

How can we help fight the School to Prison Pipeline?

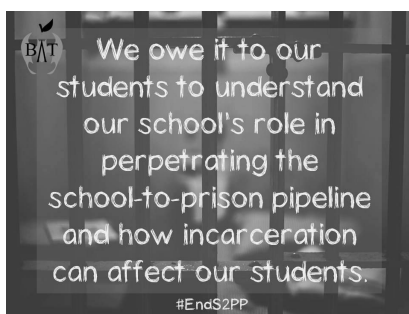
Decarcerate NJ is involved in the nationwide movement to bring attention to mass incarceration rates and slave prison labor. Events are being planned throughout the country to occur on and around the anniversary of the Attica Prison uprising. Please visit their site for more information and events:

http://decarceratenj.blogspot.com/2016/08/nj-solidarity-w-sept-9-multi-state_61.html

The New York State Special Commission on Attica suggests that “With the exception of Indian massacres in the late 19th century, the State Police assault which ended the four-day prison uprising was the bloodiest one-day encounter between Americans since the Civil War.”

On this anniversary we urge you to join us as we work to educate ourselves and other educators about mass incarceration in the United States. This week we will post a series with resources.

Why is this important to us as educators?



(MON) We owe it to our students to understand our school’s role in perpetrating the school-to-prison pipeline and how incarceration can affect our students.

Let’s face it, 70% of our teaching force is white and female. We are also a smaller percent of the population that faces incarceration. We don’t have as full of an understanding as people that have been directly impacted as a result of a family member being incarcerated. We need to recognize

this and we need to help each other understand it. Part of that understanding includes understanding the school-to-prison pipeline. Print out some of these articles and leave them in the faculty room. Hang some of the graphics on the wall. Plan an after-school meeting to have an open discussion about this topic.

Articles:

When Mass Incarceration Trickles Down to Children

http://www.huffingtonpost.com/michele-goodwin/when-mass-incarceration-t_b_11554242.html

How School Suspensions Push Black Children Behind

<http://www.theatlantic.com/education/archive/2016/02/how-school-suspensions-push-black-students-behind/460305/>

The School-to-Prison Pipeline is an Epidemic That Can be Cured

http://www.huffingtonpost.com/entry/the-school-to-prison-pipeline-is-an-epidemic-that-can-be-cured_us_57bc822be4b00d9c3a1a3934

Preliminary Report from the School-to-Prison Pipeline Task Force

http://www.americanbar.org/content/dam/aba/administrative/diversity_pipeline/stp_preliminary_report_final.authcheckdam.pdf

Debtor's Prison for Kids

http://www.commondreams.org/news/2016/08/31/debtors-prison-kids-poor-children-incarcerated-when-families-cant-pay-juvenile-court?utm_campaign=shareaholic&utm_medium=facebook&utm_source=socialnetwork

<http://debtorsprison.jlc.org/#!/map>

NEA Takes a Stand on the School-to-Prison Pipeline

<http://ra.nea.org/2016/07/06/nea-takes-stand-school-prison-pipeline/>

NEA Policy Statement

<http://ra.nea.org/delegate-resources/policy-statement-on-discipline/>

AFT Racial Equity Task Force

<http://www.aft.org/resolution/supporting-recommendations-aft-racial-equity-task-force-and-work-performed>

Guide for having discussions about mass incarceration:

The Chicago Prison Industrial Complex Teaching

http://www.racialequitytools.org/resourcefiles/introduction_to_the_prison_industrial_complex-curriculum-final.pdf

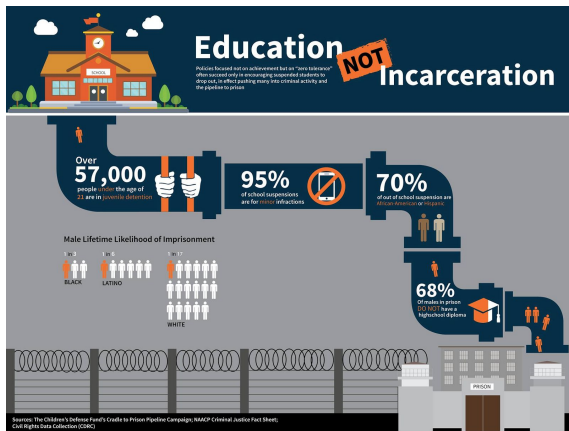
Teacher Resources

Toolkit to share with teachers with resources to help break the school-to-prison pipeline

<http://www.tolerance.org/school-to-prison-pipeline>

<http://www.tolerance.org/magazine/number-43-spring-2013/feature/teachers-guide-rerouting-pipeline>

Images:



Who's getting PUSHED OUT?

Students of color, students with disabilities, students in foster care and LGBTQ students are more likely to be suspended and expelled than their peers.^{1,6}

Expulsions of youth of color.^{1,6}

Black students are **3.5 times** more likely to be expelled than white students. Latino students are **2 times** and American Indian students **1.5 times** more likely to be expelled than white students.

Suspension/expulsion of youth in foster care.¹

Students in foster care are **3 times** more likely to be suspended or expelled than students in the care of a guardian.

Suspension + expulsion of students with disabilities.⁷

Students with disabilities are **2 times** more likely to be suspended and expelled than general education students.

Expulsion of LGBTQ youth.¹

LGBTQ students are **1.4 times** more likely to be expelled than straight-identified youth.

Pathways to PUSHOUT

Over a million students who start high school this year won't finish.¹ Push back for dignity and fairness!

SUSPENSIONS AND EXPULSIONS^{2,6}

More U.S. students are being suspended than ever before. In 2006, 3.3 million students were suspended out-of-school at least once and 102,000 were expelled. Most suspensions are for minor misbehavior like "disruptive behavior," "insubordination" or school fights. Even preschool students are being expelled - at more than three times the rate of K-12 students.

SCHOOL BASED ARRESTS^{1,3,8}

More and more law enforcement officers are in schools and stepping in to handle discipline issues. Arrests in school are increasing and adding to the time students are out of class. Most school arrests are for minor incidents like "disturbance of the peace" or "disruptive conduct," not dangerous or violent crimes.

HIGH STAKES TESTING^{1,4,5}

Some schools increase their test scores by pushing out low-scoring students. Low-scoring students are suspended during testing days, transferred to alternative schools, enrolled in GED programs or just expelled.

PUSHED OUT!

How High-Stakes Testing Feeds the School-to-Prison Pipeline

Politicians force many classrooms to focus on test prep.

Test-prep culture undermines student engagement

Bored students are more likely to act out

Zero tolerance imposes harsh discipline for minor infractions

Suspensions, expulsions rise, fueling dropouts

Some schools push out low-scoring students to boost results

Students of color and learning disabled hit hardest

Out-of-school teens more likely to get in trouble, end up in prison

Undo the damage: reform assessment, reverse zero tolerance. Learn more at www.fairtest.org

SCHOOL-TO-PRISON PIPELINE

School disciplinary policies disproportionately affect Black students.

Category	White	Black
Public School Enrollment	51%	16%
Multiple Suspensions	31%	42%

Zero-tolerance discipline has resulted in Black students facing disproportionately harsher punishment than white students in public schools.¹

Black students represent **31%** of school-related arrests²

Black students are suspended and expelled **3x** more than white students.³

Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.⁴

BROWN AT 60: STILL SEPARATE, STILL UNEQUAL.
#BrownAt60

ACLU
AMERICAN CIVIL LIBERTIES UNION

1. Data Snapshot: School Discipline <http://www2.ed.gov/about/offices/list/oea/oea-2012-discipline-snapshot.pdf>
2. Ibid.
3. Ibid.
4. <http://www2.ed.gov/about/offices/list/oea/oea-2012-discipline-snapshot.pdf>

Many of our current disciplinary practices and systems are full of subjectivity and bias. A recent study has found that when students are suspended or expelled, the likelihood that they will repeat a grade, not graduate, and/or become involved in the juvenile justice system increases significantly. African-American students and children with particular educational disabilities who qualify for special education were suspended and expelled at especially high rates.

<https://csgjusticecenter.org/youth/breaking-schools-rules-report/>

Restorative justice practices can be one way to work towards change in our schools. They require us to address the roots of student misbehavior. But we need to possess a willingness to rethink and rework our classrooms, schools, and school districts.

More explanation can be found at Rethinking Schools

http://www.rethinkingschools.org/archive/29_01/edit1291.shtml

Locate educators and administrators and parents in your district that are interested in finding an alternative way to handle school discipline. Research restorative justice practices and create a working team for implementation.

Some resources:

Teaching Restorative Practice with Classroom Circles

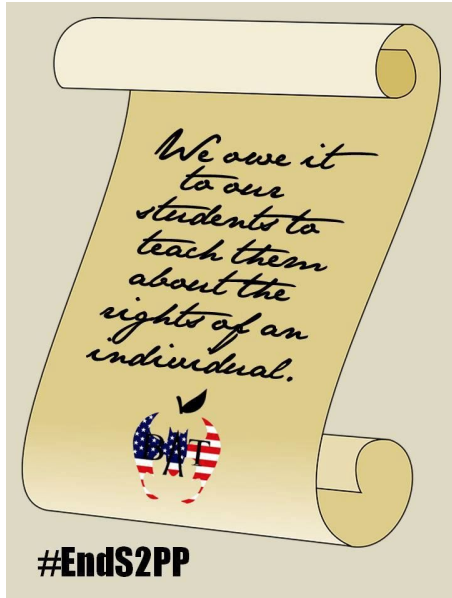
<http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

Restorative Justice 4 Schools - UK

<http://www.esc20.net/users/0114/docs/SchoolImplementationPack%20RestorativeJustice4SchoolsUK.pdf>

Implementing Restorative Justice

<https://www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pdf>



(THURS) We owe it to our students to teach them about the rights of an individual.

Students need to be taught what their rights are, how to assert their rights, the law and history of such individual rights.

Resources:

Activities from Human Rights Resource Center

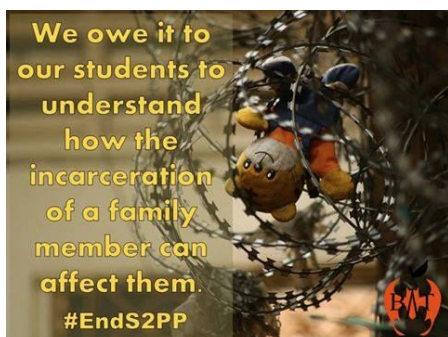
<http://hrlibrary.umn.edu/edumat/activities.shtm>

The Advocates for Human Rights

http://www.theadvocatesforhumanrights.org/for_educators

Facing History and Ourselves

<https://www.facinghistory.org/topics/justice-human-rights>



(FRI) We owe it to our students to understand how the incarceration of a family member can affect them.

In order to provide support, we must first develop an understanding.

Resources:

Children of Incarcerated Parents: Presentations

<http://youth.gov/youth-topics/children-of-incarcerated-parents/presentations>

National Institute of Corrections: Children of Incarcerated Parents

<http://nicic.gov/coip>

Mass Incarceration: Collateral Damage: The Children Left Behind

<https://www.thenation.com/article/mass-incarcerations-collateral-damage-children-left-behind/>