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Document Title: A Multiple Perspectives Analysis of the Influences on the School to Prison Pipeline in Virginia: Report of Qualitative Findings

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coaching with students in lieu of conflict when saying, "...the teachers have really taken to the idea of coaching that they realize that they can help bring them back to the classroom as opposed to continuing to ratchet up the verbiage back and forth until it blows into something..."

Similarly, Rita reported her school utilizes a support services leadership team with the goal of bonding with particular students to keep them engaged in school:

...the other thing we implemented...was our support services leadership team. They are also bonding with those students. All the students that we were having truancy problems with, or attendance problems with, even before it got to the truancy point, they have a teacher specifically at the school that checks in with them daily...Again, a change in the culture and a change in the climate in relation to what the expectations are for those kids...That is basically the referral policy that we have and are working on right now...We're gonna try to be more creative in the interventions that we have here...What's something else that we can do so we're keeping them here?

Sue, a school social worker, echoed that her school utilizes programs that work to identify high-risk students and coordinate systems of care to reduce students' risk of entering the STPP:

Then there's keeping kids – the [NAME] for Youth and Children; it's about maintaining kids in our community, high risk kids in our community so that when you talk about a school to prison pipeline, these are the kids who we're trying to keep out of detention, keep out of postee, keep out of congregate care, keep out of residential facilities by making certain we do everything we can for that systems of care and to support the systems care in the community...We keep plugging along and making certain that we are meeting the needs of our kids and families through our systems of care.

