School-to-Prison Pipeline

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

“Three Strikes” Laws

“Broken Windows” Theory

Mandatory Sentencing

...to Schools
Florida: In some school districts, classroom disruptions are now a CRIMINAL OFFENSE.

Texas: 163 SCHOOL DISTRICTS have their own POLICE DEPARTMENTS.

Detroit, MI: Talking, making noise in class, & public displays of affection can result in a suspension of up to 20 DAYS.

Los Angeles, CA: LA Unified School District has its own police department with a staff of 530 PERSONNEL including detectives and canines.

New York, NY: Since 2002, the budget for police & security equipment in schools has grown by 65% to over $221 MILLION.

Seattle, WA: Students who are caught RAISING A FIST can be expelled and charged with BATTERY.

Kentucky: It is AGAINST THE LAW to disrupt class and considered ABUSE of the teacher.

Mississippi: If caught throwing something, even playfully, students face possible ARREST And being charged with a FELONY.
Over 50 Million Students

Nationwide Student Demographics:

Race/Ethnicity:

- White 50.3%
- Hispanic or Latino of any race 24.7%
- Black or African American 15.5%
- Asian 4.8%
- American Indian or Alaska Native 1.1%
- Two or More Races 3.1%
- Native Hawaiian or Other Pacific Islander 0.4%
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.

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

- Total Percent OSS and Expulsions: 4.33%
- Percent Black or African American: 7.79%
- Percent Latino: 2.57%
- Percent White: 2.25%
Maryland Public Schools OSS and Expulsions
Type of Offense 2015-16

- Percent Dangerous Substance: 4.22%
- Percent Weapons: 5.19%
- Percent Other: 0.73%
- Percent Attacks, Threats, Fighting: 2.77%
- Percent Arson, Fire, Explosives: 2.09%
- Percent Sex Offenses: 37.47%
- Percent Disrespect, Insubordination, Disruption: 47.52%
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
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
## Education Gap
### Denver Public Schools
(180+ schools, 90,000+ students)

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino &amp; African American</td>
<td>31%</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
<td>84%</td>
<td>74%</td>
</tr>
</tbody>
</table>

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.
In School Suspensions
Unduplicated Students

Denver Public Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>In School Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>6504 (73018)</td>
</tr>
<tr>
<td>2006-07</td>
<td>5983 (73399)</td>
</tr>
<tr>
<td>2007-08</td>
<td>5619 (73873)</td>
</tr>
<tr>
<td>2008-09</td>
<td>5796 (76330)</td>
</tr>
<tr>
<td>2009-10</td>
<td>5974 (78340)</td>
</tr>
<tr>
<td>2010-11</td>
<td>7581 (79413)</td>
</tr>
<tr>
<td>2011-12</td>
<td>5942 (81860)</td>
</tr>
<tr>
<td>2012-13</td>
<td>5484 (84408)</td>
</tr>
<tr>
<td>2013-14</td>
<td>4505 (87382)</td>
</tr>
<tr>
<td>2014-15</td>
<td>3776 (90127)</td>
</tr>
<tr>
<td>2015-16</td>
<td>3554 (91425)</td>
</tr>
</tbody>
</table>

6% reduction
Denver Public Schools

Out of School Suspensions
Unduplicated Students

9% reduction

2005-06 (73018) 12219
2006-07 (73399) 11461
2007-08 (73873) 10119
2008-09 (75269) 9444
2009-10 (78340) 9556
2010-11 (79413) 8636
2011-12 (81860) 7291
2012-13 (84408) 6232
2013-14 (87382) 6328
2014-15 (90127) 5356
2015-16 (91425) 4871
Denver Public Schools

Expulsions
Unduplicated Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>194</td>
</tr>
<tr>
<td>2006-07</td>
<td>167</td>
</tr>
<tr>
<td>2007-08</td>
<td>123</td>
</tr>
<tr>
<td>2008-09</td>
<td>169</td>
</tr>
<tr>
<td>2009-10</td>
<td>185</td>
</tr>
<tr>
<td>2010-11</td>
<td>104</td>
</tr>
<tr>
<td>2011-12</td>
<td>62</td>
</tr>
<tr>
<td>2012-13</td>
<td>78</td>
</tr>
<tr>
<td>2013-14</td>
<td>67</td>
</tr>
<tr>
<td>2014-15</td>
<td>55</td>
</tr>
<tr>
<td>2015-16</td>
<td>58</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>3172</td>
<td>3167</td>
<td>2741</td>
<td>2753</td>
<td>2579</td>
<td>1525</td>
<td>1309</td>
<td>1067</td>
<td>8198</td>
<td>78340</td>
<td>79413</td>
</tr>
<tr>
<td>White</td>
<td>4173</td>
<td>4037</td>
<td>3733</td>
<td>3727</td>
<td>3453</td>
<td>2314</td>
<td>2055</td>
<td>1757</td>
<td>1537</td>
<td>1432</td>
<td>1309</td>
</tr>
<tr>
<td>Latino</td>
<td>3686</td>
<td>3399</td>
<td>3172</td>
<td>2687</td>
<td>2744</td>
<td>1957</td>
<td>1549</td>
<td>1276</td>
<td>1192</td>
<td>1100</td>
<td>965</td>
</tr>
</tbody>
</table>
AN EFFECTIVE STRATEGY TO REDUCE RACIALLY DISPROPORTIONATE DISCIPLINE, SUSPENSIONS AND IMPROVE ACADEMIC OUTCOMES

PREPARED FOR THE OFFICE OF CIVIL RIGHTS
U.S. DEPARTMENT OF EDUCATION

September 2014
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.
Contact Information

Dwanna Nicole
Advancement Project
www.advancementproject.org
dnicole@advancementproject.org
@dwananicole
@adv_project
#school2prison