

Just Schools: A Whole School Approach To Restorative Justice

This work helps in rethinking behaviour management in the whole school through the use of restorative justice methods. School conferences have proved remarkably successful in teaching students about their responsibilities and accountability to other people. This manual fulfils an important role by outlining the techniques to learn and apply when planning and facilitating conferences. It includes guidance on: analysing current school practice; deciding whether to hold a conference; preparing a conference; convening and facilitating a conference; and, follow-up after a conference. The book contains many key documents such as preparation checklist, conference script, typical agreement, evaluation sheet and case studies. It is suitable for ages 8-16.

Servant Leadership: Leaving a Legacy is a heart-warming closure to the 'Principal to Principal' series. This fourth book finds John battling cancer that might be terminal, and his conversations with Brad and others he is mentoring provide a unique glimpse into the heart of a true servant leader. This story zeroes in on the critical need for integrity-driven leaders who understand how vision, innovative thinking, emotional intelligence and authentic relationship can transform a school's culture.

Before it was over, they fired him from the little schoolhouse at which he had taught devotedly for ten years. And they fired his wife and two of his sisters and a niece. And they threatened him with bodily harm. And they sued him on trumped-up charges and convicted him in a kangaroo court and left him with a judgment that denied him credit from any bank. And they burned his house to the ground while the fire department stood around watching the flames consume the night. And they stoned the church at which he pastored. And fired shotguns at him out of the dark. But he was not Job, and so he fired back and called the police, who did not come and kept not coming. Then he fled, driving north at eighty-five miles an hour over country roads, until he was across the state line. Soon after, they burned his church to the ground and charged him, for having shot back that night, with felonious assault with a deadly weapon, and so he became an official fugitive from justice. In time, the governor of his state announced they would not pursue this minister who had caused all the trouble, and said of him: Good riddance.

Annotation. "Restorative justice is a dynamic and innovative way of dealing with conflict in schools, promoting understanding and healing over assigning blame or dispensing punishment. It can improve the quality of school life not only through conflict resolution, but"

Just Schools

Reflective Teaching and Learning in the Secondary School

Schools where Everyone Belongs

Just Care

Community Schools

Using an Inclusive Approach to Reduce School Exclusion

Can Full Service and Extended Schools Overcome Disadvantage?

This comprehensive guide provides an accessible introduction to the philosophy of restorative justice and its practical

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application in a wide range of settings, showing how it can help both victims and offenders when harm has been done. Drawing on many years' experience of working in victim support, probation, mediation and restorative practices, Marian Liebmann uses pertinent case examples to illustrate how restorative justice can be used effectively to work with crime and its effects. Also included are sections on confronting bullying in schools, dealing with sexual and racial violence, tackling antisocial behaviour and community reconciliation after war. Whether in the context of families, schools, communities, criminal justice or prisons, the author argues that restorative justice is a 'seamless philosophy' which can be applied flexibly to meet diverse needs. Liebmann provides an international outlook, examining how restorative justice is practised around the world, including traditional Maori and Aboriginal approaches. *Restorative Justice: How It Works* is a key reference for magistrates, social workers, probation officers, Youth Offending Team workers, police, teachers and health professionals, as well as the lay reader.

"*Tackling Behaviour in the Primary School* is an immediately accessible handbook that provides ready-made advice and support for classroom professionals. This highly practical resource can be used, read and adapted by a wide range of staff and concentrates upon everyday practical life in primary schools. The content of the book is both substantial and broad, and can be dipped into to meet the demands of a particular situation as well as providing a thoroughly informative read from cover-to-cover. As experts in the field of behaviour management, the authors draw on their many years of experience to provide evidenced whole-school strategies, extensively-researched concepts and step-by-step behaviour programmes. Topics covered include: Understanding behaviour How to measure behaviour and why this can be an effective approach Using and implementing whole-school behaviour policies Honing your classroom management skills Managing bullying Dealing with specific classroom difficulties Working effectively and supportively with parents. Drawing on case-studies throughout, this handbook will help school staff understand and deal with the most confrontational of classroom behaviour. *Tackling Behaviour in the Primary School* provides teachers, student teachers, teaching assistants and behaviour specialists with a ready-made resource that is packed full of strategies, ideas, activities and solutions to help you manage behaviour in even the toughest of classrooms"--
Peace is needed now more than ever in schools, by pupils and teachers alike. This inspiring guide provides primary, secondary and special schools with practical methods to improve pupil and

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teacher wellbeing, combat bullying, and promote peace both inside and outside the school gates. The founder of the Peaceful Schools Movement, Anna Lubelska, has brought together ideas and stories from teachers and charity workers to present a simple four step system for promoting positive peace in individuals, relationships, the school community and the world. It covers how to reduce stress, promote positive mental health, resolve conflict, nurture the potential of each individual, and encourage children to develop peacemaking skills and values. This holistic resource is equally beneficial for children and staff, and transforms school environments for the better. Restorative practice is a proven approach to discipline in schools that favours relationships over retribution, and has been shown to improve behaviour and enhance teaching and learning outcomes. However, in order for it to work, restorative practice needs a relational school culture. Implementing Restorative Practice in Schools explains what has to happen in a school in order for it to become truly restorative. Section 1 explains the potential of restorative practice in schools, describing the positive outcomes for students and teachers. It also outlines the measures that need to be in place in order to embed restorative practice. Section 2 examines the process of understanding and managing change, providing realistic and pragmatic guidance on the practical and emotional barriers that may be encountered. Finally, Section 3 provides in eight practical steps, strategic guidance for achieving a restorative culture that sticks. Featuring useful pro formas and templates, this book will be an indispensable guide for educators, administrators and school leaders in mainstream and specialist settings.

New Directions in Restorative Justice

Practical Ideas, Stories and Inspiration

A Guide to Whole-School Strategies and Practical Support

Schools of To-morrow

The Little Book of Restorative Discipline for Schools

People and Places Transforming Education and Communities

Tackling Behaviour in Your Primary School

Authors assert the importance of creating a school culture that values the business of customer service. Text provides customer service examples, practices, and tools that can be used to help develop quality relationships with parents, students, and the community as a whole. Middleton and Petitt, associate superintendents in Mason County, KY, share their experiences with implementing these techniques in their district.

Can community-building begin in a classroom? The authors of this book believe that by applying restorative justice at school, we can build a healthier and more just society. Various practical applications and models. Can an overworked teacher possibly turn an unruly incident with students into an "opportunity for learning, growth, and community-building?"

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If restorative justice has been able to salvage lives within the world of criminal behavior, shouldn't its principles be applied in school classrooms and cafeterias? And if our children learn restorative practices early and daily, won't we be building a healthier, more just society? Two educators answer yes, yes, and yes in this new addition to The Little Books of Justice and Peacebuilding series. Amstutz and Mullet offer applications and models. "Discipline that restores is a process to make things as right as possible." This Little Book shows how to do it there.

Around the world, schools are being asked to offer new services to students, families, and communities in order to overcome the effects of disadvantage. This book critically examines the role of full service and extended schools.

"Failing schools. Underprivileged schools. Just plain bad schools." That's how Eve L. Ewing opens *Ghosts in the Schoolyard*: describing Chicago Public Schools from the outside. The way politicians and pundits and parents of kids who attend other schools talk about them with a mix of pity and contempt. But Ewing knows Chicago Public Schools from the inside as a student, then a teacher, and now a scholar who studies them. And that perspective has shown her that public schools are not buildings full of failures--they're an integral part of their neighborhoods, at the heart of their communities, storehouses of history and memory that bring people together. Never was that role more apparent than in 2013 when Mayor Rahm Emanuel announced an unprecedented wave of school closings. Pitched simultaneously as a solution to a budget problem, a response to declining enrollments, and a chance to purge bad schools that were dragging down the whole system, the plan was met with a roar of protest from parents, students, and teachers. But if these schools were so bad, why did people care so much about keeping them open, to the point that some would even go on hunger strike? Ewing's answer begins with a story of systemic racism, inequality, bad schools, and distrust that stretches deep into Chicago history. Rooting her exploration in the heart of an African American neighborhood of Bronzeville, Ewing reveals that this issue is about much more than just schools. Black communities see the closing of their schools--schools that are certainly less than perfect but that are theirs--as one more in a long line of racist policies. The fight to keep them open is yet another front in the ongoing struggle of black people in America to build successful lives and achieve true self-determination.

Restorative Justice

Racism and School Closings on Chicago's South Side

Self-Harm and Eating Disorders in Schools

A Practical Handbook for Teachers

Schooltalk

How It Works

The Education Outlook

This book addresses a number of key themes and developments in restorative justice, and is based on papers originally presented at the 6th International Conference on Restorative Justice in Vancouver. It is concerned with several new areas of practice within restorative justice, with sections on restorative justice and youth, aboriginal justice and restorative justice, victimization and restorative justice, and evaluating restorative justice. Contributors to the book

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are drawn from leading experts in the field from the UK, US, Europe, Canada, Australia and New Zealand.

This book examines how to encourage the development of others towards social justice practices. The processes of development include practices such as mentoring, coaching, professional development, and the exploration of alternatives to reculture the work environment and enhance collaborative partnerships. Many groups play a role in the leadership and improvement of social justice opportunities in education, such as students, new teachers, veteran teachers, teacher leaders, new campus leaders, veteran campus leaders, parents, district leaders, non-certified school personnel and board of education members. Their preparation and development are explored in this volume through the people's voices and experiences. Finally, challenges can be recognized in the effort to encourage the development of others, including local and federal policies, new forms of academic delivery, and the preparation of leaders in ever-evolving educational structures. These issues will be fully explored with the aim of informing practitioners and scholars in the field of educational leadership.

What does it take to prepare students, teachers, and school staff to shape a just and sustainable future? In *Trailblazers for Whole School Sustainability*, you will meet educators and school leaders who are on the front lines of re-imagining school through the lens of sustainability. This book features inspiring stories from around the country, from urban and rural schools and districts, that highlight best practices and lessons learned from teachers, administrators, and students as they transformed their school communities for a just and sustainable future. These stories are structured around a practical framework that demonstrates how this work allows schools and districts to work smarter, not harder, by integrating sustainability and systems thinking into leadership; curriculum and instruction; culture and climate; and facilities and operations. While each school and district's story in this book is different, the passion that drives each one to embrace sustainability in everything they do, from operations to curriculum, remains the same. *Trailblazers for Whole School Sustainability* shows what is possible when educators resolve to blaze a trail to re-imagine K-12

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education for a just and sustainable future.

Just Schools examines the challenges and possibilities for building more equitable forms of collaboration among non-dominant families, communities, and schools. The text explores how equitable collaboration entails ongoing processes that begin with families and communities, transform power, build reciprocity and agency, and foster collective capacity through collective inquiry. These processes offer promising possibilities for improving student learning, transforming educational systems, and developing robust partnerships that build on the resources, expertise, and cultural practices of non-dominant families. Based on empirical research and inquiry-driven practice, this book describes core concepts and provides multiple examples of effective practices. "This is the most compelling work to date on school and community engagement. It will be required reading for all my future classes."

—Muhammad Khalifa, University of Minnesota "Full of practical steps that educators and administrators can and must take to build strong collaborations with families."

—Mark R. Warren, University of Massachusetts Boston "This important publication provides a way forward for educators, families, students and community members to co-create "Just Schools" by honoring, validating, and celebrating each other's knowledge, skills, power and resources."

—Karen Mapp, Harvard Graduate School of Education

Silence in Schools

A Social Justice Agenda

EBOOK: Girls And Education 3-16: Continuing Concerns, New Agendas

The Leader in Me

A Practitioner's Handbook

A Practical Guide to Transforming School Communities

Ghosts in the Schoolyard

Clear and accessible, *Using an Inclusive Approach to Reduce School Exclusion* supports an inclusive approach to teaching and learning to help schools find ways to reduce exclusion and plan alternative approaches to managing the pathways of learners at risk. Offering a summary of the contemporary context of DfE and school policy in England, this book considers: Statistics and perspectives from Ofsted The literature of exclusion and recent research into effective provision for learners with SEN The key factors underlying school exclusion Case studies and practical approaches alongside theory and research The impact of exclusion on learners at risk Written by experienced practitioners, *Using an Inclusive Approach to Reduce School Exclusion* encourages a proactive approach to

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reducing exclusion through relatable scenarios and case studies. An essential toolkit to support the development of inclusive practice and reduce exclusion, this book is an invaluable resource for SENCOs, middle and senior leaders.

Words matter. Every day in schools, language is used—whether in the classroom, in a student-teacher meeting, or by principals, guidance counselors, or other school professionals—implying, intentionally or not, that some subset of students have little potential. As a result, countless students “underachieve,” others become disengaged, and, ultimately, we all lose. Mica Pollock, editor of *Everyday Antiracism*—the progressive teacher’s must-have resource—now turns to what it takes for those working in schools to match their speech to their values, giving all students an equal opportunity to thrive. By juxtaposing common scenarios with useful exercises, concrete actions, and resources, *Schooltalk* describes how the devil is in the oft-dismissed details: the tossed-off remark to a student or parent about the community in which she lives; the way groups—based on race, ability, and income—are discussed in faculty meetings about test scores and data; the assumptions and communication breakdowns between counselors, teachers, and other staff that cause kids to fall needlessly through the cracks; or the deflating comment to a young person about her college or career prospects. *Schooltalk* will empower educators of every ilk, revealing to them an incredibly effective tool at their disposal to support the success of all students every day: their words.

Ferrara, Jacobson, and their colleagues illuminate how community schools become a comprehensive, place-based strategy that both supports high-quality teaching and learning and addresses out-of-school barriers to success.

Self-harm and eating disorders are present in almost every school and they frequently co-occur. This book provides the vital guidance that school staff need to spot early warning signs, understand triggers and support the students in their care effectively. This very practical guide helps educational professionals to gain a better understanding of self-harm and eating disorders by dispelling the myths and misconceptions that surround these behaviours. The book provides advice on whole-school policies and procedures as well as day-to-day strategies to implement in lessons, at mealtimes and in one-on-one sessions. It explains how to respond to disclosures, make referrals and work alongside parents to assist in the road to recovery.

New American Schools After a Decade

Beyond the School Gates

The World Book Encyclopedia

Restorative Justice Approaches to Working with Children in Public Care

Leaving a Legacy

Trailblazers for Whole School Sustainability

Developing Teaching Skills In The Primary School

This book will focus specifically on developing pedagogical skills and consider what these skills are, how they develop, how they impact on learning and how they differ for different ages and subjects

This pocket-sized guide can be taken conveniently to meetings, interviews and visits, to be used as a quick reference point for information about the practical application of restorative justice. The book covers every stage of the process, from how a facilitator should prepare for taking on a new case, through initial contacts with victim and offender and facilitating meetings,

to recording and evaluating a case. While acknowledging throughout the different possible ways of proceeding, the authors provide example prompts for steps such as writing to a victim for the first time, talking to the victim and offender ahead of their meeting, and initiating meetings. They use jargon-free language and provide helpful task checklists for speed and ease of reference. This is an invaluable companion for youth offending team workers, probation officers, prison staff, police, referral order volunteers, mediators and any professional needing to know about restorative justice.

Restorative justice is an innovative approach to addressing conflict and bullying, as well as disruptive, challenging and criminal behaviour. A restorative approach in a care setting shifts the emphasis from managing and responding to anti-social behaviour to the building, nurturing and repairing of relationships, and encourages the young person to accept responsibility and put things right. In this photocopiable resource, Belinda Hopkins identifies the practical benefits of employing the restorative approach. In extreme cases, this can mean dealing with serious incidents effectively without recourse to the police and the criminal justice system. For day-to-day interactions the approach builds on the principles of social pedagogy and 'restorative parenting', and offers a fresh look at encouraging self-regulation through the promotion of pro-social behaviour and greater involvement of the young people themselves in making choices that address everyone's needs. Just Care is essential reading for residential care managers and staff, social workers, youth offending team managers and those with responsibility for foster care training and development.

Some schools have been using silence for years to benefit children and facilitate their learning. Yet this is the first book to examine the practice of silence in schools as an effective – and cost free – pedagogic tool. The author talks with headteachers and teachers about how they use silence in the classroom and they reflect on its benefits to the children and themselves. She presents case studies of schools which have introduced meditation, quiet spaces and silent moments, and analyses how these initiatives contribute to the students' experience and learning and enhance the schools' ethos. The book could not be more timely. It brings readers right up to date with the theoretical exploration of planned silence, which is in its infancy but growing fast. But this is also the time when the ideas around using silence with children are being enthusiastically promoted by popular figures such as Goldie Hawn and David Lynch, thus attracting much attention in the education arena. It is important reading for headteachers and teachers, policy makers, educational researchers and parents.

Practical Strategies for Reducing Bullying

Rethinking What We Say About and To Students Every Day

Principals of Inclusion

The Big Book of Whole School Wellbeing

How to Be a Peaceful School

Setting Schools Up to Succeed

Equitable Remedies for Excessive Exclusion

Informed teaching is built upon a clear understanding of a wide range of professional issues. *Reflective Teaching and Learning in the Secondary School* offers a comprehensive overview of core teaching topics for professional studies modules on secondary initial teacher education courses. Offering a critically engaged examination of practical and theoretical topics in order to encourage deeper reflection on what underpins good teaching practice, this second edition has been carefully updated to provide a contemporary introduction to secondary education. New to this edition: a new chapter on diversity, social justice and global issues in teaching a new chapter on pastoral and tutorial roles masters-level critical reading tasks in every chapter awareness of recent developments in education policy. This is indispensable reading for anyone training to teach in secondary education including postgraduate (PGCE, SCITT) and school-based routes into teaching. A companion website including activities and exemplar material can be found at: www.sagepub.co.uk/dymoke Sue Dymoke is Senior Lecturer in Education at the University of Leicester.

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The *Leader in Me* is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught *The 7 Habits of Highly Effective People* to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of

people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

"This is a book to own, read and re-read for its insights and which should then provoke us to act so that all children at school are able to enjoy and benefit from education". Professor Debbie Epstein, Cardiff University, UK, Editor, Gender and Education "This excellent book offers evidence from a rich vein of research covering all aspects of girls' and young women's experiences of education, in and out of school, and is therefore an absolute must for all involved in teaching, learning, researching and policy-making on gender." Professor Gaby Weiner, University of Edinburgh, UK Countering claims that we live in 'post-feminist' times in which girls 'have it all' and can do, and be, whatever they like, this book explores some of the current concerns of, and about, girls today. Issues relating to girls' schooling and femininities have been sidelined and depoliticised in recent education agendas. Yet questions and concerns relating to schoolgirls' lives and experiences deserve immediate attention. Not all girls are academically successful; many girls face exclusion in schools; career aspirations are still gendered; rates of smoking and drinking alcohol are high amongst some groups of girls. With contributions from leading researchers in gender and education, this book: Draws on cutting edge research to consider ongoing problems and explore new agendas. Includes contributions relating to the entire 3-16 year age range. Considers both the within- and out-of-school experiences of girls, and locates them within wider debates about gender anxieties in contemporary education. This topical collection highlights the main issues faced by girls in Britain today, and endeavours to put girls back on the educational agenda. It is essential reading for students, academics and researchers in education, sociology, and girls' studies, as well as for school teachers and education policy makers.

Contributors: Alexandra Allan, Sheryl Clark, Fin Cullen, Jannette Elwood, Becky Francis, Rosalyn George, Valerie

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Hey, Laura Hills, Jean Kane, Gwynedd Lloyd, Jackie Marsh, Barbara Martin, Gillean McCluskey, Emma Renold, Sheila Riddell, Jessica Ringrose, Farzana Shain, Joan Stead, Elisabet Weedon

About a decade ago, New American Schools (NAS) set out to address the perceived lagging performance of American students and the lackluster results of school reform efforts. As a private nonprofit organization, NAS's mission was-and is-to help schools and districts raise student achievement levels by using whole-school designs and design team assistance during implementation. Since its inception, NAS has engaged in a development phase (1992-1993), a demonstration phase (1993-1995), and a scale-up phase (1995-present). Over the last ten years, RAND has been monitoring the progress of the NAS initiative. This book is a retrospective on NAS and draws together the findings from RAND research. The book underscores the significant contributions made by NAS to comprehensive school reform but also highlights the challenges of trying to reform schools through whole-school designs. Divided into sections on each research phase, the book concludes with an afterword by NAS updating its own strategy for the future. This book will interest those who want to better understand comprehensive school reform and its effects on teaching and learning within high-stakes accountability environments.

Just Schools (1979)

Creating Restorative Schools

A Community Takes on the Challenge of School Desegregation

Case Studies of Educators in Action

A Whole School Approach to Restorative Justice

Who Cares?

Your essential guide to wellbeing in education. Despite many school leaders and teaching and non-teaching staff working hard to support children's and their own wellbeing, more needs to be done. This book provides you with the necessary tools and strategies to navigate your way through the changing educational landscape and shape the schools of the future. Written by a diverse range of experts in the field, it explores how all school staff can support their own, their colleagues' and their students' wellbeing, how leaders can lead well and be well, and the importance of relationships within the entire school community to promote personal, academic and professional flourishing. This book will make you think and take you out of your comfort zone. It will inspire discussions and support you - whatever your role in school is - to bring positive change to school policy and culture. Kimberley Evans is an experience teacher and founder of Nourish the Workplace. Th é r è se Hoyle is an education consultant, leadership coach and trainer. Frederika Roberts is a Positive Education

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advocate and former teacher. Bukky Yusuf is a senior leader, science teacher and consultant. Dr. Griffiths' Principals of Inclusion is both a practical, realistic blueprint and an inspiring call to action for accelerating schools/school systems in their search to optimize all students' potential (inclusion). In an information age and an increasingly interconnected Global Village, no student's potential can afford to be wasted, especially by exclusionary educational practices/traditions (either conscious or unconscious). Dr. Griffiths writes clearly, using universal metaphors/tactics applicable to all educational situations.

Examining the experiences of teachers who are already trusted to call the shots, this book answers: What would teachers do if they had the autonomy not just to make classroom decisions, but to collectively—with their colleagues—make the decisions influencing whole school success? Decisions such as school curriculum, how to allocate the school budget, and who to hire.

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

Closing the School Discipline Gap

Facing the Challenges of Whole-School Reform

Educational Leaders Encouraging the Intellectual and Professional Capacity of Others

Building Equitable Collaborations with Families and Communities

Circle in the Square: Building Community and Repairing Harm in School

The Pocket Guide to Restorative Justice

Rethinking School Reform

This book tells of the challenges faced by white and black school administrators, teachers, parents, and students as Alachua County, Florida, moved from segregated schools to a single, unitary school system. After Brown v. Board of Education, the South's separate white and black schools continued under lower court opinions, provided black students could choose to go to white schools. Not until 1968 did the NAACP Legal Defense Fund convince the Supreme Court to end dual school systems. Almost fifty years later, African Americans in Alachua County remain divided over that outcome. A unique study including extensive interviews, We Can Do It asks important questions, among them: How did both races, without precedent, work together to create desegregated schools? What conflicts arose, and how were they resolved (or not)? How was the community affected? And at a time when resegregation and persistent white-black achievement gaps continue to challenge public schools, what lessons can we learn from the generation that desegregated our schools?

For all grade levels, this second edition of Schools Where Everyone Belongs is packed with practical guidelines and proven strategies for implementing a whole-school approach for reducing bullying. The author draws on theory and research, as well as over two decades of experience as a school counselor and consultant to provide educators with his creative ideas and successful techniques. Interventions to help aggressive youth internalize rules and develop conscience are paired with methods for helping targets of bullying. Chapters cover a wide range of topics, including myths about bullying, acknowledging positive behavior, effective discipline, working with parents, relational aggression, empowering bystanders, and preventing disability harassment. New materials have been added in response to concerns of parents, educators, and students: An entire chapter on preventing harassment of students with disabilities A new set of guidelines for helping students take responsibility for their behavior A troubleshooting guide for developing and implementing school discipline systems 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

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outcomes. Part I explores how suspensions flow along the lines of race, gender, and disability status. Part II examines potential remedies that show great promise, including a district-wide approach in Cleveland, Ohio, aimed at social and emotional learning strategies. Closing the School Discipline Gap is a call for action that focuses on an area in which public schools can and should make powerful improvements, in a relatively short period of time. Contributors include Robert Balfanz, Jamilia Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J. Skiba, Ivory A. Toldson “Closing the School Discipline Gap can make an enormous difference in reducing disciplinary exclusions across the country. This book not only exposes unsound practices and their disparate impact on the historically disadvantaged, but provides educators, policymakers, and community advocates with an array of remedies that are proven effective or hold great promise.

Educators, communities, and students alike can benefit from the promising interventions and well-grounded recommendations.” —Linda Darling-Hammond, Charles E. Ducommun

Professor of Education, Stanford University “For over four decades school discipline policies and practices in too many places have pushed children out of school, especially children of color. Closing the School Discipline Gap shows that adults have the power—and responsibility—to change school climates to better meet the needs of children. This volume is a call to action for policymakers, educators, parents, and students.” —Marian Wright Edelman, president, Children’s Defense Fund

How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time
Restorative Practices in Schools

Teaching Responsibility; Creating Caring Climates

What Happens when Teachers Call the Shots

We Can Do It

Servant Leadership

Trusting Teachers with School Success