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SINGLETON LILIANNA

The Oxford Handbook of U.S. Education Law Taylor & Francis
 Examines the effectiveness and deficiencies of judicial intervention into the problems of racial discrimination in education

The Future of Economic and Social Rights Cambridge University Press

American education as we know it today—guaranteed by the state to serve every child in the country—is still less than a hundred years old. It's no wonder we haven't agreed yet as to exactly what role education should play in our society. In these Tanner Lectures, Danielle Allen brings us much closer, examining the ideological impasse between vocational and humanistic approaches that has plagued educational discourse, offering a compelling proposal to finally resolve the dispute. Allen argues that education plays a crucial role in the cultivation of political and social equality and economic fairness, but that we have lost sight of exactly what that role is and should be. Drawing on thinkers such as John Rawls and Hannah Arendt, she sketches out a humanistic baseline that re-links education to equality, showing how doing so can help us reframe policy questions. From there, she turns to civic education, showing that we must reorient education's trajectory toward readying students for lives as democratic citizens. Deepened by commentaries from leading thinkers Tommie Shelby, Marcelo Suárez-Orozco, Michael Rebell, and Quiara Alegría Hudes that touch on issues ranging from globalization to law to linguistic empowerment, this book offers a critical clarification of just how important education is to democratic life, as well as a stirring defense of the humanities.

Urban Education Rowman & Littlefield

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

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

Building a Better Teacher Vintage

The first work of its kind to present a comprehensive survey of landmark court decisions on educational adequacy and equity claims and their impact on public school reform. In *Educational Adequacy and the Courts: A Reference Handbook*, education researcher Elaine Walker presents an in depth analysis of pivotal court cases and their impact on educational adequacy and reform, illuminating the inherent challenges of redressing long-standing problems associated with state funding mechanisms for K-12 education. In addition to an eye opening, state-by-state discussion of court rulings and their effect on education, Walker covers such topics as the moral imperative for educational reform, the failure and success of federal and state reform efforts, and the historical importance of school finance litigation in the reform of school systems in high poverty areas. The work also highlights alternative ways in which improvement can be approached and sheds light on the overall complexities of setting educational policy.

Courts and Kids University of Chicago Press

This authoritative handbook examines the community, district, and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership practices that foster social justice, equity, and advocacy for those who have been traditionally and historically underserved in

education. The handbook's ten sections cover topics as diverse as curriculum, instruction, and educational outcomes; gender, race, and class; higher education; and leadership preparation and support. Its twenty-nine chapters offer both American and international perspectives.

Encyclopedia of Education Economics and Finance IAP

This much-anticipated fifth edition of *Exploring Education* offers an alternative to traditional foundations texts by combining a point-of-view analysis with primary source readings. Pre- and in-service teachers will find a solid introduction to the foundations disciplines -- history, philosophy, politics, and sociology of education -- and their application to educational issues, including school organization and teaching, curriculum and pedagogic practices, education and inequality, and school reform and improvement. This edition features substantive updates, including additions to the discussion of neo-liberal educational policy, recent debates about teacher diversity, updated data and research, and new selections of historical and contemporary readings. At a time when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted approaches to curriculum and instruction, *Exploring Education* helps teachers to think critically about the "what" and "why" behind the most pressing issues in contemporary education.

Child Rights & Remedies University of Chicago Press

Education Law, 5th Edition is organized around the belief that students need to read court cases to understand the subtlety and richness of the law, but for legal neophytes, cases without discussion and interpretation are often too difficult to comprehend. This textbook provides a comprehensive survey of the legal problems and issues that confront school administrators and policymakers today. Thus, the text balances an explanation of the important principles of education law, with actual court decisions to illuminate these concepts. The court decisions are carefully edited to highlight issues most relevant to administrators, and each chapter explores implications for policy and practice. This new edition features additional content on bullying, student privacy, free speech rights, teacher evaluation, collective bargaining, and issues relating to Internet and technology as well as revised materials dealing with education policy and updating of references and case law throughout. A companion website with materials for students and instructors, including links to full cases, a glossary of key concepts, and discussion questions to help students further engage with the content.

Educational Adequacy and the Courts Temple University Press
 How the United States can provide equal educational opportunity to every child
 The United States Supreme Court closed the

courthouse door to federal litigation to narrow educational funding and opportunity gaps in schools when it ruled in *San Antonio Independent School District v. Rodriguez* in 1973 that the Constitution does not guarantee a right to education. Rodriguez pushed reformers back to the state courts where they have had some success in securing reforms to school funding systems through education and equal protection clauses in state constitutions, but far less success in changing the basic structure of school funding in ways that would ensure access to equitable and adequate funding for schools. Given the limitations of state school funding litigation, education reformers continue to seek new avenues to remedy inequitable disparities in educational opportunity and achievement, including recently returning to federal court. This book is the first comprehensive examination of three issues regarding a federal right to education: why federal intervention is needed to close educational opportunity and achievement gaps; the constitutional and statutory legal avenues that could be employed to guarantee a federal right to education; and, the scope of what a federal right to education should guarantee. A Federal Right to Education provides a timely and thoughtful analysis of how the United States could fulfill its unmet promise to provide equal educational opportunity and the American Dream to every child, regardless of race, class, language proficiency, or neighborhood.

The Schoolhouse Gate Teachers College Press

Over the past thirty-five years, federal courts have dramatically retreated from actively promoting school desegregation. In the meantime, state courts have taken up the mantle of promoting the vision of educational equity originally articulated in *Brown v. Board of Education*. *Courts and Kids* is the first detailed analysis of why the state courts have taken on this active role and how successful their efforts have been. Since 1973, litigants have challenged the constitutionality of education finance systems in forty-five states on the grounds that they deprive many poor and minority students of adequate access to a sound education. While the plaintiffs have won in the majority of these cases, the decisions are often branded "judicial activism"—a stigma that has reduced their impact. To counter the charge, Michael A. Rebell persuasively defends the courts' authority and responsibility to pursue the goal of educational equity. He envisions their ideal role as supervisory, and in *Courts and Kids* he offers innovative recommendations on how the courts can collaborate with the executive and legislative branches to create a truly democratic educational system.

Education Law Taylor & Francis

This book makes a comprehensive, multi-disciplinary argument for investing in effective early childhood education programs, especially those that develop in children their proven natural capacity to construct knowledge by building meaningful relationships. Recent insights in the fields of law, policy, economics, pedagogy, and neuroscience demonstrate that these particular programs produce robust educational, social, and economic benefits for children and for the country. The book also provides legal and political strategies for achieving these proven benefits as well as pedagogical strategies for developing the most effective early childhood education programs. The book concludes by making visible the wonderful learning that can take place in an early education environment where teachers are afforded the professional judgment to encourage children to construct their own knowledge through indispensable learning relationships.

The Courts and the Curriculum Rowman & Littlefield

Spending on K-12 education across the United States and across local school districts has long been characterized by great disparities—disparities that reflect differences in property wealth and tax rates. For more than a quarter-century, reformers have attempted to reduce these differences through court challenges and legislative action. As part of a broad study of education finance, the committee commissioned eight papers examining the history and consequences of school finance reform undertaken in the name of equity and adequacy. This thought-provoking, timely collection of papers explores such topics as: What do the terms "equity" and "adequacy" in school finance really mean? How are these terms relevant to the politics and litigation of school finance reform? What is the impact of court-ordered school finance reform on spending disparities? How do school districts use money from finance reform? What policy options are available to states facing new challenges from court decisions mandating adequacy in school finance? When measuring adequacy, how do you consider differences in student needs and regional costs?

Exploring Education National Academies Press

Education of America's school children always has been and always will be a hot-button issue. From what should be taught to

how to pay for education to how to keep kids safe in schools, impassioned debates emerge and mushroom, both within the scholarly community and among the general public. This volume in the point/counterpoint *Debating Issues in American Education* reference series tackles the topic of school finance. Fifteen to twenty chapters explore such varied issues as additional fees, charter schools, equity vs. adequacy, federal mandates and funding, merit pay for teachers, property taxes and local revenues, and more. Each chapter opens with an introductory essay by the volume editor, followed by point/counterpoint articles written and signed by invited experts, and concludes with Further Readings and Resources, thus providing readers with views on multiple sides of financial issues with America's schools and pointing them toward more in-depth resources for further exploration.

The Courts and Education The Seventy-Seventh Yearbook of the National Society for the Study of Education Rowman & Littlefield

A Brookings Institution Press and the Thomas B. Fordham Institute publication *From race to speech, from religion to school funding, from discipline to special education, few aspects of education policy have escaped the courtroom over the past fifty years. Predictably, much controversy has ensued. Supporters of education litigation contend that the courts are essential to secure student (and civil) rights, while critics insist that the courts distort policy and that the mere threat of litigation undermines the authority of teachers and administrators. From Schoolhouse to Courthouse* brings together experts on law, political science, and education policy to test these claims. Shep Melnick (Boston College) and James Ryan (University of Virginia School of Law) draw lessons from judicial efforts to promote school desegregation and civil rights. Martha Derthick (University of Virginia), John Dinan (Wake Forest University), and Michael Heise (Cornell Law School) discuss litigation over high-stakes testing and school finance in the era of *No Child Left Behind*. Richard Arum (New York University), Samuel R. Bagenstos (Washington University Law School), and Frederick M. Hess (American Enterprise Institute) analyze the consequences of court rulings for school discipline, special education, and district management. Finally, editors Joshua Dunn and Martin R. West probe the tangled relationship between religious freedom, student speech, and school choice.

School Finance Cambridge University Press

Child Rights and Remedies provides a comprehensive examination of how United States law and policy affects the lives and futures of children. This law school text covers a broad spectrum of major cases, statutes, and relevant empirical evidence that illustrate how children are faring in light of how our legal and political systems function. "Professor Robert C. Fellmeth, the master of child rights and remedies and the long-time maestro of child advocacy, presents his *Magnum Opus* to inform our intellects, challenge our consciences and galvanize our motivation on behalf of children who will either inherit our derelictions or our beneficent foresight. This book works as a very comprehensive recruiter for students and other citizens who wish to help build a society and culture that nurtures the young into fulfilling their life's possibilities." — Ralph Nader "Professor Jessica Heldman is a distinguished expert in children's law and policy with years of experience working with advocacy organizations and state child welfare and juvenile justice systems to improve the treatment of children. Alongside Robert Fellmeth, Jessica Heldman provides a comprehensive treatise on children's rights, including children as individuals, as a class, and as a political voice for reform. Professor Heldman's scholarship and leadership will help advance children's rights for years to come. This book is an essential read for all children's advocates." — Kim Dvorchak, JD, Executive Director, National Association of Counsel for Children

School-Linked Services Aspen Publishing

Doing Youth Participatory Action Research offers an unprecedented, in-depth exploration of the pragmatics and possibilities of youth-driven research. Drawing upon multiple years of experience engaging youth in rigorous, critical inquiry about the conditions impacting their lives, the authors examine how YPAR encourages the educational community to re-imagine the capabilities of young people and the purposes of teaching, learning, and research itself. Much more than a "how-to" guide for those interested in creating their own YPAR projects, this book draws upon the voices of students and educators, as well as the multiple historical traditions of critical research, to describe how youth inquiry transforms each step of the traditional research process. From identifying research questions to collecting data and disseminating findings, each chapter details how YPAR

revolutionizes traditional conceptions of who produces knowledge, how it is produced, and for what purposes. The book weaves together research, policy, and practice to offer YPAR as a practice with the power to challenge entrenched social and educational inequalities, empower critically aware youth, and revolutionize pedagogy in classrooms and communities. For researchers, educators, community members, and youth who want to connect, question, and transform the world collectively, *Doing Youth Participatory Action Research* is a rich source of both pragmatic methodological guidance and inspiration.

Education, Justice & Democracy Columbia University Press

This handbook is currently in development, with individual articles publishing online in advance of print publication. At this time, we cannot add information about unpublished articles in this handbook, however the table of contents will continue to grow as additional articles pass through the review process and are added to the site. Please note that the online publication date for this handbook is the date that the first article in the title was published online.

Reasoning Rights Heinemann Educational Books

Education is a contested topic, and not just politically. For years scholars have approached it from two different points of view: one empirical, focused on explanations for student and school success and failure, and the other philosophical, focused on education's value and purpose within the larger society. Rarely have these separate approaches been brought into the same conversation. *Education, Justice, and Democracy* does just that, offering an intensive discussion by highly respected scholars across empirical and philosophical disciplines. The contributors explore how the institutions and practices of education can support democracy, by creating the conditions for equal citizenship and egalitarian empowerment, and how they can advance justice, by securing social mobility and cultivating the talents and interests of every individual. Then the authors evaluate constraints on achieving the goals of democracy and justice in the educational arena and identify strategies that we can employ to work through or around those constraints. More than a thorough compendium on a timely and contested topic, *Education, Justice, and Democracy* exhibits an entirely new, more deeply composed way of thinking about education as a whole and its importance to a good society.

Learning Together Rowman & Littlefield

This book is about judicial reasoning in human rights cases. The aim is to explore the question: how is it that notionally universal norms are reasoned by courts in such significantly different ways? What is the shape of this reasoning; which techniques are common across the transnational jurisprudence; and which are particular? The book, comprising contributions by a team of world-leading human rights scholars, moves beyond simply addressing the institutional questions concerning courts and human rights, which often dominate discussions of this kind, seeking instead a deeper examination of the similarities and divergence of reasonings by different courts when addressing comparable human rights questions. These differences, while partly influenced by institutional concerns, cannot be attributed to them alone. This book explores the diverse and rich underlying spectrum of human rights reasoning, as a distinctive and particular form of legal reasoning, evident in the case studies across the selected jurisdictions.

Facing the Challenges Bloomsbury Publishing USA

In *Realizing Educational Rights*, Anne Newman examines two educational rights questions that arise at the intersection of political theory, educational policy, and law: What is the place of a right to education in a participatory democracy, and how can we realize this right in the United States? Tracking these questions across both philosophical and pragmatic terrain, she addresses urgent moral and political questions, offering a rare, double-pronged look at educational justice in a democratic society. Newman argues that an adequate K-12 education is the right of all citizens, as a matter of equality, and emphasizes that this right must be shielded from the sway of partisan and majoritarian policy making far more than it currently is. She then examines how educational rights are realized in our current democratic structure, offering two case studies of leading types of rights-based activism: school finance litigation on the state level and the mobilization of citizens through community-based organizations. Bringing these case studies together with rich philosophical analysis, *Realizing Educational Rights* advances understanding of the relationships among moral and legal rights, education reform, and democratic politics.

Critical Resource Theory NYU Press

Education Law, Policy, and Practice: Cases and Materials, Fifth Edition