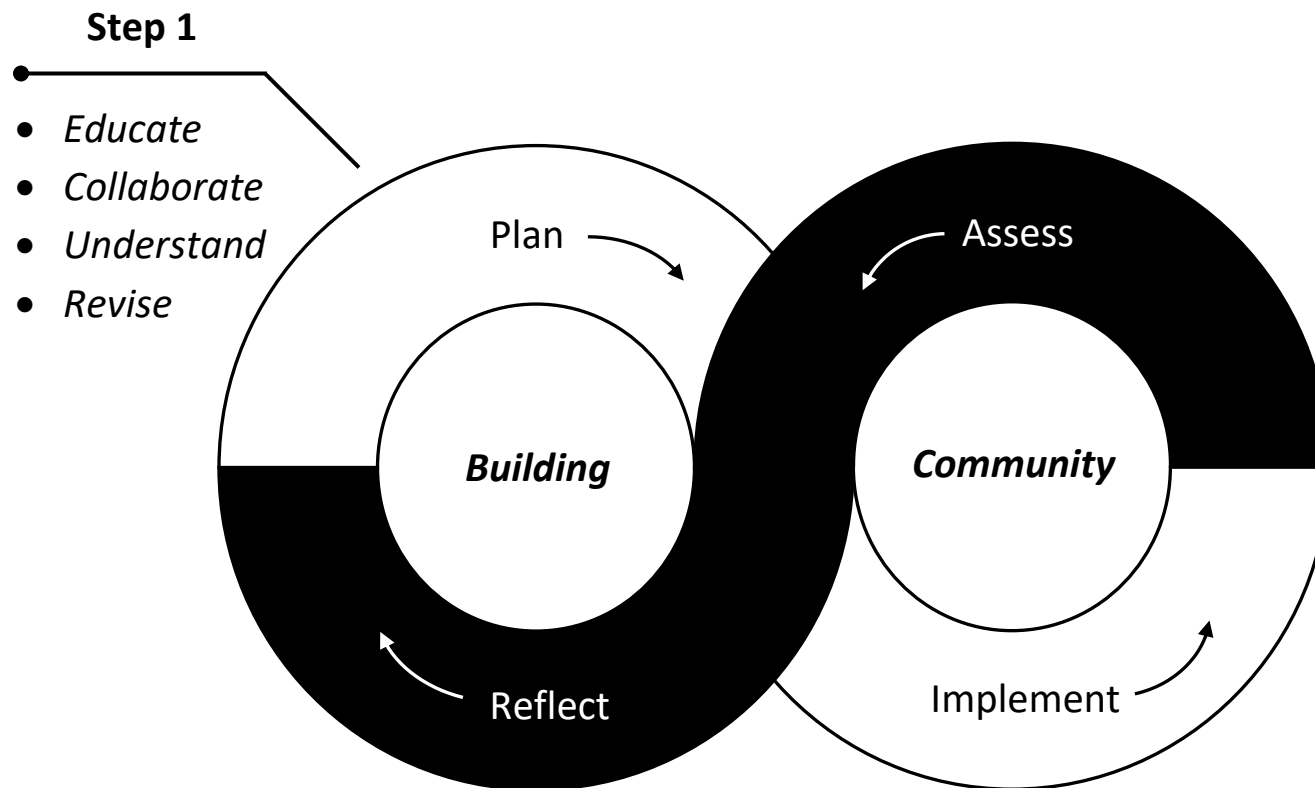


## Local Policy Implementation Cycle

Change requires engaging all stakeholders in a fair process. This means ensuring everyone impacted by a local policy are involved in the decision making process. Engagement communicates respect for individuals and their ideas and generates greater commitment from those involved in executing those decisions. **Step one when implementing local policy change is to engage all stakeholders in developing a plan.** This document includes activities that support a successful first step towards local policy change.



# Local Policy Implementation Framework

## Step 1 Planning Activities

### Educate

- Educate yourself, staff, students, and the community about Senate Bill 100 (i.e., Public Act 099-0456). Read [Public Act 099-0456](#) and [Public Act 100-0810](#). (An outline of Public Act 099-0456 and how amendments to Public Act 100-0810 impact it is available in the *SB100* Dropbox folder).
- Watch *Understanding SB100 and Student Discipline and Increasing Student Attendance and Engagement* on the [Ed Leaders Network](#).
- Educate yourself, staff, and the community about the state requirement for implicit bias training. Read [Public Act 100-0014](#). (An outline of Public Act 100-0014 is available in the *SB100* Dropbox folder).

### Collaborate

- Engage all stakeholders, including students, in a fair process. Read *Fair Process: Managing the Knowledge Economy* (available in the *SB100* Dropbox folder).
- Ensure your local association selects the teachers and education support professionals on the Parent-Teacher Advisory Committee.
- Advocate for contract language and/or a memorandum of understanding. See example language below:

*The Board and Association shall establish and maintain a parent-teacher advisory committee in accordance with Illinois Public Act 099-0456. This committee will work collaboratively with the school board to develop student discipline policies, annually review student discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, students, and staff. The local association shall select the educator members of the committee. This will include representation from education support professionals, and will meet at least twice a school year to accomplish these goals.*

## Understand

- Utilize a structured and collaborative problem solving process such as [The Carnegie Foundation 90-Day Cycle Handbook](#).
- Review local policy alignment with the law using the [Transforming School Discipline Collaborative \(TSDC\) Public Act 99-0456 School District Self-Assessment Checklist](#).
  - In addition, utilize the [NEA Great Public Schools Indicators Framework](#) to evaluate all school-wide policies and practices that contribute to student success.
- Engage teachers and students in focus groups to understand their experiences and perspectives. Use the *Senate Bill 100 (Public Act 099-0456) Focus Group Materials* (available in the SB100 Dropbox folder).
  - Watch this video from VOYCE to understand the student perspective: <https://freespiritmedia.org/media-library-2016/2017/11/3/communities-united-voyce>
  - Utilize the VOYCE documents *Values of Youth Engagement*, *Creating a Safe Space*, and *Participatory Action Research* to further engage students in an ongoing dialogue about their experiences and perspectives (available in the SB100 Dropbox folder).
- Analyze local student discipline and school climate data. Utilize the *IEA Data Analysis Toolkit* (available in the SB100 Dropbox folder).
- Investigate non-exclusionary alternatives to suspension and expulsion such as Educational Equity and Cultural Competency, Trauma Informed Practices and Adverse Childhood Experiences, as well as Restorative Practices and Social and Emotional Learning.
  - Read [Defining Restorative](#) and explore the resources available on the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) website](#). In addition, watch the video [Social Justice Belongs in our Schools](#), and explore the [Teaching Tolerance Critical Practices for Anti-Bias Education](#).

- Contact [IEA Teaching and Learning](#) with your questions and training requests.

**Revise**

- Utilize the information gathered to develop proposed policies and invite input from all stakeholders. Revise the proposed policies based on the input received. Remember to engage in a fair process when making decisions, and ensure expectations are clear to everyone involved before implementing the new policies.
- Change is an iterative process and requires all stakeholders to work together to regularly evaluate the impact of local policies and work to improve them.