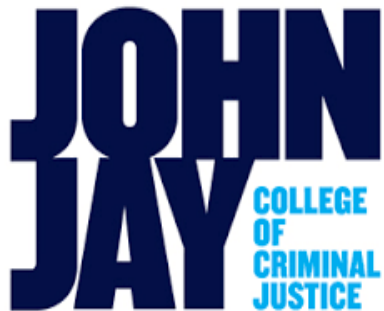


Addressing the School to Prison Pipeline with Restorative Practices that Promote Educational Equity in New York City Schools

John Jay College of Criminal Justice – CUNY Graduate Center
Virginia Diaz-Mendoza



Outline of Presentation

- Defining the School to Prison Pipeline
- Impact of Punitive School Discipline
- Restorative Practices in NYC Schools
- The Benefits & Challenges of Using Restorative Justice as an Alternative to Punitive Discipline

Zero Tolerance Policies in Schools

Federal Legislation:

Gun-Free School Zone Act (1990)

Safe and Drug-Free Schools and Communities Act (1994)

Criminalization of Schools:

- Video Surveillance
- Metal Detectors
- Presence of Law Enforcement Officers
- Mandated Law Enforcement Referrals

(Hirschfield, 2008)

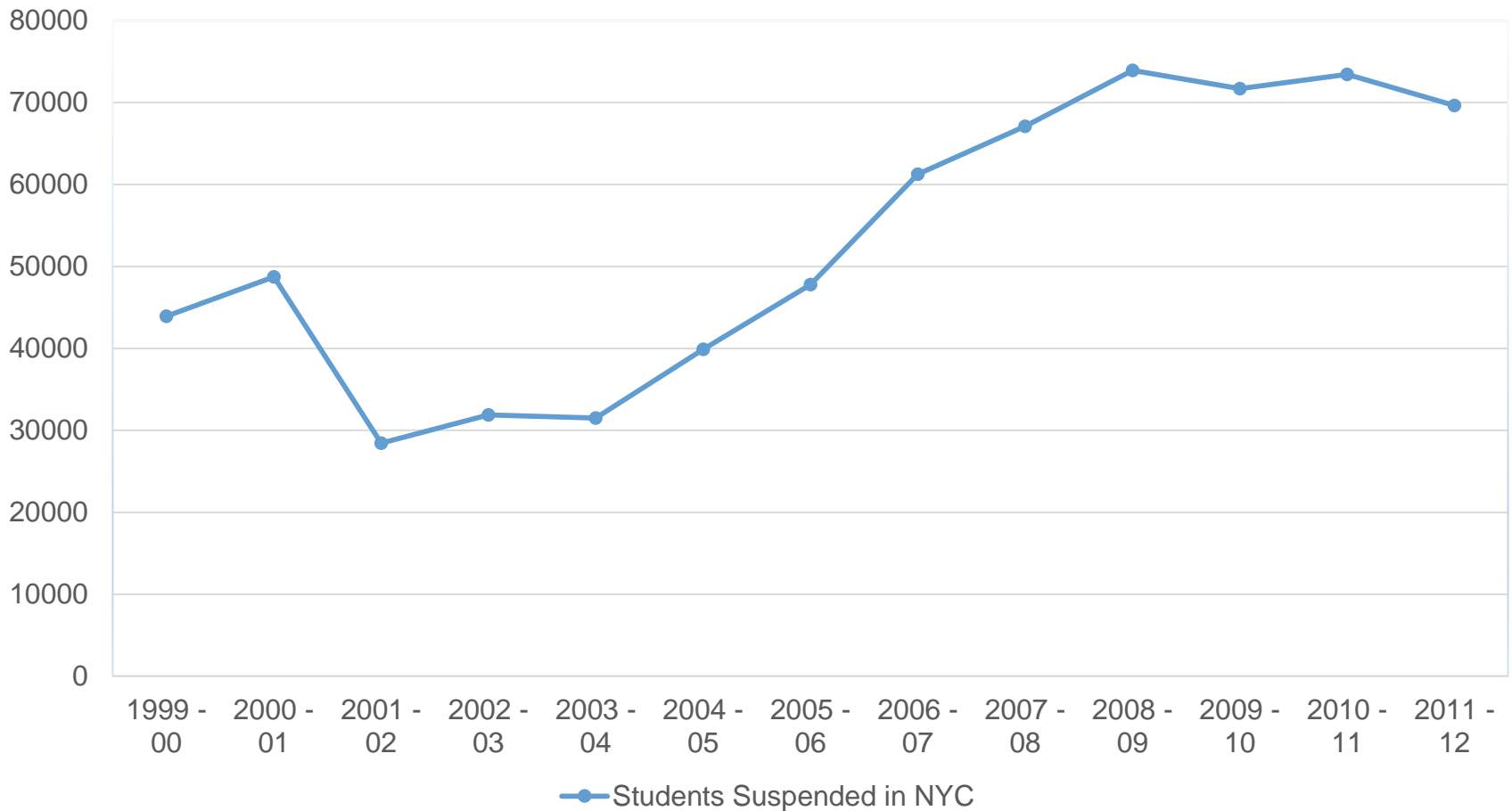
Repeated Suspensions & Expulsions Leading to Total
Departure from School (Sprague et al, 2001)

Emergence of School to Prison Pipeline (Casella, 2003)

Total Student Suspensions by Year New York City, 1999 – 2012

DOE FOIL data obtained by from New Civil Liberties Union

Students Suspended in NYC



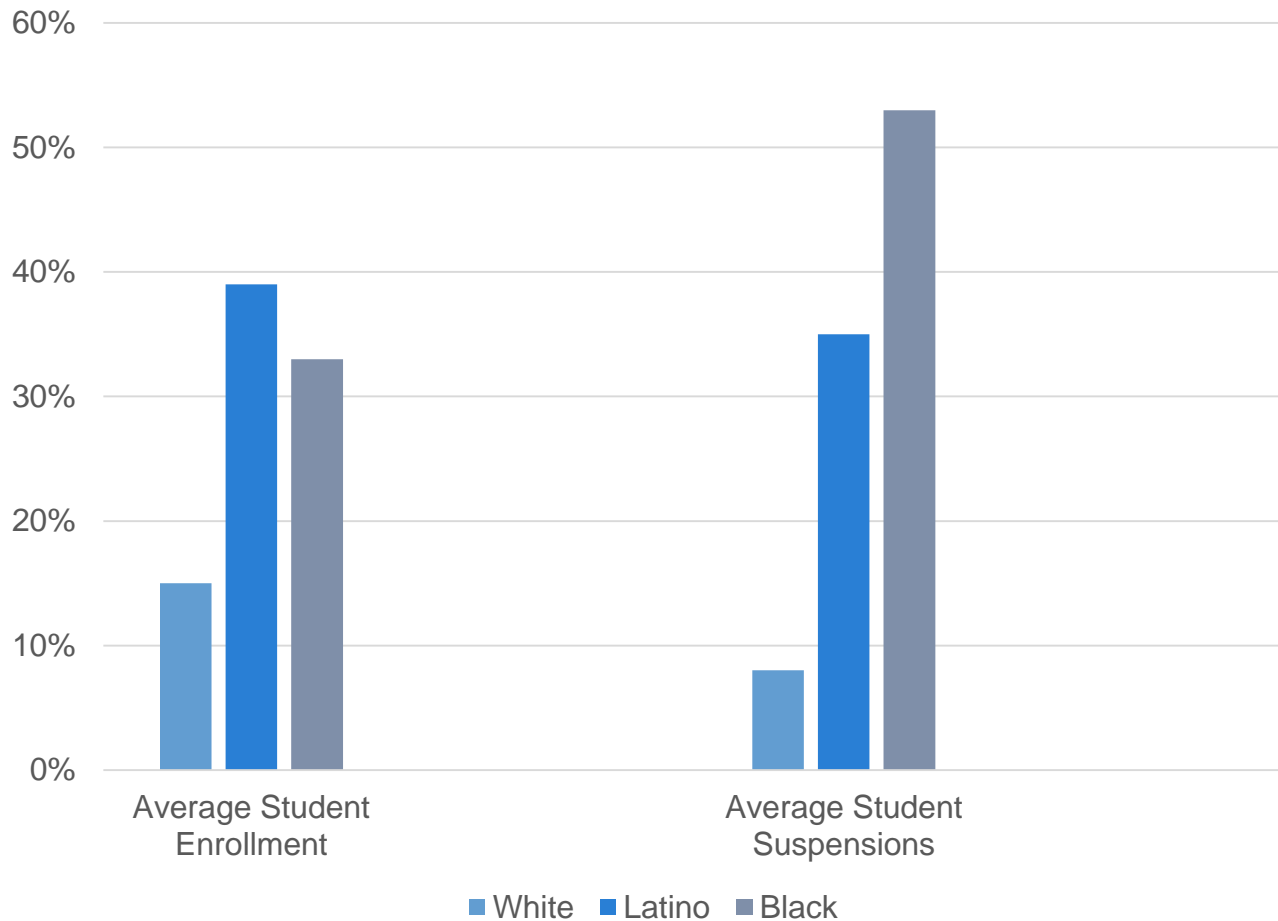
Intersectionality & School Discipline: Class, Race & Gender

Schools often punish students with greatest academic, social, economic, and emotional needs (Noguera, 2003).

Black male students are disciplined more often, more harshly and for more subjective reasons than any other racial / ethnic group (Skiba et al, 2002).

Black male students are more likely to experience minor and more severe disciplinary action than any other group (Wallace et al, 2008).

Enrollment and Suspensions by Race and Ethnicity in NYC 1999 - 2009



Impact of Punitive Discipline Policies



Civil Rights Data –
Dept. of Education
2009 – 2010

- National Sample of 72,000 Schools
- 96,000 Arrests
- 242,000 Referrals to Law Enforcement

Factors that Influence School Discipline

STUDENTS

- Adverse Life Experiences
- Stereotypes/ Stigma
- Intergenerational/ Historical Trauma
- Strain – Unmet Goals & Deferred Dreams
- Perceived Discrimination
- Criminalization/ Punitive Social Control

TEACHERS

- Pre-service Training
- Implicit Bias/ Racism
- Communication Barriers
- High Pressure Work Environment/ Limited Resources
- Vicarious Trauma
- Limited Professional Development Opportunities

Restorative Justice Pilot Project in NYC

- Funding: New York City Council allocated \$2,400,000 for Restorative Practices in NYC public schools
- Goal: Change the culture of schools with high suspension rates, build resiliency, increase pro-social skills of participants
- Professional Learning Community: Mentor Schools (Level 3) will coach and mentor Experienced (Level 2) and Beginner Schools (Level 1)

Circle Topic:

Restorative Practices in Schools

What are some Benefits and/or Challenges to using Restorative Practices as an Alternative to Punitive Discipline?

How will Restorative Practices Promote Educational Equity?

Elements of Constructing the Circle (Boyes-Watson & Pranis, 2015)

- All Participants Sit in a Circle
- Mindfulness Moment
- Opening Ceremony
- Centerpiece
- Talking Piece
- Identifying Values
- Generating Guidelines based on Values
- Guiding Questions
- Closing Ceremony