



## Breaking the Cycle: School-to-Prison Pipelines

**Course Description:** The practice of pushing students out of the education system and into the criminal justice system has become known more concisely as the “school-to-prison pipeline.” A number of practices adopted by school districts across the country have been shown to contribute to the shuttling of students into the criminal justice system. These policies and practices have been shown to especially target students identified as part of a minority group. Today more than ever, teachers and administrators are seeing an increase in students involved with the criminal justice system, because of poor disciplinary track-records in schools.

This course will cover the subject of the school-to-prison pipeline, and why understanding this subject is crucial to better serve students. Participants will be guided through terminology, the policies and practices that contribute to the school-to-prison pipeline, and be given ideas on how to support student success and positive change in policies and practices of school districts.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 15**

### Learning Objectives:

- Identify the terms and concepts associated with the school-to-prison pipeline
- Demonstrate an awareness of the role disciplinary policies and practices of school districts play in the life of a student, and their relationship with the criminal justice system
- Analyze strategies to reform school-to-prison pipeline practices in their classroom and ensure students of color and other minority-identified students have the opportunity to voice needs and ideas related to their education and learning.
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

### Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

### Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours

2	<b>Locking Up the Terminology</b> – In this lesson, participants will read articles explaining what the school-to-prison pipeline is, along with other important terms and concepts.	1.4 Hours
3	<b>Exculpatory Evidence</b> – In this lesson, participants will examine some of the reasoning given by education systems on why they began to utilize policies and practices that contribute to the school-to-prison pipeline.	1.4 Hours
4	<b>People of Color Pushout</b> – In this lesson, participants are given reading and activity assignments on the effects that school-to-prison pipeline policies have on students of color.	1.4 Hours
5	<b>Zero-Tolerance, Zero-Effectiveness</b> – In this lesson, participants read articles and watch videos explaining “zero-tolerance policies. They will examine the roots of the policy, and in a quiz, explore why this policy is harmful for students.	1.4 Hours
6	<b>School Detention to Juvenile Detention</b> – In this lesson, participants will read about how suspension and detention can contribute to rates that students are involved with the justice system.	1.4 Hours
7	<b>Long Term Sentencing</b> – In this lesson, participants will read on long term effects of the school-to-prison pipeline, and how it has impacted incarceration rates in the United States.	1.4 Hours
8	<b>Restorative Justice</b> – In this lesson, participants will learn about what restorative justice is and how schools are using this as an alternative to practices that contribute to the school-to-prison pipeline.	1.4 Hours
9	<b>Supporting Students in the Midst of Sweeping Disciplinary Rules</b> – In this lesson, participants will read articles on how educators can support students as they navigate the school system with school-to-prison pipeline contributing policies.	1.4 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
<b>TOTAL HOURS</b>		15 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course.

Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

- 3. Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 4. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

**Grading Scale:**

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.