

# Zero Tolerance Discipline Policies The History Im

*Violence and Discipline Problems in U.S. Public Schools* Sheila Heaviside.1998 Under a Congressional mandate, the National Center for Education Statistics (NCES) is required to collect data on the frequency, seriousness, and incidence of violence in elementary and secondary schools. The NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinarian Survey on School Violence, the results of which are detailed in this report. The school violence survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on: (1) the incidence of crime and violence in the public schools; (2) principals' (or school disciplinarians') perceptions about discipline issues; (3) types of disciplinary actions schools took; and (4) security and violence prevention measures in the schools. More than half of U.S. public schools reported experiencing at least one crime incident in the school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during the school year. Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle and high schools were more likely to report that they had experienced one or more incidents of any crime and one or more incidents of serious violent crime than elementary schools. Most public schools reported having zero tolerance policies towards serious student offenses, and most schools reported that they used low levels of security measures to prevent violence. Most schools reported having formal school violence prevention programs. An appendix contains the survey questionnaire. (Contains 12 figures, 32 tables.) (SLD)

**Racial Profiling and Punishment in U.S. Public Schools** Tammy Johnson,William J. Pittz.2001\*

**Discipline in Schools** Thomas J. Billitteri,Congressional Quarterly, inc.2008

**Zero Tolerance Discipline Policies** Brian Schoonover PhD.2009-03-20 Mandatory punishments for disciplinary offenses have been included in school districts Student Codes of Conduct since it was mandated by the GunFree Schools Act of 1994. While zero tolerance policies were initially created to protect students and teachers from gun attacks in schools, the way in which these policies have actually been implemented in schools has prompted some parents, educators, and politicians to challenge them and call for zero tolerance policy reform. Since 1994, a majority of school districts have expanded their use of zero tolerance policies to include infractions other than those included to keep guns out of schools. *Zero Tolerance Discipline Policies*, the first comprehensive study of its kind, conducted by author Dr. Brian James Schoonover, examines the history of zero tolerance policies, including the practice of adding offenses other than the possession of guns to these policies. With practical, action-oriented recommendations on ways policymakers and educational leaders can improve how students are disciplined, *Zero Tolerance Discipline Policies* offers recommendations on what should be included in a model Student Code of Conduct as well as a recommendation for starting a ThreeCHANCE (Changing Habits After New Character Education) system of educational placements to ensure all students are educated in a safe and appropriate facility.

*From Discipline to Punishment* Judith Rachel Kafka.2004

**Illinois Bar Journal** .2001 Vols. 28- include reports and proceedings of the 64th- (1940- ) annual meetings formerly issued as the association's Annual report.

*Closing the School Discipline Gap* Daniel J. Losen.2015 Educators remove over 3.45 million students from school annually for disciplinary reasons, despite strong evidence that school suspension policies are harmful to students. The research presented in this volume demonstrates that disciplinary policies and practices that schools control directly exacerbate today's profound inequities in educational opportunity and outcomes. Part I explores how suspensions flow along the lines of race, gender, and disability status. Part II examines potential remedies that show great promise, including a district-wide approach in Cleveland, Ohio, aimed at social and emotional learning strategies. *Closing the School Discipline Gap* is a call for action that focuses on an area in which public schools can and should make powerful improvements, in a relatively short period of time. Contributors include Robert Balfanz, Jamilya Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J. Skiba, Ivory A. Toldson "Closing the School Discipline Gap can make an enormous difference in reducing disciplinary exclusions across the country. This book not only exposes unsound practices and their disparate impact on the historically disadvantaged, but provides educators, policymakers, and community advocates with an array of remedies that are proven effective or hold great promise. Educators, communities, and students alike can benefit from the promising interventions and well-grounded recommendations." —Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University "For over four decades school discipline policies and practices in too many places have pushed children out of school, especially children of color. *Closing the School Discipline Gap* shows that adults have the power—and responsibility—to change school climates to better meet the needs of children. This volume is a call to action for policymakers, educators, parents, and students." —Marian Wright Edelman, president, Children's Defense Fund

*Congressional Record* United States. Congress.1971

**Black Lives Matter at School** Denisha Jones,Jesse Hagopian.2020-12-01 This inspiring collection of accounts from educators and students is "an essential resource for all those seeking to build an antiracist school system" (Ibram X. Kendi). Since 2016, the Black Lives Matter at School movement has carved a new path for racial justice in education. A growing coalition of educators, students, parents and others have established an annual week of action during the first week of February. This anthology shares vital lessons that have been learned through this important work. In this volume, Bettina Love makes a powerful case for abolitionist teaching, Brian Jones looks at the historical context of the ongoing struggle for racial justice in education, and prominent teacher union leaders discuss the importance of anti-racism in their unions. *Black Lives Matter at School* includes essays, interviews, poems, resolutions, and more from participants across the country who have been building the movement on the ground.

**DARE to Say No** Max Felker-Kantor.2024-02-14 With its signature DARE to keep kids off drugs slogan and iconic t-shirts, DARE (Drug Abuse Resistance Education) was the most popular drug education program of the 1980s and 1990s. But behind the cultural phenomenon is the story of how DARE and other antidrug education programs brought the War on Drugs into schools and ensured that the velvet glove of antidrug education would be backed by the iron fist of rigorous policing and harsh sentencing. Max Felker-Kantor has assembled the first history of DARE, which began in Los Angeles in 1983 as a joint venture between the police department and the unified school district. By the mid-90s, it was taught in 75 percent of school districts across the United States. DARE received near-universal praise from parents, educators, police officers, and politicians and left an indelible stamp on many millennial memories. But the program had more nefarious ends, and Felker-Kantor complicates simplistic narratives of the War on Drugs. He shows how policing entered US schools and framed drug use as the result of personal responsibility, moral failure, and poor behavior deserving of punishment rather than something deeply rooted in state retrenchment, the abandonment of social service provisions, and structures of social and economic inequality.

**School Discipline and Safety** .2012 This volume in the point/counterpoint *Debating Issues in American Education* reference series tackles the topic of school discipline and safety. Chapters explore such varied issues as child abuse reporting, corporal punishment, student uniforms, zero tolerance policies, and more.

**Handbook of Research on Student Engagement** Amy L. Reschly,Sandra L. Christenson.2022-10-19 The second edition of the handbook reflects the expanding growth and sophistication in research on student engagement. Editorial scope and coverage are significantly expanded in the new edition, including numerous new chapters that address such topics as child and adolescent well-being, resilience, and social-emotional learning as well as extending student engagement into the realm of college attendance and persistence. In addition to its enhanced focus on student engagement as a means for promoting positive youth development, all original chapters have been extensively revised and updated, including those focusing on such foundational topics related to student engagement as motivation, measurement, high school dropout, school reform, and families. Key areas of

coverage include: Demography and structural barriers to student engagement. Developmental and social contexts of student engagement. Student engagement and resilience. Engaging students through effective academic instruction and classroom management. Social-emotional learning and student mental health and physical well-being. Student engagement across the globe, languages, and cultures. The second edition of the Handbook of Research on Student Engagement is the definitive resource for researchers, scientist-practitioners and clinicians as well as graduate students in such varied fields as clinical child and school psychology, social work, public health, educational psychology, teaching and teacher education, educational policy, and all interrelated disciplines.

*Critical Race English Education* Lamar L. Johnson.2021-11-29 Johnson's visionary and much-needed book is a call for the transformation of English education to embrace rather than reject Blackness. Confronting the context of heightened racial violence against Black youth that continues to sweep across the United States, Johnson illuminates the interconnection between the physical and symbolic violence that unfolds in and outside the classroom and demonstrates the harm this causes to Black youth. Employing an original framework, *Critical Race English Education*, Johnson reveals how English education and ELA classrooms are dominated by eurocentric language and literacy practices, and provides a justice-oriented framework that combats anti-Black racism. Throughout the book, Johnson disperses love letters to Blackness, Black culture, and Black people, which serve as actions and practices for positive thinking and self-awareness about Blackness. *Critical Race English Education* is a movement for Black lives. A crucial resource for pre-service ELA teachers, researchers, professors, and graduate students in language and literacy education, and sociology of education, this book offers classroom lessons, thematic units, sample activities, and other pedagogical and curricula practices that reconceptualize ELA pedagogies in humanizing ways and cater to the needs of students who come from racially and linguistically diverse backgrounds.

*Ending Zero Tolerance* Derek W Black.2017-04-04 Answers the calls of grassroots communities pressing for integration and increased education funding with a complete rethinking of school discipline In the era of zero tolerance, we are flooded with stories about schools issuing draconian punishments for relatively innocent behavior. One student was suspended for chewing a Pop-Tart into the shape of a gun. Another was expelled for cursing on social media from home. Suspension and expulsion rates have doubled over the past three decades as zero tolerance policies have become the normal response to a host of minor infractions that extend well beyond just drugs and weapons. Students from all demographic groups have suffered, but minority and special needs students have suffered the most. On average, middle and high schools suspend one out of four African American students at least once a year. The effects of these policies are devastating. Just one suspension in the ninth grade doubles the likelihood that a student will drop out. Fifty percent of students who drop out are subsequently unemployed. Eighty percent of prisoners are high school drop outs. The risks associated with suspension and expulsion are so high that, as a practical matter, they amount to educational death penalties, not behavioral correction tools. Most important, punitive discipline policies undermine the quality of education that innocent bystanders receive as well—the exact opposite of what schools intend. Derek Black, a former attorney with the Lawyers' Committee for Civil Rights Under Law, weaves stories about individual students, lessons from social science, and the outcomes of courts cases to unearth a shockingly irrational system of punishment. While schools and legislatures have proven unable and unwilling to amend their failing policies, *Ending Zero Tolerance* argues for constitutional protections to check abuses in school discipline and lays out theories by which courts should re-engage to enforce students' rights and support broader reforms.

*Zero Tolerance Policies in Schools* Peggy Daniels.2008-09-05 This compelling volume helps students analyze zero tolerance policies in U.S. public schools, as authors debate the effectiveness and fairness of such policies. Readers will form their own well researched opinion by evaluating each viewpoint offered, ranging in topics such as whether zero tolerance creates risks, whether it harms teachers, whether it treats students and criminals, and most importantly, whether it violates a student's rights.

**Zero Tolerance** William Ayers,Bernardine Dohrn,Rick Ayers.2001 Essays present arguments against zero-tolerance policies found in schools across the United States.

**Zero Tolerance Discipline Policies** Brian Schoonover.2009 Mandatory punishments for disciplinary offenses have been included in school districts' Student Codes of Conduct since it was mandated by the Gun Free Schools Act of 1994. While zero tolerance policies were initially created to protect students and teachers from gun attacks in schools, the way in which these policies have actually been implemented in schools has prompted some parents, educators, and politicians to challenge them and call for zero tolerance policy reform. Since 1994, a majority of school districts have expanded their use of zero tolerance policies to include infractions other than those included to keep guns out of schools. *Zero Tolerance Discipline Policies*, the first comprehensive study of its kind, conducted by author Dr. Brian James Schoonover, examines the history of zero tolerance policies, including the practice of adding offenses other than the possession of guns to these policies. With practical, action oriented recommendations on ways policymakers and educational leaders can improve how students are disciplined, *Zero Tolerance Discipline Policies* offers recommendations on what should be included in a model Student Code of Conduct as well as a recommendation for starting a Three CHANCE (Changing Habits After New Character Education) system of educational placements to ensure all students are educated in a safe and appropriate facility.

**Encyclopedia of School Psychology** T. Stuart Watson,Christopher H. Skinner.2004-08-03 - One volume-reference work with approximately 250 entries, organized alphabetically for ease of use and of locating subject matter. Each entry will contain 5-8 references as well as a bibliography of references and suggested readings - An authoritative reference text on school psychology that would appeal to, and be understood by, a broad audience. - Will assist individuals in acquiring a general understanding of some of the theories, practices, and language associated with the field of school psychology

*Research on Neurological and Communication Disorders* United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies.1998

*The History of "Zero Tolerance" in American Public Schooling* J. Kafka.2011-11-16 Through a case study of the Los Angeles city school district from the 1950s through the 1970s, Judith Kafka explores the intersection of race, politics, and the bureaucratic organization of schooling. Kafka argues that control over discipline became increasingly centralized in the second half of the twentieth century in response to pressures exerted by teachers, parents, students, principals, and local politicians - often at different historical moments, and for different purposes. Kafka demonstrates that the racial inequities produced by today's school discipline policies were not inevitable, nor are they immutable.

**Dissertation Abstracts International** .2009

*The Grammar of School Discipline* Hannah Carson Baggett,Carey E. Andrzejewski.2021-05-18 Rooted in anti-Black ideology, Alabama school discipline policy and practice follows a grammar: Removal, Resistance, and Reform. To disrupt and repair the harm caused by anti-Black school discipline, *The Grammar of School Discipline* explores how school discipline operates and how students and educators resist it.

**The Discipline of Hope (Large Print 16pt)** Herbert Kohl.2010-10 The first paperback edition of the master educator's insights from four decades in the classroom. *The Discipline of Hope* chronicles veteran educator Herb Kohl's love affair with teaching since his first encounter forty years ago, chronicled in his now-classic *36 Children*. Beginning with his years in New York public schools and continuing throughout his four decades of working with students from kindergarten through college across the country, Kohl has been an ardent advocate of the notion that every student can learn and every teacher must find creative ways to facilitate that learning. In *The Discipline of Hope* he distills the major lessons of an attentive lifetime in the classroom.

**Judging School Discipline** Richard. ARUM,Richard Arum.2009-06-30 Reprimand a class comic, restrain a bully, dismiss a student for brazen attire--and you may be facing a lawsuit, costly regardless of the result. This reality for today's teachers and administrators has made the issue of school discipline more difficult than ever before--and public education thus more precarious. This is the troubling message delivered in *Judging School Discipline*, a powerfully reasoned account of how decades of mostly well-intended litigation have eroded the moral authority of teachers and principals and degraded the quality of American education. *Judging School Discipline* casts a backward glance at the roots of this dilemma to show how a laudable concern for civil liberties forty years ago has resulted in oppressive abnegation of adult responsibility now. In a rigorous analysis

enriched by vivid descriptions of individual cases, the book explores 1,200 cases in which a school's right to control students was contested. Richard Arum and his colleagues also examine several decades of data on schools to show striking and widespread relationships among court leanings, disciplinary practices, and student outcomes; they argue that the threat of lawsuits restrains teachers and administrators from taking control of disorderly and even dangerous situations in ways the public would support. Table of Contents: Preface 1. Questioning School Authority 2. Student Rights versus School Rules With Irene R. Beattie 3. How Judges Rule With Irene R. Beattie 4. From the Bench to the Paddle With Richard Pitt and Jennifer Thompson 5. School Discipline and Youth Socialization With Sandra Way 6. Restoring Moral Authority in American Schools Appendix: Tables Notes Index

Reviews of this book: This interesting study casts a critical eye on the American legal system, which [Arum] sees as having undermined the ability of teachers and administrators to socialize teenagers...Arum, it must be pointed out, is adamantly opposed to such measures as zero tolerance, which, he insists, often results in unfair and excessive punishment. What he wisely calls for is not authoritarianism, but for school folks to regain a sense of moral authority so that they can act decisively in matters of school discipline without having to look over their shoulders. --David Ruenzel, *Teacher Magazine*

Reviews of this book: Arum's book should be compulsory reading for the legal profession; they need to recognise the long-term effects of their judgments on the climate of schools and the way in which judgments in favour of individual rights can reduce the moral authority of schools in disciplining errant students. But the author is no copybook conservative, and he is as critical of the Right's get-tough, zero-tolerance authoritarianism as he is of what he eloquently describes as the 'marshmallow effect' of liberal reformers, pushing the rules to their limits and tolerating increased misconduct. --John Dunford, *Times Educational Supplement [UK]*

Reviews of this book: [Arum] argues that discipline is often ineffective because schools' legitimacy and moral authority have been eroded. He holds the courts responsible, because they have challenged schools' legal and moral authority, supporting this claim by examining over 6,200 state and federal appellate court decisions from 1960 to 1992. In describing the structure of these decisions, Arum provides interesting insights into school disciplinary practices and the law. --P. M. Socoski, *Choice*

Reviews of this book: Arum's careful analysis of school discipline becomes so focused and revealing that the ideological boundaries of the debate seem almost to have been suspended. The result is a rich and original book, bold, important, useful, and--as this combination of attributes might suggest--surprising...Many years in the making, *Judging School Discipline* weds historical, theoretical, and statistical research within the problem-solving stance of a teacher working to piece together solutions in the interest of his students. The result is a book that promises to shape research as well as practice through its demonstration that students are liberated, as well as oppressed, by school discipline. --Steven L. VanderStaay, *Urban Education*

Reviews of this book: [Arum's] break with education-school dogma on student rights is powerful and goes far toward explaining why so many teachers dread their students--when they are not actually fighting them off. --Heather MacDonald, *Wall Street Journal*

**Positive Behavior Management in Physical Activity Settings** Barry W. Lavay, Ron French, Hester L. Henderson. 2015-12-04 It's never been more challenging to manage behavior and motivate students in a physical activity setting. There are more at-risk children and students with disabilities to manage. Physical activity professionals also face the unique challenge of providing instruction to large groups with limited resources and distractions galore. If not handled correctly, these challenges can quickly add up to chaos, ineffective instruction, and frustrated, burnt-out physical activity professionals. That's where the third edition of *Positive Behavior Management in Physical Activity Settings, Third Edition* comes in. This resource will help you not only overcome those and other discipline challenges, but also use tried-and-true, positive techniques to develop appropriate and responsible behaviors and good character among all learners. This new edition incorporates principles, methods, and instructional practices from psychology, special education, pedagogy, recreation, athletics, and coaching. It shows teachers, coaches, and recreation leaders how to apply the principles that have proven effective in schools, youth sport programs, and recreation sites. *Positive Behavior Management in Physical Activity Settings* offers this new material:

- A new chapter on bullying, providing up-to-date information to help you recognize and manage such behavior within your group
- A new chapter on children with special needs, including autism spectrum disorder, attention deficit disorder, learning disabilities, intellectual disabilities, traumatic brain injury, and behavioral/emotional disabilities
- A new chapter on behavior management ethics and professionalism, to help those who are preparing to be physical activity professionals at the pre-service and in-service levels
- New sections on motivating children who are overweight or obese, using the latest research to help you to encourage them to participate

Also new to this edition are an instructor guide and a web resource. The instructor guide offers different sample syllabi, showing various ways to teach the course; sample assignments; answers to chapter review questions; suggested further readings; and useful websites and apps. The web resource supplies behavior management scenarios, sample forms (checklists, rubrics, certificates, worksheets) from the chapters, instructions for designing an Applied Behavior Analysis graph and a trifold display, useful websites and apps, and a glossary by chapter. This text provides you with evidence-based strategies in managing special needs populations, including designing a positive behavioral support (PBS) model and a behavioral intervention plan (BIP), as well as information on response to intervention (RTI). The authors have added a fourth section to this new edition. Part I details the challenges that professionals face in developing a positive learning environment, and shows readers how to be proactive in doing so. Part II outlines the interventions that physical activity professionals have successfully used in a variety of settings. This part includes chapters that discuss behavioral, humanistic, and biophysical approaches. The final chapter in this section addresses how to evaluate the behavior intervention. Part III explores behavior management with various populations, and offers the new chapters on bullying and on special needs children. In part IV, the authors discuss ethical and professional behavior of physical activity professionals relative to the application of behavior management techniques used with children and youth with a focus on professionalism. The final chapter will synthesize the information presented in this text and assist the reader to take the appropriate steps needed to develop a working, teaching, and behavior management portfolio. **GUIDANCE TO MOTIVATE CHILDREN** *Positive Behavior Management in Physical Activity* offers current and future K-12 physical educators, coaches, recreation specialists, and adapted physical education specialists guidance in motivating young people. You will learn how to manage behavior and create a physical activity environment that is conducive to performance and learning—and that is designed to empower children rather than control their behavior.

**Early Warning, Timely Response** .1998

**Disrupting the School-to-Prison Pipeline** Sofia Bahena, North Cooc, Rachel Currie-Rubin, Paul Kuttner, Monica Ng. 2012-12-01 A trenchant and wide-ranging look at this alarming national trend, *Disrupting the School-to-Prison Pipeline* is unsparing in its account of the problem while pointing in the direction of meaningful and much-needed reforms. The "school-to-prison pipeline" has received much attention in the education world over the past few years. A fast-growing and disturbing development, it describes a range of circumstances whereby "children are funneled out of public schools and into the juvenile and criminal justice systems." Scholars, educators, parents, students, and organizers across the country have pointed to this shocking trend, insisting that it be identified and understood—and that it be addressed as an urgent matter by the larger community. This new volume from the Harvard Educational Review features essays from scholars, educators, students, and community activists who are working to disrupt, reverse, and redirect the pipeline. Alongside these authors are contributions from the people most affected: youth and adults who have been incarcerated, or whose lives have been shaped by the school-to-prison pipeline. Through stories, essays, and poems, these individuals add to the book's comprehensive portrait of how our education and justice systems function—and how they fail to serve the interests of many young people.

*At Zero Tolerance* Ronnie Casella. 2001 Despite well-publicized reports of decreased incidents of violence, the United States remains a leader in rates of homicide, handgun ownership, and school violence. Based on research conducted in high schools and a prison, *At Zero Tolerance* examines how the United States has responded to violence in its schools and in its streets. In addition to its critique of «get tough» policies initiated in the 1990s, this book offers a means of violence prevention that addresses issues of school restructuring, handgun policy, vocational education, and popular culture. *At Zero Tolerance* examines violence and violence prevention from the perspectives of policy, institutional reform, and the individuals most affected by the crisis, namely, youths caught in cycles of victimization and victimizing.

**How to Stop School Rampage Killing** Eric Madfis. 2020-04-29 This book tackles the important question of how we can understand and learn from the school rampage killings that have been prevented. In the flood of recent accounts and analyses of deadly school rampage killings that plague society and inspire widespread public fear, very little attention has been given to the incidents that almost were. Building on Madfis' previous book, *The Risk*

of *School Rampage: Assessing and Preventing Threats of School Violence* (2014), this vital work addresses key gaps in school violence scholarship through the examination of averted school rampage incidents in the United States and advances existing knowledge through ground-breaking insights from the latest research on mass murder, violence prevention, bystander intervention, disciplinary policy, and threat assessment in school contexts. This empirical study utilizes in-depth interviews conducted with school and police officials (administrators, counselors, security guards, police officers, and teachers) directly involved in averting potential school rampages to explore the processes by which threats are assessed and school rampage plots are thwarted. Madfis finds that many common contemporary school violence prevention policies and practices are ineffective at preventing rampage attacks and may actually increase the likelihood of their occurrence. Rather than uncritically adopting such problematic approaches, Madfis argues that schools must model prevention practices upon what has proven successful in averting potentially deadly incidents.

*De-implementation* Peter M. DeWitt. 2022-05-06 When it comes to school initiatives, more isn't always better. Today's educators are buried under old practices, new ideas, and recommended initiatives. The problem? With such an abundance of strategies, it's hard to recognize what, if anything, is working. Before you're tempted to add just one more idea to the pile, take a step back—and an objective look—so that you, central office leaders, building leaders, and teachers can decide which practices to keep, which to modify, and which to eliminate altogether. This guide provides a research- and evidence-based framework for determining efficacy. Practical steps for removing, reducing, or replacing ineffective practices. Action steps, examples, and tips for beginning the work—and getting teacher buy-in. Templates for charting your school's individual path to de-implementation. Ineffective practices don't just waste teacher time; they can have a catastrophic impact on student progress. Use de-implementation to shine a light on the path forward—one where teachers can focus on what works, and students can focus on learning.

*Corporal Punishment in U.S. Public Schools* Elizabeth T. Gershoff, Kelly M. Purtell, Igor Holas. 2015-01-27 This Brief reviews the past, present, and future use of school corporal punishment in the United States, a practice that remains legal in 19 states as it is constitutionally permitted according to the U.S. Supreme Court. As a result of school corporal punishment, nearly 200,000 children are paddled in schools each year. Most Americans are unaware of this fact or the physical injuries sustained by countless school children who are hit with objects by school personnel in the name of discipline. Therefore, *Corporal Punishment in U.S. Public Schools* begins by summarizing the legal basis for school corporal punishment and trends in Americans' attitudes about it. It then presents trends in the use of school corporal punishment in the United States over time to establish its past and current prevalence. It then discusses what is known about the effects of school corporal punishment on children, though with so little research on this topic, much of the relevant literature is focused on parents' use of corporal punishment with their children. It also provides results from a policy analysis that examines the effect of state-level school corporal punishment bans on trends in juvenile crime. It concludes by discussing potential legal, policy, and advocacy avenues for abolition of school corporal punishment at the state and federal levels as well as summarizing how school corporal punishment is being used and what its potential implications are for thousands of individual students and for the society at large. As school corporal punishment becomes more and more regulated at the state level, *Corporal Punishment in U.S. Public Schools* serves an essential guide for policymakers and advocates across the country as well as for researchers, scientist-practitioners, and graduate students.

#### **Legislative History of Public Law 101-336, the Americans with Disabilities Act .1990**

*For White Folks Who Teach in the Hood... and the Rest of Y'all Too* Christopher Emdin. 2017-01-03 A New York Times Best Seller. Essential reading for all adults who work with black and brown young people... Filled with exceptional intellectual sophistication and necessary wisdom for the future of education.—Imani Perry, National Book Award Winner author of *South To America*. An award-winning educator offers a much-needed antidote to traditional top-down pedagogy and promises to radically reframe the landscape of urban education for the better. Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color, Dr. Christopher Emdin has merged his experiences with more than a decade of teaching and researching in urban America. He takes to task the perception of urban youth of color as unteachable, and he challenges educators to embrace and respect each student's culture and to reimagine the classroom as a site where roles are reversed and students become the experts in their own learning. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. With this fresh and engaging new pedagogical vision, Emdin demonstrates the importance of creating a family structure and building communities within the classroom, using culturally relevant strategies like hip-hop music and call-and-response, and connecting the experiences of urban youth to indigenous populations globally. Merging real stories with theory, research, and practice, Emdin demonstrates how by implementing the “Seven Cs” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education.

*Restorative Justice in Urban Schools* Anita Wadhwa. 2015-11-19 The school-to-prison pipeline is often the path for marginalized students, particularly black males, who are three times as likely to be suspended as White students. This volume provides an ethnographic portrait of how educators can implement restorative justice to build positive school cultures and address disciplinary problems in a more corrective and less punitive manner. Looking at the school-to-prison pipeline in a historical context, it analyzes current issues facing schools and communities and ways that restorative justice can improve behavior and academic achievement. By practicing a critical restorative justice, educators can reduce the domino effect between suspension and incarceration and foster a more inclusive school climate.

*Treasury and General Government Appropriations for Fiscal Year 1998* United States. Congress. Senate. Committee on Appropriations. Subcommittee on Treasury and General Government. 1997

**Critical Race Feminism, Second Edition** Adrienne Katherine Wing. 2003-10 A classic anthology of writings on the legal status and lived experiences of women of color. Now in its second edition, the acclaimed anthology *Critical Race Feminism* presents over 40 readings on the legal status of women of color by leading authors and scholars such as Anita Hill, Lani Guinier, Kathleen Neal Cleaver, and Angela Harris. The collection gives voice to Black, Latina, Asian, Native American, and Arab women, and explores both straight and queer perspectives. Both a forceful statement and a platform for change, the anthology addresses an ambitious range of subjects, from life in the workplace and motherhood to sexual harassment, domestic violence, and other criminal justice issues. Extending beyond national borders, the volume tackles global issues such as the rights of Muslim women, immigration, multiculturalism, and global capitalism. Revealing how the historical experiences and contemporary realities of women of color are profoundly influenced by a legacy of racism and sexism that is neither linear nor logical, *Critical Race Feminism* serves up a panoramic perspective, illustrating how women of color can find strength in the face of oppression.

**Restorative Justice in Urban Schools** Anita Wadhwa. 2015-11-19 The school-to-prison pipeline is often the path for marginalized students, particularly black males, who are three times as likely to be suspended as White students. This volume provides an ethnographic portrait of how educators can implement restorative justice to build positive school cultures and address disciplinary problems in a more corrective and less punitive manner. Looking at the school-to-prison pipeline in a historical context, it analyzes current issues facing schools and communities and ways that restorative justice can improve behavior and academic achievement. By practicing a critical restorative justice, educators can reduce the domino effect between suspension and incarceration and foster a more inclusive school climate.

*Ending the School-to-prison Pipeline* United States. Congress. Senate. Committee on the Judiciary. Subcommittee on the Constitution, Civil Rights, and Human Rights. 2012

**The Schoolhouse Gate** Justin Driver. 2019-08-06 A Washington Post Notable Book of the Year. A New York Times Book Review Editors' Choice. An award-winning constitutional law scholar at the University of Chicago (who clerked for Judge Merrick B. Garland, Justice Stephen Breyer, and Justice Sandra Day O'Connor) gives us an engaging and alarming book that aims to vindicate the rights of public school students, which have so often been undermined by the Supreme Court in recent decades. Judicial decisions assessing the constitutional rights of students in the nation's public schools have consistently generated bitter controversy. From racial segregation to unauthorized immigration, from antiwar protests to compulsory flag salutes, from economic inequality to teacher-led prayer—these are but a few of the cultural anxieties dividing American society that the Supreme Court has addressed in elementary and secondary schools. *The Schoolhouse Gate* gives a fresh, lucid, and provocative account of the historic legal

battles waged over education and illuminates contemporary disputes that continue to fracture the nation. Justin Driver maintains that since the 1970s the Supreme Court has regularly abdicated its responsibility for protecting students' constitutional rights and risked transforming public schools into Constitution-free zones. Students deriving lessons about citizenship from the Court's decisions in recent decades would conclude that the following actions taken by educators pass constitutional muster: inflicting severe corporal punishment on students without any procedural protections, searching students and their possessions without probable cause in bids to uncover violations of school rules, random drug testing of students who are not suspected of wrongdoing, and suppressing student speech for the viewpoint it espouses. Taking their cue from such decisions, lower courts have upheld a wide array of dubious school actions, including degrading strip searches, repressive dress codes, draconian "zero tolerance" disciplinary policies, and severe restrictions on off-campus speech. Driver surveys this legal landscape with eloquence, highlights the gripping personal narratives behind landmark clashes, and warns that the repeated failure to honor students' rights threatens our basic constitutional order. This magisterial book will make it impossible to view American schools—or America itself—in the same way again.

**Spare the Rod** Campbell F. Scribner, Bryan R. Warnick. 2021-05-11 Spare the Rod traces the history of discipline in schools and its ever increasing integration with prison and policing, ultimately arguing for an approach to discipline that aligns with the moral community that schools could and should be. In Spare the Rod, historian Campbell F. Scribner and philosopher Bryan R. Warnick investigate the history and philosophy of America's punishment and discipline practices in schools. To delve into this controversial subject, they first ask questions of meaning. How have concepts of discipline and punishment in schools changed over time? What purposes are they supposed to serve? And what can they tell us about our assumptions about education? They then explore the justifications. Are public school educators ever justified in punishing or disciplining students? Are discipline and punishment necessary for students' moral education, or do they fundamentally have no place in education at all? If some form of punishment is justified in schools, what ethical guidelines should be followed? The authors argue that as schools have grown increasingly bureaucratic over the last century, formalizing disciplinary systems and shifting from physical punishments to forms of spatial or structural punishment such as in-school suspension, school discipline has not only come to resemble the operation of prisons or policing, but has grown increasingly integrated with those institutions. These changes and structures are responsible for the school-to-prison pipeline. They show that these shifts disregard the unique status of schools as spaces of moral growth and community oversight, and are incompatible with the developmental environment of education. What we need, they argue, is an approach to discipline and punishment that fits with the sort of moral community that schools could and should be.

### Whispering the Strategies of Language: An Mental Journey through **Zero Tolerance Discipline Policies The History Im**

In a digitally-driven world wherever screens reign great and immediate communication drowns out the subtleties of language, the profound techniques and emotional subtleties hidden within phrases usually get unheard. Yet, situated within the pages of **Zero Tolerance Discipline Policies The History Im** a captivating fictional treasure blinking with raw thoughts, lies an extraordinary journey waiting to be undertaken. Penned by an experienced wordsmith, that marvelous opus attracts readers on an introspective trip, gently unraveling the veiled truths and profound influence resonating within the very fabric of each and every word. Within the psychological depths of this touching review, we will embark upon a heartfelt exploration of the book's core subjects, dissect their charming writing model, and fail to the effective resonance it evokes serious within the recesses of readers hearts.

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