

Works Cited

Barnes, J. C., and Ryan T. Motz. "Reducing Racial Inequalities in Adulthood Arrest by Reducing Inequalities in School Discipline: Evidence From the School-to-Prison Pipeline." *American Psychological Association*, vol. 54, no. 12, 2018, pp. 2328-40. *pAPA PsycArticles*. Accessed 2021.

In this article, Barnes and Motz attempt to prove that the inequity in arrests numbers against African Americans in comparison to that of White America is directly impacted by the unfair and unequal punishment that is being levied against African Americans in regards to school discipline. They provide extensive study and research that addresses the correlation and also expound upon the stereotypes and unfair labels of the student after receiving the punishment that are often difficult to shed. There is also a focus more on the student's response to the punishment and how, upon its conclusion, that response affects how the student further engages in their education. "Several scholars proposed that contemporary regimes in school discipline criminalize the behavior in ways that mirror the criminal justice system."

Chatterji, Roby. "Fighting Systemic Racism in K-12 Education: Helping Allies Move From the Keyboard to the School Board." *Center for American Progress*, July 2020, www.americanprogress.org/issues/education-k-12.

This article addresses the need to address systemic racism in education. It discusses the tragic killings of Ahmaud Arbery, Breonna Taylor, George Floyd and Rayshard Brooks at the hands of police in addition to the Parkland, Florida shooting and the response to lawmakers as a result. Although gun violence desperately needs definite

attention, this article addresses the fact that increased police presence does not effectively address gun violence in schools. It rather seems to do nothing more than further ostracize those already feeling stigmatized for the behavioral challenges they experience. It discusses the need for policy change, increased funding and the overall need to change the approach of school discipline. More counseling, nurses and less of a police presence."Within six months of the deadly 2018 school shooting in Parkland, Florida, legislatures in 26 states allocated nearly \$960 million for security upgrades and the addition of police officers to school campuses."

Dhallwal, Tasminda K., et al. "Educator Bias is associated with racial disparities in student achievement and discipline." *Brown Center Chalkboard*, The Brookings Institution, 20 July 2020, brookings.edu.

The article assesses the supposed implicit bias that some educators have towards African Americans and other minorities with regard to expectation and school discipline. The article uses specific data taken from a survey conducted by Project Implicit that administers the White, Black IAT which is an Implicit Association Test. Any bias is identified through a series of high speed tasks and their reactions are then measured and evaluated. Obviously a test cannot confirm whether or not bias is truly at play but the results were interesting and confirmed that at least in response, there was clear evidence of implicit bias. "Measuring implicit bias requires tapping into implicit cognition—a difficult task."

Kocon, Amanda. "Sparking a Discipline Revolution." *Education Digest*, 83rd ed., version 7, EdDigest, Mar. 2018, eddigest.com.

This article is actually an interview with a former Newark, NJ school superintendent who is introducing a program to address school discipline issues called the Discipline Revolution Project. It is an effort on the part of education reformers to disrupt the school to prison pipeline. The author asks great questions regarding the motivation behind the project, the distinct roles we all need to play and the importance of changing how we think about discipline in order for the project to succeed. The superintendent introduces restorative practices that bring both assailant and victim together. She reports on different ways in which schools have offered alternatives like, "student support teams with adults with different skill sets, like social workers, teachers, administrators, and peer coordinators. These teams create a safe place for kids to talk before they reach the point of crisis."

Mittleman, Joel. "A Downward Spiral? Childhood Suspension and the Path to Juvenile Arrest." *Sociology of Education*, vol. 91, no. 3, July 2018, pp. 183-204. *JSTOR*, www.jstor.org/stable/48588580.

Mittleman presents a very strong argument about how school suspensions negatively impact children's futures. He takes a long look at suspensions with children well before their teenage years to study the effects and if they do in fact increase the trajectory towards the juvenile justice system. He sought to determine whether or not the punishment of suspension actually deters delinquency or causes it. He brings attention to educators adding a police presence in schools in the aftermath of increased

crime and also the implementation of the "zero tolerance" policy. He also reviews studies on the school to prison pipeline, its negative impact and its racial bias toward minority communities. He includes all types of risk factors and also the dynamic in many school buildings that choose to house policemen rather than counselors and nurses. "At a moment when approximately 1.6 million students attend schools that employ a police officer but no guidance counselor (U.S. Department of Education 2016), this result suggests that guidance counselors may play an important role in shaping how schools address behavior problems."

Samenow, Stanton E., Ph.d. "Schools are Not a 'Pipeline to Prison' Who rejects whom?"

Psychology Today Inside the Criminal Mind, 18 June 2018,

www.psychologytoday.com/us/blog.

Dr. Samenow comes from the perspective that opposes the notion of school to prison pipelines. He is quick to define the difference between diagnosed learning disabilities like autism from that of conduct disorders, and the latter are who this article addresses. He identifies students with the inability to control themselves in the classroom as those that need to be removed because of the distraction the behavior causes and its effect on other students and their ability to learn. He notes that this behavior needs to be addressed in a setting outside of the regular classroom. If upon interventions there is improvement, the student is more than welcome back but he makes it clear continued disruptive children do not belong in mainstream classrooms.

"The result of prison being that of the individuals choices, not because the school system failed them. "When a child like those described above ends up in a detention facility, it is

not usually because of what the school has done (although it is convenient to blame schools). Rather, it is in spite of what teachers, parents, and others have tried to do in order to steer the boy or girl onto a more positive path. The child ends up in the criminal justice system after other avenues have been exhausted."

Schiff, Mara. "Can Restorative Justice Disrupt the 'School-to-Prison Pipeline.'" *Contemporary Justice Review*, vol. 21, no. 2, June 2018, pp. 121-39. *EBSCOhost*, EBSCOhost, doi:10.1080/10282580.2018.1455509.

In this article, the author introduces restorative justice as a viable option to zero tolerance policies and other stricter disciplinary measures school districts have taken. The author notes the lack of any evidential proof these policies actually work and the need to practice discipline that takes into consideration all the external factors that contribute to a child's bad behavior. He provides several examples of the different ways in which a variety of schools across the country have introduced restorative justice alternatives successfully. He explains the need for a number of "restorative" practices to be introduced to address racist practices that plague not only the educational system but society itself. "Increasingly, restorative theory and practice continues to call for educational and justice systems that move away from responses to harm based primarily on individual behavior and towards more holistic strategies focused on movement building and inclusive social relationships."

Stalker, Katie Cotter. "Teen Court–School Partnerships: Reducing Disproportionality in School Discipline." *Children and Schools*, vol. 40, no. 1, 2018, pp. 17-24. *Professional Development Collection*, academic.oup.com/cs.

Stalker introduces alternative disciplinary options to address the disproportionate rate in which African Americans and other minorities are excessively disciplined in schools. She discusses the role of social workers and their importance in implementing effective policies. One alternative is "Teen Court " a program that allows for the individual to be judged by their peers as opposed to the offense going into the juvenile justice system. The goal being restorative justice and it's achieved through apologies, restitution and community service. This provides the opportunity for growth on the part of the student offender and still allows them to continue with their education. There is emphasis on how exactly to conduct the court because it is important to consider how being judged by your peers can cause embarrassment for the student. "For instance, careful forethought on the terminology that is used to refer to the youths who participate in the program can serve to minimize stigmatization and shame."

The African American community is adversely affected by excessive school discipline and zero tolerance policies. The failure to address the societal issues that plague this community, how they affect children's behavior and merely focus on being punitive, will not only lead them into the school to prison pipeline, but serve as the catalyst.