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Transforming Education by Putting Kids First



IDRA Newsletter – This Issue's Focus: Redefining Discipline

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Recent News

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Stop the Bad; Do the Good – Hurting and Excluding Students Feeds the School-to-Prison Pipeline

by Morgan Craven, J.D.

In this article, Morgan Craven draws from over a decade of experience working on discipline and policing issues in schools to present recommendations for changing the way that schools approach student discipline.



Stopping the bad begins by understanding the school-to-prison pipeline as a complex system of policies, practices and attitudes that increases the likelihood that students of color, students with disabilities, LGBTQ students, and those with intersecting identities will be pushed out of the classroom and potentially toward the justice system.

In contrast, doing the good requires the use of data-driven methods to weed out negative biases and the practices that contribute to punitive, exclusionary discipline.

Read: Stop the Bad; Do the Good

Schoolwide Restorative Justice Practices – A Guided Tour

by Paula N. Johnson, Ph.D.


Implementing restorative justice practices involves developing welcoming learning environments that are inclusive of all students and foster relationships within the school community. IDRA encourages schools and districts to implement these practices to address schoolwide equity issues.



In this article, Dr. Johnson provides a guided tour of the implementation process and shares expectations, challenges and benchmarks for the first two to three years. The [IDRA EAC-South](#) provides restorative practices training that integrates culturally sustaining pedagogy into our content to inform schoolwide shifts toward equity.





Read:
Schoolwide
Restorative
Justice
Practices


Launching Restorative Practices Schoolwide



Phase #1




Plan for Implementation


-  Have strong principal vision and commitment to restorative practices
-  Generate staff buy-in
-  Plan for continuous and intensive professional development
-  Designate school funds for a full-time a coordinator of restorative practices.



Phase #2

Provide Professional Development for All Staff




-  Include all administrators, counselors, teachers, campus support staff, after-school program staff
-  Build capacity for developing relationships.
-  Practice facilitating restorative conversations and community building circles




Phase #3

Model Restorative Practices in the Classroom


Sample activities:

-  Begin with a class meeting each day
-  Practice goal setting
-  Use collaborative decision-making fosters sharing of ideas



Get Support

IDRA EAC-South can help you implement district and campus restorative practices. In many cases, our services are available free to schools and districts in the U.S. South.

www.idra.org
facebook.com/IDRAed
[@IDRAedu](https://twitter.com/IDRAedu)


IDRA Classnotes Podcast


A Culture of Student Engagement through Schoolwide Restorative Practices




Dr. Paula Johnson and Terrence Wilson, J.D. describe how restorative practice is proactive in developing community by building relationships and positive school climates that value all students. They describe a range of ways educators can start using restorative practices to create an environment where students want to engage.

https://idra.news/Pod210

Strategies for Restorative Student Discipline




Dr. Kristin Grayson and Dr. Paula Johnson outline some strategies schools have applied, such as examining codes of conduct, looking at the level of academic rigor, and understanding the role of implicit bias in expectations.

https://idra.news/Pod179



Go to Podcast Episode 210

Go to Podcast Episode 179

School Districts with Higher Rates of Suspension Graduate Fewer Students – New IDRA Analysis Examines Texas Data

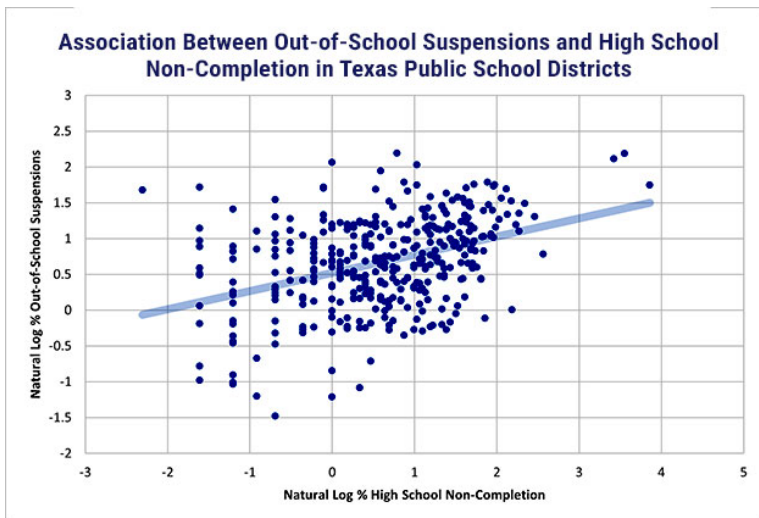
by *Lola Solís*

Exclusionary discipline practices that punish students by pushing them out of the classroom are proven to have adverse effects on students’ academic performance and achievements, such as attrition, graduation, state assessment test performance and dropout rates.



IDRA’s analysis of data from the Texas Education Agency and the U.S. Department of Education Civil Rights Data Collection found that higher rates of out-of-school suspension are associated with higher rates of high school non-completion.

Read: School Districts with Higher Rates of Suspension Graduate Fewer Students



New Data Dashboard: Corporal Punishment in U.S. States & School Districts

Corporal punishment is still legal in schools across 19 states, particularly across the U.S. South. While many states have banned the use of corporal punishment, more than 106,000 children received corporal punishment during the 2015-16 school year.

Corporal punishment does not teach or lead to improved behavior. But it does harm children. And corporal punishment is more likely to be inflicted on children of color, with Black students being most likely to be subject to corporal punishment than any other students.

Visit IDRA's **End Corporal Punishment in Schools** website to learn more:

- New Data Dashboard: Corporal Punishment in U.S. States and School Districts
- Policy Brief: Stopping Harmful Corporal Punishment Policies in Texas
- Video: Congressional Briefing on the Protecting Our Students in Schools Act

[See Dashboard](#)

[Visit IDRA's End Corporal Punishment in Schools website](#)

Children First
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Corporal Punishment (i.e. violence against school children) in U.S. School District

Filter

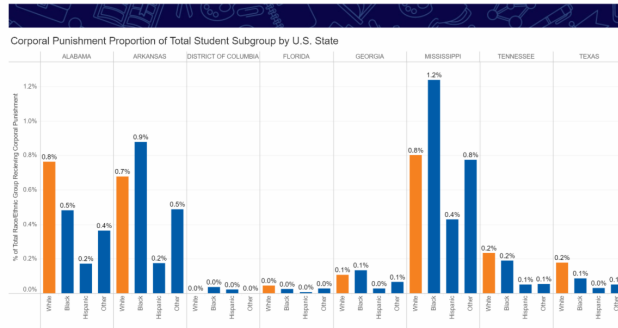
Corporal punishment is the "deliberate infliction of physical pain by hitting, paddling, spanking, slapping or any other physical force used as a means of discipline" (TEC, Sec. 37.0011). A school district's board of trustees must adopt a corporal punishment policy to use the practice in their schools. If parents do not want corporal punishment used against their students, they must opt out of their district's policy – in writing – each school year. However, this requirement can present challenges for parents who do not know their district has a corporal punishment policy, do not understand the policy, or fully understand what corporal punishment may look like for their child.

Please read IDRA's full brief on corporal punishment here: <https://www.idra.org/wp-content/uploads/2021/09/Stopping-Harmful-Corporal-Punishment-Policies-in-Texas-June-2021-IDRA.pdf>

The dashboard below allows you to view the rates of corporal punishment by the states and school districts that still use this type of disciplinary action. Importantly, corporal punishment is more likely to be inflicted on children of color, with Black students being most likely to be subject to corporal punishment than any other students.

Using this dashboard

- Select one state from the "Filter by U.S. State" filter below. You may only multiply states at a time.
- Click on the tab above to select multiple school districts from the "Filter by Local Education Agency Name" filter. For maximum readability, choose only a few school districts at a time. The data are unavailable if you select more than a few school districts at a time.
- Hover over a bar to view specific numbers on that school district, including school district city, school district total enrollment, enrollment by race, and the number of students receiving corporal punishment by race.



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In Memoriam – Mr. Jesse S. Treviño

It is with sadness that we share the news that Mr. Jesse S. Treviño, former and founding chair of the IDRA Board of Directors, passed away September 3, 2021, surrounded by family. His commitment to education and empowering children were driving forces in his life. He has been a cherished leader in the IDRA family throughout our almost five decades.

IN MEMORIAM
September 3, 2021



Jesse S. Treviño
Commitment to education and empowering children was a driving force in his life

"I believe in education very deeply because I still believe the future rests on educating the people."
– Mr. Treviño

Founding chairman of the IDRA board of directors.

A former public school teacher, he also served on the McAllen ISD school board for 11 years, including two as president.

Named a Hero for Children by the Texas State Board of Education

Que en paz descanse, Mr. Treviño.

Read: In Memoriam – Mr. Jesse S. Treviño



Tribute – Jesse S. Treviño

by Dr. María “Cuca” Robledo Montecel

Mr. Jesse Treviño served as chair of the IDRA board for three decades. He did so with determination, consistency and great clarity about the importance of education for children, families and communities.



Read: [Tribute – Jesse S. Treviño](#)

Recent News

Media Coverage in September

[Students fight back against a book ban that has a Pennsylvania community divided](#), Evan McMorris-Santoro, Linh Tran, Sahar Akbarzai and Mirna Alsharif, CNN, September 16, 2021

[‘Slap in the face’: Students fight back against book ban](#), Evan McMorris-Santoro, Linh Tran, Sahar Akbarzai and Mirna Alsharif, CNN, WDSU News (New Orleans), September 16, 2021

[Can Providence Schools Survive State Control?](#), Ellen Liberman, Rhode Island Monthly, September 15, 2021

[IDRA: In memoriam – Mr. Jesse S. Treviño](#), Rio Grande Guardian, September 9, 2021

[Jesus S. Trevino Obituary](#), The Monitor, September 8, 2021

[It's not just Texas. The faux panic and textbook wars fit into a long history](#), Analysis by Brandon Tensley, CNN, September 2, 2021

Other News

[Knowledge is Power: Students Tell Texas Attorney General that Racial Discrimination in School is Real – IDRA Applauds Students Speaking Out Against Texas’ New Classroom Censorship Law • \(Español\)](#), September 29, 2021

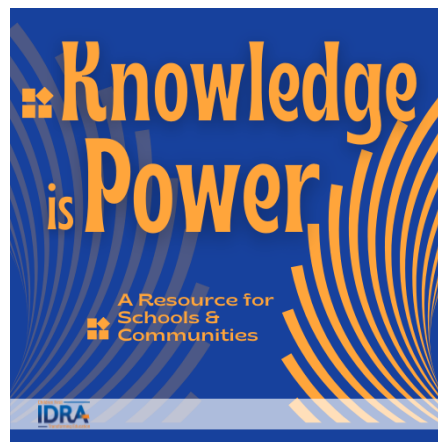
[Knowledge is Power: Equity is a True American Ideal; Classroom Censorship laws in Fla, Tenn](#)

[and Tx • \(Español\)](#), September 16, 2021

[Meet Our New Staff Members! IDRA’s family is growing](#), September 13, 2021

[In memoriam – Mr. Jesse S. Treviño](#), September 9, 2021

[Texas Doubles Down on Classroom Censorship at Students’ Expense – IDRA Statement on SB 3 Passage](#), September 3, 2021



[Texas policy update with TLEEC statement in English • \(Español\)](#), September 3, 2021

[Call for Applications – Georgia Education Policy Fellow 2021](#), September 3, 2021

[IDRA new resource – Knowledge is Power – A tool for educators and advocates \(Español\)](#), September 2, 2021

[New Power Advisory Team Guides Program to Support Budding Teen Software Designers – San Antonio Middle School Students to Become Software Designers in IDRA & Texas A&M University–San Antonio “VisionCoders™ Program](#), August 31, 2021

[IDRA José A. Cárdenas School Finance Fellows Program Call for Applications](#), August 26, 2021

[August 2021 issue of the IDRA Newsletter – This issue’s focus: Student Voice](#), August 25, 2021

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Reach Out To Us



The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.

September 30, 2021