

# Positive School Discipline Institute: A Trauma-Informed Approach to School Discipline Reform

## Building Thriving Communities through Positive School Discipline

*In 2010-2011, the implementation of the Trauma-Informed School model in Washington State reduced school suspensions by 90%, increased academic achievement and graduation rates, and demonstrated student preparedness to successfully enter the workforce.*

Mr. Jim Sporleder, author of *The Trauma-Informed School* and principal in the acclaimed video, *Paper Tigers*, will help lead the August 21 Summit on the Trauma-Informed School.

The Children's Policy and Law Initiative of Indiana's (CPLI) Positive School Discipline Institute is using a national best practice model, *The Trauma-Informed School*, to implement trauma-informed care in the participant schools, to promote a major paradigm shift in school disciplinary practices. Additional training topics include: adolescent development, positive school discipline strategies, culturally responsive practice, restorative justice, and implicit bias. This paradigm shift will lead to improved student engagement, reduced suspensions, increased instructional time, improved academic achievement, and improved graduation rates in the participant schools. This innovative, cross-disciplinary approach engages the whole school community, including parents and youth, to build a positive culture that promotes positive youth development and student success. **For more information:** [www.cpliofindiana.org](http://www.cpliofindiana.org).

## What is the Institute?

- A multi-disciplinary leadership team at each school receives training and ongoing technical assistance that is culturally responsive and trauma-informed.
- The School Team commits to a screening of *Paper Tigers*, with a panel discussion following, a one day Summit on the Trauma-Informed School, and 4 one-day trainings over 1 year, that include:
  - **Administrators and Student Services Professionals:** Positive Disciplinary Policies and Practices
  - **Teachers:** Skill Building to reduce out of classroom referrals, be culturally responsive, and manage classroom behavior
  - **School Law Enforcement and Safety:** Skills that minimize use of exclusion and school based arrests
  - **All Prior Participants:** Cross disciplinary training, team building, strategic planning, and visioning
- Schools will conduct student and parent focus groups to inform Institute trainings.



## Dates for Training 2017-2018

**August 17, 2017** Screening of *Paper Tigers* and Reception  
5:00-8:00 pm All are welcome - Ben Davis High School

*For Institute Participants, or by Invitation Only:*

**August 21, 2017** Summit on Trauma Informed School  
**November 1, 2017** Administrators and Student Services  
**January 24, 2018** Teachers  
**April 25, 2018** Law Enforcement  
**June 13, 2018** Strategic Planning

## Why Do We Need School Discipline Reform in Indiana?

- Many teachers state they need much more support with classroom management and working with underserved youth to implement positive behavior discipline.
- During the 2012-13 school year, 1 in 9 students were suspended in Indiana. For African American students, that number was even greater—1 in 5.
- 102,030 Indiana students lost a total of 751,366 instructional days due to exclusionary discipline practices – which include suspension and expulsion for attendance related matters, such as: truancy, chronic absenteeism, and tardiness.
- Zero tolerance practices are creating young adults who are uneducated and unemployable. According to the U.S. Census Bureau, 22% of young people between the ages of 18-24 in Indiana do not have a high school diploma or GED.