

DISMANTLING THE SCHOOL-TO-PRISON PIPELINE

FOR STUDENTS OF COLOR
AND STUDENTS WITH
DISABILITIES



Webinar
June 8, 2-3:30pm

part of the RACE + DISABILITY
webinar series

SUPPLEMENTAL WEBINAR RESOURCES

Latest Report on PA, “Disparate and Punitive Impact of Exclusionary Practices on Students of Color, Students with Disabilities and LGBTQ Students in Pennsylvania Public Schools”:

<https://link.edgepilot.com/s/71cfb4e7/xY3mh2oiEEasXCvH9E17yQ?u=https://www.usccr.gov/files/2021/04-09-Pennsylvania-Public-Schools.pdf>

- This 2021 [report](https://www.usccr.gov/files/2021/04-09-Pennsylvania-Public-Schools.pdf) by the PA Advisory Committee to the US Commission on Civil Rights discusses to the school to prison pipeline and what it means for students with disabilities, among other vulnerable populations. It includes a testimony from me around our work locally with the Just Discipline Project and the needs in Allegheny County, and many more voices from around the state. <https://www.usccr.gov/files/2021/04-09-Pennsylvania-Public-Schools.pdf>

The PA Report follows the National Report from the U.S. Commission on Civil Rights, “**Beyond Suspensions – Examining School Discipline Policies and Connections to the STPP for Students of Color with Disabilities**”:

https://link.edgepilot.com/s/e23e9e53/X2_VKEHCtkSEcHurtxwgFQ?u=https://www.usccr.gov/pubs/2019/07-23-Beyond-Suspensions.pdf

“**We Came To Learn**” Interactive website / map / report:

https://link.edgepilot.com/s/a3c78ec5/2D_xuKUuCOyL06igl84znQ?u=https://wecametolearn.com/

(Collaboration of Advancement Project & Alliance for Educational Justice)

Helpful checklists and other tools to review your own school's policies:

- **Sustaining Police-Free Schools through Practice:** New Your City CheckList and Model
<https://link.edgepilot.com/s/c2534df1/jCTpjjsbnEueQsIbxstliA?u=https://www.ggenyc.org/the-schools-girls-deserve/police-free-schools-toolkit/>
- https://link.edgepilot.com/s/6f16ef94/KESzVN_qmk26kF6Qn_4qSg?u=https://nwlc.org/resources/and-they-cared-how-to-create-better-safer-learning-environments-for-girls-of-color/ (This is a guide and a checklist -Checklist only also attached) Contrary to the belief that exclusionary discipline policies make schools safer, this guide shows that when schools have high rates of suspension for minor offenses, students and teachers more often report feeling unsafe or unsupported in their learning environment. When policymakers and educators intentionally focus on understanding discipline data and purposefully work alongside students and families to adjust policies in equitable ways, exclusionary discipline incidences decrease and school safety increases.

The Pennsylvania Juvenile Collateral Consequences Checklist – Models for Change

<https://njdc.info/wp-content/uploads/2014/04/PA-Collateral-Consequences-Checklist.pdf>

The purpose of the Pennsylvania Juvenile Collateral Consequences Checklist is to provide attorneys, judges and other juvenile justice professionals with the most current information available on the short term and long-term consequences of juvenile adjudications of delinquency. It is the responsibility of defense attorneys to explain to clients and their families the consequences of delinquency adjudications prior to proceeding with consent decrees, adjudicatory hearings or admissions colloquies.

Restorative Practices:

This 2019 [brief](#) discusses the outcomes of Restorative Practices Work in Woodland Hills School District ([Dr. Jay Huguley](#)) using restorative practices to reduce exclusionary discipline practice use.

https://link.edgepilot.com/s/cc68409c/2ZoiHxgJVkqlzkMqsUhGIQ?u=https://www.crsp.pitt.edu/sites/default/files/research-image/2_year_review_-_new_colors.pdf

- The program is designed to support positive school climates and restorative discipline practices. After a period of planning and observation, the program started in earnest in the fall of 2017. The attached brief follows is a summary of the program results for the first two years of implementation.
- University of Pittsburgh School of Social Work's ([Dr. Huguley](#)) 2018 [report](#) discussing the roots of the school to prison pipeline and school discipline rates in Allegheny County can be found here. https://www.crsp.pitt.edu/sites/default/files/just_discipline_and_the_school_to_prison_pipeline_in_pittsburgh_1.pdf

Implicit Bias and Structural Racialization:

<https://www.nationalequityproject.org/frameworks/implicit-bias-structural-racialization>

Increased interest in the topic of implicit bias provides an opportunity to open and deepen important conversations in our organizations and communities about equity, belonging, and ultimately justice. Most work on implicit bias focuses on increasing awareness of individuals in service of changing how they view and treat others. However, in order to lead to meaningful change, an exploration of implicit bias must be situated as part of a much larger conversation about how current inequities in our institutions came to be, how they are held in place, and what our role as leaders is in perpetuating inequities despite our good intentions. Success is achieved in creating organizations and communities in which everyone has access to the opportunities they need to thrive depends on our willingness to confront the history and impacts of structural racism, learn how implicit bias operates, and take action to interrupt inequitable practices at the interpersonal, institutional and structural level.