



## Where Do We Go From Here 2022 Reflection

Shutdowns during the pandemic gave Dr. Pane time alone to reflect on E-SToPP's past, present, and future (rebuilding from the ground up). Questions Dr. Pane had been asked in the field over the years resurfaced and reenergized her enduring recommendation (and basis for establishing E-SToPP) for more transformative research on the power of teachers to set the classroom climate for learning—for better or worse (Pane, D.M., Rocco, T. S., Miller, L. D., & Salmon, A. K., 2014). For example, a Juvenile Justice Center School teacher queried, "I just can't do this anymore. How can I teach students who do not have teachable spirits?" Teachers' and principals' input at the close of a Key Largo School workshop was—we need strategies for how to reduce/eliminate referrals and suspension! An alternative education school student who interviewed Dr. Pane about the school-to-prison pipeline for her senior project asked, "As a teacher, how do you deal with kids who are constantly disrupting the class and are impacting other kids' learning that are also in the classroom?" They are all addressing the age-old question, "What can I do today to improve life in the classroom?" According to Ginott (1972), teachers' examination of how they respond to children – to improve their relations with children is the starting point – many problems of education are rooted in teacher-student relations. For any school reform to have an effect, these must change. To do so, "teachers need specific skills (i.e., congruent communication) for dealing effectively and humanely with minute-to-minute happenings—the small irritations, the daily conflicts, the sudden crises. All these situations call for helpful and realistic reactions. A teacher's response has crucial consequences. It creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or to take revenge. It affects the child's conduct and character for better or worse. These are the facts of emotional life which make teaching and learning possible or impossible. At their best, teachers recognize this core truth: Learning is always in the present tense, and it is always personal" (p. 34). Moreover, E-SToPP's transformative research, education, and praxis infrastructure is needed more than ever to explore with all adults who work with all children and youth the need to learn these specific congruent communication skills and how to use them within the context of their own personal approach—before they can discern, interpret, and transform (deconstruct and reconstruct; Pane & Rocco, 2014) their own ethnocentrism and alternatives to exclusionary discipline in their own space.

Similarly, Skiba communicated his insights about the importance of teacher-student interactions to Dr. Pane through an Academia.edu message, January, 2022, on a conference paper of hers that was published in the conference proceedings. He commented: "I think this idea [that we actually teach students to be disruptive], exploring the interactions of teachers who are skilled and not-skilled in their classroom 'management' is critical to understanding the origins of exclusionary discipline, and probably racialized disparities in discipline. Could you direct me towards any published pieces you have on this? My interest has to do with the general failure of many of our established programs (PBIS, SEL, RJ) to touch disciplinary disparities, even if they reduce overall suspensions. I think a lot of folks are beginning to understand that it must have



something to do with how stereotypes play out in the classroom, in spite of the good intentions of these programs, thus transforming the programs into same old-same old for Black and Brown students.”

Throughout the pandemic from 2020-2022, while schools and facilities were closed down, Dr. Pane updated her ongoing research on transforming the school-to-prison pipeline within the context of segregation, exclusionary school discipline, and racial reckoning in our country. Her search resulted in new research scholars, publications, and resources that support and will help us update E-SToPP’s renderings, figures, tables, and statistics in our documentation, on our website, and through our praxis. After reflecting during that time on the successes, processes, and roadblocks of E-SToPP during its first 11 years and the continually evolving punitive mandates and policies that uphold oppressive educational models/conditions, E-SToPP’s mission and vision is more viable than ever (get to the crux of the issue) with a newfound clarity as far as how (and with whom) we must proceed to prevent/avoid/abolish exclusionary school discipline at each touchpoint to ultimately ensure, create, develop, and implement a seamless sustainable reentry navigation route through grass-roots collaboration with all key actors (youth, families), decision makers, and stakeholders. This means we must ask stakeholders to join us to hash out the particulars of accomplishing E-SToPP’s mission and vision by thinking out of the box to dismantle the structures (roadblocks maintained by exclusionary school discipline at every touchpoint) that hold the *myths about youth and families* in place within M-DCPS, FDOE, DOE, and the Juvenile Justice system.

E-SToPP cannot do this alone; it will (and must) seek out collaborative understandings of the various roadblocks that endure in our political, social, and economic landscape, beginning with a multigenerational and diverse team who are committed to E-SToPP’s grass-roots transformative mission and vision. Over time (especially evident in orientations, workshops, and development opportunities), E-SToPP’s ever-present roadblock has always been the ingrained mindset (even with caring intentions) that exclusionary school discipline is the *best medicine for fixing students who misbehave*. Furthermore, this mindset hyper-focuses on behavior, presumes misbehavior of Black and Brown children, and supports the implicit bias that once students misbehave (or do not learn the ‘required’ material and are ‘referred’ to special education), they deserve to be taken out of class, suspended, expelled, and ultimately handed over to the juvenile justice system or adult criminal system if necessary. This oppressive reiterative cyclical condition simultaneously removes parents (and other stakeholders) from involvement in the decision-making process of how to prevent, avoid, and abolish exclusionary school discipline beforehand and how to repair relationships and any harm done after exclusionary punishments are dealt out for the express purpose of reentering school, family, and society successfully.

Specifically, as of 2022, E-SToPP will move ahead in full alignment with E-SToPP’s transformative mission and vision (beginning with how to do it). With clearer understanding of what this means, E-SToPP commits to the grass-roots development of its transformative mission and vision—



beginning and continuing the entire decision-making process of (preventing, avoiding, abolishing exclusionary school discipline) with new and emeritus board members, partners, community members, universities, schools, facilities, programs, police, prosecutors, judges, youth, and families (key actors, stakeholders) at the table (in the circle)—of ensuring, creating, developing, and implementing a seamless sustainable reentry navigation route for youth who have been isolated—often for years from racially equitable, transformative schooling and education opportunities—through referral, suspension, expulsion, and/or incarceration. The first step is preventing, avoiding, and ultimately abolishing exclusionary school discipline (i.e., the school-to-prison pipeline). We have found that much research today, as always, keeps abreast of what is happening to who in schools, facilities, community schools, and programs regarding racial in/equity, discipline, academics, and so forth (and also calls for the reduction of the issues that are reported) but next to none specifically get at how to stop exclusionary school discipline or exclusionary discipline in general before, when, or after it occurs. This is how E-SToPP differs—this is exactly what we (strive to) do in our work!

Beginning 2022, E-SToPP's 11<sup>th</sup> year as the only grass-roots organization (to our knowledge) in Miami dedicated to eradicating the school-to-prison pipeline, we begin a transformed venture as Miami's congruent communication transformative literacy (Parker, 2022) facilitator, trainer, professional development coach, and consultant as needed. We have begun our new work in preparing, proposing, and planning to learn and teach our transformative mission and vision, commitment, and paradigm shift to others who we hope will learn and teach others to get at the origin of exclusionary school discipline.

Through E-SToPP, Dr. Pane has learned from roadblocks and enlightenments of its first decade and will move forward in our next decade with what we envision by collaborating with others as a grass-roots organization to eliminate exclusionary school discipline and, thus, the school-to-prison pipeline. This is a work in motion and we invite the entire community to join our team efforts to transform the school-to-prison pipeline. We will begin with *how to begin* which is missing in the most beneficial research, recommendations, strategies, curriculum, policies, and legislation. We will begin with *learning how to* meet, work, consult, and collaborate with universities, schools, programs, non-profits, cultural centers, parks, juvenile justice facilities, and interested others to prevent, avoid, and abolish exclusionary school discipline in any setting with any group. E-SToPP will offer unique anti-racist learning experiences, consultations, orientations, seminars, internships, practicums, fellowships, professional development, workshops, first responders' fieldwork, and empowerment support team opportunities to develop and transform our praxis for merging public education and juvenile justice education systems with racially equitable, transformative youth outcomes. E-SToPP empowerment support teams will be able to teach/share the processes and skills learned at E-SToPP with others in their own context, career, and field for the overall purpose of eliminating the school-to-prison pipeline (i.e., exclusionary school discipline).



Moving forward, consultations, orientations, seminars, internships, practicums, fellowships, professional development, workshops, first responders' fieldwork, and empowerment support teams will remain integral to E-SToPP's mission and vision, commitment, and paradigm shift to ensure, create, develop, and implement a seamless sustainable reentry navigation route through grass-roots collaboration with youth, families, community, partners, schools, and juvenile justice.

- **Mission & Vision:** E-SToPP is a 501(c)(3) non-profit organization dedicated to eradicating the school to prison pipeline throughout southeastern Florida's most economically marginalized communities by creating a grass-roots network of transformative schools and educational opportunities for underserved and unserved youth, while laying the groundwork for a seamless sustainable navigation reentry route for these youth, particularly those who have been isolated (often for years) from racially equitable schooling and educational opportunities through referral, suspension, expulsion, and/or incarceration.
- **Systemic Shared Commitment (Gherardi, 2022):** E-SToPP commits to the grass-roots development of its mission and vision through E-SToPP's Paradigm Shift, E-SToPP's Systems/Community Mapping, E-SToPP's Critical Communities of Practice, and E-SToPP's Seamless Navigation Reentry Route; learning how to begin, beginning, and continuing the collaborative involvement and decision-making processes of ensuring, creating, developing, and implementing a seamless sustainable navigation reentry route for youth who have been isolated in the school-to-prison pipeline—often for years—from racially equitable schooling and education opportunities through referral, suspension, expulsion, and/or incarceration) with youth, families, community, partners, schools, and juvenile justice.
- **Paradigm Shift:** Using its Transformative Research, Education, and Praxis framework, E-SToPP offers a paradigm shift for naming, challenging, navigating, healing from, resisting, changing, and transforming intellectual structures, definitions, and assumptions that prevail in schools in a broken system, pushing our Black and Brown children into the school-to-prison pipeline; and, thereby, E-SToPP offers grassroots development of seamless sustainable alternatives to the school-to-prison pipeline (i.e., exclusionary school discipline) as a racially equitable antidote to oppressive models of education.

E-SToPP's 2022 Mission-, Vision-, and Principle-driven consultations, orientations, seminars, internships, practicums, fellowships, professional developments, workshops, first responders' fieldwork, and empowerment support teams will be integral to understanding, ensuring, creating, developing, and implementing a seamless sustainable reentry navigation route through grass-roots collaboration; that is, systemic shared commitment to the humanity and well-being of all students, as part of a broader movement to address social conditions that contribute to and perpetuate trauma, by enacting strategies to promote holistic changes implied in *Improving Trauma-informed Education: Responding to Student Adversity with Equity-centered, Systemic Support* (Gherardi, 2022). As of 2022, E-SToPP's Team will offer, propose, and (beginning with how to; see E-SToPP's 2022 Resources) seek to collaborate on in any setting with any group based on this systemic shared commitment and understanding of the principles and tasks of equity-



centered trauma-informed education as antiracist, anti-oppression, asset based, systems oriented, human centered, universal and proactive, and social justice focused.

E-SToPP's transformative research, education, and praxis infrastructure is grounded in [begins in] critical social circle theories of building relationships first before sustainable humane teaching and learning can take place, and builds on research (see E-SToPP's Additional Resources 2022-2023) to explore with all adults who work with all children and youth the need to learn congruent communication skills and how to learn them within the context of their own personal approach— before they can learn how to discern, interpret, and transform (deconstruct/reconstruct their own ethnocentrism/views of and responses/alternatives to the school-to-prison pipeline in order to prevent, avoid, and/or abolish exclusionary (school) discipline in their own space, including:

- Teach participants how to set up a positive emotional climate for learning (empowering culture of thinking (ECT); model teacher responses-congruent communication-that open up space in kids' heart/mind for learning/responding).
- Kanban or Journals – list communication at its worst this week, at its best this week, why worst and best, think of phrases you can have on hand for best responses to grow emotional climate for learning. Worst phrases – list and figure out where the disciplinary moment could have been prevented with congruent communication, or stopped during, to abolish exclusionary discipline/punishment in the moment.
- Teach participants how to use pop-up library between sessions; ask if you can check out a book from library; ask adult/peer to discuss it with you and anyone else interested so you can learn more about yourself/others from the book/discussion; write book review in journal, talk about how you will start over in this moment, or write about the story of your life, and/or anything useful you learned from the book/discussion that you can add to your story.
  - Critical Community of Practice (CCOP) = alternative to discipline infrastructure.
  - Critical Race Community of Practice (CRCOP) = read books from CRT perspective.
  - Alternatives to discipline projects = antidote to oppressive models of education (e.g., counterintuitive gestures, such as homemade cakes; find out address, phone numbers, previous/siblings' school to facilitate bookmobile library network).
  - Approve books for library at all partnering “school-to-prison locations” to deliver to siblings or school or next program

Through E-SToPP's consultation, orientation, seminar, internship, practicum, fellowship, professional development, workshop, first responders' fieldwork, and/or empowerment support teams, everyone involved will work toward building a shared commitment and understanding of E-SToPP's work around:

- School-to-Prison Pipeline (i.e., exclusionary school discipline)
- Education Debt Reparations
- Setting up a Positive Emotional Climate for Learning by developing congruent communication skills in one's own space
- Transformative Research, Education and Praxis



**E-SToPP**

Eradicating the  
School-to-Prison Pipeline

- E-SToPP's Paradigm Shift, E-SToPP's Systems/Community Mapping, E-SToPP's Critical Communities of Practice, and E-SToPP's Seamless Navigation Reentry Route Elimination of Exclusionary School Discipline
- Establishing/improving/maintaining a pop-up library in classroom, unit, school, facility, program, group, park, or other space
- Setting up a pop-up center in each pop-up library with transformative literacy materials (chairs to put in circle, wall chart paper roll, journals, pencils, markers, sticky notes, scotch tape, sign-in sheet, cakes)
- Committing to prevent/avoid/abolish exclusionary discipline



9501 SW 160 St.  
Miami, FL 33157



786.371.6938



info@e-stopp.org



[www.e-stopp.org](http://www.e-stopp.org)