

“What’s done to children, they will do in society” ~ Orlando A. Battista

Annotated Bibliography

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21. *INCREASING STUDENT ATTENDANCE: Strategies From Research and Practice (2004)*
22. *Derailed: The Schoolhouse to Jailhouse Track (2003)*
23. *School Interventions, Not Zero Tolerance, Prevent Gender Violence Wellesley Centers for Women Research & Action Report Fall/Winter 2003*
24. *The Impact of Education Reform on Exclusion of Students from School (2001)*
25. *Take Prisoners: Zero Tolerance Discipline Policies in K-12 (2001)*
26. *Predicting Violence from School Misbehavior: Promises and Perils (2001)*
27. *Opportunities Suspended: The Devastating Consequences of Zero-Tolerance and School Discipline (2000)*
28. *Zero Tolerance, Zero Evidence An Analysis of School Disciplinary Practice. Policy Research Report (2000)*
29. *School House Hype: Two Years Later (2000)*
30. *Keeping kids in school: Using Check & Connect for dropout prevention. (1996)*
31. *Defining the problem part1 Adel Wassef (1995)*
32. *Education equals FUTURE (web site)*
33. *National Association of School Psychologists (Web Site)*

Abstracts

1. Reducing Out-of-School Suspensions: Practice Guidelines for School Social Workers (2009)

David R. Dupper, Matthew T Theriot, and Sarah W. Craun

In many U.S. school districts, there has been a near epidemic of out-of-school suspensions (OSSs) for relatively minor or vaguely defined student offenses. Suspension provides temporary relief to frustrated teachers and administrators and may result in more parental involvement. However, for a large number of at-risk youths, it appears that being suspended leads to significant problems outside of school, increases the likelihood of receiving additional OSSs, and may result in dropping out of school. As a result, school social workers need to be made aware of programs that focus on the elimination of students' problematic behaviors rather than the elimination of students themselves. This article summarizes recent research on individual and school factors that have been shown to be associated with and predictive of OSSs. On the basis of these findings, the authors present a set of practice guidelines for reducing OSSs and identify and describe promising and proven programs within each practice guideline. They conclude with a discussion of challenges facing school social workers seeking to implement alternatives based on these practice guidelines.

http://findarticles.com/p/articles/mi_7200/is_200901/ai_n32317018/

Quote:

In many U.S. school districts, there has been a near epidemic of out-of-school suspensions (OSSs) for relatively minor or vaguely defined student offenses. Suspension provides temporary relief to frustrated teachers and administrators and may result in more parental involvement. However, for a large number of at-risk youths, it appears that being suspended leads to significant problems outside

of school, increases the likelihood of receiving additional OSSs, and may result in dropping out of school.

In a study of an urban school district, the majority of disciplinary referrals represented the culmination of student behaviors that threatened teachers' authority rather than dangerous or serious infractions of the school's disciplinary code (Vavrus & Cole, 2002). In 1997, 3.1 million students were suspended from school, most for nonviolent, noncriminal acts (Brooks, Schiraldi, & Ziedenberg, 2000).

2. English Learners in Boston Public Schools: Enrollment and Educational Outcomes of Native Spanish Speakers 2009

Miren Uriarte, Nicole Lavan, Nicole Agusti, Faye Karp

This Report is part of *English Learners in Boston Public Schools in the Aftermath of Policy Change: Enrollment and Educational Outcomes*, AY2003-AY2006, a project of the Mauricio Gaston Institute for Latino Community Development and Public Policy in collaboration with the Center for Collaborative Education, Boston.

This particular report focuses on English Learners whose native language is Spanish. In AY2003, the year of the passage of Question 2, native Spanish speakers in the Boston Public Schools were a majority, both of students with limited English proficiency (56.7%) and students in programs for English Learners (60.8%). The impact of the changes imposed by Question 2 on this language group was profound. Because native Spanish speakers made up 20.3% of all students in BPS, the changes in this group also affected the overall outcomes for the district during this period.

In this report we highlight the identification of limited English proficiency among native speakers of Spanish and their enrollment in programs for English Learners (ELs) and find that both suffered substantial declines. Throughout the report, we compare native Spanish speakers in EL and general education programs. We analyze the changes in key engagement and outcome variables, including attendance, suspensions, and drop-out rates, and we find that native Spanish speakers, particularly those in programs for ELs, experienced a very significant increase in their drop-out rate. In examining MCAS results in the 4th, 8th, and 10th grades, we find some improvements in outcomes; but when we compare native Spanish speakers in programs for ELs with their counterparts in the general education program and with English speakers in general programs, we find a widening gap.

<http://www.gaston.umb.edu/articles/spanish2.pdf>

Quote:

4B. Out-of-School Suspensions. There are two types of suspensions reported by the school district: in-school suspensions and out-of-school suspensions. An in-school suspension constitutes the removal of a student from his/her class and placement in a separate environment within the school. In an out-of-school suspension, the student is removed from the school for the time of the suspension and is unable to participate in any school activity.⁴ In observation. That was true as well for students in the programs for ELs, including the native Spanish speakers (Table 8). Among native Spanish speakers, the out-of-school suspension rates of those students in general education programs showed more change, rising from 6.4% to 7.2% in the period under study. By the end of the period, native Spanish speakers in general education programs had an out-of-school suspension rate that was double the rate for students in programs for ELs. In this section, we report on the out-of-school suspension rate, which represents the ratio of suspensions to the total enrollment during the year.⁵ Out-of-school suspension is a strong disciplinary action that separates the student from the school. Research points to increased risk of low academic achievement, of dropping out of school, and of involvement in the juvenile justice system (Ali & Dufresne, 2008).

The rate of out-of-school suspensions for BPS students overall declined during the period of observation. That was true as well for students in the programs for ELs, including the native Spanish speakers (Table 8). Among native Spanish speakers, the out-of-school suspension rates of those students in general education programs showed more change, rising from 6.4 to 7.2% in the period under study. By the end of the period, native Spanish speakers in general education programs had an out-of-school suspension rate that was double the rate for students in programs for ELs.

***3. Dissident Voice: A radical newsletter in the struggle for peace and social justice
Zero Tolerance under the Obama Administration (article) July 24th, 2009***

by Kim Petersen

Christopher G. Robbins is an assistant professor in Social Foundations of Education at Eastern Michigan University who explores the conditions within public education and the outside forces that shape and impinge on education. Robbins also considers the impact and fairness of the conditions on the students, especially the most marginalized students in society.

Education is touted as field where the hardest working and most talented students will rise to the top. Examining this, Robbins with Joe Bishop wrote “Accountability Legerdemain and the Intensification of Inequality.” The writers questioned the supposed meritocracy within education by noting the inequality of conditions among students.

Robbins explores the inequality of conditions further in his book [*Expelling Hope: The Assault on Youth and the Militarization of Schooling*](#) (SUNY: 2008).¹ Robbins raises consciousness over the direction neoliberals and neoconservatives are steering education – a direction that further marginalizes and excludes the poor and people of color.

<http://dissidentvoice.org/2009/07/zero-tolerance-under-the-obama-administration/>

***4. Delaware Education Research & Development Center College of Education & Public Policy
Zero Tolerance Policies and School Discipline Education Policy Brief Volume 28, January 2009***

Dariel Janerette, J.D.

Zero tolerance policies have been defined as school disciplinary practices that mandate automatic suspension and/or expulsion from school with the effect of redefining “students as criminals, with unfortunate consequences” (Martin, 2001, p. 1). Research suggests the harmful effects of zero tolerance policies on students and their families may outweigh the benefits of deterring student misbehavior. This policy brief discusses the efficacy of zero tolerance policies as a strategy to address school violence.

<http://dspace.udel.edu:8080/dspace/>

Quote:

(P3) United States Department of Justice’s report on education and correctional populations revealed “40% of state prison inmates, 27% of Federal inmates, 47% of inmates in local jails, and 31% of those serving probation sentences” dropped out of high school (Harlow, 2003, p.3). According to the United States Census Bureau (2008), public schools spent about \$9,138 per student in 2006; whereas it costs almost five times that amount to incarcerate an individual. Researchers examining the fiscal consequences of high school dropouts in Massachusetts reported the Massachusetts Department of Correction spent about \$43,025 per state prison inmate in 2006 (McLaughlin, Sum, Khatiwada, & Palma, 2007).

5. AMERICAN ACADEMY OF PEDIATRICS Policy Statement Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of All Children (2003 - 2008)

Out-of-School Suspension and Expulsion

Committee on School Health

Abstract: Suspension and expulsion from school are used to punish students, alert parents, and protect other students and school staff. Unintended consequences of these practices require more attention from health care professionals. Suspension and expulsion may exacerbate academic deterioration, and when students are provided with no immediate educational alternative, student alienation, delinquency, crime, and substance abuse may ensue. Social, emotional, and mental health support for students at all times in all schools can decrease the need for expulsion and suspension and should be strongly advocated by the health care community.

This policy statement, however, highlights aspects of expulsion and suspension that jeopardize children’s health and safety. Recommendations are targeted at pediatricians, who can help schools address the root causes of behaviors that lead to suspension and expulsion and can advocate for alternative disciplinary policies. Pediatricians can also share responsibility with schools to provide students with health and social resources.

6. Connecticut Voices for Children Missing Out: Suspending Students from Connecticut Schools August 2008

Taby Ali and Alexandra Dufresne, J.D.

This report analyzes and reports Connecticut school disciplinary offense data from the 2006-2007 school year, seeking to understand the reasons why Connecticut students are being suspended from school and what differences exist – if any – among school districts and among different groups of students in the proportion of students suspended. CT Voices analyzed these data to look at suspensions statewide, suspension rates by subgroups of students, and variations among districts in their suspension rates.

Quote:

Suspension can lead students to drop out. Over reliance on exclusion as a disciplinary technique frays, and sometimes severs, the relationship between children and adults in the school, particularly when the child's misbehavior is an undiagnosed cry for help. Excluding children too often, or in the wrong context (for example, as a punishment for truancy), can make children feel that they are unwanted and that they do not belong in school. Many of these children are already struggling academically, and so when they return to school after missing even a few days, they feel that there is no way for them to catch up. Since many of the children who are excluded from school already feel a tenuous link to their education, even a short suspension from the school can have a startling and disproportionate impact, becoming the final "push" in a long process of dropping out. In a knowledge-driven economy such as Connecticut's, the long-term effects of dropping out from high school are devastating.

7. Dignity in Schools Campaign Children Are Being Pushed Out of School 2008

About the The Dignity in Schools Campaign (DSC) - DSC unites advocates, parent and student organizers, educators, and lawyers across the country to reframe the debate around school discipline from one that favors the punishment and exclusion of children who have been failed by unsafe and underperforming schools to one based on human rights, respecting every child's right to an education and advocating for child-centered, dignified reform in schools to keep children in school. Too many children are being denied their right to an education because school policies and practices fail to protect their dignity and push children out of school. This has resulted in unacceptably high dropout rates around the country. Our aim is to expose systemic problems in our nation's school systems, provide concrete solutions to improve our collective response to a culture of removal and punishment, and put an end to children being pushed out of schools.

<http://www.dignityinschools.org/campaign-statement>

Abstract:

Pushout happens when youth are removed (or remove themselves) from a regular school setting as a result of policies and practices that discourage them from remaining in classrooms and on track to receive a regular diploma. We recognize that the problem is broader than any one issue and encompasses much more than simply "zero tolerance" policies, suspension and expulsion rates, or due process procedures. We have found that there are many more policies that can result in a child being pushed out of school. Through the research that we have collected, we find that these practices include:

Quote:

- Unwelcoming school environments and a lack of relevant and engaging curricula which alienate and discourage students;
- Encouragement of low-performing, overage or under-credited students to transfer to a GED program or other alternative setting;
- **Zero tolerance and other exclusionary discipline policies which remove students from school, such as repeated and excessive suspension and expulsion;** placement into low-quality alternative school programs; police intervention and referrals to the juvenile justice system;

- **Exclusion of expelled (and sometimes suspended) students from educational services during the term of the expulsion (or suspension);**
- Under-resourced and over-crowded schools where students do not have access to academic counseling and supportive relationships with teachers to help keep them in school;
- **Failure to use effective prevention and intervention for misbehavior, such as counseling, mediation, and positive behavioral support methods, that can address students' needs and keep them in school; and**
- **The exclusion of students and parents from the development and implementation of local school policies and disciplinary processes, as well as due process violations.**

8. Educating Expelled Students after No Child Left Behind: Mending and incentive structure that discourages alternative education and reinstatement

UCLA Law Review, Vol. 55, No. 6, 2008

Maureen Carroll

Abstract: This Comment examines legal strategies for counteracting NCLB's exclusionary incentives and expanding expelled students' access to education. Changes to the implementation of the NCLB accountability framework could change the incentive structure from the top, while litigation challenging exclusion at the school level could change the incentive structure from the bottom. In addition, strengthening the educational guarantees provided by the state constitutions could close the loopholes through which too many expelled students are deprived of educational opportunity.

Quote:

The structure and supervision of the school environment can reduce students' involvement in high-risk or illegal behavior, while exclusion from that environment can make legal trouble more likely. Similarly, ongoing access to education can counteract the risk of school alienation and permanent dropout, while denying alternative education and reinstatement can make dropping out the only available option.

[*UCLA Law Review, Vol. 55, No. 6, 2008*](#)

9. Locating the School-to-Prison Pipeline 2008

American Civil Liberties Union (ACLU)

This is a fact sheet that describes the basic steps on the path from school to prison.

Quote:

Overly harsh disciplinary policies push students down the pipeline and into the juvenile justice system. Suspended and expelled children are often left unsupervised and without constructive activities; they also can easily fall behind in their coursework, leading to a greater likelihood of disengagement and drop-outs. All of these factors increase the likelihood of court involvement.

As harsh penalties for minor misbehavior become more pervasive, schools increasingly *ignore or bypass due process protections* for suspensions and expulsions. The lack of due process is particularly acute for *students with special needs*, who are disproportionately represented in the pipeline despite the heightened protections afforded to them under law.

<http://www.aclu.org/racial-justice/school-prison-pipeline-talking-points>

10. Dismantling the STPP (2007)

NAACP Legal defense and education fund, inc.

In the last decade, the punitive and overzealous tools and approaches of the modern criminal justice system have seeped into our schools, serving to remove children from mainstream educational environments and funnel them onto a one-way path toward prison. These various policies, collectively referred to as the School-to-Prison Pipeline, push children out of school and hasten their entry into the juvenile, and eventually the criminal, justice system, where prison is the end of the road.

Historical inequities, such as segregated education, concentrated poverty, and racial disparities in law enforcement, all feed the pipeline. The School-to-Prison Pipeline is one of the most urgent challenges in education today.

http://www.naacpldf.org/content/pdf/pipeline/Dismantling_the_School_to_Prison_Pipeline.pdf

Quote:

Throughout the United States in 2000, there were over three million school suspensions and over 97,000 expulsions. In some states, the number of suspensions exceeded 10% of the number of students enrolled in school in those states.² This kind of wholesale exclusion from the educational process does nothing to teach children positive behavior. Moreover, taking children out of school for even a few days disrupts their education and often escalates poor behavior by removing them from a structured environment and giving them increased time and opportunity to get into trouble. Studies have shown that a child who has been suspended is more likely to be retained in grade, to drop out, to commit a crime, and/or to end up incarcerated as an adult.

11. The High Cost of High School Dropouts What the Nation Pays for Inadequate High Schools October 2007

Alliance for Excellent Education Issue Brief Updated

Quote:

Everyone benefits from increased graduation rates. The graduates themselves, on average, will earn higher wages and enjoy more comfortable and secure lifestyles. At the same time, the nation benefits from their increased purchasing power, collects higher tax receipts, and sees higher levels of worker productivity.

Quote:

Research by Cecilia Rouse, professor of economics and public affairs at Princeton University, shows that each dropout, over his or her lifetime, costs the nation approximately \$260,000 (Rouse, 2005). Unless high schools are able to graduate their students at higher rates, more than 12 million students will drop out during the course of the next decade. The result will be a loss to the nation of *\$3 trillion*.

12. Intergenerational Risks of Criminal Involvement and Incarceration I (April 2007)

Rucker C. Johnson

Goldman School of Public Policy

University of California, Berkeley

This paper provides nationally-representative estimates of the cumulative risks of incarceration and obtaining a criminal record by age 40 for a cohort born between 1951-1975. I show that men born in the 1960s/early 1970s have significantly greater cumulative lifetime risks of imprisonment than similarly-aged men born in the 1950s.

This is in part a direct consequence of the transformation of incarceration and sentencing policy that took off in the 1980s. The racial disparities in lifetime incarceration risks are alarming. The results highlight that among black low-educated men, one-half either died or had been incarcerated before the age of 40.

Second, this analysis uses an innovative approach to investigate the relative importance of family background and neighborhood context on deviant behavior over the life course, including ever being expelled, criminal involvement, ever being incarcerated, the early formation of risk preferences, and risky health behaviors. Particularly noteworthy, the analysis of brother and male child neighbor correlations in adult incarceration history revealed remarkably high correlations of 0.69 and 0.54, respectively. These results highlight the profound influence that family and/or neighborhood background has on criminal involvement and risks of imprisonment.

Moreover, the results suggest that neighborhood quality during childhood is a significant gatekeeper of the intergenerational transmission of deviant behavior and incarceration risks among males.

Third, this study examines the intergenerational consequences by examining children of the next generation. I find, using the PSID-CDS data, that the prevalence rates of parental incarceration at some point during childhood are significantly larger than point-in-time estimates. I find that 20 percent of black children had a father with an incarceration history; and among black children with fathers who did not graduate from high school, an alarming 33 percent of their father's had an incarceration history.

Fourth, this study is among the first longitudinal child-outcome studies that examine the role of pre-incarceration risk factors and children's living arrangements, parent-child relationships and substitute caregiver-child relationships, to help determine the impact of parental incarceration on families and children.

I find linkages between exposure to parental incarceration and child behavioral outcomes. The pattern of results is remarkably similar across all of the empirical approaches utilized that address omitted variables bias—including hierarchical random effects models with an unusually extensive set of controls, family fixed effect models, child fixed effect models, and instrumental variables estimates. This study bears evidence on the extent to which parental incarceration has exacerbated racial disparities in childhood and in early adulthood.

<http://socrates.berkeley.edu/~ruckerj/RJ-PSIDCDS-Crime-Incarceration-paper4-19-07.pdf>

Quote:

We find alarmingly high rates of these lifetime risks, especially for black high school dropouts. Roughly half of black high school dropouts have either died or been incarcerated before reaching the age of 40.

13. Obstacles to Opportunity Alexandria, Virginia students speak out (2007)

Advancement Project, Alexandria United Teens, a project of tenants and workers united, Tony Roshan Samara, George Mason University

The student group Alexandria United Teens (a project of Tenants and Workers United), Advancement Project, and Professor Tony Roshan Samara of George Mason University wrote *Obstacles to Opportunity: Alexandria, Virginia Students Speak Out*. The report reveals an unsettling conclusion: Alexandria City Public Schools (ACPS) has effectively created a two-track school system — one for a small number of predominantly White students who are actively prepared from an early age for college and successful careers; and the other for the majority of students of color who are not expected to excel and encounter substantial obstacles to achieving their goals. In an effort to gain a better understanding of the dynamics causing ACPS's low graduation rates — and even lower rate of students who graduate prepared for college — a survey was developed and distributed to students at T.C. Williams High School (the only high school in ACPS). This report presents the results of the survey and other research completed over the last year.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

14. Massachusetts Juvenile Justice Advisory Committee Annual Report to the Governor 2007

Massachusetts Juvenile Justice Advisory Committee

c/o Massachusetts Executive Office of Public Safety

Office of Grants and Research

The purpose of the Juvenile Justice Advisory Committee (JJAC) is to advise the Governor and the Executive Office of Public Safety and Security (EOPSS) regarding juvenile justice and delinquency prevention efforts and policy issues in Massachusetts. The JJAC is responsible for allocating funds from the United States Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and for maintaining state compliance with the federal Juvenile Justice and Delinquency Prevention Act (JJDP). In 2007, JJAC funding priorities and state compliance with the JJDP were supported by three OJJDP grant programs: 1) JJDP Formula Grant, 2) Juvenile Accountability Block Grant, and 3) Title V Grant. The JJAC decides how these awards are spent in conjunction with the EOPSS. In 2007, Massachusetts was awarded \$1,141,000 from the JJDP Formula Grant program, \$775,200 from the Juvenile Accountability Block Grant (JABG) program, and \$75,250 from the Title V Grant program.

<http://www.cfjj.org/Pdf/2007%20JJAC%20Report.pdf>

Quote:

Increases in School Exclusions: When children are suspended or expelled from school, their risk for delinquency increases (National Research Council and Institute of Medicine, 2001). **School exclusions have increased dramatically in the last five years in Massachusetts. The number of exclusions that**

occurred during the 2002-2003 school year represented a 46% increase from five years ago (Massachusetts Department of Education, 2004).

...a JJAC survey...was administered to 300 at-risk, court-involved and DYS-involved youth across Massachusetts in 2005. One of the survey questions was "What do you think is the biggest challenge facing kids in your neighborhood today?" Youth were instructed to choose one to three of the twelve options provided (or to write in another option). The number one answer was "Drugs/Alcohol," with 60% of the youth indicating that was one of the biggest challenges. **The second most popular answer was "getting in trouble at school," which 42% of the sample chose as one of the biggest challenges.**

15. From Zero to Infinite Tolerance: An Examination of Exclusion Rates in Massachusetts Public Schools (May 2006)

Stacey Elin Rossi

Thesis submitted to the faculty of the Massachusetts College of Liberal Arts in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION In Special Education FINAL SUBMISSION Dr. Susan Edgerton

Abstract: The purpose of this thesis is to address disproportionate "discipline" of minorities, i.e. ethnic/racial minorities and children with disabilities, discrimination against ethnic/racial minorities and children with disabilities in the form of verbal and physical abuse, and draconian zero tolerance policies with their one-size-fits-all punishment approach to discipline and classroom management. This paper focuses primarily on the Commonwealth of Massachusetts, but also using wider cultural and legal contexts when appropriate. First, questionnaires were distributed among educators and disability rights advocates surveying the pre-thesis topic. Second, a survey was administered to all Massachusetts schools in the 33 districts with ten or more student exclusions students in 2003 and districts with four or more student exclusions per 1000 in 2003, with a 4% response rate. Because of the poor response rate, school codes of conduct were requested from these 33 identified school districts in an attempt to find at least some answers to the questions posed in the survey. Third, exclusion data collected from the Commonwealth of Massachusetts Department of Education was be added to and questioned. Fourth, the counterpart to the exclusion issue, inclusion, generally speaking, was explored by looking at the current research on best practices in positive disciplinary interventions that are safe, protective, and inclusive. The findings provide some evidence that the Commonwealth's highest rates of exclusion can be found in school districts where higher levels of low-income, absence, in-school and out-of-school suspension, retention, dropout, and "Warning/Failing" MCAS rates are prevalent. These districts also have higher than average rates of special education, except for charter and regional vocational schools. The targeted districts did not significantly vary on average from the statewide rates for per pupil expenditure and limited English proficient rates. Further to examine this data with more rigorous statistical methods may be helpful for policy analysts. (Contains 10 tables, 4 figures, and 48 appendices.) [Master's Thesis, Massachusetts College of Liberal Arts.]

<http://www.eric.ed.gov/>

16. Rebuilding Inequity The Re-emergence of the School-to- Prison Pipeline in New Orleans (2006)

Ellen Tuzzolo, Juvenile Justice Project of Louisiana; Damon T. Hewitt NAACP Legal Defense and Educational Fund, Inc.

Abstract: After a state take-over of most local schools, the fate of public education in New Orleans has been clouded by uncertainty. However, many problems are already clear. The community has expressed outrage on numerous occasions about the management, conditions, policies, and practices of the RSD schools. One fundamental concern has been about the lack of basic resources essential for success in any educational environment let alone one formed after the worst natural disaster in American history. These resources include: textbooks; desks for students; a sufficient number of experienced and well-trained teachers; to the failure to deliver services to children with special learning needs; counseling services to help children cope with trauma and grief extra-curricular activities; and hot lunches for children, many of whom continue to live in or near poverty. Another prominent concern is that many RSD schools exhibit what students have referred to as a prison-like atmosphere while their discipline policies penalize and remove students instead of providing support

them and facilitating positive growth. Prior to Katrina, harsh discipline policies and school arrests forced many children out of New Orleans schools, putting them at-risk or directly involved in the juvenile justice system. While this phenomenon pre-dated Katrina, it is now being replicated in the new "network" of schools operated by local and state officials and various charter groups. The confluence of these factors--lack of resources and the failure to provide quality education, combined with overly harsh and punitive discipline policies that criminalize and exclude youth from traditional education settings--has created what many now call the School-to-Prison Pipeline. It is this issue that juvenile justice and education advocates alike believe to be at the forefront of the fight for children's rights in post-Katrina New Orleans. (Contains 27 notes.)

<http://www.jjpl.org/rebuilding.pdf>

Quote:

While juvenile arrests have been made infamous nationwide, **the most common method of excluding children from schools is through suspensions and expulsions.** National experts have clearly explained why out-of-school suspensions and expulsions are detrimental to our youth, and must be addressed by both educators and advocates:

Out-of-school suspension and expulsion interrupt students' educational progress and remove students from school at a time when they may most need structure and guidance in their lives. Repeated out-of-school suspensions may make it impossible for students to keep up with the curriculum, complete class assignments and advance from one grade to another.

Ultimately, suspensions can further discourage these youth and diminish their chances of graduating...Moreover, if a primary goal is to reduce misbehavior, out-of-school suspension and expulsion are completely counter-productive: they reduce adult supervision over students, and give them unstructured time in which to get into trouble.¹⁴

Instead of creating safe and positive "studies have shown that a child who has been suspended is more likely to be retained in grade, to drop out, to commit a crime, and/or to end up incarcerated as an adult."¹⁵ In addition, "the single largest predictor of later arrest among adolescent females is having been suspended, expelled, or held bac during the middle school years." American Bar Association and the National Bar Association. (2001)

17. Arresting Development: Addressing the School Discipline Crisis in Florida 2006 reveals the findings of these public hearings, which were held in five cities and covered six school districts: Pinellas/Hillsborough (St. Petersburg, FL), Duval (Jacksonville, FL), Palm Beach (West Palm Beach, FL), Broward (Fort Lauderdale, FL), and Miami-Dade (Miami, FL). This report is intended to document the compelling and informative discussions that occurred among the hundreds of hearing participants—parents, students, teachers, school administrators and juvenile justice personnel—and to serve as a catalyst for both statewide and local reform of Florida's school discipline crisis.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

18. Measuring Up 2006 consists of the national report card for higher education and fifty state report cards. Its purpose is to provide the public and policymakers with information to assess and improve postsecondary education in each state. *Measuring Up 2006* is the fourth in a series of biennial report cards.

This website provides state leaders, policymakers, researchers and others with access to the national report card as well as access to all fifty state report cards. In addition, the site can compare any state with the best-performing states in each performance category, compare indicator scores and state grades for any performance category, obtain source and technical information for indicators and weights, and allow visitors to download the reports. Further, the *Measuring Up* Web site has the capacity to view previous report cards from 2000, 2002, and 2004.

<http://measuringup.highereducation.org/>

19. Education on Lockdown: The Schoolhouse to Jailhouse Track (March 24, 2005)
Advancement Project

Abstract: The follow-up report to *Derailed: The Schoolhouse to Jailhouse Track*, the collaborative report further investigates the nationwide trend towards using zero tolerance policies in schools as a "take no prisoners" approach to dealing with the most trivial acts of student misconduct. The report also examines how students of color are disproportionately affected by these policies. Three school systems, Chicago Public Schools, Denver Public Schools, and Palm Beach County Public Schools, are profiled as an example of how the national trends are being enacted at local levels. The report dissects the schoolhouse to jailhouse track by examining:

- How zero tolerance, a policy originally designed to address the most serious misconduct, morphed into "take no prisoners" approach to school discipline issues and created a direct track into the juvenile and criminal justice systems;
- The expanding role of law enforcement measures in schools; and
- The disparate impact of these practices on students of color.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

20. The Socioeconomic Status of Black Males: The Increasing Importance of Incarceration (March 2004)

Steven Raphael

Goldman School of Public Policy
University of California, Berkeley

Abstract: This paper assesses the increasing importance of incarceration in determining the average socioeconomic status of black males in the United States. I document national trends in the proportion of black males that are either currently institutionalized or who have served previous prison time. The paper also documents the extent to which serving time interrupts the potential early work careers of young offenders and reviews recent research on employer sentiment regarding ex-offenders and the likely stigma effects of prior incarceration. Finally, I assess whether increasing incarceration rates provide a possible explanation for the drastic declines in employment rates observed among non-institutionalized black males. Using data from the U.S. Census, I test for a correlation between the proportion of non-institutionalized men in a given age-race-education group that are employed and the proportion of all men in this grouping that are institutionalized. The proportion institutionalized has a strong negative effect on the proportion of the non-institutionalized that are employed. The relationship is strong enough to explain one-third to one-half of the relative decline in black male employment rates.

<http://www.sciencedirect.com/>

Quote:

Over the thirty year period, the proportion of black men that are institutionalized increases considerably, especially for less educated black men. For all black males, the proportion institutionalized increases nearly three-fold from 0.03 in 1970 to 0.08 in 2000. For black high school dropouts, the institutionalization rate increases nearly five-fold. At the end of the century, roughly one fifth of black men with less than a high school degree are institutionalized. There is no increase in institutionalization among black males with at least a college degree.

21. INCREASING STUDENT ATTENDANCE: Strategies From Research and Practice 2004

Abstract: This booklet is one in a series of "hot topics" reports produced by the Northwest Regional Educational Laboratory. These reports briefly address current educational concerns and issues as indicated by requests for information that come to the Laboratory from the Northwest region and beyond. Each booklet contains a discussion of research and literature pertinent to the issue, how Northwest schools and programs are addressing the issue, selected resources, and contact information. One objective of the series is to foster a sense of community and connection among educators. Another is to increase awareness of current education-related themes and concerns. Each booklet gives practitioners a glimpse of how fellow educators from around the Northwest are addressing issues, overcoming obstacles, and attaining success. The goal of the series is to give educators current, reliable, and useful information on topics that are important to them.

During a period of two months, the author surveyed the last decade of research that discusses strategies or experiments to increase attendance. Although the intention was to find research that is considered “scientifically based” by the No Child Left Behind Act¹, it was quickly determined that little research of that kind exists. Thus, the search was broadened to include a range of research designs—peer-reviewed, published and unpublished, mixed quantitative and qualitative research, case studies, surveys, expert opinions based on personal experience, and promising practices from community based organizations. As certain themes emerged from the research, key studies were collected to represent those themes. Research on factors that contribute to student success for students of different cultures, especially Latino, African American, and Native American, was also reviewed. Although individual studies may not have been reviewed in depth, a full reference list enables the reader to explore the research further.

<http://educationnorthwest.org/resource/692>

Quote:

STUDENT PERCEPTIONS

To understand more clearly why students are not coming to school, many researchers and practitioners are interviewing and surveying students to obtain answers. Recently, the Oregon Department of Education interviewed students enrolled in alternative high schools and asked what it was about their school that kept them in, and what they would change about their previous high school to make it a better place. Interestingly, they all responded similarly, regardless of background or environment, with this statement:

“Respect me for who I am, require me to do my best, and give me the help I need to achieve it” (Brush & Jones, 2002, p. 3). They need teachers who will be patient and “persevere” with their individual rates of learning, and want teachers to have high expectations for their learning; they will work to achieve goals to meet those expectations, as long as they have the support.

Below are other commonly cited reasons that students have given for not attending school (Clement, Gwynne, & Younkin, 2001; Wagstaff, Combs, & Jarvis, 2000):

- Viewed classes as boring, irrelevant, and a waste of time
 - Did not have positive relationships with teachers
 - Did not have positive relationships with other students
 - Was suspended too often
 - Did not feel safe at school
 - Could not keep up with schoolwork or was failing (and there were no timely interventions)
 - Found classes not challenging enough (worksheets and reading with lectures were the predominant activities), and students can miss class days and still receive credit
- Couldn't work and go to school at the same time

22. Derailed: The Schoolhouse to Jailhouse Track (May 14, 2003)

Advancement Project

Abstract: a first-of-its-kind report that looks at how zero-tolerance policies are derailing students from an academic track in schools to a future in the juvenile justice system. According to the report, in the mid 1980s, a spike in juvenile crime rates gave birth to the "superpredator" theory which held that America was under assault by a generation of brutally amoral young people, and that only the abandonment of "soft" educational and rehabilitative approaches, in favor of strict and unrelenting discipline--a zero tolerance approach-- could end the plague. In school district after school district, an inflexible and unthinking zero tolerance approach to an exaggerated juvenile crime problem is derailing the educational process," said Judith Browne, Advancement Project senior attorney. "The educational system is starting to look more like the criminal justice system. Acts once handled by a principal or a parent are now being handled by prosecutors and the police.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

23. School Interventions, Not Zero Tolerance, Prevent Gender Violence (Fall/Winter 2003)

Wellesley Centers for Women Research & Action Report

The Research & Action Report, published twice a year, is a window on the exciting activities and initiatives at the Wellesley Centers for Women. The report features news about the Centers; interviews with researchers, program staff, and senior scholars; commentary on recent events or social trends affecting women and children; announcements of new publications; and much more.

<http://www.wcwonline.org/o-rr25-1c.html>

Quote:

"Zero tolerance laws have eviscerated the civil rights of students," Stein said. "There is no due process if it's one strike and you are suspended. It's a gross injustice to have your educational career derailed by a questionable action like showing your midriff or skateboarding. There is no due process if circumstances are ignored and teachers are denied teachable moments."

24. The Impact of Education Reform on Exclusion of Students from School

By Gordana Rabrenovic, Jack Levin

with Colleen Keaney-Mischel, Jason Mazaik and Janese Free

Brudnick Center on Violence and Conflict

Department of Sociology and Anthropology

Abstract: Education reform and zero-tolerance policies that were implemented in our schools in last ten years led to increase in number of students who are excluded from schools. In our paper, based on data from Massachusetts, we first examine changes in exclusion rates over time and then examine characteristics of students that are excluded from school and the nature of the offenses for which they are most likely to be excluded. Also, we examine how school exclusions vary by students' socio-demographic characteristics as well as characteristics of their communities and/or school systems. Special attention is paid to school districts with large numbers of student exclusions.

<http://www.allacademic.com/one/www/research/>

Quote:

An analysis of school districts with high exclusion rates (Table 10) shows that the districts with a high minority representation have high exclusion rates. They also have high dropout rates, and large numbers of students who are eligible for free or reduced cost lunch program, which is an indicator of lower socio-economic status. Students in these districts also have substantially lower academic achievement than the students in the rest of the state.

The examination of one alternative school in a city with high exclusion rates shows the school drop out rate was 45.8% in 2000-01 in contrast to the 8% dropout rate for the district. Attendance rate at this school was 64.5% compare to the district rate of 88.2 %. Also, students in this alternative school scored lower on the MCAS standardized tests than students in the district.

25. Take Prisoners: Zero Tolerance Discipline Policies in K-12

Lynda J. Fork (Kintz)

Purdue University Calumet

Dr. Alan J. Spector

Behavioral Sciences Department

Abstract: This research begins with the development of zero tolerance discipline policies in grades K-12 according to Federal and State laws. An investigation of juvenile crime and safe school environments proposes that zero tolerance discipline policies are excluding children from education rather than ensuring student safety on campus. Children of low socioeconomic status and ethnic minority groups are suspended or expelled in much larger numbers than the rest of the student population in schools with zero tolerance discipline policies. Students often face criminal charges in addition to expulsion that tends to increase the risk of incarceration for that student in the future. Disciplinary actions under zero tolerance policies **increases the risk that a student will drop out of school, which is effecting the overall drop out rate in grades K-12. Educational professionals report that zero tolerance policies also interfere with healthy psychological and sociological development of children.** In contrast, the research also reviews alternative operations and disciplinary practices that

have improved the behavior and performance of students while maintaining a safe school environment. Further research is necessary to establish the full range of the effects of zero tolerance discipline policies and the impact these policies have on a child's future.

http://www-rohan.sdsu.edu/~rgibson/rouge_forum/newspaper/summer2002/TakePrisoners.htm

Quote:

One could argue that zero tolerance policies have not affected drop out rates significantly judging by the statistics over the long range, but there are other factors to consider when examining drop out rates that may not be revealed by statistical data alone. NCES notes that the high school drop out rates are based on the Current Population Survey sent out by the U.S. Census Bureau, which does not include persons in prison and persons not living in a household (Department of Education, 2000). According to Indiana Department of Correction statistics, the current population of juveniles incarcerated is 1,382. The average age of this population upon entry 15.9 years old. The minimum average sentence for serious violent crime is listed as 12 months. The adult population incarcerated is 20,125 persons. The average age of the adult population upon entry is 30.5 years with the highest percentage (28%) of people serving a 5-10 year sentence (Indiana Department of Corrections, 2001). Judging from the totals of just one State, clearly there is a large population that is not being counted in the NCES reports of high school drop out rates that has the potential to change these rates significantly.

26. Predicting Violence From School Misbehavior: Promises and Perils (2001)

Abstract: This article considers the issue of predicting violence committed by students on school campuses through the use of school discipline indices such as office referrals, suspensions, and expulsions. The existing research on incidents of school discipline markers is reviewed as well as sources of variation due to student characteristics and classroom or school-wide practices. Challenges in making accurate predictions about future behavior at school are outlined. © 2001 John Wiley & Sons, Inc.

<http://www.education.ucsb.edu/school-psychology/School-Violence/PDF/Skiba-Planning.pdf>

27. Opportunities Suspended: The Devastating Consequences of Zero-Tolerance and School Discipline (2000)

Advancement Project

Abstract: This Advancement Project report written in collaboration with the Civil Right's Project at Harvard University, examines the devastating consequences of zero tolerance policies and school discipline. The report illustrates that Zero Tolerance is unfair, is contrary to the developmental needs of children and denies children educational opportunities. The report was released in June 2000.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

28. Zero Tolerance, Zero Evidence An Analysis of School Disciplinary Practice. Policy Research Report (2000)

Despite the controversies that it has created in school districts throughout the country, zero tolerance continues to be a widely used response to school disruption and violence. This paper explores the history, philosophy, and effectiveness of zero-tolerance school disciplinary strategies. Growing out of Reagan-Bush-era drug-enforcement policy, zero-tolerance discipline attempts to send a message by punishing both major and minor incidents severely. Analysis of a representative range of zero-tolerance suspensions and expulsions suggests that controversial applications of the policy are not idiosyncratic, but may be inherent in zero-tolerance philosophy. There is as yet little evidence that the strategies typically associated with zero tolerance contribute to improved student behavior or overall school safety. Research on the effectiveness of school-security measures is extremely sparse, while data on suspension and expulsion raise serious concerns about both the equity and effectiveness of school exclusion as an educational intervention. Community reaction has led some districts to adopt alternatives to zero tolerance, stressing a graduated system matching offenses and consequences, and preventive strategies, including bullying prevention, early identification, and improved classroom

management. Building a research base on these alternatives is critical to assist schools in developing more effective, less intrusive methods for school discipline. (Contains 101 references.) (Author/WFA)
<http://www.eric.ed.gov/>

29. School House Hype: Two Years Later (2000)

Abstract: In 1998, the Justice Policy Institute published "School House Hype: School Shootings and the Real Risks Kids Face," a report that examined the issue of school safety, and concluded that schools are the safest places for children to be. This report, inspired in part by recent school shootings, attempts to place the question of school violence and its accompanying reactions in a larger statistical and legal context. Data from several government agencies were analyzed to compare the real risks children face in school to the distorted image reported by the media. A survey of recent policy changes at the state and national levels shows the new security measures being taken in light of the shootings at Columbine High School. The study also analyzes recent case law concerning school violence, concluding that there is no discernible trend by either federal or state courts to impose liability on school districts where children are injured or killed at the hands of other students and third parties. The findings actually suggest that administrators may risk liability if they act too impulsively to exclude youth from school without proper due process protection. The report also considers the efficacy and impact of excluding large numbers of mainly minority and disabled children from schools. National data is reported where possible, with a more in-depth look at states like Maryland and Massachusetts and school district data indicative of national policy trends. Recommendations highlight the practices researchers say will work to reduce school violence. (Contains 3 figures and 111 endnotes.) (SLD)

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/8d/cf.pdf

Quote:

Consistently, research has pointed to a strong correlation between school suspension and dropping out of school. One study published in the Teachers College Record found that sophomores who are suspended drop out at three times the rate of their peers. This may be more than an accidental relationship, as ethnographic studies show that some school disciplinarians admit that they use expulsion and suspension as a tool to get certain "troublemakers" to leave.

Despite the fact that some studies show that 95% of special education students who are suspended or expelled are not disciplined for violent behavior, they are disproportionately more likely to drop out of school as a result of suspensions and expulsions. One survey shows that 28% of all special education students with discipline problems cite those problems as the reason for them dropping out of school. Twenty-seven percent of all special education students who drop out have been absent 30 days or more in a school year. As such, when students with disabilities are suspended or expelled, their education becomes disrupted: they are more likely to fall further behind, to become more frustrated, and too frequently, to drop out of school.

30. Keeping kids in school: Using Check & Connect for Dropout Prevention. (March 1996)

Prepared by David Evelo, Mary Sinclair, Christine Hurley, Sandra Christenson, and Martha Thurlow
Institute on Community Integration (UAP)

Abstract: Published The Institute is home to 75 projects and six Affiliated Centers addressing disability issues across the lifespan. In addition, it carries out its work in close collaboration with two Partner Centers at the University - the Center for Early Education and Development, and the Minnesota LEND.

<http://ici.umn.edu/checkandconnect/KeepingKidsInSchool.pdf>

Quote:

Thinking about who drops out and why they drop out is a critical part of the process of identifying students who are at risk for dropping out of school. Youth drop out for a variety of reasons.

When students are asked, they report:

- Problems getting along with teachers
- Getting suspended or expelled

- Unfair discipline policies
- Bad grades
- Not liking school
- Peers dropping out
- Inability to get into desired programs
- Pregnancy and/or teenage parenthood

Need to support family by working or providing day care to younger siblings

31. Defining the problem, part 1(1995)

Adel Wassef

Abstract: This article discusses the prevalence and seriousness of emotional difficulties and behavioral problems in students, with a special focus on high school students and the obstacles they encounter when addressing these problems. The educational, psychological, and medical literature which addressed the problem over the past five years was evaluated, and 22 references were selected. It was determined that the lack of consensus on the terms used to describe the problem prevented accurate assessment of its prevalence. However, one fifth to one third of the students were found to be affected, leading to serious educational, psychosocial, and economic difficulties - and more are likely to be affected in the 1990s. Since the school and mental health systems have not been entirely successful in addressing the problem, adolescents' patterns of seeking help indicate that peer support groups can be part of the solution. It was concluded that the enormity of the problem requires a low-cost gate-keeping mechanism to facilitate early identification and intervention. Thus, school peer-support programs, if proven effective, may complement traditional mental health services in addressing adolescents' emotional distress and behavioral problems. Early recognition and management of emotional distress and behavioral problems in high school students present a great challenge. This section addresses the prevalence and seriousness of this issue as well as its relationship to dropping out of school. It also addresses how psychosocial stressors impact on students' well-being and ability to function.

http://findarticles.com/p/articles/mi_m2248/is_n119_v30/ai_17387211/

Quote:

Each year 700,000 students drop out of school permanently, which has countless devastating effects; for instance, approximately half of the heads of welfare families, two thirds of the prisoners, and 80% of the unwed teenage mothers are school dropouts. In addition, dropouts compose a large portion of the untrained workers who cost U.S. companies \$25 billion a year in remedial training and productivity losses (Cordtz, 1989).

32. Education equals FUTURE's mission is to raise awareness and educate parents, professionals, and the public concerning students with disabilities and special education issues and services. This includes appropriate education for all children with special needs in our community and to insure those students' needs are met under the state and federal laws.

http://www.educationfuture.info/high_school_drop_outs

Quote:

Have you thought about how the drop-out rate effects society as a whole? Here are some quick facts:

Students who do not earn a high school diploma are more likely to¹:

- face unemployment,
- live in poverty,

¹ *Source: Hair, Ling, & Cochran, 2003

- be incarcerated,
 - earn half as much annual income as a high school graduate,
 - have children at an early age,
 - use illicit drugs, tobacco, or both; and
 - be overweight.
- Dropouts from the Class of 2007 alone will cost the nation nearly \$329 billion in lost wages, taxes, and productivity over their lifetimes (Alliance for Excellent Education 2007).
 - If the United States' likely dropouts from the Class of 2006 had graduated, the nation could have saved more than \$17 billion in Medicaid and expenditures for uninsured health care over the course of those young people's lifetimes (Alliance for Excellent Education 2006b).
 - If U.S. high schools and colleges raise the graduation rates of Hispanic, African American, and Native American students to the levels of white students by 2020, the potential increase in personal income would add more than \$310 billion to the U.S. economy (Alliance for Excellent Education 2006a).

Increasing the graduation rate and college matriculation of male students in the United States by just 5 percent could lead to combined savings and revenue of almost \$8 billion each year by reducing crime-related costs (Alliance for Excellent Education 2006c).

33. National Association of School Psychologists (Web Site)

NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth.

http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

Quote:

- Problem behavior is the single most common reason why students are removed from regular classrooms. Even though students with extreme problem behavior represent only 20% of school enrollment, they can account for more than 50% of behavioral incidents.
- Harsh punishment and zero tolerance policies have not been effective at either improving behavioral climate in schools, or preventing students with problem behaviors from entering the juvenile justice system.
- Three years after being excluded from school, almost 70% of these youth have been arrested.

Other problems associated with zero tolerance policies include:

- Racial disproportionality: Black students receive more harsh punitive measures (suspension, expulsion, corporal punishment) and less mild discipline than their non-minority peers, even controlling for Socio-economic Status.
- A greater negative impact on educational outcomes for students with disabilities (see below)
- Inconsistent application of zero tolerance policies, which often are not reserved exclusively for serious behaviors but applied indiscriminately to much lower levels of rule infraction.
- An increasing rate of suspensions and expulsions throughout the country, even though school violence generally has been stable or declining.
- Increasing the length of expulsion to two-year, three-year, or even permanent expulsion.
- A high rate of repeat suspensions that may indicate that suspension is ineffective in changing behavior for challenging students.
- Elevated dropout rates related to the repeated use of suspension and expulsion - the most likely consequence of suspension is additional suspension.

Advancement Project Publications

Obstacles to Opportunity Alexandria, Virginia students speak out 2007

The student group Alexandria United Teens (a project of Tenants and Workers United), Advancement Project, and Professor Tony Roshan Samara of George Mason University wrote *Obstacles to Opportunity: Alexandria, Virginia Students Speak Out*. The report reveals an unsettling conclusion: Alexandria City Public Schools (ACPS) has effectively created a two-track school system — one for a small number of predominantly White students who are actively prepared from an early age for college and successful careers; and the other for the majority of students of color who are not expected to excel and encounter substantial obstacles to achieving their goals. In an effort to gain a better understanding of the dynamics causing ACPS's low graduation rates — and even lower rate of students who graduate prepared for college — a survey was developed and distributed to students at T.C. Williams High School (the only high school in ACPS). This report presents the results of the survey and other research completed over the last year.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

Arresting Development: Addressing the School Discipline Crisis in Florida 2006 reveals the findings of these public hearings, which were held in five cities and covered six school districts: Pinellas/Hillsborough (St. Petersburg, FL), Duval (Jacksonville, FL), Palm Beach (West Palm Beach, FL), Broward (Fort Lauderdale, FL), and Miami-Dade (Miami, FL). This report is intended to document the compelling and informative discussions that occurred among the hundreds of hearing participants—parents, students, teachers, school administrators and juvenile justice personnel—and to serve as a catalyst for both statewide and local reform of Florida's school discipline crisis.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

On *May 14, 2003*, Advancement Project released, ***Derailed: The Schoolhouse to Jailhouse Track*** is a first-of-its-kind report that looks at how zero-tolerance policies are derailing students from an academic track in schools to a future in the juvenile justice system. According to the report, in the mid 1980s, a spike in juvenile crime rates gave birth to the "superpredator" theory which held that America was under assault by a generation of brutally amoral young people, and that only the abandonment of "soft" educational and rehabilitative approaches, in favor of strict and unrelenting discipline--a zero tolerance approach-- could end the plague. In school district after school district, an inflexible and unthinking zero tolerance approach to an exaggerated juvenile crime problem is derailing the educational process," said Judith Browne, Advancement Project senior attorney. "The educational system is starting to look more like the criminal justice system. Acts once handled by a principal or a parent are now being handled by prosecutors and the police.

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

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<http://www.advancementproject.org/publications/opportunity-to-learn.php>