Black students in American schools have historically been referred and suspended at disproportionately higher rates (Okonofua & Eberhardt, 2015; Smith & Harper, 2015) than their White peers. This presentation will examine these disparate outcomes in schools as well as some of their root causes including implicit bias among educators, racist disciplinary policies and practices in schools, and a lack of school resources to support students’ needs and engagement. Approaches to reduce disparities in disciplinary outcomes will also be highlighted from the work of one large urban school district.

Dr. Akisha Jones is an alumna of the School of Education. She received her PhD in Education, specializing in Evaluation, Measurement, and Statistics, in 2015.

For more information, please visit [www.education.udel.edu/colloquium-series/](http://www.education.udel.edu/colloquium-series/)