



Breaking the Pipeline Symposium



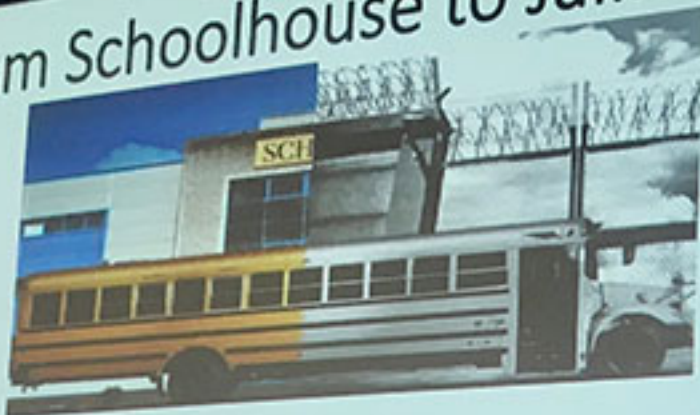
Dr. Leticia Alvarez Gutiérrez worked diligently with her graduate students: Abby Barry, Melissa Flores, Lisa Molina, Brijida Pela and Patricia Robello to prepare presentations for the 3rd Annual Breaking the Pipeline Symposium which took place on March 31 at the University of Utah. They presented their research findings from the course Dr. Alvarez Gutiérrez taught in fall 2017 titled: *Juvenile (IN)Justice & Education*. The ECS Department is very proud of the research that these students completed to share at the symposium.



L to R: Lisa Molina, Bri Pela, Abby Barry, Leticia Alvarez Gutierrez, Patricia Robello

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From Schoolhouse to Jailhouse



Abigail Barry

Lisa Molina

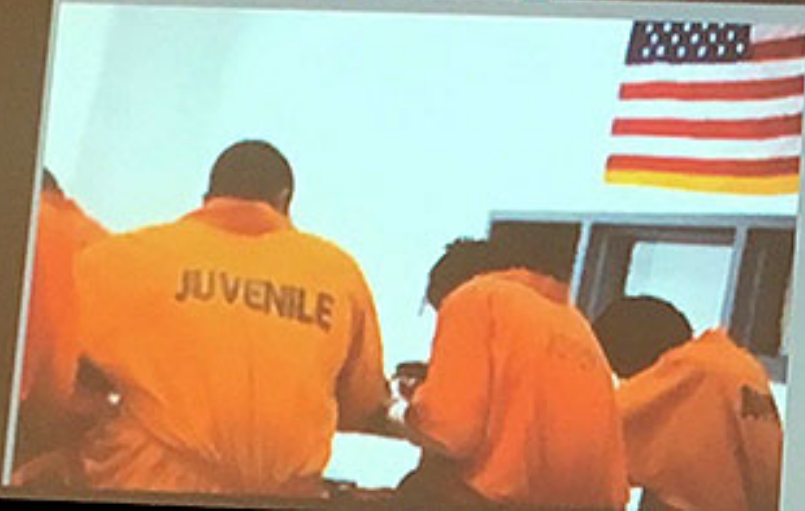
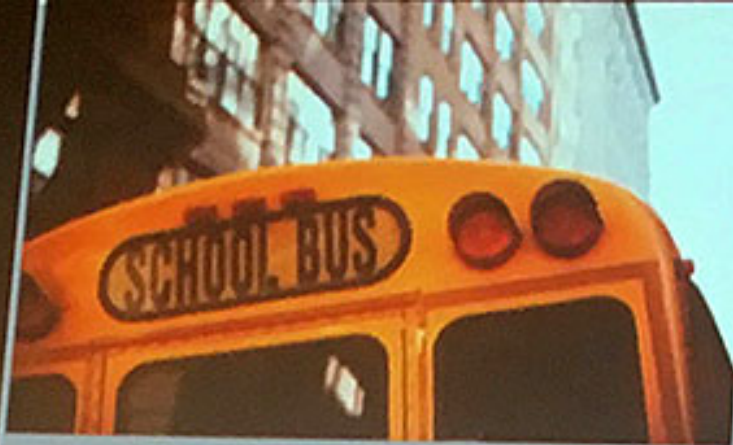
Brijida Pela

Patricia Robello

Department of Education, Culture & Society

University of Utah

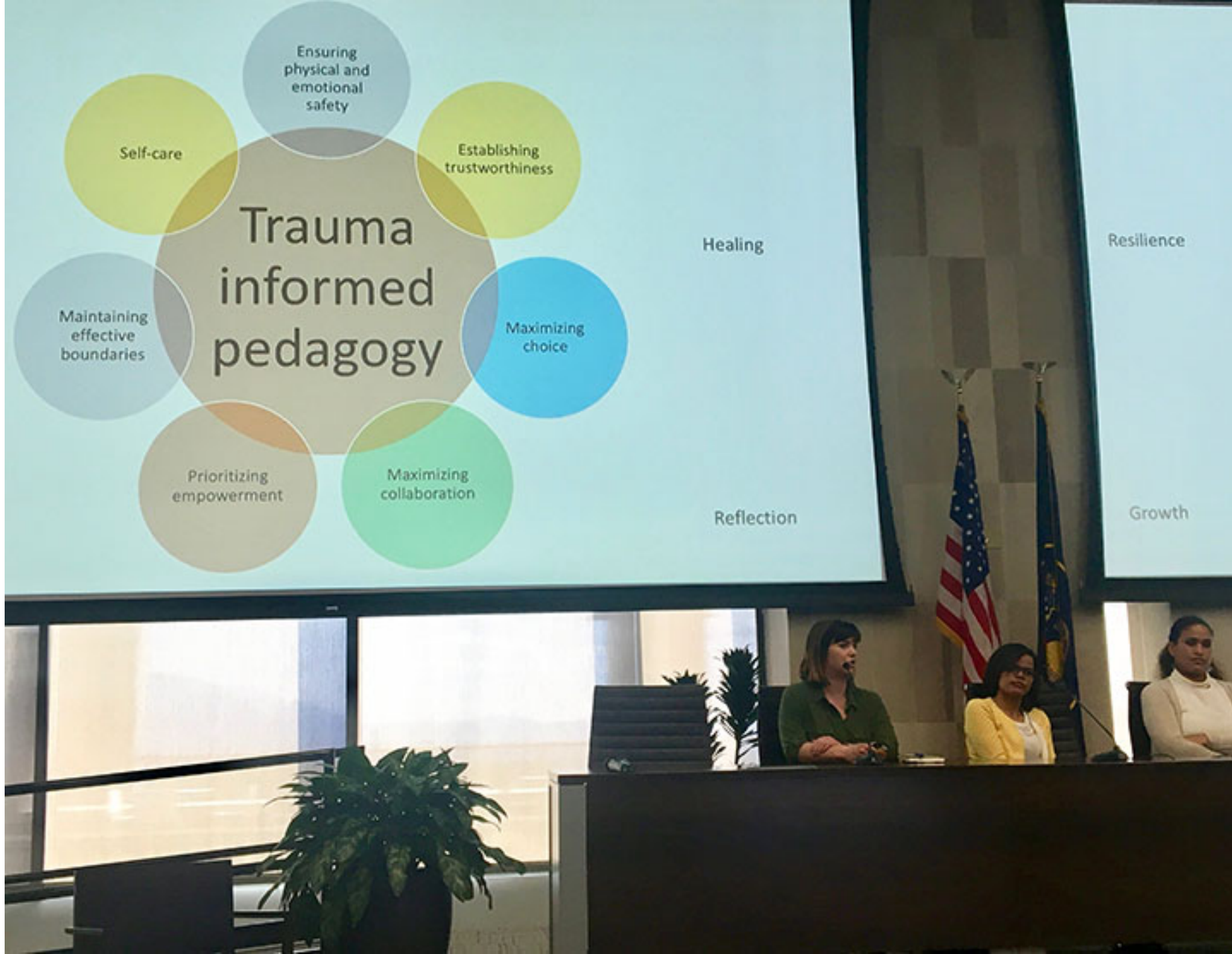




SCHOOL TO PRISON PIPELINE

THE BASICS

- Metaphor for a real trajectory
- Described 3 ways
- Impacts groups differently
- Can be ended



Trauma informed pedagogy

Maintaining effective boundaries

Prioritizing empowerment

Maximizing collaboration

Maximizing choice

Establishing trustworthiness

Ensuring physical and emotional safety

Self-care

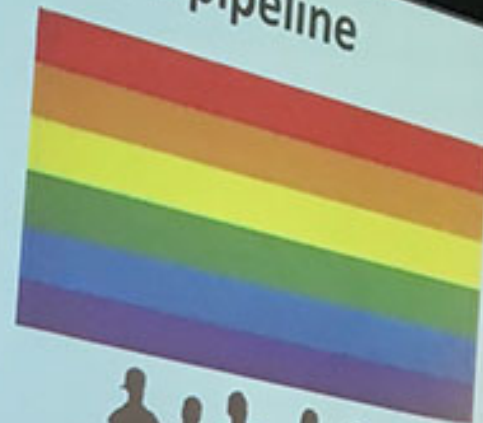
Healing

Resilience

Reflection

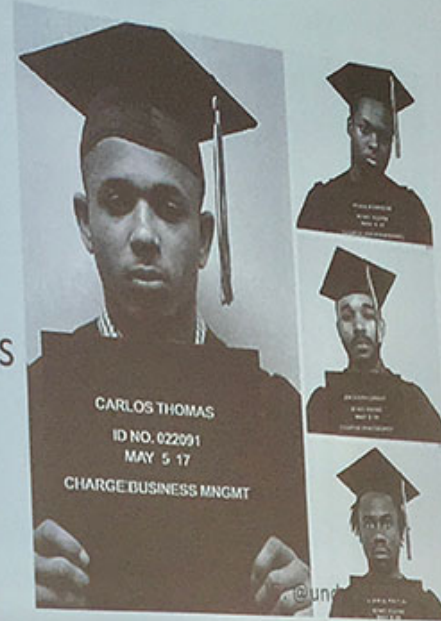
Growth

LGBTQ+ prison to school pipeline



Adultification

- Coined by Arnett Ferguson (2000) to describe the ways in which Black males are not seen as childlike but instead “denied the masculine dispensation constituting white males as being “naturally naughty” and are discerned as willfully bad” (p. 80).



Due process and school discipline

10 days or less

- ☞ Oral or written notice of the charges against them (prior notice is best)
- ☞ If there is a denial of the action, there must be an explanation of the evidence administrators have
- ☞ Opportunity to present their version

10 days or more

Court did not articulate an inflexible procedure under the due process clause because it is impossible to create procedures that would fit every situation.

Court said: "longer suspensions or expulsions (for the remainder of the school term, yet not permanent) may require formal procedures."



Suspensions



Under Utah Law:

May last for up to 10 school days if imposed by the P
to a year if imposed by district superintendent;

Suspension Procedures:

1. Parent or guardian must be immediately notified
suspension;
2. Must be notified of the grounds for the suspension
of the suspension;
3. Parent or guardian must be given a time and pl
the school official to review the suspension.

The school may immediately suspend students wh
disruptive or present a threat of danger, with the r
hearing of the suspension following as soon as pos

The school cannot suspend students for nonspecif
offense must be in policy.



H.B. 239 Implementation progress in 2017

- Juvenile Justice Oversight Committee (JJOC) established – 24-member group including state and local school representatives
- H.B. 239 website developed to serve as the primary location for information on resources and how to access them
- Juvenile Justice Services has led statewide expansion of new evidence-based programs for youth in every judicial district accessible by schools and law enforcement. Programs include:
 - brief community intervention
 - school-based outreach, and
 - substance use treatment programs
- Mobile Crisis Outreach Teams (MCOTs) have been expanded in areas across the state by the Division of Substance Abuse and Mental Health

Education-related components went into effect in H.B. 239

1. Removed Class C misdemeanors, status offenses (including truancy), and infractions occurring on school property from the jurisdiction of the juvenile court
2. Expanded eligibility criteria for which cases may be handled by youth courts
3. Expanded Receiving Centers (operated by JJS) and Mobile Crisis Response
4. Law enforcement and/or school administrators may take truant youth to truancy centers
5. All local school board policies on conduct and discipline must be in accordance with new statute

LOVE

You cannot teach a child you do not love. You cannot teach a child you do not respect. You cannot teach a child you do not understand.

-Jawanza Kunjufu

JUSTICE

We are working toward classrooms and schools that are anti-racist, multicultural/multilingual, and grounded in the experiences of our students. We believe that all children should have an academically rigorous education that is both caring and critical, an education that helps students pose critical questions about society and "talk back" to the world.

-Teachers for Social Justice

JOY

[Moving against the prison pipeline] requires every adult who works with young folks in our education systems to love and respect children, to wake up each day to struggle and strive toward social justice, and to find joy and pleasure in it all, or to go do something else.

-Crystal T. Laura

