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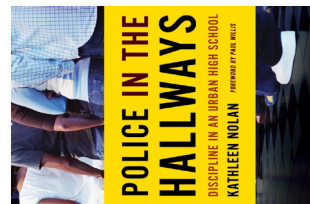
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### POLICE IN THE HALLWAYS

Exposing the deeply harmful impact of street-style policing on urban high school students.



## Books on Education

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## Mothers United

*An Immigrant Struggle for Socially Just Education*

ANDREA DYRNESS



**NEW** In *Mothers United*, Andrea Dyrness chronicles the experiences of five Latina immigrant mothers in Oakland, California—one of the most troubled urban school districts in the country—as they become informed and engaged advocates for their children’s education. Collaborating with the author, among others, to

conduct interviews and focus groups with teachers, parents, and students, these mothers moved from isolation and marginality to take on unfamiliar roles as researchers and community activists while facing resistance from within the local school district.

A powerful, inspiring story about self-learning, consciousness-raising, and empowerment, *Mothers United* offers important lessons for school reform movements everywhere.

“Andrea Dyrness has produced an intimate, persuasive ethnography of a new, unexpected ‘learning site’ beyond the school walls. I haven’t seen a better portrayal of activist ethnographic practice in the literature.”

—**Douglas Foley**, University of Texas, Austin

“*Mothers United* is a brilliant example of how educational ethnography can illuminate the complex workings of school reform, parental agency and school engagement, and participatory action research for school change and social justice. Andrea Dyrness superbly illustrates how social injustice is reproduced in even the most well-intentioned and social justice-oriented school change movements.”

—**Sofia Villenas**, Cornell University

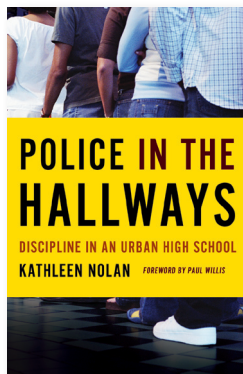
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264 pages | 2011

## Police in the Hallways

*Discipline in an Urban High School*

KATHLEEN NOLAN

FOREWORD BY PAUL WILLIS



**NEW** As zero-tolerance discipline policies have been instituted at high schools across the country, police officers are employed with increasing frequency to enforce behavior codes and maintain order, primarily at poorly performing, racially segregated urban schools. Through in-depth interviews, Kathleen Nolan offers a rich account of daily life at a Bronx high school where police patrol the hallways

and security and discipline fall under the jurisdiction of the NYPD. She documents how, as law enforcement officials initiate confrontations with students, small infractions often escalate into “police matters” that can lead to summonses to criminal court, arrest, and confinement in juvenile detention centers.

With compassion and clear-eyed analysis, Nolan sounds a warning about this alarming convergence of prison and school cultures and the negative impact that it has on the real lives of low-income students of color—and, in turn, on us all.

“A detailed ethnographic analysis of the ways in which discipline policies in New York schools have influenced the education and social experience of young people in so-called impact schools. Kathleen Nolan uncovers the complexity of the issues and exposes the unfairness of the policies in a subtle yet compelling manner.” —**Pedro Noguera**, author of *The Trouble With Black Boys and Other Reflections on Race, Equity and the Future of Public Education*

“Anyone interested in education in American should definitely take this sobering journey into life in an urban high school.”

—**Library Journal**

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## The Right to Be Out

*Sexual Orientation and Gender Identity in America's Public Schools*

Stuart Biegel

2011 Stonewall Book Award  
from the American Library Association

*The Right to Be Out* discusses what K–12 schools should do to implement right-to-be-out policies and examines recent legal and public policy changes.

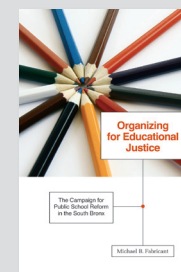
“A thorough, timely, and relevant contribution on a topic that truly impacts every classroom in the nation.”  
—**John Wilson**, National Education Association

“An excellent read and a great contribution in understanding how court cases and legislation continue to impact one’s right to be out in K-12 public school settings.”

—**Counseling Today**

“Indispensible.” —**Library Journal**

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## Organizing for Educational Justice

*The Campaign for Public School Reform in the South Bronx*

Michael B. Fabricant

*Organizing for Educational Justice* tells the story of CC9 from its origins in 1995 as a small group of concerned parents to the citywide application of its reform agenda ten years later. As urban parents search for ways to hold public schools accountable for their failures, this book shows how the success of the CC9 experience can be replicated elsewhere around the country.

“Everyone who is interested in authentic, deep school reform—the type that will make a difference in the lives of children—should read this book.” —**Randi Weingarten**, President, American Federation of Teachers

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