**Promoting Alternative to Police in Schools: Addressing the School to Prison Pipeline**

After the Event

Video Links, Discussion Questions, and Further Reading

This virtual event was held on October 6, 2020. The panel discussion centered on S. 4360: Counseling Not Criminalization in Schools Act. Introduced by Senator Murphy, S. 4360 is a bill to reduce police presence and increase resources for counseling in schools, with aims “to divert Federal funding away from supporting the presence of police in schools and toward evidence based and trauma informed services that address the needs of marginalized students and improve academic outcomes” in order to “create safe and inclusive schools for all students.”

We were joined by Senator Chris Murphy, UConn President Thomas Katsouleas, UConn Provost Carl Lejuez and panelists Steven Hernández, Leonard Jahad, Aaron Kupchick, and moderator Sandra Chafouleas.

You can view the full panel [here](#). We also created 3 short excerpts. Each one highlights a different part of the discussion. The focal areas are [finance and spending priorities](#), [public policy as a solution or cause of unintended consequences](#), and [social and emotional learning](#). We also provide interdisciplinary resources for engagement (both readings and a podcast) and discussion question examples.

**Additional Reading**

**Books**


**Briefs and Reports**


Sarah E. Redfield and Jason P. Nance. 2016. “School-to-Prison Pipeline.” American Bar Association, Joint Task Force on Reversing the School-to-Prison Pipeline. Link


Peer Reviewed Journal Articles (and podcast)


Travis Riddle and Stacey Sinclair. 2019. “Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias.” Proceedings of the National Academy of Sciences of the United States of America 116 (17) 8255-8260 Link


***Also featured on Probable Causation podcast
Discussion Question Examples

1. (For teachers) What is the role of School Resource Officers (SROs) in your school? What experiences have you had with the police?
2. What are common reasons why students act out in class and what should be the best way of dealing with those students according to the panelists?
3. Compare and contrast the orientations of and toward SROs in schools that are predominantly White and in schools in racially oppressed communities? What factors might account for these differences?
4. What do the data tell us about the impact of SROs in schools generally and across different groups of students within schools? What accounts for this impact?
5. What are the differences between trauma-informed care and punitive methods of social control?
6. School counselors and social workers and police officers are trained in different ways to solve social problems. Compare and contrast these approaches and consider how these differences in training might affect their approaches to helping children in schools.
7. Why does Kupchik argue that defining youth as “at promise” rather than “at risk” might influence how teachers and schools treat their students? (Hint: think about labeling theory and the sociology of deviance)
8. If deaths at school are extremely rare (3% of all youth homicides take place in schools), why do we focus so heavily on increasing school security? What is the role of fear in making public policy?
9. In discussing several proposals to reduce the school to prison pipeline, Kupchik states, “the candidates are not discussing the bigger picture of why school discipline disproportionately affects students of color.” What is the “bigger picture” and how can we as a society address that bigger picture?