Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the co-authored dissertation for the degree
Doctor of Education with an emphasis in Educational Practice

Kristin N. Calvert-French
M. in Social Work, January 2007
Saint Louis University
B.A. in Education, May 2004
Lindenwood University

Neil A.J. French
M.S. Criminal Justice, May 2002
University of Central Missouri
B.S. in Criminal Justice, May 1999
University of Central Missouri

Phyllis R. Jackson
B.S. in Business Administration, May 1992
University of Missouri–St Louis

Erin M. King
M.Ed. in Educational Leadership and Policy Analysis, July 2015
University of Missouri-Columbia
B.S.Ed. in Middle School Education, May 2004
University of Missouri-Columbia

An Exploratory Multiple Case Study of Discipline Practices in a Major Metropolitan Public School District: A Look into the School to Prison Pipeline

Date: July 20, 2022
Time: 5:00 p.m. to 7:00 p.m.
Place: Remote

Abstract
This co-authored dissertation aimed to answer questions on how the factors of interpersonal relationships, implicit bias awareness, and school policy influenced the learning environment, and how those factors relate to school discipline, which ultimately can lead to the school to prison pipeline. Understanding the problem is key so that the school to prison pipeline can be intercepted. Drawing data from the exploratory multiple case study interviews, numerous themes developed. Our interviews consisted of teachers, administrators, social workers, school counselors and juvenile detectives. Interviews were recorded and transcribed and the data analysis was completed to develop codes, themes, and sub-themes. The policy change to end suspensions for K-2nd grade students precipitated changing the learning environment and relationships with juvenile detectives. Relationships are important with making the change. Staff were forced to develop plans to support students through building relationships, teaching expectations, and developing alternatives to suspension. Policy change didn't eliminate socio economic issues, trauma, or implicit bias but acknowledges those factors and when creating expectations and consequences for young children. This policy also positively affected the law enforcement officers’ interaction with students. The implications for school practitioners shows that policy change is an effective method to lessen school suspension thus decreasing the school to prison pipeline. The implications for law enforcement officers working in schools is that they can also work to lesson the school to prison pipeline through relationships with students and families. They too can be a resource to students, families, and school staff to support students do they don’t see them end up in the criminal justice system later in life.

Defense of Dissertation Committee
Chairperson, Theresa Coble, Ph.D.
Committee Faculty Member, Keith Miller, Ph.D.
Committee Faculty Member, Lisa Overholser, Ph.D.