

Missouri's Pipeline of Injustice

From School to Prison



ACLU

Missouri

Recommendations for Caregivers & Students

RECOMMENDATIONS

FOR PARENTS

- Learn your rights and your child's rights at school. Ask educators to clearly explain disciplinary procedures.
- Carefully review your school's written disciplinary policies.
- Learn more about your school's use of school resource officers (SROs).
- Use available resources, such as data from the federal Office for Civil Rights, to learn about disparities in discipline at your child's school.
- Learn how to appeal a school's disciplinary action.
- Parents of students with disabilities should make sure their child's Individual Education Program (IEP) is correct, available to all educators, and implemented.

RECOMMENDATIONS

FOR STUDENTS

- Require information be provided about students' rights while in schools. Communication should be clear about behavior expectations and punishments.
- Learn what rights apply when students interact with law enforcement and with school administration.
- Speak to parent or guardian about any perceived disciplinary inequalities in your school.

RECOMMENDATIONS

FOR STUDENTS WITH DISABILITIES & DISABILITY RIGHTS ADVOCATES

- Make sure your school has clear policies on restraint and seclusion.
- Know how the disciplinary hearing process is unique for students with disabilities.
- Learn how the appeal process works at school, in case a student with a disability is subjected to disproportionate discipline.

Recommendations for School Districts

RECOMMENDATIONS

FOR EDUCATORS

- Increase use of inclusionary (vs. exclusionary) discipline with an eye toward restorative practices.
- Make sure teachers, staff, and administrators are engaged and informed about the communities they teach in and prioritize understanding what their students' home lives look like, and how that might affect their in-school behavior.
- Inform students of their rights. Clearly explain disciplinary procedures.
- Districts should conduct internal evaluations in partnership with community members to learn more about why students are being disciplined.
- Educators should keep track of discipline data in their classroom for own self-study and correction.
- Eliminate language in the school code of conduct that punishes vague infractions such as "defiance" or "disruptive behavior."
- Educators should pay particular attention to providing equal access for students with disabilities, and ensure disciplinary actions are never taken for behaviors connected to students' disabilities.

RECOMMENDATIONS

FOR POLICYMAKERS (SCHOOL BOARD MEMBERS & ADMINISTRATORS)

- Work to eliminate out-of-school suspension and expulsion.
- Consult with parents, teachers, students and community members when creating or updating discipline policies.
- Require more detailed reporting of student discipline, including information about length of suspension and the reason for taking disciplinary action. This information should be readily accessible to the public. Schools should have internal reports on disciplinary trends that are available to teachers, students, and parents.
- Fund mandatory teacher anti-bias trainings to educate about trauma-informed practices, racial/economic equity, and issues for disabled students.
- Be specific about how and when restraint and seclusion can be used. Take immediate action to reduce the use of restraint and seclusion, particularly for students with disabilities.
- Hire more counselors and implement trauma-informed practices.
- Draft clear MOU agreements to limit role of officers in discipline matters. Review agreements annually with public consultation.

Recommendations for Lawmakers & Law Enforcement

RECOMMENDATIONS

FOR LAW ENFORCEMENT

- Set clear policies for when law enforcement should be involved in student discipline. Limit the involvement of law enforcement to situations that pose a real and immediate threat of serious physical injury.
- Create policies to ensure that the arrest or detention of a student is only used as a last resort. Explore diversion practices.
- Train all school resource officers (SROs) to understand policies and needs relevant to students with disabilities.

RECOMMENDATIONS

FOR LEGISLATORS

- Examine Missouri's laws on school policy for language that may cause disparate impact on students of color and students with disabilities. (Example: Missouri law says that students may be suspended for conduct that "tends to impair morale or good conduct of pupils." This language is broad and open to adverse interpretation.)
- Evaluate the benefits of decreasing the length of suspension. (Compared to many states, Missouri has an exceptionally long limit for out-of-school suspensions.)
- State law should be specific about what behaviors fall into the categories of "disruptive behavior" and "disorderly conduct."
- Create a clear path for students to be reinstated to school post-suspension and receive educational services while out of school.
- Identify and eliminate zero-tolerance policies.
- Require school to adopt student search policies that match Fourth Amendment protections.
- Require school law enforcement officers or security personnel to be trained in child development, as well as require all contracts between school districts and security personnel to establish that security personnel are not responsible for school discipline unless the violation poses an immediate and real danger.

UNDERSTANDING IDEA

The Individuals with Disabilities Education Act (IDEA) is a federal program requiring schools to address the needs of eligible students with certain learning, behavioral, or physical disabilities.

Schools must evaluate and provide educational opportunities for students to ensure that they have access to free and appropriate public education that is integrated with non-IDEA students wherever possible. However, not every student with these challenges qualifies for IDEA opportunities. Far more remain undiagnosed and underserved.

IDEA covers kids from birth through high school graduation or age 21 (whichever comes first). It provides early intervention services up to age 3, and special education for older kids in public school, including charter schools.

Not every child with one of the covered disabilities qualifies for IDEA.

To be eligible, a student must:

- Have a disability and, **as a result of that disability** need special education in order to make progress in school

WHAT IDEA COVERS

To qualify, a child must have one of the 13 disability categories that IDEA covers. They are:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment (including ADHD)
- Specific learning disability (including dyslexia, dyscalculia and dysgraphia, and other learning issues)
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness

Glossary of Key Terms

504: Refers to Section 504 of the Rehabilitation Act of 1973. Section 504 mandates that people with disabilities cannot be excluded, or denied equal benefits from any program that receives federal funding. In schools, this would require that the needs of students with disabilities that may or may not fall under IDEA classification must be addressed equally with those of students without disabilities.

Average Daily Attendance Rate: Average number of students attending school each day of a given month. School funding decisions are often made using this statistic.

Charter Schools: Publicly funded schools that are separate from traditional schools and subject to different, and often less stringent regulations.

Corporal Punishment: Involves the use of physical force to punish a student, such as spanking or slapping. (See RSMO 160.261)

Disciplinary Alternative Schools: A public school which provides alternative education for students that cannot attend a typical school. This does not include special or vocational education.

Expulsion: When a student is removed from school for the school year or longer. An expulsion can occur under zero tolerance policies, meaning a mandatory expulsion resulting from the student behaving violently or bringing a weapon to school. Expulsions can

also occur with educational services, such as home tutoring and transfer to an alternative or virtual school, or without services.

Expulsion with Educational Services: This is a category defined by the federal Office for Civil Rights data. Expulsion with services is an action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes, with the continuation of educational services, for the remainder of the school year or longer in accordance with local educational agency policy.

Expulsion without Educational Services: This is a category defined by the federal Office for Civil Rights data. Expulsion without educational services is an action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes, with the cessation of educational services, for the remainder of the school year or longer in accordance with local educational agency policy.

IDEA: Children who receive specialized educational services due to a disability under the federal Individuals with Disabilities Education Act (IDEA). A student's specific needs will be laid out in their Individualized Education Program (IEP) or an Individual Family Service (IFS) plan. Some of the disabilities which fall in this classification include: intellectual disabilities; visual, hearing, speech or language impairment;

serious emotional disturbance; orthopedic impairment; autism; and traumatic brain injury.

Implicit Bias: Stereotypes that can unconsciously affect behavior.

Individualized Education Plan (IEP):

A plan created to ensure every student with IDEA disabilities is provided with the specialized services they required to have equal access to education.

In-School Suspension (ISS): When a student is temporarily removed from classroom for a least half a day, but remains on school property.

Long-Term Suspension: A suspension lasting more than 10 consecutive days and/or 10 days cumulatively that are judged to be part of pattern of suspension.

Memorandum of Understanding (MOU):

An agreement between a school and law enforcement and/or security companies to establish the nature and scope of their relationship with respect to school resource officers and other law enforcement officials.

Out-Of-School Suspension (OSS): When a student without disabilities or a student with disabilities under Section 504 is temporarily removed from school for a period of between half a day and 180 days. Out-of-school suspension can be given with or without alternative educational services. For students with disabilities under IDEA, an out-of-school suspension for less than 10 days can include suspensions with no IEP services provided, or suspensions in which services are provided.

In all cases, a suspension of less than 10 days does not require educational services. However, any services that are provided must be given equally to students with and without disabilities. Any student receiving a

suspension over 10 days long is still entitled to educational services. Students with disabilities must receive all services required to achieve an equal education under their IEP or 504 plan.

Principal's Suspension: A school principal may suspend a student for up to 10 days. A parent/guardian must be notified and a meeting must be held to provide for students' due process rights.

School Resource Officer (SRO): A law enforcement officer who works full time in schools.

School-to-Prison Pipeline: The system by which students' in-school behaviors result in punitive contact with law enforcement and the criminal justice system, resulting in greater likelihood of continued interaction with the criminal justice system through adulthood.

Short-Term Suspension: A suspension lasting less than 10 consecutive and/or cumulative days.

Superintendent's Suspension: A superintendent may suspend a student for up to 180 days. A parent/guardian must be notified, and a hearing held to allow for due process rights. Superintendent's suspensions may be appealed to the district's board of education.

Zero-Tolerance Policies: Policies, such as the state's Safe Schools Act, which mandate that students been suspended for a year, or expelled, as result of violent actions or bringing a weapon to school. (See RSMO 160.261.1 for more information on the Safe Schools Act and Zero Tolerance Policies in Missouri.

Additional Resources

The following resources correspond to many of the recommendations made on pages 9–11 of this report. Each section is aimed at specific groups that may find these materials most relevant.

For Parents

Learn about your rights and your child’s rights at school, see model questions regarding disciplinary procedures, evaluate discipline data and learn how to process your child’s discipline policy in our ACLU Toolkit at the back of this report.

Learn about what arrangements between law enforcement and schools should look like:

[“Model School Policy - Avoiding Criminalization in School Discipline,”](http://www.dignityinschools.org/files/code/ModelCode_Section3.2a.pdf) Dignity in Schools Campaign. http://www.dignityinschools.org/files/code/ModelCode_Section3.2a.pdf

[“Parent’s Checklist for SROs in Your Child’s Schools,”](http://strategiesforyouth.org/sfysite/wp-content/uploads/2016/09/ParentGuide-SROs-InSchool_011817.pdf) Strategies for Youth. http://strategiesforyouth.org/sfysite/wp-content/uploads/2016/09/ParentGuide-SROs-InSchool_011817.pdf

For Students

Learn about your rights, see model questions regarding disciplinary procedures, evaluate discipline data in our ACLU Toolkit at the back of this report.

Learn about your rights when interacting with law enforcement:

[“Know your Rights: What to do when encountering the police \(for youth\),”](https://www.aclu.org/know-your-rights/what-do-when-encountering-police-youth) American Civil Liberties Union, 2016. <https://www.aclu.org/know-your-rights/what-do-when-encountering-police-youth>

For Students with Disabilities and Disability Rights Advocates

Learn more about Missouri-specific guidelines for students with disabilities:

[“Discipline for Children with Disabilities,”](https://dese.mo.gov/special-education/professional-development/discipline-children-disabilities) Missouri Department of Elementary and Secondary Education, 2017. <https://dese.mo.gov/special-education/professional-development/discipline-children-disabilities>

Learn more about the use of restraint in seclusion in discipline policies:

[“Fact Sheet: Restraint and Seclusion of Students with Disabilities,”](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf) U.S. Department of Education, 2016. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf>

Review regulations related to federal Section 504:

[“Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools,”](https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf) U.S. Department of Education, 2016. <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

For Educators

[“St. Louis schools look to change school culture with new approach to discipline,”](http://www.stltoday.com/news/local/education/st-louis-schools-look-to-change-school-culture-with-new/article_4dd4fd8f-7b0d-5ee6-ac06-ba7cc384cec3.html) St. Louis Post Dispatch, 2017. http://www.stltoday.com/news/local/education/st-louis-schools-look-to-change-school-culture-with-new/article_4dd4fd8f-7b0d-5ee6-ac06-ba7cc384cec3.html

[“Counselors Not Cops: Ending the Regular Presence of Law Enforcement in Schools,”](http://www.dignityinschools.org/counselors-not-cops) Dignity in Schools, 2013. <http://www.dignityinschools.org/counselors-not-cops>

[“From Punitive to Restorative: Advantages of using trauma-informed practices in schools,”](http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/From-Punitive-to-Restorative1.pdf) Kirwan Institute, 2015. <http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/From-Punitive-to-Restorative1.pdf>

[“Guides to Collecting and Interpreting Discipline Data,”](http://www.endzerotolerance.org/single-post/2017/06/26/Becoming-a-Civil-Rights-Data-Advocate) End Zero Tolerance, 2017. <http://www.endzerotolerance.org/single-post/2017/06/26/Becoming-a-Civil-Rights-Data-Advocate>

[“Measuring Discipline Disparities,”](http://supportiveschooldiscipline.org/learn/reference-guides/measuring-discipline-disparities) National Discipline Disparities, 2002. <http://supportiveschooldiscipline.org/learn/reference-guides/measuring-discipline-disparities>

[“Fact Sheet: Preventing Racial Discrimination in Special Education,”](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-racedisc-special-education.pdf) U.S. Department of Education, 2016. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-racedisc-special-education.pdf>

For School Board Members and Administrators

Limiting or eliminating out-school suspension is a common policy measure taken to help disrupt the school-to-prison pipeline. Learn about states that are taking legislative steps to mitigate out-of-school suspension. These changes can also be made on a local level.

[“House Bill 674,”](http://www.legis.state.tx.us/tlodocs/85R/billtext/html/HB00674S.htm) Texas State Legislature, 2017. <http://www.legis.state.tx.us/tlodocs/85R/billtext/html/HB00674S.htm>

[“Assembly Bill 420,”](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB420) California State Legislature, 2014. http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB420

[“Senate Bill 995,”](http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995) Virginia General Assembly, 2017. <http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995>

[“A Model Code on Education and Dignity,”](http://www.dignityinschools.org/files/Model_Code_2013.pdf) Dignity in Schools, 2013. http://www.dignityinschools.org/files/Model_Code_2013.pdf

School data is a fruitful area for legislative reform. Louisiana, New York City and Rhode Island have additional data requirements established by legislation:

[“Act Number 136,”](http://www.njln.org/uploads/digital-library/Louisiana-Commits-to-Improved-Behavior-and-Discipline-Plans-in-Schools-SB-527.pdf) Louisiana State Legislature, 2010. <http://www.njln.org/uploads/digital-library/Louisiana-Commits-to-Improved-Behavior-and-Discipline-Plans-in-Schools-SB-527.pdf>

[“Senate Bill 2168,”](http://webserver.rilin.state.ri.us/BillText16/SenateText16/S2168.pdf) Rhode Island State Legislature, 2016. <http://webserver.rilin.state.ri.us/BillText16/SenateText16/S2168.pdf>

[“Local Law 2015/093,”](http://legistar.com) New York City Council, 2015. <http://legistar.com>

council.nyc.gov/LegislationDetail.aspx?ID=2253272&GUID=9BACC627-DB3A-455C-861E-9CE4C35AFAAC&Options=&Search=

A resource that shows how school discipline can affect students for a lifetime:

[“Breaking School Rules: A Statewide Study of how School Discipline Relates to Students’ Success and Juvenile Justice Involvement,”](https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf) Justice Center and Public Policy Research Institute, 2011. https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

Factors such as implicit bias can increase disparate outcomes in discipline:

[“Understanding Implicit Bias,”](http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/) Kirwan Institute, 2015. <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

This fact sheet contains information on restraint and seclusion practices:

[“Fact Sheet: Restraint and Seclusion of Students with Disabilities,”](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf) U.S. Department of Education. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf>

Missouri recognizes the need to create trauma-informed schools. Review and assess current policies, as well as research additional opportunities:

[“Trauma-Informed Schools Initiative,”](https://dese.mo.gov/traumainformed) Missouri Department of Elementary and Secondary Education, 2017. <https://dese.mo.gov/traumainformed>

[“From Punitive to Restorative: Advantages of using trauma-informed practices in schools,”](http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/From-Punitive-to-Restorative1.pdf) Kirwan Institute, 2015. <http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/From-Punitive-to-Restorative1.pdf>

The guide details how to limit the role of law enforcement in schools:

[“Developing a Governing Document for Police in Schools,”](https://www.aclu.org/other/policing-schools-developing-governance-document-school-resource-officers-k-12-schools) ACLU, 2009. <https://www.aclu.org/other/policing-schools-developing-governance-document-school-resource-officers-k-12-schools>

For Law Enforcement

[“It Is Time To Get Real About School Policing”](http://www.huffingtonpost.com/harold-jordan/it-is-time-to-get-real-ab_b_12361376.html?1475696512) Harold Jordan, 2016. http://www.huffingtonpost.com/harold-jordan/it-is-time-to-get-real-ab_b_12361376.html?1475696512

States such as Florida, North Carolina and Rhode Island limit the involvement of law enforcement to incidents based on immediate threats:

[“Senate Bill 1540”](http://www.njjn.org/uploads/digital-library/Florida-Reins-in-Zero-Tolerance-Law-SB-1540.pdf) Florida Senate, 2009. <http://www.njjn.org/uploads/digital-library/Florida-Reins-in-Zero-Tolerance-Law-SB-1540.pdf>

[“Session Law 2011-282,”](http://www.ncleg.net/EnactedLegislation/SessionLaws/PDF/2011-2012/SL2011-282.pdf) General Assembly of North Carolina, 2011. <http://www.ncleg.net/EnactedLegislation/SessionLaws/PDF/2011-2012/SL2011-282.pdf>

[“Senate Bill 2168,”](http://webserver.rilin.state.ri.us/BillText16/SenateText16/S2168.pdf) General Assembly of Rhode Island, 2016. <http://webserver.rilin.state.ri.us/BillText16/SenateText16/S2168.pdf>

[“School Discipline and Security Personnel: A Tip Sheet for Advocates on Maximizing School Safety and Student Success,”](http://www.njjn.org/our-work/school-discipline--security-personnel) National Juvenile Justice Network, 2015. <http://www.njjn.org/our-work/school-discipline--security-personnel>

Diversion practices are another way to keep students from early entry into the criminal justice system:

[“Keeping Kids in School and Out of Court,”](http://www.stoneleighfoundation.org/sites/default/files/SchoolDiversionProgram-Spreads.pdf) Office of Juvenile Justice and Delinquency Prevention, 2014. <http://www.stoneleighfoundation.org/sites/default/files/SchoolDiversionProgram-Spreads.pdf>

Learn more about categories to include in school resource officer (SRO) disability awareness training:

[“Training for School Resource Officers on Disability Awareness,”](https://www.kennedykrieger.org/sites/default/files/community_files/disability-training-poster-aucd-2010.pdf) Maryland Center for Developmental Disabilities, 2010. https://www.kennedykrieger.org/sites/default/files/community_files/disability-training-poster-aucd-2010.pdf

For Legislators

Language revisions in statewide policy are a trend in combating the school-to-prison pipeline across the nation. States such as California and North Carolina have eliminated specific words from their statutes that cause disparate outcomes.

[“Assembly Bill 420,”](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB420) California State Legislature, 2014. http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB420

[“Session Law 2011-282,”](http://www.ncleg.net/EnactedLegislation/SessionLaws/PDF/2011-2012/SL2011-282.pdf) General Assembly of North Carolina, 2011. <http://www.ncleg.net/EnactedLegislation/SessionLaws/PDF/2011-2012/SL2011-282.pdf>

Compared to many states, Missouri has an exceptionally long limit for out-of-school suspensions. See Virginia for proposed legislation limiting duration of suspensions:

[“Senate Bill 995,”](http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995) Virginia General Assembly, 2017. <http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995>

[exe?171+sum+SB995](http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995)

Some states strictly limit which behaviors fall under broad categories of misbehavior, such as California. Other states very specifically define what a student can be suspended or expelled for, such as Oregon, the District of Columbia, and proposed legislation in Virginia.

[“Assembly Bill 420,”](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB420) California State Legislature, 2014. http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB420

[“Senate Bill 553,”](https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/SB553) Oregon Legislative Assembly, 2015. <https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/SB553>

[“B21-0001 - Pre-K Student Discipline Amendment Act of 2015,”](http://lims.dccouncil.us/Legislation/B21-0001) Council of the District of Columbia, 2015. <http://lims.dccouncil.us/Legislation/B21-0001>

[“Senate Bill 995,”](http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995) Virginia General Assembly, 2017. <http://lis.virginia.gov/cgi-bin/legp604.exe?171+sum+SB995>

Oregon mandates that schools create specific policies for students to make up missed work and regain ground after a suspension. Colorado and Massachusetts require school districts to establish behavioral plans:

[“Senate Bill 553,”](https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/SB553) Oregon Legislative Assembly, 2015. <https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/SB553>

[“House Bill 12-1345,”](http://www.leg.state.co.us/CLICS%5CCLICS2012A%5Ccsl.nsf/fsbillcont3/EF8C872579CD00625FE2?Open&file=1345_enr.pdf) General Assembly of the State of Colorado, 2012. http://www.leg.state.co.us/CLICS%5CCLICS2012A%5Ccsl.nsf/fsbillcont3/EF8C872579CD00625FE2?Open&file=1345_enr.pdf

“An Act Relative to Student Access to

Educational Services and Exclusion from School,” Massachusetts State Legislature.,” 2012. <https://malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter222>

Several states have taken legislative steps to limit zero-tolerance practices. Illinois requires that districts exhaust all other options before suspending or expelling a student. Michigan requires the use of restorative practices.

“[Senate Bill 0100,](http://ilga.gov/legislation/publicacts/fulltext.asp?name=099-0456&GA=99&SessionId=88&DocTypeId=SB&DocNum=0100&GAIID=13&Session=)” Illinois General Assembly, 2016. <http://ilga.gov/legislation/publicacts/fulltext.asp?name=099-0456&GA=99&SessionId=88&DocTypeId=SB&DocNum=0100&GAIID=13&Session=>

“[Public Act 361,](http://www.legislature.mi.gov/(S(vmxwibcccbonqbg4hxn55u3d))/mileg.aspx?page=getObject&objectName=mcl-380-1310c)” Michigan Legislature, 2016. [http://www.legislature.mi.gov/\(S\(vmxwibcccbonqbg4hxn55u3d\)\)/mileg.aspx?page=getObject&objectName=mcl-380-1310c](http://www.legislature.mi.gov/(S(vmxwibcccbonqbg4hxn55u3d))/mileg.aspx?page=getObject&objectName=mcl-380-1310c)

Developing consistent policies when it comes to law enforcement and schools is critical when addressing the school-to-prison pipeline:

“[Policing in Schools: Developing A Governance Document for School Resource Officers in K-12 Schools,](https://www.aclu.org/other/policing-schools-developing-governance-document-school-resource-officers-k-12-schools)” American Civil Liberties Union, 2009. <https://www.aclu.org/other/policing-schools-developing-governance-document-school-resource-officers-k-12-schools>

This fact sheet contains information concerning restraint and seclusion practices:

“[Fact Sheet: Restraint and Seclusion of Students with Disabilities,](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf)” U.S. Department of Education. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf>

For further reading on the School-to-Prison-Pipeline

[“Breaking the School to Prison Pipeline for Students with Disabilities,”](https://www.ncd.gov/publications/2015/06182015) National Council on Disability, 2015. <https://www.ncd.gov/publications/2015/06182015>

[“Are We Closing the School Discipline Gap?,”](https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap/AreWeClosingTheSchoolDisciplineGap_FINAL221.pdf) The Center for Civil Rights Remedies at the Civil Rights Project, 2015. https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap/AreWeClosingTheSchoolDisciplineGap_FINAL221.pdf

[“The Civil Rights Data Collection Data Snapshot,”](https://ocrdata.ed.gov/DataSummary) 2014. <https://ocrdata.ed.gov/DataSummary>

[“School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System,”](https://csgjusticecenter.org/youth/school-discipline-consensus-report/) The Council of State Governments Justice Center, 2014. <https://csgjusticecenter.org/youth/school-discipline-consensus-report/>

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An affiliate of the national American Civil Liberties Union, ACLU of Missouri preserves and expands the constitutional rights and civil liberties of all Missourians as guaranteed in the Missouri and U.S. Constitutions, with a focus on the Bill of Rights, the first ten Amendments.

For nearly 100 years, the ACLU has been our nation's guardian of liberty, working in courts, legislatures, and communities to defend and preserve the individual rights and liberties that the Constitution and the laws of the United States guarantee everyone in this country.

Whether it's achieving full equality for LGBT people, establishing new privacy protections for our digital age of widespread government surveillance, ending mass incarceration, or preserving the right to vote or the right to have an abortion, the ACLU takes up the toughest civil liberties cases and issues to defend all people from government abuse and overreach.

With more than 2 million members, activists, and supporters, the ACLU is a nationwide organization that fights tirelessly in all 50 states, Puerto Rico, and Washington, D.C., to safeguard everyone's rights.

The ACLU is nonprofit and nonpartisan. We do not receive any government funding. Member dues as well as contributions and grants from private foundations and individuals pay for the work we do.

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