

# ***Interrupting the*** **School to Prison Pipeline**



# Meet our Panelists



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# Agenda

- Welcome / Introductions
- Prayer
- Panelist Discussions
- Q & A
- Next Steps
- Wrap-Up



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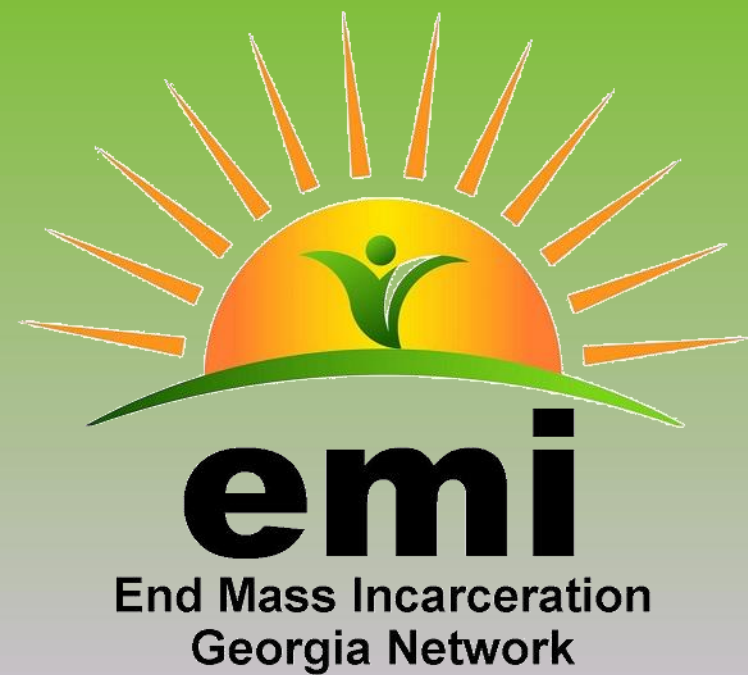


# ***Help Disrupt the School to Prison Pipeline***

North Georgia Conference United Methodist Women  
and Project Transformation North Georgia

June 6, 2020

Presentation by:  
Pamela Perkins Carn, Co-Convener  
End Mass Incarceration Georgia Network



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The **END MASS INCARCERATION GEORGIA NETWORK** is an intentional association of faith communities, organizations and individuals formed to effect positive change in the areas of juvenile and criminal justice.

**Belief Statement:** All children and families are of infinite value and potential--giving and deserving care, justice and support. This belief ensures an understanding that all strengthen the mosaic of life.

**Action Statement:** In order to break the cycle of generational criminal and juvenile justice involvement, there must be an intentional, collective investment in schools, communities and appropriate supportive services for children and adults to ensure that all children and families can succeed.

# SCHOOL TO PRISON PIPELINE DEFINED

The school to prison pipeline is the funneling of children from the public school system into the juvenile and criminal justice systems, in part, due to:

**Those most adversely affected:** children of color, poor children and children with learning disabilities/differences – and, more recently, emerging LGBTQI students.

zero tolerance  
school discipline  
policies

disproportionate  
application of  
student  
suspensions

high stakes testing

administrative  
practices

The most adversely affected population is African American males, who also comprise the majority population in most of Georgia's juvenile detention centers (if not all).

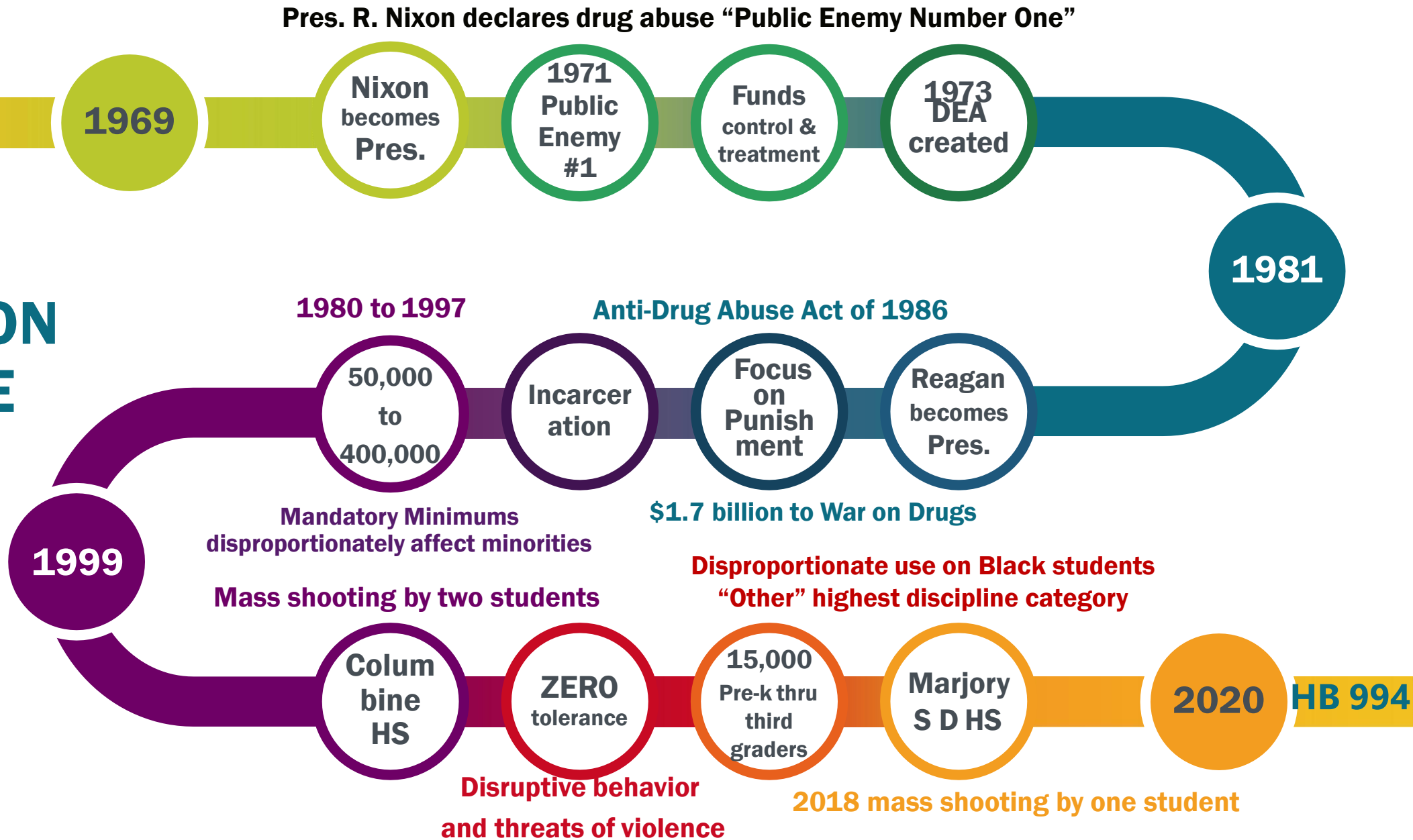
**TRENDS ARE CREATED.**



# SCHOOL TO PRISON PIPELINE

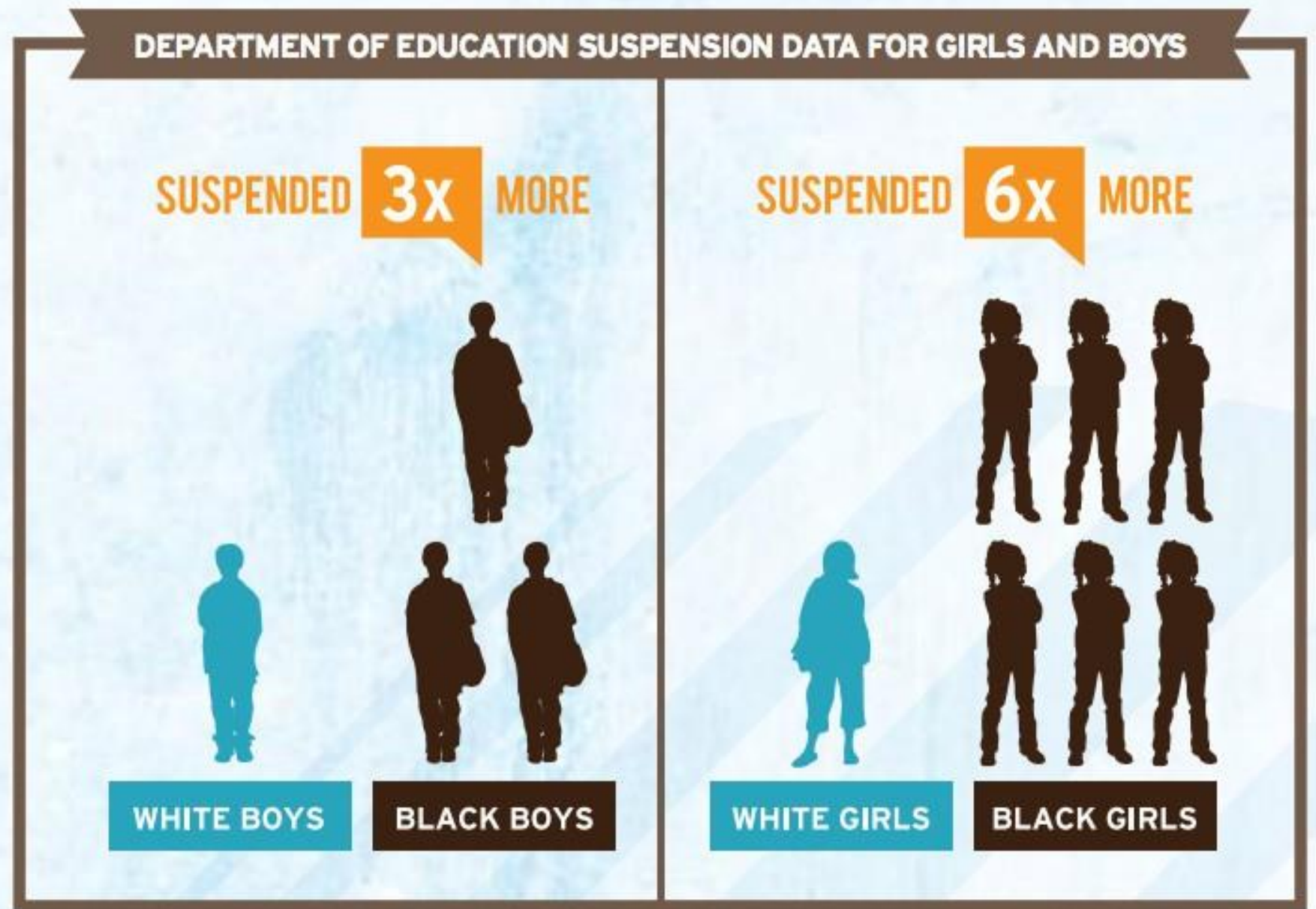
1969-2020

A 50-Year Trend





# SCHOOL TO PRISON PIPELINE NOT FOR BOYS ONLY



**Figure 1:** Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012

**Milledgeville police** said they were called to **Creekside Elementary School** on Friday for an unruly juvenile, who was allegedly throwing **a tantrum**. According to their report, when the officer arrived, he observed **kindergartner** Salecia Johnson on the floor of the principal's office screaming and crying. (cnnnews 4/17/12)





13 WMAZ

August 3, 2012 ·



Remember six-year-old Salecia Johnson, the Milledgeville girl handcuffed by police?

Her family says they had to move to escape the harassment that followed the story, which was reported around the world.

13WMAZ.COM

**Salecia Johnson's Family Still Angered by Handcuffing | 13wmaz.com**



17

49 Comments 6 Shares



Like



Comment



Share



Joann Perry Corley

That's what happens when you call the media? Keep your personal life private!



37

Like · Reply · 7y



Veronica Carleena

If the family was so sure everyone else was at fault, then they would have stood their ground on the issue. I just wonder with all the changing of cities and 3 different schools in less than a year, why did it take DFCS to determine that child needed ... [See More](#)



16

Like · Reply · 7y



Bobbie Sellers

What happened to the story? Was it taken down? All I get is, The page you are looking for can not be found.



2

Like · Reply · 7y



Trice Richardson

This whole story was a waste of airtime. They wanted the media involved...you got what you asked for. Now everybody know how bad your child is. Get over it! Next!!



31

Like · Reply · 7y



Veronica Carleena

It all starts at home, and there hasn't been any mention of a mental issue, so there is no excuse for this child to have been this out of control, point blank !



11

Like · Reply · 7y



13 WMAZ

Sorry! It's a glitch. Should be online again shortly.



1

Like · Reply · 7y



Sherry Freyer

If the family had to move because of the harassment from the previous story, why would you consent to another interview?



28

Like · Reply · 7y



Joshua Hardy

the same reason they let their child run their life....they're stupid...



9

Like · Reply · 7y



Pebbles Oggq

Wow

Like · Reply · 7y



Kimberly Paige Ward

I am a WMAZ news fan but I turned my tv when this aired. I agree with everyone else and I can't believe you guys wasted airtime, this isn't news anymore, the family is only seeking MONEY!



10

Like · Reply · 7y



Amanda Register

Sounds like somebody is trying to build a case for a lawsuit...they're trying to get paid...sad though that they are still choosing to exploit their child.



9

Like · Reply · 7y



Susan Q Holland

If my son was acting like that and injuring people, I would hope someone would take control. Maybe handcuffing is a bit extreme, but if that's your only option... Do what you have to do. In these crazy days you don't know what anyone, of any age, is capable of. See More



6

Like · Reply · 7y



Sandra Woods Wimberly

It is really a shame that people can be so ignorant to harass a family over something like this. People need to find something more important to do.



1

Like · Reply · 7y



Kevin D. Brown

Welcome to a Godless world ! Take God out and the Devil takes over ! Point blank !



17

Like · Reply · 7y





Kimberly Paige Ward  
Thats true Kevin... But so sad!

Like · Reply · 7y



Undrea Bivins  
This is a very unfortunate series of events. I pray that this child gets the help that she needs.

Like · Reply · 7y



3



Jennifer Bale  
Kids only act how they see their role models acting.... Just saying

Like · Reply · 7y



4



Lori Cruz  
So, this story from April surfaced again today because WMAZ chose to re-visit the child to see how she's doing 4 months after HER traumatic experience.  
My question WAS and IS - WHAT WERE THEY SUPPOSED TO DO WITH THIS CHILD?????  
This child w...ho was behaving like a tasmanian devil, destroying school property, ripping things off the walls, knocking over a bookcase and injuring the principal. Everyone is very quick to judge the police for handcuffing a 6 year old child, but NO ONE has yet to offer what they should have done! The child was out of

control, could not be calmed down - if they had done nothing and SHE was the one to be injured, then everyone would be on their case for doing nothing!  
Opinions Please -

Like · Reply · 7y



27



Kimberly Paige Ward  
Agree with you Lori..

Like · Reply · 7y



Dollie Goad  
They moved out of state? I hope!

Like · Reply · 7y



1



Jo Teague  
why are you digging stuff that happened last school year? you guys just like to stir stuff ,the more you stir the more it stinks.can't you guys find something else to report about , how about reporting on some good deed that some one has done!

Like · Reply · 7y



4



Alicia Denton Knowles  
I just shook my head while watching this. The mother is upset but she's the one who ran to the media in the first place. It could have been handled quietly by the parties involved but instead she chose to run to the news, Sharpton, and Lord knows who else. Then the "no child should be handcuffed" comment. Of course no one wants to see a kindergartner in handcuffs but what else were they supposed to do? She was tearing the classroom apart and injured the principal. They did what they had to do in order to make sure no one else was hurt.

Like · Reply · 7y



10

Like · Reply · 7y



Thomas Baldschun

When I was 6 and in school I didn't have to worry about being handcuffed. They would have had the paddle across my rear long before it got to that point and I would be back in the class room squirming in my seat trying to put out the fire on my backs... [See More](#)

Like · Reply · 7y

23



Shelly Bean Seward

Maybe this wouldn't have happened if the mother had purchased more minutes for her phone! That was her excuse for the school not being able to reach her for over an hour after this incident! Maybe she should have been a more attentive parent!

Like · Reply · 7y

4



Kimberly Paige Ward

Same here Thomas, they need to go back old school in school lol

Like · Reply · 7y

2



Mark Manning

I quote Billy Graham. "if a parent doesn't teach a child to respect them. They will respect anybody." Obviously these parents have failed in teaching their children any respect at all.

Like · Reply · 7y

4

Like · Reply · 7y



Evelyn Bowen-Miller

What does the mom think the school and officer should have done instead of handcuffing? And about harassment -keep your kids issues out of the media and maybe no one will know who she is. Seems to me more than just the child needing attention.

Like · Reply · 7y

2



Ladybug Baker

Now the foot is on the other shoe and negative attention has begun to shine in their direction now. SMH.

Like · Reply · 7y

1



Jeff Fortier

Media was called in because they were wanting another free check. !!!!!

Like · Reply · 7y

1



Tiffany Kohlmayer

I wanna know if this bad kid has relocated to gray.. I've got kids that don't need to be exposed to a mess like that.. and poor child, its not her fault.. its the example that was set for her!!

Like · Reply · 7y



Tiffany Kohlmayer

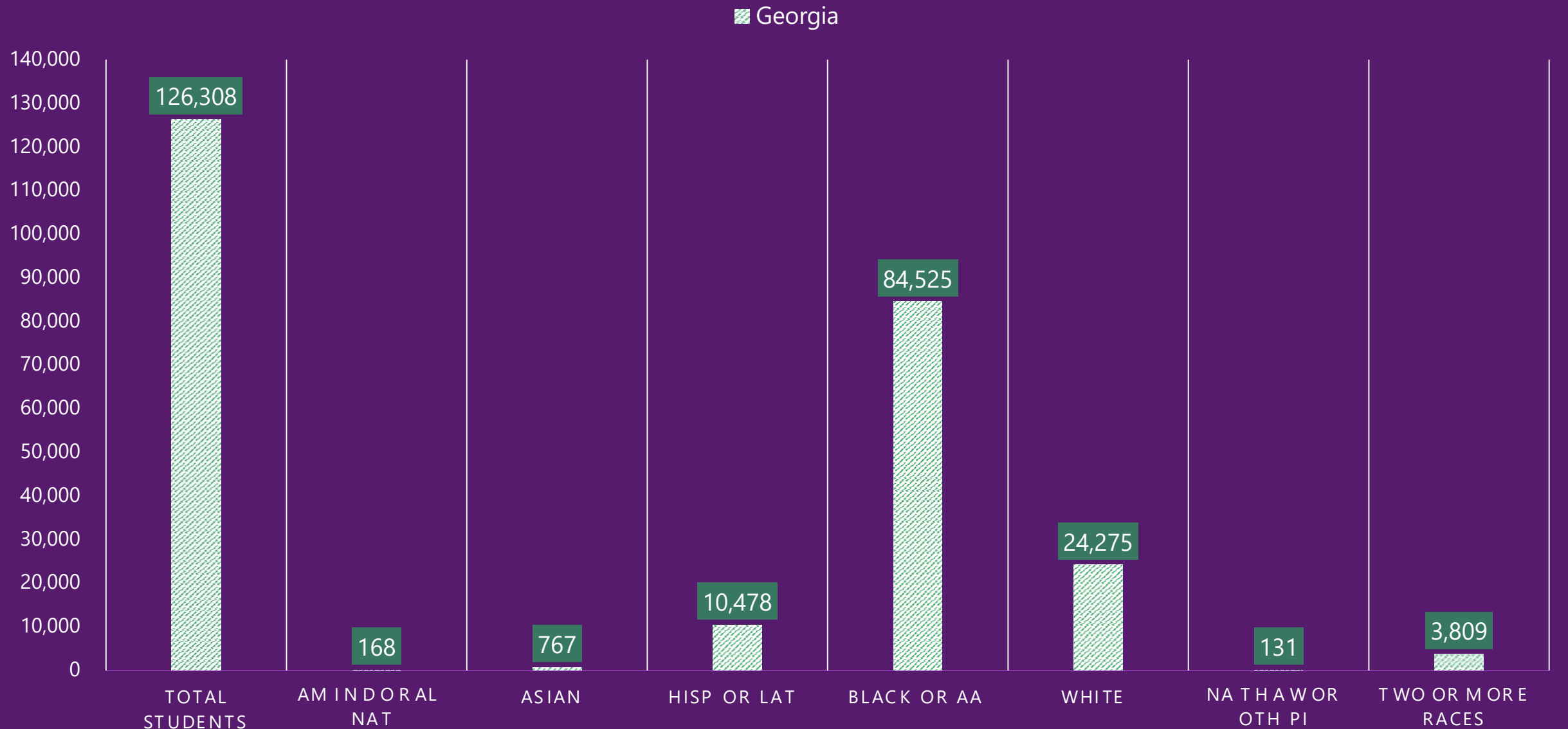
Best believe if my kid is that bad.. I'll be the one saying cuff him.. I've heard of parents doing that with unruly kids all the time.. its called scared straight!! Better to show them now, than when they're 16 being tried as adults for a felony convic... [See More](#)

Like · Reply · 7y

3

# 2015-2016 CIVIL RIGHTS DATA COLLECTION

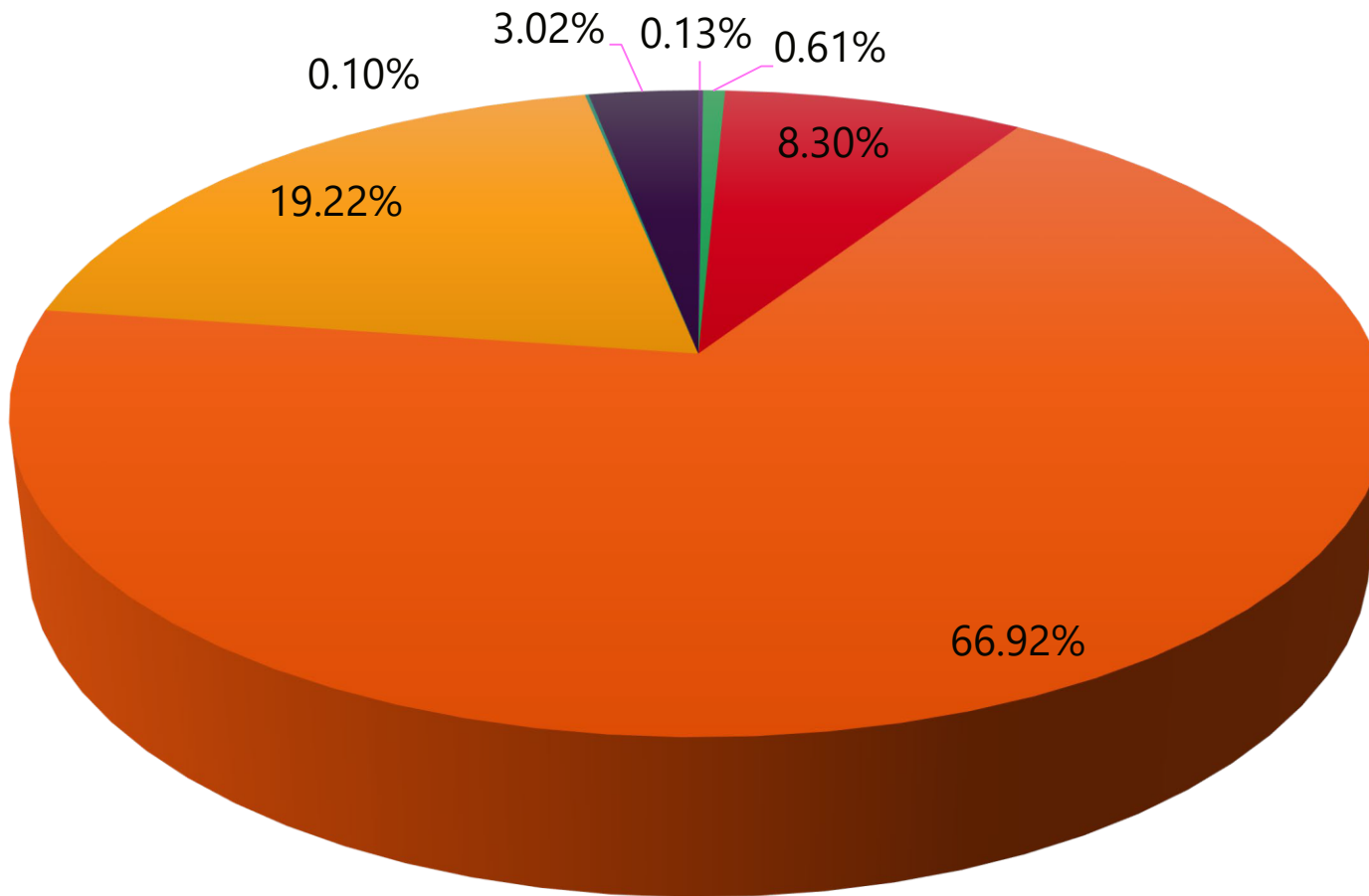
## OUT OF SCHOOL SUSPENSIONS BY RACE/ETHNICITY



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16, available at <https://ocrdata.ed.gov>.

# Georgia

## Percent of Students with OSS - 2015/2016 Civil Rights Data Collection

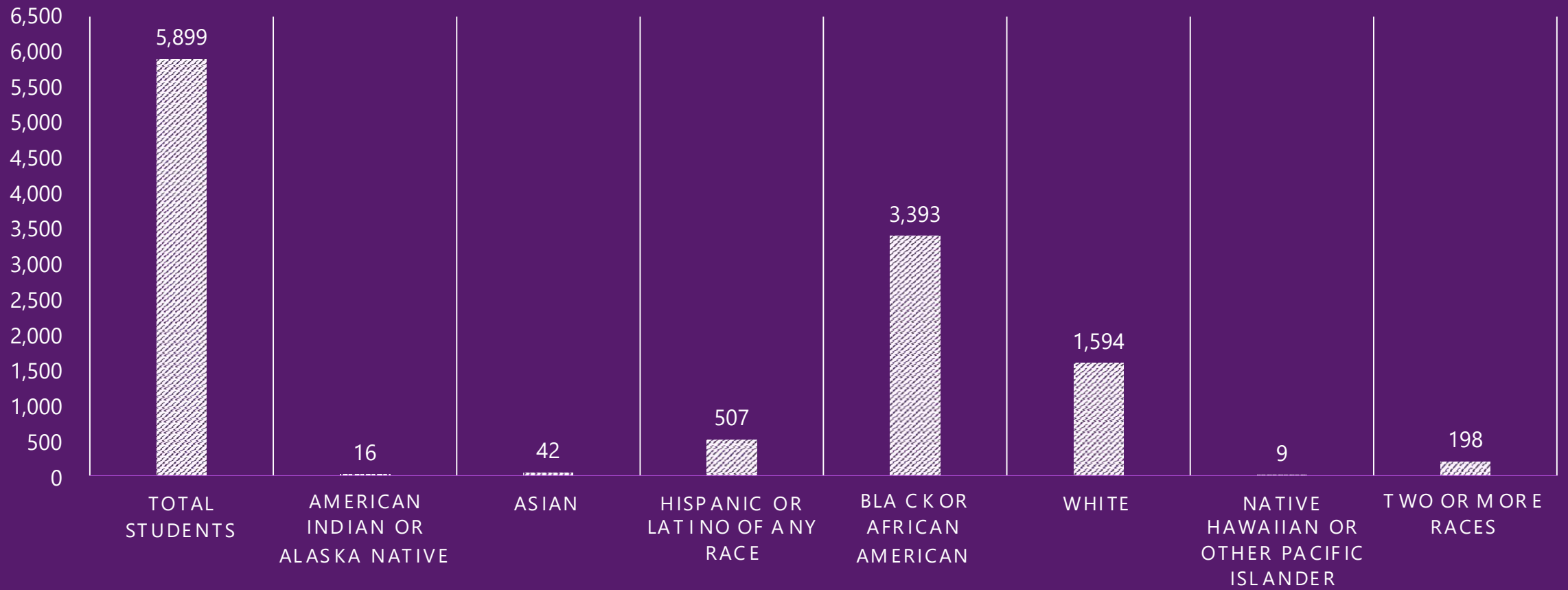


■ Am Ind or Al Nat ■ Asian ■ Hisp or Lat ■ Black or AA ■ White ■ Nat Haw or Oth PI ■ Two or More Races

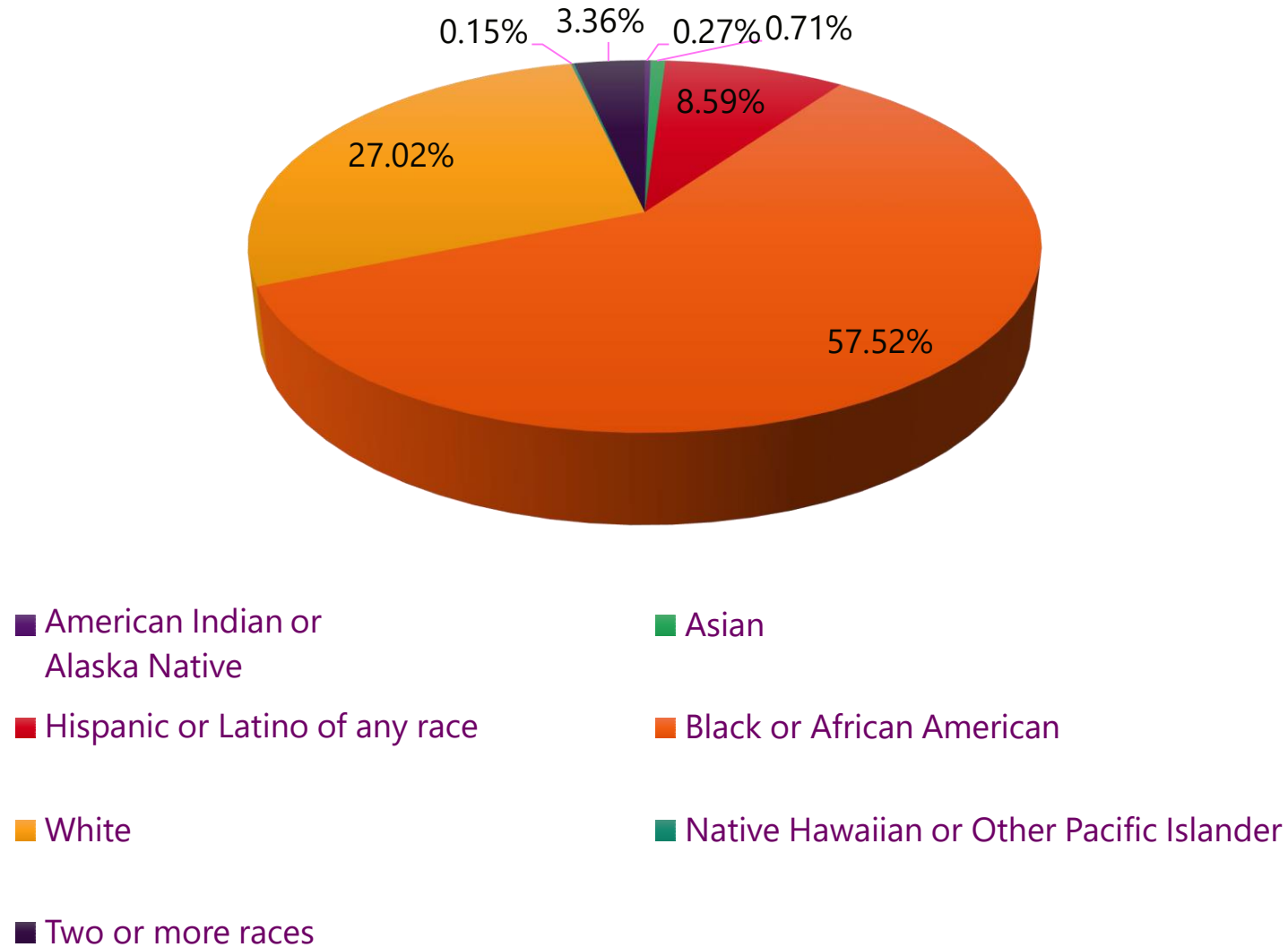


## 2015-2016 CIVIL RIGHTS DATA COLLECTION REFERRAL TO LAW ENFORCEMENT BY RACE/ETHNICITY

■ Georgia



## 2015-2016 Civil Rights Data Collection Referral to Law Enforcement by Race/Ethnicity



# Zero Tolerance School Discipline Policies

Zero tolerance school discipline policies (*including a reliance on the presence of police officers and metal detectors*) have contributed to the creation of adverse school climates.

1. Students who commit minor offenses on school campuses may find themselves arrested by police and transported to a juvenile detention center.
2. Students with learning disabilities are routed to alternative schools which are not equipped to adequately serve the students' needs, thereby leading to a higher probability of creating a school "push out" situation.
3. Students who do return to school from having been incarcerated have a harder time re-entering the traditional school setting, rather they are routinely routed to alternative schools "to finish out their sentences."

# **Alternatives: Zero Tolerance School Discipline Policies**

**Positive Behavior Interventions and Supports (PBIS), restorative practices, conflict management, mentoring, etc.**

The GA Department of Education has adopted PBIS as its method for improving school climate in Georgia's public school system. Free training is available to all school systems.

**However, school systems are not required to implement PBIS. They approach GA DOE on a voluntary basis.**

The state has included school climate as a factor in its college and career readiness assessment tool.

# Disproportionate application of student suspensions

Disproportionate application of student suspensions includes both out-of-school and in-school suspensions

## **Alternatives: Implement in-school support services for students**

After two decades of implementation of zero tolerance disciplinary policies and their application to mundane and non-violent misbehavior, **there is no evidence that frequent reliance on removing misbehaving students improves school safety or student behavior** (APA, 2008).

Schools should provide supportive services (counselors, peer support groups, mediators, etc.) for students who are exhibiting difficulty with academic, social and/or behavioral performance.

## High stakes testing

According to Daniel Koretz of Harvard's Graduate School of Education, *Too many policymakers refuse to give up their "blind reliance" on high-stakes tests – to the detriment of students, schools and the teaching profession.* (NEA Today, 2018)

## Alternatives to School to Prison Pipeline

Replace high-stakes testing with policies that will encourage schools to keep students in the learning environment and develop enriched curricula that are: engaging and intellectually challenging; ensure deep understanding of content; and are focused on authentic achievement. (AP, May 2011)

# Administrative practices

School Board appropriation disparity (e.g., overcrowded classrooms, lack of qualified teachers, oversaturation of first-year teachers in high-needs schools; insufficient funding for counselors, social workers, parent liaisons, special education services and textbooks);

Lack of emphasis on early education, e.g., kindergarten is not mandatory in Georgia; and

Although Georgia has universal pre-K, the state does not fund enough slots for all four-year-olds to attend.

# Alternatives: Improve school support and services for students

Georgia is a majority minority and low-income public school system.

**Differentiation of resources according to student need** provides for better educational outcomes for students in predominantly low income / high needs school systems. (Odden et al., 2004)

School districts that “**expend more funds to pay more teachers, hire more instructional aides, provide more extensive professional development, buy more supplies, better maintain and expand buildings, purchase new equipment and technology**” tend to have significantly higher student scores which are usually linked to improved readiness for college and careers.” (Hoffman 2013)



**END MASS INCARCERATION GEORGIA NETWORK**  
**GWINNETT STOPP**  
**GEORGIA COUNCIL ON DEVELOPMENTAL DISABILITIES**  
**GEORGIA APPLESEED**



# THE BENEFIT OF SOCIOEMOTIONAL LEARNING FOR CHILDREN & ADOLESCENTS

Disrupting the School to Prison Pipeline  
North Georgia United Methodist Women  
Project Transformation North Georgia

Kristin J. Carothers, Ph.D.  
Clinical Child Psychologist  
Peachtree Integrated Psychology



## SOCIOEMOTIONAL LEARNING:

A FRAMEWORK FOR  
INCREASING SKILLS  
THAT PROMOTE  
POSITIVE SOCIAL  
INTERACTIONS,  
EMOTIONAL  
AWARENESS, AND  
SELF REGULATION.

<https://casel.org/>



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# What are the benefits of Socioemotional Learning?



## Increased Academic Achievement

According to a 2011 meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11% point gain in academic achievement.



## Improved Behavior

Studies show decreased dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.



## Strong Return on Investment

A review of six SEL interventions in evidence-based SEL programs showed that for every dollar invested there was an economic return of 11 dollars.

**Collaborative for Academic, Social, and Emotional Learning (CASEL)** <https://casel.org/>

# Federal Policies Impacting SEL Curriculum

Every Student Succeeds Act (ESSA)

**2015**

Teacher Health and Wellness Act, H.R. 4221

Chronic Absenteeism Reduction for Every School (CARES) Act, H.R. 4220.

**2019**

**2018**

Aim Higher Act, H.R. 6543

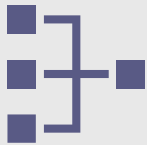
**2020**

2020 appropriations bill moving through the House, which includes \$260 million in funding for SEL

<https://casel.org/>

# SEL Practices: S.A.F.E.

**Collaborative for Academic, Social, and Emotional Learning (CASEL)** <https://casel.org/>



**Sequenced:** Connected and coordinated activities to foster skills development.



**Active:** Active forms of learning to help students master new skills and attitudes.



**Focused:** A component that emphasizes developing personal and social skills.



**Explicit:** Targeting specific social and emotional skills.



## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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# Evidence Based Socioemotional Learning Strategies



Feelings Identification



Conflict Resolution Skills



Classroom Meetings



Teamwork & Team Building through Sports & Games



Analyzing and Discussion Current & Historical Events



Cross-age mentoring, in which a younger student is paired with an older one



Listening Skills: Pairing Children and having them listen and explain the other person's perspective



# When are additional psychological supports necessary?



Trauma Exposure &  
Traumatic Loss



Changes in Behavior &  
Mood



Unexpected or  
Unexplained Decline in  
Academic Performance



Child Consistently has  
difficulty implementing  
and understanding SEL  
strategies

# Resources

## Educational Support

- Collaborative for Academic, Social, and Emotional Learning (CASEL) <https://casel.org/about-2/>
- Understood for all: For Learning and Attention Problems <https://www.understood.org/>

## Psychological Support

- American Psychological Association Division 53: Society of Child & Adolescent Psychology <https://www.apa.org/about/division/div53>
- The Child Mind Institute <https://childmind.org/about-us/>

# Questions



Dr. Kristin J Carothers



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# S2PP Facts

**31%**

of children and youth experiencing school-based arrests and law enforcement referrals are African American, though they make up only

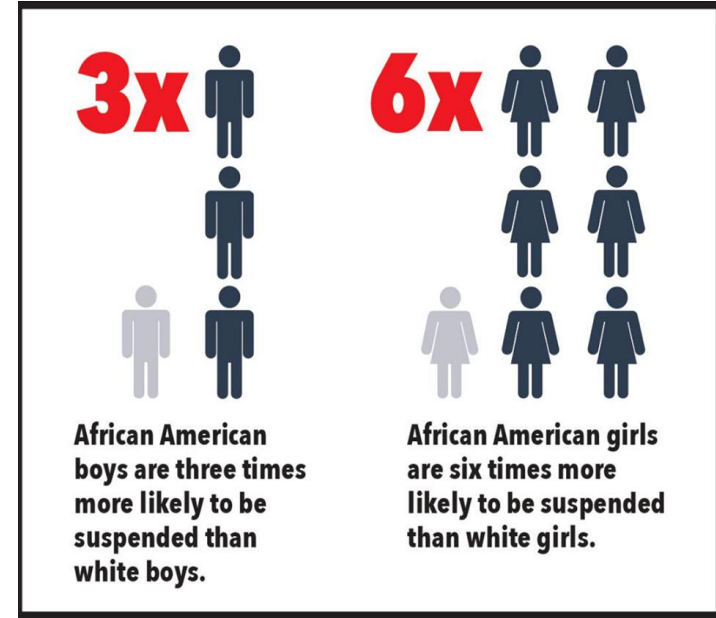
**15%**

of total school enrollment.

Native American/  
Alaska Native students  
make up **1%** of  
enrollment in schools  
and **2%** of school-based  
arrests and referrals  
to law enforcement.

Source: <https://www.unitedmethodistwomen.org/racialjustice>

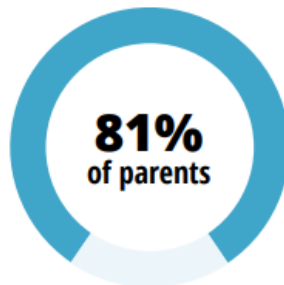
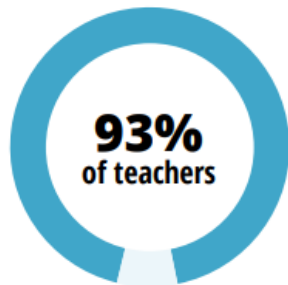
# S2PP Facts



Source: <https://www.unitedmethodistwomen.org/racialjustice>

# Social Emotional Learning (SEL)

SEL Gaining Momentum,  
But Educators Want Even More



**believe that social and emotional learning (SEL) is just as important as academic learning.** That's according to the *2018 Social and Emotional Learning Report* from McGraw-Hill Education in conjunction with Morning Consult, which surveyed 1,140 educators and parents.



# Reading Level / Literacy Facts

“By fifth grade, summer learning loss can leave low-income students 2.5 to 3 years behind their peers.” ~ReadyRosie

- 79% of 3rd graders at Stone Mountain Elementary School are not reading on level
- 65% of 3rd graders at Ison Springs Elementary School (in Sandy Springs) are not reading on level
- Last summer, 100% of the regularly attending children at Project Transformation North Georgia maintained or improved their reading

\*all stats are based on data from 2019



# Next Steps

- Volunteer with Project Transformation North Georgia (<http://tinyurl.com/volunteerptng>)
- Mentor a child at a school in your community
- Attend our follow-up event this fall
- Adopt a classroom or school
- Become involved with your local school board
- Educate yourself about the School to Prison Pipeline and Social Emotional Learning



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# Next Steps Continued

- Encourage legislation that supports children
- Visit the UMW racial justice page  
<https://www.unitedmethodistwomen.org/racialjustice>
- Engage with and volunteer with other community partners, such as:
  - End Mass Incarceration Georgia Network  
<https://www.emiganetwork.org>
  - Gwinnett SToPP  
<https://www.gwinnettstopp.org>



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