

"RAISING EXPECTATIONS - DETOURING THE SCHOOL TO PRISON PIPELINE"

*Dr. Tara Rinehart, Director of Special Services
Officer Doug Scheffel, Coordinator of Safety & Security
Deputy Richard Craig, Marion Co. Sheriff's Office*



WE ARE WAYNE!

GREAT SCHOOLS :: GREAT COMMUNITY

we are wayne

- M.S.D. of Wayne Township was established in 1962 (Wayne Township Schools in 1852)
- Located on the west side of Indianapolis, IN over 37.5 square mi.
- \$210 million annual budget
- 20 schools and 23 facilities - 3.3 million sq ft under roof
 - 1 Preschool Center
 - 11 Elementary Schools
 - 2 7/8 Grade Centers
 - 1 Ninth Grade Center
 - 3 High Schools
 - 2 Alternative Schools
 - 5 non-school facilities
- 2,500 employees serve our schools
- 6 SROs in buildings, 2 addtl administrative security
- **16,593** students are enrolled in M.S.D. Wayne Twp Schools (preK-12)
- Student Demographics:
 - 34.4% White
 - 31.7% African-American,
 - 26.8% Hispanic,
 - 6.1% Multi-Racial,
- 76% of students qualify for assistance (Free and reduced)
- 67 different languages spoken
- ~13% Students with Disabilities
- ~15% English Language Learners

A SCHOOL TO PRISON PIPELINE?

https://www.youtube.com/watch?v=gQe5_1WayiI&list=PLAC5CYvz_XO9ZNRQ8o5kcjqtmqHayboXD&index=3



DATA - WHO'S IN THE PIPELINE?

Today, 6.4 million students in the U.S. are classified as needing special education. They make up **13 percent of the nation's K-12 enrollment.**

- children with disabilities
 - Among the incarcerated youth, **85%** have learning and/or emotional disabilities, yet only **37%** of these youth receive(d) special education while in school. Most SWD were either undiagnosed or not properly served in school.
 - Many students have invisible disabilities, such as specific learning disability (SLD), emotional disturbance, posttraumatic stress disorder, or attention deficit/hyperactivity disorder (ADHD).

DATA - WHO'S IN THE PIPELINE?

A 2009-2010 survey of 72,000 schools (K-12) shows that while Black students made up only **18%** of those enrolled in the schools sampled, they accounted for **35%** of those suspended once, **46%** of those suspended more than once and **39%** of all expulsions.

- **racial minorities**

- African-American students are **3.5 times** more likely than their white classmates to be suspended or expelled, according to a nationwide study by the U.S. Department of Education Office for Civil Rights.

zero Tolerance

For 20 years, zero tolerance policies in schools have lead to stories such as these:

- A five-year-old boy in Pennsylvania was suspended for bringing a five-inch toy ax to school as part of his firefighters Halloween costume. [Neuman, K. (1998, November 12). Deer Lakes apologizes to firefighters for toy ax ban. *Pittsburgh Post-Gazette*, p. 3.]
- A sophomore who brought nail clippers with an attached nail file to school was given a 10-day suspension and threatened with expulsion. [Ruth, D. (1999, June 7). Zero tolerance for zero tolerance. *Tampa Tribune*, p. 2.]

Zero tolerance can be roughly defined as a disciplinary policy used in schools that punishes selected offenses severely (no matter the circumstances) in order to send the message that the specified behaviors will not be tolerated.

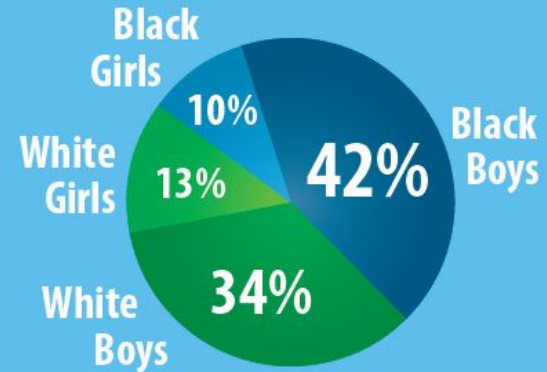
What alternatives do you use in your student code of conduct?

our YOUNGEST

The implicit bias was present in both black and white preschool teachers

Starts in Preschool:

A Yale study found that preschool teachers **disproportionately watch Black boys** for potential misbehavior:



Source: Yale University Child Study Center, September 28, 2016

Incarceration increases

- Approximately 500,000 people in jails or prisons in 1980 compared to 2.3 million in 2008 (BJS, 2008).
- State and federal prison population alone doubled between 1990 and 2000, primarily due to changes in sentencing guidelines (Klein et al. 2004). T

The rise in incarceration rates varied across race and ethnicity.

From 1988 to 1994,

- number of young black prisoners aged 18 to 25 increased 355%,
- number of young Hispanics increased 82 % and,
- number of young whites increased 67% (Jackson 1997).

Over 90% of the prison population is **men**, almost half are **black**, and the data available to us at this point indicate that 40 percent **have not completed high school** (Stephan and Karberg 2003, Harlow 2003).

Source (U.S. Census Bureau, Housing and Household Economic Statistics Division)

EDUCATIONAL ATTAINMENT OF WORKING AGE POPULATION 25 TO 64

Educational Attainment	Indiana	National Average
Not a high school graduate	11%	12%
High school diploma or GED	54%	48%
Associate's Degree	9%	9%
Bachelor's Degree	17%	20%
Graduate degree	9%	11%

Source (Kids Count - The Annie E. Casey Foundation)

EDUCATIONAL ATTAINMENT OF STATE, FEDERAL AND LOCAL INMATES

Educational Attainment	State Prison Inmates	Federal Prison Inmates	Local Jail Inmates
8 th Grade or Less	14.2%	12.0%	13.1%
Some High School	25.5%	14.5%	33.4%
GED	28.5%	22.7%	14.1%
High School Diploma	20.5%	27.0%	25.9%
Postsecondary/Some College	9.0%	15.8%	10.3%
College Graduate or More	2.4%	8.1%	3.2%

Source (U.S. Department of Justice)

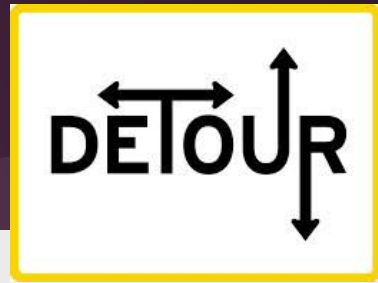
Not In Our Town



COPS US Dept of Justice <https://cops.usdoj.gov/supportingsafeschools>

So how does partnership and collaboration change the data?

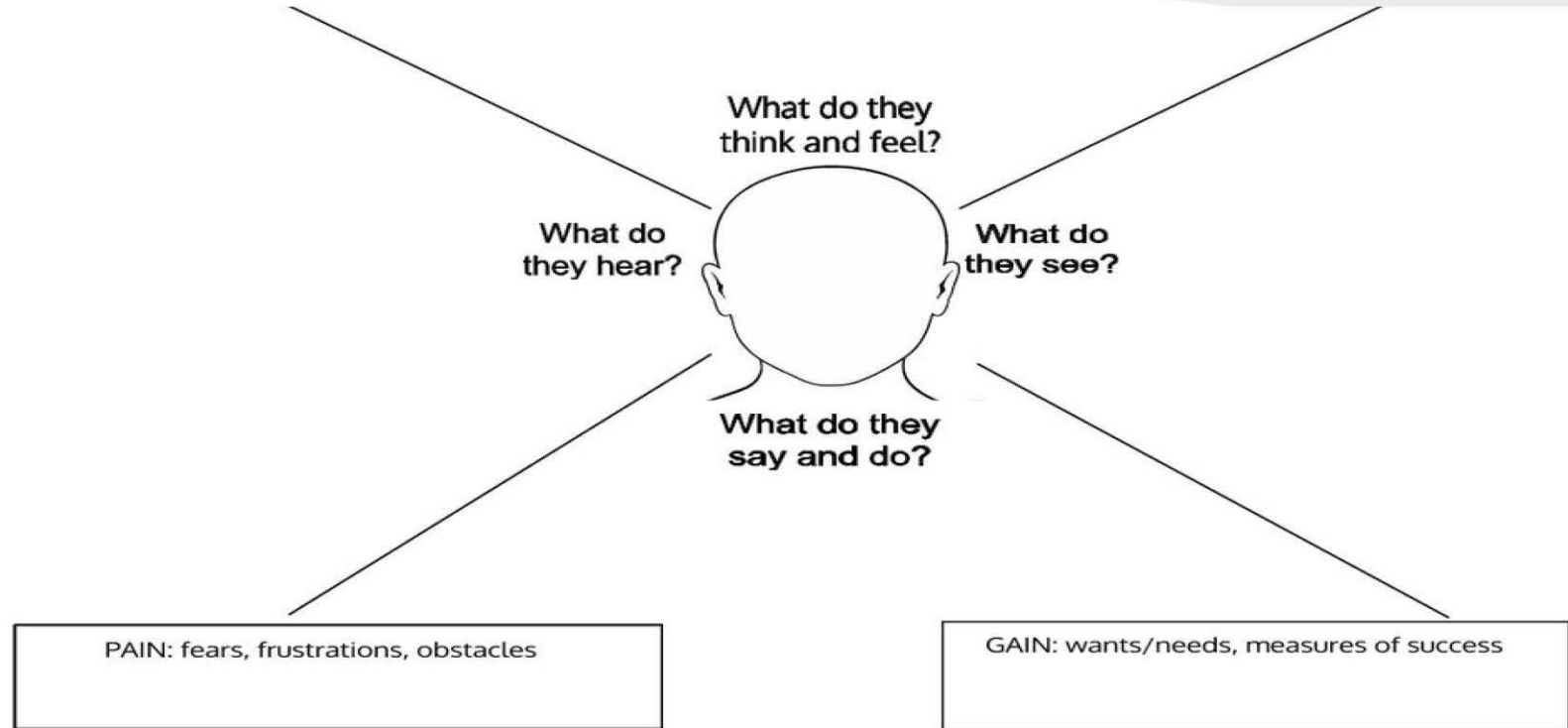
DETOURS TO PIPELINE?



We create safe, quality schools by:

- Listening to and collaborating with students and parents;
- Fostering meaningful relationships between students and adults in schools;
- Collecting, analyzing, and monitoring quantitative and qualitative school discipline and climate data, including by demographic subgroups;
- Explicitly addressing racial and other disparities in discipline;
- Providing training for teachers on pbis, challenging behaviors, implicit bias, and cultural competence;
- Supporting and funding alternatives that keep students in school and on track academically;
- Funding school-based mental health professionals, counselors and SROs; and
- Adopting common sense discipline policies and practices...resist exclusionary practices.
- Creating agreements with police departments and court systems to limit arrests at school and the use of restraints, such as mace and handcuffs.
- Partnering with IMPD's Community Outreach Officers to talk about student rights

EMPATHY MAP



WHAT can we Learn From Failure?



Reframing...

A process that can be used to problem-solve and turn students' wounds into wisdom. It's an option we should be offering students far more often and a tool that we should invite them to add to their toolbox.

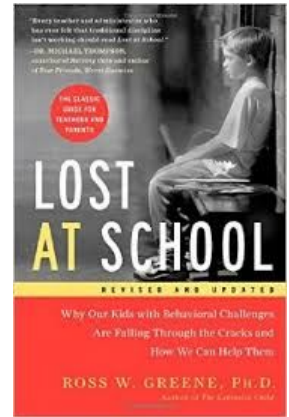
- In what ways might you be able to learn from this experience?
- How has this experience taught you something about yourself?
- Did you exhibit any behaviors that you wish you hadn't?
- What changes could you make in the future to keep this situation from happening again?
- What resources do you have in your school and community to support positive changes for the future?

"KIDS DO WELL IF THEY can."

"Kids with social, emotional and behavioral challenges lack important thinking skills."
- Dr. Ross Greene, 2014

Assume:

1. The student is already motivated;
2. already knows right from wrong;
3. has already been punished enough;
4. has lagging skills.



TYPE OF BEHAVIOR

Aggressive Physical Behavior

Michael shouldered his teacher out of the way when she blocked the classroom door as he tried to leave.

A PUNITIVE TEACHER'S REACTIONS

Argue with Michael, call the school resource officer, bar him from class or press assault charges.

TYPE OF BEHAVIOR

Fighting

Michael got into a fight in the hallway during first period. There were no serious injuries.

A PUNITIVE TEACHER'S REACTIONS

Avoid involvement or request that Michael not be allowed back in class because he poses a threat.

A RESPONSIVE TEACHER'S REFLECTIONS

What clues did I miss that Michael was upset before he tried to walk out?

What social and cultural capital did Michael risk if he had backed down from me in front of his peers?

Michael is most irritable when we read. Can the literacy coach and special education team suggest reading intervention strategies?

Can Michael and I come up with a signal to let me know he is feeling stressed and needs a three-minute cool down?

How can I encourage my administration to consider creative interventions as alternatives to suspension and adjudication?

A RESPONSIVE TEACHER'S REFLECTIONS

How can I help Michael deal with his feelings about the fight and help him see school in a positive light?

Who can best help Michael through things I've never experienced?

How can I use our curriculum to increase Michael's ability to nonviolently resolve conflict?

Would training students in peer mediation be a positive intervention strategy for Michael?

How can I encourage my administration to consider creative interventions as alternatives to suspension and adjudication?

SHIFT
1

ADOPT A
SOCIAL-
EMOTIONAL
LENS

SHIFT
2

KNOW YOUR
STUDENTS AND
DEVELOP YOUR
CULTURAL
COMPETENCY

SHIFT
3

PLAN AND DELIVER
EFFECTIVE
STUDENT-
CENTERED
INSTRUCTION

SHIFT
4

MOVE THE
PARADIGM FROM
PUNISHMENT
TO DEVELOPMENT

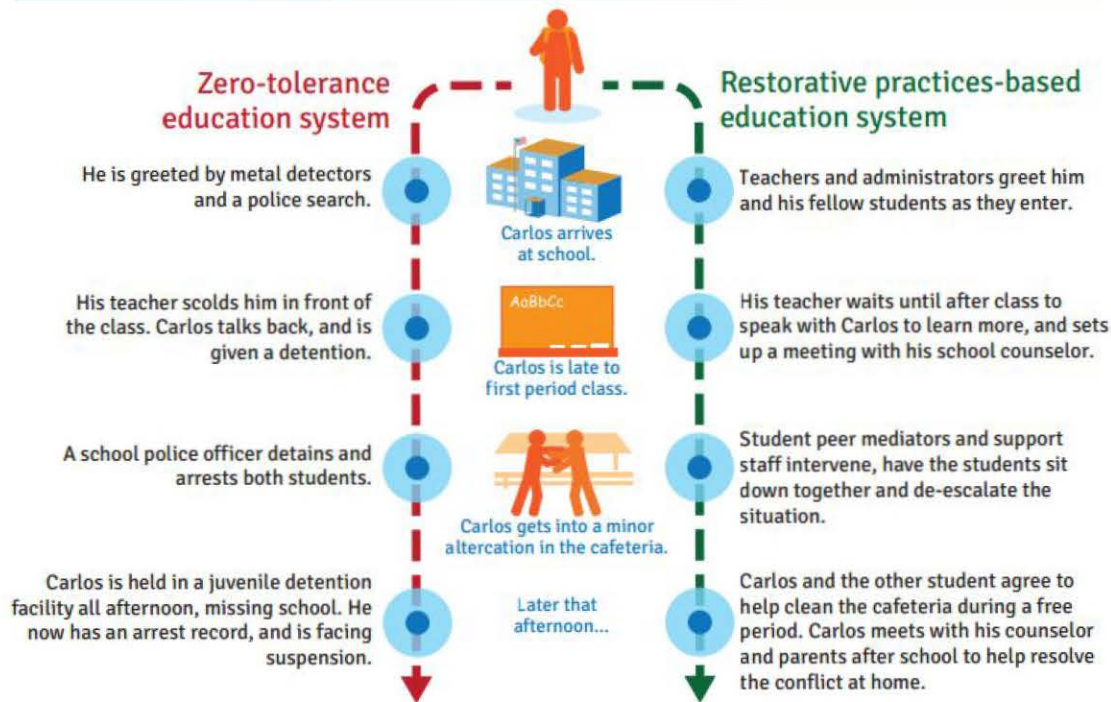
SHIFT
5

RESIST THE
CRIMINALIZATION
OF SCHOOL
BEHAVIOR

RESTORATIVE JUSTICE PRACTICES

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late.
Let's see the difference that school discipline policies and practices make.



Try This: Positive Behavioral Interventions and Supports (PBIS) put the focus on a selected number of preferred behaviors, and involve all school employees in rewarding those behaviors. For example, if a preferred behavior is “respect property,” a playground monitor might hand out tickets that can be traded for ice cream when students use outside play equipment correctly.

Try This: When somebody disrupts your class, try to remember what California teacher Larry Ferlazzo says to himself. “My student is not giving me a hard time. He is *having* a hard time.” Ferlazzo also asks students to consider the impact their actions have on others.

Try This: Robin McCardell, a Texas elementary school teacher, uses a program called “Conscious Discipline.” It includes “I notice” messages, such as “I notice that there is nothing written on your paper. Is there anything you need from me to help you get started?”

Try This: Get moving! Teachers whose students use standing desks report fewer behavioral issues, especially among students with ADHD. Meanwhile, a 2003 Cal State Los Angeles study found yoga also improved students’ behavior by reducing anxiety and aggression.

Not This: Forget about the color-coded wall charts that require students to “move their fish” when teachers want to draw attention to their misbehavior. “Every time [my son’s teacher] moved that clip, he was being reminded that he wasn’t good enough for his teacher,” writes the author of *Teaching in Progress* blog. (Consider this: How much would you like a color-coded job performance chart to hang in the teachers’ lounge?)

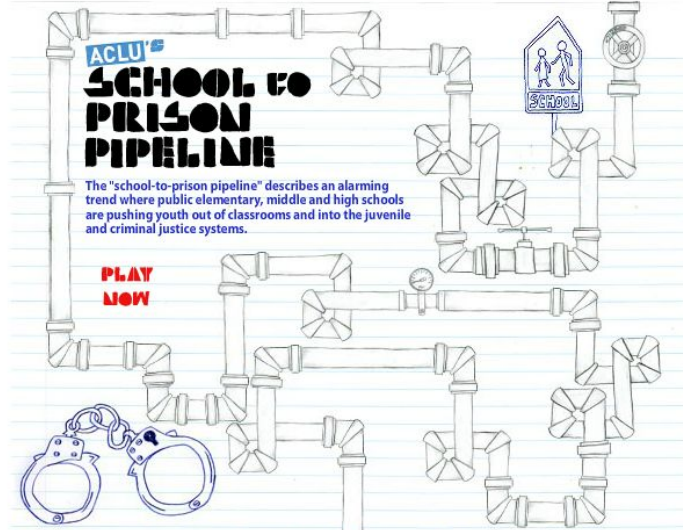
Not This: It’s tempting to punish the whole class when one person disrupts it — it’s an easy response and sometimes effective, at least in the short term. But whole-class punishments reek of unfairness to students, and it can make them more anxious, angry, and volatile.

Not This: “I could easily fuss and hover. I could easily demand, ‘Get to work!’ But instead of creating tension, I seek to address the student’s needs while also focusing on the end goal — completing the assignment,” says McCardell.

Not This: No recess for you! A 2010 study found that 77 percent of principals said they’ve taken away recess to punish students. But the American Academy of Pediatrics says that daily break plays a “crucial role” in children’s health, and suggests it not be a disciplinary option.

WHERE WOULD YOU END UP?

<https://www.aclu.org/school-prison-pipeline-game>



Thanks to Chloe Dugger, NYCLU and Nicole Kief, ACLU for their help creating this game.

DISCUSSION



GUIDING QUESTIONS FOR OUR GROUP DISCUSSION

1. What do you think are the reasons for the increase in suspensions, expulsions, and school-based arrests in schools across the country?
2. What are the disciplinary policies in your school? How do they compare to the policies in place when you or your parents were in school?
3. Have you ever seen any instances of the school-to-prison pipeline operating?

GUIDING QUESTIONS FOR OUR GROUP DISCUSSION

4. Should children ever be arrested at school? If so, when? Should disorderly conduct or disruptive behavior be enough to warrant arrest?
5. How would you feel if you were arrested at school? What if your friend or your child were arrested? How about if you (or your friend/child) were being unfairly punished by school officials?
6. What trainings should police officers receive before they are deployed to work with children in schools?

GUIDING QUESTIONS FOR OUR GROUP DISCUSSION

7. Why do you think students of color are more likely to receive harsh punishments for misbehavior? What about children with special needs? Have you seen evidence of this disparate treatment in your own life?
8. How can we ensure safe public schools while respecting all students' right to education?
9. Do you think disciplinary alternative schools are a good idea? What kinds of minimum requirements should they be subject to?

GUIDING QUESTIONS FOR OUR GROUP DISCUSSION

10. How much do you think it costs to incarcerate a child? How much do you think it costs to provide a child with a decent education?

11. What steps can you as an individual and we as a society take to make sure that all young people have access to quality education?

12. If you had a million dollars to spend on education in your community, what would you do with it?

https://www.aclu.org/files/images/asset_upload_file596_35546.pdf

<http://neatoday.org/2014/03/24/nea-and-partners-promote-restorative-justice-in-schools/>

http://neatoday.org/2015/01/05/school-prison-pipeline-time-shut/?utm_content=buffer7c9c8&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

<http://pa2016.iirp.edu/wp-content/uploads/sites/36/2016/06/Restorative-Practices-in-NYC.pdf>

<http://www.pbs.org/wnet/tavissmiley/tsr/education-under-arrest/school-to-prison-pipeline-fact-sheet/>

http://www.indiana.edu/~pbisin/docs/School_to_Prison.pdf

<http://www.colorlines.com/content/infographic-disability-criminality>

<http://www.colorlines.com/articles/race-disability-and-school-prison-pipeline>

<https://www.youtube.com/watch?v=O4pcSyzwoTg>

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

[https://www.in.gov/attorneygeneral/files/NASRO_Presentation_for_Virtual_Alabama_\(Mo_Canady\).pdf](https://www.in.gov/attorneygeneral/files/NASRO_Presentation_for_Virtual_Alabama_(Mo_Canady).pdf)

http://www.realclearpolitics.com/video/2015/10/31/obama_weekly_address_disrupting_the_school_to_prison_pipeline.html

<https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

<http://www.safeandcivilschools.com/research/papers/school-to-prison-pipeline.php>

<http://www.safeandcivilschools.com/research/papers/school-to-prison-pipeline.php>

<http://wishtv.com/2015/02/05/experts-worry-suspensions-create-school-to-prison-pipeline/>

M.S.D. of Wayne Township

Dr. Tara Rinehart, Director of Special Services

tara.rinehart@wayne.k12.in.us

@rinehartsped

Officer Doug Scheffel, Coordinator of Safety & Security

doug.scheffel@wayne.k12.in.us

@dascheffel

Deputy Richard Craig, Marion County Sheriff's Office

richard.craig@wayne.k12.in.us

We Are Wayne. Great Schools. Great Communities.