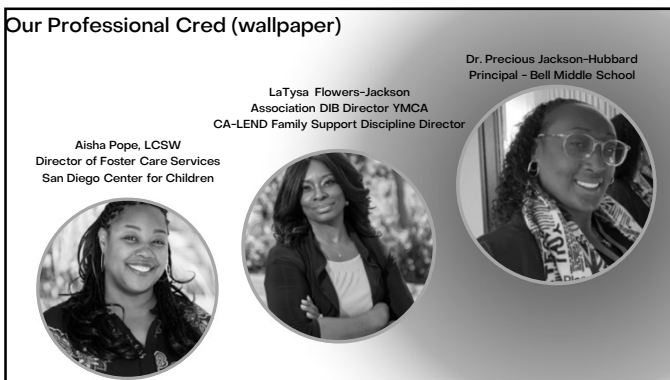


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3


Born Brilliant

Brilliant: (adj)

- Intense brightness of light
- vividness of color
- Exceptional talent or intelligence




5



What is the school to prison pipeline?

6

Equal Justice Society defines the School-to-Prison-Pipeline as:




“...the process by which at-risk high school and middle school students are pushed out of learning environments and into the juvenile justice system.”

7

Equal Justice Society defines the
Preschool-to-Prison-Pipeline as:

“...disproportionate discipline in early education that pushes students out of school.”



8


Why is this a thing?

- Zero tolerance policies
- Criminalization of minor infractions
- Harsh discipline
- Law enforcement presence at schools
- Out of class time
- Authoritarian non compassionate classroom management
- Principals



ZERO TOLERANCE HURTS

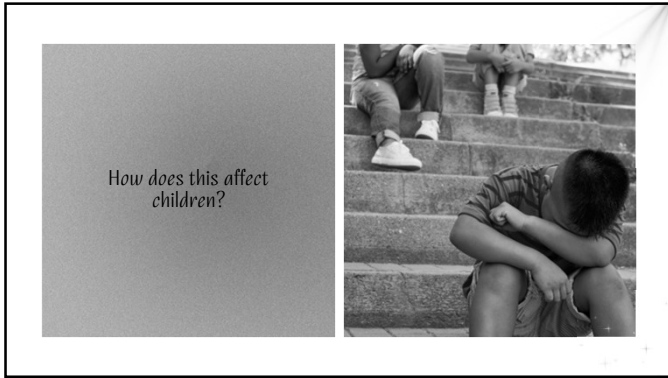
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“Zero tolerance for misbehavior evolved into zero tolerance for kids themselves. We’ve developed an attitude, and not just in schools – where zero tolerance often translate into a quick and dirty way of kicking kids out. We’re in a time of general crackdown. A tough love without the love.”

Ellen Goodman

10

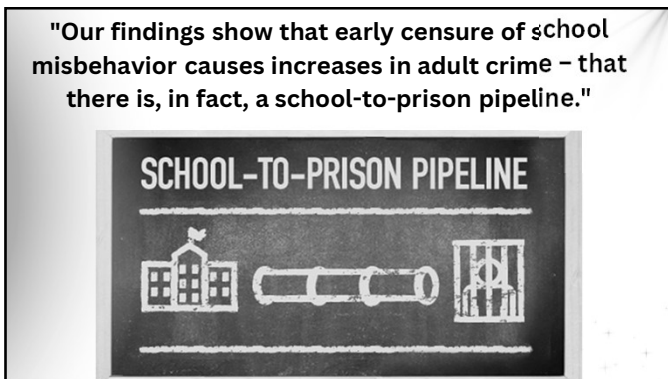


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Researchers from **Boston University**, the **University of Colorado Boulder** and **Harvard University** sought to find whether a causal link exists between students who experience strict school discipline and being arrested or incarcerated as an adult, and whether attending a stricter school influences criminal activity in adulthood.

12



13

An increase of one standard deviation in school strictness expands the likelihood of being suspended in a given school year by 7% percent. The average annual number of days suspended per year grows 16%.



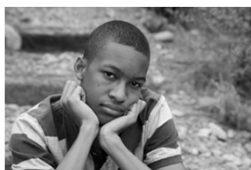
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- Students who attend a stricter school with high suspension rates are more likely to be arrested and incarcerated between the ages of 16 and 21.
- Students assigned a school that is one standard deviation more strict are 17 percent more likely to be arrested and 20 percent more likely to go to jail.

15

School strictness matters most for Black and Hispanic Males



- Black males 35 x more likely to be suspended than any other demographic
- Black students make up 18% of students and account for 46% of suspensions

- Being assigned to a school that is one standard deviation more strict increases the average number of days suspended each school year by 0.43 for Black and Hispanic students compared to 0.21 days for non-minority students.
- That number is even larger for Black and Hispanic males, who are suspended 0.82 more days each year, on average—more than three times the effect for non-minority males.

16

A one standard deviation stricter school increases the likelihood of being arrested 3.5 percentage points for Black and Hispanic students compared to 2.7 percentage points for non-minority students

The effect on incarceration in adulthood is 1.1 percentage points for Black and Hispanic students compared to 1.9 percentage points for non-minority students.

Negative effects are especially pronounced among Black and Hispanic male students who are 5.4 percentage points more likely to be arrested and 4.4 percentage points more likely to be incarcerated as adults.



17

Intersection of race and disability



-8.6% of students have a disability and 36% of the juvenile detention population have a disability

-60% of seclusions involve disabled children

-1 in 4 black students with disabilities have been suspended at least once whereas only 1 in 11 white students with disabilities have been suspended at least once

18

What does this have to do with little kids?




- Preschool students are suspended 3 times more often than k-12 combined
- childcare centers expulsion rates are 13 times what they are in k-12
- Every year nearly 9,000 3 & 4 year olds are expelled from state funded preschool or pre-k classrooms
- African American Children make up 18% of preschool enrollment yet make up 48% of preschool students suspended more than once

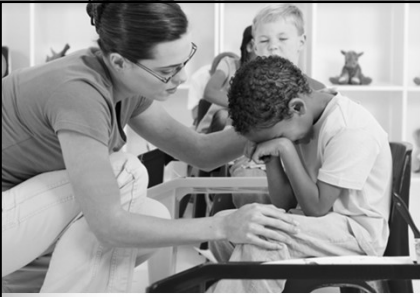
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Expulsion in early childhood education is not an intervention.
National Association for the Association of Young Children

They said what they said.



20



"Any effort to maintain safe and orderly school climates must take into account the clear and negative consequences of exclusionary discipline practices for young students, and especially young students of color, which last well into adulthood."

21

In case you were wondering....

- There is no evidence that suspensions deter misbehavior, deter other students from misbehavior, increase school safety or contribute to an environment more conducive to learning.
- Frequent suspensions alone have no positive deterrent benefit for suspended students or non-suspended students.
- The negative outcomes caused by suspensions have been shown to exacerbate recidivism.
- For students with disabilities, exclusionary discipline does not reduce or eliminate misbehavior, and tends to exacerbate the underlying causes of disruptive conduct
- Attending a school with high suspension rates has a negative impact on later-life outcomes for all students, including non-suspended students.
- Exclusionary discipline can increase the risk of school violence
- Students and teachers who attend or work in schools with zero-tolerance policies have lower feelings of school safety, even after controlling for school and student characteristics associated with safety

22


Clearly these suspensions benefit no one...right?



23


Except...

“We do see some limited evidence of positive effects on the academic achievement of **white male students**, which highlights the potential to increase the achievement of some subgroups by removing disruptive peers.”





24

Why are students of color (especially boys) so vulnerable in the school system?



25

"Behavior is defined by the person most annoyed by it."
Dr. Rosemarie Allen - American Academic




"Personal experiences affect the facts that judges choose to see."
Supreme Court Justice - Sonia Sotomayor

26

Othering is the problem of our time.

Belonging is the solution



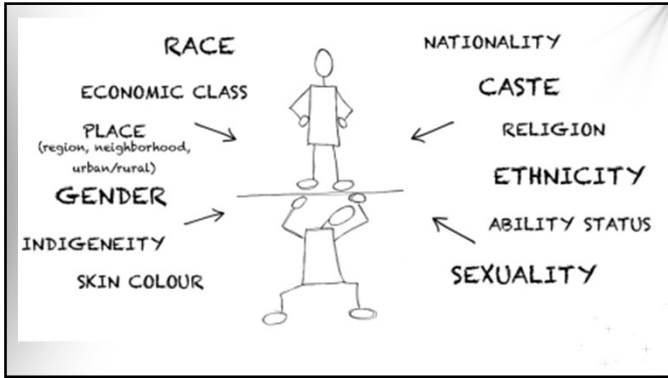
John A. Powell
Founder of the Othering and Belonging Institute at UC Berkeley

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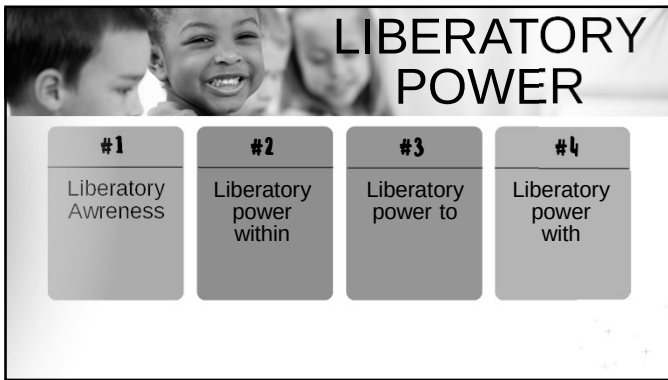
The Four I's of Oppression

#1	#2	#3	#4
Ideological	Institutional	Interpersonal	Internalized

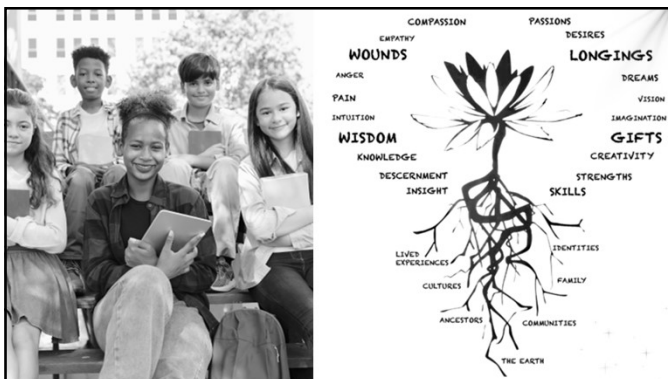
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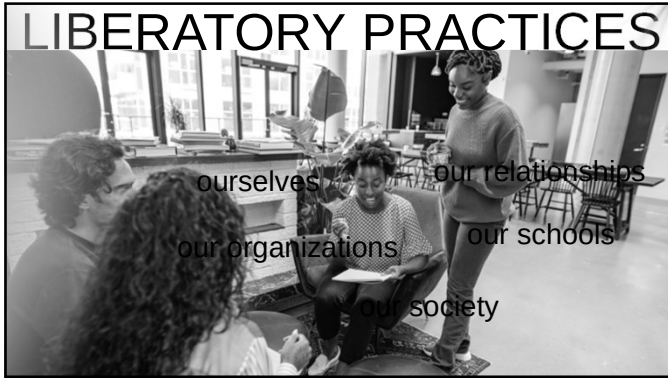
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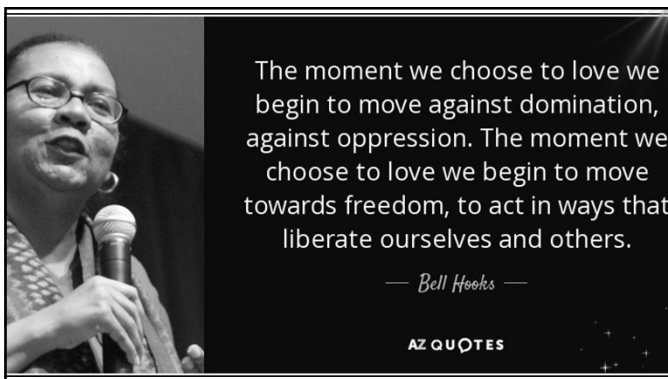
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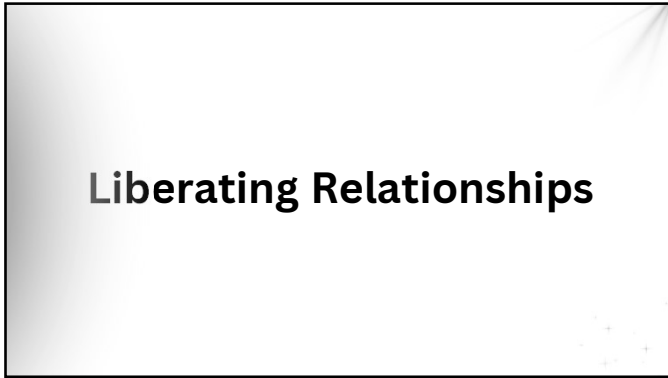
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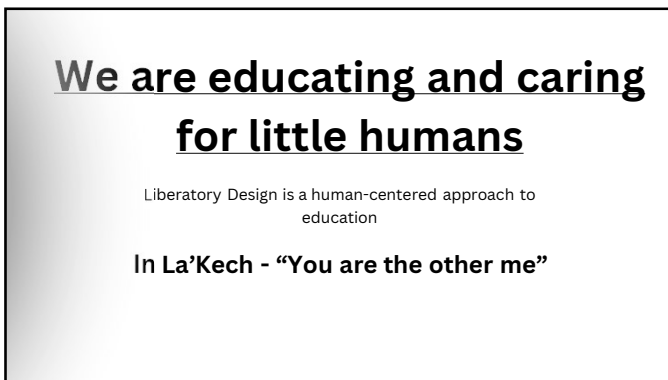
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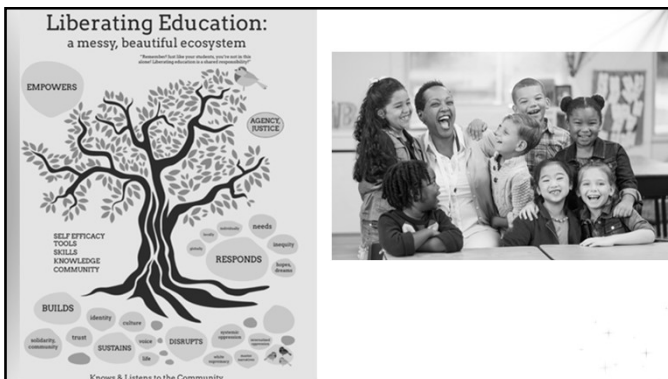
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41



“Liberatory education systems would use evidence-based educational practices while treating differences and children’s experiences outside school as assets”

42




“The radical strategy is to love.”

Liberatory relationships require effort, accepting imperfections and mistakes, our own and each other’s, eschewing guilt in favor of acknowledging harm and demonstrable commitment to change.

Lucinda Garthwaite, ILI Director
Institute for Liberatory Innovation

43




“We have to remember to feel!”

Writing in Pleasure Activism: The Politics of Feeling Good (2019) Adrienne Maree Brown suggests that liberated relationships, “is the understanding that there is enough attention, care, resource, and connection for all of us to access belonging...to be safe in community.”

Adrienne Maree Brown
Author, Activist

44



What relationships have liberated you throughout your life?

**Who was it?
What did they say or do to liberate you?**

45

Cultivating Intellectualism

developing mental culture in academics, emotional intelligence, and self- and social awareness - Gholdy Muhammad



Writing a narrative of

46

Action Steps

- Let yourself be vulnerable
- Recognize students' cultural contributions
- Recognize your privilege and bias
- Offer Kindness
- Lead with Love
- Volunteer to do it first
- Expect it to be uncomfortable

47
