ADVOCACY, ACTION, AND ANSWERS: THE SCHOOL TO PRISON PIPELINE

GWINNETT PARENT COALITION TO DISMANTLE THE SCHOOL TO PRISON PIPELINE
RE-CHARACTERIZATION OF STUDENT BEHAVIOR

Pushing & shoving → “Battery”

Swiping headphones → “Theft”/ “Robbery”

Talking back → “Disorderly Conduct”
WHAT DOES THE DATA SAY?
NATIONAL OUT OF SCHOOL SUSPENSIONS (OSS)
6% OF ALL K-12 STUDENTS RECEIVED ONE OR MORE OUT-OF-SCHOOL SUSPENSIONS

- 18% for black boys
- 5% for white boys
- 10% for black girls
- 2% for white girls
- 11% for SPED

NATIONAL ACCESS TO ACCELERATED COURSES OR PROGRAMS

11% ELL
12% GATE for SPED
3% GATE

42% Black & Latino
28% GATE

49% White
57% GATE

IMPACT OF STPP
OUR VISION

Lead a parent-driven, community-centered partnership approach to identifying and dismantling the school to prison pipeline in Gwinnett County.
The coalition builds and maintains relationships with the community by:

- Increasing public awareness of injustices that all of our children face within the educational system as it relates to the pipeline and the judicial process.

- Promoting policy changes through data accountability and fact based incident reporting which serve to support and strengthen the dismantling of the school to prison pipeline in Gwinnett County.
OUR WORK

Public Education

Advocacy/Policy Change

Data collection to demonstrate Pipeline effects

Build relationships and expand network

Analyze policies
EDUCATIONAL SERIES

- Understanding the School to Prison Pipeline
- What Your Student/Parent Handbook Didn’t Tell You
- Has Your Student Received Suspension/Detention - Is It Time for an Intervention?
- Parent Leadership Institute (PLI)
- Youth Leadership Institute (YLI)
**Local Work**

- Member of the original committee that created a tiered discipline code
- Successfully advocated for ending the contact quota for SROs
- Reduced the number of rule infractions that garner a visit from the SRO
- Currently writing policies to add restorative practices to discipline code
ADVOCACY

State

 Successfully advocated for the inclusion of a school discipline indicator for CCRPI

 Participated in review of policies governing alternative schools

 Convene a statewide table-Finding New Directions, increasing student achievement to review local & state school climate and discipline policies
National

In conjunction with national partners and allies, successfully advocated for:

- SSDI,
- ESSA school climate provisions
- Increasing the types/frequency of data collected for CRDC,
- School discipline guidance release
ESSA STATE PLANS AND ACCOUNTABILITY SYSTEMS

• Requires states that apply for funding under Title I to develop plans, in consultation with parents and other stakeholders, indicating that the state has:
  • Adopted challenging academic achievement standards; and
  • Developed accountability systems that are:
    • based on several indicators
    • identifies schools and subgroups of students in need of support and improvement

Adapted from Dignity in Schools Campaign ESSA Webinar (Feb. 2017)
States must annually publish and distribute to the public, in a language that is understandable to parents other stakeholders, a report card that details, among other things, measures of school quality, climate and safety including rates of:

- In and out-of-school suspensions;
- Expulsions;
- School-based arrests;
- Referrals to law enforcement;
- Chronic absenteeism (excused and unexcused); and
- Incidences of violence, including bullying and harassment
ACCOUNTABILITY INDICATORS

- States are required to choose, at a minimum, 4 indicators:
  - Performance on Annual Tests (can include student growth)
  - Graduation Rates (HS) or a Measure of Student Growth (Elementary, MS)
  - Progress in Achieving English language Proficiency
  - Another measure of school quality or student success:
    - Student engagement;
    - Educator engagement;
    - Student access to and completion of advanced coursework
    - School climate and safety; and/or
    - Any other indicator the state chooses

Adapted from Dignity in Schools Campaign ESSA Webinar (Feb. 2017)
• We encourage states to choose “school climate and safety” as an indicator

• Students cannot succeed if they are not in school and learning in a positive and supportive school climate

• States should measure “school climate and safety” by school discipline data (e.g. suspensions, arrests, etc.) they are required to report under ESSA, as well as student and parent surveys

Adapted from Dignity in Schools Campaign ESSA Webinar (Feb. 2017)
IMPROVE ENVIRONMENTS FOR LEARNING

• States must describe how they will support districts with improving school environments for student learning, including reducing:
  • incidences of bullying and harassment;
  • the overuse of school disciplinary practices that remove students from the classroom;
  • and the use of “aversive behavioral interventions that compromise student health and safety”

Adapted from Dignity in Schools Campaign ESSA Webinar (Feb. 2017)
**RESOURCES: EVALUATING & STRENGTHENING ESSA STATE PLANS**

- **DSC School Climate Checklist for ESSA State Plans**
  http://www.dignityinschools.org/sites/default/files/DSC_ESSA_School_Climate_Checklist_ESSA_State_Plans_2.13.17.doc

- **DSC Scorecard for ESSA State Plans**
  http://www.dignityinschools.org/essa-state-plans

- **Every Student Succeeds Act: School Climate in State Accountability Systems and Plans,**

- **Measuring the School Climate and Safety Indicator Under the Every Student Succeeds Act,**

Adapted from Dignity in Schools Campaign ESSA Webinar (Feb. 2017)
ADDITIONAL RESOURCES


Adapted from Dignity in Schools Campaign ESSA Webinar (Feb. 2017)
PARTNERS

Local, State and National Partners

- Parents
- ACLU of Georgia
- Interfaith Children’s Movement (ICM)
- Advancement Project
- Dignity in Schools Campaign (DSC)
- NAACP LDF
CONTACT US

Gwinnett Parent Coalition to Dismantle the School to Prison Pipeline

(Gwinnett SToPP)
info@GwinnettSToPP.org

www.GwinnettSToPP.org

Follow us!

@GwinnettSToPP  Gwinnett.STOPP
QUESTIONS????