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“Synthesis Sources”

School-to-Prison Pipeline is still today a huge factor. Stanton E. Samenow speaks about how there is a disciplinary measure when it comes to children with conduct disorders in “Schools are Not a “Pipeline to Prison.” Mary Ellen Flannery agrees that there are limited measures in disciplining children with disturbing issues in “The School-to-Prison Pipeline: Time to Shut it Down.” Carla Shedd’s “How the School-to-Prison Pipeline is Created” as well as Melissa Anderson’s “When School Feels like Prison” speak on how education is not a priority in the school system and it is enabling the students to feel less interest in their education. In “The Myth of the School-to-Prison Pipeline,” Robert Ward’s viewpoint is that all the blame should not be toward the school system, why should schools be the ones to blame for kids that face more obstacles than opportunities. Although Samenow, Flannery, Shedd, Anderson, and Ward saw this issue as a major factor to be concerned about, they all had differences in their viewpoints. Samenow and Flannery talked of the jarring disciplinary actions and the hackneyed suspension being an issue of the school-to-prison pipeline. Whereas Shedd and Anderson shared information such as race and criminal justice system as a concern as to why only certain schools enforce these searches, surveillance cameras, and police offices and why they stereotype certain students the way they are. Furthermore, Ward’s outlook on the issue was different he talked about how the school was not to blame for the school-to-prison pipeline. Our school system is s

corrupted and is not getting any better, everyone should be more concerned with how our education systems affect our children.

In “How the School-to-Prison Pipeline Is Created” Carl Shedd describes the relationship between urban neighborhoods, public education, and the criminal justice system as “symbiotic.” First, she asserts that in low-income neighborhoods schools are racial inequality. Secondly, she shares her findings in who determines who is- and is not based on racial discrimination. Lastly, she suggests accountability within concerned citizens. Melinda D. Anderson presents the problem in a complex way, and the solution was displayed reasonably and resolving, not eliminating it in “When School Feels Like Prison. She explains that schools that is with a larger population of color students are more likely to use surveillance technique. As like Shedd and Anderson, Mary Ellen Flannery, “The School- to-Prison Pipeline: Time to Shut Down” emphasizes the harbor negative assumptions about the ability, aspirations, and work ethics of these students- poor students of color. She goes to say that this creates stereotype that students of color are disrespectful and disruptive, Melinda D. Andreson, “When School Feels Like Prison” According to Mary Ellen Flannery, “The School- to-Prison Pipeline: Time to Shut Down,” Suspending disruptive students was the answer to not dealing with the wrong.”