The authors contend that zero tolerance discipline policies are inconsistent with adolescent developmental needs for authoritative, as distinguished from authoritarian, discipline. Previous research has applied the notion of authoritative parenting to teaching styles in classrooms, and a similar model of authoritative discipline can guide schoolwide discipline policies and practices (Gregory & Weinstein, 2004; Walker, 2008; Wentzel, 2002). Schoolwide authoritative discipline combines high levels of both structure and support. The authors conceptualize school structure as adequate supervision of students and consistent and fair enforcement of school rules. They conceptualize school support as the availability of positive adult–student relationships, help for struggling students, and programs to address students’ nonacademic needs. With its firm but fair and supportive approach, authoritative discipline can create a safe and secure learning environment conducive to student engagement and achievement.