

# **Senate Bill 100 & Student Discipline**

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**Avoca School District 37**

# **Senate Bill 100 (Public Act 99-456) Aspects**

- **Advocacy of VOYCE (Voices of Youth in Chicago Education) beginning in 2012**
- **VOYCE concerned about the impact of exclusionary discipline on students, particularly students of color, students with disabilities, LGBTQ students, and ELL students**
- **Created the Campaign for Common Sense Discipline - which led to SB 100**
- **SB 100 went into effect 9/15/16**

# SB 100 Required Actions

- **Requires school districts to make changes to the way districts suspend and expel students.**
- **School districts must consider non-exclusionary discipline.**
- **School board cannot implement zero-tolerance policies for student discipline.**
- **School districts are encouraged to create a memorandum of understanding with law enforcement agencies.**
- **School policy must include information on school searches and bullying prevention.**

# **SB 100 Required Actions**

- **School districts must develop a student discipline policy intended to limit the number and duration of expulsions and suspensions to the greatest extent possible.**
- **School boards, together with the P-TAC, must review the policy annually.**
- **School districts must make a reasonable effort to inservice staff and board members on effective, culturally responsive, and developmentally appropriate classroom management and discipline procedures.**

# SB 100 Required Actions

- **School districts cannot:**
  - **encourage or advise students to drop out of school due to behavioral or academic challenges.**
  - **Issue monetary fines or fees as a disciplinary consequence.**
- **School districts must:**
  - **Create a policy for suspended students to have the opportunity to make up missed work for equivalent academic credit.**
  - **Include opportunity for students to make up missed work for credit if they have been suspended from the bus and do not have alternate transportation.**

# Reasons for Suspension and Expulsions

## **Suspensions of 1 to 3 Days:**

- **Threat to school safety OR**
- **Disruption to other students' learning opportunities**

**Short-term suspensions are determined on a case by case basis by the school board or its designee.**

## **Suspensions of 4 & 5 to 10 Days/Expulsions:**

- **Threat to the safety of other students, staff, or the school community, OR**
- **Substantially disrupts, impedes, or interferes with the operation of the school, AND**
- **Other appropriate and available behavioral and disciplinary interventions have been exhausted.**

**Long-term suspensions are determined on a case by case basis by school officials.**

**Expulsions require a hearing before the board or a hearing officer appointed by the board.**

# Written Documentation for Suspensions

Suspensions 1-3 Days	Suspensions 4 Days	Suspensions 5-10 Days
<ul style="list-style-type: none"><li>● <b>Specific act of gross disobedience or misconduct AND</b></li><li>● <b>Rationale for specific duration of suspension.</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Specific act of gross disobedience or misconduct AND</b></li><li>● <b>Rationale for specific duration of suspension AND</b></li><li>● <b><u>Behavioral and disciplinary interventions</u> attempted OR if no other appropriate and available interventions.</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Specific act of gross disobedience or misconduct AND</b></li><li>● <b>Rationale for specific duration of suspension AND</b></li><li>● <b>Behavioral and disciplinary interventions attempted or if no appropriate and available interventions AND</b></li><li>● <b><u>Appropriate and available support services</u> to be provided or if none.</b></li></ul>

# Written Documentation for Expulsions

- **Detail the specific reasons why removing the student from the school is in the school district's best interest.**
- **Provide a rationale with respect to the specific duration of time for the expulsion.**
- **Document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions AND**
- **If combined with a suspension any additional requirements needed for the suspension depending on the length of the suspension.**



# Suspension and Expulsion Follow Up

Suspension 1-3 Days	Suspensions 4 Days	Suspensions 5-10 Days	Expulsion
<ul style="list-style-type: none"><li>● Opportunity to make up work for equivalent credit.</li><li>● <u>Re-engagement plan.</u></li></ul>	<ul style="list-style-type: none"><li>● Opportunity to make up work for equivalent credit.</li><li>● <u>Re-engagement plan.</u></li></ul>	<ul style="list-style-type: none"><li>● Opportunity to make up work for equivalent credit.</li><li>● <u>Re-engagement plan.</u></li><li>● Must be provided appropriate and available support services during suspension.</li></ul>	<ul style="list-style-type: none"><li>● <u>Re-engagement plan.</u></li><li>● May refer to appropriate and available support services during expulsion.</li><li>● FAPE obligations for students with disabilities.</li></ul>

# Avoca Specific Supports

## Behavioral/Disciplinary Interventions

### Tier 1:

- **Positive Behavior Systems** being investigated and implemented at AW & MM. **Second Step (district-wide)**, classroom-based incentive and management systems, parent notification (e.g., phone-call; letter; meeting), student reflection on behavioral incident, school-wide review of behavioral expectations, loss of privileges (e.g., recess), homework center (missed/incomplete homework), in-school suspension, Internet Safety review in all classes, Erin's Law (personal safety) overview

### Tier 2:

- **Intervention Specialist services (e.g., Lunch Bunch)**, Check In/Check Out, Behavioral incentive programs, Social language groups

### Tier 3:

- **Functional Behavioral Assessment/Behavior Intervention Plan, Problem solving team (including parents) to support intervention planning/implementation, Intervention Specialist counseling support, 504 plan or Individual Education Plan**

# Avoca Specific Supports

## Appropriate and Available Support Services

### Tier 1:

- **School social work services (check-ins), every student should have at least one available adult they can go to or visit in a time of need or stress (i.e., a relationship, particularly important at the middle school level), Second Step (district-wide), Middle school teacher meetings around school expectations and behaviors, Participation with school clubs and activities (peer recruiting or personal invitations), Team specific expectation discussions and review, Mental health/hygiene and social emotional learning presentations by school nurse or Intervention Specialists.**

### Tier 2:

- **more intensive (regular, scheduled) Intervention Specialists services, check-in with school administrator or an assigned teacher, social work groups, behavior management plan, to be contrasted with an IEP BIP, CORE + course enrolment, restorative/community service for misdeeds that may be coupled with a detention or in-school suspension**

### Tier 3:

- **connection or referral with outside agency (e.g., Haven, Cove, Hyde Park, etc), Section 504 plans or Individualized Education Programs (BIP); access to a resource block as part of an IEP or 504 plan (middle school)**

# Avoca Specific Supports

## Re-Engagement Plan

### 1-3 days Suspension

(this includes when schools request that a parent come and pick up a student due to negative behavior for the rest of the day)

- Re-entry meeting upon student's arrival back at school with at least one member of the building admin team to go over reason for suspension and plan going forward to prevent behavior from recurring - parent would be required to attend in person or by phone if necessary (but will not delay student re-entry if parent unable to attend meeting)
- In conjunction with intervention specialist, recommend appropriate resources and make referrals: student and/or family counseling, information about community agency services
- Plan created to check-in with team leader, intervention specialist, and/or building administrator
- Review by intervention specialist and building admin to consider problem solving to develop individual academic and/or behavior plan initiated if appropriate, depending on nature of infraction and behavioral/academic history
- Access to missed assignments through PowerSchool, Google Classroom, or school website and/or other details provided by teacher(s) for student to complete work without penalty
- Fair and reasonable opportunities to make up work and/or tests (such as two options before or after school) provided by teacher(s)

### 4 day Suspension

- All of the above, plus...
- Daily check-in with a designated adult to check on student and completion of assignments

### 5 to 10 days Suspension

- All of the above, plus...
- Immediate problem solving initiated with intervention specialists, teacher(s), building and district administrators to determine next steps (diagnostic placement at therapeutic day school, intensive behavior plan, etc.)