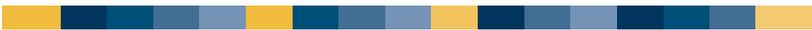


Stemming the Tide

Legislation to Address the School-to-Prison Pipeline

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Points of Intervention

- Positive **School Practices**
- Effective **Court Responses**
- Facilitating **Reentry**

Step 1. Creating a Positive School Climate



Positive Climate Reduces Reliance on Exclusionary Discipline

- ▣ Supporting School-Wide Positive Behavioral Supports
- ▣ Promoting Restorative Justice
- ▣ Funding Trauma-Informed Education

SWPBS Data

□ Reductions in:

- discipline referral rates by 50% to 60%
- Office discipline referrals
- fighting
- in-school suspension
- classroom disruption

□ Increases in:

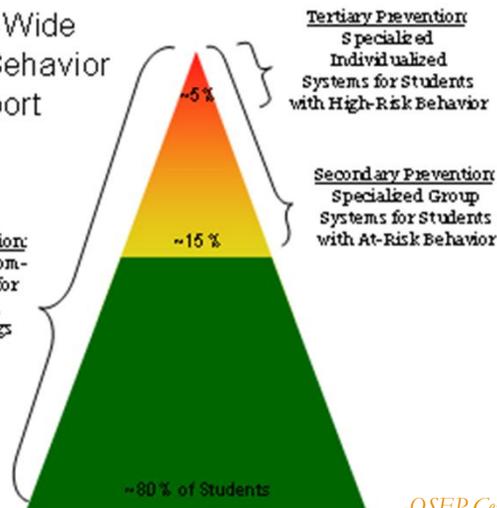
- academic engaged time
- academic achievement
- perceived school safety

-OSEP Center on PBIS

SWPBS - Structure

School-Wide
Positive Behavior
Support

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

-OSEP Center on PBIS

SWPBS – elements

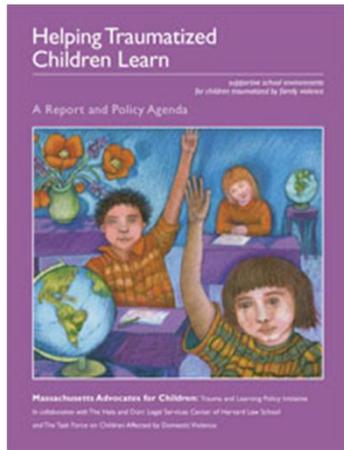
- ❑ Establishing clear, positive expectations
- ❑ Providing frequent positive feedback
- ❑ Responding to underlying causes of behavior.
- ❑ Teaching ideal and acceptable alternative behaviors
- ❑ DATA-based decision-making.

-OSEP Center on PBIS

Positive School Discipline Policies

- Require evidence-based responses to behavior and discipline. (Indiana)
- Establish standards for social and emotional learning (Illinois)
- Mandate SWPBS programs in schools with high discipline rates (Maryland)
- Require classroom management training. (Louisiana)

Behavioral Health Policies

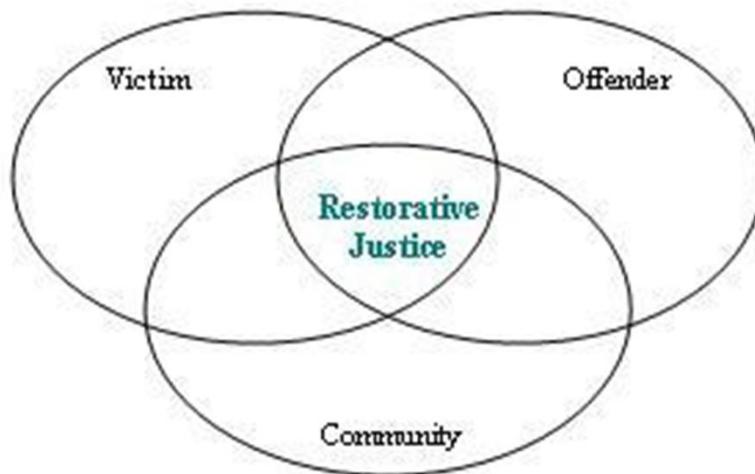


LEGISLATION:

- Grant program for trauma-sensitive schools
- Establishment of behavioral health task force (Massachusetts)

http://www.massadvocates.org/documents/HTCL_9-09.pdf

Restorative Justice Policies



Step 2. Limiting exclusionary practices

□ Limit exclusionary practices

- Limit suspensions and expulsions to serious offenses (North Carolina)
- Permit referrals to law enforcement only for fights involving weapons or resulting in serious injury (Tennessee)

□ Require individualized responses

- Require individual assessment of disciplinary infractions (North Carolina)
- Require progressive and age-appropriate discipline processes (Georgia)

Step 3. The Role of the Courts



Legislation Governing the Courts

- Engage courts in brokering multi-stakeholder solutions (New Hampshire)
- Judicial discretion to suspend delinquency proceedings in exchange for student's participation in school-based violence prevention (Connecticut)
- Prioritize community-based treatment (Washington State)

Facilitating Re-entry



Meet Educational Needs of Youth in Placement

- Hold facility education to same standards as all schools (Maine).
- Require individualized education plans for youth entering placement (Florida, New Hampshire)
- Require judges to address educational needs of youth at each hearing (Pennsylvania)

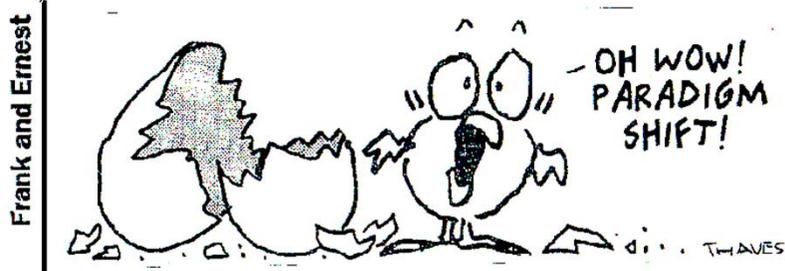
Smooth transitions between placement and school

- Transition planning, in consultation with youth and family (Florida)
- Transition teams (West Virginia, Virginia)
- Appoint education coordinators in JJ and Ed system (Florida)

Re-enrollment requirements for schools

- Require home school to:
 - Maintain records (Virginia)
 - Accept full and partial credits (Florida)
 - Convene reintegration team (Maine)
 - Enroll student within designated time period (Virginia)
- Prohibit home school from:
 - Suspending or expelling student for underlying offenses (Virginia)

School Inclusion through Legislation



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