

CLOSING **the SCHOOL DISCIPLINE** **GAP**

Daniel J. Losen EDITOR

EQUITABLE REMEDIES FOR EXCESSIVE EXCLUSION



Disability, Culture, and Equity Series
Alfredo J. Artiles and Elizabeth B. Kozleski, Editors

Closing The School Discipline Gap Equitable Remedies For Excessive Exclusion

Daniel J. Losen



Closing The School Discipline Gap Equitable Remedies For Excessive Exclusion:

Closing the School Discipline Gap Daniel J. Losen, 2014-12-01 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.

Inequality in School Discipline Russell J. Skiba, Kavitha Mediratta, M. Karega Rausch, 2016-08-20 This edited volume fills a critical void by providing the most current and authoritative information on what is known about disciplinary disparities. School exclusion, out of school suspension, and expulsion in particular remains a substantial component of discipline in our nation's schools, and those consequences continue to fall disproportionately on certain groups of learners. The negative consequences of frequent and inequitable use of school exclusion are substantial, including higher rates of academic failure, dropout, and contact with the juvenile justice system. As educators, policymakers, community leaders, and other youth-serving organizations begin the difficult work of creating more equitable school disciplinary systems, the need for effective disparity-reducing alternatives could not be more important. Drawing on the multi-year, ground-breaking work of the Discipline Disparities Collaborative, the chapters in this book provide cutting-edge knowledge supporting a new national imperative to eliminate race, gender, disability, and sexual orientation-based disciplinary disparities.

The Oxford Handbook of Children and the Law, 2020-02-07 The Oxford Handbook of Children and the Law presents cutting-edge scholarship on a broad range of topics covering the life course of humans from before birth to adulthood, by leading scholars in law, medicine, social work, sociology, education, and philosophy, and by practitioners in law and medicine. An international collection of authors presents and analyzes the law and science pertaining to reproduction, prenatal life, including fetal exposure to toxic substances, and abortion; parentage, including biology-based rights, background checks on birth parents, adoption, the status of gamete donors, and surrogacy; infant development and vulnerability; child maltreatment, including corporal punishment and religious defences to abuse and neglect; child protection policy and systems; foster care; child custody disputes between parents or between parents and other caregivers; schooling, including financing, resegregation, religious expression in public schools at risk, students' special education, regulation of private schools, and homeschooling; delinquency; minimum age laws; and child advocacy. Most chapters follow a format wherein they first describe the most debated or dynamic issues in each topical area, then explain in depth the law and/or science pertaining to the author's particular focus, and finally offer arguments and recommendations as to law and policy in that area. The normative component

aims to advance discussions and debates in vital areas of contemporary child welfare law and policy The Handbook is an essential resource for scholars and professionals interested in the intersection of children and the law **The Palgrave International Handbook of School Discipline, Surveillance, and Social Control** Jo Deakin, Emmeline Taylor, Aaron Kupchik, 2018-06-07 Truly international in scope this Handbook focuses on approaches to discipline surveillance and social control from around the world critically examining the strategies and practices schools employ to monitor students and control their behavior Bringing together leading scholars from a range of disciplinary backgrounds the chapters scrutinize analyze and compare schools practices across the globe providing a critical review of existing evidence debates and understandings while looking forward to address emerging important questions and key policy issues The chapters are divided into four sections Part 1 offers accounts of international trends in school discipline surveillance and punishment Part 2 examines the merging of school strategies with criminal justice practices Part 3 focuses on developments in school technological surveillance and Part 4 concludes by discussing restorative and balanced approaches to school discipline and behavior management As the first Handbook to draw together these multiple themes into one text and the first international comparative collection on school discipline surveillance and social control it will appeal to scholars across a range of fields including sociology education criminology critical security studies and psychology providing a unique timely and indispensable resource for undergraduate educators and researchers **The Oxford Handbook of U.S. Education Law** , 2021-06-22 During the mid to late 20th Century education law emerged as a distinct area of practice and scholarship in the United States Attorneys began to develop specialties representing school districts students parents and teachers while law schools and colleges of education started to offer courses about the legal regulation of K 12 public schools The statutory and common law governing schools grew rapidly and developed in a manner that often treated public schools differently from other governmental entities Now law schools and colleges of education regularly offer an education law course Many states school administrator certificates require some familiarity with education law The scholarly field of education law is rich and deep Attorneys play a key role in education policy as do state and federal legislatures and regulatory agencies The issues range from school funding to supporting English learners from racial equality to teachers labor laws from student privacy to school choice Addressing those issues and more The Oxford Handbook of U S Education Law provides a comprehensive overview of the current state of K 12 education law in the United States A number of foundational chapters present a synthesis of general areas of law for those who seek an introduction Dozens of other chapters build on those foundations diving into various topics in a nuanced yet accessible way creating value for those who seek to deepen or reframe their knowledge about a specific issue Throughout the volume and especially in the last section the authors also look to the future and thus help shape the direction of the field **Key Issues Confronting the Black Community in Denver, CO** David W. Jackson III, 2022-01-12 This volume highlights five critical key issues relevant to Colorado s Black and Brown communities As

a result of the recent activity around policing and equity marijuana education and biases prisoner reintegration and activism it offers solutions to managing those problems The book is a resource that must be read by K 12 educators social workers probation officers grass roots leaders adult educators and university professors in the area of sociology education Black studies and the non traditional disciplines Additionally the volume contains essential tools for training professionals and teaching our youth by offering insights to problem solve in urban areas It provides pertinent information vital to the development and success of our youth struggling in K 12 higher education and the criminal justice system Although Colorado s Black communities are the focus of the volume it will also serve as a model for urban communities in different states

Learning from the Federal Market?Based Reforms William J. Mathis,Tina M. Trujillo,2016-06-01 Over the past twenty years educational policy has been characterized by top down market focused policies combined with a push toward privatization and school choice The new Every Student Succeeds Act continues along this path though with decision making authority now shifted toward the states These market based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement But has this approach been successful Has learning improved Have historically low scoring schools turned around or have the reforms had little effect Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy This book presents the evidence Drawing on the work of the nation s most prominent researchers the book explores the major elements of these reforms as well as the social political and educational contexts in which they take place It examines the evidence supporting the most common school improvement strategies school choice reconstitutions or massive personnel changes and school closures From there it presents the research findings cutting across these strategies by addressing the evidence on test score trends teacher evaluation miracle schools the Common Core State Standards school choice the newly emerging school improvement industry and re segregation among others The weight of the evidence indisputably shows little success and no promise for these reforms Thus the authors counsel strongly against continuing these failed policies The book concludes with a review of more promising avenues for educational reform including the necessity of broader societal investments for combatting poverty and adverse social conditions While schools cannot single handedly overcome societal inequalities important work can take place within the public school system with evidence based interventions such as early childhood education detracking adequate funding and full service community schools all intended to renew our nation s commitment to democracy and equal educational opportunity

Equity Expansive Technical Assistance for Schools Kathleen King Thorius,2023 Based on the author s experience leading equity focused technical assistance centers this book details approaches to partnering with educators and other stakeholders to eliminate racial disproportionality in special education Because of its historical and current relevance as an indicator of systemic oppression Thorius centers disproportionality as a crucial issue to be addressed through technical assistance partnerships For these partnerships to be successful technical

assistance providers must 1 support partners in engaging with systemic and individual oppressions that contribute to inequities at the intersections of racism and ableism and 2 introduce partners to resources that mediate learning about and development of locally relevant solutions that abolish racism and ableism in tandem Equity Expansive Technical Assistance for Schools provides a research based framework for conducting technical assistance including vignettes and facilitation guides that educational leaders can use to address disproportionality in special education within their local contexts Book Features Detailed protocols for professional dialogue toward eliminating racial disproportionality in special education Expanded definitions and descriptions of disproportionality as an issue of ableism as well as racism Real life examples of technical assistance and professional development partnership activities that improve conditions leading to and outcomes of disproportionality **The Civil Rights Road to Deeper Learning** Kia Darling-Hammond,Linda

Darling-Hammond,2022-09-23 This concise and compelling book outlines the key civil rights conditions that are essential to deeper learning the skills and knowledge that students need to succeed in 21st century jobs and life It describes schools that enable young people including those traditionally furthest from opportunity to develop into caring and critical problem solvers effective communicators collaborators and scholars The book also describes the community and school inequities that have created persistent obstacles to these goals and the civil rights actions that have been and continue to be needed to remove them These include policies and practices that ensure safe and healthy communities equitable investments in public schools supports for competent teachers strategies for welcoming and nurturing school climates and innovative curricula The authors examine the civil rights based pathways that lead to these goals highlighting examples of exemplary schools that offer the kind of deeper learning that engages and empowers students This successor to Linda Darling Hammond's Grawemeyer Award winner The Flat World and Education is a big picture view of what constitutes deeper learning where it is found and what enables it and what must be done to address the learning needs of all children Book Features Offers a concise treatment written in a voice that will be accessible to a wide range of readers Pulls together three key strands of the learning needs of children civil rights educational opportunity and deeper learning the distinct inequalities in their delivery past efforts and legal and educational paths forward Examines neighborhood and environmental inequities that can compromise learning along with inadequate school funding and segregation Looks at the professional teaching quality imbalance between rich and poor districts and the inferior curriculum offerings for marginalized populations Includes numerous examples of schools that succeed at deeper learning and equity and explains how they do so **Convictions of Conscience** Brenda J. McMahon,Lisa R. Merriweather,2019-10-01 Convictions of Conscience How Voices From the Margins Inform Public Actions and Educational Leadership seeks to help educational leaders to develop the competencies and capacities required to create socially just and equitable schools It is for educational leaders interested in transforming systems and decolonizing education rooted socially structurally and ideologically in hegemony This edited volume promotes

the questioning of assumptions embedded in neoliberal new managerialism practices that often undergird the preparation and training of school leaders New managerialism in higher education seeks to understand the market forces in order to cater to the idiosyncratic often self promoting needs and interests of the few and seeks to respond with programs and policies aligned with those forces and interest This volume suggests that the confluence of context theory and pedagogical strategies within the field of educational leadership should inform curricular decisions in educational leadership preparation programs and such programs should be designed to prepare school leaders as both activists and advocates for marginalized students parents communities and staff

Convictions of Conscience is a call on educational leaders who are committed to success for all students to reject new managerial approaches at all levels of educational leadership and is an invitation to expand their emphasis to concerns rooted in human context particularly identity politics Towards this end a decolonizing philosophically grounded practice of educational leadership that disrupts static relations within the structures of power is required to move toward a more socially just praxis The chapter authors seek to problematize understandings of diversity and inclusion by emphasizing the integral role of equity and social justice as critical dimensions of human relationships Additionally chapter authors intentionally interrogate the socio cultural dimensions that affect educational leaders

The Legacy of Racism for Children Margaret C. Stevenson, Bette L. Bottoms, Kelly C. Burke, 2020-06-12 When children become entangled with the law their lives can be disrupted irrevocably When those children are underrepresented minorities the potential for disruption is even greater The Legacy of Racism for Children Psychology Law and Public Policy examines issues that arise when minority children s lives are directly or indirectly influenced by law and public policy Uniquely comprehensive in scope this trailblazing volume offers cutting edge chapters on the intersections of race ethnicity within the context of child maltreatment child dependency court custody and adoption familial incarceration school discipline and the school to prison pipeline juvenile justice police youth interactions and jurors perceptions of child and adolescent victims and defendants The book also includes chapters focused on troubling situations that are less commonly researched but growing in importance including the role of race and racism in child sex trafficking and US immigration law and policy Thus individual chapters explore myriad ways in which law and policy shape the lives of marginalized children and adolescents racial and ethnic minorities who historically and presently are at heightened risk for experiencing disadvantageous consequences of law and policy In so doing The Legacy of Racism for Children can help social scientists to understand and work to prevent the perpetuation of racial discrimination in American laws and public policies

Stolen Wealth, Hidden Power Tasseli McKay, 2022-09-06 Stolen Wealth Hidden Power contends that the deep economic inequality and racial disparities that Americans take for granted have been quietly held in place by the four decade campaign of racialized state violence known as mass incarceration Tasseli McKay presents detailed evidence that the steep direct costs of mass scale imprisonment are far overshadowed by its hidden costs and harms many of which have been kept out of sight by women s invisible labor

Finding that the economic value of the damages to Black individuals families and communities totals 7 13 trillion a sum equivalent to 85 percent of the current Black White household wealth gap McKay points to the urgency and feasibility of reparation and to the possibilities that lie beyond it

Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline Kenneth J. Fasching-Varner, Lori Latrice Martin, Roland W. Mitchell, Karen Bennett-Haron, Arash Daneshzadeh, 2016-12-06 This volume examines the school to prison pipeline a concept that has received growing attention over the past 10 15 years in the United States The pipeline refers to a number of interrelated concepts and activities that most often include the criminalization of students and student behavior the police like state found in many schools throughout the country and the introduction of youth into the criminal justice system at an early age The school to prison pipeline negatively and disproportionately affects communities of color throughout the United States particularly in urban areas Given the demographic composition of public schools in the United States the nature of student performance in schools over the past 50 years the manifestation of school to prison pipeline approaches pervasive throughout the country and the world and the growing incarceration rates for youth this volume explores this issue from the sociological criminological and educational perspectives Understanding Dismantling and Disrupting the Prison to School Pipeline has contributions from scholars and practitioners who work in the fields of sociology counseling criminal justice and who are working to dismantle the pipeline While the academic conversation has consistently called the pipeline school to prison including the framing of many chapters in this book the economic and market forces driving the prison industrial complex urge us to consider reframing the pipeline as one working from prison to school This volume points toward the tensions between efforts to articulate values of democratic education and schooling against practices that criminalize youth and engage students in reductionist and legalistic manners

High School Dropout: a Qualitative Interpretive Study of African American Males Dr. Heather I.H. Washington Dos Santos, 2018-12-27 Dr Heather I H Washington Dos Santos is a loving wife and mother of five young children who has served as a public urban school teacher and administrator for more than two decades She has dedicated her life to studies that have served to further both her knowledge base and skillset as it relates to advocacy and public service for underrepresented and minority youth in the public school sector As a champion for at risk youth in schools Heather has worked tirelessly to remove institutional barriers that serve to detach underrepresented youth from their educational programs thrusting them into our nation s juvenile justice system as part of the school to prison pipeline With a specific focus on the study of African American males in our nation s schools Heather vows to be a catalyst for change as part of her zealous pursuit of justice and equity in practice for African American males across the country

Improvement Science in the Field Edwin Nii Bonney, Sarah A. Capello, Maxwell Yurkofsky, 2024-02-23 Written by K12 educators for K12 educators this ground breaking practical continuous improvement resource provides a plethora of practical tools processes and advice for any school teams to adapt and use in their own settings

Social Workers' Desk

Reference Lisa Rapp-McCall, Al Roberts, 2022 The Social Worker's Desk Reference fourth edition remains the definitive resource for social work students and professionals Expanded sections on current hot topics such as white nationalism gaming disorder substance abuse LGBTQ populations suicide sexual violence in the military and vulnerable populations make the fourth edition a fully updated and essential reference

Restorative Justice: Promoting Peace and Wellbeing

Gabriel Velez, Theo Gavrielides, 2022-09-26 This timely collection of chapters written by international experts bridges the gap between peace psychology and restorative justice The Editors combined their respective fields of expertise to start a much needed debate on the potential but also risks that are associated when implementing restorative justice in the peace psychology field The volume highlights how psychological theory and research can inform and evaluate the potential of restorative practices in formal and informal educational settings as well as the criminal justice space The chapters cover both negative and positive peace across levels while introducing the reader to various case studies from across the world All in all the book explores how restorative justice can promote positive peace through its connection fostering dialogue empathy forgiveness and other key psychological elements of peace

Bending the Arc Towards Justice Rajni

Shankar-Brown, 2021-09-01 School districts are experiencing increasing economic racial ethnic linguistic gender and sexuality cultural diversity across the United States and globally With increasing diversity and persistent social inequities widening National Center for Educational Statistics 2019 U S Census Data 2018 educational leaders face immense challenges and must actively work to build an equitable healthy school climate Educational leaders are critical for ensuring positive student outcomes and success but often report feeling inadequately prepared for current challenges Coalition for Teacher Equality 2016 Jordan 2012 Miller 2013 Mitani 2018 Papa 2007 Unfortunately growing challenges are contributing to high school administrator turnover rates and shortages Gates et al 2006 Jacob et al 2015 Mordechai Fuller 2012 Manna 2015 Rangel 2018 Shankar Brown 2015 A research study by the National Association of Secondary School Principals NASSP and the Learning Policy Institute LPI reveals that public schools with higher percentages of low income students and students of color are more likely to experience administrative and teacher turnover which compounds equity issues affecting already vulnerable students Levin and Bradley 2019 This book provides educational leaders with a deeper understanding of equity focused and inclusive leadership practices while offering intersectional views on social inequalities and stark reminders of the work still ahead Connecting theory to practice this book offers needed encouragement and inspiration to both in service and practicing educational leaders Rooted in social justice and weaving together diverse voices this edited volume systematically examines equity focused PreK 12 and higher education leadership practices Shankar Brown Ed calls on educational leaders to collectively rise and mindfully work together to bend the arc toward justice

Higher Education: Handbook of Theory and Research Laura W. Perna, 2023-02-24 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education

scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on current important issues pertaining to college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and other key aspects of higher education administration The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Fostering the Emotional Well-Being of Our Youth Philip J. Lazarus, Shannon Suldo, Shannon M. Suldo, Beth Doll, 2021 Redefining mental health to both promote psychological well being as well as treat psychopathological disorders is a game changer for school mental health Fostering the Emotional Well Being of Our Youth describes what this paradigm shift means for school mental health practices why the promotion of students well being is so important how this new paradigm will change day to day practices of school mental health professionals and what the outcomes will be for students educators and the schools The book s chapters are written by some of the foremost researchers and scholars in school mental health practices and their work will shape the profession s adaption and application of dual factor mental health in future decades

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