Deconstructing the School-to-Prison Pipeline

Johanna Wald 2003-11-10 Schools are often the safest, most stable, and most consistent forces in the lives of many children, exerting a positive, even miraculous, influence. They are places where many children are most likely to develop healthy, positive relationships with peers and adults. However, it has become increasingly clear that the opposite also holds true for a number of children, including a high proportion of poor children of color. Some school policies can drive students out before they have obtained the skills and credentials to advance in their lives, leading to devastating and permanent consequences, particularly on youths without other safety nets or supports to draw on. More and more often, schools and prisons are being mentioned in the same sentence, the language of both institutions becoming interchangeable. This issue describes how school policies can have the effect, if not the intent, of setting youths on the “prison track.” It also identifies programs and policies that can help schools maintain safety and order while simultaneously reaching out to those students most in need of structure, education, and guidance. Offering a balanced perspective, this issue begins to point the way toward less punitive, more effective, hopeful directions. This is the 99th volume of the quarterly journal New Directions for Youth Development.

Juvenile Delinquency: Dismantling the School to Prison Pipeline and Deconstructing the Criminalization of Minority Youth

(First-La Tanya Skiffer 2016-12-31

Disrupting the School-to-Prison Pipeline

Sofía Bahena 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.”

The School-To-Prison Pipeline

Christopher A. Mallett 2015-08-17 This is the first truly comprehensive assessment of the “school-to-prison pipeline”—the increased risk for certain individuals, disproportionately from minority and impoverished communities, to end up ensnared in the criminal justice system because of excessively punitive disciplinary policies in schools. Written by one of the foremost experts on this topic, the book examines school disciplinary policies and juvenile justice policies that contribute to the pipeline, describes its impact on targeted, both intentionally and unintentionally, children and adolescents, and recommends a more supportive and rehabilitative model that challenges the criminalization of education and punitive juvenile justice.

The School to Prison Pipeline

Catherine Y. Kim 2012-04-01 Examines the relationship between the law and the school-to-prison pipeline, argues that law can be an effective weapon in the struggle to reduce the number of children caught, and discusses the consequences on families and communities.

The School to Prison Pipeline

Nathern Okilwa 2017 This edited volume focuses on the role that school climate and disciplinary practices have on the educational and social experiences of students of color. Drawing from quantitative, qualitative, and theoretical studies, it brings to bear a number of topics such as racialized school experiences; criminology, discursive deviance and punishment and carceral studies; urban studies; school administration and leadership; and, a number of critical theorist frameworks. Practical insights are offered to assist administrators, teachers, school counsellors, and other school and non-school based professionals on how to address not only disparities in school discipline, but also create and promote an inclusive, affirming positive school culture and climate. With applications in disciplinary studies and criminology, leadership studies, critical race theory and other critical frameworks, this volume is a valuable resource advancing new theoretical concepts.

The Prison School

Lizbet Simmons 2016-11-22 “Police officers and metal detectors have become fixtures in American public schools. In this tough-on-crime, security-oriented era, the new gold standard for school discipline has become the criminal justice system. While harsh school punishment has reshaped schools and communities across the socioeconomic divide, nowhere is the overlap between...
classroom and prison more striking than at the Orleans Parish Prison, the site of a New Orleans public school enrolling primarily poor African American boys expelled under zero-tolerance policies for minor infractions such as tardiness, but not actual criminal behavior. The Prison School examines how and why public schools take a punitive approach to education and analyzes how this criminalizing mode influences a student’s approach toward correctional custody. How did schools and prisons—two very different kinds of public institutions—become so intertwined, and what does this combination mean for students, communities, and, ultimately, a democratic society? How do we begin to unravel the ties that bind the racialized realities of mass school failure and mass incarceration? And what does this mean to segments of the population—in particular, African American males—who have been systematically removed from their schools and their society?—Provided by publisher.


Invisible Children in the Society and Its Schools—Sue Books 2015-04-24 The authors in this book use the metaphors of invisibility and visibility to explore the social and school lives of many children and young people in North America whose complexity, strengths, and vulnerabilities are largely unseen in the society and its schools. These “invisible children” are socially devalued in the sense that alleviating the difficult conditions of their lives is not a priority—children who are subjected to derogatory stereotypes, who are educationally neglected in schools that respond inadequately if at all to their needs, and who receive relatively little attention from scholars in the field of education or writers in the popular press. The chapter authors, some of the most passionate and insightful scholars in the field of education today, detail oversights and assaults, visible and invisible, but also affirm the capacity of many of these young people to survive, flourish, and often educate others, despite the painful and even desperate circumstances of their lives. By sharing their voices, providing basic information about them, and offering thoughtful analysis of their social situation, this volume combines education and advocacy in an accessible volume responsive to some of the most pressing issues of our time. Although their research methodologies differ, all of the contributors aim to get the facts straight and to set them in a meaningful context. New in the Third Edition: Chapters retained from the previous edition have been thoroughly revised and updated, and five totally new chapters have been added on the topics of: *young people pushed into the “school-to-prison” pipeline;* the “environmental landscape” of two out-of-school Mexican migrant teens in the rural Midwest; *the perceptions and practices, in and outside schools, that construct African American boys as school failures;* negative portrayals of blackness in the context of understanding the “collateral damage of continued white privilege”; and *working-class pregnant and parenting teens’ efforts to create positive identities for themselves.* Of interest to a broad range of researchers, students, and practitioners across the field of education, this compelling book is accessible to all readers. It is particularly appropriate as a text for courses that address the social context of education, cultural and political change, and public policy, including social foundations of education, sociology of education, multicultural education, curriculum studies, and educational policy.

The SAGE Handbook of African American Education—Linda C. Tillman 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards. The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books, journals, and electronic content in over 40 categories. "This volume fills the tremendous void that currently exists in providing a much-needed lens for cultural leadership and proficiency. The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings." —Len Foster, Washington State University The SAGE Handbook of African American Education is a unique, comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, PK–12 school leadership, higher education, current issues, and education policy. The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK–12 and postsecondary education. This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group. Key Features Promotes inquiry and development of questions, ideas, and dialogue about critical practice, theory, and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U.S. education and society Addresses the central question—in what ways do African Americans in corporate, private, and public positions influence and shape educational policy that affects African Americans? "The SAGE Handbook of African American Education is a unique, comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, Pre-K–12 school leadership, higher education, current issues, and education policy." —TEACHERS OF COLOR "A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set; both eliminate the need for reflection. This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools, communities, and society. The Handbook of African American Education is a repository of information developed to advance the human service professional." —William F. Tate IV, Washington University in St. Louis "This handbook represents the most comprehensive collection of research on African Americans in education to date. Its breadth spans the historical, the political, institutional and community forces that have shaped educational opportunities and attainment among African Americans. The review of extant research on a range of topics from the role of culture and identity in learning, teacher preparation, educational leadership, to higher education and educational policy is far-reaching and cutting edge. This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike." —Carol D. Lee, Professor, Northwestern University Vice-President, Division G, American Educational Research Association “This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America.” —Frank Brown, University of North Carolina at Chapel Hill

Transforming the School-to-Prison Pipeline—Debra M Pane 2014-02-05 "Revolution, not reform, is required to release the power of teaching .... Virtually, all teachers possess tremendous power which can be released, given the proper exposure. We can’t get to that point by tinkering with a broken system. We must change our intellectual structures, definitions and assumptions; then we can release
teacher power.” (Hilliard, 1997) This book was written during a time of growing upheaval and disagreement about how America should educate its students, particularly those who are poor, diverse, and failing school. Dominant educational research, newspapers, and popular movies such as “Waiting for Superman” continually fuel public debates about whether our 21st century schools provide justice for all, decrease the achievement gap, and leave no child behind. However, even though one of teachers’ greatest concerns and why many leave the profession, classroom discipline is rarely brought to the forefront of discussion. As a result, public discourse does not get into what actually happens during disciplinary moments that ultimately leads to the disproportional tracking of particular students into exclusionary school disciplinary consequences, which funnels an underclass of students into the school-to-prison pipeline. This book is a scholarly study, presented here as a readable story, and practical guide for walking teachers, administrators, and teacher education programs through the process of transforming traditional ways of thinking about classroom discipline and teaching in order to create student-centered, creative, non-punitive classrooms that authentically engage the most alienated and oppressed students in our schools and society.

Reinventing Critical Pedagogy—César Augusto Rossatto 2006 Presents a collection of papers that focus on race and ethnicity in critical pedagogy, theoretical premises and concepts, and empirical studies.

People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration [4 volumes]—Kofi Lomotey 2016-10-17 This expansive, four-volume ready-reference work offers critical coverage of contemporary issues that impact people of color in the United States, ranging from education and employment to health and wellness and immigration. • Offers comprehensive coverage of contemporary issues for people of color in the United States that meets the needs of secondary librarians, teachers, and students for a variety of classes and standards • Presents A-Z entries within four broad themes that explore the social and economic issues that will support readers' understanding of the experiences of people of color in the United States • Includes debate essays highlighting a variety of viewpoints on key issues from scholars that provide readers with models of critical thinking • Contains up-to-date information appropriate for classes on history, sociology, psychology, geography, economics, urbanization, immigration and industrialization, and contemporary American society

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 Ballanz, Jamilia Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J. Skiba, Ivory A. Tolstond “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


Black Males and Racism—Terence D. Fitzgerald 2015-10-23 Behind the twenty-first-century curtain of “colorblind” public sentiment lies an often-ignored reality shared by many African American males—racism continues to thrive and often drastically affects their lives. Fitzgerald draws on his extensive interviews of black males to reveal the experiences of racism that continue in public schools and in American higher education. Using empirical data and the methods of sociological research, Fitzgerald analyzes how the persistent effects of white supremacy in education have threatened the psychological and economic welfare of black males. The effects often last well into adulthood. Unraveling the subtle and overt mechanisms of institutional social control leads Fitzgerald to proposals to reduce structural racism and improve the lives of African American youth.

Peace Studies between Tradition and Innovation—Randall Amster 2015-02-05 The field of peace and conflict studies is rich in secular and faith traditions. At the same time, as a relatively new and interdisciplinary field, it is ripe with innovation. This volume, the first in the series Peace Studies: Edges and Innovations, edited by Michael Minch and Laura Finley of the Peace and Justice Studies Association (PJSAs), is edited by top Canadian and US scholars in the field and captures both those traditions and innovations, focusing on enduring questions, organizing and activism, peace pedagogy, and practical applications. From the historical focus on disarmament, ending warfare and reducing militarism to the civil rights, women’s rights, and environmental movements, peace activists and pedagogues have long been important agents of social change. Authored by US and Canadian academics, educators, and activists, the chapters in this book demonstrate, how scholars and practitioners in the field are using the important knowledge, skills and values of their foremothers and forefathers to address new issues, integrate new technologies, and make new partners in their efforts to create a more just and humane world.
***Culturally Relevant Arts Education for Social Justice***-Mary Stone Hanley 2013-08-21 A groundswell of interest has led to significant advances in understanding and using Culturally Responsive Arts Education to promote social justice and education. This landmark volume provides a theoretical orientation to these endeavors. Examining a range of efforts across different forms of art, various educational settings, and diverse contexts, it foregrounds the assets of imagination, creativity, resilience, critique and cultural knowledge, working against prevailing understandings of marginalized groups as having deficits of knowledge, skills, or culture. Emphasizing the arts as a way to make something possible, it explores and illustrates the elements of social justice arts education as “a way out of no way” imposed by dominance and ideology. A set of powerful demonstrations shows how this work looks in action. Introductions to the book as a whole and to each section focus on how to use the chapters pedagogically. The conclusion pulls back the chapters into theoretical and pedagogical context and suggests what needs done to be done practically, empirically, and theoretically, for the field to continue to develop.

***Global Perspectives on Reforming the Criminal Justice System***-Pittaro, Michael 2021-06-25 The often-tenuous relationship between law enforcement and communities of color, namely African Americans, has grown increasingly strained, and the call for justice has once again ignited the demand for criminal justice reform. Rebuilding the trust between the police and the citizens that they have sworn to protect and serve requires that criminal justice practitioners and educators collaborate with elected officials and commit to an open, ongoing dialogue on the most challenging issues that remain unresolved but demand collective attention and support. Reform measures are not limited to policing policies and practices, but rather extend throughout the criminal justice system. There is no denying that the criminal justice system as we know it is flawed, but not beyond repair. Global Perspectives on Reforming the Criminal Justice System provides in-depth and current research about the criminal justice system around the world, its many inadequacies, and why it urgently needs reformation. Offering a fully fleshed outline of the current system, this book details the newest research and is incredibly important to fully understand the flaws of the criminal justice system across the globe. The goals of this book are to improve and advance the criminal justice system by addressing the glaring weaknesses within the system and discuss potential reforms including decreasing the prison population (decarceration) and improving police/community relations. Highlighting topics that include accountability, community-oriented policing, ethics, and mass incarceration, this book is ideal for law enforcement officers, trainers/educators, government officials, policymakers, correctional officers, court officials, professionals, researchers, academicians, and students in the fields of criminal justice, criminology, sociology, psychology, addictions, mental health, social work, public policy, and public administration.

***A New Model of School Discipline***-David R. Dupper 2010-03-25 This highly practical guide presents a transformative new model of school discipline for school personnel seeking to engage students and reduce behavior problems in the most effective, pragmatic, and cost-efficient manner possible.

***Schools Under Surveillance***-Torin Monahan 2009-10-13 Schools under Surveillance gathers together some of the very best researchers studying surveillance and discipline in contemporary public schools. Surveillance is not simply about monitoring or tracking individuals and their data; it is about the structuring of power relations through human, technical, or hybrid control mechanisms. Essays cover a broad range of topics including police and military recruiters on campus, testing and accountability regimes such as No Child Left Behind, and efforts by students and teachers to circumvent the most egregious forms of surveillance in public education. Each contributor is committed to the continued critique of the disparity and inequality in the use of surveillance to target and sort students along lines of race, class, and gender.

***School Psychology and Social Justice***-David Shriberg 2013-01-17 School psychology practice does not exist in a vacuum and is not value-neutral. As the role and function of the school psychologist continues to evolve and expand, social justice provides a needed real-world framework for school psychology students, practitioners, supervisors, and professors to guide their efforts. Culled from years of experience by experts working in a vast array of practical environments and appropriate both for practitioners and for graduate courses in multicultural school psychology and/or the role and function of school psychologists, this book takes the reader through a tour of common school psychology topics and functions through the lens of social justice. Utilizing case examples and concrete suggestions, a critical yet hopeful vision of ways in which school psychologists can work to achieve positive outcomes for students, families, schools, and society is provided.

***Encyclopedia of Diversity in Education***-James A. Banks 2012-05-24 With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

***Transforming School Mental Health Services***-Beth Doll 2007-09-12 Provides a comprehensive ten-step sequence for implementing population-based services that improve wellness and academic success for individual students and entire schools, and offers suggestions for engaging parents.

***Handbook of Classroom Management***-Edmund Emmer 2014-09-04 The field of classroom management is not a neatly organized line of inquiry, but rather consists of many disparate topics and orientations that draw from multiple disciplines. Given the complex nature of the field, this comprehensive second edition of the Handbook of Classroom Management is an invaluable resource for those interested in understanding it. This volume provides up-to-date summaries of research on the essential topics from the first edition, as well as fresh
perspectives and chapters on new topics. It is the perfect tool for both graduate students and practitioners interested in a field that is fascinating but not immediately accessible without the proper guidance.

**Violence and Society: Breakthroughs in Research and Practice**-Management Association, Information Resources 2016-11-02

Violent behavior is an unavoidable aspect of human nature, and as such it has become deeply integrated into modern society. Examining violence through a critical and academic perspective can lead to a better understanding of its foundations and implications. Violence and Society: Breakthroughs in Research and Practice explores the social and cultural influences of violence on human life and activity. Focusing on emerging research perspectives, case studies, and future outlooks, this comprehensive collection is an essential reference source for graduate-level students, sociologists, researchers, professionals, and practitioners interested in the effects of violence in contemporary culture.

**Handbook of Critical Race Theory in Education**-Marvin Lynn 2021-10-26 This handbook illustrates how education scholars employ Critical Race Theory (CRT) as a framework to bring attention to issues of race and racism in education. It is the first authoritative reference work to provide a truly comprehensive description and analysis of the topic, from the defining conceptual principles of CRT in Law that gave shape to its radical underpinnings to the political and social implications of the field today. It is divided into six sections, covering innovations in educational research, policy and practice in both schools and in higher education, and the increasing interdisciplinary nature of critical race research. New chapters broaden the scope of theoretical lenses to include LatCrit, AsianCrit and Critical Race Feminism, as well as coverage of Disability Studies, Research Methods, and other recent updates to the field. This handbook remains the definitive statement on the state of critical race theory in education and on its possibilities for the future.

**Social Context Reform**-Paul Thomas 2014-06-20 Currently, both the status quo of public education and the "No Excuses" Reform policies are identical. The reform offers a popular and compelling narrative based on the meritocracy and rugged individualism myths that are supposed to define American idealism. This volume will refute this ideology by proposing Social Context Reform, a term coined by Paul Thomas which argues for educational change within a larger plan to reform social inequity—such as access to health care, food, higher employment, better wages and job security. Since the accountability era in the early 1980s, policy, public discourse, media coverage, and scholarly works have focused primarily on reforming schools themselves. Here, the evidence that school-only reform does not work is combined with a bold argument to expand the discourse and policy surrounding education reform to include how social, school, and classroom reform must work in unison to achieve goals of democracy, equity, and opportunity both in and through public education. This volume will include a wide variety of essays from leading critical scholars addressing the complex elements of social context reform, all of which address the need to re-conceptualize accountability and to seek equity and opportunity in social and education reform.

**First Strike**-Damien M. Sojoyner 2016-10-15 California is a state of immense contradictions. Home to colossal wealth and long portrayed as a bastion of opportunity, it also has one of the largest prison populations in the United States and consistently ranks on the bottom of education indexes. Taking a unique, multifaceted insider's perspective, First Strike delves into the root causes of its ever-expansive prison system and disastrous educational policy. Recentering analysis of Black masculinity beyond public rhetoric, First Strike critiques the trope of the “school-to-prison pipeline” and instead explores the realm of public school as a form of “enclosure” that has influenced the schooling (and denial of schooling) and imprisonment of Black people in California. Through a fascinating ethnography of a public school in Los Angeles County, and a “day in the life tour” of the effect of prisons on the education of Black youth, Damien M. Sojoyner looks at the contestation over education in the Black community from Reconstruction to the civil rights and Black liberation movements of the past three decades. Policy makers, school districts, and local governments have long known that there is a relationship between high incarceration rates and school failure. First Strike is the first book that demonstrates why that connection exists and shows how school districts, cities and states have been complicit and can reverse a disturbing and needless trend. Rather than rely upon state-sponsored ideological or policy-driven models that do nothing more than to maintain structures of hierarchal domination, it allows us to resituate our framework of understanding and begin looking for solutions in spaces that are readily available and are immersed in radically democratic social visions of the future.

**Critical Examinations of School Violence and Disturbance in K-12 Education**-Crews, Gordon A. 2016-02-02 In recent years, a rise in incidents of juvenile delinquency and violence in American schools has led to increasing concern among school administrators, students, parents, and the general public. The frequency of these cases calls into question issues of safety, risk factors, and prevention strategies within the modern school system. Critical Examination of School Violence and Disturbance in K-12 Education is an authoritative reference source for the latest research on youth violence in schools, offering a thorough analysis of contributing factors to such incidents and possible solutions to prevent future occurrences. Highlighting relevant issues on zero tolerance policies, historical perspectives, and preventive actions, this book is ideally designed for school administrators, law enforcement, teachers, and researchers actively working in educational environments.

**School Discipline and Self-discipline**-George G. Bear 2010-06-03 “All school psychologists and educators who work with children in primary and secondary settings should read this book. It provides a comprehensive guide to the theory and benefits of addressing challenging behaviors while actively promoting self-discipline and prosocial behavior. Bear presents up-to-date, evidence-based techniques in this user-friendly guide.”—Amber L. Evenson, MS, EdS, school psychologist, Proviso Area for Exceptional Children Special Education Cooperative, Maywood, Illinois --
The Oxford Handbook of Prevention in Counseling Psychology-Elizabeth Vera 2012-10-18 The Oxford Handbook of Prevention in Counseling Psychology presents a lifespan approach to prevention that emphasizes strengths of individuals and communities, integrates multicultural and social justice perspectives, and includes best practices in the prevention of a variety of psychological problems in particular populations.

Education and Incarceration-Erica R. Meiners 2014-07-16 The United States of America is in possession of the largest prison population in the world, with 2.3 million people currently behind bars. This number is predominantly and disproportionately made up of communities of colour and poverty. Between 1987 and 2007, the U.S. prison population tripled; the direct result of various ‘tough on crime’ public policies. Organizers and scholars use the term prison industrial complex (PIC) to name the structure that encompasses the expanding economic and political contexts of the detention and corrections industry in the USA. The PIC is a network that sutures capital, communities and the State to a permanent punishment economy. The term ‘the PIC’ aims to capture the range of material and ideological forces that shape the growth of detention: the political and lobbying power of the corrections officers unions, the framing of prisons and jails as a growth industry in the context of deindustrialization, the production and sales of technology and security required to maintain and expand the state of incarceration, and the naturalization of isolation as a logical response to harm. Education and Incarceration highlights the significance of centering agency and autonomy, and documents scholars who work to be accountable to justice movements and communities, not simply to academic disciplines or to research. Additionally, as emerging scholars committed to challenging the PIC, these authors struggle to build multi-layered analytic and material tools for resistance within and beyond the walls of schools, jails and prisons. This book provides snapshots of practices in motion: activist scholars working to engage, to be accountable to families, communities and larger justice movements, and to build abolition democracies. This book was originally published as a special issue of Race Ethnicity and Education.

DISPROPORTIONALITY IN EDUCATION AND SPECIAL EDUCATION-Amity Lynn Noltemeyer 2012-07-01 Given the burgeoning number of diverse students in our nation’s schools, coupled with the potentially negative outcomes and wasted resources associated with the misidentification of students for special education and excessive use of exclusionary discipline for specific subgroups of students, it is imperative that educational professionals understand and address the implications arising from disproportionality for children both with and without disabilities. This text contributes unique perspectives and up-to-date information, including advances and research that have emerged since the last of the extant books was published. Presented in three sections, the first considers disproportionality in special education identification, with chapters examining overrepresentation by ethnicity, gender, and language. The second section addresses disproportionality in discipline, specifically focusing on inequalities in school disciplinary actions and juvenile justice decisions based on ethnicity and gender. The final section provides readers with approaches for addressing disproportionality and creating more equitable learning environments now and in the future. The text encourages bidirectional and evolving relationships between the topics examined in each chapter with the historical framework presented. Because of the comprehensive nature of the topics covered in the book, it is an ideal “one-stop” reference for readers aiming to acquire a broad understanding of the key issues related to the topic. The book will appeal to a range of potential readers, including university students and practitioners in the fields of education, psychology, sociology, gender studies, ethnic studies, and criminal justice as well as lay-readers interested in issues of equality and/or education.

The School Principal-Theodore J. Kowalski 2010-08-27 Treating principals as concurrently visionary leaders and competent managers, this excellent text addresses the needs of aspiring and practicing principals, providing the tools to build effective and efficient schools.

Youth, Globalization, and the Law-Sudhir Alladi Venkatesh 2007 Addresses the impact of globalization on the lives of youth, focusing on the role of legal institutions and discourses.

Meeting Students Where They Live-Richard L. Curwin 2010-04-15 Motivation and hope are two items in short supply in many urban schools. But it doesn’t have to be that way, according to Richard L. Curwin. Based on input from teachers across the United States and on his own personal experiences, Curwin offers suggestions that every school can use to keep students in the classroom and looking toward a brighter future. In Meeting Students Where They Live, Curwin urges teachers and administrators in urban schools to move away from a focus on control, uniformity, lack of tolerance, and ironclad rules toward an approach based on compassion, understanding, tolerance, and safety for all. Each chapter examines problems common to urban schools and offers comprehensive, long-reaching remedies, plus concrete strategies for engaging troubled and hard-to-reach youth. Meeting Students Where They Live explores ways to * Welcome all students, * Build lessons that involve and engage, * Stay motivated and energized, * Design assignments that students will actually do, and * Use evaluation to encourage and build learning rather than defeat it. Meeting Students Where They Live also includes classroom activity sheets submitted by teachers working in a variety of urban environments—from inner-city schools to a detention center.

Addressing Gangs-United States 2009

Reflective Discipline-Martha R. Bireda 2019-08-14 This book introduces the concept of “reflective discipline” as an approach to address the problem of racial disparity.
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