SB100 / P.A. 99-0456
STUDENT DISCIPLINE UPDATE
Kristine Argue, Instructional Resource & PD Director
Paul Klenck, Deputy General Counsel
Resilience Beats ACEs: Building Trauma-Sensitive Schools. June 2016

PUBLIC ACT 99-0456 (SENATE BILL 100)

- Effective 9-15-2016
- Restrict suspensions and expulsions of students
- Expand non-exclusionary discipline
  - Positive interventions before discipline and interventions when there is an exclusion
  - Expand professional development on adverse consequences of exclusion

Are we closing the school discipline gap?
- 2015 report

CENTER FOR CIVIL RIGHTS, UCLA

HOW MANY STUDENTS SUSPENDED IN 2011-12?

- A. 135,000 students expelled
- B. 1.9 million students suspended just once
- C. 3.5 million total students suspended
- Total = 18 million days of instruction lost

HOW MANY STUDENTS SUSPENDED IN 2011-12?

- A. 2,400 expulsions
- B. 272,000 out of school suspensions (OSS)
- C. 10,000 arrests
- Total = 1 million instructional days lost

ILLINOIS WWW.VOYCEPROJECT.ORG
NEARLY 1 IN 4 AFRICAN-AMERICAN SECONDARY STUDENTS
NEARLY 1 IN 5 STUDENTS WITH DISABILITIES
LOST EDUCATION DAYS DUE TO SUSPENSIONS

HIMMELSTEIN & BRUCKNER, AMER ASSN PEDIATRICS | JOURNAL, JAN 2011
LGBT 1.25X TO 3X GREATER CHANCE OF EXPULSION
HUNT & MOODIE-MILLS, CENTER FOR AMERICAN PROGRESS, 2012:
5-7% OF STUDENTS IN JUVENILE JUSTICE SYSTEM; 13-15% OF LGBT YOUTH

MORE DISTRICTS ARE ON THE LOW END OF THE SUSPENSION SPECTRUM THAN AT THE HIGH END... BECAUSE THE DISTRIBUTION IS SO WIDE, WE FELL IT IS IMPERATIVE THAT EDUCATORS, PARENTS, POLICYMAKERS AND CIVIL RIGHTS ADVOCATES KNOW WHICH DISTRICTS ARE HIGH SUSPENDING AND WHICH ONES ARE MAKING IMPROVEMENTS
Center for Civil Rights: Are we closing the gap?

WHAT HAPPENS TO THE EXCLUDED STUDENT?

- Higher likelihood to repeat grade
- Increase chance of drop out
- Greater risk of “school-to-prison” pipeline

Act amends:
- 10-20.14 - Discipline policies; parent-teacher advisory committee
- 10-22.6 - Suspension or expulsion
- And charter school and Chicago PS regulations

P.A. 99-0456 -- SB 100
1-3 day suspension
- Determine continuing presence would pose a threat; or disruption &
  - Make all reasonable efforts to resolve threats, address disruptions, and
  - Minimize length of suspension
4 day
- Determine continuing presence would pose a threat; or substantial
  - Disruption & efforts to minimize suspension, AND
  - Interventions have been exhausted
5 - 10 day suspension
- Above +
  - Provide appropriate and available support services

All suspensions must provide:
- Make-up work,
- Return-to-school plan;
- Written decision why and rationale for length of suspension
- Review rights

EXPULSIONS (AND ALTERNATE PLACEMENT)

All expulsions must meet requirements for long suspension:
- Continuing threat or substantial disruption
- Reasonable steps to minimize discipline
- Exhaust interventions; AND
- Provide support services.

Administrators can suspend up to 10 days
- Parental notice and review
- Expelled for up to 2 years for gross misconduct
- Can exclude from all school activities
- Suspend bus privileges (but if bus suspension
  only, provide opportunity to make up work)

NO CHANGE

Student discipline policy revised and reissue by 9-15-16
- Eliminate Zero-Tolerance
- No disciplinary fines or fees
- Allow opportunity to make-up work missed during suspension
- Provide “appropriate & available” services for students with
  OSS >4 days
- Don’t advise or encourage students to drop out due to
  behavioral or academic difficulties

WHAT NOW? WHAT NEXT?

Teachers
- Staff
- Administrators
- School Board members
- School Resource Officers (SROs)

PROFESSIONAL DEVELOPMENT - WHO?
PROFESSIONAL DEVELOPMENT – WHAT?
- Adverse consequences of school exclusion & law enforcement intervention
- Effective classroom management
- Restorative justice
- Discipline that promotes positive and healthy school climates
- Culturally responsive discipline

PROFESSIONAL DEVELOPMENT – HOW?
- Local Association involvement in
  - Selecting topics
  - Presenting

PROFESSIONAL DEVELOPMENT – WHEN?
- Law states reasonable efforts to provide on-going PD
- Local Association involvement in
  - Which groups get what training?
  - How often?

SCHOOL POLICIES – ASSOCIATION ROLE
- What is the role of the Association in drafting/reviewing/updating?
- How is “threat to school safety” defined? How will threats to staff be considered?
- Who is responsible for providing support services during OSS?
- What is staff responsibility to ensure students make up work missed during suspensions?

SCHOOL POLICIES – ADVISORY COMMITTEE
- Parent-Teacher advisory committee MUST annually review discipline policy with Board
- Who appoints teachers?
- Other staff involved?
- What is the role/goal of staff? Organize

LAW ENFORCEMENT MOU
- Act encourages districts to create an MOU with local law enforcement
- How will officers be involved in schools?
- What records will be shared?
- How will interviews be conducted?
- Will local Association be involved in creating and reviewing the MOU?