

The School-to-Prison Pipeline: A Legislative Database Summary

**Ronald W. Walters Leadership and Public Policy Center
Howard University
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**Elsie L. Scott, Ph.D. Principal Investigator
Joseph M. Grant, Graduate Assistant**

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Elsie L. Scott, Ph.D.
Principal Investigator

Joseph Grant
Graduate Assistant

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THE SCHOOL-TO-PRISON PIPELINE: A LEGISLATIVE DATABASE SUMMARY

Introduction

The Five-Fifths Agenda for America (FFAA) is a project started at Southern University that focuses on the unique issues of Black men and boys in the United States. A multi-pronged effort, the programmatic goal of FFAA is the educational training of undergraduate Black men in an effort to address long-standing inequalities in American society that uniquely harm Black communities, especially Black boys and men. In launching FFAA, it was argued that the programmatic intervention posed through FFAA would shed light on the efficacy of a series of these interventions to effectively dismantle the “school-to-prison pipeline” and replace it with successful pedagogical approaches.

The school-to-prison pipeline commonly refers to the practice of pushing children out of school and toward the juvenile and criminal justice

systems.¹ The entrance of children into the pipeline is often related to zero-tolerance policies that, combined with a teacher’s decision to refer students for punishment, can mean they are pushed out of the classroom and likely into the criminal justice system.²

Critical to the long-term success of the FFAA are public policies and legislation that promote or, at a minimum, do not stymie the advancement of the pilot projects and future programs designed to reduce the prison pipeline. The Ronald W. Walters Leadership and Public Policy Center undertook a review of actions taken by state legislatures to influence the school-to-prison pipeline phenomena. It is commonly agreed that the rash of zero tolerance bills at the state level and of zero-tolerance school policies had their origins in federal legislation. In 1994, Congress passed the Gun Free Schools Act of 1994 (GFSA) that required

¹ Mary Ellen Flannery, “The School-to-Prison Pipeline: Time to Shut it Down,” *NEA Today*, January 5, 2015.

² “The School-to-Prison Pipeline,” *Teaching Tolerance*, Number 43, Spring 2013.

the expulsion of students for at least one year who brought weapons to school.³ States that did not pass laws in support of GFSA would see their federal funds cut. The bill also required school districts to develop policies requiring the referral of students who brought weapons to school to the criminal or juvenile justice systems.

Instead of making schools safer, the state legislation that followed GFSA led to children being charged for offenses that would not have caused alarm or resulted in expulsions or arrests ten years earlier. The federal legislation was aimed at firearms and other dangerous weapons, but state laws and school policies were enacted that treated mints and aspirin on the same level with dangerous drugs and play toys on the same level with firearms. Zero tolerance laws rule out extenuating circumstances as a consideration in meting out punishment.

³ 20 U.S.C. §§ 7151 et seq.

Legislatures tend to respond to what they perceive to be public need, often gauging that need on public outcry, letters received or visits from constituents. Often the loudest voices in debates are recognized and identified to be the majority opinion. The rash of legislation related to periphery issues that could have expanded or interrupted the school-to-prison pipeline supported a public concern over juvenile behavior. Highly publicized incidents involving juveniles, including the Columbine High School shooting, helped to boost the outcry for punitive changes in juvenile laws. Some state legislatures adopted legislation related to having weapons on campus, the original intent of zero tolerance. Few of the legislative bills found in this review directly address zero tolerance policies and the impact that they have had on increased expulsions and suspensions of Black males.

Addressing the problem of weapons on a school campus was the original intent of zero tolerance laws. The bulk of the zero tolerance laws were adopted in the 1990s after the GFSA

passed. Legislatures expanded the scope of the policy, often at the request of school districts, to cover a wider range of student behaviors. The legislative actions, at face value, were not racially discriminatory. State legislatures, however, took specific actions to allow teachers and school administrators to apply subjective judgment to behavior and code violations not as clearly discernable as having a weapon or drug possession. In addition, the application of zero tolerance policies by many school districts has resulted in more Black students being suspended or expelled from school than students from other racial groups. The Civil Rights Project in its report, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline*⁴ and The Council of State Governments Capitol

⁴ The Civil Rights Project, *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies*. Report from a National Summit on Zero Tolerance (Washington, DC, June 15-16, 2000).

Facts and Figures⁵ state that a large number of minority students have become victims by being charged with 'subjective offenses', such as disturbing schools. Both groups reference data that showed a dramatic increase in suspensions and expulsions among Black males of school age after the zero tolerance definition was expanded.⁶

The scope of this report was restricted to nine years, 2008-2016, of legislative activity focusing on multiple issues and circumstances that may contribute to the proliferation of young Black males being trapped or ensnared in the school-to-prison pipeline. The report consolidated data from multiple relevant databases in an effort to be focused and inclusive.

⁵ The Council of State Governments, *Capitol Facts and Figures*, December 2010.

⁶ Daniel Losen & R.J. Skiba, *Suspended Education: Urban Middle Schools in Crisis*. The Civil Rights Project at UCLA and the Southern Poverty Law Center (September 2010). http://www.splcenter.org/sites/default/files/downloads/publication/Suspended_Education.pdf

The report is divided into three sections: Methodology, Findings, and Legislative Recommendations. In the Methodology section, the methods used in the collection and analysis of the legislative data are discussed, including how the states and data sources were selected. The data and findings are discussed in the next section. In the last section of the report is a list of legislative actions that seem to be aimed at disrupting the pipeline or at least seem to be positive reforms for the juvenile justice system.

Methodology

For the purposes of this report, the state legislation reviewed was limited to twelve (12) southern states where the largest concentration of Black males, under 18 years of age reside.⁷ The states were Alabama, Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North

Carolina, South Carolina, Tennessee, Texas and Virginia.

Three legislative databases were reviewed and used to gather information for this summary and the larger interactive legislative database. The databases were from the Education Commission of the States (ECS), the National Conference of State Legislatures (NCSL), and the American Association of School Administrators (AASA). Two of the three, ECS and NCSL, are included in the legislative summary because they were the most comprehensive, and they provided us with the necessary data for this report.

The National Conference of Black State Legislators (NCBSL) also provided useful data. The organization provides an annual legislative update that summarizes activity on state and federal legislation important to its membership and constituency base.

⁷ United States Census Bureau.

The Education Commission of the States (ECS)⁸ catalogued legislative action by the states from the 1990s until 2016. For the purposes of this study, the legislative period reviewed extended from 2008 until 2015. Legislation adopted in 2016 was included if the action had been reported in the database referenced here. The catalogue covered a wide variety of topics, and because some bills were listed under more than one topic, there was some duplication. The catalogue included bills that failed to secure legislative passage or were vetoed by the governors. This study only included bills that became law.

The database topics that were reviewed for this study were At-risk Students, Attendance Requirements, Minority/Diversity Issues, School Safety (bullying prevention and student harassment), Suspensions and Expulsions.⁹ After reviewing hundreds of

bill summaries, 52 were considered relevant to this report. By state, the bill allocations were as follows: Alabama 2; Arkansas 4; Florida 4; Georgia 5; Louisiana 7; Maryland 4; Mississippi 2; North Carolina 9; South Carolina 1; Tennessee 9; Texas 3 and Virginia 2 (Table 1).

The National Conference of State Legislatures (NCSL)¹⁰ also maintained a database that was useful in identifying legislative trends and activities related specifically to the school-to-prison pipeline phenomenon. NCSL was the collection and cataloguing entity for any legislative activity undertaken by a state legislature. It reported the legislative status of each bill introduced at the end of the legislative session. Using search words and phrases similar to those used in the ECS search, this database generated the bulk of state legislative activity specifically related to juvenile justice

⁸ <http://www.ecs.org/state-legislation-by-state/>

⁹ Ibid.

¹⁰ <http://www.ncsl.org/research/telecommunications-and-information-technology/ncsl-50-state-searchable-bill-tracking-databases.aspx>

matters, in and out of the school environment, and legislation that fed or disrupted the school-to-prison pipeline. The search words and phrases used to collect enacted legislation from the NCSL database were Corrections/Detention and Conditions of Confinement; Defense/Due Process and Procedural; Juvenile Delinquency and Gang Prevention; Reentry and Aftercare; Restorative Justice; School-to-Prison Pipeline; Truancy and Schools, and Zero Tolerance Policies¹¹.

The NCSL database resulted in a review of hundreds of bills, including the 75 that became law between 2008 and 2015. The bills included in this report were distributed as follows: Alabama 1, Arkansas 3; Florida 6; Georgia 6; Louisiana 12; Maryland 6; Mississippi 9; North Carolina 7; South Carolina 2; Tennessee 4; Texas 7; and Virginia 12. (Table 1)

After eliminating duplication, and upon closer review of the bills' subject matter, it was decided to reduce the number of bills in this interactive legislative database (Appendix A) to 126.

Table 1: Distribution of Bills Reviewed by State

State	Number of Bills included in Report
Alabama	2
Arkansas	7
Florida	10
Georgia	11
Louisiana	19
Maryland	10
Mississippi	11
North Carolina	16
South Carolina	3
Tennessee	13
Texas	10
Virginia	14

Chart shows the combination of bills from ECS and NCSL.

Other reports were reviewed to discern legislative trends and explore academic discussion on the topic. The

¹¹ www.ncsl.org

reports included “Overview of Fourteen Southern States’ School Suspension Laws” by the Duke University Center for Children and Family Policy;¹² The Civil Rights Project report from a summit on zero tolerance;¹³ The Council of State Governments report on zero tolerance policies;¹⁴ the American Association of School Administrators (AASA) 2014 report on school discipline;¹⁵ and the National Caucus of Black State Legislators (NCCSL) policy symposium report on severing the school-to-prison pipeline¹⁶.

¹² Jonah Garson, *Overview of Fourteen Southern States’ School Suspension Laws*, Center for Child and Family Policy, Duke University, 2010
http://childandfamilypolicy.duke.edu/pdfs/familyimpact/2010/Other_States_Suspension_Policies.pdf

¹³ Catherine Kim, Daniel Losen and Damon Hewitt, *The School-to-Prison Pipeline: Structuring Legal Reform* (New York: NYU Press, 2010).

¹⁴ The Council of State Governments, *Zero Tolerance Policies*, December 2010.

¹⁵ http://www.aasa.org/uploadedFiles/Childrens_Programs/files/SurveyReport-School-Discipline-in-the-Eyes-of-Superintendents.pdf

¹⁶ *Standing on Common Ground: 2013 Policy Symposium Executive Report: Institutional Bullying: Severing the School-to-Prison Pipeline*, National Conference of Black State Legislators.

In addition to these reports, the Obama Administration published a disciplinary reference guide, *School Discipline Guidance Package*.¹⁷ This document, prepared by the U.S. Department of Education, included a *Compendium of School Discipline Laws and Regulations* related to how school districts manage disciplinary matters across all of the states. The Obama Administration recognized that there was a national smorgasbord of state laws and regulations related to how school districts identified disciplinary matters, applied discipline, determined the degree of the discipline application and identified the responsible person(s) for administering discipline.

The Guidance Package covered laws and regulations passed and implemented through 2013. The

¹⁷ A. Bezinque, K. Darling-Churchill, V. Stuart-Cassel, *Compendium of School Discipline Laws and Regulations for the 50 States, Washington, D.C. and the U.S. Territories*. National Center on Safe Supportive Learning Environments, 2016. Available at: <http://safesupportivelearning.ed.gov/school-discipline-compendium>

legislative findings in this report covered actions through 2016.

Findings

The legislative data used in this study were collected and categorized using different, but related topics. This suggests that each organization had a different research priority. The different research priorities were confirmed through a close review of research topics used to create primary and secondary research topics. For instance, from 2008 to 2016, the ECS legislative database catalogued legislative action taken by the states. Most of the laws related to bullying (22), juvenile justice reforms and applications (22), and expulsions and suspensions (17). The organization reported five or fewer bills related to truancy (5), dropout prevention (5), gangs (3), school resource officers (1), zero tolerance (3) and weapons on the school campus (5). (Table 2) Because ECS was a collection and reporting agency for education activity in the states, the bills passed by the states reflect the state's education priority. This is a much

narrower focus than the legislative data collection done by the NCSL.

Table 2: Number of Bills by Legislative Topic

Legislative Topic	Number of Bills
Bullying	22
Juvenile Reform	22
Expulsions and Suspensions	17
Truancy	5
Dropout Prevention	5
Weapons on School Campus	5
Gangs	3
Zero Tolerance	3
School Resource Officers	1

The ECS collection and clearinghouse approach allowed states to borrow legislative language and strategies from each other. It also allowed states to anticipate and respond to school issues based on what was trending in other states, especially the states in their geographic region. The bills passed by the states reflect the

states' legislative priorities. Those priorities were determined by the education community through the ECS networks. Legislation collected by ECS prior to the reporting period of this study showed similar results with the exception of alternative schools that had the same number of laws before and during the study period, which is less than five (5) laws. The ECS database appeared to focus more on school accountability, curriculum, finance, governance, leadership, and teacher quality issues.

Two hundred (200) bills were reviewed from the American Association of School Administrators' (AASA) database for the years 2014 through 2016. Twenty-two (22) of the bills became law. The primary focal points of the bills were juvenile justice reform and truancy. Few of the bills in the AASA database dealt with the issues of zero tolerance, school resource officers, suspensions and expulsions. The bills from the AASA database have been included in this report.

The AASA legislative issues were discussed in its Winter 2014 Edition,

"Legislative Trends Report"¹⁸. The legislative trends report specifically covered issues identified by the AASA Governing Board based on the interest of its members: public school administrators. While these issues did not appear in the three-year legislative database review, they were discussed in the trends report. The focus of the trends report seemed to be more advisory of potential legislative activity in a specific area rather than a reporting of what had occurred.

The organization published a second report that reviewed bills pending action by the states' governors as of February 2014. There was only one bill each related to juvenile justice reform and bullying. A change in the AASA legislative reporting focus could result in a more complete and useable database for a broader audience.

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http://aasa.org/uploadedFiles/Policy_and_Advocacy/discipline_compendium.pdf

ECS and NCSL have provided the most compatible database for purposes of this report. As has been previously discussed, these databases allowed the use of search words that generated 146 laws from 2008 to 2015. The laws can be characterized as follows: detention, dropout prevention, expansion and reduction of juvenile justice services, firearms and weapons on campus, hazing and bullying, improvement in juvenile justice facilities, juvenile referrals, redistribution of juvenile justice costs, changes in conditions of juvenile incarceration, gang violence, reentry after incarceration, school-to-prison pipeline and zero tolerance policies.

It was assumed and confirmed that many of these bills were reported in multiple databases. The consolidation of bills in the interactive legislative database eliminated duplication and gave a true count of legislative action in the areas of our interest.

Topics in this interactive legislative database are organized in alphabetical order: Detention (29), Dropout Prevention (6),

Firearms/Weapons on Campus (10), Gangs (17), Hazing and Bullying (14), Juvenile Referrals (2), Re-entry (11), School Resources Officers (2), Suspension and Expulsion (12), Truancy (20), Zero Tolerance (3).

Based on the number of bills culled from multiple databases, it can be concluded that addressing issues related to the role and presence of School Resource Officers (SRO) was not a topic of paramount concern during this study period. Only two states, Arkansas and North Carolina, addressed the matter in the eight years of this review (2008-2015). One state expanded the arrest authority of the SRO and the other made funding available to hire SROs for elementary and middle schools. The action to fund SROs was taken by the North Carolina General Assembly, and it could indicate a dangerous trend to criminalize the behavior of students at an even earlier age.

The role of SROs was a major topic of discussion during the Stop the School-to-Prison Pipeline conference held by the Walters Center in May 2016. Presenter,

Dr. Ivory Toldson and others, decried the hiring of SROs who are police academy trained with no special training for working with children, especially Black children, and assigning them to schools whose primary racial demographic is Black children. Interactions that students had with officers possessing arrest power were more likely to lead to increased numbers of students being arrested and criminalized.

Comprehensive reforms were discussed in the NCSL Trends in Juvenile Justice State Legislative Report, 2011-2015¹⁹. After a period of punitive legislation, NCSL found that by 2015, states were re-examining their policies and changing their “approaches to juvenile justice to produce more effective responses to youth crime and improve overall justice systems”.²⁰ Ideally, the

¹⁹National Conference of State Legislators, *Trends in Juvenile Justice State Legislation 2011-2015*, September 2015.
http://www.ncsl.org/documents/cj/Juvenile_Justice_Trends.pdf

²⁰ Ibid.

reforms would have addressed the root cause of the increased school-to-prison pipeline phenomenon: the board application of zero tolerance policies. Prior research concluded that comprehensive reform should address school disciplinary policies to remove subjectivity and decriminalize minor infractions. Instead of specifically addressing board policies, the legislative trends revealed a more macro approach to reform. For example, the first two trends were Comprehensive Omnibus Reforms and Returning Jurisdiction to the Juvenile Justice System. These and other trends were reforms to redirect low-risk youth to pretrial intervention programs and to prioritize public spending toward the creation of programs that reduce high incarceration costs. Reform had also included an effort to allow juvenile justice legal and social experts to handle juvenile justice matters by raising the age limits that define juveniles.

Some states acknowledged that youthful offenders could have extenuating circumstances that contributed to their plight. Some legislatures required judges

in juvenile courts to take the domestic circumstances of the youth into consideration before charging or sentencing a juvenile. These actions would be consistent with much of the legislative activity that was reported under the Detention heading. While the new laws covered both ends of the spectrum, those on the reform end were written to protect juveniles who had been incarcerated and to reduce the likelihood that others, who had some minor interactions with law enforcement, would not automatically have a criminal record. Some of the new laws reduced offenses for which a juvenile must be criminally charged and required an order from a judge before a juvenile could be arrested. To reduce the likelihood of an automatic criminal record because of interaction with law enforcement, some states passed laws that required a juvenile to be convicted of a crime before his or her fingerprints could be taken. Additionally, another law allowed law enforcement officers to issue warnings, at their discretion, to a juvenile who may have committed an infraction that would be a crime if it were committed by an adult.

Some school districts appeared to recognize that effective programs that address truancy and reduce dropout rates would also positively impact the pipeline. The 20 bills found in this category focused on expanding accountability for school attendance to parents and guardians, requiring suspended or expelled juveniles to attend alternative schools rather than have no access to education, and requiring juvenile courts and schools to develop a partnership to keep each other informed about at-risk students who had had contact with law enforcement.

Firearms and weapons on campus received considerable attention during the last five years, with the Tennessee legislature being most productive in passing laws related to this topic. This state allowed school employees with gun carry permits to carry guns onto public school campuses. This right was extended to private schools later. Schools were not allowed to ask questions about gun possession of students, parents or school district employees. Whether the liberalization of gun-carry laws resulted

in a safer campus or influenced the school-to-prison pipeline is questionable.

From 2008 through 2016, state legislatures condemned gangs and increased the punishment for gang membership and activities while trying to discourage the creation of gangs. Initially, the legislative thrust was to prevent gang growth through harsh punishment. This approach quickly faded as legislatures concluded that they could do little to influence the conditions that gave rise to gangs. Every aspect of gang activity, including membership recruitment, bodily injury, property damage or destruction was criminalized.

The definitions of gang activity were expanded in many states to account for social media and the unique access it provided to young people to rally and organize around any issue. This same logic caused the creation of cyberbullying legislation.

States acknowledged that helping young people transition successfully from an incarceration experience back into society could dramatically reduce

recidivism. The NCSL database identified state legislative approaches to creating receptive and helpful state juvenile agencies. The agencies were charged with being prepared to receive and help juveniles make the transition. In every instance, the objectives of the reentry legislation were to allow the juveniles to continue their secondary public education experience, avoid incarceration and develop skills that would be useful as adults.

Based on the findings, there is reason for optimism, based on the legislative activities of some states. Most importantly, some states are making a concerted effort to prevent juveniles from being entered into the criminal justice system for minor infractions.

Not all legislative news is good news. While Texas added a consideration of mitigating circumstances in determining discipline for children who are habitually absent from school, Louisiana added penalties and probation for parents and guardians of such children. Virginia required the reporting to law enforcement of juvenile acts that

would be a misdemeanor if committed by an adult.

The data show positive legislation around dropout prevention. Mississippi and North Carolina passed legislation to promote dropout prevention by creating programs at-risk students and for students who had already dropped out of school.

Maryland requires parental notification before a juvenile can be charged with a criminal offense, and Mississippi requires an arrest order from a judge before a juvenile can be arrested. Arkansas prevents fingerprinting of a juvenile until after the individual is convicted of a crime.

The dark spot in the legislative trend represented in this report was the expansion of the use of School Resource Officers to middle schools in North Carolina and their expanded arrest power in Arkansas.

Legislative Recommendations

As previously mentioned, the Obama Administration provided policy and legislative guidance to states and school districts when the Department of Education released a School District Guidance Package in 2014.²¹ The document was a compendium of laws and regulations from the 50 states related to school discipline. The American Association of School Administrators (AASA) references the report in its Winter 2014 Edition: Legislative Trends Report. In describing the document, AASA says “Specifically, the report analyzes the treatment of truant students, the ability of teachers to remove students, suspensions and expulsion policies, approaches to specific infractions such as chronic discipline, substance abuse and willful defiance, the role and training of SROs in school and the early intervention and

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<http://www2.ed.gov/policy/elsec/guid/secletter/140108.html>

prevention strategies in state policy”.²² All of the aforementioned items had some degree of impact on the ability of students, with even marginally inappropriate behaviors, to avoid being suspended or expelled. The Obama Administration is to be applauded for recognizing the many disciplinary variables that could be deciding factors or influences on steering students into the criminal justice pipeline. Consolidating laws and regulations from the 50 states underscores the importance of sharing best practices and shining sunlight on others.

The following are policy and legislative recommendations that have changed or have the potential for dramatically changing the school-to-prison pipeline phenomenon landscape. Since the focus of this report was on legislation, most of the recommendations are legislative actions. This report

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http://aasa.org/uploadedFiles/Policy_and_Advocacy/discipline_compendium.pdf

includes the states that implemented the recommendations and the year the recommendations became part of the law. Other recommendations have been gleaned from scholarly research in the field of juvenile justice reform.

The recommendations are not intended to be all inconclusive. They are cited as recent attempts by state legislatures and school districts to interrupt or shut down the school-to-prison pipeline.

Recommendation 1. Prohibit local school districts from using out-of-school suspensions as a disciplinary measure for truancy. The Arkansas General Assembly (S-1147) passed this policy change in 2013.²³

Recommendation 2. Prohibit or significantly limit school districts’ abilities to suspend students because of excessive

²³ www.legislature.state.al.us

absences as in Florida (2013)²⁴, Maryland (HB-660 in 2009)²⁵ and Virginia (2013).²⁶

Recommendation 3. Eliminate school zero tolerance policies as was done by the state of Illinois in 2015.²⁷

Recommendation 4. Eliminate suspensions for subjective offenses as done by the California State Legislature in 2014.²⁸

Recommendation 5. Require legislative-mandated annual reports to public school

stakeholders that evaluate the impact of school disciplinary policy on student achievement as was done in Louisiana in 2014.²⁹

Recommendation 6. Prohibit out-of-school suspensions and expulsions for students enrolled in preschool programs through the second grade as was done by the Connecticut General Assembly in 2015.³⁰

Recommendation 7. Decriminalize the offense of failing to attend school and create a civil procedure for addressing the issue as was implemented by Texas.³¹

²⁴http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=excessive+absences&URL=1000-1099/1003/Sections/1003.53.html

²⁵ www.mgaleg.maryland.gov

²⁶ <http://lis.virginia.gov/cgi-bin/legp604.exe?131+ful+HB1833ER2>

²⁷ The Council of State Governments Justice Center, 2016. <https://csgjusticecenter.org/youth/school-discipline-consensus-project/online-school-disciplinary-data/>

²⁸ Ibid.

²⁹ S.W. Broome Louisiana Senate Concurrent Resolution No. 134, (2014). Retrieved from <http://www.legis.la.gov/legis/ViewDocument.aspx?d=903045>

³⁰ The Council of State Governments Justice Center, 2016. <https://csgjusticecenter.org/youth/school-discipline-consensus-project/online-school-disciplinary-data/>

³¹ Texas House Bill 2398, 2015, www.capitol.state.tx.us

Recommendation 8. Engage stakeholders in code revision exercises that overhaul state or school district student behavior or juvenile justice policies and programs.³²

Florida (S404)³⁴ and Virginia (S1170).³⁵

Recommendation 9. Implement policies that use data and best practices to address the unique psychology of young Black male students as recommended by the American Association of School Superintendents and the Children’s Defense Fund.³³

Recommendation 10. Anticipate the reentry challenges that returning students will encounter and prepare to help them meet them as was done in 2011 by

³²“School Discipline in the Eyes of School Superintendents”, July 2014.
http://www.aasa.org/uploadedFiles/Childrens_Programs/files/SurveyReport-School-Discipline-in-the-Eyes-of-Superintendents.pdf

³³ Ibid.

³⁴ www.leg.state.fl.us

³⁵ www.virginiageneralassembly.gov

Appendix A

Legislative Interactive Database

Introduction and Use

This Interactive Legislative Database contained a list of laws passed in the target states—Alabama, Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia-- that had the potential to interrupt or stop the school-to-prison pipeline phenomenon. The states selected were the twelve (12) southern states where the largest concentration of Black males, under 18 years of age reside. The study period was from 2008-2013. The laws cover a wide variety of topics related to juvenile justice, school discipline and incarceration of juveniles.

Laws from two data sources were used in the preparation of this report: The Education Commission of the States (ECS) and the National Conference of State Legislatures (NCSL). These databases were selected because they are the most comprehensive, and they allowed for the use of similar search words to find the relevant legislation. More than 400 laws were reviewed; 146 were selected for inclusion in this report. After eliminating duplication, and upon closer review of the bills' subject matter, it was decided to reduce the number of bills in this interactive legislative database to 127.

The laws' topics are organized alphabetically, and within each category, the states organized alphabetically and the legislation within each state is listed chronologically. The summary for each law includes the state, the year the law passed, the source of the data, a brief description of the law, the bill number and the state legislative website link. The state legislative website link makes the site interactive. The link will take the user directly to the state's legislative webpage. To find a specific bill, enter the bill number and year the bill passed to get its legislative history and to the full contents of the legislation.

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Detention		
MS	2008	NCSL	Required that the DJJ notify the school district if a child misses more than one day of school because of the child's detainment.	H348	www.legislature.ms.gov
TN	2008	NCSL	Required that a juvenile who is adjudicated to be a delinquent and is placed in a detention facility other than a secure facility and attempts to escape may be so charged.	H2911	www.legislature.state.tn.us
TN	2008	NCSL	Required the DJJ to research education and employment opportunities for persons convicted of a nonviolent criminal offense.	S3058	www.legislature.state.tn.us
GA	2009	NCSL	Decreased the maximum number of days a court may order a juvenile to serve in a youth development center.	H245	www.legis.ga.gov
GA	2009	NCSL	Required that notice of a juvenile's release from detention be provided to the victim of a serious violent felony committed by the juvenile.	S246	www.legis.ga.gov
NC	2009	NCSL	Provided that house arrest may be imposed as a condition of pretrial release; grants specific authority to the court to use electronic house arrest and the conditions under which a juvenile under electronic house arrest may leave the premises.	S726	www.ncleg.net
VA	2009	NCSL	Required family assessments and planning teams to develop residential service plans for youth placed in residential facilities.	S487	www.virginiageneralassembly.gov

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Detention Cont'd		
FL	2010	NCSL	Required DJJ to adopt rules and regulations to ensure the effective delivery of services to children in its care and custody.	S1012	www.leg.state.fl.us
GA	2010	NCSL	Provided for graduated sanctions and secure detention for children who violate terms of their probation including administrative procedures for hearing alleged violations of probation.	H1104	www.legis.ga.gov
LA	2010	NCSL	Created the crime of starting a fire in a juvenile facility; required the reporting of this crime and penalties for failing to do so.	H502	www.legis.state.la.us
MD	2010	NCSL	Altered the definitions of crimes of escape in the first and second degree; included a prohibition against escape from a privately operated, physically secure facility for juveniles committed by DJJ.	H75	www.mgaleg.maryland.gov
SC	2010	NCSL	Authorized police officers to conduct warrantless searches and seizures of probationers and paroles, including juveniles, to reduce recidivism rates, apprehend criminals and protect potential victims.	S191	www.scstatehouse.gov
MS	2011	NCSL	Permitted juveniles to be assigned to intensive supervision program for not less than six months.	H420	www.legislature.ms.gov
VA	2011	NCSL	Provided that a juvenile who violates parole may be detained at a more secure facility.	S1168	www.virginiageneralassembly.gov

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Detention cont'd		
GA	2012	NCSL	Changed provisions related to detention of juveniles to include punishment for aiding an escape, harboring or detention center hindering apprehension, and possession or introduction of contraband at a juvenile facility.	S366	www.legis.ga.gov
LA	2012	NCSL	Provided that a court may transfer a child to an adult facility for detention prior to trial as an adult; a competency or sanity hearing may delay criminal proceedings, however.	H202	www.legis.state.la.us
MD	2012	NCSL	Authorized DJJ to transfer a juvenile from one facility to another under certain conditions; specified the type of facility and required certain parties be notified of the transfer.	S245	www.mgaleg.maryland.gov
MD	2012	NCSL	Required that Law enforcement officers notify parents/guardians if they intend to charge or arrest juveniles within a certain time period.	H1138	www.mgaleg.maryland.gov
MS	2012	NCSL	Created the Juvenile Detention Reform Act, which required a judge to issue an order before a child may be taken into custody.	S2598	www.legislature.ms.gov
NC	2012	NCSL	Amended the law to comply with the Miller v. Alabama United States Supreme Court decision related to sentencing minors to life imprisonment with parole; specifies the criteria for determining the penalty.	S635	www.ncleg.net

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Detention cont'd		
GA	2013	NCSL	Revised and modernized laws related to juvenile justice reform summons and service, reunification determinations, parental rights, taking children into care, mental health issues, detention assessment, parental notification, and permanency plans for children.	H242	www.legis.ga.gov
TN	2013	NCSL	Clarified that a court may order that a child be assigned to a long term mentor or receive counseling services if the child is found to be delinquent based on conduct involving the use of a firearm; child may also be transferred to an adult court.	H453	www.legislature.state.tn.us
TX	2013	NCSL	Updated rules regarding placement of juveniles in disciplinary seclusion.	S1003	www.capitol.state.tx.us
VA	2013	NCSL	Authorized juvenile facilities to conduct hearings via two-way electronic and audio communications.	H849	www.viriniageneralassembly.gov
AR	2015	NCSL	Provided written conditions under which a parent/guardian of a released juvenile agrees to the condition to ensure the juvenile is returned to court for adjudication or other matters.	S773	www.arkleg.state.ar.us
AR	2015	NCSL	Required that a juvenile first be convicted or found to be delinquent before a law enforcement agency may take his or her fingerprint.	H1322	www.arkleg.state.ar.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
Detention cont'd					
AR	2015	NCSL	Clarified the conditions under which a DNA sample may be taken from a juvenile.	H1570	www.arkleg.state.ar.us
FL	2015	NCSL	Authorized law enforcement to issue a warning to a juvenile who admitted to committing a misdemeanor.	S378	www.leg.state.fl.us
TN	2015	NCSL	Created a new disposition option of taking a minor who violates curfew to a designated curfew center rather than juvenile court.	S666	www.legislature.state.tn.us
Dropout Prevention					
AL	2009	ECS	A student over the age of 17 may leave school before graduation with the written consent of the parent and an exit interview conducted jointly with the parent and the student.	SB334	www.legislature.state.al.us
MD	2011	ECS	Created a Task Force to study the dropout rates of persons in the criminal justice system.	SB755	www.mgaleg.maryland.gov
MS	2012	ECS	Directed each school district to create and implement a dropout prevention program for at-risk students.	SB2454	www.legislature.ms.gov
MS	2014	ECS	Established a pilot middle school dropout prevention program blending learning environments that include vocational technologies, flexible scheduling and blended learning environments.	SB2572	www.legislature.ms.gov

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Dropout Prevention cont'd		
NC	2011	ECS	Created a dropout prevention program designed to reengage students who had already dropped out of school.	HB822	www.ncleg.net
NC	2014	ECS	Created a Dropout Prevention and Recovery Pilot Program focused on students who had dropped out or were at-risk of doing so. The program would be provided through state selected charter schools.	HB884	www.ncleg.net
Firearms/Weapons on Campus					
FL	2014	ECS	Required that simulating a firearm or weapon while playing or wearing certain colors or accessories is not grounds for action or referral to a criminal or juvenile justice system.	HB7029	www.leg.state.fl.us
GA	2010	ECS	Redefined "safe school zone" by eliminating the 1000-foot parameter rule and replacing the language with "on school property".	SB308	www.legis.ga.gov
GA	2014	ECS	Amended the law related to carrying weapons in school safe zones by defining penalties in such cases.	HB826	www.legis.ga.gov
NC	2011	ECS	Required that a person must knowingly carry a firearm on school property for it to be a criminally liable offense.	HB650	www.ncleg.net

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Firearms/Weapons on Campus cont'd		
SC	2009	ECS	Exempted a person with a concealed weapon permit from the prohibition of carrying a gun on public or private school property.	SB593	www.scstatehouse.gov
TN	2013	ECS	Allowed public school personnel to carry a gun on school property if they have a permit and were authorized by the school district.	HB6	www.legislature.state.tn.us
TN	2016	ECS	Stated that schools and districts were prohibited from requesting information about gun ownership from school personnel, students or parents.	SB633	www.legislature.state.tn.us
TN	2016	ECS	Required school administrative officers to develop policies allowing personnel to carry handguns on school property.	SB1559	www.legislature.state.tn.us
TN	2016	ECS	Required that private schools allow persons with carry permits to bring guns on the school's property.	SB2249	www.legislature.state.tn.us
TX	2009	ECS	Declared that students may not be expelled for carrying or exhibiting a gun at school sponsored shooting ranges.	HB1020	www.capitol.state.tx.us
Gangs					
MD	2010	ECS	Required SBE to develop model policies to address the development of gangs and gang activity.	HB1160	www.mgaleg.maryland.gov

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Gangs cont'd		
TN	2008	ECS	Required school districts to develop rules related to gang activity on school property and to require annual evaluation of those rules.	SB2554	www.legislature.state.tn.us
FL	2008	NCSL	Required registration for felons with gang-activity offenses; prohibited use of firearms and bulletproof vests in the commission of a crime.	H43	www.leg.state.fl.us
LA	2008	NCSL	Made it a crime to deface property with graffiti and allowed the court to order the offender to clean up, repair or replace any damaged property.	H163	www.legis.state.la.us
NC	2008	NCSL	Enhanced penalties for discharging a firearm inside enclosed facilities as part of a street gang; penalties applied to solicitation of minors to join gangs.	H274	www.ncleg.net
NC	2008	NCSL	Specifically prohibited activities constituting criminal street gang activities.	S1358	www.ncleg.net
VA	2008	NCSL	Asserted that juveniles adjudicated of certain crimes shall not be eligible to possess a firearm when they reach adulthood.	S222	www.virginiageneralassembly.gov
LA	2009	NCSL	Requested that the AG create a comprehensive plan to combat gang activity.	HCR161	www.legis.state.la.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Gangs cont'd		
TX	2009	NCSL	Required that Governor and state legislature must receive annual reports on gang activity for Texas Fusion Center.	Act No. 1350	www.capitol.state.tx.us
VA	2009	NCSL	Required that acts of violence committed by a juvenile as a part of a mob must be reported to school administrators.	H2513	www.viriniageneralassembly.gov
VA	2009	NCSL	Required courts to consider specific external assessments before sentencing a youth to a juvenile incarceration facility.	S1506	www.viriniageneralassembly.gov
MD	2010	NCSL	Redefined the circumstances under which a person can reasonably be considered a member of a gang; expanded the definition of gang.	H756	www.mgaleg.maryland.gov
VA	2010	NCSL	Expanded the definition of gang free zones to include school bus stops, or any public park, library, community center, or hospital.	Act No. 364	www.viriniageneralassembly.gov
VA	2010	NCSL	Required that the DJJ provide information to law enforcement to aid in initiating or furthering an investigation of criminal street gang activity.	S486	www.viriniageneralassembly.gov
FL	2013	NCSL	Imposed increased penalties for person convicted of a gang related offense while trespassing in a safe school zone; Enhanced penalties for recruiting a juvenile to become a gang member.	Act No. 2013-80	www.leg.state.fl.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
Gangs cont'd					
LA	2013	NCSL	Required various state law enforcement agencies to create a comprehensive plan for the delivery of youth gang violence prevention services.	HCR157	www.legis.state.la.us
GA	2016	NCSL	Improved the ability to prosecute street gang terrorism.	H874	www.legis.ga.gov
Hazing and Bullying					
AL	2009	ECS	Required local SB to create programs to prevent student harassment and suicides that could be motivated through electronic acts.	HB216	www.legislature.state.al.us
AR	2011	ECS	Outlawed hazing and bullying as an initiation into any school sponsored sports program or extracurricular activities.	SB897	www.arkleg.state.ar.us
AR	2011	ECS	Amended state law to expand the definition of 'attributes' to include race, color, religion, ancestry, national origin, socioeconomic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation.	SB892	www.arkleg.state.ar.us
FL	2008	ECS	Prohibited bullying during school events or using data or software accessed through school computers.	HB669	www.leg.state.fl.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Hazing and Bullying cont'd		
GA	2010	ECS	Expanded the definition of bullying to include cyberbullying, and acts committed on school property. This includes written, verbal or physical acts that a reasonable person would find objectionable.	SB250	www.legis.ga.gov
LA	2010	ECS	Amended anti-bullying laws to ensure that policies include prohibitions against harassment, intimidation, or bullying by a student to address the nature, extent, causes, and consequences of bullying another student.	HB1458	www.legis.state.la.us
LA	2012	ECS	Required superintendent and teachers to keep records of students bullying activities that they witness or that are reported to them.	SB764	www.legis.state.la.us
LA	2013	ECS	Required 4 hours of anti-bullying training each school year for all school staff.	HB659	www.legis.state.la.us
TX	2011	ECS	Expanded the definition of bullying to include expressions made through electronic means. Also, requires staff training to prevent, respond and report acts of bullying.	HB1942	www.capitol.state.tx.us
TN	2009	ECS	Required rather than encouraged school districts to create anti-bullying policies.	SB283	www.legislature.state.tn.us
TN	2011	ECS	Prohibited bullying and cyber-bullying.	HB301	www.legislature.state.tn.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Hazing and Bullying cont'd		
TN	2012	ECS	Provided that a defendant harassing a victim is intentionally malicious or judged to be intimidating.	HB2641	www.legislature.state.tn.us
TN	2016	ECS	Allowed the school principal 20 days to initiate an investigation into reports of harassment, intimidation, bullying, cyberbullying, and conduct appropriate interventions.	SB2002	www.legislature.state.tn.us
TN	2016	ECS	Excluded the victim's name from bullying reports.	HB1931	www.legislature.state.tn.us
Juvenile Referrals					
FL	2010	ECS	Required that Juvenile Justice agencies advise school districts when a student has been formally charged with a felony so district transportation authority can prevent student uses of school transportation.	SB1058	www.leg.state.fl.us
NC	2011	ECS	Clarified the definition of terms related to alternative education, corporal punishment, firearms, long-term suspensions, and substantial evidence.	HB736	www.ncleg.net
Re-entry					

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Re-entry		
TX	2009	NCSL	Required the annual reporting to the governor on the operations and conditions of juvenile probation services.	S1374	www.capitol.state.tx.us
MS	2010	NCSL	Created community pilot programs that included services for pretrial release, release, adult/juvenile drug/DUI court programs, vocational programs, residential rehabilitation and community service for participants who enter a guilty plea.	H835	www.legislature.ms.gov
FL	2011	NCSL	Provided transition-to-adult services for youth served by DJJ and in the legal custody of the children and family services state agency; transition plans were intended to lead to youth independence.	S404	www.leg.state.fl.us
LA	2011	NCSL	Allowed the DJJ to collect payment for care and treatment of certain youth placed in non-state treatment programs and who are placed on probation or parole.	H179	www.legis.state.la.us
VA	2011	NCSL	Required that local department of social services develop a plan to prepare a previously incarcerated juvenile for reentry into the community.	S1170	www.virginiageneralassembly.gov
FL	2012	NCSL	Repealed the provision permitting the commitment of a child to the DJJ for placement in a program and permits the department to pay funeral expenses for youth whose parents or guardians are seriously indigent.	H173	www.leg.state.fl.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Re-entry cont'd		
LA	2012	NCSL	Changed parole eligibility for juveniles sentenced to life imprisonment for crimes including first or second degree murder; related to time served, lack of disciplinary offenses, prerelease programs, substance abuse, aggravated rape, and sex offenses.	S317	www.legis.state.la.us
SC	2012	NCSL	Authorized the DJJ to allow a juvenile who was temporarily committed to its custody, and after being adjudicated for a status offense, misdemeanor offense, or probation violation or contempt, to undergo a community evaluation with certain safeguards and exceptions.	S300	www.scstatehouse.gov
VA	2013	NCSL	Authorized local departments of social services and state authorized foster care programs to offer independent living services for offenders who reach their 18 birthday while in the care of the DJJ.	S863	www.viriniageneralassembly.gov
MS	2015	NCSL	Required the Division of Youth Services to operate adolescent opportunity programs rather than offender programs.	H404	www.legislature.ms.gov
NC	2015	NCSL	Amended juvenile code related to due process protection, and reentry of previously incarcerated juveniles. In this process, a juvenile court counselor shall meet with the juvenile, parents/guardians if a diversion option is available.	H879	www.ncleg.net

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			School Resource Officers (SRO's)		
AR	2015	ECS	Defined school resource officers (SRO) as law enforcement officers with authority to arrest students and school employees even if the officer is outside of his or her jurisdiction.	HB1583	www.arkleg.state.ar.us
NC	2013	ECS	Funded SRO in elementary and middle schools.	SB402	www.ncleg.net
Suspensions and Expulsions					
AR	2009	ECS	Local School Boards meet in executive sessions to receive the appeal of a suspension or expulsions.	HB1091	www.arkleg.state.ar.us
LA	2009	ECS	Identified offenses for which a student and his/her parents or guardians are required to enroll in rehabilitation counseling programs.	LAC28v115	www.legis.state.la.us
LA	2009	ECS	Required the principal of a public school to release student records to any school where an expelled or suspended student sought admission.	HB545	www.legis.state.la.us
LA	2014	ECS	Required the SBE to revise school district discipline policies affecting suspensions and expulsions.	SCR134	www.legis.state.la.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Suspensions and Expulsions cont'd		
LA	2015	ECS	Prohibited the suspension or expulsion of pre-kindergarten through 5th grade students from any public or charter school for a violation not tied to willful disregard for school policy.	SB54	www.legis.state.la.us
MD	2009	ECS	Insisted that principals must not suspend or expel students for reasons solely related to attendance offenses.	HB660/SB96	www.mgaleg.maryland.gov
TN	2013	ECS	Required that any student committing or threatening to commit acts of violence against any school personnel with offensive language shall be expelled.	SB264	www.legislature.state.tn.us
TN	2015	ECS	Required that a student convicted of a violent felony or who admits to one in a court shall be expelled from any public or private school.	HB174	www.legislature.state.tn.us
TN	2016	ECS	Repealed the requirement that a public school expel a student convicted of certain violent crimes.	SB2256	www.legislature.state.tn.us
TX	2011	ECS	Required a student found by a court to have participated in a robbery or who the superintendent reasonably believes to have done so, to be placed in an alternative education program.	HB968	www.capitol.state.tx.us
VA	2014	ECS	Students committing certain weapons and drug offenses are not required to be expelled from school regardless of the facts of the particular situation.	SB441	http://viriniageneralassembly.gov/

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Suspensions and Expulsions cont'd		
VA	2014	ECS	Permitted school districts to expel students determined to have brought a controlled substance or cannabis on any school property.	HB751	www.viriniageneralassembly.gov
Truancy					
LA	2008	NCSL	Provided penalties for certain violation by parents or guardians responsible for habitually tardy students.	H1133	www.legis.state.la.us
LA	2009	NCSL	Provided penalties and minimum probation conditions for parents or guardians failing to take interventions for children in their care who are habitually absent or tardy for schools.	H731	www.legis.state.la.us
MD	2009	NCSL	Required that expelled or suspended students attend a juvenile justice alternative education program.	H201	www.mgaleg.maryland.gov
TX	2009	NCSL	Allowed for the consideration of mitigating circumstances in determining discipline for students habitually absent from school.	H171	www.capitol.state.tx.us
LA	2010	NCSL	Excluded the addition of student performance data in school district results if student is in a juvenile facility managed by the school district.	S112	www.legis.state.la.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Truancy cont'd		
MD	2010	NCSL	Required a juvenile court to notify school officials if a child is delinquent, in need of supervision or has been committed to the care of a juvenile agency.	H1160	www.mgaleg.maryland.gov
VA	2010	NCSL	Required that Juvenile acts that would be a misdemeanor if committed by an adult be reported by law enforcement to school officials.	H907	www.viriniageneralassembly.gov
MS	2011	NCSL	Allowed school districts to determine when to place students into alternative schools; districts must use a consistent process for making determination and it must be done in accordance to the Individuals with Disabilities Education Improvement Act.	H1178	www.legislature.ms.gov
MS	2011	NCSL	Reimbursed school districts providing education to students in youth detention centers.	S2388	www.legislature.ms.gov
TX	2011	NCSL	Allowed school districts to expel students from alternative education programs if the student engaged in misbehavior while in the program.	H968	www.capitol.state.tx.us
TX	2011	NCSL	Determined the jurisdiction responsible for enforcing truancy and failure to attend school orders.	S1489	www.capitol.state.tx.us

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
			Truancy cont'd		
LA	2012	NCSL	Required that children committed to youth facilities shall have their reading ability assessed within a specific number of days after committal.	S156	www.legis.state.la.us
LA	2012	NCSL	Provided alternative education programs for students suspended or expelled from school; required that parents or guardian assure attendance; provided penalties for failure to do so.	H1209	www.legis.state.la.us
MS	2012	NCSL	Required that each school district be responsible for creating and managing a student dropout-prevention program.	S2454	www.legislature.ms.gov
NC	2012	NCSL	Created a school violence prevention act that exempted school personnel from liability for acting to end an altercation between students; provided punishment for cyberbullying; required reports of intimidation on school district employees.	S707	www.ncleg.net
VA	2013	NCSL	Prevented assigning students charged with truancy if the student had been previously adjudicated.	S1194	www.virginiageneralassembly.gov
VA	2013	NCSL	Required a school administrator to report certain acts that may constitute a misdemeanor offense to law enforcement and parents of a minor student.	H1864	www.virginiageneralassembly.gov

School-to-Prison Pipeline Legislative Database					
State	Date	Source	Legislative Summary	Bill Link	
Truancy cont'd					
TX	2015	NCSL	Creates a school-based position to supervise student behavior; required the notification of students going into custody; required expulsion for carrying weapons on school property.	S107	www.capitol.state.tx.us
MS	2016	NCSL	Required data on student arrests on school property and required that the child's name not be disclosed in the data disaggregated by race, ethnicity, gender, school, offense, or law enforcement agencies involved.	H928	www.legislature.ms.gov
MD	2013	ECS	Required school districts to create systems to actively intervene when students are chronically absent from school.	HB207	www.mgaleg.maryland.gov
Zero Tolerance					
FL	2009	ECS	Required a review of the school policy in an open school board meeting every three years.	SB1540	www.leg.state.fl.us
GA	2010	ECS	Amended policy to define weapons.	SB299	www.legis.ga.gov
TN	2013	ECS	Amended policy to add the use of electronic devices to transmit threats; created penalty for failure of school districts to amend the local policy.	SB1215	www.legislature.state.tn.us

