



Resources, policies and expectations regarding student discipline are changing regularly.



Your IEA UniServ Director is the first contact for collective bargaining and representation matters.

For more information about Adverse Childhood Experiences (ACEs), institutional racism, trauma-informed schools and related topics, visit:

Partnership for Resilience

<https://ieane.org/resources/partnership-for-resilience/>

STUDENT DISCIPLINE — MAKING REFORM WORK

Adverse Childhood Experiences (ACEs) and childhood trauma are resulting in student behavior and discipline issues in many schools. At the same time, laws related to student discipline have changed. New requirements are creating questions, challenges and opportunities for IEA locals and school employees.



Inside you'll find ideas to help your local association meet the challenges of the law as it serves students and works with the district to make good policy.



STUDENT DISCIPLINE — MAKING REFORM WORK



Gather data

- ▶ What happens now in your school and district when students are disciplined?
- ▶ What's the current reality regarding suspension/expulsion rates?
- ▶ What does the data show by grade level, race, disability, gender, sexual orientation, exposure to ACEs, etc.?
- ▶ How might you survey, involve and support colleagues regarding safety issues, threat management and other concerns?
- ▶ What resources and professional development opportunities are needed?

(Note: Public information is available from the state board of education and the U.S. Office of Civil Rights. You may also ask your district for necessary data.)



Define staff and parent roles on advisory committee

(Parent-teacher advisory committee MUST annually review discipline policy with BOE)

- ▶ How are teachers to be selected?
- ▶ Who else will serve on Discipline Advisory Committee (DAC)? (Examples: teaching assistants, paraprofessionals, bus drivers, etc.)
- ▶ What are the roles and goals of staff?
- ▶ How will community members be selected and/or organized?



Determine what parts of current policy need revision

- ▶ What did the data show about student suspensions?
- ▶ What issues and interests did staff identify?
- ▶ What issues and interests have parents, community and students raised?
- ▶ How are "threat to safety" and "disruption to education" defined?
- ▶ How should threats to staff be handled?
- ▶ How does the discipline policy coordinate with collective bargaining?
- ▶ How successful is the district in implementing restorative justice?
- ▶ How successful is the district in implementing restorative practices?



Determine what issues are appropriate for collective bargaining

- ▶ Creation and make up of DAC;
- ▶ Required meetings of DAC;
- ▶ Record keeping, reporting and union/committee notification of discipline issues;
- ▶ Training, education and PD for bargaining unit members;
- ▶ Employee safety issues;
- ▶ Reporting and resolving threats against employees.



Determine training and resource needs

- ▶ What, if any, outside trainers, experts or resources are needed to reach staff and/or community?
- ▶ What resources can IEA and partners provide? (Potential resources: Loyola model and training, medical contacts, organizers, health care advocates and law enforcement.)
- ▶ Can state board of education or regional office of education assist?
- ▶ Will district pay for additional consultants?



Provide appropriate professional development for staff

- ▶ What are needs of teachers, support professionals, administrators, resource officers and school board?
- ▶ What should be the topics of training? (Potential topics: ACEs, effective classroom management, restorative practice and justice, culturally responsive discipline and promoting healthy school climate.)
- ▶ How should topics be determined?
- ▶ What groups should receive training and how often?



Document how discipline policy is being implemented

- ▶ Who will gather and analyze data?
- ▶ What additional information should be gathered?
- ▶ How should records be kept in relation to grade level, race, disability, gender, sexual orientation, exposure to ACEs, etc.?
- ▶ What impact is discipline having on law enforcement and juvenile justice?



Assess, re-evaluate, revise

- ▶ Is DAC meeting at least annually to review and refine?
- ▶ How is program working?
- ▶ Are suspensions/expulsions decreasing?
- ▶ What changes are occurring in school climate?
- ▶ Are changes to the policy needed?
- ▶ Are additional supports needed?
- ▶ Are relational organizing opportunities arising?



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