



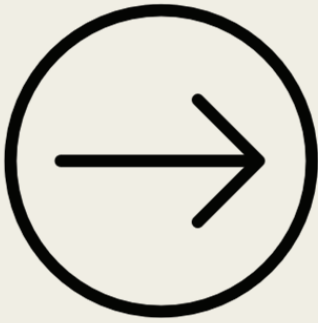
# RACE, REPETITION AND REFORM

1



# PREFACE

2



## Purpose

- The **purpose** of this talk is to explore the ways in which **Black and Brown** students' experiences with **school discipline systems** shape the way they view themselves as **members of our democracy**.

3

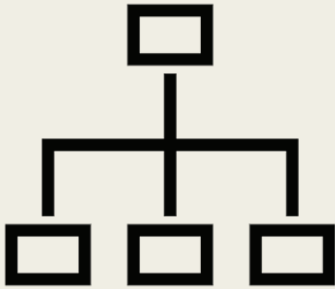
## Context

- This talk will draw heavily on a theory known as "**policy feedback**," in which an individual's **experiences** interacting with the state are a key determinant of **the way that they think of themselves** in relation to said state.
- The **classroom** is perhaps the most important site in which this process takes place, due both to the **amount** of an individual's formative years that are spent in school and the **role** that schools play in providing children with **essential social services**.
- **School discipline systems** are a crucial part of this process, as they teach children how to relate to the state when it comes to questions of **wrongdoing and accountability**.



4

# Structure



- This presentation will focus on **three themes**.
- First, the **punishments** central to school discipline systems.
- Second, the **processes** by which those punishments are administered.
- Third, the **people** responsible for administering them.

5

# PUNISHMENTS

6

Find the full text of this and thousands of other resources from leading experts in dozens of legal practice areas in the [UT Law CLE eLibrary \(utcle.org/elibrary\)](https://utcle.org/elibrary)

## Title search: Race, Repetition, and Reform

Also available as part of the eCourse

[2021 School Law eConference](#)

First appeared as part of the conference materials for the  
36<sup>th</sup> Annual School Law Conference session

"Race, Repetition, and Reform"