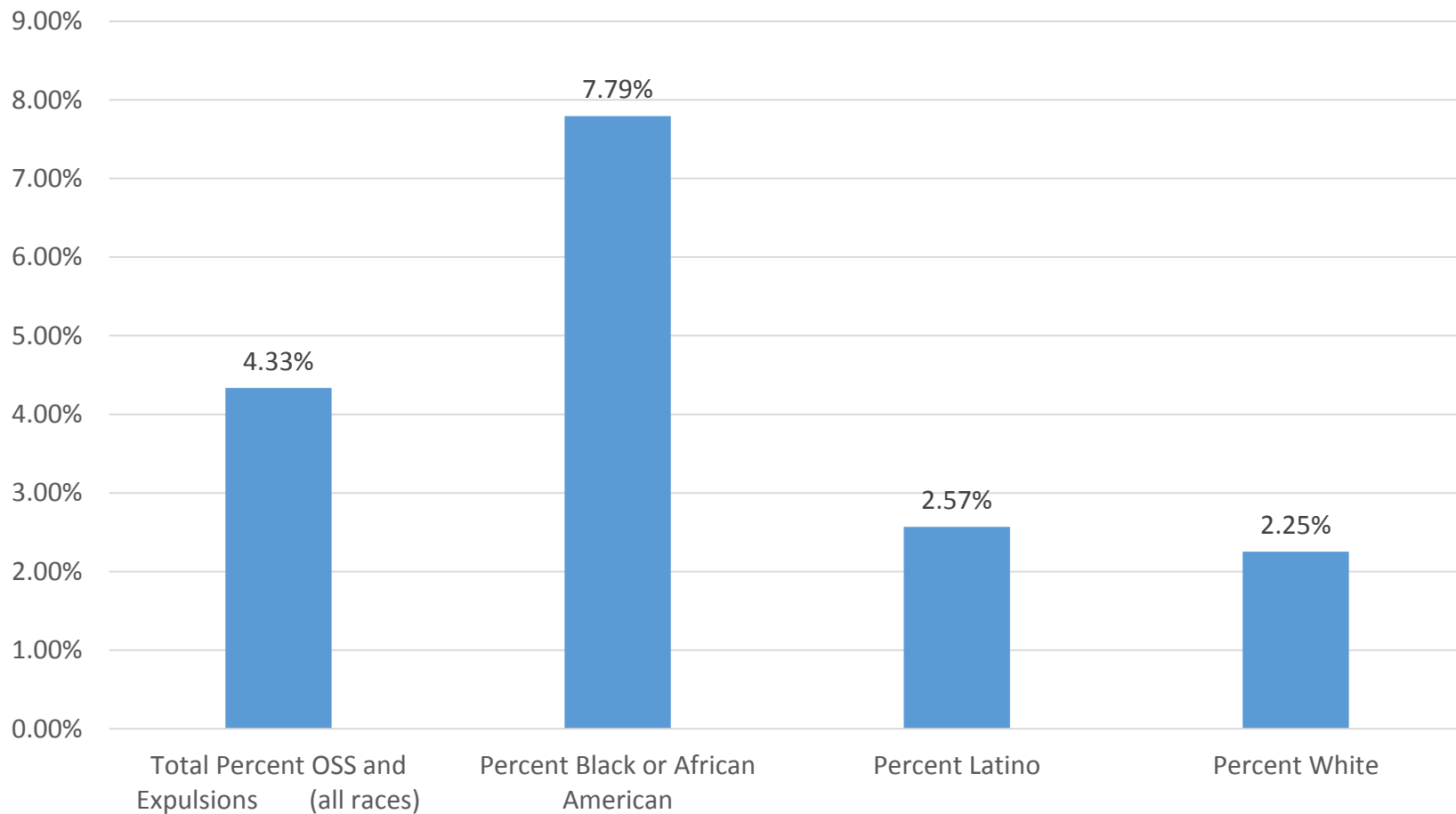
School Police

24% of elementary schools and 42% of high schools have sworn law enforcement present

1.6 million students attend a school with SLEO, but not a school counselor

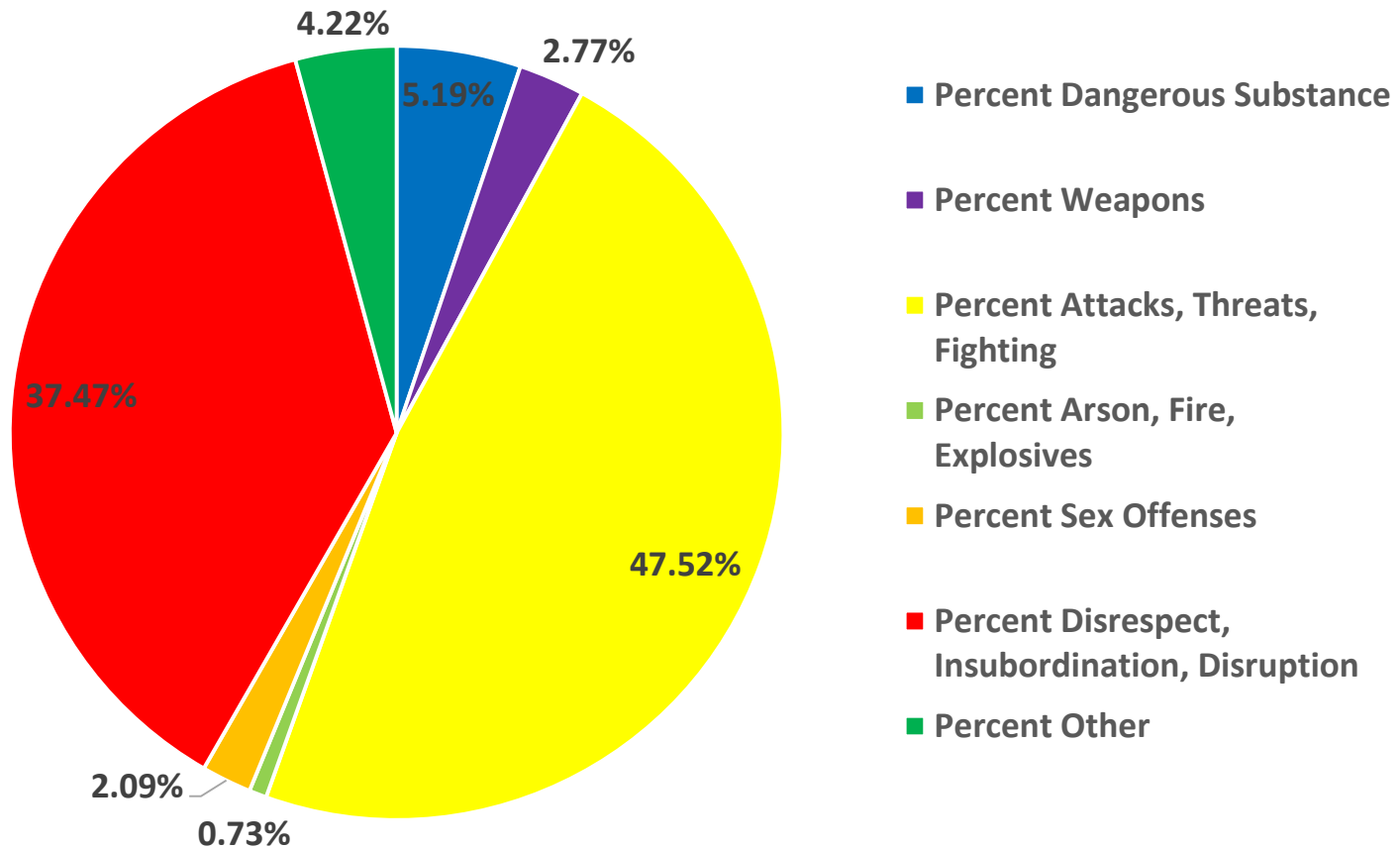


Maryland Public Schools OSS and Expulsion Rates 2015-16





Maryland Public Schools OSS and Expulsions Type of Offense 2015-16





Reclaiming “Safety”

WORKPLACE VIOLENCE SURVEY

Q: What training do you feel would be helpful?

A: Offer more opportunities to students who struggle and have trouble in school environment

A: Restorative training

A: How to restrain someone without being brought up on charges

A: Martial arts class - for teachers

A: Restraining students. Not held liable if we put our hands on them

A: Self-defense training

A: What's allowed to be physically done to students



Reclaiming “Safety”

WORKPLACE VIOLENCE SURVEY

Q: How have you been harassed at your building?

A: Bad language

A: Defiance

A: Non-compliance

A: Name calling



Reclaiming “Safety”

WORKPLACE VIOLENCE SURVEY

Q: Additional comments?

A: I believe disruptive kids should be home bound

A: More worried about legal ramifications

A: Tired of being scared

A: Really hard to go to work when kids are chipping your spirit



“The kids in _____ just want to live a rapper lifestyle. They don’t care about being successful in a traditional way. Very few want to go to college. They want to have lots of kids, get welfare, sit around and do nothing all day while they get paid. Why should they want to be successful in school if they have no goals beyond high school? That’s what we’re fighting against.”

How can we get urban students with no college aspirations to understand the value of an education?

Students don’t have parents who care and students don’t want to be educated.

Many parents do not speak English, do not value education and would rather have the child working or worse yet, do not care where the child is or what they are doing as long as they get their check every month.



“ Instead of learning from our behavior, schools just force us out without real conversations and interventions. Suspensions don't work, summonses don't work, arrests don't work. **Keep us in the classroom, keep us accountable, and build relationships. That works.** ”

— Savannah, age 15

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools

A Guide for Educators



Download the guide today: www.otlcampaign.org/restorative-practices



Padres & Jovenes Unidos

Denver, CO





Education Gap Denver Public Schools

(180+ schools, 90,000+ students)

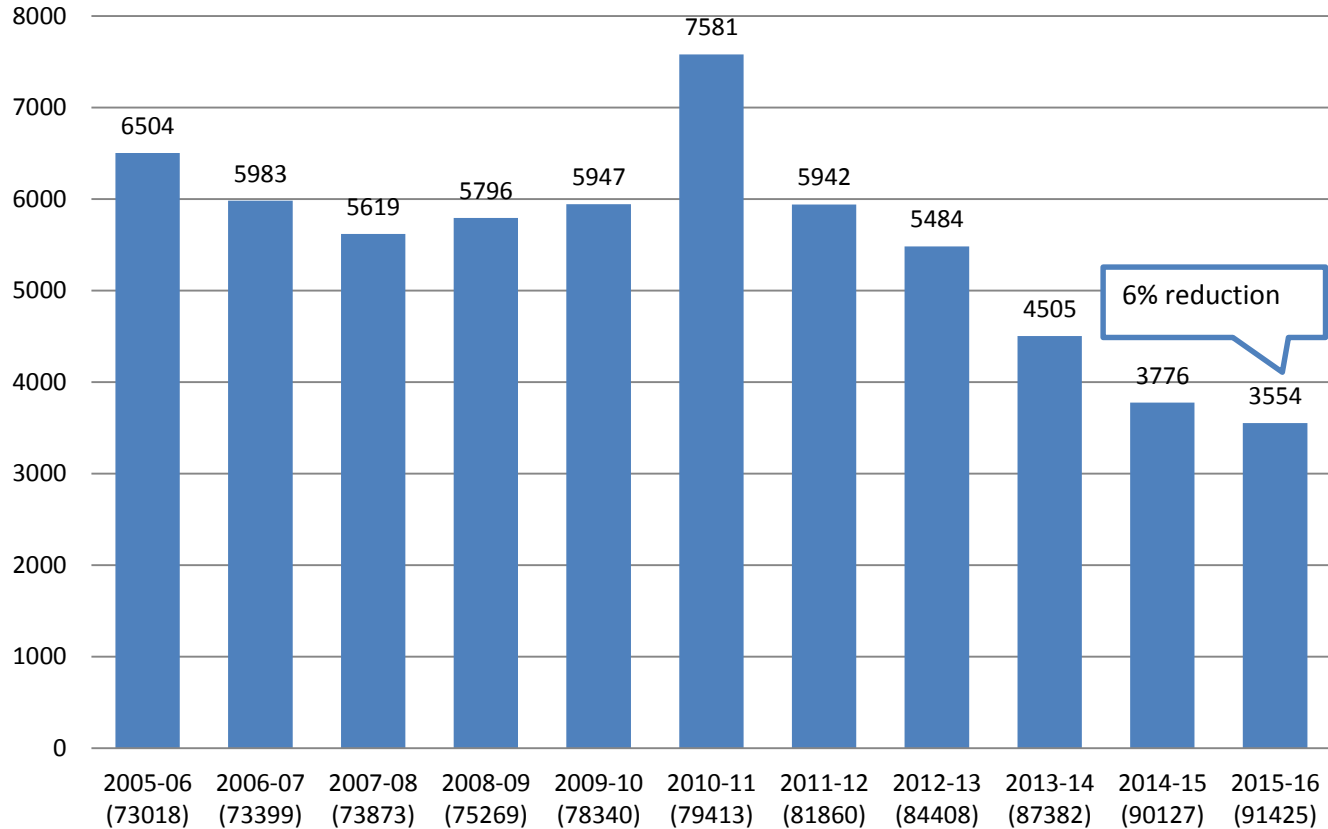
% of Students at Grade Level or Better (grades 3-12)

	Math	Reading	Writing
Latino & African American	31%	43%	31%
White	75%	84%	74%

Every year only 50-60% of Latino, Black, Indigenous students graduate high school, and a total of only 1,600 students go on to 4-year colleges.

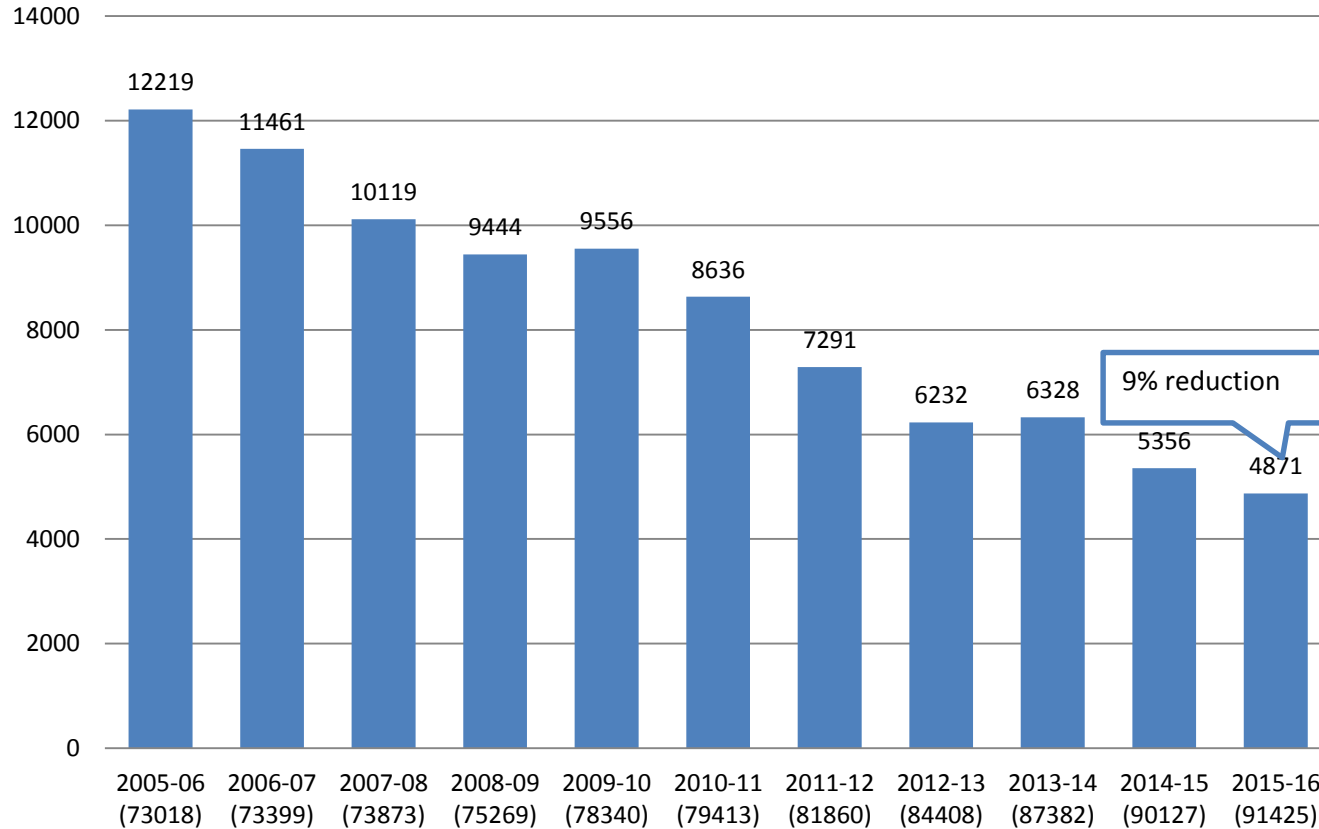
Denver Public Schools

In School Suspensions Unduplicated Students



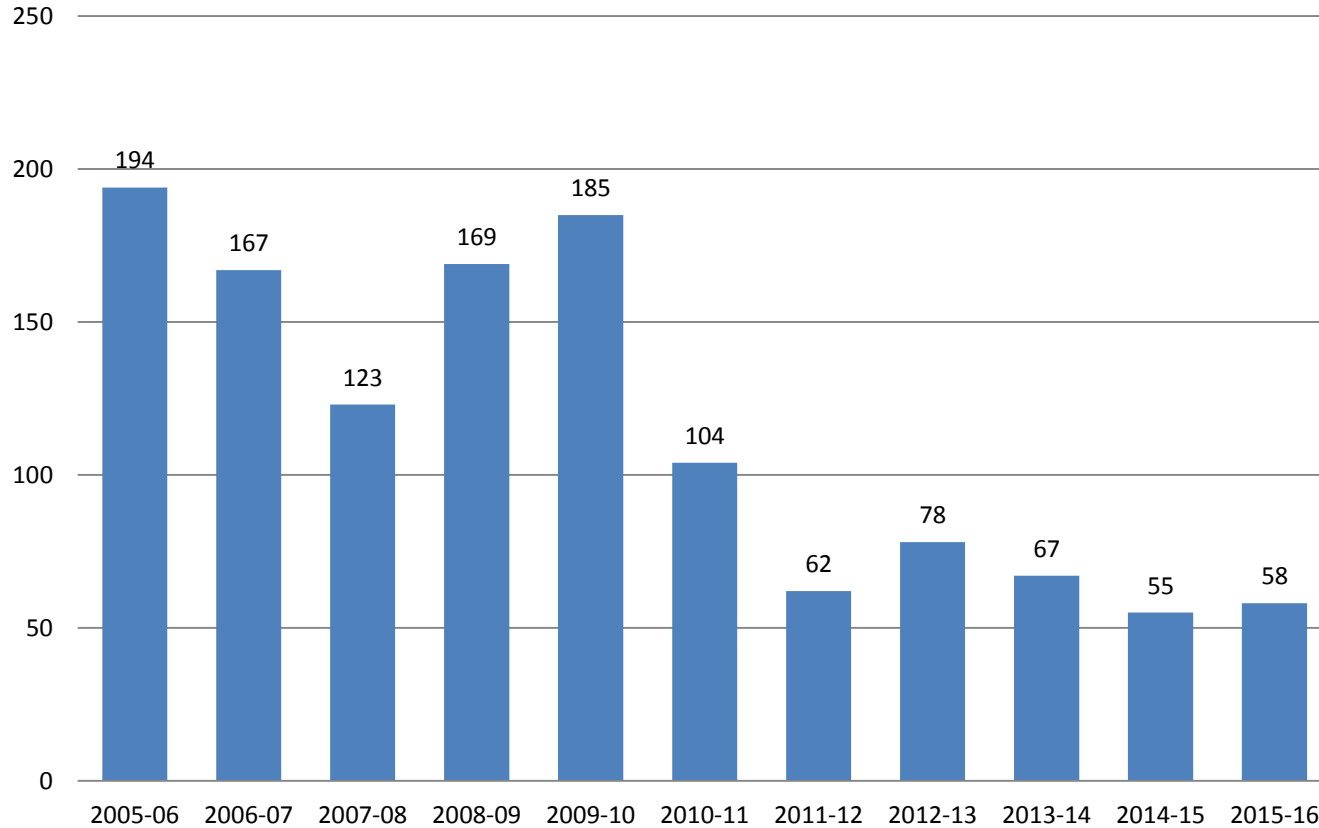
Denver Public Schools

Out of School Suspensions Unduplicated Students



Denver Public Schools

Expulsions Unduplicated Students

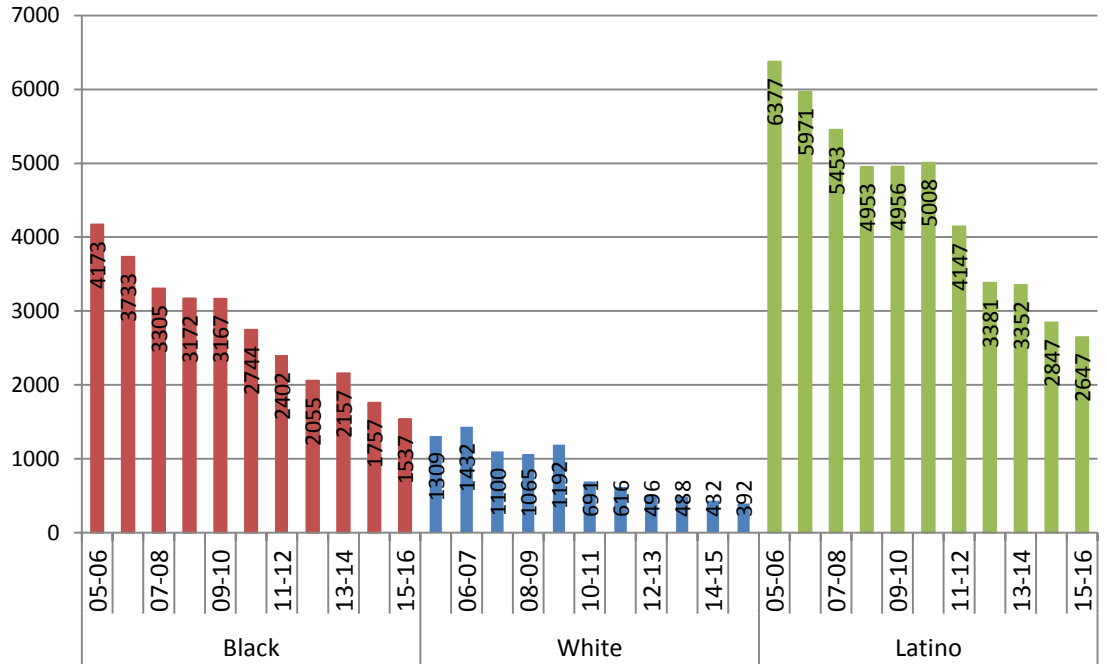


Denver Public Schools

Headlines

- Three-year trend for Black OSS has declined 29%
- Three-year trend for Latino OSS has declined 21%
- Despite overall declines in use of OSS, the proportionate share of Black OSS to total OSS has remained stubbornly stable at approximately 33%

Unduplicated OSS Disaggregated by Race



District Enrollment										
05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
73018	73399	73873	75269	78340	79413	81860	84408	87382	90127	91425



[RESTORATIVE
JUSTICE
IN OAKLAND SCHOOLS
IMPLEMENTATION
AND IMPACTS]

AN EFFECTIVE STRATEGY TO REDUCE RACIALLY DISPROPORTIONATE
DISCIPLINE, SUSPENSIONS AND IMPROVE ACADEMIC OUTCOMES





Oakland

- 47% of teachers reported reduced office referrals; 53% said it helped reduce referrals for Black students
- In one year the Black student suspension rate fell by 37%
- Participants were suspended less over time (from 34% in SY2011-12 to 14% in the following two years)
- Middle schools practicing RJ saw absenteeism drop by 24% while non-RJ middle schools saw a 62% rise in absenteeism
- RJ high schools saw a 56% decline in dropouts compared to only 17% for non-RJ high schools
- 4-year graduation rates in RJ high schools increased by 60% compared to only 7% in non-RJ high schools



70% of staff reported that restorative practices are helping to improve school climate at their school

Figure 17: Perceived impact of Restorative Practices on Students; Conflict Resolution and Social-emotional Skills

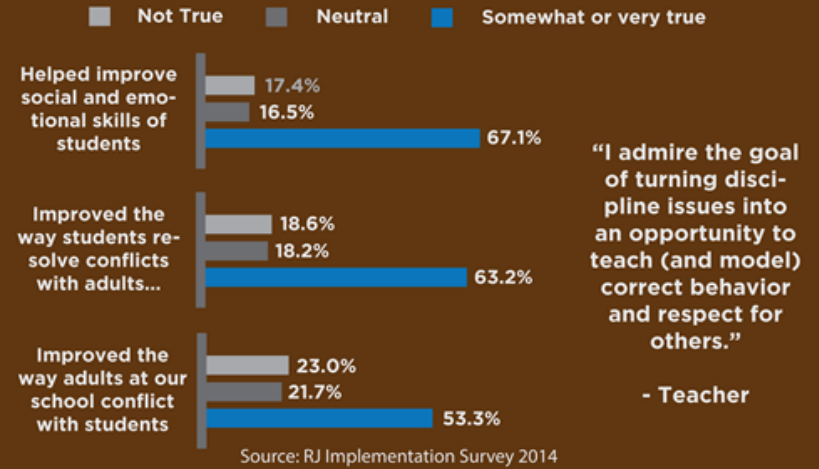
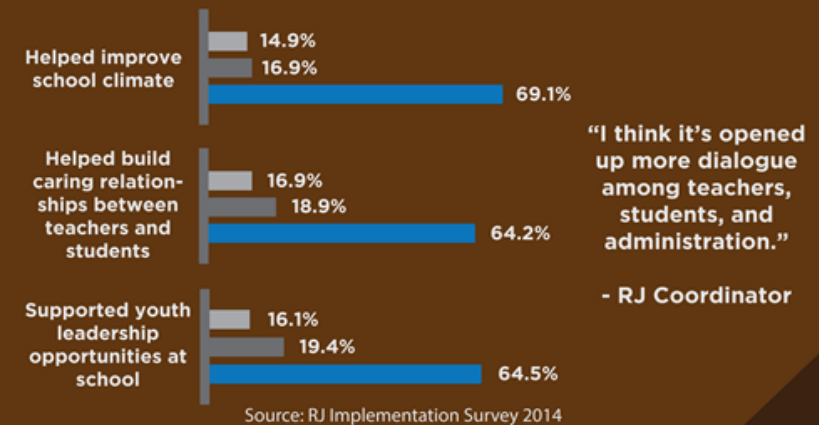


Figure 19: Perceived impact of restorative justice practices on school level outcomes this year





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#school2prison

