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1. About the Issue

THE SCHOOL TO PRISON PIPELINE

The School to Prison Pipeline is a nationwide system of local, state and federal education and public safety policies that pushes students out of school and into the criminal justice system. This system disproportionately targets youth of color and youth with disabilities. Inequities in areas such as school discipline, policing practices, high-stakes testing and the prison industry contribute to the pipeline.

The School to Prison Pipeline operates directly and indirectly. Schools directly send students into the pipeline through zero tolerance policies that involve the police in minor incidents and often lead to arrests, juvenile detention referrals, and even criminal charges and incarceration. Schools indirectly push students towards the criminal justice system by excluding them from school through suspension, expulsion, discouragement and high stakes testing requirements.

More on the School to Prison Pipeline:

Zero tolerance policies directly and indirectly feed the School to Prison Pipeline.

- Zero tolerance policies rely on suspension, expulsion, citations, arrest, and juvenile and criminal charges to deal with often minor disciplinary problems.¹
- Originally meant to address only the most serious violent behavior, these rules now unreasonably target normal, non-violent adolescent behavior.
- Zero tolerance policies move youth directly into the juvenile and criminal justice systems by involving police personnel in minor disciplinary matters. Criminal charges are often brought against students for actions that would never be considered a criminal if committed by an adult.

Increasing over-reliance on school suspensions also contributes to the School to Prison Pipeline.

- In New York City, superintendent suspensions per year increased by more than 76 percent between 2000 and 2005, jumping from 8,567 to 15,090². During the same period the high school population increased by only 5 percent.³
- In the first year of the New York City Impact Schools Initiative—a joint program between the New York Police Department, Department of Education and Mayor’s office that targets schools with high levels of reported crime with increased policing and zero tolerance policies—the average number of suspensions in Impact Schools increased by 22 percent compared with the citywide increase of 3 percent. Suspensions in Impact Schools increased by 43 percent in the second year.⁴
- In New York City, students can be suspended from school for long periods of time for reasons that seem overly broad and open to subjective interpretation. These include a 10-day suspension for “being insubordinate” and up to three months suspension for “engaging in intimidating behavior.”⁵
- A child who has been suspended is more likely to be retained in grade, drop out, commit a crime and/or end up incarcerated as an adult.⁶

The School to Prison Pipeline limits the opportunities of our most vulnerable youth.

- Zero tolerance policies and suspensions disproportionately affect youth of color, especially blacks and Latinos.
 - o Blacks represented only 17 percent of national public school enrollment in 2000 but accounted for 34 percent of suspensions.⁷

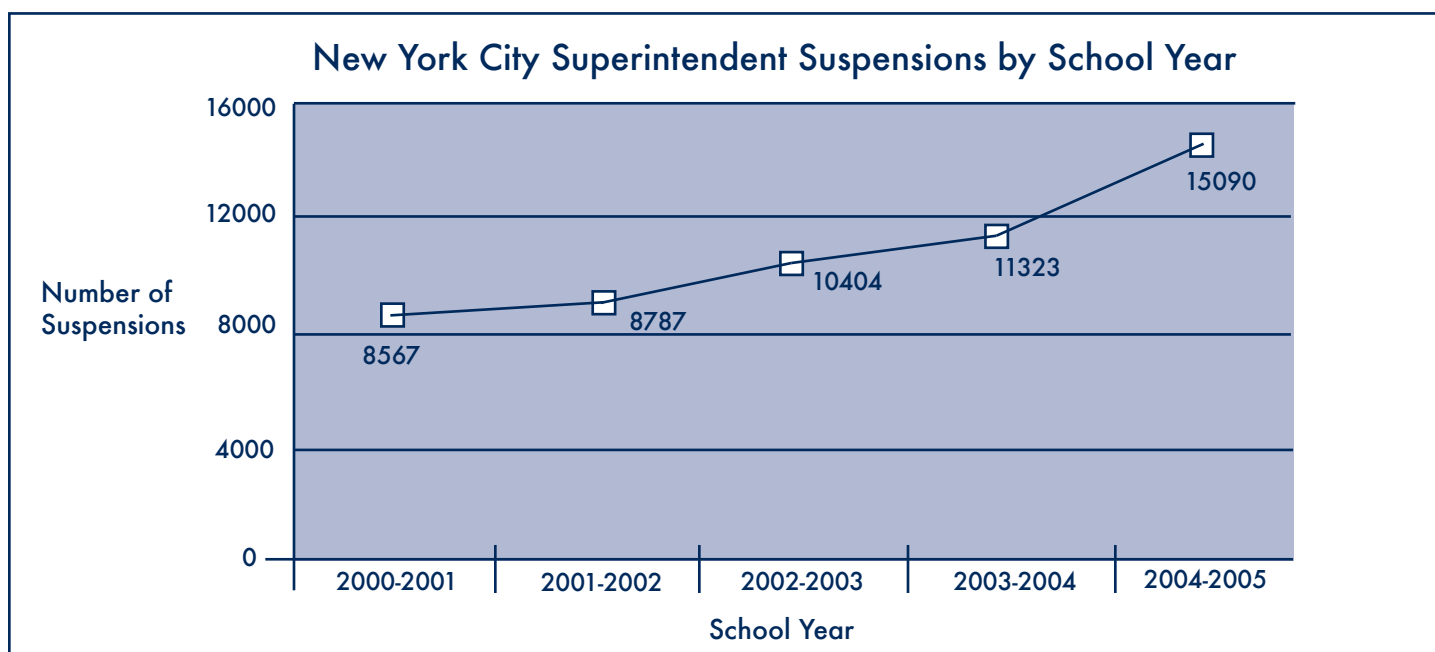
- o In New York City, 95 percent of youth entering juvenile detention in 2001 were black or Latino even though black and Latino youth comprise less than two-thirds of all New York City youth.⁸
- Students with learning disabilities are also disproportionately impacted by the School to Prison Pipeline.
 - o 32 percent of youth in juvenile detention nationwide were previously identified as having special learning needs, although only 8.6 percent of public school students have been so identified.⁹
 - o Nationally, blacks with learning disabilities are three times more likely to be suspended than whites with learning disabilities and more than four times more likely to end up in correctional facilities.¹⁰
- School disciplinary, juvenile and criminal records work against students when they apply for college, scholarships, grants and jobs. In many places a criminal record can prevent students and their families from living in public housing.¹¹

The rise of the School to Prison Pipeline did NOT correspond with an increase in school violence.

- Crimes against and by youth were declining without the imposition of zero tolerance policies.
- Between 1992 and 2002, violent crimes against youth dropped by 50 percent nationwide and the youth-arrest rate for violent crimes dropped by 47 percent.¹²
- In New York City, the majority of incarcerated youth were convicted of non-violent, low-level offenses.¹³

The School to Prison Pipeline contributes to a larger pattern of over-incarceration of people of color, especially blacks and Latinos.

- The U.S. accounts for 22 percent of prisoners worldwide, but holds only 4.6 percent of the world population.¹⁴
- Nationally, 44 percent of prison inmates are black even though blacks make up only 12.3 percent of the population. Eighteen percent of inmates are Latino, who make up 12.6 percent of the population.¹⁵



- In the U.S., black youths with no prior criminal record are six times more likely to be incarcerated than whites with no prior criminal record for the same offense. Latino youths with no prior criminal records are three times more likely to be incarcerated than white youth.¹⁶
- In New York, blacks are more than four times more likely to be in prison than whites.

- In 2004, the federal government spent \$60 million to hire police forces for schools and \$19.5 million on school safety equipment, money that could have been spent on teachers, libraries and educational programs.¹⁸
- Locking up youth costs tax payers more than educating youth. In New York City, the average cost per youth for one year of juvenile detention is \$170,820¹⁹ compared with \$11,282 for a year of public high school.²⁰

Solutions:

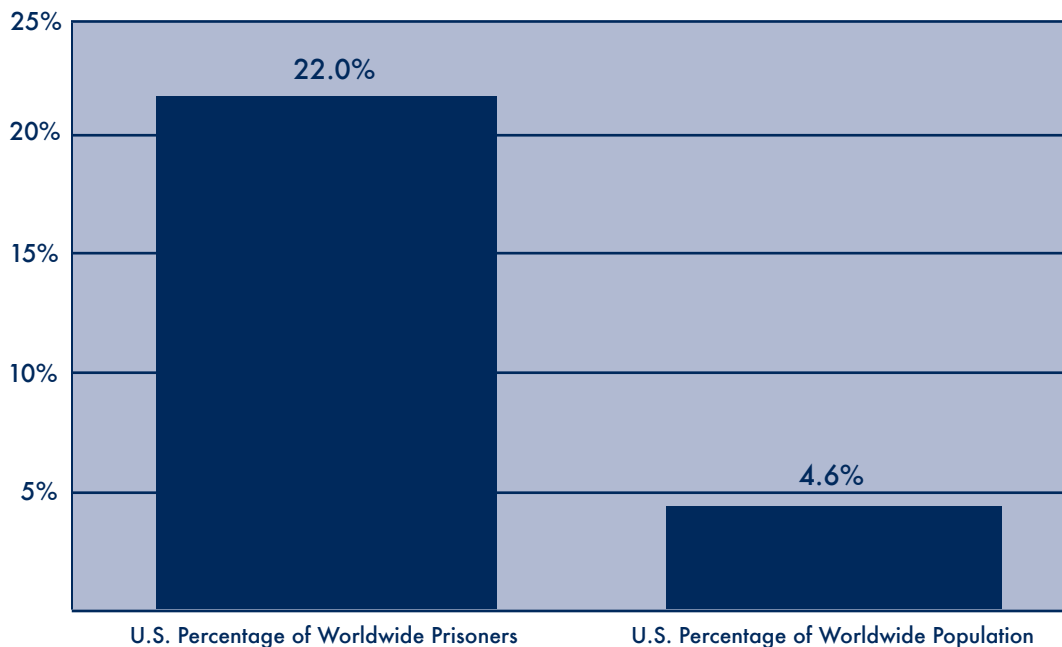
Investing in education rather than discipline and corrections is a more equitable, effective and financially sound option.

- A quality education is a basic right and provides the best path to a successful future.
- Juvenile detention is an ineffective way to reach troubled youth. In New York City, 43 percent of youth released from juvenile detention are readmitted within one year.¹⁷

Many effective and inexpensive programs have positively affected the safety and learning environments of troubled schools.

- These include peer mediation, conflict resolution, after school programs, truancy intervention, guidance counseling, peer juries and courts, mentoring, character education, teacher training on classroom management, and parental and community involvement initiatives.²¹

U.S. Percentage of Worldwide Prisoners vs. U.S. Percentage of Worldwide Population



¹ The Prison Policy Initiative (2006). The U.S. Stands Alone on High Incarceration, p. 1.

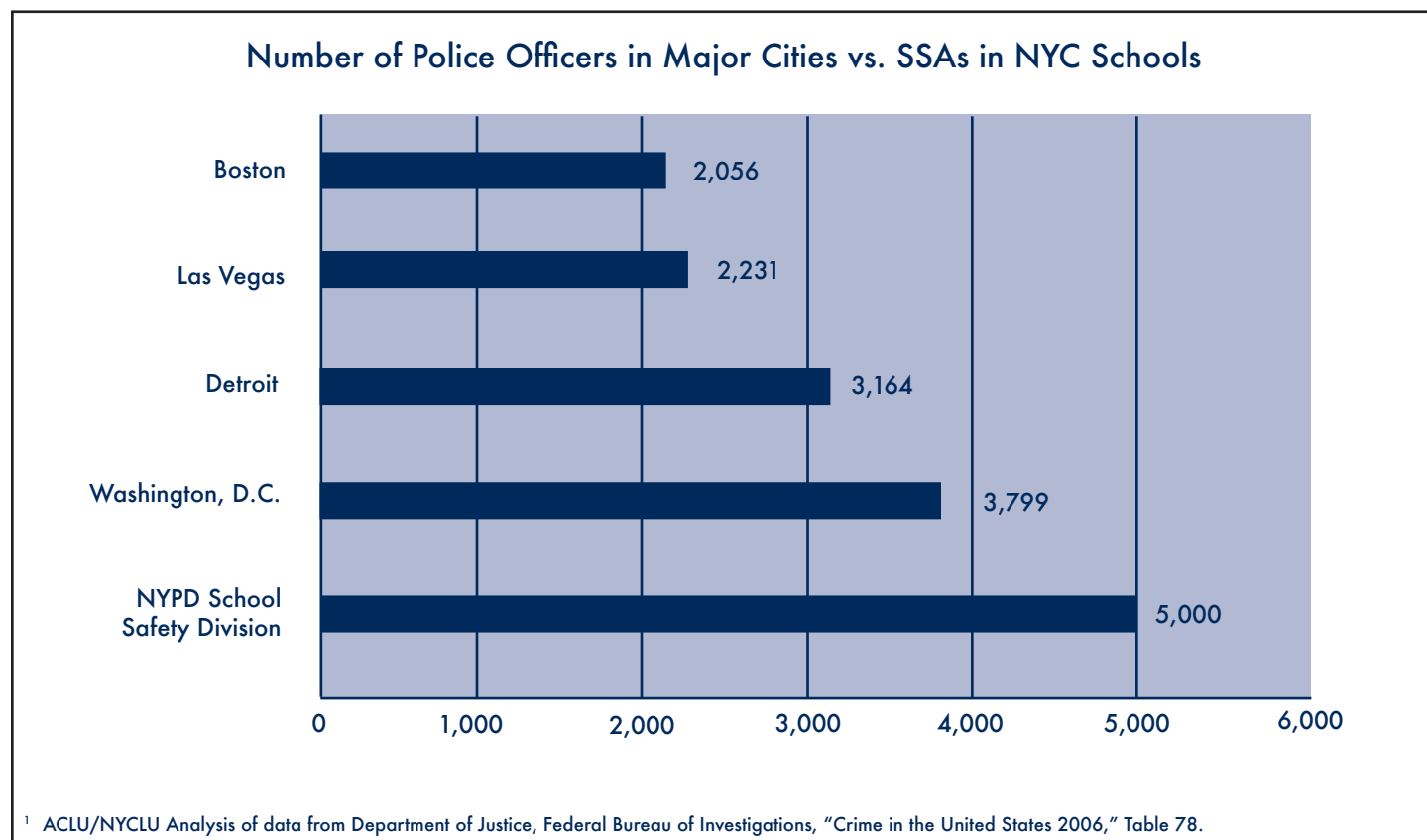
THE NEW YORK CITY PIPELINE

In New York City, the over-policing of public schools only intensifies the School to Prison Pipeline. In order to get to school every day, more than 93,000 New York City school children must pass through a gauntlet of metal detectors, bag searches and pat downs administered by police personnel who are inadequately trained, insufficiently supervised, and often belligerent, aggressive and disrespectful. This burden weighs most heavily on the city’s most vulnerable children, who are disproportionately poor, black and Latino.

The over-policing of New York City schools, paired with school zero tolerance policies, drives youth directly towards the juvenile and criminal justice systems. While the city over-invests in expensive policing measures for schools that are disproportionately low income, black and Latino, these schools remain under-resourced in fundamental areas that harm student learning. Students in these schools also are more likely to be subjected to zero tolerance policies that involve police personnel in minor, non-criminal incidents and rely too heavily on suspensions.

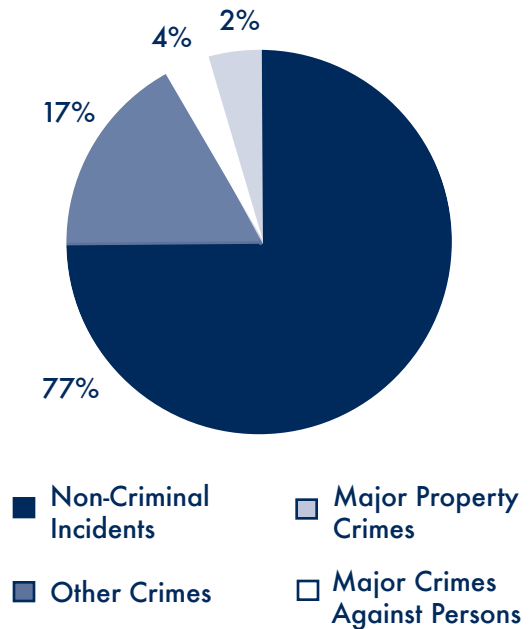
A look at school safety in New York City²²:

1. At the start of the 2005-2006 school year there were 4,625 **school safety agents** (SSAs) and at least 200 armed police officers in New York City’s public schools. These numbers would make the NYPD’s School Safety Division the fifth largest police force in the country—larger than the police forces of Washington D.C., Detroit, Boston or Las Vegas.
2. At least 93,411 students attending at least 88 schools must pass through **permanent metal detectors** to enter their school buildings each day.
3. Since Mayor Bloomberg implemented the “**roving**” **metal detector program** in 2006, the city’s budget for school safety equipment more than doubled.
4. New York City has more **SSAs per student** than other cities have police officers per citizen. For example, New York City has twice as many SSAs per student than San Antonio has police officers per citizen.



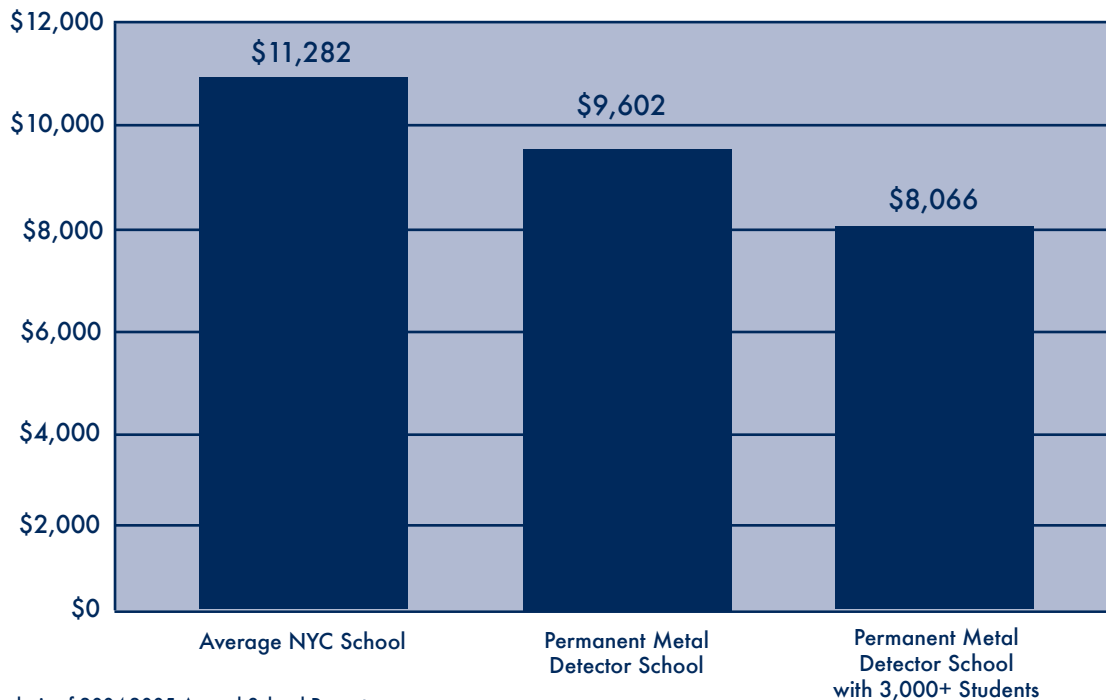
5. During the 2004-2005 school year, 82 percent of children attending high schools with permanent metal detectors were **black or Latino**, compared to the 71 percent average citywide.
6. The city spent an average of \$9,602 on each student at a school with permanent metal detectors, compared to the citywide average of \$11,282 per student. At schools with metal detectors and more than 3,000 students, the city spent only \$8,066 per student.
7. Police and SSAs get involved in twice as many non-criminal incidents in schools with permanent metal detectors than in schools without them.
8. High schools with permanent metal detectors issued 48 percent more suspensions than schools without metal detectors.

Police Involvement in Metal Detector Schools by Type of Incident



¹ ACLU/NYCLU analysis of 2004-2005 Annual School Reports

Average Money Spent Yearly Per NYC Student by Type of School ¹



¹ ACLU/NYCLU analysis of 2004-2005 Annual School Reports

2. The Student Safety Act

The Student Safety Act addresses police presence in schools, which is a major contributor to the School to Prison Pipeline in New York City schools. A coalition of New York City organizations united against the School to Prison Pipeline introduced the bill to the New York City Council this fall.

The bill:

1. Puts school safety agents under the jurisdiction of the Civilian Complaint Review Board so that students can report SSA misconduct.
2. Requires the NYPD and DOE to submit reports to the City Council on practices that contribute to the School to Prison Pipeline

Themes: zero tolerance policies, school safety agents, permanent metal detectors, criminalization of students, youth activism.

Schoolhouse to Jailhouse

Make the Road New York's Youth Power Project
5 min., 21 sec.

"We're not criminals. We're students."

Youth at Make the Road New York, a Brooklyn community organization, discuss the School to Prison Pipeline and its impact on their lives. The film also tells the story of Luis, a young man suspended from school and questioned by officers from the local precinct for having a cell phone in his bag.

Themes: the School to Prison Pipeline, zero tolerance policies, suspensions, police presence in schools, school safety agents, permanent metal detectors, criminalization of students.

3. Using the Films

FILM SUMMARIES

Our Schools: Safe or Not?

Youth on the Move

5 min., 8 sec.

"We want an education and we deserve it. Let us learn."

Members of Youth on the Move, a Bronx community organization, document school safety measures in their schools. They surveyed and interviewed youth in their neighborhood, asking about school safety agents, permanent metal detectors and the overemphasis on discipline to the detriment of education. They also ask what students can do to improve the situation.

Themes: school safety agents, permanent metal detectors, overemphasis on discipline, criminalization of students, youth activism.

School: Where Safety Is Nothing But A?

Future of Tomorrow

5 min., 47 sec.

Youth with Future of Tomorrow, a Brooklyn community organization, discuss the over-policing of their schools and propose a solution: student success centers. The youth discuss the problems with school safety in their schools and how their campaign for Student Success Centers will improve students' school experiences.

YOUTH BIOS

Future of Tomorrow (FOT) is a youth-led organizing group based in the Cypress Hill Local Development Corporation [<http://cypresshills.org/index.php>] in Brooklyn. FOT focuses its work on Franklin K. Lane High School.

Jahanara Begum is a junior at Richmond Hill High School in Jamaica, Queens. Born in Bangladesh, Jahanara lives in Brooklyn with her parents. Jahanara came to Future of Tomorrow through the New York City Department of Youth and Community Development Summer Youth Employment Program. She plans to be a graphic designer or beautician.



Amador Caveña attends Franklin K. Lane High School in Brooklyn. Amador's family is from Ecuador, and he lives with his parents in Brooklyn. After he graduates, Amador wants to attend college. Amador became a member of Future of Tomorrow after hearing about it from a friend in FOT's chess program.



Jaycon Morgan is a freshman at Canarsie High School in Brooklyn. Born in Jamaica, Jaycon lives in Brooklyn with his mother. Jaycon admires his mother and wants to be a professional football player.

Noel Quiñones is a junior at Franklin K. Lane High School in Brooklyn. Noel's family is from the Dominican Republic and Puerto Rico. He lives in Brooklyn with his mother, stepfather and two brothers. Noel came to Future of Tomorrow through the New York City Department of Youth and Community Development Summer Youth Employment Program. He wants to work in computer engineering.



Katelynn Ramos is a junior at Cypress Hills Collegiate Preparatory School in Queens. She lives with her parents in Queens and looks up to her mother. Katelynn got involved with Future of Tomorrow after a youth organizer did a presentation in her school. Katelynn wants to be a pediatrician.



Naylina Roche is a sophomore at Cypress Hills Collegiate Preparatory School in Queens. Naylina lives in Brooklyn with her parents and boxes during her free time. Naylina got involved with Future of Tomorrow after a youth organizer did a presentation in her school. After she graduates, Naylina wants to study psychology at a college out of state.



Alex Stewart is a junior at John Adams High School in Jamaica, Queens. His family is from Puerto Rico. He lives with his grandmother and his aunts in Queens. After he graduates, Alex wants to attend college and study law enforcement and business. Alex came to Future of Tomorrow from the New York City Department of Youth and Community Development Summer Youth Employment Program.



Samantha Touhey is a freshman at Franklin K. Lane High School in Brooklyn. Samantha lives in Queens with her parents, two brothers, sister and grandfather. Samantha looks up to her sister, Katelynn. She enjoys working with Future of Tomorrow to make a difference in her school.



The Youth Power Project is Make the Road New York's youth organizing group.

Devon Clough is a freshman at the Grand Street Campus High School. Devon lives in Brooklyn with his mother and looks up to his uncle. After he graduates, Devon would like to own his own truck company.

Bryan Lopez is a junior at the New York Harbor School in Brooklyn. Born in Puerto Rico, Bryan lives in Brooklyn with his mother and brother. Bryan learned about Make the Road from a presentation at his school. He admires his mother.



Luis Mendoza is a senior at New York Harbor School in Brooklyn. Luis lives in Brooklyn with his father and admires Roger Clemens. After high school, Luis wants to attend college and start an electronics business.



Rashida Ruck is a senior at Bushwick Community High School in Brooklyn. Born in Barbados, Rashida lives with her mother in Brooklyn. Rashida wants to be a doctor or a nurse. She looks up to her mother and cousin, and she enjoys planning her future.



Youth on the Move is a youth organizing group based in Mothers on the Move in the Bronx.

N'Qasha Conyers is a freshman at Fashion Industries High School in Manhattan. N'Quasha lives with her mother in the Bronx. She looks up to her mother and her aunts. After she graduates, N'Quasha wants to be a model, fashion designer or doctor.



Davon Montgomery is a junior at Frederick Douglas Academy in Harlem. A resident of the Bronx, Davon wants to study computer science in college and become a video game designer.



Joseph Suarez is a sophomore at Lehman High School in the Bronx. Born in Puerto Rico, Joseph lives with his mother in the Bronx. Joseph admires his father and wants to be a car salesman after he graduates.



Sheena Thompson is a junior at Evander Childs High School in the Bronx. Sheena's family is from Jamaica and the United States. She lives in the Bronx with her mother.

SAMPLE ACTIVITIES

Sun and Moon – 5 to 20 minutes

Participants are divided into equal groups. One group is the Suns, the other is the Moons. The Suns make a circle and face outwards. The Moons make a circle around the Suns facing inward. Each participant should be facing a partner. The facilitator asks a question (see Suggested Discussion Questions on page 12) and gives the Suns one minute to share their answer with their partner. The facilitator then gives the Moons one minute to answer. The facilitator tells the Moons to move two people to the right, rotating the outer circle and changing partners, and repeats the process with another question. The facilitator continues to ask questions and rotate the circle so that the participants continue changing partners.

Social Barometer – 20 minutes

The facilitator hangs signs on opposite sides of the room that read “Strongly Agree” and “Strongly Disagree.” When the facilitator reads a statement, participants move to the side of the room with the appropriate sign. If they are neutral, participants will stand in the middle of the room. If they agree but not strongly, they will stand between the middle of the room and the “Strongly Agree” sign. If they disagree but not strongly, they will stand between the middle of the room and the “Strongly Disagree” sign.

After the facilitator reads each statement and the participants have stopped moving, the facilitator will call on one person from the “Agree” side of the room, one from the “Disagree” side, and one from the middle of the room to share their opinions. During the discussion, participants may move from their original position if their opinion changes.

Suggested statements include:

1. Education is the key to success in life.
2. I enjoy/enjoyed school.
3. I feel/felt that I am/was treated unfairly in school.
4. Today’s students are disrespectful and out of control and need to be dealt with harshly.
5. I or a family member have had a negative encounter with a school safety agent.
6. New York should spend more money on schools than on prisons.
7. Metal detectors keep students safe.
8. The school system is racist/classist/sexist/heterosexist/xenophobic.

9. The criminal justice system is racist/classist/sexist/heterosexist/xenophobic.
10. Police personnel should be on school grounds only in emergencies.
11. No New York City schools should have metal detectors.
12. Low income students and students of color need harsher discipline in order to succeed.
13. Students should be suspended from school and arrested for violent behavior.
14. Once a student is suspended, she will never succeed in school.
15. School age students who are pushed out of school are more likely to get involved in crime.

Small Group Discussions – 30 minutes

The facilitator breaks the participants into groups of five then posts and reads over five discussion questions (see Suggested Discussion Questions on page 12). The groups have 15 minutes to discuss all the questions while one member of each group takes notes. After 15 minutes, the group comes back together and one member of each group shares the main points of their discussion.

Plug the Pipeline Posters – 40 minutes

The facilitator divides the participants into groups of five then posts and reads over five discussion questions (see Suggested Discussion Questions on page 12). The final question should ask participants to brainstorm solutions to ending the School to Prison Pipeline. The groups have 15 minutes to discuss all the questions while one member of each group takes notes.

After 15 minutes, the facilitator distributes markers and newsprint to each group and instructs them to make a poster telling people how they can help stop the School to Prison Pipeline. Groups will have 10 minutes to work on their posters.

After 10 minutes, the groups hang their posters around the room. Participants quietly move around the room and view each poster. After 5 minutes, the facilitator calls on several people to share what they learned from the activity.

SUGGESTED DISCUSSION QUESTIONS

Reactions to Films

1. Could you relate to a character, situation or statement in the film?
2. How did the film make you feel?
3. Did the film make you reflect on your own educational experience? How?
4. How do the stories and situations in the film impact your community? Your city? Your country? The world?

School to Prison Pipeline

1. How does the School to Prison Pipeline impact your community?
2. Where have you seen the School to Prison Pipeline in action?
3. Should New York City invest more money in schools or prisons? Why?
4. How do suspensions contribute to the School to Prison Pipeline?
5. How does police presence in schools contribute to the School to Prison Pipeline?
6. How does race play a role in the pipeline? How does class play a role? Gender? Sexual orientation? Immigration status?
7. How does the School to Prison Pipeline contribute to oppression in the U.S.?

School safety in New York City

1. What should be the role of school safety agents?
2. How do permanent metal detectors harm the school environment? How do they help?
3. How does police presence in schools affect student learning?
4. Do you think zero tolerance policies are effective? Why?

Solutions

1. Describe the best way for schools to keep students safe.
2. What can students do to end the School to Prison Pipeline and reduce over-policing in their schools? What can educators do? Parents? Community members? Schools? Lawmakers? Government officials?

4. Take Action

HOST A SCREENING

Hosting a Youth Camera Action screening is a great way to spread the word about the School to Prison Pipeline and the over-policing of New York City Schools. You can screen one of the films or all three. A screening can be in a classroom, an auditorium or your home. It's all up to you.

Here's how to make it happen:

1. Set the date and place.

Find a location for your screening. It can be in your home, at school, at your workplace, a community center or a religious institution. Then choose a date and time when the space is free.

2. Contact us.

Contact us at 212-607-3388 or streetfilms@nyclu.org to tell us the date, time and location of your screening. We'll send you the Youth Camera Action DVD, extra Youth Camera Action Toolkits, *Criminalizing the Classroom* reports, Know Your Rights with Police in Schools palm cards, handouts on the School to Prison Pipeline and the Student Safety Act, the Student Safety Act Petition, the Youth Camera Action Screening Report Card and Youth Camera Action Screening Checklist. We can also help you with the planning. **Make sure you contact us at least three weeks before the screening.**

3. Publicize the event.

Your event can be big or small, public or private. Contact any friends, family, classmates or coworkers you want to come. If it's a bigger event, make an announcement at school, during community meetings and after religious services. Make sure you have fliers with the date, time and location of the screening to distribute and post around your neighborhood, school and job. Also post the event on your website, MySpace or Facebook page, and to email listservs. With your permission, we'll post your screening on our website, too.

4. Make the most of the screening.

Make sure your event features plenty of thought-provoking discussion. Try one or two of the sample activities on page 10 after the film. Devise your own activities. Make sure you discuss solutions to the School to Prison Pipeline. You can also invite a speaker—one of the filmmakers, an NYCLU organizer or a community figure—to discuss the issue. Pass out information on the School to Prison Pipeline and the Student Safety Act. You can download handouts at www.nyclu.org/schooltoprison. Give your audience at least one concrete way to take action. Circulate the petition or write letters to your City Council members. You can download the petition at www.nyclu.org.

5. Tell us how it went.

Fill out a Youth Camera Action Screening Report Card and tell us how many people came, what films you screened and how the discussion went. Mail the Report Card [along with the petition signatures] to Youth Camera Action, NYCLU, 125 Broad St., 19th Fl, New York, NY, 10004.

OTHER WAYS TO GET INVOLVED**For Everyone**

1. Schedule a meeting with your City Council member and tell them about the over-policing of New York City schools. You can ask them to hold a hearing on school safety, support funding for alternative school safety programs or become a co-sponsor of the Student Safety Act.
2. Host a workshop or training session. Invite a NYCLU organizer to your school, youth group, religious institution or community organization to do a workshop on the School to Prison Pipeline or a Know Your Rights with Police in Schools training. Contact us at 212-607-3388 or youthcameraaction@nyclu.org.
3. Post the films to your website, MySpace, Facebook or other social networking pages. Go to www.youtube.com and search for the title of the film (Our Schools: Safe or Not?, Schoolhouse to Jailhouse, or School: Where Safety Is Nothing But A ?) Copy the code from the “Embed” box to the right of or below the film. Paste this code into your page.

4. Write to elected officials about the School to Prison Pipeline and the over-policing of schools. You should describe the problem, share a personal experience and suggest an action for the official to take, such as holding a hearing on school safety, funding a peer-mediation program or observing a roving metal detector operation.
5. Become a member of the NYCLU by visiting www.nyclu.org/take_action/join and join our email list for activists at ga1.org/nyclu/join.html!

For Youth

1. Do a presentation on the School to Prison Pipeline in your school, youth group, religious institution or community center. Information on the issue is available in this toolkit, on the NYCLU’s website and from the Additional Resources listed on page 14. Try screening the film for your class. Distribute NYCLU materials like the School to Prison Pipeline Fact Sheet and Know Your Rights with Police in School palm card. Use some of the sample activities on page 11 to start the discussion.
2. Test your organizing skills and distribute fliers on the School to Prison Pipeline and the Student Safety Act. Practice approaching people and engaging them in conversation on the problem. You can even ask them to sign the petition.

For Educators

1. Teach a lesson on the School to Prison Pipeline. The films make great discussion starters and you can also use the sample activities on page 11 and discussion questions on page 12. Be sure to check out the Additional Resources section on page 14, which provides links to lesson plans. Some possible classroom projects for your students include:
 - Write and distribute a survey on school safety in your school.
 - Write a creative writing or spoken word piece about their experiences with school safety or the School to Prison Pipeline.
 - Write a persuasive essay on the issue from the perspective of a party represented in the film, such as a student, SSA, principal or prison company executive.
 - Create an artistic depiction of a safe school.

- Create an oral history by recording youth statements about school safety.
 - Write and rehearse a skit or play on school safety and the School to Prison Pipeline. Present it at an assembly or as guerilla theatre in the hallways or lunchroom.
 - Write letters to elected officials on the School to Prison Pipeline and the over-policing of schools. Students should describe the problem, share a personal experience and suggest the official take a specific action, such as holding hearings on school safety, funding a peer-mediation program or observing a roving metal detector visit.
 - Write letters to the editor of a local or national paper. Letters to the editor should always address an issue recently discussed in the paper, but should provide a different perspective or alternative solution. Students should make their major points in the first paragraph and keep the letters brief. They should follow any submission guidelines regarding length and required contact information.
 - Produce a short documentary on the School to Prison Pipeline.
2. Teach a lesson on a related issue like racial disparities in education or incarceration rates, the prison industrial complex, racial profiling or poverty. Check out the Teaching Resources on page 16 for some ideas.

For Advocates

1. Screen the films at a meeting or on a lobby visit.
2. Incorporate the films into an educational workshop.

5. Additional Resources

FILMS

Actions of Today, Blueprints for Tomorrow: Youth Organizing to Transform Education

www.evc.org

Educational Video Center, 2004, 21 minutes

This youth-produced documentary profiles the youth organizing work of Make the Road New York and Sistas and Brothas United on school reform.

Beyond Brown: Pursuing the Promise

www.firelightmedia.org

Firelight Media, 2004, 1 hour

This documentary depicts the ongoing inequities in U.S. public education. The film addresses the history of the Brown case, inequitable education funding, de facto segregation and high-stakes testing. This film includes the often quoted reference made by a Florida prison official about using fourth grade reading test scores to determine the number of prison beds needed in future years.

Blind Justice

www.evc.org

Educational Video Center, 24 minutes

This documentary addresses the prison industrial complex. It looks at the explosion in the prison population, rehabilitation, and prison privatization through interviews with former prisoners, lawyers, and prison rights advocates.

Book 'Em: Undereducated, Overincarcerated

www.youthrightsmedia.org

Youth Rights Media, 2006, 10 minutes

This extremely powerful youth produced documentary details the workings of the School to Prison Pipeline in New Haven, Conn.

Books Not Bars

www.witness.org

Witness, The Ella Baker Center for Human Rights and the Rights Now campaign of Columbia University's Human Rights Institute, 2001, 22 minutes

This documentary studies the School to Prison Pipeline from the perspective of the California youth

prison system and the prison industrial complex. The DVD comes with a set of six detailed lesson plans on incarceration rates, corrections funding, racial inequities in juvenile justice and alternatives to incarceration.

Juvenile Asylum

www.global-action.org

Global Action Project, 2004, 10 minutes

This youth-produced film examines youth rights when confronting police on school grounds.

Pipeline

www.global-action.org

Global Action Project, 2004, 11 minutes

This youth-produced documentary addresses how youth unemployment and the juvenile justice system in New York City contribute to the School to Prison Pipeline.

Tough on Crime, Tough on Our Kind

www.evc.org

Educational Video Center, 2000, 30 minutes

This youth produced documentary examines inequities in the juvenile justice system. The film highlights the underlying causes of youth crime and resources that would address the problem. The film is based on personal stories from incarcerated youth and interviews with lawyers, community activists and social workers.

Unequal Education: Failing Our Children

www.evc.org

Educational Video Center, 1993, 21 minutes

This documentary details educational disparities by following a year in the lives of two Bronx seventh graders who attend schools with vastly different resources.

REPORTS

And Justice for Some

www.buildingblocksforyouth.org

Building Blocks for Youth, 2000

This report details the overrepresentation of blacks and Latinos in the juvenile prison system. The report examines racial disparities in arrests, court processing and detention.

Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations
www.apa.org/ed/cpse/zttfreport.pdf

The American Psychological Association Zero Tolerance Task Force

This dense report by the APA finds that zero tolerance policies have been ineffective in reducing violence in schools, increased disciplinary problems and drop out rates in middle schools and high schools, and led to an over-representation of students of color in school discipline processes. The report also finds that zero tolerance policies have increased the number of referrals to the juvenile justice system for minor infractions that were once handled by educators in the schools, feeding the School to Prison Pipeline. The report concludes with recommendations for alternatives to zero tolerance policies.

Criminalizing the Classroom:

The Over-Policing of New York City Schools

www.nyclu.org

The New York Civil Liberties Union and the American Civil Liberties Union, 2007

This report details the over-policing of New York City public schools. The report addresses the Impact Schools initiative, zero tolerance policies, police presence in schools and racial disparities.

Education on Lockdown:

The Schoolhouse to Jailhouse Track

www.advancementproject.org

The Advancement Project, March 2005

This report on the School to Prison Pipeline includes a discussion of the history and current practices of zero tolerance and in-depth case studies of three school districts: Denver, Colo., Chicago, Ill., and Palm Beach County, Fla.

Deprived of Dignity: Degrading Treatment and Abusive Discipline in New York City and Los Angeles Public Schools

www.nesri.org

National Economic and Social Rights Initiative, 2007

This report examines degrading treatment and abusive discipline in New York City and Los Angeles public schools. The report is based on interviews and focus groups as well as analysis of existing data and previous studies.

Dismantling the School to Prison Pipeline

www.naacpldf.org

NAACP Legal Defense and Educational Fund, 2006

This brief report outlines the disproportionate impact of the School to Prison Pipeline on low-income students of color. The report addresses the over-reliance on suspensions, under-resourced schools and racial disparities. It offers alternatives to zero tolerance policies.

Harmful Drug Law Hits Home: How Many College Students in Each State Lost Financial Aid Due to Drug Convictions?

<http://www.aclu.org/drugpolicy/youth/25691res20060417.html>

Students for Sensible Drug Policy

Report released by the national student organization Students for Sensible Drug Policy. The first-of-its-kind report details the results of the group's Freedom of Information Act request to determine the state-by-state impact of the aid elimination penalty of the Higher Education Act, which denies financial aid to students convicted of a drug offense. The ACLU is challenging the penalty in federal court.

Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline

www.advancementproject.org.

The Advancement Project, 2000

This report provides a detailed analysis of the consequences of zero tolerance policies on students. The report looks at the psychological and educational effects of zero tolerance and provides several case studies of schools operating under zero tolerance.

BOOKS*Bad Boys: Public Schools in the Making of Black Masculinity*

Ann Arnett Ferguson, 2001

This book provides a detailed look into the criminalization of young black males in public schools. The book details the school experiences of a group of eleven-and-twelve-year-old boys based on three years of participant observation research. See especially Chapter 4: Naughty By Nature.

TEACHING RESOURCES

Building Blocks For Youth

www.buildingblocksforyouth.org

This website includes reports, fact sheets, resource lists, and state specific statistics and information on juvenile justice issues including over-representation of youth of color in juvenile corrections facilities, zero tolerance policies and the privatization of juvenile corrections.

Constitutional Rights Foundation Chicago

www.crfc.org

This website includes lesson plans for elementary, middle and high school students. The site includes four lessons for high school students on the disproportionate involvement of people of color in the justice system. These lessons cover inequities in federal drug sentencing laws, juvenile justice, court outcomes and racial profiling. Each lesson provides background information on the issue, discussion questions and a classroom activity, such as a debate or role play.

Conversations About the Constitution

<http://www.abanet.org/publiced/conversations/constitution/>

American Bar Association Division for Public Education
The Conversations on the Constitution website offers classroom aides, conversation topics, program planning ideas, quizzes, and additional resources to help explain constitutional concepts and clauses. Includes, for example, interactive quiz on Fourth Amendment rights of students.

Dialogue on Youth and Justice

<http://www.abanet.org/publiced/features/DYJfull.pdf>

American Bar Association Division for Public Education
Fifth installment of the ABA Dialogue program, which provides lawyers and judges with the resources they need to engage high school students and community groups in discussion of fundamental American legal principles and legal traditions. This installment includes sections on: history of juvenile justice in the United States, whether juveniles should be tried as adults, and the constitutional rights of students outside the juvenile justice system, with a particular focus on student rights in a school setting. Each section includes brief descriptions of leading case law as well as discussion questions.

Homicide: Life On the Street —Lessons In Law
www.streetlaw.org.

These six high school lesson plans incorporate clips from the series *Homicide: Life on the Street* to address bullying in school, being an eyewitness to a crime, due process, police accountability, use of deadly force, and the juvenile and adult court systems.

PBS Beyond Brown

www.pbs.org/beyondbrown/foreducators

This website provides middle and high school lesson plans, online interactive tools, documents and resources to accompany Firelight Media’s documentary film, *Beyond Brown*, on the legacy of segregation in U.S. public education. The two high school lesson plans cover the impact of ongoing de facto segregation and the repercussions of the federal No Child Left Behind law’s emphasis on high-stakes testing.

PBS Frontline: Juvenile Justice

www.pbs.org/wgbh/pages/frontline/shows/juvenile

This website deals mainly with the issue of sending juveniles to adult court. The site includes profiles of four young men, two of whom were tried in adult court and two in juvenile court. It includes interviews with lawyers and judges. In addition, the site includes facts and statistics on the juvenile justice system and a state-by-state breakdown on the minimum ages for transfer from juvenile to criminal court.

Radical Math

www.radicalmath.org

This website provides resources to help teachers integrate social and economic justice issues into their math lessons. Users can sort the resources by social justice issue. The criminal justice system, juvenile justice, and prison sections include lesson plans, articles, websites and raw data.

The Storytelling Project

This Barnard Education Program curriculum for middle and high school students addresses race and racism through storytelling and the arts. One lesson deals specifically with over-policing in schools. For a copy of the curriculum, email brett.murphy@gmail.com.

Street Law Lessons for *Books Not Bars*

www.witness.org

These six high school lesson plans accompany the

Books Not Bars DVD. The interactive lesson plans cover incarceration rates, funding for incarceration, racial inequities in juvenile justice, alternatives to incarceration, human rights law and youth advocacy. The lessons involve discussion, data analysis, role playing, debates and mock trials. The plans include handouts, web resources and suggestions for involving community leaders.

What’s Up With My Rights?

http://www.texasbar.com/Template.cfm?Section=texas_bar_journal1&Template=/ContentManagement/ContentDisplay.cfm&ContentID=6134

Interactive CD-ROM focusing on eight seminal freedom of expression and search and seizure cases involving students.

WORKSHOPS

Teach Us, Don’t Cuff Us: Juvenile (In)Justice in NYC, Prison Moratorium Project

www.nomoreprisons.org

The School to Prison Pipeline, NYCLU

www.nyclu.org/take_action/trainings

Know Your Rights with Police in Schools, NYCLU

www.nyclu.org/take_action/trainings

ORGANIZATIONS

Youth Camera Action Partners

Cypress Hill Local Development Corporation

www.cypresshills.org

Make the Road New York

www.maketheroad.org

Mothers on the Move

www.mothersonthemove.org

Urban Youth Collaborative

www.urbanyouthcollaborative.org

ADVOCACY ORGANIZATIONS

ACLU’s Racial Justice Project

www.aclu.org/racialjustice/index.html

The Advancement Project

www.advancementproject.org

Advocates for Children
www.advocatesforchildren.org
The Correctional Association of New York
www.correctionalassociation.org/
The Legal Aid Society of New York
www.legal-aid.org/en/home.aspx
Legal Services of New York City
www.lsnyc.org/
Make the Road New York
www.maketheroad.org/
NAACP Legal Defense and Education Fund
www.naacpldf.org
National Education and Social Rights Initiative's
www.nesri.org/index.html
New York Collective of Radical Educators
www.nycore.org/index.html
Prison Moratorium Project
www.nomoreprisons.org
Teachers Unite
www.teachersunite.net
The Urban Youth Collaborative
www.urbandyouthcollaborative.org

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COMMUNITY ORGANIZATIONS

Make the Road New York
www.maketheroad.org
Mothers on the Move
www.mothersonthemove.org
New York Collective of Radical Educators
www.nycore.org/index.html
Prison Moratorium Project
www.nomoreprisons.org
Urban Youth Collaborative
www.urbandyouthcollaborative.org

FOOTNOTES

- ¹ The Advancement Project (March 2005). *Education on Lockdown: The Schoolhouse to Jailhouse Track*, p. 15.
- ² NYC DOE statistics.
- ³ NYC Department of Education. *Current Register by Grade*. Available at <http://schools.nyc.gov/Offices/Stats/Register/CurrentRegisterbyGrade/>
- ⁴ National Economic and Social Rights Initiative (2007). *Deprived of Dignity: Degrading Treatment and Abusive Discipline in New York City and Los Angeles Public Schools*, p. 20.
- ⁵ National Economic and Social Rights Initiative (2007). *Deprived of Dignity: Degrading Treatment and Abusive Discipline in New York City and Los Angeles Public Schools*, p. 19.
- ⁶ The Advancement Project (2000). *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline*, p. 13.
- ⁷ The Advancement Project (March 2005). *Education on Lockdown: The Schoolhouse to Jailhouse Track*, p. 18.
- ⁸ The Correctional Association of New York (2006). *Juvenile Detention in New York City*, p. 1.
- ⁹ NAACP Legal Defense and Educational Fund, Inc. *Dismantling the School-to-Prison Pipeline*, p. 5.
- ¹⁰ Wald, Johanna and Daniel Losen (May 2003). *Defining and Redirecting a School-to-Prison Pipeline*, p. 3.
- ¹¹ The Advancement Project (March 2005). *Education on Lockdown: The Schoolhouse to Jailhouse Track*, p. 12.
- ¹² The Advancement Project (March 2005). *Education on Lockdown: The Schoolhouse to Jailhouse Track*, p. 11.
- ¹³ The Correctional Association of New York (2006). *Youth Confined in OCFS Facilities*, p. 1.
- ¹⁴ The Prison Policy Initiative (2006). *The U.S. Stands Alone on High Incarceration*, p. 1.
- ¹⁵ Human Rights Watch (2003). *Incarcerated America*, p. 1.
- ¹⁶ *Building Blocks for Youth* (2000). *And Justice for Some*.
- ¹⁷ The Correctional Association of New York (2006). *Juvenile Detention in New York City*, p. 2.
- ¹⁸ The Advancement Project (March 2005). *Education on Lockdown: The Schoolhouse to Jailhouse Track*, p. 17.
- ¹⁹ The Correctional Association of New York (2006). *Juvenile Detention in New York City*, p. 1.
- ²⁰ The New York Civil Liberties Union and the American Civil Liberties Union (2007). *Criminalizing the Classroom: The Over-policing of New York City Schools*, p. 21.
- ²¹ NAACP Legal Defense and Educational Fund, Inc. *Dismantling the School-to-Prison Pipeline*, p. 9.
- ²² New York Civil Liberties Union and American Civil Liberties Union (2007). *Criminalizing the Classroom: The Over-Policing of New York City Schools*.

