

STUDENT'S RIGHTS

WHAT RIGHTS DO STUDENTS HAVE TO ACCESS BOOKS?



Students retain their First Amendment rights in schools. In **Tinker v. Des Moines** Independent Community School District, a 1969 decision, the U.S. Supreme Court held that **students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”**

“Thirteen years later, in **Board of Education, Island Trees Union Free School District v. Pico**, the Court noted the “special characteristics” of the school library, making it “especially appropriate for the recognition of the **First Amendment rights of students,**” including **the right to access information and ideas.**

The American Library Association’s **Library Bill of Rights** article V states: **“A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.”** The bill of rights specifically states age as a reason patrons should not be denied access to books.

Even more than the Library Bill of Rights, the First Amendment protects the rights of students:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Further, the **Fourteenth Amendment** extends the limits of the First Amendment by protecting the people’s **rights to public education.** Now, not only is it federal law, but state and local laws also ensure access to education and knowledge. **Public schools and school libraries are part of local government; they must follow the First Amendment.**

“[T]he school board’s non-curricular decision to remove a book well after it had been placed in the public school libraries evokes the question whether that action might not be an unconstitutional attempt to ‘strangle the free mind at its source.’”

Campbell v. St. Tammany Parish School Board (1995)



Rights Of Students

**United States. Youth Development
Bureau**



Rights Of Students:

Rights of Students David L. Hudson, 2009 Is it fair to restrict certain students rights in order to make schools safer
What Are Student Rights? Amy B. Rogers, 2019-12-15 What rights do students have and how do they differ from the rights of adults Readers are challenged to think deeply and critically about these questions as they explore their rights as students The informative main text provides essential historical context and explains legal rulings in accessible language Fact boxes and graphic organizers enhance readers knowledge of this important topic Full color photographs provide relatable examples of students exercising their rights This helpful introduction to student rights encourages activism informed citizenship and a deeper understanding of the relationship between rights and responsibilities *The Rights of Students and Teachers* Louis Fischer, David Schimmel, 1982 This book discusses the civil rights of students and teachers in relation to such topics as racial discrimination free speech and personal appearance **The Rights of Students** Janet R. Price, Alan H. Levine, Eve Cary, 1988 The purpose of this book is to define the scope of school officials power to regulate students lives and their responsibilities to provide services and protections to students *The Rights and Responsibilities of Students* United States. Youth Development Bureau, 1978 **Student Rights** Patricia H. Hinchey, 2001-06-04 A survey of the evolution of student rights from children as property to free speech prayer in the classroom compulsory flag salutes school searches drug testing and the right to equal education This fascinating survey provides a comprehensive introduction to student rights tracing the legal status of children as their father s property to their current status as citizens entitled to constitutional rights Written by Patricia Hinchey *Student Rights A Reference Handbook* chronicles the landmark legislation and court decisions that have enabled the gradual transformation of students rights This book explains issues surrounding mandatory education and education as a property right examines various inequities such as the segregation of minority students and discusses bilingualism notably the Ebonics or Black English controversy in Oakland California It describes the persistent tension regarding religion and education and explores current controversies such as the widespread use of strip searches in schools by nonuniformed officials **Student Rights** Aubrey L. Hicks, 2012-01-15 This book examines the two sides of the debate related to freedom of speech and press censorship the right to protest and the ability to practice freedom of expression and religion and how it affects students today What Every Teacher Should Know about Student Rights Eve Cary, 1975 **The Legal Rights of Students** Thomas J. Flygare, 1975 *Civil Rights Digest* , 1969 **Encyclopedia of Educational Psychology** Neil J. Salkind, Kristin Rasmussen, 2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied

together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

Human Rights and Citizenship Education Nektaria Palaiologou, Michalinos Zembylas, 2018-11-21 This volume examines different conceptualizations of human rights citizenship and interculturalism as well as their inter relationships in different national contexts This intersection in its various combinations is explored theoretically pedagogically and practically with the studies investigating whether certain human rights demands reveal patterns that are incompatible with citizenship and multiculturalist claims Contributions also explore the theoretical and practical bases on which human rights citizenship and intercultural education should be grounded as well as how human rights citizenship and intercultural education can join forces to make policy practice and research stronger and more robust The issues explored in this volume continue to feature on policy agendas at local national and international levels at a time when considerable changes are taking place within and across societies Particularly in Europe the current refugee and migration crisis complicates this situation further creating new complex challenges for countries and regions including how to respond productively and justly to the migration of peoples how to complement existing legal frameworks and modes of governance to face threats to social justice security and social cohesion of political and civil societies and how to develop new rights that increase participation in social and political life especially in groups that are vulnerable and marginalized As shown here however these challenges provide unique opportunities to re imagine the transformative potential of the intersection among intercultural human rights and citizenship education in different situations and contexts *Teachers, Human Rights and Diversity* Audrey Osler, 2005 How should we educate citizens in multicultural societies This question is receiving increasing attention in countries across the world In this volume authors from England Northern Ireland the Republic of Ireland and the United States report on recent research in this field and consider the implications for teachers teacher education and student teachers Case studies illustrate how young citizens can learn to apply the principles of human rights and equality in resolving complex and controversial issues The contributors include Hilary Claire Colm O Cuanachain Carole Hahn Anne Hudson Ulrike Neins and Jackie Reilly Jill Rutter Chris Wilkins This book will be of particular interest to student teachers and their tutors Resources in Education, 1978 **Rethinking Human Rights** Erika Jiménez, 2024-10-17 Palestinians have used the language of human rights to articulate their struggle against the Israeli occupation and internationalise the injustices they face Palestinian young people learning about human rights at school experience a dissonance between the aspirational and internationalised framework of those norms and the layers of injustice of their own lived experience Drawing on research in the occupied West Bank this book explores the three layers of marginalisation faced by Palestinian young people the Israeli occupation that denies them their humanity the Palestinian pseudo state that denies them a voice and patriarchal structures that deny them agency to

show how these barriers influence their understanding of and scepticism towards human rights Influenced by decolonial theories this book illuminates how space needs to be created for the counter narratives of the oppressed in human rights discourse which may not align with more conventional representations of human rights It contends that human rights and by extension human rights education in the Palestinian context and beyond needs to be critiqued decolonised and ultimately transformed

Your Rights and Responsibilities Don Rowe,2002-11 With activities photocopiable students pages and teacher s notes based on real case studies this text supports the citizenship curriculum requirements for legal awareness It is suitable for specialist and non specialist teachers and can be used with mixed ability groups

Civil Rights DBA Social Studies School Service,2001

Library of Congress Subject Headings Library of Congress,2010

Human Rights in Teaching Practices Zankar,2016-03-10 Human Rights are the basic rights which one gets being human These are inherent rights which are received since inception Knowing and valuing the Human Rights is the best practice to prevent the violation in any form When an individual learns about ones rights it builds respect for the right of other which helps in constructing more tolerant and peaceful citizens ultimately leading to peaceful civil societies All Human Rights for All ascertains the universality indivisibility and interrelationship of all human rights The fact of unchangeable nature of Human Rights is essential for human existence Human rights in Teaching Practices is a book for students teacher educators teachers as well as researchers in the field of Education and Human Rights Education who intends to know about Human Rights and how to impart them to their students The main objective of this book is to share knowledge and skills to generate awareness and develop attitude towards Human Rights Education amongst student teachers It provides an indepth description of concepts of Human Rights Human Rights Education and strategies for teaching Human Rights in B Ed course The book is divided mainly in three parts first part deals with concept of human rights Human Rights Education the policy perspective of Human Rights the concept of human rights awareness and attitude towards human rights This section describes the theoretical underpinnings of human rights from different approaches Universal Declaration of Human Rights and how and where human rights are reflected in Indian Constitution The concept of human rights Education and its policy perspectives in Indian Education system Human Rights Education at different levels of school and at Teacher Education are described in detail from Indian Education policy perspective Researchers at National and International level are studied with respect to human rights of different persons in the society such as children women and other vulnerable groups Second part deals with the analysis of various components of human rights education programme for teacher education Following areas are included in the present module of Human Rights Education Concept Foundation and History of Human Rights Gender Discrimination and Equality Rights of the Child Secularism and Education Environmental Protection and Human Rights The Right to Education Egalitarianism and Education Protection of Human rights in India The Human Rights Education programme for student teachers of Bachelor in Education course was developed and its effectiveness was studied This part explains different

teaching strategies for imparting Human Rights Education The constructivist and experiential learning approaches were used to inculcate the human rights culture among student teachers awareness about human rights and their attitude towards human rights Third part deals with the research work and findings Experimental research on student teachers was done and the effectiveness of the programme was tested The Human Rights Education programme for generating awareness about Human Rights and attitude towards human rights was ascertained by considering various moderator variables The research findings have manifold uses for school teachers student teachers curriculum planners in teacher education all stakeholders of Education and human rights education so as to contribute directly or indirectly creating a peaceful and progressive society

The Civil Rights of Students David Schimmel,Louis Fischer,1975

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