

# The School-to-Prison Pipeline (STPP) & Restorative Justice

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# Our Objective

To show how the disproportionate suspension and expulsions of Black and Latino students throughout the country directly contributes to the school-to-prison pipeline (STPP).



# What is Zero Tolerance?

Zero Tolerance Policy is defined as the “punishment of any infraction of a rule regardless of accidental mistakes, ignorance or extenuating circumstances.”



# Why “NO” to zero tolerance?

- It disproportionately targeted poor and minority students
- Particularly students with a history of abuse and neglect, students with special needs and English Language Learners
- This push-out has proven to further stigmatize students, enlarge the achievement gap, increase the dropout rate





- Fails our students by not offering them a chance to be accountable to and correct their mistakes
- Not only impacts the student involved, but also community morale
- Creates a tense and negative school environment
- Help trigger gang involvement
- Creates a void of healthy and supportive relationships in school

A photograph of two young girls, likely of African descent, holding white signs with black text. The girl on the right is wearing a purple shirt with 'Boston' written on it and has colorful hair clips. The girl on the left is wearing a pink shirt. They appear to be at a public event or protest.

# The Facts - STPP involves girls as well as boys

- We have the highest number of incarcerations in the world
- We have a culture of punishment
- Between 1980 and 2014, the number of incarcerated woman increased by more than 700%
- In 2014 the imprisonment rate for black woman was more than twice the rate for white woman
- 14.3% of youth in residential placement are girls

# The Path to the Juvenile Justice System



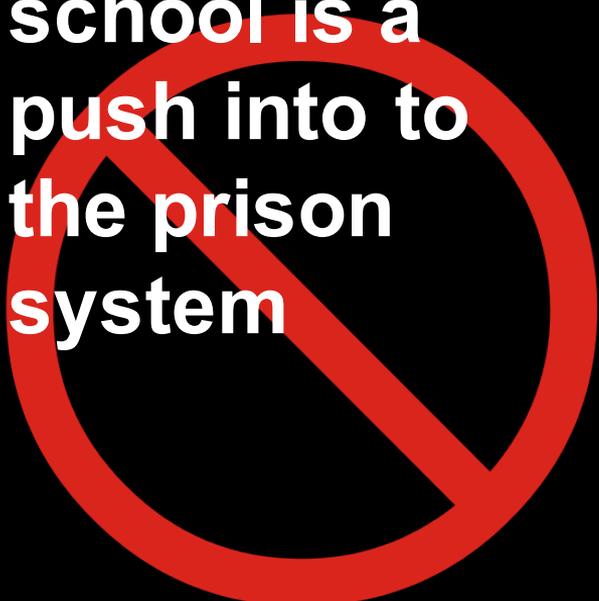
- Nearly 3.5 million students are suspended from school each year
- Suspensions, expulsions and arrests push students out of school and into the pipeline to prison
- NAACP Legal Defense Fund: studies show that students of color receive harsher punishments for engaging in the same conduct as white students
- Racially isolated schools that educate primarily students of color are more likely to be the “dropout factories”
- Harsh punishment

# Education Not Incarceration.

## Why are our students suspended/expelled?

- Willful defiance, insubordination and misconduct
- This includes minor incidents such as chewing gum, cell phone use, speaking out of turn
- This subjective measure accounts for almost 70% of all suspensions in California
- Black and brown students are suspended or expelled at nearly 3 times the rate of white students starting in preschool

**A push out of  
school is a  
push into to  
the prison  
system**



- In NYC, suspensions under code “B21” - being insubordinate, represented the largest number of behavioral infractions
- These suspensions are all racially disproportionate
- 44,636 suspensions issued during 2014-2015 in NYC - 53% of students were black, yet they only make up 26% of the education population
- Whites = 16%, garnered 7% of suspensions

# Education Not Incarceration.

## Truths, Prison or School Stats

- Over 80% of all incarcerated population are high school “drop outs”
- 1 in 10 American male high school dropouts, ages 16 to 24, is either in prison or juvenile detention.
- More than 1 in 5 young black males who are “drop outs” are incarcerated
- Students who never finished High School, and are 63 times more likely to be incarcerated than college graduates

# Education Not Incarceration.

## Special Education & Youth with Disabilities

- More than 50% of all State prisoners have mental health problems
- 73% of all Female inmates have mental health problems (55% for Males)
- 9%-77% of all youth who have been arrested have disabilities (research varies from state to state, many states report at least 50%)
- Students with emotional disabilities are three times more likely to be arrested before leaving high school than the general population

# HOW DO WE STOP THE STPP

Restorative Justice (RJ)



## Restorative Justice

*Restorative justice is a theory of justice that emphasizes repairing the harm caused by criminal behaviour. It is best accomplished through cooperative processes that include all stakeholders. This can lead to transformation of people, relationships and communities.*

Center for  
Restorative Programs



# Michael's Story: Making Things Right

Practices and programs reflecting restorative purposes will respond to violations by:



1. identifying and taking steps to repair harm,
2. involving all stakeholders, and
3. transforming the traditional relationship between the perpetrator and those harmed

# RJ in our schools

- Need to dismantle the STPP
- Need to empower schools, administrators, teachers and coaches to promote policies that are fair and compassionate
- RJ offers our most vulnerable students options to interpersonal conflicts, conflicts, bullying and suspensions
- It employs empathy and build responsibility



## RJ in Schools

- RJ helps to right the wrong
- It repairs broken relationships
- The opportunity to resolve conflict and fix damage builds trust and strengthens relationships
- It improves school culture and climate

# Restorative Practices

- Must be broadly and consistently implemented within a school
- Will promote and strengthen a positive school culture
- Will enhance prosocial relationships
- Will improve relationships among all stakeholders in the school community





## A few miles from the Tijuana Border

- 96% Chicano/Latino
- >70% English Language Learners
- >80% Socioeconomically Disadvantaged
- 300 students
- 90% Seat Based
- 10% Work Based (independent)



# MAAC Programs & Services

Affordable Housing Communities  
Bridge to Employment  
MAAC Community Charter School  
DUI Education  
Energy Assistance  
Head Start  
Recovery Homes  
Weatherization Services  
Immigration Supportive Services  
Striving Toward Economic Prosperity (STEP)  
Services

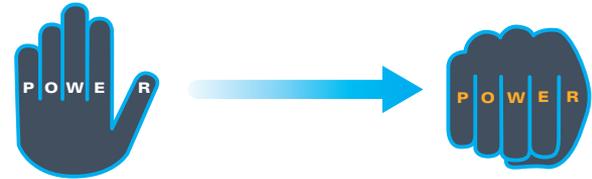




## MCCS THEME: GUIDING PRINCIPLES OF P.O.W.E.R.

# Transformative Justice

## P.O.W.E.R. Check Ins



**POTENTIAL:** We are challenged to meet our full Potential. We strive to live up to our full Potential.

**OWNERSHIP/ORGANIZE:** We take Ownership of our actions, lives, and future. We take ownership of our school and community and Organize. Through Organizing, positive change is a reality.

**WISDOM:** We use our Wisdom to guide our words and actions. The Wisdom of the student is utilized in meaningful ways through activities and curriculum.

**EXPECTATIONS:** Expectations are high for students and staff. We have high Expectations of ourselves.

**RESPECT:** Realities and differences are given true Respect. We Respect ourselves, others, our community, school, and environment.

# As an MCCS graduate I will maximize my P.O.W.E.R.:

## POTENTIAL, OWNERSHIP, WISDOM, EXPECTATIONS AND RESPECT

**Potential:** *students strive to meet their full potential and model this by:*

- Developing a plan for life after high school (college/career).
- Valuing themselves, others, and their community
- Acquiring the English language skills necessary for success in future endeavors

**Ownership:** *students take ownership of their actions, life choices, future, their school, and the community, demonstrating this by:*

- Developing an understanding of self, personal attributes, and a connection to the community
- Setting goals regarding personal growth and community responsibility
- Engaging in collective action that addresses community needs

**Wisdom:** *students use wisdom to guide their words and actions to:*

- Demonstrate an understanding that their actions and choices have both short and long term impact on others and their surroundings
- Act as a critical thinker who transfers knowledge, makes connections, and applies learning across all areas in their lives

**Expectations:** *students learn to have high expectations of both themselves and their peers and express this by:*

- Working independently and collaboratively to achieve success
- Maintaining mentally, physically, and socially healthy behaviors

**Respect:** *finally, students respect themselves, their school, their community, and their environment by:*

- Accepting and celebrating diversity.
- Understanding and utilizing transformative and restorative justice
- Acting honestly, ethically, fairly, and empathetically



## POWER Transformative Justice Check-In Form [Formulario de Justicia Transformativa de POWER]

Name [Nombre]: \_\_\_\_\_ Date [Fecha]: \_\_\_\_\_ Period [Periodo]: \_\_\_\_\_

Administration Guidance (see back of paper)  YES  NO

[Seguimiento de Administración? [Véase la parte posterior del formulario]

(Optional) Please see \_\_\_\_\_ to discuss your answers.

[Por favor, vea a un administrador para reflexionar sobre sus respuestas.]

	Be Responsible	Be Respectful	Be Safe (Admin)
<b>Potential</b>	Attend school daily on time, and stay in class	Use appropriate language towards peers & adults	Use appropriate language towards staff
<b>Ownership</b>	Seek clarification of concepts and tasks	Use appropriate actions towards peers, staff, class and materials	Notify staff when a friend, school or I am in danger
<b>Wisdom</b>	Take care of basic needs before class	Support learning in the classroom	Resolve conflicts in a peaceful manner
<b>Expectations</b>	Be on task and complete assignments.	Collaborative w others.	Drug free.
<b>Respect</b>	Act ethically with academic integrity	Act honestly and fairly	Accept diversity

1. (Potential) Strength(s) student has shown; please give example. [Fortaleza(s) que el alumno ha mostrado; por favor con ejemplo] \_\_\_\_\_

Example: I am \_\_\_\_\_ because I \_\_\_\_\_. [Ejemplo: Yo soy \_\_\_\_\_ porque yo \_\_\_\_\_.]

Student feedback [Respuesta de estudiante]	Teacher feedback [Respuesta de maestro(a)]

2. What happened? [¿Qué fue lo que pasó?]

Student feedback [Respuesta de estudiante]	Teacher feedback [Respuesta de maestro(a)]

3. Why do you think this happened? [¿Por qué crees que pasó?] \_\_\_\_\_

4. (Ownership) What occurred? How did the interaction make you feel? \_\_\_\_\_

What actions are you taking responsibility for? [¿Cuáles acciones tomas la responsabilidad?] \_\_\_\_\_

5. (Wisdom) Were all of your actions wise? Why or why not? [¿Sus acciones fueron sabias? ¿Por qué o por qué no?] \_\_\_\_\_

6. (Expectations) What are your expectations for yourself? What are you expectations for yourself as a Student? What do your loved ones expect of you while you are at school? Are you meeting your expectations and those of the school/classroom? Why or why not? [¿Cuáles son tus expectativas para tu mismo? ¿Está cumpliendo con todas tus expectativas más las de la escuela/salon? ¿Por qué o Por qué no?] \_\_\_\_\_

7. (Respect) What does respect mean to you? [¿Para ti, que significa respeto?] \_\_\_\_\_

8. Who was affected by your actions? (Check all that apply.) [¿Quién fue afectado por sus acciones? (Marque todo lo que aplique.)]

- Myself [yo]
  My classmates [Mis compañeros de clase]
  My neighbor(s) [Mi(s) vecino(s)]
  My teacher [Mi maestro]
  My group members [Los miembros de mi grupo]
  Other [Otra] \_\_\_\_\_

9. How can this be avoided in the future? [¿Cómo se puede evitar esta situación en el futuro?] \_\_\_\_\_

10. What should be done to fix the impact you had on others? (NOTE: Problem is not fixed by simply stating that it won't happen again.) [¿Qué vas a hacer para remediar el efecto que tus acciones tuvieron hacia los demás? (NOTA: Tu respuesta no puede ser solamente "No lo voy a hacer otra vez.")]

Administrator comments [Comentarios del administrador]: \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

[Firma de Administrador]

[Fecha]

# Cultura! @ MAAC

Leadership Camps



BattleGroundz: Praxis,  
Critical Pedagogy



**Circulos:**  
Culturally relevant coping  
circles

## Life Prep at Academia Avance

Course purpose: To re-invigorate academic studies by providing forum where students are asked, "what do they want in their life at age 24?".



## What do students learn in Life Prep?

- Students know:
- the expectations and demands of their mission statement.
- the institutions and networks which feed their mission statement.
- requirements to gain access to these networks and institutions.
- A-G requirements
- integrate various Google Apps on a Google site.
- Junior Achievement financial component
- Respond/present complete sentences
- Students will deliver by the end of the year:
- A S.M.A.R.T. mission statement
- Professional resume
- A cover letter
- Two college essays
- An online, academic portfolio, utilizing cloud computing
- An online, recreational google site to demonstrate cloud computing skills
- The College Ready Score Card
- Autobiographical google presentation

# HOUSE @ Academia Avance



## Work Education Program (WEE)



# Senior International Learning Lab (SILL)



# THANK YOU!

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