



Student Discipline: SB100

Public Act 99-456

Compliance by September 15, 2016

BOE Study Session

April 5, 2016

Outstanding Schools in an Outstanding Community

Background Data

Office of Civil Rights (OCR)

- African American and Hispanic students have much higher instances of suspension and expulsion which are not explained by more frequent or more serious misbehavior
- There are significant disparities in the use of discipline and aversive techniques for students with disabilities
- An increasing number of students are losing important instructional time due to exclusionary discipline

VOYCE (CPS data)

- 92% of all suspensions were for minor infractions.
- In 2012, 324 students were suspended in Chicago Schools daily.



Minor Statutory Changes

- Parent teacher advisory committee must meet annually to discuss bullying prevention.
- School districts are “encouraged” to create a memorandum of understanding with law enforcement agencies.
- School board “may not institute zero tolerance” policies for student discipline.
- School officials “shall limit the use of expulsions and suspensions to the greatest extent practicable”



Minor Statutory Changes

- Recommended that school officials “consider...non-exclusionary discipline.”
- School officials shall not advise or encourage students to drop out of school due to behavioral or academic difficulties.
- A student shall not be issued a monetary fee as a disciplinary consequence.



Significant Statutory Changes

- School districts must make reasonable efforts to in-service staff and board members on “consequences of school exclusion and justice system involvement, effective classroom management, culturally responsive discipline and developmentally appropriate discipline that promotes positive and health school climates.”
- Students suspended from school and students suspended from the school bus who do not have alternative transportation shall have a “reasonable opportunity” to make up work for equivalent academic credit.



Changes to Suspension and Expulsion

Short Term Suspension	Long Term Suspension	Expulsion
1 to 3 days	4 to 10 days	Up to 2 years



Short Term Out of School Suspensions

(1 to 3 days)

- Detail the specific act of gross disobedience or misconduct and provide a rationale as to the duration of the suspension.
- May only be used if a student's continued presence at school would pose:
 - “a threat to school safety;” or
 - “a disruption to other students' learning opportunities.”
- School officials shall determine the meaning of threat to school safety and disruption to other students' learning opportunities on a case-by-case basis.
- School officials must “make all reasonable efforts” to resolve the threat or disruption and to minimize the length of the suspension.



Long Term Suspensions, Expulsions, and Removals to Alternative Schools

- Must document the specific reasons why removal is in the best interest of the school and specific duration of removal.
- May only be used if other appropriate and available behavioral and disciplinary interventions have been exhausted and student's continuing presence in school would either:
 - Pose a threat to the safety of other students, staff or the school community; or
 - Substantially disrupts, impedes, or interferes with the operation of the school.
- On a case by case basis, school officials shall determine:
 - (1) the availability and use of interventions; and
 - (2) the meaning of threat or disruption



Long Term Suspensions, Expulsions, and Removals to Alternative Schools

- School officials shall “make all reasonable efforts” to resolve threat or disruption and minimize the length of the exclusion.
- Must document in writing whether interventions were attempted or whether there were no appropriate and available interventions.
- Students who are suspended longer than 4 school days must be provided with appropriate and available support services during the suspension, as determined by school officials.
- Support services or the fact that services were not appropriate or available shall be documented in writing.
- The school district must adopt a policy on “re-engagement” for student returning after a suspension or expulsion.



Short Term vs. Long Term Discipline

Short Term Suspensions (1-3 days)	Long Term Suspension, Expulsions, and Alternative Schools
A threat to school safety	A threat to the safety of other students, staff or the school community
A disruption to other students' learning opportunities	Substantially disrupts, impedes or interferes with the operation of the school.



Our SB100 Checklist

- Revise the student conduct/discipline provisions in our district's Parent/Student Handbook for 2016-17 to reflect the S.B. 100-related changes in the board's policies.
- Review these board policies and Parent/Student Handbook provisions, with the Parent Advisory groups, annually thereafter. We already review discipline factors annually as a BOE.
- Revise our district suspension notice letter template.
- Revise our district expulsion hearing notice letter template.



Our SB100 Checklist (cont.)

- Develop a list of all behavioral and disciplinary interventions currently in use in our schools.
- Research additional behavioral and disciplinary interventions that might also be implemented.
- Develop a list of support services currently available to students who are subject to suspension or expulsion.
- Research additional support services that might also be implemented.



Our SB100 Checklist (cont.)

- ❑ Review our district's current and 2016-17 professional development plans and make “reasonable efforts” to include ongoing PD for teachers, administrators, board members, SROs, and staff on:
 - adverse consequences of school exclusion and justice system involvement;
 - effective classroom management strategies;
 - culturally responsive discipline; and
 - developmentally appropriate disciplinary methods that promote a positive and healthy school climate.



Questions?

Thank-you to the SB100 Committee!

- Todd Taylor, Assistant Superintendent for Special Services
- Beth Ladd, Assistant Director of Student Services
- Joseph Wiemelt, Director of Equity & Bilingual Programs
- Matt Stark, Principal
- Travis Courson, Assistant Principal
- Scott Woods, Principal
- Shawna Scherer, Assistant Principal
- Spencer Landsman, Principal
- Yavonnda Smith, Principal

