

# Student Discipline Reform Context & Making Reform Work

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Meeting the Needs of the Whole Child Conference  
Carterville, IL  
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# Public Act 99-0456 (Senate Bill 100)

effective 9-15-2016

- **Restrict student suspensions & expulsions**
- **Expand non-exclusionary discipline**
  - Positive interventions before discipline
  - Positive interventions when exclusion
- **Expand professional development on adverse consequences of exclusion**
- **Parent-Teacher Advisory Committee reviews and develops discipline policy**

# Trauma-informed Schools & Student Discipline

# Adverse Childhood Experiences (ACEs) Study

- Kaiser Permanente & CDC
- Begin 1995
- 17,000+ surveyed and followed
- 75% white, 75% attended college, jobs, HMO

## **Abuse and Neglect**

1. Child physical abuse
2. Child sexual abuse
3. Child emotional abuse
4. Physical neglect
5. Emotional neglect

## **Indicators of Family Dysfunction**

6. Mentally ill, depressed or suicidal person in the home
7. Drug addicted or alcoholic family member
8. Witnessing domestic violence against the mother
9. Parental discord – indicated by divorce, separation, abandonment
10. Incarceration of any family member

**ACE Score: the number of categories of adverse childhood experience to which a person was exposed.**

## Impact on Learning

**0 ACEs = 3% learning & behavior problem in school**  
**4+ ACEs = 51%**

Source: Burke, Scott, Weems & Carrion (June 2011) *The impact of Adverse Childhood Experiences on an Urban Pediatric Population*, Child Abuse and Neglect, 35, No. 6.

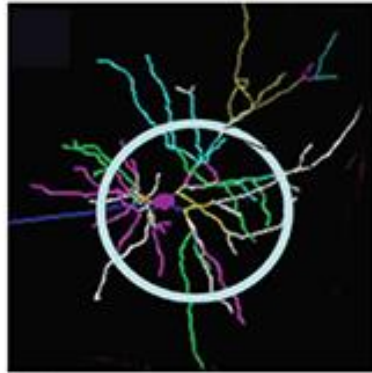
**As ACE scores increase, performance on standardized tests lower and risky behavior increases. “ACEs are more consistent predictor of youth well-being than poverty.”**

Source: Christopher Blogett, Ph.D. report to Washington Legislature March 2015

# Fight or Flight

## Persistent Stress Changes Brain Architecture

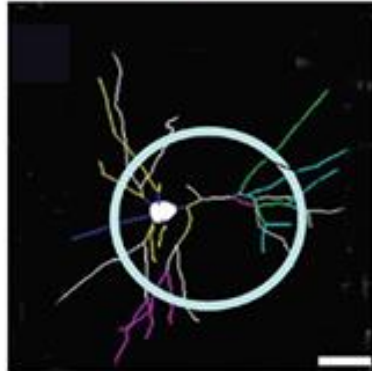
Normal



Typical neuron—  
many connections



Toxic stress



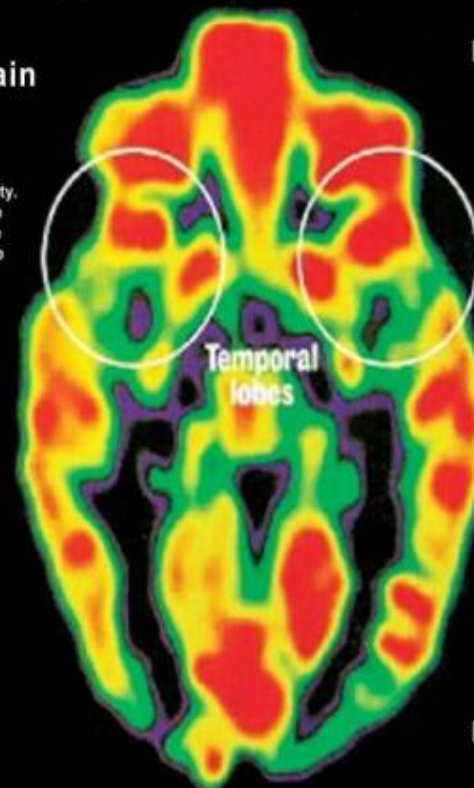
Damaged neuron—  
fewer connections



Prefrontal Cortex and  
Hippocampus

### Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



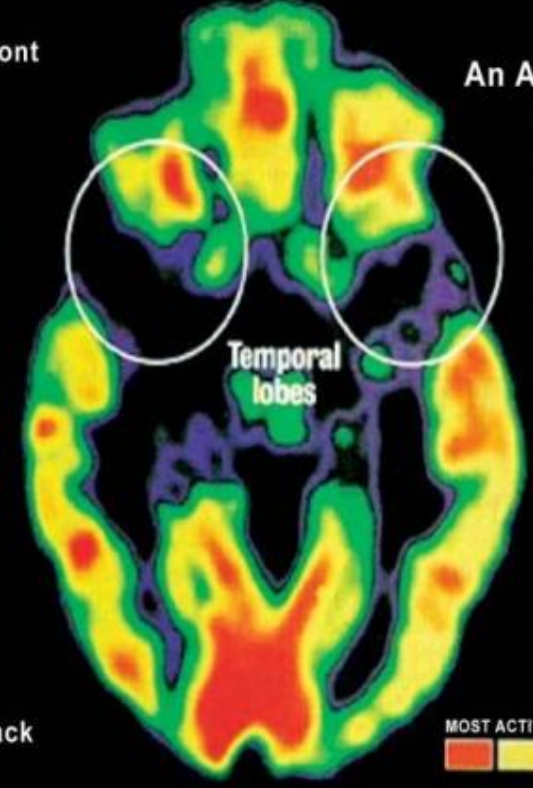
Front

Temporal lobes

Back

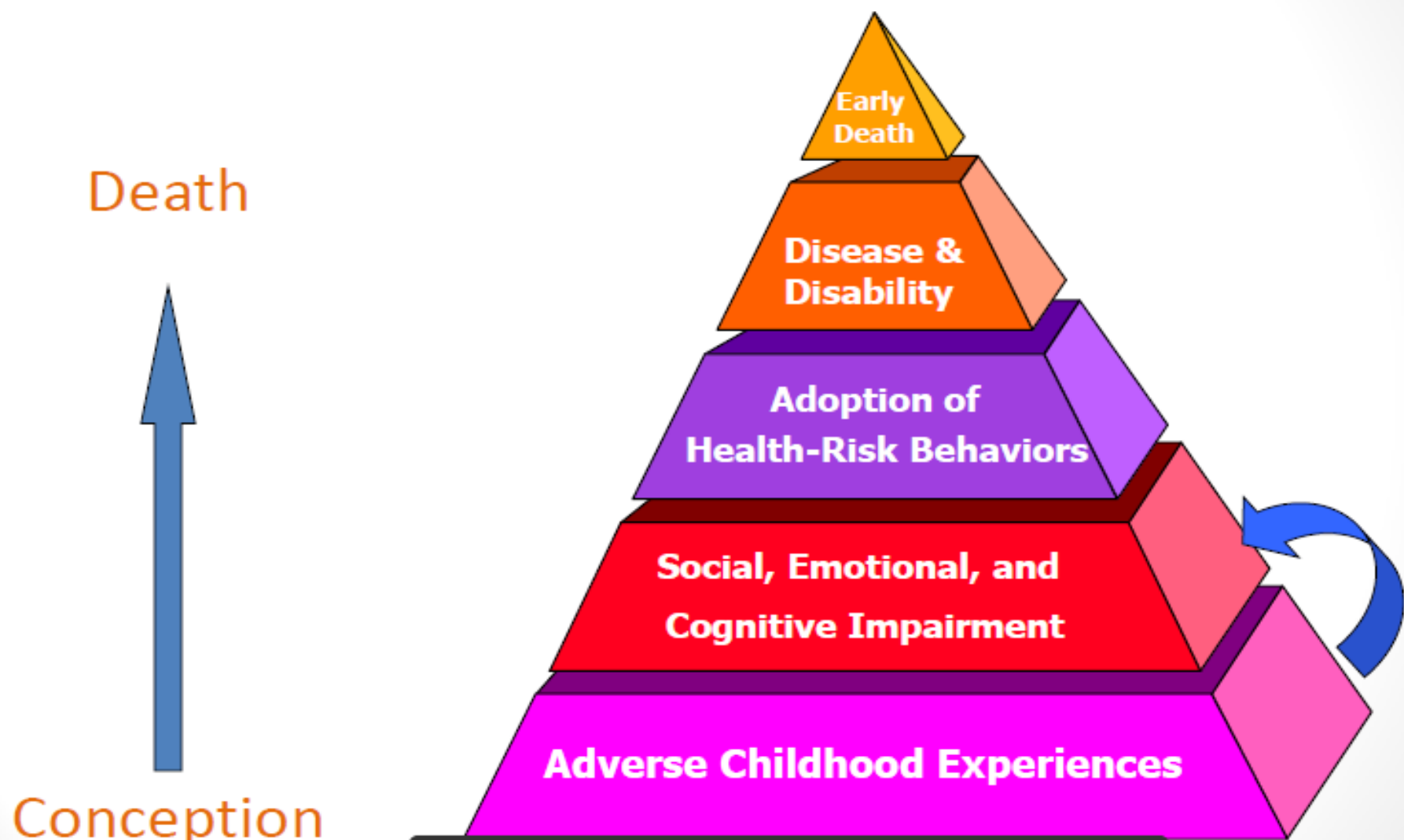
### An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



MOST ACTIVE LEAST ACTIVE

# Understanding the Impact of ACE

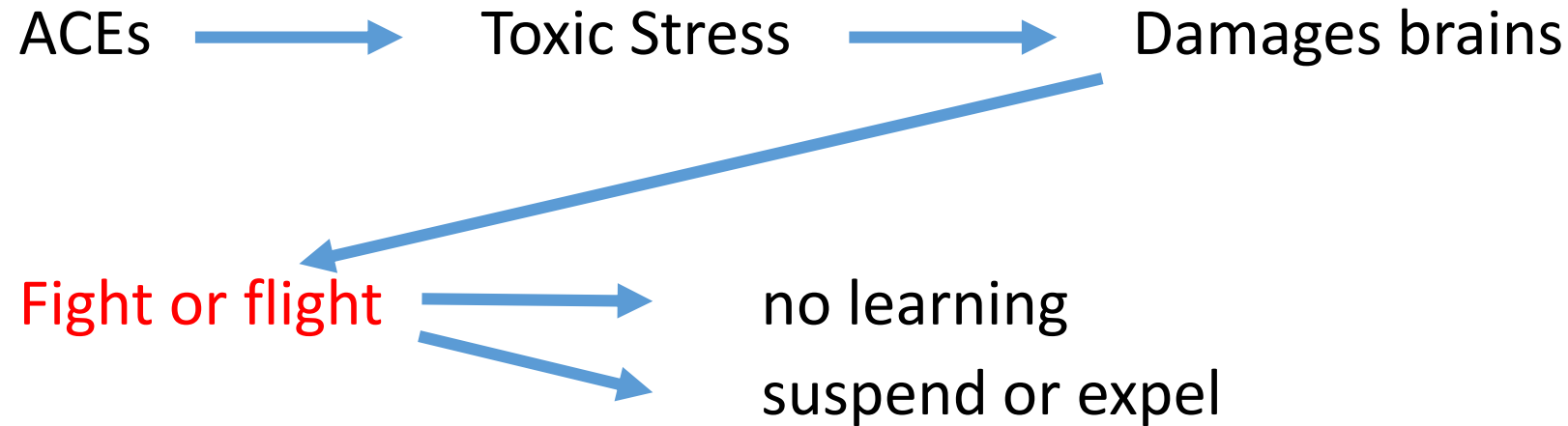




## AAP definition of toxic stress:

When a person experiences strong, frequent, or prolonged activation of the body's stress response systems in the **absence of the buffering protection of a supportive, adult relationship.**

# ACEs & student discipline at Lincoln High



## Trauma informed approach:

sign of stress → teacher/counselor/health intervention

Continued misbehavior → principal help with decision-making

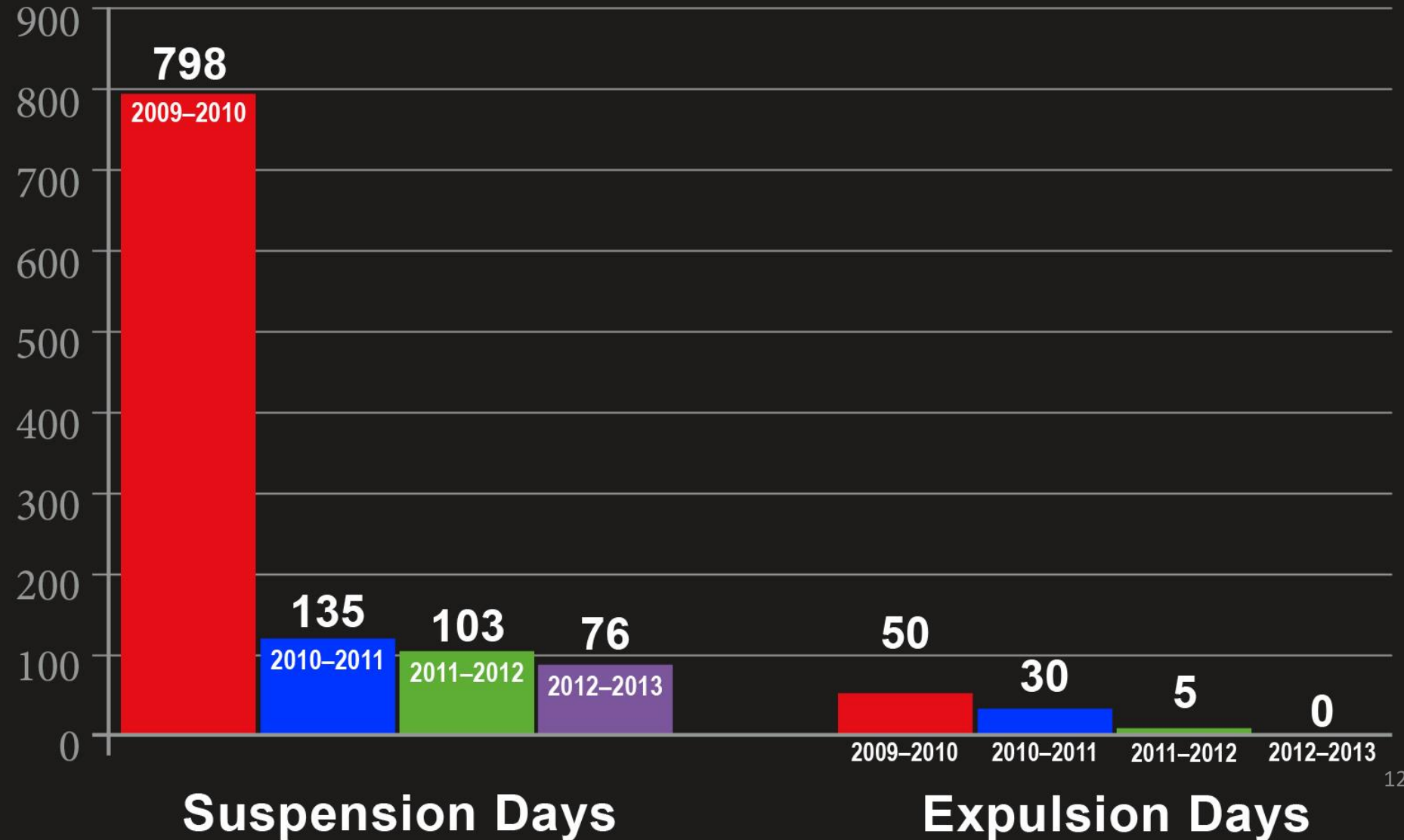
# ACEs & student discipline

## 4 practices at Lincoln High

1. **Safety** – decrease trauma triggers
2. **Value** – express hope, teamwork, health, compassion, respect
3. **Conversation** – more conversations that matter, “what happened to you?” Behavior norms set and enforced
4. **Learning** – 1 – 3 help students reinforce skills and establish normative relationships and reduce necessary discipline

ACES &  
student  
discipline  
at  
Lincoln High

# Number of Days Students Were Out of School



# The Environment

Why was SB 100 passed in 2015?

- Growing evidence of discriminatory discipline
- Rising awareness of the damage of exclusion
- Increased understanding of restorative practices

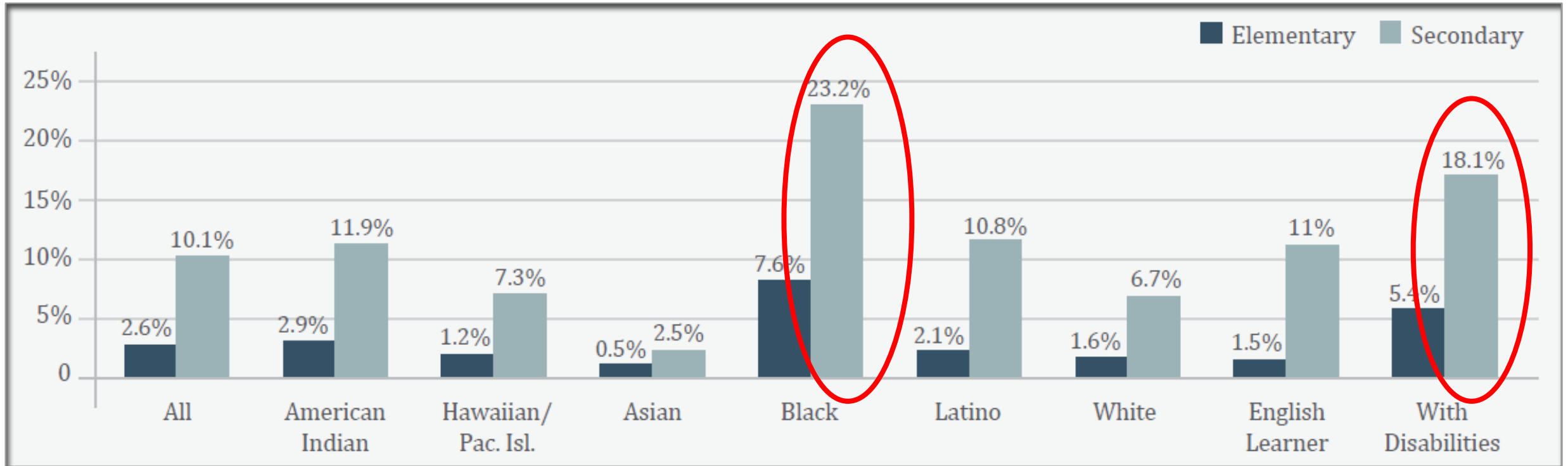
# U.S. students in 2011-12

135,000 students expelled

1.9 million students suspended just once

3.5 million total students suspended

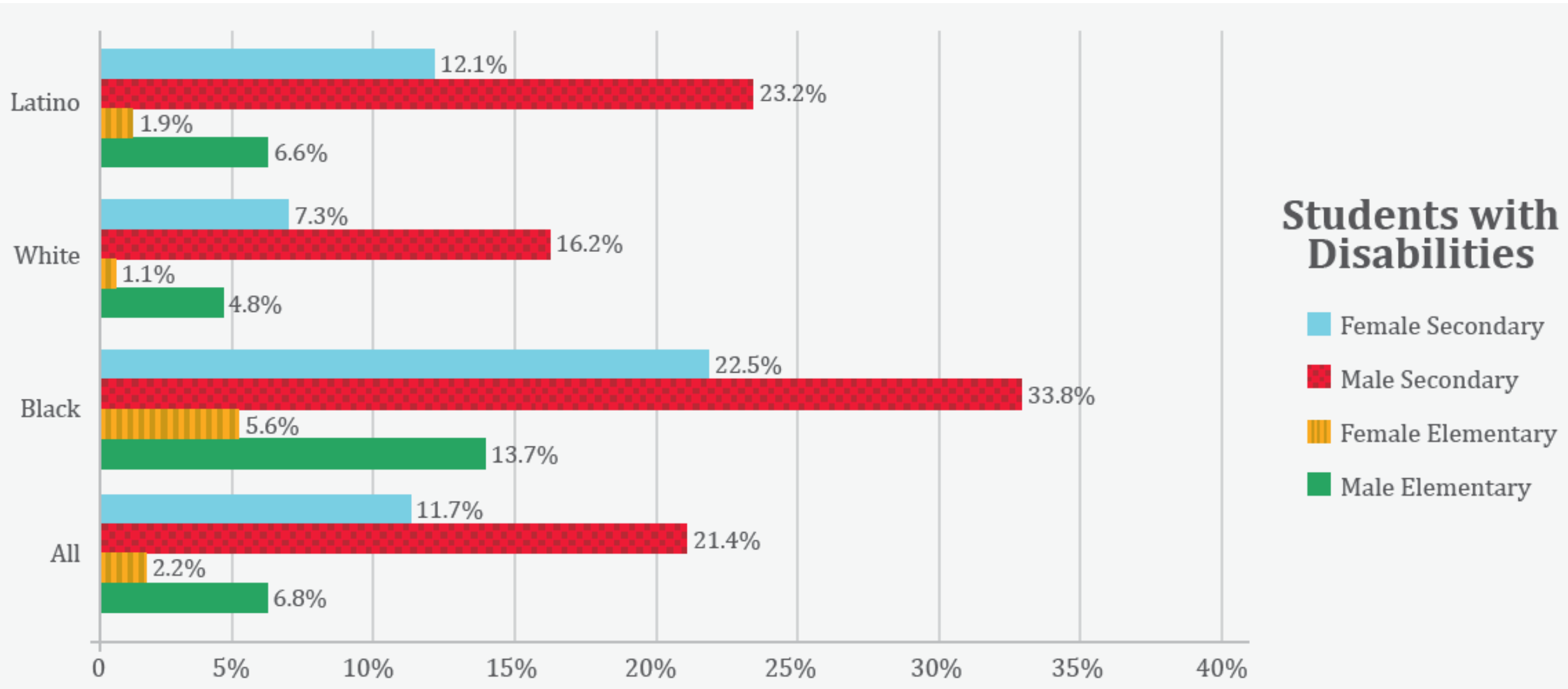
- 18 million days of instruction lost



Nearly 1 in 4 African-American secondary students

Nearly 1 in 5 students with disabilities

lost education days due to suspensions

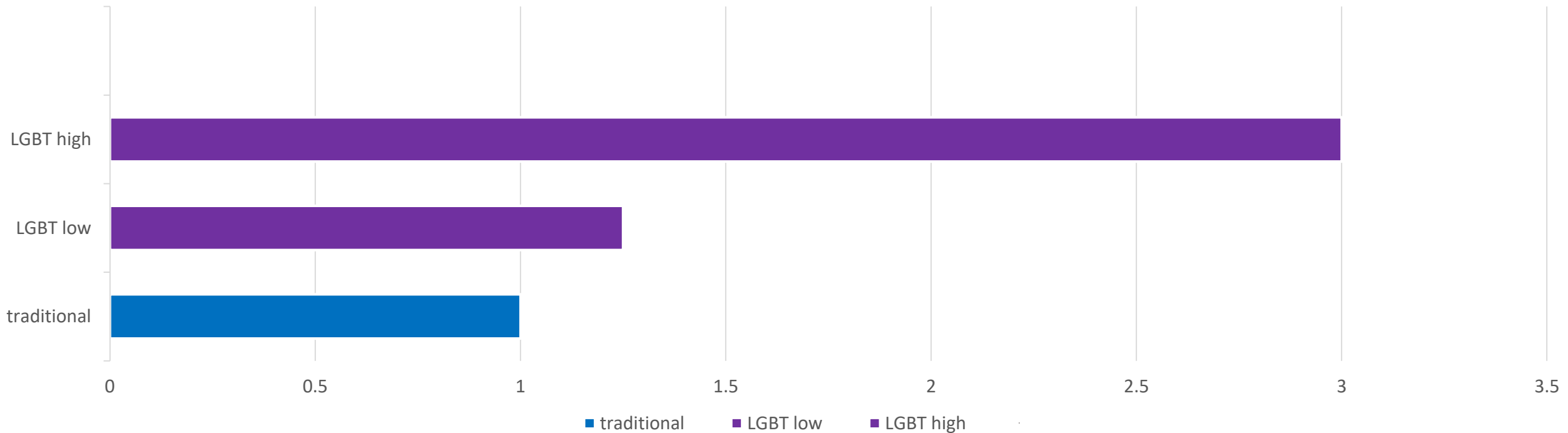


Disabled & minority

Center for Civil Rights: Are we closing the gap?



## Likelihood of being expelled LGBT v. traditional



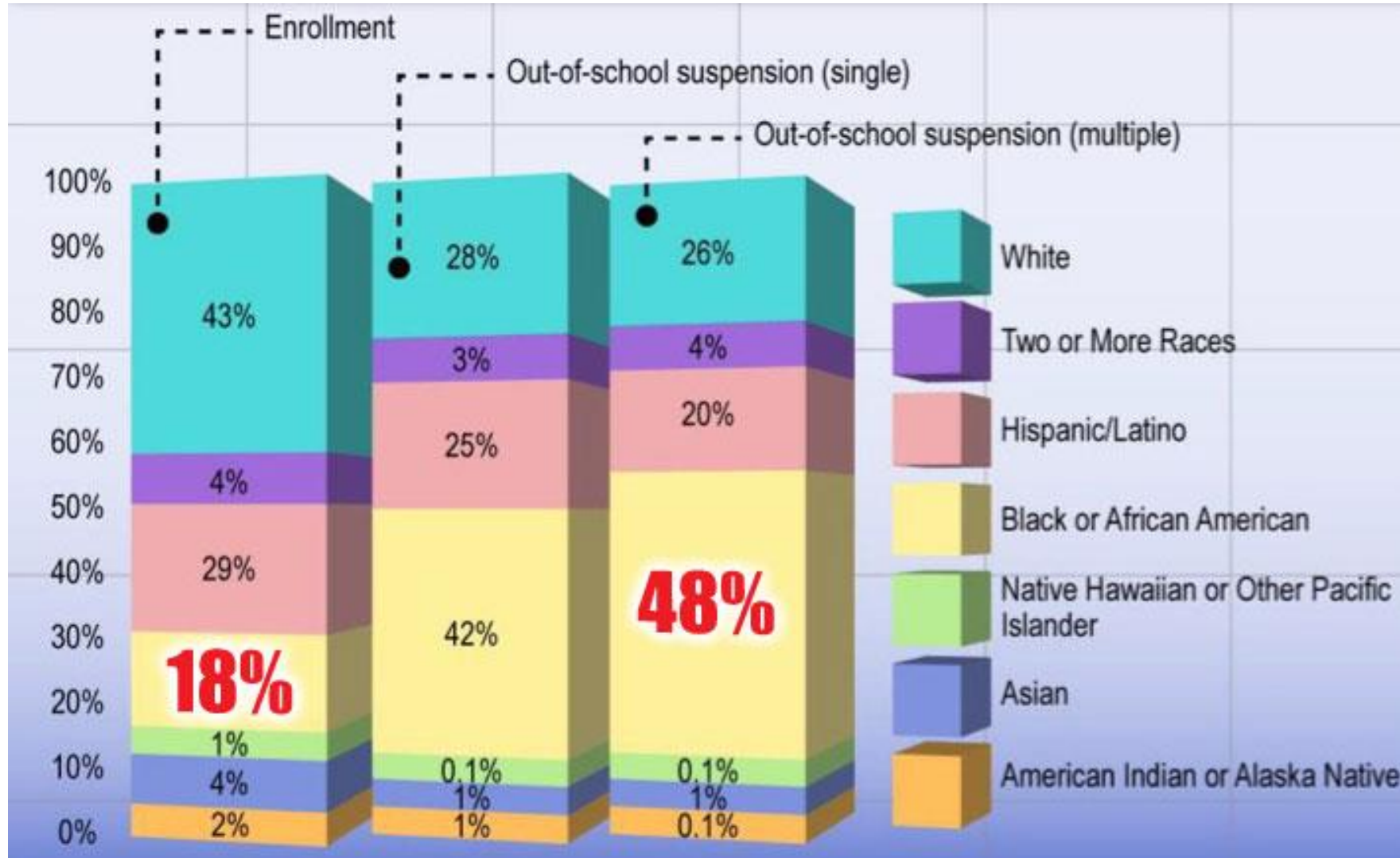
Himmelstein & Bruckner, Amer Assn Pediatrics Journal, Jan 2011

Hunt & Moodie-Mills, center for American progress, 2012

14 % of LGBT students in juvenile justice system v. 6% of total student population

# Preschool students receiving suspensions, by race and ethnicity

*8,000 preschoolers suspended in 2011-12*

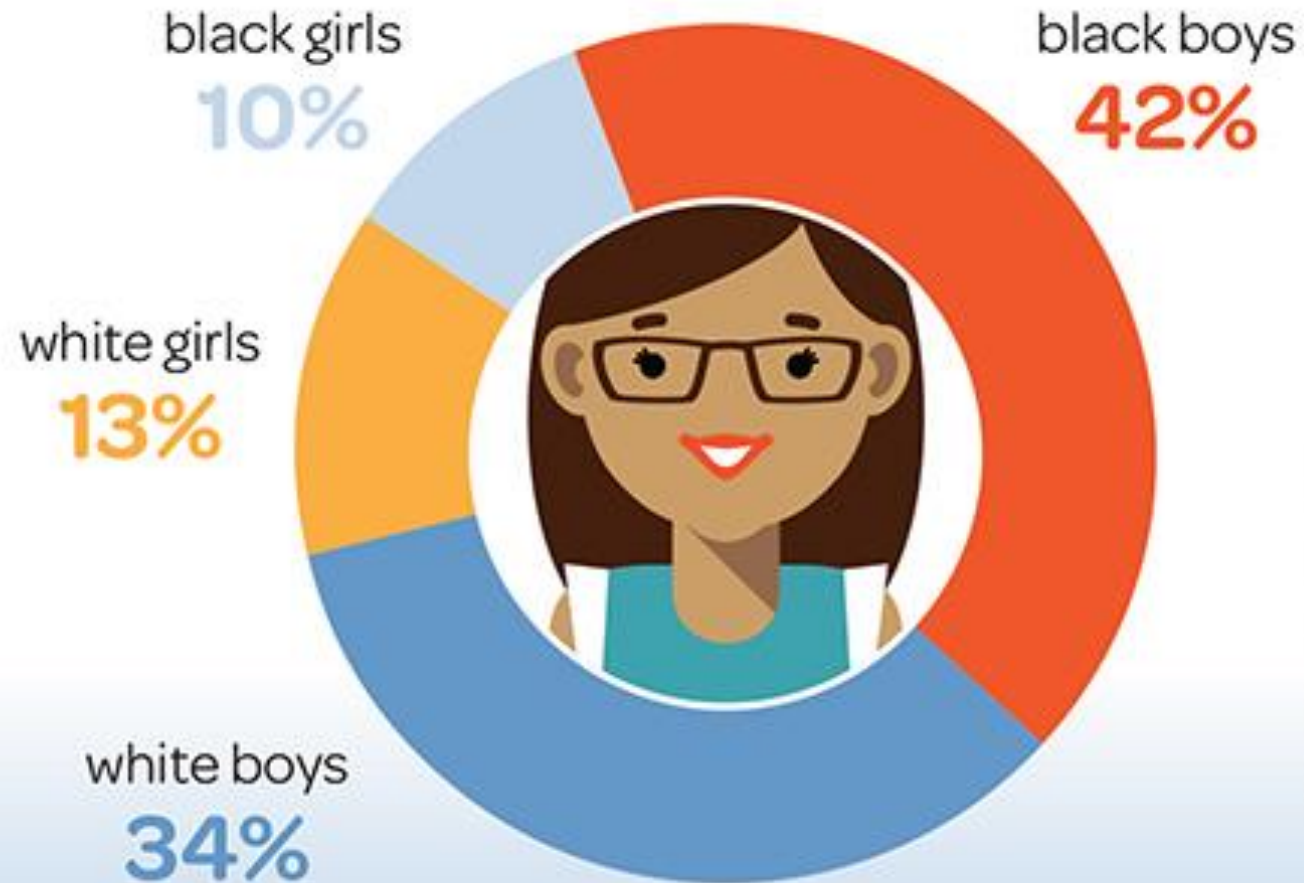


## Black Children

**18%**  
of enrollment

**48%**  
of multiple  
suspensions

## Track the eyes: Which students are teachers watching?



Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.

## The Vignette:

DeShawn / Latoya / Jake / Emily is described as disrupting class by hitting, scratching and toy-throwing.

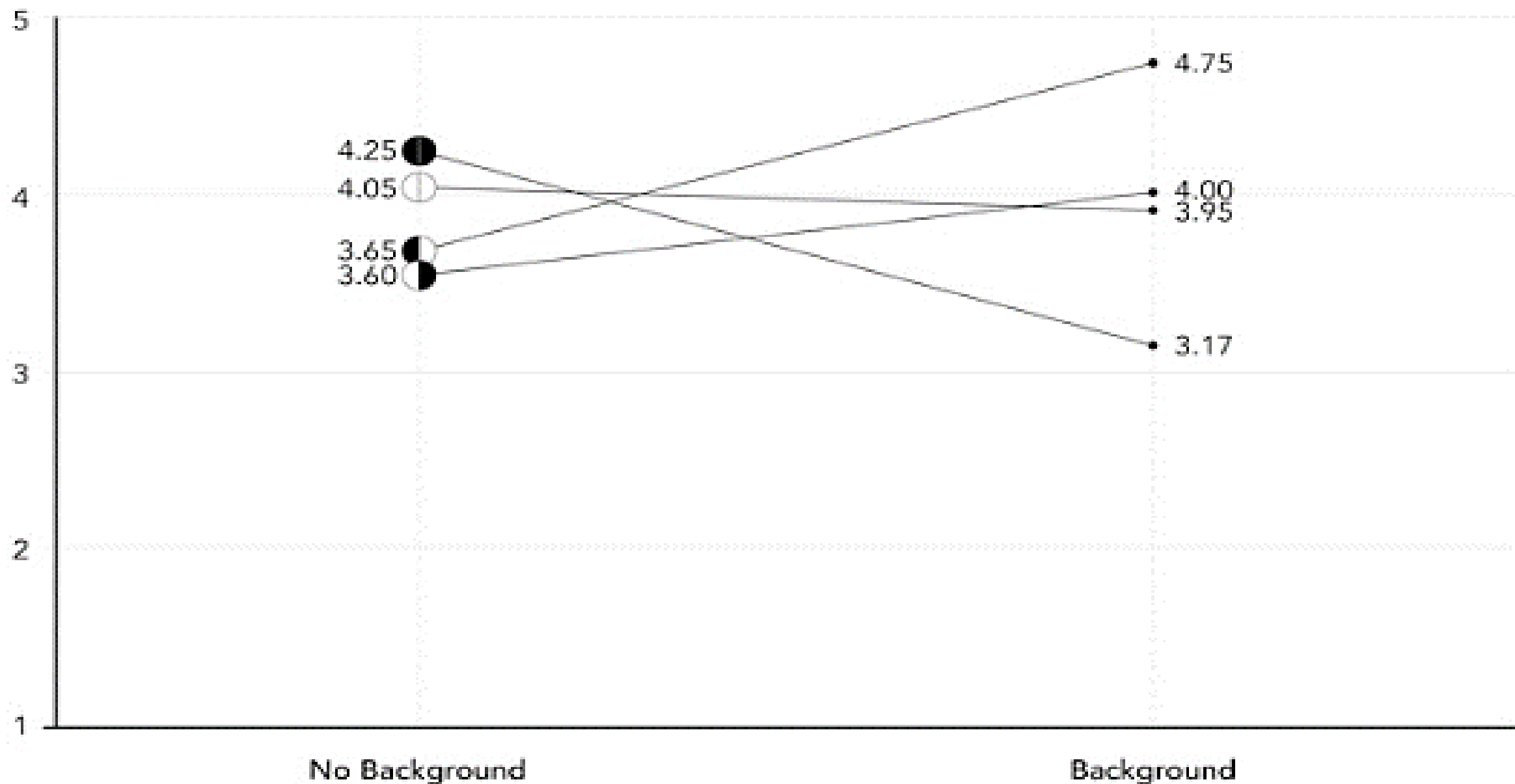
Rate the severity of behavior from 1 (not severe) to 5 (very severe).

Half teachers were black, half white.

Half were told the background: child's home life with single mom and 3 siblings is turbulent and violent.

A 2x2x2x2 study.

Severity Rating



Black teacher + Black child



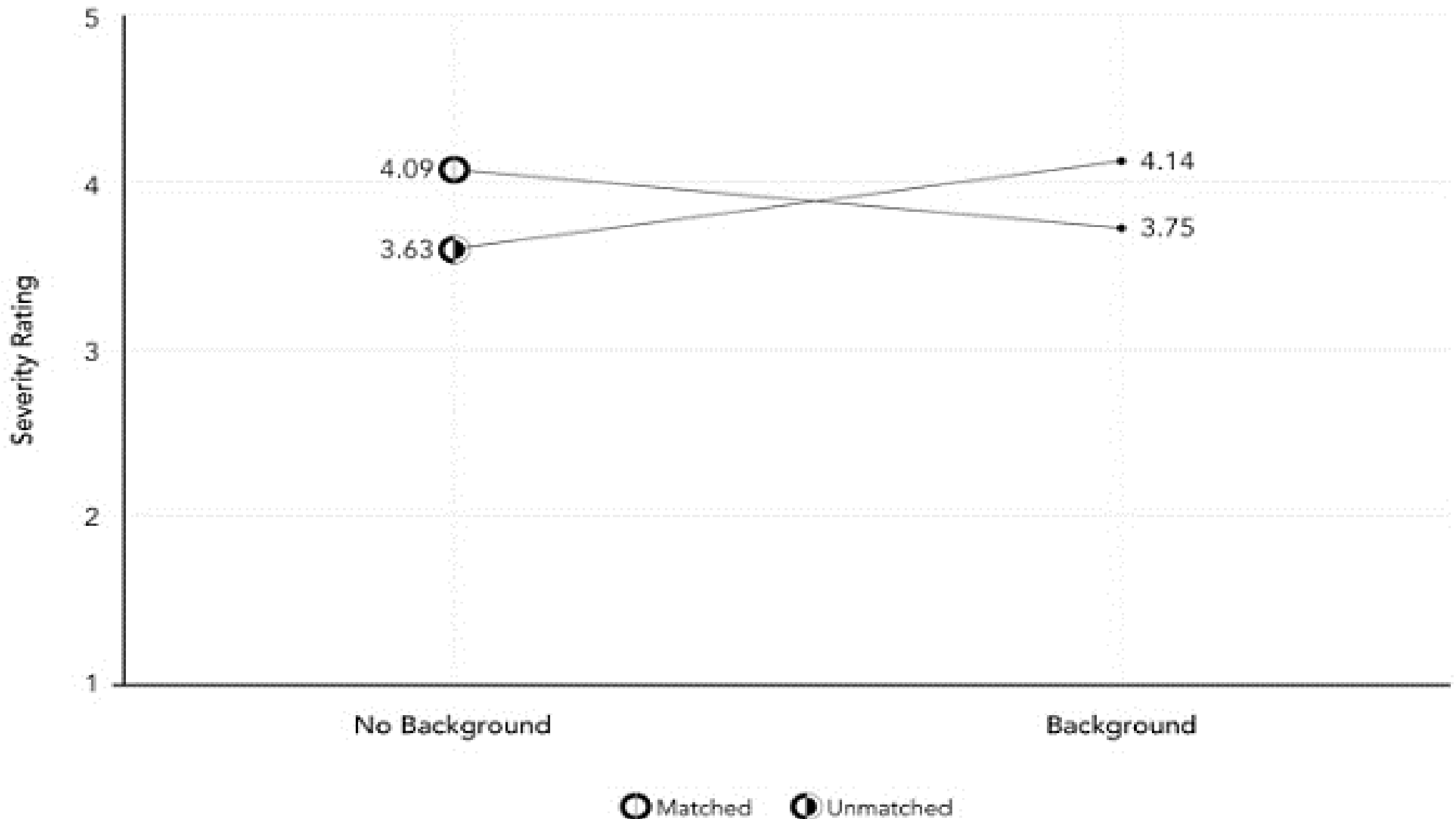
White teacher + White child



Black teacher + White child



White teacher + Black child

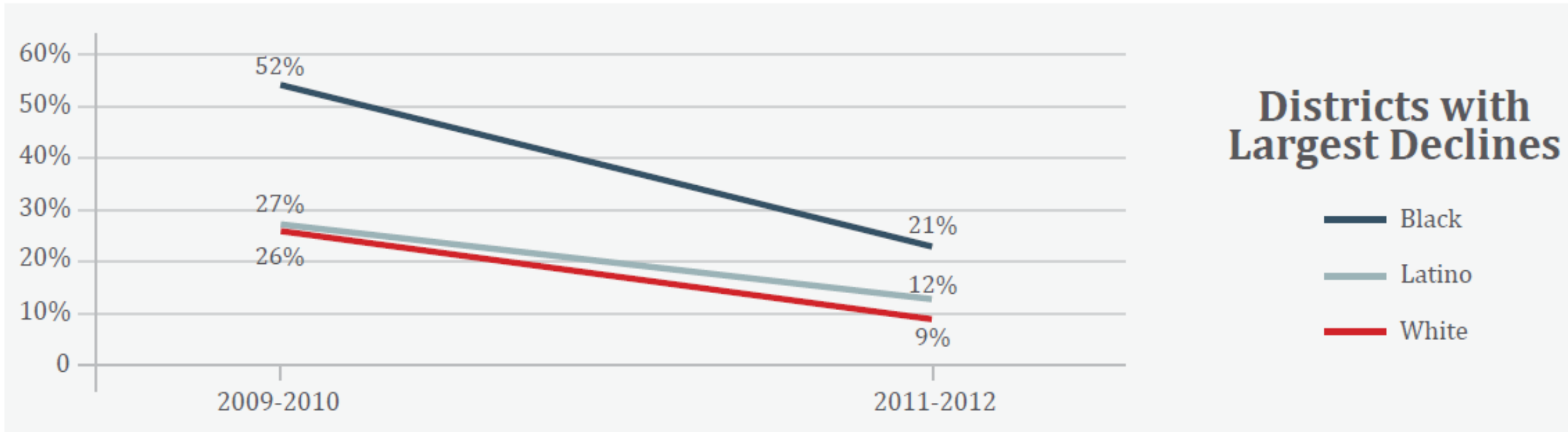


# HB2663 Ban expulsion of Pre-K students

- Applies to Early Childhood funded by ISBE
- Prohibits expulsion
- Document steps to ensure safe participation
- Utilize community resources
- Transition plan if evidence of exhaust professionally recommended interventions
- Can temporarily remove child
- ISBE to issue report every 2 years

# Good news: Dramatic results if you work on it

*Figure 4. Average Per-District Decline by Subgroup, 2009-10 to 2011-12*



Center for Civil Rights: *Are we closing the gap?*



# U.S. Departments of Education and Justice Release School Discipline Guidance Package to Enhance School Climate and Improve School Discipline Policies/Practices

JANUARY 8, 2014

**Contact:** U.S. Department of Education, Press Office, (202) 401-1576, [press@ed.gov](mailto:press@ed.gov)

U.S. Department of Justice, Press Office, (202) 514-2007, [press@ed.gov](mailto:press@ed.gov)

[www.ed.gov/school-discipline](http://www.ed.gov/school-discipline)

# What happens to the excluded student?

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

## P.A. 99-0456 -- SB 100

- Limit of school exclusions to the **greatest extent practicable**
- Decisions on a **case-by-case basis**
- **Not** eliminate suspension as a tool
- **Parent-teacher advisory** committee plays key role in developing and reviewing policy

- **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, &
- Other interventions have been exhausted

- **5 – 10 day**

- Above +
- Provide appropriate and available support services

- **All suspensions must provide:**
  - **Written decision**
    - why
    - rationale for length of suspension
    - right to review decision
  - **Make-up work for equivalent credit**
  - **Return-to-school plan**

- **Expulsions**, as for long suspension,
  - Continuing threat or substantial disruption
  - Reasonable steps to minimize discipline
  - Exhaust interventions; PLUS
- Provide or refer to support services

# What hasn't changed?

- Administrators can suspend up to 10 days
- Parental notice & review
- Expel up to 2 years for gross misconduct
- Exclude from all school activities
- Suspend bus privileges  
(if no alternate transport, provide make up work for equivalent credit)

# Law enforcement MOU

- Act encourages MOU with local law enforcement
- Officer involvement in schools?
- Records shared?
- How conduct student interviews?
- Role of local Association in creating & reviewing the MOU?



# What can local's do?

- **Analyze**
- **Organize**
- **Act**

# STUDENT DISCIPLINE — MAKING REFORM WORK



01

## Gather data

- ▶ What happens now in your school and district when students are disciplined?
- ▶ What's the current reality regarding suspension/expulsion rates?
- ▶ What does the data show by grade level, race, disability, gender, sexual orientation, exposure to ACEs, etc.?
- ▶ How might you survey, involve and support colleagues regarding safety issues, threat management and other concerns?
- ▶ What resources and professional development opportunities are needed?

*(Note: Public information is available from the state board of education and the U.S. Office of Civil Rights. You may also ask your district for necessary data.)*



02

## Define staff and parent roles on advisory committee

*(Parent-teacher advisory committee MUST annually review discipline policy with BOE)*

- ▶ How are teachers to be selected?
- ▶ Who else will serve on Discipline Advisory Committee (DAC)? (Examples: teaching assistants, paraprofessionals, bus drivers, etc.)
- ▶ What are the roles and goals of staff?
- ▶ How will community members be selected and/or organized?



03

## Determine what parts of current policy need revision

- ▶ What did the data show about student suspensions?
- ▶ What issues and interests did staff identify?
- ▶ What issues and interests have parents, community and students raised?
- ▶ How are "threat to safety" and "disruption to education" defined?
- ▶ How should threats to staff be handled?
- ▶ How does the discipline policy coordinate with collective bargaining?
- ▶ How successful is the district in implementing restorative justice?
- ▶ How successful is the district in implementing restorative practices?



04

## Determine what issues are appropriate for collective bargaining

- ▶ Creation and make up of DAC;
- ▶ Required meetings of DAC;
- ▶ Record keeping, reporting and union/committee notification of discipline issues;
- ▶ Training, education and PD for bargaining unit members;
- ▶ Employee safety issues;
- ▶ Reporting and resolving threats against employees.



05

## Determine training and resource needs

- ▶ What, if any, outside trainers, experts or resources are needed to reach staff and/or community?
- ▶ What resources can IEA and partners provide? (Potential resources: Loyola model and training, medical contacts, organizers, health care advocates and law enforcement.)
- ▶ Can state board of education or regional office of education assist?
- ▶ Will district pay for additional consultants?



06

## Provide appropriate professional development for staff

- ▶ What are needs of teachers, support professionals, administrators, resource officers and school board?
- ▶ What should be the topics of training? (Potential topics: ACEs, effective classroom management, restorative practice and justice, culturally responsive discipline and promoting healthy school climate.)
- ▶ How should topics be determined?
- ▶ What groups should receive training and how often?



07

## Document how discipline policy is being implemented

- ▶ Who will gather and analyze data?
- ▶ What additional information should be gathered?
- ▶ How should records be kept in relation to grade level, race, disability, gender, sexual orientation, exposure to ACEs, etc.?
- ▶ What impact is discipline having on law enforcement and juvenile justice?



08

## Assess, re-evaluate, revise

- ▶ Is DAC meeting at least annually to review and refine?
- ▶ How is program working?
- ▶ Are suspensions/expulsions decreasing?
- ▶ What changes are occurring in school climate?
- ▶ Are changes to the policy needed?
- ▶ Are additional supports needed?
- ▶ Are relational organizing opportunities arising?



"Like" IEANEA on

@ieanea on





Gather data

*How does current suspension policy apply to students, disaggregated by race, religion, sex, sexual orientation, etc.?*

Ask the district for district-wide or school data:

Out of School Suspensions	Male %	Female %
Hispanic	10.8	4.2
White	10.9	3.3
Black/African American	32.1	16.9
Multi race, one or more	10	0

High school district in Kankakee County



Gather data

*How does current suspension policy apply to students, disaggregated by race, religion, sex, sexual orientation, etc.?*

Public records reporting:

ISBE annual discipline report

Office of Civil Rights

## 2016 End Of Year Student Discipline Report

Counts By Incident

\* Blank cells are values that have been redacted in compliance with the Family Educational Rights and Privacy Act (FERPA)

	Gender		Race/Ethnicity							Grade		LEP	Incident Type								Duration in Days				
Total	Male	Female	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	K thru 8	9 thru 12	LEP	Alcohol	Violence with physical injury	Violence without physical injury	Drug offenses	Dangerous weapon - Firearm	Dangerous weapon - Other	Other reason	Tobacco	Less than or equal to 1	1.1 - 2.9	3.0 - 4.9	5.0 - 10	Greater than 10
<b>19022180004 CCSD 180</b>																									
In-School Suspension (03)																									
37	26	11								37	0		0	0	30	0	0	0	5	2	30	7	0	0	0
Out-of School Suspension (04)																									
62	42	20								62	0	0	1	0	59	0	0	0	2	0	30	28	1	3	0
<b>19022181004 Hinsdale CCSD 181</b>																									
In-School Suspension (03)																									
31										31	0		0	5	6	0	0	0	15	5	29	1	1	0	0
Out-of School Suspension (04)																									
18										18	0		0	1	3	0	0	0	8	6	6	11	1	0	0
<b>19022200026 CUSD 200</b>																									
In-School Suspension (03)																									
464	378	86								295	169	82	1	70	40	6	0	3	341	3	373	69	20	2	0
Out-of School Suspension (04)																									
266	204	62								111	155	36	6	62	33	23	0	8	134	0	90	81	38	56	1

ED.gov

CIVIL RIGHTS Data Collection

HOME

SCHOOL & DISTRICT SEARCH

DETAILED DATA TABLES

DATA ANALYSIS TOOLS

SPECIAL REPORTS

STATE AND NATIONAL ESTIMATIONS

ADDITIONAL RESOURCES

FAQ/USER GUIDE

OFFICE FOR CIVIL RIGHTS (OCR)

Looking for the 2015-16 CRDC?

Home

Special Reports

DISCIPLINE REPORT

Welcome to the 'Discipline Report'. Follow the instructions below to select the criteria to build the report and then click "View Report".

1. Select collection year ☒ 2013-14 ☐ 2011-12

2. Select the level of data ☐ School ☒ District

3. Further refine your report by selecting the school/district name or by other criteria

Find Districts by Name or State

If you know the district name, then type it in the district name field and click 'Find'. Additionally, you can search by State or ID only, or a combination of the three fields.

District Name

Springfield

☐ (Select all)

☐ SPRINGFIELD SD 186

ID

☐ 1737080

State

Illinois

☐ Illinois

Reset

Find

Add to Data Set

Search for Districts Based on Data Element Criteria

4. View your custom report:

View Report

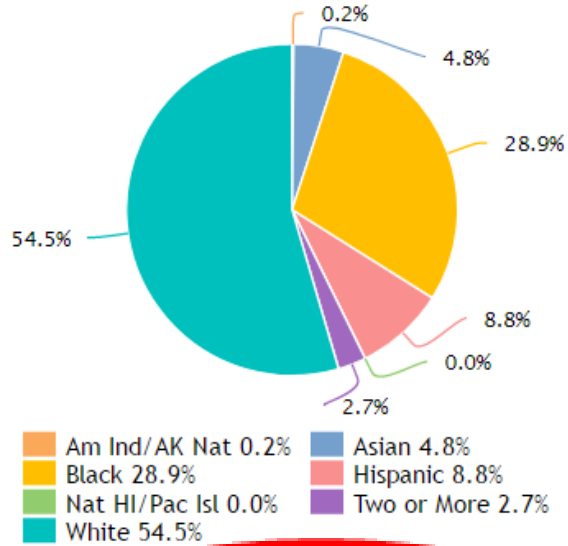
Selected Data Set

View

2011-2012

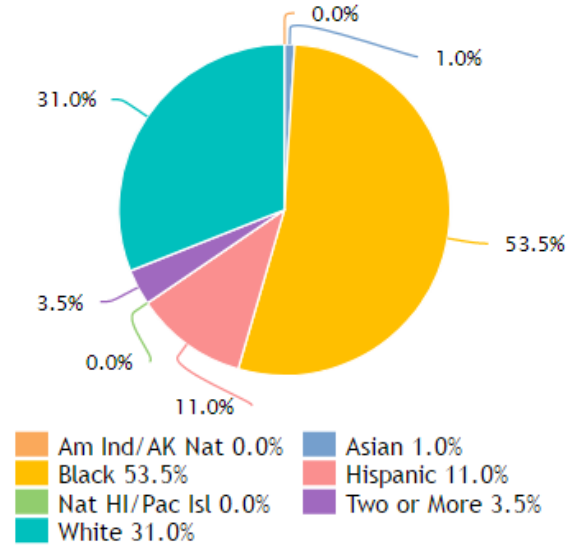
### District Enrollment

n=1,135



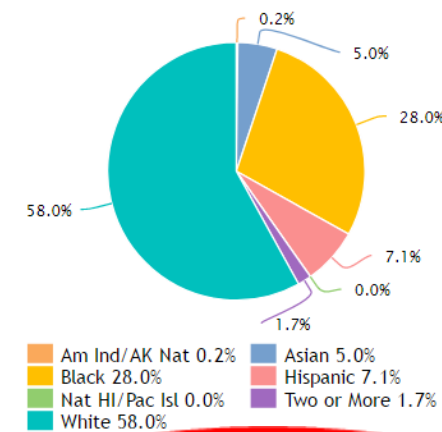
### In-School Suspensions

n=200



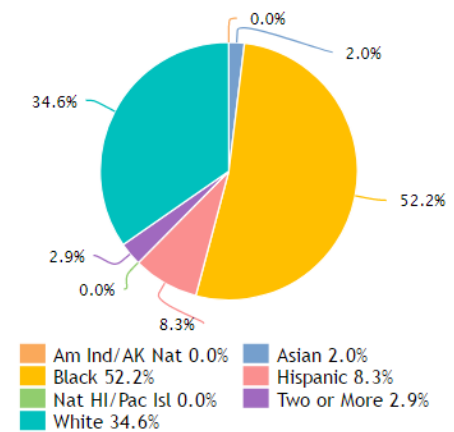
### School Enrollment

n=1,108



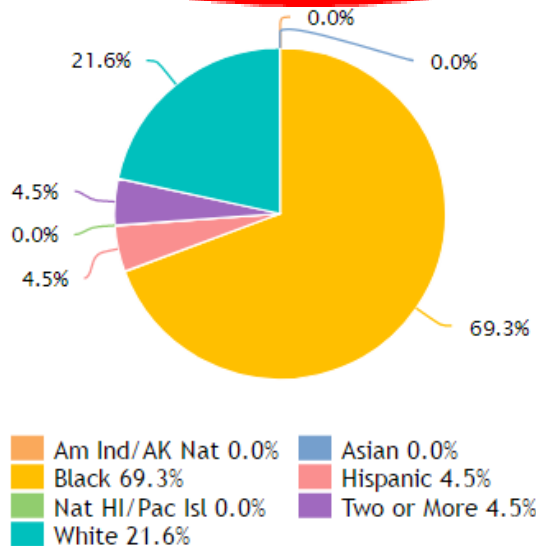
### In-School Suspensions

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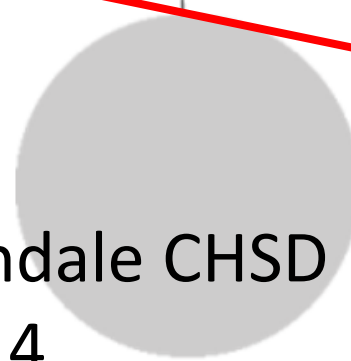
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n=88



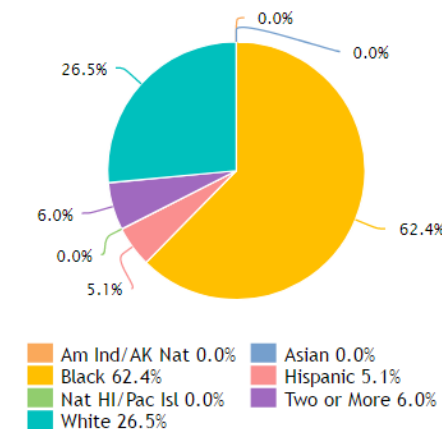
### Expulsions

No Students Reported



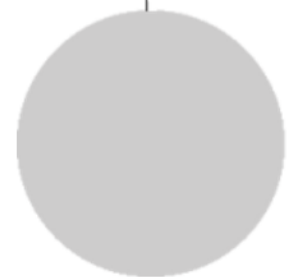
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n=117



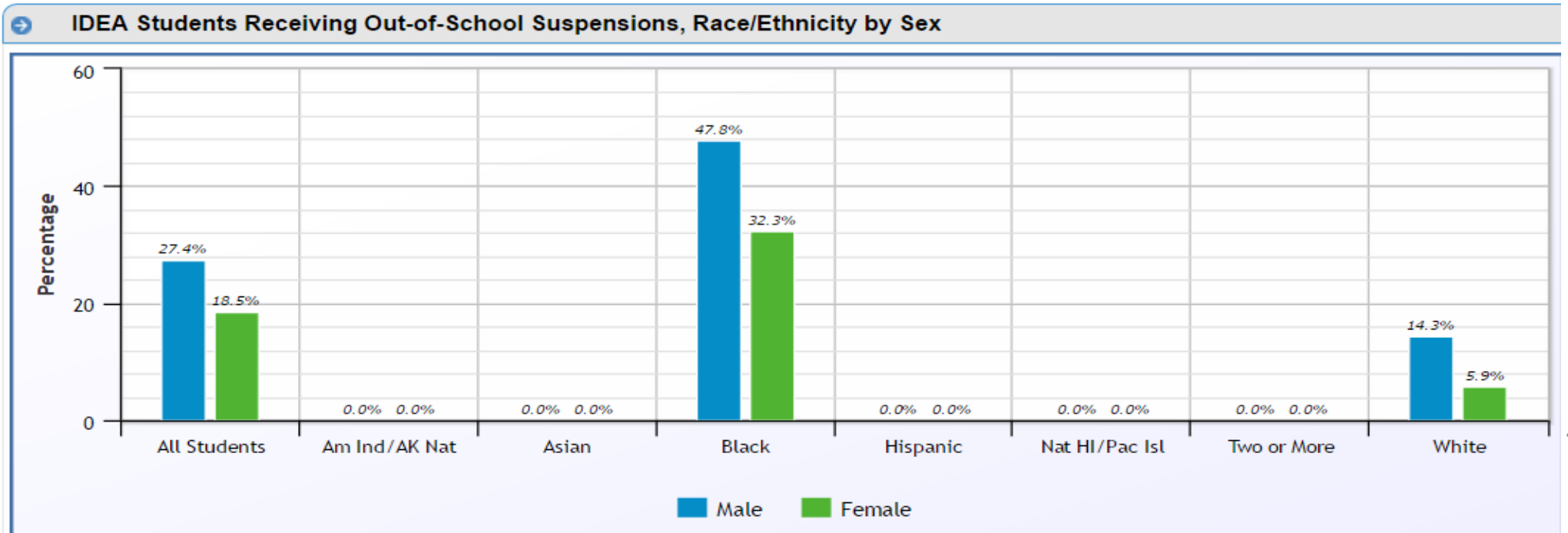
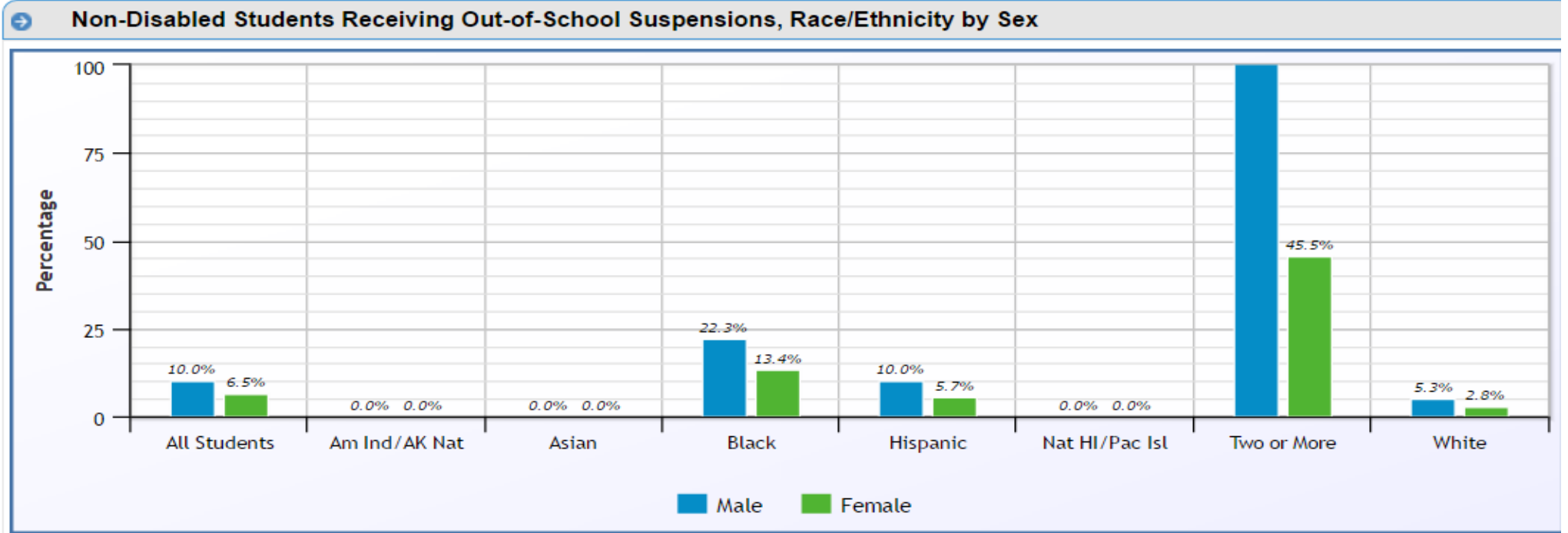
### Expulsions

No Students Reported



Carbondale CHSD  
2013-14

# Carbondale CHSD 2011-12





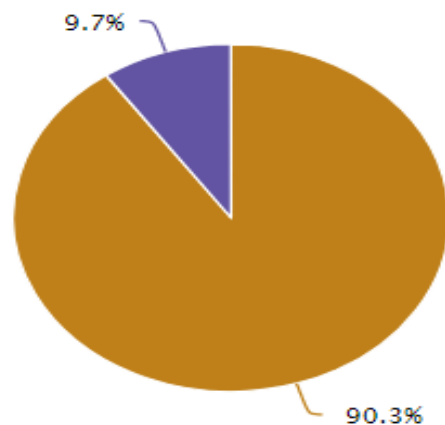
Massac  
County HS  
2013-2014

IDEA Status of Students Receiving Disciplinary Actions

Compared to enrollment, what is the IDEA status of students receiving disciplinary actions? \*

School Enrollment

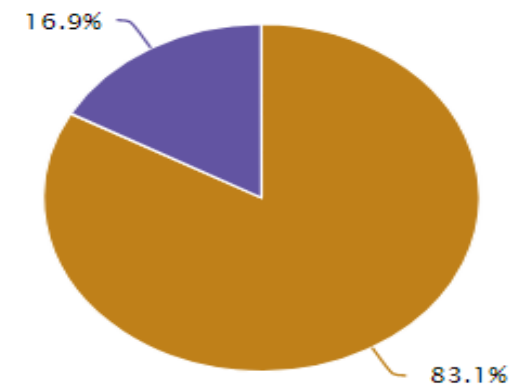
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Non-IDEA 90.3%    IDEA 9.7%

In-School Suspensions

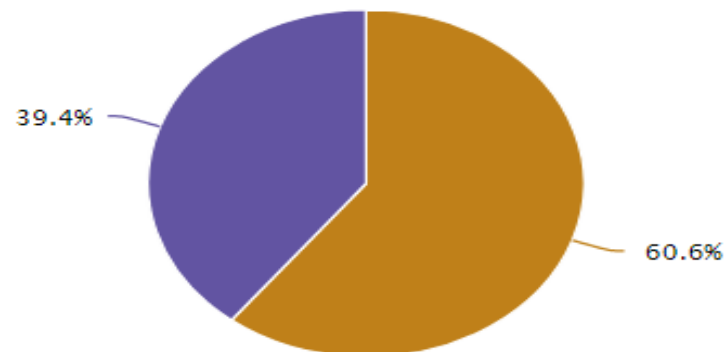
n=124



Non-IDEA 83.1%    IDEA 16.9%

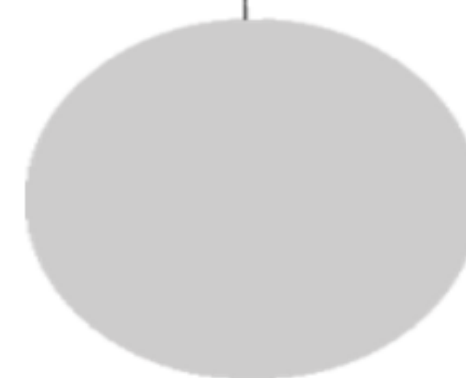
Out-of-School Suspensions

n=33



Expulsions

No Students Reported

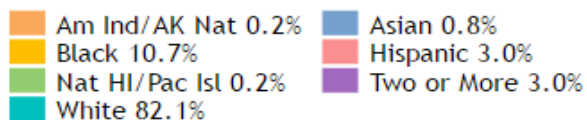
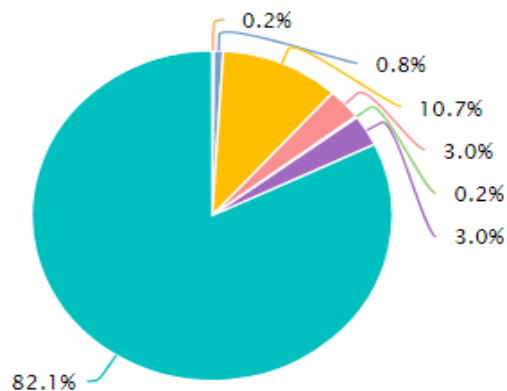


# Marion HS

## 2013-2014

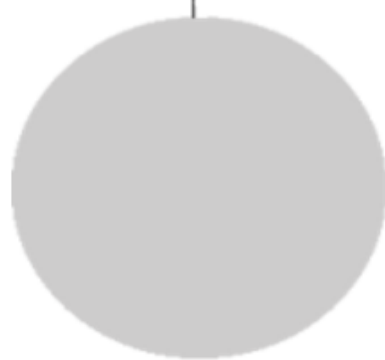
### School Enrollment

n=1,218



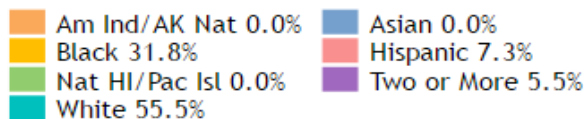
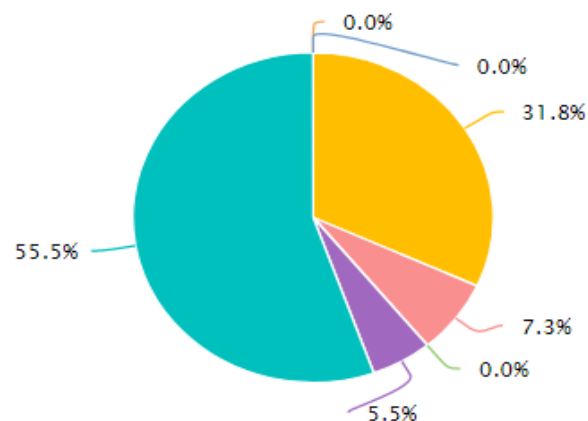
### In-School Suspensions

No Students Reported



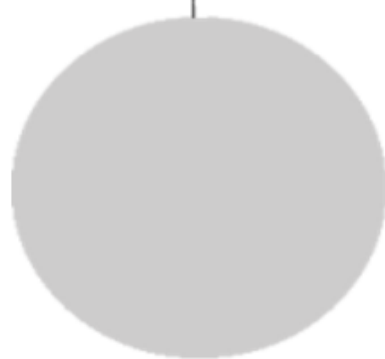
### Out-of-School Suspensions

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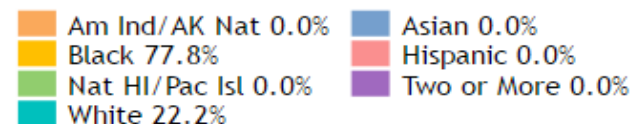
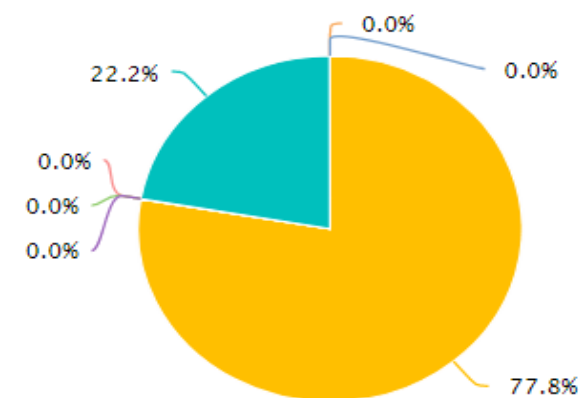
### Expulsions

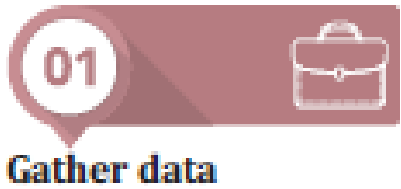
No Students Reported



### Referrals to Law Enforcement

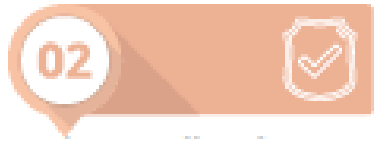
n=9





## Organize: What are staff concerns and interests?

- Teacher and staff safety. Threat management
- Effective behavior management
- Staffing of In-School Suspensions
- Responsibility of providing make up work during suspensions
- Providing appropriate support services during long suspensions
- Staff care and support
- Professional Development
- What else?



# Define staff & parent role on advisory committee

- Parent-Teacher advisory committee MUST annually review discipline policy with Board
- Who appoints teachers?
- Will other staff be on the “parent-teacher” advisory committee?
- What are the roles and goals of staff?
- Will community members be organized?



# Determine what parts of policy need to be revised

- What did the data show about student suspensions?
- What issues and interests did staff identify?
- What issues and interests have parents and students raised?
- How is “threat to school safety” defined?
- How is “disruption” and “interference” with school defined?
- How are threats to staff handled?
- How coordinate with collective bargaining?
- How successful is the district in implementing restorative justice/practices?



# What can be addressed in collective bargaining?

- Staff safety and health
- Composition & appointment of Advisory Committee
- Work assignments for in-school suspension
- Assignments for suspended students
- What else?

## Resources & support needed?

- Help with data analysis
- Help with awareness of staff & community
- Use IEA resources & partners
- Law enforcement, ROE, ISBE
- Pay now or pay later



# Professional development plan for staff

Who does the statute say gets PD?

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





# Professional development plan for staff

## Topics?

- Adverse consequences of school exclusion & law enforcement intervention
- Effective classroom management
- Restorative practices and restorative justice
- Discipline that promotes positive and healthy school climates
- Culturally responsive discipline
- What else?



# Professional development plan for staff

## **What is Local Association involvement in**

- **Selecting topics**
- **Presenting**



# Professional development plan for staff

## When is PD?

- **Law:** reasonable efforts to provide on-going PD
- **Local Association:**
  - Which groups get what training?
  - How often?



## Document how plan is being implemented & contract issues enforced

Who will gather and analyze data?

What other information needs to be gathered?

Are religious groups treated differently?

Are non-traditional sexual orientations disproportionately disciplined?

What has been the impact on law enforcement and juvenile justice?



## Assess, re-evaluate, revise

Advisory committee should annually review the discipline policy

What works, what doesn't?

Are suspensions reduced? Less disproportionate?

Has school climate and safety improved?

Have interests changed?

Are the definitions of threat and disruption adequate?

What additional support is needed for parents, students, staff?

Do other community members need to be involved?

Does the CBA need changes?

Other organizing opportunities?





**Resources, policies and expectations regarding student discipline are changing regularly.**

**WHAT'S  
NEXT?**

**Your IEA UniServ Director is the first contact for collective bargaining and representation matters.**

**For more information about Adverse Childhood Experiences (ACEs), institutional racism, trauma-informed schools and related topics, visit:**

**Partnership for Resilience**

**<https://ieane.org/resources/partnership-for-resiliency/>**



# Resources (see IEANEA.org Partnership for Resilience)

## Awareness & Education on Trauma

- *Papers Tigers* DVD

Organizing viewings

- *Resilience* DVD

- Dr. Marjorie Fujara webinar

Send link to members & community

Lunch & Learns

Partner with a pediatrician

# Resources (see IEANEA.org Partnership for Resilience)

## Awareness & Education on Trauma

- ACEs Too High & ACEs Connection websites
- Dr. Nadine Burke Harris' TED Talk
- Organize teams to attend June one day conferences



# Resources

## Implementing Trauma-Informed Practices

(see IEANEA.org Partnership for Resilience)

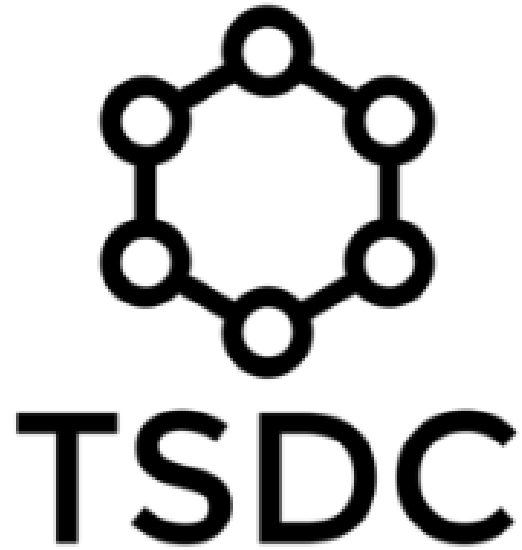
- Partnership for Resilience videos. See what other districts are doing
- Paul Reville's recorded presentation from June 2016 conference—*Getting to All-Means-All*
- Jim Sporleder, *The Trauma-Informed School: A step-by-step implementation guide*
- Urge others to attend June 2018 1 day conferences
- Form community teams to attend the Lisle conference August 1-3 or others in Fall, Spring or Summer.

# Resources – Student Discipline

- Center for Civil Rights, UCLA  
*Are we closing the school discipline gap? 2015*
- U.S. DoE/DoJ report on student discipline 2014  
[www.ed.gov/school-discipline](http://www.ed.gov/school-discipline)
- Our new partner: Loyola University's Transforming School Discipline Collaborative.  
[www.transformschooldiscipline.org/collaborative](http://www.transformschooldiscipline.org/collaborative)  
Toolkit for Transformation

# Transforming School Discipline Collaborative

## Member organizations include:



- Chicago Lawyers' Committee for Civil Rights Under Law, Inc.
- Equip for Equality
- Illinois Balanced and Restorative Justice
- Illinois' Safe Schools Alliance
- Loyola University Chicago School of Education
- Loyola University Chicago School of Law, Education Law & Policy Institute
- Ounce of Prevention Fund
- Prevent School Violence Illinois
- POWER-PAC of Communities Organizing Family Issues (COFI)
- Umoja Student Development Corporation
- Voices of Youth in Chicago's Education (VOYCE)

**TSDC Model Code of Conduct**

# Resources – Bias & Restorative Practices

- *State of the Science: Implicit Bias Review*, annual journal from the Ohio State University Kirwan Institute for the Study of Race and Ethnicity.

[Kirwaninstitute.osu.edu](http://kirwaninstitute.osu.edu)

The Kirwan Institute 2014 report: *How toxic stress threatens children's success in Franklin County, Ohio*

- Yale University Child Study Center 2016, *Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?*
- IL Criminal Justice Information Authority [www.icjia.state.il.us](http://www.icjia.state.il.us)
  - *An Inventory & Examination of Restorative Justice Practices for Youth in Illinois*, 2013
  - *Implementing Restorative Justice: A Guide for Schools*, 2010